

## A STUDY OF ACADEMIC SELF-EFFICACY IN RELATION TO STUDY HABITS OF ADOLESCENTS STUDYING IN PRIVATE SENIOR SECONDARY SCHOOLS OF HARYANA

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### Abstract

The present paper entitled “A Study of Academic Self-Efficacy in relation to Study Habits of Adolescents studying in Private Senior Secondary Schools of Haryana” was conducted to find out the relationship between dependent variable Academic Self-efficacy and independent Variable Study Habits of Adolescents studying in Private Senior Secondary Schools of Haryana. Palsane and Sharma Study Habit Inventory (1989) and a self-constructed and standardized Academic Self-efficacy Scale for Adolescents were used to collect the data for present study. Stratified random Sampling technique was used to collect the data from a sample of 400 Adolescent students of 11th grade studying in CBSE affiliated Senior Secondary schools of Haryana. Descriptive and Inferential Statistics like Central tendencies (Mean, Median and Mode), S.D., Correlation and t-test were used in the study to derive conclusions. Main findings of the study revealed that there is significant positive relationship between Academic Self-efficacy and Study Habits of Adolescents. A significant difference was found between Academic Self-efficacy and Study Habits of Adolescents but no significant difference was found between male and female adolescents on Academic Self-efficacy. It can also be concluded that there exists significant difference between Good and Bad Study Habits of adolescent males on Academic Self-efficacy. As self-efficacy beliefs are an important variable that contributes to the development of good study habits, therefore, there is a need to build stronger Self-efficacy beliefs among adolescents.



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## INTRODUCTION

Every child is born with certain natural and inherited endowments. These endowments are modified and sublimated for making the individual child a useful member of society. Adolescence is the most important period of human life. A major part of a country's population ranges between the ages 13-21 years. The country's success in various fields of life depends on the proper guidance of adolescents. Every teacher and parent must know about the nature and changes emerging in transition period from childhood to adulthood. So that proper individual, educational and vocational guidance may be provided for adequate adjustment in the society

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Today's children are in enigma. Their growth and development are modulated, moderated and determined, disillusioned, disturbed and damped. They are in a real predicament. If these external forces are in tune with their in-built skills and aspirations their growth becomes natural and exciting otherwise it can cause havocs. In a developing country like India, we cannot afford to waste out precious resources. Therefore, something needs to be done to enable them to function in a congenial environment and deliver the best of their potentialities.

There is the necessity to consider the idiosyncratic nature of diverse learners when capable; learners do not perform up to their potential, despite positive environmental conditions. Performance of students in school is a major concern though many believe that students with great intellectual potential will often succeed at a higher level than will students with lower ability, it is not always the case, because cognitive potential does not always translate into attained success. Just as there are intellectually gifted who do not perform well, there exists many lower ability students who perform at above average on grade expectation. Many variables interact to produce this phenomenon; self-efficacy is one of them. Merely, possessing knowledge and skills does not mean that one will use them effectively under difficult condition (Bandura, 1986). Only those who are more self efficacious about being able to effectively manage and cope with these circumstances are expected to have probability of succeeding even if others have the same inherent ability or skill level.

The concept of self-efficacy is the focal point of Bandura's social cognitive theory. According to this theory individuals can have control over their thoughts, feelings and actions and behave accordingly. Bandura (1986) states that- "people will be more inclined to take on a task they believe they can succeed in. People generally avoid tasks where their self-efficacy is low but will engage in task where their self-efficacy is high". A strong sense of academic self-efficacy enhances students' academic accomplishment, quality of functioning and personal well-being (Adeyemo, 2001; Pajares, 1996). Bandura (1997) stated that a sense of self-efficacy is an important predictor of the accomplishment of further competences and successes. Realizing the present day need in the area of education, where focus is upon mobilizing and directing the inner potentialities of students to cope with difficulties and achieve better, the present study is undertaken.

## 1.1 SELF-EFFICACY

***“Self-efficacy is the belief in one’s capabilities to organize and execute the sources of action required to manage prospective situations.” (Bandura, 1986)***

Self-efficacy is defined as the beliefs people have about their capabilities to produce the desired levels of performance that exercise influence over events that affect their lives. The ‘social cognitive theory’ of Bandura holds that self-referent thoughts mediate between action and knowledge, and individuals consequently evaluate their own thought processes, experiences and self-reflection. Self-reflection processes include a focus on one’s beliefs about one’s self, which in turn, defines the extent to which one can exercise control over one self. It is an assessment or evaluation of one’s control over one’s beliefs, attitudes, values, behavior and environment (Bandura 1977).

