

## **Investigating Bandura's Processes of Observational Learning Implementations from EFL Faculty Perspective at Umm Al-Qura University English Language Centre**

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### **Abstract**

The present study attempts to investigate the implementations of Bandura's processes of observational learning from an EFL faculty perspective at Umm Al-Qura University English Language Centre. As a prominent skill-learning theory in psychology and education, Bandura's social learning theory introduced elemental cognitive stages known as observational learning processes that are necessary for acquiring any skill. Knowledge of these processes provides EFL/ESL teachers with theoretical principles to facilitate teaching and learning the complex skills of the English language. The study aims to identify the EFL faculty awareness level of Bandura's observational learning processes and assess the extent to which their teaching practices endorse observational learning. Also, to examine the relationship between EFL faculty awareness and practices. The study participants consisted of (41) EFL faculty members during the academic year 2021-2022. The researchers developed a web-based survey to collect the information and used descriptive statistics for analysis. The findings revealed that the faculty members' overall awareness and practices levels of Bandura's observational learning are high. However, the results indicated the existence of a misconception regarding the concept of modeling and observation held by some of the faculty members. Also, results indicated a significant relationship at (0.05) level between EFL faculty awareness and practices suggesting the applicability of Bandura's observational learning in the EFL context. The study provides substantial insights for EFL/ESL teachers and researchers regarding the importance of observational learning in teaching and developing language skills. The research concludes with the need for raising awareness procedures and suggestions for future research.

**Keywords:** Bandura's processes, EFL faculty members, EFL teaching and learning, language skills, observational learning, Social Learning Theory

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## Introduction

Learning a second language is a demanding task that requires diligence, imitation, practice, and lots of attention. Nevertheless, teaching a language is not an easier task, for it takes resilient comprehension and application of varying principles related to language learning processes and conditions. According to Brown (2007), teachers' understanding of the appropriate conditions of how learners learn languages determines techniques, strategies, and methods implemented in classrooms. That is to say, teachers' perceptions and knowledge contribute indubitably to the success of language teaching and learning. Moreover, Language teachers are one of the fundamental resources of language input because their speech is redundant with different styles and expressions that learners try to imitate and acquire. Harmer (2007) notes that learners are provided with various models to observe and learn the target language from through multimedia materials or the teacher. In other words, observation and modeling are essential at some stages for facilitating language learning.

Many scholars over the years attempted to understand the nature of human learning, its cognitive processes, and optimal conditions. Among those scholars is Albert Bandura, an influential psychologist, who stated in his Social Learning Theory (SLT) that individuals develop complex skills, to a certain extent, through observation and modeling. According to Bandura (1977), learning would be challenging and even dangerous if people relied on their own experiences without observing others to learn from them. Many well-distinguished language teaching methods established observation and imitation as primary techniques because observation and imitation are inseparable parts of acquiring language as a complex skill. Since there is not one fixed teaching method or strategy to address learners' needs in all language learning situations, teachers mostly need exposure to various pedagogical and theoretical principles that would help them build their philosophy in addressing EFL/ESL divergent problems (Brown, 2007). Furthermore, language acquisition is a tremendously complex phenomenon; hence the proliferation of theories to explain the vast areas relating to it is needed, especially ones that tackle cognition, social effects, and individual will (Jordan, 2004).

Therefore, this study aims to investigate implementations of Bandura's observational learning processes from an EFL faculty perspective. The current research findings would be of great value for the development of literature regarding the applicability of Bandura's observational learning in the EFL teaching and learning field by displaying the EFL faculty perspective towards it. In addition, the study relates Bandura's processes of observational learning to EFL/ESL literature, thereby establishing a possible blueprint for future classroom application research. Moreover, the study provides EFL teachers with insights from a social-cognitive perspective to maximize the efficiency of language teaching and learning in classrooms.

The research aims to achieve the following objectives:

- 1- To provide information regarding the extent to which EFL faculty members at UQUELCare aware of the underlying principles of Bandura's processes of observational learning.
- 2- To indicate the extent to which EFL faculty members at UQUELC incorporate the underlying principles of Bandura's processes of observational learning in classrooms.
- 3- To examine the relationship between the awareness level of Bandura's processes of observational learning and the practices level of Bandura's processes of observational learning among EFL faculty at UQUELC

In light of the objectives above, the research at hand elicits answers to the following questions:

- 1- What is the level of awareness of Bandura's processes of observational learning among EFL faculty at UQUELC?
- 2- To what extent do EFL faculty teaching practices endorse Bandura's processes of observational learning at UQUELC?
- 3- What is the relationship between the awareness level of Bandura's processes of observational learning and the practice level of Bandura's processes of observational learning among EFL faculty at UQUELC?

## Literature Review

### *Bandura's Social Learning Theory*

Over the past years, many debates heated among scholars about the nature of language and language learning. One of the distinguished controversies was between the behaviorist B.F. Skinner and the linguist Noam Chomsky. Skinner claimed that language learning is an interrelation of environmental cause and effect; on the other hand, Chomsky asserted that children could acquire language through observation alone and that environmental effect is not crucial (Whitehurst & DeBaryshe, 1989). In other words, the environment only triggers an innate faculty, the Language Acquisition Device (LAD), which allows children to produce novel linguistic patterns not found in the input of exposure and enables them to become proficient speakers and critical judges of their language. Endorsing both Skinner's and Chomsky's notions, Bandura's social learning theory emphasizes the role of observation and imitation in social environments and that learned behaviors and skills are not solely an outcome of reinforcement or punishments, but rather individuals' mental states and cognitive processes contribute substantially to learning (Bandura, 1986). SLT is often regarded as an intermediate between behavioristic and cognitive approaches because it credits the contribution of mental functions such as attention and memory as well as environmental factors such as incentives in learning (Nabavi, 2012). The theory places significant emphasis on observers' cognitive factors over environmental ones (Ahn, Hu, & Vega, 2020). According to Lightbown and Spada (2013), first and second-language learners select words they imitate and produce them in a way that goes beyond what they have heard or observed. Such divergent creativity is confirmed to indicate learners' developing cognitive systems. By the same token, Bandura (1977) states that individuals are not merely imitators of any behavior in their surroundings. Instead, there are cognitive processes that govern their selection and imitation. Also, individuals' imitations go beyond what they have observed in creative and distinctive ways. In general, social learning is often disparaged as a passive process, yet it is a powerful learning tool that involves complex cognitive capacities facilitated by knowledgeable teachers (Gweon, 2021).

