

## Impact of Self-Efficacy on Educational Achievement in Undergraduate Students

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### Abstract

Self-efficacy, a construct rooted in Bandura's social cognitive theory, has emerged as a significant determinant of educational achievement. In the context of college education, self-efficacy influences students' motivation, persistence, and learning strategies, which are pivotal for academic success. This paper examines the theoretical underpinnings of self-efficacy, its correlation with educational outcomes, and its multifaceted impact on college students. Through a review of relevant literature, this article discusses the sources of self-efficacy, its effects on academic performance, and strategies to enhance it. The study concludes by highlighting the importance of fostering self-efficacy to create resilient, motivated learners equipped to overcome academic challenges.

### Introduction :

The transition to college represents a significant shift in students' academic and personal lives, often requiring them to develop greater independence, resilience, and self-regulation. Among the psychological factors that contribute to their success, self-efficacy—a person's belief in their ability to achieve specific tasks—stands out as a critical determinant of educational achievement. Rooted in Bandura's social cognitive theory, self-efficacy affects how individuals approach challenges, persist in the face of difficulties, and maintain motivation over time.

In the context of higher education, self-efficacy plays a pivotal role in shaping students' academic behaviors, including their choice of goals, learning strategies, and problem-solving approaches. Students with high self-efficacy are more likely to embrace challenging tasks, persevere through academic obstacles, and adopt effective study habits. Conversely, those with low self-efficacy may avoid difficult tasks, succumb to academic pressures, or disengage from the learning process altogether.

Research has consistently shown a positive correlation between self-efficacy and academic success. It influences not only grades and test performance but also broader educational outcomes such as retention and graduation rates. Furthermore, self-efficacy interacts with other psychological and contextual factors, such as motivation, emotional regulation, and social support, to shape students' overall academic experiences.

This paper explores the impact of self-efficacy on educational achievement among college students. It examines the theoretical foundations of self-efficacy, reviews empirical findings, and highlights strategies for enhancing self-efficacy in educational settings. By understanding and addressing this critical construct, educators and institutions can better support students in achieving their academic and personal goals.

## **REVIEW OF LITERATURE:**

### **Theoretical Framework**

Albert Bandura's social cognitive theory provides the foundation for understanding self-efficacy. According to Bandura, self-efficacy affects behavior through its influence on cognition, motivation, and affect. Students with high self-efficacy are more likely to engage in tasks, exert greater effort, and persist longer than those with lower self-efficacy.

### **Self-Efficacy and Academic Performance**

Several studies have established a positive correlation between self-efficacy and academic performance. Zimmerman (2000) highlighted that self-efficacious students are better at self-regulating their learning processes, including goal setting, time management, and seeking help when necessary. Pajares and Schunk (2001) found that self-efficacy predicts academic achievement across various disciplines, from mathematics to writing.

### **Sources of Self-Efficacy**

Bandura identified four primary sources of self-efficacy:

1. **Mastery Experiences:** Success in previous tasks strengthens self-efficacy, while failure diminishes it.
2. **Vicarious Experiences:** Observing peers succeed, particularly those perceived as similar, enhances self-efficacy.
3. **Verbal Persuasion:** Encouragement and constructive feedback from teachers, peers, and family members play a critical role in bolstering students' confidence.
4. **Physiological and Emotional States:** Stress, anxiety, and fatigue can undermine self-efficacy, while positive emotions can enhance it.

### **Factors Influencing Self-Efficacy in College Students**

1. **Academic Environment:** A supportive and engaging learning environment fosters self-efficacy by providing students with opportunities to succeed.
2. **Instructor-Student Interaction:** Teachers who provide clear instructions, positive reinforcement, and constructive feedback significantly influence students' self-efficacy.
3. **Peer Influence:** Collaborative learning and peer mentorship programs have been shown to enhance self-efficacy by promoting vicarious learning.
4. **Individual Differences:** Personality traits such as conscientiousness and intrinsic motivation contribute to variations in self-efficacy among students.

### **Self-Efficacy and Motivation**

Self-efficacy is intrinsically linked to motivation. According to the expectancy-value theory, students' belief in their ability to succeed determines the value they place on tasks and their willingness to engage in them. High self-efficacy leads to greater intrinsic motivation, which, in turn, drives academic engagement and achievement (Deci & Ryan, 1985).

