

A Study on Self-Efficacy of Secondary School Students

Jyotika Mohan

Research scholar, Department of Education, Dibrugarh University, India

DOI: <https://doi.org/10.51244/IJRSI.2026.1304000213>

Received: 23 April 2026; Accepted: 29 April 2026; Published: 15 May 2026

ABSTRACT

Self-efficacy is essentially the belief in our own ability to control our own behavior, emotions and motivations. It is our belief in our ability to solve a problem, reach a goal, complete a task and achieve what we set out to do. Adolescents with high self-efficacy take difficult tasks as challenges to be mastered, rather than threats to be avoided. Such an efficacious outlook fosters intrinsic interest and deep engrossment in activities. In this paper an effort has been made to study about the Self-efficacy of Secondary School students. The researcher had selected 800 students (400 boys and 400 girls) as sample from forty Secondary Schools (20 Provincialised and 20 Private) of Morigaon District, Assam. This study is based on primary and secondary data. Self – efficacy Scale was used for collecting data.

Keywords: Self-efficacy, Secondary school students.

INTRODUCTION

Self- efficacy of a student is actually the belief of the student that he or she can perform some tasks successfully. It highly affects the efficiency and competency of the student in coping with the problems or obstacles of life. The concept of self- efficacy plays a major role in Bandura's social learning theory, which focuses on how personality is shaped by social experience and observational learning. Self-efficacy is essentially the belief in our own ability to control our own behavior, emotions and motivations. It is our belief in our ability to solve a problem, reach a goal, complete a task and achieve what we set out to do. Social cognitive theory believed that the human functioning is the result of the interaction of the personal factors and behaviors with the environmental conditions (**Zajacova, Lynch and Espenshade, 2013, p.32 to 33**). Self-efficacy is one of the most important personal factors. It controls the individual's task choice, effort, persistence and achievement. Therefore, the student with high self-efficacy believes that he or she can handle any problem and situation effectively and has high confidence of succeeding in any task or performance. This confidence of the students continuously supplies power in them to succeed and overcome any obstacle or situation. So, Self- efficacy is very important factor of development in life, especially for students (**Sarkar and Chattopadhyay, 2017, p.622**).

There are three main pathways through which self-efficacy play a key role in cognitive development and accomplishment:

Student's beliefs in their efficacy to regulate their learning and to master academic subjects, teachers' beliefs in the personal efficacy to motivate and promote learning in their students and the faculties collective sense of efficacy that their schools can accomplish significant academic progress.

Students' academic interest, motivation, management of academic stressors and growth of cognitive competencies help in the development of self-efficacy beliefs. In the past, students' educational development depends on the quality of the schools in which they were enrolled. Now, students have the best libraries, museums and multimedia instruction at their fingertips through the internet.

The task of creating conducive learning environment also help to develop cognitive skills and self-efficacy of teachers. Those who are well- versed in their subject matter and have a high sense of self-efficacy about their teaching capabilities can motivate students and enhance their cognitive development. The teachers of

successful schools, whether they serve predominantly advantaged or disadvantaged students, have a strong self-efficacy to fulfill their academic purpose and resiliency of perceived efficacy in the face of social realities strewn with frustrations.

School plays the most important role in the cultivation and social validation of cognitive competencies. School is the place where students develop the cognitive competencies; acquire different knowledge and problem-solving skills essential for participating effectively in society. Many factors like peer modeling of cognitive skills, social comparison with the performances of other students, motivational enhancement through proximal goals and positive incentives and instructors interpretations of students' successes and failures in ways that reflect favorably or unfavorably on their ability affect students' judgments of their intellectual self-efficacy.

Significance Of The Study

Self-efficacy involves a generative capability of an individual through which he or she can organize cognitive, social and behavioural skills in an integrated course of action. Self-efficacy behaviours influence the goals people set, strategies people choose, efforts people expend and perseverance people display. Any successful performance not only requires appropriate skills and abilities, but also a strong feeling of efficacy. This strong feeling of efficacy enhances human accomplishment and personal well-being in many ways. Adolescents with high self-efficacy take difficult tasks as challenges to be mastered, rather than threats to be avoided. Such an efficacy fosters intrinsic interest and deep engrossment in activities. They set challenging goals for them and maintain strong commitment to them. They heighten their efforts in the face of failure and quickly recover their sense of efficacy after failure. Such an efficacious outlook produces personal accomplishments, reduces stress and depression. People with high self-efficacy are more confident, optimistic in their capabilities, experience less anxiety, cope better with situational demands, have stronger commitment to their professional and are more satisfied with their life. During adolescence, self-efficacy is important for the development of social competencies, because it helps to negotiate social problems without the use of violence. It also helps an individual to deal with his negative emotions and to maintain an emotional balance, which in turn helps to control over his or her stressful behaviour. Thus, self-efficacy is a person's belief in his or her ability to solve any future problem. It can influence a person's goals, actions and success in life.

