ISSN 1799-2591
Theory and Practice in Language Studies, Vol. 14, No. 12, pp. 3871-3879, December 2024
DOI: https://doi.org/10.17507/tpls.1412.22

The Impact of Self-Efficacy on Academic Achievement Mediated by Learning Motivation and Moderated by Socioeconomic Status Among Jordanian EFL Students

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***Abstract*—With learning motivation as a mediator and socioeconomic status (SES) as a moderator, this study examined the role of self-efficacy in predicting academic achievement among English as a Foreign Language (EFL) students in Jordan. A survey was conducted among EFL students from Jordanian universities during the 2022-2023 academic year. A stratified random sampling was used, resulting in a total of 429 completed questionnaires. The data were analyzed using structural equation modeling. The results indicate that self-efficacy is positively related to academic achievement and to learning motivation. Thus, higher self-efficacy is associated with better academic achievement. Furthermore, learning motivation significantly contributes to academic achievement, highlighting its crucial role as a mediator. Additionally, socioeconomic status influences learning motivation and interacts with self-efficacy to affect it. In conclusion, higher self-efficacy is linked to increased learning motivation, leading to improved academic achievement, and socioeconomic status plays a critical role in moderating the relationships between self-efficacy, learning motivation, and academic achievement.**

***Index Terms*—self-efficacy, academic achievement, learning motivation, socioeconomic status**

I. Introduction

For developing countries all around the world, the improvement of their educational system is always at the top of the list, as highly educated citizens are key to both individual and social economic progress (PISA, 2018; Lamas, 2015). Among the dynamic concerns in education research lies the influence of self-efficacy (SE) on academic achievement (AA); it is an integral function affecting one's language capabilities when connecting learning motivation (LM) and educational outcome. For instance, Marian and Spivey (2003) found evidence that suggests that one's motivation and attitude towards academic achievement can actually promote furthered linguistic competency. Further corroborated by the Self-Determination Theory, learning motivation and attainment of a student can be improved if the core psychological needs of relatedness, autonomy, and competence are met. The same can be said about the achievement of EFL students and the moderating role of SES outlined in Darazi et al. (2023). This research replicates the complexities of SES and provides the opportunity to investigate previously discussed issues further, as the relationship between the factors is unclear and intertwined. The interaction among socioeconomic status (SES), self-efficacy, and learning motivation, with SES as a moderator and learning motivation as a mediator in the context of Jordanian EFL student achievement, opens up a vast array of different psychological and financial aspects of educational success.

II. Literature Review

A. Self-Efficacy

The studies conducted by Cascio et al. (2013) and Li and Lalani (2020) underscore the central role of self-efficacy in the context of online learning, making it a vital factor of academic progress. Nevertheless, although Alqurashi (2016) and Hodges (2008) agree on the fact of its significance, there is still a lack of understanding in terms of how it impacts the learning process online and a need to bridge the gap in knowledge that this issue creates. In addition, it is necessary to recall that Key (2020) emphasized the importance of research-based notions in the field of education and that, although it is evident that self-efficacy might be able to improve task completion, further studies are required to learn how to influence it.

B. Learning Motivation

As Ghobari and Abu Sharia (2010) and Hamdan (2007) discussed, the multiple aspects of learning motivation convey its complex bidirectional relationship with cognitive and emotional factors. Moreover, while literature often mentions the central role of teachers, it tends to overlook the variance in students' responses to various applications of motivation (Abdullah, 2012). It has been suggested that social media may improve motivation; however, it has been suggested that

this approach might have potential distractions and unclear long-term effects, as argued by Mihailidis (2014) and Tambunan et al. (2022).

C. Academic Achievement

Academic achievement refers to the progress made in learning to meet the educational objectives, including content and knowledge learned in an academic environment. However, it is solely defined by performance in particular educational activities, as opposed to the general knowledge and learning experiences encountered in and out of the classroom (Naglieri & Goldstein, 2009). Thus, the concept of the evaluation of the academic achievement may be based on the standard approach put forward by Haik (2023) and limited to students' grades and test scores. However, this approach completely disregards other facets of learning, including skills acquired or critical thinking developed. In addition, while focusing on academic achievements being the primary aim, it is proposed by El-Adl and Alkharusi (2020) that non-academic abilities should also be deemed important to include them in a diverse skillset that is critical to ensuring growth and productivity in students.

