

Self-Efficacy of Filipino College Students as Correlates to Demographics

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Abstract— Self-efficacy is defined as the ability of an individual to successfully complete a task or a goal and is considered an important facet of academic success among college students. This study investigates the correlation between Filipino college students' demographics and self-efficacy, including age, gender, and year level. The demographic factors were identified through a survey while the self-efficacy level was assessed by the General Self-Efficacy (GSE) Scale to 259 Filipino college students within Metro Manila. Using descriptive frequency distribution and percentages, results showed that the majority of the college students were coming from 18 years old to 20 years old which comprised 142 (55%) while in terms of gender, most of the college students were females with 138 (53%). For the year level, the majority of them were coming from the second-year level with 85 (33%). The self-efficacy level of the college students was gathered from the GSE Scale which revealed that the respondents have high levels of self-efficacy with a computed mean of 2.82 and SD= 0.52. To determine the correlation between the demographics and self-efficacy level of the college students, the researcher utilized Pearson chi-square and statistical analysis revealed that there is no correlation between the age, gender, and self-efficacy level of the college students with computed Pearson chi-square value of 39.26 and 12.76 respectively, thus the researcher did not reject the null hypothesis. On the other hand, in terms of year level, it was found that there is a significant relationship between the year level and self-efficacy level of the college students with a computed Pearson chi-square value of 63.30, hence the researcher rejected the null hypothesis. The results are recommended for schoolteachers, counselors, and administrators to implement enhancement or improvement programs for self-efficacy the college students so better academic performance in school can be achieved.

Keywords— filpino, college students, demoraaphics, self-efficiency, correlation, metro manila.

I. INTRODUCTION

An important factor in college students' academic success is self-efficacy, or confidence about them on ability to accomplish something or complete a task. Bandura's theory holds that it has demonstrated that students who have higher level of self-efficacy are more probable to persevere in the face of difficulties, set higher objectives for themselves, and ultimately achieve better academic outcomes (Bandura, 10977). However, there is limited research on self-efficacy among college students in the Philippines, and it is not clear to what extent cultural and environmental factors may impact their self-efficacy beliefs.

According to Santos (2018), a study that looked at self-efficacy of college students in the Philippines found a significant relationship between academic performance and self-efficacy, with students who reported higher self-efficacy level earning higher grades. In addition, it is essential to take into account the societal and cultural expectations that may have an impact on the self-efficacy of Filipino college students. For examples, societal expectations about gender roles and

responsibilities may impact the self- efficacy of male and female students differently (Santos, 2018).

In the theoretical perspective of self-efficacy of Zimmerman and Bandura (1994) states that self-efficacy of an individual may vary among college students based on demographic factors such as age, gender, ethnicity, and socioeconomic status. Age, according to Bandura, may impact self-efficacy as older individuals may have more life experiences and a greater sense of self-efficacy because of having more opportunities to develop skills and mastery in various task. However, younger students, may also have high levels of self-efficacy if they have received positive reinforcement and support in their academic pursuits.

Gender is another demographic factor that may influence self-efficacy among college students. Research has shown that gender as demographic variable has a significant correlation with self-efficacy while in terms of specific type of self-efficacy, on the contrary, changes happen in inward social efficacy and interactive social efficacy among students showed

differences among gender and age groups (Hur, 2018). As a result, the primary goal of the study is to ascertain how gender, age, and year level of Filipino college students affect self-efficacy.

II. MATERIAL AND METHODS

This study used the descriptive-correlational type of research. A survey was used to determine the demographics of the respondents such as the age, gender and their year level and a standardized test named, the General Self-efficacy (GSE) Scale to evaluate the level of self-efficacy of the respondents.

With Cronbach's alphas range from .76 to .90, the unidimensional scale which served as a reliable self-efficacy measure.

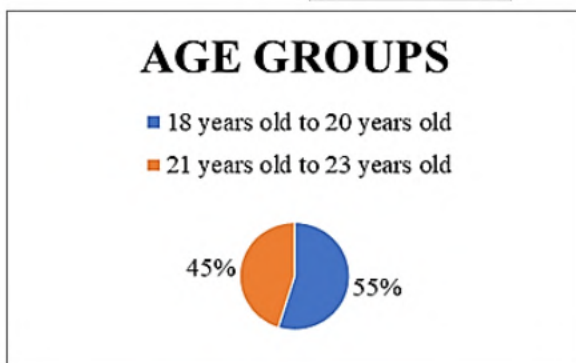
The researcher utilized simple-random techniques in finding respondents of the study and apply statistical measure such as frequency and percentages in describing the demographics while Pearson chi-square in determining the correlation between self-efficacy level and demographics.

III. RESULTS AND DISCUSSIONS

All The figure showed the demographics of the Filipino college students in terms of age. The respondents were comprised of 259 Filipino college students from different universities and colleges in Metro Manila.