Research Objective

1. To study the Self-Efficacy level among the Secondary school students of Morigaon District.
2. To compare the Self-Efficacy of the Secondary school students of Morigaon District with respect to their gender.
3. To compare the Self-efficacy of the Secondary school students studying in Provincialised and Private Secondary schools of Morigaon District.

Hypotheses

H₁: There is no significant difference in Self-Efficacy between boys and girls Secondary school students of Morigaon District.

H₂: There is no significant difference in Self-Efficacy between Provincialised and Private Secondary school students of Morigaon District.

REVIEW OF RELATED LITERATURE

Kavitha (2014) explored the relationship of academic stress, self-efficacy and school environment with academic achievement. A sample consists of four hundred school students. The Academic Stress Scale developed by Sreenivas and Kumar (1999), which consists of 40 items divided into five components. 1. Personal inadequacy 2. Fear of failure 3. Interpersonal difficulties with teachers 4. Teacher - Pupil relationship / Teaching methods 5. Inadequate study facilities. Each statement has five options with the response of "No Stress" to "Extreme Stress". A response of 'No Stress' is given a score of 0, a score of 1 is given to a response

of 'Slight Stress' a score of 2 is given to a response of 'Moderate Stress' a response of 'High Stress' is given a score of 3 and a score of 4 is given to a response of 'Extreme Stress'. The reliability of the instrument was established by test - retest method and it is 0.84 and the validity is 0.92. The study revealed that academic stress had a significant influence on academic achievement. Low academic stress improved academic achievement and high academic stress decreased academic achievement of students.

Pasricha (2015) conducted a study on the relationship of study habits, personality and achievement with academic stress and self-efficacy. Academic stress is an internal state of an individual evaluated as potentially harmful, uncontrollable for coping stress caused partially or fully by academic factors such as examinations, competitions, teaching process, teacher's behaviour, classroom condition, general academic and co-curricular activities. Scale for Assessing Academic Stress (SAAS): The Scale developed by Sinha, Sharma and Nepal (2001) has been used to measure Academic stress among adolescents. It consists of 40 items. The SAAS measures five independent factors that are five components of academic stress indicating expression of academic stress through various channels: cognitive, affective, physical, social, interpersonal and motivational. All the items under each of the five factors have fairly high loading ranging from 0.60 to 0.85. The subject has to select one out of two alternative responses 'yes' and 'no' for each item of the scale. The test- re-test reliability of SAAS over the period of one month is 0.88 and split-half reliability is 0.75 indicating adequate reliability of the scale. In the study a sample of four hundred students was selected through stratified random sampling technique. The major findings of the study were: 1. Academic stress was significantly and negatively related to study habits. 2. Academic stress was negatively related to personality. 3. Academic stress was negatively related to achievement. 4. Self-efficacy was significantly and positively related to study habits. 5. Self-efficacy was positively related to personality. 6. Self-efficacy was positively related to achievement.

Rani (2024) studied on the effect of emotional maturity on study habits, academic stress and school adjustment. A sample of five hundred eighteen students was taken. The following scales were employed in this study to facilitate the study: Emotional Maturity Scale, Test of Study Habits and Attitudes, Scale for Assessing Academic Stress, Adjustment Inventory for School Students. Scale for Assessing Academic Stress (SAAS): The Scale developed by Sinha, Sharma and Nepal (2001) has been used to measure Academic stress among adolescents. It consists of 40 items. The SAAS measures five independent factors that are five components of academic stress indicating expression of academic stress through various channels: cognitive, affective, physical, social, interpersonal and motivational. All the items under each of the five factors have fairly high loading ranging from 0.60 to 0.85. The subject has to select one out of two alternative responses 'yes' and 'no' for each item of the scale. The test- re-test reliability of SAAS over the period of one month is 0.88 and split-half reliability is 0.75 indicating adequate reliability of the scale. The study found that the effect of emotional maturity on study habits, academic stress, and school adjustment in students is a crucial aspect of their overall well-being and academic success.

