



Review Article

A Correlational study of Self-efficacy and Academic achievement among Higher Secondary School Students from Kashmir valley

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Abstract	Manuscript Information
<p>This research endeavors to explore the correlation between self-efficacy and academic achievement among high school students. Employing a stratified random sampling approach, a sample of 200 students (100 male and 100 female) from district Anantnag in the Kashmir Valley was selected. Data collection involved utilizing the self-efficacy scale by Arun Kumar Singh and Shruti Narain (2014) alongside academic achievement scores derived from 11th grade results. The analysis of the data involved Pearson's product-moment correlation coefficient and the 't' test. The study's outcomes indicate a significant and positive relationship between self-efficacy and academic achievement. Moreover, the research highlights a notable mean difference between self-efficacy and academic achievement in boys and girls, with girls demonstrating higher levels of self-efficacy and academic accomplishment. The study's implications extend to educational planners, policymakers, administrators, parents, and society at large, providing valuable insights to enhance teachers' skills and, consequently, elevate academic achievement among students.</p>	<ul style="list-style-type: none"> ▪ ISSN No: 2583-7397 ▪ Received: 24-12-2023 ▪ Accepted: 22-01-2024 ▪ Published: 24-01-2024 ▪ IJCRM:3(1);2024:85-89 ▪ ©2024, All Rights Reserved ▪ Plagiarism Checked: Yes ▪ Peer Review Process: Yes
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Keyword: Self-efficacy, Academic achievement, Relation, Higher secondary school students

1. Introduction

In the contemporary landscape of competition and pursuit of excellence, individuals harbor a collective aspiration for success. Particularly for students, success is synonymous with academic accomplishment, a foundation intricately linked to the pillars upon which their future life achievements rest. Academic success has a big impact on a child's ideal and harmonious development. Additionally, it refers to the state of the learner's education and his capacity to apply what he has learned. Academic success is a multi-dimensional phenomenon rather than a one-dimensional one. Achievement is highly valued in contemporary society. Academic standing plays a significant

role in determining whether a student is admitted to a program with a vocational focus. Achievement is defined as demonstrable behavior in a set of tests that are all scored the same way. Simpson and Weiner (1989).^[13] The purpose of achievement tests is typically to gauge student performance on academic topics. They claim that the majority of the time. Sometimes the word "achievement" is substituted with the word "accomplishment." Academic performance, which is often referred to as academic achievement, is a measure of how well a student, teacher, or institution has achieved its educational goals. Exams or continuing assessments are widely used to determine academic progress, But there is no agreement on the optimal

testing procedures or which components—declarative information like facts or procedural knowledge like skills—are most important. Excellence in all academic subjects, both in class and outside of it, can be regarded as academic achievement. It encompasses the kind of perfection that can only be attained when a person is well adjusted, such as excellence in sportsmanship, self-assurance, communication abilities, timeliness, the arts, and culture. Trow (1956) characterized academic achievement as the capacity to gain knowledge or the proficiency level in scholastic activities typically assessed through standardized tests and conveyed through grades or units based on students' performance. Good (1959) defines academic achievement as the acquisition of knowledge or the cultivation of skills in school subjects, typically assessed through test scores or marks assigned by the teacher. Mehta K. K. (1969) stipulated that academic performance encompasses both the curricular and co-curricular accomplishments of students. It displays the students' learning results. Learning occurs because of the way that students in classrooms use their abilities fully. Academic achievement is the term used to describe performance outcomes that demonstrate how well an individual has completed goals that were the focus of activities in instructional environments, specifically in school, college, and university. Educational institutions frequently establish cognitive objectives focused on fostering knowledge and comprehension within specific intellectual domains. (such as numeracy, reading, science, or history) or are applicable across a wide range of subject areas (such as critical thinking). Therefore, academic success should be seen as a complex idea that encompasses a range of learning domains. Numerous factors affect academic performance, which in turn determines whether people succeed or fail. There is a need to understand and comprehend the elements that are either directly or indirectly connected to a student's academic performance, such as study habits, self-esteem, parent education, self-efficacy, school environment, socio-economic condition, etc. The investigator opted to conduct this study after realizing the importance of self-efficacy and its impact on academic achievement. Additionally, the dearth of research in this field prompted the researcher to look into it. This tests the researcher's hypothesis on the relationship between self-efficacy and academic success. Self-efficacy is defined as an individual's confidence in their ability to plan and execute the necessary actions to achieve a specific goal. Those with strong efficacy beliefs exhibit increased confidence in executing behavioral patterns, significantly influencing goals and emotional responses. Elevated self-efficacy levels are associated with greater persistence, fostering learning experiences that reinforce self-efficacy. It reflects an individual's confidence in successfully completing tasks, influencing their willingness to attempt challenging tasks, maintain commitment, and invest increased effort. Bandura (1986)^[2] proposed that efficacy expectations predict the initiation of actions, effort exerted, and persistence in overcoming challenges. Consequently, self-efficacy profoundly shapes behavior, cognition, and motivation for specific responsibilities, also affecting students' belief in their ability to accomplish assignments. The concept is intricately

