

INFLUENCE OF SELF-EFFICACY ON ACADEMIC ACHIEVEMENT OF SCHOOL CHILDREN

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ABSTRACT

The present study was conducted to study the influence of self-efficacy on academic achievement of school children. The sample consisted of 393 school children who were in the age group of 9 to 16 years studying in class 5 to 10. The samples were drawn from three Governments, two aided and two unaided school in Dharwad city. Tool used was Self-Efficacy Scale by Sud et al. (1998). This scale consists of 10 statements with four alternatives i.e. exactly true, moderately true, barely true and not at all true and rated on four point scale and the scoring was 4, 3, 2, and 1 respectively. The minimum score was 10 and maximum score was 40. The result showed that there was significant association and relation between self-efficacy and academic achievement of school children. Further, Comparison of mean score revealed a high significant difference between school students in different levels of self-efficacy in their academic achievement where school students who had high level of self-efficacy mean score were higher than the students who had medium and low level of self-efficacy.

KEYWORDS: Self-Efficacy, Academic Achievement

INTRODUCTION

Education is a significant element in person's life that can create the way of thinking and thus, create the world view. Education helps the individual to put their potential to maximum use. Education has always been concerned with the prediction of academic achievement. Psychologist have termed it as 'educational forwardness', 'educational backwardness', academic achievement, scholastic backwardness' and so on; these refer to the scores obtained in the annual examination by the student, i.e. the end product of a student's whole year of labour. Crow and Crow (1969) defined scholastic achievement as the extent to which a learner is profiting from instructions in a given area of learning, i.e. achievements as reflected by the extent to which skills or knowledge has been acquired by a person from training imparted to him. Forecasting of performance of school and college students is a problem of obvious importance in education.

In today's competitive world quality of performance has become a paramount importance. Not only the parents but even the students placed a great amount of importance on their achievement which creates lots of pressure to the students itself, also the teachers and school and in general, to the total education system itself. There are many factors which contribute to the students' academic achievement and clear understanding to these factors will contribute to develop a programme for helping the students in enhancing their academic achievement. Recently, predictive validity of self-efficacy for academic success is receiving a great deal of attention.

Most of human behaviours are elicited and controlled by the self-influence mechanism. Among the self-influence mechanisms, the belief of personal self-efficacy is more important and comprehensive than the others. Bandura (1997) defines self-efficacy as "the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations". Self efficacy is a positive construct which is associated with mindfulness, consciousness, awareness, and will. The confidence or believe in self is termed as self efficacy in behavioural sciences. Self-efficacy is regarded as one's optimistic self-reliance.

An individual's self-efficacy beliefs determine his/her level of motivation in terms of how much effort he/she will put forth in a venture and how long they will stick to the goal in adverse situations. The stronger the belief in their capabilities, the greater and more persistent are their efforts (Haidt, 2003). Klassen, Krawchuk and Rajani (2008) stated that self-efficacy is a good predictor of human behaviour and actions. The beliefs people hold about their abilities have both emotional and behavioural aspects. They determine the choice of whether to engage in a task, the power and effort a person has to exert in performing the task, and the level of persistence and avoidance in accomplishing it. Human behaviour is based on the belief in their self-efficacy. People who have high self-efficacy believe that they can overcome any problem they encounter and try hard to solve their problem. Individuals high in self-efficacy attempt challenging tasks more often, persist longer at them, and exert more effort. Thus, having a high self-efficacy by the students will help them in setting a goal which they know they will be able to achieve it and also create them a challenge in attaining the goal. Having higher self-efficacy will help the students in attaining higher academic achievement (Akram and Ghazanfar, 2012). Salami (2010) found that students with high self-efficacy used to participate in academic activities actively therefore developed positive attitudes that resulted academic success.

Similarly, Yazici et.al (2011) carried out a study on emotional intelligence and self-efficacy beliefs as predictors of academic achievement among high school students. In their study they found gender, age, "being aware of the emotion" and "continue to the behaviour" explained academic achievement meaningfully and it was seen that the most powerful predictor was variable of "continue to the behaviour" that is self-efficacy belief's sub-factor. According to these, there are meaningful relationships between the students' academic achievement and self-efficacy beliefs in positive direction. Alldred (2013) also reported that student self-efficacy was a significant positive predictor of students' achievement. Students' achievement increased with increasing levels of self-efficacy. And Dogan (2015) carried out an investigation on student engagement, academic self-efficacy, and academic motivation as predictors of academic performance. Result reported that significant positive relationship between academic self-efficacy and academic performance of the students and academic self-efficacy explains the 0.25 percent academic performance variance. Considering the studies conducted cited above, the main objective of this study is to investigate the influence of self-efficacy on academic achievement of school children.

MATERIALS AND METHODS

Population and sample: The target population of the study is school children from government, aided and private school under Dharwad City of Karnataka, India. The study was conducted in the year 2014-2016. Age group of the children was 9 to 16 years. For the study, 3 government, 2 aided and 2 private schools which have children from class 1 to class 10 were randomly selected for the study. From each school, student studying in class 5 to 10 were selected and from each class 10-20 percent of the class population were randomly selected to form the sample of the study. A sample of

136 students each from both aided and unaided school and 121 students from government schools formed the sample of the study. Thus, the final sample for the study constituted about 393 school children.

