

ACADEMIC ACHIEVEMENT OF SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO SELF-EFFICACY

*Ms. Vanita

**Ms. Usha Sharma

ABSTRACT

The aim of the present investigation was to study the academic achievement of senior secondary school students in relation to self efficacy. For the purpose of the present study, a sample of 200 secondary school students (100 male and 100 female) of Sri Muktsar Sahib District was chosen with stratified disproportionate technique. The general Self - Efficacy scale by Schwazer and Jerusolen (1995) was used to measure self-efficacy of senior secondary school students. The data was analyzed using Mean, S.D, k-s test and t-test. The findings of the study revealed that there exists significant correlation between academic achievement of school students and their self-efficacy. Academic achievement of students having high self efficacy is more than that of students having low self efficacy. Further results revealed that academic achievement of male students having high level of self efficacy is more than academic achievement of female students having high self efficacy. Academic achievement of male students having low level of self efficacy is more than academic achievement of female students having low self efficacy

Keywords: Academic achievement, self efficacy

Education is the process of development which consist the passage of human being from infancy to maturity, the process whereby he adapts himself as gradually in various ways to his physical, social and spiritual environment. So, education is not only the acquisition of bookish knowledge but also leads to proficiency of performance in a given skill or body of knowledge which is reflected in the achievement of the students. Students' academic achievement depends upon parenting styles, intelligence, achievement motivation, self-efficacy and so many other factors.

Achievement is the accomplishment or proficiency of performance in a given skill or body of knowledge. Achievement is generally used in the sense of ability to do or tendency to do. Academic achievement may be defined as knowledge, understanding or skills in a specified subject or group of subjects. It is concerned with the quality of learning attained in a specified subject of study or group of subjects after a period of instructions. It encourages the students to work. It is the blue print of a degree of proficiency and quality of his efficiency in the school or college

work. Crow and Crow (1963) defines academic achievement as the extent to which learner is profiting from instructions in a given area of learning. Trow (1967) defines academic achievement as the attained ability or degree of competence in school tasks, usually measured in age or grade units based on norms derived from a wide sampling of pupil's performance.

Besides that, the idea of self efficacy is one of the centre points in positive psychology. It is believed that our personalized ideas of self-efficacy affect our social interactions in almost every way. Understanding how to foster the development of self-efficacy is a vitally important goal because it can lead to living a more productive and happy life. Self-efficacy is defined as people's judgment of their capabilities to organize and execute courses of action required attaining designated types of performance (Bandura, 1986). Self-efficacy is an influential variable in human behavior and plays a powerful role in determining choices people make, the effort they will expend, how long they will preserve in the face of challenge and the degree of

*Asst. Prof, Dasmesh Girls' College of Education, Badal

**M.Ed. Student, Dasmesh Girls' College of Education, Badal

anxiety or confidence they will bring to the task at hand. Self-efficacy is person's judgment about being able to perform a particular activity. It is a student's "I can" or "I cannot" belief.

Soloman (1984) found efficacious beliefs related positively with effort and achievement when a task was judged as challenging. In contrast, when a task was perceived as unchallenging self-efficacious student applied less effort and achieved at a lower level. Saracoglu (1989) found that female students reported lower self-esteem than males, but not significantly lower self-efficacy beliefs. Scheier and Carver (1993) argued that students with positive expectations result from a strong sense of confidence approach tasks with optimism and continue to strive in the face of difficulty; those with low confidence and few expectations for success are more likely to withdraw their efforts and give up on their goals. Schwazer (1994) found that self-efficacy can make a difference to peoples way of thinking, feeling and acting. With respect of feeling, a low sense of self-efficacy is associated with anxiety and helplessness. People with low self-efficacies also harbor pessimistic thoughts about their performance and personal development. Lee and Babko (1994) found that when in difficult situation such as school type test, student with a strong academic self-efficacy would devote more attention and effort to the task at hand.

Skeikh (1995) revealed that female adolescent students with field independent and field dependent cognitive style differ significantly with respect to their academic achievement. Pannu (1996) found that academic achievement of adolescents residing in urban area is higher than adolescents residing in rural area. Maciejewski (2000) found that those reporting high amounts of self-efficacy were better able to cope with the demanding and stressful conditions that are commonly found in the work environment. Those who reported low levels of self-efficacy found themselves highly stressed and frustrated at their work which led to decreased productivity and increased signs of depression and instability. Pethe (2002) studied occupational self-efficacy and locus of control. He revealed the self-efficacy is strong motivational factor that predicts belief and performance. Hudson (2008) studied self-efficacy

and the characteristics of resiliency were examined with respect to academic performance of college students under special criteria. The major findings were that the self-efficacy combined with parental involvement was found to be an important predictor of the academic performance of college students admitted through special criteria.

