

# Self-Efficacy of School Students in Relation to Their Learning Styles

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## ABSTRACT

Ahmad (2001) opined that education is widely accepted as the primary pillar of a nation's legal, educational, political and socio-economic growth. In the last two decades, the nations that have taken big steps have made revolutionary progress and achieved miracles. This great achievement is definitely focused on their successful education system. The educational system in every world is regarded to be the voucher of progress and development for its nations. Education in the world is a critical mechanism in the growth of humanity and often refines and retains collective ideals rooted in societies culture. It is a process of fostering a person's harmonious growth able to exercise such obligations in society that his powers permit and guide the fusion of the two individual selves with the universal self as their final purpose. In the words of Oyekan (2000) education is a network of useful information, skills and behaviors where ample knowledge is gained and transferred from one generation to another for successful citizenship and mutual benefits of community. It is a cooperative method of learning how to prepare a person from birth and across life for the happy and useful life of community and capital in society. It is a social service that guarantees that human nature is refined in terms of thoughts, emotions and good standards.

**Keywords:** Self-Efficacy, Learning Style

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## SELF-EFFICACY

Bandura (1977) 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 behavior, and therefore, by self-reflection, individuals assess their own perceptions and processes of thought. Bandura (1997) 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. Bandura (1986) remarked that people 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.

Self-efficacy variable is one of the most used variables in positive psychology. It means being optimistic or having self-belief on one's abilities and potential. It means believing self and capable of bringing positive and successful outcomes. Bandura (1986) stated that there are different conditions under which a person cannot act according to his self-efficacy. In simple language we can say that there may be a gap between self-efficacy of an individual and his performance output because of some constraints. It is that in case social constraints or lack of availability of resources self-efficacy may exceed the actual output or performance of the individual.

## Learning Style

Recent years have seen an important change in the course of education, and students now study more than ever. Sheal (1989) noted that the attention has shifted from the instructor, the transmission of knowledge, and how best to enhance the transmission of information, to concentrate on the learner and how best to facilitate learning. Learning has always been a major field of research interest for many researchers, particularly those interested in studying the learning process. Learning styles reflect on how one learns better, and the best strategies for various learners. Many people agree that any specific way of using different kinds of knowledge is superior to others. The theory of individualized learning patterns was first developed in the 1970s and has been generally embraced in recent years.

Mehra and Thakur (2008) note that an individual's learning style is the way he thinks, not the same as learning ability. Everyone has a particular learning style. Learning types are dynamic and varied ways of learning. Students vary in their learning patterns, talents and interests, but everyone learns differently. Some students are more comfortable with numbers, data, and algorithms, while others have a knack for designing computational models. Some people like visual details more, like snapshots, graphs and photos, whilst others get more out of it. According to Verma (1995), the construct of learning style has gained considerable interest in educational circles in recent years.

### **Statement Of The Problem**

Self-Efficacy Of School Students In Relation To Their Learning Styles

### **Operational Definition**

**Self-Efficacy:** A person's belief about their capabilities and capacity to accomplish a task or to deal with the challenges of life. In other words, self-efficacy is the belief in our ability to succeed in specific situations. It is categorized into three domains: academic self-efficacy, social self-efficacy and emotional self-efficacy. (Sud et al. 1998)

**Learning Style:** Learning style is more or less a consistent way in which a person perceives, conceptualizes, organizes and recalls information. Alternatively, it is the way or process where an individual uses his/her own unique way in which they approach learning or the mastery of material. (Misra, K.S., 2012)

### **Delimitation Of The Study**

The study was delimited to 9th class government school students of Punjab.

### **Objectives Of The Study**

- To study the self-efficacy of school students.
- To study the self-efficacy of school students in relation to their gender.
- To study the self-efficacy of school students in relation to their locale.
- To study the self-efficacy of school students having good and poor levels of learning style.
- To study the relationship between self-efficacy and learning styles of school students.

### **Hypothesis Of The Study**

- There will be no significant difference in the self-efficacy of boy and girl school students.
- There will be no significant difference in the self-efficacy of rural and urban school students.
- There will be no significant difference in the self-efficacy of school students having good level and poor level of learning styles.
- There will be no significant relationship between self-efficacy and learning styles of school students.

## **METHODOLOGY**

In the present study, descriptive method of research was used according to the nature of the problem. This method is one of the mostly used approaches to educational problems and is found scientific and accurate for the study. Descriptive method of research has been the most popular and widely used research method in education, because of the ease of this method. Data were collected through emotional intelligence and school adjustment inventory for the study. Descriptive study is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing. It is primarily concerned with the present, although it often considers past events and influences as they relate to current conditions.

