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A Study on relationship between Self efficacy and Academic efficacy in PG students with reference to Kerala

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ABSTRACT

A strong sense of efficacy enhances human accomplishment and personal well-being in many ways. Perceived self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Such beliefs produce these diverse effects through four major processes. They include cognitive, motivational, affective and selection processes. Self efficacy is defined as one's belief that people can successfully perform a given task.The main purpose of this study is to discuss how self-efficacy developed and the how it influences students' academic performance in addition to social interaction with peers. Present study was designed to study the impact of self-efficacy on Management students The study covers the various aspects of emotional efficacy, Academic efficacy and social efficacy of B school students. The main objective of the study is to study whether there is any significant relationship between Self efficacy level of Management students in different B schools in Kerala.The survey was conducted among the 100 students using Self-Efficacy Ques-tionnaire for Children (SEQ-C; Muris, 2001). efficacy survey data were gathered by Likert scale questionnaire. The results of the data derived from statistical analysis were presented in the research report by choosing appropriate presentation techniques .Hypothesis was formed and tested by using various statistical tools like Anova,t- test,Chisquare ,Correlation etc. The findings of the study indicate that there is a need for designing the apt policies and programs for the students to enable them to achieve a high level self-efficacy. The research results were discussed within the literature and several recommendations were made in accordance with them.
Key Words: Self Efficacy, Emotional Efficacy, Social Efficacy, Academic Efficacy

INTRODUCTION

Albert Bandura defined self-efficacy as "Beliefs in one's capabilities to organise and execute the courses of action required to produce given achievements". He hypothesized that the level of self-efficacy can be used to determine whether a task will be initiated, the amount of effort that will be expended and the level of persistence to complete the task when face with obstacles and aversive experiences. Once a person has acquired a high level of self-efficacy belief, he will become motivated to invest more effort in his life. Bandura theorized self efficacy in his seminal articles; extensive studies were done to extend the role of self-efficacy as a mechanism to better understand behavioral change in the area of academic performance, cognitive functioning, health, promotion, athletic performance, career choices and coping with mental disorders

Based on a socio-cognitive perspective of motivation, the main purpose of this study is to integrate self-efficacy and expectancy-value beliefs into predicting students' outcomes at B schools in Kerala. . The most effective way of creating a strong sense of efficacy is through mastery experiences. Successes build a robust belief in one's personal efficacy. Failures undermine it, especially if failures occur before a sense of efficacy is firmly established. The second way of creating and strengthening self-beliefs of efficacy is through the vicarious experiences provided by social models. Seeing people similar to one

self succeed by sustained effort raises observers' beliefs that they too possess the capabilities to master comparable activities required to succeed. Social persuasion is a third way of strengthening people's beliefs that they have what it takes to succeed. People who are persuaded verbally that they possess the capabilities to master given activities are likely to mobilize greater effort and sustain it than if they harbor self-doubts and dwell on personal deficiencies when problems arise. It is more difficult to instill high beliefs of personal efficacy by social persuasion alone than to undermine it. Unrealistic boosts in efficacy are quickly disconfirmed by disappointing results of one's efforts

Background of the study

The study was made to determine whether students believe in their own capacities to plan and execute the courses of action needed to deal with hypothetical situations. A person's self-efficacy is their belief in their own ability to achieve in a given circumstances. Perceived self-efficacy is described as people's perceptions of their capacities to achieve specific levels of performance that have an impact on events in their life. People's self-efficacy beliefs influence how they feel, think, motivate themselves, and act. These various consequences are produced by four primary processes when people hold these ideas. They include cognitive, motivational, affective and selection processes.

