



## Academic Achievement in Relation to Self Efficacy and Gender Among Tribal High School Students

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### ABSTRACT

*The aim of the present investigation is to assess the academic achievement in relation to self efficacy and gender among tribal high school students. The present study consists of the sample 120 tribal high school students including both boys and girls in Chittoor of Andhra Pradesh State. To measure the self efficacy of the subjects the self efficacy scale developed by Bandura (1995) was administered to the subjects. Results revealed that students with high self efficacy and girls students are better academic achievement than boys and there is a significant interaction between self efficacy and gender with regard to their academic achievement of tribal students.*

**Key words : Academic Achievement, Self Efficacy and Tribal High Schools.**

### INTRODUCTION

In modern era academic achievement plays an important role in each and every individual developments as well as Nation. The quantitative and qualitative education system has depends on pupils academic achievement in the present, the Academic achievement is one of the top priorities for schools. It is the outcome of education the extent to which a student, teacher or institution has achieved their educational goals. Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important. Individual differences in academic performance have been linked to differences in intelligence and personality (Stumm et al., 2011; Sepherian Azar, 2013). Several researches have attempted to identify important factors to student achievement by assessing the relations among many psychological and academic variables. Few studies have used different methods to propose and test models that can be used to understand the relations among factors that influence student academic success (Momanyi et al., 2010; Peterson et al., 2011; Schunk, 1991; Shkullaku, 2013).

Some factors play an important role to promote or decline academic achievement Such as self-efficacy, achievement motivation, academic procrastination and gender. So, that is very important to recognize that and use them to improve the academic achievement of students (Sepherian Azar, 2013). Lack of motivation in students is one of the most important concerns of most teachers. Almost all research projects related to motivation, which include structures related to students' beliefs about their abilities to carry out their academic tasks, assert that these beliefs have been ignored in developing motivation patterns.

Self-efficacy refers to one's personal beliefs in their ability to organize and perform a course of action required to reach a desired target. On the other hand Academic self-efficacy refers to the believe one has in their ability to accomplish or carry out a task or attain a specific performance outcome. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Such beliefs produce these diverse effects through four major processes. They include cognitive, motivational, affective and selection processes.

A strong sense of efficacy enhances human accomplishment and personal well-being in many ways. People with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided. Such an efficacious outlook fosters intrinsic interest and deep engrossment in activities. They set themselves challenging goals and maintain strong commitment to them. They heighten and sustain their efforts in the face of failure (Bandura, 1994). Self-efficacy, also called perceived ability, refers to the confidence people have in their abilities for success in a given task. If they possess the ability to successfully perform, then that task will be attempted (Bandura, 1997; Tenaw, 2013). Self-efficacy is explained in the theoretical framework of social cognitive theory by Bandura (1986 and 1997) which stated that human achievement depends on interactions between one's behavioral, personal factors and environmental conditions (Mahyuddin et al, 2006).

Moreover, recent studies show that gender disparities in education have been changing in favor of girls, both in terms of participation and performance (Jha and Kelleher, 2006). Vijayalaxmi and Natesan (1992) studied factors influencing academic achievement and their findings showed that girls had a higher mean academic achievement compared to boys. Among various empirical studies conducted regarding academic achievement of tribal, research by Sujata (1987) and Govinda (2002) suggests that tribal children do possess the basic cognitive abilities and psychological dispositions for successful participation in schools. In a study conducted by Jabbi and Rajalakshmi (2001), it was found that most of the tribal children have cognitive abilities desirable for educational development irrespective of residency and sex. Good (1959) refers to academic achievement as, "The knowledge obtained or skills developed in the school subjects usually designed by test scores or marks assigned by the teacher".

Mehta K.K. (1969) defined academic achievement as "academic performance includes both curricular and co-curricular performance of the students. It indicates the learning outcome of the students. In class rooms students performs their potentials efficiently, as a result of it, learning takes place". The learning outcome changes the behavior pattern of the student through different subjects.

Bandura (1997) defined, "Self efficacy as people's judgments or beliefs of their capabilities to organize and execute courses required attaining designated types of performances. It is concerned not with the skills one has but with judgments of what one can do with whatever skills one possesses". The main objective of the present study was to investigate the relationship between self-efficacy with academic achievement and gender.

### OBJECTIVES

- To assess the influence of self efficacy on academic achievement among tribal high school students.
- To find out the influence of gender on academic achievement among tribal high school students.

### HYPOTHESES

The following hypotheses are formulated for the present study.

- There would be significant influence of self-efficacy on academic achievement among tribal high school students.
- There would be significant influence of gender on academic achievement among tribal high school students.
- There would be significant interaction between self concept and gender on academic achievement among tribal high school students.

