



Self-efficacy of school students in relation to their learning style and study habits

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Abstract

Education in the wider context is the propagation of life through life. Self-efficacy is a personal measure which tells us how well one can execute courses of action required to deal with prospective situations. Learning Styles are different ways which students own while learning different subjects. A study habit generates time to use oneself to learn, both planned and continuous. Study habits include self-implication and contribution to the learning of the students. In this research paper, an attempt has been made by the researcher to study the self-efficacy of school students in relation to their learning style and study habits. Objectives and hypotheses were framed. Standardized scales were used to collect data. Data was analysed systematically to verify hypotheses and hence to draw conclusions. The educational implications have been given at the end of research paper.

Keywords: self-efficacy, learning style, study habits

Introduction

Education is a path to achieve healthy all-round harmonious personality growth. Education starts at birth and lasts for life. Education makes a man complete and civilized. The advancement of a country in today world depends more than ever on the quantity and standard of the education people get. Education has the dual purpose of transferring the past legacy to the young generation through its cumulative experience and of preparing us for the present and the future that we face from society and from individuals. Education in the wider context is the propagation of life through life. The other facets of education, its function, curriculum, etc. are defined in every education framework, purpose or goal. If one is not so sure what he or she wants to achieve by schooling for youngsters, you would possibly follow misguided teaching approaches as well. 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 persons 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. 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.

Self-efficacy is a personal measure which tells us how well one can execute courses of action required to deal with prospective situations. It deals with your personal

experience that leads to more assessments and knowledge about what you can do with your personal and professional experiences. The self-efficiency of acquiring new skills and information may easily be seen as confidence for oneself. Fritscher (2009) ^[7] defined self-efficacy as the feeling of being capable of gaining what a person desire. It is a little known but critical aspect of curriculum design. It is also a valuable aid in the management of phobias and other anxiety conditions, and it correlates strongly with the effectiveness of interventions.

Learning is inherent to humans, certain animals, and some plants. It plays a significant role in behavioral analysis of an individual. It would leave a long-lasting mark on the Individuals conscience. Learning is a good activity where it contributes to positive changes and progress. It is very important factor of human life. Behavior adjustment happens because of the experience in the surrounding of climate. The method takes a lifetime and it is outcome driven. Once an objective of learning is simple, comprehensive and explicit then the learning becomes efficient and useful. Each person learns best at their own speed and in their own ways. Slavin (2006) ^[21] stated that learning style is different ways which students owns while learning a subject. Guild and Garger (1985) ^[9] believed that the concept of learning style is the most important concept of demand attention in education in many years and is the core of what it means to be a person.

A study habit generates time to use oneself to learn, both planned and continuous. Study habits include self-implication and contribution to the learning of the students. Training is not earned, it is accomplished and study habits are also achieved. Students study habits cannot be divorced from their academic success because academic achievement depends primarily on reading in the quest for information and truth. A person must achieve good study habits in his academic year for a promising future. Building good study habits offers a good opportunity for a successful school.

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 level of learning style.
- To study the self-efficacy of school students having high and low level of study habits.
- To study the relationship between self-efficacy and learning style of school students.
- To study the relationship between self-efficacy and study habits of school students.

Hypotheses 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 student having good level and poor level of learning styles.
- There will be no significant difference in the self-efficacy of school student having high level and low level of study habits
- There will be no significant relationship between self-efficacy and learning styles of school students.
- There will be no significant correlation between self-efficacy and study habits of school students.

3(a) Delimitation of the Study

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

3(b) 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 situation. It categorized into three domains: academic self-efficacy, social self-efficacy and emotional self-efficacy.
- **Learning Style:** Learning style is more or less a consistent way in which person perceives, conceptualizes, organize and recalls information. Alternatively, it is the way or process where individual uses his/her own unique way in which they approach learning or the mastery of material.
- **Study Habits:** Study habits have been considered to be constituted of different kinds of study behavior such as budgeting time, reading ability, note taking, preparation for examination.

Methodology

Descriptive method of research describes record, analysis and interprets conditions that exist. This study has been conducted through descriptive survey method of research. The survey method was undoubtedly been the most popular and most widely used research method in education As the present research work was designed to study the self-efficacy of school students in relation to their learning style and study habits. In the present study, the learning style and study habits were dependent variables and self-efficacy was independent variable.