linked to the effort exerted and perseverance in the face of challenges, resulting in increased dedication and performance excellence. Albert Bandura identifies four primary sources of self-efficacy: mastery experience, vicarious experience, social persuasion, and emotional and physiological states, each playing a pivotal role in shaping an individual's perception of their efficacy.

The Role of Self -Efficacy

Most people are able to list the changes they would like to see, the results they are hoping to attain, and the goals they have set. Most people also understand that it is not always simple to follow through with these plans. According to Bandura (1977)^[3], a person's approach to problems, objectives, and tasks is related to their level of self-efficacy. We analyze the qualities of individuals who have high feelings of self-efficacy like;

- Treat arduous chores as challenges that must be overcome.
- An elevated degree of engagement in the pursuits they undertake.
- Cultivate an enhanced commitment to their endeavors and recreational interests.
- Promptly recover from setbacks and disappointments.

People Having Low Self- Efficacy Can

- Ignore complicated tasks.
- Treat themselves they are not capable of doing difficult jobs and situations.
- Focus on one's weaknesses and worse results.
- Quickly lose belief in one's own capacities.

Strategies to Develop Self-Efficacy among Higher Secondary School Students

Celebrate success

Mastery experiences are essential for the growth of self-efficacy. This, according to Bandura, is the best way to cultivate a strong feeling of self-belief. A strong sense of self-efficacy is fostered through success.

Observe others

Vicarious experiences gained through peer modelling, according to Bandura, are another essential strategy for enhancing self-efficacy. One's confidence in his ability to succeed will increase because of seeing others work hard and succeed.

Seek positive Statements

Students' feeling of self-efficacy can also be raised by receiving supportive feedback from teachers, coaches, and experts.

Get a coach

Having a coach at your side will motivate you to go beyond the roadblocks and hold you accountable for acting. When you are lacking confidence, you need someone to encourage you and guide you through the challenges. A coach will keep you moving forward and keep you from giving up.

Awareness of Thoughts and Feelings

If you start to feel anxious before a challenging situation, you might not feel confident in your capacity to tackle the task. Make an effort to form a new habit in order to control your thoughts and emotions.

Maintain a positive attitude

It is important to recognise the signs of stress and self-doubt in order to manage them. Keep your self-doubt at bay by focusing on your previous accomplishments and fulfilling experiences. Keep a list of your successes that you are proud of for when you need a quick boost to your self-efficacy.

2. Literature Review

The findings of conducted research consistently support the proposition that higher levels of self-efficacy contribute to improved academic performance among students. Shkullaku (2013)^[10] investigated 180 Albanian students from two universities, revealing a significant disparity in self-efficacy between genders. Singh and Katlana (2015)^[11] observed marked differences in self-efficacy among male and female college professors. In contrast, Bhagat and Baliya (2016)^[4] found no noteworthy gender-based variation in self-efficacy among secondary school students and their academic success. Hasan and Parvez (2019)^[6] established a positive and significant correlation between academic achievement and self-efficacy. Odame Mensaw (2019)^[8] reported high levels of self-efficacy among respondents, with a notable predictive relationship between self-efficacy and academic success, particularly highlighting girls' superior academic performance. AlAjmi and AlAzemi (2021) affirmed a direct proportional relationship between self-efficacy and academic achievement, signifying a positive correlation. Despite these investigations on the influence of self-efficacy on academic achievement, no prior studies specifically addressed the students of Kashmir Valley. Hence, this study endeavors to address this existing research gap.

