

ACADEMIC SELF EFFICACY AMONG SENIOR SECONDARY SCHOOL STUDENTS: AN EXPLORATORY STUDY¹Dr. Nimisha Beri, ²Tanvi Pathak¹Professor,
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^{1,2}Lovely Professional University, Phagwara, India**Abstract**

Self-efficacy is a main contributor of potential behavior than performance attainment (Bandura, 1997). Self-efficacy is a fundamental feature in educational process and scaffold the learning procedure successfully. The aim of the study was to scrutinize level of academic self-efficacy and difference of academic self-efficacy with regard to gender, locality and type of school. 360 senior secondary students were taken as sample for the study. The academic Self-Efficacy Scale by Abdul Gafoor K. and P. Muhammed Ashrawas used. There are 40 items in the scale. The end result of the study indicate that maximum number of students are having average level of academic self-efficacy. No significant difference was found in academic self-efficacy among male and female, rural and urban and government and private students but the academic self-efficacy among government and meritorious students differ significantly. Meritorious students reported highest level of academic self-efficacy.

Keywords- *Academic self-efficacy, Senior secondary school, students, Exploratory*

Introduction

A person's belief in his/her talents to establish and accomplish a required course of act to attain anticipated goals (Bandura, 1997) is known as self-efficacy. It can be also defined as an individual's belief on his/her abilities to complete and accomplish a task efficiently as well as fruitfully (Akhter, 2008). Self-Efficacy is the ability to perceive and value one's own self-worth which often comes depending upon the ability to achieve academic excellent competitively (Covington, 1984) and one's sense of worth completely depend on accomplishment. In addition, children's belief in their own ability and their expectation of success strongly has an effect on their educational outcomes (Wigfield and Eccles, 2000).

Around 40 years ago, the term self-efficacy came into existence by Albert Bandura (1977a). He defined it as: "Self-efficacy is a mechanism to explain and predict one's thought

emotion and action and to organize and execute courses of action to attain designated goals, in this conceptualization. Self-efficacy serves as self-regulatory function by providing individuals with the capability to influence their own cognitive processes and actions and thus alter their environments (Bandura,2001)”. Multidimensional theory distinguished across multiple domains of functioning is regarded as self-efficacy.

Four chief foundations of self-efficacy are: Inactive mastery experience - that is, practical experience; relayed experiences—other people’s experience; verbal persuading— an assessment or feedback from others (Bandura, 1977a), it can be realistic to similar learning conditions once self-efficacy is established.

The natural need of children is thinking of themselves. If we want to satisfy this need, children must trust that they are accomplished of doing well. In school room, children ascertain and progress much of their sense. For learning and training process for potential educators, this fact is very important, because it is estimated that students who are having great academic self-efficacy are extra self-confident and inculcate additional optimistic attitudes to upcoming performance.

Yazici and Sur (2017) conducted a survey on Examination of Academic Self Efficacy among Pre-Service and In-Service English language teacher. 27 teacher candidates who conducted teaching performance in some different schools were involved in this study. Online Likert scale questionnaire was used to collect the data. Pre-service teacher’s self-efficacy in terms of teaching skill and classroom management was quite high, is the major finding of the study. As a recommendation, seeking the information of pre-service teacher development models through an Internship program in good universities is also recommended in order to encourage teacher education program in developing universities to enrich their knowledge and improve the model for gaining better prospective teacher quality.

Ayllon et al, (2019) conducted study to find out teachers’ involvement and students’ self-efficacy: Keys to achievement in higher education. The research was conducted on students of University of Girona. It was found that there was a positive significant relationship between teacher’s involvement, student’s self-efficacy and achievement of students.

Mafla et al., (2019) in their study on Academic Performance and Self-Efficacy in Colombian Dental Students from Universidad Cooperativa de Colombia, Pasto, Colombia concluded that academic performance and self-efficacy and are positively correlated. Participant’s semester grade point average was used as a measure of academic performance.

This association was statistically significant only among women and those in low SES strata. It was highest among students with a heavy academic course load.