### *Processes of Observational Learning and Language Teaching and Learning*

Observational learning consists of four cognitive processes:

#### *Attention*

Variables such as frequency, duration, incentives, complexity, mental states, and abilities govern individuals' attention (Bandura, 1977). Keeping with Bandura's statement, to learn a language skill or component, students need to attend to its remarkable lexical, phonetic, syntactic, or pragmatic features. Furthermore, the language content must be of value and matches learners' interests and levels to some extent. According to Schmidt (2001), attention is mandatory for language learning development, yet it is limited in capacity. Therefore, effective EFL teachers should provide learners with necessary instructions and models of tasks and exercises to avoid

confusion and ensure their understanding and attainment of the linguistic task (Harmer, 2007). In addition, teachers should maintain learners' engagement and progress by presenting different rewards, such as explaining the general benefits of learning the English language (Brown, 2000).

### *Retention*

For individuals to remember any observed behavior, mental or motor rehearsal is necessary for remodeling when the imitated model is absent (Bandura, 1977). Teachers could facilitate this stage by helping learners apply learning strategies (Artino Jr, 2007). EFL teachers need to devote time to learning strategies to strengthen learners' retrieval of the language they intend to use. Some of the practical language learning strategies are memory strategies, namely keywords and mnemonics (Al-Zahrani, 2011); cognitive strategies, including practicing rehearsal and note-taking (Farzam, 2017; Marefat & Shirazi, 2003); and metacognitive strategies, such as linking new materials with previous knowledge and planning for tasks (Farzam, 2017; Marefat & Shirazi, 2003).

### *Reproduction*

The observer performs based on the attended and remembered behavioral model at this stage. If the observer is physically and mentally adequate but unable to perform, then the subskills for the complex performance must be improved by practice and remodeling (Bandura, 1977). The role of practice in EFL teaching classrooms is regaining an increased interest in a way that permits learners to practice language meaningfully (actual needs and wants), not mechanically (Lightbown & Spada, 2013). Learners may not produce accurate performance from the first trials or in early classes. Therefore, teachers need to provide them with several opportunities to demonstrate their knowledge of language skills and components. More importantly, teachers' feedback on what learners are missing will help maintain their progress (Klimova, 2015).

### *Motivation*

Observation and modeling are affected by three motivators: extrinsic, vicarious, and intrinsic (Bandura, 1977). Extrinsic motivators are related to direct rewards and encouragement. While performing based on observing others rewarded serves as a vicarious motivator. Performances for task value or self-satisfaction are associated with intrinsic motivators. In the EFL context, motivation is a critical factor in language learning success that teachers need to sustain and foster. Dörnyei (2001) regards teachers as one of the fundamental elements in generating motivation besides classroom atmosphere and learners' cooperation. Showing enthusiasm, giving praise, presenting rewards, encouraging risk-taking, emphasizing group work, and providing challenging but achievable goals to increase their value are all part of the teachers' role in inspiring students to learn (Brown, 2000; Dörnyei, 2001). These classroom behaviors relate to Bandura's three types of motivation that govern observational learning.

### ***Role of Observation in EFL/ESL Classrooms***

There is a lack of solid literature and research regarding Bandura's processes of observational learning in EFL/ESL contexts. Nonetheless, it is worth noting that some of the popular English language teaching methods highlighted the importance of observation and modeling, precisely, the Natural Approach, the Total Physical Response (TPR), and Task-based Instruction. The comprehension approaches, such as the Natural Approach and Total Physical

Response, derived their principles from research and theory of first language acquisition by assimilating the stages of second language acquisition and learning to the way children develop their first language (Larsen-Freeman, 2000). In these two methods, learners keep observing how language is used by their teacher and classmates (models) until they develop adequate comprehension (input) enabling them to use the target language when they are ready. Another method that recognizes the role of observation is Task-based instruction. Task-based instruction stands for the idea that learners learn a language effectively while involved in completing a task. In a pre-task stage, the teacher could play a model recording of other learners working on similar tasks while giving clear instructions and recalling the proper language required for task completion (Willis & Willis, 1988, as cited in Skehan, 1996). These influential methods acknowledged the profound role of observation and modeling in developing learners' language.

### ***Related Studies***

The study of Ilmiani, Wahdah, and Mubarak (2021) applied Bandura's Social Cognitive Theory to describe the process of learning Arabic speaking skills. The researchers collected data by means of observation, interviews, and documentation from students enrolled in the Arabic language education study program. Students were asked to imitate speech as shown in videos. The study revealed that for acquiring Arabic speaking skills using social cognitive theory, four basic activities were required: observing pronunciation, remembering word sounding, imitating sentences, and applying speaking abilities within conversations. Also, the researchers indicated that teaching students according to these stages allowed them to explore their speaking abilities.

Alshobramy (2019) conducted a study aimed to investigate the effectiveness of implementing Bandura's social learning theory in English classrooms, particularly, in developing speaking skills. After applying principles of observational learning in English classes, an opinion-based and closed-item questionnaire was administered to 100 EFL students in a secondary school to elicit information about their attitudes and beliefs. Results showed that SLT could help EFL students speak English fluently and confidently. In addition, its principles could foster EFL students' attentiveness, creativity, and ability to learn English.

Using one-to-one semi-structured interviews, the study of Horsburgh and Ippolito (2018) aimed to investigate the process of learning from role models in clinical settings. The findings revealed that Bandura's four processes of observational learning helped students learn and use clinical language effectively. Surprisingly, clinical teachers declared that they were rarely directed with feedback on the effect of their role modeling, suggesting that clinical teachers need to develop their skills regarding Bandura's observational learning (Horsburgh & Ippolito, 2018).

The study of Samsudin, Shamsudin, and Arif (2017) was done to investigate the impact of Bandura's social learning theory in developing students' ability to write academic texts. Their experimental study was conducted on 100 EFL university students. Results of the study showed that observational learning of structural and linguistic features of texts presented by teachers enhanced students' awareness, positive attitude, and ability in academic writing for different purposes.

These studies asserted the effectiveness of Bandura's SLT, mainly observational learning, in acquiring general notional language, as indicated by Ilmiani et al. (2021), Alshobramy (2019), and Samsudin et al. (2017), also, in developing technical contextual language as shown by Horsburgh and Ippolito (2018). Nevertheless, these studies do not provide information regarding using principles of Bandura's observational learning from the EFL faculty perspective and whether

they are relatable to their language classes and EFL context in general. Acknowledging that there is an evident dearth of research dealing with Bandura's SLT in the field of ESL/EFL, this study is a preliminary step towards filling this knowledge gap to provide practitioners and researchers with insights that would facilitate language teaching and learning as well opening doors for future research.

