



# Interplay of Self-Efficacy, Study Habits, and Academic Achievement in English Language Learning: A Structural Equation Modeling Approach

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## Abstract

*The research investigates the dense interdependence between learners' self-efficacy level and their study routines and academic success in learning English. To map these relationships the study employs structural equation modeling which evaluates direct self-efficacy links to academic results and the research-solving process as an indirect effect. Self-efficacious students tend to develop better study practices that result in better academic achievements. The study shows that instructor support and learning resources availability do not affect the already strong connection between personal motivation and self-regulation for foreign language acquisition. The study delivers important conclusions that benefit educational institutions as well as their decision makers and learning students. Teachers need to develop self-confidence and create formal study plans to achieve better educational results. Education leaders should include self-directed learning methods during curriculum development stages, yet students become more successful with dedicated study schedules. The valuable findings of this study need follow-up investigations in different learning settings and across multiple academic subjects because researchers relied on students' self-reported information. Future academic success research should examine how technological development interacts with cultural diversity and extended time-span effects to develop complete knowledge of these success factors.*

**Keywords:** self-efficacy, study habits, academic achievement, English language learning, structural equation modeling

## Introduction

The attention toward second language acquisition focused on English language learning has surged because of its widespread educational and industrial use in international communication. Students demonstrate different abilities and achievement rates in language learning because psychological elements and behavior patterns and cognitive elements affect their performance. Direct language learning success relies on self-efficacy together with strong study habits and academic achievements as validated variables by researchers. The combination of these variables impacts both the approach to learn

English as well as the performance in academic studies for learners. The exact connection between self-efficacy together with study habits to academic achievement remains a research topic of ongoing inquiry. The study examines variable interactions by using Structural Equation Modeling to evaluate relationships between these components in English language learning classes to offer complete insights which benefit teaching practice and educational policy decisions.

Based on Bandura's (1977) Social Cognitive Theory, self-efficacy represents the degree to which people believe they can perform particular



behavioral actions to reach their target results. The field of language learning benefits significantly from self-efficacy because the concept affects student motivation along with their ability to persevere when encountering learning obstacles. People who feel confident perform active learning tasks and create achievable targets and handle learning obstacles through perseverance. When self-efficacy levels remain low then language learners will demonstrate avoidance behavior together with anxiety and reduced motivation which negatively affects their language learning progress. Academic performance research in multiple fields shows a clear connection between self-efficacy so the identification of its impact on English language learning requires immediate attention. Study habits constitute essential components of this triadic relationship because they describe the many methods through which learners support their learning process. Students who develop efficient study routines regarding time planning and detailed note-keeping along with self-discipline abilities and metacognitive approach implementation demonstrate improved understanding along with improved knowledge retention and application. Research results empirically prove that students who maintain solid study habits succeed better academically than those who lack effective study routines. Study habits directly affect how English language learners learn vocabulary and enhance their reading ability and listening skills and writing abilities before they result in increased academic achievement. The observable results of mutual self-efficacy and study habit influences on education form the basis of academic success. Standardized assessments together with grades and language proficiency tests serve as the typical measures for academic achievement. The research reveals numerous studies which demonstrate that academic achievement depends to a greater extent on non-intellectual factors such as motivation alongside perseverance and learning strategies. Understanding the combined effect of self-efficacy and study habits on academic achievement in English language learning requires examination for developing powerful educational strategies.

### **Theoretical Framework**

This study adopts the Social Cognitive Theory (SCT) as well as the Self-Regulated Learning (SRL) model as its theoretical foundation. According to SCT the behavior of human's results from permanent relationships between personal attributes and behavioral approaches together with environmental conditions. The academic motivation and achievement systems depend heavily upon self-efficacy as a central determining factor. Education success is more common among students who maintain confidence in their own capability to reach their goals because such students invest effort correctly and create productive learning techniques which allows them to keep pushing through obstacles. Students who embrace self-directed learning practices under the SRL framework actively control their thinking processes and their awareness of thinking and motivation to reach their academic goals according to Pintrich (2000). Academic performance increases through self-regulation which becomes possible with effective study habits according to this model structure. This research combines the mentioned theoretical frameworks to discover how self-efficacy functions with study habits as they influence academic performance in English language acquisition.

