Self-Efficacy And Academics Performance In English

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ABSTRACT

This study reviews the relevant related literature of self-efficacy, a central point of social cognitive theory, in the area of language learning. Role of self-efficacy in Academic performance of learners also considered. In the global village, English language has become the cardinal means of International affairs and communication. So researchers tried to find out the relationship between self-efficacy and Academic performance in English of Secondary school students. The researcher tested the research hypotheses using a sample group of 520 secondary school going students. Scale of self-efficacy and academic performance test in language are used as instruments. The result revealed that significant difference exist in the Academic performance in English and self-efficacy of rural and urban students. In the case of gender and type of management there were no significant difference exists.

Key words: Self –efficacy, Academic performance, English

SELF-EFFICACY AND ACADEMIC PERFORMANCE IN ENGLISH

Introduction

Albert Bandura defined self-efficacy as "Belief's in one's capabilities to organise and execute the courses of action required to produce given attainments". He hypothesized that the level of self-efficacy can 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. One person have acquired a high level of self-efficacy belief, he would have motivated himself to put in more effort in his life. Bandura theorized self-efficacy in his seminal article; 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.

Self-efficacy is multidimensional, that is, domain specific or context dependent. This means that high sense of efficacy in a particular domain may not necessarily translate in to having similar level of in another domain. Even with in the same domain, there may be different levels of self-efficacy beliefs occurring in various contexts. Here the researchers decided to study the role of self-efficacy in academic performance of Englishof secondary school students of Calicut District, Kerala.

Need and Significance of the study

In the academic setting, many studies have shown that there is a positive relation between self-efficacy and academic performance. Studies found that regardless of age, gender, domains, disciplines and countries, a student with higher sense of self-efficacy will achieve better academic performance. Louise and Mistele (2011) reported that although there were differences in level of self-efficacy by gender in young adolescents taking mathematics and science, self-efficacy is still found to be a good predictor of the achievement scores. Amil (2000) studied the self-efficacy and self-regulated abilities of students taking Economics at 'A' level, found that there was a significant, positive correlation between self-efficacy with self-regulated learning. Liem et
al (2008) examined self-efficacy, task value and achievement goals in English language ability with a group of secondary school students. It is found that self-efficacy is a predictor to English test scores. Purzer (2011) did a sequential mixed methods study to examine the relationship between team discourse, self-efficacy and achievement. Results showed that self-efficacy is positively and significantly correlated with academic achievement. In most of the studies the level of self-efficacy is found to be different between genders.

The efficacy belief system is not a global trait, but a differentiated set of self-beliefs linked to distinct realms of functioning. Multi domain measures reveal the patterning and degree of generality of people's sense of personal efficacy. Since a wide body of literature had covered extensively on the influence of self-efficacy on Academic Achievement, it is compelling to look into the sources of the belief to understand better how self-efficacy is developed. Bandura had theorized that self-efficacy was developed from four main sources, namely, mastery experiences, vicarious experiences, social persuasions and emotional arousal.

The process of creating and using self-efficacy beliefs is intuitive. Individual engage in a behaviour, interpret the results of their actions, use these interpretations to create and develop beliefs about their capability to engage in subsequent behaviours in similar tasks and activities, and behave in concert with the beliefs created. In school, for example, the beliefs of students develop about their academic capabilities help to determine what they do with the knowledge and skills they have learned. Consequently their academic performances are, in part, the result of what they come to believe they have accomplished and can accomplish. This helps to explain why student's academic performances may differ markedly when they have similar abilities.

Since Bandura's (1977) introduction of the concept of self-efficacy, educational researchers have investigated the role of these self-perceptions play in the academic lives on students at all levels. Two decades of research findings have now confirmed that students' academic self-efficacy beliefs influence their academic attainments and mediate the effect of skills or other self-beliefs on these attainments. So, students self-efficacy beliefs influence their academic performances in several ways. Then the investigators decided to do a study on the topic "THE ROLE OF SELF-EFFICACY ON ACADEMIC PERFORMANCE IN ENGLISH OF SECONDARY SCHOOL STUDENTS".

