

# Self Efficacy and Educational Aspirations as the Determinants of Academic Achievement among Higher Secondary School Students.

Dr Ajai Kumar  
*Principal D.N. College Meerut*

Submitted: 15-05-2022

Revised: 20-05-2022

Accepted: 25-05-2022

## ABSTRACT

The present study was conducted to find out the role of self efficacy and educational aspirations in enhancing the academic achievement of higher secondary school students. To conduct this study a sample of 400 10th class students studying in higher secondary schools affiliated to CBSE Delhi of Saharanpur district was taken by using simple random sampling method. Descriptive survey method was used for the study. And the data was collected through self efficacy scale constructed and standardized by Dr. G.P Mathur and Dr. Mrs Rajkumari Bhatnagar, educational aspiration scale constructed and D. V.P Sharma and Dr. Anuradha Gupta, and for the assessment of academic achievement of the students their previous class scores have been taken. And the result of the study revealed that self efficacy and educational aspirations of higher secondary students are positively and significantly related with their academy achievement.

## I. INTRODUCTION

Academic achievement is a phenomenon vital for all. It not only reflects the degree of a person's achievements scholastically, but also indicates the extent to which he/she has proven to be a failure. So, academic achievement provides an index of both accomplishments as well as shortcomings of the individual in the academic domain. The immense significance, relevance and consequences that it bears in an individual's life further emphasize the need to probe into this process of achievement and analyze the factors which contribute to it.

Thus, academic achievement is a complex process involving interplay of multiple factors. This construct has meaningful consequences in an

individual's life not only from the academic point of view, but may have repercussions even on people's psycho-social development. So, each accomplishment as well as failure adds to the individual's self-worth or the feeling of self-efficacy and affects his/her future performance and adjustment in life.

In our day-to-day life, it is frequently observed that two children with similar intelligence quotients may achieve differentially since they differ as far as their motivational dispositions or Educational- aspirations are concerned. Also, a child who is very intelligent may not necessarily excel in academics since he/she may not have high Educational- aspirations to achieve high. On the other hand, a child with average intelligence may perform remarkably in academics due to his/her high Educational- aspirations, unending effort, hard work and zeal to succeed. Therefore, academic achievement should be considered to be a multifaceted construct that comprises different factors.

## SELF EFFICACY

Self efficacy is a key trait for the academic success of students. In simple words self efficacy is, trusting one's abilities and powers for learning and performance. Self efficacy is the belief in one's ability to succeed in reaching a goal. This belief, specific to a task, shapes the behaviours and strategies that help one to achieve their goal. Researchers suggest that self efficacy can enhance student achievement, foster emotional health and well-being, and serve as a predictor of motivation and learning. Self efficacy has been widely established in the literature as a critical construct within Albert Bandura's (1977) social learning theory. It constitutes a judgment about one's ability to perform a particular behaviour pattern. Self

efficacy expectations are considered the primary cognitive determinant of whether or not an individual will attempt a given behaviour. Self efficacy is known to have considerable potential explanatory power over such behaviors as: self regulation, achievement strivings, academic persistence and success, copying, choice of opportunities and career competencies. In other words we can say that self efficacy is a personal belief in one's capability to organize and execute courses of action required to attain designated types of performances. It is not enough for individuals to possess the requisite knowledge and skills to perform a task; they also must have the conviction that they can successfully perform the required behaviour under typical and, importantly, under challenging circumstances.

#### ACADEMIC ACHIEVEMENT

Academic achievement is a very broad term which indicates the learning outcomes of pupils. Achievement of those learning outcomes requires a series of planned and organized experiences. It is an index of amount learned during a course. According to Lawrenz- Academic achievement may be expressed as 'scholastic achievement in a particular branch and the knowledge after a definite period of learning and training of prescribed course. Achievement refers to the level of success and of proficiency attained in some specific area concerning academic work. Academic achievement is a measure of knowledge, understanding of skill in a specified subject or group of subjects it refers to the achievement in a separate subject or total scores of several subjects combined. It is concerned with the quantity and quality of learning attained in a subject or group of subjects after a period of instruction. It is usually designated by the test score or marks assigned by the teacher. Assessments of academic achievement help both the students and the teachers to know where they stand.

