Chapter 1

Introduction

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1.1 Introduction

The catholicon of development is education. Education is the only way in which society can be moulded and transformed. Education is mainly to nourish and bring up the best in the individual. It is derived from the Latin word - Educare, Educere and Educo. The term generally indicates the development of the inner capabilities of the child which helps them grow as a better individual. Education helps in framing the path of growth and development of human beings. It is the strong pillar on which the economy of the nation depends. If an investigator sees education, it acts as an impetus in the social, moral and economic development of the individual as well as the nation. Quality education plays an important role as it helps in fostering and making the path smooth in the process of development. It is a continuous process as knowledge and education pass from one generation to the other and as a result, it stands as the foremost and most important function in the developmental tool. It helps in character formation and holistic development of the individual in a true sense. The aim of education is to impart knowledge so that children evolve as resourceful and productive citizens and utilize the transacted in the best suitable manner. It bolsters citizens to be self-efficient and self-reliant and encourages within students the spirit of harmony, brotherhood, equity and equality.

Starting from kindergarten to higher level, children face tough competition, be it academic or non-academic. Taking into consideration the academic perspective, children face pressure from parents, relatives and teachers to meet the defined standards made them in terms of academic excellence. Parents sometimes even force their kids to pursue what they desire which brings an imbalance. The unexpected expectations even hamper the academic performance of the children. Instead of this, parents and near ones should lessen their burdens by identifying the loopholes and problems faced by the students so that they can strive to achieve on the right path and direction.

School is defined as a formal agency where the aim of education can be fulfilled. Many activities ranging from scholastic to co-scholastic happen on the school premises that help in shaping and developing the personality of a child in order to

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create a mark in the society. It forms a bridge between school education and higher education.

Academic achievement, where academics is related to study and achievement is linked to attainment or acquisition. The nation's progress is interlinked to academic achievement. It is basically a benchmark of one's success in life as it is a major determinant of the quality of the teaching-learning process. Achievement is defined by the level of proficiency attained in some areas, but if academic achievement is taken into account, it depends on the learning environment and the ability to adapt to the environment. It is basically denoted as a learning outcome that is seen in the students. It also provides equity in educational scenarios. Academic achievement highly depends on the learning environment and the capacity of the students to get used to the learning environment. It helps in recognizing the barriers or hurdles that one encounters in the educational areas. It also helps in catering to the behavioral aspects at different points of students' phases. Academic achievement is used to determine how well a student is able to assemble, withhold and transact the knowledge that has been learned or grabbed in an effective manner. It helps in analyzing how the quality of education and teaching-learning is taking place in school. It motivates learners intrinsically and extrinsically to outshine in academics.

Academic achievement plays a very important role as it also plays a role in the promotion of students from one grade to the other. It stands as a parameter for which institution a student will join, but this trend is slowly changing. It is like an index that determines what quality of life and lifestyle that person will live. If the achievement is in terms of good sense, then students will develop a feeling of self-confidence and self-respect and will also help to gain societal prestige in this hard-fought competitive world.

Academic achievement depends on numerous factors like cognitive factors which include intelligence, reasoning ability, higher-order thinking ability and problem-solving. It also includes non-cognitive factors like motivation and self-concept. Some effective factors, school, home and demographic factors also play a handy role in determining academic achievement.

"Self-efficacy is the belief in one's capabilities to organize and execute the sources of action required to manage prospective situations." (Bandura, 1986). Bandura in 1977 introduced the construct of self-efficacy which stands important in social cognitive theory. It oscillates between knowledge and action and consequently evaluates

experiences and processes through self-reflection. It is judged as an evaluation of our control over our beliefs, values, attitudes, environment and behavior. If the investigator sees the social cognitive theory of Bandura (1986) it is seen that self-organizing, being proactive and self-regulation rather than being passive are influenced by environmental factors or driven by inner desires. It forms a triangular structure that includes a person's behavior, personal factors and environmental conditions, and all are interlinked to each other. It is often seen that those who are self-regulated often set goals for their learning and adopt various strategies and how to execute those plans in the right way. It will be highly encouraging if teachers, parents and students themselves play an important role in it. Self-efficacy is the innate ability to handle and execute tasks successfully. If the investigator sees the engagement of students from diverse backgrounds, it opens the option for self-actualization and self-worth. Behavior can be predicted by self-efficacy. If the investigator sees an increase in self-efficacy it indicates that there is a kind of success or vice versa. Individuals with higher self-efficacy approach tasks with a strong sense of approach rather than as a danger or failure to be procrastinated. It is a powerful construct of motivation that helps in predicting the self-belief and performance of individuals. A great sense of commitment and reality-based information is seen in higher self-efficacy in individuals. Shaheen (2013) categorized self-efficacy into three types namely; social self-efficacy, self-regulatory self-efficacy and academic self-efficacy.

If the investigator sees the inter-relationship between self-efficacy and academic achievement, self-belief plays a very important role. Students keep evaluating experiences, thoughts and actions through self-reflection. It is the mode by which academic performance is predicted. A higher level of self-efficacy helps in selecting the range of tasks ranging from challenging to testing ones. Students regulate learning to the best of their abilities. If the individuals are confident enough with the kind of abilities they possess, it will surely boost their performance to give fruitful results.

