



A Study on Self-Efficacy and Academic Achievement of Intermediate Students

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ABSTRACT

The present study has been designed to study the Self-Efficacy and Academic Achievement of Intermediate Students. Various Indian and foreign studies were reviewed. Descriptive Survey method has been used in this study. The sample consists of 200 students studying in Junior Colleges. The investigator used stratified random sampling technique for selecting the sample. Questionnaire was constructed for the Students to find out the opinions on the Self-Efficacy and Academic Achievement of Intermediate Students. The data were analyzed using various statistical methods like mean, SD, 't' test and F-test were the statistical techniques used. The score obtained by different groups are compared across the variables like gender, residential area, subject, type of family and sibling. The results are discussed in light of previous research studied; suggestions and Recommendations for further research were also suggested.

Key Words: Self Efficacy and academic achievement.

Self-Efficacy:

The conviction in one's own inherent capacity to achieve goals is known as self-efficacy. Albert Bandura (1982) defines self-efficacy as a personal assessment of one's ability to carry out needed actions in the face of potential scenarios. Self-efficacy expectations influence whether or not an individual will be able to display coping behavior and how long they will be able to maintain effort in the face of challenges. Individuals with strong self-efficacy will put out adequate effort that, if done correctly, will result in good outcomes, whereas those with low self-efficacy will give up early and fail. Self-efficacy has been studied from a variety of angles by psychologists, who have noted various paths in the development of self-efficacy; the dynamics of self-efficacy, and lack thereof, in a variety of settings; interactions between self-efficacy and self-concept; and attribution habits that contribute to or detract from self-efficacy. According to Kathy Kolbe (2009), believing in intrinsic talents entails appreciating one's unique set of cognitive abilities. It also takes commitment and endurance to overcome barriers that might prevent you from using your natural skills to attain your objectives. Every aspect of human activity is influenced by self-efficacy. It greatly impacts both the capacity a person has to confront difficulties properly and the choices a person is most likely to make by deciding the ideas a person holds about their power to alter events. These impacts are especially noticeable and powerful when it comes to health-related activities.

Academic Achievement

The progress of a nation depends upon its education system and education reflected by the academic achievement of the students. Because of that reason every nation emphasizes students' academic achievement. Henceforth, academic achievement holds a very significant place in education as well as in the process of learning. According to the Oxford Advanced Learners Dictionary (2010), "Achievement is a thing that somebody has done successfully; especially using his/her own efforts and skills." Therefore, Achievement or scholastic achievement refers to the desired level in which the student is functioning in school tasks as measured by school marks. It refers to a degree or level of success such as that of proficiency attained in some specific area concerning scholastic or academic work. It also represents the knowledge attained and skill developed in the school subject, usually designed by test scores. Overall, it denotes to the scores obtained in the annual examination. Crow and Crow (1969) stated academic achievement as the extent to which a learner is profiting from instruction in a given area of learning i.e. achievement is reflected by the extent to which skill and knowledge have been imparted to him. Achievement is influenced by personality, motivation, opportunities, education, and training. In a wider sense, it is the index of educational growth and helps to know where the students stand. Higher the achievements more are the openings for the students and they can go for better lines and better jobs in all fields.

Need and significance of the study:

Self-efficacy as a psychological paradigm is often regarded as one of the most significant developments in psychology's history. Today, the digital era is described as the world of motivation, self-regulation, achievement, and learning; it is simply impossible to explain motivation, self-regulation, accomplishment, and learning without mentioning the function of self-efficacy beliefs. Intermediates' self-efficacy beliefs have a significant impact on their lives and goals in the sphere of academic performance. Previous research has only looked at bivariate connections between self-efficacy and emotional intelligence factors. As a result, the impact of the other relevant factors must be determined. Individuals with high self-efficacy focus on analyzing issues and pursuing solutions, whereas those with low self-efficacy focus on their own shortcomings, resulting in a lack of skills and attentiveness needed to perform specific activities, reducing problem-solving abilities. According to previous research, there have been few studies on self-efficacy among intermediate students. There has been no research on self-efficacy and academic achievement among intermediate students in Andhra Pradesh, specifically in the district of Prakasam. The purpose of this study is to determine what percentages of intermediate students have self-efficacy. That is why the researcher has chosen to carry out this study.

