



Study On Self-Efficacy At The Level Of Higher Learning Students And Its Connection To Their Academic Achievement.

¹Sagarika Majumder, ²Subham Saha, ³Nilay Chakraborty

¹Guest Faculty, ²Guest Faculty, ³Research Scholar

¹Dept.of School of Education,

¹Tripura University (A Central University), Agartala, 799022, India

Abstract: Self-efficacy, which is the belief in one's own ability to succeed in particular activities, is a critical component of academic achievement, especially for students in higher education. This study explores how self-efficacy affects learning outcomes and the relationship between academic achievement and self-efficacy among university students. Students' academic records and standardized self-efficacy questionnaires were in a mixed-methods approach to gather data. The results show that academic performance and self-efficacy is significantly positively correlated, suggesting that students who have higher levels of self-efficacy typically earn higher grades. The study also emphasizes how study habits, motivation, and resilience operate as mediating variables in this relationship. According to the conclusions, in order to encourage student success, institutions should incorporate self-efficacy-enhancing techniques like goal-setting, mentorship programs, and cognitive-behavioral therapies. Longitudinal effects and cultural differences in the development of self-efficacy among varied student populations should be investigated in future studies.

Keywords: Self-efficacy, academic achievement, higher education, student performance, motivation.

INTRODUCTION

Facilitating learning to acquire knowledge, skills, values, and beliefs is the process of education. From the moment of birth until the moment of death, an individual's entire growth is ongoing. Every civilization in the world places a high value on education since it is the cornerstone of human civilization. Education serves as a tool for self-actualization and self-perfection. A person may understand his or her potential and capabilities through education, and ultimately, education is the only means by which we can make meaning of our life. And every country values education since it helps their youth become more successful and fosters wonderful, peaceful development in the society that educated citizens will make up. Since the United Nations Universal Declaration of Human Rights was established in 1948, education has been acknowledged as one of the fundamental human rights worldwide. It has been made clear that everyone has the right to an education, regardless of social barriers and injustices. Article 45 of the Directive Principles states: "The state shall endeavour to provide free and compulsory education for all children within a period of 10 years from the commencement of the constitution until they complete the age of 14 years." Various attempts are made to include and exclude each individual despite their advantages and disadvantages so that they can also adapt to the demands of society and be socially accepted.

The notion was first put forth by psychologist Albert Bandura, who said that it is a subjective assessment of an individual's ability to cope with a certain situation based on their skill set and the conditions they encounter. Self-efficacy is the conviction that one can succeed in a given circumstance. These beliefs are

factors that influence people's thoughts, behaviours, and emotions, according to psychologist Albert Bandura.

Self-efficacy influences both how you feel about yourself and whether you succeed in reaching your life's objectives. Bandura's social cognitive theory, which emphasizes the importance of reciprocal determinism and observational learning from social experiences in the development of personality, revolves around the concept of self-efficacy. One component of the self-system that consists of an individual's attitudes, abilities, and cognitive capabilities is self-efficacy. This system greatly influences our perception of the world and our reactions to various circumstances. An essential component of the self-system is self-efficacy. Self-efficacy is the conviction that one can plan and carry out the necessary actions to handle future circumstances. Self-efficacy is the conviction that one can succeed in a different circumstance. Self-efficacy can affect any number of things, including motivation, behaviour, and psychological states. How we think, act, and feel about our place in the universe are all influenced by our confidence in our own ability to succeed.

How we approach achieving these objectives, the objectives we decide to pursue, and how we evaluate our own performance are all influenced by our level of self-efficacy. Individuals who possess a strong sense of self-efficacy tend to take a keen interest in the things they do.

Individuals with high self-application are able to bounce back fast from setbacks, disappointments, and sadness and see difficult circumstances as challenges that must be overcome.

Additionally, dealing with other individuals who lack self-efficacy is always difficult. Additionally, they easily lose faith in their own talents since they think that challenging tasks and situations are beyond their capacities.

Early on, we developed our sense of self-efficacy by learning how to handle a broad range of tasks, situations, and experiences. However, as people gain new experiences, abilities, or understanding throughout their lives, self-efficacy does not stop growing.

