

Effect of Self Efficacy of Higher Secondary Students on Academic Performance

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Abstract. The present study was aimed to investigate the effect of self efficacy on academic performance of higher secondary school students. This research was carried out on the research question that if there is any significant relationship between self efficacy and academic performance. In this study, survey method was carried out on 280 higher secondary first year students studying in Chengalpattu District chosen through stratified random sampling technique. The data were collected and assessed using the self efficacy scale developed and standardised by Dr.G.P. Mathur and Dr. Rajkumari Bhatnagar. To analyse the data t-test and correlation coefficient was used. The result revealed that there is positive influence of self efficacy on academic performance.

Index Terms: Self efficacy and Academic Performance.

I. Introduction

Self-efficacy is an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments (Bandura, 1977, 1986, 1997). Self-efficacy reflects confidence in the ability to exert control over one's own motivation, behavior, and social environment. This idea was first presented by psychologist Albert Bandura in his social cognitive theory, which highlights the significance of personal beliefs in determining behavior and success. Self-efficacy beliefs, according to Bandura, are crucial in determining whether people participate in particular activities, how much effort they make, and how long they persevere in the face of challenges. Numerous research have emphasized the significance of academic self-efficacy in forecasting academic attainment, motivation, and performance.

Academic achievement is essential for the students to get higher education and essential for job also. For getting the higher score in the academics there are many factors like physiological, psychological and emotional factors involved. Self efficacy is also an

important factor for the student's well being and good mental health. Students with low level of self efficacy may experience stress, anxiety, fear and low esteem, moreover self efficacy impact on the academic performance and motivation.

Higher secondary education is the base for the higher education to take the right path for life. So it is necessary to investigate the impact of self efficacy on the academic achievement of higher secondary students.

II. Review of the Related Research

Bhati et al (2022) found that academic self efficacy influences the academic performance of students. They also found that students with higher academic self efficacy performed better in academics than those with lower academic self efficacy. Kocak, Goksu and Gokas (2021) investigated the factors which influence the academic achievement through meta analysis. There are many variables like socio-economic, socio-demographic, psychological and family type, learning theories and teaching strategies and individual characteristics that significantly influence the academic achievement. Koga (2021) conducted a study to what extent academic success was predicted by self efficacy and motivation.

He found that academic performance was predicted by self efficacy and motivation. Rajapakshe (2021) found that there is a link between academic procrastination and students personal qualities, self efficacy and motivation for determining the academic performance of undergraduate students. Farooq (2015) investigated to find the relationship between self efficacy and academic achievement. The result revealed that the students with higher self efficacy had better academic achievement. Kassem (2015) investigated bullying and self efficacy among nursing students. The research revealed that there was a significant relationship between bullying behaviour and general self efficacy. The above previous researches indicate the research gap to carry out this present research.

Significance of the Study

The goal of the education is to attain higher marks with high confidence to face the real life in the current situation. Self efficacy refers to a person's confidence in his or her capacity to achieve the goal and complete the task. In the present era of the digital world the students get distracted, so how far the self efficacy of a student can influence

the academic performance is the aim of this research. So it is the time to explore the relationship between the self efficacy and academic performance.

Objectives

1. To find out the extent of self efficacy and academic achievement of higher secondary school students.
2. To find out the significant difference in the level of self efficacy among higher secondary school students with respect to their gender
3. To study the significant difference in the level of self efficacy among higher secondary school students with respect to their locality.
4. To study the significant difference in the level of self efficacy among higher secondary school students with respect to their type of school.
5. To investigate the significant relationship between self efficacy and academic achievement of higher secondary school students.

Hypotheses

1. There is no significant difference in the level of self efficacy among higher secondary school students with respect to their gender
2. There is no significant difference in the level of self efficacy among higher secondary school students with respect to their locality.
3. There is no significant difference in the level of self efficacy among higher secondary school students with respect to their type of school.
4. There is no significant relationship between self efficacy and academic achievement of higher secondary school students.

III. Research Methodology

To conduct the research, the investigator adopted descriptive survey method which is more suitable to bring out the current situation. There are 280 higher secondary first year students who were chosen through stratified random sampling technique from Chengalpet District of Tamil Nadu. To assess the self efficacy the investigator used standardised tool developed by Dr.G.P. Mathur and Dr. Rajkumari Bhatnagar published by Manasvi Agra. It is a five point scale. Reliability co-efficient (male it ranges between 0.73 and 0.81 and in female 0.79 and 0.86) of the scale was established by test-retest on a sample of 600 (300 male and 300 female). Validity ranges in male from 0.73 to 0.81 and in female from 0.76 to 0.83.

Analysis: Minimum score of the self efficacy of higher secondary school students is 50 and maximum is 95. The mean score is 72.77 and standard deviation is 6.66. This shows that the self efficacy of higher secondary school students is normally distributed. The Mean Score indicate that the present higher secondary school students have average level of self efficacy. Minimum score of the academic achievement of higher secondary school students is 159 and maximum is 550.0. The mean score is 381.44 and standard deviation is 72.46. This shows that the academic achievement of higher secondary school students is normally distributed. The Mean Score indicate that the present higher secondary school students have average level of academic achievement.

