

The Analysis on Self-Efficacy Belief Dimensions of High School Students According to Their Attitudes towards Homework

Canan Koçak Altundağ & Ayşem Seda Yücel

Hacettepe University, Turkey

Corresponding Author: Canan Koçak Altundağ

ABSTRACT: *The aim of this study was to examine the relationship between high school students' the academic, social, and emotional self-efficacy belief and attitudes towards homework. The study sample consists of 454 high school students enrolled. In order to determine high school students' academic, social, and emotional self-efficacy beliefs, The Adolescent Self-Efficacy Expectation Scale designed by Muris (2001) and adapted to Turkish by Çelikkaleli, Gündoğdu, and Kıran-Esen (2006) was used in the study. In addition, the Attitude toward Homework Scale developed by Yücel (2004) and re-designed by Önen and Koçak (2013) was used. It is found that there is a significant and positive correlation between high school students' efficacy belief levels and their attitudes towards homework. Therefore, it can be said that as the high school students' self-efficacy belief levels get higher, they have more positive attitudes towards homework.*

KEYWORDS: *Attitudes towards homework; academic, social, and emotional self-efficacy belief; high school students.*

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I. INTRODUCTION

In this information age, in order to maintain a successful life, individuals should arrange their behavior, improve themselves on the basis of their past successes and failures. People should internalize a conception that prioritizes personal characteristics, goes beyond the norms, a conception that is open to innovation and that has a wide spectrum. The need for innovative skills and changes in attitude toward work has developed in response to rapid changes and multiple transitions that must be faced (Maree, 2009).

Individuals' efficacy beliefs affect their inclination towards various activities and enable them to improve their potential. Bandura (1986) contends that whether individuals begin or stop behaving in certain ways and how long tasks will continue are determined by their perceptions of their efficacy levels. Thus, individuals' perceptions of efficacy are significant determinants of their decisions to start and maintain tasks. Two individuals' efficacy perceptions determine which will be more successful (Bandura, 1986). Whether individuals can use their abilities on an advanced level, improve their skills related to their abilities, and succeed in the future are all dependent on increasing their efficacy beliefs (Lent, 2005).

All schools are given the same inputs and are expected to have the same outputs, but the context in which they function is ignored (Van Der Voort & Wood, 2014). In this respect, efficacy beliefs play an important role in starting, maintaining, and altering the behavior which is aimed at in education. However, it should be kept in mind that targeted behavior changes may happen not only at school but also through extracurricular activities. Thus, in cases where there are too many students in classrooms or where it is not possible to spare enough time in the program, homework constitutes a big part of out-of-class activities (Atli, 2012).

Homework also consists of activities that include parents into their children's education process and enable them to present a positive attitude to their children's success (Cooper, 2001). These activities may be in the form of exercises given after a specific behavior or skill is taught. Thus, new learning, acquisitions, or skills can be reinforced. Because homework is done at home, it is hard for teachers to see the mistakes in students' processes and their control on who really did the homework decreases. In this respect, homework prevents teachers from understanding their students' actual levels and also hinders students in increasing their knowledge levels (Kralovec & Buell, 2001). Despite this, homework is given at schools where the number of students is high in order to satisfy individual differences and interests (Çetinkaya, 1992). Homework has positive results in improving students' attitudes towards school, experiencing self-learning, and taking responsibility (Cooper, 2001).

II. METHODOLOGY

The aim of this study was to examine the relationship between high school students' the academic, social, and emotional belief and attitudes towards homework. The study sample consists of 454 high school

students enrolled. The working groups, creating a readily available sampling (convenience sampling) method was used. The Pearson Product-Moment Correlation Coefficient (r) was used so as to be able to present the relations between the variables. The descriptive analysis was conducted in order to see whether the examined characteristics varied by group. In addition, arithmetic average values were examined when necessary in the analysis of data. The statistics program SPSS 17 was used in data analysis.

