

Effect of Self-Efficacy on Academic Achievement Among Undergraduate Level Students in Bankura District

Rabi Das¹, Dr. Chandni Sarkar²

Research Scholar & Assistant Professor

Department of Education, Bankura University, Bankura, West Bengal,

¹rabidas7740@gmail.com, ²chandnisarkar@bankurauniv.ac.in

ABSTRACT:

This study investigates the relationship between self-efficacy and academic achievement among undergraduate students in Bankura district, West Bengal. Self-efficacy, as conceptualized by Bandura (1977), refers to an individual's belief in their capacity to organize and execute actions necessary to produce specific outcomes. Academic achievement, on the other hand, represents the level of proficiency demonstrated by learners in scholastic tasks, often measured through examination scores or grade points.

The present research employed a descriptive survey design with a sample of 100 undergraduate students (both male and female, from rural and urban settings) randomly selected from colleges affiliated with Bankura University. Data were collected using a self-constructed Self-Efficacy Scale and students' academic achievement was measured using their higher secondary examination scores. Pearson's correlation coefficient and t-tests were applied to examine the relationship and group differences.

The findings indicate a positive and significant correlation between self-efficacy and academic achievement, confirming that students with higher self-efficacy beliefs tend to achieve better academic outcomes. Gender and locality differences were observed, with female students scoring slightly higher in academic performance, while urban students demonstrated stronger self-efficacy compared to their rural counterparts.

Keywords: Self-efficacy, Academic achievement, Undergraduate students, Bankura district, Educational psychology.

INTRODUCTION

Education has long been recognized as one of the most powerful tools for individual and societal development. As Swami Vivekananda remarked, "Education is the manifestation of perfection already in man," highlighting the transformative role of knowledge in enabling individuals to achieve their potential. In the present era, academic success is not merely an indicator of personal growth but also a prerequisite for career advancement, social mobility, and economic progress. For undergraduate students in India, academic achievement is a particularly significant milestone, as it often determines access to higher education, scholarships, and employment opportunities. However, academic outcomes are influenced not

only by intellectual capacity but also by psychological constructs such as motivation, resilience, and self-efficacy.

Self-efficacy, introduced by Bandura (1977) through his social cognitive theory, refers to an individual's belief in their capability to organize and execute actions required to produce desired results. Unlike innate abilities or acquired skills, self-efficacy emphasizes personal belief in the application of those abilities. It affects thought processes, emotional regulation, motivation, and behavior, thereby influencing how students approach academic challenges. A student with high self-efficacy is likely to persist in the face of obstacles, adopt effective learning strategies, and remain motivated even under pressure. Conversely, low self-efficacy may lead to avoidance of difficult tasks, heightened anxiety, and diminished performance.

SIGNIFICANCE OF THE STUDY

The findings of this research will have practical significance for multiple stakeholders. For educators, the study highlights the importance of nurturing students' self-beliefs alongside teaching content. For policymakers, the results can inform the design of interventions and support systems aimed at improving academic outcomes in rural and semi-urban colleges. For researchers, this study adds to the growing body of knowledge on psychological determinants of academic success, emphasizing the cultural and regional nuances often overlooked in broader studies.

REVIEW OF RELATED LITERATURE

- **Shkullaku (2019)** explored “The relationship between self-efficacy and academic performance in the context of gender among Albanian students. **Objective:** Main objective of this study was to explore the gender differences in self-efficacy and academic performance among Albanian students. **Sample** 180 students (102 females and 78 males) were selected from first, second and third level studies. **Results:** The results of the study showed that there was a significant difference between males and females in self-efficacy. There was no difference between males and females in academic performance.
- **Muhammad, Syed and Khalid (2020)** examined “Self-esteem & academic performance among university students. **Objective:** The objective of this study was to assess the self-esteem and academic performance among university students after arising of several behavioral and educational problems. **Sample:** A total number of 80 students, 40 male students and 40 female students were selected through purposive sampling from G.C University Faisalabad. **Results:** It was found that there was a significant relationship ($r=0.879$, $p<.01$) between self-esteem and academic performance. Moreover a significant difference was found between male and female students on self-esteem and academic performance scores, which indicate that female students have high scores on academic performance as compared to male students and male students have high scores on self-esteem as compared to female students.
- **Meera and Jumana (2021)** examined “Self-efficacy and academics performance in English. **Aim:** The aim of the present study was to find out the relationship between self-efficacy and academic performance in English of secondary school students. **Sample:** Sample group of 520 secondary school students. **Results:** The result of the study revealed that there is a significant difference in the academic performance in English and self-efficacy of rural and urban students. In the case of gender and type of school there were no significant difference found.

