

The Effect of Self-Efficacy on Academic Performance at Higher Level of Learning: A Case Study of Punjab University Lahore

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Abstract

The present paper is a research oriented attempt to find out the effects of Self-Efficacy on the Academic Performance of the students of University of the Punjab, Lahore. Self-Efficacy refers to the beliefs of students, who achieve our target and fulfill the task base on own abilities because they think that, they can do it (Bandura & Locke, 2003) whereas Academic performance mean outcome of educational targets and goals. A Quantitative research methodology was adopted for this study. Simple random sampling technique was used. Total sample size was 180. Interview schedule was used as the tool for data collection. The data were processed by using SPSS. This study found that 42.2% of the respondents were confident to have the ability to fulfill their goals and 54.4% were confident and motivated to understand basic concepts of their subjects because 46.1% believed on hardworking that will be helpful for them in trouble situation. For academic performance, 41.7% respondents were satisfied with their academic performance because their past results encourage them to work hard. The results of Spearman's correlation indicated that there is significant relationship between the self-efficacy and academic performance of the students while studying at higher level learning. Moreover, Independent variable i.e. self-efficacy has effect on the dependent variable i.e. academic performance.

Keywords: Self-Efficacy, Academic Performance, Self-Adequacy, Students' Motivation.

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Introduction

Self-efficacy theory refers the individual ideology, thinking, point of view and way of life, people learn from social events, daily life and influence from social activities. Self-efficacy motivates the people and changes their behavior. Bandura (1994) introduced *Self-Efficacy* theory in 1977. According to this theory, People have strong belief that they can perform all activities based on their abilities. For this, there are four major processes for human development. *First is Cognitive process, second is motivational, third is affective and last is selection process.* Strong point of self-efficacy theory is increasing the chance of success and provides the ways for living better life. People are fully confident for any type of challenges and avoid the threats. People set the goals and maintain strong commitment. They more enhance themselves, if they face any failure situation. Their aggressive approach is proving that they have fully controlled the situation. That behavior is helpful for reducing the stress.

Self-efficacy, trusting one's abilities and powers for learning and performance, is a key trait for the academic success of university students (Hill, 2002). McCombs & Marzano (1990) and Martinez-Pons (2002) categorized self-efficacy into two categories; one is academic self-efficacy and second is cognitive ability. The academic self-efficacy focused on the student's perceived capability with respect to the tasks a student is expected to perform in academic sphere. So the students have will power to learn these skills in order to enhance their academic performance (Murphy & Alexander, 2000). Both Cognitive abilities and academic self-efficacy have been recognized in literature as well-established predictors of academic performance. On the other side, specific mechanisms that may direct the relationship between cognitive abilities and academic self-efficacy have not been adequately investigated (Schunk, 2004).

Many researchers found the factors effecting students' academic performance at college level which is linked with student behavior, learning, guidance and family stress (Mushtaq, 2012). This review manages the relationship between self-viability and execution has a solid affiliation (Pajares& Miller, 1994; Meral, Colak&Zereyak, 2012). The principle assignment of this review is the relationship between self-adequacy and scholastic accomplishment. Motivational procedures were utilized as an instrument in this review. Motivational systems scale was created by Pintrinch&Groot(1990) and adjusted in Turkish (Altun& Earth, 2006). Information was investigated from connection and Pearson's unmistakable measurements.

Academic self-efficacy is link with students confidence, beliefs on own abilities and complete the academic tasks like preparation for exams and writing term paper(s). Academic self-efficacy has strong effect on academic performance of the student. Teachers appreciate the students on good score, grades and give respect to student's opinion, ideas and thoughts during class (Multon, Brown & Lent, 1991). Self-efficacy alludes to an individual's confidence in his or her capacity to perform practices that are

important to deliver particular execution accomplishments and to tackle troublesome issues. Self-adequacy reflects trust by and by enthusiasm in the capacity to take control of their inspiration for conduct and social environment (Bandura, 1977, 1986, 1997). According to Schunk(1995) self-efficacy is the way of motivation, act of cognition and helping domain. Self-efficacy support the people for selecting activities, face the challenges, set goals and get achievements. Social activities derive the individual experiences, enhance personal qualities. According to different researches motivation, performance and studies for class test has an important position in self-efficacy.