Data collecting tools

In order to determine high school students' academic, social, and emotional self-efficacy beliefs, The Adolescent Self-Efficacy Expectation Scale designed by Muris (2001) and adapted to Turkish by Çelikkaleli, Gündoğdu, and Kıran-Esen (2006) was used in the study. In addition, the Attitude toward Homework Scale developed by Yücel (2004) and re-designed by Önen and Koçak (2013) was used.

III. FINDINGS

Descriptive Findings

The descriptive analysis was conducted in order to see whether the examined characteristics varied by group. This part of the research sought to discover whether, academic, social, and emotional self-efficacy beliefs differ. The descriptive findings can be found in Table 1.

Table 1. Descriptive Findings of High School Students' Self-Efficacy Beliefs

Self-Efficacy Belief	\bar{X}	sd	Min.	Max.
Academic Self-Efficacy	2.68	.528	.750	4.0
Social Self-Efficacy	3.85	.642	1.13	5.0
Emotional Efficacy	3.47	.764	1.00	5.0
The Self-Efficacy Expectation Scale	3.64	.567	1.39	5.0

As can be seen in Table 1, high school students' academic, social, and emotional self-efficacy beliefs were grouped by their scores. Table 1 displays that there is difference between the scores. Table 1 displays that the averages of high school students' self-efficacy beliefs dimensions have different values from each other. The highest average is observed to be at the "Social Self-Efficacy" dimension and it is followed by "Emotional Self-Efficacy" and "Academic Self-Efficacy" dimensions in sequence.

This part of the research sought to discover whether, the attitude toward homework differ. As can be seen in Table 2, high school students' attitude toward homework, usefulness, Positivity and Negativity were grouped by their scores. The descriptive findings can be found in Table 2.

Table 2. Descriptive Findings of High school students' attitudes towards homework

Attitudes Towards Homework	\bar{X}	sd	Min.	Max.
Usefulness	3.64	.747	1.00	5.0
Positivity	3.28	1.03	1.00	5.0
Negativity	3.01	.880	1.00	5.0
the Attitude Toward Homework Scale	3.34	.575	1.39	4.95

The attitudes towards homework of the high school students are investigated and the findings are shown in Table 2. The findings that are obtained as the result of the investigation of high school students' attitude dimensions towards homework are seen in Table 2. Since the high school students' overall attitudes towards homework is higher than the average score (Mean= 3.34), it can be said that the students have positive attitudes towards homework. Additionally, when the dimensions of attitudes of the high school students towards homework are investigated separately; it is seen that, especially, the scores (Mean= 3.64) obtained from "Usefulness" sub-dimension are higher than other sub-dimensions, and even overall attitudes. It is seen that the scores obtained from "Negativity" sub-dimension are lower than other dimensions (Mean= 3.01), but they are still above the average. Therefore, it can be said that high school students have positive attitudes towards homework.

The Pearson Product-Moment Correlation Findings

In order to find out whether there is a significant relation between high school students' self-efficacy beliefs and their attitudes towards homework, Pearson Correlation Coefficient (r) is calculated, and the results are shown in Table 3.

Table 3. Pearson Correlation Analysis

		Self-Efficacy Belief	The Attitude Toward Homework
Self-Efficacy Belief	r	1	.467
	p*		.00

*. Correlation is significant at the 0.01 level (2-tailed).

In Table 3, it is found that there is a significant and positive correlation between high school students' self-efficacy belief levels and their attitudes towards homework ($r=.467$; $p<0.01$). Therefore, it can be said that as the high school students' self-efficacy belief levels get higher, they have more positive attitudes towards homework.

Pearson Correlation analysis was applied to determine the relationship between high school students' self-efficacy belief dimensions and attitude toward homework dimensions and the results are displayed on Table 4.

Table 4. The correlation coefficients of scale of attitudes towards chemistry homework tasks and self-efficacy beliefs factors.

