



**A STUDY OF SCHOOL-COLLEGE TRANSITION OF JUNIOR COLLEGE STUDENTS
IN RELATION TO THEIR ACADEMIC SELF-EFFICACY**

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Abstract:

The transition of a student from a secure, familiar and disciplined environment of a school to the unknown, unfamiliar environment of a college can be difficult. Such a difficulty could hamper a student's adjustment to the new environment, make him/her insecure and could also influence his/her studies negatively. This led to the researcher undertake the present study of junior college students with the objective of ascertaining their school-college transition in relation to their academic self-efficacy. The sample included 472 students including 280 girls and 192 boys from junior colleges situated in Thane and Navi Mumbai. The sample was selected randomly. The researcher, Sindhu (2020) developed the School-College Transition Scale and a known, Asharaf (2006) has developed the Academic Self-Efficacy Scale. The study found a substantial relationship between school-college transition in relation to their academic self-efficacy with 61.75% variance in school-college transition being associated with their academic self-efficacy. It implies that higher the academic self-efficacy of a student, better will be his/her transition to college from school.

Key Words: Transition, Academic Self-Efficacy, Substantial Relationship

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Background:

Beck, M. (1986) quotes, "Any transition serious enough to alter your definition of self will require not just small adjustments in your way of living and thinking but a full-on-metamorphosis." truly states that it takes time for the students to adjust and adapt to the different changes happening when they go through high school- college transitions.

Many significant differences exist between college and high school, some noticeable while others are less. For example, college is the first setting where educators anticipate that students will be adults. Nearly all of the game's rules, which the student had spent the previous 13 years of schooling meticulously learning and mastering, are either abandoned or significantly changed. The nature of the student-teacher interaction and the expectations for participation, initiative, drive, and intellectual growth all shift significantly. All of this takes place at a time when many young students are first gaining, a substantial amount of independence from their families and from the role of a child. A lack of content alignment between high school exit exams and the junior college entrance exams is one of the many troubling disconnects between high school and junior college.

These students are taken aback by how much more is expected of them in college coursework than in high school. For the first time, they are asked to think deeply, daily reflect over different matter, write extensively and accept



straight forward critiques of their work. For some students there is a vast disconnect between their expectations regarding the junior college and the reality of their experiences. Students may not realize that what was expected of them in high school will differ greatly in college. It is this lack of understanding of the different expectations that can lead students to struggle academically, and can affect adjustment. Academic self-efficacy, on the other hand is the conviction that a person can successfully complete specific activities, which typically has a favourable impact on his or her own behaviour. And, self-efficacy denotes that we have the ability to control our behaviour in the long run, thereby facilitating the anticipated transition from high school to college.

Need of the Study:

Many of them confuse academic self-efficacy with self-efficacy and self-esteem. Academic self-efficacy refers to the student's belief in their abilities to succeed academically, as well as their confidence in their capacity to carry out fictitious tasks and have a thorough understanding of the subject matter. But when the review of the literature was done, the researcher noted that there are very few researches done abroad and none could be located in India related to the effect of the transition of high school-college on the academic self-efficacy of the junior college students. Hence, in the present study, the researcher is keen to conduct a study on the effect of the transition from high school-college on the academic self-efficacy of junior college students.

Objective of the Study :

To study the relationship of the academic self-efficacy factor with the school-college transition of junior college students.

Hypothesis of the Study:

Research Hypothesis:

There is a significant relationship between school-college transition and the academic self-efficacy of junior college students.

This research hypothesis was written in null form as follows so as to test it statistically:

Null Hypothesis:

There is no significant relationship between school-college transition and the academic self-efficacy of junior college students.

Methodology of the Study:

The present study was descriptive research of the correlational and causal-comparative types. It aims to study the academic self-efficacy of Junior college students in relation to their school-college transition.

Sample:

The present study included 472 junior college students. It included 280 females and 192 males. The study used a three-stage sampling technique. In the first stage, Junior Colleges were selected through stratified random sampling wherein the strata were Thane and Navi-Mumbai. In the second stage, the sampling technique was stratified random sampling and the strata were private-aided and private-unaided colleges. In the third stage, junior college students were selected from these colleges using simple random sampling procedures. The data



was collected from students of junior colleges situated in Thane and Navi Mumbai affiliated with the University of Mumbai.

Data Analysis:

The researcher adopted two types of analysis of data. They are descriptive analysis and inferential analysis.

DESCRIPTIVE ANALYSIS OF ACADEMIC SELF-EFFICACY (ASE)

The following Table 1 shows the measure of central tendency namely, mean, median, and mode and measures of variability namely, SD, Skewness & Kurtosis of Academic Self Efficacy (ASE) of the Total Number of Junior College Students (TNJCS).

Table 1 : DESCRIPTIVE STATISTICS OF THE ASE OF THE TNJCS

SAMPLE	MEAN	MEDIAN	MODE	SD	SKEWNESS	KURTOSIS
TNJCS	134.96	135	134	6.18	0.29	2.78

The sample selected is representative of the population. The distribution is slightly positively skewed for TNJCS. The kurtosis for TNJCS is 2.78, hence the distribution is said to be slightly platykurtic.

Fiduciary Limits:

The following Table 2 shows the standard error (SE) and the fiduciary limits (FL) of the mean and the standard deviation (SD) of the ASE of the TNJCS.