#### EDUCATIONAL ASPIRATIONS

The experiences, desires and reality orientation with regard to abilities of the individual were more emphasized as the determinants of aspirations. During the later part of the twentieth century, the term 'aspiration' was defined as fantasy level with or without any touch of reality. So, the term 'level of aspiration' involves the estimation of one's ability for his future performance on the strength of his past experience, his ability and capacity. Educational aspirations reflect educational goals an individual sets for himself/herself.

It is important as it encourages and energizes the individual to achieve them. It is an important aspect of personality which deserves due consideration. Long back in 1931 a study concluded that nature of the level of aspiration of an individual might reflect his personality patterns. Frank (1941) defined level of aspiration as "the level of future performance in that task, which an individual arranged his aspiration undertakes to reach. According to him an individual arranged his aspirations towards his possible attainment in a hierarchy of difficulties that he is likely to face. His level of aspiration is described to be most attractive orientation on the continuum of difficulty in relation to the goals he aspires to achieve. Level of aspiration refers to the degree of quality of performance which an individual desires to achieve (2000).

#### REVIEW OF RELATED STUDIES

**Seginer, R. and Vermulst, A. (2002)** studied family environment, educational aspirations and academic achievement in two cultural settings. In this study, a four step model was tested involving family background, parental support and demandingness, educational aspirations and academic achievement. It was found that family background directly and indirectly affected academic achievement among Arabs but not Jews. Gender differences were only evident among Arabs. Parent demandingness was found to be directly related to academic achievement of Arab boys and Jewish adolescents.

**Kaur Pardeep (2007)** conducted a study on the effect of stress and educational aspirations on the academic achievement of adolescent students, found that adolescents differ significantly in their levels of stress i.e. on the basis of high and low levels of stress. High stress and low stress students differ significantly in their level of educational aspirations. Adolescents having high level of stress and low level of stress do not differ significantly in their scores of academic achievements. Educational aspirations level influences academic achievement of adolescents. The interaction between stress, educational aspirations and academic achievement was not found to be significant.

**Garikai (2010)** empirically predicted the causes of poor academic performance of the school students on a sample of 200 high school students of Zimbabwe. Data was gathered through interview conducted with the students. The findings indicated that there was a difference in academic performance of male and female students with male students performing better and education of parents

had significant effect on academic achievement of the students.

**M.S.Talawar and T.Pardeep Kumar (2010)** conducted a study on correlation between teacher absenteeism and educational aspiration. The findings of the study are that there is high negative correlation between teacher absenteeism and educational aspiration of primary school students. There is a significant difference in the absenteeism of male and female primary school teachers. There is no significant difference in the educational aspiration of boys and girls belonging to Government primary schools.

**Asthana (2011)** conducted a study on a sample of 300 students consisting 150 male and 150 female students of secondary education from Varanasi, with a view to assess to gender difference in scholastic achievement. Scholastic achievement was measured on the basis of an average of marks obtained in three previous annual examinations. The findings revealed that there was a significant difference in academic achievement of male and female students. Girls were found to be better performers than boys.

**Bahago (2011)** investigated the influence of achievement motivation and demographic characteristics on academic performance of nomadic Fulani girls in Adamawa state. The data was collected from a sample of 300 girls selected from nomadic primary schools by administering achievement motivation rating scale and nomadic girls achievement test. The results indicated that academic achievement of the girls was influenced by parental education levels. The findings revealed the relevance of parental education in academic achievement of the girls.

**Mehar Ram and Sanwal Navdeep (2017)** conducted a study to know the effect of constructive learning approach on achievement in mathematics in relation to self efficacy of 9<sup>th</sup> class students. The sample was comprised of 120 students of 9<sup>th</sup> class students studying in secondary schools affiliated to CBSE board of Mohali, New Delhi. Stratified random sampling was used for the selection of representative sample. Experimental method was adopted for the purpose of the study. 60 students were included in experimental group and 60 students were included in control group. Instructional material based on constructive learning approach, were prepared. And after pre-testing of the experimental group this instructional material were implemented to this experimental group. And after taking post test of all the students the obtained scores were computed. And to know the level of self efficacy of 9<sup>th</sup> class students

standardized self efficacy scale was also administered. Mean, standard deviation, t-test and ANOVA were used for the statistical analysis of the data. And the results of the study showed that there existed a significant difference in the performance of students with different self-efficacy levels. And the performance of constructive learning approach group was found to gain significantly higher achievement scores as compared to students of control group. And there existed no relationship between self efficacy and constructive learning approach.

