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## Conceptual analysis of academic self-efficacy

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### Abstract

Academic Self-efficacy variable is one of the most used variables in positive psychology. It means being optimistic or having self-belief on one's academic abilities and potential. It means believing self and capable of bringing positive and successful academic outcomes. There are different conditions under which a person cannot act according to his self-efficacy. There may be a gap between academic self-efficacy of an individual and his performance output because of some constraints. Conceptual analysis and conclusion regarding academic self-efficacy have been given at the end of this research paper.

**Keywords:** self-efficacy, students' performance

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### Introduction

Bandura (1977)<sup>[2]</sup> first introduced the concept of self-efficacy in the late 60s which was important in his contribution to social cognitive theory. The theory maintains that self-referent thinking mediates between awareness and behaviour, and therefore, by self-reflection, individuals assess their own perceptions and processes of thought. He observed that the self-reflection process requires a focus on our convictions about ourselves, which in turn involves an examination of the degree to which we exert control over ourselves. It is an assessment of our influence over our values, beliefs, attitudes, climate and actions. In the sense of personal agency, the emphasis on oneself may be seen as perceived self-efficacy. He remarked that students are seen as self-organizing, constructive and self-regulating in social cognitive theory, rather than as passively reactive individuals conditioned by environmental factors or motivated by hidden inner desires. It is that in case social constraints or lack of availability of resources, academic self-efficacy may exceed the actual output or performance of the individual.

Our subsequent actions/motivation for conduct following implementation of such personal standards are governed by the positive and negative implications of those standards. We are all interested in activities that offer a certain fulfillment and self-worth and prefer to shy away from acts that devalue our self-efficacy can predict the behavior of an individual. It can predict what students will do with their skills, belief and knowledge. There can be a difference between actual and perceived self-efficacy. In such cases the behavior of an individual widely varies from actual capabilities. It is a matter of continuous conflict that self-efficacy and self-esteem are one and the same thing. But together they represent self-belief which means a totally different belief. The realization of academic efficacy is shaped by casual thinking. Individuals make and develop self-perceptions of ability that become medium to achieve the predetermined goals in the educational environment. Higher academic self-efficacy means higher persistence. Students having high level of self-efficacy consider their failure to endeavour and students having low level of self-efficacy attribute ability. The self-efficacy

beliefs are correlated with other self-beliefs and with academic performances. These perceptions help the students to find and develop their skills. Self-efficacy beliefs also determine ways to get knowledge and skills are to be gained at priority level. It affects performance and self-regulated learning variables like, outcome, expectation, perceived value of outcome, attributed goals and self-concept may facilitate a kind of cure for an individual to achieve self-efficacy belief.

Bandura (1977)<sup>[2]</sup> recognizes following driving factors of self-efficacy.

- A model or "vicarious experience" is an inspirational way of encouraging oneself to accomplish a goal. When we see students thriving, our self-confidence becomes greater, while when we see students struggling we become less optimistic. The method functions the most effectively when we are able to identify with the model. While modeling may be less influential than direct experience, it is especially beneficial for students who are unsure of themselves.
- Social persuasion is indirect contact or motivation from other students. It is usually more effective for anyone to be discouraged than they are to be encouraged.
- In stressful conditions, students sometimes show symptoms of distress: shaking, headache, muscle aches, exhaustion, discomfort, anxiety, etc. Perceptions of inaction can alter feelings of academic self-efficacy. The term "having butterflies in the stomach" would be interpreted by those with low self-efficacy as a sign of inability where high self-efficacy will lead them to perceive such physiological signs as natural and unrelated to ability.

### Conceptual Analysis

The higher academic self-efficacy directly influenced self-set priorities, which may imply greater commitment and more practical aim. Self-inefficacy in shunning enriching conditions and behaviors inhibits capability growth and preserves harmful expectations. Self-perception of competence is the precondition for self-concept. The academic self-efficacy construct that is a

significant building of its social cognitive theory. The theory suggests that self-referential thinking mediates between knowledge and behavior and therefore students assess their own perceptions and thinking processes by self-reflection. The method of self-reflection reflects on our own conviction, which involves an appraisal of the degree to which we influence ourselves. It is an examination of our influence over our views, ideals, behaviors, the atmosphere and actions.

The controllability is improved, and broad opportunities are given for inclusion in class decision making. In social cognitive science, self-efficacy serves as a central element in the dynamics of self-regulation. The author states that self-efficacy is the confidence in ones' ability to coordinate and deploy tactics that achieve desirable outcomes. It is how students make decisions on their capacities to plan and carry out activities that are required to accomplish this aim. Beliefs regarding the relation between behavior and predicted outcome influence the individuals behavior and persist into the future. This can be seen in research that indicates that students with stronger academic values set higher expectations of their academic success. Students with high self-efficacy values are found to be more effective and enduring, regardless of their school grade or cognitive capacity.

Academic self-efficacy refers to an individual's trust in their capability in their ability to master academic subjects. Using successful cognitive techniques to cope with their time and learning environments and their effort to control their work load. The students psychic worlds are a product of their own behavioral preferences and actions. It is also said that students can read themselves, and so this reading comes to be a realization of the thoughts and mental condition that students have created for themselves. They can gauge the level of their trust and how they feel when they make a decision. Moreover, as students encounter aversive thoughts and feelings about their capacities, these same negative responses will activate lower expectations of capability and create the tension and agitation that help guarantee the insufficient results they fear. This does not mean that the usual fear encountered before an important undertaking is effective as a measure of a persons' self-efficacy. Students emotional responses to a challenge offers valuable information about the consequences and whether they can excel or fail.

In the academic sense, having high expectations in one's ability to carry out academic tasks is an indicator of one's ability to effectively accomplish certain tasks. It is a multifunctional construct, which differs according to the context, and thus must be evaluated at the level appropriate to the context. There is an importance of self-efficacy and how it relates directly to the individual. In this view, self-efficacy reflects a complex, multifaceted belief system that functions selectively through different activity domains, and under different situational demands, for example, a person with higher social self-efficacy is said to have greater trust in his or her ability to communicate with others socially. The academic self-efficacy, which is pertinent in the academic settings, is the degree to which a person believes he/she can successfully complete academic tasks in the academic environments. It has been documented that students with higher levels of beliefs in self-efficacy tend to have better feelings; conduct and optimistic thinking; can encourage themselves to act accordingly; persist for achievement and maintain longer when faced with difficult situations unless and until they get a solution; believe that failure is a temporary

condition that they can deal with; and use all possible means to deal with it.

### Conclusion

Academic self-efficacy refers to an individual's trust in their capability in their ability to master academic subjects. In order to assess the relationship between Academic self-efficacy and academic capabilities, several studies have constructed scales to measure students' self-efficacy beliefs. The results of these scales are then compared to student academic samples. The studies included other variables, such as academic anxiety, grade goals, depth of processing, and expected outcomes. However, academic self-efficacy was the only variable that was a statistically significant predictor of academic performance. One of the factors most commonly associated with self-efficacy in academic studies is motivation. Students who are intrinsically motivated tend to be more self-directed, take active control of their academic, and see themselves as more capable of setting and accomplishing goals. Furthermore, academic studies research indicates that self-efficacy influences student choices, effort, persistence, perseverance, thought patterns, and emotional reactions when completing a academic assignment. Students with a high self-efficacy are more likely to attempt and persist in unfamiliar academic tasks. Self-efficacy has often been linked to students' performance outcomes. More so than any other element within the cognitive-affective domain, self-efficacy beliefs have proven to be predictive of performance outcomes.

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