In health psychology, self-efficacy plays a significant role. For instance, persons who are trying to quit smoking are more likely to stick with their goals when they have a high feeling of self-efficacy. According to Albert Bandura, people's sense of wellbeing can be enhanced by server PCs in a variety of ways, such as when they maintain their composure and self-assurance in the face of adversity. A psychological ability that you can develop is self-efficacy. Self-efficacy is the capacity of an individual to carry out necessary actions in order to accomplish particular goals. Academic achievement, in general, refers to a student's present learning level. The grades that students receive on their final college exam are referred to as their academic achievement or performance. People's thoughts, motivations, and behaviours are shaped by their self-application. This idea has to do with people's beliefs regarding their ability to do a particular assignment.

Students in the face-to-face traditional mode or those in the ODL mood have varying levels of self-efficacy. Compared to ODL mode students, face-to-face conventional students exhibit higher levels of self-efficacy. Due to the fact the ODL mode of learning is a challenging teaching strategy. Regular classes are attended by face-to-face students, but ODI mode students are not eligible for this option. The majority of banks lack adequate class time, a proper reassessment procedure, and a proper teaching methodology; as a result, their students' self-efficacy is lower than that of face-to-face traditional learners.

Understanding the effects of online education on students' performance and learning outcomes is made easier by the study on self-efficacy among higher education students. According to studies, the total impact of online education is equal to that of traditional education because of aspects like beliefs and attitudes about open and distance learning as well as experiences with visual communication training. The idea of self-efficacy is associated with the conviction that each person must assess their own skills and capacities in order to successfully complete a task. This idea has a significant impact on how the work is approached, how persistent one is in completing the task, and how much effort is put forward. Numerous studies demonstrate a relationship between academic achievement and the degree of self-education. In an online learning environment where students must exercise more autonomy and put in more perseverance and effort into their assignments. It seems especially important to be aware of and knowledgeable about pupils' levels of self-efficacy. There are no similarities between one person's and another's self-efficacy; everyone has a unique level of self-worth. There are individuals who are more and less efficient than others. Because each person is unique, society's equilibrium is preserved. Higher education students can be divided into two groups based on their efficiency: those that finish their coursework or syllabus quickly, and those who take a little longer. Their academic performance is therefore diverse. Thus, there is a relationship between academic success and self-efficacy. Finally, we state that one of the key elements affecting academic achievement is academic self-efficacy. While students with low self-efficacy explain their failure to their

low talents, individuals with strong self-efficacy attribute their failure to reduced attempts rather than lower ability.

Operational definition

SELF EFFICACY-Self efficacy theory is also known as the social cognitive theory. This theory was introduced by Albert Bandura. Self-efficacy is belief in one's capacity to succeed at task. General self-efficacy is belief in one's general capacity to handle tasks. Specific self-efficacy refers to beliefs about one's ability to perform specific task. Self-efficacy is defined as people's belief about their capabilities to produce designated levels of performance that exercise influence over events that effect their lives. Self-efficacy refers to an individual's convictions about her abilities to mobilize cognitive motivational and behavioural facilities needed to successfully execute a specific task within a given context.

Definition

"What I believe I can do with my skills under certain conditions. -Maddux.

"People's beliefs of their capabilities to produce desired effects by their own actions"-Bandura.

ACADEMIC ACHIEVEMENT – In a general sense academic achievement is the current level of a student's learning. Academic achievement or performance refers to the marks obtained by the students in their final examination of the higher education. Academic achievement is the extent to which a student teacher or institution has attained their long- or short-term educational goals.

Objectives

1. To determine the degree of self-efficacy among students pursuing higher education.
2. To determine the degree of academic success among individuals pursuing higher education.
3. To determine the connection between students' academic success and self-efficacy in higher education.
4. To determine the connection between students' academic success and self-efficacy in higher education.

Hypothesis

H01: Academic success and students' self-efficacy in higher education do not significantly correlate.

H02: There is no discernible difference in the self-efficacy of male and female college students.

Need and significance

The study's specific purpose was to determine the academic success and self-efficacy of students pursuing higher education. The efficacy of the trust system is a unique collection of self-beliefs connected to several domains of functioning rather than a universal characteristic. The patterning and level of generality of people's perceptions of their own efficacy are revealed by multi-domain dimensions. Although the impact of self-efficacy on academic achievement has been thoroughly discussed in a large body of literature, it is still necessary to look into the sources of the belief so as to have a better understanding of how self-efficacy is formed. According to Bandura, there are four primary sources of self-efficacy: emotional rumours, social convincing arguments, indirect experiences, and supremacy experiences.