**Surendra Yadav (2018)** conducted a study to see the achievement in mathematics of 11<sup>th</sup> grade students in relation to mathematics anxiety and self efficacy. 374 students of 11<sup>th</sup> class of mathematics streams were selected from Central government schools of CBSE from Varanasi. For the collection of data mathematics anxiety scale, mathematics self efficacy assessment scale and mathematics achievement test were used. And the major findings of the study were that the average mathematics achievement of 11<sup>th</sup> grade students was found to be low. It was also found that parental occupation, locality, gender and category of students were creating difference in mathematics achievement. And these variables were not found significant in creating difference in mathematics anxiety. The average mathematics self-efficacy score of 11<sup>th</sup> grade students was found to be high. Boys had shown high mathematics self-efficacy than their counterparts. And the results also indicated that the 11<sup>th</sup> grade students of OBC category were found to be have high mathematics self efficacy and the 11<sup>th</sup> grade students from SC category have shown low mathematics self-efficacy. It can be concluded that category and gender of the 11<sup>th</sup> grade students of city Varanasi where found to be creating significant difference in mathematics self-efficacy. Also the students who were having high mathematics self efficacy they perform better on mathematics achievement test than the students who were having low mathematics self efficacy.

**B.S. Nagesh (2018)** investigated the influence of socio-economic factors on self efficacy and achievement motivation among the college students. 600 students doing non-technical bachelor's degree in different colleges of Mysore district constituted the sample of the study. Purposive sampling technique was used for the collection of the sample. Socio-economic status scale by Kuppaswamy which was revised by Kumar et al was used to assess the socio-economic status of the student's family. Personal information schedule prepared by investigator, self efficacy

scale by Schwarzer and Jerusalem, and V.P Bhargava's achievement motivation test were used for the collection of data. T-test and ANOVA were used for the analysis of the collected the data. And the results of the study revealed that there was no significant difference in the self-efficacy among students belongs to different SES groups. Also not any significant difference was found in the achievement motivation among students belong to different SES groups. It means that SES level did not influence the self efficacy and achievement motivation of the college students. No significant differences were found in the self efficacy of male and female students.

**Dr. Shamsir Singh, Muzafer Ahmad and Ranjit Kaur (2020)** explored the self efficacy among secondary school students in relation to self esteem. The sample comprised of 152 secondary students of Bathinda city selected through convenient sampling technique from four secondary schools. Standardized tool of self efficacy by Dr. Arun Kumar Singh and Dr. Shruti Narain and self-esteem scale developed by Santosh Dhar and Upinder Dhar were adopted for the collection of the data. And the percentage and Pearson's correlation were used for the analysis of collected data. The major objective of the study was to see the relationship between self efficacy and self esteem among secondary school students of Bathinda. And the findings of the study revealed that there existed no significant relationship between self efficacy and self esteem among secondary school students of Bathinda city. And it was also found out that the students of secondary schools of Bathinda city have high self esteem in comparison to self efficacy.

#### OBJECTIVES OF THE STUDY

1. To study the present status of Academic-achievement of higher secondary school students.
2. To study the present status of Self-efficacy of higher secondary school students.
3. To study the present status of educational aspirations of higher secondary school students.
4. To study the relationship between Self-efficacy and academic achievement of higher secondary school students.
5. To study the relationship between Educational aspirations and Academic achievement of higher secondary school students.

#### HYPOTHESIS

1. There exists no significant relationship between self efficacy and academic achievement of higher secondary school students.
2. There exists no significant relationship between educational aspirations and academic achievement of higher secondary school students.

#### SAMPLE OF THE STUDY

A representative sample of 400 students studying in higher secondary schools was randomly selected. The randomization was exercised at two levels, one at the level of selecting representative schools and other at the level of selecting subjects for the study.

However first of all a list of total list of schools affiliated to CBSE Delhi of Saharanpur district of higher secondary schools in Saharanpur district was prepared. It was decided to take 5 schools from all, thinking that these schools will be able to provide the representative sample. For this study, lottery method was used.

