THE RELATIONSHIP BETWEEN ACADEMIC SELF EFFICACY AND STUDY TIME OF UNDERGRADUATE NURSING STUDENTS

Rasdiyanah[1], Ilhamsyah[2]

[12] Universitas Islam Negeri Alauddin, Makassar
Email : rasdiyanah.ners@uin-alauddin.ac.id

Abstract

Students' behavior in certain situations is generally influenced by environmental and cognitive factors, especially cognitive factors related to academic self-efficacy that they are able or unable to perform satisfactory actions. Because of having academic self-efficacy in the learning process, students will be motivated to achieve better academic achievement. Academic self-efficacy is one of the physiological aspects that affects a student's success because self-efficacy has an impact on students' choices, problem solving, and persistence in achieving goals. This study is descriptive correlational approach, it investigated the relationship between academic self-efficacy and the study time of undergraduate nursing students. The results indicated that the students' self-efficacy is relatively high, the relationship between academic self-efficacy and the study time is not significant, which means that academic self-efficacy does not effect on the study time of students.

Background

The evaluation of graduation time or students' study time is crucial to the accreditation assessment and the evaluation of key performance indicators. The graduation timelines for students vary throughout different levels of higher education (Rizalno et al., 2022). Students with undergraduate degrees are considered to have graduated on time after completing their studies in four years or fewer, and untimely considered as their completion exceeds four years (Sumartini & Disman, 2018). According to the UIN Alauddin Makassar educational regulations of 2023, the duration for completing undergraduate degrees is set at 7 years. Ensuring timely graduation, the maximum study time should not exceed four years. Study time is crucial for any academic program, since it significantly influences the proportion of students who graduate punctually.

The duration of study time for students can be affected by several aspects, one of which is self-efficacy. Research by Sumartini & Disman (2018) indicate that internal factors, namely motivation, influences students' self-efficacy and their completion of study. Simaremare (2018), also identifies the internal factors as stimuli from within an individual, such as self-efficacy which is from individual ability to achieve optimal study time. In the university level, academic self-efficacy relates to students' capacities to navigate their circumstances, demonstrating good outcomes such as fulfilling their requirements and embracing academic challenges (Mukti & Tentama, 2019). Luo et al., (2023) conducts a cross-sectional study on 258 respondents, revealing that academic self-efficacy is as a psychological construct that directly and indirectly impacts students' academic performance and completion of study.

A study by Fatimah et al., (2021) on 223 students investigate the correlation between self-efficacy and academic performance. The findings indicated that 61.2% of students had moderate self-efficacy, and academic performance and self-efficacy was predominantly

influenced by the students' strength, stability of beliefs, and task completion abilities. This indicates that students with high self-efficacy possess superior academic skills to finish their study on time, they are critical thinking in problem-solving and intellectual capabilities, in contrast to those with low self-efficacy. Research by Pratiwi, (2021) on 135 science and humanities students at Borobudur University found that self-efficacy was an internal factor affecting student learning accomplishment, with a regression analysis value (Sig. $0.00 < 0.05$). This indicates that students with high academic self-efficacy are concerned with their learning accomplishment in the university.

The problem encountered by students in fulfilling their study time related to academic self-efficacy, this points out that the administrators of the Nursing study program at UIN Alauddin Makassar are required to investigate student's academic self-efficacy and study time. Furthermore, according to the 2023 accreditation form data concerning graduate outcomes, the results for graduates from the 2014, 2015, and 2016, study time starts from ≤ 5 years to ≤ 6 years or > 6 years to 10 years, indicates the calculated success percentage of the study program, relative to the duration of the students' studies, remained within the range of $> 40\%$ to $< 95\%$, signifying a value of 3 and 2. The researchers aim to investigate the correlation between academic self-efficacy and study time among undergraduate nursing students at UIN Alauddin Makassar.

