

# AN ANALYSIS OF THE IMPACT ON ACADEMIC PERFORMANCE ON SELF-EFFICIENCY AND SELF-ESTEEM

**Puppala malathi**

Research Scholar Department of psychology Lovely Professional University, Jalandhar (Punjab)  
malathipuppala9@gmail.com

**Dr Zahoor Lone (Ph.D AMU)**

Assistant Professor Department of Psychology Lovely Professional University, Jalandhar (Punjab)  
zahoor.20966@lpu.co.in

## **Abstract:**

This research explored relationships among a sample of 205 postgraduate students between self-efficacy, self-recognition, previous achievements and academic achievement. At the beginning of the 15-week course, participants have achieved tests of previous successes, self-esteem & self-efficacy. As success metric, the average rating of each student of the modules studied was used. The findings revealed essential associations between self-efficacy and self-esteem. Multiple regression findings demonstrate that the association between success and academic results was mediated by automatic efficacy.

**Keywords:** self-confidence, academia, performance, attribution, self-belief.

## **Introduction:**

Self-efficacy could be described as the degree of confidence that people have in their abilities to take certain decisions or produce certain results (Bandura, 1977, 1982, 1997). Effectiveness standards have an impact on initiating actions as well as the degree for persistence used to address challenges in executing a task (Bandura, 1997). There have been several claims that there are positive relations between self-efficacy and success, and there have been various research conducted in different contexts (Manstead & Van-Eekelen, 1998; Newby-Fraser & Schlebuschs, 1997; Pajares, 1996; Sadri & Robertson, 1993; Stajkovic & Luthans, 1998; Vrugt, Langereis & Hoogstraten, 1997; Wolters & Pintrits, 1998).

Self-esteem and attribution are considerations that should affect the cognitive evaluation of knowledge. Self-esteem stresses the importance or self-worth of the individual, or to the degree to which people value, value or like themselves. Self-esteem and self-effectiveness are somewhat different. Self-efficiency problems refer to willingness or potential outcomes to perform particular activities, the consequences of which may or may not affect the self-esteem.

There can be a positive relationship between self-esteem and self-efficacy if a person has high levels of self-efficacy in jobs within a career in which he/she invests a lot of self-worth (Bandura 1997). If the self-importance of such relationships is minimal, they would probably not exist (Bandura 1997). "It's not necessary that the self-like achievements achieve," as Bandura (1997) points out. Research indicates that self-esteem does not forecast the preference of individual goals or achievements (Mone, Baker, & Jeffries, 1995).

## **METHOD:**

The students studying at their first year of studies at the UK University Business School included 205 (male; n = 82 males; female n = 123), postgraduate students. The average age of the participants was 27.5 (SD = 5.6 years). There were already 75 part-time students serving in management roles in UK businesses. In order to complete their research curriculum, participants had to provide their employers with time and money and to satisfy their high-level study demands. The overwhelming majority of 130 full-time students abandoned paying employers and got their own studies progressed at their expense to return to their higher education. It would be fair to believe that a lot of self-worth has been expended on higher schooling, though it has been recognised that the belief that the graduation is self-worthy has not been measured.

## **MEASURES**

Three criteria have tested self-efficacy. The first two aspects were integrity measurements as well as the third was success assessment and outcomes.

- a) to satisfy the program's conceptual requirements.
- b) Retain optimism in terms of the challenges that may be encountered.

(c) A pass at least in the tests at the end of the semester.

These interventions were chosen on the basis of previous studies. The steps taken were powerful indicators among post-graduate students (Lane & Lane 2001; Lane et al. 2003). It assesses self-efficacy, albeit a relatively generalised metric, "to at least gain pass in the end-of-semester assessment," as sufficiency is felt given the possible programme skills of students. Confidence tests on a 1-100 rating scale suggested by Bandura were given by the participants (1997).

### **MEASURES OF PREVIOUS PERFORMANCE ACCOMPLISHMENTS**

Quality achievements have been critically and subjectively measured. The analytical criterion used the classification of first graduates. Both participants had a first degree. It should be remembered. 'Green class' has been designated as: Noble class = 5, Honors grading grades grades = 4, Honorary grades grades grade = 3, Class grades grade = 2, and, Pass grade = 1.

Perceived academic success:

The academic perception was tested by asking participants to measure their perception that their educational accomplishments have been satisfactory in both personal, situational and personal situations to date. This was graded by participants on a 1-100% scale. Perceived performance can affect expectations on productivity where success is due not to external factors, like chance, but to internal factors like capacity and commitment (Bandura, 1997). In spite of this, participants were asked to split their successes between skills, initiative and chance/position, and the total equalled 100%.