Objectives of the study:

1. To study the Self-Efficacy and Academic Achievement of Intermediate Students.
2. To study the significant difference among the perceptions of students based on their demographic variables i.e., gender, residential area, subject, type of family and sibling towards Self-Efficacy and Academic Achievement of Intermediate Students.

Hypotheses of the present study

1. There is no significant difference between the perceptions of male and female category students towards Self-Efficacy and Academic Achievement of Intermediate Students.
2. There is no significant difference among the perceptions of students based on their residential area towards Self-Efficacy and Academic Achievement of Intermediate Students.
3. There is no significant difference among the perceptions of students based on their study subject of instruction towards Self-Efficacy and Academic Achievement of Intermediate Students.
4. There is no significant difference among the perceptions of students based on their type of family towards Self-Efficacy and Academic Achievement of Intermediate Students.
5. There is no significant difference among the perceptions of students based on their sibling towards Self-Efficacy and Academic Achievement of Intermediate Students.

Review of Related Literature:

[Karineh Tahmassian](#) and [Niloufar Jalali Moghadam](#), (2011) conducted a study on "Relationship Between Self-Efficacy and Symptoms of Anxiety, Depression, Worry and Social Avoidance in a Normal Sample of Students". The present study focused on examining the relationships between self-efficacy and symptoms of depression, anxiety, worry and social avoidance in a large sample of normal students. The sample included of 266 females and 283 male high school students from schools of distinct areas 6, 8 and 9 (Tehran, Iran). Participants completed the Self-Efficacy Questionnaire for Children and Social Avoidance & Distress Scale and also the scales measuring trait anxiety, depression, worry and social avoidance. Stepwise regression analyses were used as methods of analysis. Main results distinguished that there is a significant and negative relationship between total self-efficacy, physical self-efficacy and academic self-efficacy and depression. Also significant and negative relationships were found between total self-efficacy, physical self-efficacy and emotional self-efficacy and anxiety. Emotional self-efficacy and physical self-efficacy had significantly a negative relationship to worry. On the other hand, social self-efficacy and physical self-efficacy were significantly and negatively related to social avoidance.

[Cai-Lian Tam](#), [Amanda Chong](#), [AmudhaKadirvelu](#) & [Yoon-Ting Khoo](#) (2012) conducted a study on "Parenting Styles and Self-Efficacy of Intermediates: Malaysian Scenario". Parenting styles and their effects on intermediates' psychosocial development have piqued psychologists' attention. Parenting styles have been linked to intermediate self-esteem, drug and alcohol use, criminality, and academic achievement in previous research. The goal of this study was to see how authoritative, authoritarian, and permissive parenting styles affected intermediates' self-efficacy. A total of 120 students took part in this investigation. The sample's average age was 18.441, with an equal number of males and females. Data on perceived parenting styles and self-efficacy ratings were obtained using a single survey. The results of the correlation showed that authoritative parenting style is strongly linked to self-efficacy. According to the regression results, authoritative parenting style adds 12.8 percent to student self-efficacy. When it comes to self-efficacy, however, neither authoritarian nor permissive parenting styles generate a meaningful link.

Design of the Study

The researcher followed the survey method of the descriptive research. For this investigation the questionnaire had been considered as a suitable tool for the collection of data. The questionnaire consisted of 20 statements as perceived by the Students.

Reliability and Validity:

For the purpose of the present study the split- half method was adopted. The split-half reliability co-efficient for the Self-Efficacy and Academic Achievement of Intermediate Students by students was 0.86 and for the validity of the scale it is based on the content and construct validity.