Statement Of The Problem

A Study On Self-Efficacy Of Secondary School Students

Conceptual And Operational Definitions

Self-efficacy: Self-efficacy is a person's belief in his or her ability to succeed in a particular task or situation. It is an essential part of our self-system. When a student has high self-efficacy then he or she tried more to complete the task with better results. But, if he or she experiences too much stress, self-efficacy is likely to be reduced. Self-efficacy refers as a person's self-evaluation of his or her ability to execute the courses of action required for the successful attainment of certain goals. -**Bandura (1997)**

In this study, self-efficacy is interpreted as the score obtained in the Self-Efficacy Scale constructed and standardized by Singh and Narain (2014). High score on the scale denotes high self-efficacy of the respondents.

Secondary school students: Secondary school is a bridge between Primary and Higher education. Secondary stage includes multidisciplinary study, greater critical thinking, flexibility and choice of subjects by students.

Secondary education stage is divided into two types Secondary and Higher Secondary. Standard IX and X is considered as Secondary and XI and XII considered as Higher secondary stage. Thus, Secondary school students are those who are studying into the class IX and X. – **National Policy on Education 1986 (India)**.

In this study, Secondary school students are those who are studying in class IX in the Provincialised Secondary schools, affiliated to the Board of Secondary Education of Assam (SEBA).

METHODOLOGY

Method

In this study, the researcher has been used descriptive survey method.

Population

The population of the present study was comprised of all the Secondary school students studying in class X of Secondary schools (Provincialised and Private) under the Board of Secondary Education (SEBA) of Morigaon District, Assam. There were 64 Provincialised and 44 Private (SEBA) Secondary schools at Morigaon district, Assam (Record of the Inspector of Schools of Morigaon district 2024-2025). The total schools population was 108. All the Class X students studying in these schools (4,247 approx.) comprised as population of the study.

Sample Of The Studt

For the present study, the researcher had adopted the purposive sampling in selecting Secondary schools of Morigaon District, Assam. The researcher decided to select 20 (30%) Provincialised Secondary schools and 20 (40%) Private (SEBA) Secondary schools from Morigaon District, Assam.

To conduct the present study, the researcher had selected 800 sample students using purposive sampling technique, from the sampled schools. From each Secondary school 10 girls and 10 boys students were selected. There is no any boys' Secondary school at Morigaon district. Again from each girl's Secondary school, all 20 girls had selected by the researcher.

Sampling Technique

Purposive sampling technique was used to collect the required data.

Tool

In the study the investigator employed Self-efficacy Scale, which was developed by Singh and Narain at Patna University, Bihar. The Self-efficacy Scale intends to assess the level of belief in one's ability or competency to perform a task, reach a goal or overcome an obstacle of persons in the age range of 12 years and above. The scale consists of four dimensions: Self-confidence, Efficacy expectation, Positive attitude and Outcome expectation. At first, the items were written and submitted to a group of language experts to make necessary corrections and modifications. Subsequently, they were submitted to a group of experts (teachers) of Psychology and Sociology for knowing about any disparities in meaning of the contents of the items. It is a Likert-type scale having 5 response options where 5 stands for 'strongly agree', 4 for 'agree', 3 for 'neutral', 2 for 'disagree' and 1 for 'strongly disagree'.

Delimitation Of The Study:

1. The present study has been restricted to Morigaon District Assam.
2. The conclusion of the present study has been derived on the basis of the study of only 10 Secondary Schools.

Analysis And Interpretation Of Data

Analysis The Self-Efficacy Level Among The Secondary School Students Of Morigaon District, Assam.

Objective 1: To study the self-efficacy level among the Secondary school students of Morigaon district, Assam.

Table 1 shows the important statistical constants such as Mean, Median, Mode, Standard deviation, Skewness and Kurtosis of the distribution of sampled students' scores on the standardized Self-efficacy Scale chosen for the present study.