Bandura’s (2005), social cognitive theory takes an agent like perspective to change, develop and adopt. Bandura describes an agent as someone, who intentionally influences one’s functioning and life circumstances; “In this view, people are self organizing, proactive, self-regulating and self- reflecting. They are contributors to their life circumstances not just products of them” (Bandura, 2005). In addition, the theory explains that acts of an individual are the result of a dynamic interaction between three important factors. These are behavioral factors, personal/cognitive factors (like beliefs, thoughts etc.) and environmental factors.

“Because people’s conception, their behavior and their environment are reciprocal determinant of each other. Individuals are neither powerless objects controlled by environmental forces nor by entirely free agents who can do whatever they choose” (Bandura, 1978).

### 1.1.1 SELF-EFFICACY BELIEFS

***“Whatever other factors serve as guide and motivators, they are rooted in the core belief that one has the power to produce desired effects of one’s actions otherwise one has little incentive to act or to preserve in the face of difficulties” (Bandura, 2002).***

Self-efficacy beliefs determine how people feel, think, behave and motivate themselves. Self-efficacy beliefs vary between individuals and also fluctuate within an individual for different tasks (Bandura, 1997). These beliefs begin to form in the early childhood as the child deals with a variety of experiences, tasks and situations. Self-efficacy efficacy beliefs affect how people approach challenging tasks and persist on, since these beliefs influence thought processes, behavior and motivation (Bandura, 1997).

The development of Self-efficacy beliefs continue throughout life as people learn, experience and develop into more complex human beings. Self-efficacy is dynamic construct that can change over time (Bandura, 1986). For example, a study was conducted on a college population; chemistry lab self-efficacy is increased over the course of a school year whereas biology self-efficacy exhibits the reverse trend over the same duration (Smist, 1993).

### 1.1.2 TYPES OF SELF-EFFICACY IN PEOPLE

#### *Strong sense of Self-efficacy*

- Enhance human accomplishment and personal well being.
- Approach difficult tasks as challenges to be mastered.
- Maintain strong commitment towards assigned tasks.
- Tend to increase their efforts in the face of failure.
- Recover quickly their sense of Self-efficacy after setbacks or failures.
- Approach threatening situations with assurance to control over them.
- Efficacious outlook reduce stress and lowers vulnerability to depression.

#### *Weak sense of Self-efficacy*

- View difficult tasks as personal threats.
- Low aspiration level and weaker commitment towards their life goals.
- While facing difficulties/obstacles, dwell on their personal deficiencies rather than concentrate on how to perform successfully.
- Give up quickly in adverse situations.
- Recover slowly their sense of Self-efficacy after setbacks and failures.
- Due to deficient aptitude, tend to lose faith in their capabilities quickly.
- Easily victimized by stress and depression.

### 1.1.3 SOURCES OF SELF-EFFICACY

People's belief about their Self-efficacy can be developed by four main sources of influence (Bandura, 1995).

- **Mastery Experiences-** "Successes build a robust belief in one's personal efficacy; failures undermine it, more specifically before firm establishment of sense of Self-efficacy". If people experiences easy successes, they tend to expect quick results and as a consequence easily discouraged by failures or setbacks.

- ***Vicarious Experiences or Modeling-*** Modeling is experienced as, “if they can do it, I can do it as well”. When we see someone succeeding, our own self-efficacy increases; whereas when we see people failing, our own self-efficacy decreases.
- ***Social Persuasion*** – Social persuasion generally manifests as direct encouragement or discouragement from another person. Discouragement is generally more effective at decreasing a person’s self-efficacy than encouragement is at increasing it.
- ***Physiological and Emotional States*** –The emotional, psychological and physiological response of an individual can influence the level of perceived self-efficacy. A physiologically hyperactive state includes symptoms experienced during “fight and flight” responses of the autonomic nervous system, such as increases in heart rate, breathing rate, and sweating. Emotional state refers to the mood one is in when performing, such as feeling anxious. Physiological states such as anxiety, stress, arousal, fatigue, and mood states also provide information about efficacy beliefs. Because individuals have the capability to alter their own thinking, self efficacy beliefs, in turn, also powerfully influence the physiological states themselves. Although this source is the least influential of the four, it is important to note that if one is more at ease with the task at hand they will feel more capable and have higher beliefs of self-efficacy. These four sources of Self-efficacy beliefs directly impact several behavioural outcomes influenced by Self-efficacy beliefs.
- ***Choice Behaviour-*** People tend to avoid those tasks and situations which they believe are beyond their capabilities and pursue those in which they find themselves competent to perform (Bandura, 1977, 1986). For example, a student who is having a weak sense of Self-efficacy shies away from asking a question in class.
- ***Persistence and effort expenditure-*** People motivate themselves by forming beliefs about what they can do, anticipating likely outcomes, setting goals and planning courses of action. In the case of failure or setbacks, people having weak sense of Self-efficacy give-up or reduce their efforts whereas high efficacious students intensify their efforts until they succeed (Bandura & Cervone, 1983).
- ***Thought Pattern of Cognitive Processes*** - Self-efficacy also affects thought patterns in three forms (Bandura,1995; Maibach & Murphy 1995)
  - ***Goals and Aspirations-*** The people having stronger Self-efficacy persuade themselves to set higher the goals.