Hypothesis: 1

There is no significant difference in the level of self efficacy among higher secondary school students with respect to their gender.

Table: 1

N, M, SD, df and t-values of self efficacy with respect to Gender

| Gender | N | Mean | SD | df | t-value | Level of significance |
|--------|-----|-------|------|-----|---------|--------------------------------|
| Male | 129 | 72.32 | 6.88 | 278 | 1.05* | Not Significant at 0.05 level. |
| Female | 151 | 73.15 | 6.46 | | | |

From the above table 1, it is evident that the t-value 1.05 is not significant at 0.05 level. It reflects that the mean self efficacy of male and female higher secondary school students is not differing significantly. The analysis of t-test reveals that gender is not influencing self efficacy. Hence the null hypothesis is accepted with respect to gender. Therefore it is concluded that the gender is not influencing the self efficacy of higher secondary school students.

Hypothesis: 2

There is no significant difference in the level of self efficacy among higher secondary school students with respect to their locality.

Table: 2 Self efficacy of Higher Secondary School students regards with Locality

| Source of variance | SS | df | MSS | F | Level of significance |
|--------------------|----------|-----|-------|------|-------------------------------|
| Between Groups | 168.47 | 2 | 84.24 | 1.91 | Not Significant at 0.05 level |
| Within Groups | 12228.89 | 277 | 44.14 | | |
| Total | 12397.37 | 279 | | | |

From the above table 2, it is evident that the F-value 1.91 is not significant at 0.05 level. It reflects that the mean self efficacies of urban, semi urban and rural higher secondary school students are not differing significantly. The analysis of F-test reveals that locality is not influencing self efficacy of higher secondary school students. Hence the null hypothesis is accepted with respect to locality. Therefore it is concluded that the locality is not influencing the self efficacy of higher secondary school students.

Hypothesis: 3

There is no significant difference in the level of self efficacy among higher secondary school students with respect to their type of school.

Table: 3

Self efficacy of Higher Secondary School students regards with type of school

| Source of variance | SS | df | MSS | F | Level of significance |
|--------------------|----------|-----|-------|------|-------------------------------|
| Between Groups | 168.47 | 2 | 84.24 | 1.91 | Not Significant at 0.05 level |
| Within Groups | 12228.89 | 277 | 44.14 | | |
| Total | 12397.37 | 279 | | | |

From the above table 3, it is evident that the F-value 1.91 is not significant at 0.05 level. It reflects that the mean self efficacies of co-ed, girls and boys higher secondary school students are not differing significantly. The analysis of F-test reveals that type of school is not influencing self efficacy of higher secondary school students. Hence the null hypothesis is accepted with respect to type of school. Therefore it is concluded that the type of school is not influencing the self efficacy of higher secondary school students.

Hypothesis 4

There is no significant relationship between self efficacy and academic achievement of higher secondary school students.

Table 4: Inter correlation among self efficacy and academic achievement of higher secondary school students

| Variables | Correlation coefficient | Level of Significance |
|----------------------------------------|-------------------------|---------------------------|
| self efficacy and academic achievement | 0.199** | significant at 0.01 level |

From the above table 4 it is evident that the correlation coefficient 0.199 is significant at 0.01 level. These reflect that self efficacy and academic achievement are positively

correlating each other. In this context the above said null hypothesis is rejected. Therefore the self efficacy and academic achievement are positively correlating each other with high significance.

Findings: The present study explored that the present higher secondary school students have average level of self efficacy and average level of academic achievement. The gender, locality and type of school are not influencing the self efficacy of higher secondary school students. Self efficacy and academic achievement of higher secondary school students are positively correlating each other with high significant.

IV. Educational Implications

Self-efficacy is a person's assessment and realisation of their own capacity to carry out challenging and tough tasks. Every member of the society has a certain level of self-efficacy, while differs individually. It is actually a combination of both environmental and genetic factors and cannot be classified as either. It was discovered that several behaviors can raise a person's sense of self-efficacy. Self-efficacy training must be sincerely performed from an early age. On those days, the home offers a friendly environment, and parents may support their children's growth in self-efficacy by teaching them how to become self-assured, participate in self-regulated activities and be effective in any situation that affects them. Once they get to school, it is up to their teachers and administrators to continue shaping them into contributing members of society.

V. Conclusion

The study on the effect of self-efficacy of higher secondary students on academic performance highlights the crucial role that students' beliefs about their own abilities play in shaping their educational outcomes. The findings indicate that students with higher levels of self-efficacy tend to demonstrate better academic performance, greater motivation, and stronger persistence in the face of challenges. Such students are more likely to set meaningful goals, adopt effective learning strategies, and remain resilient when confronted with academic difficulties.

Conversely, students with low self-efficacy often experience self-doubt, anxiety, and reduced engagement in learning activities, which can negatively affect their academic

achievement. This underscores the importance of fostering a positive learning environment that builds confidence, encourages effort, and reinforces students' belief in their own capabilities.

In conclusion, enhancing self-efficacy among higher secondary students can significantly contribute to improved academic performance. Teachers, parents, and educational institutions should focus on supportive teaching practices, constructive feedback, and opportunities for success to strengthen students' self-efficacy. By doing so, the overall quality of learning and academic achievement at the higher secondary level can be effectively improved.

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