Methods
In this study, two stages of data analysis were carried out, namely univariate data analysis to assess the description of each research variable, and bivariate data analysis to test the relationship between independent and dependent variables, the research data analysis used SPSS version 30. The study was conducted at the Faculty of Medicine and Health Sciences Campus 2 Samata, Gowa Regency started from August – September 2024. The population of study was students from 2020, 2021, 2022, and 2023 academic year, and a total population of 329 students. The sampling technique was non-probability sampling, and the type of sampling technique used in this study was total sampling technique. The total sample that took part in this study was 290 students. The instrument in this study used the academic self-efficacy scale (CASES) instrument to assess the academic self-efficacy conditions of students consisting of 33 questions using Likers scale (5 answer choices) from not at all confident to extremely confident. For the secondary data of study time, it came from student academic progress reports on the portal. The stages of the study are as follows: 1) After the study was approved, it continued with the processing of research permits and research ethics, 2) The research samples were set by looking at student progress reports in completing final research or data on students who do not graduate on time, 3) After the researchers got the appropriate respondents, the researcher conducted informed consent and provided explanation to the respondents regarding the research and purpose of research, 4) The researchers explained to the respondents about the procedure for filling out the questionnaire, 5) The researchers distributed the questionnaire to the respondents, 6) The researchers accompanied the respondents in filling out the questionnaires that had been distributed, 7) Collection and re-examination of the completed questionnaires, 8) Processing research data through the SPSS application, 9) The researchers compiled the results and discussed the processed data. This study had received ethical approval from the Research Ethics Commission of UIN Alauddin Makassar with the number C.075/KEPK/FKIK/VIII/2024.

Result and Discussion

Self-efficacy is an individual's belief in their ability to achieve desired academic results, the higher the level of self-efficacy, the more likely students are to feel able to complete academic tasks as well. The data showed that the level of academic self-efficacy of students was relatively balanced between students with high academic self-efficacy (50.7%) and students with low academic self-efficacy (49.3%). Although students' academic self-efficacy was relatively high, the relationship between self-efficacy and study time is insignificant (*P-value* 0.468), it means that students' academic self-efficacy levels did not have a significant effect on how fast they completed their studies. Based on the data, the relationship between academic self-efficacy and study time was not statistically significant (P-value = 0.468). The correlation coefficient (r = -0.048) showed a weak correlation or no relationship, the researchers found the causes that contributed to weak correlation between self-efficacy and study time, among others:

a. Prioritizing Study Quality over Study Time

Students possessing higher academic self-efficacy prioritized the quality of their study over study time. These students tend to utilize clear and meaningful learning objectives, focusing on mastering skills, addressing deficiencies, and comprehending key concepts. They allocated their study time to high-impact activities, such as engaging in discussions or resolving problems. These results are consistent with previous studies by Doménech-Betoret et al., (2017); Hayat et al., (2020), Freire et al., (2020); Laframboise et al., (2023), these studies collectively underlined the essential function of academic self-efficacy in fostering effective study habits and improving academic performance. These studies proposed that students with higher academic self-efficacy were more inclined to implement tactics that enhanced their learning, performance and potential ability minimizing the necessity for finishing study.

b. Overconfidence in the Study

Certain students possessing higher academic self-efficacy might overrate their comprehension and abilities, resulting in diminished study efforts. They might presume they possessed a comprehensive understanding of the information or could assimilate it rapidly, leading to a diminished allocation of time for learning. These results coincide with previous studies by Svartdal et al., (2022); Meng & Jia, (2023); Bargmann dan Kauffeld, (2023); Saks, (2024); Khine & Nielsen, (2022), these studies highlighted the significance of student academic self-efficacy in educational contexts. These particularly revealed that the confidence of students was advantageous, however, overconfidence might result in inadequate study efforts and impede academic achievement. Moreover, overconfidence could adversely impact student motivation and engagement to uphold a balanced view of study time.

c. External Limitations

Study time was also affected by variables such as part-time employment, familial obligations, and extracurricular pursuits. Students possessing strong self-efficacy might not consistently allocate sufficient time for comprehensive study, despite their appreciation for academic achievement, they might still struggle to dedicate adequate time because of external obligations, these findings are in congruence with the previous studies of Cheng, (2020); Calonia et al., (2023); Bargmann dan Kauffeld, (2023); Mulaudzi, (2023); Chen et al., (2021); Nguyen & To, (1952); Griffiths et al., (2021), these studies highlighted the necessity of diverse duties besides academic performance. Although higher academic self-efficacy could improve learning strategies and outcomes, external considerations such as employment, extracurricular and familial responsibilities significantly influenced the study time of students. Consequently, students had to have proficient time management abilities to address these problems and enhance their academic achievement.

