

**THE EFFECT OF SELF-EFFICACY ON ACADEMIC ACHIEVEMENT AT
SECONDARY SCHOOL STUDENTS IN WARANGAL DISTRICT - A STUDY**

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ABSTRACT

In the present paper an effort has been made to examine the relationship between Academic Achievement and Self-Efficacy of secondary school students in Warangal district Normative survey research design was adopted for the present study. Random sampling technique was used to collect the data. The sample of the study was comprised of 480 students of IX class from twenty four schools of Warangal district. Self-Efficacy tool was adopted by Copeland and Nelson (2004). For the academic achievement the investigator took the total marks obtained by the pupils in their previous class. The objectives of the present study were to study the relationship between Academic Achievement and Self-Efficacy of Gender, locality, type of school and their community from Secondary School students.

self-efficacy beliefs and related influences in human adaptation and adjustment. Because human beings face varied challenges to their adaptation, this volume defines adaptation broadly and does not limit the term to traditional pathology-based categories or to problems of traditional "clinical" concern, although such problems are addressed.

The results of Spear man's correlation indicated that there is low positive relationship between the self-efficacy and academic achievement of the students while studying at secondary school students. Moreover, Independent variable i.e. self-efficacy has effect on the dependent variable i.e. academic performance.

The present study says students locality has more influence of Academic Achievement and Self-Efficacy. Rural students self-efficacy is better than urban students. But Urban students Academic Achievement is better than rural students. To be provided quality education to the students to ensure their Academic excellence and thereby their success in life.

Key words: Secondary Schools Students, Self-Efficacy, Academic Achievement .

Academic Achievement

Academic achievement means completing the degree from school, college or university (Bossaert, Doumen, Buyse&Verschueren, 2011). Past academic performance is paying the inner satisfaction and encourages the students for hard work in present degree. Students discuss the concepts during exams preparation and show the positive attitude in exams.

Thus, academic achievement is the combination of ability and effort. Presumable ability being equal, that higher motivation, expertness and more effort will achieve higher grade. The need for achievement is a learned motive to compete and to strive for success. There are wide differences among individuals, their past experiences and in their motivation that is learned, which account for the need for achievement.

Self Efficacy

Albert Bandura initiated the conception of perceived self-efficacy which influences and modifies human behaviour. Self-efficacy refers to the personal beliefs or to an individual's confidence in his own ability to perform effectively specified tasks. Self-efficacy theory stressed that human action and success depend on how deep the interactions between one's personal thoughts and a given task (Bandura 1986, 1997). Individuals with a low sense of self-efficacy will possess negative thoughts and think of task's demands as threatening not as challenging and therefore set low objectives for themselves (Aid Suraya & Wan Ali 2009; Bandura 1994). Students that were able to initiate their study activities with self efficacy and develop applicable self learning strategies are more likely to progress and achieve better because non self-regulated students are not really involved in learning process and consequently they might be subjected to any kind of shallow knowledge and low academic achievement (Pintrich and Schraben 1992; Zimmerman 1986). Consistently, extensive evidence from empirical research has proven the effects of self-efficacy on students' academic accomplishments (Bandura 1997; Chemens et al. 2001; Eastin and LaRose 2000; Khorrami-Arani 2001; Maimunah Ismail et al. 2005; Tamara and Koufteros 2002).

Self-efficacy defines that how students assume, motivate, set goals, pay full attention and do work hard for gaining targets. This concept refer to the beliefs of students, who achieve our target and fulfill the task base on own abilities because they think that, they can do it. From that way, they gain a lot of information's from a range of different sources (Bandura, 1993, 1994; Bandura & Locke, 2003). Self-efficacy is defined as a person's assessment of one's ability to organize and carry out the necessary actions to achieve the specified type of performance (Bandura in Iskender, 2009). Self-efficacy can affect the action that a person will choose, which includes the amount of effort expended, resilience in the face of obstacles, thought patterns, stress levels, and the level of achievement achieved (Baldwin, Baldwin, & Ewald, 2006).

