

An Academic Self-Efficacy as a Predictor of Senior High School Students' Participation in English Debate Club

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ARTICLE INFO

Keywords:

Academic Self-Efficacy (ASE);
English Debate Club (EDC);
Self-Efficacy;
English as Foreign Language;
Senior High School

Article history:

Received 2022-02-04

Revised 2022-04-10

Accepted 2022-07-01

ABSTRACT

Self-efficacy (SE) is defined as public belief in their capacity to attain intended goals via their actions. Within an academic setting, SE is frequently referred to as Academic Self-Efficacy (ASE), which impacts learner judgments about one's ability to effectively achieve educational goals. To succeed in an academic context, students must complete several academic tasks in a variety of subjects. Fear of public speaking is one of the most major challenges that students face. In an EFL context, where learners have few opportunities to practice public speaking in real-life circumstances, debate helps them to use the language to communicate their viewpoints coherently. This study is important to identify students' levels of academic self-efficacy and how they function as a predictor of academic achievement. The qualitative case study is used to explore the problem in-depth in natural setting. The data were collected from open-questionnaire and semi structured interview. The participants of the study were included nine senior high school students who are the members of Debate Club. According to the findings of this study, Academic self-efficacy influences students' motivation to join the debate club. Prior debate club experience of members became the most essential consideration for students who joined the debate club. Vicarious experience is the second most crucial aspect in students' decision to join the debate club. Then there's social persuasion, which is crucial since it serves as a role model for students. Seniors or peers who have accomplished a lot may use their success to encourage other students to join them. Another outcome is that members have strong emotional well-being, so even if they fail or have difficulties participating, they do not abandon all debate club activities. Another study was planned to involve more debate club members and to examine the teacher's role as debate supervisor.

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1. INTRODUCTION

Self-efficacy (SE) is defined as the people's beliefs in their capabilities to produce desired effects by their actions (Bandura, 1997). Self-efficacy beliefs influence task-choice, effort, persistence, resilience, and achievement (Bandura, 1997; Schunk, 1995). In performing a particular task, learners with high SE tend to be more involved in the situation. Those who fail in their work, usually regain their SE as quickly after experiencing failures (Bandura, 1997). Bandura (1997) proposed that SE is influenced by four big factors: (a) Mastery Experiences (ME); (b) Vicarious Experiences (VE); (c) Social Persuasion (SP); (d) Physiological and Emotional States (PES). Within an academic context, SE is often defined in terms of Academic Self-Efficacy (ASE) which determines learner decisions about one's ability to achieve educational goals successfully (Elias & MacDonald, 2007). Besides, Pastorelli et al., (2001) stated that ASE refers to the extent to which an individual feels he or she is capable of completing academic tasks successfully. To gain success in an academic context, students need to perform various academic tasks in different disciplines. One of the most major barriers learners have to deal with is public speaking anxiety. In an EFL environment, where learners have inadequate opportunities in real-life situations to practice public speaking, debating opens up opportunities for them to use the language in the form of expressing their thoughts with logic.

Debating in English is a practice requiring all skills in the English language along with presentation and delivery skills. Alasmari and Salahuddin Ahmed (2012) conducted a study and discovered that using debate in the EFL class can improve their English language skills and presentation skills, as well as indirectly increase their confidence to use English in academic, social, and professional settings. In addition, Krieger (2005) commented that debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways. It is supported by Oros (2007) who did studies on the implementation of debate in the classroom and discovered that debate made students more active in thinking critically, as well as arguing and seeking supporting evidence to directly defend their opinion on the topic. Another research discovered that debate helps students to absorb course materials since they are directly concerned with the course topic (Othman, 2013). Moreover, it also teaches students how to assess data and provides an excellent opportunity for students to practice public speaking.

Based on the prior studies, it is possible to infer that debate activities in schools have a positive effect on students. It might be stated that research on this topic confirms that school activities, such as the debate club, are necessary since there are school activities outside of regular academic activities which has been shown to increase the skills of students who participate in them. Given the limited time available for study in class, activities such as debate assist students strengthen their English language abilities. Students can practice communicating English with classmates or seniors through school activities such as debate groups. This allows students' self-efficacy to develop, making them more prepared and confident in their use of English in class.

