

Self-Efficacy among Engineering and Fisheries Technology Students in Region I, Philippines

Jordan P. Pasana¹, John Irel R. Badua², Adrian R. Manaois³, John Rommel T. Retuya⁴,
John V. Bernardo⁵, Jun S. Camara⁶

^{1,2,3,5,6}*Pangasinan State University, Pangasinan, Philippines*

⁴*DMMMSU – SLUC, La Union, Philippines*

Abstract

Today, self-efficacy is considered a vital factor towards college education the belief to be able to something becomes the new trend. This study aimed to determine the level of self-efficacy of college students in selected Philippine Higher Education Institutions after the full implementation of the K to 12 Basic Education Curriculum, and compare it with their self-efficacy results in senior high school years in order to provide new insights for educational policies in the Philippines. A survey-questionnaire on self-efficacy, with a Cronbach's alpha of 0.84, was administered to five hundred thirty two college students from three state universities in the Philippines who are graduates of K to 12 Basic Education Curriculum. Findings revealed that the respondents are 'Very Confident' in their self-efficacy along the eight areas assessed. The respondents have an increasing self-efficacy in this ascending order: Enlisting Parental and Community Support Efficacy > Self-Efficacy in Enlisting Social Resources > Self-Efficacy in Meeting Others' Expectations >, and Self-Efficacy in Self-Regulated Learning > Self-Assertive Efficacy > Self-Efficacy in Academic Achievement > Self-Regulatory Efficacy > and Social Self-Efficacy. Findings suggest that the level of self-efficacy of the college students have increased. If age, and hence, maturity, was seen to have no association with self-efficacy, then, it can be inferred that the increase in self-efficacy of the respondents can be attributed to their being a graduate under the K to 12 Basic Education Curriculum in the Philippines. Thus, educational policy has to pay attention on how to increase the self-efficacy of senior high school students to further improve tertiary education.

1. INTRODUCTION

Has K to 12 helped increase the level of self-efficacy of Filipino college students? The K to 12 Program [in the Philippines] covers **Kindergarten and 12 years of basic education (six years of primary education, four years of Junior High School, and two years of Senior High School [SHS])** to provide sufficient time for mastery of concepts and skills, develop lifelong learners, and prepare graduates for tertiary education, middle-level skills development, employment, and entrepreneurship [1]. As of this year, the K to 12 Filipino graduates are in their second year in tertiary education, and they are expected to have finished units in general education as well as introductory courses for their field of specialization. Thus, it can be said that this year is an opportune time to re-visit them for reflection about K to 12 implementation in the country.

Educators have long recognized that students' beliefs about their academic capabilities play an essential role in their motivation to achieve, but self-conceptions regarding academic performance initially proved difficult to measure in a scientifically valid way. Initial efforts to study students' self-beliefs gave little attention to the role of environmental influences, such as specific features of performance contexts or domains of academic functioning. In the late 1970s, a number of researchers began to assess self-beliefs in a more task-specific way, and one of the most important of these efforts focused on self-efficacy [2]. Self-efficacy is "the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations." In other words, self-efficacy is a person's belief in his or her ability to succeed in a particular situation. Bandura described these beliefs as determinants of how people think, behave, and feel [3]. Achievement motivation may also be improved through the improvement of self-efficacy [7]. While college enrollment rates continue to skyrocket, suggesting greater student access to higher education, programs are needed to develop student skills that facilitate academic success [4]. In a study conducted in Pangasinan, Philippines in 2016 among senior high school students ($n=260$), their self-efficacy in their respective strands was found to be 'Moderately Confident' [5]. A study conducted in Tacloban City, Philippines in 2016 also revealed that the senior high school students ($n=150$) had a 'moderate level' of self-efficacy [6]. It seems both warranted and prudent to conclude that research findings over these past 20 years have strengthened Bandura's claim that self-efficacy beliefs play an influential role in human agency. The clear implication that emerges from this conclusion is that researchers and school practitioners should look to students' self-beliefs about their academic capabilities, for they are important components of motivation, self-regulation, and academic achievement. Findings from this line of inquiry should continue to provide a powerful contribution to educational practice, policy, and theory [9]. Thus, there is a need to re-visit the self-efficacy of Filipino college students.