Table 1: Levels of Self-efficacy of the Secondary school students of Morigaon District, Assam

Variable	N	Mean	Median	Mode	Standard deviation	Skewness	Kurtosis
Self-efficacy	800	42.42	42.00	42.00	8.27	.27	-.02

From the above Table 1, Mean, Median, Mode and Standard deviation were found to be 42.42, 42.00, 42.00 and 8.27 respectively. The computed value of Skewness of Self-efficacy of Secondary students of Morigaon District, Assam was found as .27. Thus, the distribution is positively skewed or to the right, which means more individuals of the group scored less than the average score. The value of Kurtosis of Self-efficacy of Secondary students of Morigaon District, Assam was found as -.02. It indicates that the distribution was platykurtic. Platykurtic distribution is flatter than the normal distribution. Therefore, the scores are scattered more than the normal distribution.

Figure 1, Test of Normality of the Self-Efficacy scores of the Secondary school students:

To verify the normality of the distribution of score of Self-Efficacy, the researcher has drawn the P-P plot (Probability-Probability plot). The obtain P-P plot is shown in Figure 1:

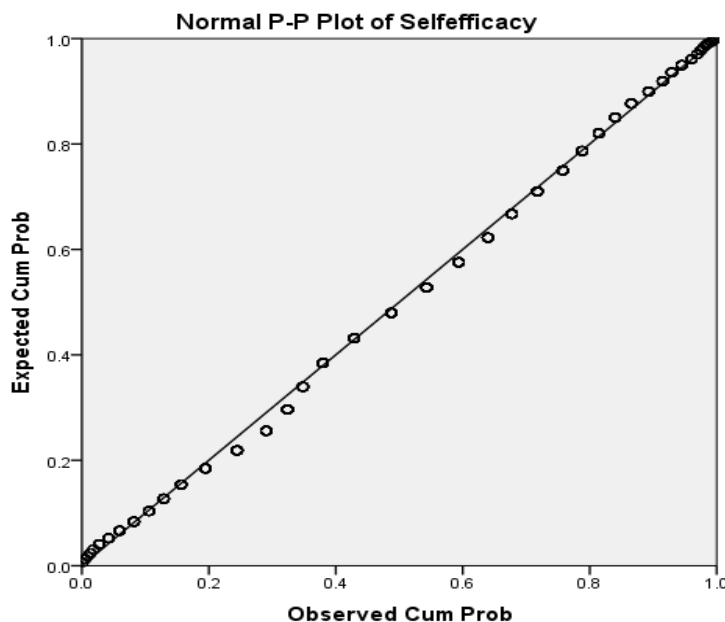


Figure-1: P-P Plot of Self-efficacy scores of the Secondary school students of Morigaon District, Assam. (Observed and Expected frequency)

Figure 1 indicates the normality of the distribution of the self-efficacy scores as data are not scattered. Though some scores (0.2 to 0.4) deviates from the diagonal line, they are all closer to the diagonal line. Therefore, it indicates the normal distribution of the scores.

Figure 2, given below, shows the frequency curve indicating Self-Efficacy scores obtained by the Secondary school students of Morigaon District.

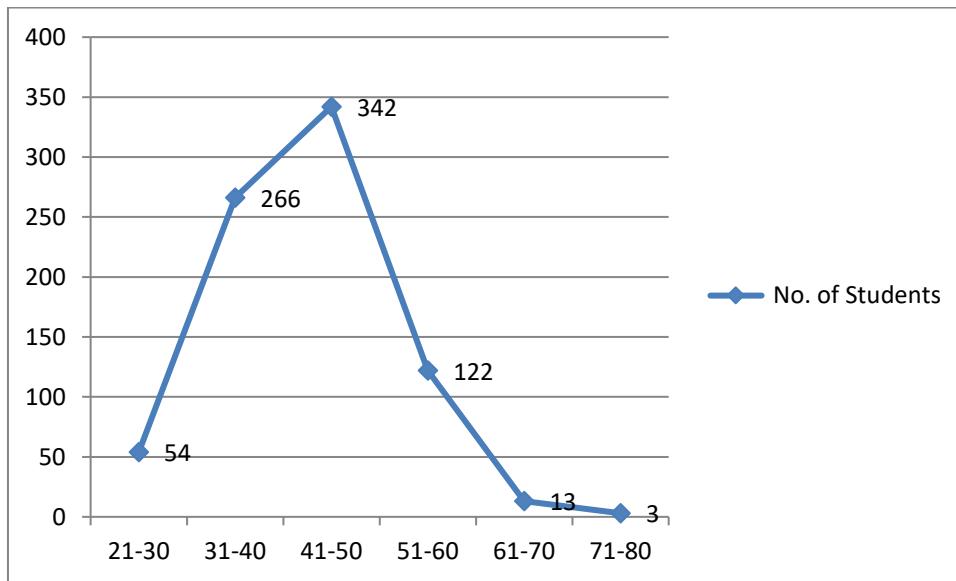


Figure 2: Distribution of Self-Efficacy scores of Secondary school students of Morigaon District