The fact that there has been a lot of studies done on ASE in an academic context and public speaking. In Indonesia, there is still little research on ASE in the English debate, particularly in the senior high school setting. Furthermore, research on academic self-efficacy as determinants of participation in debate schools is relatively uncommon in Indonesia. This study was carried out in a senior high school in Indonesia and served as a bridge to fill the gap. Furthermore, study was performed on senior high school students, whereas earlier studies focused mostly on college debaters.

The purpose of this qualitative case study is to determine how high students' academic self-efficacy is and how it influences student engagement in debate schools. As a result, the purpose of this study is to look at the role of self-efficacy as a predictor of participation in the English Debate Club (EDC). The purpose of this study is to determine the students' level of academic self-efficacy and how it acts as a predictor of students' academic accomplishment, which in this case is students' participation in the English debate. Empirically, this study adds to our understanding of the impact of student involvement in debate schools on academic outcomes. With the findings of this study, it is hoped that students will be more active in participating in school activities, particularly debate, in order to improve their English self-

efficacy. Furthermore, the school can provide better support for school activities that aid in increasing students' academic achievement.

2. METHODS

This research was conducted in a senior high school in Bengkulu, Indonesia. The participants were the students who are members of the English Debating Club (EDC). They were selected because they are active members of EDC and have demonstrated academic success during their period as members. Furthermore, they were chosen using a convenient sampling approach that was extremely appropriate for the pandemic scenario at the time this research was undertaken. This is done to collect the necessary/intended data so that the study outcomes are as desired.

The total of nine participants consists of three groups of the debate team with three students in each team. This research explored the students' academic self-efficacy (ASE) and the influence of ASE on the students' participation in debate clubs. Moreover, the researchers used a qualitative case study to explore in-depth the problem being studied in its real situations. By doing so, it is hoped to get a better understanding of the problem and find the influence of ASE on students' participation in debate club. The data were collected by using online open-ended questionnaires and semi-structured interviews. It was carried out because face-to-face questionnaires and interviews cannot be done during pandemic COVID-19, so online data collection was the best option to collect the data. The questionnaire consists of 40 questions to find out students' academic self-efficacy. While the interview consists of 20 open-ended questions to validate the data and find the influence of ASE on students' participation in debate club.

Kunnathodi Abdul Gafoor & Ashraf (2007) introduced the Academic Self-Efficacy (ASE) Scale to assess students' academic self-efficacy, which is based on Bandura's Self-Efficacy theory (1977). The measure was created with the concept that students' efficacy in each of the academic work components would contribute to their total academic self-efficacy. The selected dimensions of academic work are Learning process, Reading, Comprehension, Memory, Curricular Activities, Time Management, Teacher Student relationship, Peer Relationship, Utilization of resources, Goal Orientation, Adjustment and Examination. There are 20 each positive and negative statements in the total 40 statements as shown below.

Table 1. *Academic Self-Efficacy*

No	Statements	Disagree	Less agree	Agree	Strongly agree
1.	Irrespective of the subject, I am competent in learning.				
2.	I can not read and understand my text books well.				
3.	I sense that I am quick to pick the points from what I read				
4.	I feel that I have no ability to keep things unforgotten				
5.	I can do my projects well.				
6.	I can't manage time efficiently for learning.				
7.	I can arrange the help of my teachers in learning.				
8.	I fail to find out the necessary sources for my study.				
9.	I can arrange help of my peers for my learning whenever I need it.				
10.	I fail to set higher goals in my study.				

11. I can usually find out quite a few solutions when I confront with problems in my study.
12. I can't express ideas well while attending examinations.
13. It is difficult for me to read and understand the textbooks in English language.
14. During examinations, I can recollect what I have learnt.
15. Often I fail to comprehend the actual meaning of what I study.
16. If taught, I can prepare my class notes neatly.
17. I fail to find out time for learning in the midst of sundry chores.
18. I can't arrange the resources of my study from my relatives, neighbours, etc.
19. I am assured that I have a few friends who would be helpful in my study.
20. I may not clarify doubts from my teachers while in class, even if I reach higher classes.
21. I can accomplish my aims in learning.
22. I can't answer the essay type questions well.
23. I experience that I am weak in understanding the classes of my teachers.
24. I can develop the reading skill required to learn school subjects.
25. When I study a new concept, I can't recall the related knowledge from the earlier classes.
26. I can utilize the available library facility for my study.
27. I observe that I fail to prepare my seminars and assignments in time.
28. If I miss some classes for some reason, I can compensate the loss fairly well.
29. I consider that I fail to develop a healthy relationship with my teachers.
30. I am confident that I can perform well in competitive examinations.
31. I can't deal efficiently with the unexpected problems in my study.
32. I can be calm at time of exam as I am conscious of my ability to learn.
33. I can't complete the homework myself without any help from guidebooks, previous notes etc