#### DATA GATHERING INSTRUMENTS

The selection of tools for a particular study depends upon various considerations such as objectives of the study the amount of time at the disposal of researcher availability of suitable test personal competence of the investigator technique of scoring and interpretation etc. Taking all these factors into consideration the following tools have been used to measure the two variables in the study.

1. Self efficacy scale by Dr. G.P Mathur and Dr. Mrs. Raj Kumari Bhatnagar has been used.
2. Academic-achievement Scale by Dr.V.P Sharma, Dr.(km.) Anuradha gupta has been used.

#### METHOD OF THE STUDY

The present study intends to determine the effect of self efficacy and educational aspirations of higher secondary school students on their academic achievement. Various research strategies are available for conducting research study as historical, philosophical, case study etc. But the choice of method of research is controlled by considerations like purpose of study, objectives, hypothesis of the study and resources on the part of researcher. According to the nature of the study the investigator used the Normative Survey Method for her research.

#### STATISTICAL TECHNIQUE USED IN STUDY

The choice of Statistical techniques depended upon the nature of the distribution of scores and the hypothesis to be tested. After collecting data hypothesis wise, it was subjected to appropriate statistical treatment.

As the present study aims at studying the effect of self efficacy and educational aspirations of higher secondary school students on their academic achievement. Karl Pearson’s correlational technique was thought of as the most appropriate statistical technique. Which had been used to analyses the data.

## II. ANALYSIS AND INTERPRETATION OF THE DATA

The raw score have got their no value without their interpretation and generalization. The detailed description of the statistical analysis and description are given below:

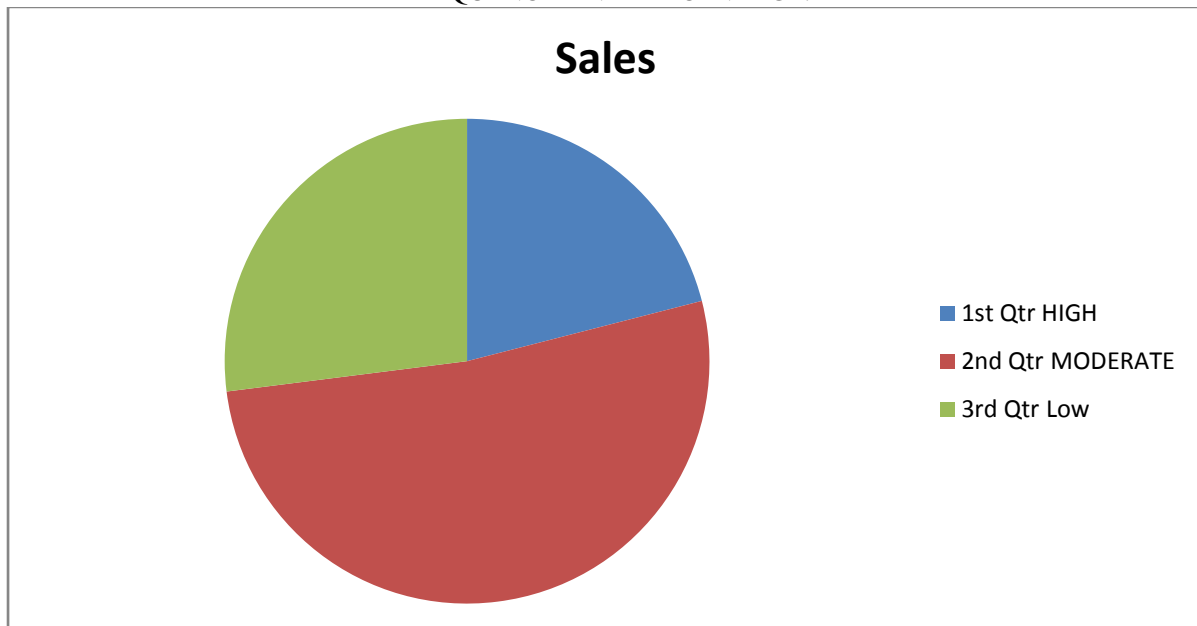
### Descriptive analysis of academic achievement, self efficacy and educational aspirations scores of higher secondary school students

#### ACADEMIC – ACHIEVEMENT OF HIGHER SECONDARY SCHOOL STUDENTS : FREQUENCY AND PERCENTAGE.

Table-1

Academic- achievement Level	Frequency	Percentage
High (Above 67.93 )	84	21%
Moderate (60.21to67.92)	208	52%
Low (Below 60.20)	108	27%
Total	400	100%

GRAPH 1 ACADEMIC – ACHIEVEMENT OF HIGHER SECONDARY SCHOOL STUDENTS : FREQUENCY AND PERCENTAGE.