d. Disparity in Educational Contexts

Academic self-efficacy is characterized as a student's confidence in their potential to excel in academic goals, which is a crucial predictor of academic performance. Nonetheless, its impact on study time might be influenced by other factors, such as course aspect, pedagogical approaches, and institutional assistance. Students in courses with undefined structures and unsupportive lecturers might require more study time to achieve satisfactory performance. Intensive course loads or concurrent deadlines could affect students to redistribute their study time across other subjects. Moreover, lecturers who did not adequately outline objectives of courses, clarify expectations, and provide easily accessible resources might also extend students' study time. Students with higher academic self-efficacy frequently pursued specific institutional assistance and utilized it effectively, consequently, educational institutions had to take this into account to facilitate learning efficiency for students during their study time. These converge with previous studies by Doménech-Betoret et al., (2017); Bargmann dan Kauffeld, (2023); Khine dan Nielsen, (2022); Huang dan Wang, (2023); Meng dan Jia, (2023); Otto dan Preus, (2024); Basileo et al., (2024), these studies highlighted external variables such course aspects, instructional quality, and institutional assistance as a predictor of study time. Addressing these external variables might ensure academic self-efficacy results in both academic efficiency and success objective.

e. Variations in Motivation

Academic self-efficacy is associated with motivation. Students with higher academic self-efficacy might have varied intrinsic drive, goal planning, or subject matter interest. When students were motivated, they had extra enthusiasm to explore academic obstacles which corresponded to extended study time. These results coincide with previous studies by Amal Alhadabi dan Karpinski, (2020); Macklem, (2020); Lakanen dan Isomöttönen, (2023); Bargmann dan Kauffeld, (2023); Khine dan Nielsen, (2022); Lourenço dan Paiva, (2024); Otto & Preus, (2024); Saks, (2024); Basileo et al., (2024), these studies indicated that the fundamental motivation for participating in academic duties is intrinsic drive. Academic self-efficacy was more likely to result in sustained effort and success when intrinsic motivation was high. The probability of academic success was increased by the effective channeling of self-efficacy into actionable actions through goal planning. Inconsistent performance could result from inadequate planning, which could diminish the influence of academic self-efficacy. These were aspects to variation among individuals that influenced study time.

In addition, the tendency of students with higher or low academic self-efficacy could complete their studies faster (≤ 4 years). This is in line with research (Cabras et al., 2024; Chanana, 2018; Bakdoolot & Dangin, 2024) which revealed a negative correlation between academic self-efficacy and study time in the university. The researchers also found that the cause of insignificant relationship between the two variables was due to the different levels of academic self-efficacy among students, in line with the results of research by Hitches et al., (2022) which found that the level of academic self-efficacy of students was related to their maturity, they face new and different stressors that should be always managed. Students' behavior and perspectives also affected their performance during their studies, especially when they have confidence in their ability to learn and have greater academic self-efficacy and are more likely to engage in learning (Cong et al., 2024), but this can happen when students reach their maximum potential (Hitches et al., 2022).

Moreover, students with low academic self-efficacy tend to be indifferent to finding out about lectures and steps to complete their studies, and run away from problems that arise which result in the study time >4 years, this is in line with the results of research by Bandura et al., (2011)

that self-efficacy has the ability to produce a certain level of performance for events that affect the individual's life, which determines how people feel, think, motivate themselves, and behave. Ampuero-Tello et al., (2022) in their research revealed that academic self-efficacy can act as a protective factor against mental health problems, they are related to depression, anxiety, and stress, all three mental health conditions are statistically significantly related to student achievement. Students who have high levels of academic self-efficacy will have the ability to set goals or targets for themselves, are more ready to learn, have a strong drive to continue learning, are stronger in facing challenges, and are better to achieve the expected level of achievement. Furthermore, to overcome mental health problems, academic self-efficacy forms students to be more confident in their own skills, allowing them to successfully handle academic tasks and avoid negative feelings about their current and future academic Ampuero-Tello et al., (2022).