Academic performance defines the obtained knowledge and skill improvement, complete the home work, test scores or marks assigned by the teacher (Good, 2009).“Academic performance is the outcome of education. The extent to which a student, teacher or institution has achieved their educational goals” (Wikipedia, 2016). Academic Performance is an outcome of education. We analyze that how much student got maxim grade in educational career. And analyze the role of teacher, student and institution in the achievement of educational goals. Academic performance is measure by examinations or continuous assessment. Students’ performance is linked with their mental level, intelligence, personality, interest, hard work, passion and confidence, teacher motivation, teaching methodology, curriculum activities and parent socialization. Socialization has supporting thing for academic performance. Family socialization is a term, which describing the way parents influence student academic achievement by shaping student skills, behavior and attitude toward school. Parents influence students through the environment and discussion parents have with their children. Academic socialization can be influenced by parents' socio-economic status. Highly educated parents tend to have more inspiring learning environments.

According to a study conducted on the impact of teacher’s skills, student’s work ethics and institutional environment on results of students in University of Gujrat, it was found that students’ outcome at higher level education mostly depends upon the hard work and determination of the students. However, there are positive elements that are of Importance and quality of teaching method can enhance the students’ performance in general universities and in University of Gujrat (Abbasi& Mir, 2012).

Objective of the Study

The core objectives of the present research paper were to assess the effects of self-efficacy on the academic performance of the students and to find out the relationship between Self-Efficacy and Academic Performance of the university students.

Research Methodology

Among the Quantitative Research designs Correlational Survey Design was adopted for this study. University of the Punjab, Lahore was selected as the universe for this research study. By using simple random sampling technique the ISCS (Institute of Social and Cultural Studies) was selected as target geographical universe. Total target population (of all six departments) of ISCS was 1800 students (of BS and Master Degree Classes). The research team took 10% sample which was 180 students through simple random sampling. Interview Schedule was used as the tool of data collection.

Pre-Testing

Pre testing helps to indicate mistakes in the process of data collection. For this purpose, data was collected from 20 students, 10 girls and 10 boys from ISCS (Institute of Social and Cultural Studies). So it was modified and made appropriate. The researchers found some irrelevant questions, which were not fulfilling the purpose of the research so those questions were eliminated. SPSS software was used for data analysis. Chi-square and regression tests were done for statistical analysis. Chi-square and regression tests are fulfilling the requirements of the research objectives.

Conceptualization

Following are the concepts that are concerned with the research and in the objectives of the study and which need to be addressed in this research.

Self-Efficacy

Self-efficacy defines that how students assume, motivate, set goals, pay full attention and do work hard for gaining targets. This concept refer to the beliefs of students, who achieve our target and fulfill the task base on own abilities because they think that, they can do it. From that way, they gain a lot of information's from a range of different sources (Bandura, 1993, 1994; Bandura & Locke, 2003).

Academic Performance

Academic performance mean outcome of educational targets, goals. Students set the short or long term goals during education and then achieve the goals. Academic achievement means completing the degree from school, college or university (Bossaert, Doumen, Buyse&Verschueren, 2011). Past academic performance is paying the inner satisfaction and encourages the students for hard work in present degree. Students discuss the concepts during exams preparation and show the positive attitude in exams.

Variables of the Study

There are one independent variables and one is dependent variable.

- **Independent Variable**
This study has one independent variable which is self-efficacy.
- **Dependent Variable**

Independent Variables	Intervening Variables	Depended Variable
• Self-efficacy	<ul style="list-style-type: none"> • Age • Sex • Area/ Address • Schooling • Educational Program • Family System 	• Academic Performance

This study has one depended variable, which is Academic Performance.

Indicator (Include / Not Academic Performance)

Sr. no.	Variables	Indicators
1	Self-Efficacy (independent variable)	Solve difficult problems, Ability, Passion, Set goals, Hard work, Calm and humble, full attention, excellent score, Teacher appreciation, Opinions
2	Academic Performance (dependent variable)	Goals and targets, satisfied, encourage to work hard, academic Performance, discussing academic work/revising for examination, skills to be organized, finishing home task, parents satisfied, passing exams, positive attitude

Index (scale)

Self-Efficacy

SD = Strongly Disagree

N = Neutral

SA = Strongly Agree

D = Disagree

A = Agree

Academic Performance

SD = Strongly Disagree

N = Neutral

SA = Strongly Agree

D = Disagree

A = Agree

Theoretical Framework

This researcher has attempted to devise theoretical explanations of effects of self-efficacy theory on student academic performance. Sociology is study of interaction. This interaction might take place between two individuals, groups; environment etc. Researcher uses the “Self-Efficacy Theory” by Albert Bandura. This theory plays an important role in understanding student academic performance during educational period of their life.

