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Predicting Self-Efficacy among Secondary School Students on the Basis of Obedient-Disobedient Tendency, Emotional Competence and Educational Aspirations

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Abstract
The current study intends to analyze secondary school students' self-efficacy in relation to obedient-disobedient tendency, emotional competence, and educational aspirations. The dependent variable was self-efficacy, while the independent variables were obedient-disobedient tendency, emotional competence, and educational aspirations.For the current investigation, a descriptive survey method was used. A total of 562 pupils were chosen using a multi-stage random sampling technique. Students' self-efficacy scales created by Dahiya and Kumari (2018), emotional competence scales developed by Sharma and Bhardwaj (2007), and educational aspirations scales developed by Kumar, T.P. (2012) were used to collect data in this study. In this study, statistical techniques, i.e., multiple regressions and Pearson's coefficients of correlation were applied. At 0.01 levels, there was found a significant and positive correlation between obedient-disobedient tendency and self-efficacy. On the other hand, between emotional competence and self-efficacy as well as educational aspirations and self-efficacy, the correlation coefficient values respectively (0.001) and (0.046) were not determined to be significant at the level of 0.5 and 0.1 and correlation was very low and negative in nature.On the other hand, based on the calculated t-ratio, it was concluded that the variable obedient-disobedient tendency was the strongest predictor of self-efficacy than emotional competence and educational aspirations in secondary school students.
Key-Words:*self-efficacy, obedient-disobedient tendency, emotional competence and educational aspirations, school students.*

Introduction to the Study

The term "self-efficacy" was coined by Bandura in 1977. It refers to a person's perceived ability to carry out action plans, focusing on performance rather than possession, in order to complete a task (Bandura 1986). Bandura (1977, Hoy & Miskel (2001) defines, "self-efficacy as a person's beliefs in his/her ability to organize and execute a required course of action to achieve the desired result". Self-efficacy can be referred also as "judgments of their capabilities to organize and execute courses of action required to attain designated types of performances" (Bandura, 1986).The belief in self-

efficacy in their abilities is more evident in their efforts. Construction of perceived self-efficiency represents any field of human effort. When assessing the confidence of the person in their ability to impact situations, both the ability an individual has to deal with challenges competently and the decisions that an individual has been most inclined to make are highly affected. It can also influence life goals, achievements, acts or failures. If someonehas much less self-efficacy in afield than his/her ability, he/she will never challenge or better himself/herself. The ideal self-efficacy is slightly greater than one's capacity to be unpleasant while still being practical.Self-efficacy is an important factor in determining our chances of success, and we must focus on self-effectiveness while making goals so that our ideas about effectiveness are compatible with our goals rather than working against them. "Self-efficacy is a valuable concept for analyzing human behavior because research shows that it influences an individual's choice, degree of effort, and perseverance (Chen et. al., 2004)".

Sources of Self-Efficacy

According to Bandura (1997, Furstenberg & Rounds, 1995), Self-efficacy can be developed and enhanced from four major sources. These sources include enactive mastery experience, vicarious experience, verbal persuasion, and psychological & affective states. Maddux (2005) added two additional sources for developing self-efficacy: imaginary experience and emotional feedback. Enactive mastery experience (hands-on experience) gives a person authentic proof of whether or not they can succeed at a task (Bandura, 1997). It happens after someone completes an activity or achieves a goal. They have, in essence, finished the task. A positive sense of self-efficacy is fostered by accomplishment; people believe that because they have previously been successful in the activities, they would be able to repeat the behavior and achieve the same result. Failure, on the other hand, has the opposite consequence. People are more likely to have low self-efficacy if they have previously failed to attain achievement in a certain task (Bandura, 1997). This is also true of academic self-efficacy (Usher, 2009; Usher & Pajares, 2006, Bejat and Chowdhary, 2012). The second form of self-efficacy comes from social modeling. Seeing someone succeed at something that the person would like to achieve himself or herself may result in increased self-efficacy (Bandura, 1997). Social persuasion of self-efficacy is the third source of self-efficacy. This source is particularly useful for instructors since it can encourage students' ideas that they have the potential to grasp course material and be successful in the course (Bandura, 1997). The physiological and affective perceptions of self-efficacy are the fourth source. Bandura (1997, Hodges, 2008, Usher & Pajares, 2006) defined "a person's physiological state as anxiety, stress, and tension. Students, in particular, may believe that bodily signs of stress and worry indicate that they are unprepared to succeed on an exam, project, or other activity, lowering their view of academic self-efficacy.The fifth source of self-efficacy is imagined experiences. Development is the ability of a person to mentally rehearse things in order to discern what needs to be done in order to be successful (Maddux, 2005).There are two ways to visualize the work. Positive vision can result in a positive outcome, whilst negative imagery might result in a negative one. According to Kazdin (1979), imagery modeling can be utilized to increase assertive conduct and self-efficacy toward assertiveness. Emotional feedback is the last and ultimate source. The emotional condition of the individual impacts how self-efficacy levels are influenced. A person who is calm is more self-sufficient than someone who is stimulated or distressed (Maddux, 2005).The magnitude of one's mood, such as being very positive or negative versus being marginally positive or negative, might influence one's