1.1 Objectives of the Study

The present study aimed to determine the level of self-efficacy of Filipino college students who are K to 12 graduates in order to reflect on the impact of K to 12 Basic Education Curriculum in their tertiary education. Specifically, it determined the self-efficacy of the respondents along the following areas of self-efficacy: Self-Efficacy in Enlisting Social Resources, Self-Efficacy for Academic Achievement, Self-Efficacy for Self-Regulated Learning, Self-Regulatory Efficacy, Self-Efficacy to Meet Other's Expectations, Social Self-Efficacy, Self-Assertive Efficacy, and Self-Efficacy for Enlisting Parental and Community Support.

1.2 Impact of the Study to Research Community

To date, no paper which attempts to determine the self-efficacy of Filipino college students who are K to 12 Graduates and relate it with past research data is published and is available on-line. The

impact of the study rests on the assumption that there is a need to re-visit available data on self-efficacy of college students to help enhance the quality of tertiary education.

2. METHODOLOGY

2.1 Respondents of the Study

The respondents of the study included five hundred thirty two (532) students from three highly performing universities in the Philippines. Initially, there were five hundred eighty (580) respondents, but forty-eight of the questionnaires were omitted from the list because they are not graduates in the K to 12 Basic Education Curriculum which was implemented in the Philippines. The courses of these students range from various courses including Engineering, Fisheries and Aquatic Sciences. They are a combination of first year and second year college students.

2.2 Instrumentation

The instrument which was used as a data-gathering tool was a survey-questionnaire. The questionnaire was adopted from the study of Camara, 2018 [5], with modifications to appropriately address concerns in college like the use of ‘course’ instead of ‘strand’, among others. The survey-questionnaire had thirty-eight (38) questions and the respondents would rate themselves as to their level of confidence in accomplishing each of the thirty-eight items in the survey-questionnaire. Further, the survey-questionnaire opened with a section asking for their participation with a consent form section, and a reiteration of the confidentiality of their identity following laws related to privacy in the Philippines.

2.3 Data-gathering Procedure

The researcher sought permission from the university Presidents and/or Chancellors of the three universities in the Philippines, through the College Deans and/or Campus Executive Directors. The researcher received the approval letter to administer the questionnaires. Due to the distance the researcher needed to travel to simultaneously administer the survey-questionnaires, he tasked eight (8) trained researchers from PARESSU, Inc in his capacity as the incumbent president.. The trained researchers administered the survey-questionnaires simultaneously during the 1st semester of School Year 2019-2020. The trained researchers gathered all the survey-questionnaires administered. There were five-hundred eighty questionnaires gathered, and were later trimmed down to 532 because 48 of the questionnaires were answered by non-K to 12 graduates. The survey-questionnaires were all coded from 001 to 532 by the secretariat of PARESSU, Inc. After coding, the survey-questionnaires were submitted for encoding in SPSS 21 by the resident statistician of the same national organization in the Philippines. PARESSU, Inc is Philippine Association of Research Practitioners, Educators, and Statistical Software Users, Inc.

2.4 Statistical Treatment

The data in the 534 survey-questionnaires were all encoded and analyzed in SPSS 21. Mean and Standard Deviation were employed to statistically treat the data. The Print Output of the 532 questionnaires was kept by the secretariat of PARESSU, Inc with the Archive Code K12_02019.

3 RESULTS AND DISCUSSION

Self-Efficacy Among K-to-12-graduate Filipino College Students ($n=532$)

Table 1. Mean and standard deviations on the level of self-efficacy among Filipino college students in terms of ‘Self-Efficacy Enlisting Social Resources’ (n=532)

Self-Efficacy in Enlisting Social Resources	M	sd	Interpretation
I can ask instructors to help me when I get stuck in schoolwork.	2.93	1.09	Confident
I can ask another student to help me when I get stuck in schoolwork.	3.72	0.97	Very Confident
I can ask an adult to help me when I have social problems.	3.01	1.13	Confident
I can ask a friend to help me when I have social problems.	3.45	1.08	Very Confident
Weighted Mean	3.28	1.07	Confident

Table 1 shows that, generally, the respondents are ‘Confident’ in enlisting social resources ($M=3.28;sd=1.07$). Further, the table shows that the respondents are very confident in asking another student for help when stuck with schoolwork or a friend when experiencing social problems. Moreover, though interpreted as ‘confident’, the respondents rated themselves with 2.93 in their confidence to ask their instructors for help when stuck with school work. The same is observed on their confidence to ask adults to help them in social problems. Interestingly, that ‘they can ask another student to help them when they get stuck with schoolwork’ has the least spread out standard deviations which implies that the students have very similar answers – very confident – in asking another classmates for help.