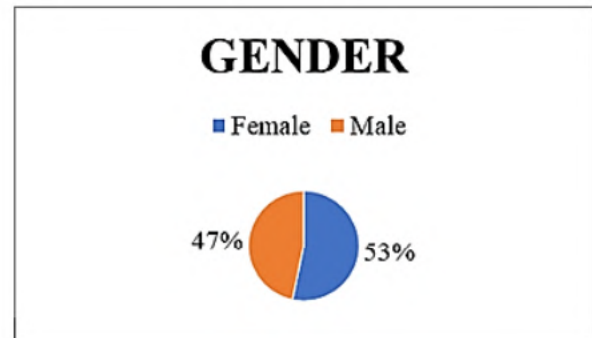
Out of the total population of the selected respondents, 142 (55%) were from the ages 18 years old to 20 years old and 117 (45%) were coming from ages 21 years old to 23 years old.

Figure 1. Age Groups of the Respondents



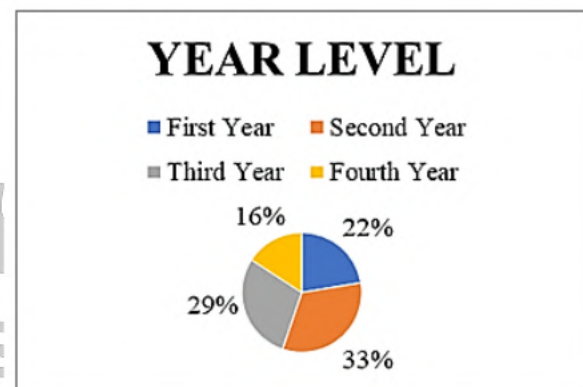
Among 259 selected respondents, 138 (53%) Filipino college students were female and 121 (47%) Filipino college students were males as depicted in the figure 2 below.

Figure 2. Gender of the Respondents



The figure illustrates the demographics of the Filipino college students based on year level. The respondents were comprised of 259 Filipino college students from first year to fourth year level: 58 (22%) of them were came from first year level, 85 (33%) were came from second year level, 71 (29%) of them were from third year level and 41 (16%) were from fourth year level.

Figure 3. Year level of the Respondents



Level of Self-efficacy

Table 1. Level of Self-efficacy of the Respondents

Descriptive Statistics				
	<i>N</i>	<i>Mea</i> <i>n</i>	<i>Std.</i> <i>Deviation</i>	<i>Interpretatio</i> <i>n</i>
VAR00004	25	2.82	.52055	High self-efficacy
	9	24		

The table showed high levels of self-efficacy among Filipino college students with computed mean of 2.82 and SD= 0.52. This means that the respondents have high self-efficacy level in school. Valizadeh (2021) supported the result of the study as the related study demonstrated that learner's self-efficacy beliefs reportedly good to high self-efficacy levels of undergraduate students- this means that the students were assertive and confident from with their academic

achievement and performance. Moreover, academic self-efficacy predicts academic achievement and implies significant relationship between the two indicated that high self-efficacy constitutes high academic achievement among students (Nasir, 2019).

The result of the present study also supports by the mean and verbal interpretation of the items in the General Self-Efficacy (GSE) Scale as shown in the table below:

Table 2. Mean and Verbal Interpretation of GSE Items

Mean and Verbal Interpretation of GSE Items		
Items	Mean	Verbal Interpretation
1. I can always manage to solve difficult problems if I try hard enough.	3.03	High self-efficacy
2. If someone opposes me, I can find the means and ways to get what I want.	2.7	Moderate self-efficacy
3. It is easy for me to stick to my aims and accomplish my goals.	2.85	High self-efficacy
4. I am confident that I could deal efficiently with unexpected events.	2.68	Moderate self-efficacy
5. Thanks to my resourcefulness, I know how to handle unforeseen situations.	2.85	High self-efficacy
6. I can solve most problems if I invest the necessary effort.	3.38	Very high self-efficacy
7. I can remain calm when facing difficulties because I can rely on my coping abilities.	2.8	Moderate self-efficacy
8. When I am confronted with a problem, I can usually find several solutions.	2.85	High self-efficacy
9. If I am in trouble, I can usually think of a solution	2.97	High self-efficacy
10. I can usually handle whatever comes my way.	2.93	High self-efficacy
General Weighted Mean	2.82	High self-efficacy

Based on the table, the general weighted mean is 2.82 which indicates high self-efficacy, this means that the respondents scored high in most of the items in the GSE. Further, item number 6, "I can solve most problems if I invest necessary efforts", with computed mean of 3.38 which indicates very high self-efficacy. This means that majority of the respondents scored very high self-efficacy in this item which denotes that students are more likely to have very high self-efficacy when confronted with academic concerns if they can invest more and needed efforts in completing certain tasks. On the contrary result, item number 4, "I am confident that I could deal efficiently with unexpected events" with computed mean of 2.68 interpreted as having a moderate self-efficacy level. This means that majority of the

respondents scored moderately in this item which denotes that students are expressed moderate levels of self-efficacy when they are confronted by unexpected events in life. Moreover, as seen in the table, majority of the respondent's response on each items revealed moderate to high levels of self-efficacy. This result was supported by the study of Valizadeh (2021) as it explains in the related study that the levels of undergraduate students is good to high levels of self-efficacy. In addition, in the cross-sectional study of Dadipool (2021) on self-efficacy and general health of nursing students supported that present study and revealed that the respondents showed high levels of self-efficacy while Seyedi-Andi, et. al (2023) reported moderate levels of self-efficacy among students.

