



Students' Self-efficacy role in Academics

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Abstract. The personal belief of the students in their ability to arrange and execute the amount of effort and performance to succeed in subjects is self-efficacy. Self-efficacy is the trigger of life success. Is self-efficacy playing any role in students' academic success? is the concern area of this study. The data were gathered from 488 learners of Government Higher Secondary Schools for Boys with the help of 19 items self-efficacy questionnaire. The data was analysed by product-moment correlation coefficient to know linear association between two variables. The research concluded that self-efficacy and scholastic performance were not correlated with one another. This may be due to non-awareness of students regarding self-efficacy role in their lives. Recommendations were drawn to enhance self-efficacy for students' motivation and success in their career.

Keywords: Teaching, Efficacy, Self-efficacy, High Self-efficacy, Medium Self-efficacy, Low Self-efficacy

INTRODUCTION

Teaching is the art of teacher's creativity and skills to create an environment in the classroom in which learning and reception of instantaneous education goal is possible. By teaching; coherent, sequential and procedural steps are followed to accomplish set goals (Joshi, 2005).

Teaching is not only transference of information through any medium to the learners, but it is also based on planning, directing, supervising and controlling students' learning with the objective to acquiring maximum learning experiences. A lot of teaching methods are available to achieve this objective but that teaching method is considered as most appropriate which inculcate thinking, understanding, comprehension and application. Responsibility of the teacher does not limit him to select suitable teaching method but also he is responsible to boost students' beliefs about their capabilities, abilities and potentials (Khan, 2011).

Pakistan educational policies emphasize on the improvement of quality of instruction (Govt. of Pakistan, 2001-2005). The teachers play pivotal role to transfer knowledge to the students in one hand and to make balanced and coherent personality on other hand. According to National Education Policy (1998-2010), teaching-learning process is affected by teachers' education, content knowledge, competence and skills (Govt. of Pakistan, 2017).

In Pakistan, the quality of teaching has been probed frequently. The general concept about teaching is that teachers usually use outdated and non-conducive teaching methods which are not helpful for students' personality development. The teacher role is not only to embed learnt concepts into practice but also to make them conscious about their own capabilities and potentials. This target can be achieved if teachers make them efficacious about required amount of effort to complete the task within time (Khan, 2011).

Generally, the students think that rote memorization and reproduction of learned concepts is demanded by them in examination. So they put all efforts just to take good grades. There is a need to change such thinking and to shift it to make them efficacious. Efficacy is the skill to achieve a desirable or intended result. Self-efficacy is a belief on capacity to execute behaviors needed to be successful for specific performance (Aggarwal, 2014).

Self-efficacy is the confidence of an individual, or the capacity for execution to achieve the goals and accomplish tasks. It is actually the confidence that individual has to cope different situations successfully. It is the energy that required spending for goal achievement. It is intelligent guess to perform the work and derive the results and conclusion (Bandura, 1977). Self-efficacy is an individual conviction that he has the ability to achieve desired result by performing a given activity or task according to the competency. Self-efficacy is the

perception of a person's capability to achieve set objectives. It refers the expectancy that one can master a situation and produce a confident conclusion (Bandura, 2012).

Efficacious people set goals and challenges for themselves and they do work with consistency to complete it. If some time they fail to achieve these goals, they do not lose courage, they try to increase the level of efficacy and they do it again to perform and finish with success. Such type of people tries to sort out the situation with threats by the approach of high level of self-confidence by which their stress and depression is decreased (Bandura, 1994). People with weak self-efficacy and self-reliance cannot do the same job. They avoid the task having threats and do not try to complete hard tasks may be because of threats or the hurdles involved in its completion that lead to depression.

The students having belief on their capability to perform academic tasks use cognitive and meta-cognitive strategies and persist longer than those who do not (Pintrich & Garcia, 1991). Self-efficacy played a facilitative role in the process of cognitive engagement, that raising self-efficacy beliefs to be successful in class rooms (Pintrich & De Groot, 1990).

The role of self-efficacy is very prominent even in the scholastic performance of the students. According to Bandura (1977), an individual with high self-efficacy will be able to do better in any type of situation. They will perform better in their academics too.

In short, it can infer that self-efficacy is very important for the students. With the help of self-efficacy, the students can achieve their goals and reach their targets. With the help of improved self-efficacy, students can improve their scholastic performance and can organize their performance.

Results and Discussion

Correlation between self-efficacy and scholastic performance scores

Schools	Groups	Correlation Coefficient <i>r</i>
All	All	.17
School A	Pre-Medical	-.12
	Pre-Engineering	-.05
	Humanities	-.07
School B	Pre-Medical	.02
	Pre-Engineering	-.19
	Computer Science	.16
	Humanities	-.18
School C	Pre-Medical	.13
	Pre-Engineering	.05
	Humanities	.12
School D	Computer Science	.13
	Humanities	-.07
School E	Pre-Medical	-.05
	Pre-Engineering	-.37
	Humanities	-.03

Positive/negative, weak and non-significant correlation between scores of self-efficacy and scholastic performance was found. Self-efficacy is a relative term which individual takes according to his own understanding. It is a trigger of success, sometimes he knows the difficulty of task but unaware to execute the amount of effort to complete it. This research finding is aligning with the findings of Shahid, Jabeen, and Ansari (2016) who conducted a research on educational self-concept and educational achievement among undergraduate students. They found weak positive relationship between academic self-concept and scholastic performance. Gungor, (2020) and Yokoyama, (2019) found a relationship between self-efficacy and academic achievement. He suggested that academic self-efficacy of the students to be considered for overall development of the students.

Many research findings depict relationship of self-efficacy with students' academic achievement. A significant direct relation of the self-efficacy with the students' mastery in academic matter was found (Herrera, Al-Lal and Mohamed, 2020; Addison, Wade, and Benjamin, 2018; Tiyuri et al., 2018; Liu and Lu, 2017; Broadbent, 2016; Ahuja, 2016; and Akram and Ghazanfar, 2014).

The quality of education depicts from students' performance in the classroom. Their scholastic performance shows that how much they are capable to lead a successful life. Some of the grade XI students show optimum achievement in final examination. This may be due to their mastery over subject matter which may be more enhanced by taking into account their concern about subjects. To boost their motivational level, there is a need to engage them in co-curricular activities e.g. arrange science competition, programming competition, educational visits, educational galas, book fairs and study tours in which they understand their potential to do something unique that ultimately affect their scholastic performance.

Self-efficacy is the individual belief about his own capabilities to organize and execute the level of effort and performance needed to excel in subjects. The individuals' success is determent by different levels of self-efficacy. Low efficacious students may perform low scholastically and high efficacious students may perform better in their examination. This may be due to their non-awareness about their potentials. So, there is a need to address this area by giving proper awareness to them by inviting guest speakers from education department to deliver lectures on self-efficacy, its importance and relevancy to achieve determined life goals.

Policy makers and curriculum developers may focus their attention to make students vigilant to take challenging problems for mastery, develop deeper interest in the activities and build a stronger sense of commitment to polish their abilities and strengths by embedding self-efficacy in curriculum.

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