This is also supported by Bandura, (2015) that the experience of continuous overthinking and negative self-esteem plays a role in the development of symptoms of anxiety and depression. The emergence of anxious thoughts about assignments and university demands can be seen as academic threats for students who do not have strong self-efficacy in their own ability to cope with stressful academic situations. Ampuero-Tello et al., (2022) students' inability to handle emotional stress during their studies was also found to be an important factor in delays and dropping out of college, low academic self-efficacy affects achievement, ambition, and motivation. Continuous overthinking experiences and negative self-esteem on the development of anxiety and depression symptoms Bandura, (2015). Academic self-efficacy plays a role in academic achievement, students who have self-efficacy in their abilities will be able to solve all problems in their learning activities and achieve optimal learning outcomes (Luo et al., 2023). When students believe that they can perform well, they will be more interested and enthusiastic in the learning process, and they are more likely to search the information outside of class. Students who are enthusiastic and serious on attending lectures result the high self-confidence, this is in line with Mortezapour research, (2023) that the level of academic self-efficacy relates to students' cognitive involvement and motivation in learning.

Conclusion

Academic self-efficacy does not affect on the study time of students. Academic self-efficacy may vary on the students' goal selection, the attainment process, and self-assessment of performance. Adequate academic self-efficacy defines the capacity of students to alter class situation. Goal-oriented students who possess self-efficacy in their success prefer to engage actively in all academic activities, since they are obligated to complete their studies punctually.

Recommendation

The university is expected to offer social support to students, fostering a sense of care, appreciation, and affection. Social support includes communication and mutual responsibilities that manifest as tangible aid, informational resources, and emotional assistance.

References

Alhadabi, A., & Karpinski, A. C. (2020). Grit, self-efficacy, achievement orientation goals, and academic performance in University students. *International Journal of Adolescence and Youth*, *25*(1), 519–535. https://doi.org/10.1080/02673843.2019.1679202

Ampuero-Tello, N. L., Zegarra-López, A. C., Padilla-López, D. A., & Venturo-Pimentel, D. S. (2022). Academic self-efficacy as a protective factor for the mental health of university students during the COVID-19 pandemic. *Interacciones*, *8*, e289. https://doi.org/10.24016/2022.v8.289

Bakdoolot, A., & Dangin, D. (2024). The Relationship Between Self-Efficacy and Academic Achievement Among Indonesian College Students. *International Journal of Social Science and Human Research*, *7*(08), 6610–6617. https://doi.org/10.47191/ijsshr/v7-i08-95

Bandura, A. (2015). Cultivate Self-efficacy for Personal and Organizational Effectiveness. In E. A. Locke (Ed.), *Handbook of Principles of Organizational Behavior* (First). John Wiley & Sons, Ltd. https://doi.org/10.1002/9781119206422.ch6

Bandura, A., Caprara, G. V., Barbaranelli, C., Regalia, C., & Scabini, E. (2011). Impact of family efficacy beliefs on quality of family functioning and satisfaction with family life. *Applied Psychology*, *60*(3), 421–448. https://doi.org/10.1111/j.1464-0597.2010.00442.x

Bargmann, C., & Kauffeld, S. (2023). The interplay of time management and academic self-efficacy and their influence on pre-service teachers' commitment in the first year in higher education. *Higher Education*, *86*(6), 1507–1525. https://doi.org/10.1007/s10734-022-00983-w

Basileo, L. D., Otto, B., Lyons, M., Vannini, N., & Toth, M. D. (2024). The role of self-efficacy, motivation, and perceived support of students' basic psychological needs in academic achievement. *Frontiers in Education*, *9*. https://doi.org/10.3389/feduc.2024.1385442

Cabras, E., Pozo, P., Suárez-Falcón, J. C., Caprara, M., & Contreras, A. (2024). Stress and academic achievement among distance university students in Spain during the COVID-19 pandemic: age, perceived study time, and the mediating role of academic self-efficacy. *European Journal of Psychology of Education*, *0123456789*. https://doi.org/10.1007/s10212-024-00871-0

Calonia, J. T., Pagente, D. P., Center, R., Jane Desierto, D. C., Capio, R. T., Ann Tembrevilla, J. P., Guzman, C. A., & Jay Nicor, A. S. (2023). Time Management and Academic Achievement: Examining the Roles of Prioritization, Procrastinationand Socialization. *International Journal of Innovative Science and Research Technology*, *8*(6). www.ijisrt.com766