D. Socioeconomic Status

It is common knowledge that the impact of socioeconomic status on education has been reviewed by the American Psychological Association (APA, 2018; Broer et al., 2019). However, this subject requires a more elaborate type of research, which should go far beyond the limits for both correlational analysis and investigation of casual paths. Further, the interventions that should be designed to minimize or eliminate the effect of low socioeconomic status on learning should be analyzed in the corresponding level of detail.

III. Related Studies

Recent studies address the comprehensive interaction of self-efficacy, academic achievement, and learning motivation, alongside socioeconomic background. For example, Darazi et al. (2023) sought to determine the impact of feedback provided by ESL teachers on the goal-oriented behavior of the ESL undergraduate students and their academic performance. This study involving the students of the English Language and Literature Department is based on a well-structured survey questionnaire. The authors used random sampling to increase the representativeness of the results, recruiting 379 participants. The results of the study have supported all the formulated hypotheses. Similarly, Hsu and Wilde (2019) discovered that low self-efficacy creates more difficulties for accomplishing the tasks because the individuals' self-comparisons are too negative to allow enhancing self-efficacy.

In contrast, Estira (2020) revealed that the students are eager to participate in distance learning, though they need to be more proficient in successfully using the online instruments for academic purposes. Additionally, the socioeconomic status also affects the participation intensity, as students belonging to a rich family are more independent in terms of online learning.

Moyano et al. (2020) studied the interrelation between academic achievement in subjects like mathematics and languages and a blend of non-cognitive factors and cognitive factors, where the latter are deemed to be the mediators. The study was conducted on 133 elementary school students, utilizing the meditational regression approach for assessing a number of models.

El-Adl and Alkharusi (2020) also sought to determine the link between the students' academic achievement in terms of mathematics, learning motivation, and the aspects of the learning strategy. The study, which involved 238 students of grade nine from the basic schools of Oman, employed the Motivated Strategies for Learning Questionnaire. The positive connection was established between the motivational aspects, the online efficacy of the students, and their academic performance.

Finally, Broer et al. (2019) endorse a stable, positive relationship between academic achievement and socioeconomic background. This study conducted a synthesis of research and concluded that the strength of the aforementioned connection can vary across different contexts and educational systems in general.

IV. Methodology

This quantitative study is designed around three key hypotheses and aims to investigate the relationships between self-efficacy, learning motivation, socioeconomic status, and academic achievement among Jordanian EFL students.

A. Research Hypotheses

This research is guided by the following three hypotheses:

1. H(1): Self-efficacy directly enhances the academic achievement of Jordanian EFL students. This hypothesis is grounded in the findings of Hsu and Wilde (2019), who demonstrated that individuals with lower self-efficacy struggled more to complete assignments. This suggests a potentially strong correlation between self-efficacy and academic achievement.
2. H(2): Learning motivation acts as a mediator between self-efficacy and academic achievement. According to Darazi et al. (2023), professors' feedback directly impacts the motivation of ESL students, which in turn may

indirectly influence their academic achievement. This highlights the role of motivation as an intermediary factor in the relationship between self-efficacy and academic outcomes.

3. H(3): The socioeconomic status of the student moderates the effect of self-efficacy and learning motivation on academic achievement. Estira's observation that students from higher socioeconomic levels tend to participate more in distance learning supports this hypothesis. Additionally, the research of Mansoorian and Razmjoo (2021) underscores a strong relationship between student motivation and socioeconomic status, further justifying this hypothesis.

The conceptual framework for this research is illustrated in Figure 1.

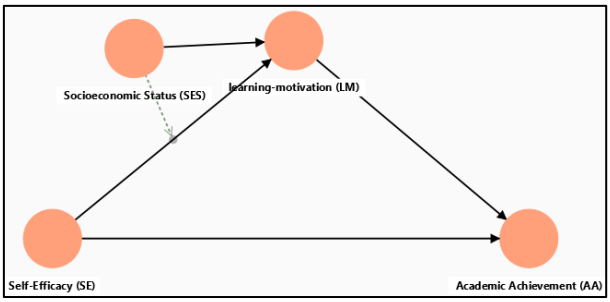

Figure 1. Conceptual Framework

B. Participants

The sample of this study represents all EFL students from Jordanian universities. The sample consisted of 429 EFL students, who were randomly selected in a survey approach during the academic year 2022 - 2023. All students signed the consent letter to participate voluntarily after being informed of the aim of the current study.

