



THE RELATIONSHIP BETWEEN SELF-EFFICACY AND LECTURER'S ASSERTIVE BEHAVIOR WITH JAPANESE PUBLIC SPEAKING ANXIETY

Donita Rahmy¹, Herniwati²

¹Universitas Pendidikan Indonesia

²Universitas Pendidikan Indonesia

Email: rahmydonita@gmail.com

ABSTRACT

This quantitative research aimed to determine the relationship between self-efficacy and lecturer's assertive behavior with Japanese language anxiety experienced by Japanese language student. The population in this study was the students of Japanese online course. The samples were selected by using Stratified Random Sampling technique and The respondents in this study were 55 intermediate Japanese learners from 3 Japanese online courses kukche, cetta, and nexs academy. 20 of them had less than 1 year of Japanese learning experience, 12 had 1-2 years, 17 had 3-4 years, and 6 had more than 5 years of learning experience. data collection techniques in the form of the Self-Efficacy Scale and the Public Speaking Anxiety Scale and lecturer's assertive behavior scale. The data, then, were analyzed by multivariate linear regression. The two scales were prepared by the researcher in the form of a Likert Scale based on aspects of self-efficacy (Bandura, 1997) and aspects of anxiety in public (Rogers, 2004). Data analysis was conducted using Pearson Product Moment correlation. The results of data analysis show that there is a negative relationship between self-efficacy and anxiety of speaking a foreign language in public. the higher the self-efficacy of students, the lower the level of speaking anxiety when using a foreign language (Japanese) in public, and vice versa, the lower the self-efficacy of students, the higher their speaking anxiety when using a foreign language (Japanese) in public. The result also showed that self-efficacy and lecturer's assertive behavior significantly contributed to foreign language anxiety.

Keywords: Japanese language anxiety, self-efficacy, lecturer's assertive behavior

1.1. Introduction

Language skills are components of the learning process that language learners must consider or master. Language skills in general, are hearing, reading, writing, and speaking abilities (Munezane, 2021). The four language skills are inextricably linked (Fitriani et al., 2022). As a result, various attempts are undertaken by language teachers to develop language skills.

Language acquisition, particularly foreign languages, is in high demand for formal study in schools such as elementary, secondary, and higher education. Previous research has shown the significance of foreign language abilities in obtaining individual-level achievements. Volk et al. (2014), for example, showed how foreign language abilities (particularly the ability to understand foreign languages) might promote self-regulation, allowing individuals to adjust well to a circumstance. As a result, foreign languages,



particularly Japanese, which is in high demand, require special consideration in the learning process.

Japanese is one of the most widely spoken foreign languages. Japanese language learners at all levels, from beginner to advanced, must master four language abilities (Khan & Yunus, 2019). Learners experience difficulties in acquiring these four skills. One of them is that students experience difficulties with reading skill anxiety, which teachers find difficult to detect since it does not involve spontaneous interactions such as speaking abilities (Safira et al., 2023). However, the difficulties that Japanese language learners frequently confront while implementing speaking skills. Speaking is a productive skill in language learning and the skill that is most widely utilized to one's language activities (Niswah & Masykur, 2022). Japanese speaking skills are linked to mastery of vocabulary, sentence patterns, culture, and other language skills.

According to Horwitz (1986), foreign language anxiety encompasses a range of interconnected self-perceptions, attitudes, emotions, and actions that are specifically associated with the process of learning a language in a classroom setting. In contrast to the general manifestation of anxiety, particular circumstance anxiety refers to the phenomenon wherein an individual consistently experiences anxiety in a specific context, thereby establishing an association between anxiety and this context (Dewaele, 2017). In contrast to Dewael's perspective, it might be argued that foreign language fear is an acquired emotional reaction, as shown by MacIntyre (1989). However, according to Natsir (2017), there is variation in the experience of speaking anxiety based on the individual's level of language acquisition. According to Piniel and Zólyomi (2022), an examination of language anxiety can also be approached through the gender.

The phenomenon of Japanese language anxiety, particularly in relation to speaking activities in the classroom, has been examined in prior research conducted by Damayanti (2016). This research focuses on foreign language speaking anxiety, which has the potential to hinder one's ability to effectively communicate in the target language. The phenomenon of experiencing negative emotions during foreign language speaking has garnered significant interest from both language learners and psychologists. This is due to the recognition that of the four language abilities, speaking a foreign language is commonly regarded as the most anxiety-inducing and has a notable impact on performance (Damayanti, 2016). Furthermore, a study conducted by Sukrianti et al.