Population of The Study And Sample

The population of the present study consisted of school students studying in 9th 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. Firozpur 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 boy (75 rural and 75 urban) and 150 girl (75 rural and 75 urban) school students. The list of schools from where data had been collected is given in table 4.0. The distribution of sample in terms of locale and gender is shown below in figure 4.0.

Distribution of Total Sample

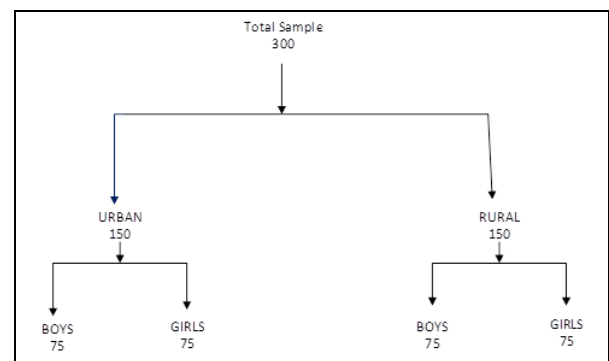


Fig 4.0: Distribution of Total Sample

Table 4.0: List of Schools

S. No.	District	Name of School	Boys	Girls	No of Student
1	Ludhiana	Bhagwan Mahavir Senior Secondary School, Raikat, Ludhiana	25	0	25
2		Kaneya Government Senior Secondary School, Raikat, Ludhiana	0	25	25
3		Khalsa Government Senior Secondary School, Toosa, Ludhiana	25	25	50
4	Firozpur	Government Senior Secondary School for Boys, Guruaharsahai, Firozpur	25	0	25
5		Government Senior Secondary School for Girls, Guruaharsahai, Firozpur	0	25	25
6		GovernmentSenior Secondary School Mahmujoyia, Firozpur	25	25	50
7	Fazilka	GovernmentSenior Secondary School for Boys, Jalalabad,Fazilka	25	0	25
8		GovernmentSenior Secondary School for Girls, Jalalabad,Fazilka	0	25	25
9		GovernmentSenior Secondary School, DhandiKhurd, Fazilka	25	25	50
		Total	150	150	300

Research Tools Used

For every research problem the investigator used certain well-defined tools. The devices that are used by researchers for purpose of data collection are called as the tools of research. Selection of the tools depends upon the objectives and design of the study. On the present study the researcher used following tools.

- Self-efficacy Scale by Sud, Schwarzer and Jeusalem (1998).
- Learning Styles Inventory Developed by K.S. Misra (2012).
- Palsane and Sharma Study Habits Inventory (PSSHI) by Palsane and Sharma (2005).

Description of variables: Self-efficacy, learning style, study habits

Keeping in view the objectives of the study, the results relate to different variables have been presented in the following manners. The interpretation and analysis of the data of the present study has been presented. There are three variables included in the present study i.e. self-efficacy, learning style and study habits. Data was presented in frequency distribution along with descriptive statistics were derived on the basis of three variables

- 4.1.1 Frequency distribution scores of self-efficacy among school students.
- 4.1.2 Frequency distribution scores of self-efficacy among boy school students.
- 4.1.3 Frequency distribution scores of self-efficacy among girl school students.
- 4.1.4 Frequency distribution scores of self-efficacy among urban school students.
- 4.1.5 Frequency distribution scores of self-efficacy among rural school students.
- 4.1.6 Frequency distribution scores of learning style among school students.
- 4.1.7 Frequency distribution scores of study habits among school students.
- 4.2 Comparison of self-efficacy among school students in relation to their gender, locale, good and poor level of learning style and high and low level of study habits
 - 4.2.1 Comparison of self-efficacy among school students in relation to their gender.
 - 4.2.2 Comparison of self-efficacy among school students in relation to their locale.
 - 4.2.3 Comparison of self-efficacy among school students in relation to their good and poor level of learning style.
 - 4.2.4 Comparison of self-efficacy among school students in relation to their high and low level of study habits.
- 4.3 correlation analysis among self-efficacy, learning style, study habits among school students
- 4.4.0 Relationship between self-efficacy and learning style of school students.
 - 4.3.2 Relationship between self-efficacy and Study habits of school students.