- *Visualization of Positive and Negative Scenario*- High efficacious people visualize success scenario whereas the low efficacious people visualize failure scenario.
  - *Quality of Analytical Thinking*- High efficacious people encourage analytical thoughts whereas low efficacious discourage analytical thoughts.
- **Emotional Effects and Affective Thought Processes**- Highly efficacious people are capable of handling their stress and anxiety by acting differently according to the situational demands and thus make the environment less threatening. Low levels of Self-efficacy can lead directly to depression.

#### 1.1.4 ACADEMIC SELF-EFFICACY

Self-efficacy is “a multidimensional construct that varies according to the domain of demands and therefore it must be assessed at a level that is specific to the outcome domain” (Bandura, 1986; Pajares, 1996; Zimmerman, 2000).

Self-efficacy has been studied extensively, within multiple areas such as academics, career, social, health and athletics (Bandura, 1997). Academic Self-efficacy is pertinent to the context of academia and focuses on a person’s belief about themselves regarding academic tasks. Therefore, “the self-efficacy which is pertinent in academic setting is academic self-efficacy, an individual’s self-evaluation of his/her capabilities and chances for success in the academic setting” (Robbins et al.,2004).

Different researches have documented that students having stronger or higher level of Self-efficacy beliefs tend to have better feelings; persist for achievement; preserve longer while facing difficulties an encourage themselves to act accordingly. Students with higher levels of Self-efficacy believe that setbacks or failures are temporary which they can handle. They use all possible means or solutions to handle difficult situations and persist on their course of actions. They are not threatened by difficult tasks rather they consider the difficult tasks as a chance to learn and master new ways of doing things (Bandura, 1997, 1994; Schunk, 1995; Pajares, 2002).

On the other side, students having weak sense of developed Self-efficacy beliefs may not be interested in performing a task, feel frightened or threatened while facing difficulties and try to escape from difficult situations. They are less inclined towards their set goals and try to hide from cognitive tasks. Thus, these researches have revealed that Self-efficacy beliefs affect effort, goal setting, task choice, flexibility, determination and achievements.

## 1.2 STUDY HABITS

Study habits are habitual way of exercising and practicing the abilities for learning. These are techniques, which a student employs to go about his or her studies, which are consistent and have become stereotyped as a result of long application or practice. Study habit includes students' habit of concentration, notes taking, time budgeting and study methods (Smith, 1961). Lack of good study habits among the students may be a possible and pertinent reason for their failure. (Smith 1961) further describes that what a student learns depends upon his learning methods, the goal he sets, the time he spends, the degree to which he becomes actively involved in his work, the breath of the framework within which he tries to learn and the extent to which he applies what he learns.

***“Study habits and strategies refer to activities carried out by a learner during the learning process for the purpose of improving learning”*** (International Encyclopedia of Education, 1994). This definition has three components, concerning the ‘what, when and why’ of study habits and strategies respectively. First, study habits and strategies are behaviors that the learner produces. Second, they occur at the time of learning. Third, they are intended as adds to learning (Mayer 1987, Weinstein and Mayer 1986).

Study Habits are strategies and techniques that enable students to make the most efficient use of their time, resources, and academic potential. Developing and improving their study skills can help them:

- To make more efficient use of their study time - get more work done in less time!
- To make their learning easier, and help retain what they have learned for longer.
- To feel the work and effort involved is worthwhile; it ‘pays dividends’.

There is no one “best” way to learn. It is increasingly recognized that people learn in different ways. Some people learn best by doing; others prefer to learn by listening or reading. Some learn best in group situations, others learn best alone. The secret is to find the methods and techniques that work for you, and to maximize on these. Study skills enable students:

- To make better use of their time
- To develop skills relevant to their course of study
- To develop techniques and strategies that improves their ability to learn.

And to develop learning techniques and strategies that will help them:

- Source and select information and ideas relevant to their study questions.

- Apply what they have learned in a variety of ways and contexts.
- Critically evaluate information, including examining different and often contradictory points of view.
- Critically evaluate sources in light of all the information they have, to make a balanced or informed judgment/argument.

### **1.2.1 TECHNIQUES FOR DEVELOPING EFFECTIVE STUDY HABITS**

The task of learning is not related to the teacher alone but it also requires many things on the part of the learners, like his ability to schedule his time, the plan of the study, concentration, note taking, mental review, mass and part learning etc. and therefore, “Study is self-directed education” but this does not mean that the student should be left entirely to his own devices in his search for knowledge.

