



## RELATIONSHIP BETWEEN ACADEMIC SELF-EFFICACY AND ACADEMIC ACHIEVEMENT IN SECONDARY SCHOOL STUDENTS

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### Abstract

The purpose of the present study was to investigate the relationship between academic self-efficacy and academic achievement of secondary school students. For this study total Two hundred (200) subjects; 100 boy students and 100 girl students of both 9th and 10th grades were selected from secondary schools of Hyderabad by using "stratified sampling". Self-Efficacy Questionnaire for Children (SEQ-C) was used to find out the academic self-efficacy score of students and their previous test score (GPA) was also obtained to measure their academic achievement. To analyze the data mean, standard deviation, T-test and Pearson's correlation method were used. Significant difference between academic self-efficacy of boys and girls was noticed, Girls were found to have higher academic self-efficacy level than boys. In case of mean, no significant difference was found between academic achievement scores of boys and girls.

**Keywords:** Achievement, Cognitive Development, Efficiency and Emotions.

### Introduction

Contemporary views of cognitive development stress that the construction of knowledge varies as a function of an individual's developmental level and experiences. These

views focus on changes in processing functions; for example, attention, encoding, retrieval, metacognition, use of strategies. In similar fashion, contemporary motivation theories focus on the cognitive and affective processes that instigate, direct, and sustain human action. Individuals typically select tasks and activities in which they feel competent and avoid those in which they do not. Students who are confident in their capability to organize, execute, and regulate their problem-solving or task performance at a designated level of competence are demonstrating high self-efficacy. Self-efficacy is generally regarded as a multidimensional construct differentiated across multiple domains of functioning. The construct of self-efficacy helps explain the finding that the behavior of individuals is not always accurately predicted from their capability to accomplish a specific task. How a person believes he/she will perform is often more important. According to self-efficacy theory, self-efficacy refers to beliefs about one's capabilities to learn or perform behaviors at designated levels. Much research shows that self-efficacy influences academic motivation, learning, and achievement. Self-efficacy is grounded in a larger theoretical framework known as social cognitive theory, which postulates that human achievement



depends on interactions between one's behaviors, personal factors (e.g., thoughts, beliefs), and environmental conditions. Self-efficacy beliefs influence task choice, effort, persistence, resilience, and achievement. ). The purpose of this research is to focus on the relationship of one type of motivational process: perceived academic self-efficacy with the academic performance of secondary school students in Hyderabad.

### Methodology

#### Selection of Subjects

Total 200 (Two Hundred) students of 9<sup>th</sup> and 10<sup>th</sup> grade from different schools of Hyderabad were selected by using stratified sampling. Out of 200, 100 students were boys and 100 students were girls.

#### Selection of Variables

The variables selected for the study were as follows-

Academic Self-Efficacy Questionnaire for Children (SEQ-C) by Muris, P. (2001) as a tool for the collection of data. Academic Self-Achievement- Last year's GPA were filled on same questionnaire, which were scored on a scale of 10 points with 0 = not at all well and 10 = excellent result, to obtain their academic achievement score.

#### Statistical Technique

Mean and standard deviations of the scores of self-efficacy and academic achievement were computed for different groups of students. Correlation analysis was conducted to determine correlation coefficients between academic self-efficacy and academic achievement. The t-test was calculated to evaluate the significance of difference between means of different groups.

### Result of the study

TABLE 1  
MEAN AND STANDARD DEVIATION OF ACADEMIC SELF EFFICACY AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS

Gender	Academic Self Efficacy		Academic Achievement	
	Mean	S.D	Mean	S.D
Boys	29.57	5.22	7.45	5.79
Girls	32.31	4.85	7.46	1.36

Table 1 shows the Academic Self-efficacy and Academic Achievement of students of secondary schools. In Academic Self efficacy mean score of boys was found to be 29.57 and SD was found to be 5.22, whereas Girls mean score was found to be 32.31 and SD was found to be 4.85. In Academic Achievement the mean score of boys was found to be 7.45 and SD was found to be 5.79, whereas for girl students the mean score was found to be 7.46 and SD was found to be 1.36.

TABLE 2  
RELATION BETWEEN ACADEMIC SELF-EFFICACY AND ACADEMIC ACHIEVEMENT OF BOY STUDENTS OF SECONDARY SCHOOLS

Boys	Mean	S.D	Correlation coefficient
Self-Efficacy	29.57	5.22	0.155
Academic achievement	7.45	5.79	

Table 2 shows the relationship between the Academic Self-efficacy and Academic Achievement of boy students of secondary schools. The Pearson's coefficient of correlation was found to be 0.155.



TABLE 3  
RELATION BETWEEN ACADEMIC SELF-EFFICACY AND  
ACADEMIC ACHIEVEMENT OF GIRL STUDENTS  
OF SECONDARY SCHOOLS

Girls	Mean	S.D	Correlation coefficient
Self-Efficacy	32.31	4.85	0.615
Academic achievement	7.46	1.36	

Table 3 shows the relationship between the Academic Self-efficacy and Academic Achievement of girl students of secondary schools. The Pearson's coefficient of correlation was found to be 0.615.

TABLE 4  
DIFFERENCE BETWEEN THE ACADEMIC SELF EFFICACY  
OF BOYS AND GIRLSTUDENTS OF  
SECONDARY SCHOOLS

Self-efficacy	Mean	S.D	T value
Boys	29.57	5.22	3.845*
Girls	32.31	4.85	

\*Significant at 0.05 level of significance

Table 4 shows the significant difference between the Academic Self-efficacy of boy students and Academic Self-efficacy of girl students of secondary schools.

TABLE 5  
DIFFERENCE BETWEEN THE ACADEMIC ACHIEVEMENT OF  
BOYSTUDENTS AND GIRLSTUDENTS  
OF SECONDARY SCHOOLS

Self-efficacy	Mean	S.D	T value
Boys	7.45	5.79	0.017
Girls	7.46	1.36	

\*Significant at 0.05 level of significance

Table 5 shows the insignificant difference between the Academic Achievement of boy

students and Academic Achievement of girl students of secondary schools.

### Conclusions

Within the limitation of the study following conclusions has been drawn, in girls strong positive correlation was found between academic self-efficacy and academic achievement. Significant difference between academic self-efficacy of boys and girls was noticed, Girls were found to have higher academic self-efficacy level than boys. In case of mean, no significant difference was found between academic achievement scores of boys and girls.

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