
Unveiling The Bandura's Theory On Self- Efficacy: Listening To The Voices Of The Married Students

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Abstract: This study unveils the Bandura's Theory on Self-efficacy on the lived-experiences of married students in the private universities. This study posited to explain the inner voices of the married students when they felt difficulties as they journey academically. The researcher made use of the descriptive correlational design and interview methods to examine the influential factors on the academic performance among married college students in different private universities and colleges in Tuguegarao City. There were seventy-seven married students participated in the study. Based on the result of the study, there was a high self-efficacy among married students as they performed very well in their academic task while taking care of their family. These married students were already prone of multitasking and successfully sent requirements academically while taking care of their family. Therefore, universities may provide counseling programs and conduct seminars that would assist these married students a well-balance way of life

Keywords: Bandura's Theory, self-efficacy, married students, lived-experiences

INTRODUCTION

Education is considered to be one of the most important development indicators in the Philippines. Almost every Filipino has an interest in accessing education. It is the dream of every community, parent and student to have a good academic attainment to adequately equip the individual to meet the challenges of the modern global world. College life presents both opportunities and challenges for students. The years of college experience present students with rapidly shifting and conflicting role demands and responsibilities. It has been an observation that students generally are faced with a number of stressors during college. These include continuous evaluation, pressure to earn good grades, time pressures, unclear assignments, heavy workload, uncomfortable classrooms, and relationship with family and friends. In spite of the difficulties encountered, most of them achieve academic success and finish college successfully, but others are not able to meet the demands of higher education. It is important that universities take these factors into account and assist students to be resilient to the risk of failure at higher education level.

Various theories have been posited to explain the strength-based, non-cognitive factors of self- efficacy, hope, and resilience. First is the self-efficacy theory by Albert Bandura (1986). According to Bandura, self-efficacy is "the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations." In other words, self-efficacy is a person's belief in his or her ability to succeed in a particular situation. Self-efficacy beliefs are significant influential factors of whether individuals will be able to expend effort on a task and continue to cope with a difficulty. Individuals with a high level of self-efficacy attempt tasks and keep up trying even though tasks might be difficult, while individuals with a low level of self-efficacy most of the times end up giving up easily. As Bandura explains, an individual's beliefs about his abilities make up his sense of self-efficacy.

Traditionally, the undergraduate years are thought of as a time of self-discovery, exploration and independence. But what happens when the students get married? Not all students who enter the tertiary level can finish college because of unexpected circumstance such as unwanted pregnancy. Because of that, teens, especially females are forced to leave school.

Teen marriage is any formal or informal union where one or both of the parties are under 18 years of age. Usually it is the girls who marry early though it can happen to boys as well. The gender inequality present in all aspects of society, including education, leads to girls often lacking life skills and negotiating power. Therefore, while most boys have a say in when and who they marry and what they do once they are married, many girls do not get the chance to make these decisions. The physical, emotional and social effects of early marriage are varied, but one of the most common outcomes is the withdrawal of girls from formal education. While marriage does not have to mean that a girl's or boy's education finishes, the attitudes of parents, schools and spouses in many societies mean that it often does. Schools often have a policy of refusing to allow married or pregnant girls or girls with babies to return. They may believe that it will set a bad example to other pupils or that other

parents will be angry to see the school go against the traditional beliefs. Even if they do permit girls to return, the school environment - rules, timetables and physical conditions - can make it too difficult for a girl to attend school and perform her duties as wife and mother at the same time. Bullying and abuse by teachers, pupils and other parents can further reduce girls' self-confidence and sense of security, forcing them to give up on schooling. When a teen drops out of school s/he is denied his/ her right to an education and the ability to develop the skills and knowledge needed to live a healthy, fulfilling life. Teens tend to drop out of school in the preparatory time before marriage or shortly afterwards. Once a teen is out of school, he or she is more vulnerable to child marriage and for girls, early pregnancy. Their new role of husband/wife often comes with new expectations around taking care of the home as well as caring for children and extended family.

Theoretical Framework

Various theories have been posited to explain the strength-based, non-cognitive factors of self-efficacy, hope, and resilience. First is the self-efficacy theory by Albert Bandura (1986). According to Bandura, self-efficacy is "the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations." In other words, self-efficacy is a person's belief in his or her ability to succeed in a particular situation. Self-efficacy beliefs are significant influential factors of whether individuals will be able to expend effort on a task and continue to cope with a difficulty. Individuals with a high level of self-efficacy attempt tasks and keep up trying even though tasks might be difficult, while individuals with a low level of self-efficacy most of the times end up giving up easily. As Bandura explains, an individual's beliefs about his abilities make up his sense of self-efficacy.

