

Academic Self-efficacy of the College of Education Students and their Implications to Academic Workload

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Abstract- This study examined the academic self-efficacy of the college of education students and its implications to their academic workload of all levels of BEd and BSEd Science. The study utilized random sampling to collect data from 247 participants across different academic levels, genders, and said programs. In line with this, the study pursued to determine the significant difference in the level of students' academic self-efficacy when grouped according to demographic profile. The findings of this research served as the foundation for developing an implication that academic workload may be crafted to uplift students' self-efficacy. This study utilized a quantitative research design and collected data through online generated survey questionnaires for the data analysis. The findings indicate that education students have a positive mindset and they believe in their ability to learn and succeed academically. Students also exhibit fair self-efficacy in managing curricular activities and time. Positive teacher-student relationships, effective resource utilization, peer interactions, and goal orientation positively influence students' academic self-efficacy. Developing effective coping mechanisms for handling challenges is important. Overall, the study highlighted the importance of fostering a positive learning environment, providing support and guidance, and promoting effective coping strategies to enhance students' academic self-efficacy and improve their performance.

Index Terms- Academic Self-Efficacy, Academic Workload, Education Students, and Implications

I. INTRODUCTION

When entering college, students face a number of tasks that not only challenge their academic capabilities but their social and emotional competencies as well. Academic tasks such as conducting research, writing reports, attending classes, reciting in class, problem solving as well as social expectations as interacting effectively with peers, reaching out to mentors, and empowering their personal potentials are only some of the responsibilities that these students are expected to complete. In

order to face and overcome these challenges, students need to be equipped with skills and knowledge to ensure their academic success (Pinugu, 2013).

Nasir and Iqbal (2019) stated that university students are required to be involved actively in their learning process and take independent responsibility of their learning. They have to set some goals and make effort to achieve these goals. The most important goal of a student is good academic performance which may be influenced by various factors. One of these factors may be their belief of being successful in getting good grades. Students face several challenges, including developing a new social network, keeping up with academic work in an environment of much greater autonomy, and negotiating the temptations of a college environment). Academic adjustment refers to motivation for learning, taking actions in order to comply with academic demands, sense of purposefulness and general satisfaction with the academic environment (Chong et al., 2009; Baker & Stryk, 1989; as cited by Kamel, 2018).

An individual's belief about being successful on a particular task or achieving a goal may influence the performance on that task. Bandura (1997, as cited in Nasir and Iqbal, 2019) named this belief as self-efficacy. Self-efficacy is also defined in terms of confidence in individual's ability which influences task performance (Köseoglu, 2015).

Self-efficacy is the belief that a person has in the ability to attain results, meet the challenges ahead of them, and influence events that affect their own lives. It is not the same as confidence, self-esteem, motivation, or, self-regulation but it is positively related to each of these. It affects the decisions a person makes and what they see as achievable. Low self-efficacy or a lack of belief in one's own abilities can limit the choices a person makes and limit the effort they are willing to put in. It has been shown to influence physical and mental health, learning and achievement, career and job satisfaction, and family relations. Interventions to increase self-efficacy in specific groups can improve collective resilience and capacity. This can lead to positive social change in communities and can improve social cohesion and intergroup relations (Miller, 2019).

Taking into the account that academic self-efficacy of education students and their implications to academic workload is one of the significant problems met by all levels of BEEd and BSEd Science, the researchers intended to determine the academic self-efficacy of education students in the following aspects: learning 3 process, reading, comprehension, memory, curricular activities, time management, teacher-student relationship, peer-relationship, utilization or resources, goal orientation, adjustment and examination.

II. METHODS

The research design, research locale, participants, sampling design, instrumentation, validity and reliability of the instrument, data gathering procedure, scoring and quantification of data and statistical treatment of data are presented below.

2.1 Research Design

This study used a quantitative research design since it determined the student's level of academic self-efficacy and their implications to their academic workload. Quantitative research is a systematic approach that involves gathering measurable data and applying statistical, mathematical, or computational techniques to investigate phenomena. The research design involved collecting information from both current and potential participants through online surveys, polls, and questionnaires, allowing the results to be presented in numerical form. In this case, the researchers used online surveys in the Academic Self-Efficacy scaling method. The design was explored in descriptive manner the level of academic self-efficacy of students that would give implications to their academic workload.

2.2 Research Locale

The study was conducted in the College of Education (CEd) department, particularly in the Bachelor of Elementary Education (BEED) program and Bachelor of Secondary Education major in Science (BSEd Science) designated in Caraga State University, located in Butuan City, Agusan del Norte, Caraga Region.

2.3 Participants of the Study

This study involved students from all levels of BEED program and BSEd Science program currently enrolled in the second semester of the academic year 2022 to 2023 in CSU.

The study used a simple random sampling in which thirty percent (30%) of the total population in all levels of BEED and BSEd Science students are considered the participants of the study. These students were qualifiers for the university's CSU Scholarship and Admission Test (CSAT) and underwent series of tests before being accepted into the program.

The number of participants is shown in the table below.

Table 1
Participants of the Study

Participants	Population	Number of Participants
All Year level of BEED	396	118
All Year level of BSEd Science	432	129
Total	828	247

2.4 Sampling Design

The study used a probability sampling specifically simple random sampling where the researchers select a smaller group from a larger group of the total number of the population. The number of participants in the study is 30% of the total population of all levels of the BEEd and BSEd-Science students.

The researchers listed down the names of the possible participants, wrote them on a piece of paper, and collected the data that was needed to this study.

2.5 Research Instrument

The study used an online-generated survey questionnaire using the Google Forms. The first part of the survey was about the demographic profile of the students in terms of their year, sex, and program. The second part was the Academic Self-Efficacy Scale-2006 questionnaire — Academic Self-Efficacy Scale is prepared assessing the academic self-efficacy of Education students based on the Self-Efficacy theory of Albert Bandura (1977) who placed it within the framework of Social Cognitive theory. The scale is based on the idea that the efficacy of the students in each of the dimensions of academic work would contribute to the overall academic self-efficacy. The selected dimensions of academic work are learning process, reading, comprehension, memory, curricular activities, time management, teacher-student relationship, peer relationship, utilization of resources, goal orientation, adjustment and examination.

