

A Study of Learning Efficacy Among Rural Area Students in Ledang Johor

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Abstract

This present study designed to investigate the learning efficacy level among rural area students in Ledang Johor. In additions, this study intends to examine the significant difference level of leaning efficacy between lower and upper form students. Moreover, this study was done to examine the significant difference level of learning efficacy between male and female students. A total of 523 students sampled from four school in Ledang participated in the survey, employing a 12-item questionnaire measuring Learning efficacy. The items were pilot-tested before being administered to the respondents. The data was analysed quantitatively using descriptive statistics, and Independent T-Test. The result shows that, the majority of students experience a moderate level of self-efficacy. Regarding the comparison level of learning efficacy between the lower and upper form students, the finding of the current study indicates that, there is no significant difference level of learning efficacy between lower and upper form students. Lastly, for comparison self-efficacy between male and female, the result revealed there is a significant difference in learning self-efficacy, and female student's records high score rather than male. This study will provide information regarding secondary students' level of self-efficacy. Subsequently, counsellors and school administrators can use the information to find appropriate ways to help students increase their self-efficacy level. Hence, students will indirectly benefit from this study. Students can improve their learning performance, be more positive, and focus towards achieving better academic results, which will eventually prevent them from getting involved in any discipline problems.

Keywords: Learning efficacy; rural area; lower and upper form; gender

Abstrak

Kajian ini bertujuan untuk mengkaji tahap efikasi pembelajaran di kalangan pelajar luar bandar di Ledang Johor. Tambahan itu juga, kajian ini bertujuan untuk mengkaji tahap perbezaan efikasi pembelajaran menengah rendah dan menengah atas. Selain itu, kajian ini dilakukan untuk mengkaji tahap perbezaan efikasi pembelajaran antara pelajar lelaki dan perempuan. Seramai 523 pelajar dari empat sampel sekolah di Ledang mengambil bahagian dalam kaji selidik ini. Kajian ini menggunakan soal selidik 12 item yang mengukur efikasi pembelajaran. Kajian rintis telah di laksanakan ke atas soal kaji selidik sebelum diberikan kepada responden. Data yang diperolehi dianalisis secara kuantitatif dengan menggunakan statistik deskriptif dan T-Test. Hasil kajian menunjukkan bahawa, majoriti pelajar mempunyai tahap efikasi sendiri yang sederhana. Mengenai tahap perbandingan efikasi pembelajaran antara pelajar bentuk yang menengah rendah dan menengah atas, dapatan kajian semasa menunjukkan bahawa, tidak ada perbezaan yang signifikan antara pelajar bentuk yang lebih rendah dan menengah atas. Akhir sekali, untuk perbandingan efikasi pembelajaran antara lelaki dan perempuan, hasilnya menunjukkan terdapat perbezaan yang signifikan dalam efikasi pembelajaran, dan pelajar perempuan merekodkan skor yang tinggi daripada lelaki. Kajian bermanfaat untuk memberikan maklumat mengenai tahap efikasi pembelajaran pelajar sekolah menengah. Bukan itu sahaja, kaunselor dan pentadbir sekolah boleh menggunakan maklumat ini untuk mencari cara yang sesuai untuk membantu pelajar meningkatkan tahap efikasi mereka. Oleh itu, secara tidak langsung pelajar akan mendapat manfaat daripada kajian ini. Pelajar boleh meningkatkan prestasi pembelajaran yang lebih positif, dan memberi tumpuan ke arah mencapai keputusan akademik yang lebih baik, yang akhirnya akan menghalang mereka daripada terlibat dalam masalah disiplin.

Kata kunci: Efikasi pembelajaran; kawasan luar bandar; menengah rendah dan tinggi; jantina

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1.0 INTRODUCTION

Self-efficacy plays a vital role in students' lives and future (Md. Sawari & Ghazali, 2014). According to Abu-Tineh, Khasawneh, and Khalailah (2011) students with low or high level of self-efficacy display different attitudes in learning. Students with low level of self-efficacy, have the potential to involve in discipline problems at school. Self-efficacy, which is centred in the mind, works to control the attention of the human discipline (Ashley & Rittmayer, 2003). In additions, Sanders and Wooley (2005) mentioned that self-efficacy is the best predictor of discipline problems. Thus, self-efficacy has the potential to guide human actions and behaviours. In contrary, based on this statement, self-efficacy can be suggested as the key factor and the cause of discipline problems. Therefore, it is important to investigate students' self-efficacy and its relationship with discipline problems among students.

Currently, discipline problems among students have become a serious issue in Malaysia. Statistics show that students' discipline problems have increased dramatically. The News Straits Times reported an increase in students' misconduct as much as 2.07 per cent between 2007 and 2011. At the end of 2010, 72,557 secondary school students and 38,927 primary school students were involved in

various types of discipline problems. Berita Harian, dated December 28, 2010, stated that there were 17,595 cases of school students committing crimes, including students playing truant with 19,545 cases, obscenity with 3,031 cases, vandalism with 5,212 cases, and delinquency with 8,563 cases. In 2010, truancy among students recorded the highest number of cases. However, in 2011, the number of students committing truancy had decreased from 8,313 cases to 8,266 cases. The Deputy Minister of Education, Dr. Mohd Puad Zarkashi said the high truancy rate could be attributed to several reasons. Hence, it could be inferred that having a low level of self-efficacy may be one of the factors for discipline problems.

