

Efficacy Expectations and Outcome Expectations of Senior Secondary School Students in Relation to their Self-Regulated Learning

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Abstract: Expectation is defined as believing that something is going to happen or believing that something should be a certain way. It also refers to anticipating with confidence of fulfilment. A research underwent with the general objective of proving the effectuality of keeping fit in self-regulated learning strategies on efficacy expectations as well as outcome expectations in senior secondary school students. The study also postulates a role of Self-Awareness, Planning & Goal-Setting, Self-Motivation, Self-Control, Self-Evaluation, and Self-Modification on Efficacy and Outcome Expectations. At this descriptive- analytical research, the sample size included 300 students that were selected as random sampling method. Dr. Madhu Gupta And Ms. Dimple Mehtani self-regulation questionnaires and Dr. Arun Kumar Singh Self-efficacy scale was used to measure the Efficacy Expectations and Outcome Expectations of students for data collection. Data gathered were analysed using SPSS-16 software program. The results showed the training of self-regulated learning strategies produced a meaningful rise in efficacy levels in students. Students who has ability to recognise himself and closely related to the introspection, able to analysis, organise the activities with allocated resources required to achieve a desired goal, careful considerations of what they want to achieve, and know when and how they have to use appropriate strategies for attainment of goals himself or herself can successfully produce the behaviour required to generate the particular outcome. There exists significant difference in Efficacy Expectation of secondary school students in relation to their High, Averages and Low self-awareness, planning and goal settings, self-control and self-Regulated Learning similarly there exists significant difference in outcome Expectation of secondary school students in relation to their High, Averages and Low self-awareness, self-motivation, self-control, self-evaluation and self-Regulated Learning.

Index Words: Self-Regulated Learning, Self-Awareness, Planning & Goal-Setting, Self-Motivation, Self-Control, Self-Evaluation, Self-Modification, Efficacy Expectation, Outcome Expectation

Key words: Self-Regulated Learning, Self-Awareness, Planning & Goal-Setting, Self-Motivation, Self-Control, Self-Evaluation, Self-Modification, efficacy expectation, outcome expectation

INTRODUCTION

Expectancy is defined as the act or state of expecting. Bandura (1977) proposed that a person must believe himself/herself capable of achieving the desired behaviour change in order to be successful in that behaviour. Bandura, (1977, p. 193) distinguished between an "efficacy expectation," "the conviction that one can produce the specified behaviour" and an "outcome expectation," "a person's estimate that a given behaviour will lead to certain outcomes". Bandura (1977) argued that efficacy expectations were more central determinants than outcome expectations. Gary Wolf (2007) defined an efficacy expectation as the conviction that one can successfully execute the behaviour required to produce the outcomes. Akhtar (2008) defined efficacy expectations as the belief we have in our own abilities, specifically our ability to meet the challenges ahead of us and complete a task successfully. Efficacy expectations are increased through four mechanisms performance accomplishments (learning by doing), vicarious experiences (observing others or role models), verbal persuasion from expert sources, and minimizing emotional arousal (reducing anxiety). Lewis & Zahlis (1997) found that successful performances of difficult tasks that afford mastery result in increased self-efficacy and are the most powerful sources of efficacy expectations. Hackett and Betz (1981) suggested that expectations of personal efficacy help determine the career decisions and achievements of men and women, and may be especially useful in understanding women's career development. Ashton & Webb, (1986) suggested that the efficacy beliefs of teachers are related to their instructional practices and to various student outcomes. Christina Lee (1984) examined efficacy and outcome expectations as predictors of performance in a snake-handling task with a population of 33 male nonphobic undergraduates. Efficacy expectations were found to be better predictors of performance than outcome expectations. It appeared that efficacy expectations are more important than outcome expectations in predicting behaviour.