34. I can usually handle the disturbing situations in the study.
35. If a sudden test is conducted for us without prior notice, I can answer it well.
36. If I try, I can become one of the good grade holders.
37. I can't answer the questions which teachers ask me.
38. I can score well in the short answer type questions.
39. I can't accomplish challenging tasks and problems in my study.
40. However twisted the question is I can answer them.

Table 2. *Academic Self-Efficacy Categories*

Score	Category
40-63	Very Low
64-87	Low
88-111	Medium
112-135	High
136-160	Very High

Data gathered from a questionnaire on the perspectives of high school senior students who are members of EDC on their accomplishments as a result of their participation in EDC activities. Furthermore, interviews were performed to collect extra data as well as to triangulate the data. Data was gathered by delivering a questionnaire to each participant over WhatsApp by sharing the Gform link that had been made, and then, once the questionnaire answers were acquired, the researchers began conducting interviews with each participant. Gmeet was used to conduct the interviews, which lasted about 10-15 minutes. The researcher did not forget to record a video interview during the interview procedure so that it could be reopened later while assessing the data.

Furthermore, the data were analyzed by using interactive model analysis proposed by Miles, Hubberman, and Saldana (2014). The analysis consists of three steps which consist of data condensation, data display, and concluding. First, the data that has been collected was then simplified to sort which ones were related to the research and which are not. Then in the second step, the data related to the research are displayed in form of a chart, diagram, or table to make it easy for the researcher to conclude. In the last step, the concluding, in this step the researcher tried to conclude the data to answer the research problems. However, the researchers were looked back at the data collections, data condensations, data display to finally able to draw concrete conclusions.

3. FINDINGS AND DISCUSSION

The findings of this research are presented in the form of two research questions that function as the study's primary focus. As retrieved from the research questions' core, the data orientation comprises 1) Students' Level of Academic Self-Efficacy, and 2) Academic self-efficacy as the predictor of students' participation in joining English debate club.

3.1. *Students' Level of Academic Self-Efficacy*

This research found that the students who have high academic self-efficacy (ASE) toward English language learning tend to be more confident to join the debate club. As retrieved from the questionnaire

which measures ASE from nine participants, it was found that the average score of ASE is 116 (see Table 3) which can be indicated as having a high self-efficacy (see the table categories of ASE score). This indicates that the debate members have a high level of ASE.

Table 3. *Academic Self-Efficacy Questionnaire*

	N	Lowest	Highest	Mean
Academic Self-Efficacy	9	101	133	116

Another result was that the majority of the participants had a high self-efficacy level (40%). The findings of the Academic Self-Efficacy (ASE) Scale questionnaire are shown below.

Table 4. *The Result of the Questionnaire of the Academic Self-Efficacy Scale*

No	Indicators	Disagree	Less agree	Agree	Strongly agree
1	Cannot understand my textbooks well	7	2		
2	quick to pick the text		3	6	
3	have no ability to		7	1	1
4	can do my projects well		1	7	1
5	can't manage time	2	6		1
6	can arrange the help		5	5	
7	fail to find out the necessary	2	6		1
8	can usually find out quite a few solutions		1	8	
9	can't express ideas well		4	5	
10	Can't understand the textbooks in English language	5	4		
11	can recollect what I have learned		2	6	1
12	fail to comprehend the actual meaning		9		
13	can prepare my class notes neatly		1	5	3
14	fail to find out time for learning in the midst of sundry chores		2	5	2
15	can't arrange the resources of my study		3	6	
16	have a few friends who would be helpful in my study		2	2	5
17	may not clarify doubts from my teachers while in class		6	3	
18	can accomplish my aims in learning		1	8	
19	can't answer the essay type questions well	4	4	1	
20	Cannot understanding the classes of my teachers	3	4	1	
21	can develop the reading skill required		1	5	3
22	can't recall the related knowledge from the earlier classes	3	5	1	
23	can utilize the available library facility for my study		4	5	
24	observe that I fail to prepare my seminars and assignments	1	3	4	1
25	miss some classes for some reason	1	5	3	
26	consider that I fail to develop a healthy relationship	2	6	1	

