THE RELATION BETWEEN SCHOOL SUCCESS AND SELF-EFFICIENCY WITH IN THE ADOLESCENTS

Mensur Nuredin, Zumera Alili, page 103-128

ABSTRACT

This scientific study was conducted in two educational institutions: the private Islamic religious high school ("Isa Beu" - extended girls class in Gostivar) and the state medical high school, primarily attended by female students. The student cohort ranged in age from 15 to 18, spanning from the first to the fourth year, with class sizes of approximately 15 students in both the private and state schools, totaling 120 students. The primary objectives of this research were to investigate the impact of self-efficacy on students' academic performance, discern potential variances in self-efficacy between general and religious educational settings, explore the influence of residence on adolescents' self-efficacy, compare self-efficacy levels between rural and urban student populations, assess differences in self-efficacy based on socioeconomic status among adolescents, and examine the relationship between parents' social status and adolescents' self-efficacy.

Keywords: Educational research, Student self-efficacy, Academic achievement, Gender differences and Socioeconomic factors

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1. INTRODUCTİON

Each of us embarks on life's journey as a helpless infant, relying entirely on the care and support of others. It is through the nurturing guidance and unwavering support of those around us that we are able to thrive and grow. Without this essential care, our existence would be fleeting, lasting mere days rather than blossoming into the fullness of life. Let us cherish the profound impact of support and encouragement as we navigate the paths ahead, for it is through the collective efforts of our community that we truly flourish (Selimi, Saracevic, & Useini, 2020).

Then gradually as the months and years pass, we began to be more and more independed- physically, mentally, emotionally and financially - until we can finally take care of ourselves first, direct ourselves and become self-confident (Selim & Ali, 2022).

Achieving full physical maturity, for example, does not simultaneously provide us with emotional or mental maturity (Covey, 2007).

This stage of development of the individual is not known or "scheduled" to a fixed age, but it is known that a powerful outbreak occurs and it pushes them towards that stormy area, where everyone lives in function of their own relative premature maturity or on the other side , of his own reluctance, always at his own pace (Selimi, Saračević, & Rushiti, 2018) . However, sooner or later, at that stage of growth, at the moment before puberty, they have a long way to go before they can enter adulthood, before accepting responsibilities as citizens and participating, whatever the path chosen, in building the future of their society (Selimi & Üseini, 2019). To reach the other side of the shore everyone has to face difficulties, they have to overcome obstacles, they have to solve internal

crises or issues caused by the environment (Selim & Saračević, 2017). Depending on their sensitivity, fragility or new strength, the difficulties they will encounter during this transition will be more or less great (Dolto, 2003).

2. METHODOLOGICAL ASPECT OF SCIENTIFIC RESEARCH

2.1 Research problem

The problem in this research is : Does self-efficacy affect students and school success?

2.2 Research aims

– To prove whether there is a connection between self-efficacy and success in school within the adolescents.

– To see if there are differences between general and religious schools based on self-efficacy.

– To see if the place of residence affects the self-efficacy of adolescents.

– To verify whether there are differences between the subjects of rural and urban settlements.

– To ascertain whether there are differences based on the economic status in terms of self-efficacy in adolescents.

– to Identify whether the social status of parents affects the self-efficacy of adolescents.

2.3. Research tasks:

- To prove whether there is a connection between self-efficacy and success in school in adolescents.

- To extract data on whether there are differences between female adolescents in public and private-religious schools in terms of self-efficacy.

- - To extract scientific facts about self-efficacy in adolescents.

- To highlight a phenomenon that has not been researched enough about self-efficacy in adolescents.

- To join other researches in the social field.

2.4 The main hypothesis of this research is:

There is a link between self-efficacy and success in school.

Sub-Hypothesis:

H1. Subjects with higher self-efficacy perform better in school.

H2. Subjects living with one parent are likely to have lower self-efficacy.

H3. There is a difference between private - religious and state schools in terms of self - efficacy.

H4. Subjects that have parents with high social status possess higher sense of self-efficacy.