Self-efficacy is related to the context of student performance, interaction with the independent learning process, and student academic achievement (Zimmerman, 2000). Similarly, research has consistently shown that self-efficacy is positively related to general academic achievement (Caprara, Barbaranelli, Steca, & Malone, 2006). It becomes important to improve students because it relates to learning outcomes or academic activities.

Statement of the Problem

The title of the present study is stated as “ A Study on Academic Achievement of secondary students in relation to Self-Efficacy in Warangal District.”

Objective of the study

The study has been designed with the following objective:

1. To establish the relationship between the on the Academic Achievement of Secondary Students with selected variables like gender, locality and different management of school .
2. To establish the relationship between the on the Self-Efficacy of Secondary Students with selected variables like gender, locality and different management of school .

Hypotheses of the study

In the light of the formulated objectives the following Hypothesis have been formulated for the present study.

1. There is no significant difference between Boys and girls students with respect to their Self-Efficacy.
2. There is no significant difference between Rural and Urban school students with respect to their Self-Efficacy.
3. There is no significant difference between Govt. and Private school students with respect to their Self-Efficacy.
4. There is no significant difference among OC,BC,SC & ST students with respect to their Self-Efficacy.
5. There is no significant difference between Boys and girls students with respect to their Academic Achievement.
6. There is no significant difference between Rural and Urban school students with respect to their Academic Achievement.
7. There is no significant difference between Govt. and Private school students with respect to their Academic Achievement.
8. There is no significant difference among OC,BC,SC & ST students with respect to their Academic Achievement.
9. There is no Significant relationship between Academic Achievement and Self- Efficacy of Secondary School Students.

REVIEW OF RELATED STUDIES

Albert Bandura (1997) initiated the conception of perceived self-efficacy which influences and modifies human behaviour. Self-efficacy refers to the personal beliefs or to an individual's confidence in his own ability to perform effectively specified tasks. Self-efficacy theory stressed that human action and success depend on how deep the interactions between one's personal thoughts and a given task.

Zimmerman (2000) concluded that Self-efficacy is related to the context of student performance, interaction with the independent learning process, and student academic achievement. Shows that cognitive component and affective self-concept correlate significantly but only in its domain. English competence has no positive correlation with the result of physics learning but interest in learning English has a positive correlation with the involvement in physics. The result of the study indicates student's self-concept in learning physics probably does not correlate with self-concept in learning English due to the basic needs analysis in learning physics is different from learning English. Therefore, needs analysis in learning preparation is important for the teacher.

Schunk (2004) his studies say that both Cognitive abilities and academic self- efficacy have been recognized in literature as well-established predictors of academic performance. On the other side, specific mechanisms that may direct the relationship between cognitive abilities and academic self-efficacy have not been adequately investigated.

Alaee et al. (2012) revealed self-efficacy had a significant positive relationship with educational performance. These researchers also found that students with Learning disabilities had lower scores in self-efficacy and achievement motivation. What is not explained by these studies was the relation between self-efficacy with other intrinsic factors such as achievement motivation and environmental factors.

Suvarna & Bhata (2016) opined that a student’s low academic achievement depends on some factors like personality, intelligences, opportunities, motivation, interest, aptitude, self-concept, study habits, self - esteem, attitude and so on. The low achievement of the students is also due to personal factor, environmental factor and family factors.

Methodology

The following tools to be used in the study, by way of using survey method. it is representative sample to derive the desired specific information for the realization of the objectives of the study. A survey approach will be used for the investigation. The investigator personally involve in the process of data collection. The data will be statistically analyzed, interpreted and conclusions will be drawn.

Tools used for the study

1. **Academic achievement.** To measure the academic achievement of secondary students belongs to 2018-19 academic year. Investigator took the total marks obtained by the students in their previous class.
2. **Self – Efficacy Scale:** To measure the self-efficacy of the students the self-efficacy scale developed by Copeland and Nelson (2004) will be adopted and it will be worth using for the present study.