Self-efficacy beliefs are intuitive to develop and use. An individual participates in an event, analyses the outcomes of their actions, develops views about their capacity to perform comparable tasks and activities in the future, and acts in accordance with these new beliefs. For instance, students' views of their academic aptitude influence how they apply the knowledge and abilities they have acquired. As a result, their perceptions of their own abilities and accomplishments contribute to their academic success. This clarifies why students with identical abilities may perform significantly differently academically.

Ever since Bandura (1977) introduced the idea of self-efficacy, educational researchers have looked into how these self-perceptions affect students' academic performance at all levels. It has now been established by two decades of study that students' academic self-efficacy beliefs both influence and moderate the impact of abilities or other self-beliefs on their academic outcomes. Thus, students' self-efficacy beliefs have a variety of effects on their academic achievement. Following that, the researchers made the decision to conduct a study on the subject of "A study on self-efficacy at the level of higher learning students and its relation to their academic achievement."

We were able to determine the level of self-efficacy among students pursuing higher education through this study.

We were able to determine the level of academic achievement among students pursuing higher education through this investigation.

Through this study we find out whether there is any relationship between the rate of higher education students, their self-efficacy and their academic achievement.

We were able to compare male and female students in higher education and determine the level of difference between both genders through this study.

A number of studies indicate a positive correlation between academic success and self-efficacy in the classroom. A student with a higher feeling of self-efficacy will perform better academically, despite age, gender, domains, disciplines, and nation, based on studies. According to Louise and Mistele (2011), self-efficacy is still a good predictor of accomplishment scores in young adolescents studying science and mathematics, notwithstanding gender-based disparities in self-efficacy levels. Achievement scores are still found to be well predicted by self-efficacy. Amil (2000) examined the self-efficacy and self-regulated skills of 'A' level students studying adoption economics and discovered a significant, positive relationship between the two. With a sample of secondary school students, Liem et al. (2008) investigated self-efficacy, task value, and accomplishment goals in English language proficiency. Self-efficacy has been demonstrated to predict exam scores in English. Purzer (2011) experimented with the relationship between achievement, self-efficacy, and team discourse using a sequential mixed methods study. The findings demonstrate a clear and substantial correlation between academic success and self-efficacy. The majority of research indicates that the degree of self-efficacy varies by gender.

Sample and sampling: The process of selecting and analyzing a relatively small number of individuals or measures of individual objects in order to draw conclusions about the full population from which they were drawn is known as sampling. Simple random sampling was used to choose the sample for this investigation. A researcher does not separate his population into various strata based on subject, stream, gender, geography, etc. when using the simple random sample approach. One hundred college and university students made up the sample for this study. Those enrolled in West Tripura district colleges and universities. The research applied a basic random sampling technique to gather data.

Tools used: The "Self-Efficacy Scale," a standardized test developed by Drs. Arun Kumar Singh and Shruti Narain, will be used to collect data for this study.

RESEARCH METHODOLOGY

The descriptive survey method was employed in this study to gather pertinent data because it is frequently used in educational research to examine current situations and phenomena. From the West Tripura district, one college and one university were chosen at random to participate in this study. The sample size was 100, encompassing both males and females, both urban and rural, and both tribal and non-tribal.

Population of the study: A population is any grouping of a certain set of human beings, including objects, educational institutions, time periods, geographical regions, etc. A population is said to be finite if it comprises a finite number of individuals, numbers, or units. There are eight districts in Tripura; the west district was chosen for this study. The district of West Tripura has one university and one college. For this study, a single institution and university—Tripura University (West Tripura) and Ramthakur collage (West Tripura)—were selected from a single district.

Analysis and interpretation of data:

In accordance with the studies goals, statistical analysis and hypothesis testing were conducted. The results are arranged in accordance with the objectives sequence below.

The goal of the current study was to determine the degree of self-efficacy among students seeking higher education. For this, a variety of hypothesis testing methods are employed. For present analysis and data analysis, a number of statistics, including SD, Mean, "t"-test, etc., have been used.