Gary Wolf (2007) defined an outcome expectancy as a person's estimate that a given behaviour will lead to certain outcomes. Nugent, Pam M.S., (2013) defined outcome expectancies as mental, emotional, and behavioural results which people consider to be correlated with future, or intended, actions and which are considered to either encourage or hinder these actions. Sonia Lippke, (2017) defined outcome expectations as subjective estimates of how likely it is that a specific behaviour will be followed by particular consequences. Saltzer (1982) suggested that efficacy and outcome expectations are multiplicatively related, on the grounds

that if either has a value of zero, no behaviour will occur. She postulates a complex model in which the two variables contribute equally at an immediate level to the determining of action.

Kathleen J. Bieschke, (2006) explored how and whether the empirical evidence pertaining to research self-efficacy beliefs and research outcome expectations can inform the training and development of scientifically minded psychologists. Kazdin, (1978) proposed that one may not need to postulate both efficacy and outcome expectations in order to explain behaviour Teasdale (1978) further argued that outcome expectations may not be less important than efficacy expectations. Bandura (1997) also revealed that outcome expectations are important to consider when changing behaviour, however efficacy expectations have been found to have greater predictive power on overall outcomes. Bandura's (1977) self-efficacy theory argues for a single process underlying all behaviour change that is the changing of efficacy expectations.

Bandura (1982) has further developed this aspect of the theory, arguing that outcome expectations are very often dependent upon efficacy expectations, but that in many situations both are important, and various combinations of high and low levels of the two types of expectancy will produce different patterns of behaviour and affective states.

Self-regulated learning refers to one's ability to understand and control one's learning environment. Zimmerman and Schunk (2011) defined self-regulated learning as an individual's regulation or control of their own cognition (i.e., thinking), affect (i.e., motivation and emotion), and behavior during learning. Zimmerman, (2002) proposed that the process of self-regulated learning is not one-size-fits-all; it should be tailored for individual students and for specific learning tasks. Javier Fernandez-Rio; Jose A. Cecchini; Antonio Méndez-Gimenez; David Mendez-Alonso; and Jose A. Prieto (2017) assessed the interactions between self-regulated learning, cooperative learning and academic self-efficacy and self-regulated learning was found more influential than cooperative learning on students' academic self-efficacy. Pamela J. Gaskill; Anita Woolfolk Hoy (2002) found that self-efficacy beliefs and self-regulated learning strategies are interdependent; both require the presence of specific cognitive capacities, including the ability to set goals, self-monitor, reflect, and make judgments. Fernando Doménech-Betoret; Laura Abellán-Roselló; and Amparo Gómez-Artiga (2017) examined the relationships among academic self-efficacy, students' expectancy-value beliefs, teaching process satisfaction, and academic achievement. The results revealed that students' expectancy-value beliefs (Subject value, Process expectancy, Achievement expectancy, Cost expectancy) played a mediator role between academic self-efficacy and the achievement/satisfaction relationship. Molla Haftu Shaine (2015) suggested that the only significant predictor variable to academic achievement of primary school students was self-efficacy. Self-regulation and cognitive strategy use were not found to be significant predictors of academic achievement.

Alegre, Alberto A (2014) determined the relationship between academic self-efficacy, self-regulated learning and academic performance and found significant relationship between academic self-efficacy and academic performance, between self-regulated learning and academic performance. Using the data from the first above studies, the present study aims at investigate the relationships between Efficacy Expectations and Outcome Expectations of Senior Secondary School Students with Self-Regulated Learning

METHODOLOGY

Objectives

The present study was designed to attain the following objectives:

- To study the Efficacy Expectation of senior secondary school students in relation to their Self-Regulated learning and its various dimensions
- To study the Outcome Expectation of senior secondary school students in relation to their Self-Regulated learning and its various dimensions

Hypotheses:

The present study was designed to attain the following hypotheses:

H1: There exists no significant difference in Efficacy Expectation of secondary school students in relation to their High, Averages and Low self-Regulated Learning and its dimensions.

H2: There exists no significant difference in Outcome Expectation of secondary school students in relation to their High, Averages and Low self-Regulated Learning and its dimensions.

Research Design:

The investigator was used survey method for studying the problem. Quantitative approach is applied in this study. Furthermore, quantitative research is about identifying relationships between variables through the use of data collection and analysis.