Nevertheless, the improvement and development of self-efficacy have positive impact on students' future. Students with high level of self-efficacy have high desire to gain good results in their studies. Numerous researches have shown that self-efficacy has positive and significant effects on students' achievement in examinations Choy and Loy (2013) and Schunk (1991) have found that academic achievement and learning persistence are significantly affected by self-efficacy. This finding is similar to Margolish (2005) finding that students with high self-efficacy put more effort and perseverance into their studies and they therefore achieve better results than students with low self-efficacy.

In Malaysia, there are numerous researches on students' self-efficacy, which are focused only on specific subjects taught in schools, for examples self-efficacy in learning English (Abdullah *et al.*, 2011), self-efficacy in learning Mathematics (Ambo & Lebar, 2012), self-efficacy in learning Mathematics and English (Abdullah, Elias, Habibibah, Mahyuddin, Rahil, Roslan, Samsilah, Noororeen & Noodin, 2009), and self-efficacy in learning History (Abdullah, Abd Aziz, Ahmad, & Ahmad, 2005). However, none of the study focus on rural area students' self-efficacy in general, therefore, this present study will focus on rural students' self-efficacy in general. It is hoped that this study will add to the literature in this area.

■2.0 LITERATURE REVIEW

Learning Efficacy

The term "self-efficacy" here refers to the belief in the ability to succeed in specific situations. Self-efficacy is a mechanism that activates students' actions. Different self-efficacy may result in different aims, goals, and achievement in students' lives (Bandura, 1982 cited in Brown, Hansen and Taipjutorus (2011). In addition Bandura (1982) states, that self-efficacy correlates with the amount of venture, time, and patience spent to face obstacles and to reach goals. Therefore, self-efficacy is important in supporting students' life. The students' achievement in education relates to their beliefs about themselves. If students think that success is something possible, they will struggle to reach the goals, no matter what obstacles may occur along the way (Md. Sawari, Ghazali, & Mansor, 2014).

In addition, Yahaya and Latif (2005) mention that self-efficacy contributes towards building students' confidence level in facing challenges and problems. When students realise their capabilities, they have the confidence to reach the goal, thus they will put an effort to reach it. Moreover, when students believe that they will be able to achieve their goals, their behaviour, actions, and attitude will indirectly lead them to that direction. Thus, it can be concluded that the personal development of a person is influenced by his or her own self-efficacy (Bandura, 1993).

Bandura (1977) comes out with the idea of the environment playing a vital role in influencing student's self-efficacy. He investigated four main sources of self-efficacy namely performance achievement, physiological states, spoken persuasion, and diverse experiences. All of these sources are derived from the environment surrounding the students. It has been known that school is an agent of transformation. Teachers and schools are responsible to develop individuals' potential holistically and this notion is based on their belief and devotion to God (Ismail, Stapa, Othman, & Yusuf, 2012). This noble task is enshrined in the National Philosophy of Education (1988), as follows:

"Education in Malaysia is an on-going effort towards further developing the potential of individuals in a holistic and integrated manner so as to produce individuals who are intellectually, spiritually, emotionally and physically balanced and harmonic, based on a firm belief in and devotion to go". (p.166).

The holistic development of notion can be reach when students have high learning efficacy. Learning efficacy is defined as "the desire to achieve a goal, the willingness to engage and persist in specific subjects or activities" (Margolis, 2005 p. 223). Self-efficacy functions to increase desire of learning through mediations of motivations and confidence. Hence, students with strong self-efficacy are often motivated to study in order to reach their aims and objectives (Md. Sawari & Ghazali, 2014). Kirk (2013), who states that students who have high level of self-efficacy will be essentially motivated to face any obstacles and challenges during their studies, has highlighted these fundamental ideas on students' belief about their capabilities to reach the goals. Besides that, Zimmerman and Cleary (2006) also give identical descriptions of students' self-efficacy. They describe self-efficacy as human belief about capability to complete the tasks. Students have to be well equipped with self-efficacy in order for them to be able to complete their goals although they face difficulty.

Learning Efficacy Level

According to Lilley, Oberle, and Thompson (2011), there are two types of learning efficacy; high and low learning efficacy. Each type represents different characteristics. In school, students with high learning efficacy always perform greater than the lower ones (Abdullah *et al.*, 2005). Due to the high learning efficacy, the students are willing to participate in any activities, thus they will put more endeavour and develop strategies to overcome any obstacles (Yeşilyurt, 2013). Therefore, negative performances shown by the students with low learning efficacy could result in their poor level of attention in class, lack of cooperation in learning, failure to complete task, and seldom interact with teachers.

