

# CHAPTER - I

## INTRODUCTION

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Social cognitive psychologist highlighted the effects of self – efficacy on students’ learning and achievement of academic goals. Students with high self-efficacy are very brilliant and confident to understand a lesson, to solve educational problems difficult Self-efficacy is a **1.0**

### **1.0 INTRODUCTION**

Students career is a by product of many factors. One of the most important variables is student self-efficacy. Social cognitive psychologist emphasized on the concept of once believe in performing a task. It is operationally defined as one’s believe to perform a given task and is able to achieve the goal( Bandura,1982).Persons with high self-efficacy are able to plan effectively and successfully in completion of a task (Bandura 1983).Bandura ( 1994,p.71) defined,” self- efficacy as people’s belief about capabilities to produce designated levels of performance that exercise influence over events that effect their themselves and behave self- efficacy affects. Selection of courses and extra curricular activities as well (Bandura,1982; Zimmerman et.al;1992).

A person who avoids complicated task ,unable to plan to achieve goals and believe in his/her capacities to attain the goals are present with low self-efficacy unable to perform their assignment (Bandura, 1982). person’s belief in their ability to complete a task or achieve a goal. It encompasses a person’s confidence in themselves to control their behavior, exert an influence over their environment, and stay and to select most motivated in the pursuit of their goal. People can have self-efficacy in different situations and domains, such as school, work, relationships, and other important areas. Course (Zimmerman et.al,1992)found that students with high self-efficacy able to complete a complex task. They believe that they can understand and solve a mathematic problem as compared to students with low self-efficacy (Schwarzer,1992 ; Zajacova, scott,Lynch &Espenshade,2005).

The beliefs of self-efficacy upon the preference and choice, level of attempt, the anxiety experienced the difficulties and belief that the losing should bear an informative role for the recovery feedback or may act as a destructive factor(Bandra,1986),the people with weaker level of self-efficacy take the assignment harder then what they truly are which results in sickness, depression and a limited view on problems solving (Pajares,2002).

## **1.1 SELF-EFFICACY**

Self-efficacy facilitates goal setting, effort investment, in the face of barriers and recovery from setbacks. It can be regarded as a positive resistance resource factor. Perceived self-efficacy is an operative construct – i.e. it is related to subsequent behaviour and therefore, is relevant for clinical practice and behaviour change (Bandura,1997b). The construct of perceived self-efficacy reflects an optimistic self-belief. This is the belief that one can perform novel or difficult tasks, Cole with adversity in different domains of human functioning (Bandura,1997b). It is clear that Bandura’s view of self- efficacy in specific domains rather than a global sense of competence.

Self-efficacy is a person’s belief in their ability to complete a task or achieve a goal. It encompasses a person’s confidence in themselves to control their behaviour, exert an influence over their environment, and stay motivated in the pursuit of their goal. People can have self-efficacy in different situations and domains, such as school, work, relationships, and other important areas.

According to Bandura, self-efficacy is part of the self-system comprised of a person’s attitudes, abilities, and cognitive skills. This system plays a major role in how we perceive and respond to different situations. Self-efficacy is an essential part of this self-system.

## **1.2 IMPORTANCE OF SELF-EFFICACY**

- Self-efficacy is a belief in one’s ability to succeed. It is the confidence we have in our abilities.
- It is what allows us to persist in the face of difficulties and set challenging goals for ourselves.
- Self-efficacy is important because it determines how we behave and how we feel about ourselves.
- It affects not only our academic and work performance but our physical health and mental well-being as well.
- Self-efficacy is important because it influences our behavior and how we interact with the world. If we don’t believe in our ability to do something, we’re less likely to try.
- Self-efficacy influences our behavior and how we interact with the world. Self-efficacy enhances motivation and productivity.

- Self-efficacy boosts self-esteem and confidence.
- Self-efficacy helps us cope with stress and setbacks.
- Self-efficacy not only influence the individual life choices and courses of action that they take to pursue them but also avoid the task in which they are not confident about.
- It has a huge effect on the motivation of an individual as he those with high self-efficacy try harder to contact particular task successfully than those with low self-efficacy.
- It changes the perception of a task for an individual those who have high self-efficacy things that the task is very easy and can be completed while those whose self-efficacy is low will perceive the same task a lot harder and might avoid it.
- It helps people to perceive that they are in control their lives and their actions rather that everything is out of their hand and control.
- It helps people to face even the stressful situation with confidence rather than anxiety and fear.