3. Scientific method of research

The measuring instrument that will be used in the research is a questionnaire. Based on this questionnaire we will gather all the relevant data to verify all variables and hypotheses.

The questionnaire is intended to be applied on high school adolescents.

This scale is used for the general measurement of self-efficacy in personality or self-efficacy in confrontation with different difficult and stressful situations. It consists of ten verses. The scales have a Cronbach alpha internal consistency of 0.75 and 0.90. The scale was surveyed among Croats and it has shown a positive correlation with optimism, satisfaction of success, studies of negative effects in life of pessimism and perfectionism.

3.1. Measuring techniques or instruments

The overall self-efficacy rate of Ivanov Lozena I Penezić Starr

Based on the questionnaire that will be used in the research there is data which is related to our impression "of ourselves", this questionnaire is composed of 10 questions with 5 alternatives and it is assessed with 5 degrees of compliance by circling one of them (the degree of Leckerit)

1. I do not agree at all

2. I generally disagree,

3. I'm not sure

4. I generally agree

5. I totally agree.

The measuring instrument is the questionnaire: at the beginning it will contain information about: age, place of residence, social status of the parents and school success.

The second part includes the main research data, which is the self-efficacy , where in the following I will continue to mention some questions contained in the questionnaire.

Tests reliability

Cronbach's Alpha	Number of items
0.530	10

The reliability of the questionnaire for measuring self-efficacy according to the statistical method-Alpha Cronbach is 0.530, coefficient which is low compared to world standards ranging from over 0.70 ... but knowing the fact that subjectivity has had impact on the survey as well as bad conditions in our schools for a normal survey then this coefficient meets the standards for this research.

4. EMPIRICAL PART OF RESEARCH

4.1. Descriptive frequency statistics
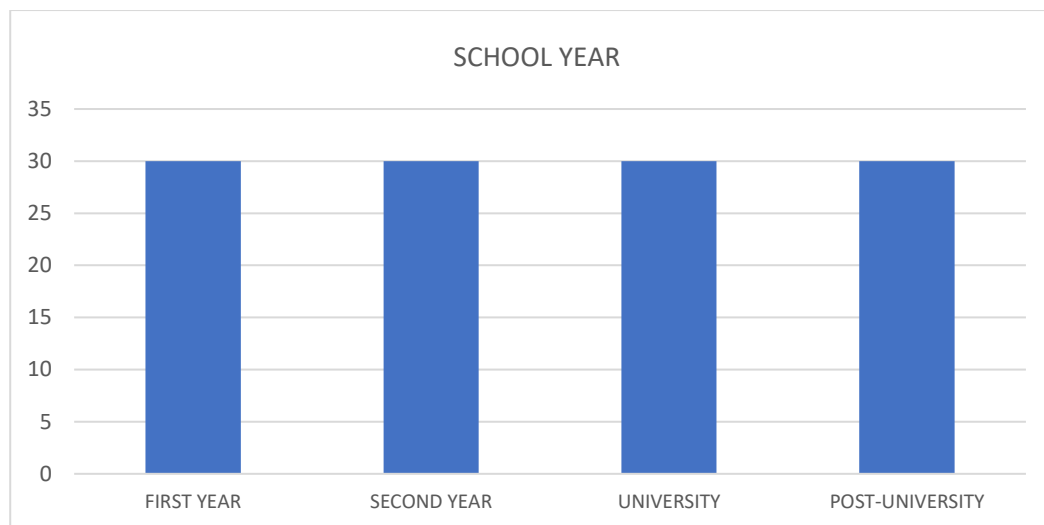
Graph 1. In this research, were taken 120 student subjects as a sample, including 15 students from each school year in high school, ie the first, second, third year or graduates. This graph is about the same percentage of the number of students. And as for the objectivity and reliability of the research to be higher, students are selected from two high schools in Gostivar with the same number of students surveyed. So there are 60 students from the high school of Isa Bey Madrasa and 60 students from the high school of Gymnasium - Gostivar Gostivar that were surveyed with a total of 120 students.

Including the same number for both schools. The total number of students is 120.