- **Yadak (2022)** examined “The impact of the perceived self-efficacy on the academic adjustment among Qassim University undergraduates. **Purpose:** The main purpose of the study was to explore the impact of the perceived self-efficacy on the academic adjustment among a sample of Qassim University female undergraduates. **Sample:** A sample of 150 undergraduate from Qassim University enrolled in the first semester was selected by the simple random technique. **Results:** The statistical correlation between the emotional dimension and the academic adjustment dimensions was not significant.

OBJECTIVES OF THE STUDY

The present study was designed with the following objectives:

1. To find out the relationship between Self-Efficacy and academic achievement under graduate level Students in bankura district.
2. To find out the differences between boys and girls of under graduate level Students in their Self-Efficacy.
3. To find out the difference between rural and urban of under graduate level Students in their Self-Efficacy.
4. To find out the differences between boys and girls of under graduate level Students in their Academic Achievement.
5. To find out the difference between rural and urban of under graduate level Students in their Academic Achievement.

CONFIRMATION OF THE HYPOTHESES (Null Hypotheses)

HO₁: There is no significant relation exists between Self-Efficacy and academic achievement of Senior Secondary School students.

HO₂: There is no significant difference between boys and girls in their self-efficacy.

HO₃: There is no significant difference between rural and urban in their self-efficacy.

HO₄: There is no significant difference between boys and girls in their Academic Achievement.

HO₅: There is no significant difference between rural and urban in their Academic Achievement.

METHODOLOGY OF THE STUDY

Method of the study: The present study is a descriptive type survey in nature. The researchers have used descriptive type survey method in this present study.

Population of the study: The population for this study comprised undergraduate students enrolled in colleges affiliated with Bankura University.

Sample of the study: The researcher have selected only 100 undergraduate students in Bankura who are pursuing their 4th and 6th semesters in social science disciplines.

Sampling Technique: The simple random sampling technique has been used in the selection of the sample.

Variables: The independent variable was self-efficacy, while the dependent variable was academic achievement.

Tool used in the study: A self-constructed Self-Efficacy Scale (SES) consisting of 30 items across four dimensions (confidence, optimism, control, self-evaluation) was used.

Academic achievement was measured using Higher Secondary examination marks.

Techniques of Data Analysis: Data were analyzed using descriptive statistics, Pearson's correlation, and independent samples t-tests to examine relationships and group differences.

RESULT AND DISCUSSION

The study aimed to examine the relationship between self-efficacy and academic achievement, along with differences across gender and locality. The statistical analyses applied included descriptive statistics, Pearson's product-moment correlation, and independent samples t-tests.

Table 1: Mean and Standard Deviation of Self-Efficacy and Academic Achievement

VARIABLE	N	MEAN	SD
Self-Efficacy	100	72.40	8.52
Academic Achievement	100	68.25	9.30



Interpretation: The descriptive statistics indicate moderate to high levels of self-efficacy among the sample, and average achievement scores consistent with the population mean of undergraduate students in Bankura district.

Table 2: Correlation between Self-Efficacy and Academic Achievement

Correlations			
		SE	AA
SE	Pearson Correlation	1	.975**
	Sig. (2-tailed)		.000

	N	200	200
AA	Pearson Correlation	.975**	1
	Sig. (2-tailed)	.000	
	N	200	200

** . Correlation is significant at the 0.01 level (2-tailed).

Interpretation: From the above table, it can be calculated that The coefficient of correlation of self-efficacy and academic achievement is 0.975 and the p-value is 0.000. As the p-value is less than the 0.01 level of significance, therefore the testing is significant at 0.01 levels. Hence the null hypothesis is rejected. So, we can say there is a highly significant positive relationship between Self-Efficacy and Academic Achievement of UG level students.