C. Instruments

A questionnaire, a 5-point Likert scale, included two instruments and a section for the demographic variables that included sex, age, study level, and grade point average to measure academic achievement. Two instruments were used. The first, namely the Online Learning Self-Efficacy Scale (OLSES), readapted from Zimmerman and Kulikowich (2016), contained 15 items. The second instrument features ten items developed by Moneva et al. (2020) to measure learning motivation. The questionnaire was validated by a number of specialists from the three universities.

D. Data Collection Procedures

The questionnaire was presented to the students through electronic means. Afterward, the data was supplied by SPSS, and SMARTPLS4 was used for the analysis using the Structural Equation Modeling (SEM) approach. The measurement and the structural models were analyzed by the PLS-SEM.

V. Results and Discussion

A. Measurement Model

The PLS-SEM model covers socioeconomic status, academic achievement, as measured by grade point average, and the latent variables of self-efficacy and learning motivation. In this study, the assessment of learning motivation and self-efficacy was performed on Items 11 and 15 items, respectively, which presented a range of loadings from 0.42 to 0.8 for learning motivation (LM) and 0.39 to 0.77 for self-efficacy (SE). However, for maintaining the integrity of the model, the items that had loadings below the threshold value of 0.5 were removed from the final model. This point is critical because, according to the PLS-SEM approach, loadings above 0.5 are necessary. This fact implies that except for several items, most of them are necessary and provide a good loading value for both LM and SE. Such an approach allows a more nuanced examination of the performance of the items in question, while recognizing that even with such reduced levels, they still validly measure the constructs. Therefore, these new assessments with regards to the loadings of the variables LM and SE in analyzing the relationships with these variables and those of academic achievement among Jordanian EFL students should lead to a new understanding of the educational processes. The loadings of these constructs are shown in both Table 1, below, and Figure 1, above.

TABLE 1
OUTER LOADINGS FOR ITEMS ON CONSTRUCTS

Items-Construct	Outer Loadings	Items-Construct	Outer Loadings
Aa <- Academic Achievement (Aa)	1	SE12 <- Self-Efficacy (SE)	0.53
LM1 <- Learning Motivation (LM)	0.61	SE14 <- Self-Efficacy (SE)	0.61
LM10 <- Learning Motivation (LM)	0.62	SE15 <- Self-Efficacy (SE)	0.55
LM2 <- Learning Motivation (LM)	0.66	SE2 <- Self-Efficacy (SE)	0.64
LM3 <- Learning Motivation (LM)	0.7	SE3 <- Self-Efficacy (SE)	0.63
LM4 <- Learning Motivation (LM)	0.57	SE4 <- Self-Efficacy (SE)	0.52
LM5 <- Learning Motivation (LM)	0.56	SE6 <- Self-Efficacy (SE)	0.7
LM6 <- Learning Motivation (LM)	0.8	SE7 <- Self-Efficacy (SE)	0.71
LM7 <- Learning Motivation (LM)	0.71	SE8 <- Self-Efficacy (SE)	0.65
LM8 <- Learning Motivation (LM)	0.77	SE9 <- Self-Efficacy (SE)	0.77
LM9 <- Learning Motivation (LM)	0.67	SE12 <- Self-Efficacy (SE)	0.53
SE11 <- Self-Efficacy (SE)	0.51	SE14 <- Self-Efficacy (SE)	0.61

The structural equation model presented in Figure 2 demonstrates that learning motivation mediates the effect of self-efficacy (SE) on academic achievement (AA). In the model, socioeconomic status serves as a moderator. Items of (SE) and learning motivation (LM) show moderate outer loadings, which are 0.51 to 0.77 for SE and 0.56 to 0.8 for LM. It means that SE and LM are great predictors of all pathways. The path coefficient analysis suggested that all constructs are positively influenced by one another. For instance, there is a positive path coefficient from LM to AA that is 0.20. Therefore, this value implies that students with a higher learning motivation will have better academic achievement. The model explains 44% of the variance in LM, which indicates that the model accounts for significantly more variance in LM. At the same time, the model explains only 13% of the variance in AA, meaning that there are other factors that influence students' academic achievement but are not modeled. In such a way, SEM has demonstrated a detailed model of the relationships between self-efficacy, learning motivation, socioeconomic status, and academic achievement. Still, there might be other variables that influence the academic success of the research population.