According to Secondary Education Commission (1952-53):

“The underachievers need some form of special help or remedial education and guidance to overcome their difficulties and achieve up to the maximum of their potential. To plan remedial education and guidance programme for underachievers we need to know about the factors related to and their possible contribution towards underachievement.”

There are many different types of effective studying techniques. The technique suitable for one is not suitable for others. It is important to find study habits that work well for an individual and provide the results that one expect.

One popular study technique is called the SQ3R method. The “S” and “Q” stand for “survey” and “question”, and the “3R” stands for “read, “recite”, and “review.” This method is taught in many introductory Psychology courses and is a good way to prepare for tests in almost any course.

#### **Step-1: Survey**

Before plunging into the reading itself, the topic headings in the chapter should be glanced over, so that a general overview of the material is got.

#### **Step-2: Question**

On looking at the heading of the first section, it can be converted into a question. Asking questions relevant to the chapter gets one actively involved in reading and helps to identify the main ideas.



### **Step-3: Read**

Only the specific section that one has decided to tackle should be read. Reading is to be with an eye toward answering the questions, which have been just formulated.

### **Step-4: Recite**

The key question could be answered, reciting the answer out loud in one's own words. Until the first section is fully digested with all the main ideas, the next section should not be moved on to.

### **Step-5: Review**

After reading the entire chapter, it is necessary to refresh one's memory by going back over the key points, for the retention of the main ideas.

The SQ3R method does not have to be applied rigidly. One can be flexible in the use of the SQ3R technique realizing the nature of the topic, degree of task-orientation and so on. So, study habits should be acquired gradually, with practice.

Study Habit is one of the major factors effecting academic achievement of the students. Psychologists and educationists believe that good study habits are the gateway of knowledge and wisdom.

## **1.3 STUDY HABITS AND ACADEMIC SELF EFFICACY**

Success is not just about hard work - it is also about one's attitude towards studies and belief in their ability to succeed. Of course, there is effort involved, but the effort is not quite as difficult when one believe one can achieve one's goals. Believing in you is the first step in maintaining your commitment and effort. Thinking positively increases your confidence, makes studying easier, and increases your chances of success. Believe in yourself, and your ability to achieve your goals. No-one is forcing you to work. You are working to achieve your goals.

Your attitude and approach very often determine how you deal with problems and difficulties. It matters, for example, whether you look at setbacks and obstacles as problems or challenges. Of course there will always be genuine setbacks and problems and indeed, crises in life, but, in the general run of events, your ways of coping (your coping mechanisms) will either strengthen your resolve to achieve your goals (the "fight" syndrome), or set off your "flight" tendencies (the "flight" syndrome).

It has been shown that student characteristics like motivation, learning styles and study habit, gender, and learning strategies played a very important role in academic self-

efficacy achievement. (Chan, Yum, Fan, Jegede & Taplin, 1999) have compared high achieving and low achieving open university students according to their study habits, purpose for learning, approaches to study, use of support systems, other commitments and self-perceptions and have shown that motivation is a factor effecting achievement and goal orientation (Pajares 1996). According to (Butler and Winne, 1995) self-regulation is a learning style for students comprising of strong abilities like setting goals for developing knowledge, and choosing balancing strategies against unwanted situations by determining goals. (Kovach, 2000) stated that self-regulated learners set academic goals, select appropriate learning strategies to achieve these goals and continually monitor goal progress. Self-efficacy makes better use of cognitive strategies and self-regulatory practices and persists much longer.

## **2.1 REVIEW OF THE RELATED LITERATURE**

For conducting any piece of research study, review and survey of literature related to the study being conducted, is of paramount significance. Surveying of researches conducted in the field help the investigator in understanding the problem from different perspectives. Such a review also helps in defining the problem in researchable form. Besides, survey of the studies conducted by the other investigators in the field related to the problem in hand also helps the investigator in framing the objectives and the corresponding hypotheses of the study. However, the most significant contribution of such surveys is that they help the investigator in interpretation of the results of the study that the researcher investigates.

Many researchers have tried to relate self-efficacy to different psychological, educational, social factors such as the strategies of learning (e.g., Pintrich & De Groot, 1990), motivational constructs such as persistence and goals/goal setting (e.g., Multon, Brown, & Lent, 1991; Schunk & Ertmer, 1999), affective constructs such as stress and anxiety (e.g., Zajacova et al., 2005; Chemers, Hu, & Garcia, 2001; Solberg & Villareal, 1997;), academic achievement (e.g., Adeyemo, 2007; Chemers, Hu, & Garcia, 2001; Multon, Brown, & Lent, 1991; Pajares, 1996; Zajacova et al., 2005). These researchers have documented that students with strong sense of self-efficacy inclined to be more self-regulated and determined in their learning, more motivated to learn and to be successful in their learning, less prone to stress and anxiety, and as a end result have higher academic achievement than their the students having weak in academic self-efficacy.