Table 3: Gender Differences in Self-Efficacy and Academic Achievement

VARIABLE	GENDER	N	MEAN	SD	t	p
Self-Efficacy	MALE	28	71.20	8.65	-1.02	.31
	FEMALE	72	73.60	8.38		
Academic Achievement	MALE	28	66.10	9.75	-2.10	.04*
	FEMALE	72	70.40	8.62		

Interpretation: * $p < .05$

Findings indicate no significant gender difference in self-efficacy, though female students reported slightly higher scores. In terms of academic achievement, however, females performed significantly better than males ($p < .05$).

Table 4: Rural–Urban Differences in Self-Efficacy and Academic Achievement

VARIABLE	LOCALITY	N	MEAN	SD	t	p
Self-Efficacy	RURAL	48	70.10	8.21	-2.35	.02*
	URBAN	52	74.70	8.42		
Academic Achievement	MALE	48	67.30	9.15	-1.01	.31
	FEMALE	52	69.20	9.44		

Interpretation: * $p < .05$

The results demonstrate that urban students had significantly higher self-efficacy compared to rural students ($p < .05$). However, no significant difference was found in academic achievement between rural and urban students.

DISCUSSION

The results confirm that self-efficacy is a critical determinant of academic achievement, consistent with

Bandura's social cognitive theory. Students with higher self-efficacy were more motivated, persistent, and successful.

The gender analysis suggested that while males and females perceived themselves as equally capable, females achieved better outcomes, possibly due to higher conscientiousness and motivation. Locality differences highlighted the influence of environment, with urban students reporting stronger self-beliefs, though achievement remained unaffected, suggesting compensatory strategies among rural learners.

CONCLUSION AND IMPLICATIONS

The study concludes that self-efficacy significantly influences academic achievement among undergraduate students in Bankura district. Female students demonstrated higher achievement, while urban students showed stronger self-efficacy. These findings reinforce the role of self-beliefs in academic success and highlight the contextual challenges of rural education in India.

Educational implications include teacher-led strategies for confidence building, institutional interventions such as counseling and mentoring, and policy reforms aimed at integrating psychological development into curricula. Future research should involve larger samples, longitudinal designs, and inclusion of additional psychological factors such as motivation and resilience.

REFERENCES

1. Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191–215. <https://doi.org/10.1037/0033-295X.84.2.191>
2. Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice-Hall.
3. Bandura, A. (1994). Self-efficacy. In V. S. Ramachaudran (Ed.), *Encyclopedia of human behavior* (Vol. 4, pp. 71–81). New York: Academic Press.
4. Chandler, M., & Heffer, R. W. (2009). The impact of self-efficacy on academic achievement. *Journal of Educational Psychology*, 101(2), 250–260.
5. Hwang, M. H., Choi, H. C., Lee, A., Culver, J. D., & Hutchison, B. (2021). The relationship between self-efficacy and academic achievement: A meta-analysis. *Educational Research Review*, 33, 100390. <https://doi.org/10.1016/j.edurev.2021.100390>
6. Meera, K. P., & Jumana, M. K. (2021). Self-efficacy and academic achievement in English among secondary school students. *International Journal of Education and Development*, 11(3), 45–53.
7. Pajares, F. (2002). Overview of social cognitive theory and of self-efficacy. *Self-Efficacy Beliefs of Adolescents*, 5, 1–35.
8. Schunk, D. H. (1991). Self-efficacy and academic motivation. *Educational Psychologist*, 26(3–4), 207–231. https://doi.org/10.1207/s15326985ep2603&4_2
9. Schunk, D. H. (1995). Self-efficacy, motivation, and performance. *Journal of Applied Sport Psychology*, 7(2), 112–137.
10. Yazici, H., Seyis, S., & Altun, F. (2017). Self-efficacy perceptions of high school students and their relationship to academic performance. *European Journal of Contemporary Education*, 6(4), 642–655.
11. Zimmerman, B. J. (2000). Self-efficacy: An essential motive to learn. *Contemporary Educational Psychology*, 25(1), 82–91. <https://doi.org/10.1006/ceps.1999.1016>

