Impact Of Online Education on Self-Efficacy, Academic Achievement and Hopelessness Among Higher Education Students: An Analysis

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Abstract

Education is the platform where one acquires knowledge, skills, habits and morals. It is a place for discovering learning and enhancing about the people and the surroundings. Education has not only thought about the world but also traditions and customs. Education takes place under the guidance of an educator it takes place formally and informally. Until 2019 education system took place formally but after the covid-19 education systems had to move to the next platform which is online education. Online education on self –efficacy, Academic achievement and hopelessness states the importance of student's online education and how the students are able to cope up with the new education system during the pandemic. The new educational system has brought in new changes among the students and how the students find this platform effective for their academic achievements and hopelessness. The main objective of the   study is to find out how students are adapting to the online platform, the achievements of the students in the online platform. The researcher collected the data using an emailed questionnaire which has 4 sections. The first part consists of the personal details of the students, followed by the self-efficacy scale and the academic achievement scale which was developed by Wegner, Schwarz, and Jerusalem (1993), and hopelessness scale was developed by Saaho (1985). The researcher used the standard scale on self-efficacy, academic achievement and hopelessness. The universe of the study is the students pursuing their Higher Education in Coimbatore. The researcher collected the samples using snow ball sampling method which is a Non probability sampling method. The study reveals how the students find the online platform effective in order to achieve in terms of academic. The data analysis is carried out with the help of Statistical Package for Social Science.

Index Terms: Students, self-efficacy, academic achievement, hopelessness

Introduction

Education is a platform for the young minds to rule the world. It is the place where the student learns   to become a better leader as Nelson Mandela said 'Education is the most powerful weapon which you can use to change the world." [1]. Educational institutions have been to bring an innovations and new methodologies for the student's betterment.

Online education on self- efficacy   determines how the students are able to acquire and adapt to this platform. The study reveals about the student's capability   in online learning. Student's career is a by-product of many factors like self-efficacy academic achievement and hopelessness. As we know self-efficacy is one's belief to perform a given task and is able to achieve the goal. In other words, it is nothing but self-confidence. Students with high self-efficacy are able to achieve academic goal much easier. They are able to plan effectively and successfully in completion of a task. They believe in their capacities and confidently apply them in such a way that they achieve goals successfully even for a complex task. Student life can be stressful and for some students it may cause hopelessness. Today's younger generation represents the largest group of students in history. Hopelessness has been linked to lower academic self-efficacy and poor study progress. The transition from adolescence in to young adulthood involves major

changes in several areas like financial, housing, social and emotional and this transition period can cause challenges that some young adults experience as hopelessness. The proportion of students who experience their student life as mentally stressful and hopelessness is increasing. A significant amount of research on the transition to a higher education has been carried out over the last 40 years. This has contributed to the development of a broader theoretical framework for understanding the factors important for academic success. Stress and hopelessness result in lowered mode, lack of energy, affect memory and concentration which makes it more difficult to acquire new knowledge and cope with examination situation. Student ability to handle emotional stress during their studies are an important factor in preventing academic delay and dropout. Persistent overthinking, negative self -esteem and low self- efficacy affects academic achievements, ambitions and motivation. We therefore examined some research questions among students of different age group and found the following results.

Review Of The Literature

Fernando Domenech   Betoret et al., (2017) study on self-efficacy and academic achievement states that only very few students are able to perform well in the academics. The study tells about the academic achievements, student's satisfaction, motivation and the teaching process. The main aim is to bring an improvement in the achievement of the students and also it focuses on student's satisfaction. The data analysis was conducted by structural equation modeling and finally the researcher concludes that self-efficacy acts as mediator in the academic achievement.

Shahabad Elahi Motlagh et al., (2011) study on self-efficacy and academic achievements on high school students study states that self-efficacy has really improved the performance of the students it has created a positive relationship on the student's performance. The main aim of the research is to find out whether self-efficacy has really improved the performances of the students. Self-efficacy is an essential tool for a student who is seeking for an improvement in academics and here the researcher has used multistage cluster sampling method. Finally, the study concludes that student's academic performance can be achieved through self-efficacy

Rahil Mahyuddin et al., (2006) study on self-efficacy and academic achievement on English language reveals the performance of the student's and the academic achievements. The term self-efficacy is mostly used in the academic settings. The study tells that student's performance is perceived through self-efficacy but various other authors tells that student's performance is inspired through the parents which influence the student self-efficacy. Self-efficacy determines one's own belief, thoughts and feelings and also an individual's ability to perform in the academic settings. The research design that is used in this study is descriptive correlation and the data was collected using random sampling technique. In conclusion it states that if self – efficacy level is strong then automatically there will be a growth in academics.

Research Methodology

The aim of the study is to evaluate the relationship between self -efficacy, academic achievement and hopelessness. The *objective* of the study is to analyze the different levels of self -efficacy, academic achievement hopelessness and also to find the socio demographic details. The researcher used *descriptive* study which is designed to gather the information which helps in formulating the current study. The research was undertaken among the students pursuing higher education in Coimbatore district as Universe. The researcher used *snowball* sampling method to collect the data from the respondents. Totally 132 samples are collected for the study. The researcher used the *questionnaire* to collect the data which consist of personal data, self-efficacy and   academic achievement scale. The self- efficacy scale developed by *Wegner, Schwarz*, and *Jerusalem* (1993) and this was adapted by *Sahoo* (1985). The general self-efficacy

scale consists of 4-point scale 1-If it is not applicable at all,2-If it is applicable,3-If it is fully applicable,4-If it is fully applicable. The academic achievement's statements consist of 12 statements with 4-point scaling 1-Do not agree,2-slightly agree,3-Moderately agree,4-fully agree. Students' hopelessness questionnaire is an exact form of the children's helplessness questionnaire which was developed by (Oriya Version) developed by Sahoo (1985). The scale consists of 7 statements with 2 scales 1-true,2-False. The reliability of the scale is Cronbach's alpha and the value is 0.85. The data analysis is carried out with the help of SPSS.