The study was conducted on 480 students and taken from 24 schools were included in the present investigation. students responded to the research questionnaires which include self-efficacy and academic achievement.

DATA ANALYSIS

Hypothesis - 1 There is no significant difference between boys and girls students with respect to their Self-Efficacy.

Table -1: Showing t- test for Self-Efficacy with respect to Gender

Gender	Frequency	Percentage	Mean	S.D.	Std. Error mean	t- Value	Level of Significance
Boys	240	50.0%	37.44	5.60	0.361	0.84	N.S.
Girls	240	50.0%	37.40	4.04	0.260		

Table -1 reveals that the mean perceptual scores of Self-Efficacy gender wise. Mean value boys 37.44 and girls 37.40. The derived ‘t’- value was 0.084 and the ‘p’ value is 0.933, which is not

significant at 0.05 level. It shows that both boys and girls students differed significantly and exhibited comparable Self-Efficacy. Hence, the null hypothesis is accepted.

Hypothesis - 2: There is no significant difference between Government and Private school students with respect to their Self-Efficacy.

Table - 2: Showing t- test for Self-Efficacy with respect to Type of School

School	Frequency	Percentage	Mean	S.D.	Std. Error mean	t- Value	Level of Significance
PVT	240	50.0%	37.25	5.13	0.331	0.738	N.S
Govt	240	50.0%	37.58	4.16	0.298		

Table -2 reveals that the mean perceptual scores of Self-Efficacy type of schools wise. Mean value private school students 37.25 and Govt. school students 35.58. The derived 't'- value was 0.738 and the 'p' value is 0.461, which is not significant at 0.05 level. It shows that private school students and Govt. school students differed not significantly and exhibited comparable of Self-Efficacy. Hence, the null hypothesis is accepted.

Hypothesis - 3: There is no significant difference between Rural and Urban area school students with respect to their Self-Efficacy.

Table -3: Showing t- test for Self-Efficacy with respect to Locality

Locality	Frequency	Percentage	Mean	S.D.	Std. Error mean	t- Value	Level of Significance
Rural	240	50.0%	38.05	5.04	0.325	2.874	S (0.01)
Urban	240	50.0%	36.78	4.63	0.299		

Table -3 reveals that the mean perceptual scores of Self-Efficacy locality wise. Mean value of rural students 38.05 and urban students 36.78. The derived 't'- value was 2.874 and the 'p' value is 0.004, which is significant at 0.01 level. It shows that both Rural and Urban students differed significantly and exhibited comparable Self-Efficacy. Hence, the null hypothesis is rejected. There is significant difference between Rural and urban students in respect of Self-Efficacy test of secondary school students. Rural students Self - Efficacy is better than Urban school students.

Hypothesis - 4: There is no significant difference between OC, BC, SC and ST community students with respect to their Self-Efficacy.

Table - 4: Showing ANOVA / F- test for Self-Efficacy with respect to community

Community	Frequency	Percentage	Mean	S.D.	Std. Error	Sum of squares	df	Mean squares	F-Value	LOS
OC	53	11.0	37.32	3.59	0.493	88.168 11320.9 8	3	29.389	1.236	NS
BC	297	61.9	37.70	5.23	0.303		476	23.784		
SC	43	9.0	36.30	4.58	0.698					
ST	87	18.1	37.08	4.39	0.471					
TOTAL	480	100	37.42	4.88	0.222	11409.148	479			

Table -4 reveals that the mean perceptual scores of Self-Efficacy test for caste wise. The derived 'F'- value was 1.236 and the 'p' – value was 0.296, which is not significant at 0.05 level. It shows that OC, BC, SC, ST students did not differ significantly and exhibited comparable Self-Efficacy test. Hence, the null hypothesis is accepted. There is no difference between different categories of caste in respect of Self-Efficacy test of secondary school students.