### **Significance of the Study**

Knowledge about the learning principles of English language success proves essential for educational staff members and curriculum developers and policy makers. The rising importance of English as both an educational and communication language demands that educators help students build their confidence together with useful study processes to achieve better academic results. The research outcomes will support educational institutions in developing specific programs which strengthen students' self-efficacy and generate efficient study practices that enhance their academic success levels. The research benefits from Structural Equation Modeling analysis because its statistical model allows for precise identification of both direct and indirect relationships between study variables. The complex relationships between self-efficacy and study habits receive thorough evaluation through SEM which produces



an advanced comprehension of how these factors influence academic success in English language learning. Researchers need to understand the psychological and behavioral determinants behind academic success in language learning because English proficiency has become essential in our developing globalized world. Students' performance levels alongside their motivation directly result from their self-efficacy and study habit development. The research adopts Structural Equation Modeling to demonstrate how these important variables function together through empirical analysis while presenting applicable recommendations for all affected groups. The research findings will strengthen current discussions about successful language learning methods which will create better conditions to learn English and progress academically.

### Research Objectives

1. To examine the direct impact of self-efficacy on academic achievement in English language learning.
2. To analyze the relationship between study habits and academic performance.
3. To investigate the mediating role of study habits in the relationship between self-efficacy and academic achievement.
4. To apply Structural Equation Modeling (SEM) to establish the causal pathways between these variables.

Researchers have extensively studied study habits because these patterns stand essential in academic achievement specifically for language acquisition. Credé and Kuncel (2008) describe study habits as the assortment of methods students choose to increase their knowledge assimilation and memory retention and practical application of information. Multiple studies demonstrate that using strategies including time management with note-taking along with summarization and self-testing as well as maintaining metacognitive involvement leads to substantial academic gains. These habits affect how students learn English vocabulary along with their skills for reading comprehension and their capabilities for writing and speaking English language. According to Gettinger and Seibert (2002) students who organize their learning through structured activities together

with self-regulatory practices succeed more in language proficiency evaluations. Study habits and self-efficacy create a significant research structure within academic performance analysis. Self-efficacy acts as a vital factor to create two important outcomes in student lives by affecting their belief in success and their capability to build productive study methods. Pintrich (2000) explains that students with high self-efficacy practice self-regulated learning that involves planning together with monitoring and evaluating their studying approaches. Deep learning methods such as critical thinking and problem-solving combined with concept mapping are selected by these students over surface-level memorization. Those students who have low self-efficacy tend to display unstructured study habits along with procrastination and reduced persistence which leads to their poor academic results. Research findings from empirical studies link effective study behaviors and academic success as they yield positive academic effects. A meticulously designed study by Nonis and Hudson (2010) documented how academic success rates in college students directly linked to their established methodical study behaviors to outperform students who studied ineffectively. Rahimi and Karkami (2015) researched how proficient second language learners perform better in English after utilizing active learning methods including self-testing with peers and summarizing their lessons. The study data proves that students who maintain effective study habits succeed better in their language learning progress.

The research on second language acquisition has extensively studied academic achievement since it represents a measurable manifestation among subjects with established self-efficacy and study methods. Many researchers have examined the thinking processes together with actions which lead students to succeed in their English language studies. Chamot and O'Malley (1994) identify high-achieving language learners through their competence in self-efficacy combined with their skill in strategic learning approaches and their utilization of efficient study techniques. The capacity to regulate their own learning process combined with purposeful search for language practice and refusal to give up during difficulties leads these learners to achieve advanced



language proficiency. Students who achieve less in their academics usually face difficulties due to self-doubt and weak motivation along with ineffective learning approaches thus preventing their language development.

### **Methods and Materials**

The research adopts mixed-methods methodologies to study the relationships between self-efficacy and study habits on English language learning achievement through both quantitative and qualitative methods. The research design combines quantitative measurements with qualitative analysis through a mixed-methods approach which creates more valid and deep findings regarding English learning. The research uses participant evaluations together with statistical techniques to uncover detailed relations between self-efficacy and study patterns on language learning achievements.

Researchers chose a convergent parallel design that permits simultaneous data collection of quantitative and qualitative types before they analyze and combine them independently. Such a design structure enables overlap verification of results by providing a comprehensive understanding of the study variables' connections. The self-efficacy and study habits and academic achievement links are studied through survey-based correlations in the quantitative segment parallel to qualitative interviews which investigate learner experiences regarding their language acquisition process.