#### INTERPERTATION-

The table 1 depicted the percentage of high, moderate and low level of Academic-Achievement of higher secondary school Students. Out of the total 400 adolescents of higher secondary school Students, 84 of adolescent i.e.

21.00 % adolescent had found in high level of Academic-achievement who scores above 67.93 point. The table also showed that out of total 208 adolescents i.e. 52% came in moderate level of Academic-achievement who scores 60.21 to 67.92 points. The table also indicated that 108 of

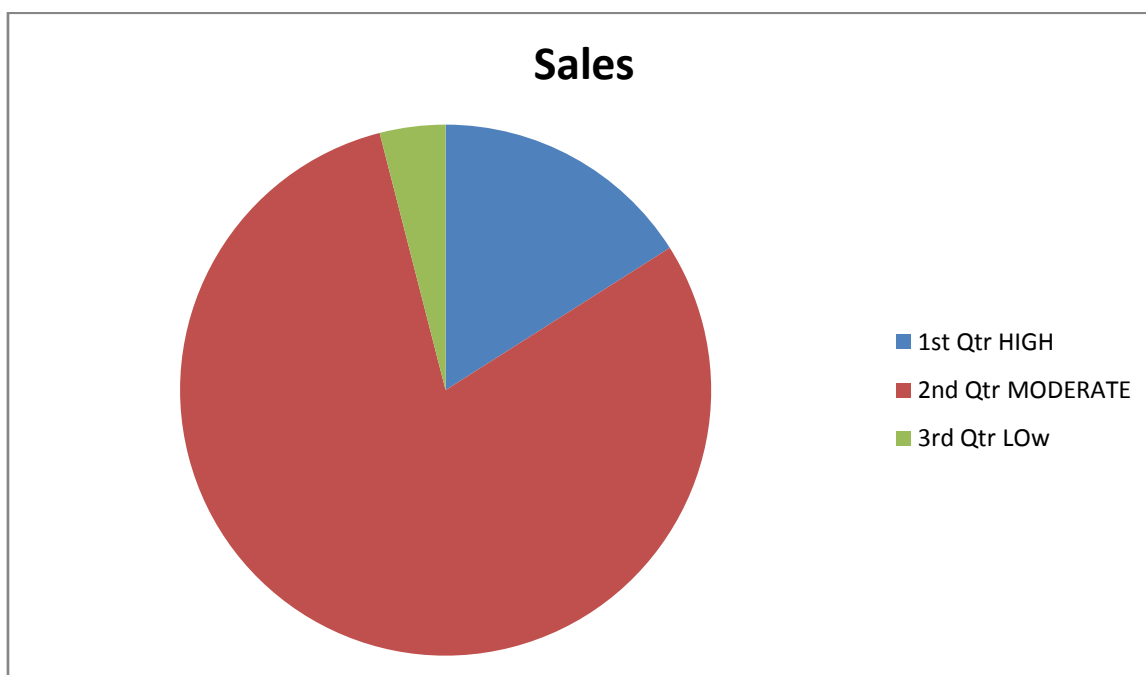
adolescents i.e. 27% had found in low level of Academic –achievement that scores below 60.20 points.

SELF-EFFICACY OF HIGHER SECONDARY SCHOOL STUDENTS: FREQUENCY AND PERCENTAGE.

Table-2

Academic-achievement Level	Frequency	Percentage
High (Above 77 )	64	16%
Moderate (60 TO 76)	320	80%
Low (Below 59)	16	4%
Total	400	100%

GRAPH 2. SELF-EFFICACY OF HIGHER SECONDARY SCHOOL STUDENTS: FREQUENCY AND PERCENTAGE



INTERPERTATION-

The table 2 depicted the adolescents and percentage of high, moderate and low level of Self-Efficacy of higher secondary school It was inferred from the above table that 4% (16 students) of

Secondary school students had low, 80% (320 students) of them had moderate and 16% (64 students) of them had high level of total self-efficacy.