### **Sample**

The population of the present study consisted of school students studying in 9<sup>th</sup> class in Government schools of Punjab. The sample comprised of 300 school students selected from three districts of Punjab. The 22 districts were listed according to their literacy level in ascending order. Then three groups were formed having high, average and low literacy. One district from each of these groups was selected with the help of lottery system. Ludhiana was selected from groups comprising of high level of literacy. Ferozpur was selected from groups comprising of average level of literacy and Fazilka was selected from groups comprising of low level of literacy. Three schools from each district were selected by using stratified random sampling giving equal weightage to locale. The sample comprised of 150 boys (75 rural and 75 urban) and 150 girls (75 rural and 75 urban) school students.

### **Descriptions of the tools**

In order to collect data for the present study following tools were used by investigator:

- Self-efficacy Scale by Sud, Schwarzer and Jeusalem (1998).
- Learning Styles Inventory Developed by K.S. Misra (2012).

**Statistical Treatment**

The data was analyzed by descriptive statistics that is mean, median, mode and standard deviation, Q1, Q3, t-value were computed. Frequency distribution was used for description of variables. Then t-test was applied to find out the gender difference in self- efficacy of school students. Also t-test was used to find out the difference between rural and urban students. The t-test was used to see the significant differences between self- efficacy of school students having high and low learning style and self-efficacy of school students. Correlation was found out the relationship among self-efficacy and learning styleschool students.

**Frequency Distribution Scores of Self-Efficacy among School Students**

Frequency distribution scores of self-efficacy among school students is given below in table 1.1.

**Table 1.1: Frequency Distribution Scores of Self-Efficacy among School Students**

Class Interval	Frequency	Cumulative Frequency	Percentage
36-38	15	300	05
33-35	37	285	12.33
30-32	66	248	22
27-29	68	182	22.66
24-26	56	114	18.66
21-23	35	58	11.66
18-20	15	23	05
15 -17	8	8	2.66
Total	N=300	range=23	
Mean=27.98	Median=28	Mode=30	SD=4.42

It is clear from the table 1.1 that mean scores on self-efficacy scale among school students came out to be 27.98. Range of scores came out to be 23. Median, Mode and Standard deviation values were 28, 30 and 4.42 respectively. It is also clear from the table that 118 (39.33%) students lie above that class interval in which mean lies. Whereas 68 (22.66%) students lie in the class interval in which mean lies. The score of 114 (38%) students lies below that class interval in which means lies. Description of scores is also depicted in figure 4.1.

**Frequency Distribution Scores of Learning Style among School Students**

Frequency distribution scores of learning style among school students is given below in table 1.2.

**Table 1.2: Frequency Distribution Scores of Learning Style among School Students**

Class Interval	Frequency	Cumulative Frequency	Percentage
161-170	12	300	04
151-160	58	288	19.33
141-150	35	230	11.66
131-140	61	195	20.33
121-130	56	134	18.66
111-120	44	78	14.66
101-110	20	34	6.66
91-100	11	14	3.66
80-90	3	3	01
Total	N=300	Range=90	
Mean=133.4	Median=133	Mode=136	SD=18.99

It is clear from the table 1.2 that mean scores on frequency distribution scores of learning style among school students came out to be 133.4. Range of scores came out to be 90. Median, Mode and Standard deviation values

were 133, 136, and 18.99 respectively. It is also clear from the table that 105 (35.33%) students lies above that class interval in which mean lies. Whereas 61 (20.33%) students lies in the class interval in which mean lies. The score of 134 (44.67%) students lies below that class interval in which means lies.

From figure 4.6 it shows that maximum frequency of learning style among school student 61 lies in interval (131-140) and minimum frequency 3 lies in the class interval (80-90). 35.33% school students learning style scores are below to mean 20.33%.

**COMPARISON OF SELF-EFFICACY AMONG SCHOOL STUDENTS IN RELATION TO THEIR GENDER, LOCALE, GOOD AND POOR LEVEL OF LEARNING STYLE.**

Different variables composed by using t-test.

**Self-Efficacy of School Students in relation to their Gender**

The mean and SD of self-efficacy and gender in school students along with t- value testing significance of mean differences are depicted in the table 1.3.