Self-Efficacy

Albert Bandura was presented the Self-Efficacy Theory in 1997. According to Albert Bandura, Self-efficacy is referring to the personal ability on individual. It is strength of one belief in one own ability to fulfill the task and attain goals. Self-efficacy theory linked with individual philosophy, thoughts, and ideas. People learn from social events, daily life and influence from social activities. Self-efficacy motivates the people and develops their behavior. People have beliefs that, they can perform that all activities base own abilities. In this theory, there are four major processes for human development. First is Cognitive process, second is motivational, third is affective and last is selection process.

Process 1: Cognitive Processes

In many ways self-efficacy affected on cognitive process. Bring positive change in human behavior, keep rules and regulation and give value of goals. People make our self for challenges.

Process 2: Motivational Processes

Self- efficacy play vital role in the self-regulation of motivation. People motivate from people and social action, which they observe and think that they can do that all. They set goals and make plan for action.

Process 3: Affective Processes

People believe that affective process is vital role in reducing the stress and anxiety in difficult situations. It is helping for control the situations.

Process 4: Selection Processes

In selection process, people have ability to take decisions. People create beneficial environment and control over the situation. According to research, self-efficacy play impotent role in motivation, performance and studies test (Schunk, 1995), maintain goals, learning process and academic achievement (Barry, 2000).

Descriptive Analysis of The Data

Descriptive analysis of the data refers to its descriptive description of the attributes tabulation of the attributes in reference to outcome variables. During data analysis of the current study, researchers applied descriptive test to summarize and present data in the form of tables for clear and comprehensive understanding.

Table 1: Demographic Statistics

Demographics		<i>f</i>	%
Age group	age(17-19)	35	19.4
	age(20-22)	103	57.2
	age(23-25)	42	23.3
Gender	Male	72	40.0
	Female	108	60.0
Area	Rural	87	48.3
	Urban	93	51.7
Schooling	English Medium	124	68.9
	Urdu Medium	56	31.1
Educational Program	B.S	71	39.4
	M.A	109	60.6
Family System	Joint	94	52.2
	Nuclear	86	47.8

The above table is about the demographic profile of the respondents of the study.

As per the age of the respondents, more than half (57.2%) of the respondents were categorized in the age group (20-22 years) whereas less than one fourth (23.3%) were having age group (23-25 years) and (19.4%) were from age (17-19). As per the gender of the respondents, (60.0%) of them were females whereas (40%) were males. As per the area of the respondents, slightly more than half (51.7%) of them were from urban areas whereas less than half (48.3%) were from rural areas. As per schooling of the respondents, more than two third (68.9%) of them were from English Medium Schools whereas less than one third (31.1%) were from Urdu Medium Schools. As per the current educational program of the respondents, 60.6% of the respondents were from MA whereas more than one third (39.4%) were from BS Program. As per the family system, one half (52.2%) were from joint family system (husband wife and married children were living together) whereas other half (47.8%) were from Nuclear family system.

Section A: Academic Self-Efficacy

Table 2:

		SD	DA	N	A	SA	TOTAL
I'm confident; I can solve the difficult problems during studies	f	12	15	31	68	54	180
	%	6.7	8.3	17.2	37.8	30.0	100.00
I'm confident; I have ability to fulfill our goals	f	7	15	19	76	63	180
	%	3.9	8.3	10.6	42.2	35.0	100.00
I'm confident I can understand basic concepts of subject	f	4	9	28	98	41	180
	%	2.2	5.0	15.6	54.4	22.8	100.00
I think I will perform well in exams base on the learning context and my skills	f	4	9	22	83	62	180
	%	2.2	5.0	12.2	46.1	34.4	100.00
I'm sure I can understand the most complex material	f	5	19	63	62	31	180
	%	2.8	10.6	35.0	34.4	17.2	100.00
I believe I will receive excellent scores in exams	f	6	10	41	80	43	180
	%	3.3	5.6	22.8	44.4	23.9	100.00
My teacher and class agree with my opinion	f	10	9	55	66	40	180
	%	5.6	5.0	30.6	36.7	22.2	100.00
I pay full attention during class?	f	12	17	43	55	53	180
	%	6.7	9.4	23.9	30.6	29.4	100.00
I believe hard work is helping me in any trouble situation	f	6	6	18	67	83	180
	%	3.3	3.3	10.0	37.2	46.1	100.00
I sure that my passion and full attention during class are help full in results	f	6	12	25	55	82	180
	%	3.3	6.7	13.9	30.6	45.6	100.00