## Methods

This study employed a quantitative method design of data collection. The researchers designed a web-based questionnaire to collect data on whether EFL faculty members are aware of and apply the principles of Bandura's observational learning processes in their classrooms. The researchers used descriptive statistics for analyzing questionnaire data.

## Participants

The study population included all (100) EFL faculty members at Umm Al-Qura University English Language Centre (UQUELC), during the academic year 2021-2022. The sample was chosen randomly by using a stratified random sampling method consisting of (41) EFL faculty (27 females & 14 males). The faculty members ranged in their teaching experience from less than five years and more. Also, their academic rank ranged from teacher, lecturer, to assistant professor and over. Ethical consent was obtained from the university research unit and participants before proceeding to provide answers.

## Demographic Information

### Gender

The majority of EFL faculty (27) from female while the total number of male members was (14). The details of the sample distribution according to gender are given in Table One.

Table 1. The sample distribution according to gender

Gender	Frequency	Percentage
Male	14	34.1%
Female	27	65.9%
Total	41	100%

Table One shows the distribution according to gender as follows, (34.1%) of the sample is male members, while (65.9%) is female members. That is illustrated in Figure One.

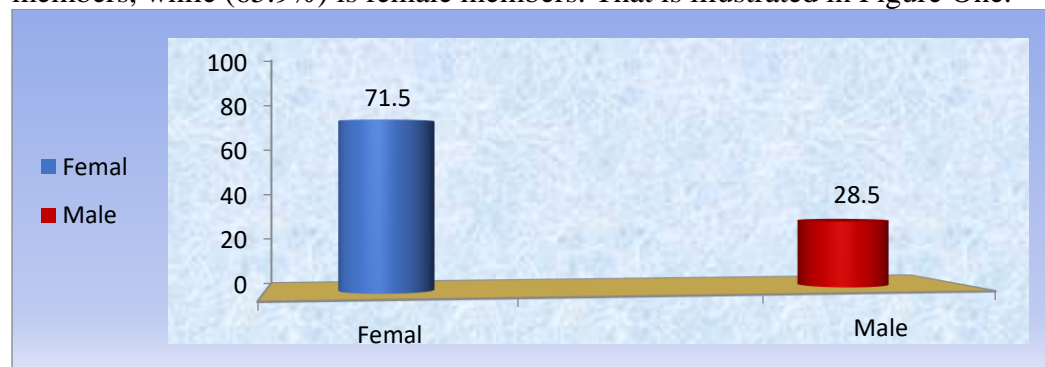


Figure 1. The sample distribution according to gender

### Teaching Experience

Furthermore, it is found that (14) of the members had less than five years of teaching experience and the majority of the members (27) had five years and more of teaching experience. The details of the sample distribution according to experience years are given in Table Two.

Table 2. The sample distribution according to experience years

Experience Years	Frequency	Percentage
Less than 5 y	14	34.1%
5 years and more	27	65.9%
Total	41	100%

From Table Two, it is clear that (34.1%) of the members had less than five years of teaching experience and the majority of the members (65.9%) had five years and more of teaching experience. The same details are presented in Figure Two.

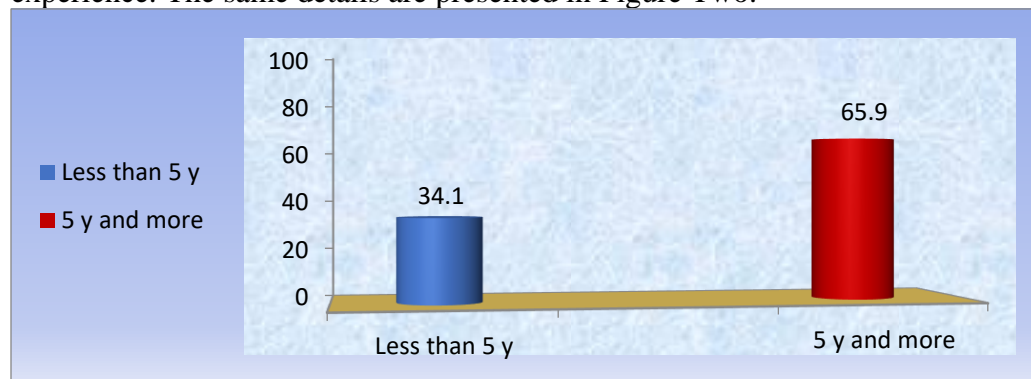


Figure 2. The sample distribution according to experience years

### Academic Rank

It is found that nine of the EFL faculty had lecturer rank, while (19) of the EFL faculty had teacher rank and (13) of the EFL faculty had an assistant professor and overrank. The details of the sample distribution according to qualification are given in Table Three.

Table 3. The sample distribution according to academic rank

Academic rank	Frequency	Percentage
Lecturer	9	22%
Teacher	19	46.3%
Asst. Professor and over	13	31.9%
Total	207	100%

From Table Three, it can be seen that the distribution according to the qualification is as follows, (22%) of the EFL members had lecturer rank, (46.3%) of the EFL members had teacher rank, and (31.9%) of the EFL members had asst. professor and overrank. That is illustrated in Graph Three.

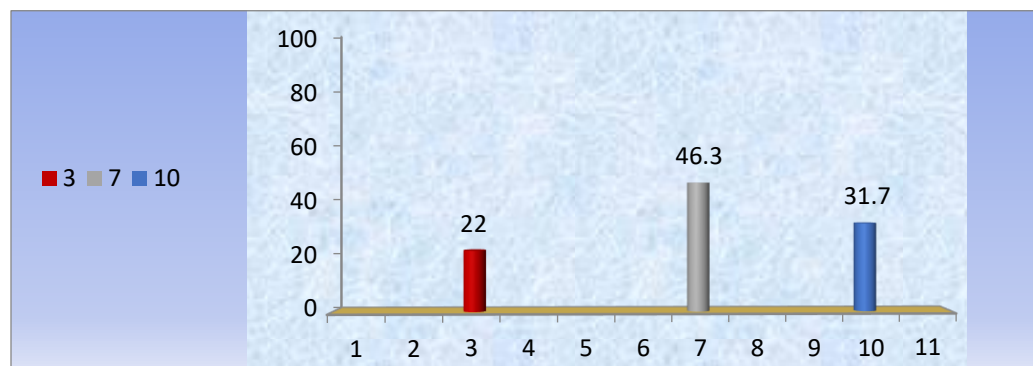


Figure 3. The sample distribution according to academic rank

### Research Instruments

A self-administered web-based survey, a three-page questionnaire, was developed for data collection. The questionnaire consisting of 22 five Likert-type and closed-choice items was divided into three sections. The first section is specified for gaining demographic information about EFL faculty members' gender, teaching experience, and academic rank. The second section (items 1-7) is related to principles of the four stages of Bandura's observational learning to determine EFL faculty level of awareness with a Likert scale system ranging from 1 to 5 (5= very important, 4 = important, 3= moderately important, 2= slightly important, 1= not important). The third section (items 8-22) is intended to assess the degree of EFL faculty practice of Bandura's observational learning stages with a Likert scale system ranging from 1 to 5 (5= always, 4 = often, 3= sometimes, 2= rarely, 1= never). It should be noted that the questionnaire items were derived from Bandura's (1977) observational learning principles and stages.

