

Chapter 2

Review of Literature

CHAPTER- 2

REVIEW OF LITERATURE

2.1 Introduction

This chapter deals with the review of literature that is directly or indirectly related to the study proposed by the investigator. Resourceful information on the problem to be investigated is one of the most important steps in the planning of any research. Every piece of ongoing research needs to be connected with the work already done to attain overall relevance and purpose. The review of literature acts as a link between the studies already conducted in the field/area and the research proposed. There are mostly three stages in most of the reviews which are- finding relevant information, appraisal of relevant and contextual information and synthesizing and summarizing findings into a set of collective conclusions.

2.2 Studies Related to the Self-Efficacy and Academic Achievement

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.

Hampton and Mason (2003) examined disabilities faced in learning, gender, efficacy and academic achievement in high-school students. The sample was done on 278 students. On evaluating the results, it showed that the learning disability had an unintended influence on self-efficacy and gender did not have any kind of influence on self-efficacy while sources of efficacy had a direct effect on the academic performance of high school students.

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.

Alivernini and Lucidi (2011) examined the relationship between self-efficacy and Academic Achievement of high school students. The data was taken from 426

students in grades 9 to 12. For the data collection official school grades were taken. After the findings, the results showed that self-efficacy had a noteworthy impact on the academic performance of high school students.

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.

Yusuf (2011) examined the impact of self-efficacy on students' academic achievement. The study was carried out on a sample of 300 undergraduate students. The tools used for data collection were the self-efficacy construct (3 sub-scales) and the self-learning strategies construct (6 sub-scales). The result showed that self-efficacy had an indirect influence on self-learning strategies on participants' academic accomplishments. The statistically significant effect between respondents' self-efficacy and cumulative grade point average (CGPA) suggested neither the achievement motivation nor the learning strategies were the strongest cause of the respondents' academic achievement.

Ahmad and Safaria (2013) examined the effect of self-efficacy on students' performance. The sample consisted of 15 male students in grade 5 of a local school that was randomly selected. The tool used for data collection was Hagu's (1990) test of self-efficacy in the Urdu language. According to Hagues' scoring manual, seven subjects were assigned to a high self-efficacy group and eight subjects to the low-efficacy group. The result showed that students with high self-efficacy contributed to a higher goal than the student with low self-efficacy.

Akram and Ghazanfar (2014) examined the correlation between self-efficacy and academic performance in terms of CGPA of the students. The sample consisted of 193 students from the 3rd semester of the faculties of social and basic sciences selected

through a simple random sampling technique. The tool used for data collection was designed on the basis of the theoretical model of Bandura's four sources of self-efficacy (mastery experiences, vicarious experiences, verbal/social persuasion and physiological and emotional states) and named as academic self-efficacy scale (ASES). The finding revealed that self-efficacy and academic performance of university students were positively correlated.

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.

Hasheminasab, Zarandi, Azizi and Zadeh (2014) explored the relationship between self-efficacy and its attributes in high school students. The study was conducted on a sample of 100 male students of urban and rural high schools selected by random sampling technique. The tool used for data collection was the self-efficacy scale by Bandura (1995). The results showed that high school students in mathematical discipline had higher self-efficacy and academic achievement compared with other disciplines. The result of the t-test revealed that the increase in both self-efficacy and academic achievement was significant in the mathematical discipline. The participants of the rural high school indicated a significantly lower level of self-efficacy and academic achievement than urban high school students. The birth order of the participants was another variable in this study; the first son had a significantly higher self-efficacy and academic achievement compared with the other sons in the family. The result of the correlation analysis showed that self-efficacy had a positive correlation with academic achievement and discipline. Further, self-efficacy was negatively significant with the region and the birth order. Students of urban areas and the first son of the family studying in mathematical discipline had higher 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.

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.

Mohamed and Yunus (2017) examined the self-efficacy and academic performance of secondary school students. The sample comprised 588 secondary school students. The statistical technique employed in the study was the t-test. The results showed that male students exhibited a higher level of self-efficacy in mathematics, computer, and social sciences while females had a higher level of self-efficacy in literature and language.

Atoum and Al-Momani (2018) explored the relationship between perceived self-efficacy and academic achievement among Jordanian secondary-stage students. Further, the investigator investigated the effect of gender and academic achievement on perceived self-efficacy. The sample comprised 356 secondary-stage students. The

result showed that the majority of students had a moderate level of perceived self-efficacy. The significant effect of academic achievement on perceived self-efficacy was also found in favor of higher academic achievement of students. The result further showed that no significant interaction effect of academic achievement and gender on perceived self-efficacy was observed.

Ahmadi (2020) examined the relationship of academic self-esteem with academic achievement through self-efficacy. The participants of the study were 365 high school students selected through a stratified sampling technique. The tool used for data collection was the college academic self-efficacy scale developed by Owen and Froman, the academic self-esteem scale based on the 16-item scale that was translated into Persian by the investigators and for academic performance the grade point average (GPA) of the students was collected from the official records of the respective schools. The finding revealed that all dimensions of academic self-esteem except success and failure were indirectly related to academic achievement through academic self-efficacy.