## Impact on Learning Strategies

Self-efficacious students are more likely to adopt effective learning strategies, such as metacognition, critical thinking, and time management. These strategies enable students to manage their workload, overcome challenges, and achieve their academic goals.

## Studies conducted in Abroad

**Olenik, S, Dorit & Heiman, Tali & Keshet, Noam. (2018). The Role of Career Aspiration, Self-Esteem, Body Esteem, and Gender in Predicting Sense of Well-being Among Emerging Adults.** This study explores cyber bullying victimisation within the adolescent context, focusing on body esteem, social support and social self efficacy. Examining 204 Israeli adolescents aged 14-16, the research reveals a significant prevalence of cyber victims (45%) and establishes the correlation between cyber victimisation, low body esteem and reduced social support and social self efficacy. Low body esteem and low social support appeared as predictive factors for cyberbullying victimisation. These results contribute to understanding the personal and social risk factors associated with cyberbullying in adolescence and suggest implications for targeted intervention programs.

**Yusran, N.A. & Mohd ,P., Mohd, H .& Omar, Muhd. (2021). Role of Career Exploration in Influencing Career Choice among Pre-University Student.** In the current era of innovation, digitalization and globalization, career decision making has become increasingly complex and challenging. Career gaining prominence is a preferred choice in today's evolving and competitive job market. Student's career selection process is crucial for aligning human resources with labour market demands. This study examines the role of career exploration as a mediator in the relationship between social support and career self efficacy on career choices among pre- university students. It conducted quantitatively and Correlatively students enrol at university Putra Malaysia. The research selected 249 students through simple random sampling. Utilizing the Career Exploration Survey, Career Decision Making Self efficacy Scale, short and Career Choice instrument surveys. Results indicate that career exploration partially mediates the relationship between social support and career self efficacy on career Choice. The findings offer valuable insights for educators and curriculum designers, emphasizing the importance of career exploration components into academic programs.

## Studies conducted in India

**Bhatt, S.(2023). has done a study on the Self Efficacy Self Esteem and Achievement Motivation among college students to** investigate relationship between achievement motivation, self efficacy and self esteem of the Undergraduate students studying in professional courses like B.Tech, and those enrolled for the non professional courses or the conventional courses like B.A, B.Com and B.Sc. These were Lucknow University, National P.G.college, Shri Ramswaroop Memorial Group of Professional Colleges, and Babu Banarsi Das University, Lucknow. 200 students were from B.Tech courses, and 200from B.A., B.Com, and B.Sc courses. 200 were males and 200 were females. Results indicate that there exists a strong positive correlation between students self esteem and their self efficacy.

**Jayaprakash,R.K. & Sethu,S.N. (2019). have done a studied on the Self-efficacy and achievement motivation of students at secondary level** to find out whether there exist any significant difference and significant relationship in between self efficacy and achievement motivation of secondary school level students.Researcher adopted survey method. A sample of 240 students studying in nine standard of Palakkad dist.was selected using stratified random sampling technique.There exist a significant relationship between self efficacy and achievement motivation but there is no significant difference in self efficacy and achievement motivation of rural and urban students based on type of management.

**Bhatt, S. & Bahadur,A.(2018). have studied on the Role of Self Esteem & Self Efficacy in Achievement Motivation among College Students.**The main objective of the study is to find the correlation between self esteem, self-efficacy and self- motivation, among college students.Three tests i.e. general self efficacy scales, Rosenberg self esteem scale and achievement motivation scale by doctor Asha Mohan and Prof. Pratibha Deo were used to measure these three variables.There exists a positive Correlation between the three variables and Students with high achievement motivation will perform better in life.

**Ubhe,Y. & Bombra, P.(2017). have focused on the Self-concept, Self-efficacy and Achievement Motivation among middle school and high school students** to study difference and correlation between self concept ,self efficacy and achievement motivation among middle school and high school students .A sample of 125 school students was selected by census sampling method. Self concept questionnaire by Saraswat (1999. )The general self efficacy scale by Schwarzer &Jerusalem Rosenberg (1995) .Achievement motivation Inventory by Muthee&Thomas. (2009).A positive correlation is found in between self concept, achievement motivation and there is a difference in total self concept of middle school students than high school students.