### **SELF-ESTEEM**

In order to measure self-appreciation, Rosenberg's Rosenberg scale (Rosenberg, 1965) was used. A 4-point set (4 = firmly agree with 1 = strongly disagree) completed the scale by showing that they agree with each of the 10 (e.g.: 'In general I am pleased with myself,' 'I definitely feel worthless at times'). After the score for five derogatory items had been reversed, a summing of 10 answers gave a cumulative self-esteem score. This approach has a range of scores of 10-40 with higher scores that suggest greater self-esteem. The alpha coefficient of this analysis was .82, which indicates a reliable internal scale.

### **CRITERION MEASURE OF POSTGRADUATE ACADEMIC SUCCESS**

The modules analysed were all officially measured (meaning = 3 modules) on a 20-point scale, with a mark of 1 indicating top performance and an average of 20 indicating the lowest optimum performance, at the end of the 15-week six months. The mean ranking for all the modules tested was the criteria test. The mentor labelled all work with around 20 to 25 percent second position at the business school and an external auditor tested a comparable percentage for validity and reliability. This was considered an ecologically effective success indication, even though the metrics of internal coherence or interchangeability are understood and agreed.

### **PROCEDURE**

The student has been requested for their involvement in the research into inspiration and academic achievement within the first two weeks of their inscription. It was underlined that attendance was voluntary and private. Both students were given inductive programmes and all programmes and module manuals before the questionnaires were completed. These manuals include extensive material on the purposes of instruction, syllabuses, subjects for classes and lessons, and read lists. Additionally, references from prior exam papers and coursework assignments would include module handbooks.

### **RESULTS**

A good grade was related to the belief that academic achievement has been satisfactory to date, that it feels secure in retaining motivation, in meeting analytical demands and in making judgements.

Academic success has significantly correlated with the qualities of skill, effort, all three measurements of self-efficacy and self-appreciation. A positive perception of academic success was associated with a high degree of personal self-esteem and self-efficacy in relationships. Self-esteem and all three measures of self-efficacy showed significant positive interrelationships. The performance was linked to degree class, allocation of factors and efficiency in order to at least gain a pass in the final assessment of the six-month period. Good university performance was related to a good degree and a high level of self-efficacy.

### **PREDICTING PERFORMANCE ON THE CRITERION MEASURE**

Hierarchical regression analysis has been used to predict results using a linear combination of self-efficacy, self-esteem and self-effectiveness sources. The first step was to indicate the sources of self-efficacy: grade

class, perceived achievement, attribution to capabilities and effort. The second step consisted of three measures of self-efficacy as well as self-esteem.

The first step results indicate that the degree class (Beta = -.17;  $p < .05$ ) and the success assignment of capacity (Beta = -.22,  $p < .05$ ) accounts for 4.7% of the performance variance (Multiple R = .22,  $p < .05$ ) significantly. The second stage in the hierarchical model was the introduction of measurements of self-efficacy and self-esteem as performance predictors. Regression findings showed that the performance predictor was significant (Beta = -.30;  $p < .001$ ) only for self-efficacy in the end-of-semester study at least pass.

Self-efficacy in at least one performance difference was significantly attributable to 10.4% (Multiple R = .35,  $p < .05$ ). At the end of the six months evaluation. That finding shows self-effectiveness, which means that the performance relationships for degree level were measured by at least one pass in late-semester assessments and success as relations between these variables and performance became irrelevant when the introduction of self-efficacy occurs.

## DISCUSSION:

The present study has expanded recent research into the fields of self-efficacy and performance research (Lane & Lane, 2001; Lane et al., 2003). The study of history and correlations of autography has expanded to this research area. In the present study, the three dimensions were evaluated for self-efficacy. One was labelled auto-efficacy to maintain motivation in the context of difficulties you could encounter, and the other was self-efficacy to respond to the intellectual demands of the programme. While it is argued to seek alignment between self-efficacy and successful behaviours, the beginning of a course tends to be uncertain about the particular behaviours (Bandura, 1997; Pajares, 1996). The findings substantially support the position that self-efficacy stems from the cognitive evaluation of previous achievements (Bandura, 1997), although objective performance as per degree class relates to all three measurements of self-efficacy (see Table 1). Previous study has found that the cognitive performance evaluation has a greater effect on self-efficacy than quantitative performance tests (Lane, 2002).

A problematic problem is the course of the connection between self-efficacy and self-esteem. Bandura (1997) concluded that expectations of effectiveness for performing a given task can affect self-esteem perceptions when self-esteem is closely linked to performance.

Research has shown, however, that self-esteem is related to improvements in self-efficiency (Dodgson & Wood, 1998; Lane, Jones, & Stevens, 2002). There is argument over the course of any causality and the data is, if any, outside the limits of the present field analysis. We concluded that seeking higher education degrees through mature students who leave paying jobs - and sometimes auto-fund their studies - is an undertaking that spends a great deal in itself (Gecas & Seff, 1990; Lane et al., 2002).