The quantitative segment applies deductive research to verify pre-established theoretical concepts including Bandura's Social Cognitive Theory and the Self-Regulated Learning Model using empirical evidence. A combination of inductive methods characterizes the qualitative analysis as it analyzes students' testimonies in order to discover new insights. When both approaches are integrated it provides an extensive examination which links theoretical ideas to actual observations. The research sample includes undergraduate students who study English language in various universities. The quantitative research survey adopts stratified random sampling which includes first-year students and second-year students and final-year students. Cochran's formula determines the sample

size to achieve statistical reliability in the study. The qualitative research relies on purposive sampling to recruit 15-20 students with different self-efficacy and study habits levels to maintain perspective diversity.

Approval for ethical execution of this research was granted by the institutional review board (IRB). The recipient voice authorization comes first followed by full secrecy measures using anonymous data collection. The research provides participants with an unconditional right to withdraw participation anytime without negative repercussions. The research combines quantitative and qualitative approaches to offer complete insights regarding the link between self-efficacy and study habits to academic performance and validates theory-based frameworks through participant observations.

### **Hypothesis**

#### **Primary Hypothesis**

H<sub>1</sub>: There is a significant relationship between self-efficacy, study habits, and academic achievement in English language learning.

#### **Self-Efficacy and Academic Achievement**

H<sub>2</sub>: Higher self-efficacy positively influences academic achievement in English language learning.

H<sub>3</sub>: Students with higher self-efficacy demonstrate better language proficiency across reading, writing, listening, and speaking skills.

#### **Study Habits and Academic Achievement**

H<sub>4</sub>: Effective study habits positively impact academic achievement in English language learning.

H<sub>5</sub>: Time management and self-regulated learning strategies significantly contribute to higher academic performance in English language courses.

### **Findings and Results**

Research results offer quantitative knowledge about how self-efficacy linked to study habits affects English language learning academic performance. Analysis done through blended methods reveals how the variables work together as quantitative and qualitative data help exhibit key associations and hidden structures and explain the extent of study habits' influence on self-efficacy performance linkages. The research presentation consists of



descriptive statistics that lead into inferential statistical methods and qualitative data analysis findings.

### **Descriptive Statistics**

The researchers performed descriptive statistical analyses to study the overall patterns between self-efficacy levels and study habits measurements and academic achievements observed among participants. Students from undergraduate levels in English language courses made up the researched population which was divided evenly between students at various academic levels. Based on a five-point Likert scale most undergraduate students positioned at 3.82 (SD = 0.71) which indicates their English language learning ability self-confidence lies between average and above average. Participants consistently used study strategies to some extent as indicated by the study habits mean score of 3.75 (SD = 0.68). Data revealed that students received mostly 3.47 points (SD = 0.82) as their GPA in English courses providing evidence of diverse proficiency levels among respondents. Research analysts used a correlation matrix to document the interdependence between main variables in the study. Self-efficacy about language learning showed a positive connection to the students' study habits because the relationship reached statistical significance with a correlation of 0.68 ( $p < 0.01$ ). Self-efficacy possessed a strong and positive connection to academic achievement with a relationship value of  $r = 0.59$  and  $p < 0.01$  thus demonstrating that confident students gain better educational outcomes. The relationship between study habits and academic results proved the strongest correlation at ( $r = 0.72$ ,  $p < 0.01$ ) which indicates proper study methods determine language learning achievement levels.

### **Structural Equation Modeling (SEM) Results**

The research used Structural Equation Modeling (SEM) to determine how self-efficacy and study habits impact academic achievement. The tested theoretical model exhibited ideal fit with statistical data ( $\chi^2/df = 2.14$ , RMSEA = 0.045, CFI = 0.94, TLI = 0.92) which validated the proposed conceptual models. The results showed study habits to be strongly influenced by self-efficacy ( $\beta = 0.65$ ,

$p < 0.001$ ) as well as academic achievement to receive significant direct effects from self-efficacy ( $\beta = 0.41$ ,  $p < 0.01$ ). Academic achievement received a statistically significant direct influence from study habits at a rate of  $\beta = 0.58$  ( $p < 0.001$ ). The researchers used mediation analysis to evaluate how self-efficacy affects academic achievement by using study habits as an intermediary factor. Study habits function as a significant mediator between self-efficacy and academic performance since their direct influence ( $\beta = 0.38$ ,  $p < 0.01$ ) has been confirmed by the analysis. Self-efficacious students choose and practice disciplined study routines according to theoretical predictions because they result in increased academic success.