Frequency Distribution Scores of Self-Efficacy among School Students

Frequency distribution scores of self-efficacy among school students is given below in table 4.1.

Table 4.1: 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 4.1 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.

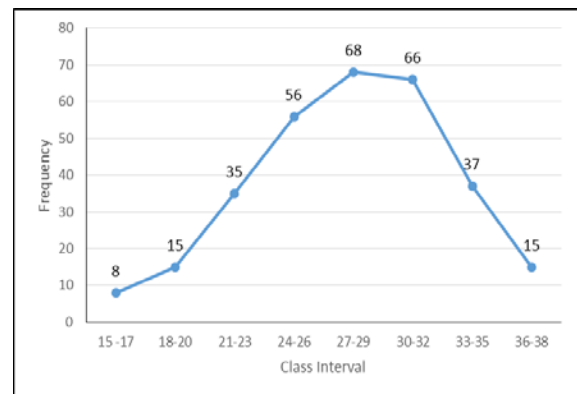


Fig 4 1: Frequency Distribution of Self-Efficacy of School Students

From figure 4.1 it shows that maximum frequency of self-efficacy scores among school students 68 lies in interval (27-29) and minimum frequency 8 lies in the class interval (15-17). 39.33 % school student’s self-efficacy score are above to mean, 22.66%.

Frequency Distribution Scores of Self-Efficacy among Boy School Students

Frequency distribution scores of self-efficacy among boy school students is given below in table 4.2.

Table 4.2: Frequency Distribution Scores of Self-Efficacy among Boy School Students

Class Interval	Frequency	Cumulative Frequency	Percentage
36-38	9	150	06
33-35	17	141	11.33
30-32	36	124	24
27-29	32	88	21.33
24-26	27	56	18
21-23	18	29	12
18-20	7	11	4.66
15-17	4	4	2.66
Total	N=150	range=23	
Mean= 28.08	Median=29	Mode=30	SD=4.66

It is clear from the table 4.2 that mean scores on frequency distribution scores of self-efficacy among boy school students came out to be 28.08. Range of scores came out to be 23. Median, Mode and Standard deviation values were 29, 30 and 4.66 respectively. It is also clear from the table that 62 (41.33%) students lies above that class interval in which mean lies. Whereas 32 (21.33%) students lies in the class interval in which mean lies. The score of 56 (37.33%) students lies below that class interval in which means lies. Description of scores is also depicted in figure 4.2.

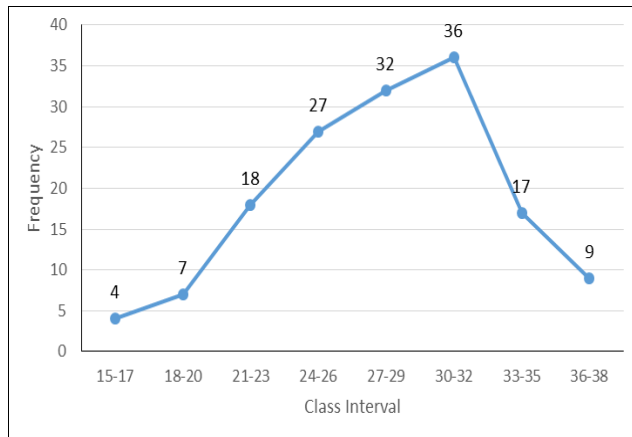


Fig 4.2: Frequency Distribution Scores of Self-Efficacy among Boy School Students

From figure 4.2 it shows that maximum frequency of self-efficacy among boy school students 36 lies in interval (30-32) and minimum frequency 4 lies in the class interval (15-17).41.43 % school student’s self-efficacy score are above to mean, 21.33%.

Frequency Distribution Scores of Self-Efficacy among Girl School Students

Frequency distribution scores of self-efficacy among girl school students is given below in table 4.3.