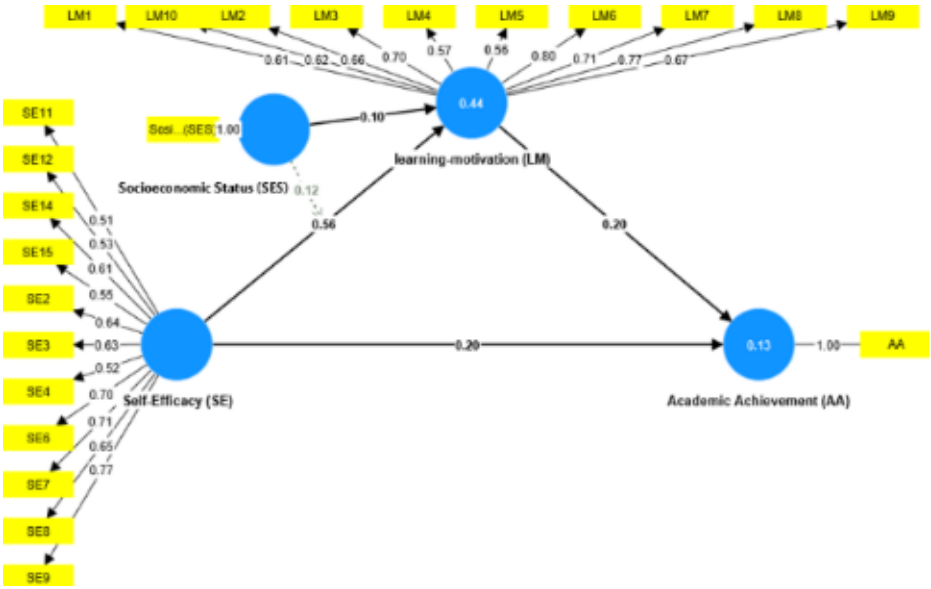

Figure 2. Construct With Their Outer Loadings, Path Coefficients, and R^2.

As seen in Table 2, below, the reliability measures for self-efficacy (SE) and learning motivation (LM) point to a robust internal consistency. Specifically, both constructs can be deemed solid on account of Cronbach's alpha values of 0.84 for SE and 0.86 for LM, which are well above the 0.7 cut-off value. Besides, the composite reliability of the constructs, as evidenced by rho_a and rho_c, is also above 0.7 for both of them. It implies that the items used in both scales are sufficient in their quality to measure the constructs. As for Average Variance Extracted (AVE), it is equal to 0.51 and 0.56 for SE and LM. It means that a majority of the variance can be attributed to the construct under study rather than a measurement error. Thus, the constructs have proven their robustness and good convergent validity – that is why it can be concluded that the scales for measurement of these variables are reliable and valid for the study.

TABLE 2
CONSTRUCTS RELIABILITY

	Cronbach's Alpha	Composite Reliability (rho_a)	Composite Reliability (rho_c)	Average Variance Extracted (AVE)
Self-Efficacy (SE)	0.84	0.86	0.87	0.51
Learning Motivation (LM)	0.86	0.87	0.89	0.56

Table 3 shows the construct discriminant validity in a structural model; respectively, AA correlates moderately with SE and LM at 0.34 and 0.35, respectively. The same can be related to SES at 0.11 and SE somewhat higher at 0.22, but all imply that the two are different. At last, the interaction term SES x SE correlates at a modest level with other constructions implying that it is unique, yet linked. Nevertheless, these results may indicate certain problems of discriminant validity, but at the same time are generally favorable of discriminant validity.

TABLE 3
DISCRIMINANT VALIDITY

	Academic Achievement (AA)	Self-Efficacy (SE)	Socioeconomic Status (SES)	Learning Motivation (LM)
Academic Achievement (AA)				
Self-Efficacy (SE)	0.34			
Socioeconomic Status (SES)	0.11	0.22		
Learning Motivation (LM)	0.35	0.71	0.29	
Socioeconomic Status (SES) x Self-Efficacy (SE)	0.28	0.4	0.37	0.42

In a regression model, Table 4 provides the Variance Inflation Factor (VIF) statistics for academic achievement (AA) items, learning motivation (LM) items, self-efficacy (SE) items, socioeconomic status (SES), and the interaction between SES and SE. All variables appear to be free at minimal concerns of multicollinearity. AA has a VIF of 1, suggesting no multicollinearity, and it can be understood that the variable is free and independent within the model. SES has a similar VIF value and is also free from multicollinearity. The LM results are located within the range of 1.33 and 2.35, which suggests no severe question of multicollinearity but a moderate level. LM6, LM8, and LM9 are slightly higher than other variables, but the value of less than 5 implies moderate concerns. SE variables also have moderate concerns of multicollinearity, with the VIF ranging from 1.28 to 2.35. SE14, SE15, and SE9 are slightly higher but effectively below 5. The same can be said about the interaction. The VIF results help to conclude that the model is mostly free of severe multicollinearity, and the independent variables are being different and suitable information for the analysis.