Table 3. Correlation between the Age and Self-efficacy

Chi-Square Tests of Age and Self-Efficacy				
	Value	Df	Asymp. Sig. (2-sided)	Interpretation
Pearson Chi-Square	39.262a	28	.077	Do not reject the null hypothesis

The table revealed no statistically significant correlation between the age and self-efficacy with Pearson chi-square value of 39.26.

This means that there is no association between the age of the respondents and self-efficacy in which it suggests that there is no sufficient evidence to support the

relationship between age and self-efficacy level of the students.

The result is supported by the study of Hur (2018) which reported that the manifestation of self-efficacy varies across age groups and this probably because the demographic and socio-economic variables of the respondents who answer the test.

Table 4. Correlation between Gender and Self-efficacy

Chi-Square Tests of Gender and Self Efficacy				
	Value	Df	Asymp. Sig. (2-sided)	Interpretation
Pearson Chi-Square	12.763a	14	.545	Do not reject the null hypothesis
Likelihood Ratio	13.644	14	.477	
N of Valid Cases	259			

The table depicts no significant correlation between the gender and self-efficacy among college students with Pearson chi-square value of 12.76. This means that there is no association between the gender of the respondents and self-efficacy in which it suggests that there is no sufficient evidence to support the relationship between gender and level of self-efficacy of the students. This result was supported by the study of Hur (2018) which

explains that the self-efficacy differs across different gender groups while Olave (2019) further explains that female students are reported to have lower self-efficacy level than males. It further explains that self-efficacy is not gendered, and it vary in each student. In addition, research also shows differences in the level of self-efficacy between male and female.

Table 5. Correlation between the Year Level and Self-efficacy

Chi-Square Tests of Year Level and Self-Efficacy				
	Value	Df	Asymp. Sig. (2-sided)	Interpretation
Pearson Chi-Square	63.298a	42	.018	Reject the null hypothesis
Likelihood Ratio	68.487	42	.006	
N of Valid Cases	259			

There is significant correlation between the year level and the level of self-efficacy among college students with computed Pearson chi-square value of 63.298. This means that there is association between the year level of the college students and self-efficacy in which it suggests that there is sufficient evidence to support the relationship between year level and the level of self-efficacy of the students. Result was supported by the study of Callao (2021) on the self-efficacy undergraduate students in Cebu Technological University states that students in different year level express high levels of self-efficacy in terms of achieving their future goals in their academic pursuit. In addition, Valizadeh (2021) reported that self- efficacy of the students, be it a male or a female do not vary at their grade level.

The gathered information from the respondents in determining the level of efficacy was evaluated by General Self-Efficacy (GSE) Scale. Results showed that majority of the respondents have high self-efficacy level with computed mean of 2.82 and SD= 0.52. The result was also supported by the mean and verbal interpretation of the items in GSE that yield a general computed mean of 2.82 interpreted as high self-efficacy.

The researcher used Pearson chi-square to determine the relationship between the demographics which are the age, gender and year level and the self-efficacy level of the respondents. Results revealed no statistically significant correlation in the age, gender, and self-efficacy of the students with computed Pearson chi-square value: 39.262 and 12.763 respectively.

IV. CONCLUSION AND RECOMMENDATIONS

Findings

The respondent's demographics in terms of age was 142 (55%) were from 18 years old to 20 years old and 117 (45%) were from 21 years old to 23 years old; for gender, 138 (53%) of the respondents were females while 121 (47%) were males and for the year level, 58 (22%) of them came from first year level, 85 (33%) from second year level, 71 (29%) from third year level and 41 (16%) were from fourth year level.

Thus, the researcher did not reject the null hypothesis. On the other hand, in terms of year level, it was found out that there is significant correlation between the year level and self-efficacy of the college students with computed Pearson chi-square value of 63.298.

This indicates that there is sufficient proof to evince the correlation between these variables, thus the researcher rejected the null hypothesis.

Conclusion

Based on the findings made by the researcher, the following conclusions were hereby drawn:

With regard to demographics, majority of the respondents were coming from 18 to 20 years old, most of the respondents were females and majority of them are from second year level. The self-efficacy level of the college student is high. There is no statistically significant relationship in the age and gender of the college students with respect to the self-efficacy level while a significant correlation was found out between the year level and the self-efficacy level of the college students.

Recommendation

The researcher recommends that the schoolteachers, counselors, and administrator should create a program that could improve and enhance more the self-efficacy of the students in school so the students could have better academic performance and achieve certain goals in life.

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