Figure 2 shows the frequency curve indicating the scores of the Secondary school students of Morigaon District in the Self-Efficacy Scale used by the researcher to study the Self-Efficacy levels of Secondary school students. From the figure, it is clear that a majority of the Secondary school students (342) secured the scores in the range 41-50 i.e., 342 students have high Self-Efficacy. Only 3 students secured scores in between the 71-80 range i.e., 3 students have low Self-Efficacy and 13 students secured scores in between 61-70 range in Self-Efficacy Scale.

Comparison Of The Self-Efficacy Of The Secondary School Students Of Morigaon District, Assam With Respect To Their Gender.

Objective 2: To compare the self-efficacy of the Secondary school students of Morigaon district with respect to their gender.

H₁: There is no significant difference in Self-Efficacy between boys and girls Secondary school students of Morigaon District.

Table 2 illustrates the scores obtained by the sampled students on the Self-Efficacy Scale used to study the self-efficacy of the Secondary school students of Morigaon District with respect to their gender viz. Boys and Girls, as mentioned in the objective.

Table 2: Comparison of Self-efficacy of Boys and Girls Secondary school students

Variable	Gender	N	Mean	SD	SD _{pooled}	df	SE _D	't' value	Significance
Self-efficacy	Boys	330	1.55	.50	.50	798	0.34	3.56	Significant at .05 level
	Girls	470	1.42	.50					

From the above table 2, it is observed that the t value of the sampled student on the basis of gender is 3.56 which is greater than the tabulated value (1.97 at .05 level) and therefore significant at .05 level. Thus, **the null hypothesis is rejected** and it is concluded that there is a significant difference in the Self-efficacy of Secondary school students of Morigaon District in relation to their gender, viz. Boys and Girls.

Comparison Of The Self-Efficacy Of The Secondary School Students Studying In Provincialised And Private Secondary Schools Of Morigaon District, Assam.

Objective 3: To compare the self-efficacy of the Secondary school students studying in Provincialised and Private Secondary schools of Morigaon district.

H₂: There is no significant difference in Self-Efficacy between Provincialised and Private Secondary school students of Morigaon District.

Table 3 illustrates the scores obtained by the sampled students on the Self-Efficacy Scale used to study the self-efficacy of the Secondary school students of Morigaon District with respect to their institution viz. Provincialised and Private Secondary schools, as mentioned in the objective.

Table 3 : Comparison of Self-efficacy of Provincialised and Private Secondary school students

Variable	Management	N	Mean	SD	SD _{pooled}	df	SE _D	't' value	Significance
Self-efficacy	Provincialised	400	1.65	.47	.48	798	.03	3.56	significant at .05 level
	Private	400	1.53	.49					

Table 3 shows that the t value of the sampled student on the basis of management is 3.56 which is greater than the tabulated value (1.97 at .05 level) and therefore significant at .05 level. Thus, **the null hypothesis is rejected** and it is concluded that there is a significant difference in the Self-efficacy of Secondary school students of Morigaon District in relation to their institution, viz. Provincialised and Private.

Findings Of The Study

The present study studied the Self-efficacy of the Secondary school Students of Morigaon District, Assam. Along with these it compared the Self-efficacy of boys and girls students, Private and Provincialised Secondary school students of Morigaon District regarding Self-efficacy. The major findings of the study are given below:

1. The researcher found a Mean value of 42.42, Median 42.00 and Mode 42.00. This indicates no difference among mean, median and mode and hence the distribution is normal. In this study, the researcher also found a Standard Deviation of 8.27 (Table 3). **Kalita, (2024)** supported this result, the mean value 74.47, median 74.00 and mode 77.00. The SD is 8.09.
2. The computed value of Skewness of Self-efficacy of Secondary students of Morigaon District, Assam was found as .27 which is positively skewed or to the right. It indicates that the scores are massed at the low end (left) of the scale and are spread out gradually towards the high or right end of the scale. Thus, it was described that the Secondary school students of Morigaon District, Assam had scored less score than the average score on Self-efficacy. The value of Kurtosis of Self-efficacy of Secondary students of Morigaon District, Assam was found as -.02. It indicates that the distribution was platykurtic. Platykurtic distribution is flatter than the normal distribution. Therefore, the scores are scattered more than the normal distribution. It means very few students had secured near to the average score on Self-efficacy. **Hazarika (2023)** supported this result, the computed value of skewness 0.096 indicates that the distribution of the scores in the Self-Efficacy is skewed positively or towards right. The kurtosis value is -0.401 which indicates that the distribution of the Self-Efficacy score is platykurtic.
3. A majority of the Secondary school students (342) secured the scores in the range 41-50 i.e., 342 students have high Self-Efficacy. Only 3 students secured scores in between the 71-80 range i.e., 3 students have low Self-Efficacy and 13 students secured scores in between 61-70 range in Self-Efficacy

Scale. According to **Kalita (2024)**, out of 842 students, 121 students have high level of Self-Efficacy, 565 have average level of Self-Efficacy and 156 have low level of Self-Efficacy.

4. The study revealed that there is a significant difference in Self-efficacy between Boys and Girls Secondary school students of Morigaon District, Assam.

The finding was supported by the findings of **Bala (2017)**, **Ansary (2022)**, **Nayeem (2022)**. On the other hand, **Ashokkumar (2020)** was found contradictory results i.e, there was no significant difference in Self-efficacy between Boys and Girls Secondary school students.

5. The study found that there is a significant difference in Self-efficacy between Provincialised and Private Secondary school students of Morigaon District, Assam. In the contrast, **Bala (2017)** found significant difference in Self-efficacy between Provincialised and Private Secondary school students.

CONCLUSION

Self-efficacy impact on an individual's psychological adjustment and mental well-being. It predicts academic areas and levels. Self-efficacy also impact on academic achievement, decision-making, motivation, stress reduction, anxiety assessment etc. The findings of the study revealed that there is a significant difference between boys and girls of Secondary school students with respect to Self-efficacy. It also found significant difference between Provincialised and Private Secondary school students of Morigaon District towards Self-efficacy.

REFERENCE

1. Bandura, A. (1997). Self-efficacy in changing societies. Cambridge University Press.
2. Best, J. W.(1988). Research in Education. Prentice Hall inc, Englewood N.J.
3. Dash, M.(2000).Education in India. Atlantic Publishers and Distributors.
4. Garret, H. E. (2007). Statistics in Psychology and education. Paragon International Publishers.
5. Kavitha, K. (2014). Academic achievement in relation to academic stress, selfefficacy and school environment among secondary school pupils. (Doctoral dissertation, Shri Venkateswara University, Uttar Pradesh). Retrieved August 29, 2020 from <https://Shodhganga.inflibnet.ac.in/handle/10603/185276>.
6. Kothari, C.(2013).Research Methodology. New Age International (P) Limited.
7. Koul, L.(2013).Methodology of Educational Reseach. Vikas publishing PVT.LTD.
8. Pasricha, A. (2015). A study of academic stress and self-efficacy in relation to study habits, personality and academic achievement of adolescents. (Doctoral dissertation, Maharshi Dayanand University, Rohtak). Retrieved July 02, 2019, from <https://Shodhganga.inflibnet.ac.in/handle/10603/208008>.
9. Rani, A. (2024). Effect of emotional maturity on study habits, academic stress and school adjustment among students of different academic streams. (Doctoral dissertation, Maharshi Dayanand University, Rohtak). Retrieved December 6, 2025, from <https://Shodhganga.inflibnet.ac.in/handle/10603/589203>.
10. Sarkar, K. and Chattopadhyay, K. (2017). A study of academic stress and its effect on self-efficacy of the students. Bhattar College Journal of Multidisciplinary Studies, VII, 22-26. Retrieved July 25, 2020, from <https://doi:10.25274/bcjms.v7n2.v7n2sc04>.
11. Zajacova, A., Lynch, S and Espenshade, T. (2013). Self-efficacy, stress and academic success in college. Research in Higher Education, 46(6) Retrieved August 29, 2020, from www.researchgate.net/publication. <https://doi:10.1007/s11162-004-41>.