In many ways, a strong sense of effectiveness improves human achievement and personal well-being. People who are confident in their talents view tough jobs as challenges to overcome rather than dangers to avoid. Intrinsic interest and deep engrossment in activities are created by such an effective view. They create tough goals for themselves and stick to them with a strong devotion. In the face of failure, they intensify and maintain their efforts. After failures or losses, they quickly regain their sense of efficacy. They blame their failure on a lack of effort or a lack of learnable knowledge and abilities. They approach potentially dangerous circumstances with confidence in their ability to control them. Such a positive approach leads to personal achievement, relieves stress, and minimises the risk of depression. People who are uncertain of their talents avoid challenging activities that they see as personal risks. They have low expectations and a weak commitment to the objectives they set for themselves. When faced with tough tasks, they focus on their personal flaws, the barriers they will face, and a variety of negative outcomes rather than focusing on how to do the task successfully. In the face of difficulties, they slacken their efforts and give up fast. They take a long time to regain their sense of efficacy after failure or setbacks. Because they interpret poor performance as a lack of ability, it doesn't take much for them to lose faith in their talents. They are prone to anxiety and despair. Students who have a high sense of efficacy believe they can complete even the most challenging assignments. Faced with the prospect of failure, these students strengthen and maintain their efforts to succeed. They approach tough or dangerous situations with the assurance that they can handle them. Students who question their capacity to complete 3 tough tasks, on the other hand, regard these assignments as a danger and give up fast. This might result in task avoidance, inactivity, a lack of participation, and a tolerance to failure (Bandura, 1994). It's a good idea to start with developing efficacy beliefs in the classroom.

 Motivational adrenaline can be found in self-efficacy. Students who are confident and stress-free are more likely to be motivated. Allow them extra time in class for self observation, self-judgment, and self-reaction and schedule proximal goals with care. Students lose the benefit of self-efficacy as the goal becomes further away. As students track their progress, achieve their goals, and take on new challenges, their self-efficacy grows. Goals that are set too high or too low do not help people believe in their own ability to learn and accomplish.

Need and significance of the study

For a student in a learning activity, self-efficacy and self-regulation are critical. Efforts to develop self-efficacy and self-regulation in kids should be emphasized in education at this time. The environment's strong influence will definitely have an impact on the student's personality. Today's students require a high level of self-efficacy. Students' self-efficacy will aid them in completing the assignments successfully. Students with high self-efficacy are more proactive, competitive, and innovative, which can help them achieve better learning results. This is a hierarchical construct that can have a good impact on pupils, with students' self-efficacy making it easier for them to make decisions and choices, as well as enhancing their self-confidence. Students with high self-efficacy work diligently and complete projects successfully, whereas students with low self-efficacy avoid tough activities.

According to Bandura, self-efficacy is a belief in one's ability to process and perform actions in order to achieve goals that are closely related to one's self-concept, and self-adjustment is a life aspect of self-efficacy that plays a critical role in academics by allowing students to complete learning tasks with a predetermined target someone. Teachers have a critical role in fostering student self-efficacy. Teachers can design and employ a variety of approaches or strategies to help students develop self-efficacy, but they'll need a good teacher to do it.

Teachers, like students, should have a high level of self efficacy in learning so that they may form excellent positive interactions with them. The teacher can help students develop self-efficacy by using a conceptual mapping strategy that can help them study more effectively. Self-efficacy can be developed through self-study via the internet, a computer, or other applications. As a result, having a high level of self efficacy is critical for a student to be more competitive. This research is particularly important since it helps in determining a person's level of confidence in themselves and their talents, which makes them more competitive and motivated.

Objectives of the study

1. To study whether there is any significant relationship between Self efficacy level of Management students in different B schools in Kerala
2. To find out whether Self efficacy level of Management students is having any influence on Academic Efficacy
3. To find out the relationship between various factors of self-efficacy level of Management students in Kerala

Limitations of the study

A lot of students, especially pursuing higher education face the problem of lack of confidence in them. While proceeding with the study found a few limitations. They are the researches based on this topic were less and Effect of the pandemic: As the Covid-19 had hit, it was not possible to meet the students personally and ask them about their problems with academics and the difficulties faced by them without the ambience of a classroom experience.