Table 2. Mean and standard deviations on the level of self-efficacy among Filipino college students in terms of ‘Self-Efficacy in Academic Achievement’ (n=532)

Self-Efficacy in Academic Achievement	M	sd	Interpretation
I can learn the general education subjects in my course.	3.63	0.91	Very Confident
I can learn the major subjects in my course.	3.58	0.98	Very Confident
I can learn the technical (applied) subjects in my course.	3.41	0.94	Very Confident
Weighted Mean	3.54	0.94	Very Confident

Table 2 reveals that, generally, the respondents are ‘Very Confident’ in their self-efficacy in academic achievement ($M=3.54;sd=0.94$). Further, the table shows that the respondents are very confident in learning their general education subjects, the major subjects, and the technical or applied subjects in their respective courses. Interestingly, the standard deviations of all the means are less than 1, less spread are the scores which implies all the respondents did have very similar rating. Another interesting idea is that the statement ‘they can learn the general education subjects’ received the highest mean rating, and is the least spread out in the standard deviation. If K to 12 Basic Education Curriculum aimed to prepare students for tertiary education, this is a good implication that the K to 12 BEC did help prepare college students for general education as part of tertiary education.

Table 3. Mean and standard deviations on the level of self-efficacy among Filipino college students in terms of ‘Self-Efficacy in Self-Regulated Learning’ (n=532)

Self-Efficacy in Self-Regulated Learning	M	sd	Interpretation
-------------------------------------------------	----------	-----------	-----------------------

I can finish my homework by deadlines.	3.71	1.09	Very Confident
I can study my lessons even if there are other interesting things to do.	3.39	0.95	Confident
I always concentrated on school subjects during class.	3.28	0.92	Confident
I can take good notes during class instruction.	3.30	1.01	Confident
I can use the library to get information for class assignments.	3.09	1.07	Confident
I always plan my schoolwork for the day.	3.33	0.99	Confident
I organize my school works.	3.33	0.96	Confident
I remember well information presented in class and textbooks.	3.14	0.86	Confident
I arrange a place to study without distractions.	3.36	1.05	Confident
I can get myself to do school works.	3.51	0.90	Very Confident
Weighted Mean	3.34	0.98	Confident

Table 3 displays that, generally, the respondents are ‘Confident’ in their self-efficacy in self-regulated learning ($M=3.34;sd=0.98$). The table further shows that the idea that ‘they can get themselves to do school works’ receive the second highest mean rating and lowest standard deviation which implies that their answers are very similar to one another. Surprisingly, the idea that ‘they can finish their homework by deadlines’ received the highest mean rating but received the highest spread out scores as well. This implies that while majority of the respondents answered ‘very confident’ in that area, some of the respondents answered in the opposite extreme side.

Table 4. Mean and standard deviations on the level of self-efficacy among Filipino college students in terms of ‘Self-Regulatory Efficacy’ ($n=532$)

Self-Efficacy in Self-Regulatory Efficacy	<i>M</i>	<i>sd</i>	Interpretation
I can resist pressures to do things in school that can get me in trouble	3.36	1.00	Confident
I can stop myself from skipping school when I feel bored or upset.	3.61	1.23	Very Confident
I can resist pressure to smoke cigarettes.	4.13	1.24	Very Confident
I can resist pressure to drink beer.	4.01	1.19	Very Confident
I can control my temper.	3.60	1.05	Very Confident
Weighted Mean	3.74	1.14	Very Confident

Table 4 shows that, generally, the respondents are ‘Very Confident’ in their self-regulatory efficacy. The respondents rated their belief to resist pressure from smoking cigarettes, drinking beer, skipping school, and controlling their temper with ‘Very Confident’, as well, though it can be noted that the ratings are spread out as revealed in their standard deviations. This implies that while majority of the respondents are very confident to resist, still a few are not able to. Interestingly, the students can resist doing things that will get them to trouble had the lowest mean rating, and the least spread scores which implies that the scores concentrate at the center.

