

The Relationship Between Self-Efficacy and Academic Achievement Among Indonesian College Students



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ABSTRACT: Self-efficacy is a students' self-assessment which is related to students' belief about their capability to achieve the goals. Self-efficacy beliefs within educational contexts are important because they can considerably influence students' academic performance and motivation as well. This study aimed to identify the relationship between self-efficacy and academic achievement among Indonesian college students. 30 junior college students from the English Department participated in the research, which employed a correlational design using a descriptive quantitative approach. Data were collected using two instruments: Self-efficacy Questionnaire and Grade Point Average (GPA). The results indicated that the mean self efficacy score was 3. (SD = 0. 3796) and the mean GPA was 3. 728 (SD = 0. 205). Self-efficacy and GPA were found to have a non significant negative relationship ($r = - 0. 116$, $p > 0. 05$). Based on these results, it could be concluded that the relationship between self-efficacy and academic achievement in this sample is not very strong. Additional research with more participants, from other academic settings, and of other genders is needed to better understand the particulars of this association and to be certain of the findings.

KEY WORDS: Self-efficacy, Indonesian college students, Academic achievement.

A. INTRODUCTION

Self-efficacy refers to the abilities of the students for success in completing a task (Bandura, 1997, as cited in Dwitantyanov, Hidayati, & Sawitri, 2010). Self-efficacy affects the behaviors of a student through how he or she feels, thinks, motivates himself/herself, and acts. In other words, self-efficacy is a personal belief in one's capability to organize and execute a course of action required to attain mastery and succeed in specific tasks and it has been a key component on theories of motivation and learning in varied contexts (Eccles & Wigfield, 2002). Linnenbrink & Pintrich (2003) stated that self-efficacy has a cognitive, motivational and behavioral impact on students during the course of learning activities. Self-efficacy beliefs within educational contexts are important because they can considerably influence students' academic performance and motivation as well. College students, in particular, face a unique set of challenges in terms of academic workload, time management, and stress, which can affect their self-efficacy beliefs.

Academic achievement is an important goal for college students, as it is a key factor in their future success in professional and personal life. In addition, academic achievement is central to the mission of most universities and colleges, as it is an indicator of the quality of education provided by these institutions. Students who have high self-efficacy tend to make persistent efforts, diligence, tenacity, and perseverance (Datu, Yuen, & Chen, 2017; Lightsey Jr, Maxwell, Nash, Rarey, & McKinney, 2011; Raqshin & Nirjar, 2012). Also, they usually target high scores, have a greater curiosity to learn, actively ask questions in class, love to read and review literature, not easily discouraged, and consider failure to be a positive motivation (Al Mutir, 2015; Shikalepoh, 2016). Meanwhile, students with lower self-efficacy are much more likely to feel shy and hesitant about their capabilities, consider complex issues to be a threat, silent, hopeless, more stressed, (Bariyyah, 2015), and depressed (Bandura, 1995). Low self-efficacy can also lead to negative affective states, such as anxiety, self-doubt which can further undermine academic achievement.

Several studies have explored the role of self-efficacy beliefs in college students' academic achievement. For instance, a study was carried by Warsito (2009) who investigated "The Relationship Between Self-Efficacy with Academic Adjustment and Academic Achievement". The result showed that there is a positive and significant relationship between self-efficacy and academic achievement. Moreover, high confidence in the ability to overcome a problem, try hard, and not give up easily will make students able to achieve high academic achievement as well.

In conclusion, self-efficacy beliefs play a critical role in college students' academic achievement. By understanding the factors that influence self-efficacy beliefs, educators and policymakers can develop interventions to help students develop their self-efficacy beliefs, which can lead to improved academic performance and motivation.

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Research Questions

1. What are the levels of Indonesian college students' self-efficacy beliefs?
2. What is the relationship between college students' self-efficacy beliefs and their academic achievement?

Research Objectives

Based on the research questions the aims of this research are:

To find out the students' levels of self-efficacy beliefs

To investigate the college students' academic success by examining the relationship between self-efficacy beliefs and academic achievement.