level of self-efficacy at any given time. A learning-friendly classroom setting that incorporates these six self-efficiency views can have a significant impact on student self-efficacy. As a result, greater or improved self-efficacy helps pupils believe that they can meet their educational challenges.

Review of related literature

Arace, Prino and Scarzello (2021) findings showed that the educator's coaching style is related to attachment security and social skills, and it is positively correlated with the educators' emotional self-efficacy and the level of communication between day-care centres and families, while the correlation with parenting knowledge is weak. Bhullar (2019)findings indicate that there exists a significant difference in teaching competency and self-efficacy between the teachers' of government and private schools. It has also been noted that secondary schoolteachers'teaching competency and self-efficacy is significantly andpositively correlated with one another**.** Abdullah and Mustafa(2019) found that correlations between students' computer self-efficacy and their academic achievement were not statistically significant. In adding together, students' academic achievement and their general computer self-efficacy were not correlated.Dash and Ramaprabou (2018) observed that between academic procrastination and self-efficacy was existed an inverse correlation.Shahzad and Naureen (2017) findings of the study revealed that teacher self-efficacy has a positive impact on the students' academic achievement. Boorooh and Kotoky (2017)study showed that children of working mothers had higher self-efficacy compared to children of non-working mothers. As far as self-efficacy is concerned, there was no difference in their self-efficacy between male and female college students. Kundu and Ghose (2016)study result revealed that the highly significant relationship was noticed between the attitude of learners towards mathematics and self-efficacy in mathematics. The study therefore explains that self-efficacy of students in mathematics can indeed be improved by a positive attitude towards mathematics. Singh (2015) concluded that there is a significant negative correlation among both alienation and self-efficacy variables. Dagmar EL-Hmoudova (2015) revealed that the self-efficacy of students in academic English is strongly and positively related to all learning style preferences language. Keshi and Basavarajappa (2013)findings revealed thatthe impact of CBT on their self-efficacy was negligible in the case of gender and grades. The gender-based interaction effect was not significant in relation to CBT's effectiveness on their self-efficacy. Anand and Devi (2012)concluding that peer relations and self-efficacy with academic stress were found very negative.Diseth (2011) investigated Norwegian undergraduate psychology students in a correlation study and found strong relationships between self-efficacy and learning strategies, as well as self-efficacy and academic achievement. Sharma and Kaur (2008) study results showed that students with very high self-efficacy were found to be low in academic stress, and a meaningful gender difference in stress levels was also observed due to self-efficacy.

Objectives of the study

The following objectives of this study are proposed:

- To find out the relationship of obedient-disobedient tendency, emotional competence and educational aspirations with the self-efficacy of secondary school students.
- To predict self-efficacy among secondary school students on the basis of their obedient-disobedient tendency, emotional competence and educational aspirations.

Significance of the Study

The study contributes to the literature on how obedient-disobedient tendency, emotional competence, and educational aspirations of students become important resources for enhancing students' self-efficacy. The study has significance for universities that support students' success and quality education. Self-efficacy is related to increased individual and organizational performance (Bandura, 1997). Individuals with high emotions have high self-efficacy. Thus practitioners can improve performance through increased self-efficacy by investing in emotional competence and training (Gundlach et. al, 2003). Boorooh and Kotoky (2017)study showed that there was no difference in their self-efficacy between male and female college students. Ahmed, Khan and Rehman (2015) discovered that teachers' self-efficacy is influenced by their gender, with female teachers having greater self-efficacy skills than male teachers. A significant mean difference was found in the male and female teacher self-efficacy. Britner and Pajares (2001)found that self-efficacy in science is related positively to the grades attained by boys and girls, in which girls have shown stronger self-efficacy in science and have achieved higher scores in science. Behjat and Chowdhury (2012) findings of the study indicate that there is a significant relationship between emotional intelligence, the competencies of self-efficacy and diversity receptiveness of college students. The information gathered from this study will, therefore, contribute to research on how self-efficacy can be strengthened through obedient-disobedient tendency, emotional competence and educational aspirations which can enhance students' self-efficacy.