TABLE 4
COLLINEARITY STATISTICS (VIF)

Variables	VIF	Variables	VIF	Variables	VIF
AA	1			SE3	1.7
LM1	1.68			SE4	1.43
LM10	1.71			SE6	1.64
LM2	1.88			SE7	1.85
LM3	1.68	SE12	1.35	SE8	1.52
LM4	1.33	SE14	2.35	SE9	2.31
LM5	1.39	SE15	2.25	Socioeconomic Status (SES)	1
LM6	2.35	SE2	1.53	Socioeconomic Status (SES) x Self-Efficacy (SE)	1

In the analysis provided for the effects of self-efficacy on academic achievement, mediated by learning motivation and moderated by socioeconomic status among Jordanian EFL students, for both the saturated and estimated models, there are intriguing findings related primarily to model fit, as reported in Table 5. An evident aspect is the 0.07 for the estimated model and the saturated model being SRMR, which is an acceptable fit below 0.08. Another observation is that the estimated model has marginally lower discrepancy function values, specifically d_ULS 1.42 and d_G 0.43, which imply a slightly more favorable fit than the saturated model. Even though Chi-square values for the estimated model and the saturated model are different, measuring 987.51 and 993.34, respectively, their considerable magnitude may raise concerns regarding whether the model fits acceptably. Furthermore, both models have an NFI of 0.73. As usual, the recommended benchmark for acceptable model fit is either 0.90 or 0.95, which implies that the model has an optimal fit. Consequently, based on the SRMR and discrepancy function values, it is acceptable to conclude that the model fits moderately well.

TABLE 5
MODEL FIT

	Saturated Model	Estimated Model
SRMR	0.07	0.07
d_ULS	1.46	1.42
d_G	0.43	0.43
Chi-square	993.34	987.51
NFI	0.73	0.73

The R-square and adjusted R-square for academic achievement (AA) and learning motivation (LM) are the most important statistics, which indicate the proportions of the variance in these dependent variables, which can be explained with independent variables of the model. As for the academic achievement of Jordanian EFL students, the R-square is 0.13, and the adjusted R-square is similar, which means the number of predictors that were in the model explains 0.13% of the total variance in the academic achievement. Specifically, this model, including variables such as self-efficacy, learning motivation, and possibly others, explains roughly 13% of the variance in academic achievement. In turn, the R-square for the learning motivation model is higher and constitutes 0.44. Meanwhile, the adjusted R-square is close to 0.43, which means that the model explains 43% of the variance in that model, as shown in Table 6.

TABLE 6
R^2

	R-Square	R-Square Adjusted
Academic Achievement (AA)	0.13	0.13
Learning Motivation (LM)	0.44	0.43

B. Path Analysis With Bootstrapping

1. Direct Effects

The study demonstrates that there are statistically significant relationships among self-efficacy (SE), learning motivation (LM), socioeconomic status (SES), and academic achievement (AA), according to path coefficients and their statistical significance. It is observed in Table 7 that SE positively and significantly affects AA with a path coefficient of 0.2, a T-statistic of 3.25, and a P-value of 0. At the same time, this influence is even more substantial in relation to LM. It is also revealed that SES positively influences LM, although with a coefficient impact of 0.1 and a T-statistic of 2.36, which is not as substantial as the effect of having SE influence LM. All the relationships can be regarded as statistically significant, and at the same time, LM positively impacts AA, according to the path coefficient of 0.2 and a T-statistic of 3.17, P-value = 0. At the same time, it is also necessary to state that the effect of the interaction of SES and SE on LM is statistically significant. It is equal to 0.12, with a T-value of 3.48, while the P-value is 0.