27	can perform well in competitive examinations		2	5	2
28	can't deal efficiently with the unexpected problems in my study	2	5	2	
29	can be calm at time of exam as I am conscious		2	3	4
30	can't complete the homework myself		3	4	3
31	can usually handle the disturbing situations in the study		4	5	
32	can answer a sudden test is conducted for us without prior notice		5	4	
33	can become one of the good grade holders			3	6
34	can't answer the questions which teachers ask me	1	6	2	
35	can score well in the short answer type questions		3	4	2
36	can't accomplish challenging tasks and problems in my study	3	5	1	
37	can answer twisted the question		2	5	2
38	competent in learning Irrespective of the subject			6	3
39	can arrange help of my peers for my learning		3	6	
40	fail to set higher goals in my study	1	5	3	
Percentage		20%	37%	40%	3%

Furthermore, after learning about the high ASE level of the debate club members, the researcher attempted to determine what reasons motivated the debate club members with high ASE to join the debate club. This study used a theory developed by Bandura (1977) to investigate the resource of self-efficacy. Based on that theory, this study is divided into four themes: mastery experience (ME), vicarious experience (VE), social persuasion (SP), and Physiological and Emotional States (PES). The most representative extracts from the participants' responses are chosen and discussed for each of the four themes.

3.2. Academic Self-Efficacy as Predictor of Students' Participation in Joining Debate Club

Academic self-efficacy is based on students' perception that they are capable of completing academic tasks or meeting learning objectives at predefined levels. Students with a high level of self-efficacy may be identified by their capacity to manage, carry out, and solve problems related to learning activities, as well as their confidence that the tasks can be done effectively. This is shown in their behavior, which demonstrates good excitement in working on the tasks, such as collecting assignments on time, never grumbling when an assignment is given, and constantly attempting to complete activities regardless their difficulty level. Meanwhile, persons with low self-efficacy prefer to pick and do well on projects that match their ability, but if the tasks are perceived to be too challenging, they avoid and neglect them. Indicated conduct includes rejecting a complex assignment, being quick to complain when given a task with a limited time frame, being late in collecting it, and giving up on tough work.

According to the findings of the study, EDC member students show strong academic self-efficacy. This ASE indirectly motivates kids to join their school's Debate Club. There are four sources of self-efficacy, according to Bandura: mastery experience, vicarious experience, social persuasion, and psychological and emotional state. The source of the participants' self-efficacy was also sought in this study, utilizing Bandura's notion of source of efficacy. The data suggested that mastery experience was the primary source of the EDC member students' self-efficacy level, while psychological and emotional

condition had minimal influence on the student's self-efficacy level. See following for a more detailed explanation:

3.2.1. Mastery Experience

The experience of mastering something, or prior success, is referred to as mastery experience. The experience is significant since it is a source of knowledge that influences a person's degree of self-efficacy. Self-efficacy, for example, will develop as a result of a succession of triumphs, or experience with overcoming failure with varied attempts will enhance self-efficacy. According to Bandura's theory, mastery experience is the fundamental and most important source of self-efficacy (Bandura, 1977). According to the findings of this study, the participants in this study had a lot of prior experience when they decided to join a debate club. Mastering English skills, for example, will emerge in students as a steady sense of self-efficacy. To acquire a strong feeling of self-efficacy, one needs to have experience overcoming obstacles via hard work and dedication. This is in line with Wright et al. (2013) who stated that students' self-efficacy is tightly linked to their decision to persist and their academic achievement.