Literature Review

Self-efficacy is the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations (Albert Bandura). Students with high self-efficacy are more confident in their ability to comprehend a lesson, solve educational issues, and choose the most demanding courses. (Zimmerman et.al, 1992). Through their cognitive element, students with high self-efficacy are able to pay close attention, organise, and elaborate content successfully (Pintrich & Schunk, 1996: Zajacova, Scott, Lynch, & Espenshade, 2005; Heslin, & Klehe, 2006). The greater their effort, determination, and flexibility, the stronger their sense of self-efficacy (Bandura, 1986). Self-efficacy beliefs influence people's thoughts and feelings in addition to their behaviour. Individuals who have a low sense of selfefficacy are more likely to believe that activities are more difficult than they are. These thoughts create feelings of failure and depression, as well as tension and helplessness. In the face of difficult tasks, a strong sense of self-efficacy, on the other hand, promotes feelings of calm and challenge. These reasons were utilised by Bandura (1997) to argue that self-efficacy is important in human agency. McCombs, 2001, referencing Bandura (1991), defined selfefficacy judgments as the learner's assessment of his or her ability to complete a task successfully. In Bandura's theory of human functioning, self-efficacy is described as beliefs about one's ability to learn or perform behaviours at specified levels (Schunk, 2001). Within the framework of Rotter's (1966) social learning theory, the locus of control construct is developed. It relates to a person's views on the major underlying problems of occurrences in his or her life, as well as whether the outcomes of his or her activities are determined by what he or she does or by circumstances beyond his or her control. However, views about the creation of specific actions (self-efficacy) differ from beliefs about the production of certain outcomes (outcome-efficacy) (Bandura, 1997). Another of Bandura's 1986 definitions is that self-efficacy refers to people's assessments of their ability to plan and execute the steps necessary to achieve specific types of results (Pintrich and Schunk, 1996). M. van Dinther et al. / Educational Research Review 6 (2011) 95–108 97 efficacy are distinguished in social cognitive theory as follows: 'perceived self-efficacy is a judgement of one's capability to organise and execute given types of performances, whereas an outcome expectation is a judgement of the likely consequence such performances will produce.' (Bandura, 1997, p. 21). Expectations of self-efficacy are thoughts about one's ability to do a task or behaviour successfully (Huang and Shanmao, 1996). People are more likely to participate in tasks for which they believe they are qualified and avoid those for which they are not. Selfefficacy helps people in deciding how much effort they need to put into a task, how 8 long they will continue in the hardest of times, and how strong they will appear in difficult situations. Task and situation specific self-efficacy judgments are made by students on their talents in relation to a given task or goal (Maehr and Pintrich, 1997). According to Schulze and John M. Schulze (2003:106), having strong self-efficacy in one area or domain does not ensure that a person will have high self-efficacy in another (Bruning, Schraw and Ronning, 1999). The confidence in one's own competence, known as self-efficacy, has a variety of effects on human behaviour. Self-efficacy, according to Bandura (1977), influences people's decisions, actions, effort, perseverance, and elasticity. The key difference between self-efficacy and self-esteem is that the former is a capability assessment while the other is a self-worth assessment. What a person believes he is capable of achieving is not the same as what he believes he is worth (Epstein and Morling, 1995). The conceptual distinction between self-efficacy and self-concept appears to be minimal, according to Bandura (1986), although the two notions express different occurrences. A broad self-judgment describe a variety of affects and beliefs such as feelings of self-worth and general ideas of competence is referred to as self-concept. Self-efficacy, on the other hand, relates to more specific tasks and activities in which people feel competent rather than a broad selfassessment. Following that, other scholars compared the two constructions, including Bong and Clark (1999) and Bong and Skaalvik (2003). From a conceptual and methodological basis, Bong and Clark (1999) distinguished between self-concept and self-efficacy. Bong and Skaalvik (2003) distinguish between integration of cognition and affect versus separation of cognition and affect, heavily normative versus goal-referenced competence

