



Self-Efficacy Of The Junior High

Rotsenia J. Callao, “College of Arts, Sciences, and Education, Cebu Technological University – Barili Campus, Cagay, Barili, Cebu, Philippines”,
rotsie.callao@gmail.com, 0000-0003-3191-2072

Abstract

This study tracked the self-efficacy of the grade 10 students of the Cebu Province Division during the school year 2019-2020. The study used the descriptive method of research and questionnaire as the main tool in gathering data. The study inquired the socio-demographic profile of the students such as age, sex, birth order, combined family income, parents’ highest educational attainment, the occupational field of interest and perception on a career helping profession, and self-efficacy were the factors considered affecting students’ career inclination. Students’ profiles for socio-demographic profile and standardized questionnaire for self-concept were answered by the 3,074 grade 10 students of 26 selected Public National High Schools of Cebu Province Division. Among the identified profile and self-efficacy which was believed that have a significant correlation to the students’ career interest, self-efficacy was found out to be the influencing variable that affected the grade 10 students in their career choice. Cebu Province Division career helping professionals should create an adaptive career guidance program among the grade 10 students that would formally introduce them to the senior high school program. Implement activities for personal development purposes. It is recommended that the proposed development plan for grade 10 students be adopted.

Keywords: Tracking, Self-efficacy, The career helping profession

1. Introduction

Senior High School Grades 11 and 12 were on their full implementation globally. It started in the Philippines last School Year 2016-2017. Learners when ask, do not have an idea of what career tracks suited to their interest. The learner cannot make a career choice because they don’t know what to do. That seems like an insurmountable task for junior high school learners to do.

Many careers helping professionals in the Philippines have encountered learners who were confused about their career direction and in need of considerable career guidance through the exploration process. Self-efficacy beliefs

were one of the crucial determinants of individuals' occupational interests and actualized career choices.

The researchers seek to study the self-efficacy of the grade 10 students of the Division of Cebu Province. This research aimed to assist the students to be ready for senior high school. It was under this premise that the research was based.

The researchers further sought to answer questions on the students' socio-demographic profile in terms of; age, gender, birth order, combined family income, parents highest educational attainment, the occupational field of interest, learners' perception of the career helping professionals in school, self-efficacy that would help learners make decisions regarding their choice of career, evaluate family finances, validate their interest and eliminate career options not belong to their inclination. The career development plan hoped to provide learners with a variety of options, help learners choose, and capacitate learners to make the right decision, right choice to the right life.

The researchers further hoped to aid the learners to become more informed as regards the pertinent career choices. At the same time, the study will increase the learners' aspirations to pursue senior high school education and tertiary level school.

The research was anchored to Self-efficacy Theory (1995) which was developed by Bandura as part of a larger theory, the Social Learning Theory as cited by Ashford & Le Croy, (2010). Self-efficacy is believed to be the most influential predictor of human behavior. Bandura, (1995) mentioned that learners with a high self-efficacy were generally in control of their own lives and that their actions and decisions shape their lives. On the other hand, learners with low self-efficacy may see their lives as somewhat out of their hands and with fate. Furthermore, low self-efficacy can lead learners to believe tasks were harder than they were. This leads to poor planning and stress.

The basic principle behind self-efficacy theory was that individuals were more likely to engage in activities for which they had high self-efficacy and less likely to engage in those they do not as cited by Van der Bijl & Shortridge - Baggett, (2002). According to Gecas (2004), Self-efficacy has influenced the learner's ability to learn, motivation, and performance, as people will often attempt to learn and perform only those tasks for which they believe they will be successful as cited by Luneburg, (2011).

The researchers adhered to a **Republic Act 10533**, an act enhancing the Philippine Basic Education System by strengthening its curriculum and increasing the number of years for basic education. The K 12 curriculum requires all learners

to have one year of kindergarten, six years of elementary schooling, four years of junior high school, and two years of senior high school.