Table 5. Mean and standard deviations on the level of self-efficacy among Filipino college students in terms of ‘Self-Efficacy in Meeting Others’ Expectations’ ($n=532$)

Self-Efficacy in Meeting Others' Expectations	<i>M</i>	<i>sd</i>	Interpretation
------------------------------------------------------	-----------------	------------------	-----------------------

I live up to what my parents expect of me.	3.45	0.95	Very Confident
I live up to what my instructors expect of me.	3.06	0.97	Confident
I live up to what my peers expect of me.	3.19	0.96	Confident
I live up to what I expect of myself.	3.56	1.10	Very Confident
Weighted Mean	3.32	1.00	Confident

Table 5 shows that, generally, the respondents are ‘Confident’ in their self-efficacy in meeting others’ expectations. The table shows that the respondents have an increasing confidence in meeting the expectations of the following: instructors > peers > parents > self. Means show that they are very confident to meet the expectations of their parents and their own selves, while confident to meet the expectations of their instructors and peers. This pattern suggests an increasing ‘knowledge’ of what others expect of them and they tend to achieve it, i.e. they are very confident to meet their own expectation because they know themselves and they are in their ‘own’ selves all the time. They meet the expectations of their parents because they know them very well and they have spent most of their lives with them. They are confident to meet the expectations of their peers or classmates because they hang out along well together. They are still confident to meet the expectations of their instructors, yet receiving the lowest mean rating, because their instructors inform them of what do they expect from the instructors relative to their subjects. This pattern, further, applies a continuous chain of possible acceptance in times of failure. Some self-efficacy researchers [10] have suggested that teachers should pay as much attention to students’ perceptions of competence as to actual competence, for it is the perceptions that may more accurately predict students’ motivation and future academic choices. Further, Bandura emphasized that comparisons with peers are important determinants of self-efficacy beliefs [10].

Table 6. Mean and standard deviations on the level of self-efficacy among Filipino college students in terms of ‘Social Self-Efficacy’ (n=532)

Self-Efficacy in Social Self-Efficacy	M	sd	Interpretation
I can make and keep friends of the opposite sex.	3.89	1.07	Very Confident
I can make and keep friends of the same sex.	3.97	0.99	Very Confident
I can carry on with communications with others.	3.70	1.01	Very Confident
I can work well in a group.	3.60	1.01	Very Confident
Weighted Mean	3.79	1.02	Very Confident

Table 6 reveals that, generally, the respondents are ‘Very Confident’ in their social self-efficacy. The respondents have a ‘very confident’ belief that they can work well in a group > communicate with others > keep friends with opposite sex > and keep friends of the same sex. This pattern of confidence between the students – male and female students alike - supports the literature [8] that ‘there is no significant difference in social and emotional self-efficacy across gender’.

Table 7. Mean and standard deviations on the level of self-efficacy among Filipino college students in terms of ‘Self-Assertive Efficacy’ (n=532)

Self-Assertive Efficacy	M	sd	Interpretation
I can express my opinions even when my classmates disagree with me	3.38	1.02	Confident
I stand up for my myself when I feel I am	3.56	1.02	Very Confident

being treated unfairly.			
I can get others to stop annoying me or hurting my feelings.	3.42	1.07	Very Confident
I can refuse someone who is asking me to do something inconvenient	3.54	1.06	Very Confident
Weighted Mean	3.48	1.04	Very Confident

Table 7 reveals that, generally, the respondents are ‘Very Confident’ in their self-assertive efficacy. In contrast to some studies [12], research suggests students who enjoyed a higher self-efficacy had lower aggression. It was suggested that [11] people who obtain a high self-efficacy, have an accurate knowledge of their abilities, enjoy a real social connection, and are capable of controlling and managing their emotions, in addition, they show a less aggressive behavior. Interestingly, the idea ‘of expressing opinions even amidst disagreement’ received the lowest mean rating – a direct contrast on what concepts already available in literature. It is noteworthy to note that while the statements under self-assertive efficacy have high mean ratings, their standard deviations are higher than 1 (more spread) implying that some respondents answered the direct opposite.

Table 8. Mean and standard deviations on the level of self-efficacy among Filipino college students in terms of ‘Enlisting Parental and Community Support’ (n=532)

Enlisting Parental and Community Support	M	sd	Interpretation
I can get my parents to help me with an academic problem	3.03	1.11	Confident
I can get my siblings to help me with an academic problem	2.93	1.20	Confident
I can ask my parents to take part in school activities in college	2.94	1.18	Confident
I can get people outside the school to be interested in school activities	3.08	1.09	Confident
Weighted Mean	3.00	1.15	Confident

Table 8 presents that, generally, the respondents are ‘Confident’ in enlisting parental and community support. The mean ratings under this self-efficacy are generally lower compared to the other areas of self-efficacy. Further, the standard deviations are visibly spread. This implies that the respondents have widely spread out answers when asked about whether they can enlist the help of their parents or siblings for help with an academic problem, or to take part in school activities. Findings of a study among elementary pupils revealed [13] that parents’ contribution to their children's education has a consistent and positive effect on academic achievement and on the self-concept. In the study, the sense of academic achievement in Table 2 ($M=3.54$, *Very Confident*) of the respondents are proofs that college students believe they can achieve even with a comparably low, yet still ‘confident’ mean ratings, under self-efficacy in enlisting parental and community support.

