

# Impact of Self-Efficacy on the Academic Performance of Ninth Standard Students in Ernakulam District

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## ABSTRACT

Studies have consistently emphasized the significant role of self-efficacy in influencing students' learning outcomes and overall academic success. *Self efficacy is the belief in one's capabilities to organize and execute the sources of action required to manage prospective situations*. The present paper aims to examine the processes through which self-efficacy is developed, its influence on students' academic performance, and the ways in which it shapes their social interactions with peers. Understanding how self-efficacy develops is essential for explaining how students form confidence in their academic abilities, how they respond to challenges, and how they engage with their classmates and learning environment. This paper also explores the role of teachers, feedback, and personal experiences in nurturing self-efficacy and supporting students throughout their academic journey. The study sample consisted of 100 ninth-grade students were selected, representing both rural and urban areas within the district. Findings from the overall sample reveal that these students demonstrate a constructive learning approach, with academic performance levels that are above average.

**Key Words:** Self Efficacy, Academic Performance, Secondary School Students

## INTRODUCTION

The secondary stage of education is a pivotal phase in a student's academic journey, as the achievements during this time are often seen as indicative of their potential for future success. Decisions about which academic stream to choose, the subjects to study, and the school to attend are frequently influenced by the performance and outcomes during this stage. Several factors pedagogical, psychological, social, and cognitive play a role in shaping a student's academic achievement at this level. Academic success in secondary school not only reflects the effectiveness of the teaching-learning process but also serves as a barometer for further educational opportunities. Therefore, improving academic achievement remains a key focus, and this necessitates an exploration of the various factors that influence it.

Adolescents face numerous challenges during the secondary stage, driven by significant physical, emotional, and social changes. These challenges include body image concerns, parental expectations, peer pressure, and the quest for self-identity, all of which can impact their academic performance and overall well-being. Interventions grounded in empirical research are essential to help mitigate the negative effects of these challenges. By focusing on the development of positive psychological traits such as Flow (a state of deep

engagement and focus) and Self-Efficacy (the belief in one's ability to succeed), interventions can enhance students' emotional resilience, academic motivation, and mental well-being.

The research aims to investigate how self-efficacy influence academic achievement in both private and government-aided secondary school students. The findings could provide valuable empirical evidence on the role of these trait in academic success, guide the creation of intervention programs for students facing challenges, and explore the feasibility of integrating a positive psychology framework into the Indian education system.

Self-efficacy is a person's belief in his or her ability to succeed in a particular situation. Bandura described these beliefs as determinants of how people think, behave, and feel. Based on that, self-efficacy, or your belief in your own abilities to deal with various situations, can play a role in not only how you feel about yourself, but also on whether or not you successfully achieve your goals in life.

Self-efficacy is grounded in the larger theoretical framework of social cognitive theory. This theory postulates that human functioning results from interactions among personal factors (e.g., cognitions, emotions), behaviors, and environmental conditions (Bandura,1986, 1997). From this perspective, self-efficacy affects one's behaviors and the environments with which one interacts, and is influenced by one's actions and conditions in the environment.

### **Studies related to Self Efficacy and Academic Achievement**

Dr. K.P. Meera and Jumana. M. K conducted a study on SELF-EFFICACY AND ACADEMIC PERFORMANCE IN ENGLISH. This study reviews the relevant self-efficacy related literature, a central point of social cognitive theory, in the area of language learning. Role of self-efficacy in academic performance of learners is also considered. In the global world, English language has become the fundamental means of international affairs and communication. As a consequence researchers tried to find out the relationship between self-efficacy and academic performance in English of secondary school students. The current research tested the research hypotheses using a sample group of 520 secondary school students. Scale of self-efficacy and academic performance test in language are used as instruments. The result revealed that there is a significant difference 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 found.