**Table 1.3 Self-Efficacy among School Students in relation to their Gender**

Variable	Gender	N	Mean	SD	t-value
Self-efficacy	Boys	150	28.08	21.79	0.71 <sup>NS</sup>
	Girls	150	27.87	21.22	

NS=Not Significance at 0.05 level

Table 1.3 shows that mean score of self-efficacy score in boy school students is 28.08 and self-efficacy score in girl school students is 27.87. The SD values of self- efficacy of boy school students is 21.79 and self-efficacy of girl school students is 21.22. Mean score of boy students were slight higher to mean score of girl school students. The t-value testing the significance of mean difference in self-efficacy between boy and girl school students came out to 0.71. This t-value is not significant at 0.05 level.

**Self-Efficacy of School Students in relation to their Locale**

The mean and SD of self-efficacy and locale with school students along with t- value testing significance of mean differences are depicted in the table 1.4.

**Table 1.4: Self-Efficacy of School Students in relation to their Locale**

Variable	Locale	N	Mean	SD	t-value
Self-efficacy	Urban	150	27.76	20.64	0.46 <sup>NS</sup>
	Rural	150	28.18	22.33	

NS= Not Significance at 0.05 level

Table 1.4 shows that mean score of self-efficacy score in urban school students is 27.76 and self-efficacy score in rural school students is 28.18. The SD values of self- efficacy of rural school students is 22.33 and self-efficacy of urban school students is 20.64. Mean score of rural students were slight higher to mean score of urban school students. The t-value testing the significance of mean difference in self-efficacy of urban and rural school students came out to 0.46. This t-value is not significant at 0.05 level.

**Self-efficacy of School Students having Good Level and Poor Level of Learning Style**

Q1 and Q3 of scores on learning style scale were calculated. Students who scores bellow Q1 (120) means having poor level of learning style, students who scores above Q3 (150) means having good level of learning style.

**Table 1.5: Self-Efficacy of School Students having Good Level and Poor Level of Learning Style**

Variable	Number of School Students (N)	Value of Score
Quartile One (Q1) of Learning Style	78	120
Quartile Three (Q3) of Learning Style	81	150

Then self-efficacy scores were compared of students with good level of learning style and with poor level of learning style by using t-test. The mean and SD along with t- value have been shown in table 1.6.

**Table 1.6: Self-Efficacy of School Students having Good Level and Poor Level of Learning Style**

Variable		N	Mean	SD	t-value
Self-efficacy	Good Learning style	81	28.67	4.58	0.39 <sup>NS</sup>
	Poor Learning style	78	26.83	4.70	

NS=Not Significant at 0.05 level

Table 1.6 shows that mean scores of self-efficacy of school students having good level of learning style is 28.67 and self-efficacy of school students having poor level of learning style is 26.83. The SD values of self-efficacy of school students having good level of learning style is 4.58 and self-efficacy of school students having poor level of learning style is 4.70. Students with good level of learning style had high self-efficacy then self-efficacy of students with poor level of learning style, it is not significant value. The t-value testing the significance of mean difference in self-efficacy of school students having good level and poor level of learning style came out to be 0.39. This t-value is not significant at 0.05 level.

### **RELATIONSHIP AMONG SELF-EFFICACY AND LEARNING STYLE SCHOOL STUDENTS**

Relationship between Self-Efficacy and Learning Style of School Students

The scores of school students on self-efficacy and learning style were correlated by using Pearson's coefficient of correlation. The results of correlation are presented in the table 1.7.

**Table 1.7: Relationship between Self-Efficacy and Learning Style of School Students**

Variable	N	Coefficient of Correlation
SELF-EFFICACY/LEARNING STYLE	300	0.15**

\*\*Significant at 0.01 level

The table 1.7 presented the results of correlation which indicated that coefficient of correlation (r) of scores on tests of self-efficacy and learning style of school students is 0.15\*\*. It is significant at the 0.01 level.

### **TESTING OF HYPOTHESES**

On the basis of result of the study, testing of hypothesis were made as below:

#### **Hypothesis-I**

The hypothesis "There was no significant difference between self-efficacy of boy and girl school students" is accepted. This means that there is no significant difference in self-efficacy of boy and girl school students.

#### **Hypothesis-II**

The hypothesis "There was no significant difference between self-efficacy of urban and rural school students" is accepted. This means that there is no significant difference in self-efficacy of urban and rural school students.

#### **Hypothesis-III**

The hypothesis "There will be no significant difference between self-efficacy of school students having good level and poor level of learning style." is accepted. This means there was no significant difference between self-efficacy of school students having good level and poor level of learning style.

#### **Hypothesis-IV**

The hypothesis that "There was no significant relationship between self-efficacy and learning style of school students" is rejected. It means that there is significant relationship between self-efficacy and learning style of school students.

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