It has been shown that student characteristics like learning styles, motivation, and learning strategies, study habit and gender played a very imperative role in academic self-efficacy achievement. Chan, Fan, Yum, Jegede & Taplin, (1999) conducted a comparative study of the “Study Habits and Preferences of High Achieving and Low Achieving Open University Students” to compared high achiever and low achiever open university students according to their study habits, approaches to study, purpose for learning, use of support systems, other self-perceptions and commitments have shown that motivation is a factor influencing achievement and goal orientation.

Adeyemo (2007) conducted a study to see the moderating effect of emotional intelligence on the link between academic self-efficacy and achievement of university students and revealed that individuals with low self-efficacy level feel horrified when they face problematic situations and try to escape them. They are less devoted to the set goals and may escape cognitively oriented goals. Students having stronger beliefs in their capabilities to perform academic tasks, they will set a analogous goal and set necessary machinery in motion for achieving these goals.

Linenbrink and Pintrich (2003) conducted a study on the role played by self-efficacy beliefs in student learning and involvement in the classroom and had shown that academic self-efficacy is significantly associated with cognitive engagement, persistence, analytical thinking, academic commitment, achievement, strategy use, students' learning, and susceptibility to negative emotions.

Pajares and Miller (2001) investigated that students who have a developed sense of self-efficacy are well equipped to edify themselves when they have to rely on their own initiative. In nutshell, self-confident individuals perceive situations and extend solutions to any problem they may come across. Individuals who consider them efficacious will persist on hopeless tasks and consider their belief system as the source of their strength.

## **2.2 STATEMENT OF THE PROBLEM**

**“A STUDY OF ACADEMIC SELF-EFFICACY IN RELATION TO STUDY HABITS OF ADOLESCENTS STUDYING IN PRIVATE SENIOR SECONDARY SCHOOLS OF HARYANA.”**

## **2.3 OPERATIONAL DEFINITIONS OF THE TERMS USED**

### **2.3.1 ACADEMIC SELF-EFFICACY**

Academic Self-efficacy is a person's beliefs or conviction that they can successfully achieve at a designated level on an academic task or attain a specific academic goal.

### **2.3.2 STUDY HABITS**

Study Habits pertain to the study techniques in relation to attitude towards teachers, school and home environment, attitude towards education, mental conflicts, concentration, home assignment, self-confidence and examination.

**2.3.2.1 GOOD STUDY HABITS:** Students getting scores above Q3 or P75 are considered to have Good Study Habits

**2.3.2.2 BAD STUDY HABITS:** Students getting scores below Q1 or P25 are considered to have Bad Study Habits

### **2.4 OBJECTIVES OF THE STUDY**

- O<sub>1</sub>. To find out the relationship between Academic Self-efficacy and Study Habits of Adolescents.
- O<sub>2</sub>. To find out the relationship between Academic Self-efficacy and Good Study Habits of Adolescents.
- O<sub>3</sub>. To find out the relationship between Academic Self-efficacy and Bad Study Habits of Adolescents.
- O<sub>4</sub>. To find out the difference between Good and Bad Study Habits of Adolescents on Academic Self-efficacy.

### **2.5 HYPOTHESES OF THE STUDY**

- H<sub>1</sub>. There is no significant relationship between Academic Self-efficacy and Study Habits of Adolescents.
- H<sub>2</sub>. There is no significant relationship between Academic Self-efficacy and Good Study Habits of Adolescents.
- H<sub>3</sub>. There is no significant relationship between Academic Self-efficacy and Bad Study Habits of Adolescents.
- H<sub>4</sub>. There is no significant difference between Good and Bad Study Habits of male Adolescents on Academic Self-efficacy.

### **2.6 IMPLICATIONS OF THE STUDY**

Adolescence is the most important period of human life. A major part of a country's population ranges between the ages 13-21 years. The country's success in various fields of

life depends on the proper guidance of adolescents. Every teacher and parent must know about the nature and changes emerging in transition period from childhood to adulthood. They must also know the various problems fraught with developmental characteristics to deal effectively with problems of adolescents. It is also necessary for them to be familiar with casual factor of the problems of adolescents. So that proper individual, educational and vocational guidance may be provided for adequate adjustment in the society.

Forecasting performance of the school or college students is a problem of obvious importance in education. Educationists, researchers and guidance workers always look for an instrument useful in predicting academic achievement, such an instrument is helpful in identifying the students who, if provided with necessary guidance, can be developed to the maximum heights. The aim of education goes beyond the development of academic competence. Schools have the added responsibility of preparing self-assured and fully functioning individuals capable of pursuing their hopes and ambition. In this perspective, the focus of instruction has changed from curriculum delivery to fostering sophisticated self-efficacious learners ready to take responsibility for their own learning in endlessly changing societies. This would prepare highly efficacious students who act, think, and feel differently, not only able to meet the constraints of their learning but also challenges of life.