(2022) examined the extent of anxiety among Japanese learners from 3 Japanese online courses kukche, cetta, and nexs academy This study highlights the factors contributing to the occurrence of speaking anxiety among learners of the Japanese language.

Anxiety in public speaking is a common experience among individuals, albeit with varying prevalence rates. The aforementioned phenomenon was also observed among participants of the Japanese language online course. These individuals exhibited nervousness when speaking the Japanese language, as evidenced by preliminary research conducted through in-class observations. Anxiety can manifest when an individual, in response to a question posed by another individual, engages in the act of repeating the inquiry.

The handling of anxiety in each individual is different depending on personal assessment of their abilities (Selfefficacy). Self-efficacy is an individual's belief that he or she can master a situation and obtain positive results. can master the situation and obtain positive results. This belief this belief in oneself greatly affects individuals in dealing with stressful situations (Bandura, 1997). stressful situations (Bandura, 1997). In his book, Bandura (1997) also states that it is not an astonishing thing if a significant relationship is found between self-efficacy and achievement and performance. a significant relationship between self-efficacy and achievement and performance when speaking in public. performance of the individual when speaking in public, where self-efficacy is useful to exercise control over stressors, which play an important role in the generation of anxiety. Feist and Feist (2002) also suggest that when someone experiences high fear, then they usually have low self-efficacy. While those who have high self-efficacy feel capable and confident of success in overcoming obstacles and consider challenges not to be a challenge. success in overcoming obstacles and consider challenges not something to be avoided. something that should be avoided.

In his book, Bandura (1997) mentions the aspects that affect self-efficacy are Level, Generality, and Level. affect self-efficacy are Level, Generality, and Strength. The more the stronger (Strength) the experience possessed by the individual, the more resolute the effort to put aside difficulties to faced.

One of the personality and character factors that strongly influence anxiety is self-efficacy. Attributed to the academic world, self-efficacy is interpreted as a personal assessment of one's ability to organise and carry out tasks to obtain achievements



(Zimmerman, 2009). Ottens (1991, in Yoenanto and Rahadianto, 2014) explained that learners who accept wrong beliefs about how to set values in themselves, how to motivate themselves, and how to overcome anxiety are wrong thinking that causes anxiety to appear. Thus, self-efficacy is needed by learners so that anxiety does not arise.

Heider (1958) states that a person's ability, including the ability to speak, is not only related to physical and skill-related issues, but also determined by psychological factors such as self-confidence. Rakhmat (2005) states that if a person feels inferior, he will tend to have difficulty in communicating ideas to people he respects and feels afraid to articulate them in front of a large audience for fear that others will blame him.

In addition to self-efficacy, Horwitz, et al. (1986) stated that foreign language anxiety experienced by learners also comes from the teacher. Foreign language anxiety experienced by language learners is caused by the behavioural factors of a teacher. The choice and determination of teaching methods and techniques that make learners feel unprepared will have implications for the emergence of anxiety. Teacher behaviour that creates a sense of pressure will increase anxiety. An educator who is friendly and respects the rights of the learners will eliminate the fear of making mistakes in the classroom.

In psychological studies, behaviour that is straightforward but still able to respect the rights of others as interlocutors is called assertive behaviour. Townend (2007) defines assertiveness as It is a person's ability to express their thoughts and feelings in an appropriate manner and without hesitation and with respect for the character of other individuals. Assertive behaviour places one's right to express oneself on equal footing with others' rights to be respected. A teacher who is assertive in giving responses from an educator wisely and appropriately. When he/she finds something wrong or according to him/her, he/she will be able to behave reasonably and express his/her emotions and ideas appropriately by not ignoring the rights of the learners. This kind of behaviour will be able to minimise the anxiety experienced by learners, especially the anxiety of being judged negatively when making mistakes in the learning process.

