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The Effect of Self-Efficacy on Higher Secondary Commerce Students

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Abstract:

The present study investigates the effect of self-efficacy on higher secondary commerce students. The perception of students on their self-efficacy has been assessed by Self-Efficacy Questionnaire constructed and validated by Peter Muris (2001). A 24-item survey measuring sources of self-efficacy was administered to 810 higher secondary commerce students. Findings on the relationship between self-efficacy, academic, emotional and social self-efficacy are then summarized. From the findings of this study, Self-efficacy is significant predictors of higher secondary students in Commerce. Finally, suggestions are offered to improve the self-efficacy among the higher secondary students should be keenly monitored by the school authorities, teachers and the parents in order to bring forth the hidden talents of the students and also their achievement in commerce at higher secondary level.

1. Introduction

Emerging technologies also provide unlimited possibilities for new exciting, new discoveries and developments such as new forms of energy, medical advances, restoration of environmentally ravaged areas and exploration into space and into the depths of the oceans. Bandura places particular emphasis on the role played by self-efficacy, belief in one's own personal capabilities. Self-efficacy underlies people's faith in their ability to carry out a particular behaviour or produce a desired outcome.

According to Albert Bandura, (1995, 1994) "Self-efficacy is the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations. In other words, 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. The student's perceived self-efficacy predicted the social studies grades they hoped for expected and actually achieved. Students' goals were influenced by their parents' goal for them, but students' beliefs about their own abilities seemed more important. The message is clear, if parents want their children to do well in school, they must see their have learning experiences that build a belief in their ability to succeed. Bandura also concluded that cooperative learning strategies have the dual outcome of improving both self-efficacy and academic achievement. Cooperative learning structures in which students work together and help one another also tend to promote more positive self-evaluations of capability and higher academic attainments than do individualists or competitive ones. This study used a researcher self-efficacy Questionnaire for Children (SQC), which has been standardized instrument contained three factors (Academic self-efficacy, Emotional self-efficacy, Social self-efficacy) are used (Peter Muris, 2001).

1.1. Academic Self- Efficacy

Academic self-efficacy refers to "student's belief (conviction) that they can successfully achieve at a designated level on an academic task or attain a specific goal" (Bandura, 1997; Eccles and Wigfield 2002; Bliass and Loomis, 2002; Greshm, 1988; Linnenbrink and Pintrich, 2002; Schunk and Pajares, 2002).

1.2. Emotional Self-Efficacy

Emotional self-efficacy is marked by the ability to manage emotions internally, rather than externally. It is the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations and described these beliefs as determinants of how people think, behave and feel and he also adds the identity which one affects a student's self-efficacy such as anxiety, nervousness, or sweating reflect the student's perceptions of self-efficacy and affect performance but developing strategies to combat anxiety has a good effect on self-efficacy.

1.3. Social Self-Efficacy

Sherer and Adams (1983) say that social self efficacy refers to a willingness to initiate behavior in social situations and Patrick, Hicks and Ryan (1997) explain this as the abilities to establish friendships, from sustainable peer relationships, receive positive peer praise, be socially acceptable, and behave in a pro-social manner at school are all important tasks for success at school and have been found to be directly related to academic achievement.

2. Objectives of the Study

The following objectives have been set in the present study

1. To find out the levels of Self- Efficacy and its dimensions, namely Academic, Emotional and Social Self-Efficacy.
2. To find out whether there is any significant difference in Self-Efficacy and its dimensions with regard to Gender (male/female)
 - a. Medium of Study (English/Tamil)
 - b. Religion (Hindu/Christian/Muslim)
 - c. Locality of Residence (Rural/Urban)
3. To find out whether there is any significant correlation between Self-Efficacy and Achievement in Commerce.
4. To find out the predictive nature of independent variable, Self-Efficacy over the dependent variable, Achievement in Commerce.

3. Hypotheses of the Study

The following hypotheses have been set in the present study

- a) The levels of Self-Efficacy and its dimensions, namely Academic, Emotional and Social Self-Efficacy of higher secondary students are not high.
- b) There is no significant difference between Self-Efficacy and its dimensions with regard to
- c) Gender (male/female)
- d) Medium of Study (English/Tamil)
- e) Religion (Hindu/Christian/Muslim)
- f) Locality of Residence (Rural/Urban)
- g) There is no significant relationship between the Self-Efficacy along with its dimensions of higher secondary students and their Achievement in Commerce.
- h) The independent variable, 'Self-Efficacy' is not significant predictors of the dependent variable "Achievement in Commerce" of higher secondary students.

4. Tools and Techniques Used

The investigator selected descriptive survey method for the study. The population of the present study comprises all the higher secondary commerce students studying in standard XI in Government, Government Aided and Private schools. From the population, the investigator had taken 810 higher secondary commerce students through random sampling technique. Self-Efficacy Questionnaire constructed and validated by Peter Muris (2001).

Self-efficacy and its Dimensions	Low		Average		High	
	N	%	N	%	N	%
Academic	133	16.42	566	69.88	111	13.70
Social	116	14.32	600	74.07	94	11.60
Emotional	125	15.43	545	67.28	140	17.28
Total	130	16.05	589	72.72	91	11.23

Table 1: Showing the Categorization of Students into Low, Average and High Self-Efficacy and Its Dimensions

It could be seen from Table 1, it is found that 72.72% of higher secondary students have average level of self-efficacy and its dimensions. Moreover, they have average level of academic self-efficacy (69.88%), social self-efficacy (74.07%) and emotional self-efficacy (67.28%).