The instrument that was used in this study consists of 40 questions with 12 main item specification – learning process (two items), reading (three items), comprehension (three items), memory (three items), curricular activities (four items), time management (two items), teacher-student relationship (two items), utilization of resources (three items), peer relationship (two items), goal orientation (two items), adjustment (seven items) and examination (seven items).

2.6 Validity and Reliability of the Research Instrument

The researchers used the Academic Self-Efficacy questionnaire adopted from a study's output about "Academic Self-Efficacy Scale-2006" of Gafoor and Ashraf (2007), which goal was to develop a scale to measure perceived sources of academic self-efficacy among education students. Content validity was assured through the expert judgments of the face validity and inclusion of representative items from all dimensions of the construct (Learning process, Reading, Comprehension, Memory, Curricular Activities, Time Management, Teacher Student relationship, Peer Relationship, Utilization of resources, Goal Orientation, Adjustment and Examination).

The research instrument was not modified because it suits the objectives of this study. For testing the reliability of the questionnaire the instrument did not undergo pilot testing and the content did not undergo a validation process because the research instrument was already used by Kunnathodi Abdul Gafoor (2007) in his study "Academic Self-Efficacy Scale".

2.7 Data Gathering Procedure

The researchers sent two (2) separate letters addressed to the Dean of College of Education through the BSEd chairperson and BEEd Chairperson to ask permission to allow the researchers conduct a survey. The researchers gathered data through an online generated survey via Google Forms with an attached consent.

The link of the form was shared through Facebook Messenger to rely on participant's convenience. Subsequently, the data was analyzed in percentage that was automatically generate by Google. It was assured that the conductors of the study maintained the confidentiality of the participants' data.

2.8 Scoring and Quantification of Data

The data gathered on the student's level of academic efficacy was analyzed using the following parameters below:

Responses	Scale	Range	Interpretation
Exactly True	5	4.50-5.00	The level of academic self-efficacy is very extensive
Nearly True	4	3.50-4.49	The level of academic self-efficacy is moderately extensive
Neutral	3	2.50-3.49	The level of academic self-efficacy is fair
Nearly False	2	1.50-2.49	The level of academic self-efficacy is low
Exactly False	1	1.00-1.49	The level of academic self-efficacy is very low

2.9 Statistical Treatment

The following statistical tools were used to treat the data gathered:

Frequency Counts and Percentages. This was used in describing the profile of the participants.

Weighted Mean. This was utilized to measure the level of academic self-efficacy by determining the average of dependent variables such as learning process, reading, comprehension, memory, curricular activities, time management, teacher-student relationship, peer relationship, utilization of resources, goal orientation, adjustment and examination.

Independent Samples Test. This was applied to determine whether there is statistical evidence to show that the mean of two independent groups according to students' profile: year, sex, and the program is significantly different with their level of academic self-efficacy relating to the learning process, reading, comprehension, memory, curricular activities, time management, teacher-student relationship, peer relationship, utilization of resources, goal orientation, adjustment, and examination.

One Way Analysis of Variance (ANOVA). This was utilized to identify if there is any statistical measure to reveal the differences of the means of paired observations on the participant's year levels.

III. FINDINGS

This chapter discusses the findings of research results and their implications. Consequently, similar literatures were added to demonstrate the strong stand of the claim derived from the findings.

Problem 1. Participants' Demographic Profile in Terms of Year Level, Sex, and Program

The participants' profile in terms of participants' year level is reflected in figure 1.

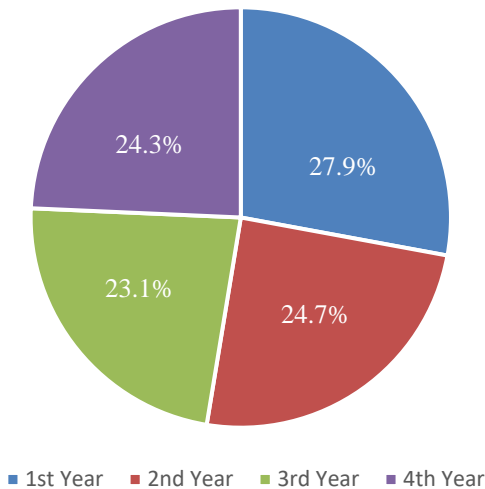


Figure 1. Graphical Representation of the Participants' Year Level

It can be observed that the 1st year level garnered the highest number of participants with 69 or 27.9% of the total population. Contrarily, the 3rd year level 1st Year 2nd Year 3rd Year 4th Year 24.3% 27.9% 24.7% 23.1% got the least number of participants with 57 or 23.1% individuals. This implies that out of 247 participants majority of them are in 1st year level.

It is commonly recognized that as individuals advance in their academic years, they tend to gain more confidence in their ability to perform tasks they encounter. In the field of education, it is observed that senior students are generally more assured in handling academic-related activities compared to those in lower grade levels. The study formulated a hypothesis suggesting that older individuals would exhibit higher levels of self-efficacy compared to younger individuals.

The participants' profile in terms of sex is shown in figure 2.

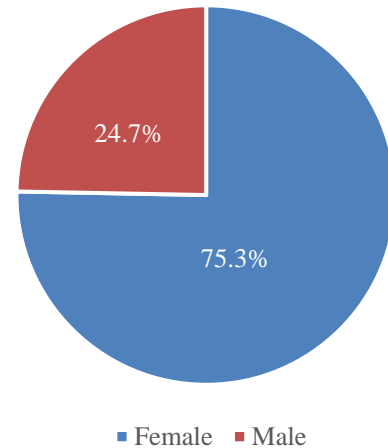


Figure 2. Graphical Representation of the Participants' Sex

Based on the data, it is evident that the majority of the respondents, comprising 75.3% or 186 individuals, identify as female. In contrast, a smaller portion of the respondents, accounting for 24.7% or 61 individuals, identify as male. This observation indicates that among the 247 total respondents, there is a higher representation of females.

The participants' profile in terms of participants' program is reflected in figure 3.