As per the above table, 6.7% were strongly disagreeing, 8.3% disagree, 17.2 neutral, 37.8% agree and 30.0% strongly agree out of 100% for their confidence to solve the difficult problems during their studies. As per the above table, 3.9% strongly disagree, 8.3% disagree, 10.6% neutral, 42.2% agree and 35.0% were strongly agree for their confidence to have the ability to fulfill their goals. According to this table 2.2% were strongly disagreeing, 5.0% disagree, 15.6% neutral, 54.4% agree and 22.8% strongly agree for their confidence to understand basic concepts of their subjects. As per the above table, 2.2% strongly disagree, 5.0% disagree, 12.2% neutral, 46.1% agree and 34.4% students were strongly agreed regarding their views for performing well in exams based on their learning context and skills. As per the above table, 2.8% strongly agree, 10.6% disagree, 35.0% neutral, 34.4% agree and 17.2% were strongly agree regarding the assurance of the respondents for understanding most complex study materials. As per the above table, 3.3% students are strongly disagree, 5.6% disagree, 22.8% neutral, 44.4%

agree and 23.9% strongly agree about their believing for receiving excellent scores in their exams. According to this table 5.6% students were strongly disagree, 5.0 disagree, 30.6% neutral, 36.7% agree and 22.2% strongly agree regarding being agreed of teachers and class fellows with the respondents. This table showed that 6.7% of the students were strongly disagrees, 9.4% disagree, 23.9 neutral, 30.6% agree and 29.4% strongly agree for paying full attention in the class. According to this table, 3.3% students were strongly disagreeing, 3.3% disagree, 10.0% neutral, 37.2% agree and 46.1% strongly agree regarding their believing on hardworking what will be helpful for them in trouble situation. As per the above table, 3.3% students were strongly disagree, 6.7% disagree, 13.9% neutral, 30.6% agree and 45.6% strongly agree for the assurance that their passion and full attention during class were helpful in their results.

Section B: Academic Performance

Table 3:

		SD	DA	N	A	SA	TOTAL
I'm fulfilling my academic goals and targets	f	9	15	34	81	41	180
	%	5.0	8.3	18.9	45.0	22.8	100.00
I'm satisfied from my academic performance	f	3	28	37	75	37	180
	%	1.7	15.6	20.6	41.7	20.6	100.00
My past results encourage me to work hard	f	5	12	32	68	63	180
	%	2.8	6.7	17.8	37.8	35.0	100.00
My academic Performance depends on my effort	f	4	8	25	76	67	180
	%	2.2	4.4	13.9	42.2	37.2	100.00
I spend most of my time in university with friends and teachers to discussing academic work/revising for examination	f	10	20	59	54	37	180
	%	5.6	11.1	32.8	30.0	20.6	100.00
My academic performance depends on my skills to be organized	f	3	10	41	72	54	180
	%	1.7	5.6	22.8	40.0	30.0	100.00
I succeed in finishing the entire home task every day?	f	8	21	59	58	34	180
	%	4.4	11.7	32.8	32.2	18.9	100.00
My parents satisfied with my grades/results?	f	6	7	27	84	56	180
	%	3.3	3.9	15.0	46.7	31.1	100.00
I always succeed in passing exams?	f	2	9	26	71	72	180
	%	1.1	5.0	14.4	39.4	40.0	100.00
My positive attitude helps me in exams	f	5	3	21	69	82	180
	%	2.8	1.7	11.7	38.3	45.6	100.00

As per the above table, 5.0% students were strongly disagree, 8.3% disagree, 18.9% neutral, 45.0% agree and 22.8% strongly agree regarding fulfillment of their

academic goals and targets. According to this table, 1.7% students were strongly disagree, 15.6% disagree, 20.6% neutral, 41.7% agree and 20.6% strongly agree for being satisfied with their academic performance. According to this table, 2.8% of the students were strongly disagree, 6.7% disagree, 17.8% neutral, 37.8% agree and 35.0% strongly agree with their past results to encourage them to work hard. In this table 2.2% students were strongly disagree, 4.4% disagree, 13.9% neutral, 42.2% agree and 37.2% strongly agree regarding the dependency of academic performance on their efforts. This table showed that 5.6% students were strongly disagree, 11.1% disagree, 32.8% neutral, 30.0% agree and 20.6% strongly agree about spending most of their time in university with friends and teachers to discussing academic work/revising for examination. According to this table, 1.7% students were strongly disagree, 5.6% disagree, 22.8% neutral, 40.0% agree and 30.0% strongly agree for depending their academic performance on their skills to be organized. The above table showed that 4.4% strongly disagree, 11.7% disagree, 32.8% neutral, 32.2% agree and 18.9% strongly agree for being successful in finishing their entire homework task every day. According to this table, 3.3% students were strongly disagree, 3.9% disagree, 15.0% neutral, 46.7% agree and 31.1% strongly agree regarding the satisfaction of their parents with their grades/results. This table showed that 1.1% students were strongly disagree, 5.0% disagree, 14.4% neutral, 39.4% agree and 40.0% strongly agree for being successful always in exams. There are 2.8% students who strongly disagree, 1.7% disagree, 11.7% neutral, 38.3% agree and 45.6% strongly agree with their positive attitude being helpful in their exams.