Saticiand Can (2016) examined a study on investigating “Academic Self Efficacy of University Students in Terms of Socio-Demographic Variables”. In the end it is concluded that “there are significant differences between academic self-efficacy, and gender, grade level, economic situation of the family, and perceived academic achievement”.

Birick and Belli (2016) analyzed academic self-efficacy of the students who study at the faculty of sports sciences and KazımKarabekir Faculty of Education in Atatürk University. It was concluded that Female students have more academic self-efficacy (Mean = 2.50 ± 0.49) than male students (Mean = 2.32 ± 0.47). In his study, Koçer (10) found some significant differences on behalf of the women in academic self-efficacy situations with respect to gender distribution. In his study, Yelken has concluded that Female student’s self-efficacy situations are higher than males.

Hasan and Parvez (2019) carried out study to understand the effect of Self-Efficacy, Gender and Locale on the academic performance of Senior Secondary School. For this purpose students of secondary school (Class 9th & 10th) were taken into consideration for the study. 400 students including male (200) and female (200) were designated for the ultimate sample of the research. Self-Efficacy Scale (SES) developed by Singh and Narain was administered on the 400 students for taking their responses. It is concluded that self-efficacy and academic achievement are positively correlated.

Objectives

- To explore the academic self-efficacy level among senior secondary students.
- To find the difference with regard to gender, type of school and locality of school student in academic self-efficacy.

Research Method

This study is descriptive in nature; therefore, Descriptive Survey Method was used. Data was collected from three districts of Punjab i.e. Amritsar, Ludhiana and Phagwara belong to Majha, Malwa and Doaba and researcher went to three types of school i.e. government, private and meritorious. The sample size was 360 students of senior secondary school in which both genders were there. Descriptive survey method is a method in which researcher describes about data collected, analyse and interpret the same. The descriptive research is particularly used to describe the present situation of any phenomenon. The chief motive of this study was to find out the effect of academic self-efficacy on academic achievement of senior secondary school students.

Tool for data collection

Tools are mechanisms which assist the investigator to collect the data. They are used for collection of certain type of information which in turn helps to make analysis of the responses of the sample on the variable under study. In order to collect data on this study, academic Self-Efficacy Scale -2006 by Abdul Gafoor K. and P. Muhammed Ashraf was used. There are 40 items in the tool. The idea on which the scale is grounded is efficacy of the students in each of the dimensions of work of academic would give to the overall academic self-efficacy.

Norms

Serial no.	Academic self efficacy Levels	Range
1.	High	164 & above
2.	Average	163-126
3.	Low	125& below

Analysis and interpretation

Data analysis is the most important part of any research. The data which has been tabulated give meaning only after analysis and interpretation of data collected so as to arrive at some empirical solution of selected problem.

Results pertaining to find out the level of academic self-efficacy among senior secondary students

Objective of this study is to find the level of academic self-efficacy among senior secondary students. The analysis was done for all the dimensions of the scale.

