

## SELF-EFFICACY AND ACADEMIC ACHIEVEMENT AMONG UNDERGRADUATE STUDENTS: A CORRELATION STUDY

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### Abstract

This research aims to investigate the self-efficacy and academic achievement of Undergraduate students. Sample comprised of 234 Undergraduate students within age range from 18 to 21 years from U.R. College, Rosera, Lalit Narayan Mithila University, India. General Self-Efficacy Scale (Schwarzer & Jerusalem, 1995) was applied to measure the self-efficacy of students. Correlation analysis was applied for data analysis. Result showed the significant positive relationship exists between self-efficacy and academic achievement. Finding confirms that self-efficacy effectively contributes the students' academic achievement.

**Keywords:** Self-Efficacy, Academic Achievement and Undergraduate Students.

### Introduction

The concept of self-efficacy came out from Rotter's social learning theory, which in turn grew out of principles of operant conditioning (DeVellis & DeVellis, 2001). According to these principles, behavior is influenced by the consequences (i.e., reinforcing, neutral, or punishing stimuli) it produces. Social learning theory carried the ideas underlying these principles into the realm of more complex, cognitively influenced, social behavior. According to social learning theory, two critical features of behavior are the value individuals place on a specific outcome and the expectancy that the behavior in question will produce that outcome. Thus, at the basic feature of social learning theory is the individual's belief about what will consequence from a given action. If someone expects good things to result from a given action, that action has a higher likelihood of occurring than if the expectation is for a bad outcome.

Bandura introduced a separate social learning theory basically independently from Rotter's theory (Woodward, 1982). The major additions in Bandura's theory were imitation or observation as a method through which behavior could be acquired and, afterward, the notion of self-efficacy was proposed. Bandura changed the name of his theory from social learning theory to social cognitive theory. This change reflected the broader scope of his theory and the main contribution of thought processes to motivation, action, and affect (Bandura, 1986). The most important theoretical improvement was Bandura's explicit difference between outcome expectancy and what he named *self-efficacy*. Bandura suggested that humans may believe that their own action would result in certain desired outcome i.e., having the high outcome expectancy and an internal locus of control, but can be experienced incapable of performing that action. This perceived incapacity was recognized as weak self-efficacy

regarding with the particular behavior. On the otherhand, if the belief that they are capable of performing a particular action will be high, then self-efficacy for the behavior in question will be high. Finally, Bandura's social cognitive theory made a distinction between beliefs with respect to how the world works i.e., outcome expectancies, and beliefs about what they are capable of doing i.e., self-efficacy. Bandura's work showed that recognizing self-efficacy as a distinct and important determinant of behavior avoids ambiguity and thus has obvious usefulness (DeVellis&DeVellis, 2001).

## **Review of Literature**

Literature survey of the self-efficacy suggested that people who have low self-efficacy, they may never try a new approach to the problem, even though it would succeed if attempted. On the other hand, people with high self-efficacy but fewer skills may have a resilient belief in their ability to achieve their goal. This may motivate them to persist in trying various alternative solutions until they eventually stumble onto one that works (DeVellis&DeVellis, 2001). Van der Bijl and Shortridge-Baggett (2002) highlighted self-efficacy as one's belief in the possibility of goal completion and can be motivating in it. Further they stated that individuals who have high self-efficacy are more likely to engage in achieving their goal while those who have low self-efficacy less likely to do. It is also claimed in literature that it is the motivational module of self-efficacy that apparently induces academic performance (Pritchard & Wilson, 2003; Chamorro-Premusic&Furnham, 2003). Miller and Brickman (2004) reported that strong academic performance may be associated with increased confidence in one's powers and this stimulates students to take greater responsibility for successful completion of tasks and projects. The review of literature articulates to fact that the present work has never been studied in undertaking the undergraduate students. By taking this study, it will provide the definite role of self-efficacy in relation to the students' academic achievement. Researcher assumes that the findings of present study will provide evidence to fill the research gap in Indian context.

## **Objective**

The objective of present study is to explore the relationship between self-efficacy and academic achievement among undergraduate students.

## **Hypothesis**

For the current study the hypothesis was framed as self-efficacy and academic achievement will be positively correlated with each other.

## Methodology

### Sample and Procedure

The sample for this research comprised of 234 undergraduate students within age range of 18 to 21 years. The sample was selected from U.R. College, Rosera a constituent unit of Lalit Narayan Mithila University, India. Prior to administration of measure; the utility and relevance of the study was explained to them and requested to extend their cooperation for success of the study. The students were assured that their responses would be kept confidential and will be utilized only for the research purpose. They were asked to fill up the questionnaire by themselves according to the instructions written on the top of the questionnaire.

### Measure

In the present investigation General Self-Efficacy Scale was employed to observe the self-efficacy of students and academic achievement was measured by the student's achievement scores in their last examination. The descriptions of General Self-Efficacy Scale are as follows.

### General Self-Efficacy Scale

This scale was developed by Schwarzer and Jerusalem (1995). Initially, the scale was developed in German with 20 items but later on it was translated in English and reduced 10 items. This scale contained in four point response categories. The minimum and maximum score of the scale ranges from 10 to 40. Higher the score higher is the self-efficacy and vice-versa. The reliability coefficient of the scale was ranging from 0.76 to 0.90. The Cronbach's alpha on current sample was found to be 0.87.

### Data Analysis and Interpretation

Keeping in view the objective and hypothesis of the present research, Pearson Correlation Analysis (Zero order) was calculated in order to determine the relationship between self-efficacy and academic achievement. The analysis was carried out using SPSS software.

### Pearson Correlation Analysis (Zero order)

Table 1 showed that self-efficacy and academic achievement were positively and significantly correlated with each other. Findings indicated that as the level of self-efficacy of students' increases, their academic achievement also increases.

| <b>Table 1</b>  |               |                      |
|---|---------------|----------------------|
| <i>Correlation between Self-Efficacy and Academic Achievement of Students</i> |               |                      |
| Variable  | Self-Efficacy | Academic Achievement |
| Self-Efficacy   | 1             |                      |
| Academic Achievement  | 0.53**        | 1                    |
| ** p < .01  |               |                      |

## Discussion

From the data analysis and interpretation, it is concluded that self-efficacy and academic achievement positively and significantly correlated with each other. This result is consistent with previous findings (Pritchard & Wilson, 2003; Chamorro-Premusic&Furnham, 2003; Miller & Brickman, 2004). Self-efficacy effectively accomplished the perceived strength of people's capability to regulate motivation, thought processes, affective states, and the social and physical environment. People with a higher sense of perceived self-efficacy tend to have lower stress in threatening or challenging conditions, and they experienced these conditions as lower stressful due to their belief in their capability to cope (Bandura, 1997). Self-efficacy belief develops the foundation for human motivation, well-being, personal accomplishments, and affect the body's physiological responses to stress. In addition, stronger the self- efficacy belief, the bolder the people in handling the stressful situations associated with their roles (Janjhua, Chaudhary, & Chauhan, 2014).

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