

CHAPTER-II

REVIEW OF LITERATURE

Review of related literature is a very important step in the process of research in any field. Review of research related literature is a preliminary and essential process under research work. Knowledge can be taken forward only after knowing the present knowledge. Related literature refers to all types of literature related to the problem of research, books, encyclopaedias, journals, published and unpublished dissertations and records, etc., from whose study the researcher is able to select his problem, build a hypothesis, outline the study. It helps to prepare etc.

Until the researcher does not know how much work has been done in which field, he can neither determine the problem nor be successful in that direction

2.0 HISTORICAL BACKGROUND OF SELF-EFFICACY

Self-Efficacy is simply a notion that an individual has of himself about his capabilities of performing a particular task in a particular manner to attain a particular goal. In simple words, we can say that it is just a belief that a person has of himself about his ability to execute a course of action which is required to successfully complete a task. This belief of a person may or may not be correct. The concept of self-Efficacy evolved from Bandura's (1986) 'Social Cognitive Theory'. Self-efficacy was the key concept of Bandura's Social Cognitive Theory which accentuated on human's capabilities to be aggressive and self-Regulated. Since this term was presented in Bandura's seminal paper (Bandura, 1977), researches have refined the role of self-efficacy as an underlying mechanism in behavioural convey, maintenance and generalization (Schunk, 1991). Bandura wrote that " self-efficacy belief determine how people feel, think, Motivate them self and behave". According to him, without confidence in one's ability an individual cannot perform to his or her potentials. It is even possible that someone with lesser ability but with greater confidence cannot perform this particular person because belief in oneself can be a powerful influencer. According to him. "self-efficacy is a person's evaluation of his or her ability of competence to perform a task, reach a goal or overcome an obstacle" (Bandura, 1977). He also believed that Self-Efficacy is the foundation of human agency' Bandura (1977). Wood and Bandura, (1989) believed that "Perceived Self- Efficacy concern people's belief in their capabilities to

mobilize the motivation, cognitive resources and course of action needed to exercise control over events in their lives”.

Self-efficacy isn't really a General Belief in one's ability. It has a much larger scope because it is an assessment of one's capabilities in three complex and crucial areas – motivation, sources and action. In addition, self-efficacy is not a generalized trait (Bandura 1982, 1986), but personal trait as it is a person's belief in his or her ability to perform a specific task. It is important to note that one needs both skill and self-efficacy to perform a task (Bandura, 1982, 1986; Wood and Bandura, 1989) and not just self-Efficacy alone. Nevertheless, given the specific same level of skill, due to self-efficacy there is a good different outcome in performance. (Gist & Mitchell, 1992; Wood & Bandura, 1989). And this is why Self-efficacy is one of the most powerful motivators of behaviour at a given point in time, it also determines the initial decision to perform a task, effort to be expanded and level of persistence to complete the task. (Gardner & Pierce, 1998)

2.1 STUDIES IN INDIA

Khare and Garewal (1996), conducted a study on academic achievement in relation to home environment of elementary school students. A sample of 212 students of middle schools of Bhopal was taken. The results revealed “a significant difference in academic achievement of boys and girls. Boys were found to have better academic achievement than girls”.

Shayam Babu (2019), conducted a study on “A comparative study of self-Efficacy of two year B Ed integrated B.A.B.ed and Bsc.B.ed student of Regional Institute of Education, NCERT Bhopal. He was found in this study that there is no statistically significant difference between mean score self-efficacy scores by gender. The group found to be average self-efficacy

Shah (1993), investigated the relationship between academic achievement and some social-psychological variables of students. A sample of 640 boy and 360 girl students was taken. Annual examination scores for three consecutive years were aggregated as measure of academic achievement of the students. The findings indicated “a positive relationship between parents' education and academic achievement of their children. Girls were also found to have better Academic achievement than boys”.