Design of the Study

In the current investigation, the descriptive approach was adopted.The research study was divided into two phases: the correlation phase and the prediction phase.In the correlation phase, the relationship of self-efficacy with obedient-disobedient tendency, emotional competence, and educational aspiration among secondary school students was studied whereas, in the prediction phase, prediction of self-efficacy among school students was made on the basis of their obedient-disobedient tendency, emotional competence, and educational aspirations.

Sampling of the study

For the present study, a sample of 562 secondary school students studying in government and private schools affiliated to H.B.S.E was selected through a multi-stage random sampling technique on the basis of obedient-disobedient tendency, emotional competence, and educational aspirations.

Tools Used

Dahiya and Kumari (2018) developed and standardized a students' self-efficacy scale for students, which was employed in this study. The Obedient-disobedient tendency (ODT) scale produced by Mehta and Hasnain (2012), the emotional competence scale established by H.C. Sharma and R.L. Bhardwaj (2007), and the Educational Aspiration Inventory developed by Kumar, T. P. (2012) were used to collect data in this study.

Statistical Techniques Used

Pearson's coefficient of correlation was used to study the relationship of obedient-disobedient tendency, emotional competence, and educational aspiration among secondary school students with

their self-efficacy whereas multiple regressions was used to predict the among school students on the basis of their obedient-disobedient tendency, emotional competence, and educational aspirations.

Result and Interpretation

The relationship of obedient-disobedient tendency, emotional competence, and educational aspirations among secondary school students with their self-efficacy has been studied. The study has also been attributed to the prediction of self-efficacy among school students on the basis of their obedient-disobedient tendency, emotional competence, and educational aspirations.

Relationship of Obedient-Disobedient Tendency (ODT), Emotional Competence (EC)and Educational Aspiration (EA) among Secondary School Students with their Self-Efficacy

Table-1 shows the self-efficacy correlation coefficients for obedient-disobedient tendency, emotional competence, and educational aspiration among secondary school students.

Table-1

Pearson's Correlation between Self-Efficacy& Obedient-Disobedient Tendency, Self-Efficacy & Emotional Competence and Self-Efficacy & Educational Aspirations of secondary school level

Name of Variables	Correlation (r)
Obedient-Disobedient Tendency (ODT)	0.110**
Emotional Competence (EC)	0.001
Educational Aspiration (EA)	0.046

**** 0.01 level of significance (2-tailed) * 0.05 level of significance (2-tailed)**

Table-2

Determination of the coefficient value & percentage (%) of Variation with Self-Efficacy

Sr. No.	Variables	Correlation Coefficient	Coefficient of Determination	%Variation
1.	ODT	0.110**	0.0121	1.21%
2.	EC	0.001	0.0000	0.00%
3.	EA	0.046	0.002116	0.21%

**** 0.01 level of significance (2-tailed) * Significant at 0.05 level of significance (2-tailed)**

Here, ODT= obedient-disobedient tendency, EC= Emotional Competence EA=Educational Aspirations

The following consequences were demonstrated using Tables-1 and Table-2:

- Regarding Obedient-Disobedient Tendency, the value of the coefficient of correlation (r) is (0.110), which is significant at the level of significance of 0.01. This value (0.110) shows that Self-Efficacy is significantly and positively related to their Obedient-Disobedient Tendency. Accordingly, the suggested Ho1 (a) hypothesis, "There exists no relationship between Self-efficacy and Obedient-Disobedient Tendency among secondary school level," is rejected. The determination value of the coefficients signifies that the percentage of variance in self-efficacy due to only obedient-disobedient tendency stands at 1.21%.

- The correlation coefficient value (0.001) for Emotional Competence was not determined to be significant at any level, and the correlation was very low and negative. Thus, our formulated null hypothesis Ho1 (b), "There exists no relationship between Self-efficacy and Emotional Competence of among secondary school level", is retained. It has been established that there is a negative relationship between Emotional Competence and Self-Efficacy. The coefficients' determination value is 0.00%, indicating the percentage of variance in self-efficacy owing to simply emotional competence.
- Regarding educational aspirations, Pearson's correlation coefficient value (0.046) is very low and is not regarded as significant at any levels (0.01 and 0.05). Furthermore, our research null hypothesis Ho1 (c), "There exists no relationship between Self-Efficacy and Educational Aspirations of secondary school level," is not retained. According to the study analysis, there is a positive relationship between SE and EA. The coefficients' determination value is 0.21%, which is the percentage of Self-efficacy variance owing to educational aspirations.
- **Prediction of Secondary School Students' Self-Efficacy (SE) Based on their Obedient-Disobedient Tendency (ODT), Emotional Competence (EC) and Educational Aspirations (EA)**
  In this segment, the investigator analyzed the prediction of secondary school students' self-efficacy based on their Obedient-disobedient, emotional competence, and educational aspirations. Self-efficacy has been treated as a criterion variable and ODT, EC and EA have been treated as predictor variables (independent variable).