Table 4.3: Frequency Distribution Scores of Self-Efficacy among Girl School Students

Class Interval	Frequency	Cumulative Frequency	Percentage
36-38	6	150	04
33-35	20	144	13.33
30-32	30	124	20
27-29	36	94	24
24-26	29	58	19.33
21-23	17	29	11.33
18-20	8	12	5.33
15-17	4	4	2.66
Total	N=150	range=23	
Mean= 27.87	Median=28	Mode=28	SD=4.60

It is clear from the table 4.3 that mean scores on frequency distribution scores of self-efficacy among girl school students came out to be 27.87. Range of scores came out to be 23. Median, Mode and Standard deviation values were 28, 28 and 4.60 respectively. It is also clear from the table that 56 (37.33%) students lies above that class interval in which mean lies. Whereas 36 (24%) students lies in the class interval in which mean lies. The score of 58 (38.66%) students lies below that class interval in which means lies. Description of scores is also depicted in figure 4.3.

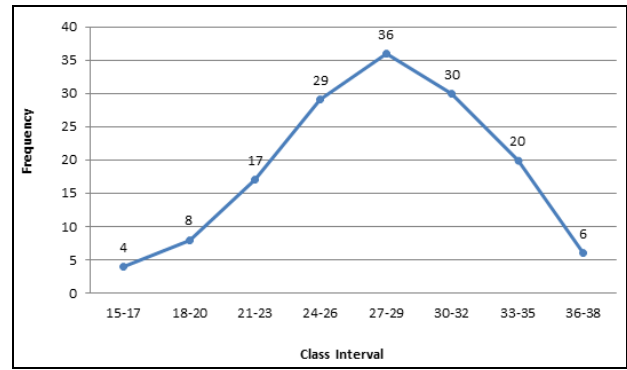


Fig 4.3: Frequency Distribution Scores of Self-Efficacy among Girl School Students

From figure 4.3 it shows that maximum frequency of self-efficacy among girl school students 36 lies in interval (27-29) and minimum frequency 4 lies in the class interval (15-17). 37.33 % girl school student self-efficacy scores are below to mean 24%.

Frequency Distribution Scores of Self-Efficacy among Urban School Students

Frequency distribution scores of self-efficacy among urban school students is given below in table 4.4.

Table 4.4: Frequency Distribution Scores of Self-Efficacy among Urban School Students

Class Interval	Frequency	Cumulative Frequency	Percentage
36-38	7	150	4.66
33-35	18	143	12
30-32	28	125	18.66
27-29	38	97	25.33
24-26	30	59	20
21-23	18	29	12
18-20	7	11	4.66
15-17	4	4	2.66
Total	N=150	range=23	
Mean= 27.76	Median=28	Mode=28	SD=4.54

It is clear from the table 4.4 that mean scores on self-efficacy among urban school students came out to be 27.76. Range of scores came out to be 23. Median, Mode and Standard deviation values were 28, 28 and 4.54 respectively. It is also clear from the table that 53 (35.33%) students lies above that class interval in which mean lies. Whereas 38 (25.33%) students lies in the class interval in which mean lies. The score of 59 (39.33%) students lies below that class interval in which means lies. Description of scores is also depicted in figure 4.4.

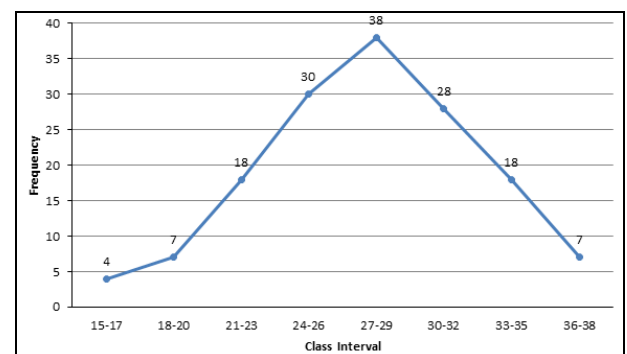


Fig 4.4: Frequency Distribution Scores of Self-Efficacy among Urban School Students

From figure 4.4 it shows that maximum frequency of self-efficacy among urban school students 38 lies in interval (27-29) and minimum frequency 4 lies in the class interval (15-17). 35.33% school students self-efficacy score are above to mean, 25.33%,

Frequency Distribution Scores of Self-Efficacy among Rural School Students

Frequency distribution scores of self-efficacy among rural school students is given below in table 4.5.