Table 1. Level of education of students' parents

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Primary	48	40.0	40.0	40.0
	Secondary	52	43.3	43.3	83.3
	University	13	10.8	10.8	94.2
	Postgraduate	7	5.8	5.8	100.0
	Total	120	100.0	100.0	

Table 1. shows us that the education frequency of parents with primary school is 48, secondary 52, university 13, postgraduate 7 total is 120. While in percentage it is 40% with primary, 43% secondary ,10.8% university and 5.8 % postgraduate , where we can see that the most dominant is the education of parents with high school education. With the comultative percentage it comes out that 40.0 of parents are with primary education, 83.3 secondary , 94.2 university education. where in total they are 100.0.
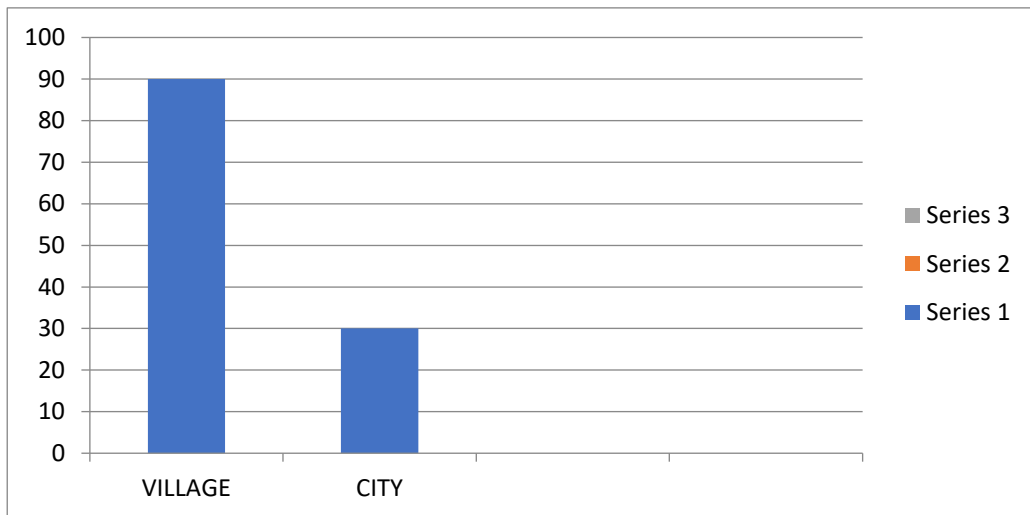
Graph 2. By the place where they live

PLACE TO LIVE

An interesting coincidence has been presented regarding the distribution of the sample of where the students come from or their place of residence, so from the table above we can see that 25% of the students included in the survey are from the city and 75% of them are from rural areas of the Gostivar region.

Table 2. Student success - their frequency in four levels of success

	Average grade
N	120
Average	3.8226
Mediana	3.8046
Standard deviation	0.73745

The average success or average grade of the sample or of the 120 students included in this research is 3.82 with a standard deviation or distribution from the low average of 0.73 which leads us to the conclusion that it is a normal social distribution,

Table 3. General success of students

Valid		Frequency	Percentage	Valid percentage	Cumulative percentage
	Sufficient	3	2.5	2.5	2.5
	Good	38	31.7	31.7	34.2

If this normal distribution is converted into four levels of success of students then we will have clusters where the level of success `very well will dominate with 40% of the 120 total sample, then good success will precede with 31%, excellent success with close to 25% of cases and even less sufficient would be `good success with less than 3%. So here are included the successes of students with regular distribution and it is expected that they will give objective results in further analyses.