### **OBJECTIVES OF THE STUDY:**

1. To examine impact of Self Efficacy between urban and rural Undergraduate students for their Educational Achievement.
2. To focus the impact of Self Efficacy between Male and Female Undergraduate students for their Educational Achievement.
3. To analyse the impact of Self Efficacy between 18years-19years and 20years-21years of Undergraduate students for their Educational Achievement.
4. To define the impact of Self Efficacy of Undergraduate students within Government and Private institutions for their Educational Achievement.

### **HYPOTHESIS OF THE STUDY:**

- I. There is no significant difference between urban and rural Undergraduate students in their Self Efficacy for their Educational Achievement.

- II. There is no significant difference between Male and Female Undergraduate students in their Self Efficacy for their Educational Achievement.
- III. There is no significant difference between 18years-19years and 20years-21years of Undergraduate students in their Self Efficacy for their Educational Achievement.
- IV. There is no significant difference between Government and Private institutionalized Undergraduate students for their Educational Achievement.

### **DEFINITION OF TERM**

- A. Undergraduate students - Undergraduate refers to the studies done after completing schooling (post-secondary education) and before attaining a postgraduate degree. Undergraduate is a student who doing bachelors degree and after having the degree he/she will be called a graduate.
- B. Educational achievements can be influenced by a number of factors, including: the quality of teaching, the resources available to students, the socioeconomic status of the student's family, and the student's own motivation and commitment to learning.
- C. Self-efficacy : means the people who have the belief in their own behavior, emotions and motivations. It is individual's confidence that anyone can solve a problem to reach a goal, complete a task and achieve what individual wants.

### **DELIMITATIONS OF THE STUDY:**

- 1.The research will delimit in students of Dakshin Dinajpur district only.
2. Apart from that time is another delimiting factor is cross sectional data collection whether longitudinal data collection would be more beneficial.
3. The study will only give focus on Self Efficacy and Educational Achievement of Undergraduate students.

### **METHODOLOY:**

The methodology of this study comprises of research method, population and sample, tools, procedure of data collection data analysis.

- **Research Method** –The study will be quantitative in nature. Descriptive Survey Method will be used.
- **Population** – Population will be the all Undergraduate students of Dakshin Dinajpur.
- **Sample** – The investigator has selected 100 students from 8 selected institutes which are situated in the district of Dakshin Dinajpur, West Bengal.

- **Sample Technique** – Stratified random sampling procedure will be used for selecting the sample.
  
- **Variables:** Independent variable: **Self Efficacy**  
Dependent Variable: **Educational Achievement.**

**Tools to be used:** Researcher used a questionnaire for assessing General Self Efficacy by Ralf Schwarzer and Matthias Jerusalem (1995) is to be adapted and standardized as per requirement to measure Educational Achievement status of Undergraduate students.

**Table 1. There is no significant between urban and rural Undergraduate students in their Self Efficacy for their Educational Achievement.**

GROUPS	N	MEAN	S.D	df	t-Value	Level of significance
Urban Undergraduate students	56	80.80	14.86	98	1.52	Not Significant at 0.05 Level
Rural Undergraduate students	44	85.88	18.44			

**Table 2. There is no significant difference between Male and Female Undergraduate students in their Self Efficacy for their Educational Achievement.**

GROUPS	N	MEAN	S.D	df	t-Value	Level of significance
Male Undergraduate students	42	79.56	16.06	98	1.10	Not Significant at 0.05 Level
Female Undergraduate students	58	83.58	19.23			

**Table 3. There is no significant difference between 18 years-19 years and 20 years-21 years of Undergraduate students in their Self Efficacy for their Educational Achievement.**

GROUPS	N	MEAN	S.D	df	t-Value	Level of significance
18years - 19years	40	88.43	18.81	98	1.71	Not Significant at 0.05 Level
20years - 21years	60	82.24	15.75			

**Table 4. There is no significant difference between Government and Private institutionalized Undergraduate students for their Educational Achievement.**

GROUPS	N	MEAN	S.D	df	t-Value	Level of significance
Government institutionalized Undergraduate students.	75	89.28	18.19	98	2.32	Significant at 0.05 Level
Private institutionalized Undergraduate students.	25	80.09	13.12			

### Data Interpretation and Main Findings

**H<sub>01</sub>:** There is no significant between urban and rural Undergraduate students in their Self Efficacy for their Educational Achievement. From the **Table 1**, it is observed that the calculated ‘t’ value (‘t’=1.52) is less than the table value (1.98 at 0.05 level of significance). So, the result is not significant . Hence, the Null hypothesis is accepted. But on the basis of their Mean Score, it can be said that Rural Undergraduate students have more better Self Efficacy for their Educational Achievement comparatively than the Urban Undergraduate students in the district of Dakshin Dinajpur , West Bengal.