Self-efficacy beliefs influence the patterns and reactions of the learners. Students with low-level self-efficacy bring up stress, anxiety and depression whereas high-level self-efficacy helps in developing self-worth in approaching herculean tasks. A higher level of self-efficacy enables students to think in a wider direction as to what career path to choose. Students also show a great amount of interest in academics despite its

robust nature of it. Students even try to put their best foot forward and prepare for occupational pursuits. It is generally seen that with greater self-efficacy, a higher possibility of getting success as to know how to deal and cope with the unfavorable or hostile circumstances of academics.

1.2 Statement of the Problem

Taking the scenario into consideration, the investigator has taken the problem to identify the determinants of Academic Achievement of secondary school students. The problem is stated as: **"A Study Of the Relationship between Self-Efficacy and Academic Achievement of IX standard students of C.B.S.E."**

1.3 Need and Significance of the Study

The budding students are seen as the future of the country. Students are often seen as the architects of the nation. Many new commissions and policies came to reduce the stress and anxiety and make them efficient enough. Students often feel the pressure to complete the syllabus so as to score good grades. But this has certainly brought the mental and physical ability of the students into a sort of trouble. Yashpal Committee Report(1993) emphasized learning without burden. National Curriculum Framework (NCF, 2005) also mentioned the activity driven in teaching-learning. Self-efficacy stands as a parameter that helps in developing the wholesome personality of the individual. Society needs to play an important role in this as it might serve as an aspiration and form a positive viewpoint for the upcoming generation. The present study may be helpful to society which includes educationists, administrators and others to mold and transform the system. Academic achievement is an inquisitive factor that helps in determining how successful the individual is. For that, the main and important thing is to ease and promote a congenial learning environment and look at the individual needs as every student is unique.

The present study may be helpful to integrate emotional and mental skills into the curriculum so that it helps the individual in their personality development. The significance of it is to explore how self-efficacy and academic achievement are interrelated to each other. The gender gap also plays a crucial role and in the present study may be helpful in unfurling the relationship in a better way. The study will be

taking into consideration the students who are the sovereign group followed by the staff, administrators and other stakeholders.

1.4 Operational Definitions of Key Terms

1. **Self-Efficacy**

   Conceptual Definition - It is defined as the individual's optimistic nature towards the capabilities to overcome the difficulties that come underway. It is basically the amour-propre that determines the chances of success of an individual.

   Operational Definition - Self-efficacy for the present study can be defined as the scores obtained by the students studying in class X enrolled for the session 2022-23 on the self-efficacy scale (SES-SANS) developed by Singh and Narain (2014).

2. **Academic Achievement**

   Conceptual Definition - It is defined as the mastery accomplished in areas of academic work. It is the level of learning outcome in areas linked like knowledge, understanding, skill in relation to co-scholastic activities. In the end, students get results in the form of grades, percentages or marks.

   Operational Definition - Academic achievement for the present study can be defined as the final marks obtained by the students studying in class X in the previous class,i.e class IX in the session 2021-2022.

3. **Gender**

   Conceptual Definition - It is defined as the characteristics and roles of females and males that are socially constructed.

   Operational Definition - Gender for the present study can be defined as how the scores vary for both gender accordingly.

1.5 Objectives of the Study

1. To study the relationship between self-efficacy and academic achievement of secondary school students

2. To study the relationship between self-efficacy and academic achievement among male secondary school students

3. To study the relationship between self-efficacy and academic achievement among female secondary school students

4. To study the difference in mean scores of self-efficacy among secondary school students taking gender as a factor.

5. To study the difference in mean scores of academic achievement among secondary school students taking gender as a factor.

1.6 Hypotheses of the Study

1. There is no significant relationship between self-efficacy and academic achievement of secondary school students.

2. There is no significant relationship between self-efficacy and academic achievement of male secondary school students.

3. There is no significant relationship between self-efficacy and academic achievement of senior secondary school students.

4. There is no significant difference in mean scores of self-efficacy of male and female secondary school students.

5. There is no significant difference in mean scores of academic achievement of male and female secondary school students.

1.7 Delimitations of the Study

Due to the unavailability of resources and paucity of time, it is not possible to cover every aspect of the associated variables related to the problem under investigation. Hence the study is delimited to the following --

1. The study is confined to students of New Delhi only. Other regions could not be included due to time constraints and available resources.

2. The number of secondary school students was only 106.

3. The present study is focused on secondary school students only. Thus results may not be generalized to primary and senior secondary students.

4. Out of many other demographic variables, only gender is taken as a demographic variable.

1.8 Chapterization of the Study

Chapter 1 has dealt with a brief introduction, statement of the problem, need and significance of the study, operational definition of key terms, objectives, null hypothesis, and delimitation of the study.

In chapter 2 a brief review of related literature and how the related literature helped the investigator to design the present study are discussed. While presenting this chapter an attempt had been made to arrange reviews, based on the key concepts extracted from the problem selected for the study.

In chapter 3 the methodology adopted for the present study is discussed. This chapter includes methods of research, research design, variables of the study, the population of the study, a sample of the study, tools used for the collection of data, data collection procedure, scoring procedure and plan for analysis of data together with the statistical techniques used in the study are discussed.

Chapter 4 deals with the analysis and interpretation of the data.

Chapter 5 presents a brief summary of the study. It will also present needs and importance, findings, educational implications and suggestions for further research.