evaluation, contextspecific versus aggregated judgement, hierarchical versus loosely hierarchical structure, future versus past orientation, and relative temporal stability versus pliability Apart from these differences, Bong and Skaalvik (2003) point out similarities between self-concept and selfefficacy, such as the key role of perceived competence, the usage of informational sources, and the nature of the constructs, which both refer to domain-specificity and multidimensionality. They suggest that self-efficacy can be understood as providing a foundation for the formation of self-concept based on their comparison. A person with high self-efficacy has more motivation, accomplishment, and personal well-being. Those with a low sense of self-efficacy, on the other hand, are more likely to experience stress and sadness; they are less confident in their abilities and are more likely to fail (Bandura, 1994). The main component of a person's belief that they can do the activity in question is referred to as self-efficacy strength (Maddux, 1995). Self-efficacy, however, is not the only sort of self- 9 belief. Self-esteem, self-concept, outcome expectations, and locus of control are terms used by cognitive theorists to describe the impact of thoughts and ideas on human functioning. These concepts are frequently confused with self-efficacy, despite the fact that they are quite different. Self-esteem is a belief system based on self-worth assessments. It varies from self-efficacy in that it is an immediate reaction that expresses how a person feels about himself or herself, whereas self-efficacy involves cognitive assessments of personal potential (Zimmerman & Cleary, 2006). Verbal persuasions or verbal judgments are statements made by others that lead to self-efficacy beliefs (Alderman, 1999). In various subjects, self-efficacy is a good predictor of performance outcomes (Schunk et al., 2008). Students' academic achievement can be determined by their self-efficacy across all subject areas and levels (Usher and Pajares 2008). Human well-being is enhanced by a high sense of efficacy; for example, self-efficacy beliefs increase the amount of tension and anxiety people experience while participating in an activity (Pajares and Miller, 1994)

METHODOLOGY

Since the research problem identified for the study encompassed some qualitative variables also appropriate measurement and scaling techniques were employed to generate quantitative data from these abstract concepts. The variables used in the study were gathered from research studies and theoretical literature to ensure their validity.

Independent Variable –Self efficacy
Dependent Variables –Academic efficacy, Social efficacy and Emotional Efficacy

Instruments used

SEQ-C
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Muri
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Statistical Technique used

Statistical Packages for Social Sciences (SPSS) version 18.0 was used to analyze the collected quantitative data. Preliminary descriptive analysis, t'-test (Test of significance of difference between two groups) ,Chisquare ,One way Anova and Carl Pearson's product Moment Correlation were used analyze the data and standardize the instruments.

Sampling in Research

Sample Design : As the research method adopted for the study was sample survey, a definite plan and strategy had been framed for obtaining a suitable sample. The researcher adopted simple random sampling method for selecting units for sample.

Universe of the Study : As far as this study is concerned the respondents includes management students stuyding in B schools in Kerala and there are aound 70-80 B schools in Kerala affliated to under the Universities of Kerala, Calicut, Mahatma Gandhi and Kannur,Technological and few B schools under private heads. Around 5000 students are coming out from campus every year which forms the Universe of the study.

Sampling Unit :Sampling unit selected for the study was the B school students in Kerala and it include both male and female

Sampling frame:Management students studying under different universities of Kerala and private heads are also collected for effective conduct of the study.

Sample size : The total number of B schools in kerala is around 70. 100 questionnaires were distributed among students of different B schools

Data analysis and data display

Both interval and ordinal level data were generated from qualitative information to draw valid conclusion. Arithmetic mean, standard deviation were the important descriptive statistical measures employed in the study. P-value and t-test were the inferential statistical measures used in the study.

The results of the data derived from statistical analysis were presented in the research report by appropriate presentation techniques. Statistical tables, charts, diagrams and narrative text were the display methods appropriately used in the research study.

