Self-Efficacy among Engineering and Fisheries Technology Students in Region I, Philippines

ABSTRACT

Today, self-efficacy is considered a vital factor towards college education – the belief to be able to something becomes the new trend. This study aimed to determine the level of self-efficacy of college students in selected Philippine Higher Education Institutions after the full implementation of the K to 12 Basic Education Curriculum, and compare it with their self-efficacy results in senior high school years in order to provide new insights for educational policies in the Philippines. A survey-questionnaire on self-efficacy, with a Cronbach’s alpha of 0.84, was administered to five hundred thirty two college students from three state universities in the Philippines who are graduates of K to 12 Basic Education Curriculum. Findings revealed that the respondents are ‘Very Confident’ in their self-efficacy along the eight areas assessed. The respondents have an increasing self-efficacy in this ascending order: Enlisting Parental and Community Support Efficacy > Self-Efficacy in Enlisting Social Resources > Self-Efficacy in Meeting Others’ Expectations >, and Self-Efficacy in Self-Regulated Learning > Self-Assertive Efficacy > Self-Efficacy in Academic Achievement > Self-Regulatory Efficacy > and Social Self-Efficacy. Findings suggest that the level of self-efficacy of the college students have increased. If age, and hence, maturity, was seen to have no association with self-efficacy, then, it can be inferred that the increase in self-efficacy of the respondents can be attributed to their being a graduate under the K to12 Basic Education Curriculum in the Philippines. Thus, educational policy has to pay attention on how to increase the self-efficacy of senior high school students to further improve tertiary education.

Keywords: Engineering, Fishery, Performing University, Region I, Self-efficacy