

Examining Learning and Peer Efficacy Among Secondary School Students In District of Ledang

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Abstract

Efficacy functions to enhance the desire of learning through mediations of motivations and confidence. The present study is designed to achieve two main objectives. First, to identify the level of learning efficacy of public and religious secondary school students. Second, to examine the significant difference level of learning efficacy between public and religious school students. This study involved 242 students sampled from four schools in district Ledang. The sampled participated in the survey, employing a twelfth item questionnaire measuring Learning Self-efficacy (LSE) and Peer Self-efficacy (PSE). The data are analysed quantitatively using descriptive statistics and independent-samples t-tests. The result showed that the majority of students experience a moderate level of learning efficacy. Generally, for the selected public school students the mean is 2.75 and religious school students the mean is 2.97. Regarding the comparison level of learning efficacy between the two types of students, the findings of the current study show that there is no significant differences ($p=.47$), while peers self-efficacy revealed that there are significant differences ($p=0.001$).

Keywords: Learning efficacy, Public School, Religious School, Eductaion.

Abstrak

Efikasi berfungsi untuk meningkatkan keinginan belajar melalui pengantaraan motivasi dan keyakinan. Kajian ini bertujuan untuk mencapai dua objektif utama. Pertama, untuk mengenal pasti tahap efikasi pembelajaran para pelajar sekolah menengah kebangsaan dan agama. Kedua, untuk mengkaji tahap perbezaan yang signifikan berkaitan efikasi pembelajaran antara pelajar sekolah kebangsaan dan agama. Kajian ini melibatkan 242 sampel pelajar dari empat buah sekolah di daerah Ledang. Semua sampel akan mengambil bahagian dalam kaji selidik yang menggunakan dua belas item soal selidik yang mengukur tahap efikasi pembelajaran dan efikasi rakan sebaya. Data dianalisis secara kuantitatif dengan menggunakan statistik deskriptif dan sampel t-test. Hasil kajian menunjukkan bahawa majoriti pelajar mempunyai tahap efikasi yang sederhana. Secara amnya, bagi pelajar-pelajar sekolah awam yang terpilih min ialah 2.75 dan sekolah agama pelajar min ialah 2.97. Mengenai tahap perbandingan efikasi pembelajaran antara pelajar sekolah kebangsaan dan agama, dapatan kajian menunjukkan yang tidak ada perbezaan yang signifikan ($p = .47$), manakala efikasi sendiri rakan sebaya menunjukkan bahawa terdapat perbezaan yang signifikan ($p = 0.001$).

Kata kunci: Efikasi Pembelajaran, Sekolah kebangsaan, Sekolah Agama, Pendidikan.

1.0 INTRODUCTION

The Malaysian education system offers a number of options for Malaysians to obtain a complete education so as to become holistic citizens. Due to the diversity of races, religions, and beliefs, the Malaysian education system has become unique and different from other countries' education system. There are many types of schools offered in Malaysia, including the National Type schools, Cluster schools, Vernacular schools, Mara Junior Science College or better known as *Maktab Rendah Sains Mara* (MRSM), Technical schools, Integrated Full Boarding schools or *Sekolah Berasrama Penuh Integrasi* (SBPI), as well as religious schools. Even though there are many types of schools in Malaysia, the National Curriculum is still being implemented as a standard guideline for all types schools. Therefore, regardless the types of schools the students are attending, they are required to sit for the national standardised examinations such as the Lower Secondary Assessments or *Penilaian Menengah Rendah* (PMR) and the Malaysian Education Certificate or *Sijil Pelajaran Malaysia* (SPM).

Although the schools in Malaysia are supposed to implement the same national curriculum, in reality the environment is different. This is because different type of school has different identity (Siti Salwa, Mohd Al'ikhsan, & Norwati 2014a, 2014b). For example, MRSM is opened to Bumiputera students and there is an allocation of 10% for non-Bumiputera students who are studying at national schools in Peninsular Malaysia to study in the college (Portal Rasmi Majlis Amanah Rakyat, 2013). Cluster schools, on the other hand, are outstanding schools with excellent management and students achievement. The development of cluster schools aimed at improving school performance as well as to develop exemplary schools in the same cluster similar to other schools outside the cluster. Islamic full boarding schools (SBPI) are fully residential schools specifically catered for students who have achieved excellent results in their national examinations as well as in their co- curriculum activities. These schools are also developed to provide opportunities for excellent students from the rural areas to pursue their studies in science and at the same time to increase the number of Bumiputera students in various professional fields (Salim, 2011).

Diversity in schools creates different environment for students' learning development. The physical and psychological structure of the school can affect students' behaviour and attitude (Siti Salwa, Mohd Al'ikhsan, Norwati 2015), which are developed by what the students see, view, and experience at school. Thus, it is the school environment that influences the psychology of the students (Appleton, Christenson, & Furlong, 2008; Goodman & Gregg, 2010; Midley, Roeser, & Urdan, 1996; Sylva, 1994). Apart from the students' psychological aspect, another aspect that can be easily influenced by the school environment is self-efficacy (Siti Salwa & Norwati 2013a, 2013b). This viewpoint is supported by Mori & Uchida (2012), and Schunk (2005). They report that school environment has a significant influence on students' self-efficacy. Focusing on Malaysian atmosphere, there is no study have been done discovering the learning and peer efficacy among secondary school students therefore this study aims to fill in this gap.

2.0 OBJECTIVES OF THE STUDY

Generally, the purpose of this study is to determine the level of learning efficacy among secondary school students. Specifically this study aims to:

1. To examine the level of learning efficacy of public and religious secondary school students.
2. To examine the significant differences level of learning efficacy and peer efficacy between public and religious secondary school students.