The relationship between self-efficacy and academic achievement has been a topic of interest in social sciences researches. Based on past literature, there was a general agreement that self-efficacy was strongly related to one's academic achievement. Some researchers assessed the influence of parenting styles, achievement motivation and self-efficacy on college students' academic achievement. The results indicated that self-efficacy was a significant predictor of one's academic achievement.

Although the vast majority of the existing literature supported the notion that there was a significant relationship between self-efficacy and academic achievement, there were also few researches which did not support such arguments. After analyzing the data collected, the researchers found that self-efficacy could only successfully predict females' academic achievement while it failed to accurately foresee males' educational performance. Apart from this finding, it was also shown that self-efficacy could only predict the academic achievement of students with higher socio-economic status. As reflected in the above research findings, it could be seen that there were inconsistencies in contemporary understanding on the relationship between self-efficacy and academic achievement. Therefore, further investigation is required to demonstrate a clearer understanding between the two constructs.

OBJECTIVES

- ❖ To study the relationship of academic achievement of senior secondary school students with self-efficacy.
- ❖ To study and compare the academic achievement of senior secondary school students having high and low level of self-efficacy.
- ❖ To study and compare the academic achievement of male senior secondary school students having high and low level of

- ❖ self-efficacy.
- ❖ To study and compare the academic achievement of female senior secondary school students having high and low level of self-efficacy.
- ❖ To study and compare the academic achievement of male and female senior secondary school students having high level of self-efficacy.
- ❖ To study and compare the academic achievement of male and female senior secondary school students having low level of self-efficacy.

METHOD

The descriptive survey method was used.

SAMPLE

A sample of 200 students of XII class was selected and Stratified Disproportionate sampling technique was used.

Measures

- ❖ The general self - efficacy scale by M. Schwazer and R. Jerusalem (1995) was used to measure self-efficacy among senior secondary school students.
- ❖ Percentage (%) of marks obtained in house

test was taken as a measure of academic achievement of students of +2 classes.

Statistical Techniques

- ❖ K-S test was employed to check to normality of data.
- ❖ Kelley's approach was employed to make groups.
- ❖ t-test was employed.
- ❖ Karl Pearson's Product Moment Correlation.

RESULTS AND DISCUSSION

The results have been interpreted in the light of the Hypothesis of the study as below:-

- Table1 shows that correlation between Academic Achievement and Self-efficacy has been found to be 0.632. r-value at 198 degree of freedom in order to be significant should be .138 and .181 at 0.05 levels and 0.01 levels respectively. Calculated value of $r = 0.632$ is greater than both of these values and hence significant at both levels. So, the hypothesis (1) stating that "There exist significant correlation between academic achievement of senior secondary school students and their self-efficacy" is accepted.

TABLE 1 Showing Coefficient Of Correlation, Mean, SD and t-Values for the Variables Academic Achievement and Self- Efficacy

Variable	N	Coefficient of correlation (r)					Remarks	
Academic Achievement	200	$r=0.632$						
Self Efficacy								
Category	N	Mean	SD	SE _M	SE _D	t-values	Remarks	
Academic Achievement of students having High level of Self efficacy	54	75.31	5.19	0.70	0.811	24.93	Significant at 0.05 &.01 level	
Academic Achievement of students having low level of Self efficacy	54	55.09	2.92	0.39				
Academic Achievement of Male students having high level of Self efficacy	23	76.13	4.34	0.92	1.1	21.85	Significant at 0.05 &.01 level	
Academic Achievement of Male students having low level of Self Efficacy	22	52.09	2.92	0.39				
Academic Achievement of Female students having High level of Self Efficacy	31	72.83	4.60	0.82	1.18	21.62	Significant at 0.05 &.01 level	