3. Justification of the Study

Self-efficacy, which is characterized as confidence in one's capacity to do a certain task successfully, has a big influence on how people act (Bandura, 1977) [3]. As a result, self-efficacy has a significant impact on students' academic achievement. Student academic accomplishment levels are the best indicators of future academic success, along with self-efficacy. The literature of numerous previous researchers revealed that self-efficacy played a crucial role in influencing a student's academic achievement. Students must have self-confidence because a lack of it could cause them to struggle academically in school. Failure, hopelessness, and unfulfilled ambitions in students' careers may also be caused by low self-efficacy. Students may develop behavioral issues if their hopes and goals are not realized. Low and disparaging comments about the educational standard have been made because of students' poor academic performance. Because fewer people in most organizations have the necessary pass grade to fill open jobs, job recruitment processes have become more challenging. Poor academic performance has often

resulted in unfavorable labeling of students by peers and even family members, leading to some pupils dropping out of school. Research findings by Shkullaku (2013)^[10], Singh and Katlana (2015)^[11], Bhagat and Baliya (2016)^[4], Hasan and Parvaz (2019)^[6], and AlAjmi and AlAzemi (2021) consistently demonstrate a positive correlation between self-efficacy and academic achievement. While existing literature provides substantial evidence of the association between self-efficacy and academic performance, there is a notable absence of studies focusing on higher secondary school students in the Kashmir Valley. Consequently, there is a necessity to investigate the relationship between self-efficacy and academic achievement among higher secondary students in the Kashmir Valley.

Operational Definitions

Self-Efficacy

In this study, it refers to the belief and confidence of the students in their ability to control ones behaviors, motivation, and social surroundings.

Academic achievement

In the present study it refers to the marks obtained by 12th standard students in their previous annual examination (11th) conducted by the school affiliated to JKBOSE.

4. Objectives of the Study

- The objective of this research is to examine the correlation between self-efficacy and academic achievement among higher secondary school students in the Kashmir Valley.
- To investigate whether there is a statistically significant difference in the self-efficacy levels between male and female students.
- To know if any difference exists between academic achievement of boys and girls.

5. Hypothesis of the Study

- There is no significant relationship between self-efficacy and academic achievement of higher secondary school students of Kashmir valley
- There is no significant mean difference between boys and girls with respect to their self-efficacy.
- To study if any mean difference exists between boys and girls with respect to their academic achievement.

6. Methodology

Survey research, case studies, and observational method are some of the different descriptive methods. To study self-efficacy and academic achievement among higher secondary school students in the Kashmir valley, a normative survey method was adopted in consideration of the objectives

Sampling Technique and Sample

Using a sample, a researcher can attempt to draw generalizations about a subset of the population. In order to choose the sample, stratified random sampling was utilized. A sample of 200

students, including 100 boys and 100 girls, was chosen from the Anantnag district of Kashmir Valley.

Tools Used

Self-efficacy

Self-efficacy scale constructed and standardized by Arun Kumar Singh and Shruti Narain (2014).

Academic achievement

Marks obtained by the 12th class students in their previous class (11th) were gathered from school records.

Statistical Technique Used

The researcher employed Pearson's product-moment correlation method to examine the relationship between self-efficacy and academic achievement among higher secondary school students in Anantnag, Kashmir Valley. Additionally, the statistical technique known as the 't' test was utilized to ascertain the mean differences among various categorical variables.

7. Analysis and Interpretation

The results have been interpreted according to each hypothesis.

Hypothesis 1

There is no significant relationship between self-efficacy and academic achievement of higher secondary students of Kashmir valley.

Sr.	Category	No. of Students	'r' Value	P Value	Level of significance
1.	Self-efficacy	200	0.542	0.000*	Significant
2.	Academic achievement	200			

Table 1: Relationship between self-efficacy and academic achievement

Table 1 depicts that there is a significant and positive relationship between self-efficacy and academic achievement among higher secondary school students, which means the more will be self-efficacy, the high will be the academic achievement or vice versa.