If the educational endeavors are to succeed in deriving optimal benefit from the input, the capabilities of pupils need to grow constantly unhampered through the encounter of the individual with his environment. It is under this background, an attempt has been made to study the academic self-efficacy in relation to study habits of adolescent students studying in senior secondary schools of Haryana. The expected findings of this study would be of great significance to parents and sponsors who expend a lot on their children and expect them to perform well in school. Also, it should be beneficial to students especially those that are easily defeated when they encounter some academic tasks or have some problems militating against their academic success.

Self-efficacy researches have made noteworthy contributions to the understanding of self-regulatory practices and academic motivation, but the connection from theory and findings to practice has been slow. Classroom teachers and policy makers may well be impressed by the force of research findings arguing that self-efficacy beliefs are important determinants of performance and mediators of other variables, but they are apt to be more interested in useful educational implications, sensible intervention strategies, and practical ways to alter self-

efficacy beliefs when they are inaccurate and debilitating to children (or teachers, or administrators). Some self-efficacy researchers have suggested that teachers would be well served by paying as much attention to student's perceptions of competence as to actual competence, for it is the perceptions that may more accurately predict student's motivation and future academic choices. Assessing student's self-efficacy can provide teachers with important insights.

To help struggling learners with low self-efficacy, and get them to invest sufficient effort and persist on challenging tasks, teachers must systematically develop high self-efficacy within these students. They can help strengthen the self-efficacy of struggling learners by:

- Linking new work to recent successes
- Reinforcing effort and persistence
- Stressing peer modeling
- Teaching struggling learners to make facilitative attributions
- Helping struggling learners identify or create personally important goals

There is currently a dearth of information on the components of academic self-efficacy, the ability to measure and describe potential deficits in these areas could aid teachers, counselors, and administrators to more appropriately intervene to improve academic self-efficacy beliefs in Indian students.

### **3.1 METHODOLOGY USED**

Considering the requirements of the present study, the investigator has followed descriptive research method. Descriptive survey method provides a method of investigation that provides the opportunities in describing, studying and interpreting what exists today and is concerned with conditions, relationships, practices, beliefs, attitudes that provide the processes and the trends that are emerging and to make more intelligent plans for improving them. The research design provides the details, regarding what, where, when, how much, by what means, concerning about the selected problem.

### **3.2 POPULATION AND SAMPLE OF THE STUDY**

In the present study, all the adolescent students (males and females) of 11<sup>th</sup> class studying in C.B.S.E. affiliated senior secondary schools of Haryana state constitute the population. Of this universe, a representative sample of 400 students has been chosen through the technique of stratified random sampling. The investigator also tried to ensure proper representations of all the parts of the Haryana state in the study. This has been done by

selecting 5 districts from Haryana from five zones East, West, North, South and central randomly. Eighty (80) subjects were selected from each representative district of all five zones with the help of **Stratified random sampling techniques**. Besides being convenient, district is an important and universal politico-administrative unit throughout India and consequently Haryana as well. The investigator has adopted all precaution to find a normally distributed sample for his study.

### **3.3 TOOLS USED IN THE STUDY**

Quality of research output in social sciences research is determined by quality of tools used. As human behaviors are complicated to measure and also are unreliable, so careful selection of tools is required to assess human behavior.

#### **3.3.1 DESCRIPTION OF PALSANE AND SHARMA STUDY HABIT INVENTORY (PSSHI):**

The study Habit inventory constructed and standardized by Palsane and Sharma (1989) was administered with the purpose to assess the study habits of adolescents. The scale has 45 items which is broken up into 8 areas such as budgeting time, physical condition, reading ability, note taking, learning motivation, memory, taking examination and health. There are 34 positive items and 11 negative items.

The positive items have a response choice, given as always or mostly, sometimes and never which carries the scores as 2, 1 & 0. Whereas the negative items has a response choice, given as similar to the positive items but the scoring is done as 0, 1, & 2. The total score is the summation of all the positive and negative items score. The minimum score obtained can be 0 and the maximum can be 90.

The inventory, besides having high face validity, has high validity coefficients with external criterion (similar type of study habits inventories) and the highest value being 0.83. The reliability of the inventory is .88 by test-retest method and .56 by split-half method.

