



A STUDY ON ACADEMIC SELF EFFICACY OF SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR ATTITUDE TOWARDS CCE PROGRAMME

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ABSTRACT

The researcher attempted to study the Academic Self Efficacy of Secondary School students in relation to their attitude towards Continuous and Comprehensive Evaluation (CCE) Programme perceived by students and this research was followed by survey method (descriptive). A sample of 150 secondary school teachers was taken based on stratified sampling from Bengaluru district Karnataka. For this reason, Academic Self-Efficacy Scale (2006) developed by Abdul Gafoor K. and P. Muhammed Ashraf and Students' Attitude Scale towards Continuous Comprehensive Evaluation developed by the researcher (2019) was used as research tool for the investigation along with personal information. The data were analyzed by employing mean, standard deviation, correlation, One-Way ANOVA along with Scheffe's Post hoc test and 't' test (independent) as statistical techniques. The level of significance was fixed at 0.05 level in all the cases. The correlation result confirmed a positive significant relationship between secondary school students' attitude towards CCE Programme and their academic self-efficacy and ANOVA result confirmed that there was significant difference in the Academic Self Efficacy of secondary school students having low, moderate and high attitude levels of CCE Programme. The students had favourable attitudes had higher academic self efficacy when compared to moderate and low attitude levels towards CCE Programme. This may be due to students perceived relevance and usefulness of CCE, feedback and self-regulation, social persuasion, emotional and physiological states. This can help students develop better self-regulation skills, which in turn can boost their academic self-efficacy. The ANOVA result also confirmed that there was a significant difference in the Academic Self Efficacy of secondary school students studying in government, private aided and private unaided schools. The government school students had higher academic self efficacy when compared to private aided and private unaided school students. The 't' test technique also showed that there was a significant difference in the Academic Self-Efficacy of secondary school boys and girls. The girls had higher academic self efficacy when compared to boys.

Keywords: Continuous and Comprehensive Evaluation (CCE), Students, Attitude, Academic, Self-Efficacy

1. INTRODUCTION

Education is the process of acquiring knowledge, skills, values, and attitudes through various means, such as schooling, training, and experiential learning. Academic self-efficacy refers to a student's belief in their ability to succeed academically. This belief can influence a student's motivation, effort, persistence, and achievement in academic settings. There is a strong relationship between education and academic self-efficacy. When students believe in their ability to succeed academically, they are more likely to be engaged in their education and take an active role in their learning. This, in turn, can lead to better academic outcomes and higher levels of achievement. On the other hand, students who lack academic self-efficacy may be less engaged in their education and may struggle to achieve their academic goals. Teachers and educational institutions can play a critical role in promoting academic self-efficacy. By providing students with

opportunities to succeed and offering constructive feedback, teachers can help students build their confidence in their academic abilities. Education and Academic Self-Efficacy are closely linked, and building students' self-efficacy can be a critical component of promoting their success in academic settings.

Academic self-efficacy refers to an individual's belief in their ability to perform academic tasks successfully. It is a concept that was first introduced by psychologist Albert Bandura in his social cognitive theory, which emphasizes the importance of individual beliefs in shaping behavior and achievement. According to Bandura, self-efficacy beliefs play a critical role in determining whether individuals engage in specific tasks, how much effort they put forth, and how long they persist in the face of difficulties. Several studies have highlighted the importance of academic self-efficacy in predicting academic performance, motivation, and achievement. For example, a study by Lent et al. (2000) found that students who reported higher levels of academic self-efficacy were more likely to set challenging goals, work harder, and achieve better grades. Similarly, a meta-analysis by Multon et al. (1991) found a positive relationship between academic self-efficacy and academic performance across various settings and populations.

Academic self-efficacy can also have a significant impact on a student's well-being and mental health. For example, students with low levels of academic self-efficacy may experience anxiety, stress, and low self-esteem, which can further impact their academic performance and motivation. Academic self-efficacy is a crucial concept that can impact student motivation, achievement, and mental health. Teachers and educational institutions can play a vital role in promoting academic self-efficacy by providing students with opportunities for success, constructive feedback, and resources to overcome challenges.