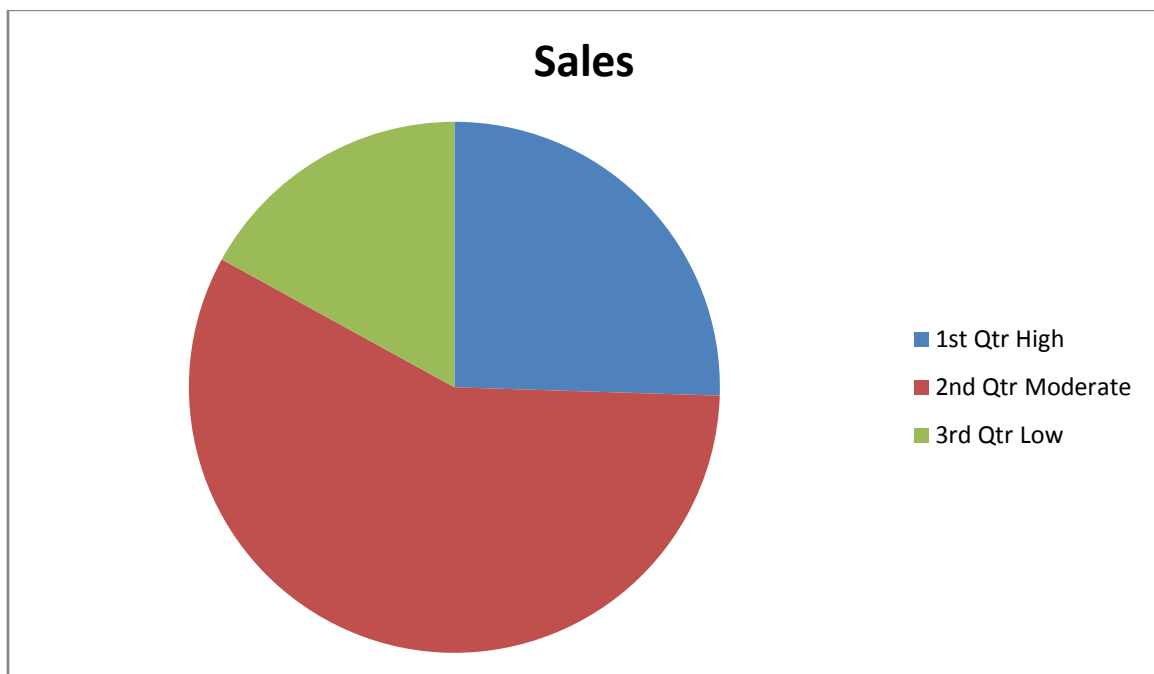
EDUCATIONAL-ASPIRATIONS OF HIGHER SECONDARY SCHOOL STUDENTS: FREQUENCY AND PERCENTAGE.

Table-3

EDUCATIONAL-ASPIRATIONS LEVEL	FREQUENCY	PERCENTAGE

High (Above 67.93 )	102	25.5%
Moderate (60.21to67.92)	230	57.5%
Low (Below 60.20)	68	17%
<b>Total</b>	<b>400</b>	<b>100%</b>

GRAPH 3. EDUCATIONAL-ASPIRATIONS OF HIGHER SECONDARY SCHOOL STUDENTS :  
 FREQUENCY AND PERCENTAGE.