Table 4.5: Frequency Distribution Scores of Self-Efficacy among Rural School Students

Class Interval	Frequency	Cumulative Frequency	Percentage
36-38	8	150	5.33
33-35	19	142	12.66
30-32	38	123	25.33
27-29	30	85	20
24-26	26	55	17.33
21-23	17	29	11.33
18-20	8	12	5.33
15-17	4	4	2.66
Total	N=150	range=23	
Mean= 28.18	Median=28.5	Mode=30	SD=4.77

It is clear from the table 4.5 that mean scores on frequency distribution scores of self-efficacy among rural school students came out to be 28.18. Range of scores came out to be 23. Median, Mode and Standard deviation values were 28.5, 30 and 4.77 respectively. It is also clear from the table that 65 (43.33%) students lies above that class interval in which mean lies. Whereas 30 (20%) students lies in the class interval in which mean lies. The score of 55 (36.66%) students lies below that class interval in which means lies. Description of scores is also depicted in figure 4.5.

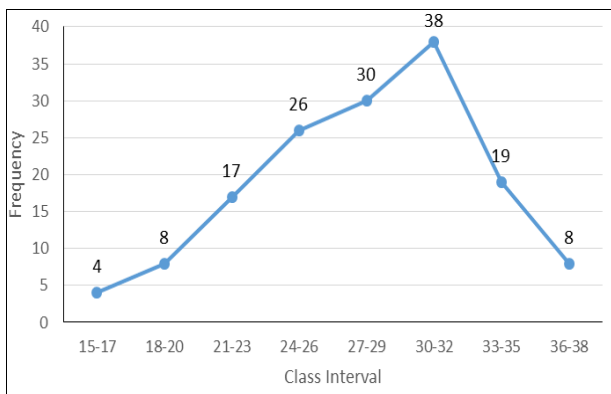


Fig 4.5: Frequency Distribution Scores of Self-Efficacy among Rural School Students

From figure 4.5 it shows that maximum frequency of self-efficacy among rural school students 38 lies in interval (30-32) and minimum frequency 4 lies in the class interval (15-17). 43.33% rural school students' self-efficacy score are above to mean, 20%.

Frequency Distribution Scores of Learning Style among School Students

Frequency distribution scores of learning style among school students is given below in table 4.6.

Table 4.6: 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 4.6 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. Description of scores is also depicted in figure 4.6.

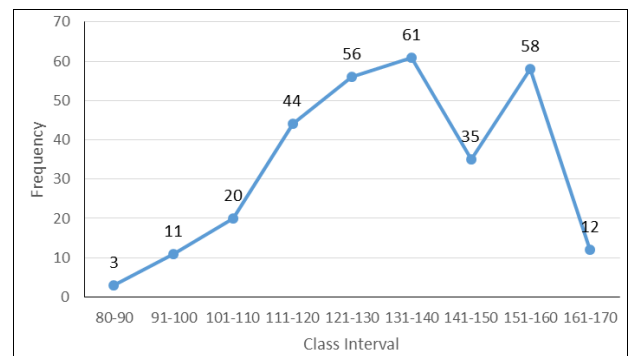


Fig 4.6: Frequency Distribution Scores of Learning Style among School Students

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%.

Frequency Distribution Scores of Study Habits among School Students

Frequency distribution scores of study habits among school students are given below in table 4.7.

Table 4.7: Frequency Distribution Scores of Study Habits among School Students

Class Interval	Frequency	Cumulative Frequency	Percentage
71-75	8	300	2.66
66-70	28	292	9.33
61-65	46	264	15.33
56-60	27	218	09
51-55	70	191	23.33
46-50	66	121	22
41-45	30	55	10
36-40	22	25	7.33
30-35	3	3	01
Total	N=300	range=45	
Mean= 53.45	Median=52	Mode=55	SD=9.42

It is clear from the table 4.7 that mean scores on frequency distribution scores of study habits among school students came out to be 53.45. Range of scores came out to be 45. Median, Mode and Standard deviation values were 52, 55 and 9.42 respectively. It is also clear from the table that 109 (36.33%) students lies above that class interval in which mean lies. Whereas 70 (23.33%) students lies in the class interval in which mean lies. The score of 121 (40.33%) students lies below that class interval in which means lies. Description of scores is also depicted in figure 4.7.