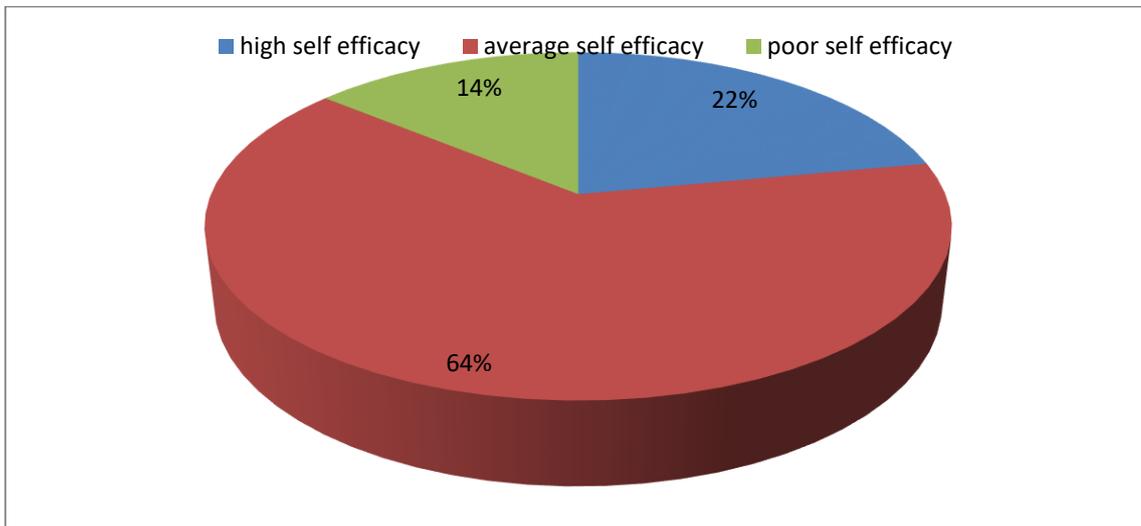
Objective.1: To determine the degree of self-efficacy among students pursuing higher education.

Table No.1: presents the degree of self-efficacy among students pursuing higher education.

Sl. No.	Score range	Number of students	Level of self-efficacy
1	Above 83	22	High self-efficacy
2	69-83	64	Average self-efficacy
3	Below 69	14	Poor self-efficacy

Interpretation: In this case, we have discovered that the majority of higher learning students had average levels of self-efficacy. According to the results of a survey of 100 students in higher education, 22 had strong self-efficacy, 64 had moderate self-efficacy, and 14 had weak self-efficacy. Based on this finding, we can conclude that students at higher education have an average level of self-efficacy.

Showing the percentage of self efficacy:



Objective2: To determine the degree of academic success among individuals pursuing higher education.

Table No.2: showing the level of academic achievement at higher learning students.

Score range	No of students	Level of academic
Above 441	18	High academic achievement
301-441	68	Average academic achievement
Below 300	14	Low academic achievement

Interpretation: In this case, we discovered that the degree of academic success of higher education the majority of students have mediocre academic performance. As a consequence, out of 100 students enrolled in higher education programs, 18 had high academic achievement, 68 had ordinary academic achievement, and 14 had low academic achievement. Here, we discovered that pupils at higher learning levels have a higher degree of academic accomplishment. Finally, based on the results above, we may conclude that students at higher education attain average academic levels.

Objective3: To determine the connection between students' academic success and self-efficacy in higher education.

H01: Academic success and students' self-efficacy in higher education do not significantly correlate.

Table No.3: Showing the correlation of co-efficient between level of self-efficacy at higher learning students and their academic achievement.

Variable	No of the students	R value	df	Level of significance	Remark
Self-efficacy	100	0.18	98	0.05	Slight relationship
Academic Achievement				Not significant	

Interpretation: From the table no 3 it is observed that our calculated r value is 0.18 at the 0.05 level of significance. It is found that our calculated r value is not significant at all and slight relationship exists between two variables.

Objective 4: To determine the connection between students' academic success and self-efficacy in higher education.

H02: There is no discernible difference in the self-efficacy of male and female college students.

Table No.4: showing the table different self-efficacy of male and female college student.

Sl. No.	Category	N	Mean	SD	D	df	't' value	Level of significance
1	Male	50	77.74	5.66	2.24	98	1.55	0.05
2	Female	50	75.5	8.57				Not significant

Interpretation: Comparing the levels of self-efficacy among male and female college students was the fourth goal. Table No. 3's results on the self-efficacy of male and female students showed that, at the 0.05 level of significance, the resulting 't' value was 1.55, indicating that the results are not significant. Since the obtained value was less than the calculated value with 98 degrees of freedom, the hypothesis was accepted.