Table 9. Mean and standard deviations on the general level of self-efficacy among Filipino college students (n=532)

Area of Self-Efficacy	M	sd	Interpretation
------------------------------	----------	-----------	-----------------------

Self-Efficacy in Enlisting Social Resources	3.28	1.07	Confident
Self-Efficacy in Academic Achievement	3.54	0.94	Very Confident
Self-Efficacy in Self-regulated Learning	3.34	0.98	Confident
Self-Regulatory Efficacy	3.74	1.14	Very Confident
Self-Efficacy in Meeting Others' Expectations	3.32	1.00	Confident
Social Self-Efficacy	3.79	1.02	Very Confident
Self-Assertive Efficacy	3.48	1.04	Very Confident
Enlisting Parental and Community Support Efficacy	3.00	1.15	Confident
Weighted Mean	3.44	1.04	Very Confident

Finally, Table 9 summarizes all the eight (8) areas of Self-Efficacy of Bandura that were examined in this study involving 532 college student respondents. The table shows that the respondents are generally 'Very Confident' ($M=3.44;sd=1.04$). Further, the respondents have 'Very Confident' self-efficacy in the following areas, arranged in ascending rating: Self-Assertive Efficacy ($M=3.48;sd=1.04$) > Self-Efficacy in Academic Achievement ($M=3.54;sd=0.94$) > Self-Regulatory Efficacy ($M=3.74;sd=1.14$) > and Social Self-Efficacy ($M=3.79;sd=1.02$). Furthermore, the respondents have 'Confident' self-efficacy in the following areas, arranged in ascending order: Enlisting Parental and Community Support Efficacy ($M=3.00;sd=1.15$) > Self-Efficacy in Enlisting Social Resources ($M=3.28;sd=1.07$) > Self-Efficacy in Meeting Others' Expectations ($M=3.32;sd=1.00$) >, and Self-Efficacy in Self-Regulated Learning ($M=3.34;sd=0.98$). Senior High School students surveyed in 2016 in Pangasinan, Philippines [5], who were Grade 11 Senior High School students that time, showed 'moderate confidence' in their self-efficacy. The same batch of then Grade 11 senior high school students are the now second year college students surveyed, and their self-efficacy along the eight areas remarkably went with high mean ratings interpreted as 'Very Confident'. A study involving one hundred fifty Grade 11 students surveyed in 2016 in Tacloban City, Philippines [6] showed a 'moderate level of self-efficacy' among the respondents. The study [6] further showed that age and self-efficacy are not associated. This implies that the increase in self-efficacy of college students is not generally associated with age, but, among other possible reasons, because they underwent the K to 12 Basic Education Program in the Philippines.

4 CONCLUSIONS AND RECOMMENDATIONS

The researcher concludes that the Filipino K-to-12-graduate college students are 'Very Confident' along the eight areas of self-efficacy as measured in the study. Further, the respondents have increasing degree of confidence in their self-efficacy mean ratings as follows: Enlisting Parental and Community Support Efficacy > Self-Efficacy in Enlisting Social Resources > Self-Efficacy in Meeting Others' Expectations >, and Self-Efficacy in Self-Regulated Learning > Self-Assertive Efficacy > Self-Efficacy in Academic Achievement > Self-Regulatory Efficacy > and Social Self-Efficacy. Survey of reviewed literature and the findings of the study reveal that the level of self-efficacy of the cohort respondents – Grade 11 senior high school students in the year 2016 and second year college students in the year 2019 – have an increased level of self-efficacy ($M=2.14$, 'Moderately Confident', $c2016 < M=3.44$, 'Very Confident', $c2019$). If age, and hence, maturity, was seen to have no association with self-efficacy [6], then, it can be inferred that the increase in self-efficacy of the respondents can be attributed to their being a graduate under the K to 12 Basic Education Curriculum in the Philippines.