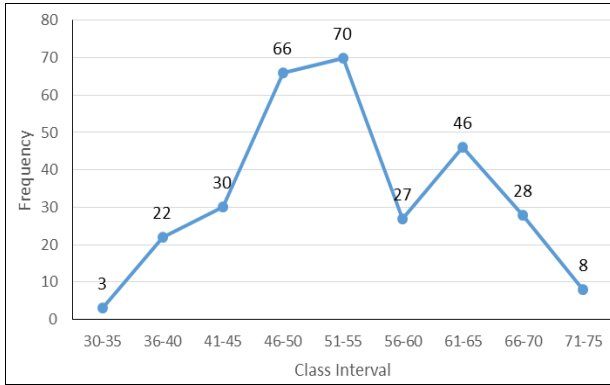


Fig 4.7: Frequency Distribution Scores of Study Habits among School Students

From figure 4.7 it shows that maximum frequency of study habits among school students 70 lies in interval (51-55) and minimum frequency 3 lies in the class interval (30-35). 36.33% school student’s self-efficacy score are above to mean, 23.33%.

Comparison of self-efficacy among school students in relation to their gender, locale, GOOD and POOR level of learning style and high and low level of study habits

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 4.8.

Table 4.8: 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 ^{NS}
	Girls	150	27.87	21.22	

NS=Not Significance at 0.05 level

Table 4.8 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 0.05level.

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 4.9.

Table 4.9: 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 ^{NS}
	Rural	150	28.18	22.33	

NS= Not Significance at 0.05 level

Table 4.9 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 0.05level.

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 4.10: 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 (Q ₁) of Learning Style	78	120
Quartile Three (Q ₃) 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 4.11.

Table 4.11: 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 ^{NS}
	Poor Learning style	78	26.83	4.70	

NS=Not Significance at 0.05 level

Table 4.11 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 0.05level.

Self-Efficacy of School Students having High Level and Low Level of Study Habits

Q1 and Q3 of scores on study habits scale were calculated. Students who scores bellow Q1 (47) means having low level of study habits, students who scores above Q3 (62) means having high level of study habits.

Table 4.12: Self-Efficacy of School Students having High Level and Low Level of Study Habits

Variable	Number of School Students (N)	Value of Score
Quartile One (Q ₁) of Study habits	62	47
Quartile Three (Q ₃) of Study habits	76	89

Then self-efficacy scores were compared of students with high level of study habits and with low level of study habits by using t-test. The mean and SD along with t-value have been shown in table 4.13.

Table 4.13: Self-Efficacy of School Students having High Level and Low Level of Study Habits

Variable		N	Mean	SD	t-value
Self-efficacy	High study habits	76	30.22	4.53	4.64**
	Low study habits	89	27.11	4.17	

**Significant at 0.01 level.

Table 4.13 shows that mean scores of self-efficacy of school students having high level of study habits is 30.22 and self-efficacy of school students having low level of study habits is 27.11. The SD values of self-efficacy of school students having high level of study habits is 4.53 and self-efficacy of school students having low level of study habits is 4.17. Students with high level of study habits had high level of self-efficacy then self-efficacy of students with low level of study habits. This also depicted in fig. 4.8.

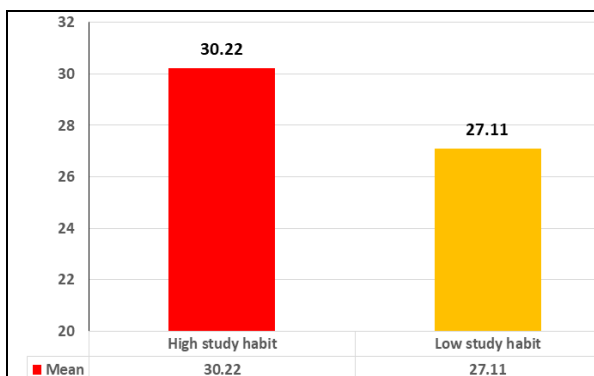


Fig: 4.8: Mean Differences in Self-Efficacy of School Students having High Level and Low Level of Study Habits

The t-value testing the significance of mean difference in self-efficacy of school students having high level and low level of study habits came out to be 4.64. This t-value is significant at 0.01 level.

Relationship among self-efficacy, learning style and study habits of 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 4.14.

Table 4.14: 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 4.14 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.

Relationship between Self-Efficacy and Study Habits of School Students

The scores of school students on self-efficacy and study habits were correlated by using Pearson's coefficient of correlation. The results of correlation are presented in the table 4.15.