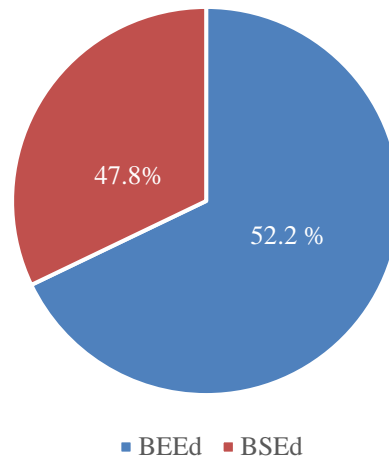


Figure 3. Graphical Representation of the Participants' Program

Based on the data, it is evident that the participants are divided between two programs: Bachelor in Elementary Education and Bachelor of Science in Secondary Education. Out of the total 247 participants, 52.2% or 129 individuals are enrolled in the Bachelor in Elementary Education program, while 47.8% or 118 individuals belong to the Bachelor of Science in Secondary Education program.

Data revealed that there is a higher representation of students enrolled in the Bachelor in Elementary Education program compared to the Bachelor Science in Secondary Education program. Understanding the distribution of participants across these two programs is significant as it provides insights into the sample composition and potential variations in experiences and perspectives related to elementary and secondary education.

Problem 2. The Level of Students’ Academic Self-Efficacy in terms of learning process, reading, comprehension, memory, curricular activities, time management, teacher-student relationship, peer relationship, utilization of resources, goal orientation, adjustment, and examination.

Table 2 projected the level of academic self-efficacy in relation to learning process among the education students.

As shown in the table, indicator number 1.2 indicated, If I try, I can become one of the good grade holders, attaining the highest mean of 4.19. This means that the academic self-efficacy of the participants is moderately extensive. In contrast, indicator number 1.1 which indicates, irrespective of the subject, I am competent in learning, obtained the lowest mean of 3.59 which is described as nearly true and moderately extensive. The overall weighted mean of the level of academic self-efficacy to learning process garnered 3.89 or nearly true. This means that the participants’ learning process involves the active engagement of individuals in acquiring new information, integrating it with existing knowledge, and applying it to solve problems or adapt to new situations, fostering personal growth and development is moderately extensive.

A student's conviction in their own abilities (self-efficacy) and their actual learning progress have a strong relationship. In other words, when students are confident in their academic ability, it tends to match with their actual performance and learning development. Educators can help boost students' academic self-efficacy and promote a positive learning environment conducive to continuing advancement by giving them opportunities for achievement, constructive comments, and support.

Table 2
Mean Distribution of the Level of Academic Self-efficacy of Education Students in terms of Learning Process

Academic Self-efficacy to Learning Process		Mean	Description	Interpretation
1.1	Irrespective of the subject, I am competent in learning.	3.59	Nearly True	The level of academic self-efficacy is moderately extensive
1.2	If I try, I can become one of the good grade holders.	4.19	Nearly True	The level of academic self-efficacy is moderately extensive
Overall Weighted Mean		3.89	Nearly True	The level of academic self-efficacy is moderately extensive
Range of means: 1.00-1.49 Exactly False; 1.50-2.49 Nearly False; 2.50-3.49 Neutral; 3.50-4.49 Nearly True; 4.50-5.00 Exactly True				

Munna and Kalam (2021) found that active learning environment promotes inclusivity and improve the faculty and student academic performances. The research findings will enable the educators to help create and implement an inclusive teaching and learning environment to improve the learner’s expectation and academic performance.

Table 3 presented the level of academic self-efficacy in terms to reading among the education students.

As shown in the table, indicator number 2.3 indicates, I can develop the reading skill required to learn school subjects, attaining the highest mean of 4.08. This means that the academic self-efficacy of the participants is moderately extensive. In contrast, indicator number 2.2 which indicates, it is difficult for me to read and understand the textbooks in English, obtained the lowest mean of 1.89 which is described as nearly false. This means that the participants can easily read and understand the textbooks in English. The overall weighted mean of the level of academic self-efficacy to reading garnered 2.64 or neutral.

The participants are individuals who exhibit a strong inclination towards reading English textbooks and possess a notable motivation to enhance their reading skills specifically in relation to their school subjects. These individuals are inclined to engage with textbooks written in the English language and are driven by a desire to improve their proficiency in reading, particularly in the context of their academic pursuits. Their motivation stems from recognizing the importance of comprehending and mastering the subject matter covered in their

school curriculum, which necessitates a solid grasp of English reading skills. By actively engaging with relevant textbooks, they aim to develop their reading abilities and thereby enhance their overall understanding and performance in their school subjects.

Table 3

Mean Distribution of the Level of Academic Self-efficacy of Education Students in terms of Reading

Academic Self-efficacy to Reading	Mean	Description	Interpretation
2.1 I cannot read and understand my text books well.	1.96	Nearly False	The level of academic self-efficacy is low
2.2 It is difficult for me to read and understand the textbooks in English.	1.87	Nearly False	The level of academic self-efficacy is low
2.3 I can develop the reading skill required to learn school subjects.	4.08	Nearly True	The level of academic self-efficacy is moderately extensive
Overall Weighted Mean	2.64	Neutral	The level of academic self-efficacy is fair
Range of means: 1.00-1.49 Exactly False; 1.50-2.49 Nearly False; 2.50-3.49 Neutral; 3.50-4.49 Nearly True; 4.50-5.00 Exactly True			

The study of Peura et al. (2019) found out that self-efficacy related positively to reading fluency and its development. The study showed that children's efficacy beliefs are related to their reading fluency and fluency development, even as early as second grade. Further, the findings of Aro et al. (2018) indicated that a reading fluency intervention supporting self-efficacy by providing concrete feedback and helping children to perceive their progress can yield positive changes in self-efficacy.

Table 4 presented the level of academic self-efficacy in terms to comprehension among the education students.

As shown in the table, indicator number 3.1 indicates, I sense that I am quick to pick the points from what I read, attaining the highest mean of 3.73. This means that the academic self-efficacy of the participants is moderately extensive. In contrast, indicator number 3.3 which indicates, I experience that I am weak in understanding the classes of my teachers, obtained the lowest mean of 2.72 which is described as neutral and the level of academic self-efficacy is fair. The overall weighted mean of the level of academic self-efficacy to comprehension garnered 3.18 or neutral.

The table indicates that the participants typically indicate a moderate or average level of self-efficacy, implying that individuals may not feel extremely confident in their

comprehension abilities but also not completely lacking in confidence. Participants' self-perceived academic self-efficacy for comprehension falls within the middle range of the scale, indicating neither high nor low levels of confidence.