Academic Achievement of Female students having Low level of Self Efficacy	32	47.31	4.84	0.85			
Academic Achievement of Male students having high level of Self Efficacy	23	76.13	4.34	0.92	1.1	3	Significant at 0.05 &.01 level
Academic Achievement of Female students having high level of Self Efficacy	31	72.83	4.60	0.82			
Academic Achievement of Male students having Low level of Self Efficacy	22	52.09	3.44	0.75	1.1	4.3	Significant at 0.05 &.01 level
Academic Achievement of Female students having low level of Self Efficacy	32	47.31	4.60	0.82			

- Besides that, Table1 shows that t-ratio between mean scores of Academic Achievement of school students having high level of Self-efficacy and having low level of Self-efficacy is 24.93. t-value at 106 degree of freedom in order to be significant should be greater than 1.98 and 2.63 at 0.05 and 0.01 level of significance respectively. Calculated t-value of 24.93 is greater than both these values and hence significant at both levels. So, the hypothesis (2) stating that "There will be no significant difference in the academic achievement of the senior secondary school students having high and low level of self-efficacy" is found to be rejected. Further mean values show that academic achievement of students having high self efficacy is more than that of students having low self efficacy.
- Apart from that, Table1 shows that t-ratio between mean scores of Academic Achievement of Male school students having high level of Self-efficacy and having low level of Self-efficacy is 21.85 which is greater than table values at 0.05 and 0.01 level of significance. Calculated t-value of 21.85 is greater than both these values and hence significant at both levels. So, the hypothesis (3) stating that "There exists no significant difference in the academic achievement of the Male adolescents having high and low level of self-efficacy" is found to be rejected. Further mean values show that academic achievement of male students having high self efficacy is more than that of male having low self efficacy.
- Table1 shows that t-ratio between mean scores of Academic Achievement of female school students having high level of Self-efficacy and having low level of Self-efficacy is 21.62. t-value at 61 degree of freedom in order to be significant should be greater than 2.00 and 2.66 at 0.05 and 0.01 level respectively. Calculated t-values = 21.62 is greater than both these values and hence significant at both levels. So, the hypothesis (4) stating that "There exists no significant difference in the academic achievement of the female having high and low level of self-efficacy" is found to be rejected. Further mean values show that academic achievement of female students having high self efficacy is more than that of female having low self efficacy.
- Also, Table1 shows that t-ratio between mean scores of Academic Achievement of Male and Female school students having high level of Self-efficacy is 3.0. t-values at 52 degree of freedom in order to be significant should be greater than 2.01 and 2.68 at 0.05 and 0.01 level respectively. Calculated t-value 3 is greater than both these values and hence significant at both levels. So, the hypothesis (5) stating that "There exists no significant difference in the academic achievement of the Male and Female school

students having high level of self-efficacy" is not to be accepted. Mean values show that academic achievement of male students having high level of self efficacy is more than academic achievement of female students having high self efficacy.

- Besides that, t-ratio between mean scores of Academic Achievement of Male and Female school students having low level of Self-efficacy is 4.3. t-value at 52 degree of freedom in order to be significant should be greater than 2.01 and 2.68 at 0.05 and 0.01 level respectively. Calculated t-value 4.3 is greater than both these values and hence significant at both levels. So, the hypothesis (6) stating that "There exists no significant difference in the academic achievement of the Male and Female adolescents having low level of self-efficacy" is not accepted. Mean values show that academic achievement of male students having low level of self efficacy is more than academic achievement of female students having low self efficacy.

CONCLUSIONS

On the bases of analysis of data, the conclusions of the study are as follows:

- There is significant relationship between academic achievement of senior secondary school students and their self-efficacy
- There is significant difference between academic achievements of senior secondary school students having high and low level of self-efficacy.
- There is significant difference in the academic achievement of male senior secondary school students having high and low level of self-efficacy. Academic achievement of students having high self efficacy is more than that of students having low self efficacy
- There is significant difference between academic achievements of female senior secondary school students having high and low level of self-efficacy.
- There is significant difference between academic achievement of male and female senior secondary school students having high level of self-efficacy. Academic achievement of female students having high self efficacy is more than that of female having low self efficacy
- There is significant difference between academic achievement of male and female senior secondary school students having low level of self-efficacy. Academic achievement of male students having low level of self efficacy is more than academic achievement of female students having low self efficacy

EDUCATIONAL IMPLICATIONS

- Suitable Educational environment should be provided in order to develop the Self-efficacy.
- Guidance and counseling services should be arranged especially for the students having low level of self efficacy.
- Teachers' and Parents' motivation and guidance and counseling can play an important role in developing the self efficacy of female students.

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