Sample:

In order to conduct the present study, 10 private schools from Jalandhar district were selected. For their selection sample random technique was employed. Out of the selected schools, investigation was carried out on 300 students of Private and Government schools.

Design of the Study:

To test the proposed hypothesis the design of the present study is as follow:

Two way analysis of variance (ANNOVA) was employed on the score of Efficacy Expectation and Outcome Expectation. Efficacy Expectation Outcome Expectation both were dependent variables. Self-regulated learning and its dimensions was for classifying the Student's viz- a viz, High, Average and Low (SRL), D-I -High, Average and Low Self-Awareness (SA), D-II-High, Average and Low Planning & Goal-Setting (PGS), D-III-High, Average and Low Self-Motivation (SM), D-IV -High, Average and Low Self-Control (SC), D-V-High, Average and Low Self-Evaluation (SE), D-VI -High, Average and Low Self-Modification (SMd)

Measures

The two instruments were used to collect data from the respondents. They include

Self-efficacy scale

Self-efficacy scale was used to measure the Efficacy Expectation & Outcome Expectation of students developed by Dr. Arun Kumar Singh in 2012. This self-efficacy Scale has been designed for use with 12 years and above age of individuals. Efficacy expectations is the conviction that the person himself or herself can successfully produce the behaviour required to generate the particular outcome. It determines how hard people will try and how long they will persist at a particular behaviour. Outcome Expectation is a person's belief that a given behaviour will lead to a particular outcome. So after extensive review of literature, these two dimensions were finally included in this scale. There are 5 items for Efficacy expectations and the maximum score is 25 and minimum score is five. There are 5 items for outcome expectations and the maximum score is 25 and minimum score is five. The test re-test reliability was calculated and was found to be 0.82 and the split-half reliability was found to be 0.74. All reliability coefficients were significant at .01 level. The concurrent validity was found to be 0.92 which was significant.

Self-Regulated Learning Questionnaire: (Dr. Madhu Gupta And Ms. Dimple Mehtani)

It has 65 items with six dimensions. The scoring of positive items of SE Scale was done by giving a score 5, 4, 3, 2 or 1 for Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree respectively and negative items were scored as 1, 2, 3, 4, and 5 respectively. The reliability of the Self-regulated learning scale were ascertained by 'Split-Half Method' After applying Spearman-Brown Prophecy, formulae the reliability coefficient (r) for whole self-regulated learning scale came out to be 0.88 which is significant at 0.1 level of significance. Construct validity of the scale has also been measured. The correlation coefficient between the dimensions of SRLS ranged from .503 to .596.

PROCEDURE:

In order to conduct the study, 10 secondary schools of Jalandhar city were selected. A sample of about 300 students from 12th class was selected. Self-regulated learning scale by Dr. Madhu Gupta & Dr. Mehtani was administered and students were segregated in High, Average and Low (SRL), High, Average and Low (SA), High, Average and Low (PGS), High, Average and Low (SM), High, Average and Low (SC), High, Average and Low (SE), High, Average and Low (SMD). The score of Efficacy Expectation and Outcome Expectation of these groups were taken and further the data was given statistical treatment.

Statistical Technique: The data was analyzed using one way analysis of variance to find out the significant differences between groups. Mean and standard deviation of various subgroups will be computed to understand the nature of data. The Data Obtained has been analyzed under the following headings:

RESULTS AND DISCUSSION

This portion of the study presents the results of the data gathered by the researcher.

Efficacy Expectation in Relation to Self-regulated learning and Its Dimensions

In order to analyse the data means and standard deviation was computed on the obtained scores and were further subjected to one way analysis of variance.