"I already have experience in speaking English before (mastery experience), I have also participated in English-speaking competitions. Besides that, my English skills in class are pretty good. So that I feel more confident to join the debate club." (C, Debate Club, Interview)

"I have no experience participating in competitions or participating in English speaking activities before. However, I like English lessons and my English skills are also pretty good. I have attended English courses for a long time and often learn by listening to songs and also watching English films (mastery experience). So, I am interested in joining this debate club." (F, Debate Club, Interview 2021)

According to the data, the participants had prior English language competence before joining the debate club. They will benefit greatly from prior experience speaking English when engaging in debate club activities. They are also more confident than other members who have had no prior experience. This has a beneficial effect on them. The research conducted by Brooke et al. (2017) highlighted that the correlation between prior experience, social support, and trust with knowledge behavior is affected by self-efficacy.

"Because I have participated in many English competitions and have also studied English before, I feel better and can participate in activities at the debate club. Unlike those who just joined without any previous English experience, they seemed more passive and just kept quiet." (C, Debate Club, Interview 2021)

"I think I can participate more in debate club activities because my English skills are good, and I also often practice debating with my friends. Many students join debate clubs without any previous experience which makes it difficult for them to participate in club activities. But it's not a complicated thing because if they keep practicing then they can follow the activities well." (Cr, Debate Club, Interview 2021)

Based on the data presented above, it is possible to infer that mastery experience is highly essential and has an influence on high self-efficacy. High self-efficacy influences self-confidence as well as a sense of being able to engage in debate club activities. Students with little prior experience, on the other hand, tend to be quiet and non-active in debate club activities. The same result was also found by Agustiani et al. (2016) who claimed that Students with high self-efficacy are better prepared to face a difficult task and strive to sustain their actions to attain their goals, whereas students with low self-efficacy would do the reverse.

3.2.2. Vicarious Experience

Observing the accomplishment of other people or seniors with comparable or lower skills in doing something and succeeding might promote self-efficacy in trying the same thing. In this study, observations of seniors or peers with similar abilities who followed DC and succeeded increased self-efficacy. Students who joined the debate club had firsthand knowledge of their peers or seniors functioning as role models. Seeing their senior or relevant peers who are successful with sustained effort inspires them to join the debate clubs. Participants in this study stated that they had someone (a role model) who motivated and inspired them to join the debate club. The participants witnessed the hard work put in by seniors or their friends, and the outcomes were excellent. Their seniors and friends become quite skilled in English, and the majority of them excel academically. In addition, in the case of vicarious experience, Zarei & Gilanian (2015) mentioned that role models serve as a source of knowledge for forming an individual's self-efficacy. As a result, the students had a role model for making themselves better.

"I have someone I admire who also happens to be in the debate club. Now he is very good at speaking English and has also won many competitions. I know he was not this good back then but he continued to practice and also learn English until he succeeded as he is now. And I want to follow in his footsteps by studying and practicing English diligently." (A, Debate Club, Interview 2021)

"Before I joined the debate club, I saw my friends who had joined first. He became very confident when speaking in English in front of the class and that motivated me to join. I also followed the way he practiced and also occasionally tried to practice with him and it was a very good experience so that I could master public speaking." (De, Debate Club, Interview 2021)

Based on the data collected, it is possible to conclude that the role model impacts their motivation to join the debate club. The existing role model is made into a goal to be reached by joining the debate club. El-Abd & Chaaban (2021) also reported that vicarious experiences were beneficial in the development of students' self-efficacy beliefs. Furthermore, the vicarious experiences provided a chance for students to strengthen their attitudes. As a result, students are more excited about practicing, which indirectly increases academic self-efficacy. However, some may not perceive someone as a role model, but rather see debate club members who are excellent public speakers.

"I like English and have been taking lessons for a long time. When I saw that the debate club members could speak English fluently, I wanted to join the debate club too. So I don't have a role model but rather want to achieve something by joining this debate club." (Di, Debate Club, Interview 2021)

"I don't have a role model to follow, but I joined the debate club because I saw members of the debate club who were very skilled in English. I have studied English for a long time but still, have difficulty speaking. Therefore, I intend to join the debate club to practice my speaking skills." (Ri, Debate Club, Interview 2021)

It may be inferred that their decision to join the debate club was influenced by their vicarious experience. Whether it's having a role model or following the example of friends, participants stated that witnessing debate club members' success in speaking English with constant practice motivates them to do the same.