Abid Mehmood , Muhammad Adnan , Aaqib Shahzad and Farhat Shabbir conducted a study on The Effect of Self-Efficacy on Academic Performance at Higher Level of Learning: A Case Study of Punjab University Lahore. Simple random sampling technique was used. Total sample size was 180. Interview schedule was used as the tool for data collection. The data were processed by using SPSS. This study found that 42.2% of the respondents were confident to have the ability to fulfill their goals and 54.4% were confident and motivated to understand basic concepts of their subjects because 46.1% believed on hardworking that will be helpful for them in trouble situation. For academic performance, 41.7% respondents were satisfied with their academic performance because their past results encourage them to work hard. The results of Spearman's correlation indicated that there is significant relationship between the self-efficacy and academic performance of the students while studying at higher level learning. Moreover, Independent variable i.e. self-efficacy has effect on the dependent variable i.e. academic performance.

Khageswar Bhatil , Rajashree Baral , and Venkateswar Meher conducted a study to investigate academic self-efficacy and academic performance of undergraduate students in relation to gender and streams of education. The subjects of the study consisted of 120 undergraduate boys and girls enrolled in the Arts, Commerce, and Science streams of education. Primary data were collected using an academic self-efficacy scale. The results revealed a significant positive relationship between the student's academic self-efficacy and academic performance. The results also indicated a significant influence of academic self-efficacy on the academic achievement of students. Further, the results revealed that undergraduate students of the science stream were having high academic self-efficacy were having significantly higher academic performance as compared to others.

Alay Ahmad and Triantoro Safaria conducted a study on **Effects of Self-Efficacy on Students' Academic Performance**. The main purpose of the paper is to discuss how self-efficacy developed and the way it influences students' academic performance in addition to social interaction with peers. A scenario was given to Pakistani high school students by solving mathematical problems. Present study was designed to study the impact of self-efficacy on 15 boys, students of the 5th grade of a local school. Hague's (1990) Urdu Self-efficacy scale was administered. It was found that students with high self-efficacy obtained higher scores on 50 mathematical problems test. Further, content analysis of interviewees' responses showed that students with high self-efficacy planned to study complex subjects in future. A cross-cultural study is strongly recommended in this issue that determines the students' future. This study confirmed that student with high self efficacy contribute to higher goal than student with low self-efficacy. Students with high self-efficacy believe that they can achieve higher grade on a test of subtraction as compared to research students with low self-efficacy. In other words, students with high self-efficacy believe to solve a greater number of mathematical problems. The other finding suggested that students with high self-efficacy will prefer complex courses than research participants with low self-efficacy. In other words, subjects with high self-efficacy will choose difficult courses of studies in the future.

Yaman Köseoğlu conducted a study on **Self-Efficacy and Academic Achievement – A Case From Turkey**. The issues of motivational inclinations, cognitive and meta-cognitive approaches and resource management abilities of university students are considered in predicting academic achievement. First-year University students filled in the Motivated Strategies Learning Questionnaire, completed the Implicit Theories of Intelligence Scale, answered the Achievement Goal Inventory Scale, and self-reported their grade point averages. A multivariate analysis of co-variance (MANCOVA) indicated that students with low self-efficacy were inclined to believe that intelligence is inherent and cannot be changed. It also indicated that students with high self-efficacy preferred mastery goals, which entailed challenges and new knowledge, as well as performance goals that comprised good grades and surpassing others. Additionally, a hierarchical multiple regression analysis revealed that effort-regulation, self-efficacy, and help-seeking explained 21% of the variance in GPA. It was also found that the relationship between self-efficacy and GPA was partially mediated by effort-regulation. Additionally, on account of the fact that students with self-efficacy were able to analyze and control their impulses and thrive in

the face of challenge, they excelled academically. Inferences of these findings for educators who may prefer to focus on the objective of increasing academic achievement by strengthening self-efficacy and effort-regulation are also discussed

Shahzad Elahi Motlagh, Kourosh Amrai, Mohammad Javad Yazdani, Haitham altaib Abderahim and Hossein Soury conducted a study on The relationship between self-efficacy and academic achievement in high school students the aim of the current study was to investigate the relation between self-efficacy and academic achievement in high school students. In this study, 250 students in the academic year 2010/2011 were selected

by means of multistage cluster sampling and completed self-efficacy scale. To measure achievement score grade point average in classes was used. To analyze data correlation coefficient and regression analysis was used. The **results** revealed that self-evaluation, self directing and self-regulation are correlated with academic achievement. Among all variables entered in the equation model only self-evaluation and self-regulation entered the regression model explaining 10 percent variance of academic achievement in 2 steps. The study concluded that the self-efficacy is a considerable factor in academic achievement.

