

SCHOLASTIC ACHIEVEMENT IN RELATION TO THE SELF-EFFICACY OF POST GRADUATE STUDENTS IN WEST BENGAL

Azaharuddin Molla

Research Scholar, Department of Education,
West Bengal State University, West Bengal

ABSTRACT

The study explores how scholastic achievement test among Post Graduate students in West Bengal is related to their self-efficacy. 110 Post Graduate students – both boys and girls, from Barasat, West Bengal, represent the sample of the present study. The ‘Self-Efficacy Scale’ by Singh and Narin (2014) was used in this study. The SPSS software version 20.0 was used to analyze the collected data. The study finding indicates a positive correlation between Post Graduate students' self-efficacy and their scholastic achievement. The findings additionally highlighted that students with high levels of self-efficacy do better than students with low levels of self-efficacy.

Keywords: Scholastic Achievement, Self-Efficacy, Post Graduate Students

INTRODUCTION

In Modern era scholastic achievements performs a vital role in each and every individual's development as well as Nation. According to C.V. Good (1959), “Scholastic achievement is the knowledge attained or skills developed in the school subjects usually designed by test scores or marks assigned by the teacher.” There are many factors that have an impact on scholastic achievement such as individual concept, socio-economic background, teaching strategies, teachers’ conduct, study habit, educational qualification of parents, occupation of parents, meta cognitive skills intelligence, attention and interest, perception and sensation.

Scholastic achievement significantly influences a student's future. Students who perform well academically have a better chance of adjusting to adulthood and gaining success professionally and financially. Moreover, it has been noted that people with higher academic performance have achieved prominent positions in society.

A person's self-efficacy is the belief in their capacity to accomplish a goal, take control over their own drives, conduct, and social circumstances. People's feelings, thoughts, motivations, and behaviors are all determined by their self-efficacy beliefs. Albert Bandura (1977a) first coined the phrase 'self-efficacy' almost

40 years ago. According to Bandura (1977, 1986, and 1997), "Self-efficacy is an individual's believe in his or her capacity to execute necessarily to produce specific performance attainment." Covington (1984) specified self-efficacy as "the ability to perceive and value one's own self-worth which often comes depending upon the ability to achieve academic excellence competitively." Margolis & McCabe (2006) stated, "Students with a strong sense of efficacy are more likely to challenge themselves with difficult tasks and be intrinsically motivated. These students will put forth a high degree of effort in order to meet their commitments, and attribute failure to things which are in their control, rather than blaming external factors." Self-efficacy is significant as it determines our behavior and how we deal with the outside environment. We become less likely to try something if we doubt our capacity to do it. On the other hand, if we have a high sense of self-efficacy, we're more likely to take on new challenges and persevere in spite of failures. We are more driven to accomplish our goals when we believe in our capacity and self-confidence.

LITERATURE REVIEW

Large numbers of study were conducted regarding scholastic achievement and self-efficacy of different level of students. Meher et al. (2022), Mehmood (2019), Kolo & Ahamed (2017), Hwang (2016) and Meral & Colak (2012) noticed a strong connection between students' self-efficacy and academic success. They also recommended that Pupils have to be exposed to this type of self-efficacy intervention program so that they may develop the confidence to feel like they are able to do well and perform all academically associated tasks effectively, which in turn enhances their academic success. Sharma (2022) and Meera et al. (2015) observed that while there was no significant difference between boy and girl students or between Govt. and Govt.-aided students in their academic success, but there was a significant difference between rural and urban students in terms of their academic success in English and self-efficacy. Hasan and Parvez (2019) found that self-efficacy has no significant effect on academic performance but gender and locality have a significant impact on academic achievement of secondary school students. Beri (2019) found few notable variations in students' academic self-efficacy depending on factors such as gender, locality and type of school management. Additionally, brilliant learners showed highest level of self-efficacy in their studies. Ahuja (2016) in his study entitled 'A Study of Self-Efficacy among Secondary School Students in relation to Educational Aspiration and Academic Achievement', noticed a positive & statistically significant association between 'self-efficacy and emotional aspiration', 'self-efficacy and academic achievement' and 'educational aspiration and academic achievement' among high school learners. Sreenivasulu (2015) in his study 'Academic Achievement in Relation to Self-Efficacy and Gender among Tribal High School Students' reported a strong connection between self-efficacy and gender

depending upon the academic performance of tribal students. Pupils with high self-efficacy and girls performed better academically than pupils with low self-efficacy and even boys. Agarwal & Pavani (2015) concluded that “students who has higher levels of self-efficacy posses’ higher academic achievement.” This finding is also supported by Fakhru (2021), Koseoglu (2015), and Ahmad & Safaria (2013).