**INTERPERTATION-**

The table 3 depicted the percentage of high, moderate and low level of Educational-Aspirations of higher secondary school Students. Out of the total 400 adolescents of secondary school Students, 102 of adolescent i.e. 25.50 % adolescent had found in high level of Educational-

Aspirations who score above 67.93 point. The table also showed that out of total 230 adolescents i.e. 57.50% came in moderate level of Educational-aspirations points. The table also indicates that 68 of adolescents i.e. 17% had been found in low level of Educational-aspirations that score below 60.20 points

**RELATIONSHIP BETWEEN ACADEMIC- ACHIEVEMENT AND SELF -EFFICACY OF HIGHER SECONDARY SCHOOL STUDENTS.**

Table-4

VARIABLE	Value of 'r'	Level of significance
Academic- achievement	0.70	Significant
Self-efficacy		

### III. CONCLUSION –

It was evident from the above table that Self- Efficacy was positively and significantly related with Academic- achievement of higher secondary school students. It might be because students with high self-efficacy generally had the tendency to monitor and self-regulate their

impulses and persist in the face of difficulties. Simply put, students measured the effects of their actions, and their interpretations of these effects help create their academic success. Generally, students with high self-efficacy have the tendency to take bad circumstances of their life in a positive mode and they choose to move onwards.

TABLE 5- RELATIONSHIP BETWEEN ACADEMIC- ACHIEVEMENT AND EDUCATIONAL- ASPIRATIONS OF HIGHER SECONDARY SCHOOL STUDENTS.

Table-5

VARIABLE	Coefficient of Correlation	Coefficient of Correlation
Educational-aspirations	0.61	Significant
Academic achievement		

N=400

#### INTERPRETATION-

The Table 5 revealed that coefficient of correlation between Educational- Aspirations and Academic- Achievement of higher secondary school students was 0.61. So the null hypothesis, “There is no significant relationship between Educational-Aspirations and Academic- Achievement of higher secondary school students” was rejected. Hence, it could be interpreted that there existed a significant positive correlation between Educational- Aspirations and Academic- Achievement of higher secondary school students.

#### EDUCATIONAL –IMPLICATIONS

This study suggests that investing in Personal worth of the students, self efficacy which is a feeling of personal worth influenced by performance, abilities, appearance and judgments of significant others and from present findings it is evident that higher the self efficacy higher will be the academic - achievement of the adolescents. By encouraging students to work to the best of their ability and by being genuinely interested in their progress, teachers can enhance the self- efficacy of all students, regardless of their talent. This study has direct implication for parents in a sense that they should invest in enhancing students’ self- conceptions, the contention that one’s mastery experiences are the most influential source of self- efficacy information speaks directly to the self enhancement model of academic achievement which includes, to increase student achievement in

school, educational efforts should focus on enhancing students’ self- conceptions.

#### BIBLIOGRAPHY

- [1]. Asthana (2011) a study to assess to gender difference in scholastic achievement. Scholastic achievement International Research Journal of Social Sciences, (March 2014) Vol.3(3): 6-8. 262.
- [2]. Garikai (2010) empirically predicted the causes of poor academic performance of the school students on a sample of 200 high school students of Zimbabwe. UNPUBLISHED M.Ed. Dissertation, 2009.
- [3]. M.S.Talawar and T.Pardeep Kumar (2010) conducted a study on correlation between teacher absenteeism and educational aspiration. Experiments in Education 1995, Vol. XXXI (55) Pp 83-85.
- [4]. Kaur Pardeep (2007) conducted a study on the effect of stress and educational aspirations on the academic achievement of adolescent students Journal of Counseling and Development 71: 140–148.
- [5]. Seginer, R. and Vermulst, A. (2002) studied family environment, educational and academic achievement in two cultural settings. Journal of Leadership and Organizational Studies, 10(3), 1-14.
- [6]. Yadav Surendra (2018), achievement in mathematics in relation to mathematics anxiety and self efficacy among secondary school students. Banaras Hindu University.



- [7]. Joseph Rwandema (2017), a study of academic achievement of secondary school student in relation to their achievement motivation, study habits and learning styles in kigali city Rwanda university of Mysore.
- [8]. Josephina Jekonia (2021) The relationship between parenting styles parental involvement and children's academic performance in Namibian. University of Finland. [Phys.org/news/2021-09-relationship-parenting-styles-parental-involvement.html](https://phys.org/news/2021-09-relationship-parenting-styles-parental-involvement.html).
- [9]. Nagesh B.S (2018), socio-economic factors, self efficacy and achievement motivation among college students. University of Mysore.
- [10]. Mehar Ram and Navdeep sanwal (2017), effect of constructive learning approach on achievement in mathematics in relations to self-efficacy. An international journal of education and applied social sciences. Year 2017, volume 8, page 343-348.