Table-3
Prediction Results of Self-Efficacy on the basis of Obedient-Disobedient Tendency, Emotional Competence and Educational Aspirations

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F-value	Durbin-Watson
1	0.117	0.014	.008	16.625	2.578	1.788

Table-3 points out that R=0.117 (value of multiple regression coefficient) indicates that the predictive strength of obedient-disobedient tendency, emotional competence, and educational aspiration is 11.7%. Table-3 further assessed that the R-square value is 0.014, it is clearly shown that the variance in the criterion measures (self-efficacy) described by the model is 1.4% and other factors explain the rest of the variations (98.6). The value of Durbin-Watson (1.788) is (much closer to 2) but < 2. Hence, it is also obvious that there is a bit of interaction between the independent variables, i.e., obedient-disobedient tendency, emotional competence, and educational aspiration. For the prediction of self-efficacy, partial regression coefficients, corresponding t-values and standard error are also provided in Table-4.

Table-4
Analysis of partial regression coefficients to predict self-efficacy

Models	Unstandardized Coefficients		Standardized Coefficients	t-values	Collinearity Statistics	
	B	Std. Error	Beta		Tolerance	VIF
Constant	125.855	6.521		19.30		
Obedient-Disobedient Tendency	0.424	0.166	0.110	2.56*	0.963	1.038
Emotional Competence	0.014	0.031	0.019	0.45(NS)	0.972	1.029
Educational Aspiration	0.063	0.075	0.035	0.83(NS)	0.991	1.009

** 0.01 level of significance * 0.05 level of significance

Above the partial regression, analysis table-4 explains that the non-standardized coefficients (β-values) and their importance are important facts and figures for assessing the greatest predictor between variables. In the second step, the best model was obtained and further table-4 shows that t-values (2.56) for the predictor variables were measured to be lower than $p<0.01$ and $p<0.05$. Hence, the results of the study show that obedient-disobedient ($\beta=0.424$) is a strong self-efficacy predictor out of the three variables. It may be inferred from the calculated t-values, the obedient-disobedient seems to be a significant predictor of SE. The equation for the regression line is:

Self-Efficacy = 125.855 + (0.424) Obedient-Disobedient Tendency + (-0.014 (Emotional Competence) + (0.063) Educational Aspirations

The study outcomes are obtained from the Regression Equation referred to above:

- If a unit (1) improved the obedient-disobedient tendency, then self-efficacy is increased by 42.4%
- If a unit (1) improved the emotional competence, then self-efficacy is increased by 1.4%
- If a unit (1) improved the educational aspiration, then self-efficacy is increased by 6.3%

Table-5
Summary of Results (F-value) for Fitness of the Model

Models		Sum of Squares	Df	Mean Square	F-value	Significance
1	Regression	2137.621	3	712.540	2.578	.053
	Residual	154228.429	558	276.395		
	Total	156366.050	561			

Above the table, the predictive variables (ODT, EC, and EA) can be inferred as the obtained value (2.578), which is significant at ($p<0.01$), are capable of predicting the criterion variable (self-efficacy). The results of the analysis indicate that any variation in the self-efficacy was not due to the possibility of factors, but as a consequence of had actually occurred. The Fitness of the model is therefore confirmed.

Educational Implications

The findings revealed that a negative correlation was found between self-efficacy and emotional competence as well as a negative correlation was found between self-efficacy and educational aspirations. On the other hand, self-efficacy is significantly and positively related to the obedient-disobedient tendency. It was clear that the obedient-disobedient tendency played a significant role in predicting students' self-efficacy. In comparison to emotional competence and educational goals, t-values revealed that the variable obedient-disobedient tendency was the strongest predictor of school students' self-efficacy. As a result, it is strongly advised that teachers adopt innovative and technologically advanced teaching methods for improving students' self-efficacy. Students' self-efficacy will improve if educators use proper teaching approaches in their teaching methods and create a pleasant environment for them. Furthermore, Teachers can give motivational comments or praise for accomplishments, and they can assess success in terms of self-efficacy (Hong Shi,2018).

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