Table 1.1 Academic self-efficacy levels of senior secondary students

	Frequency	Percent
High	62	17.2
Average	236	65.6
Low	62	17.2
Total	360	100.0

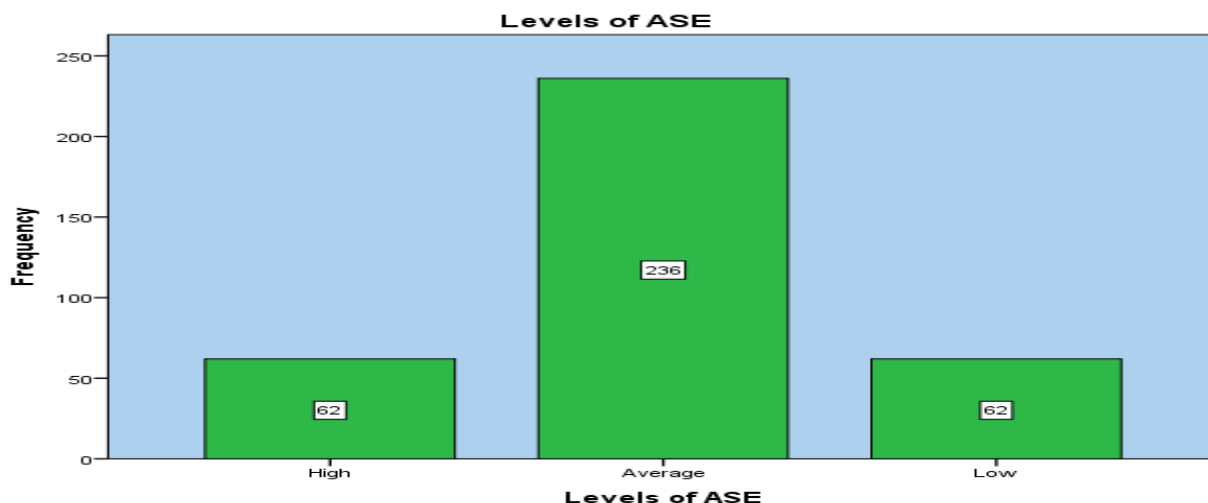


Figure 1.1 Level of academic self-efficacy among senior secondary school students

Table exhibits that 62 students belong to extremely high academic self-efficacy level in which 236 students showed average academic self efficacy with the percentage of 17.2 and 66.6 respectively. Table also indicated that there are 62 students who are showing low academic self efficacy. Thus, it can be interpreted from the table that maximum senior secondary students have average level of academic self-efficacy.

Results pertaining to the difference in the Academic self-efficacy level of senior secondary school students on the basis of gender

Table1.2 : Difference in academic self-efficacy level of senior secondary school students on the basis of gender

	Levels of Gender	N	Mean	Std. Deviation	Std. Error Mean	T	df	Sig. (2-tailed)	Remarks
Academic self-efficacy	Female	183	145.25	17.973	1.329	1.176	358	.240	INSIGNIFICANT
	Male	177	142.87	20.397	1.533				

Table shows difference between mean score of females and males’ students in their academic self-efficacy levels. Males exhibit mean and standard deviation of 142.87 and 20.397 and Females exhibit mean and standard deviation of 145.25 and 17.973 respectively. Test for equality on means show, no significant difference in academic self-efficacy between males and females($p=.240 > 0.05$, $t = 1.176$). Thus, hypothesis that there is significant difference in academic self-efficacy with respect to gender is rejected. The findings of the

study are in alignment with the findings of Rajan, Harifa and Pienyu (2017) who also indicated that in case of “females and males there is no significant difference related to academic engagement, locus of control and academic self-efficacy”.

Results pertaining to the difference in level of academic self-efficacy of rural and urban senior secondary school students

Table 1.3: Difference in the level of academic self-efficacy of rural and urban senior secondary school students

	Levels Of Locality	N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)	Remarks
Academic self-efficacy	Urban	320	144.26	19.246	1.076	.508	358	.612	INSIGNIFICANT
	Rural	40	142.63	19.129	3.025				

Table shows the difference between mean scores rural and urban senior secondary students in their academic self-efficacy levels. Urban students show mean and SD of 144.26 and 19.246 respectively. Rural students show mean and SD of 142.63 and 19.129 respectively. Test for equality on means show insignificant difference in academic self-efficacy between urban and rural students ($p=.612 > 0.05$, $t=.508$). Thus hypothesis that there is significant difference in academic self-efficacy with regard to urban or rural is rejected.

Result pertaining to the difference in level of academic self-efficacy of senior secondary school students belonging to Government, private and meritorious schools

In order to analyse this objective, one-way ANOVA was executed and the obtained results are represented and interpreted below.