Self-Efficacy: Self-efficacy is a students' self-assessment which is related to students' belief about their capability to achieve the goals. According to Bandura (1997, as cited in Cherry, 2016), self-efficacy is a personal belief in one's capability to organize and execute a course of action required to attain mastery and succeed in specific tasks and it has been a key component on theories of motivation and learning in varied contexts. If they are positively processing their brain (optimist) so it will give good results in their lives.

Academic Achievement: Academic achievement refers to the level of academic success that a student attains. It is typically measured by assessing grades, GPA, and other performance indicators such as academic awards, scholarships, and research achievements.

College students: College students refer to individuals who are currently enrolled in a college or university degree program and who are pursuing higher education.

B. LITERATURE REVIEW

The term self-efficacy was first introduced by Albert Bandura, who is considered one of the pioneers in social psychology. He defines self-efficacy as the belief in one's ability to organize and execute the courses of action required to produce given attainments (Bandura, 1977). He further explained that self-efficacy is "what people think, believe and feel affects how they behave" (1986 in Dodds, 2011 in Mastur, 2016). Furthermore, Baron & Byrne (2000) suggested that self-efficacy is an individual's judgment of his or her own ability or competence to perform a task, achieve a goal and produce something.

The beliefs of self-efficacy guide to an individual's ability to organize and implement a series of actions to achieve specified outcomes (Bandura, 1997, as cited in Nurjannah, 2015). If they are positively processing their brain (optimist) so it will give good results in their lives. People who have a high level of self-efficacy, they encounter the difficulties and keep going when they are struggling patiently and confident with themselves, while the people who have a low level of self-efficacy, they become stressed by increasing concerns and they make it more difficult (Pajares, 2002).

1). Classification of Self-Efficacy

In general, self-efficacy is divided into two types, which are high self-efficacy and low self-efficacy. Students with low self-efficacy in learning will avoid many learning tasks especially the challenging ones. Students with high self-efficacy will face the learning task with great desire. Students with high self-efficacy are more diligent to do the task or learn the materials than students with low self-efficacy (Santrock in Ratri, 2013).

Students with low self-efficacy often lack confidence in themselves to complete the task or achieve the goal. They may fear failure, feel overwhelmed by the challenge and doubt their ability to overcome the difficulties. Prat-Sala & Redford (2010) stated that low self-efficacy students are weaker in recognizing their feeling of self-efficacy than those who have high self-efficacy. They also exhibit lower level of motivation, engagement and overall academic performance.

On the other hand, students with high self-efficacy have strong belief in themselves to perform the task or achieve the goal successfully. They are more confident, persistent and motivated in the face of challenge. They seek opportunities to learn and grow and are open to feedback that can help them improve. Usually those who fail in their work regain their self-efficacy quickly after experiencing failure (Bandura, 1997 as cited in Astrid, 2009). These students have positive attitude towards learning, higher level of involvement in academic activities and better overall academic performance. They also cope better with stress and difficulties and are more resilient in the face of setbacks. Students' self-efficacy is not fixed and can be developed or improved through various strategies such as setting achievable goals, giving positive feedback, modeling successful behaviors and teaching self-regulation skills.

Based on the above, we can conclude that people with high and low self-efficacy have the following characteristics:

a). High self-efficacy

- Believe in themselves to achieve the goal and overcome the challenge
- View difficult task as opportunities for growth and learning
- Set challenging goals for themselves
- Have better emotional and physical well-being
- Take ownership of their success and failure
- Seek feedback and use it constructively

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b). Low self-efficacy

- Doubt themselves and worry about failure
- Avoid challenging tasks and risks
- Get discouraged easily and give up quickly
- Procrastinate and find it hard to start the task
- Feel helpless and lack of control
- Blame external factors for their success and failure

c.) Aspects of Self-Efficacy

In Zimmerman (2000), Bandura has identified that the Self-Efficacy in the individuals will vary from one another with reference to three dimensions.

i. Level

Self-efficacy is the extent to which an individual has confidence in his or her capacity to get a specific task accomplished. This can be as a result of past experiences, people's inputs such as feedbacks, and self-estimations of one's competencies.

ii. Strength

This aspect relates to the level of assurance an individual has concerning his/her capabilities unto achievement of intended goals.

Self-efficacy will therefore entice a person to practice and work harder when faced with obstacles or failures in the course of what he or she is doing.

iii. Generality

This pertains to the degree to which a person's self-efficacy beliefs are particular to a given domain of functioning or are transferred across various domains. General self-efficacy includes the person's perceived capacity to achieve in multiple domains while more specific self-efficacy may involve more targeted opinions about certain domains.