The analysis of review of related literature reveals that various researches have been conducted on self-efficacy and scholastic achievement. It also indicates that several variables have been thoroughly studied. But none of the investigators' study inquired about the effects of self-efficacy on postgraduate students' scholastic progress. Therefore, this study would be helpful to scholars, educators and developers, and it appears to be both required and adequately well-founded.

OBJECTIVES

- To study the difference of self-efficacy in relation to Gender of Post-Graduate students.
- To study the difference of self-efficacy in relation to Locality of Post-Graduate students.
- To study the difference of self-efficacy in relation to Subject stream of Post-Graduate students.
- To study the difference of self-efficacy in relation to Caste category of Post Graduate students.
- To find out the relationship between self - efficacy and scholastic achievement of Post Graduate students.

HYPOTHESES

H01. There is no significant difference between Male and Female students on their level of self-efficacy.

H02. There is no significant difference between Rural and Urban students on their level of self-efficacy.

H03. There is no significant difference between Arts and Science students on their level of self-efficacy.

H04. There is no significant difference between Reserved and Unreserved students on their level of self-efficacy.

H05. There is no significant relationship between self-efficacy and scholastic achievement of Post Graduate students.

DELIMITATIONS

- The study is confined to 110 Post Graduate students of West Bengal State University (WBSU), West Bengal.
- This study was only delimited of the 2nd & 4th Semester students.
- This study delimited to two streams viz. Arts and Science.

METHODOLOGY

For the present study, a descriptive survey method was employed. It is quantitative in nature, some null hypotheses (Ho) were formulated on the basis of the research objectives. Descriptive research is concerned with the formulation and testing of hypotheses, the analysis of the relationship between manipulated and non-manipulated variables, and arriving at certain generalizations.

Variables: The researcher has used following variables in this study:

- ***Independent Variable:*** Self-efficacy
- ***Dependent Variable:*** Scholastic Achievement
- ***Classificatory Variables:*** Gender, Locality, Caste category and subject stream of the students.

Population: The populations selected for the present study were all the students of West Bengal (Post Graduation).

Sample and Sampling Technique: In the present study, the researcher selected the West Bengal State University of North 24 Parganas district from the above-mentioned population by using a simple random sampling technique. The current study included a total of 110 students. It was comprised of students pursuing Post Graduation studies at West Bengal State University under the Arts or Science stream.

Tools and Techniques

- The 'Self-efficacy Scale' by Singh and Narain (2014) was used in the study. The scale consists of 20 items. Against each statement, five (5) options are there, such as Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree. It consists of four dimensions, and items are characterized as positive and negative. The test-retest reliability was found to be 0.82, and the spill-half reliability was found to be 0.74. The concurrent validity was found to be 0.92.
- The pupils' marks from the previous semester were considered as a measure of their academic success.

Statistical Techniques: With the study's objectives and design in mind, descriptive, co-relational, and inferential statistics were employed to analyze the data. For each variable, the mean and SD were calculated. The coefficients of correlation were determined to ascertain the connection among the study's variables. To assess the significance of differences between the study's variables, the t-test was performed.

Data Collection Procedure : Responses have been collected through the survey method with the help of a Google Form with 20 closed-ended questions. Google Form has been circulated to the randomly selected departments of West Bengal State University with proper permission from the administrator. 110 Post Graduate students studying in various departments at West Bengal State University have spontaneously responded through a Google form. Adequate time has been provided to the respondents to think carefully about the feedback, and the items have been clearly explained as needed.

DATA ANALYSIS AND INTERPRETATION

Data analysis was done using SPSS software, version 20.0.

● **Analysis of Objective 1:** To study the difference of self-efficacy in relation to Gender of Post Graduate students.

H01: There is no significant difference between Male and Female students on their level of self-efficacy.

Table No.1: Difference between male and female students on their level of self-efficacy.

<i>Gender</i>	<i>N</i>	<i>Mean</i>	<i>S. D</i>	<i>Calculated 't' value</i>	<i>'P' value</i>	<i>Remarks</i>
<i>Male</i>	46	77.50	7.420	1.792	.076	NS
<i>Female</i>	64	75.03	6.912			

The 'p' value was 0.076 which was higher than 0.05, hence the null hypothesis was not rejected at 0.05 level of significance. As a result, we could say that there was no significant difference between male and female students on their level of self-efficacy. In other words, we can say gender have no significant effect on student's level of self-efficacy.

● **Analysis of Objective 2:** To study the difference of self-efficacy in relation to Locality of Post Graduate students.