Table 4. Statistical analysis with T-Test methods for students reliability and achievement (average grade)

	N	Average	Standard deviation	Standard error
Average grade	120	3.8310	.71186	.06498

	Test value = 3.02					
	T	Df	Sig.(2-tailed)	Difference in the average grade	95% interval reliability	
					Lower	Upper
Average grade	12.480	119	.000	.81096	.6823	.9396

Regarding the reliability of the success - the average grade through the t-test it clearly shows that the general average obtained in this research which is 3.8310 for 119 students while the average in both high schools in madrasa and medicine is 3.02… ..so with a statistically important significance 0.000 and average grade difference 0.81096 (Mean Difference) which is between two intervals for 95% (0.6823 and 0.9396) which shows that the difference between the overall average in these two schools at the end of the school year is 3.02 and the average success of our sample is statistically very significant for the first level of reliability 0.01 which makes us to conclude that the success presented by the students in the survey is according to the success of the first semester (because the survey was done at the beginning of the second semester) and as always the success of students follows a change until the end of the year (this is also shown by the statistics of pedagogical services in these two schools where the average of success is higher in the first semester), and according to this fact the difference in the average grade is expected and acceptable and therefore does not adversely affect further research analysis.

Table 5. Sample distribution in three levels of the self-efficiency scale

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Low	5	4.2	4.2	4.2
	Medium	63	52.5	52.5	56.7
	High	52	43.3	43.3	100.0
	Total	120	100.0	100.0	

According to this table, with medium self-efficacy there are 63 students or 52.5% of the total sample appeared, then with high self-efficacy 52 students or 43.3% of the sample and just few with low level of self-efficacy with 5 students or less than 5% of the sample. The distribution in table 6 is clearly seen in the following graph 6 of the columnar and circular type.

Table 6. Self-efficiency scale

	Self-efficiency
N	120
Average	38.66
Median	39.00
Standard deviation	4.720

After surveying the students the results collected from the survey for the self-efficiency rate, we have obtained an average for the self-efficacy rate which is 38.66 with a standard deviation of 4.72 which gives us a predictive picture about the survey results which have a normal distribution and this will be seen in the following graph and in the groups of three levels for self-efficacy low, medium and high.

5. CONCLUSIVE ANALYSIS OF THE RESEARCH HYPOTHESES

HYPOTHESIS 1. Subjects who have the highest self-efficiency rate are the most successful in school.

Table7. Correlation between self-efficiency and the success

		Self-efficiency	Average grade
Self-efficiency	Pearson correlation	1	0.499[**]
	Sig.(2-tailed)		.000
	N	120	120
Average grade	Pearson correlation	0.499[**]	1
	Sig.(2-tailed)	.000	
	N	120	120

The obtained correlation coefficient between Self-efficacy and Success is o.499 ** which means that by increasing the level of self-efficacy

increases the level of success among students and vice versa with a significance of 0.000, statistically significant for the level 0.01. So the previous hypothesis is accepted and confirmed by correlation but let us also analyze this with linear regression methods or the dependence of these two variables .

*Table 8.* Dependable variable: Average grade and regression between self-efficiency and success

Equations	Model Summary	Parameters					
	R in square	F	df 1	df2	Sig.	constants	b1
Linear	.249	39.213	1	11 8	0.0 0	.919	.07 5
Raising	.274	44.540	1	11 8	0.0 0	.484	.02 2

Non dependable variable: self-efficiency

After processing the data with SPSS for linear regression between the dependent variable of success and those of the level of self-efficacy as an independent variable like we had in this case we have obtained positive coefficients of the linear regression line b1 = 0.075 and the rising line of 0.022 with statistically significant importance for the first level of reliability 0.01. according to this we find that if the students self-efficacy increases than the success in school will increase too, while from the visual view to the line set on the numerical axis we see that special cases

are not very close to the line (general average) so we can conclude that the dependence between these two variables exists but not at the appropriate statistical level. So even with regression we found out that with the increase of the student's self-efficacy, his success in school will also increase.