Objectives of the study

- To find out whether there exist any significant difference in self-efficacy and academic performance in English of secondary school students.
- To find out whether there exist any significant difference in self-efficacy and academic performance in English of secondary school students with respect to gender (Male-Female), Locale (Urban-Rural), and Type of Management (Govt-Aided).

Hypotheses of the study

- There will be significant differences between the mean scores of students' self-efficacy and Academic Performance in language learning.
- There will be significant differences between the mean scores of self-efficacy and academic performance in English with respect to gender (Male-Female) Locale (Urban-Rural) and Type of Management (Govt-Aided).

Methodology

This study is conducted on a representative sample of 520 secondary school students of Calicut district, Kerala. Proper representations were given to the relevant sub-sample categories such as gender, locale and type of management. Stratified random sampling technique was used for the study. It is a survey study.

Variables

- Independent variable : Self-efficacy
- Dependent Variable : Academic Performance in English
Tools used

Scale of self-efficacy (Meera and Jumana 2013) was administered for collecting adequate data. It was prepared and standardized by the investigators. The scale was constructed by considering the different factors which affect the self-efficacy, available literature, existing tool on self-efficacy and expert advice. The investigators fixed '6' dimensions like, enlisting Social Resources, Academic Achievements, self-regulated learning, meet others expectations, social self-efficacy, and enlisting parental and community support. Initially investigators fixed '60' items after standardization the scale consists 48 items. The scale established content and construct validity. Reliability was established by test-retest method. The correlation coefficient obtained from this is 0.892.

Test of Academic Performance in English (Meera and Jumana 2015)

Investigators prepared a test based on some basic language skills in English from standard IX text book of English. The items were prepared on the basis of four language skills as: Listening, Speaking, Reading and Writing. The initial text consists 50 items and after standardization it become 42 items and criterion related validity was established.

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 mean) and Carl Pearson's product Moment Correlation were used to analyse the data and standardize the tools.

Procedure of the study

Survey method was administered to secondary school (IX$^{th}$ class) students. Scale of Self efficacy and test of Academic Performance in English was administered. The score sheets were collected and scoring was done. The data was entered in to SPSS. Preliminary and Descriptive analysis (Mean Difference Analysis) were done. Based on the result obtained from analysis the researchers reached its findings and conclusion.

Result of the study

The scored data was analysed and the result obtained is given below in detail.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mean</th>
<th>Median</th>
<th>Mode</th>
<th>SD</th>
<th>Skewness</th>
<th>Kurtosis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Performance in Language</td>
<td>16.58</td>
<td>16</td>
<td>15</td>
<td>5.329</td>
<td>0.328</td>
<td>-0.12</td>
</tr>
<tr>
<td>Self-efficacy</td>
<td>140.19</td>
<td>150</td>
<td>170</td>
<td>30.781</td>
<td>0.694</td>
<td>0.022</td>
</tr>
</tbody>
</table>

Result of the test of significance of Difference between Mean scores for Boys and Girls

<table>
<thead>
<tr>
<th>Variables</th>
<th>Boys (N=230)</th>
<th>Girls (N=290)</th>
<th>t-value</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>Self-efficacy</td>
<td>140.742</td>
<td>28.812</td>
<td>140.742</td>
<td>30.812</td>
</tr>
<tr>
<td>Academic Performance in Language</td>
<td>16.016</td>
<td>4.538</td>
<td>15.412</td>
<td>5.521</td>
</tr>
</tbody>
</table>

NS – Not significant
The result reveals that there is no significant difference between Boys and Girls in the Academic Performance in English and Self-efficacy, as the t-value obtained is 1.234 and 0.489 which are less than 1.96, the critical ratio for significance at 0.05 level.