Statement of the Problem

This study was conducted to examine the non-cognitive factors that contribute to the academic performance of married college students. Specifically, it sought to answer the following questions:

1. What is the profile of the respondents according to:
 - 1.1. Sex
 - 1.2. Age
 - 1.3. Socioeconomic status
 - 1.4. Family type
 - 1.8. Number of Years Married
 - 1.9. Number of Children
2. What is the academic performance of the respondents?
3. What is the respondents' level of self - efficacy?

RESEARCH METHODOLOGY

Research Design

The researcher made use of descriptive correlational design and interview methods of research to examine the nature and strength of the relationship between non cognitive factors and the academic performance among married college students in different private universities and colleges in Tuguegarao City. On the other hand, the qualitative aspect of the study dwelt on the lived experiences of the married college students.

Locale of the Study

The setting of the study is at the University of Saint Louis, St. Paul University Philippines, F.L. Vargas College and University of Cagayan Valley, Tuguegarao City. These schools are the private universities among higher education institutions (HEI) in the region. The other two schools, University of Saint Louis and St. Paul University, are catholic universities.

Respondents and Sampling Procedure

The respondents of the study are composed of married college students across programs currently enrolled in school year 2016- 2017. Purposive sampling technique was used in choosing the respondents of the study to yield the needed data.

School	Frequency	Percentage
University of Saint Louis	9	11.70
St. Paul University Philippines	16	20.80
University of Cagayan Valley	36	46.80
FL Vargas College	16	20.80
Total	77	100

Research Instrument

The instruments that were used for gathering the needed data are the following:

The Academic Self-Efficacy subscale. It measures youths' perceptions of their ability to manage their own learning and succeed academically. There are 8 items with responses ranging from 1= Not Very Well to 5= Very Well. ASE scores cover the full range of scores (8–40). On the ASE, students' mean score was 29.96 (SD $\frac{1}{4}$ 5.61), with a median score of 30. The subscale shows good internal consistency as measured by Cronbach's α for the full sample (α $\frac{1}{4}$.85). The ASE shows good consistency for females (α $\frac{1}{4}$.84), males (α $\frac{1}{4}$.85), early (α $\frac{1}{4}$.83), and late (α $\frac{1}{4}$.85) adolescents. ASE presents solid reliability. In addition, subscales are brief, readable, and easy to score, traits that have been identified are important in administering instruments to adolescents (Solans et al., 2008).

Data Analysis

In order to answer the problems of this study, the following statistical tools were utilized: Frequency and Percentage Distribution was used to analyze the profile of the respondents. Pearson- R was used to determine the relationship between age, number of years married and number of children and academic performance. Furthermore, it is also used to find out the relationship of non- cognitive factors and academic performance. Chi square was used to determine the relationship between sex, school, family type and occupation and academic performance. Spearman Rho was used to determine relationship between socioeconomic status and birth order and academic performance. The following scales of interpretation were used to analyze the result of the study:

For academic self- efficacy:

Range	Value Description
30 – 40	High self-efficacy
19 – 29	Moderate self-efficacy
8 – 18	Low self-efficacy

RESULTS AND DISCUSSIONS

Results

Table 1.1 shows the sex profile of the respondents. It is observed from the table below that there were fourteen male and sixty- three female married college students who participated in the study. Majority of the respondents are female with 81.80% of the total sample. This is supported by a literature review based on National Demographic and Health Survey that it is the girls who usually marry early though it can happen to boys as well. One in ten young Filipino women age 15-19 has begun childbearing: 8 percent are already mothers and another 2 percent are pregnant with their first child according to the results of the 2013 NDHS. Among young adult women age 20 to 24, 43 percent are already mothers and 4 percent are pregnant with their first child. Table

Frequency and percentage distribution of respondents according to sex.

Table 1.1. Frequency and percentage distribution of respondents according to sex.

Sex	Frequency	Percentage
Male	14	18.20
Female	63	81.80
Total	77	100

Table 1. 2 shows the frequency and percentage distribution of respondents according to age. Out of seventy-seven respondents, there were fifty- seven (74%) respondents who are under ages twenty to twenty-nine, thirteen (16.90%) respondents belong to the age bracket of thirty to thirty-four years old and seven (9.10%) respondents who fall under seventeen to nineteen years old. As seen on the table, most of the married college students came from the age bracket twenty to twenty- nine years old. This is in consonance with the data released from Philippine Statistics Authority (2014) where early marriage is more common among young adult women age 15 to 24 years old.