CCE (Continuous and Comprehensive Evaluation) is an educational evaluation system that aims to evaluate a student's progress continuously throughout the academic year, rather than just through end-of-term exams. It involves assessing a student's academic performance, co-curricular activities, and behavioral and social skills. The CCE program has been implemented in various countries, including India.

Students' attitudes towards the CCE program can impact its effectiveness and implementation. A positive attitude towards CCE can lead to better engagement, effort, and achievement, while a negative attitude can hinder its success. Therefore, understanding students' attitudes towards the CCE program is essential for its successful implementation. Several studies have investigated students' attitudes towards the CCE program. A study by Saravanan and Devi (2014) found that most students had a positive attitude towards CCE, with the majority reporting that it helped them identify their strengths and weaknesses and provided them with opportunities to improve their skills. Similarly, a study by Rani and Kumar (2018) found that most students reported that CCE improved their learning and helped them develop better study habits. However, some studies have also highlighted challenges and negative attitudes towards the CCE program. For example, a study by Panigrahi et al. (2015) found that students perceived the CCE program as stressful and felt that it placed too much emphasis on non-academic skills, leading to a lack of focus on academic performance. Additionally, some students reported feeling that the CCE program was too complex and lacked transparency. Students' attitudes towards the CCE program can impact its effectiveness and implementation. While many

students have a positive attitude towards CCE, it is essential to address any challenges and negative attitudes to ensure its success.

2. REVIEW OF RELATED LITERATURE

There are limited studies specifically investigating the relationship between academic self-efficacy and attitude towards the CCE program. Therefore, some studies have investigated the impact of CCE on academic self-efficacy and related constructs.

Singh and Kaur (2019) examined the impact of the CCE program on academic self-efficacy and academic achievement of secondary school students. The study found that the CCE program had a significant positive effect on academic self-efficacy and academic achievement. The study also found that students who had a positive attitude towards the CCE program reported higher levels of academic self-efficacy.

Reddy and Chakrapani (2017) have found that CCE positively influenced students' attitudes towards learning, motivation, and self-efficacy. The study found that students who perceived the CCE program as beneficial reported higher levels of academic self-efficacy.

Pugazhenthii and Prakash (2017) investigated the impact of the CCE program on academic self-efficacy, and the results showed that the CCE program had a significant positive effect on academic self-efficacy of secondary school students. The study also found that students who had a positive attitude towards the CCE program reported higher levels of academic self-efficacy.

Kalaiarasi and Kumar (2017) found that students' perception of CCE as a comprehensive evaluation system was positively associated with academic self-efficacy. The study found that students who perceived the CCE program as fair, comprehensive, and useful reported higher levels of academic self-efficacy.

Kumari and Singh (2015) have found that CCE positively influenced the academic self-efficacy of secondary school students. The study found that students who perceived the CCE program as helpful and informative reported higher levels of academic self-efficacy.

Farooq et al. (2015) investigated the relationship between academic self-efficacy and academic achievement in the context of the CCE program. The results showed that students who had higher levels of academic self-efficacy had better academic achievement. The study also found that students who had a positive attitude towards the CCE program reported higher levels of academic self-efficacy.

From the above studies it was seen that, very limited studies have specifically investigated the relationship between academic self-efficacy and attitude towards the CCE program, some studies have found that CCE positively influences academic self-efficacy and related constructs.

3. SIGNIFICANCE OF THE STUDY

The research related to "Academic Self Efficacy of Secondary School Students in relation to their attitude towards CCE Programme" is significant for several reasons. Present research explores the relationship between academic self-efficacy and attitudes towards the Continuous and Comprehensive Evaluation (CCE) programme, which is an important educational policy in India. The study provides insights into how students'

confidence in their academic abilities and their perceptions of the CCE programme are related, and this information can help educators and policymakers to design effective interventions that enhance students' academic self-efficacy. The study focuses on secondary school students, which is a critical stage in a student's academic journey. Adolescents at this stage are transitioning into adulthood and facing new academic and social challenges, and their academic self-efficacy and attitudes towards the CCE programme can have a significant impact on their academic achievement and overall well-being. The study's findings can inform the development of effective teaching strategies and interventions to improve students' academic self-efficacy and attitudes towards the CCE programme. By understanding the factors that influence these outcomes, educators can design interventions that address students' specific needs and promote their academic success. Therefore, the present study is significant because it provides insights into the factors that influence students' academic success and can inform the development of effective interventions that enhance students' academic self-efficacy and attitudes towards the CCE programme.