The graphical presentation for visual comparison of the distribution of these two variables will be as follows.
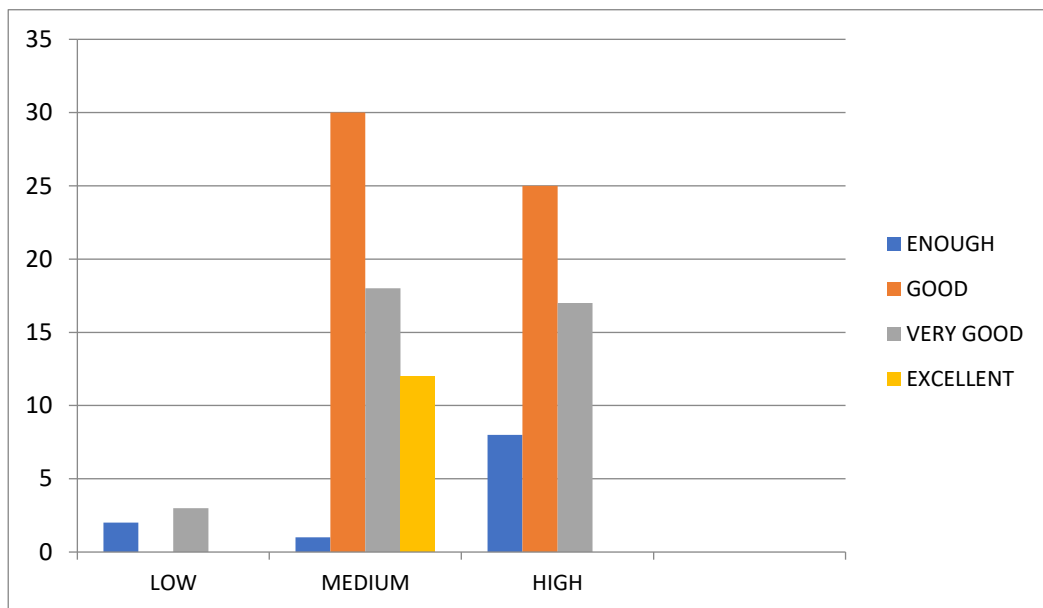

SELF-EFFICIENCY RATES

Graph 3. Student success and self-efficacy

HYPOTHESIS 2 Subjects-students living with one parent are likely to have lower self-efficacy

Table 9. Correlation between Self Efficiency and 'Lives With'

		Lives with	Self-effocoency
Lives with	Pearson correlation	1	-.135
	Sig.(2-tailed)		.143
	N	120	120
Self-efficiency	Pearson correlation	-.135	1
	Sig.(2-tailed)		
	N	120	120
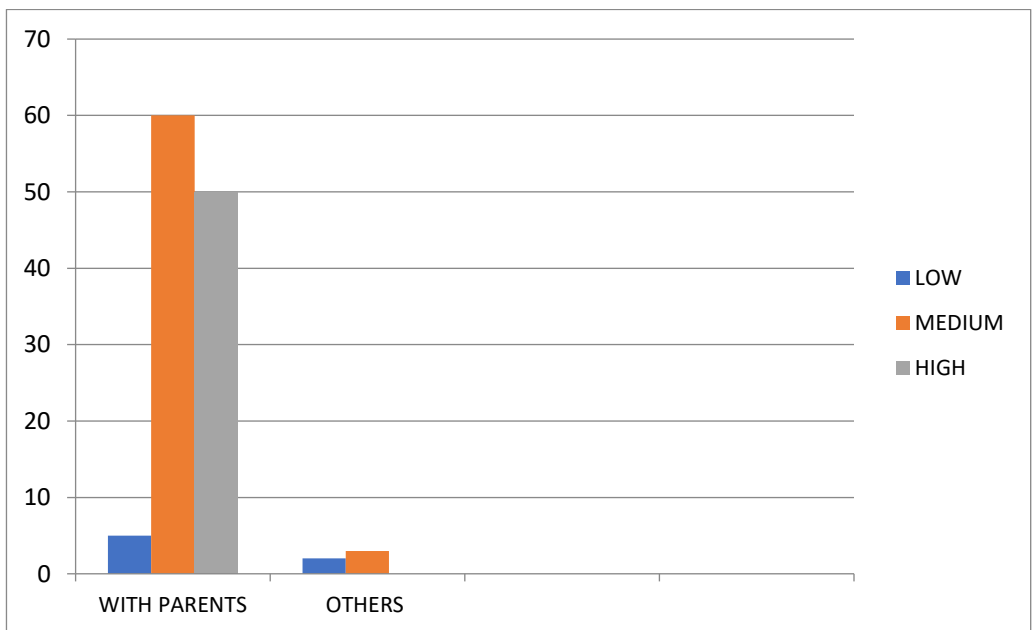
LIVES WITH

Graph 4. Subjects according to with whom they live

The obtained coefficient with Pearson Corelation -0.135 and with statistical significance of 0.143 shows that there is no connection between the two variables, self-efficacy and parents living with the child (living with or with parents), so the level of self-efficacy can vary without impact depending on the fact if the child is living with or without parents.