Analysis And Interpretation

Table I- Socio-demographic Profile:

S.no	Socio-demographic variable	Frequency	Percentage
I.	**Age**		
1	15-17	8	6.1
2	18-20	38	28.8
3	21-23	86	65.2
	Total	**132**	**100.0**
II	**Gender**		
1	Male	66	50.0
2	Female	66	50.0
	Total	**132**	**100.0**
III	**School/College**		
1	College	127	96.2
2	School	5	3.8
	Total	**132**	**100.0**
IV	**Nature**		
1	Self-finance	101	76.5
2	Government	9	6.8
3	Aided	22	16.7
	Total	**132**	**100.0**
V	**Type Of E Learning**		
1	Interactive	111	84.1
2	Stimulation exercise	11	8.3
3	Text	10	7.6
	Total	132	100.0
VI	**E Learning Better path**		

1	Yes	53	40.2
	NO	79	59.8
	Total	**132**	**100.0**
VII	**Time (In Hours)**		
1	1.00	9	6.8
2	2.00	4	3.0
3	3.00	13	9.8
4	4.00	17	12.9
5	5.00	36	27.3
6	6.00	25	18.9
7	7.00	9	6.8
8	8.00	15	11.4
9	9.00	1	8
10	10.00	3	2.3
	Total	132	100.0

Table1 shows the *socio demographic* variable details of the respondents. 65.2% are from the age group 21-23 years, the respondents of male and female is equal 66%,96.2%are college students,76.5% of the respondents are from private college,84.1 respondents found the class to be interactive,59.8 respondents said no to online platform,27.3% respondents said that the duration of the class is for 5hours.

Table II- Levels of Self-efficacy, Academic achievement and Hopelessness

S.no	Level	Frequency	Percent
I	**Self-efficacy**		
1	Low (10-23)	21	15.9
2	Moderate (24-36)	83	62.9
3	High	28	21.2
	Total	**132**	**100.0**
II	**Academic achievement**		
1	Low (13-25)	18	13.6
2	Moderate (26-42)	91	68.9
3	High (43-52)	23	17.4
	Total	**132**	**100.0**
III	**Hopelessness**		

1	Low (7-9)	18	13.6
2	Moderate (10-12)	91	68.9
3	High (13-14)	23	17.4
	Total	**132**	**100.0**

The above table shows the 78.8% of the respondents   5092

are having *moderate level* of *self- efficacy*, *82.6 %* of the respondents are in *moderate level* of *academic achievement* and *88.6%* of respondents are having *moderate level of hopelessness.*

Table III- Correlation between Self Efficacy, Academic Achievement and Hopelessness

	Self-efficacy	Academic achievement	Hopelessness
Self-efficacy	1	0.610**	. .280**
Academic achievement	0.610**	1	.131
Hopelessness	0.280**.	0.131	1

**. Correlation is significant at the 0.01 level (2-tailed).

The above table shows the *positive relationship* between Self efficacy, academic achievement and Hopelessness using *correlation matrix.*

Table IV- Difference between socio demographic profile and self- efficacy using ANOVA

S.NO.	Socio demographic Profile	F Value	P Value
1	Age	0.647	0.525
2	Gender	1.600	0.208
3	Nature of School/College	2.555	0.082
4	Time spends for e- learning	2.892	**0.004**

 The above table shows the significant difference between *socio demographic variable* with *organizational citizenship* behavior using **ANOVA**. P value determines the significant difference in ANOVA. The *P value is greater than 0.05*, which states that there is no significant difference between Age, gender, nature of school or college with self -efficacy. Since *P value is 0.004 in terms of time spend for e learning, which shows the significant difference between time spend for e learning with self-efficacy.*

Table V- Difference between socio demographic profile and academic achievement using ANOVA

S. No	Socio Demographic Profile	F Value	P Value
1	Age	2.122	0.124

| 2 | Nature of School/College | 1.429 | 0.243 |
| 3 | Time spends for e- learning | 0.942 | 0.492 |

The above table shows the significant difference between socio demographic variable with organizational citizenship behavior using ANOVA. P value determines the significant difference in ANOVA. The P value is greater than 0.05, which states that there is no significant difference between Age, nature of school or college and time spend for e learning with academic achievement.

Major Finding

Majority of the respondents 65.2% are in the age group 21-23. Since it is an education sector there was equal of 66%response from both male and female .96.2% are college students and 76.5%are from private college and 84.1% found the online class to be interactive and 59.8% said no to online platform and 27.3% respondents said that the duration of the class is for 5 hours.

The self-efficacy level is moderate at 78.8%. The academic achievement level is moderate at 82.6% and the level of hopelessness is also moderate at 88.6%.

There is a *positive relationship between self-efficacy, academic achievement and hopelessness*. There is a significant difference between time spend for e learning with self- efficacy.

Conclusion

Student's self- efficacy is an important tool for academic achievement because if the self –efficacy of the student 's is strong then automatically there will be improvement in the academics and it is also said that due to the sudden change in the educational system students find it difficult to adapt to the new system and based on the findings it is said that majority of the students both from private and government found the platform to be interactive and using the statistical analysis it is said that a positive correlation has been created on students self-efficacy, academic achievement and hopelessness

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