Sr.	Gender	No. of Students	Mean	S.D	t value	P value	Level of significance
1.	Boys	100	81.3	4.1	2.42	0.017*	Significant
2.	Girls	100	86.4	0.3			

Table 2: shows result of Mean, SD, t- value of boys and girls in relation to Self-efficacy.

Table 2 shows that the obtained 't' value is greater than the table value at 0.05 level. Thus, the null hypothesis stands rejected. Hence, we can say that there is a significant mean difference between self-efficacy of boys and girls.

Table 3: shows result of Mean, SD, t- value of boys and girls with respect to academic achievement

Sr.	Gender	No. of Students	Mean	S.D	t value	P value	Level of Significance
1.	Boys	100	79.3	12.1	5.06	0.000*	Significant
2.	Girls	100	88.2	11.2			

Table 3 depicted that the obtained 't' value is greater than the table value at 0.01 level. Hence, the null hypothesis is rejected, which means that there is a significant mean difference between academic achievement of boys and girls.

8. Findings

- The result showed a significant and positive relationship between self-efficacy and academic achievement, which means that the higher the self-efficacy of higher secondary students, the higher the academic achievement, or vice versa.
- There is a significant mean difference between boys and girls with respect to their self-efficacy. Girls have a greater sense of self-efficacy as compared to boys.
- A significant mean difference was found between boys and girls with respect to their academic achievement. Girls have higher academic achievement than boys.

9. Discussion of the Result

Self-efficacy exhibits a positive correlation with students' academic achievement, playing a crucial role in fostering emotional well-being and serving as a reliable predictor of motivation and learning. Individuals with heightened self-efficacy perceive challenges as opportunities, set and commit to goals, and cultivate dedication to their pursuits and hobbies. Conversely, those with diminished self-efficacy tend to perceive themselves as incapable of handling challenging tasks, easily abandon assignments, avoid difficulty, and swiftly lose confidence in their abilities, detrimentally affecting academic performance. The primary focus of this study was to elucidate the interconnectedness of self-efficacy and academic achievement, revealing a direct and proportional relationship between the two. To enhance student performance, fostering self-efficacy is imperative, as is instilling confidence in task execution, promoting mental well-being, and serving as a reliable predictor of academic success. Ahuja's (2016) ^[1] findings align with our study, reinforcing the positive relationship between self-efficacy and academic achievement. Our results consistently indicated that students with elevated self-efficacy demonstrated higher academic achievement. This concurrence is supported by various other studies, affirming the positive association between self-efficacy and academic performance, where an increase in self-efficacy levels corresponds with enhanced academic achievement (Oyuga, Raburu & Aloka, 2019; Bhati, Baral & Meher, 2022; Sun & Huang, 2019; Ayane, 2020).^[9, 5, 12]

10. Conclusion

This investigation focused on examining the correlation between self-efficacy and academic achievement among higher secondary school students in Anantnag, Kashmir Valley. The results indicated a discernible positive relationship between self-efficacy and academic achievement. Additionally, the study disclosed a noteworthy disparity between male and female students concerning their self-efficacy and academic accomplishment, with girls exhibiting higher levels of both.

Educational Implications

- Teachers should provide students plenty of chances to participate in decision-making in the classroom. Additionally, he must wholeheartedly recognise and applaud the student's accomplishment.
- Parents shouldn't put pressure on their children to perform better while putting them in comparison to other children
- Education stakeholders should focus on elevating academic achievement among students by implementing strategies such as orientation programs, workshops, and the systematic observation of daily classroom behaviour, all aimed at enhancing self-efficacy.
- The teacher should encourage students to take ownership of their education by setting appropriate goals for them. He should accept each student as they are rather than comparing them to one another because every student has a unique combination of personal skills, talents and needs.
- Teachers should use the transformational education model, as it will improve student's self-efficacy.
- Teacher should give the students consistent, credible and specific encouragement to try in order to sort out the problem by providing positive feedback.
- The teacher should foster a positive learning environment in the classroom where students can freely ask their doubts without any fear.
- Social and emotional learning programmes in schools should be organised as it improves student's achievement test scores.
- Credible communication and feedback to guide the students on the part of teachers can boost self-efficacy among the students.

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