Hypothesis - 5: There is no significant difference between boys and girls students with respect to their Academic Achievement.

Table - 5: Showing t- test for Academic Achievement with respect to Gender

Gender	Frequency	Percentage	Mean	S.D.	Std. Error mean	t- Value	Level of Significance
Boys	240	50.0%	18.566	5.35	0.345	1.054	NS
Girls	240	50.0%	19.075	5.208	0.336		

Table -5 reveals that the mean perceptual scores of Academic Achievement gender wise. Mean value boys 18.566 and girls 19.075. The derived 't'- value was 1.054 and the 'p' value is 0.292, which is not significant at 0.05 level. It shows that both boys and girls students differed significantly and exhibited comparable Academic Achievement. Hence, the null hypothesis is accepted.

Hypothesis - 6: There is no significant difference between Government and Private school students with respect to their Academic Achievement.

Table - 6: Showing t- test for Academic Achievement with respect to Type of School Management

School	Frequency	Percentage	Mean	S.D.	Std. Error mean	t- Value	Level of Significance
PVT	240	50.0%	20.316	5.047	0.325	6.461	S (0.01)
Govt	240	50.0%	17.325	5.096	0.329		

Table -6 reveals that the mean perceptual scores of Academic Achievement type of schools wise. Mean value private school students 20.316 and Govt. school students 17.325. The derived 't'- value was 6.461 and the 'p' value is 0.000, which is significant at 0.01 level. It shows that private school students and Govt. school students differed significantly and exhibited comparable of Emotional Intelligence. Hence, the null hypothesis is accepted.

Hypothesis - 7: There is no significant difference between Rural and Urban area school students with respect to their Academic Achievement.

Table -7: Showing t- test for Academic Achievement with respect to Locality

Locality	Frequency	Percentage	Mean	S.D.	Std. Error mean	t- Value	Level of Significance
Rural	240	50.0%	18.212	4.742	0.306	2.537	S (0.05)
Urban	240	50.0%	19.429	5.718	0.369		

Table -7 reveals that the mean perceptual scores of Academic Achievement locality wise. Mean value of rural students 18.212 and urban students 19.429. The derived 't'- value was 2.537 and the 'p' value is 0.012, which is a significant at 0.05 level. It shows that both Rural and Urban students differed significantly and exhibited comparable Emotional Intelligence. Hence, the null hypothesis is rejected. There is a significant difference between Rural and urban students. In respect of Urban Students Academic Achievement is better than that the Rural students.

Hypothesis - 16: There is no significant difference between OC, BC, SC and ST community students with respect to their Academic Achievement.

Table -8: Showing ANOVA- test for Academic Achievement with respect to Community

CASTE	Frequency	Percentage	Mean	S.D.	Std. Error	Sum of squares	df	Mean squares	F- Value	LOS
OC	53	11.0	22.32	4.47	0.614	741.980	3	247.327	9.322	S (0.01)
BC	297	61.9	18.45	5.148	0.298	12628.6	476	236.531		
SC	43	9.0	17.88	5.372	0.819	11				

ST	87	18.1	18.41	5.42	0.581					
TOTAL	480	100	18.82	5.283	0.241	13370.5	479			
AL						92				

Table -8 reveals that the mean perceptual scores of Academic Achievement test for caste wise. The derived ‘F’- value was 9.322 and the ‘p’ – value was 0.00, which is significant at 0.01 level. It shows that OC, BC, SC, ST students had differed significantly and exhibited comparable Academic Achievement test. Hence, the null hypothesis there is significant rejected.