HYPOTHESIS 3 - There is a difference between the religious school-madrasa and the state medical school in terms of self-efficiency

Table 10. Descriptive statistics

	School	N	Average	Standard deviation	Standard errors
Self-efficiency	Madrasa Isa Beu	60	38.10	4.550	.587
	Medical schools	60	38.10	4.550	.587

In the first table we see that the average of self-efficiency in the religious high school of madrasa Isa Bey is 38.10 and for medical school it is 39.22, it is clear that there is a difference but this difference does not have a statistical significance in the second table where it is 0.196 so we can conclude that there is no differences in the level of self-efficiency of students according to the type of their school .

For a better visual comparison we can seen the cross table like the one below and in the following graph .

Table 11. School and self-efficiency

			Self-efficiency - Levels			Total
			Low	Medium	High	
Schools	Madrasa Isa Beu	N	3	35	22	60
		% Total	2.5%	29.2%	18.3%	50.0%
	Medical school	N	2	28	30	60
		% Total	1.7%	23.3%	25.0%	50.0%
Total		N	5	63	52	120
		% Total	4.2%	52.5%	43.3%	100.0%

HYPOTHESIS 4 – Subjects who have parents with high educational status have higher self-efficacy rate

Table 12. Self-Efficiency- Levels and education of parents

| | N | Average | Standard deviation | Standard error | 95% reliability of intervals | | Min. | Max. |
					Lower limit	Upper limit		
Primary	48	2.38	.606	.087	2.20	2.55	1	3
Secondary	52	2.37	.525	.073	2.22	2.51	1	3
Unoversity degree	13	2.31	.630	.175	1.93	2.69	1	3
Postunivertity degree	7	2.68	.378	.143	2.51	3.21	2	3
Total	120	2.39	.569	.052	2.29	2.49	1	3

Tabel 12. Anova

	Square sum	Df	Square average	F	Sig.
Between groups	1.658	3	.533	1.735	.164
In groups	36.934	116	.318		
Total	38.592	119			

In the first table we see the comparison between self-efficacy and educational status of each parent. So, at the first glance we see that the average of parents with postgraduate degree education stands out with

2.86 compared to other levels of education that revolve around 2.30-2.40. While in the second table there is an important statistically insignificant gain of 0.164 which shows that the differences have no statistical relevance, i.e. there is no difference between student self-efficacy and parental educational status, but there are individual cases of parents with postgraduate educational status where their children have achieved 99% high self-efficiency.

Tabel.13. Parents education and self-efficiency

			Self-efficiency-levels			Total
			Low	Medium	High	
Parents education	Primary	N	3	24	21	48
		% Total	2.5%	20.0%	17.5%	40.0%
	Secondary	N	1	31	20	52
		% Total	0.8%	25.8%	16.7%	43.3%
	University	N	1	7	5	13
		% Total	0.8%	5.8%	4.2%	10.8%
	Postgraduate	N	0	1	6	7
		% Total	0.0%	0.8%	5.0%	5.8%
	Total	N	5	63	52	120
		% Total	4.2%	52.5%	43.3%	100.0%