2). Sources of Self-Efficacy

There are four primary sources of self-efficacy beliefs: mastery experiences, vicarious experiences, social persuasion, and physiological (emotional) states.

Mastery experiences

These involve successfully completing tasks and achieving tangible results, which helps to build beliefs in one's ability to succeed in future similar situations. Information gathered from the experiences is internalized because past success increase self-efficacy and repeated failure lower it, but it depend on individual levels of capabilities. (Bandura, 1986).

Vicarious experiences

These involve observing the successful performance of others and learning from their experiences and outcomes. For instance, a student who can complete a difficult task, surely leads a strong belief to the other students that they are also capable of doing the same thing (El-Abd & Chaaban, 2021; Kang et al., 2021).

Social persuasion

This involves receiving feedback and encouragement from others, such as praise, advice, or support, which can help to build confidence and increase one's sense of self-efficacy Bandura in Chen (2007) said that although social persuasion alone may not create huge increases in efficacy perception, it is easier to maintain a sense of efficacy, especially when facing challenges when significant others convey optimism in one's talents rather than doubts.

Emotional and physiological states

Emotional state can either be a negative or positive which affect interpretation of an event's outcome, if the result is positive it raises one's self-efficacy, while if it is negative lower it (Bandura, 1986).

These four sources of self-efficacy are considered to work together to develop and maintain an individual's belief in their ability to succeed in challenging situations.

Academic Achievement

Academic achievement is an outcome of learning activity as a standardized assessment which usually based on a curriculum in a certain period. It could consist of many aspects such as cognitive, skills, and value (Huisheng & Zhinciang, 2018).

Achieving academic success requires a combination of intellectual capability, effective study habits, and motivation. Students who perform well academically tend to have good time management skills, effective communication abilities, and the ability to think critically and logically.

Individual factors like intelligence, personality, and motivation play a significant role in academic achievement. Students with natural intellectual aptitude have an advantage; however, motivation and effective study habits are equally essential, as they enable pupils to attain their true potential.

Bacon (2011) pointed out that academic achievement is a measurement test which could form a certain model of scores or grade both during the learning process and the end of the study. The achievement itself is such a systematic education to complete all tasks that learners face validly. It also involves academic performance and the outcome of the learning process.

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Academic achievement is crucial for students' career opportunities and personal development. With the right mindset, support, resources, and motivation, students can achieve their academic goals and reach their true potential.

Self-Efficacy and Academic Achievement

The meaning of academic self-efficacy which is commonly called self efficacy in academic context holds the people's belief about their ability to complete tasks, accomplish goals and meet academic challenges (Bandura 1997, cited in Dwitanyanov & et. al 2010). Self-efficacy refers to the level of confidence that a person has with regard to the extent of his capability to master all the skills that are expected of him; where by students with high self-efficacy are likely to set high personal goals, and work extra hard to achieve them. It also implies a focus on them being more committed to a given course of action and remain loyal to it irrespective of negative forces. The level of self-efficacy differs with the level of achievement in a manner that the higher level of self-efficacy results to higher achievement.

On the other hand, self-efficacy can prevent a student from taking risks, setting challenging goals and struggling to achieve them. This means that they may perform worse academically, be unwilling to put effort into tasks, or give up easily when faced with difficulties.

This support component plays several roles in learning since it will affect the learning achievement indicated by Bandura (1997) cited by Santrock (2008). Self efficacy helps in attendance and practice in learning activities and also the level of achievement/motivation.

Previous Studies

As a result of Bandura's research on self-efficacy theory, the knowledge on self-efficacy beliefs was initiated. He devoted much of his work into explaining the effects of self efficacy in the areas of motivation, behavior and performance. While the sample was not limited to college students, the study proved that self efficacy beliefs are universally applicable, which influenced academic success. The works spawned by this research line also prompted research in this area. (Bandura,1997).

In Zimmerman's study self-efficacy beliefs and their effects on college students' academic achievement was examined. This study showed that there is a correlation between self-efficacy beliefs and performance as well as achievement. The findings also emphasized self-efficacy beliefs as a critical barometer of the students' motivation, working efforts, and perseverance in various academic tasks. (Zimmerman,2000).