Table 4.15: Relationship between Self-Efficacy and Study Habits of School Students

Variable	N	Coefficient of Correlation
SELF-EFFICACY/Study Habits	300	0.25**

**Significant at 0.01 level

The table 4.15 presented the results of correlation which indicated that coefficient of correlation (r) of scores on tests of self-efficacy and study habits of school students is 0.25**. 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 "There will be no significant difference between self-efficacy of school students having high level and low level of study habits." is rejected. This means there

was significant difference between self-efficacy of school students having high level and low level of study habits. Students with high level of study habits had high level of self-efficacy then self-efficacy of students with low level of study habits.

Hypothesis-V

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.

Hypothesis-VI

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

Discussion of the Results

- The results of the study indicated that there was no significant difference between self-efficacy of girl and boy school students. This may be because of parent and teachers give same importance to girl and boy school students self-efficacy. Some researchers agree with this like Taheri *et al.*, (2013) ^[23], Zee and Koomen (2016) ^[17]. They suggested that there was no significant difference between the self-efficacy of boys and girls.
- The results of the study indicated that there was no significant difference between self-efficacy of urban and rural school Students. This may be because locale education facilities develop at same level now days. Some researchers agree with this like Taheri *et al.*, (2013) ^[23], Zee and Koomen (2016) ^[17]. They suggested that there was nosignificant difference between theseff-efficacy of urban and rural school students.
- The results of the study indicated that there was no significant difference between self-efficacy of having good level and poor level of learning style. This may be because self-efficacy affects the learning style of individuals. Some researchers agree with this like Malathi *et al.*, (2006) ^[14], Orhun, (2007) and Bhatti *et al.*, (2013). They suggested that there was no significant difference between self-efficacy of having good level and poor level of learning style.
- The results of the study indicated that there was significant difference between self-efficacy of having high level and low level of study habits. Students with high level of study habits had high level of self-efficacy then self-efficacy of students with low level of study habits. Some researchers agree with this like Yenagi, (2006) ^[26], Aanu and Olatoye, (2011) ^[1]. They suggested that there was significant difference between self-efficacy of having high level and low level of study habits.
- The results of the study indicated that there was positive relation between self-efficacy and learning style of school students. These may be because the learning style improve the self-efficacy of school students. Some researcher like Malathi *et al.*,(2006) ^[14], Orhun (2007) ^[19], Holtbrugge and Mohr, (2010) ^[12] and Bhatti *et al.*, (2013) ^[3] agreed with the present study that there was significant positive relationship between self-efficacy and learning style.
- The results of the study indicated that there was

relationship between self-efficacy and study habits of school students. This may be because the self-efficacy affects the study habits of school students and vice-versa. Some researchers like Reddy and Nagaraj, (2004) ^[17] agreed with the present study that there was positive relationship between self-efficacy and Study habits.

Conclusions

- 39.33% of school students had high level of self-efficacy.
- 41.43% of boy school students had high level of self-efficacy.
- 37.33% of the girl school students had low level of self-efficacy
- 35.33% of urban school students had low level of self-efficacy.
- 43.33% of rural school students had high level of self-efficacy.
- 35.33% of school students had poor level of learning style.
- 36.33% of school students had low level of study habits.
- There was no significant difference in the self-efficacy of boy and girl school students.
- There was no significant difference in the self-efficacy of rural and urban school students.
- There was no significant difference between self-efficacy of school students having good level and poor level of learning style.
- There was significant difference between self-efficacy of school students having high level and low level of study habits.
- There is significant relationship between self-efficacy and learning style of school students.
- There is significant relationship between self-efficacy and study habits of school students.

Educational Implications

- As the results revealed that girl school students have lower self-efficacy. So, training courses interactive sessions and workshops should be organized for girls to improve them in the required areas of self-efficacy.
- As the results had shown better self-efficacy in rural school students. So special emphasis should be given by government, administration and educational authority to improve self-efficacy of urban school students.
- Students should improve their learning style because it has significant impact on self-efficacy.
- Parents should try to improve the study habit of their children by seeking help from teachers and online resources.
- School should provide training sessions, excursions and experiences to provide proper care and attention to the children so that their life skill can be improved.
- The school students should be provided counseling sessions in order to maintain a good learning styles and better study habits for achieving objectives of education.

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