### SAMPLE

The sample of the present study comprises 120 high school going boys and girls tribes drawn randomly in and around Chittoor district of Andhra Pradesh. Out of 200 subjects, 100 subjects were boys and girls from studying in residential and the remaining, 100 were boys and girls from studying in non-residential institutions from 6<sup>th</sup>-10<sup>th</sup> standard students.

**Tool**

**Self-Efficacy Scale:** The instruments used to measure self-efficacy of the subjects the Self-Efficacy Scale by Bandura (1995). The questionnaire was designed based on relevant researches. This self-report measures people's expectations that they can perform competently across a broad range of situations that are challenging and require effort and perseverance. The instrument consists of 10 items and the participants were asked to rate the degree to which each item applies to them on a scale ranging from "not at all true" (1) to "exactly true" (4). Furthermore, prior to the actual study, a pilot study (twenty participants) was conducted in order to make sure that the questionnaires were comprehensible to the participants. No problems were encountered during this procedure. The data on academic achievement was collected through GPA grade point average self-reported by the participants of their previous academic year scores.

**PROCEDURE**

The investigator obtained prior permission from the Academic Deans and the Department Heads through a written request. The researcher has personally contacted the students during working hours. After establishing rapport, questionnaires along with personal data forms were distributed to the students in each class. Along with the necessary instructions, students were assured of confidentiality. The students have been helped whenever they felt ambiguity about an item or expressed a feeling of confusion. They were requested to answer all the items given in the questionnaires using the given response options.

**RESEARCH DESIGN**

The raw scores obtained through testing were subjected to relevant statistical treatment. As there are two independent variables in the investigation and each variable is varied in two ways, a 2X2 factorial design is applied.

**STATISTICAL ANALYSIS**

The obtained data were analyzed statistically in order to test the hypotheses using Means, SD's, Analysis of Variance (ANOVA).

**RESULTS AND DISCUSSION**

**Table-I: Means and SDs scores for Academic achievement.**

Gender		Self-Efficacy	
		Low	High
Boys	Mean	422.62	469.24
	SD	84.52	93.80
Girls	Mean	514.21	528.46
	SD	102.51	105.63

**Grand means**

Low self- efficacy= 468.41                      Boys=445.93

High self-efficacy= 498.85                      Girls=521.33

A close observation of table-I shows that the girls studying with high self efficacy obtained a high score of M=528.46 indicate highest score on academic achievement when compared with other groups. Boys studying with low self efficacy obtained a low score of M=422.62 indicate low academic achievement compared with other groups.

In terms of comparisons, students with high self efficacy (498.85) are better in their academic achievement than the students with low self

efficacy of the students (468.41). When we observe the gender the girls students secure the mean score (M=521.33) are better in their academic achievement than boys (M=445.93).

**Table-II: Summary of ANOVA for scores on Academic achievement.**

source of variance	Mean square	df	Mean sum of square	F
Self efficacy (A)	63706.651	1	63706.651	5.71**
Gender (B)	334194.001	1	334194.001	29.96**
AXB	123877.531	1	123877.531	11.10**
Within	2185695.285	196	11151.507	-
Corrected Total	2707473.469	199	-	-

\*\* Significant at 0.01 level    \* Significant at 0.05 level.

**Hypothesis-1: There would be significant influence of self-efficacy on academic achievement among tribal students.**

It is evident from table-II that the obtained 'F' value of 5.71 is significant at 0.01 level implying that self efficacy has significant influence on academic achievement of tribal students. As the 'F' value is significant, the first hypothesis, which predicted that self efficacy would significantly influence the academic achievement of tribal students, is accepted as warranted by the results. Students with high self efficacy (498.85) were better in their academic achievement than the students with low self efficacy (468.41).

**Hypothesis-2: There would be significant influence of gender on academic achievement among tribal students.**

It is evident from table-II subjects obtained 'F' value of 29.96 is significant at 0.01 level implying that gender has significant influence on academic achievement of tribal students. As the 'F' value is significant, the second hypothesis, which is stated that gender would significantly influence the academic achievement of tribal students, is accepted as warranted by the results. When we observe the mean scores of the girls (521.33) are better in their academic achievement than boys (M=445.93).

**Hypothesis-3: There would be significant interaction between self concept and gender on academic achievement among tribal students.**

It is evident from the Table-II that there is significant interaction between self efficacy X gender (AXB), 11.10 is significant. It indicates that there is significant interaction between self efficacy and gender in causing the effect on academic achievement. Hence, hypothesis-3 which predicts significant interaction between self efficacy and gender with regard to academic achievement of tribal students is accepted.

**CONCLUSIONS**

There is significant influence self efficacy on academic achievement of tribal students. Students with high Self efficacy are better in their academic achievement than the students with low Self efficacy students.

There is significant influence gender on academic achievement of tribal students. Girl's students are better in their academic achievement than boys students.

There is significant interaction between self efficacy and gender with regard to academic achievement of tribal students.

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