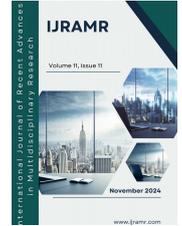




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## RESEARCH ARTICLE

### RELATIONSHIP BETWEEN SELF-EFFICACY AND ACADEMIC ACHIEVEMENT AMONG HIGHER SECONDARY SCHOOL STUDENTS

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#### ABSTRACT

Self-efficacy plays a crucial role in students' academic motivation, persistence, and achievement. The present study investigates the relationship between self-efficacy and academic achievement among higher secondary school students. A descriptive survey method was adopted, and a stratified random sample of 576 higher secondary school students was selected from Thiruvarur District. The Self-Efficacy Scale developed by Mathur and Bhatnagar (2012) was used to measure self-efficacy, while academic achievement was measured using students' aggregate marks in the 11th standard examination. Statistical techniques such as mean, standard deviation, t-test, and Pearson's product-moment correlation were employed. The findings revealed a significant positive relationship between self-efficacy and academic achievement. Female students demonstrated higher self-efficacy than male students, while no significant difference was found based on locality. The study highlights the importance of fostering self-efficacy to improve students' academic performance.

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## INTRODUCTION

Education aims to develop individuals' intellectual, emotional, and social potential, enabling them to function effectively in society. Among the psychological factors influencing academic success, self-efficacy has gained considerable attention. Self-efficacy refers to an individual's belief in their ability to organize and execute actions necessary to achieve desired outcomes (Bandura, 1997). Students with strong self-efficacy beliefs tend to demonstrate greater motivation, perseverance, and academic success. At the higher secondary level, students face increased academic pressure, competitive examinations, and career-related decisions. In this context, self-efficacy becomes a vital determinant of academic achievement. Despite the importance of self-efficacy, variations exist in students' belief systems due to gender, locality, and learning environments. Hence, the present study seeks to examine the relationship between self-efficacy and academic achievement among higher secondary school students.

## REVIEW OF RELATED LITERATURE

Albert Bandura (1997) stated that self-efficacy significantly influences students' effort, persistence, and willingness to engage in challenging academic tasks. Multon, Brown, and Lent (1991) reported that academic self-efficacy is a strong predictor of academic performance and persistence. Tenaw (2013) found a significant positive relationship between self-efficacy and academic achievement among higher secondary students, with minimal gender differences.

De Fátima Goulão (2014) observed a significant relationship between academic self-efficacy and achievement in an online learning context. Hwang et al. (2016) identified a reciprocal relationship between self-efficacy and academic achievement through a longitudinal study. Similarly, Ubhe and Bombra (2017) reported a positive correlation between self-efficacy and academic achievement among school students. From the above studies, it is evident that self-efficacy is a significant factor influencing academic achievement. However, limited studies focus on higher secondary school students in specific regional contexts, creating the need for the present investigation.

## OBJECTIVES OF THE STUDY

- To find out the level of self-efficacy among higher secondary school students.
- To examine the difference in self-efficacy with respect to gender.
- To examine the difference in self-efficacy with respect to locality.
- To determine the relationship between self-efficacy and academic achievement.

## Hypotheses

- There is no significant difference in self-efficacy between male and female higher secondary school students.
- There is no significant difference in self-efficacy between rural and urban higher secondary school students.

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

## METHODOLOGY

**Research Design:** The study adopted a descriptive survey method.

**Sample:** A stratified random sample of 576 higher secondary school students was selected from Thiruvarur District.

### Tools Used

- Self-Efficacy Scale developed by Mathur and Bhatnagar (2012)
- Academic achievement scores (11th standard examination marks)

**Statistical Techniques:** Mean, standard deviation, t-test, and Pearson's product-moment correlation were used for data analysis.

### Analysis and Interpretation

**Table 1. Difference in Self-Efficacy Scores Based on Gender**

Gender	N	Mean	SD	t-value	Significance
Male	230	107.37	27.86	4.50	Significant (0.05)
Female	346	132.08	38.49		

**Interpretation:** Female students showed significantly higher self-efficacy than male students.

**Table 2. Difference in Self-Efficacy Scores Based on Locality**

Locality	N	Mean	SD	t-value	Significance
Rural	288	76.67	7.23	1.83	Not Significant
Urban	288	77.77	7.23		

**Interpretation:** No significant difference was found between rural and urban students.

**Table 3. Impact of Self-Efficacy on Academic Achievement**

Locality	Self-Efficacy Level	N	Mean Achievement	SD	t-value
Rural	Low	110	302.81	43.46	11.39**
	High	70	370.41	35.63	
Urban	Low	102	318.49	41.91	8.83**
	High	82	370.04	37.15	

**Note:** \*\* Significant at 0.01 level

**Table 4: Correlation Between Self-Efficacy and Academic Achievement**

Variables	N	r-value	Significance
Self-Efficacy & Academic Achievement	576	0.477	Significant (0.05)

**Interpretation:** A moderate positive correlation exists between self-efficacy and academic achievement. The results revealed a significant difference in self-efficacy between male and female students, with female students exhibiting higher self-efficacy. No significant difference was found between rural and urban students. A significant positive correlation ( $r = 0.477$ ,  $p < 0.05$ ) was observed between self-efficacy and academic achievement, indicating that students with higher self-efficacy tend to achieve better academically.

## RESULTS

- Female students have higher self-efficacy than male students.
- Locality does not significantly influence self-efficacy.
- Students with high self-efficacy perform better academically.
- Self-efficacy and academic achievement are positively correlated.

**Educational Implications:** The findings suggest that schools should implement instructional strategies and intervention programs that enhance students' self-efficacy. Teachers and parents should encourage goal setting, self-reflection, and positive feedback to strengthen students' confidence and academic performance.

## CONCLUSION

The present study confirms that self-efficacy is a significant predictor of academic achievement among higher secondary school students. Enhancing students' self-efficacy can lead to improved academic outcomes and overall personal development. Therefore, educational institutions should prioritize psychological empowerment alongside academic instruction.

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