		Usefulness	Negativity	Positivity
Academic self-efficacy	r	.451	.153	.327
	p*	.000	.000	.000
Social self-efficacy	r	.369	.099	.200
	p*	.000	.034	.000
Emotional self-efficacy	r	.276	.197	.221
	p*	.000	.000	.000

*. Correlation is significant at the 0.01 level (2-tailed).

In Table 4, it is found that there is a significant and positive correlation between high school students' self-efficacy belief levels and their attitudes towards homework ($r = .451$, $r = .153$, $r = .327$, $r = .369$, $r = .099$, $r = .200$, $r = .276$, $r = .197$, $r = .221$, $p = 0,0001$). Each self-efficacy belief dimension of high school students are related to their attitudes towards homework levels as Table 4 displays. The highly positive relationship between "usefulness" dimension and students' academic self-efficacy levels and the low level of relationship between "Negativity" dimension and high school students' social self-efficacy levels are interesting.

In order to test whether high school students' attitudes towards homework correlate with their beliefs in social, academic and emotional activity, the scores obtained from these three areas were analyzed. The results can be found in Table 5.

Table 5. Pearson Correlation Analysis and self-efficacy dimensions scale values

Attitude Towards Homework		Academic self-efficacy	Social self-efficacy	Emotional self-efficacy
	r	.435	.334	.335
	p*	.000	.000	.000

*. Correlation is significant at the 0.01 level (2-tailed).

Table 5 reveals a significant positive relation between the attitude towards homework scores and the academic ($r=.435$), social ($r=.334$), and emotional self-efficacy ($.335$) of the high school students. This finding is considered in the way that attitude towards homework and self-efficacy beliefs are variables that show positive changes together.

In order to test whether high school students' self-efficacy beliefs correlate with their attitude towards homework in usefulness, negativity and positivity, the scores obtained from these three areas were analyzed. The results can be found in Table 6.

Table 6. Pearson Correlation Analysis and attitude towards homework dimensions scale values

		Usefulness	Negativity	Positivity
Self-Efficacy Belief	r	.470	.176	.340
	p*	.000	.000	.000

*. Correlation is significant at the 0.01 level (2-tailed).

Table 6 reveals a significant positive relation between high school students the self-efficacy belief scores with their attitude towards homework in usefulness ($r=.470$), negativity ($r=.176$), and positivity ($.340$) scores. This finding is considered in the way that self-efficacy belief and attitude towards homework are variables that show positive changes together.

IV. DISCUSSION

The aim of this study is to investigate high school students' attitudes towards homework in terms of their self-efficacy beliefs. In this study, high school students' self-efficacy beliefs, academic, social, and emotional self-efficacy beliefs are investigated in terms of their attitudes towards homework. Homework assignments not only provide an opportunity to study topics but serve various aims such as decreasing the possibility of forgetting, reinforcing learned topics, keeping students' minds active, developing research and expression skills, enabling students to organize their ideas, teaching students to reach the sources of knowledge, ensuring the attainment of problem-solving skills, making cause and effect connections, and improving self confidence levels (Cooper, 2001; Doyle & Barbar, 1990; Fehrman, Keith, & Reimers, 1987; Hong, 1998; Kathleen, 2001; Krapp, 1988; Neilson, 2005; Okutan, 1990; Onal, 1995; Önen & Koçak, 2013; Smith, 1989; Tan, 2005; Temel, 1989; Yucel, 2004; Yesilyurt, 2006). The literature contains mostly studies that focus on examining attitude towards homework in relation to gender (Barnes, 2001), class level (Cooper, 2001; Cooper, 2006), school type (El-Shar'a & Abed, 2008), its influence on grades (Xu & Corno, 2006), and homework styles (Hong, 1998).

