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behavioural engagement, metacognitive self-regulation, and avoidance coping) among 1,954 secondary students learning English in Singapore. Multiple regression analysis results showed that English self-e cacy signi cantly predicted behavioural engagement. This positive relation between self-e cacy and behavioural engagement was con rmed in Kyo (2022), which involved 4,501 secondary school students learning English in South Korea.

Another study included all three types of engagement, namely, behavioural, cognitive, and emotional namely,shaj.aoanGnam and

The reciprocal relations among self-e cacy, emotional engagement, behavioural engagement, and math achievement have also been observed in Olivier et al. (2019) with 671 students in Canada from their 4th to 6th grade. Results of cross-lagged analysis suggested a reciprocal relationship between self-ecacy and achievement. Besides, self-e cacy was found to predict later emotional engagement, which in turn negatively predicted later academic achievement. This result suggested a negative mediating e ect of emotional engagement between self-e cacy and math achievement. No mediating e ect of behavioural engagement was supported in the present study.

achievement. This hypothetical mechanism was tested with the data on English self-efficacy and engagement generated by 673 first-year undergraduate students studying English as a foreign language (L2) in a university in mainland China. Our results showed that self-efficacy positive pre-

positive relation between enjoyment of L2 learning (Dewaele and Alfawzan, 2018) and learning in

complicated than what was generally assumed. First, this study provided evidence revealing the direct relations between di

Talsma, K., B. Schüz, R. Schwarzer, and K. Norris. 2018. "I Believe, Therefore I Achieve (and Vice Versa): A Meta-analytic Cross-lagged Panel Analysis of Self-eAchi493sisAcadem-1.1749-28Perievmance.6(of)-49421 0 Td14ta-3