Table 4

Mean Distribution of the Level of Academic Self-efficacy of Education Students in terms of Comprehension

Academic Self-efficacy to Comprehension	Mean	Description	Interpretation
3.1 I sense that I am quick to pick the points from what I read	3.73	Nearly True	The level of academic self-efficacy is moderately extensive
3.2 Often I fail to comprehend the actual meaning of what I study.	3.08	Neutral	The level of academic self-efficacy is fair
3.3 I experience that I am weak in understanding the classes of my teachers.	2.72	Neutral	The level of academic self-efficacy is fair
Overall Weighted Mean	3.18	Neutral	The level of academic self-efficacy is fair
Range of means: 1.00-1.49 Exactly False; 1.50-2.49 Nearly False; 2.50-3.49 Neutral; 3.50-4.49 Nearly True; 4.50-5.00 Exactly True			

The conceptual aspects of the reader's mental and visual response to the purpose of reading comprehension needs were the ability to generate new thoughts, separate ideas into parts, and judge the values of ideas by using appropriate criteria based on the text. Using a qualitative approach with content analysis, the results showed that the types of reading comprehension questions could foster the student's critical thinking regarding acquiring learning objectives in the English curriculum (Stevani et al., 2023).

Table 5 projects the level of academic self-efficacy in relation to memory among the education students.

As shown in the table, indicator number 4.2 indicates, during examinations, I can recollect what I have learnt, attaining the highest mean of 3.72. This means that the academic self-efficacy of the participants is nearly true. In contrast, indicator number 4.3 which indicates, When I study a new concept, I can't recall the related knowledge from the earlier classes, obtained the lowest mean of 2.81 which is described as neutral and the level of academic self-efficacy is fair. The overall weighted mean of the level of academic self-efficacy to memory garnered 3.19 or neutral. The responses given by participants fall within the mid-range of the scale. This indicates that the participants have neither a strongly positive nor negative belief in their ability to memorize academic content. Instead, their self-efficacy ratings

indicate a moderate level of confidence or belief in their ability to remember information.

The data gathered implies a lack of strong conviction or consistent belief in the ability to recall related knowledge when studying new concepts or during examinations. It indicates a level of uncertainty, inconsistency, or variability in the participants' experiences or perceptions regarding their memory and recall abilities in these specific situations.

Table 5

Mean Distribution of the Level of Academic Self-efficacy of Education Students in terms of Memory

Academic Self-efficacy to Memory	Mean	Description	Interpretation
4.1 I feel that I have no ability to keep things unforgettable.	3.04	Neutral	The level of academic self-efficacy is fair
4.2 During examinations, I can recollect what I have learnt.	3.72	Nearly True	The level of academic self-efficacy is moderately extensive
4.3 When I study a new concept, I can't recall the related knowledge from the earlier classes	2.81	Neutral	The level of academic self-efficacy is fair
Overall Weighted Mean	3.19	Neutral	The level of academic self-efficacy is fair

Range of means: 1.00-1.49 Exactly False; 1.50-2.49 Nearly False; 2.50-3.49 Neutral; 3.50-4.49 Nearly True; 4.50-5.00 Exactly True

In today's educational approaches, memorization is regarded as useless and argued because it is not learning, yet it is the lowest level of the learning process. Later, this information is forgotten, and all efforts are wasted in vain. There is no mental change in individuals through memorization. Conversely, it causes students to have mental and physical laziness, whereas learning includes understanding, thinking, integrating with prior knowledge, producing new information and applying it (Dergisi, 2020).

Table 6 presents the level of academic self-efficacy in relation to curricular activities among the education students.

As shown in the table, indicator number 5.1 indicates, I can do my projects well, attaining the highest mean of 3.95. This means that the academic self-efficacy of the participants is fair. In contrast, indicator number 5.3 which indicates, I observe that I fail to prepare my seminars and assignments in time, obtained the lowest mean of 2.81 which is described as neutral and the level

of academic self-efficacy is fair. The overall weighted mean of the level of academic self-efficacy to curricular activities garnered 3.47 or neutral.

Overall, the data suggested that participants have confidence in their project execution abilities but may struggle with timely preparation of seminars and assignments. The neutral response regarding the latter statement indicates that participants neither strongly agree nor strongly disagree, reflecting a moderate level of uncertainty or variability in their self-perception of their timeliness in completing these tasks.

Table 6

Mean Distribution of the Level of Academic Self-efficacy of Education Students in terms of Curricular Activities

Academic Self-efficacy to Curricular Activities	Mean	Description	Interpretation
5.1 I can do my projects well.	3.95	Neutral	The level of academic self-efficacy is fair
5.2 If taught, I can prepare my class notes neatly.	3.93	Nearly True	The level of academic self-efficacy is moderately extensive
5.3 I observe that I fail to prepare my seminars and assignments in time	2.81	Neutral	The level of academic self-efficacy is fair
5.4 I can't complete the homework myself without any help from guidebooks, previous notes etc.	3.20	Neutral	The level of academic self-efficacy is fair
Overall Weighted Mean	3.47	Neutral	The level of academic self-efficacy is fair

Range of means: 1.00-1.49 Exactly False; 1.50-2.49 Nearly False; 2.50-3.49 Neutral; 3.50-4.49 Nearly True; 4.50-5.00 Exactly True

From the perspective of the Zero-Sum model, a student who spends time or other resources on extra-curricular activities is allocating their resources suboptimally in terms of academic achievement. To put simply, the time devoted to extra-curricular activities is at the expense of academic study. This model motivated academic policies such as the 2.0 Rule in the United States, which mandated that students must maintain a grade average higher than a particular norm before being allowed to participate in extracurricular activities (Seow and Pan, 2014 as cited in Buckley et al., 2018).

Table 7 projects the academic self-efficacy of participants in terms of time management among the education students.

As shown in the table, indicator number 6.2 indicates, I fail to find out time for learning in the midst of sundry chores, attaining the highest mean of 2.97. This suggests that, on average, participants moderately agreed or indicated that they struggle to find time for learning amidst various chores. The description of this mean as "fair" implies that participants perceive their ability to allocate time for learning as somewhat limited but not extremely poor.