Research Questions

1. What is the level of learning efficacy of secondary students in public and religious school?
2. Is there any significant difference in levels of learning efficacy and peer efficacy between public and religious secondary school students?

3.0 METHODOLOGY

In this study, the researcher used a quantitative research design. In order to collect data, the questionnaire, consisting of the informed consent letter, demographic background of participants, Learning Self-efficacy (LSE) and Peer Self-efficacy (PSE) were distributed to all sample. From the total population from four public and religious school, the researcher will use a systematic random sampling to obtain 242 samples. The data obtained, were analysed using the SPSS (Statistical Package for the Social; Sciences) software. In analysing the data, the researcher used descriptive statistic and Independent t-test.

4.0 FINDING

There were 242 samples and they purposely selected from form two and form four were sampled to the self-efficacy questionnaire. The respondents were chosen from four public and religious secondary schools in Muar, Johor. Out of the 242 students, 121 students (50%) were public school students and another 121 students (50%) were religious school students. 122 (50.4%) of the 242 students were form two students and the other 120 (49.6%) were form four students. In terms of their gender, this study involved an equivalent number of male and female students (50%, n=121). The demographic characteristics of students are presented in Table 1.

Table 1: Demographic Characteristic of Students

Variable	Types	Frequency	Percentage (%)
Type of School	Public	121	50%
	Religious	121	50%
Level of Study	Lower level	122	50.4%
	Upper level	120	49.6%
Gender	Male	121	50%
	Female	121	50%

Section One: Level of Learning and Peer Efficacy

The information presented in this section provides answers to the first and second research questions, which are “What is the level of learning efficacy of secondary students in public and religious school?” and “Is there any significant difference in levels of learning efficacy and peer efficacy between public and religious secondary school students?” respectively. To find out the level of self-efficacy among public and religious secondary school students, the respondents were asked to answer all the 12 items in the questionnaire. Results in Table 2 describe the level of students’ self-efficacy.

Table 2: Level of Self-Efficacy among Secondary School Students

Level of Self-Efficacy	N	Percentage (%)
Low	4	1.7%
Intermediate	173	71.4%
High	65	26.9%
N	242	

As shown in Table 2, only 26.9% (n=65) of the respondents had a high level of self-efficacy. Majority of the respondents were in the intermediate level with 71.4% (n=173), while the rest of the students had low level of self-efficacy with 1.7% (n= 4).

Table 3: Level of Learning Self -Efficacy among Public and Religion School Students

Level of Self-Efficacy	Low	Intermediate	High
Public School Students	4	84	33
	3.3%	69.4%	27.2%
Religious School Students	0	69	52
	0%	57%	43%

Next, the level of self-efficacy among public school students is shown in Table 3 and the findings showed that 27.2% (n=33) of the respondents were at the high level, while 3.3% (n=4) of the respondents were at the low level. The highest score was at the intermediate level with 69.4% (n=84). Table 3 also reveals the level of self-efficacy among religious school students. From the analysis, the percentage of students with high level of self-efficacy is 43% (n=52), while most of the students were at the intermediate level 57% (n=69). None of the students indicated low level of self-efficacy.

Table 4: Mean Value of Self-Efficacy Level for Public and Religious School Students

Types of School	N	Mean
Public School	121	2.75
Religious School	121	2.97

Table 4 reveals the average mean score of the students from the two types of schools. Students from public schools showed a mean score of 2.75, which is slightly lower when compared to the 2.97 mean score obtained by religious school students.

Section Two: Significant Difference

Table 5: t-test on Mean Scores for Learning Self-efficacy (LSE) and Peer Self-efficacy (PSE) for Public and Religious School Students

Efficacy	Type of School	n	Mean	SD	p
Learning Self-efficacy (LSE)	Public School	121	2.70	0.49	.47
	Religious School	121	2.76	0.54	
Peer Self-efficacy (PSE)	Public School	121	2.92	0.51	.001
	Religious School	121	3.21	0.56	

*Significant at the 0.05 alpha level

From the descriptive analysis conducted, the results showed that the mean score for public school students was 2.70 (SD=0.49) and the mean score of the religious school students was 2.76 (SD=0.55). The mean difference between the two types of school was .06. The p-value of .47 showed that the probability was greater than the alpha level of 0.05, thus the result was not statistically significant. The result failed to reject the null hypothesis. Therefore, there was no significant difference in the level of LSE between public and religious school students. The result suggested that the type of school does not influenced the students' learning self-efficacy level, this result in similar with Mori and Uchida, 2012; Schunk, 2005, Goodman & Gregg, 2010; Cheong, Cheong & Weng, 2009, when they discover that school environment does significantly influence students' self-efficacy and environment plays a vital role in influencing students' self-efficacy. Table 5 shows the mean scores for PSE for public and religious school students. The mean score for public school students

was 2.92 (SD=0.51) while the mean score for religious school students was 3.21 (SD=0.56). The mean difference between the two types of school was 0.001. The p-value of .001 showed that probability was lower than the alpha level of 0.05, thus the results showed that it was statistically significant. The result rejected the null hypothesis.

It can be concluded that there was a significant difference in the level of PSE between public and religious school students. The result suggested that the type of school influenced the students' peer self-efficacy level. This indirectly support the previous finding which recorded that school environment significantly influence students' efficacy (Appleton, Christenson, & Furlong, 2008).

5.0 CONCLUSIONS

The result showed that the majority of students experience a moderate level of self-efficacy. Regarding the comparison level of learning self-efficacy (LSE) between the two types of students, the findings of the current study show that there is no significant difference, while peers self-efficacy revealed that there is significant difference.

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