

A Study of Students' Self-Efficacy and Academic Achievement in Mathematics at University Level

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The focus of the study was to explore students' self-efficacy and their respective academic achievement in the subject of mathematics. Pertaining to this aspect the following hypotheses were tested. That: a) there is no significant difference in the academic achievement of students having high and low self efficacy; and b) there is no significant relationship between academic achievement and the self-efficacy of students in Mathematics. The sample of the study consisted of 450 (302 male and 148 female) MSc students for which random sampling technique was adopted. A self-efficacy scale related to mathematics was used to measure student's self-efficacy level and their respective scores in the subject of Mathematics that appeared in the examination during the year 2011. A comparative analysis indicated that there was significant difference in the academic achievement scores of respondents having high and low mathematics self-efficacy. Students with high level of mathematics self-efficacy show significantly higher scores in academic achievement as compared to those having low self-efficacy. Pearson Correlation Coefficient was applied to check the relationship between mathematics self-efficacy and their relative academic achievement. It was found that a significant relationship exist between students' mathematics self-efficacy and academic achievement. This clarified that math self-efficacy can be accepted as a strong predictor for math achievement.

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