In contrast, indicator number 6.1 which indicates, I can't manage time efficiently for learning, obtained the lowest mean of 2.89 that, on average, participants neither strongly agreed nor strongly disagreed with this statement, indicating a neutral stance regarding their time management skills for learning. The neutral stance indicates that participants had a moderate level of uncertainty or inconsistency in their perception of their time management efficiency for learning. The overall weighted mean for the level of academic self-efficacy in time management was calculated to be 2.93, which is also described as neutral. This indicates that participants had a fair level of self-efficacy in relation to managing their time for learning.

Overall, the neutral ratings for both statements indicate a moderate level of uncertainty, inconsistency, or variability in participants' perception of their time management skills and ability to find dedicated time for learning. It suggests that participants neither strongly agree nor strongly disagree with these statements, reflecting a sense of ambivalence or mixed feelings about their time management abilities in relation to learning.

Table 7
Mean Distribution of the Level of Academic Self-efficacy of Education Students in terms of Time Management

Academic Self-efficacy to Time Management	Mean	Description	Interpretation
6.1 I can't manage time efficiently for learning.	2.89	Neutral	The level of academic self-efficacy is fair
6.2 I fail to find out time for learning in the midst of sundry chores.	2.97	Neutral	The level of academic self-efficacy is fair
Overall Weighted Mean	2.93	Neutral	The level of academic self-efficacy is fair

Range of means: 1.00-1.49 Exactly False; 1.50-2.49 Nearly False; 2.50-3.49 Neutral; 3.50-4.49 Nearly True; 4.50-5.00 Exactly True

Moreover, time management skills and techniques can be characterized by one's personal approach, which contributes to numerous fundamental qualities in general. And some of the main and primary factors that should be considered in one's time

management skills are goal setting, planning, prioritizing, and scheduling (Agena et al., 2021).

Table 8 presents the academic self-efficacy of participants in terms of teacher-student relationships among the education students.

As shown in the table, indicator number 7.1 states that, I can arrange the help of my teachers in learning, attaining the highest mean of 3.74. This means that the level of self-efficacy of education students in terms of the teacher-student relationship is moderately extensive and defined as nearly true. In contrast, indicator number 7.2 which indicates, I consider that I fail to develop a healthy relationship with my teacher, obtained the lowest mean of 2.53. This means that the participant's level of self-efficacy is fair and defined as neutral. The overall weighted mean on the academic self-efficacy to teacher-student relationship is 3.13 or neutral which is described that the level of academic self-efficacy is fair.

Table 8
Mean Distribution of the Level of Academic Self-efficacy of Education Students in terms of Teacher-student Relationship

Academic Self-efficacy to Teacher-student Relationship	Mean	Description	Interpretation
7.1 I can arrange the help of my teachers in learning.	3.74	Nearly True	The level of academic self-efficacy is moderately extensive
7.2 I consider that I fail to develop a healthy relationship with my teachers.	2.53	Neutral	The level of academic self-efficacy is fair
Overall Weighted Mean	3.13	Neutral	The level of academic self-efficacy is fair

Range of means: 1.00-1.49 Exactly False; 1.50-2.49 Nearly False; 2.50-3.49 Neutral; 3.50-4.49 Nearly True; 4.50-5.00 Exactly True

The data gathered indicates that the quality of the teacher-student relationship plays a significant role in shaping students' beliefs about their academic capabilities. When teachers provide help and guidance, it likely fosters a sense of confidence and belief in students' ability to succeed academically. However, the fair level of academic self-efficacy suggests that there may still be room for improvement in strengthening the teacher-student relationship to further enhance students' academic self-efficacy. Thus, it is crucial for educators to continue emphasizing and nurturing positive and supportive teacher-student relationships, as they have the potential to positively contribute to the academic self-efficacy of education students, ultimately enhancing their overall learning experience and outcomes.

Wetzel (2009) as cited in Larry (2017) stated that effective teachers are typically described as those who develop relationships with students that are emotionally close, safe, and trusting who provide access to instructional help, and who foster a more general those of community and caring in classrooms. These relationship qualities are believed to support the development of students' motivational orientations for social and academic outcomes, aspects of motivation related to emotional well-being and positive sense of self, and levels of engagement in positive social and academic activities.

Table 9 projects the level of academic self-efficacy in relation to the utilization of resources among the education students.

As shown in the table, indicator number 8.3 has the highest mean of 3.77. Thus, the level of academic self-efficacy of students is moderately extensive. However, indicator number 8.1 which indicates that I fail to find out the necessary source of my study, got the lowest mean of 2.58 which tells that the level of academic self-efficacy is neutral and defined as fair. The overall weighted mean on academic self-efficacy in terms of utilization of resources obtained 2.99 which the level of academic self-efficacy is described as neutral or fair.

Table 9

Mean Distribution of the Level of Academic Self-efficacy of Education Students in terms of Utilization of Resources

	Academic Self-efficacy to Utilization of Resources	Mean	Description	Interpretation
8.1	I fail to find out the necessary sources for my study.	2.58	Neutral	The level of academic self-efficacy is fair
8.2	I can't arrange the resources of my study from my relatives, neighbors, etc.	2.63	Neutral	The level of academic self-efficacy is fair
8.3	I can utilize the available library facility for my study	3.77	Nearly True	The level of academic self-efficacy is moderately extensive
	Overall Weighted Mean	2.99	Neutral	The level of academic self-efficacy is fair

Range of means: 1.00-1.49 Exactly False; 1.50-2.49 Nearly False; 2.50-3.49 Neutral; 3.50-4.49 Nearly True; 4.50-5.00 Exactly True

The data gathered implies that when students effectively utilize the resources provided to them, such as educational materials, facilities, and support systems, it can positively impact

their confidence and belief in their own abilities to succeed academically. The fair level of academic self-efficacy indicates that there is room for improvement, and further emphasis on promoting resource utilization among education students may help enhance their academic self-efficacy even more.

Academic libraries play a significant role in promoting student self-efficacy. They do so by offering access to scholarly resources and creating physical spaces that facilitate learning. The libraries also provide support to students as they develop information literacy skills and academic competencies. Additionally, academic libraries help alleviate stress and anxiety related to coursework and other aspects of college life (Leach, n.d, as cited by Wydra, 2019).

Table 10 presents the level of academic self-efficacy in terms of peer relationship.