TABLE 1

Means and Standard Deviations of Various Dimensions of Self-regulated learning In Relation to Efficacy Expectation

SRL AND ITS DIMENSIONS		LOW	AVERAGE	HIGH	TOTAL
Self-Awareness	N	94	155	101	350
	Mean	17.72	18.05	18.10	17.97
	Σ_d	2.853	2.836	2.504	2.746
Planning & Goal-Setting	N	97	125	128	350
	Mean	17.89	17.79	18.22	17.97
	Std. Deviation	2.512	3.012	2.644	2.746

Self-Motivation	N	129	98	123	350
	Mean	17.76	18.15	18.06	17.97
	Std. Deviation	2.797	2.222	3.058	2.746
Self-Control	N	95	155	100	350
	Mean	17.52	18.13	18.17	17.97
	Std. Deviation	2.580	2.949	2.539	2.746
Self-Evaluation	N	100	144	106	350
	Mean	17.52	18.18	18.02	17.97
	Std. D	2.238	2.484	3.565	2.746
Self-Modification	N	104	142	104	350
	M	17.63	18.04	18.23	17.97
	Std. D	2.674	2.861	2.645	2.746
Self-Regulated Learning	N	94	160	96	350
	M	17.36	18.26	18.09	17.97
	Std. D	2.556	2.904	2.580	2.746

In order to analyze the variable, the obtained scores were subjected to One Way ANOVA. The results are presented below in Table 2

Table 2

Summary of One Way Analysis Of Variance on Score of Efficacy Expectation In Relation To Their Self Regulate Learning and Its Dimensions

SRL AND ITS DIMENSIONS		Sum of Squares	df	Mean Square	F	Sig.
Self-Awareness	Between Groups	48.266	2	24.133	3.242	Significant
	Within Groups	2282.503	347	7.442		
	Total	2630.769	349			
Planning&Goal setting	Between Groups	52.549	2	27.274	3.67	Significant
	Within Groups	2578.220	347	7.430		
	Total	2630.769	349			

Self-Motivation	Between Groups	9.912	2	4.956	.656	Not significant
	Within Groups	2620.856	347	7.553		
	Total	2630.769	349			
Self-Control	Between Groups	57.513	2	28.756	3.87	Significant
	Within Groups	2572.256	347	7.414		
	Total	2630.769	349			
Self-Evaluation	Between Groups	24.385	2	12.193	1.623	Not significant
	Within Groups	2606.383	347	7.511		
	Total	2630.769	349			
Self-Modification	Between Groups	20.186	2	10.093	1.342	Not significant
	Within Groups	2610.583	347	7.523		
	Total	2630.769	349			
Self-Regulated Learning	Between Groups	49.935	2	24.968	3.357	Significant
	Within Groups	2580.833	347	7.438		
	Total	2630.769	349			

Efficacy Expectation with Self-Regulated Learning and its dimensions

From the results inserted in the table 2 revealed the df between means is 2 and within group is 347 Entering table F with these df's we read that the column 2 and row 347, the value at .05 level is 3.03 and at .01 level is 4.68. It may be observed from the table that F of magnitude $3.24 > 3.03$ (df 2/347) for the difference between the means of three groups of students High, Average and Low Self-Awareness (D-I of SRL) on the scores of Efficacy Expectation was found to be significant at 0.5 level of confidence. Next F of magnitude $3.67 > 3.03$ (df 2/347) for the difference between the means of three groups of students High, Average and Low Planning & Goal-Setting (D-II OF SRL) on the scores of Efficacy Expectation was found to be significant at 0.5 level of confidence. Then F of magnitude $3.87 > 3.03$ (df 2/347) for the difference between the means of three groups of students High, Average and Low Self-Control (D-IV of SRL) on the scores of Efficacy Expectation was found to be significant at 0.5 level of confidence,

Again F of magnitude $3.35 > 3.03$ (df 2/347) for the difference between the means of three groups of students High, Average and Low Self-Regulated Learning on the scores of Efficacy Expectation was found to be significant at .05 level of confidence This indicates that Efficacy Expectation are significantly different in relation to High, Average and Low (SRL), High Average and Low Self-Awareness, High, Average and Low Planning & Goal-Setting, & High Average and Low Self-control. Thus the data provide sufficient evidence to reject the hypothesis in case of SRL, D-I, D-II- & D (IV) namely H_1 ' There exists no significant difference in Efficacy Expectation of secondary school students in relation to their High, Averages and Low self-Regulated Learning and its dimension.