A) Items representing Bandura's (1977) principles of observational learning to determine EFL teachers' awareness:

- Overall concept of Observational learning      items: 1
- Attention stage      items: 2
- Retention stage      items: 3
- Reproduction stage      items: 4,5
- Motivation stage      items: 6,7

B) Items representing Bandura's (1977) principles of observational learning to assess EFL teachers' practices:

- Overall concept of Observational learning      items: 8,9,10,11
- Attention stage      items: 12,13
- Retention stage      items: 14,15
- Reproduction stage      items: 16,17,18,19
- Motivation stage      items: 20,21,22

### The validity, Internal Consistency, and Reliability of the Questionnaire

The validity of the questionnaire was established by requesting a panel of expert EFL university professors to revise the questionnaire and comment on the items for their suitability for the study. Their feedback was considered in adjusting some items and removing others.

### Validity of Questionnaire of Awareness of Bandura's Processes



The test items were subjected to try out on a sample of twenty-five EFL faculty members. Item analysis was carried out to indicate the following:

- Determine the validity of the questionnaire.
- Determine the reliability of the questionnaire.

To test the internal consistency validity of the questionnaire on awareness of Bandura's processes, the questionnaire was administered to the pilot sample to find out the correlation between the degree of each statement and the total degree of the domain using the Pearson correlation coefficient. Table Four displays the correlation between the degree of each statement and the total degree of the domain.

Table 4. *The correlation between the degree of each statement and the total degree of the domain*

Item No	Correlation Value	Sig	Item No	Correlation Value	Sig
Overall concept			Reproduction process		
1	0.466**	0.009	4	0.462*	0.011
Attention process			5	0.701**	0.000
2	0.694**	0.000	Motivation process		
Retention process			6	0.396*	0.030
3	0.701**	0.000	7	0.712**	0.000

\*\* . Correlation is significant at the 0.01 level.

\* . Correlation is significant at the 0.05 level.

The result in Table Four shows the values of correlation are significant at (0.01) and (0.05), which means the statements of the questionnaire on awareness of Bandura's processes are valid.

In addition, the correlation between the degree of each domain and the total degree of the questionnaire was carried out. Table Five indicates the correlation between the degree of each domain and the total degree of the questionnaire.

Table 5. *The correlation between the degree of each domain and the total degree of the questionnaire*

S.N	Skill	Correlation Value	Sig
1	Overall concept	0.626**	0.000
2	Attention process	0.750**	0.000
3	Retention process	0.820**	0.000
4	Reproduction process	0.790**	0.000
5	Motivation process	0.811**	0.000

\*\* . Correlation is significant at the 0.01 level.

The result in Table Five shows the values of correlation are significant at (0.01), which means the domains of the questionnaire of awareness of Bandura's processes are valid.

*Reliability of Questionnaire of Awareness of Bandura's Processes*

For measuring the reliability of the questionnaire of awareness of Bandura's processes, Cronbach's Alpha method was implemented. Table Six displays the reliability of the questionnaire on awareness of Bandura's processes.

Table 6. The Reliability of the questionnaire of awareness of Bandura's processes

No of statement	Cronbach's Alpha
7	0.81

As shown in Table Six, the value of the reliability coefficient of the questionnaire on awareness of Bandura's processes was found 0.81, which indicates that the questionnaire was very good reliable according to George and Mallery (2003).

*Validity of Questionnaire of Practices of Bandura's Processes*

The test items were subjected to try out on a sample of twenty-five EFL faculty members. Item analysis was carried out to demonstrate the following:

- Determine the validity of the questionnaire.
- Determine the reliability of the questionnaire.

To test the internal consistency validity of the questionnaire on practices of Bandura's processes, the questionnaire was administered to the pilot sample to find out the correlation between the degree of each statement and the total degree of the domain using the Pearson correlation coefficient. Table Seven demonstrates the correlation between the degree of each statement and the total degree of the domain.

Table 7. The correlation between the degree of each statement and the total degree of the domain

Item No	Correlation Value	Sig	Item No	Correlation Value	Sig
Overall concept					
8	0.676**	0.000	10	0.702*	0.000
9	0.416*	0.035	11	0.777*	0.000
Attention process					
12	0.560**	0.003	13	0.698**	0.000
Retention process					
14	0.523**	0.006	15	0.763**	0.000
Reproduction process					
16	0.804**	0.000	18	0.709**	0.000
17	0.464*	0.017	19	0.663**	0.000
Motivation process					
20	0.668**	0.000	22	0.392*	0.049
21	0.834**	0.000	-	-	-

\*\* . Correlation is significant at the 0.01 level.

\*. Correlation is significant at the 0.05 level.

The result in Table Seven indicates the values of correlation are significant at (0.01) and (0.05), which means the statements of the questionnaire on practices of Bandura's processes are valid.

In addition, the correlation between the degree of each domain and the total degree of the questionnaire was implemented. Table Eight reveals the correlation between the degree of each domain and the total degree of the questionnaire.

\*\* .Correlation is significant at the 0.01 level.

The result in Table Eight displays the values of correlation are significant at (0.01), which means the domains of the questionnaire of practices of Bandura's processes are valid.

#### *Reliability of Questionnaire of Practices of Bandura's Processes*

For measuring the reliability of the questionnaire of practices of Bandura's processes, Cronbach's Alpha method was implemented. Table Nine illustrates the reliability of the questionnaire on practices of Bandura's processes.