Saurabh Kumar and Ritika Srivastava (2018), in their study on ‘self-efficacy of Higher secondary Minority Students, They found that the Self-efficacy of higher secondary minority students is average. Self-efficacy of girls and boys higher secondary Minority students does

not differ significantly and the majority of minority boys and girls students have average self-efficacy.

Mishra (1997), examined the variables correlated to academic achievement of secondary school students and found that “intelligence was significantly correlated with academic achievement for both boys and girls; the correlation between intelligence and academic achievement was higher in case of girls; socio economic status was not significantly related with academic achievement of boys and girls; academic achievement of rural students was lower than the achievement of urban students; academic performance of girls was superior to the performance of boys”.

Shaheen Falki (2019), conducted a study on “Self- efficacy Among students with and without psychological knowledge Background”. The aim of this study was to compare self-efficacy between students having psychological knowledge and student who do not have any knowledge of psychology. The investigators wanted to know whether studying psychology helps students in increasing their self-efficacy or not. The result revealed that there is significant difference between the Self-efficacy score of students with knowledge of psychology and students without knowledge psychology. Thus, proving that having studied psychology helps in increasing self-efficacy among students.

Maryam Hanzala Tariq, Dr P. Dolly Diana(2022), conducted a study on “ The Role of Self – efficacy on Job Involvement of Academicians in Higher Education Institutions”. The result revealed that there was significant positive correlation between the self-efficacy beliefs and Job involvement. Higher the self-efficacy beliefs of academicians’, higher was their job Involvement. The amount of work experience had no major effect on the job Involvement of the academicians, although it had a positive influence on their self-efficacy beliefs.

Meera and Jumuna (2015) examined the self-efficacy of secondary students and their academic performance in English. The sample consisted of 9th class students The tool used for data collection was the self-efficacy scale developed by investigators. Techniques used for the analysis of data were preliminary descriptive analysis, t-test and Carl Pearson’s product-moment correlation. The results revealed that there was a significant difference in the academic performance in English and self-efficacy of rural and urban students. No significant difference was found in the self-efficacy of secondary students in the case of gender and type of school management.

2.2 STUDIES IN ABROAD

Yaman Koseoglu (2015), Conducted a study on ‘Self-efficacy and Academic Achievement - A case from Turkey’. He was found in this study that students who are more confident and self-assured are more likely to attain higher levels of academic performance, which implies that the beliefs of self-efficacy seem to play an important role in predicting academic achievement.

Caprara, Vecchione, Alessandri, Gerbino and Barbaranelli(2011) explored the contribution of self-efficacy beliefs to academic achievement at the end of junior and senior high school. The sample comprised 412 Italian students out of which 196 boys and 216 girls were there ranging in age from 13-19 years. The findings revealed that openness and academic self-efficacy at the age of 13 contributed to junior high school grades after controlling for socio-economic status. Junior high school grades contributed to academic self-efficacy beliefs at the age of 16 which in turn contributed to high school grades. Academic self-efficacy beliefs partially mediated the contribution of traits to later academic achievement and further concluded that conscientiousness at the age of 13 affected high school grades through its indirect effect on academic self-efficacy beliefs at the age of 16.0

Alay Ahmad (corresponding author), TriantoroSafaria(2013), conducted a study on 'Effects of self-Efficacy on student's academic performance'. The main purpose of the paper is to discuss how self-efficacy developed and the way it influences student's academic performance in addition to social interaction with peers. This study confirmed that students with high self-efficacy contribute to higher goals than students with low self-efficacy.

Shahrzad ElahiMotlagh, Kourash Amrai, Mohammad Javad Yazdani, HaithamAltaib Abderahim, Hossein Sour, (2015), conducted a study on “ The relationship between self-efficacy and academic achievement in the high school students”. Aim of the study was to investigate the relation between self-efficacy and academic achievement in high school students. In this study, 250 students in the academic year 2010/2011 were selected by means of multistage cluster sampling and completed self-efficacy scale. To measure achievement score grade point average in classes was used. To analyze data correlation coefficient and regression analysis was used. Analysis of data revealed that self-evaluation, self-directing and self-regulation are correlated with academic achievement. Among all variables entered in

the equation model only self-evaluation and self-regulation entered the regression model explaining 10 percent variance of academic achievement in 2 steps. According to the results, self-efficacy is a considerable factor in academic achievement.