Based on observations and interviews with several lecturers, it is found that many students in this department are afraid to speak Japanese when interacting with their colleagues, both inside and outside the classroom. In fact, it is not uncommon to find students who have difficulty speaking Japanese, both when presenting the results of their assignments and when practising teaching methods. This fact is not only found in students



at the lower level, but also occurs in students who are at the final level. This condition shows low confidence in their abilities which then has implications for increasing anxiety when they want to communicate in Japanese. Furthermore, the anxiety increases due to the lecturer's behaviour in teaching and giving feedback in learning which makes them brave or fearful in speaking Japanese. It is likely that if they perceive that the lecturer's behaviour in teaching makes them comfortable, their anxiety will tend to be reduced. Conversely, when they perceive that the lecturer's behaviour tends to be aggressive, the anxiety will increase.

From the above explanation, it can be concluded that foreign language anxiety arising in students is inseparable from the behaviour of lecturers in teaching or interacting with their students. Assertive lecturer behaviour encourages students' confidence to express their knowledge, ideas, thoughts, and feelings through foreign language skills. Thus, the lecturer's behaviour encourages Indirectly, assertive lecturer behaviour is able to foster students' self-efficacy as foreign language learners.

Belief in one's ability is the main key in completing the activities or tasks given. In the sense that the higher one's self-efficacy, then one will be more enthusiastic in completing the task at hand, on the contrary, the lower one's self-efficacy, the more his enthusiasm in doing the activity decreases. This shows that self-efficacy is an internal factor that dominates the completion of an activity. Students who have high self-efficacy will cause them to think that the difficulty in learning and communicating in a foreign language is a challenge. The belief in the challenge can reduce the anxiety that arises when communication takes place. The two factors mentioned above, either individually or together, will be able to reduce students' anxiety in facing learning difficulties, such as when learning a language. In the context of learning, the collaboration of the two factors above can also reduce students' anxiety when communicating in a foreign language.

1.2. Research questions

how the relationship between self-efficacy and assertive behaviour affects Japanese speaking anxiety to investigate the factors contributing to speaking anxiety among Japanese language learners enrolled in the Japanese Language Online Course. to discover how worried Japanese people are and what causes their worry.



2. METHOD

2.1. *Research Design*

This research uses a quantitative method that is correlational, which aims to see the relationship between one variable and each other variables. The instrument in data collection is a scale to the relationship between self-efficacy and assertive behaviour of teachers with anxiety of speaking a foreign language in public on Japanese language course students. in public in Japanese language course students.

2.2. *Samples/Participants*

The population and samples in this study were students and teachers of Japanese language courses Kukche, Cetta and Nexs Academy

2.3. *Instruments*

The data collection technique used is the scale method. The scale used is the Likert model scale, which is a psychometric response scale mainly used in questionnaires to obtain participants' preferences mainly used in questionnaires to obtain participants' preferences or level of agreement with a statement or set of statements

2.4. *Data analysis*

The sample was selected using the Stratified Random Sampling technique which was taken randomly and proportionally. The research instrument used as a variable measurement tool is divided into two forms, namely a standardised psychological scale and a scale developed by the researcher himself by guiding the indicators of each variable. The scales were submitted to students who were formulated in the form of statements with four alternative answers in accordance with the purpose of the statement. The measurement instruments in this study are:

1. Anxiety Scale of Public Speaking of Foreign Language by Rogers (2004)
2. Self-efficacy scale, which is arranged based on 3 aspects of self-efficacy according to Bandura (1997), namely: magnitude, strength, and generality. arranged in the form of a Likert scale.
3. Assertive behaviour scale, which is compiled based on indicators of assertive



behaviour proposed by Townend (2007), namely: using "I-statement", making eye-contact, listening to others, engaging with others, open body posture and gesture, and asking and giving positive feedback.

Table 1. Korelasi *Pearson*

		Efikasi Diri	Kecemasan Beribicara Bahasa Asing di Depan Umum
Efikasi diri	<i>Pearson correlation</i>	1	-412*
	Sig.(2-tailed.)		002
Kecemasan Beribicara Bahasa Asing di Depan Umum	<i>Pearson correlation</i>	-412*	1
	Sig.(2-tailed.)	002	

Based on the results of statistical tests that have been carried out by using the help of the SPSS 20 for Windows computer programme, obtained a value of $r = -0.412$ with a significant value of 0.002 for the correlation between self-efficacy with anxiety speaking a foreign language in public on Japanese language course students shows a negative relationship.