### Result of the Test of significance of Difference between Mean scores for Rural and Urban School Students

<table>
<thead>
<tr>
<th>Variables</th>
<th>Rural (N=300)</th>
<th>Urban (N=220)</th>
<th>t-value</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>Academic Performance in Language</td>
<td>14.892</td>
<td>4.812</td>
<td>17.932</td>
<td>6.162</td>
</tr>
<tr>
<td>Self-efficacy</td>
<td>132.81</td>
<td>30.52</td>
<td>154.084</td>
<td>29.64</td>
</tr>
</tbody>
</table>

The result reveals that the Rural and Urban students differ significantly in their Academic performance in English and self-efficacy. Both variables are significant at 0.01 level. So the t-value is greater than 2.58; the critical ratio for significance.

### Results of the test of significance of Difference between Mean scores of Govt. and Aided School students

<table>
<thead>
<tr>
<th>Variables</th>
<th>Govt. (N=227)</th>
<th>Aided (N=293)</th>
<th>t-value</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>Academic Performance in Language</td>
<td>16.193</td>
<td>3.971</td>
<td>17.01</td>
<td>5.561</td>
</tr>
<tr>
<td>Self-efficacy</td>
<td>142.316</td>
<td>3.575</td>
<td>141.19</td>
<td>30.83</td>
</tr>
</tbody>
</table>

The results reveal that there is no significant difference between Government and aided students in their Academic Performance in English and self-efficacy, as the t-value obtained is less than 1.96, the critical ratio for significant at 0.05 level.

### Discussion

A strong sense of self-efficacy enhances human accomplishment and personal well-being in many ways. It is considered as accurate predictors of performance. And also self-efficacy is an important cognitive skill which ensures success in life. In this study the relationship between self-efficacy and Academic Performance in English has been studied extensively in the literature. It has already been found by many studies that a relationship between self-efficacy and Academic Performance in English exists. The study of group differences reveals that significant difference exist in Academic Performance in English and self-efficacy of rural and urban students. In the case of boys and girls, government and aided, there were no significant difference exists.

### Educational Implications

The present study helped to find out the role of self-efficacy on Academic Performance in English of secondary school students of Calicut district. Students who have high self-efficacy belief showed better performance in learning and thinking and also should better performance in evaluative level of learning. Self-efficacy is positively correlated to academic performance. For better result in Academic performance school should improve classroom practice. Teachers should aim to deliver instruction in a way that maximize the opportunity for mastery experience. Teachers should promote cooperative learning strategy. It will maximize their own and each other's learning. Should promote activity oriented classrooms. Promote opportunities available for a wider
range of communicative functions. Mutual interaction and verbal expression should enhance self-efficacy of the learners. Learners were given plenty of opportunities to explain their ideas to their teammates and to lead the discussions.

Building self-efficacy in students today is highly important. Along with creating a good school image, other practice measures also have to be taken. Teachers can do this by conveying high expectations of students and praising good work. To help struggling learners with low self-efficacy and get him to invest sufficient effort and persist on challenging tasks, teachers must systematically develop high self-efficacy within these students. Teachers can help strengthen the self-efficacy of struggling learners by

- Linking new work to recent success
- Reinforcing effort and persistence
- Stressing peer modelling
- Teaching struggling learners to make efforts attributions

Teachers must find out efficient and enjoyable ways of communicating language to students there by making it interesting. It is therefore suggested that teachers should be able to improve students' performance in English language by providing students with opportunities like giving English atmosphere and getting classes in language labs. Through giving real life experience in language is essential in developing their self-efficacy in language classrooms.

**Conclusion**

In the past 15 years, many studies have shown that relationship between self-efficacy and Academic performance exists. Based on the related literature, present findings of the analysis we can come to the following conclusions. Since self-efficacy is one of the most influential factors for language learning, it appears to be very important for the teacher to help students to develop their self-efficacy. Teachers can enhance the level of student's efficacy through various feasible teaching techniques. Learners who have repeated experience of success have higher self-efficacy than those students who experience repeated failure. So giving ample experiences and inculcate positive believes in students is essential for gaining self-efficacy in students.

**References**