As presented in the table, indicator number 9.2 which states that, I am assured that I have a few friends who would be helpful in my study, garnered the highest mean of 4.12. This implies that the level of academic self-efficacy of the participants is moderately extensive. On the other hand, indicator number 9.1 which indicates that, I can arrange help of my peers for my learning whenever I need it, accumulated the lowest mean of 3.89 which means the academic self-efficacy of participants are also moderately extensive in this matter. The overall weighted mean is 4.01 or nearly true which the level of academic self-efficacy is described as moderately extensive.

Table 10

Mean Distribution of the Level of Academic Self-efficacy of Education Students in terms of Peer Relationship

	Academic Self-efficacy to Peer Relationship	Mean	Description	Interpretation
9.1	I can arrange help of my peers for my learning whenever I need it.	3.89	Nearly True	The level of academic self-efficacy is moderately extensive
9.2	I am assured that I have a few friends who would be helpful in my study	4.12	Nearly True	The level of academic self-efficacy is moderately extensive
	Overall Weighted Mean	4.01	Nearly True	The level of academic self-efficacy is moderately extensive

Range of means: 1.00-1.49 Exactly False; 1.50-2.49 Nearly False; 2.50-3.49 Neutral; 3.50-4.49 Nearly True; 4.50-5.00 Exactly True

The data gathered implies that when education students actively seek help from their peers, it contributes to their

confidence and belief in their academic abilities. Peer relationships provide opportunities for collaboration, discussion, and mutual support, which can foster a sense of competence and empowerment in students' academic pursuits. The moderately extensive level of academic self-efficacy indicates that peer relationships play a significant role but may not be the sole determinant of self-efficacy. Therefore, fostering a supportive peer environment within the education program is crucial. Encouraging students to engage in peer discussions, study groups, and collaborative projects can further enhance their academic self-efficacy. By recognizing and harnessing the positive influence of peer relationships, the school can promote a conducive learning environment where students feel empowered and confident in their academic endeavors.

Altermatt (2019) states that perceptions of peer academic support are, in turn, a predictor of higher academic self-efficacy. As students negotiate the transition from high school to college, and for them to succeed across the years of their college education, the maintenance of peer support can be instrumental for promoting adaptive academic and mental health outcomes. For example, college students who reported feeling supported by their peers also reported more adaptive educational outcomes such as higher academic-self efficacy and motivation for learning (Altermatt, 2019; Marley & Wilcox, 2021 as cited by Worley et al, 2023).

Table 11 illustrates the level of academic self-efficacy of education students in terms of goal orientation.

Table 11
Mean Distribution of the Level of Academic Self-efficacy of Education Students in terms of Goal Orientation

	Academic Self-efficacy to Goal Orientation	Mean	Description	Interpretation
10.1	I fail to set higher goals in my study.	2.89	Neutral	The level of academic self-efficacy is fair
10.2	I can accomplish my aims in learning.	3.92	Nearly True	The level of academic self-efficacy is moderately extensive
	Overall Weighted Mean	3.40	Neutral	The level of academic self-efficacy is fair

Range of means: 1.00-1.49 Exactly False; 1.50-2.49 Nearly False; 2.50-3.49 Neutral; 3.50-4.49 Nearly True; 4.50-5.00 Exactly True

As shown in the table, indicator number 10.2 which states that I can accomplish my aims in learning, attaining the highest mean of 3.92. This means that the academic self-efficacy of the participants is moderately extensive. In contrast, indicator number 10.1 which indicates, I fail to set higher goals in my study, obtained the lowest mean of 2.89 which is described as neutral and fair. The overall weighted mean of the level of academic self-efficacy in relation to goal orientation garnered

3.40 or neutral. This means that the participants' motivation for engaging in various achievement behaviors in a given situation is fair.

The data gathered implies that when education students establish clear goals and objectives for their academic pursuits, it positively impacts their confidence and belief in their ability to succeed. Goal orientation provides students with a sense of direction and purpose, allowing them to focus their efforts and channel their energy effectively. The fair level of academic self-efficacy indicates that there is room for improvement and that further emphasis on goal setting among education students may enhance their academic self-efficacy. Therefore, it is important for educators to support and encourage students in setting meaningful and attainable goals in their studies. By fostering a goal-oriented mindset, students can develop a stronger sense of self-efficacy, which in turn can positively influence their academic performance and overall success in the educational program.

Academic self-efficacy (ASE) provides insight into how goal orientation influences academic performance. Prioritizing mastery goals and focusing on the process of learning enhances ASE, leading to increased effort and improved performance. Conversely, an excessive focus on performance goals can detract from the development of self-efficacy and make individuals more vulnerable to the negative effects of setbacks. By understanding the interplay between goal orientation and ASE, educators and learners can work together to foster a supportive environment that promotes intrinsic motivation, continuous growth, and optimal academic achievement (Bandura, 1997; Elias & MacDonald, 2007 as cited by Honicke et al., 2019).

Table 12 presents the academic self-efficacy of education students in terms of adjustment.

As shown in the table, indicator number 11.1 states that, I can usually find quite a few solutions when I confront problems in my study, attained the highest mean of 3.78. This means that the level of academic self-efficacy of the participants is moderately extensive. In contrast, indicator number 11.7 which indicates, I can't accomplish challenging tasks and problems in my study, obtained the lowest mean of 2.31 which described as nearly false. This means that the participants can accomplish challenging tasks and problems in their study. The overall weighted mean on the level of academic self-efficacy in relation to adjustment is 3.07 or neutral. This implies that the participants are making ways in order to correct or improve things or situations.

The data gathered indicates that when education students are able to effectively adjust and cope with challenges and changes in their academic environment, it positively impacts their confidence and belief in their ability to succeed. The fair level of academic self-efficacy suggests that there is room for improvement and further emphasis on developing effective coping mechanisms among education students may enhance their academic self-efficacy. Therefore, it is important for educators to provide support and resources that help students develop adaptive coping strategies. By equipping students with the skills to handle stress, manage workload, and navigate academic transitions, the university can contribute to the improvement of

their academic self-efficacy. A strong foundation in coping mechanisms can empower education students to face academic challenges with resilience and confidence, leading to improved academic performance and overall well-being.