Bandura (1977) states that an efficacy belief is a belief that he or she an individual will be able to do something. Strong efficacy beliefs direct individuals to try until they succeed and low efficacy beliefs compel individuals to give up when faced with even the smallest obstacle (Bandura, 1986). Gresham (1984) believes that the feeling that one has an influence on one's social environment (i.e., social efficacy belief) motivates human behavior. In Bandura's words, social efficacy belief denotes "individuals' self-expectancy about a performance which was done in relation to personal skill in interpersonal relations." Bilgin (1996) states that people's social efficacy influences many behaviors such as study skills and academic success. Students deeming themselves socially passive may result in irregular studying, lack of planning, low motivation, and a decrease in academic performance.

The study concluded that the averages of high school students' self-efficacy beliefs dimensions have different values from each other. The highest average is observed to be at the "Social Self-Efficacy" dimension and it is followed by "Emotional Self-Efficacy" and "Academic Self-Efficacy" dimensions in sequence. Since the high school students' overall attitudes towards homework is higher than the average score, it can be said that the students have positive attitudes towards homework. Additionally, when the dimensions of attitudes of the high school students towards homework are investigated separately; it is seen that, especially, the scores obtained from "Usefulness" sub-dimension are higher than other sub-dimensions, and even overall attitudes. It is seen that the scores obtained from "Negativity" sub-dimension are lower than other dimensions, but they are still above the average. Therefore, it can be said that high school students have positive attitudes towards homework.

This study examines the relationship between high school students' self-efficacy beliefs and their attitude towards homework. It is found that there is a significant and positive correlation between high school students' self-efficacy belief levels and their attitudes towards homework. Therefore, it can be said that as the high school students' self-efficacy belief levels get higher, they have more positive attitudes towards homework. It is found that there is a significant and positive correlation between high school students' self-efficacy belief levels and their attitudes towards homework. The highly positive relationship between "usefulness" dimension and students' academic self-efficacy levels and the low level of relationship between "Negativity" dimension and high school students' social self-efficacy levels are interesting. The result reveals a significant positive relation between the attitude towards homework scores and the academic, social, and emotional self-efficacy of the high school students. This finding is considered in the way that attitude towards homework and self-efficacy beliefs are variables that show positive changes together. The another result reveals a significant positive relation between high school students the self-efficacy belief scores with their attitude towards homework in usefulness, negativity, and positivity scores. This finding is considered in the way that self-efficacy belief and attitude towards homework are variables that show positive changes together.

In previous studies the focus has been more on students' life satisfaction levels and depression tendencies. For instance, Işıklar, Bozgeyikli, and Eroğlu (2009) concluded that social, emotional, and academic efficacy beliefs are strong predictors of life satisfaction. In addition, Çelikkaleli (2010) found that high school students' social, academic, and emotional efficacy beliefs are correlated to depression. İşleroğlu's (2012) study showed that social efficacy belief is a meaningful predictor of subjective wellbeing. Lewinsohn and Alexander (1990) determined that there is a positive correlation between learned helplessness and efficacy belief. Bradley and Corwyn's (2002) study showed that efficacy beliefs function as a mediator for school and family situations and social and problematic behavior. Lane, Lane, and Kyprianou (2004) showed that efficacy belief is a strong predictor in explaining individual success and activities. Liu, Lou and Shih (2014) found that female high school students' science, technology, engineering, and mathematics self-efficacy and professional commitment to engineering is influenced most strongly by female engineer role models, followed by female gender role beliefs.

This paper provides a critical literature review of performance in relation to personal skill in interpersonal relations. The current research can lead to several further studies because this is the first study on the analysis of the efficacy beliefs of students of the future who currently are adults. I believe that this study is a first step to further studies in the field. Academic implications and strategies that may help guide future research are offered because up to the present few studies of efficacy belief and skills of studying and taking responsibility have been carried out on developing students. This is a combined study of efficacy belief and attitude towards homework. Adolescents' academic, social, and emotional efficacy beliefs were evaluated in relation to their attitude towards homework dimension. High school students' self-efficacy levels which affect their inclination towards various activities and contribute to the development of their potentials were examined within the attitude towards homework dimension.

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