Then F of magnitude $1.35 < 3.03$ (df 2/347) for the difference between the means of three groups of students High, Average and Low Self-Evaluation (D-V-of SRL) on the scores of Efficacy Expectation was not found to be significant at .05 level of confidence.

Whereas, F of magnitude $1.54 < 3.03$ (df 2/347) for the difference between the means of three groups of students High, Average and Low Self-Motivation (D-III of SRL) on the scores of Efficacy Expectation was not found to be significant at even at .05 level of confidence. Next F of magnitude $1.72 < 3.03$ (df 2/347) for the difference between the means of three groups of students High, Average and Low Self-Modification (D-VI of SRL) on the scores of Efficacy Expectation (SMD) was not found to be significant at even at .05 level of confidence. The hypothesis is not rejected in case of these two Dimensions.

Students who has ability to recognise himself and closely related to the introspection, and able to analysis, organise the activities with allocated resources required to achieve a desired goal and careful considerations of what they want to achieve, entails clearing the mind of distracting and know when and how they have to use appropriate strategies for attainment of goals himself or herself

can successfully produce the behaviour required to generate the particular outcome. It determines how hard students will try and how long they will persist at a particular behaviour. Students have belief that a given behaviour will lead to a particular outcome.

The same has been depicted through graph in Fig. 1

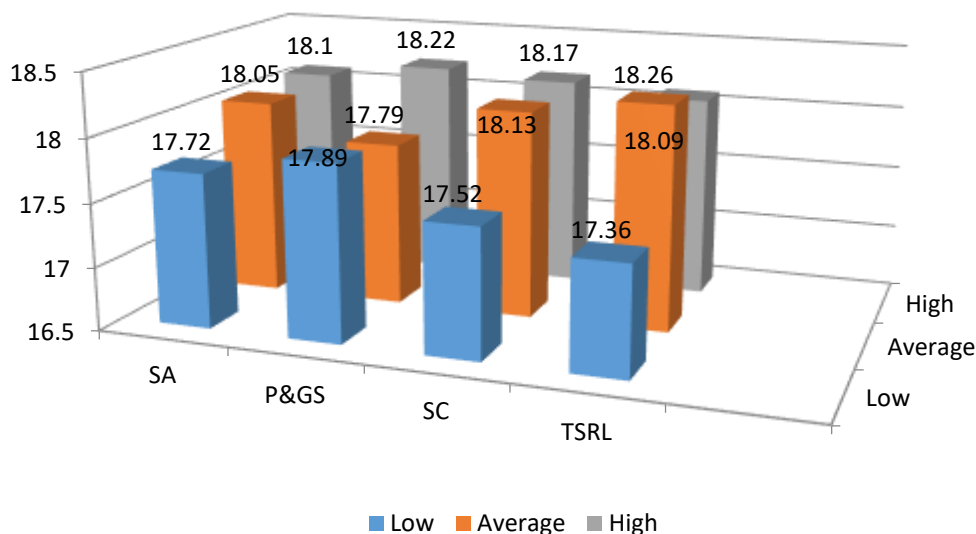


Fig1: Bar Graph Showing the Comparison of Mean Values of Efficacy Expectation In Relation To Their Self Regulate Learning and Its significant Dimensions

The results are in tune with the finding of

Lazarus NdikuMakewa; WinnieMuthoniNgila (2015) tested how self-efficacy, self-awareness and parental involvement affected goal setting among the youth and found that respondents bear perceived self-efficacy that can influence them positively in goal setting. While self-efficacy and self-awareness emanate from within an individual, parental involvement is an external factor.

Janine Shalka (2015) revealed that self-control and work ethic displayed statistically significant negative correlations with entitlement, and each explained unique variance in entitlement. Self-efficacy was not a predictor of entitlement. The findings indicated that parents, teachers, and practitioners should design interventions aimed to increase work ethic and increase self-control to curb entitlement and its negative effects.