TABLE 7
PATH COEFFICIENT

Path	Path coefficient	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
Self-Efficacy (SE) -> Academic Achievement (AA)	0.2	0.06	3.25	0
Self-Efficacy (SE) -> Learning Motivation (LM)	0.56	0.03	17.93	0
Socioeconomic Status (SES) -> Learning Motivation (LM)	0.1	0.04	2.36	0.02
Learning Motivation (LM) -> Academic Achievement (AA)	0.2	0.06	3.17	0
Socioeconomic Status (SES) X Self-Efficacy (SE) -> Learning Motivation (LM)	0.12	0.03	3.48	0

2. Indirect Effect

Table 8 describes the indirect effects of self-efficacy (SE), socioeconomic status (SES), and their interaction on academic achievement (AA), mediated by motivational features. As can be seen, the indirect effect of SE on AA through learning motivation (LM) is significant and positive. The T-statistic is 3.1 and the P-value is 0, which means a strong impact of SE on AA with the help of LM. The indirect effect of SES on AA through LM is less and marginally significant. The T-statistic is 1.9 and the P-value is 0.06, which means less specific influence of SES on AA with the help of LM than SE. The interaction of SES and SE has less but a significant effect on AA with the help of LM. It is 0.02 with T-statistics of 2.19 and a p value of 0.03 accordingly. The results of the study show that SE has a defined and positive indirect effect on AA with the help of LM. At the same time, the role of SES and the interaction of SES and SE are less and not as decisive as the effect of SE, indicating the crucial role of LM as a mediating factor.

TABLE 8
INDIRECT EFFECT

Path	Path Coefficient	Standard Deviation (STDEV)	T-Statistics (O/STDEV)	P-Values
Self-Efficacy (SE) -> Learning Motivation (LM) -> Academic Achievement (AA)	0.11	0.04	3.1	0
Socioeconomic Status (SES) -> Learning Motivation (LM) -> Academic Achievement (AA)	0.02	0.01	1.9	0.06
Socioeconomic Status (SES) X Self-Efficacy (SE) -> Learning Motivation (LM) -> Academic Achievement (AA)	0.02	0.01	2.19	0.03

The two histograms that are presented in Figure 3 reflect the meaning of the visual distribution of the bootstrapped indirect effect estimates related to two distinct relationships within an SEM, which complement the findings reported in Table 8.