Tool used

Self-Efficacy Scale by Sud et al. (1998): General self-efficacy of the students was assessed by using Self Efficacy Scale developed by Sud et al. (1998). This scale consists of 10 statements with four alternatives i.e. exactly true, moderately true, barely true and not at all true and rated on four point scale and the scoring was 4, 3, 2, and 1 respectively. The minimum score was 10 and maximum score was 40.

Academic achievement

The average percentage of marks obtained by the students during two previous years was considered

Procedure

The list of the schools was obtained from the office of Block Education Office, Dharwad. The Heads of the institutions of the four selected schools were contacted and taken permission for conducting the study. A general information schedule, multiple intelligences inventory, emotional intelligence scale, self-efficacy scale and socio-economic scale were used in the present study for the data collection. With the help of teacher who was in charge of the class, students from each class were selected randomly. By establishing good rapport with the students they were instructed very clearly about the pattern of answering each item of the questionnaire. After the student had completed filling the questionnaires, it was collected.

Statistical analysis

Chi-square analysis, correlation and ANOVA were applied to see the association, relationship and difference of school children academic achievement with respect to self-efficacy. The data was analysed using SPSS16.0 software.

RESULTS AND DISCUSSIONS

Table 1: Association between Self-Efficacy and Academic Achievement of School Children (N=393)

Self-efficacy	Academic achievement					χ^2	r
	Excellent	Good	Average	Poor	Total		
Low	9(21.4)	9(21.4)	4(9.5)	20(47.6)	42(100)	100.3***	0.33**
Medium	71(42.5)	50(29.9)	35(21)	11(6.6)	167(100)		
High	104(56.5)	62(33.7)	12(6.5)	6(3.3)	184(100)		
Total	184(46.8)	121(30.8)	51(13)	37(9.4)	393(100)		

significant at 0.01 level of probability, *significant at 0.001 level of probability

Examination of table 1 showed association between self-efficacy and academic achievement of school children. For school children who had high self-efficacy, majority were excellent achiever (56.5%), followed by good achiever with 33.7 per cent, then average with 6.5 per cent and lastly very few were poor achiever with 3.3 per cent. In contrast, school children who had low self-efficacy, higher per cent were poor achiever with 47.6 per cent, followed by excellent and good achiever with 21.4 per cent each and lastly by average achiever with 9.5 per cent. Among school children who had medium self-efficacy, more per cent were excellent achiever with 42.5 per cent, followed by good achiever with 29.9 per cent, then average achiever with 21 per cent and lastly poor achiever with 6.6 per cent. Chi-square analysis revealed a significant

association between academic achievement and self-efficacy of school children. The χ^2 value of 100.3 was significant at 0.001 level of probability. Self-efficacy was positively and significantly related to academic achievement of school children. The r value of 0.33 was significant at 0.01 level of probability.

Table 2: Mean and SD of Academic Achievement of School Children by Level of Self-Efficacy (N=393)

Self-efficacy	Mean	SD	Std.err
Low	61.43	17.44	0.91
Medium	73.79	15.06	1.17
High	79.09	12.32	2.69
Total	74.94	15.06	0.76

Table 2 showed the mean score of school children academic achievement by level of self-efficacy. From the table it is seen that the mean score of school children who had high level of self-efficacy had higher mean academic score (79.09), followed by school children who had medium level of self-efficacy (73.79) and school children who had low self-efficacy had lowest academic score mean (61.43). Observation of ANOVA table (table 3) revealed significant difference in academic achievement of school children by level of self-efficacy. The F-value of 27.65 was significant at 0.001 level of probability. School children who had high and self-efficacy were better in their academic achievement than school children who had low self-efficacy.

Table 3: Anova for Academic Achievement of School Children by Level of Self-Efficacy

Academic achievement	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	11047.26	2	5523.62	27.65	.000
Within Groups	77902.86	390	199.75		
Total	88950.11	392			

From the study it is seen that higher the self-efficacy higher is the academic achievement. Self-efficacy is about having confidence in one's own ability to do certain task or to solve problems that one may come across in one own life. Having higher self efficacy by students may increase the positive belief of solving academic problems thus leading toward high academic performance. The present findings are in conformity with the self-efficacy theory, which states that an individual's attempt tasks, in which he believes he is good at, are truly very likely to become successful. Pajares (2000) also stated that the students who show higher self-efficacy are more successful with their academic performance, unlike the less successful students who are unwilling to consider tasks they consider as too difficult due to lack of belief and abilities for success. The study is in line with the study conducted by Reyes (2010), Akram and Ghazanfar (2012) and Dogan (2015) who found significant relationship between self-efficacy and academic achievement.

CONCLUSIONS

Self efficacy of the students has a significant influence on the academic achievement of school children. Higher the self-efficacy higher is the school children academic achievement. There is a need to improve the self efficacy of the school children as it was observed that those students who has high self efficacy has high academic achievement, are more confident and ready to face any academic challenge. The school children self-efficacy can be enhanced by giving them intervention through training and programme which allow them to carry out group as well as individual activities.

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