Dale Shunk (1985) tested the hypothesis that participation in goal setting enhances self-efficacy and skills and found that proximal goals promoted motivation more than no goals, participation in goal setting led to the highest self-efficacy and subtraction skill

Outcome Expectation in Relation to Self-regulated learning and Its Dimensions

Table 3

Means and Standard Deviations of Various Dimensions of Self-regulated learning In Relation to Outcome Expectation

SRL AND ITS DIMENSIONS		LOW	AVERAGE	HIGH	TOTAL
Self-Awareness	N	94	155	101	350
	Mean	16.69	17.85	18.41	17.70
	Σd	2.599	3.423	2.984	3.154
Planning & Goal-Setting	N	97	125	128	350
	Mean	17.70	17.50	17.88	17.70
	Std. Deviation	2.751	3.516	3.078	3.154
Self-Motivation	N	129	98	123	350

	Mean	17.57	17.98	17.60	17.70
	Std. Deviation	3.420	2.998	2.991	3.154
Self-Control	N	95	155	100	350
	Mean	17.36	17.68	18.05	17.70
	Std. Deviation	2.760	3.483	2.955	3.154
Self-Evaluation	N	100	144	106	350
	Mean	17.82	17.76	17.49	17.70
	Std. D	3.338	2.947	3.627	3.154
Self-Modification	N	104	142	104	350
	M	17.21	17.82	18.02	17.70
	Std. D	3.134	3.137	3.171	3.154
Self-Regulated Learning	N	94	160	96	350
	M	16.57	18.21	17.94	17.70
	Std. D	2.807	3.350	2.879	3.154

In order to analyze the variable, the obtained scores were subjected to One Way ANOVA.

The results are presented below in Table 4

Table 4

Summary of One Way Analysis Of Variance on Score of Outcome Expectation In Relation To Their Self Regulate Learning and Its Dimensions

SRL AND ITS DIMENSIONS		Sum of Squares	df	Mean Square	F	Sig.
Self-Awareness	Between Groups	949.204	2	74.602	7.79	Significant
	Within Groups	3322.693	347	9.575		
	Total	3471.897	349			
Planning & Goal-Setting	Between Groups	9.077	2	4.539	.455	Not significant
	Within Groups	3462.820	347	9.979		
	Total	3471.897	349			
Self-Motivation	Between Groups	110.908	2	55.454	5.72	Significant
	Within Groups	3360.989	347	9.685		
	Total	3471.897	349			
Self-Control	Between Groups	63.445	2	31.722	3.23	Significant
	Within Groups	3408.453	347	9.822		
	Total	3471.897	349			
Self-Evaluation	Between Groups	66.674	2	33.337	3.39	Significant
	Within Groups	3405.223	347	9.813		
	Total	3471.897	349			
Self-Modification	Between Groups	37.350	2	18.675	1.887	Not significant
	Within Groups	3434.547	347	9.898		

	Total	3471.897	349			
Self-Regulated Learning	Between Groups	166.518	2	83.259	8.741	Significant
	Within Groups	3305.379	347	9.526		
	Total	3471.897	349			

Efficacy Expectation with Self-Regulated Learning and its dimensions

From the results inserted in the table 4 revealed the df between means is 2 and within group is 347. Entering table F with these df's we read that the column 2 and row 347, the value at .05 level is 3.03 and at .01 level is 4.68. It may be observed from the table that F of magnitude $7.79 > 3.03$ (df 2/347) for the difference between the means of three groups of students High, Average and Low Self-Awareness (D-I of SRL) on the scores of Outcome Expectation was found to be significant at .01 & 0.5 level of confidence. Next F of magnitude $5.72 > 3.03$ (df 2/347) for the difference between the means of three groups of students High, Average and Low Self-Motivation (D-III OF SRL) on the scores of Outcome Expectation was found to be significant at .01 & 0.5 level of confidence. Then F of magnitude $3.23 > 3.03$ (df 2/347) for the difference between the means of three groups of students High, Average and Low Self-Control (D-IV of SRL) on the scores of Efficacy Expectation was found to be significant at 0.5 level of confidence,