Chanana, M. (2018). Empirical study: relationship between self efficacy and academic performance. *International Journal of Health & Medical Sciences*, *1*, 28–34. https://doi.org/10.31295/ijhms.v1n1.36

Chen, P., Bao, C., & Gao, Q. (2021). Proactive Personality and Academic Engagement: The Mediating Effects of Teacher-Student Relationships and Academic Self-Efficacy. *Frontiers in Psychology*, *12*(June), 1–8. https://doi.org/10.3389/fpsyg.2021.652994

Cheng, Y. yao. (2020). Academic self-efficacy and assessment. *Educational Psychology*, *40*(4), 389–391. https://doi.org/10.1080/01443410.2020.1755501

Cong, Y., Yang, L., & Ergün, A. L. P. (2024). Exploring the relationship between burnout, learning engagement and academic self-efficacy among EFL learners: A structural equation modeling analysis. *Acta Psychologica*, *248*(July), 104394. https://doi.org/10.1016/j.actpsy.2024.104394

Doménech-Betoret, F., Abellán-Roselló, L., & Gómez-Artiga, A. (2017). Self-efficacy, satisfaction, and academic achievement: The mediator role of students' expectancy-value

beliefs. *Frontiers in Psychology*, *8*(JUL), 1–12. https://doi.org/10.3389/fpsyg.2017.01193

Fatimah, S., Manuardi, A. R., & Meilani, R. (2021). Tingkat Efikasi Diri Performa Akademik Mahasiswa Ditinjau Dari Perspektif Dimensi Bandura. *Prophetic : Professional, Empathy, Islamic Counseling Journal*, *4*(1), 25. https://doi.org/10.24235/prophetic.v4i1.8753

Freire, C., Ferradás, M. del M., Regueiro, B., Rodríguez, S., Valle, A., & Núñez, J. C. (2020). Coping Strategies and Self-Efficacy in University Students: A Person-Centered Approach. *Frontiers in Psychology*, *11*(May), 1–11. https://doi.org/10.3389/fpsyg.2020.00841

Griffiths, T. L., Dickinson, J., & Day, C. J. (2021). Exploring the relationship between extracurricular activities and student self-efficacy within university. *Journal of Further and Higher Education*, *45*(9), 1294–1309. https://doi.org/10.1080/0309877X.2021.1951687

Hayat, A. A., Shateri, K., Amini, M., & Shokrpour, N. (2020). Relationships between academic self-efficacy, learning-related emotions, and metacognitive learning strategies with academic performance in medical students: A structural equation model. *BMC Medical Education*, *20*(1), 1–11. https://doi.org/10.1186/s12909-020-01995-9

Hitches, E., Woodcock, S., & Ehrich, J. (2022). Building self-efficacy without letting stress knock it down: Stress and academic self-efficacy of university students. *International Journal of Educational Research Open*, *3*(January), 100124. https://doi.org/10.1016/j.ijedro.2022.100124

Huang, L., & Wang, D. (2023). Teacher Support, Academic Self-Efficacy, Student Engagement, and Academic Achievement in Emergency Online Learning. *Behavioral Sciences*, *13*(9). https://doi.org/10.3390/bs13090704

Khine, M. S., & Nielsen, T. (2022). Academic Self-efficacy in Education: Nature, Assessment, and Research. In *Academic Self-efficacy in Education: Nature, Assessment, and Research*. https://doi.org/10.1007/978-981-16-8240-7

Laframboise, S. J., Bailey, T., Dang, A. T., Rose, M., Zhou, Z., Berg, M. D., Holland, S., Abdul, S. A., O'connor, K., El-Sahli, S., Boucher, D. M., Fairman, G., Deng, J., Shaw, K., Noblett, N., D'addario, A., Empey, M., & Sinclair, K. (2023). Analysis of financial challenges faced by graduate students in Canada. *Biochemistry and Cell Biology*, *101*(4), 326–360. https://doi.org/10.1139/bcb-2023-0021

Lakanen, A. J., & Isomöttönen, V. (2023). CS1: Intrinsic Motivation, Self-Efficacy, and Effort. *Informatics in Education*, *22*(4), 651–670. https://doi.org/10.15388/infedu.2023.26