Inferential Analyis

1. Test whether significant difference between Gender with regard to factors of Self efficacy (independent t test with 2 groups)
2. Test whether significant differnce among Employment status of parents with regard to factors of self efficacy (One way Anova)
3. Test whether association between Gender of respondents and their pass percentage in examinations (chisquare)
4. Test whether signifcant relationship between the various factors of self efficacy (correlation)

Results and Discussion

Table 4.2.1 – Results -Academic Efficay of students

Academic Efficay	*Mean*	*Standard Deviation*
Teacher clearly expresses the learning outcome of the courses	4.1900	.63078

You study well when there are other intersting things to do	3.7400	.94943
You prepare very well for each test	3.4300	.71428
You are submitting your assignments in correct time	4.7000	.65905
Students are giving serious attention to all sessions	3.6200	.67838
Students are understanding all subjects in the course	3.4100	.90000
You are successful in satisfying your parents with your marks	3.2800	.88854
All students are able to pass examinations successfully	3.2100	.91337

The results revelas that the students are submitting assignments in correct time having highest mean and (4.7000)and teacher clearly expresses the learning outcome of the courses is having lowest variance(0.63078)which means that these two factors have highest influence in Academic efficiency.

Table 4.2.2 Results - Social Efficay level of Management students

Social Efficay	*Mean*	*Standard Deviation*
You express your opinions when other classmates disagree with you	3.9600	.75103
You easily become friends with other students	4.1000	.88192
You can manage when you have a chat with an unfamilair person	3.8800	.87939
You work in harmony with your classmates	4.3400	.62312
You tell other students that they are doing something that you don't like	3.7100	.84441
You discuss funny things with group of students	4.5400	.70238
You help your friends in solving their problems	4.5800	.51601
You help your friends in preventing quarrels with other students	4.2100	.80773

Results reveals that the students will help their friends in solving their problems is having highest mean and (4.5800)and lowest variance(0.51601)which means that this factor is having highest influence in Social efficacy level of management students..

Table no 4.2.3 Results -Emotional self efficacy of Management students

Emotional Efficay	*Mean*	*Standard Deviation*

You are able to manage yourself up when an unpleasant event has happened	3.9000	.84686
You are able to manage your emotions when you are very scar ed	3.8200	.82118
You know how to prevent to become nervous	3.6700	.79207
You have the capacity to control your feelings	3.8500	.91425
You encourage yourself when you show low performance	4.0000	.82878
You are free to tell a friend that you don"t feel well	4.2400	.79290
You are successful in suppressing unpleasant thoughts	3.7800	.79874
You are not worrying about things that might happen	3.5300	.93695

In the table students are free to tell a friend that you don"t feel well is having highest mean and (4.2400) and You know how to prevent to become nervous have the lowest variance(0.79207)which means that these two factors are having highest influence in the Emotional efficacy level of management students..

Hypothesis No 1: H0- There is no significant difference among Gender of respondents with regard to self efficacy level of students

Table no 4.2.3 Results - T test

Self efficacy level of Management Students	Levene's Test for equality of variances		t test for equality of means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Differen ce	Std. Error Differen ce	95% Confidence Interval of the Difference	
								Lower	Uppe r
Equal variances assumed	3.28 6 .	.073	.8 6 9	98	.387	1.60000	1.84173	- 2.0548 6	5.254 86
Equal variances not assumed			.9 0 7	94.5 04	.367	1.60000	1.76339	- 1.9010 0	5.101 00

In the Group statistics the self efficacy level of male is 94.6500 and Female is 93.0500.The t values (.869 and .907)and 2 tailed values (.387 and .367),both are not statistically significant and hence H0 has to be accepted which means that there is no significant difference among Gender of respondents with regard to self efficacy level.

