



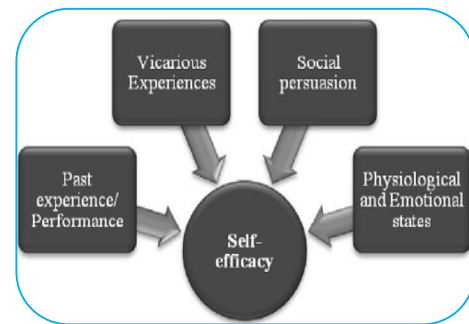
SELF-EFFICACY AND ACADEMIC ACHIEVEMENT OF STUDENTS

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ABSTRACT:

Academic achievement is one of the most essential educational goals in today's fast changing world, and with the growth of science and technology, people have grown more educationally aware, and every parent has high expectations for their children. It is the most researched variable in field of education. The present study attempts to investigate the relationships between self-efficacy and academic achievement. Using a survey research design methodology, the primary data for the study was generated. Data analysis revealed that self-efficacy has a significant positive relationship with academic achievement. The meaning of these results and the implications of these findings are discussed in this study.



KEY WORDS: *Self-efficacy, Academic Achievement, and Academic Performance.*

INTRODUCTION

Bandura (1977) introduced the concept of self-efficacy in the literature of Psychology. He explained the concept of self-efficacy from his social learning theory. Self-efficacy basically refers to the perceived ability or capability for performing a specific task. Wood and Bandura (1989) defined self-efficacy "as beliefs' in one's capabilities to mobilize the motivation, cognitive resources, and courses of action needed to meet given situational demands" (p. 408). Thus in self-efficacy the perceived ability of the individual is emphasized rather than the actual ability or possessed ability in executing a task. Research on self-efficacy has been carried out extensively in the areas of psychology, management and education (Bandura, 1997; Gist & Mitchell, 1992; Stajkovic & Luthans, 1998). Individuals with strong self-efficacy beliefs are more likely to take on difficult activities, endure longer, and do better than those with low self-efficacy beliefs, according to Wood and Bandura (1989). As a result, individuals with high self-efficacy beliefs would be performing better and get good grades than those with low self-efficacy beliefs.

Self-efficacy is typically characterized as efficacy in one's ability to attain a goal or outcome. Students who have a high feeling of efficacy are more likely to take on tough activities and to be intrinsically motivated. These students will make a concerted attempt to satisfy their commitments and will attribute failure to issues within their control rather than blaming on external circumstances. Students who have strong self-efficacy beliefs recover fast from failures and are more likely to achieve their own objectives in the long run. Students with low self-efficacy, on the other hand, feel they cannot succeed and, as a result, are less inclined to make a deliberate, protracted effort and may view difficult assignments as threats to be avoided. As a result, students with low self-efficacy have

low goals, which can lead to dismal academic performance. The present study attempts to investigate the influence of self-efficacy on academic achievement of students.

ACADEMIC ACHIEVEMENT

Academic achievement refers to a student's ability to do well in a variety of subjects across the curriculum. It is the action that is carried out, it is the accomplishment that a student's achieves at the end of the course or instructions. Academic achievement, in its most basic meaning, refers to a student's performance in various disciplines of the curriculum during their schooling. The individual's academic achievement is taken into account as a whole. It is one of the most essential educational goals in today's fast changing world, and with the growth of science and technology, people have grown more educationally aware, and every parent has high expectations for their children. In today's competitive world, a solid academic record forecasts a child's future; consequently, at every stage of life, the academic record speaks for the person; for example, whether applying for admission, a job, a scholarship, or further studies, excellent academic results are just a recommendation. In other words, academic achievement is measured by examination marks and refers to the amount and quality of learning in a topic or a collection of courses. Academic achievement of a student at an educational institution refers to a student's performance in several aspects of the curriculum. It refers to an individual's overall academic standing. Academic achievement has grown in prominence as a result of its practical utility. It aids in the development of an individual's profession and the planning of future schooling. It is the primary criterion for entrance and advancement in class. In general, students are chosen or distinguished in school depending on their academic performance.

THEORETICAL FRAMEWORK

The theoretical framework for the present study is based on the Social Cognitive theory proposed by Bandura (1977). Among the various theories that attempt to explain the processes that drive and regulate behavior, Social Cognitive Theory proposed by Bandura (1977) is indubitably one of the most prominent. According to social cognitive theory, a combination of external social systems and internal self-influence factors motivate and regulate an individual's behaviour (Bandura, 2012; Schunk & Parajes, 2002). Self-efficacy is a major component of self-influence factors and refers to an individual's judgment of their capabilities to organize and execute courses of action required to achieve desired performances (Bandura, 1997). The influence of self-efficacy has been studied across a range of psychological disciplines, in areas such as smoking cessation, dietary behaviour change, addiction relapse (Conner & Norman, 1995; Povey, Conner, Sparks, James, & Shepherd, 2000), work-related behaviour (Stajkovic & Luthans, 1998), sporting skill and performance (Owen & Froman, 1988), and academic performance (Pintrich & DeGroot, 1990; Robbins, Lauver, Le, David, & Langley, 2004). The present study attempts to investigate the influence of self-efficacy on academic achievement of students.

METHOD

Research Design

The present research study is designed on a quantitative research framework which utilized a descriptive research perspective. No variables were manipulated in this study, and it is a non-experimental research study in nature. This study adopted a survey research methodology in which psychometrically sound instruments were used to collect primary data from the executives working in different organizations.

Sample

The sample for the present study comprised of 398 eleventh grade students. These students were pursuing their intermediate course, in different junior colleges, selected from Hyderabad District of Telangana, India. A random sample technique was used to select the students.

MEASURES

Self-Efficacy Scale: General self-efficacy scale developed by Chen, Gully, and Eden (2001) was used in the study. This scale has 8 items having a five point Likert-type response format ranging from strongly disagree (1) to strongly agree (5). High scores on this scale indicate higher generalized self-efficacy. The reliability and validity of the scale is established in the literature.

Academic Achievement: The total marks of the students obtained in their pre-final examinations were taken as a measure of their academic achievement.

RESULTS AND DISCUSSION

To examine the relationship between self-efficacy and academic achievement, the Karl Pearson product moment correlation coefficients were computed and presented in table 1.

Table 1
Correlation Coefficients of Self-efficacy and Academic Achievement

Variable	Correlation Coefficient	Significance
Self-Efficacy	0.697	.000
Academic Achievement		

From table 1 it can be observed that the correlation coefficient computed between self-efficacy and academic achievement is positive and found to be significant ($p = 0.000$). This indicates that there is significant positive relationship between self-efficacy and academic achievement.

The significant and positive correlation found between self-efficacy and academic achievement indicates that self-efficacy of students influences their scores on academic achievement.

CONCLUSION

The results of the present study suggest that self-efficacy and academic achievement have a positive relationship with each other. This demonstrates the importance of self-efficacy among senior secondary grade students. This suggests the need to sensitise and develop self-efficacy, among students. Basic training in self-efficacy would enable students to develop their psychological capacities and would result in increased academic performance. Luthans and his team have found that Self-efficacy can be developed with a two to three hour intervention (Luthans, Youssef & Avolio, 2007). School teachers and counselling psychologist of the schools may also assess the self-efficacy of the students and accordingly develop self-efficacy. Further studies may be carried out by conducting an intervention, to enhance the self-efficacy, of students. Longitudinal studies may also be carried out to examine how self-efficacy and would have an influence on academic achievement of students over a period of time.

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