The level of self-efficiency where parents have primary education is a total of 40.0% with secondary 43.3, with higher education 10.8 and

postgraduate 5.8%. Where with low self-efficacy we have 4.2%, with medium self-efficacy 52% and with high self-efficacy 43.3%. from these results we see that there is no correlation between student self-efficacy and the level of education of parents.
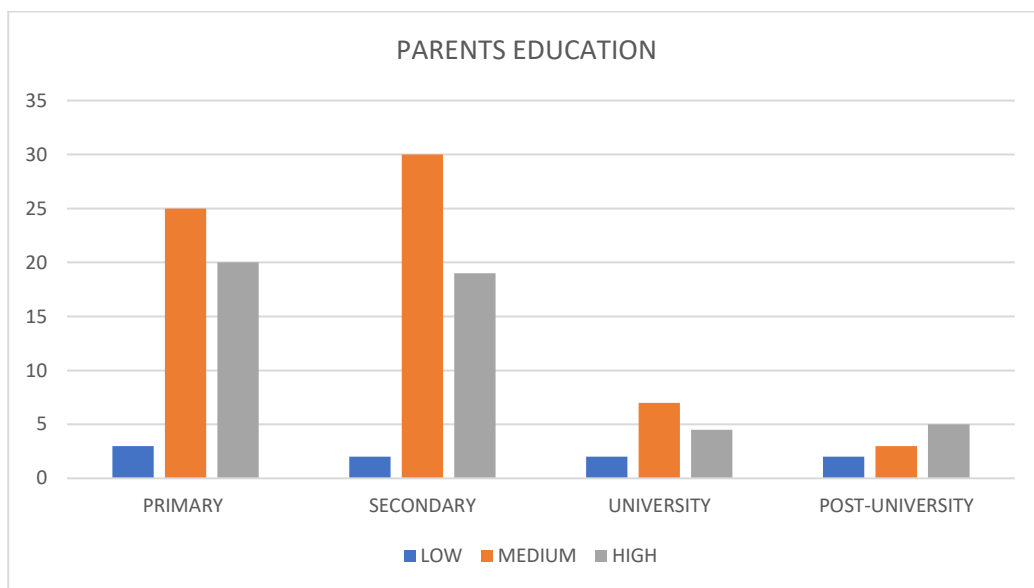
Graph 6. Level of education of students' parents

In this graph we have presented the level of education of the parents where with blue is presented the education of the postgraduate parents, the secondary ones are presented in green and the ones in brown are the one with highest education. From this graph you notice that the highest level is the one with secondary education.

MAIN HYPOTHESIS - There is a link between self-efficacy and school success

Tabela 14. Average grade

Self-efficiency-Levels	The average	N	Staandard deviation
Low	3.1112	5	.95090
Medium	3.6336	63	.70942
High	4.1393	52	.55120
Tptal	3.8310	120	.71186

The table above clearly shows what is the average grade of students who have Low, Medium or High self-efficacy. So, with LOW level of self-efficacy there are 5 students and their average grade is 3.1112 ..with MEDIUM level of self-efficacy there are 63 students and their average grade is 3.6336… ..and, with a HIGH level of self-efficacy there are 52 students and their average grade is 4.1393.

So, come to the conclusion that if the SELF-EFFICIENCY RATE INCREASES, THE AVERAGE GRADE OF THE STUDENT WILL INCREASE TOO .

Tabela 15. Success and the level of reliability

N	The average	Standard deviation	Standard error	95% Reliability on the average		Min.	Max.
				Lower limit	Upper limit		
5	2.20	1.095	.490	.84	3.56	1	3
63	2.70	.816	.103	2.49	2.90	1	4
52	3.19	.687	.095	3.00	3.38	2	4
120	2.89	.818	.075	2.74	3.04	1	4

Tabel 16. Anova success

	Sum of squares	Df	Average square	F	Sig.
Between the groups	9.445	2	4.722	7.877	.001
Among groups	70.147	117	.600		
Total	79.592	119			