### **Quantitative Analysis**

#### **Regression Analysis**

The investigation used multiple regression analysis to verify all variable relationships. Self-efficacy together with study habits showed significant predictive power for academic achievement within the first regression analysis. Academic achievement was mainly predicted by study habits ( $\beta = 0.60$ ,  $p < 0.001$ ) while self-efficacy ( $\beta = 0.37$ ,  $p < 0.01$ ) also proved significant but yielded a weaker effect. Self-efficacy was found to have a substantial impact on the development of excellent study routines ( $\beta = 0.64$ ,  $p < 0.001$ ) during the second regression model analysis. This study executed a moderation analysis to determine if external factors including learning resources availability and instructor-based help affected the link between study habits and academic achievement. Both factors strengthened academic success but did not affect the main connection between study habits and academic performance.

### **Qualitative Findings**

The researchers conducted qualitative data analysis through thematic examination as a supplement to their quantitative results. The interview responses included major themes which reinforced the statistical findings to deliver in-depth knowledge about English language education experiences for students. The participants regularly stressed self-efficacy functions as a vital element students need to succeed in their language education. High self-efficacy students





faced language challenges with both motivation and resilience toward handling grammar problems and pronunciation difficulties. Students reported self-efficacy functioned as their key motivation factor which made them continue studying English through supplementary activities beyond the classroom. Study Habits appear as the second essential factor that determines success according to research.

Most students noticed that their academic results were determined by the habits they employed to study material. A significant number of students identified efficient time handle as well as detailed notetaking alongside individual learning practices as critical elements which boosted their language aptitude. Schoolwork learners achieved improved knowledge retention rates of English content through their practice of self-testing and distributed repetition activities.

### **Interconnectedness of Self-Efficacy and Study Strategies**

Multiple students explained how self-efficacy both depends on and builds their study behavior. Student self-belief acted as motivational force to create structured study plans that strengthened their confidence through progress in their language mastery. The students who lacked self-assurance struggled to practice consistent study methods leading to poor academic achievement. The research used regression analysis together with structural equation modeling (SEM) and mediation analysis to measure the correlations between self-efficacy and study habits along with academic achievement in English language learning. The statistical research findings served to validate the suggested hypotheses through their analysis of variable interactions.

### **H1: Self-Efficacy Positively Influences Academic Achievement**

Academic study success demonstrates a strong positive link with the variable of self-efficacy based on the obtained  $\beta = 0.41$  ( $p < 0.01$ ). Students who believe in their ability to master English tend to show improved academic results in learning the language. Students practicing consistently along with overcoming language barriers demonstrate better academic results because they hold high faith in their language learning abilities. Therefore, H1 is

supported. Clear evidence demonstrates that students who develop strategic study practices achieve stronger academic results (H2).

Research demonstrated that study habits and academic achievement show a positive association which produced  $\beta = 0.58$  ( $p < 0.001$ ). The data demonstrates that disciplined and efficient students who practice regularly handle their time well and actively interact with educational material obtain superior results in their English language studies. This relationship demonstrates why students must learn appropriate study approaches to improve their academic success. Thus, H2 is supported.

### **H3: Self-Efficacy Positively Influences Study Habit**

Study habit development shows a statistically significant positive relationship with self-efficacy according to analysis data ( $\beta = 0.65$ ,  $p < 0.001$ ). The data indicates that English language learners with higher learning self-belief tend to practice study techniques more effectively. Strong personal confidence leads students to develop goal-oriented study patterns while they continue through challenges and maintain their study schedule structure. As a result,

### **H3 is Supported.**

### **H4: Study habits serve as a bridge to explain how self-efficacy affects academic achievement**

Studies using mediation analysis revealed that self-efficacy strengthening academic achievement through direct and indirect relationships produce  $= 0.38$  ( $p < 0.01$ ) of indirect effects. Study habits function as connecting elements which multiply the performance effects that stem from self-efficacy. Self-efficacy helps students perform better yet developing study habits because strong self-confidence leads to enhanced academic achievement. The research findings demonstrate why good study habits become critical when unlocking the complete advantages of self-efficacy. Therefore, H4 is supported.

### **H5: External Factors Moderate the Relationship Between Study Habits and Academic Achievement**

External availability of learning resources and instructor support showed no substantial impact on



the connection between study habits and academic achievement results according to moderation analysis. The external factors that researchers tested did not create meaningful changes to the existing relationship ( $\beta = 0.12$ ,  $p = 0.15$ ;  $\beta = 0.18$ ,  $p = 0.08$ ). External support provides helpful benefits for student achievement yet it shows no significant influence on the study habits to academic results connection in this specific context. The evaluation found that H5 was not valid.