Mustafa Meral, Esmâ Colak and Ertan Zereyak conducted a study on The relationship between self-efficacy and academic performance. The aim of this study is to investigate relationships between self-efficacy and academic performance among a sample of 82 sophomore students who attended Instructional Planning and Evaluation class at the Marmara University Technical Education Faculty. Survey method used in this research. Each student's final grade note was used as a performance measure. The instrument was used to measure self-efficacy is the Motivational Strategies Scale developed by Pintrinch and De Groot (1990) and adapted into Turkish by Altun and Erden (2006). Data analyzed by Pearson's Correlation and descriptive statistics. However there is no significant relation between self-efficacy and the other variables ( $p > .05$ ). Therefore we may say that self-efficacy more efficient on academic performance than socio-economic variables.

Siti Salwa Bte Md. Sawari, Bakare Kazeem and Norwati Bt Mansor (Dr.) conducted a study on investigating the relationship between level of self-efficacy and gender. This present study was designed to investigate three main objectives. First, it examines the level of self-efficacy among secondary students. Second, it explores whether there is a statistically significant difference in the level of self-efficacy between male and female school students. Third, is there any relationship between self-efficacy and gender. A total of 122 students sampled from two school in Muar participated in the survey, employing a 22-item questionnaire measuring General Self-efficacy (GSE) and Fertment Self-efficacy Scale. The items were pilot-tested before being administered to the respondents. The data was analyzed quantitatively using descriptive statistics, independent-samples t-tests and Pearson's product-moment correlation tests. The result showed that the majority of students experience a moderate level of self-efficacy. Regarding the comparison level of self-efficacy between male and female, the findings of the current study shows that, there are significant differences for both gender. In additions, with regards to the correlations between self-efficacy and gender, the study revealed that there are positive relationship.

## OBJECTIVES OF THE STUDY

The present study has the following objectives:

1. To find out whether there is any significant difference exists in the Mean scores of Self efficacy for the samples of Boys and Girls, Rural and Urban and Government and Private.
2. To find out whether there exists any relationship between Self efficacy and Academic Performance of IX standard school students for total samples and comparable subsamples based on sex, locale and types of management.
3. To find out the effect of Self efficacy on Academic Performance.

## HYPOTHESIS

The hypotheses of the study based on the major objective were formulated as follows:

1. There will be significant differences in the mean source of Self efficacy for the samples of boys and girls, rural and urban and Government, Aided and Private.
2. There is no significant relation between Self efficacy and the academic performance of Class IX students studying in secondary schools of the District of Kerala.

3. There is no significant relation between Self efficacy and the academic performance of Class IX students studying in secondary schools of the District of Kerala in terms of different types of management i.e. Government, Aided and Private and in terms of locality, i.e. Rural and Urban.

### SCOPE AND LIMITATIONS OF THE STUDY

The present study is intended to find out the effectiveness self efficacy and academic achievement of Ninth grade students. The result obtained will help the investigator to know the effectiveness of the self efficacy and academic achievement. The findings will help the teachers to improve their approach in dealing with children.

#### Limitations of the study

1. The study is confined to the students studying in Ninth grade only.
2. Sample of the study was limited to One District with 460 students from 12 schools only. It is difficult to generalize the result as worldwide.
3. The study is restricted to the schools affiliated to Central Board of School Education (CBSE) & Kerala Board of School Education only.

### METHODOLOGY

**Sample :** Sampling is necessary here because studying the whole population in order to arrive at generalization would be impractical. The sample of this study consists of 460 students of standard IX selected from 12 Secondary Schools of Ernakulam District by stratified random sampling method.

**Tools Used :** The tools used for the study are: 1. Self Efficacy Scale (SES) and 2. Academic Performance in School Education.

**Statistical Techniques Used :** The following statistical techniques have been used for the analysis of data in the present study.