2. Methods

Research Design

This research used the descriptive method with the used of questionnaires to determine the students' socio-demographic profile namely; age, gender, birth order, combined family income, parents' highest educational attainment, students' occupational field of interest, and students' perception in the career helping professionals and standard questionnaires on self-efficacy as the main tools for gathering data.

Research Respondents

At least seventy percent of the Grade 10 students of the identified biggest secondary school of each of the 26 municipalities under the Division of Cebu Province were the respondents of the study. The study provided the students with a better understanding of self and interest as well as also better perspectives of the senior high school career track and strand offerings.

Data Collection Tools

The researchers used the following instruments for the study, a questionnaire in determining the socio-demographic profile of the students and the which allowed the students to answer the question by choosing options from numbers 1 to 4, with 4 being 'strongly agree' and 1 being 'strongly disagree'.

Part I deals with the socio-demographic profile which consists of age, gender, birth order, combined family income, parents' highest educational attainment, and perception in the career helping profession. The second part deals with the student's level of self-efficacy and the last part was the correlation between identified profile and self-efficacy of the grade 10 students. The questions were carefully selected from the career development questionnaire to answer the specific questions that the researchers were formulated.

There are two (2) standardized questionnaires attached in this study and were utilized in tracking the self-efficacy taken from "Validation of a New General Self-Efficacy Scale," Organizational Research Methods, 4 (January 2001) and career readiness questionnaire which was developed by Sanjan Bholanath, (2004) and was adapted by the Career Development Questionnaire.

3. RESULTS

Table 1 Students' Level of Self-efficacy

Indicators	WM	VI
I will be able to achieve most of the goals that I have set for myself. SA		3.39
When facing difficult tasks, I am certain that I will accomplish them. A		3.06
In general, I think I can obtain outcomes that are important to me. A		3.11
I believe I can succeed at most any endeavor to which I set my mind. A		3.17
I will be able to successfully overcome many challenges. SA		3.27
I am confident that I can perform effectively on many different tasks. A	2.94	
Compared to other people, I can do most tasks very well. A		2.69
Even when things are tough, I can perform quite well. A		2.90
OVERALL WM		3.07
A		

Legend: SA – Strongly Agree (3.21 – 4.00)
 A – Agree (2.61 – 3.20)
 D – Disagree (1.81 – 2.60)
 SD – Strongly Disagree (1.00 – 1.80)
 WM – Weighted Mean
 VI – Verbal Interpretation

Table 2 Relationship Between Identified Profile And Self Efficacy

Profiles	Computed chi-square value	df- valu e	P- valu e	Decision	Verbal interpretati on
Age	6.086 Significant	475	0.000	Reject Ho	
Sex	1.106 Significant	75	0.022	Reject Ho	
Birth Order	2.765 No Significant Combined Family	325	0.978	Accept Ho	
Monthly Income	1.091 Significant Highest Educational	275	0.000	Reject Ho	
Attainment of Father	2.263 Significant Highest Educational	175	0.005	Reject Ho	
Attainment of Mother	2.335 Significant Occupational Field	175	0.002	Reject Ho	
of Interest	1.099 No Significant	1050	0.141	Accept Ho	

4. DISCUSSION AND CONCLUSION

4.1 DISCUSSION

The students' level of self-efficacy with the following indicators; I will be able to achieve most of the goals that I have set for myself, I will be able to successfully overcome many challenges, in general, I think I can obtain outcomes that were important to me, I believe I can succeed utmost any endeavor to which I set my mind when facing difficult tasks, I am certain that I will accomplish them and I am confident that I can perform effectively on many different tasks, even when things

were tough, I can perform quite well, and compared to other people, I can do the most task very well and gained a **weighted mean of 3.39, 3.06, 3.11, 3.17, 3.27, 2.94, 2.69, and 2.90** respectively. These were the helps career helping professionals usually extended to the students.