Lourenço, A. A., & Paiva, M. O. (2024). Academic Performance of Excellence: The Impact of Self-Regulated Learning and Academic Time Management Planning. *Knowledge*, *4*(2), 289–301. https://doi.org/10.3390/knowledge4020016

Luo, Q., Chen, L., Yu, D., & Zhang, K. (2023). The Mediating Role of Learning Engagement Between Self-Efficacy and Academic Achievement Among Chinese College Students. *Psychology Research and Behavior Management*, *16*, 1533–1543. https://doi.org/10.2147/PRBM.S401145

Macklem, G. L. (2020). Brief SEL Interventions at School. In *Brief SEL Interventions at School*. https://doi.org/10.1007/978-3-030-65695-9

Meng, Q., & Jia, W. (2023). Influence of psychological hardiness on academic achievement of university students: The mediating effect of academic engagement. *Sustainability*, *74*(4), 1515–1525. https://doi.org/10.3233/WOR-211358

Mortezapour, M. (2023). Relationship between Perceived Teacher Expectations and Cognitive Engagement : Mediating Role of Academic Self-Efficacy in Students with Learning Disorders. *Iranian Journal of Educational Research*, *2*(4), 1–18.

Mukti, B., & Tentama, F. (2019). Faktor-Faktor Yang Mempengaruhi Efikasi Diri Akademik. *Prosiding Seminar Nasional Magister Psikologi Universitas Ahmad Dahlan*, *0*(0), 341–

347. http://seminar.uad.ac.id/index.php/snmpuad/article/view/3442

Mulaudzi, I. C. (2023). Factors Affecting Students' Academic Performance: A Case Study of the University Context. *Journal of Social Science for Policy*, *11*(1), 2334–2919. https://doi.org/10.15640/10.15640/jsspi.v11n1a3

Nguyen, P., & To, H. (1952). *The relationship of well-being , academic self- efficacy , and academic major satisfaction among part- time job students : A cross-sectional study*. 214–234. https://doi.org/10.19204/2024/THRL4.Received

Otto, D., & Preus, L. (2024). *Self-Efficacy in Distance Education : A Framework to Measure its Academic , Learning , and Social Dimension*. *16*(4), 547–566. https://doi.org/10.55982/openpraxis.16.4.708

Pratiwi, I. W., & . H. (2021). The Effect of Self-Efficacy and Learning Achievement of Students in the Class of 2016/2017 at Borobudur University, Jakarta. *KnE Social Sciences*, *2020*, 352–364. https://doi.org/10.18502/kss.v4i15.8223

Rizalno, M. F., Johar, A., & Coastera, F. F. (2022). Analisis Prediksi Masa Studi Mahasiswa Menggunakan Metode Decision Tree Dengan Penerapan Algoritme Cart (Classification and Regression Trees) (Studi Kasus Data Alumni Fakultas Teknik Universitas Bengkulu). *Rekursif: Jurnal Informatika*, *10*(1), 96–106. https://doi.org/10.33369/rekursif.v10i1.21362

Saks, K. (2024). The effect of self-efficacy and self-set grade goals on academic outcomes. *Frontiers in Psychology*, *15*(March). https://doi.org/10.3389/fpsyg.2024.1324007

SIMAREMARE, C. O. (2018). Efikasi Diri Mahasiswa Dalam Menyelesaikan Studinya (Studi Kasus Pada Mahasiswa Pendidikan Ekonomi). *Jurnal Efikasi Diri Mahasiswa Dalam …*. https://repository.unja.ac.id/5321/%0Ahttps://repository.unja.ac.id/5321/1/ARTIKEL REPOSITORY.pdf

Sumartini, & Disman. (2018). Analisis Faktor-Faktor yang Mempengaruhi Penyelesaian Studi Tepat Waktu serta Implikasinya terhadap Kualitas Lulusan. *Indonesian Journal of Economics Education*, *1*(1), 43–54. https://doi.org/10.17509/jurnal

Svartdal, F., Sæle, R. G., Dahl, T. I., Nemtcan, E., & Gamst-Klaussen, T. (2022). Study Habits and Procrastination: The Role of Academic Self-Efficacy. *Scandinavian Journal of Educational Research*, *66*(7), 11411160.https://doi.org/10.1080/00313831.2021.1959393