TABLE 2 : SE AND FL OF MEAN AND SD OF ASE

SAMPLE	SE OF MEAN	FL of MEAN at 0.95 Level	SE OF SD	FL of SD at 0.95 Level
TNJCS	0.29	[134.39, 135.53]	0.21	[5.78, 6.58]

The SE of mean ASE for TNJCS is 0.29. The fiduciary limit of the mean for TNJCS is 134.39 to 135.53 at 0.95 level. This indicates that the population mean of ASE for TNJCS lies between 134.39 and 135.53 with the probability of 0.95.

The SE of SD is 0.21 for TNJCS and the fiduciary limits of the SD is from 5.78 to 6.58 at 0.95 level which means that the population SD for TNJCS lies between 5.78 and 6.58 with the probability of 0.95.

Inferential analysis involved the use of statistical techniques to arrive at conclusions about the nature of the data.

Testing of Hypothesis:

H₁: The research hypothesis states that there is a significant relationship between academic self-efficacy and school-college transition of junior college students.

H₀: The null hypothesis states that there is no significant relationship between academic self-efficacy and school-college transition of junior college students.

The technique used to test this hypothesis was the coefficient of correlation.

The following table 3 shows the relevant statistics between the ASE scores and SCT scores of junior college students.

TABLE 3 : RELEVANT STATISTICS FOR RELATIONSHIP BETWEEN ASE AND SCT SCORES OF JCS

VARIABLES	N	MEAN	SD	'r'	df	Coefficient of Determination	P
ASE	447	134.96	6.18	0.79	445	61.75%	<.0001





SCT	447	5.97	11.11				
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Interpretation:

Table 3 shows that junior college students’ academic self-efficacy differs on the basis of their school-college transition. From the preceding table it is seen that the obtained ‘r’ for SCT and ASE is significant ($P < 0.0001$). Hence the null hypothesis is rejected.

Conclusion:

The ‘r’ between SCT scores and ASE scores of JCS is 0.79 which is significant, positive and substantial in magnitude. Thus, the null hypothesis is rejected. It may be concluded that higher the academic self-efficacy of students, better will be the school-college transition of junior college students. 61.75% of the variance in school-college transition is associated with their academic self-efficacy.

The following figure shows the proportion of variance in school-college transition is associated with their academic self-efficacy.

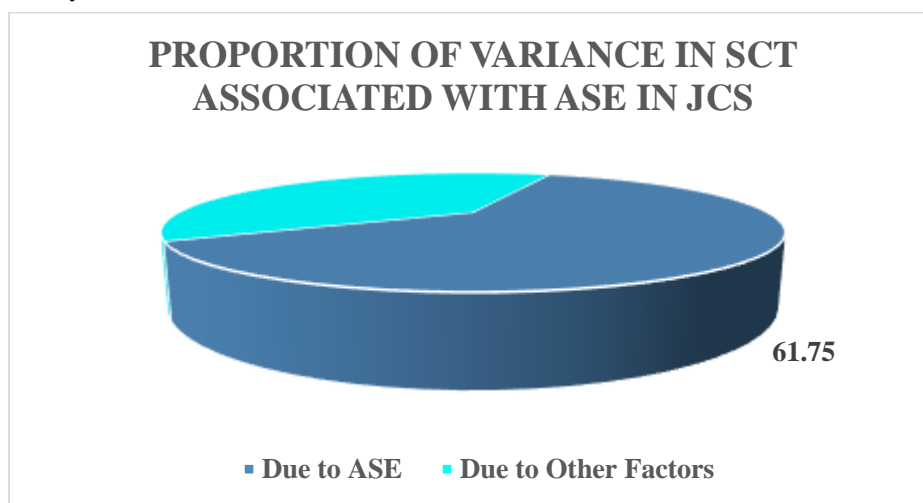


FIGURE 1

Discussion:

A significant relationship is seen between ASE and SCT. Students strive just as hard to get access to quality education and persistently seek clarity regarding not only the courses they choose for themselves to study right now but also about the vast majority of future endeavors that will aid in making their course of academic learning more fruitful. Academic self-efficacy is the conviction that a person can complete an academic task at a particular level or reach a particular academic objective (Bandura, 1997). According to Sharma (2020), self-efficacy is the belief that one can successfully plan and carry out a course of action in order to solve a problem or finish a task. This definition is based on the self-efficacy theory (Bandura, 1977). According to self-efficacy theory, task difficulty may have an impact on how strong academic self-efficacy is. According to recent studies, those with high self-efficacy approach tough activities with a sense of serenity, while those with low self-efficacy could



perceive work as overwhelming. "Learning is not achieved by chance," as Adams (2009) famously said, "it must be searched for with ardour and attended to with devotion." Every student who chooses to attend college in order to further their academics must be eager to continue learning. The student's confidence in his academic talents, as mentioned, may inspire him to persevere in order to learn and perform better in college. Academic self-efficacy refers to the student's belief in their abilities to succeed academically, as well as their confidence in their capacity to carry out fictitious tasks and have a thorough understanding of the subject matter. Academic self-efficacy refers to a person's conviction that they can successfully complete a specific educational task or achieve a particular academic level. So, junior college students having high academic self-efficacy are found to have a smoother transition from school to college.

Implications of the Study:

The present study analysed the academic self-efficacy factor influencing the school-college transition. This study will be helpful to the students of junior college to know and have belief in their abilities to succeed confidently using their capacities to carry academic tasks efficiently to help them understand themselves more appropriately, which will enable them in a successful transition process from school-college.

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