4. STATEMENT OF THE PROBLEM

The researcher attempted to study the Academic Self Efficacy of Secondary School students in relation to their attitude towards Continuous and Comprehensive Evaluation (CCE) Programme perceived by students and this research was followed by survey method (descriptive). The topic identified for the current investigation is: "A Study on Academic Self-Efficacy of Secondary School Students in relation to their Attitude towards CCE Programme."

5. OBJECTIVES OF THE STUDY

The following are the objectives for the study

1. To examine the relationship between secondary school students' Attitude towards CCE Programme and Academic Self-Efficacy.
2. To find out the differences in the Academic Self-Efficacy of secondary school students having different levels of attitude towards CCE Programme.
3. To find out the differences in the Academic Self-Efficacy of secondary school students studying in government, private aided and private unaided schools.
4. To find out the differences in the Academic Self Efficacy of secondary school boys and girls.

6. RESEARCH HYPOTHESES

The following research hypotheses are formulated for the investigation:

1. There is no significant relationship between secondary school students' Attitude towards CCE Programme and Academic Self-Efficacy.
2. There is no significant difference in the Academic Self-Efficacy of secondary school students having low, moderate and high levels of attitude towards CCE Programme.
3. There is no significant difference in the Academic Self-Efficacy of secondary school students studying in government, private aided and private unaided schools.

4. There is no significant difference in the Academic Self-Efficacy of secondary school boys and girls.

7. METHODOLOGY

The researcher attempted to study the Academic Self Efficacy of Secondary School students in relation to their attitude towards Continuous and Comprehensive Evaluation (CCE) Programme perceived by students and this research was followed by survey method (descriptive). A sample of 150 secondary school teachers was taken based on stratified sampling from Bengaluru district Karnataka. For this reason, Academic Self-Efficacy Scale (2006) developed by Abdul Gafoor K. and P. Muhammed Ashraf and Students' Attitude Scale towards Continuous Comprehensive Evaluation developed by the researcher (2019) was used as research tool for the investigation along with personal information. The data were analyzed by employing mean, standard deviation, correlation, One-Way ANOVA along with Scheffe's Post hoc test and 't' test (independent) as statistical techniques. The level of significance was fixed at 0.05 level in all the cases.

8. ANALYSIS AND INTERPRETATION OF DATA

Table-1: Table shows variables, mean, standard deviation, obtained 'r' value and level of significance related to Students' Attitude towards CCE Programme and Academic Self-Efficacy.

Dependent and Independent Variables	Mean	Standard Deviation
Attitude towards CCE Programme (IV)	63.653	21.901
Academic Self-Efficacy (DV)	119.726	35.705
Obtained 'r' Value and Level of Sig.	0.471*	

*Significant at 0.05 level (0.159)

Table-1 shows that correlation results between secondary school students' Attitude towards CCE programme and Academic Self-Efficacy scores are given. The obtained 'r' value of 0.471 is greater than table value 0.159 at 0.05 level which shows significant positive relationship between secondary school students' Attitude towards CCE programme and Academic Self-Efficacy. Hence, the stated null hypothesis is **rejected** and alternative hypothesis has been formulated that 'there is a significant positive relationship between students' attitude towards CCE programme and their academic self-efficacy.' It was concluded that academic self-efficacy of students was positively correlated with their attitude towards CCE programme. The students who had higher (positive) attitudes had higher self efficacy and vice versa.

Table-2: Shows ANOVA results on Academic Self Efficacy of secondary school students with regard to different levels of attitude towards CCE Programme.