The students believed in their ability to succeed in specific situations or able to accomplish a task as they consequently responded **Strongly Agree** and **Agree** on the aforementioned questions. Bandura as cited by Ormrod, (2008) stated that one's sense of self-efficacy can play a major role in how one approaches goals, tasks, and challenges.

MG Lavasani, (2010) mentioned that results revealed self-efficacy exerted a direct positive influence on task, value, mastery goals, performance. One's belief in the likelihood of goal completion can be motivating in itself. Self-efficacy refers to people's judgment about their capability to perform particular tasks. Task-related self-efficacy increases the effort and persistence towards challenging tasks; therefore, increasing the likelihood that they will be completed as cited by Parker, (2003).

Students **strongly** agree with a weighted mean of 3.39, that they will be able to achieve most of the goals that they have set for themselves. Although others have lower aspirations and a weaker commitment to the goals they choose to pursue. They do not concentrate on how to perform well. Instead, they spend much of their energy focusing on limitations and failures. Some learners were slower to recover their sense of efficacy following failure or setbacks because they perceive their insufficient performance as an expression of their insufficient capabilities.

When asked about facing difficult tasks yet they can certainly accomplish them, students answered with **Agree** response. But when plagued by their deficiencies and the obstacles encountered, they decrease their efforts and quickly give up in the face of challenges. In a paper by Bandura (1993), he cited that students who have a low sense of efficacy in a given domain may withdraw from difficult tasks.

In general, the students think they can obtain outcomes that were important to them with an **Agree** response. They sustain their efforts in the face of failure, and they attribute failure to insufficient effort or deficient knowledge and skills that were achievable. They quickly recover their sense of efficacy after failure.

They also consider they can succeed at most any endeavor to which they set their minds with also **Agree** response. They set themselves perfectly challenging goals and maintain a strong commitment accomplished by them.

Students **strongly agree** that they will be able to successfully overcome many challenges with a **weighted mean of 3.27**, by sustaining their efforts in the face of failure, and they attribute failure to insufficient effort or deficient knowledge and skills that were achievable. They quickly recover their sense of efficacy after failure or setbacks.

Students also were confident that they can perform effectively on many different tasks with **Agree** response, compared to other people. Margolis and McCabe, (2006) cited that Self-efficacious students also recover quickly from setbacks, and ultimately were likely to achieve their goals. Students with low self-efficacy, on the other hand, believe they cannot be successful and thus were less likely to make a concerted, extended effort and may consider challenging tasks as threats that were to be avoided.

Finally, the relationship of the socio-demographic profile of age, gender, birth order, combined family income, parents' highest educational attainment, the occupational field of interest, and self-efficacy of the grade 10 students of Cebu Province Division. The result showed that among the identified profile only the birth order and the occupational field of interest were not significantly related to the students' self-efficacy.

The rest of the identified profiles namely: age, sex, combined family monthly income, and the highest educational attainment of the parents have a significant relationship to the self-efficacy of the grade 10 students of the entire Division of Cebu Province. Interest related to career, to this batch of students the result of the identified socio-demographic profile of the 3074 students on birth order and the occupational field of interest as illustrated below turn out to be of no significant correlation.

4.2 CONCLUSION

Among the identified profile only the birth order and the occupational field of interest were not significantly related to the students' self-efficacy of the grade 10 students of the entire Division of Cebu Province.

REFERENCES

Axtell, C. & Parker, S. (2003). Promoting Role Breadth Self-Efficacy Through Involvement, Work Redesign, and Training. *Human Relations*, 56, 1. The Tavistock Institute. Thousand Oaks, CA. Sage Publications.

Bandura, A. (2005). The Evolution of Social Cognitive Theory. In K.G. Smith &

M.A. Hitt (Eds.) Great Minds in Management. (p1.) Oxford: Oxford University Press.

Lunenburg, F. (2011). Self-Efficacy in the Workplace: Implications for Motivation and Performance. *International Journal of Management, Business, and Administration*, 14(1).