Perhaps more space is possible to boost effectiveness standards by shifting the "success" view of people's past accomplishment, i.e. by motivating students to look more positively at their previous accomplishments. The "verbal conviction" root of autoefficiency may well subsume this method. There are definitely limitations on what can be accomplished by the reorientation process, for example for anyone who did not complete each exam, it would be impossible to obtain a feeling of accomplishment. Moreover, enhancing expectations of achievement without the skill of others is unlikely to have a huge effect on results.

In summary, the results of the current study indicate that autonomy and autonomy are substantially associated with postgraduate students and that autonomy is linked to achievements and success. The results are consistent with the predictive strength of self-efficacy in describing the conduct and actions of a person. The problem for field science is that the variables and circumstances that affect autonomous evaluations considerably are separated and operationalized.

## REFERENCES

- Lane, J., & Lane, A. M. (2001). Self-efficacy and academic performance. *Social Behavior and Personality*, 29, 687-694.
- Lane, J., Lane, A. M., & Cockerton, T. (2003). Prediction of academic performance from self- efficacy and performance accomplishments among master's degree students. *Journal of Hospitality, Leisure, Sport and Tourism Education*, 2, 113-118.
- Lent, R. W., & Hackett, G. (1987). Career self-efficacy: Empirical status and future directions. *Journal of Vocational Behavior*, 30, 347-382.
- Manstead, A. S. R., & Van-Eekelen, S. A. M. (1998). Distinguishing between perceived behavioral control and self-efficacy in the domain of academic intentions and behaviors. *Journal of Applied Social Psychology*, 28, 1375-1392.
- Mone, M. A., Baker, D. D., & Jeffries, F. (1995). Predictive validity and time dependency of self- efficacy, self-esteem, personal goals, and academic performance. *Educational & Psychological Measurement*, 55, 716-727.
- Multon, K. D., Brown, S. D., & Lent, R. W. (1991). Relation of self-efficacy beliefs to academic outcomes: A meta-analytic investigation. *Journal of Counseling Psychology*, 38, 30-38.

- Newby-Fraser, E., & Schlebusch, L. (1997). Social support, self-efficacy and assertiveness as mediators of student stress. *Psychology: A Journal of Human Behavior*, 34, 61-69.
- Pajares, F. (1996). Self-efficacy beliefs in academic settings. *Review of Educational Research*, 66, 543-578.
- Goleman, D. (1996). *Emotional intelligence: Why it can matter more than IQ*. New York: Bantam Books.
- Lane, A. M. (2002). Relationships between performance toward accomplishment and self-efficacy in amateur boxing. *Perceptual and Motor Skills*, 94, 1056.
- Lane, A. M., Jones, L., & Stevens, M. (2002). Coping with failure: The effects of self-esteem and coping on changes in self-efficacy. *Journal of Sport Behavior*, 25, 331-345.
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84, 191-215.
- Bandura, A. (1982). Self-efficacy mechanisms in human agency. *American Psychologist*, 37, 122- 147.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W.H. Freeman.
- Dodgson, P. G., & Wood, J. V. (1998). Self-esteem and the cognitive accessibility of strengths and weaknesses after failure. *Journal of Personality and Social Psychology*, 75, 178-197.
- Gecas, V., & Seff, M. A. (1990). Social class and self-esteem: Psychological centrality, compensation, and the relative effects of work and home. *Social Psychology Quarterly*, 53, 165-173.
- Rosenberg, M. (1965). *Society and the adolescent child*. Princeton, NJ: Princeton University Press.
- Sadri, G., & Robertson, I. T. (1993). Self-efficacy and work-related behavior: A review and meta- analysis. *Applied Psychology*, 42, 139-152.
- Schunk, D. H., Hanson, A. R., & Cox, P. D. (1987). Peer-model attributes and children's achievement behaviors. *Journal of Educational Psychology*, 79, 54-61.
- Stajkovic, A. D., & Luthans, F. (1998). Self-efficacy and work-related performance: A meta-analysis. *Psychological Bulletin*, 124, 240-261.
- Vrugt, A. J., Langereis, M. P., & Hoogstraten, J. (1997). Academic self-efficacy and malleability of relevant capabilities as predictors of exam performance. *Journal of Experimental Education*, 66, 61-72.
- Weiner, B. (1986). *An attributional theory of motivation and emotion*. New York: Springer-Verlag.
- Wolters, C. A., & Pintrich, P. R. (1998). Contextual differences in student motivation and self-regulated learning in mathematics, English, and social studies classrooms. *Instructional Science*, 26, 27-47.
- Zimmerman, B. J., Bandura, A., & Martinez-Pons, M. (1992). Self-motivation for academic attainment: The role of self-efficacy beliefs and personal goal setting. *American Educational Research Journal*, 29, 663-676.