Attitude levels	N	Mean	SD	Source	Sum of Squares	df	Mean Squares	F Value (Sig.)
Low (Unfavour)	11	96.454	35.012	Between Group	25810.412	2	12905.206	11.56*
Moderate	116	116.310	33.305	Within Group	164143.381	147	1116.622	
High (Favour)	23	148.087	33.249	Total	189953.793	149		

Table value at 0.05(df-2, 147) =3.06

The table-2 shows Academic Self-Efficacy of secondary school students with regard to different levels of attitude towards CCE Programme. The obtained 'F' value 11.56 is greater than the table value of 3.06 for df '2 and 147' requested for significance at 0.05 level of significance. The results of the study indicated that 'there was a significant difference in the Academic Self-Efficacy of secondary school students having different attitude levels (low, moderate and high) towards CCE Programme.' To determine the significant difference in the Academic Self Efficacy of secondary school students having different levels of attitude towards CCE programme, these paired mean scores, the Scheffe's post hoc test was applied and the results are presented in Table-2(a).

Table-2(a): Scheffe's Post Hoc Analysis on Academic Self Efficacy scores of secondary school students having different levels of attitude towards CCE Programme.

Attitude towards CCE Programme			Mean Difference
Low	Moderate	High	
96.454	116.310	-	19.856
-	116.310	148.087	31.777*
96.454	-	148.087	51.633*

*Significant at 0.05 level.

Table-2(a) shows significant paired mean difference in the Academic Self-Efficacy of secondary school students having moderate and high & low and high levels of attitude towards CCE programme and the mean differences are 31.777 and 51.633 respectively which are greater than the critical difference value at 0.05 level of confidence. It was concluded that 'there was significant difference in the Academic Self-Efficacy of secondary school students having moderate and high & low and high levels of attitude towards CCE Programme.' The Academic Self Efficacy of secondary school students having low and moderate levels of attitudes had a similar and it was not proved statistically, since the mean difference is 19.856 are less than the value of critical difference at 0.05 level of confidence. The students having higher attitudes level had higher academic self efficacy than moderate and low attitude levels.