Again F of magnitude $3.39 > 3.03$ (df 2/347) for the difference between the means of three groups of students High, Average and Low Self-Evaluation (D-V of SRL) on the scores of Outcome Expectation was found to be significant at .05 level of confidence. Again F of magnitude $8.741 > 3.03$ (df 2/347) for the difference between the means of three groups of students High, Average and Low Self-Regulated Learning on the scores of Outcome Expectation was found to be significant at .01 & .05 level of confidence. This indicates that Outcome Expectation are significantly different in relation to High, Average and Low (SRL), High Average and Low Self-Awareness, High, Average and Low Self-Motivation, High, Average and Low Self-Control, & High Average and Low Self-Evaluation. Thus the data provide sufficient evidence to reject the hypothesis in case of SRL, D-I, D-III, D (IV) & D (V) namely H_1 'There exists no significant difference in Outcome Expectation of secondary school students in relation to their High, Averages and Low self-Regulated Learning and its dimension.

Then F of magnitude $.455 < 3.03$ (df 2/347) for the difference between the means of three groups of students High, Average and Low Planning & Goal-Setting (D-II OF SRL) on the scores of Outcome Expectation was not found to be significant at .05 level of confidence.

Whereas, F of magnitude $1.887 < 3.03$ (df 2/347) for the difference between the means of three groups of students High, Average and Low Self-Modification (D-VI of SRL) on the scores of Outcome Expectation was not found to be significant at even at .05 level of confidence. The hypothesis is not rejected in case of these two Dimensions.

Students who has the capacity to notice the self i.e to realize one's own strengths and weaknesses, takes initiative to undertake or continue a task or activity without another's prodding or supervision becomes more autonomous and involve the efforts to control and regulate different aspects of the self or task and to evaluate their own learning can successfully reach the particular outcome. Students have belief that a given behaviour will lead to a particular outcome.

The same has been depicted through graph in Fig. 2

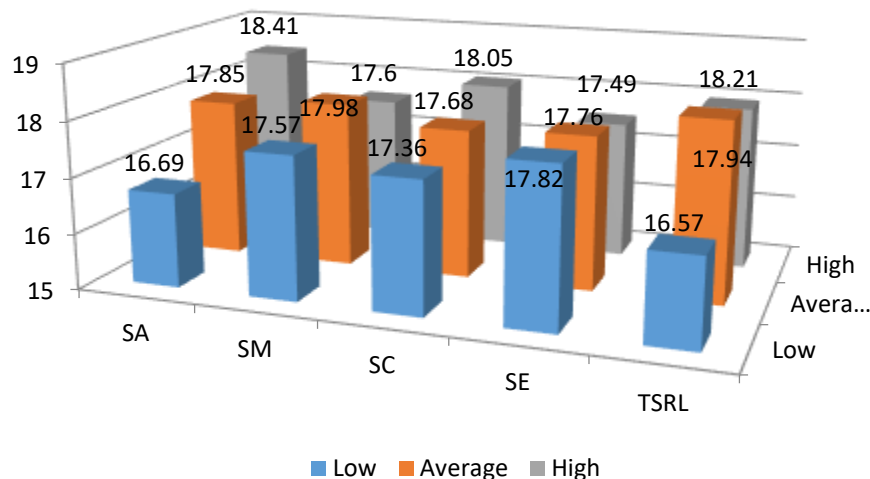


Fig2: Bar Graph Showing the Comparison of Mean Values of Outcome Expectation In Relation To Their Self Regulate Learning and Its significant Dimensions

The results are Intune with the findings of

Abdulsalam Saif (2014) explored the relationship between self-efficacy, motivation, and academic performance of undergraduate students from the Faculty of Education at Taiz University in Yemen and found that there are statistically positive correlations between self-efficacy and both intrinsic and extrinsic motivation, and self-efficacy and performance. Also, there are statistically positive correlations between intrinsic motivation and performance, and extrinsic motivation and performance. In addition, results revealed that students high in self-efficacy and motivation performed better than those low in self-efficacy and motivation.