Administration of Tool:

The tool was administered among students, necessary instructions were given in filling the tool. All the respondents followed the instructions and filled the tool by reading the all the items carefully.

Data Collection:

The investigator personally visited the sampled schools and administered the tool among the sampled respondents. The data collected through questionnaire and Interview schedule were used for analytical purposes.

Statistical Techniques Used:

The statistical techniques used mainly for analytical purposes were means, standard deviations were used To study the significant differences in between the socio-economic variables, 't'-test and 'F-test (ANOVA) have been used by the investigator with the help of Statistical Package for Social Sciences (SPSS).

Table 1 : Whole sample data analysis of self-efficacy

Dependent Variable	N	Mean	% of Mean	Median	S.D	Skewness	Kurtosis
Self-Efficacy	200	73.615	73.615	71.5	13.04	0.143	-0.93

From the above table the mean value of the total sample is 73.615, % of mean is 73.615 which is very high and S.D is 13.04. Mean is more than median and skewness value is 0.143 and it indicates that the distribution is positively skewed and kurtosis is -0.93 which indicates that the distribution is leptokurtic. Therefore, it could be interpreted that the self-efficacy of intermediate students is very high.

Table 2. Significant difference among the perceptions of students based on their demographic variables towards Self-Efficacy and Academic Achievement of Intermediate Students

Variable	Category	N	Mean	Std. Dev.	t/F-value	p-value
Gender	Boys	90	73.40	13.93	0.44 ^{NS}	0.78
	Girls	110	73.73	12.33		
Residential Area	Rural	104	73.86	13.11	0.38 ^{NS}	0.65
	Urban	96	73.34	13.04		
Subject	Arts	78	70.51	13.16	3.02 ^{**}	0.00
	Science	122	75.59	12.63		
Type of Family	Joint	73	71.93	13.43	2.99 ^{**}	0.00
	Nuclear	127	74.58	12.77		

There is no significant difference between the perceptions of Students based on their gender and residential area towards Self-Efficacy and Academic Achievement of Intermediate Students.

There is a significant difference among the perceptions of Students based on their subject towards Self-Efficacy and Academic Achievement of Intermediate Students and Science background Students perceived high than that of the rest.

There is a significant difference among the perceptions of Students based on their type of family towards Self-Efficacy and Academic Achievement of Intermediate Students and Nuclear family of Students perceived high than that of the rest.

Findings of the study:

1. There is no significant difference between the perceptions of Students based on their gender and residential area towards Self-Efficacy and Academic Achievement of Intermediate Students.
2. There is a significant difference among the perceptions of Students based on their subject towards Self-Efficacy and Academic Achievement of Intermediate Students and Science background Students perceived high than that of the rest.

3. There is a significant difference among the perceptions of Students based on their type of family towards Self-Efficacy and Academic Achievement of Intermediate Students and Nuclear family of Students perceived high than that of the rest.

Recommendations

- Schools should create regular and appropriate for dialogue where pressing problems should be discussed and remedies prescribed.
- Having great focus on development of self-efficacy by the means of media (radio and television) to have more effect on the parents, teachers and students.
- Self-efficacy aspects should be incorporated in teacher training Programmes.
- Talks should be initiated in school where various experts and guest speakers are invited to discuss issues touching on self-efficacy.

Suggestions for Further Research

- A current study was conducted on intermediate students. Similar research studies can be replicated in other levels like primary school students, teachers, college teachers, and university students and teachers.
- Current research is limited to dependent variable self- efficacy. Therefore, it is recommended to do similar research on the coordination with other dependent variables like social problems and self- efficacy etc.
- Co-relational research on the variables of social problems, social welfare and self-efficacy should be carried out by having students governed by different autonomous organizations.
- Similar research can be conducted by taking a larger sample of students because different sub-models in the present study reflect different variations on the dependent variables.
- Studies which analyze government policies regarding their impact on the personal characteristics of adolescence students; on change clarity, character conflict, etc. and characteristics; self-efficacy, social problems, etc. can be done.

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