H02. There is no significant difference between Rural and Urban students on their level of self-efficacy.

Table No. 2: Difference between rural and urban students on their level of self-efficacy.

<i>Locality</i>	<i>N</i>	<i>Mean</i>	<i>S. D</i>	<i>Calculated 't' value</i>	<i>'P' value</i>	<i>Remarks</i>
<i>Rural</i>	78	75.15	7.508	2.101	0.038	Sig.
<i>Urban</i>	32	78.28	7.926			

The 'p' value was 0.038 which was lesser than 0.05, hence the null hypothesis was rejected at 0.05 level of significance. Therefore, we could say that there was significant difference between rural and urban students on their level of self-efficacy. In other words, we can say locality plays as significant role in their level of self-efficacy.

● **Analysis of Objective 3:** To study the difference of self-efficacy in relation to Subject stream of Post Graduate students.

H03. There is no significant difference between Arts and Science students on their level of self-efficacy.

Table No. 3: Difference between Arts and Science students on their level of self-efficacy.

<i>Subject stream</i>	<i>N</i>	<i>Mean</i>	<i>S. D</i>	<i>Calculated 't' value</i>	<i>'p' value</i>	<i>Remarks</i>
<i>Arts</i>	81	75.60	7.076	1.118	0.266	NS
<i>Science</i>	29	77.34	7.513			

The 'p' value was 0.266 which was higher than 0.05, hence the null hypothesis was accepted at 0.05 level of significance. As a result, we could say that there was no significant difference between Arts and Science students on their level of self-efficacy. Conversely, we can say subject stream have no significant effect on student's level of self-efficacy.

● **Analysis of Objective 4:** To study the difference of self-efficacy in relation to Caste category of Post Graduate students.

H04. There is no significant difference between Reserved and Unreserved students on their level of self-efficacy.

Table No. 4: Difference between reserved and unreserved students on their level of self-efficacy.

<i>Caste category</i>	<i>N</i>	<i>Mean S. D</i>	<i>Calculated 't' value</i>	<i>'p' value</i>	<i>Remarks</i>
<i>Reserved</i>	77	75.58 7.663	1.067	.288	NS
<i>Unreserved</i>	33	77.18 5.940			

The 'p' value was 0.288 which was higher than 0.05, hence the null hypothesis was not rejected at 0.05 level of significance. Therefore, we could say that there was no significant difference between reserved and unreserved students on their level of self-efficacy. In other words, we can say caste category does not play a significant role in their level of self-efficacy.

● **Analysis of Objective 5:** To find out the relationship between self-efficacy and scholastic achievement of Post Graduate students.

H05. There is no significant relationship between self-efficacy and scholastic achievement of Post Graduate students.

Table No. 5 : Relationship between self-efficacy and scholastic achievement of Post Graduate students.

<i>Variable</i>	<i>N</i>	<i>R</i>	<i>Significance</i>
<i>Self-efficacy & Scholastic achievement</i>	110	.976	Sig.

It is evident that $r = (0.976)$ value is significant. Hence, null hypothesis (H0) is rejected and an alternative hypothesis is accepted. In other words, the self-efficacy and scholastic achievement of post graduate students were determined to be positively related. There exists highly positive relationship.

DISCUSSION AND CONCLUSION

The researcher found that there was no significant difference between male and female students on their level of self-efficacy which is quite similar to the work of Ojha (2019) and Meera & Jumuna (2015). So, we can say that gender does not play any significant role in students' level of self-efficacy. The researcher also revealed a significant difference in self-efficacy levels between rural and urban students. This result also supports the previous studies of Sharma (2022), and Hasan (2019). So, we can say that locality has a significant role in students' level of self-efficacy. The

researcher also reported that there was no significant difference between Arts and Science students on their level of self-efficacy. Meher et al. (2022) have explored similar incidents to this research. So, we can say subject stream have no significant effect on students' level of self-efficacy. It is also found that there was no significant difference between reserved and unreserved students in their level of self-efficacy. So, we can say the caste category does not play any significant role in students' level of self-efficacy. The researcher identified a highly positive connection between self-efficacy and scholastic achievement among postgraduate students. This finding also is supported by the previous studies of Meher et al. (2022), Fakhru (2021), Ayane (2020), Mehmood (2019), Kolo & Ahamed (2017), Ahuja (2016), Hwang (2016), Goulao (2014), Motalgh et al. (2011) and Meral & Colak (2012). The Result of the research showed that students who have high levels of self-efficacy possess higher scholastic achievement than students with low levels self-efficacy. This finding is also supported by the previous studies of Agarwal & Pavani (2015), Fakhru (2021), Koseoglu (2015), and Ahmad & Safaria (2013).