Table 4: Correlation

Correlations		1	2	3
Spearman's rho	1. Self- efficacy	1.000	.	.
	2. Academic Performance	.490**	.503**	1.000
		.000	.000	.

***. Correlation is significant at the 0.01 level (2-tailed).*

Spearman's rho correlation identifies that self-efficacy is significant related with academic performance ($r = .490$, $p < 0.05$) where self-efficacy and academic performance are strongly related ($r = .503$, $p < 0.05$).

Table 5: Regression

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	28.840	2	14.420	64.936	.000 ^b
	Residual	39.306	177	.222		
	Total	68.146	179			

a. Dependent Variable: Academic performance

b. Predictors: (Constant), Self-efficacy,

(F (2, 177) = 64.936, P = 0.000), Result of this table show that, model is significant that the Independent variable has effect on the dependent variable.

Discussion

The study found that 37.8% of the respondents were agree for their confidence to solve the difficult problems during their studies whereas 30.0% strongly agree and 17.2% of the respondents were neutral in this regard. It was found that less than one half (42.2%) of the respondents were agree for their confidence to have the ability to fulfill their goals whereas 10.6% were neutral and 8.3% were disagree. The study also found that 54.4% of the respondents were agree for having confidence to understand basic concepts of their subjects whereas 5.0% were disagree. Regarding being hopeful for success in exams, 46.1% respondents were agree for performing well in exams based on their learning context and skills whereas 12.2% were neutral and only 5.0% were disagree. It was found that 35.0% of the respondents were neutral regarding the assurance of the respondents for understanding most complex study materials whereas 34.4% were agree. This showed the uncertainty among the respondents in this regard. These findings extend the theory of self-efficacy introduced by Bandura (1994) that People have strong belief that they can perform all activities based on their abilities which are found here in this study that the self-reliance of the respondents on their capabilities to learn and perform well in their studies to achieve their maximum academic goals. It was found that 46.1% strongly agree regarding believe on hardworking what will be helpful for them in trouble situation. For being optimistic it was found that less than one half (45.6%) were strongly agree for the assurance that their passion and full attention during class were helpful in their results whereas 13.9% were neutral. These findings resembles with the findings of the studies of Schunk (1995) who found that the way of motivation, act of cognition and helping domain support the people for selecting activities, face the challenges, set goals and get achievements.

The study found that less than one half (45.0%) of the respondents were agree regarding fulfillment of their academic goals and targets whereas 18.9% were neutral in this regard. It was found that 41.7% agree for being satisfied with their academic

performance because 37.8% respondents responded that their past results encourage them to work hard whereas 15.6% were disagree because they were not satisfied with their academic performance. It was also found that less than one half (42.2%) believe that their academic performance dependent on their efforts, 40.0% believe on their skills to be organized whereas 22.8% were neutral. When the respondents were asked about spending most of their time in university with friends and teachers to discussing academic work/revising for examination, little less than one third (32.8%) were responded neutral. It was found that less than one third (32.2%) respondents successfully finish their entire homework task every day. On the other hand, exact two fifth (40.0%) were strongly hopeful to be successful in exams. Because they (45.6%) strongly believe that positive attitude will be helpful in their exams. The study found that 46.7% were agree regarding the satisfaction of their parents with their grades/results. Findings regarding academic performance of university students in higher learning are in line with different previous studies including the studies of Mushtaq(2012) and Good(2009).

This study also found a significant relationship between self-efficacy and academic performance. Self-efficacy has been shown to be important to academic performance of the students of higher level of learning and is a strengthening factor in producing good results/scores in exams.

Conclusion

The present research paper argues that the students' Self-motivations, beliefs and arrangements which we called *Self-Efficacy* plays a much influential role for improving the academic performance of students among many other contributing factors in this regards. It is concluded that there is significant relationship between the self-efficacy and academic performance of the students while studying at higher level learning. The self-efficacy equips the students with motivation, confidence, self-trust and encouragements that provoke students to finish and accomplish their daily homework and other routine educational tasks which further enables/makes the students to maximize the chance of being successful in the exams and helpful in attaining good scores.

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Citation of this Article:

Mehmood, A., Adnan, M., Shahzad, A. & Shabbir, F. (2019). The Effect of Self-Efficacy on Academic Performance at Higher Level of Learning: A Case Study of Punjab University Lahore. *Journal of Educational Sciences and Research*, 6(1), 33-46.