Table 1.2. Frequency and percentage distribution of respondents according to age.

Age	Frequency	Percentage
17- 19 years old	7	9.10
20- 29 years old	57	74.00
30- 34 years old	13	16.90
Total	77	100

Table 2 presents the frequency and percentage distribution of respondents according to their academic performance. The academic performance of the respondents was based on their general weighted average in the first semester subjects, school year 2016- 2017. Thirty- seven (48.10%) of the respondents have a GWA ranging from 75- 82.99 while there were six respondents (7.80%) who have a GWA ranging from 88-92.99. Table 2.

Frequency and percentage distribution of respondents according to their academic performance

GWA	Frequency	Percentage
75-82.99	37	48.10
83-87.99	34	44.20
88-92.99	6	7.80
Total	77	100

Table 3 presents the frequency and percentage distribution of respondents' level of academic self-efficacy. Forty-three (55.80%) respondents have high level of self- efficacy, thirty-three (42.90%) have moderate level of self- efficacy and only one (1.30%) respondent has low self -efficacy. The majority of the respondents have high self -efficacy with a mean of 30.23 and a standard deviation of 5.356. This goes to show that respondents have the ability to do well in school particularly in finishing their homework, paying attention during every class, passing all their subjects and passing a test. Self-efficacy beliefs are significant influential factors of whether individuals will be able to expend effort on a task and continue to cope with a difficulty. Individuals with a high level of self-efficacy attempt tasks and keep up trying even though tasks might be difficult, while individuals with a low level of self-efficacy most of the times end up giving up easily (Bandura, 1986). This was evidenced by the statement of one teenage mom when she said that, "Kahit na mabigat ang responsibilidad ng pagiging isang married student, determinado akong tapusin ang aking pag aaral kasi alam ko yung kapasidad ko na kaya kong gawin yun". (Even though the responsibility is too difficult as a married student, I am determined to finish my studies because I squarely know my capacity that I could make it.)This is in line with the statement of a 25-year old married female student. "Isa sa pinaka importanteng bagay na dapat meron sayo is you have to trust yourself first kasi yun yung magmomotivate sa'yo na tapusin at gawin yung mga bagay na mahirap sa paningin ng iba".(One of the important thing that we should believe in and we could make, is the idea that others would perceived that we could not make and finish our studies)

Table 3. Frequency and percentage distribution of respondents' level of academic self-efficacy.

Level of Self efficacy	Frequency	Percentage
Low	1	1.30
Moderate	33	42.90
High	43	55.80
Total	77	100
Mean	Standard Deviation	Description
30.23	5.356	High Self- efficacy

The majority of the respondents have high self-efficacy. Ritchen and Mlambo (2005) confirm that teenage motherhood is intentional, the greater the positive consequences of motherhood to a teenager, the less likely that they will engage in protective sexual activity. The desire to become mothers is due to the fact that teenagers see motherhood as a positive choice and a way to a more adult role (Bryant, 2006).

According to the Encyclopaedia of Children and Childhood in History and Society (2008), it is difficult to define exactly what constitutes teenage motherhood because of the inconsistencies in defining its age limits. The conception of a teenage mother can be divided into two broad views. Those, who see it as defined by (a) age (under the 20 years) and (b) those that have not completed their education.

Based on the study conducted, the high self-efficacy connoted that amidst their situation, still they were strong enough and could still face life optimistically. For these married students, their fate as married was a blessing in life and never a curse. Multitasking is a challenge with these married students, and successfully instilled in their mind and heart that tribulations are just temporal and achieving their dreams is perpetual.

CONCLUSIONS

Married college students are faced with a situation where there is a need to balance their time and resources with their family, studies and responsibilities of a married life. Their resiliency and hope together with their ability

and skill to cope with the demands of married life enable them to face the realities of being married. Rather than letting failure overcome them and drain their resolve, they find a way to rise from the situations they are in.

Recommendations

1. The Guidance center may come up with a counseling program for the special group of married students in order to assist them with their family, academic and financial difficulties that they encounter in college.
2. The university may conduct seminars for the married students on topics like time management, positive psychology, responsible parenthood and good study habits.
3. The respective colleges of the students may create a program be geared towards helping them learn to handle both family life and schooling in a well-balanced way.

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