Table 9. *The Reliability of the questionnaire of practices of Bandura's processes*

No of statement	Cronbach's Alpha
15	0.87

As shown in Table Nine, the value of the reliability coefficient of the questionnaire on practices of Bandura's processes was found 0.87, which indicates that the questionnaire was very good reliable according to George and Mallery (2003).

Table 8. *The correlation between the degree of each domain and the total degree of the questionnaire*

S.N	Domain	Correlation Value	Sig
1	Overall concept	0.870**	0.000
2	Attention process	0.817**	0.000
3	Retention process	0.720**	0.000
4	Reproduction process	0.790**	0.000
5	Motivation process	0.839**	0.000

## Results

### *Findings of the First Question*

What is the level of awareness of Bandura's processes of observational learning among EFL faculty at UQUELC?

To answer this question means scores, standard deviations, and One Sample T Test were applied to reveal the significant difference between mean scores of EFL faculty responses regarding their awareness of Bandura's processes of observational learning in the EFL context and hypothetical mean (10) on domains and the scale as a whole. The details are given in Table Ten.

Table 10. One Sample T Test Details for the significant difference in domains of awareness of Bandura's processes

No	Domain	Mean	S.D	Rank	t	p	Degree
1	Overall concept	3.20	1.03	5	1.21	0.232	medium
2	Attention process	4.05	0.92	3	7.29	0.000	high
3	Retention process	4.02	0.75	4	8.65	0.000	high
4	Reproduction process	4.21	0.81	1	9.50	0.000	high
5	Motivation process	4.12	0.67	2	10.74	0.000	high
Mean of the whole scale		3.92	0.50	-	11.76	0.000	high

From Table Ten, it can be seen the following results:

- The obtained t-value of awareness of Bandura's processes of observational learning (whole scale) is (t=11.76) and it is significant at (0.05) level where the probability value  $p$  (sig=0.000) is less than the significance level (0.05). It means there is a significant difference between the mean scores of EFL members' responses (M=3.92) and the hypothetical mean (3) in favor of the mean of EFL faculty responses. Hence, this result indicates that the level of awareness of Bandura's processes of observational learning among EFL faculty is high.
- The reproduction process domain comes in first rank, followed by the motivation process domain in second rank, followed by the attention process in third rank, followed by the retention process domain in fourth rank, and the overall concept domain in fifth rank.
- The mean scores of awareness of Bandura's processes of observational learning scale ranged from 3.20 to 4.21.
- The obtained t-value of the overall concept domain is (t=1.21) and it is not significant at (0.05) level where the  $p$  value (sig=0.232) is higher than the significance level (0.05). It means there is no significant difference between the mean scores of EFL faculty responses regarding their awareness of the overall concept (M=3.20) and the hypothetical mean (3). Hence, this result indicates that the EFL faculty's awareness of the overall concept of Bandura's processes of observational learning in the EFL context is medium.
- The obtained t-value of the attention process domain is (t=7.29) and it is significant at (0.05) level where the  $p$  value (sig=0.000) is less than the significance level (0.05). It means there is a significant difference between the mean scores of EFL faculty responses regarding their awareness of the attention process (M=4.05) and the hypothetical mean (3) in favor of the mean of EFL faculty responses. Hence, this result indicates that the EFL faculty's awareness of the attention process of Bandura's processes of observational learning in the EFL context is high.
- The obtained t-value of the retention process domain is (t=8.65) and it is significant at (0.05) level where the  $p$  value (sig=0.000) is less than the significance level (0.05). It means there is a significant difference between the mean scores of EFL faculty responses regarding their awareness of the retention process (M=4.02) and the hypothetical mean (3) in favor of the mean of EFL faculty responses. Hence, this result indicates that the EFL faculty's awareness of the retention process of Bandura's processes of observational learning in the EFL context is high.

- The obtained t-value of the reproduction process domain is ( $t=9.50$ ) and it is significant at (0.05) level where the  $p$  value ( $\text{sig}=0.000$ ) is less than the significance level (0.05). It means there is a significant difference between the mean scores of EFL faculty responses regarding their awareness of the reproduction process ( $M=4.21$ ) and the hypothetical mean (3) in favor of the mean of EFL faculty responses. Hence, this result demonstrates that the EFL faculty's awareness of the reproduction process of Bandura's processes of observational learning in the EFL context is high.
- The obtained t-value of the motivation process domain is ( $t=10.74$ ) and it is significant at (0.05) level where the  $p$  value ( $\text{sig}=0.000$ ) is less than the significance level (0.05). It means there is a significant difference between the mean scores of EFL faculty responses regarding their awareness of the motivation process ( $M=4.12$ ) and the hypothetical mean (3) in favor of the mean of EFL faculty responses. Hence, this result indicates that the EFL faculty's awareness of the motivation process of Bandura's processes of observational learning in the EFL context is high. The same details are presented in Figure Four.

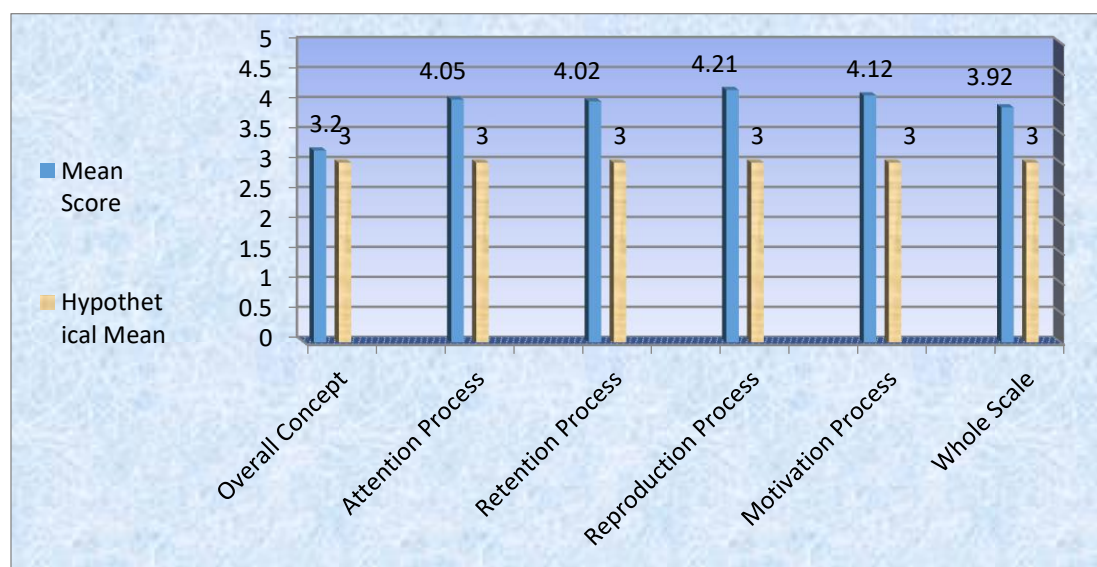


Figure 4. Mean Scores of EFL faculty responses and hypothetical mean on their awareness of Bandura's processes

Moreover, means scores, standard deviations, and One Sample T Test are used to find out the significant difference between mean scores of EFL faculty responses regarding their awareness of Bandura's processes of observational learning in the EFL context and hypothetical mean (3) on statements and the scale as a whole. The details are given in Table Eleven (see Appendix A).