Mae Hyang Hwang¹ . Hee Cheol Choi² .Annz Lee³. Jennifer D. Culver⁴ .(2015),conducted a study on ‘ ‘ The relationship between self-efficacy and academic achievement: A 5-Year panel analysis’’. The purpose of this study was to examine the longitudinal causal relationship among Korean student’s past academic performance, self-efficacy and academic achievement. He was found that the effect of past academic performance n self-efficacy beliefs was larger than the effect of self-efficacy beliefs on academic achievement.

Caprara, Barbaranelli, Steca and Malone (2006) checked self-efficacy as a factor in the academic achievement of students. The sample comprised 2184 teachers in which there were mainly female. The results showcased that belief in the self-efficacy of teachers was related to their professional role employed in the academic achievement of the students at the school level.

SooHo Choi (2018), conducted a study on ‘Analysis of relationship between academic achievement and Job satisfaction of Secondary NCS Vocational Education’. He was found that the quality of education service and the necessity of vocational education were influenced on academic achievement in dependent variable. But understanding of NCS education was not adopted. In the parameters and dependent variables, academic achievement was found to affect job satisfaction.

Lane and Lane (2001) delved into the academic result and self-efficacy to check the effect of self-efficacy in academic scenarios. The sample covered 76 postgraduate students. For the data collection, a questionnaire was made to examine self-efficacy and proficiency. The data was checked on the end semester results. The results propounded that self-efficacy had some practicability in academic cases.

.Goulao (2014) explored the relationship between self-efficacy and academic achievement in adult learners in an online learning context with their actual performance. The sample consisted of 63 students of both genders. The tool used for data collection was the motivated strategies for learning questionnaire (MSLQ self-efficacy scale) and the second part of the questionnaire was adapted to the specific content. Descriptive and inferential statistics were employed to analyze the data. The results showed that students’ level of self-efficacy was high and a significant relationship existed between self-efficacy and academic achievement

Taylor (2014) investigated the correlation between self-efficacy and the academic success of students and their self-reported academic grades in English, Mathematics, Science, and Social Studies. The sample comprised 56 students of 6th, 7th, and 8th-grade students. The results showed that regardless of class level, students' self-efficacy in Mathematics and Science was related to their grades in those subjects. Grade-level and above-grade-level students had a similar level of self-efficacy. Gifted students had a higher level of self-efficacy.

Fosse, Buch, Safvenbom and Martinussen (2015) explored the impact of self-efficacy on academic and military performance. The sample comprised cadets attending three Norwegian military academies between 2007 and 2011. The tool used for data collection was the self-efficacy scale developed by Buch, Safvenbom and Boe (2015) and academic performance was assessed through academic grades. The findings revealed that self-efficacy partially mediated the relationship between conscientiousness and academic performance. Conscientiousness was related to academic performance and self-efficacy emerged as a partial mediator for the relationship between conscientiousness and academic performance.

2.3 CONCLUSION

Through review of related literature researcher identify that several studies conducted by taken variable self-efficacy like- A study on academic achievement in relation to home environment of elementary school students. Study on Self-efficacy of higher secondary minority students A study on "Effects of self-efficacy on student's academic performance and many other studies.

In all the studies self-efficacy has been study in relation to academic achievement performance, academic achievement, psychological knowledge etc. But nun of the study has been conducted to determine the self-efficacy and academic achievement of students studying vocational subjects.

Realizing the scenario the researcher has decided to work on the following problem-
"STUDY OF ACADEMIC ACHIEVEMENT IN RELATION TO SELF-EFFICACY AMONG CLASS XII STUDENTS STUDYING VOCATIONAL SUBJECT"