From the results of the study, we can conclude that the self-efficacy scores of Post Graduate students differ significantly in terms of locality, but there exists no significant difference in terms of gender, subject stream and caste category. We can also conclude Students' self-efficacy and scholastic achievement positively related. Student who has high self-efficacy possess high scholastic achievement. Teachers and parents should be aware of their role in developing students' self-efficacy, which can help them do better in academics.

REFERENCES

- Ahangi, A., and Sharaf, Z (2013). Investigating the Relationship between Self Efficacy, the Locus of Control and Male and Female Students' Academic Achievements in Chenaran High School. *Journal of Engineering Research and Applications*, 3(5), 875-879.
- Agarwal, G., & Pavani, S. (2015). A Study of Self-Efficacy and Academic achievement among College Students. *Online Journal of Multidisciplinary Research (OJMR)*, 1(1), 28-32.
- Ahuja, A. (2016). A Study of Self-Efficacy among Secondary School Students in relation to Educational Aspiration and Academic Achievement. *An International Journal of Education and Applied Social Sciences*, 7(3), 275-283. <https://doi.org/10.5958/2230-7311.2016.00048.9>
- Bandura, A. (1977). Self-efficacy: Toward a Unifying Theory of Behavioral Change. *Psychological Review*, 84, 191-215.
- Bandura, A. (1986). The Explanatory and Predictive Scope of Self-efficacy Theory. *Journal of Clinical and Social Psychology*, 4, 359-373.
- Bandura, A. (1997). *Self-Efficacy: The Exercise of Control*. W. H. Freeman &

- Company, New York.
- Beri, N & Pathak, T. (2019). Academic Self-Efficacy among Senior Secondary School Students: An Exploratory Study. *Think India Journal*, 22(37), 506-515.
- Bhati, K., Baral, R., & Meher, V. (2022). Academic Self-Efficacy and Academic Performance among Undergraduate Students in Relation to Gender and Streams of Education. *Indonesian Journal of Contemporary Education (IJoCE)*, 4(2), 80-88. <https://doi.org/10.33122/ijoce.v4i2.35>
- Fakhrou, A., & Habib, L. H. (2022). The Relationship between Academic Self-Efficacy and Academic Achievement in Students of the Department of Special Education. *Journal of Higher Education*, 11(2), 1-12. <https://doi.org/10.5430/ijhe.v11n2p1>
- Hasan, M., & Pervez, M. (2019). Effect of Self-Efficacy, Gender and Locale on the Academic Achievement of Secondary school Students. *International Journal of Scientific Research and Reviews*, 8(2), 1881-1894.
- Kolo, A. G., Jaafar, W. & Ahamed, N. B. (2017). Relationship between Academic Self-efficacy Believed of College Students and Academic Performance. *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 22(01), 75-80. <https://doi.org/10.9790/0837-2201067580>
- Koseoglu, Y. (2015). Self-Efficacy and Academic Achievement – A Case from Turkey. *Journal of Education and Practice*, 6(29), 131-141.
- Margolis, H., & McCabe, P. (2006). Improving Self-Efficacy and Motivation What to Do, What to Say. *Intervention in School and Clinic*, 41(4), 218-227. <https://doi.org/10.1177/1053451206410040401>
- Motlagh, E.S., Amrai, K., Yazdani, M. J., & Souri, H. (2011). The Relationship between Self-Efficacy and Academic Achievement in High School Students. *Procedia Social and Behavioral Sciences*, 15(11), 765-768.
- Meera, K. P., & Jumuna, M. K. (2015). Self-Efficacy and Academic Performance in English. *Original Scientific Paper*, 5(2), 25-30.
- Meral, M., Colak, E., & Zereyak, E. (2012). The Relationship between Self-Efficacy and Academic Performance. *Procedia Social and Behavioral Sciences*, 46(12), 1143-1146. <https://doi.org/10.1016/j.sbspro.2012.05.264>
- Sawhney, N., & Bansal, S. (2019). Self-Efficacy and academic Achievement among High School Students. *Research Journal for Humanities and Social Science*, 10(2), 265-269. <https://doi.org/10.5958/2321-5828.2019.00048.21>
- Sharma, A. (2022). Self-Efficacy and Academic Performance in English among Secondary School Students. *Journal of Emerging Technologies and Innovative Research (JETIR)*, 9(12), 188-191.
- Sreenivasulu, B. (2015). Academic Achievement in relation to Self-Efficacy and Gender among Tribal High School Students. *Global Journal for Research Analysis*, 4(11), 142-143.