**H<sub>02</sub>:** There is no significant difference between Male and Female Undergraduate students in their Self Efficacy for their Educational Achievement. From the **Table 2**, it is observed that the calculated ‘t’ value (‘t’=1.10) is less than the table value (1.98 at 0.05 level of significance). So, the result is not significant. Hence, the Null hypothesis is accepted. But on the basis of their

Mean Score, it can be said that the Female Undergraduate students have more better Self Efficacy for their Educational Achievement than Male Undergraduate students in the district of Dakshin Dinajpur , West Bengal.

**H<sub>03</sub>:** There is no significant difference between 18years-19years and 20years-21years of Undergraduate students in their Self Efficacy for their Educational Achievement. From the **Table 3**, it is observed that the calculated 't' value ( $t=1.71$ ) is less than the table value (1.98 at 0.05 level of significance). So, the result is not significant. Hence, the Null hypothesis is accepted. But on the basis of their Mean Score, it can be said that 18years-19 years Undergraduate students have more better Self Efficacy for their Educational Achievement than the 20years-21years Undergraduate students in the district of Dakshin Dinajpur , West Bengal.

**H<sub>04</sub>:** There is no significant difference between Government and Private institutionlized Undergraduate students for their Educational Achievement. From the **Table 4**, it is observed that the calculated 't' value ( $t=2.32$ ) is greater than the table value (1.98 at 0.05 level of significance). So, the result is significant and it indicates that there is a significant relationship between Government and Private institutionalized Undergraduate students. Hence, the Null hypothesis is rejected. On the basis of their Mean Score, it can be said that the Government institutionalized Undergraduate students more better Self Efficacy for their Educational Achievement than the Private institutionalized Undergraduate students in the district of Dakshin Dinajpur , West Bengal.

### **SUGGESTION:**

#### Suggestions for Enhancing Self-Efficacy

1. Goal-Setting and Achievement : Setting realistic, incremental goals allows students to experience mastery, thereby building their confidence. Educators should encourage students to break down complex tasks into manageable steps and celebrate small victories.
2. Providing Constructive Feedback

Constructive feedback that focuses on effort and strategies rather than innate ability helps students develop a growth mindset. Teachers should use specific, actionable feedback to guide students toward improvement.

3. Peer Mentoring Programs

Pairing students with mentors or study groups fosters vicarious learning and creates a supportive community. Observing peers overcome challenges can inspire confidence and resilience.

4. Stress Management Techniques

Workshops on mindfulness, relaxation, and stress management equip students with tools to handle academic pressures. Reducing stress and anxiety helps students maintain a positive outlook and enhances their self-efficacy.



## 5. Fostering a Growth Mindset

Educators should emphasize that intelligence and abilities are not fixed but can be developed through effort and practice. Promoting a growth mindset encourages students to view challenges as opportunities for growth.

### **Discussion:**

The relationship between self-efficacy and academic achievement underscores its importance in higher education. Students with high self-efficacy are better equipped to navigate the demands of college life, from managing coursework to engaging in extracurricular activities. However, fostering self-efficacy requires a multifaceted approach that addresses individual, social, and institutional factors.

While mastery experiences are the most powerful source of self-efficacy, educators must also consider the role of social persuasion and emotional states. By creating a supportive environment, providing constructive feedback, and equipping students with coping strategies, institutions can enhance students' belief in their capabilities.

Furthermore, the integration of technology in education offers new opportunities to build self-efficacy. Online learning platforms that provide instant feedback, adaptive learning paths, and peer collaboration tools can empower students and enhance their confidence.

### **CONCLUSION:**

Self-efficacy is a critical determinant of academic success in college students. It influences motivation, persistence, and learning strategies, enabling students to overcome challenges and achieve their goals. By understanding the sources and impact of self-efficacy, educators and institutions can implement strategies to foster a supportive learning environment.

As higher education becomes increasingly complex and competitive, building self-efficacy is essential for preparing students to thrive in academic and professional settings. By prioritizing self-efficacy, stakeholders can create resilient, motivated learners capable of achieving their full potential.

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