3.2.3. Social Persuasion

Someone is guided with advise, assistance, or direction in social persuasion so that they might gain confidence in their skills to attain the desired goals. Social persuasion, on the other hand, has little

effect on self-efficacy since it does not give direct experiences that may be experienced or witnessed. In this study, the people who are influential in their lives can strengthen their belief that they also have the chance to be successful. It persuaded the students that they have possessed the capabilities to become members of the debate club. Lam & Chan (2017) stated that social persuasion has a significant effect on students' self-efficacy and it also indirectly influences students academically. Another research conducted by Ahn et al. (2017) also supported the independent function of family, teachers, and peers as significant social figures in providing students with self-efficacy resources in the form of social persuasion.

Furthermore, in this study, the experiences and achievements of seniors, as well as their friends, serve as inspiration and examples that they may succeed. Seniors and friends manage to convince them to join the debate club so that they, too, can one day be like them. Their success inspires members to follow in their footsteps and indirectly join the debate club.

"I wanted to join the debate club too because I saw what my friend had achieved by participating in the competition. Initially, I was offered by my senior to join, he gave me many benefits if I joined the debate club. I finally became interested in joining." (B, Debate Club, Interview 2021)

"My school has many members of the debate club, and most of the members have English language skills that are above the average of other students. This made me interested in joining the debate club so that I could be like them. Plus, my friend who is also a member of the debate club invited me to join and he is also very good at speaking English" (Sh, Debate Club, Interview 2021)

Based on the data reported above, it is possible to conclude that social persuasion influences students' tendencies to join the debate club. One of the motivation factors for them to join was the achievement of their peers and seniors who participated in the debate club. Achievement does not have to be academic; achievement as it is known by many participants, having many friends outside of school, and being able to go to competitions outside of the region are all examples of achievements observed by participants.

3.2.4. Physiological and Emotional States

The physiological and emotional states of a person influence their sense of self-efficacy. To evaluate one's aptitude, a person will use information based on physiological and mental factors. Physical and mental pressure are also considered as indicators that he is unable to achieve anything and diminishes someone else's effort. The state you're in will influence how you judge your self-efficacy. Depression, for example, can dampen confidence in our capabilities. Participants in the debate club come from a variety of physiological and emotional states, but one thing is certain: they never consider failure as the end of the struggle, but rather as a warning that they must try again. This demonstrates that the participants are in good emotional well-being.

"I often fail and lose in participating in competitions and also during debate exercises. However, it became a spirit to continue learning because I saw friends and seniors who were very clever when debating." (Fe, Debate Club, Interview 2021)

"There's a lot of practice to do and a lot to lose. But I did not give up even though until now I am still not as good as the others. I want to be like other seniors who can become winners." (Hi, Debate Club, Interview 2021)

Based on the findings of the earlier interviews, it is possible to infer that the participants are in good physiological and emotional health. This is reflected in their attitude, which is characterized by a

refusal to give up and a sense of letdown. Participants with such an attitude have a high level of self-efficacy.

4. CONCLUSION

This study found that students' motivation to join the debate club is influenced by their academic self-efficacy. The experience that the members had before joining the debate club became the most important factor for students who joined the debate club. They have a high level of self-efficacy due to their experience in the academic field of English as well as their participation in contests. Furthermore, the experience of seniors and peers who have joined the debate club serves as a model for their participation in club activities. Apart from prior experience, vicarious experience is the second most important determinant in students' willingness to join the debate club. Then, social persuasion plays a significant part since it serves as a role model for students. Seniors or peers who have succeeded and have numerous achievements might use their successes to ask other students to join. Another conclusion is that members have a good emotional condition, so that when they confront failure or difficulties in engaging in all debate club events.

Furthermore, adopting Bandura's model, this study empirically adds to the level of student self-efficacy. According to research, ASE is a predictor of students' participation in debate club activities. However, this study has several flaws in terms of technique as well as the various participants. Another research was intended to include additional debate club members and to look from the teacher's perspective as debate supervisors.

Acknowledgments: In this section, you can acknowledge any support given, which is not covered by the author's contribution or funding sections. This may include administrative and technical support, or donations in kind (e.g., materials used for experiments).

Conflicts of Interest: Declare conflicts of interest or state "The authors declare no conflict of interest." Authors must identify and declare any personal circumstances or interests that may be perceived as inappropriately influencing the representation or interpretation of reported research results.

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