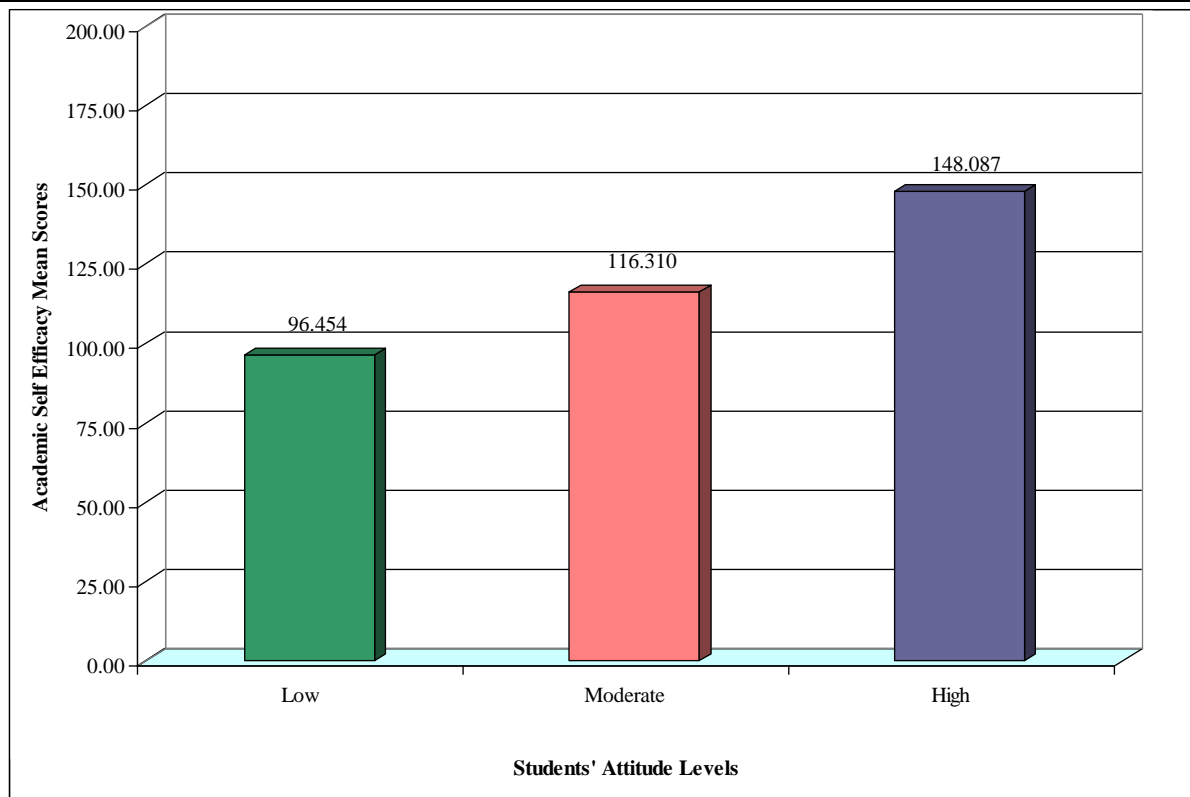


Fig.1: Bar graph shows comparison of Academic Self Efficacy of secondary school students having different attitude levels towards CCE Programme.

Table-3: Shows ANOVA results on Academic Self Efficacy of secondary school students with regard to different type of school management.

Type of School Management	N	Mean	SD	Source	Sum of Squares	df	Mean Squares	F Value (Sig.)
Government	50	141.400	40.836	Between Group	38582.413	2	19291.207	18.73*
Private Aided	50	114.680	28.404	Within Group	151371.380	147	1029.737	
Private Unaided	50	103.100	24.794	Total	189953.793	149		

Table value at 0.05(df-2, 147) =3.06

The table-3 shows Academic Self-Efficacy of secondary school students with regard to different type of school management. The obtained 'F' value 18.73 is greater than the table value of 3.06 for df '2 and 147' requested for significance at 0.05 level of significance. The results of the study indicated that 'there was a significant difference in the Academic Self Efficacy of secondary school students studying in different type of school management (government, private aided and private unaided schools).' To determine the significant difference in the Academic Self Efficacy of secondary school students having different type of school management these paired mean scores, the Scheffe's post hoc test was applied and the results are presented in Table-3(a).

Table-3(a): Scheffe's Post Hoc Analysis on Academic Self Efficacy scores of secondary school students studying in different type of school management.

Different Type of School Management			Mean Difference
Government	Private Aided	Private Unaided	
141.400	114.680	-	26.720*
-	114.680	103.100	11.580
141.400	-	103.100	38.300*

*Significant at 0.05 level.

Table-3(a) shows significant paired mean difference in the Academic Self-Efficacy of secondary school students studying in government and private aided schools & government and private unaided schools and the mean differences are 26.720 and 38.300 respectively which are greater than the critical difference value at 0.05 level of confidence. It was concluded that 'there was a significant difference in the Academic Self Efficacy of secondary school students studying in government and private aided schools & government and private unaided schools.' The academic self efficacy of secondary school students studying in private aided and private unaided schools had a similar and it was not proved statistically, since the mean difference is 11.580 are less than the value of critical difference at 0.05 level of confidence. The students studying in government schools had higher academic self-efficacy when compared with students studying in private aided and unaided schools.