From Table Eleven, it can be seen the following results:

- Six statements come with a high degree where their t-values are significant at (0.05) level ( $\text{sig} < 0.05$ ) and their mean scores are higher than hypothetical value (3), while one item comes with a medium degree where its t-values is not significant at (0.05) level ( $\text{sig} > 0.05$ ) and its mean score is close to hypothetical value (3).
- The mean scores of the statements of awareness of Bandura's processes of observational learning ranged from 3.20 to 4.22.

- Statement (4) states, "When teaching English in the EFL context, several opportunities should be given to students to practice what they are expected to perform" and statement (5) states " In the EFL context, a complex skill such as writing is enhanced through observation along with self/peer feedback on what has been performed" ranked respectively first and second with a high degree for both, whereas the statement (3) which states " When teaching English in the EFL context, students need to remember basic components such as vocabulary to perform a language skill appropriately" and the statement (1) which states " When teaching English in the EFL context, students need to be presented with a model it could be the teacher or a character in a video demonstrating how a language skill in a lesson should be performed" ranked penultimate and last respectively with a high degree for statement (3) and a medium degree for statement (1).

### ***Findings of the Second Question***

To what extent do EFL faculty teaching practices support Bandura's processes of observational learning at UQUELC?

To answer this question means scores, standard deviations, and One Sample T Test were applied to illustrate the significant difference between mean scores of EFL faculty responses regarding their practices of Bandura's processes of observational learning in the EFL context and hypothetical mean (3) on domains and the scale as a whole. The details are given in Table Twelve.

Table 12. *One Sample T Test Details for the significant difference in domains of practices of Bandura's processes*

No	Domain	Mean	S.D	Rank	T	<i>p</i>	Degree
1	Overall concept	4.05	0.68	3	9.88	0.000	high
2	Attention process	4.06	0.68	2	9.96	0.000	High
3	Retention process	3.79	0.91	5	5.54	0.000	High
4	Reproduction process	4.04	0.66	4	9.99	0.000	High
5	Motivation process	4.12	0.76	1	9.41	0.000	High
The mean of the whole scale		4.01	0.55	-	11.72	0.000	high

From Table Twelve, it can be seen the following results:

- The obtained t-value of practices of Bandura's processes of observational learning (whole scale) is ( $t=11.72$ ) and it is significant at (0.05) level where the *p* value ( $\text{sig}=0.000$ ) is less than the significance level (0.05). It means there is a significant difference between the mean scores of EFL faculty responses ( $M=4.01$ ) and the hypothetical mean (3) in favor of the mean of EFL faculty responses. Hence, this result indicates that the degree of practices of Bandura's processes of observational learning in the EFL context among EFL faculty is high.
- The motivation process domain comes in first rank, followed by the attention process domain in second rank, followed by the overall concept domain in third rank, followed by the reproduction process domain in fourth rank, and the retention process domain in fifth rank.
- The mean scores of the practices of Bandura's processes of observational learning scale ranged from 3.79 to 4.12.

- The obtained t-value of the overall concept domain is ( $t=9.88$ ) and it is significant at (0.05) level where the  $p$  value ( $\text{sig}=0.000$ ) is less than the significance level (0.05). It means there is a significant difference between the mean scores of EFL faculty responses regarding their practices of overall concept ( $M=4.05$ ) and the hypothetical mean (3) in favor of the mean of EFL faculty responses. Hence, this result indicates that the EFL faculty practices degree of the overall concept of Bandura's processes of observational learning in the EFL context is high.
- The obtained t-value of the attention process domain is ( $t=9.96$ ) and it is significant at (0.05) level where the  $p$  value ( $\text{sig}=0.000$ ) is less than the significance level (0.05). It means there is a significant difference between the mean scores of EFL faculty responses regarding their practices of attention process ( $M=4.06$ ) and the hypothetical mean (3) in favor of the mean of EFL faculty responses. Hence, this result indicates that the EFL faculty practices the degree of attention process of Bandura's processes of observational learning in the EFL context is high.
- The obtained t-value of the retention process domain is ( $t=5.54$ ) and it is significant at (0.05) level where the  $p$  value ( $\text{sig}=0.000$ ) is less than the significance level (0.05). It means there is a significant difference between the mean scores of EFL faculty responses regarding their practices of retention process ( $M=3.79$ ) and the hypothetical mean (3) in favor of the mean of EFL faculty responses. Hence, this result indicates that the EFL faculty practices the degree of retention process of Bandura's processes of observational learning in the EFL context is high.
- The obtained t-value of the reproduction process domain is ( $t=9.99$ ) and it is significant at (0.05) level where the  $p$  value ( $\text{sig}=0.000$ ) is less than the significance level (0.05). It means there is a significant difference between the mean scores of EFL faculty responses regarding their practices of reproduction process ( $M=4.04$ ) and the hypothetical mean (3) in favor of the mean of EFL faculty responses. Hence, this result indicates that the EFL faculty practices degree of the reproduction process of Bandura's processes of observational learning in the EFL context is high.
- The obtained t-value of the motivation process domain is ( $t=9.41$ ) and it is significant at (0.05) level where the  $p$  value ( $\text{sig}=0.000$ ) is less than the significance level (0.05). It means there is a significant difference between the mean scores of EFL faculty responses regarding their practices of motivation process ( $M=4.12$ ) and the hypothetical mean (3) in favor of the mean of EFL faculty responses. Hence, this result indicates that the EFL faculty practices the degree of motivation process of Bandura's processes of observational learning in the EFL context is high. The same details are presented in Figure Five.