Hypothesis No 2:H0-There is no significant difference among Employment satus of parents with regard to self efficacy level of students

Table no 4.2.4 Results- One Way ANOVA

Factors of Self Efficacy	Employment status of parents	Sum of Squares	df	Mean Square	F	Sig.
Academic Efficacy	Between Groups	22.604	3	7.535	.561	.642
	Within Groups	1289.756	96	13.435		
	Total	1312.360	99			
Social Efficacy	Between Groups	47.716	3	15.905	1.200	.314
	Within Groups	1272.044	96	13.250		
	Total	1319.760	99			
Emotional Efficacy	Between Groups	63.934	3	21.311	1.129	.341
	Within Groups	1812.656	96	18.882		
	Total	1876.590	99			

In order to test the hypothesis,that the factors influencing self efficacy level of students has any effect on the employment status of parents,a between groups ANOVA was performed yielded a not statistically significant effect,Academic efficacy (f(3)=0.561,p=0.642),Social efficacy(f(3)=1.200,p=0.314)and Emotional efficacy (f(3)=1.129,p=0.341).Thus the null hypothesis is rejected which means that there is significant difference among Employment status of parents with regard to self efficacy level of students.

Hypothesis No 3: H0 -There is no association between Gender of respondents and their pass percentage in examinations

Table no 4.2.5 Results – chi- square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.123[a]	4	.537
Likelihood Ratio	3.410	4	.492
Linear-by-Linear Association	2.046	1	.153
N of Valid Cases	100		
a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is 1.60.			

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.177	.537
	Cramer's V	.177	.537

N of Valid Cases	100	

a. Not assuming the null hypothesis.
b. Using the asymptotic standard error assuming the null hypothesis.

It can be observed that X(4)=3.123 and p=0.537.There is no statistical significance between Gender of respondents and their pass percentage in examinations.The strength of assocaition between the variables Gender and the pass percentage in examinations is very weak based on the Phi(F = 0.177,P =0.537)and the Cramer'S V statistical values(F=0.177,p=0.537).Hence there is no evidence of statistical significance between the Gender of students leading to success in the examinations.Therefore ,the null hypothesis is accepted.

***Hypothesis No 4: H0 -There is no* signifcant relationship between the various factors of self efficacy**

Correlation

Factors of Self efficacy Level	Academic efficacy	Social efficacy	Emotional efficacy
Academic Efficacy	1.00	0.200^{*}	0.425^{**}
Social Efficacy		1	0.530^{**}
Emotional Efficacy			1

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

The pearson correlation between the factors of Academic efficacy and Social efficacy(r=0.200),Academic Efficacy and Emotional Efficacy (r=0.425)Emotional efficacy and social efficacy (r=0.530).The correlation between the factors of self efficacy is statistically significant at 1 percent level. There is moderate coorelation between Academic efficacy and Social efficacy but there is a strong positive correlation between Academic efficacy and Emotional efficacy and Social efficacy and Emotional efficacy. Hence Null Hypothesis is rejected.

Conclusion

The study on self-efficacy of Management students contributes in existing body of knowledge by analyzing the relationship of self-efficacy with its determinants among students in various institutions. Self-efficacy is something that is often spoken about in the educational sector, but is often difficult to achieve. The purpose of this study was to analyze the level of self-efficacy of and the necessity of adopting policies for students with low level of efficacy. For the study, different elements of self-efficacy were considered. Based on the responses, the study proposes that there is a necessity of adopting the policies to improve self efficacy to be high for students. The data for the study was collected from 100 students pursuing Management programme at different colleges and universities. The findings of the study indicate that there is a need for designing the apt policies and programs for the students to enable them to achieve a high level self-efficacy. Students having strong self-efficacy contribute to higher goals than students with low self-efficacy, according to this study. Educational institutions must realize these

facts and take necessary steps towards implementing the right policies in order to enhance individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments (Bandura, 1977, 1986, 1997). Institutional support and commitment are essential towards the development and growth of the students. Parents and teachers, in particular, must recognize their responsibility in helping children develop strong self-efficacy.

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