Table 12

Mean Distribution of the Level of Academic Self-efficacy of Education Students in terms of Adjustment

Academic Self-efficacy to Adjustment	Mean	Description	Interpretation
11.1 I can usually find quite a few solutions when I confront problems in my study.	3.78	Nearly True	The level of academic self-efficacy is moderately extensive
11.2 I may not clarify doubts from my teachers while in class, even if I reach higher classes.	3.21	Neutral	The level of academic self-efficacy is fair
11.3 If I miss some classes for some reason, I can compensate the loss fairly well.	3.50	Nearly True	The level of academic self-efficacy is moderately extensive
11.4 I can't deal efficiently with the unexpected problems in my study.	2.80	Neutral	The level of academic self-efficacy is fair
11.5 I can usually handle the disturbing situations in the study.	3.38	Neutral	The level of academic self-efficacy is fair
11.6 I can't answer the questions which teachers ask me.	2.50	Neutral	The level of academic self-efficacy is fair
11.7 I can't accomplish challenging tasks and problems in my study.	2.31	Nearly False	The level of academic self-efficacy is low
Overall Weighted Mean	3.07	Neutral	The level of academic self-efficacy is fair

Range of means: 1.00-1.49 Exactly False; 1.50-2.49 Nearly False; 2.50-3.49 Neutral; 3.50-4.49 Nearly True; 4.50-5.00 Exactly True

Self-efficacy is a significant aspect of a learner's personality as it influences their behavior and actions. It plays a crucial role in guiding and shaping the learner's behavior, as their actions are influenced by their beliefs about themselves. This indicates an interconnected process between the learner's self-perception and their behavior, which is known as academic adjustment. When learners have a positive perception of their academic self-efficacy, they demonstrate strong capabilities in various areas, including academic adjustment, embracing challenges, undertaking additional effortful tasks, adapting to university activities, cooperating with faculty members, showing resilience against potential difficulties, and exhibiting self-organization (Hussein, 1987; Bong, 1997, as cited by Yadak, 2017).

Table 13 presents the level of academic self-efficacy of education students in terms of examination.

As shown in the table, indicator number 12.4 states, I can be calm at time of exam as I am conscious of my ability to learn, obtained the highest mean of 3.69. This indicates that the participants possess a moderate level of academic self-efficacy. In contrast, indicator number 12.2 which indicates, I can't answer essay type questions well, obtained the lowest mean of 2.13 which described as nearly false. This means that the participants actually possess the ability to write or answer essay type questions well. The overall weighted mean of the level of academic self-efficacy in relation to examination garnered 3.08 or neutral. This suggests that the participants' self-efficacy levels are neither overly high nor significantly low in relation to examinations. They have a fair level of self-efficacy in their abilities to handle exam-related tasks and challenges.

The data gathered inferred that the academic self-efficacy of education students, specifically in relation to examinations is fair. This concludes that examinations have the potential to influence the level of self-efficacy among education students. The fair level of academic self-efficacy suggests that education students generally possess a balanced belief in their ability to perform well in exams. They may have confidence in their skills and knowledge to a certain extent, but there might also be areas where they feel less confident or capable.

Table 13
Mean Distribution of the Level of Academic Self-efficacy of Education Students in terms of Examination

Academic Self-efficacy to Examination	Mean	Description	Interpretation
12.1 I can't accomplish challenging tasks and problems in my study.	2.24	Nearly False	The level of academic self-efficacy is low
12.2 I can't answer essay type questions well.	2.13	Nearly False	The level of academic self-efficacy is low
12.3 I am confident that I can perform well in competitive examinations.	3.54	Nearly True	The level of academic self-efficacy is moderately extensive
12.4 I can be calm at time of exam as I am conscious of my ability to learn.	3.69	Nearly True	The level of academic self-efficacy is moderately extensive
12.5 If a sudden test is conducted for us without prior notice, I can answer it well.	3.08	Neutral	The level of academic self-efficacy is fair
12.6 I can score well in the short answer type questions.	3.59	Nearly True	The level of academic self-efficacy is moderately extensive
12.7 However the twisted question is, I can answer them.	3.31	Neutral	The level of academic self-efficacy is fair
Overall Weighted Mean	3.08	Neutral	The level of academic self-efficacy is fair

Range of means: 1.00-1.49 Exactly False; 1.50-2.49 Nearly False; 2.50-3.49 Neutral; 3.50-4.49 Nearly True; 4.50-5.00 Exactly True

The study of Galyon et al, (2012) as cited by Khatony et al. (2021) highlighted that academic self-efficacy significantly predicts student participation and exam performance across different self-efficacy levels, regardless of whether it was high, medium, or low. However, the impact of group placement on academic measures differs depending on the level of self-efficacy. Additionally, while GPA groups did not differ significantly in self-efficacy or class participation, variations

were observed in exam performance. Finally, the strength of the relationship between self-efficacy, class participation, and exam performance varied based on the GPA level, with the highest GPA level showing the strongest association.

Problem 3. Significant Difference in the Level of Students' Academic Self-Efficacy when grouped according to Demographic Profile

Table 14 shows the significant difference of the level of academic self-efficacy of education students in terms to year level, sex, and programs.

The data gathered show that there is no significant difference in the level of academic self-efficacy in relation to year level, sex, and programs. This implies that the level of academic self-efficacy is the same regardless of the participants' profile.

Table 14
Significant difference in the level of students' academic self-efficacy participants when grouped according to profile

Variables	F-value	p-value	Decision	Significant
Year Level				
• 1 st Year				
• 2 nd Year				
• 3 rd Year	.376	.771	Do not Reject Ho	Not Significant
• 4 th Year				
Sex				
• Male				
• Female	.000	.953	Do not Reject Ho	Not Significant
Programs				
• BEEd				
• BSEd	.000	.985	Do not Reject Ho	Not Significant

Significant at 0.05 level

As for the effect of grade level (i.e., preparatory year, 1st year, 2nd year, 3rd year, 4th year) on Turkish EFL university learners' levels of self-efficacy beliefs, no statistically significant difference was found for the five groups. Moreover, this finding was not expected because it is not consistent with the concept of mastery experience based on social cognitive theory, known as the most effective way of developing a strong sense of efficacy, which states that learners enhance self-efficacy beliefs as they advance (Bandura, 2010; Palmer, 2006 as cited by Valizadeh, 2021).