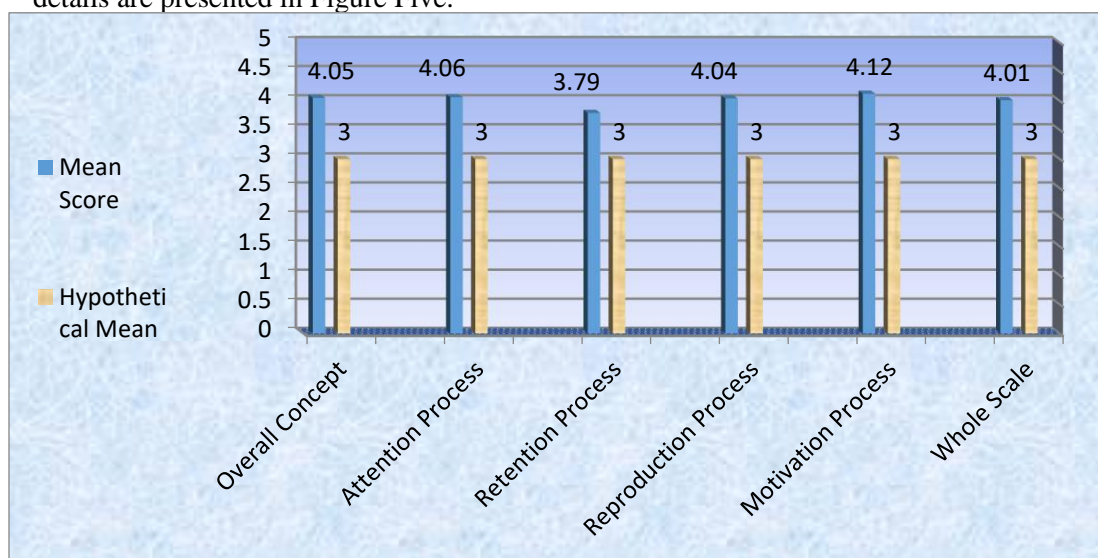


Figure 5. Mean Scores of EFL faculty responses and hypothetical mean on their practices of

Bandura's processes

Furthermore, means scores, standard deviations, and One Sample T Test are used to find out the significant difference between mean scores of EFL faculty responses regarding their practices of Bandura's processes of observational learning in the EFL context and hypothetical mean (3) on statements and the scale as a whole. The details are given in Table Thirteen (see Appendix B).

From Table Thirteen it can be seen the following results:

- All items come with a high degree where their sig values are significant at (0.05) level and their mean scores are higher than the hypothetical value (3).
- The mean scores of the statements of practices of Bandura's processes statements ranged from 3.78 to 4.46.
- Statement (20) which states "I reinforce students' correct answers" and statement (19) which states "I ensure students receive oral feedback based on current performances" ranked first and second respectively with a high degree for both. Whereas the statement (14) which states "After presenting any language skill and its components, I allocate time to assist students using learning strategies (e.g., rehearsal, note-taking, keyword, ...) before asking them to perform" and the statement (15) which states "I dedicate some time for students to practice a language skill before the actual performance" ranked penultimate and last respectively with a low degree.

**Findings of the Third Question**

What is the relationship between the awareness level of Bandura's processes of observational learning and the practice level of Bandura's processes of observational learning among EFL faculty at UQUELC?

Table 14. Relationships between scores of awareness of Bandura's processes and scores of practices of Bandura's processes

Relationship		Overall Concept	Attention Process	Retention Process	Reproduction Process	Motivation Process	Practices scale
Overall Concept	r	0.482**	-	-	-	-	-
	p	0.001	-	-	-	-	-
Attention Process	r	-	0.382*	-	-	-	-
	p	-	0.014	-	-	-	-
Retention Process	r	-	-	0.547**	-	-	-
	p	-	-	0.000	-	-	-
Reproduction Process	r	-	-	-	0.423**	-	-
	p	-	-	-	0.006	-	-
Motivation Process	r	-	-	-	-	0.412**	-
	p	--	-	-	-	0.007	-
Awareness Scale	r	-	-	-	-	-	0.658**
	p	-	-	-	-	-	0.000



Pearson's Product Moment Correlation ( $r$ ) was applied to indicate the statistical relationship at ( $\alpha \leq 0.05$ ) level between awareness of Bandura's processes of observational learning and practices of Bandura's processes of observational learning among EFL faculty. Table Fourteen indicates the results of the Pearson's Product Moment Correlation.

From Table Fourteen, it can be seen the following:

- That there is a significant relationship between the Overall Concept of awareness and the Overall Concept of practices among EFL faculty, which is revealed by the  $r$  value 0.482, which is significant at 0.05 level where  $p$  value ( $\text{sig}=0.001$ ) is less than 0.05.
- There is a significant relationship between the Attention Process of awareness and the Attention Process of practices among EFL faculty, which is shown by the  $r$  value 0.382, which is significant at 0.05 level where  $p$  value ( $\text{sig}=0.014$ ) is less than 0.05.
- There is a significant relationship between the retention process of awareness and the retention process of practices among EFL faculty, which is shown by the  $r$  value 0.547, which is significant at 0.05 level where  $p$  value ( $\text{sig}=0.000$ ) is less than 0.05.
- There is a significant relationship between the reproduction process of awareness and the reproduction process of practices among EFL faculty, which is revealed by the  $r$  value 0.423, which is significant at 0.05 level where  $p$  value ( $\text{sig}=0.006$ ) is less than 0.05.
- There is a significant relationship between the motivation process of awareness and the motivation process of practices among EFL faculty, which is indicated by the  $r$  value 0.412, which is significant at 0.05 level where  $p$  value ( $\text{sig}=0.007$ ) is less than 0.05.
- There is a significant relationship between awareness of Bandura's processes of observational learning and practices of Bandura's processes of observational learning among EFL faculty, which is confirmed by the  $r$  value 0.658, which is significant at 0.05 level where  $p$  value ( $\text{sig}=0.000$ ) is less than 0.05.

## Discussion

The current study aimed to investigate the implementations of Bandura's processes of observational learning from an EFL faculty perspective at Umm Al-Qura University English Language Centre. The findings from the questionnaire revealed that the awareness and practice levels of Bandura's observational learning are high. Additionally, a significant relationship is found between awareness and practices levels of observational learning processes among the faculty members. The literature and research studies regarding Bandura's observational learning in the ESL/EFL field are immensely scarce. However, it is noteworthy that the results are consistent with the study of Alshobramy (2019), and Samsudin et al. (2017) in which they asserted the applicability of Bandura's observational processes in learning the English language.