Self-efficacy and its Dimensions	Gender	N	Mean	SD	Calculated 't' Value	Table Value	LS
Academic	Male	433	32.97	5.46	2.23	1.96	S
	Female	377	31.11	5.47			
Social	Male	433	30.11	5.56	2.12	1.96	S
	Female	377	29.27	5.74			
Emotional	Male	433	29.71	5.46	2.38	1.96	S
	Female	377	28.82	5.17			
Total	Male	433	91.79	12.80	2.92	1.96	S
	Female	377	89.20	12.46			

Table 2: Showing the Significance of the Difference between the Male and Female Higher Secondary Students in Their Self-Efficacy and Its Dimensions

Table 2 verifies as the obtained values of 't' (2.23, 2.12, 2.38 and 2.92) with that of table value (1.96) at 0.05 level, it is found that the male and female higher secondary students are significantly differed in self-efficacy in toto and all its dimensions.

Self-efficacy and its Dimensions	Medium of Study	N	Mean	SD	Calculated 't' Value	Table Value	LS
Academic	English	434	32.77	5.28	3.99	1.96	S
	Tamil	376	31.23	5.66			
Social	English	434	30.62	5.62	3.44	1.96	S
	Tamil	376	29.25	5.67			
Emotional	English	434	28.71	5.47	2.87	1.96	S
	Tamil	376	29.78	5.15			
Total	English	434	92.10	12.30	2.06	1.96	S
	Tamil	376	90.26	13.03			

Table 3: Showing the Significance of the Difference between the Higher Secondary Students Studying in Tamil Medium and English Medium in Their Self-Efficacy and Its Dimensions

As Table 3 mentions about the obtained values of 't' (3.99, 3.44, 2.87 and 2.06) with that of table value (1.96) at 0.05 level, it is found that the higher secondary students studying in English medium and Tamil medium are significantly differed in self-efficacy in toto and all its dimensions.

Self-efficacy and its Dimensions	Religion	Mean	SSb	SSw	df	Calculated 'F' Value	Table Value	LS
Academic	Hindu	31.27	121.32	23992.07	2,807	2.04	3.00	NS
	Christian	29.81						
	Muslim	31.11						
Social	Hindu	29.64	174.93	25585.60	2,807	2.76	3.00	NS
	Christian	28.66						
	Muslim	28.11						
Emotional	Hindu	29.21	259.13	22688.38	2,807	4.61	3.00	S
	Christian	27.31						
	Muslim	28.08						
Total	Hindu	90.12	1415.94	127826.69	2,807	4.47	3.00	S
	Christian	85.77						
	Muslim	87.31						

Table 4: Showing the Significance of the Difference among the Hindu, Christian and Muslim Higher Secondary Students in Their Self-Efficacy and Its Dimensions

As seen above the obtained values of 'F' (2.04 and 2.76) with that of table value (3.00) at 0.05 level, it is found that the Hindu, Christian and Muslim higher secondary students are not significantly differed in academic self-efficacy and social self-efficacy. Comparing the obtained values of 'F' (4.61 and 4.47) with that of table value (3.00) at 0.05 level, it is found that the Hindu, Christian and Muslim higher secondary students are significantly differed in self-efficacy in toto and emotional self-efficacy.

Self-efficacy and its Dimensions	Locality of Residence	N	Mean	SD	Calculated 't' Value	Table Value	LS
Academic	Rural	166	31.29	5.46	2.15	1.96	S
	Urban	644	32.31	5.46			
Social	Rural	166	29.12	5.94	2.78	1.96	S
	Urban	644	30.54	5.56			
Emotional	Rural	166	28.93	5.10	2.37	1.96	S
	Urban	644	29.99	5.39			
Total	Rural	166	89.34	12.74	3.16	1.96	S
	Urban	644	92.84	12.62			

Table 5: Showing the Significance of the Difference between the Higher Secondary Students Residing in Rural and Urban Areas in Their Self-Efficacy and Its Dimensions

The above table clearly indicates that the obtained values of 't' (2.15, 2.78, 2.37 and 3.16) with that of table value (1.96) at 0.05 level, it is found that the rural and urban higher secondary students are significantly differed in self-efficacy in toto and all its dimensions. It is evident from the obtained values of 'F' (0.04, 1.32, 1.49 and 1.22) with that of table value (3.00) at 0.05 level, it is found that the higher secondary students whose fathers are illiterate, school educated and graduates are not significantly differed in self-efficacy in toto and all its dimensions.

Self-efficacy and its Dimensions	N	Calculated 'r' Value	Table Value	LS
Academic	810	0.472	0.072	S
Social	810	0.565	0.072	S
Emotional	810	0.547	0.072	S
Total	810	0.687	0.072	S

Table 6: Showing the Relationship between the Self-Efficacy along with Its Dimensions of Higher Secondary Students and Their Achievement in Commerce

As observed from the above table the obtained values of 'r' with that of table values at 0.05 level, it is found that self-efficacy in toto and all its dimensions of higher secondary students and achievement in commerce are significantly correlated.

Equation	R ² Value	Variable	Coefficient	P Value
Ach = -38.677 + (1.051 * SE)	0.956	Self-efficacy	1.051	<0.001

Table 7: Predictive Nature of Self-Efficacy Along with Its Dimensions on the Achievement of Higher Secondary Students in Commerce

All the independent variables appear to account for the ability to predict Achievement in Commerce ($P < 0.001$): Self-efficacy.

5. References

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