Carol Couvillion Landry (2003) explored relationships between Self-Efficacy, Motivation, and Outcome Expectations and Intention Certainty and found that positive outcome expectations and, to a lesser degree, students' self-efficacy beliefs, make the strongest Danit Ein-Gar and Yael Steinhart (2017) found that Low self-control (LSC) individuals report higher self-efficacy for distant-future effortful tasks than for near-future tasks, whereas high self-control (HSC) individuals report higher self-efficacy for near-future tasks than for distant future tasks

Carlos M. Rodriguez (2009) suggested that unambiguous outcome expectations encourage critical thinking and reflective approaches to learning.

FINDINGS:

- There exists significant difference in Efficacy Expectation of secondary school students in relation to High, Average and Low (SRL), High Average and Low Self-Awareness, High, Average and Low Planning & Goal-Setting, & High Average and Low Self-Control.
- There exists significant difference in Outcome Expectation of secondary school students in relation to High, Average and Low (SRL), High Average and Low Self-Awareness, High, Average and Low Self-Motivation, High Average and Low Self-Control, & High Average and Low Self-Evaluation.

CONCLUSION

Self-efficacy beliefs and self-regulated learning are two of the most important predictors of a learner's academic success. Self-efficacy beliefs and self-regulated learning strategies are interdependent; both require the presence of specific cognitive capacities, including the ability to set goals, self-monitor, reflect, and make judgments.

Self-efficacy beliefs can influence an individual to become committed to successfully execute the behaviours necessary to produce desired outcomes. Self-awareness of challenges, one's interests and strengths is important for students' high efficacy expectations. Teachers should act as role model for the students and encourage free communication with the students. Efficacy expectations is a key component of perceived control. People who believe they can control what they learn and perform are more apt to initiate and sustain behaviours directed toward those ends than are individuals who hold a low sense of control. Teacher should empathize with the students and make them feel secure and confident about themselves.

Students are likely to set more challenging goals when they have stronger beliefs in their self-efficacy which may in turn result in a stronger commitment to attaining those goals. So, the teachers must focus on developing high efficacy expectations among the students so that they can set challenging goals and be committed towards them. Teacher should set clear expectations and be consistent with the directions to encourage the students and to instil self-control. The Self-efficacy beliefs predict self-regulation strategy use. Students' with a greater degree of self-efficacy utilize a more diverse spectrum of self-regulation strategies (i.e., cognitive and metacognitive). Students who feel more efficacious about learning should be more apt to engage in self-regulated learning (e.g., set goals, use effective learning strategies, monitor their comprehension) and create effective environments for learning (e.g., eliminate or minimize distractions, find effective study partners).

In educational settings, self-awareness often helps to determine the outcomes one expects. Students who are aware of their academic skills and talents expect high grades, whereas those who lack awareness of their academic skills and talents envision low grades before they begin examinations or enrol in courses. Motivation is a key factor in success of students and teachers play a pivotal role in providing and encouraging that motivation in their students. When teachers create a safe, supportive environment for students, affirming their belief in a student's 'abilities, students are much likely to get and stay motivated to do their work. Environmental inputs such as feedback from teachers and peers motivate the students and provide incentive for high outcome expectations. Teacher should use positive reinforcement to encourage the students and to make them clear about their needs and wants.

Students who have high self-control on their activities are likely to have positive outcome expectations. Self-control is a cognitive process that is necessary for regulating one's behaviour in order to achieve specific goals. So the teachers and parents must try to inculcate self-control among the students.

Self-evaluation makes the students aware of their strengths and weaknesses. Timely self-evaluation of the performance also influences the outcome expectations. Teacher should encourage the students to do their own self-reflection as most of the students are often motivated by creating these kinds of critiques of themselves as it makes them feel in charge of their own objectives and goals. Bandura (1997) argued that because the outcomes people expect are largely dependent on their judgements of what they can accomplish. Self-evaluation enable them to make such judgements.

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