Table1.4 : Descriptive statistics for Academic self-efficacy on the basis of type of school

		N	Mean	Std. Deviation	Std. Error
Academic self-efficacy	Government	120	140.57	17.905	1.635
	Private	120	143.54	20.812	1.900
	Meritorious	120	148.13	18.183	1.660

	Total	360	144.08	19.213	1.013
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In the given table, the mean score and SD obtained by senior secondary students belonging to Government, Private and Meritorious school is M=140.57, SD=17.905, M=143.54, SD=20.812 and M=148.13, SD=18.183 respectively. This shows that students belonging to meritorious schools have high academic self-efficacy in comparison to students belonging to government and private schools. Similarly, private school students have high academic self-efficacy in comparison to government school students.

Table 1.5:- ANOVA for Academic Self-efficacy

		Sum of Squares	df	Mean Square	F	Sig.	Remarks
Academic self-efficacy	Between Groups	3487.539	2	1743.769	4.824	.009	Significant
	Within Groups	129035.125	357	361.443			
	Total	132522.664	359				

Table depicts that variable academic self-efficacy between groups and within groups has values of sum of squares as 3487.539 and 129035.125 respectively. Test of ANOVA shows significant difference (p value= .009<0.05, F=4.824) in academic self-efficacy of Government, private and meritorious school students. It means students of government; private and meritorious schools differ significantly in their academic self-efficacy. So, the hypothesis that there is significant difference among students belonging to difference types of school in relation to their academic self-efficacy is not rejected.

The findings of this study are in alignment with the study conducted by Gafoor and Ashfar (2012), where they found that students from aided school revealed higher level of self-efficacy in comparison to students those go to government schools.

Table 1.6: Tukey for Academic self-efficacy

Academic self-efficacy				
	Levels of Schools	N	Subset for alpha = 0.05	
			1	2
Tukey HSD ^a	Government	120	140.57	
	Private	120	143.54	143.54

	Meritorious	120		148.13
	Sig.		.447	.149

Dependent Variable		(I) Levels of Schools	(J) Levels of Schools	Mean Difference (I-J)	Std. Error	Sig.
Academic self- efficacy	Tukey HSD	Government	Private	-2.975	2.454	.447
			Meritorious	-7.567*	2.454	.006
		Private	Government	2.975	2.454	.447
			Meritorious	-4.592	2.454	.149
		Meritorious	Government	7.567*	2.454	.006
			Private	4.592	2.454	.149

Further to analyse the difference among difference groups post hoc was applied. The results of post hoc show that mean of government school students is 140.57, private school students is 143.54 and meritorious school students is 148.13 respectively. From the p value computed through Tukey test, it can be found that meritorious school students & government school students differ significantly in their academic self-efficacy ($p > 0.009$), while there is no significant difference between meritorious and private school students & private and government school students. This shows that students belonging to meritorious schools have higher mean in comparison to private school students which in turn have higher mean than students belonging to government schools in academic self-efficacy. It means that there is huge difference in academic self-efficacy of government and meritorious school students except private and meritorious or government and private school students. So, it can be interpreted that maximum of meritorious school students have high academic self-efficacy.

Conclusion and Recommendations

Conclusion is a significant part of any research because it gives the researcher the final word on the subject matter. The conclusion allows the investigator to have finishing and ultimate part of the issue he/she has raised in the investigation. It gives summary of the thoughts. So, the conclusion of Levels of academic self-efficacy is that maximum of the senior secondary learners is having average level of academic self-efficacy. As maximum number of senior secondary students showed average level of academic self-efficacy it is recommended that teachers should use peer modeling for enhancing the academic self-

efficacy of student. Time to time reinforcement and motivation is very essential for developing the academic self-efficacy of students. Teacher and parents should set regular practice of goal setting and then they should monitor the children as students become more conscious of their path, it will be helpful for students for building their academic self-efficacy and Conclusion of the differential study is that there is no significant difference in academic self-efficacy of senior secondary students with respect to gender and locality but there is significant difference in academic self-efficacy with respect to type of school. From the p value computed through Tukey test, it can be found that meritorious school students & government school students differ significantly in their academic self-efficacy ($p > 0.009$), while “there is no significant difference between meritorious and private school students & private and government school students”. So, it can be interpreted that maximum of meritorious school have high academic self-efficacy.

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