Showing least Square Difference (LSD) values with regard to caste background

Table - 9

Caste	OC	BC	SC	ST
OC		3.869*	4.437*	3.90*
BC	-3.869*		0.567	0.037
SC	-4.437*	-0.567		-0.530
ST	-3.906	-0.037	0.530	

From the above table it can be found that the there is a significant difference at 0.01 level, between OC, BC and OC, SC; students achievement. Similarly there is a significant difference at 0.01 level. Further OC students Academic Achievement is better than BC, SC, and ST students. ST students achievement is better than the Academic Achievement of SC students.

Hypothesis - 9: There is no significant relationship between Academic Achievement and Self- Efficacy of Secondary School students.

The relationship between Academic Achievement and Self- Efficacy of Secondary School students Father with the formulated hypothesis namely “There is no Significant relationship between Academic Achievement and Self- Efficacy of Secondary School Students”. This hypothesis is tested with the help of the coefficient of correlation and the results are given in the following table.

Table - 10

Secondary School students		Academic Achievement	Self- Efficacy
Academic Achievement	Correlation		-.070
	Sig(2-taild)		.123
	N		480
Self- Efficacy	Correlation	-.070	1
	Sig(2-taild)	.123	
	N	480	180

From the above table it is observed that the correlation coefficient (r) is 0.-.070; this indicates that there is 7.0 percent shared variance. This is interpreted as a very low negative coefficient of correlation. The p – value is greater than 0.05 indicating not significant. Hence the null hypothesis accepted.

The relationship between Academic Achievement and Self- Efficacy Secondary School students having a negligible positive relationship.

1. There is no significant difference between different categories of boys and girls in respect of Self-Efficacy test of secondary school students.
2. There is no significant difference between different categories of private school students and Govt. school students in respect of Self-Efficacy test of secondary school students.
3. There is significant difference between Rural and urban students in respect of Self-Efficacy test of secondary school students. Rural students Self - Efficacy is better than Urban school students.
4. There is no difference between different community of Students in respect of Self-Efficacy test of secondary school students.
5. There is no significant difference between different categories of boys and girls in respect of Academic Achievement test of secondary school students.
6. here is a significant difference between different categories of private school students and Govt. school students. In respect of Private school students Academic Achievement is better than that the Govt school students.
7. There is a significant difference between Rural and urban students. In respect of Urban Students Academic Achievement is better than that the Rural students.
8. There is a difference between different categories of caste in respect of Academic Achievement test of secondary school students.
9. The relationship between Academic Achievement and Self- Efficacy Secondary School students having a negligible positive relationship.

Conclusion

Education is the most important process in the life of every individual. The need of the hour is to pay attention in satisfying the needs and develop emotional stability among the students so that they can made academic success. The success of the students is possible only when they are motivated to achieve their targets in life. It is possible when they are emotionally strong and are aware about their strengths and weaknesses. Such atmosphere is created for the child in which he/she feels protected, free and open to think and act.

The present research paper argues that the students' Self-motivations, beliefs and arrangements which we called *Self-Efficacy* plays a much influential role for improving the academic performance of students among many other contributing factors in this regards. It is concluded

that there is significant relationship between the self efficacy and academic performance of the students while studying at higher level learning. The self-efficacy equips the students with motivation, confidence, self-trust and encouragements that provoke students to finish and accomplish their daily homework and other routine educational tasks which further enables/makes the students to maximize the chance of being successful in the exams and helpful in attaining good scores.

In the study of academic achievement of secondary school students. In the present study positive and significant correlation existed between academic achievement and Self- Efficacy of secondary school boys and girls. In the similar way positive relationship found between academic achievement and Self- Efficacy of Rural and Urban secondary school student. Urban students have less self-efficacy compare to the Rural students but their Academic Achievement is more than Rural school students, it may be one of the reason of most of private school are located at urban areas. Similarly Private school students academic achievement is more than Government school students but Self- Efficacy is no difference between Govt. And Private school students. There is a difference between different categories of caste in respect of Academic Achievement of secondary school students. OC students Academic Achievement is better than BC, SC, and ST students. ST students achievement is better than the Academic Achievement of SC students.

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