### **1.3 SOURCES OF SELF-EFFICACY**

According to Bandura (1992), self-efficacy develops from early childhood and continues to evolve throughout life. It develops continuously as individuals keep on acquiring new skills, understanding and experiences every day throughout their lives. According to wood and Bandura (1989), there are four particular sources that affect and individuals self-efficacy.

- **Mastery Experience**

Mastery experiences are experiences where we have completed a task or achieved a goal. When we experience mastery, our self-efficacy increases because we learn that we are capable of achieving what we set out to do. To increase our self-efficacy, seek out opportunities to master new tasks and achieve new goals. This means that we need to set challenging but achievable goal. It is described as past experience of success or failure meaning whenever an individual performs a task successfully it strengthens the sense of self-efficacy of that individual while failure to perform a task weakness the sense of self-efficacy of that individual. According to Bandura (1994),it is the most effective way of developing a strong sense of self-efficacy.

- **Vicarious Experience**

It means when an individual sees another individual successfully completing a particular task his self-efficacy is strength as he will think that if others can do it so can be. According to Bandura (1994), seeing people similar to oneself succeed by the continuous attempt raise observe's belief level of self-efficacy that they also possess the capabilities of master similar activities to success in a task.

- **Social or verbal persuasion**

Social persuasion is the process of being influenced by the opinion. It involves the words of encouragement or discouragement from other to an individual for performing a task successfully. According to Bandura (1997), people could be persuaded to believe that they have the particular skill and capability to succeed by getting vernal and encouragements from others which significantly changes their level of self- confidence, self-evolution and help individual to overcome from self doubt and focus on giving their best of the task at hand.

- **Physiological and Emotional Response**

It involves the mood physical and emotional reaction and stress level that an individual has about his personal abilities and capabilities in a particular situation. According to Bandura (1982, 1986) these are represented by physical and emotional reaction towards a situation by an individual. The psychological responses we experience also play a role in our self-efficacy. When we experience positive emotions such as happiness, excitement, or pride, our self-efficacy increases. Conversely, when we experience negative emotions such as fear, anxiety, or guilt, our self-efficacy decreases. To increase our self-efficacy, try to focus on positive emotions and avoid negative ones. When we feel happy, excited, and proud, our self-efficacy will increase. When we feel fear, anxiety, and guilt, our self-efficacy will decrease.

Albert Bandura's theory of self-efficacy contends that people are inclined to succeed if they have confidence in their abilities. He believed that perspective was a noteworthy player in the accomplishment of goals.

## **1.4 SELF-EFFICACY THEORY OF MOTIVATION**

Bandura's theory of self-efficacy is closely related to the concept of motivation in that a person's beliefs are fundamental to his aspirations. Self-efficacy, therefore, becomes an explanation of a person's trajectory in many areas: professionally, relationally, academically, and otherwise. Self-efficacy translates to greater intrinsic motivation, more goal-oriented

behaviors, elevated confidence, and persistence in completing tasks. The self-efficacy theory of motivation sustains certain optimism about future.

### ❖ **Social learning theory**

Social learning theory, introduced by psychologist Albert Bandura, proposed that learning occurs through observation, imitation, and modeling and is influenced by factors such as attention, motivation, attitudes, and emotions. The theory accounts for the interaction of environmental and cognitive elements that affect how people learn.

The theory suggests that learning occurs because people observe the consequences of other people's behaviors. Bandura's theory moves beyond behavioral theories, which suggest that all behaviors are learned through conditioning, and cognitive theories, which consider psychological influences such as attention and memory.

In social learning theory, Albert Bandura (1977) agrees with the behaviorist learning theories of classical conditioning and operant conditioning. However, he adds two important ideas:

1. Mediating processes occur between stimuli & responses.
2. Behavior is learned from the environment through the process of observational learning.

### ❖ **Low and High Self-Efficacy Beliefs**

Self-efficacy beliefs can be low and negative or high and positive. A person with low self-efficacy is prone to doubt his abilities, view setbacks as failures, and demonstrate a reluctance to persist in the accomplishment of challenging tasks. Conversely, a person with high self-efficacy has confidence in his abilities, views setbacks as learning experiences, and perseveres in completing difficult projects.

### ❖ **People who have a low sense of self-efficacy**

- Avoid difficult task and view them like personal threats.
- Have a weak commitment to their goals and believe that difficult tasks and situations are beyond their capabilities.
- Dwell on personal failings and negative outcomes rather than how to succeed.
- Quickly lose faith in their personal abilities and easily develop depression and stress (Bandura,1994).