In the first table there is a difference in the average of the success in the three given levels of self-efficacy and this difference is presented as statistically important with its significance in the second table 0.001. From where we come to the conclusion that different success average

appears in different levels of self-efficacy, therefore the above statement is confirmed.
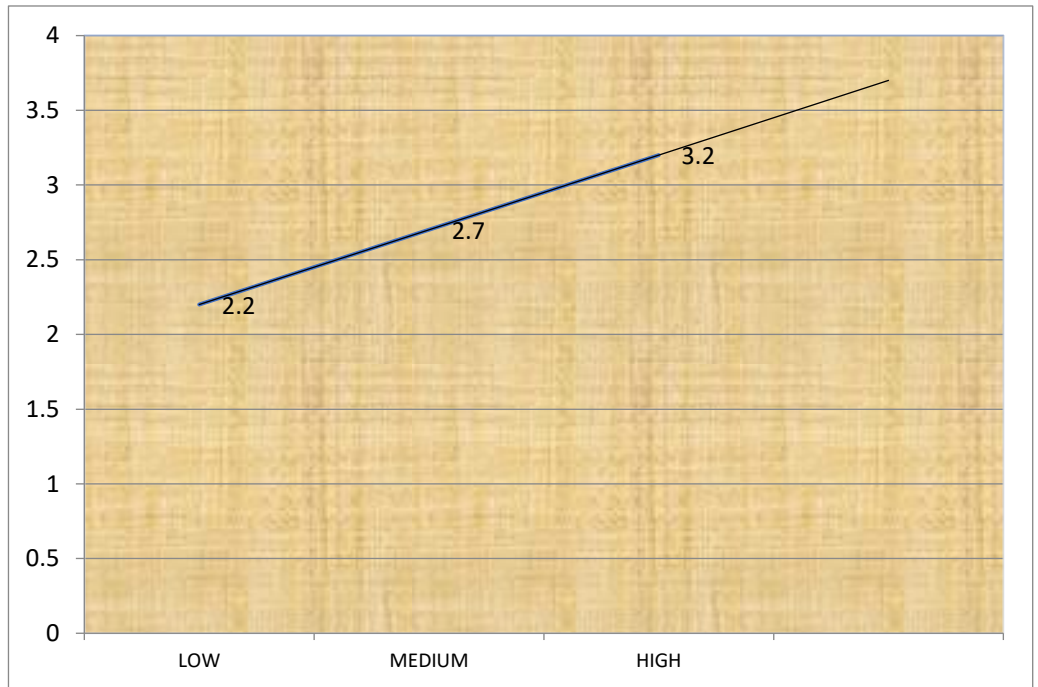
SELF-EFFICIENCY RATES

Graph.8. Self-efficiency and the level of success

In the graph presented above it is clearly seen that if the success increases than the self-efficiency increases too.

6. DISCUSSION

In this research paper we have worked to find out: Do those students who have higher self-efficacy have higher success? As we mentioned at the beginning of the paper, the research was conducted in the two high schools in Gostivar, - Republic of Northern Macedonia, the firs is private religious school and the otherwas the state medical high school, where in both

schools students were mainly female. In this research we also had our goals and tasks proving the hypotheses.

Firstly, in this paper we proved that there is a connection between self-efficacy and success in adolescents, the higher the self-efficacy in adolescents, the higher will be the success of students and vice versa.

Secondly, to see that there is no correlation between the two variables, the one of self-efficacy and whether students live with their parents (without or with parents), so the level of self-efficacy can vary without being influenced by the type of life of the child – living with or without parents.

Thirdly, was to see if there are differences between standard and religious schools based on self-efficacy where here we found out that there are no differences based on what type is the school where adolescent learns.

Fourthly, to see if the status of parents affects the self-efficacy of adolescents where the results showed that there is no difference between student self-efficacy and educational status of the parent, but that we can single out individual cases of parents with postgraduate educational status where their children have 99% high self-efficacy and the main hypothesis is that with the increase of the self-efficacy rate, the average grade also increases, so this is clearly seen in the table above, it is also clearly shown what is the average grade of students who have Low, Medium and High level of self- efficiency. Therefore, with LOW level of self-efficacy are 5 students and their average grade is 3.1112… ..with MEDIUM level of self-efficacy there are 63 students and their average grade is 3.6336… ..and, with HIGH level of self-efficacy there are 52 students and their average grade is 4.1393.

So, we can conclude that if the THE SELF-EFFICIENCY RATE INCREASES, THE AVERAGE GRADE OF THE STUDENT WILL ALSO INCREASE.

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