In relation to college students' academic self-efficacy beliefs have been subjects of numerous researches. For example, Pajares and Schunk (2001) have used a cross sectional and correlational study and it supported self efficacy beliefs as an index of academic success in college students. In the same manner, Zimmerman and Bandura's (1994) analysis showed that levels of self-efficacy are positively correlated with academic accomplishment and motivation. Purwanto (2014) carried out a study to establish the correlation between self-efficiency and academic performance of Indonesian college students majoring in psychology. The findings also showed that self-efficiency had a positive correlation with performance; this, therefore, means that self-belief has a positive bearing on performance and productivity. Wahyuni and Tomasulo's (2017) similar study also looked into the relationship between self-efficacy and academic achievement among Indonesian undergraduate students. The study discovered that self-efficacy was positively related to the level of academic success; this pointed to the discourse of prescribed self-belief and confidence in achieving educational pursuits. These previous studies offer an understanding of the impact of self-efficacy on the Indonesian college students' academic performance to build the confidence and motivation of these learners in enhancing their learning.

C. RESEARCH METHOD

This chapter presents the details of the research method, which consists of research design, research participants, data collecting technique, and data analysis techniques. The research used correlational design using descriptive quantitative approach. This design aims to explore the relationship between self-efficacy and academic achievement among Indonesian college students. The research was conducted at the English Education Department of Universitas Mercu Buana Yogyakarta. The participants were 30 junior college students selected through purposive sampling. There were two instruments to obtain the data, the first one was self-efficacy questionnaire, Questionnaire is a set of questions on a topic or group of topic designed to be answered by a respondent. Questionnaire is also a form used in a survey design that participants in a study complete and return to the researcher (Creswell, 2012) Schwarzer and Jerusalem, 1993. General self-efficacy of the students was assessed by using Self Efficacy Scale developed by Schwarzer and Jerusalem, 1993. This scale consists of 10 statements with four alternatives. 4- exactly true, 3- moderately true, 2- barely true and 1- not at all true and rated on four point scale and the scoring was 4, 3, 2, and 1 respectively. The second one was Grade Point Average (GPA). The academic achievement of the participants was measured using their GPA, which was obtained from the university's academic records. The collected data were analyzed using correlational design techniques with the aid of SPSS (Statistical Package for the Social Sciences). Initially, descriptive statistics were computed to summarize the basic characteristics of the data, providing a clear overview of the sample and the measures.

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D. RESULTS

Table

Descriptive Statistics

	Mean	Std. Deviation	N
SELFEFICACY	3.1000	.37966	30
GPA	3.7287	.20505	30

Correlations

		SELFEFICACY	GPA
SELFEFICACY	Pearson Correlation	1	.116
	Sig. (2-tailed)		.541
	N	30	30
GPA	Pearson Correlation	.116	1
	Sig. (2-tailed)	.541	
	N	30	30

The first table shows the descriptive analysis of self-efficacy and GPA of the 30 participants involved in this study. The observed mean self- efficacy score is 3. 1000 with the standard deviation of 0. 37966 which means that the participants had a moderate level of self-confidence with some fluctuations in their self-esteem. The students' mean GPA is 3. 7287, with standard deviations of 0 and 0. 20505, indicating good and consistent academic achievement in the selected class. In the second correlation table, self-efficacy and GPA are positively correlated for 30 participants of the study. The diagonal values are 1 for GPA and -1 for self-efficacy. This indicates that self-efficacy has a complete negative relate with self, whereas GPA has a perfect positive relationship with self. The first coefficient, which represents the association between self-efficacy and GPA, is -0.116, but the coefficient for the second scale is +0.116, showing that there is no relationship between self-efficacy and GPA in the sample.