Main findings of the study:

Through data analysis and interpretation, we discovered the following research findings:

1. The survey found that average self-efficacy was the highest percentage among pupils.
2. We discovered in this study that there is no discernible variation in the self-efficacy of students pursuing higher education.
3. We discovered in this study that there is no meaningful connection between higher learning students' self-efficacy and academic success.
4. In this study, we discovered that, out of 100 students, 22 had high levels of self-efficacy, 64 had normal levels, and 14 had low levels.
5. According to the current study, each person's level of self-efficacy varies from person to person.
6. We discovered in this study that the majority of pupils exhibit average self-efficacy.
7. According to this study, self-efficacy has an effect on a person's academic achievement.
8. This study revealed that people's self-perceptions shape their psychological worlds, influencing their ideas, emotions, and actions.
9. Through this research, we discovered that an essential attribute for the academic achievement of students pursuing higher education is self-efficacy, or the belief in one's own learning and performance capacities.

DISCUSSION

"A study on self-efficacy at the level of higher learning students and its relation to their academic achievement" is the title of the current investigation. One college and one university in the district of Agartala, West Tripura, are the sites of this study. 50 male and 50 female students were chosen from a total of 100 higher education students in Agartala, West Tripura. The goal of the current study was to determine how self-efficacious students were in their pursuit of higher education. We subsequently examined the mean and SD scores to determine the degree of self-efficacy, and we discovered that most male and female students had average levels of self-efficacy. The current study set out to investigate the degree of self-efficacy among students pursuing higher education. There are 100 simple takes from male and female students enrolled in West Tripura's higher education system.

Through this study, the researchers discovered that there are no variations between the self-efficacy of boys and girls in higher education. They also discovered that the majority of students in higher education have average levels of self-efficacy and academic achievement, and that there is a silent relationship between the two.

CONCLUSION

Based on the study's findings, we can say that self-efficacy is the view a person has about themselves, including how they learn, believe, feel, and evaluate themselves. Through all of these emotional experiences, these concepts circulate. A person's beliefs about themselves make up their level of self-efficacy. Self-efficacy is a crucial aspect of human nature. These components are essential to human existence. Many measure characteristics of personality are arranged around the fundamental issue of self-efficacy. The value it brings stems from its impact on an individual's conduct and how well he adapts to circumstances and life. Demonstrate that the current study has looked into how independent higher learning students are with regard to their education.

According to research, the majority of college students have an average degree of self-efficacy. Study finds that there is no significant difference between self-efficacy of male and female students in higher learning. Pupils with strong self-efficacy are more capable of adjusting well, feeling confident, and thinking clearly about any assignment. Self-efficacy is such factors which influence good behavioural adjustment in future. Those who score low on the self-efficacy scale need to be given special attention and treated fairly in higher education. This implies that students who have low self-efficacy should receive special attention and should be motivated by offering them alternative training that builds on their current positive self-efficacy. This indicates that students who have low self-efficacy should receive special attention and should be motivated by alternative teaching methods that promote positive self-efficacy. We may conclude from this research that it is the responsibility of educators and parents to support and foster the self-efficacy of students pursuing higher education.

ACKNOWLEDGEMENT

This paper is not funded by any external agency or institution. It is great honour for me to thank my supervisor, Dr. Subhash Sarkar an associate professor in the department of education at Tripura University, whose unwavering support and knowledgeable advice made this research project worthwhile and who gave me confidence through her words of encouragement.

REFERENCE

- [1] Bandura A, 1997, Self-efficacy: The exercise of control, W.H Freeman & co.
- [2] Mcfrazier M & Hcks T, 2014, College student self-efficacy, Research studies, University press of America.
- [3] Bandura A, 1997, Self efficacy in changing society, Cambridge University.
- [4] Brander Nathaniel, 1969, The psychology of self-esteem, Nash publishing.
- [5] Ritchie L, October 6, 2015, Fostering self-efficacy in higher education students, Red Globe presses.
- [6] Lovell W, 2018), The role of Global self-esteem and academic self-efficacy in students Academic Achievements, Wendy Lovell.
- [7] Bertando R, 2005, Self efficacy, Rising the bar for all students, Taylor and Francis.
- [8] Farnaz M, 2012, Motivation, self-efficacy and the academic achievement of students, Lap Lambert academic publishing.