1. Test of Significance of difference between means of large independent sample.
2. Standard Deviation
3. Pearson's Product moment co-efficient of correlation.
4. Percentage variance
5. ANOVA Analysis

### TENABILITY OF THE HYPOTHESES

#### Hypothesis – 1

**The First hypotheses** states that “There will be significant difference in the mean source of self efficacy for the samples of boys and girls, Rural and Urban and Government, Aided and Private”.

The

Sl No.	Nature of Sample	Sub Samples	Number of Samples	Mean	Standard Division	Critical Ratio
1	LOCALE	Rural	N <sub>1</sub>	M <sub>1</sub>	SD <sub>1</sub>	1.155
			285	112.91	12.923	
		Urban	N <sub>2</sub>	M <sub>2</sub>	SD <sub>2</sub>	
			176	111.61	11.8	
2	SEX	Boys	N <sub>1</sub>	M <sub>1</sub>	SD <sub>1</sub>	3.738
			192	109.86	12.94	
		Girls	N <sub>2</sub>	M <sub>2</sub>	SD <sub>2</sub>	
			268	114.14	11.89	
3	TYPE OF MANAGEMENT	Govt	N <sub>1</sub>	M <sub>1</sub>	SD <sub>1</sub>	1.043
			188	113.11	11.97	
		Private	N <sub>2</sub>	M <sub>2</sub>	SD <sub>2</sub>	
			272	11.93	12.83	

critical ratio obtained when the mean score of self efficacy compared with the groups of rural and urban, boys and girls, government and private were 1.155, 3.738, 1.043 respectively. It was found that significant difference exist in the mean scores of boys and girls. But in the sample of rural and urban, government and private there is no significant difference.

### Hypothesis – 2

The Second hypotheses states that " There is no significant relation with self efficacy and Academic Performance of Class IX students studying in secondary schools of the District of Kerala".

SI No:	Nature of Samples	N	Coefficient of Correlation ‘r’
1	Total	460	0.0427
2	Rural	285	0.0072
3	Urban	176	0.1335
4	Boys	192	0.0405
5	Girls	268	0.0535
6	Govt	188	0.0881
7	Private	272	0.0301

On the interpretation of coefficient of correlation by considering its magnitude for the samples have negligible relationship. The relationship between self efficacy and Academic Performance is positive and negligible. So the hypothesis is rejected.

### Hypothesis – 3

The Third hypotheses states that "There is no significant relation with self efficacy and Academic Performance of Class IX students studying in secondary schools of the District of Kerala in terms of different types of management i.e. Government, Aided and Private and in terms of locality i.e Rural and Urban".

Source of Variation	Sum of squares	Degrees of freedom	Mean square of variation	F - Value	Level of significance
Between groups	37.331	2	18.666	.667	N.S
Within groups	13803.505	493	27.999		
Total	13840.836	495			

The result indicates that the ‘F’ value is 0.667 which is less than the table value for corresponding degrees of freedom at 0.01 level. The table value for corresponding degree of freedom at 0.01 level is 4.62. This implies that Academic performance is not influenced by self efficacy for the total sample.

### IMPORTANT FINDINGS

1. The academic performance have significantly influenced by locality of the school and type of management. But sex of the pupils has no significant effect on the academic performance.
2. The self efficacy have significantly influenced by sex of the pupils.
3. The relationship between self efficacy and academic performance is positive and negligible.

### EDUCATIONAL IMPLICATIONS:

1. creating an inclusive and supportive classroom environment is key to fostering a growth mindset
2. to foster a growth mindset culture, educators can establish clear expectations that abilities develop through effort, responsiveness to feedback, and persistence in learning strategies
3. Teachers can support students by encouraging the use of coping models, highlighting how these students overcome setbacks and develop their skills over tim

### CONCLUSION:

The study reveals the importance of self-efficacy in academic achievement. Self-efficacy the belief in one's capacity to successfully execute tasks—plays a crucial role in motivating students to persist, engage, and utilize effective learning strategies. By nurturing students' confidence in their abilities, educators can help to boost not

only their academic success but also their overall engagement with learning. Encouraging self-efficacy in students, therefore, presents an essential strategy for improving both academic outcomes and students' attitudes toward challenges and growth.

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