Table 2. Skor Empirik dan Hipotetik Efikasi Diri

	N	Minimum	Maximum	Mean	Std. Deviation
Empirik	55	21	39	30,24	4,8
Hipotetik	55	8	40	20	5,3

Table 3. Kategorisasi Data Empirik Efikasi Diri

Variabel	Kategori	Frekuensi	Presentasi
Efikasi Diri	Tinggi	3	5,5%
	Sedang	52	94,5%
	Rendah	0	0%



Table 4. Skor Empirik dan Hipotetik Kecemasan Berbicara Bahasa Asing di Depan Umum

	N	Minimum	Maximum	Mean	Std. Deviation
Empirik	55	48	124	82,93	17,347
Hipotetik	55	26	130	65	17,33

Table 5. Kategorisasi Data Empirik kecemasan berbicara bahasa asing di depan umum

Variabel	Kategori	Frekuensi	Presentasi
kecemasan berbicara bahasa asing di depan umum	Tinggi	1	1,8%
	Sedang	54	98,2%
	Rendah	0	0%

	F	Sig.	Ket
X1 - Y	1,055	0,404	Linier
X2 - Y	1,118	0,319	Linier

Keterangan:

X₁ = Efikasi Diri

X₂ = Perilaku Asertif Dosen

Y = *Foreign Language Anxiety*

F = Koefisien *Deviation of Linearity*

Sig. = signifikansi

The relationship linearity test is intended to determine the degree of relationship between the independent variable and the dependent variable. That is, whether the self-efficacy and assertive behaviour of lecturers can explain the onset of foreign language anxiety. The results of the analysis showed that between the independent variables (self-efficacy and assertive behaviour of lecturers) has a linear relationship with the dependent variable (foreign language anxiety). As a criterion, if sig. > 0.05 then it is declared to have a linear relationship (Priyatno, 2014). Based on the results of multiple regression analysis, it is known that there is a significant contribution between self-efficacy (X₁) and assertive behaviour of lecturers (X₂) to foreign language anxiety (Y). This is indicated by the coefficient value Freg = 101.061 and sig. = 0,000. The following are the results of multiple regression analysis:

Model	r	r ²	Freg	Sig.	SE (%)
X ₁₂ - Y	0,764	0,584	101,061	0,000	58,4

Keterangan:

r = koefisien korelasi

r² = kuadrat koefisien korelasi
(koefisien determinasi)

Freg = Koefisien regresi



Sig. = signifikansi
 SE = Bobot sumbangan efektif

Model	r	r ²	t	Sig.	SE (%)
X1 - Y	0,703	0,494	-6,395	0,000	49,4
X2 - Y	0,683	0,466	-5,584	0,000	46,6

From the summary of the table above, it is known that the correlation coefficient between X1 and Y is 0.703 with an effective contribution weight of 49.4% with a negative t value (sig <0.05). This shows that self-efficacy has a significant negative relationship and contributes 49.4% to foreign language anxiety. That is, the higher the self-efficacy, the lower the foreign language anxiety, and vice versa.

Then the correlation coefficient between X2 and Y is 0.683 with an effective contribution weight of 46.6% with a negative t value (sig <0.05). This shows that the assertive behaviour of lecturers has a significant negative relationship and contributes 46.6% to foreign language anxiety. That is, the higher the assertive behaviour possessed by the lecturer, the lower the foreign language anxiety will be experienced by students, and vice versa.

Variabel	Mean Hipotetik	Empirik	Keterangan
Foreign Language Anxiety	82,93	65	tergolong tinggi
Efikasi Diri	39	40	tergolong menengah
Perilaku Asertif Dosen	82,5	75,44	tergolong menengah

Based on the comparison of the two mean values above (hypothetical mean and empirical mean), it can be stated that the research subjects have high foreign language anxiety, self-efficacy at an intermediate level, and assertive behaviour owned by lecturers is classified as intermediate.

3. FINDINGS AND DISCUSSION

3.1. Finding

The results of this study prove that there is a significant relationship between self-efficacy and foreign language anxiety as indicated by the partial correlation coefficient



value of -0.703. This shows that there is a negative relationship between the independent variable and the dependent variable. That is, the higher the self-efficacy of students, the lower the foreign language anxiety experienced by students in communicating and learning Japanese in lectures. Conversely, the lower the self-efficacy of students, the higher the foreign language anxiety that will be experienced.