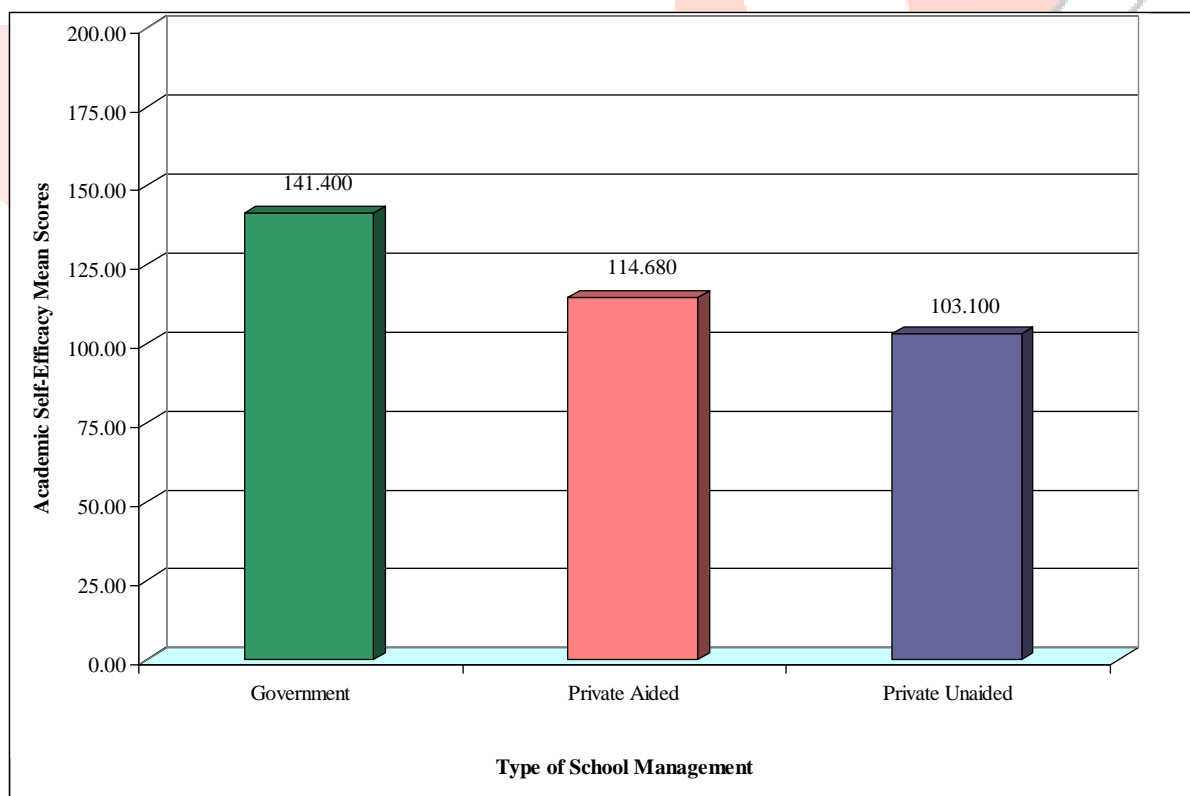


Fig.2: Bar graph shows comparison of Academic Self Efficacy of secondary school students studying in different types of school management.

Table-4: Independent ‘t’ test results related to Academic Self Efficacy scores of secondary school students with respect to Sex.

Name of the Variable	Groups	Number of Sample	Mean scores	Std. Deviation	‘t’ Value	Sig. level
Sex	Boys	75	107.373	27.860	4.50	*
	Girls	75	132.080	38.489		

* Significant at 0.05 level (N=150; df=148, 0.05=1.98)

From the above table-4 demonstrates the variable along with groups, number of samples, mean scores, standard deviation, ‘t’ value and level of significance related to Academic Self Efficacy of secondary school students due to variations in the sex. From the independent ‘t’ test it was shows that, the obtained ‘t’ value (t=4.50) related to Academic Self Efficacy of secondary school boys and girls is greater than the tabulated value (1.98) at 0.05 level of confidence. Hence, the stated hypothesis is **rejected** and in its place an alternate hypothesis has been formulated that is ‘there is a significant difference in the Academic Self Efficacy of secondary school boys and girls.’ The mean academic self-efficacy scores of girls (M=132.080) is higher than the mean scores of boys (M=107.373). It can be concluded that secondary school girls’ had higher academic self-efficacy than boys.