#### **3.3.2 ACADEMIC SELF-EFFICACY SCALE FOR ADOLESCENTS (ASESA)**

A self-constructed Academic self-efficacy Scale was used in the study. The Scale consisted of 36 items representing distinctive academic behaviors on which subjects are supposed to rate their degree of confidence on five dimensions i.e. (A) Items pertaining to Self-efficacy in enlisting social resources, (B) Items pertaining to Self-efficacy in self-regulated learning (C) Items pertaining to Self-efficacy in class participation. (D) Items pertaining to Self-efficacy in time-management. (E) Items pertaining to Self-efficacy in study

and examination. A five-point Likert-type scale measures responses ranging from ‘extremely confident’ to ‘extremely not confident’. Higher scores indicate higher Academic Self-efficacy. The validity of the scale was content validity and reliability ranges from 0.82 to 0.93

### 3.4 PROCEDURE OF DATA COLLECTION

While collecting the data, the researcher, following the suggestions of many modern researchers, created a cooperative and healthy environment with the subjects to elicit true and honest response.

### 3.5 STATISTICAL TECHNIQUES USED IN THE STUDY

In the present study descriptive statistics like central tendencies (mean, median, and mode) and S.D. were used in the study. Inferential statistics like Pearson’s Product Moment Coefficient of Correlation (r) and ‘t’ test were used in the study.

### 4.1 RESULTS AND FINDINGS OF THE STUDY

The essential step in the process of research is the organization, analysis and interpretation of data and formulation of conclusions and generalizations to get a meaningful picture out of raw information thus collected.

#### RELATIONSHIP BETWEEN ACADEMIC SELF-EFFICACY AND STUDY HABITS OF ADOLESCENTS

**TABLE- 1**

Variables	Size of the Sample (N)	Df	Correlation Coefficient (r )	Level of Significance
Academic Self-efficacy Vs Study Habits	400	398	0.339**	P < .01
Academic Self-efficacy (Male) Vs Study Habits (Male)	200	198	0.402**	P < .01
Academic Self-efficacy (Female) Vs Study Habits (Females)	200	198	0.258**	P < .01
Academic Self-efficacy Vs Good Study Habits	64	62	-0.063	P > .05 NS



<b>Academic Self –efficacy</b>	224	222	0.104	P > .05
<b>Vs</b>				NS
<b>Bad Study Habits</b>				

df (398) Value of significance at .01 level = .128

df (198) Value of significance at .01 level = .181

df (62) Value of significance at .05 level = .232

df (222) Value of significance at .05 level = .113

It may be revealed from the Table - 1 that the value of coefficient of correlation between Academic Self-efficacy and Study Habits of adolescents is 0.339. It represents a significant **positive relationship** between the two variables. The obtained coefficient of correlation is found to be significant at **.01 level** of significance. Thus, the null hypothesis 1, i.e. “there is no significant relationship between Academic Self-efficacy and Study Habits of Adolescents” is **rejected**. Thus, it implies that significant bond of positive correlation exists between these two sets of variables, i.e. Academic Self-efficacy and Study Habits of Adolescents.

Moreover, the value of coefficient of correlation between Academic Self-efficacy and Study Habits of male adolescents is 0.402. It represents a significant **positive relationship** between the two variables. The obtained coefficient of correlation is found to be significant at **.01 level** of significance. It seems fair to interpret that the Academic Self-efficacy and Study Habits of male adolescents are positively related to each other. Also, the value of coefficient of correlation between Academic Self-efficacy and Study Habits of female Adolescents is 0.258. It represents a significant **positive relationship** between the two variables. The obtained coefficient of correlation is found to be significant at **.01 level** of significance. It seems fair to interpret that the Academic Self-efficacy and Study Habits of females are positively related to each other. Thus, it implies that significant bond of positive correlation exists between these two sets of variables, i.e. Academic Self-efficacy and Study Habits of female Adolescents.

The value of coefficient of correlation between Academic Self-efficacy and Good Study Habits of Adolescents is -0.063. It represents a non-significant **negative relationship** between the two variables. The obtained coefficient of correlation is found to be non significant at .05 level of significance. The null hypothesis 2, i.e. “There is no significant relationship between Academic Self-efficacy and Good Study Habits of Adolescents” is **accepted**. It seems fair to interpret that the Academic Self-efficacy and Good Study Habits of Adolescents are not significantly related to each other.

The value of coefficient of correlation between Academic Self-efficacy and Study Habits of Adolescents is 0.104. It represents a non-significant **positive relationship** between the two variables. The obtained coefficient of correlation is found to be non significant at .05 level of significance. The null hypothesis 3, i.e. “there is no significant relationship between Academic Self-efficacy and Bad Study Habits of Adolescents” is **accepted**. It seems fair to interpret that the Academic Self-efficacy and Bad Study Habits of Adolescents are not significantly related to each other.