## **1.5 ACADEMIC ACHIEVEMENT**

Academic Achievement is the progress made towards the goal of acquiring educational skills, materials, and knowledge, usually spanning a variety of disciplines. Example -Grade, honors, awards etc. Academic performance is the measurement of student achievement across various academic subjects. Teachers and education officials typically measure achievement using classroom performance, graduation rates, and results from standardized tests.

Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university. School systems mostly define cognitive goals that either apply across multiple subject areas (e.g., critical thinking) or include the acquisition of knowledge and understanding in a specific intellectual domain (e.g., numeracy, literacy, science, history). Therefore, academic achievement should be considered to be a multifaceted construct that comprises different domains of learning.

## **1.6 RELATIONSHIP BETWEEN SELF-EFFICACY AND ACADEMIC ACHIEVEMENT**

Academic self-efficacy is one of the important factors influencing academic performance. Academic self-efficacy refers to the students' beliefs and attitudes toward their capabilities to achieve academic success, as well as belief in their ability to fulfill academic tasks and the successful learning of the materials. Self-efficacy beliefs lead to the individuals' excellent performance through increasing commitment, endeavor, and perseverance. The learners with high levels of self-efficacy attribute their failures to lower attempts rather than lower ability, while those with low self-efficacy attribute their failure to their low abilities. Therefore, self-efficacy can influence the choice of tasks and perseverance while doing them. In other words, students with low self-efficacy are more likely to be afraid of doing their tasks, avoiding, postponing, and give them up soon.

In contrast, those with high levels of self-efficacy are more likely to rely on themselves when faced with complex issues to find a solution to the problem, as well as being patient during the process, making more efforts, and persisting longer to overcome the challenges. Therefore, it seems that self-efficacy is one of the most important factors in the students' academic success. For example, Chemers and Garcia found that the students' self-efficacy in the first year of university is a strong predictor of their future performance.

Alyami et al. (2017) conducted a study on 214 university students and revealed that academic self-efficacy has a positive and significant effect on their academic performance. Other studies have shown that academic self-efficacy has a considerable effect on the students' learning, motivation, and academic performance.

## **1.7 RELATIONSHIP BETWEEN PAST PERFORMANCE AND SELF-EFFICACY**

In addition to a positive relationship between self - efficacy beliefs and academic achievement, previous study have also shown a positive relationship between past performance and self-efficacy beliefs (Bandura 2001; Bong 1998).Of particular note in addressing this pattern is Bandura's social cognitive theory.

Some studies ( Heggset and Kanfer 2005; Vancouver et al.2001) found past academic performance and past academic achievement to be strong predictors of self-efficacy beliefs while Bandura and his colleagues (Bandura and Jourden 1991; Bandura and wood 1989),found that self-efficacy beliefs do not emerges as predictors of academic achievement after controlling for past performance and past achievement.

## **1.8 DELIMITATION OF THE STUDY**

This study was delimited the following constraints-

- Only, students studying in class XII
- Only, students studying vocational subject.
- Only , one district of M.P.(Bhopal) was selected.

## **1.9 NEED OF THE STUDY**

Vocational education is a very crucial tool for economic and social development. This is because the knowledge gained from vocational skills are required for an efficient and competent workforce in any society as it helps individual to think critically and be more practical in solving issues.

According to NEP 2020, by 2025, at least 50% learners shall have vocational exposure through schools and higher education. Every child is supposed to learn at least one vocation and be exposed to several more. The NEP 2020 started that there will be no hard separation between the vocational and academic streams. NEP 2020 aim to increase the GER (Gross Enrollment Ratio) to 100% in preschool to secondary level by 2030.Higher education must

play a key role in preparing individuals for the world of work. Education programs are designed for preparing people for specific occupations vocational on education must be also distinguished from skills and skilling. Vocational education integrates a complex of knowledge, attitudes and skills for particular occupations.

### **1.10 OBJECTIVES**

- To study the self-efficacy of boy and girl students of class XII studying vocational subjects.
- To study the academic achievement of boy and girl students of class XII studying vocational subjects.
- To study the relationship between self-efficacy and academic achievement of boy and girl students of class XII studying vocational subjects.

### **1.11 HYPOTHESIS**

1. There is no significant difference between self-efficacy of boy and girl students of class XII studying vocational subjects.
2. There is no significant difference between academic achievement of boy and girl students of class XII studying vocational subjects.
3. There is no significant relationship between self-efficacy and academic achievement of boy and girl students of class XII studying vocational subjects.