E. DISCUSSION

The participants' self-efficiency regarding the program with an average score of 3. 100, which could be interpreted as a moderate level of confidence towards their skills. Self-efficacy, defined as the belief in one's capacity to execute necessary tasks, is a significant psychological construct in academic settings (Bandura, 1997). This moderate level indicates that, on average, participants regard themselves as proficient people who are prepared to work in order to attain their goals. However, the standard deviation of 0. 37966 suggests a relative stability/instability of the self-efficacy in the group. People who have a high level of self-efficacy, they encounter the difficulties and keep going when they are struggling patiently and confident with themselves, while the people who have a low level of self-efficacy, they become stressed by increasing concerns and they make it more difficult (Pajares, 2002). This variation means that while some participants will be fairly self-confident, there will also be many who are less so, hence the moderate mean score. That is why there may be this dispersion of the scores within the sample depending on the individual's past experience, available support systems, or beliefs.

Elias, Ping, and Abdullah (2011) defined academic performance as an evaluation of what a student has achieved throughout a semester. Over the study period, students' performance on class activities, assignments, presentations and examinations are what normally used to determine their academic achievement (Ong, Bessie, & Cheong, 2009). The participants' academic achievement based on their Grade Point Average (GPA) which has a mean of 3. 7287, indicates a lot of accomplishment in their educational activities. A Grade Point Average (GPA) is the average of entire final grades or scores for courses within a program, weighted by the unit value of each of those courses (Yogendra & Andrew, 2017). The high mean GPA implies that, on average, participants have consistently performed well in their academic endeavors.

Standard deviation was relatively low at 0. 20505 also stress on the stability of the performance in the sample across academic settings. This suggests that most participants' GPA are not very spread out from the mean and that variability is relatively low. Such uniformity in the academic achievement indicates that the group as a whole performs exceptionally well academically probably due to factors such as motivation, commitment to studies and good study habits.

A comparison of self-efficacy levels and GPA provides valuable information on how confidence relates to performance. The Pearson correlation coefficient obtained for this study was -0. 116 in fact indicating a very weak negative correlation between self-efficacy and GPA. This means that in the sample, high self efficacy and good academic performance do not necessarily go hand in hand and the same goes for low self efficacy and poor academic performance. However, it should be understood that the noted relationship is not significant at the level of stochastic independence ($p = 0. 541$). Consequently, the absence of significance means that whatever results are obtained may mean that there is no clear and meaningful correlation between self-efficacy and GPA. On the relationship between self-efficacy and academic performance, previous research presents contrasting results. Following Bandura (1997), self efficacy has an influence on motivation as well as learning and so it is hypothesized that high self efficacy should result

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in better academic achievement. In his/her study, Pajares (1996) determined that self efficacy beliefs exerted a significant influence on academic performance suggesting that students who possess the belief that they have the ability to succeed academically will indeed perform better. Chemers, Hu & Garcia (2001) also found self-efficacy to have a positive on college students' performance and adjustment. However, several works done suggest that the relationship between self efficacy and academic performance, may not be completely linear. The meta-analysis by Robbins et al. (2004) produced the similar results showing that self-efficacy is a substantial but not very strong influence in analyzing academic performance in relation to motivational and cognitive factors. This means that self-efficacy is important, but there are other factors such as intrinsic motivation, study skills, community and social support. This setting evident from the finding further shows that the issue of academic performance is not determined by a single factor. It is argued that self-efficacy, as an aspect of motivation and goal setting, may have a number of other factors act on it when it comes to academic performance including study behaviors, culture and learning profile. Absence of close correlation between self efficacy and students' achievements in this study thus affirms the notion that powerhouse behind the students achievements is multidimensional. It is also necessary to take into account the total context of the learning and working environment of the students, the type of academic support that learners have for their work, motivation of learners, and the learning environment.

F. CONCLUSION

Moreover, the findings of this study on self efficacy and academic achievement of Indonesian college students contribute to the knowledge on factors that influence the students' performance in academic contexts. At the end, it was found that the level of self efficacy is moderate while the level of academic achievement is high thus suggesting that students in the sampled population are rather self assured when it comes to their academic ability and do well academically.

Thus, despite there being a statistically non-significant and rather weak positive correlation observed between self efficacy and GPA, it may be suggested that other factors may have a more significant impact on the result. This indicates that there are many factors that may affect the learners' performance hence needing more research in order to identify more factors affecting performance. This study revealed the impact of self-belief when it comes to performance and emphasized the importance of the cultivation of students' self-belief in order to enhance their performance. The above findings can enable educators and other stakeholders in the education sector to develop interventions and programs that would enable learners to develop the right perception about their abilities in order to create a conducive environment towards learning and performance.

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