



A study about Self-efficacy among students and tips to improve self efficacy

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Abstract : Self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Such beliefs produce these diverse effects through four major processes. They include cognitive, motivational, affective and selection processes.

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A strong sense of efficacy enhances human accomplishment and personal well-being in many ways. People with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided. Such an efficacious outlook fosters intrinsic interest and deep engrossment in activities. They set themselves challenging goals and maintain strong commitment to them. They heighten and sustain their efforts in the face of failure. They quickly recover their sense of efficacy after failures or setbacks. They attribute failure to insufficient effort or deficient knowledge and skills which are acquirable. They approach threatening situations with assurance that they can exercise control over them. Such an efficacious outlook produces personal accomplishments, reduces stress and lowers vulnerability to depression.

Key Words : Self Efficacy, factors etc.

Introduction : Self-efficacy is a person's judgment about being able to perform a particular activity. It is a student's "I can" or "I cannot" belief. Unlike self-esteem, which reflects how students feel about their worth or value, self-efficacy reflects how confident students are about performing specific tasks. High self-efficacy in area may not coincide with high self- efficacy in another area. Just as high confidence in snow skiing may not be matched with high confidence in baseball, high self-efficacy in mathematics does not necessarily accompany high self-efficacy in spelling. Self-efficacy is specific to the task being attempted. However, having high self-efficacy does not necessarily mean that



students believe they will be successful. While self-efficacy indicates how strongly students believe they have the skill to do well, they may believe other factors will keep them from succeeding.

Features Of Low Self-Efficacy

- Fear Of Risk
- Fear Of Uncertainty
- Feelings Of Failure
- Impression Management

Features Of High Self-Efficacy

- Self-Confidence
- Accurate Self-Evaluation
- Willingness To Take Risks
- Sense Of Accomplishment

Factors Affecting Self-Efficacy

- Experience or Enactive Attainment
- Modeling or “vicarious experience”
- Social Persuasion
- Physiological Factors

ACADEMIC ACHIEVEMENT

Academic Achievement is the outcome of education the extent to which a student, teacher or institution has achieved their education goals.

Academic Achievement is commonly measured by examination or continuous assessment but there is no general agreement on how it is best tested or which aspect are most important-procedural knowledge such as skills or declarative knowledge such as facts.

An academician is a person who works as a teacher or researcher in a university or other higher education institution.



Academic administrators such as university presidents are not typically included in this use of the term academics, although many administrators hold advanced degrees and pursue scholarly research and writings while also tending to their administrative duties. The term ‘Academic Achievement’ comprises two words derived from the word academy. Advanced Learners Dictionary of Current English defined ‘academy’ as the school where special type of instruction is imparted. Teaching studying school, College, scholarly, literacy or classical too much concern with theory and logic not sufficiently practical. The word ‘achievement’ is accomplishment of performance in a given skill or body of knowledge.

The term ‘achievement’ refers to any desirable learning that occurs. Student with good academic records get more recognition and respect from his family, teachers, friends and society as a whole. The academic achievement is one of the important goals of education because it plays an important role in learning and development. Academic Achievement is complex and multidimensional phenomenon. It is a product of the interaction between several factors operative in the pupil such as abilities motivation. Interest and attitudes and a complicated set of forces operating in functional setup of the school.

Tips to improve self-efficacy for struggling students

Use moderately- difficult tasks

If the task is too easy will be boring or embarrassing and may communicate the feeling that the teacher doubts their abilities; a too-difficult task will re-enforce low self-efficacy. The target for difficulty is slightly above the students' current ability level.

Use peer models

Students can learn by watching a peer succeed at a task. Peers may be drawn from groups as defined by gender, ethnicity, social circles, interests, achievement level, clothing, or age.

Teach specific learning strategies

Give students a concrete plan of attack for working on an assignment, rather than simply turning them loose. This may apply to overall study skills, such as preparing for an exam, or to a specific assignment or project.



Capitalize on students' interests

Tie the course material or concepts to student interests such as sports, pop culture, movies or technology.

Allow students to make their own choices

Set up some areas of the course that allow students to make their own decisions, such as with flexible grading, assignment options or self-determined due dates.

Encourage students to try

Give them consistent, credible and specific encouragement, such as, "You can do this. We've set up an outline for how to write a lab report and a schedule for what to do each week - now follow the plan and you will be successful."

Give frequent, focused feedback

Giving praise and encouragement is very important, however it must be credible. Use praise when earned and avoid hyperbole. When giving feedback on student performance, compare to past performances by the same student, don't make comparisons between students.

Encourage accurate attributions

Help students understand that they don't fail because they're dumb, they fail because they didn't follow instructions, they didn't spend enough time on the task, or they didn't follow through on the learning strategy.

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