Concerning gender, one study resulted that no statistically significant differences were found between males' and females' self-efficacy and that the differences between the means were likely due to chance. Furthermore, it indicated that females usually report greater ability beliefs than males (MacPhee et al., 2013; Mahyuddin et al., 2006; Mills et al., 2007 as cited by Omari et al. 2020).

Problem 4. The Implications to Academic Workload Crafted to Uplift Students' Self-Efficacy

Based on the issues identified and discovered in the study, the researcher crafted possible implications to academic workload to uplift students' self-efficacy.

In light of the results, the study suggests:

1. Clear and achievable goals are essential for uplifting students' self-efficacy.
2. Scaffolded assignments are an effective strategy for uplifting students' self-efficacy by gradually increasing the complexity and challenge of their academic tasks.
3. Striking a balanced difficulty level in academic workload is vital for promoting students' self-efficacy.
4. Personalization and choice in assignments can significantly impact students' motivation and self-efficacy.
5. Timely and constructive feedback plays a crucial role in uplifting students' self-efficacy.
6. Encouraging collaboration and providing support to students can have a significant impact on their self-efficacy.
7. Incorporating opportunities for reflection and self-assessment is a powerful strategy to uplift students' self-efficacy.

It is important to note that these strategies should be implemented in a balanced and contextually appropriate manner, considering the unique needs and abilities of individual students.

IV. CONCLUSIONS

Based on the findings from the study on the level of academic self-efficacy of education students, the following conclusions were drawn:

The students have a positive mindset and belief in their ability to learn and succeed academically. They show an active involvement in the learning process, indicating a proactive approach to acquiring knowledge and skills. Their level of academic self-efficacy in reading was neutral, suggesting the need for continued support and guidance to strengthen students' reading abilities and foster a positive reading culture. The overall level of academic self-efficacy in comprehension was also neutral, indicating a mixed range of confidence levels among the participants. This highlights the importance of providing further support and interventions to enhance students' comprehension skills and boost their confidence in understanding academic content.

Furthermore, the students exhibit a neutral level of academic self-efficacy in memory skills, neither overestimating nor underestimating their ability to retain academic information. They show a fair level of academic self-efficacy in curricular activities, indicating a moderate level of uncertainty or variability in their self-perception of their timeliness in completing such tasks. This suggests the importance of providing support and interventions to improve time management skills. The level of academic self-efficacy in the teacher-student relationship was neutral, emphasizing the significant role of positive teacher-student relationships in shaping students' beliefs about their academic capabilities. The findings highlight the need for

educators to foster positive and supportive relationships with students.

Additionally, the students exhibit a neutral or fair level of academic self-efficacy in utilizing resources, indicating the positive impact of effective resource utilization on their confidence and belief in their academic abilities. Peer relationships were found to have a strong influence on academic self-efficacy, with the participants showing a nearly true level of self-efficacy in this area. Active engagement with peers through collaboration and support positively contributed to their confidence and belief in their academic abilities. Goal orientation is found to positively impact academic self-efficacy, with students indicating a neutral level of self-efficacy. Establishing clear goals and objectives for academic pursuits enhanced their confidence and belief in their ability to succeed.

Moreover, the students demonstrate a neutral level of academic self-efficacy in terms of adjustment, highlighting the importance of developing effective coping mechanisms to enhance their confidence in handling challenges and changes in the academic environment. They exhibit a fair level of self-efficacy in relation to examinations, suggesting a balanced belief in their ability to perform well. Further support and guidance may be needed to help students excel in exam-related tasks and challenges.

In general, the study provides insights into the level of academic self-efficacy among education students and highlights the importance of fostering a positive learning environment, providing support and guidance, and promoting effective coping mechanisms. By addressing areas of improvement and building on the strengths identified, the school can enhance students' academic self-efficacy, leading to improved academic performance and overall success.

V. SUGGESTIONS AND RECOMMENDATIONS

Based on the results of this study, the following are the recommendations:

For Students:

1. **Seek Support and Guidance:** Students may actively seek support and guidance from instructors, advisors, and peers when facing challenges in their academic journey. This can help enhance their academic self-efficacy and foster a positive learning experience.
2. **Improve Reading and Comprehension Skills:** Students may engage in activities and interventions aimed at strengthening their reading and comprehension skills. This could involve seeking additional resources, attending workshops, or joining study groups focused on improving these areas.
3. **Develop Time Management Skills:** Students may focus on developing effective time management skills to improve their productivity and meet deadlines. Exploring time management strategies, prioritizing tasks, and seeking assistance when needed can contribute to better academic self-efficacy.

For Instructors and Faculty:

1. **Foster Positive Teacher-Student Relationships:** Instructors and faculty may strive to establish positive and supportive relationships with students. Creating a nurturing environment where students feel comfortable seeking guidance and support can enhance their academic self-efficacy.
2. **Promote Effective Resource Utilization:** Instructors may encourage students to make optimal use of available resources, such as libraries, online databases, and academic support services. Guiding students on how to access and utilize resources effectively can boost their confidence in their academic abilities.
3. **Provide Clear Goals and Objectives:** Instructors may set clear goals and objectives for academic tasks, projects, and assignments. Clearly communicating expectations and providing guidance on how to achieve these goals can positively impact students' academic self-efficacy.

For the University:

1. **Create a Positive Learning Environment:** The University may strive to create a positive and inclusive learning environment that supports students' academic growth. This can involve implementing policies and initiatives that promote student well-being, engagement, and a sense of belonging.
2. **Offer Academic Support Services:** The University may provide comprehensive academic support services, such as tutoring programs, study skills workshops, and counseling services. These resources can help students address challenges, develop necessary skills, and boost their academic self-efficacy.

For the Future Researchers:

1. **Explore and Enhance the Dynamics of Academic Self-Efficacy:** Future researchers have the opportunity to make significant contributions to our comprehension of academic self-efficacy among students. They might identify successful strategies to nurture self-efficacy, support student achievement, and establish positive learning environments. Furthermore, their work can build upon the existing knowledge, deepen our understanding of the dynamics of academic self-efficacy, and provide evidence-based recommendations for educational institutions to enhance students' academic self-efficacy and overall success. This study can serve as a valuable foundation for future investigations in this area.

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