### **Interpretation**

The results from hypothesis testing demonstrate that both self-efficacy and study habits are essential factors which determine academic achievement within English language education. Student performances in academics increase because those who believe in themselves maintain better study behaviors. The learning processes of students mediate self-efficacy to help boost their academic achievements. The external factors I explored with students about learning resources and instructor support did not change the main study relationships within this particular research design. The findings create critical requirements for school interventions because they show students need structured programs to develop their self-efficacy while also teaching good study methods. Studies should engage in additional research that examines how various performance-based moderators including cultural aspects and technological language tools affect the current results. Educators should establish target strategies by uniting self-efficacy practices with structured study habits to enhance language learning results alongside academic success for their students. The interconnection of learning factors provides essential knowledge about increasing language proficiency and maximizing English skills.

### **Interpretation/Discussion**

The research results generate valuable information about how self-efficacy relates to study habits and academic achievement within English language education. Data shows that self-efficacy acts together with study habits to affect academic success as these behaviors function as the main connection point between these two elements. This section analyzes

the research implications regarding these results while establishing their connection to published studies and demonstrates their relatable applications for both education professionals and their students.

### **Impact of Self-Efficacy on Academic Achievement**

The research findings validate academic achievement improvement through self-efficacy because effective learning confidence boosts student performance. Bandura's Social Cognitive Theory confirms that students who feel confident about their abilities will establish difficult goals yet maintain their study efforts and succeed at resolving learning barriers. The research reveals that students who show belief in their ability to learn English tend to study actively which leads to positive results in their academics. Multiple previous investigations demonstrate that students with higher self-confidence tend to implement self-regulated learning techniques in language education successfully. Educational language acquisition interventions should prioritize developing self-efficacy as their main objective according to this study.

### **Role of Study Habits in Academic Achievement**

The study demonstrated that study habits function as a leading factor that predicts academic success because students benefit from established learning methods. Students demonstrate better academic results when they carry out regular study practices together with efficient time organization and actively learning through varied methodologies. Study habits play a vital role in academic performance according to multiple previous studies that highlight their benefits for retention together with comprehension abilities. The creation of productive study methods among students becomes vital for institutions and educators who direct their efforts toward supplying relevant resources together with educational training and guidance. Academic potential can reach its maximum through the use of methods which incorporate goal-setting and self-assessment and structured revision scheduling.

### **Mediating Role of Study Habits**

The mediation tests demonstrated study habits function as a key factor which strengthens the



effect of self-efficacy on academic results. Self-efficacy affects academic performance but becomes much more powerful when students demonstrate modern and effective study habits. Individuals who demonstrate high self-efficacy tend to develop and use productive study methods that generate better academic achievement. The study demonstrates that self-efficacy alone fails to achieve academic success because students must implement productive learning strategies. The success of self-efficacy boosting interventions requires teaching effective study habits to students since this combination optimizes their learning results. The results of this research investigation deliver important findings although they feature certain constraints. The research included only English language learners so universal application of its results to additional subjects or academic disciplines was not possible. Research needs to investigate if parallel changes occur throughout different academic fields. The study depended on participants' self-reports which introduced possible reporting distortions to the data. True insight into how self-efficacy together with good study behaviors impact academic performance through time requires lasting research projects and experimental designs. Future investigations should evaluate the effect of technological education developments on students' self-efficacy development and study practice through research into both virtual education systems and AI-based educational technologies. The research should evaluate how cultural learning behavior patterns shape how students build self-confidence and study methods.

### Conclusion

The analysis shows how self-efficacy together with study habits functions as fundamental factors for achieving academic success. Believers in their own abilities tend to create better study practices which subsequently produce improved academic results. Study habits function as a critical intervening factor which strengthens the benefits that stem from self-efficacy because of their ability to improve learning strategies. Academic success depends primarily on personal motivation together with self-regulated learning although external factors showed no considerable impact. The findings support schools

and education professionals to build student self-confidence together with teaching beneficial methods of studying to students. Through simultaneous implementation of confidence-building initiatives and structured learning strategies students will develop the capability to master English and other subjects. Research should advance by investigating new elements shaping learning results because educational technologies change and cultural environments vary.

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