

# The Academic Self-Efficacy Among Undergraduates: The Role of Gender, CGPA and Trait Emotional Intelligence

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## ABSTRACT

Academic self-efficacy is important for students which will help them to perform better in studies. This study aims to explore the level of academic self-efficacy among UNIMAS undergraduates based on gender, CGPA and trait emotional intelligence. The samples of study involved are 50 male and 50 female participants which consists of final year students from Faculty of Cognitive Sciences and Human Development. The academic self-efficacy of the students is measured using the questionnaire adopted from a study by Sachitra and Bandara (2017) and The Short Form (TEIQue-SF) Trait Emotional Intelligence Questionnaire is used to measure the trait emotional intelligence of the undergraduates. The result was analyzed using descriptive analysis and inferential analysis; independent samples *t-test*, One-Way ANOVA and Pearson's correlation. The results of the study have shown that female students have higher academic self-efficacy compared to male students. In addition, students who obtain a higher CGPA also have higher self-efficacy. There was also a small positive correlation between trait emotional intelligence and academic self-efficacy.

Keywords: academic self-efficacy, gender, CGPA, trait emotional intelligence

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## INTRODUCTION

Self-efficacy is often attributed to variables like self-trust or self-belief, self-esteem and self-motivation or optimism in doing something. People's trust in their own ability to achieve their objectives or goals which will influence their lives is also defined as self-efficacy. How a person feels, reflect and encourage themselves to achieve a goal is known as self-efficacy (Bandura, 1994a; b). Meanwhile, academic self-efficacy is the beliefs of an individual whether they managed to complete a specific academic task successfully or achieve a specific academic objective. In addition, emotional intelligence that can be defined as the ability to evaluate, regulate and use of emotions was found out to be linked with the academic self-efficacy including academic performance (Hen & Goroshit, 2014).

In academic settings, self-efficacy plays major role to an individual success because it will affect their abilities and the actions that they will perform in a task. Academic self-efficacy is an individual's beliefs on how well they could accomplish an academic work or adapt with the academic performance (Sharma & Nasa, 2014). According to Bandura (1977), academic self-efficacy is grounded in the self-efficacy theory which stated that the task's level of difficulty causes variations in academic self-efficacy. Few individuals believed that they are most effectual on challenging tasks whereas others favour easier tasks (Sharma & Nasa, 2014). The academic self-efficacy affects learning and motivation among students. Therefore, it would be useful in the student's mental-learning efforts. Thus, different factors play different roles in improving academic self-efficacy (Satici & Can, 2016). Family, friends, school and the influence of academic transitions are very important in shaping the effectiveness of academic-self efficacy.

According to Huang (2013), there have been an extensive research on gender differences in academic self-efficacy for the recent decades. The findings were inconsistent even though many researchers had investigated gender differences in academic self-efficacy. Therefore, the differences between male and female in their own perceived self-efficacy suggest that gender need to be taken into consideration for any effort to improve perceived self-efficacy (Chavez, Beltran, Guerrero, Enriquez, & Reyes, 2014). This is because perceived self-efficacy is crucial in human performance, as it does not only directly affect behaviour, but it also affects important aspects such as