Albeit the level of awareness of Bandura's processes of observational learning among EFL faculty is high, it should be noted in Tables 10 and 11 that EFL faculty awareness of the overall concept of Bandura's observational learning is medium and ranked fifth compared to the separate cognitive stages (attention, retention, reproduction, and motivation), which constitute the overall concept of observational learning, were high. This indicates the existence of misconception regarding the idea of modeling and observation in teaching among some of the EFL faculty, even though the results of the second question showed modeling and observation are strongly practiced and needed in classrooms, as shown in Tables 12 and 13. This result goes in line with the study of Horsburgh and Ippolito (2018), in which clinical teachers were unaware of the effect of role modeling on their students. Perhaps an interesting interpretation of such contrast could be related

to the abundant literature in the EFL/ESL field regarding imitation and modeling as mechanical practices of behavioristic methods such as the Audiolingual method, which have been attacked heavily by more recent interactive approaches stressing meaningful practice and higher order cognitive skills (Larsen-Freeman, 2000; Lightbown & Spada, 2013). However, as stated in the literature review, modeling and imitation are integrative parts of the language learning process documented in recent and well-theorized methods such as the Total Physical Response and Task-based Instruction.

Teachers need to be knowledgeable and aware of varying theoretical principles to facilitate the complexity of language acquisition. The current study provides remarkable pedagogical information using principles of Bandura's observational learning from the EFL faculty perspective of various academic ranks and teaching experience. Moreover, it identifies a misconception about observation and modeling that might hinder learners' language learning. Hence, there is a merit need to raise awareness of Bandura's observational learning among EFL faculty as a mediative theory between behaviorism and cognitivism.

### Conclusion

The goal of this study was to investigate implementations of Bandura's processes of observational learning from the EFL faculty perspective at Umm Al-Qura University English Language Centre. The findings showed that the overall awareness of Bandura's observational learning among EFL faculty proved high and was reflected in their teaching practices. However, the analysis of the results showed the existence of misconceptions held by some of the faculty members towards the overall concept of observational learning. The researchers proposed that this could be due to the exuberant literature that regards imitation and modeling as mechanical practices of behavioristic methods. Moreover, the study revealed a significant relationship between EFL faculty awareness and practice of observational learning, suggesting the applicability of Bandura's observational learning in EFL classrooms. Therefore, the current study highlights the need to raise awareness of Bandura's observational learning processes. One of the limitations of the current study is the small number of participants. Further studies should include a larger sample size to validate and support the indicated results. Also, survey and experimental studies need to be conducted to validate the applicability of Bandura's observational learning in different EFL/ESL classrooms, particularly from learners' and teachers' perspectives.

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**Appendices**

**Appendix A**

**The Significant Differences in Statements of Awareness of Bandura's Processes**

Table 11. *One Sample T Test details the significant differences in statements of awareness of Bandura's processes*

No	Statements	Mean	S.D	Rank	T	p	Degree
Overall concept							
1	When teaching English in the EFL context, students need to be presented with a model it could be the teacher or a character in a video demonstrating how a language skill in a lesson should be performed.	3.20	1.03	7	1.21	0.232	medium
Attention process							
2	When learning English in the EFL context, students' attention is governed by how important and interesting the language content is to them.	4.05	0.92	5	7.29	0.000	high
Retention process							

No	Statements	Mean	S.D	Rank	T	<i>p</i>	Degree
3	When teaching English in the EFL context, students need to remember basic components such as vocabulary to perform a language skill appropriately.	4.02	0.75	6	8.65	0.000	high
Reproduction process							
4	When teaching English in the EFL context, several opportunities should be given to students to practice what they are expected to perform.	4.22	1.19	1	6.54	0.000	high
5	In the EFL context, a complex skill such as writing is enhanced through observation along with self/peer feedback on what has been performed.	4.20	0.74	2	10.21	0.000	high
Motivation process							
6	In the EFL context, reinforcement can be internal, external, and vicarious (seeing classmates being rewarded).	4.10	0.73	4	9.56	0.000	high
7	In the EFL context, students acquire information from teachers or textbooks, but it depends on how motivated students are to reproduce what has been acquired.	4.15	1.01	3	7.23	0.000	high
	The mean of the whole scale	3.92	0.50	-	11.76	0.000	high

**Appendix B**

**The Significant Difference in Statements of Practices of Bandura's Processes**

Table13. *One Sample T Test Details for the significant difference in statements of practices of Bandura's processes*

No	Statements	Mean	S.D	Rank	T	<i>p</i>	Degree
Overall concept							
8	I give clear instructions followed by presenting a modeled example of how tasks related to reading should be performed.	4.05	0.89	7	7.52	0.000	high
9	I give clear instructions followed by presenting a modeled example of how tasks related to writing should be performed.	4.10	0.70	5	10.03	0.000	high
10	I give clear instructions followed by presenting a modeled example of how tasks related to listening should be tackled.	3.95	0.86	10	7.04	0.000	high

No	Statements	Mean	S.D	Rank	T	<i>p</i>	Degree
11	I give clear instructions followed by presenting a modeled example of how tasks related to speaking should be performed.	4.12	1.05	4	6.81	0.000	high
Attention process							
12	I present language content using games, films, picture descriptions, body language... (any technique related to visual imagery).	4.10	0.86	6	8.16	0.000	high
13	I explain the long-term rewards of learning English such as pointing out the academic and general benefits of learning English.	4.02	0.88	8	7.45	0.000	high
Retention process							
14	After presenting any language skill and its components, I allocate time to assist students using learning strategies (e.g., rehearsal, note-taking, keyword, ...) before asking them to perform.	3.80	0.98	14	5.25	0.000	high
15	I dedicate some time for students to practice a language skill before the actual performance.	3.78	1.06	15	4.71	0.000	high
Reproduction process							
16	When students struggle to perform a language skill, I dedicate time revising basic components needed for the skill.	3.93	0.81	12	7.25	0.000	high
17	I encourage group discussions and cooperative work.	4.15	1.08	3	6.76	0.000	high
18	I ensure students receive written feedback based on current performances.	3.95	0.97	11	6.25	0.000	high
19	I ensure students receive oral feedback based on current performances.	4.15	0.82	2	8.91	0.000	high
Motivation process							
20	I reinforce students' correct answers.	4.46	0.77	1	12.04	0.000	high
21	I reinforce students' accurate performances of language skills.	3.90	0.97	13	5.95	0.000	high
22	I encourage students who fail to perform a language skill to perform it correctly to some extent.	4.00	0.86	9	7.39	0.000	high
	The mean of the whole scale	4.01	0.55	-	11.72	0.000	high