Majer, J. M. (2009). Self-Efficacy and Academic Success among Ethnically Diverse First-Generation Community College Students. *Journal of Diversity in Higher Education*. 2 (4), 243-250.

Maligalig, Dalisay S. & Albert, Jose Ramon G. (May 2008). Measures for Assessing Basic Education in the Philippines. Discussion Paper Series No. 2008-16, Philippine Institute for Development Studies.

MG Lavasani (2010). The role of self-efficacy, task value, and achievement goals in predicting learning approaches and mathematics achievement. *Procedia-Social and Behavior Sciences* 5, 942-947, 2010

Schmidt, A.M., & Deshon, R. P. (2010). The Moderating Effects of Performance Ambiguity on the Relationship between Self-Efficacy and Performance. *Journal of Applied Psychology*, 95 (3), 572-581. INTERNET SOURCES.

Parker, Christopher, P. (2003) Relation between psychological climate perceptions and work outcomes. [Onlinelibrary.wiley.com>doi>abstract](http://onlinelibrary.wiley.com/doi/abstract)

DepEd's Lustrato: 'No excuse not to implement K-12' /News/ GMA News. [www.gmanetwork.com>news>nation](http://www.gmanetwork.com/news/nation)

Kidd, M.J., (2006). *Understanding Career Counseling: Theory, Research, and Practice*. Retrieved from <https://books.google.com.ph>

John Paolo Bencito, "CHED: College not for everyone". *The Standard*. <http://manilastandardtoday.com/news/-main-stories/top-stories/184240/ched-college-not-for-everyone.html>. August 10, 2015.

LeVan, A.J. (2010, February 3). If You Think You Can't... Think Again: The sway of Self-Efficacy. *Psychology Today*. Retrieved from <https://www.psychology.com/blog/if-you-think-you-can-t-think-again-the-sway-of-self-efficacy>

Mayen Jaymalin. "TESDA: More college graduates taking up vocational courses",

The Philippine Star. <http://www.philstar.com/education-and-home/719848/tesda-more-college-graduates-taking-vocational-courses>. August 25, 2011.

J.E. Ormrod "How Motivation Affects Learning and Behavior"
Education.com <https://www.education.com>article>.

Pajares, F. (2009). Toward a Positive Psychology of Academic Motivation: The Role of Self-Efficacy Beliefs. In R. Gilman, E. S. Huebner & M. J. Furlong (Eds.), *Handbook of Positive Psychology in Schools* (pp. 149-160). New York: Taylor & Francis. Retrieved from <http://books.google.com/books?id=5qhjolwnQIEC>

Pajares, F., & Schunk, D. (2011). Self-Beliefs and School Success: Self-Efficacy, Self-Concept, and School Achievement. In R. Riding & S. Rayner (Eds.), *Perception* (pp. 239-266). London: Ablex Publishing. Retrieved from (2009, October) <http://www.des.emory.edu/mfp/PajaresSchunk2001.html>

Pennsylvania State University World Campus. (2012). PSYCH 484, Lesson 7 Self-Efficacy Theory: Do I think that I Can Succeed in My Work? Retrieved from https://courses.worldcampus.psu.edu/fa12/psych484/001/content/lesson7_01.html

Republic Act No. 10533 / official Gazette of the Republic of the Philippines. www.officialgazette.gov.ph/2013/05/15

Secretary Rosalinda Dimapilis-Baldoz. "Employment Outlook for Senior High School Graduates of TVET Track", Speech in the 14th Human Resource and Skills Development Conference. <http://www.dole.gov.ph/speech/view/71>. March 25, 2016.

Snyder, CR, Lopez, SJ (eds): *Handbook of Positive Psychology* – SlideShare <https://www.slideshare.net>koccintosbor9> Mar 28, 2014

The K-12 Basic Education Program, Official Gazette. <http://www.gov.ph/k-12-old/comment-page-7/>. March 25, 201