With these conclusions and implications, the researcher recommends continuous study on

the self-efficacy of college students in their own locality with consideration of other factors like cultural background, ethnical consideration, and gender-based issues in order to ensure the making of a stronger, goal-driven, and industry-ready Filipino college graduate. Further, while self-efficacy has been widely regarded already as predictor of success, caution has to be made in attempting to raise the self-efficacy of students by excessive and unrealistic praise to students. Bandura – the lead author of the concept of Self-efficacy – [9] emphasized that ‘mastery experience’ is the most influential source of self-efficacy, and this has implications in educational practice like improving students’ self-beliefs in order to improve achievement which is the belief of Self-enhancement proponents. However, educational policies may focus on the important task of raising competence and confidence through ‘authentic mastery experiences’ which is the belief of Social cognitive theorists. The belief of this researcher, and his recommendation, is to find an association between multiple intelligences and level of self-efficacy of students per field of study in order to ascertain the level of praise, competence, and confidence that an educational institution will consider as ‘policy’ in helping students increase their self-efficacy.

5 ACKNOWLEDGEMENTS

The author wishes to thank the Presidents of Pangasinan State University, Pangasinan Philippines, through Engr. R. Garrote (PSU Urdaneta City) and Dir. V. Calpo, Jr. (PSU Binmaley) and Don Mariano Marcos Memorial State University, La Union, Philippines through Dean J. Mamhot for the approval to conduct the study. Likewise, the author is grateful for the help of the following trained researchers in floating the questionnaires: A. B. Acosta, J. I. R. Badua, J. V. Bernardo, M. R. Garcia, J. F. Melendez, J. R. Padilla, J. P. Pasana, and J. R. T. Retuya. Lastly, sincere thanks is given to Dr. R. J. M. Ventayen for helping the researcher hone his research skills.

References

- [1] ‘What is K to 12 Program?’ Accessed at <https://www.officialgazette.gov.ph/k-12/> on August 21, 2019.
- [2] Zimmerman, B. J. 2000. Self-efficacy: An Essential Motive to Learn. *Contemporary Educational Psychology*, 25, 82–91.
- [3] ‘Self-Efficacy and Why Believing in Yourself Matters’ Accessed at <https://www.verywellmind.com/what-is-self-efficacy-2795954#citation-2> on October 10, 2019
- [4] Hsieh, P., J. R. Sullivan & N. S. Guerra. 2007. A Closer Look at College Students: Self-Efficacy and Goal Orientation. *Journal of Advanced Academics*, 18, 454-476
- [5] Camara, J. S. 2018. Correlates of Self-efficacy, Learning Style and Aptitude Across Strand of Senior High School Students in San Jacinto National High School. *Asian Journal of Multidisciplinary Studies*, 1, Vol 2
- [6] Villas, J. 2019. Self-Efficacy of Filipino Senior High School Students: Differences Among Tracks/Strand and Type of School. *Journal of Education and Practice*, 10, 8
- [7] Zhang, Z et al. 2015. Relationship between self-efficacy beliefs and achievement motivation in student nurses. *Chinese Nursing Research*, 2, 67-60
- [8] Armum, P., & Chellappan, K. 2016. Social and emotional self-efficacy of adolescents: Measured and analysed interdependencies within and across academic achievement level. *International Journal of Adolescence and Youth*, 21(3), 279–288. <https://doi.org/10.1080/02673843.2015.1067894>

- [9] Pajares, F. 'Current Directions in Self-Efficacy Research'. Accessed at <https://www.uky.edu/~eushe2/Pajares/effchapter.html> on August 17, 2019.
- [10] Pajares, F. 2003. Self-Efficacy Beliefs, Motivation, and Achievement in Writing: A Review of the Literature. *Reading and Writing Quarterly* 19, 139-158. DOI: 10.1080/10573560390143085
- [11] Tahmassian K, Gholamrezaei M. 2009. Relationship between peer rejection and self-efficacy in adolescents. *Journal of New Psychological Research (Tabriz University)* 4:113–128.
- [12] Mofrad, S. K & T. Mehrabi. 2015. The role of self-efficacy in assertiveness in aggression among high school students in Isfahan. 8 (Special Issue), 225-231
- [13] Cochan, B. I. 2010. Impact of Parental Support on the Academic Performance and Self-Concept of the Student. *Journal of Research and Reflections in Education*, 4
- [14] Munir, A & B. A.. Tarigan. 2017. The Relationship of Self-Efficacy and Self-Esteem with Career Maturity on the Students of SMA Negeri 15 Medan, Indonesia. *IOSR Journal of Humanities and Social Sciences*, 22, 11, 2, 67-73