Based on these findings, the hypothesis that there is a negative relationship between self-efficacy and foreign language anxiety proposed in this study can be accepted. This is in accordance with Bandura's (1997) opinion that individuals who have high self-efficacy have high confidence are encouraged to be full of initiative to complete learning tasks under any circumstances. Strong self-confidence will make a person consider that difficulty is a challenge that must be resolved.

The factor that arises from the teacher is something that cannot be denied. As one of the external factors, the behaviour of a teacher will determine the learning atmosphere, which in turn will determine the psychological condition of the students. This is also in line with research conducted by Djafri and Wimbarwati (2011) which explains that the behaviour of a teacher in interacting with students is one of the sources of foreign language anxiety.

The teacher not only acts as a teacher, but also as a partner or interlocutor. Communicators who communicate with someone who they perceive to have a higher level of ability will make them feel anxious. This means that students naturally experience anxiety when speaking to their lecturers in a foreign language. When students make mistakes in articulating their thoughts and feelings, both errors in terms of pronunciation, slip tongue, and so on, a good lecturer will provide appropriate responses and corrections that do not hurt feelings or make students feel embarrassed. Here the role of assertiveness arises to reduce the anxiety they experience.

The results of this study corroborate that there is a significant negative relationship between lecturers' assertive behaviour and foreign language anxiety as shown by the partial correlation coefficient value of -0.683. This means that the higher the assertive behaviour shown by lecturers, the lower the foreign language anxiety experienced by students in communicating and learning Japanese in lectures. Conversely, the lower the assertiveness shown in the lecturer's behaviour, the higher the foreign language anxiety that will be experienced.



The coefficient of determination of the interaction between the variables of self-efficacy and assertive behaviour of lecturers with the variable foreign language anxiety is $r^2 = 0.584$ or 58.4%, while 41.6% is influenced and formed by other variables outside the predictors used in this study. This finding shows that self-efficacy and assertive behaviour of lecturers have a large influence (more than 50%) on foreign language anxiety experienced by students, considering that there are many other factors that can trigger anxiety.

3.2. Discussion

Anxiety is a psychological attribute that is very difficult to explain, although it is very easy to understand because it has been experienced by everyone. The difficulty in explaining anxiety is due to the many factors that can trigger it. As with anxiety in general, foreign language anxiety experienced by foreign language learners is also determined by many factors. Tóth (2010) categorised these factors into seven types, namely, naturalness when communicating with a foreign language, personality and character, study demands, language competence, learning objectives, limited access to communication, and the situation of the classroom, teacher, and interlocutor. Personality and character factors are one of the internal factors that are very influential in triggering anxiety that arises in individuals.

One of the psychological factors that can describe problems related to anxiety is self-efficacy. Self-efficacy will increase students' confidence when attending lectures. Self-efficacy also reflects the self to be able to face the difficulties faced in lectures. Someone who has high self-efficacy will be able to solve his study problems well. High self-efficacy will form a personality full of confidence. High self-confidence will make individuals able to face problems in a calm way. Students with a high level of confidence will be able to find strategies to face and solve the challenges they face in college. High self-efficacy either directly or indirectly will reduce the level of anxiety experienced by students, including foreign language anxiety. It will be able to reduce the anxiety that arises whether the cause is known or unknown. In addition, someone who panics due to the emergence of very high anxiety will make them unable to think well, even though they have previously prepared well.



From the exposition above, it can be interpreted that to eliminate the anxiety experienced when learning Japanese, self-belief is needed. Students who are confident in their abilities will be able to think effectively which will guide them in doing lecture assignments and displaying good Japanese communication skills.

4. CONCLUSIONS

4.1. Conclusion

Based on the results obtained from the questionnaire that has been distributed to 55 students of Japanese language online courses, several conclusions are drawn. There is a significant negative relationship between self-efficacy and public speaking anxiety on speaking a foreign language in public on Japanese language course students, with a value of $r = -0.412$ with a significant value of 0.002. This implies meaning that the higher the self-efficacy of a student, the lower the level of anxiety they experience when speaking in public. the lower the level of anxiety they experience when speaking using a foreign language a foreign language (Japanese) in public.