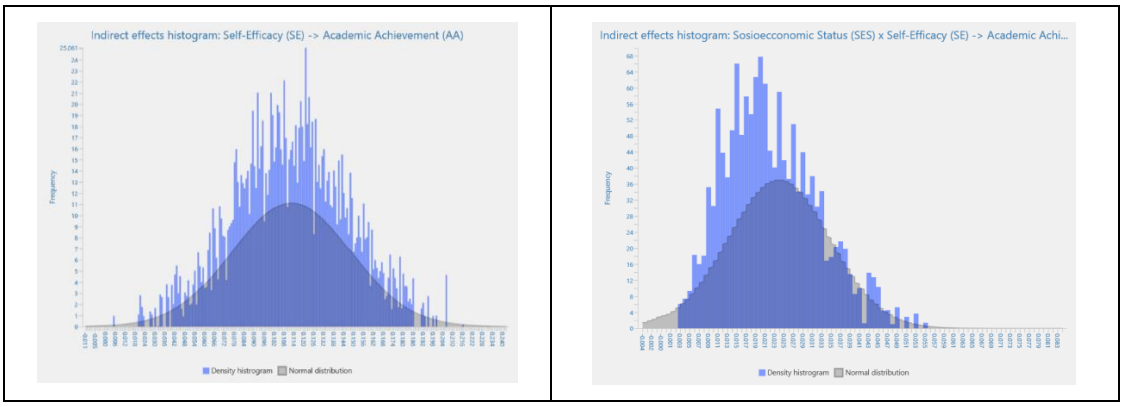

Figure 3. Density Histogram

VI. CONCLUSION

A. Findings

According to the research results, the comprehensive analysis of the study demonstrates a solid and positive relationship between self-efficacy (SE) and academic achievement (AA) among Jordanian students learning English. These results coincide with the classic findings by Bandura (1997) and Pajares (1996). Both advocate for the paramount importance of students' belief in their capabilities, as these notions define their educational outcomes. In the case of our research, these relationships (self-efficacy (SE) -> academic achievement (AA)) are measured with a path coefficient of 0.2 and are also confirmed with a p-value of less than 0.001 constantly. Moreover, the research examines the relationship between SE and LM and presents a significant coefficient of 0.56 with a p-value of less than 0.001. This means that robust self-efficacy allows students to reach academic results and motivates them to master various language tasks. This relationship is also confirmed with a path coefficient of 0.2 reported by Vallerand et al. (1992). The research also examines the role of socioeconomic status and the nature of the relationships. The outcomes suggest that this variable directly impacts LM among students with a coefficient of 0.1 and a p-value of 0.02. Additionally, it influences the nature of the relationship between self-efficacy and motivation, as illustrated by an interaction effect coefficient of 0.12 with a p-value of less than 0.001. This means that students from diverse socio-economic backgrounds can enjoy more ambitious advantages if they have robust self-efficacy. The indirect effects calculated in the research and supported by current literature indicate the role of LM as a mediator of the relationship between SE and AA with a coefficient of 0.11 and a p-value of zero (Darazi et al., 2023). These outcomes correspond with recent studies by Darazi et al. (2023). The indirect effect on AA via LM illustrates relatively weaker relationships, but it is still rather significant. The direct effect indicates the significant impact of SES on AA with a p-value of zero on the indirect effect on AA via LM but a more significant interaction effect of SES and SE on AA through LM with a coefficient of 0.02 and a p-value of 0.03. This is in line with the findings of Estira (2020) and Mansoorian and Razmjoo (2021), who observed the significant impact of socioeconomic background on educational engagement and strategy use.

B. Implications

The findings of this study make a significant contribution to the knowledge about the dynamics of the academic achievement of Jordanian EFL learners. First of all, it is essential to highlight the vital role of self-efficacy (SE) and learning motivation (LM) and the relatively subtle but ubiquitous influence of socioeconomic status (SES). As for the impact of self-efficacy on academic achievement, results of a robust positive correlation are supported by a path coefficient of 0.2 and a significant p-value, underscoring the supreme role of a student's confidence in their abilities,

which supports H(1). It is an issue that is raised by the major theories of the construct, such as the seminal works of Bandura (1997) and Pajares (1996). Meanwhile, the statistically significant relationship between learning motivation with self-efficacy and academic achievement is relevantly strong, suggesting that a student's faith in their learning skills may boost both their academic achievement as well as enthusiasm for learning and persistence in their educational pursuits. The findings of the mediation analysis also make a significant contribution, showing a noticeable indirect effect of self-efficacy on academic achievement using learning motivation as a mediator, which supports H(2). It is a critical issue for an understanding of the nature of the process in the context of language learning because motivation can have a substantial effect on a person's ability to perceive and master new languages. Furthermore, the results of testing for a moderating influence of SES demonstrate that the construct may not affect academic achievement directly, yet it is critical for modulating the impact of self-efficacy on learning motivation, which supports H(3). This finding implies that the interplay of a student's self-efficacy with their background shapes their educational experience. From the perspective of educators and policymakers, these implications require that interventions should work towards improving self-efficacy and motivation and be adjusted for the characteristics of students' SES background with their psychological and social factors taken into account.

C. Recommendations

There are several ways to boost academic achievement among Jordanian EFL students. To increase self-efficacy, positive comments can be combined with exercises designed for goal-setting. Besides, viewing successful learning paradigms can have an equally great effect. Motivation to learn should be nourished by the instruction of materials that are meaningful for students. Multiple pedagogical approaches can also be useful, such as teamwork-driven learning and projects. To boost academic achievement, the provision of support should be adapted to students' socioeconomic status and their peculiarities. To these ends, teachers must acknowledge the role of motivation and self-efficacy and learn to promote these components in their work.

D. Limitations

Although the results bring considerable benefits, they have the mark of our research being focused on Jordanian EFL students, and this might not apply to other contexts, requiring additional validation. The use of self-reported data for such critical variables as self-efficacy, learning motivation, and socioeconomic status may introduce a bias, indicating that the findings could be more on subjective points of view rather than objective data. Another issue is the general nature of cross-sectional analysis, which cannot facilitate making confident causal inferences. However, they can help to highlight the situation at a single time point, indicating that a longitudinal analysis will be required to understand how the dynamics between the selected variables might change over time.

E. Future Studies

Expanding the scope of this study to include different educational contexts and cultures could inform us as to the generalizability of our findings. We may also supplement our data by using standardized language proficiency tests to evaluate academic achievement. Additionally, exploring the relationships between teacher efficacy, teaching methods, and results would provide insights that could direct EFL instructors toward implementing more effective approaches to develop strong self-efficacy and lasting motivation in students.

ACKNOWLEDGEMENTS

The author wishes to thank all of his colleagues, who helped in collecting data.

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