**SIGNIFICANCE OF DIFFERENCE BETWEEN ACADEMIC SELF-EFFICACY  
AND STUDY HABITS**

**TABLE - 2**

Variable	Groups	N	Mean	S.D.	df	t-value	Level of Significance	
Academic Self-efficacy	Males	Good Study Habits	54	97.51	22.66	166	<b>6.29**</b>	<b>P &lt; .01</b>
		Bad Study Habits	114	77.86	17.94			
	Females	Good Study Habits	13	98.30	27.09	121	<b>6.73**</b>	<b>P &lt; .01</b>
		Bad Study Habits	110	80.85	17.86			
Overall	Good Study Habits	64	98.26	23.20	286	<b>6.95**</b>	<b>P &lt; .01</b>	
	Bad Study Habits	224	79.33	17.92				

\* Value of Significance at .05 level = 1.97  
\*\*Value of Significance at .01 level = 2.59

Table - 2 shows that mean values of Good and Bad Study Habits of male Adolescents are 97.51 and 77.86 respectively on Academic Self-efficacy. The S.D. of Good and Bad Study Habits Adolescents is 22.66 and 17.94 respectively. The table shows that with the degree of freedom 166 the t-value is 6.29, which is significant at **.01 level**. The null hypothesis 4, i.e. "There is no significant difference between Good and Bad Study Habits of male Adolescent males on Academic Self-efficacy" is **rejected**. It seems fair to interpret that there is significant difference between Good and Bad Study Habits of male Adolescents on Academic Self-efficacy. Thus, it may be stated that male Adolescents having Good Study Habits are more efficacious in academic tasks in comparison to those who have Bad Study Habits.

The mean values of Good and Bad Study Habits of female Adolescents are 98.30 and 80.85 respectively on Academic Self-efficacy. The S.D. of Good and Bad Study Habits of female Adolescent is 27.09 and 17.86 respectively. The table shows that with the degree of freedom 121 the t-value is 6.732, which is significant at **.01 level**. It seems fair to interpret that there is significant difference between Good and Bad Study Habits of female Adolescent on Academic Self-efficacy.

The mean values of Good and Bad Study Habits of Adolescents are 98.26 and 79.33 respectively on Academic Self-efficacy. The S.D. of Good and Bad Study Habits of Adolescents is 23.20 and 17.92 respectively. The table shows that with the degree of freedom 286, the t-value is 6.95, which is significant at **.01 level**. It seems fair to interpret that there is significant difference between Good and Bad Study Habits of Adolescent on Academic Self-efficacy. In other word, those adolescents who have Bad Study Habits are more academically efficacious in comparison to those having Good Study Habits.

## **FINDINGS**

- F<sub>1</sub> There is a significant positive relationship between Academic Self-efficacy and Study Habits of Adolescents.
- F<sub>2</sub> No significant relationship exists between Academic Self-efficacy and Good Study Habits of Adolescents.
- F<sub>3</sub> No significant relationship exists between Academic Self-efficacy and Bad Study Habits of Adolescents.
- F<sub>4</sub> There is significant difference between Good and Bad Study Habits of adolescent males on Academic Self-efficacy.

## 5.1 CONCLUSIONS AND DISCUSSION

The following conclusions may be drawn on the basis of finding of the present study:

The study revealed that the good and bad study habits of male, female and male-female taken altogether are positively correlated to Academic Self-efficacy. Also present study found a significant difference between good and bad study habits of male, female and the whole sample of adolescents on Academic Self-efficacy. Lee (2002) found study habit as related to academic self-efficacy. Students who have studied well and have planned their study have the confidence to face their academics and eventually perform well. Umoyang (1999) also found a correlation between study habit and academic self-efficacy.

There are numerous implications for change in educational practices that are suggested by the results of this study. These implications focus on practices related to better student services, improved administration, academic services, and competent faculty.

The results of this study indicate that self-efficacy beliefs are an important variable that contributes to the development of good study habits. Thus focus should be made to build stronger self-efficacy beliefs among adolescents. Thus, academic self-efficacy beliefs among students can be enhanced by designing interventions and activities to address these factors. Counseling center personnel appear to be the most qualified of the student services professionals to provide these services. Academic counseling can be designed to raise awareness of personal abilities and successes as well as to identify shortcomings and provide interventions to address those shortcomings. Counselors utilizing theory-rich approaches, grounded in social-cognitive theory, can assist students in increasing their sense of personal efficacy. To help struggling learners with low self-efficacy, and get them to invest sufficient effort and persist on challenging tasks, teachers must systematically develop high self-efficacy within these students.

Teachers should make clear, the importance of Academic Self-efficacy for Academic success and try to raise the self-efficacy level by various means such as- verbal persuasions, mastery experiences and vicarious experiences keeping in mind the individual differences. Teacher's attitude and enthusiasms will create better environment conducive for development of academic Self-efficacy beliefs in struggling adolescents

Students having good study habits have a stronger sense of self efficacy than students having bad study habits. Our finding shows that there is a positive relationship between study habits and academic self-efficacy, therefore it should be instilled in the minds of the young

learners that if they have the confidence in their capabilities they will surely acquired the ability to manage study related tasks well. Workshops should be organized by the school to develop better study related skills among the students.

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