This study found that there is a significant negative relationship between self-efficacy and assertive behaviour of lecturers with foreign language anxiety. Anxiety is essentially something that is very common in humans. However, the anxiety that arises must be reduced as much as possible because foreign language anxiety will greatly interfere with the foreign language acquisition process. One of the internal factors that can reduce the anxiety that arises is the confidence of the students themselves. With high self-efficacy, a person will consider a difficulty as a challenge that must be faced. Thus, students need to train themselves to increase their self-efficacy. The effective contribution of self-efficacy variables to public speaking anxiety is 17%. foreign language in public by 17%. This can be seen from the Rsquare value (r^2) value obtained from the relationship between self-efficacy and anxiety speaking a foreign language in public of 0.17

The behaviour of lecturers when interacting and communicating also affects the emergence of foreign language anxiety in students. Aggressive lecturer behaviour will make students uncomfortable when communicating. This triggers an increase in anxiety experienced by students. Conversely, assertive lecturer behaviour will encourage students' confidence. students to express their knowledge, ideas, thoughts, and feelings



through foreign language skills. Thus, lecturers are also responsible for increasing their assertiveness in order to create an environment conducive to learning a foreign language.

5. REFERENCES

- Bandura, A. (1997). *Self Efficacy: The Exercise of Control*. New York, NY: W.H. Freeman and Company.
- Crystal, D. (2003). *English as a Global Language (2nd ed.)*. Cambridge: Cambridge University Press.
- Djafri, F. & Wimbari S. (2015). *Measuring Foreign Language Anxiety among Indonesian Undergraduate Students in Foreign Language Classrooms: In Relation with Students' Motivation and Their Perception toward Teachers' Behavior*. Yogyakarta: Universitas Gadjah Mada.
- Dulay, H., Burt, M., & Krashen, S. D. (1982). *Language Two*. New York, NY: Oxford University Press.
- Heider, F. (1958). *The Psychology of Interpersonal Relations*. New York, NY: Wiley.
- Horwitz, E. K. (2001). Language Anxiety and Achievement. *Annual Review of Applied Linguistics* 21, 112-126.
- Horwitz, E. K. (2016). Factor Structure of the Foreign Language Classroom Anxiety Scale: Comment on Park (2014). *Psychological Reports* 0 (0), 1-6. doi: 10.1177/0033294116653368
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign Language Classroom Anxiety. *The Modern Language Journal* 86 (4), 562-570.
- Humphries, R. (2011). Language Anxiety in International Students: How Can It be Overcome? *Griffith Working Papers in Pragmatics and Intercultural Communication* 4, (1/2), 65-77.
- Kadir. (2016). *Statistika Terapan: Konsep, Contoh, dan Analisis Data dengan Program SPSS/Lisrel dalam Penelitian*. Jakarta: RajaGrafindo Persada.
- Krashen, S. D. (1982). *Principles and Practice in Second Language Acquisition*. Oxford: Pergamon.
- Luo, H. (2014). Foreign Language Speaking Anxiety: A Study of Chinese Language Learners. *Journal of the National Council of Less Commonly Taught Languages* 15, 99-117.
- Priyatno, D. (2014). *SPSS 22: Pengolahan Data Terpraktis*. Yogyakarta: Penerbit Andi.
- Rakhmat, J. (2005). *Psikologi Komunikasi*. Bandung: Remaja Rosdakarya.
- Respati, W. S. & Prastomo, O. T. (2008). Hubungan antara Self-Efficacy dengan Foreign Language Anxiety pada Mahasiswa Universitas Indonusa Esa Unggul. *Jurnal Psikologi* 6 (2), 70-74.



- Tóth, Z. (2010). *Foreign Language Anxiety and the Advanced Language Learner: A Study of Hungarian Students of English as a Foreign Language*. Newcastle upon Tyne: Cambridge Scholars Publishing.
- Townend, A. (2007). *Assertiveness and Diversity*. New York, NY: Palgrave Macmillan.
- Yoenanto, N. H. & Rahadianto, A. I. (2014). Hubungan Antara Self-Efficacy dan Motivasi Berprestasi dengan Kecemasan Akademik pada Siswa Program Sekolah RSBI di Surabaya. *Jurnal Psikologi Industri dan Organisasi* 3 (3), 123-128.
- Zimmerman, B. J. (2009). Self-Efficacy and Educational Development. dalam A. Bandura (Ed.), *Self Efficacy in Changing Societies*, (hal. 202-231). Cambridge: Cambridge University Press.