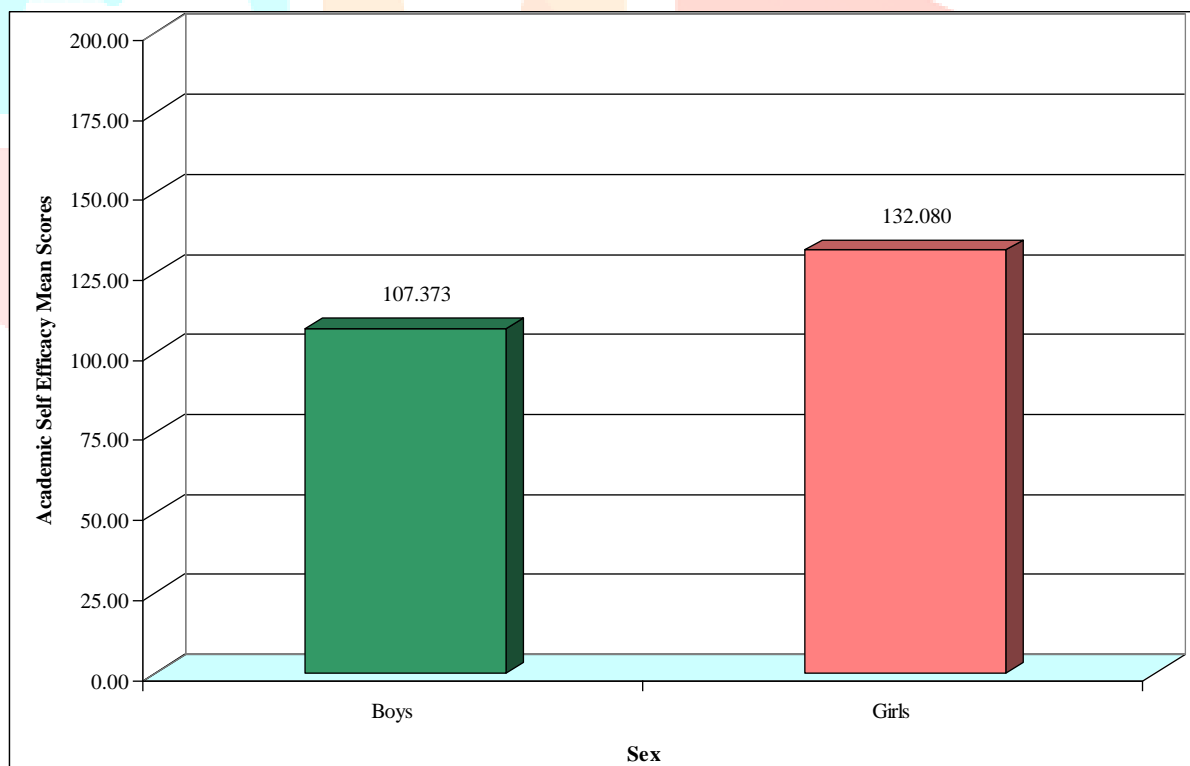


Fig.3: Comparison of mean Academic Self-Efficacy scores of secondary school boys and girls.

9. RESULTS

1. There was a positive significant relationship between secondary school students’ attitude towards CCE Programme and their Academic Self-Efficacy.

2. There was a significant difference in the Academic Self Efficacy of secondary school students having low, moderate and high attitude levels of CCE Programme. The students having higher attitude level had higher academic-self efficacy than moderate and low attitude levels towards CCE Programme.
3. There was a significant difference in the Academic Self Efficacy of secondary school students studying in government, private aided and private unaided schools. The government school students had higher academic self-efficacy than private aided and unaided school students.
4. There was a significant difference in the Academic Self-Efficacy of secondary school boys and girls. The girls had higher academic-self efficacy than boys.

10. CONCLUSION AND IMPLICATIONS

The correlation result confirmed a positive significant relationship between secondary school students' attitude towards Continuous and Comprehensive Evaluation (CCE) Programme and their academic self-efficacy and ANOVA result confirmed that there was significant difference in the Academic Self Efficacy of secondary school students having low, moderate and high attitude levels of CCE Programme. This may be due to students perceived relevance and usefulness of CCE, feedback and self-regulation, social persuasion, emotional and physiological states. Students who view CCE as relevant and useful may feel more confident in their ability to perform well in the evaluation. CCE provide a less stressful and more engaging learning environment than conventional method which can positively affect students' emotional and physiological states and CCE provides regular feedback to students, allowing them to monitor their progress and identify areas of weakness. This can help students develop better self-regulation skills, which in turn can boost their academic self-efficacy. The students had favourable attitudes had higher academic self efficacy when compared to moderate and low attitude levels towards CCE Programme. The ANOVA result also confirmed that there was a significant difference in the Academic Self Efficacy of secondary school students studying in government, private aided and private unaided schools. The government school students had higher academic self efficacy when compared to private aided and private unaided school students. The study suggests encouraging private school students to set goals for themselves, both short-term and long-term. Help them break down their goals into achievable steps and celebrate their progress along the way. This can help them build a sense of accomplishment and feel more in control of their academic success. The 't' test technique also showed that there was a significant difference in the Academic Self-Efficacy of secondary school boys and girls. The girls had higher academic self efficacy when compared to boys. The study suggests encouraging boys to keep working hard and persevering through difficult tasks. Remind them that mistakes and setbacks are a natural part of the learning

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