Next, in terms of motivation, students with high learning efficacy believe that they have the ability to succeed. Subsequently, they are eager to get themselves involved in academic activities and they never give up easily when difficulties arise. Margolis and McCabe (2006) point out students who have doubt about their capability to succeed are those with low learning efficacy. As a result, these students tend to stay away from any academic activities. When difficulties arise, they easily feel like giving up. Low motivation also seems to relate with

the unsatisfactory result in any actions. Low aspirations make them put forth worse efforts in learning. In additions, students with low learning efficacy view school, as a prison as there is nothing interesting about it. Therefore, they feel bored and this feeling results in truancy (Abesha, 2012) or they may even quit from school (Yeşilyurt, 2013).

Moreover, students with low learning efficacy are likely to take challenges not seriously, although, for example, from teachers' feedback, they score bad grades in examinations. On the contrary, when students with high learning efficacy face the same circumstance, they put in more efforts in their study and perform better in learning. Their high learning efficacy encourages their motivation and effort (Redmond and Wills, 2013). Espendhadet, Lynch, and Zajacova (2005) have also mentioned similar ideas. They also show that students with high learning efficacy accept difficulty as a challenge and overcome this challenge through useful planning and coping strategies. Britner and Panjares (2006) further explain the similar ideas as follows:

“Students who have a strong belief that they can succeed in learning tasks and activities will be more likely to select such tasks and activities, work hard to complete them successfully, persevere in the face of difficulty, and guided by physiological indexes that promote confidence as they meet obstacles. Alternatively, students who do not believe that they can succeed in learning related activities will avoid them if they can, and will put forth minimal effort if they cannot. When confronted with the typical challenges that learning involves, they will be more likely to give up and to experience the stresses and anxieties that help ensure the erosion of their efforts”.
(p. 486)

It can be concluded that among the symptoms of low learning efficacy are inactive actions and belief that all hard works are meaningless. Hence, Bandura (1997) explains that low level of learning efficacy often results in laziness, helplessness, and gloominess among students.

Moreover, academic achievement and learning persistence are significantly affected by students' learning efficacy beliefs (Ayotola and Adedeji, 2009C; Onyeizugbo, 2010). This result is similar to Margolish (2006) finding that students with high learning efficacy put large effort in study, persevere longer, and achieve more. Thus, it could be understood that high level of learning efficacy increases students' effort in learning and indirectly determine their achievement (Yeşilyurt, 2013). On the other hand, students with low learning efficacy have difficulty to succeed in academia. This result appears as an effect from their poor attitude towards learning in the early stages, which consequently results in their academic failure. Similarly, Zimmerman & Cleary (2006) present the ideas in their book *Adolescence Development of Personal Agency*. As the students' learning efficacy begins to diminish, they will be embedded in a downhill cycle of academic achievement and they will get themselves involved with problematic peers.

Next, the different characteristics of high level of learning efficacy and low level of learning efficacy among the students can be described through their attitude towards discipline. Redmond and Willis (2013), found that as individuals raise their learning efficacy, their work attendance is also increased. Furthermore, it can be understood that the level of learning efficacy may have relation with students' attendance in school. Students with high level of learning efficacy always have interest in learning. They are highly motivated and have confidence to achieve goals in learning. Therefore, they will always focus on positive activities in school. Good students often avoid from doing negative activities or make discipline problems. On the other hand, students with low level of learning efficacy have high tendency to be involved in discipline problems (Ashley and Rittmayer, 2003; and Giallo & Little, 2003). This finding reveals that learning efficacy, which is centred in the mind, works to control human actions. Students' low learning efficacy will make them have no interest in leaning and even to go to school. Students will start getting involved in unhealthy activities outside the school that will lead them to committing discipline problems

Self-efficacy and Age

Several studies have reported significant differences on the level of self-efficacy between age groups. Korumaz and Karabiyik (2013) conducted a study on the relationship between teachers' perceptions of their self-efficacy and their job satisfaction level. They found that different ages do not have any correlation with the teachers' self-efficacy perception and their job satisfaction level. Yusof (2006) examined the correlation between self-efficacy level and age of 110 principals. The results from this study showed that age has a negative significant difference towards principals' self-efficacy level.

In addition, Espendhadet, Lynch and Zajacova (2005) agreed that there is no relationship between age of students and their level of self-efficacy. In their study, senior students in postsecondary institutions did not have any significant differences in self-efficacy compared to the junior students. Similar finding was also found in the study done by Eaton (2007). She discovered that there was no significant difference in level of self-efficacy among different ages of first-time mothers.

Hirschel and Schulenberg (2008) in their study on *Hurricane Katrina: PTSD, Self-Efficacy, and the Mississippi Gulf Coast* reported that age is not strongly associated with self-efficacy. The finding is however rejected by Allaire, Ellis, and Kurniawan (2002), Cleary, Lapier and Kidd (2009), and Witt-Rose (2003) as they found that there is a significant correlation between age and self-efficacy. In their studies, the researchers found that people from different ages recorded different levels of self-efficacy level. In addition, a study on 779 teachers from Language Institutes conducted by Moafian and Ghanizadeh (n.d.) found that age has a positive significant influence on teachers' self-efficacy level.

Thus, it can be concluded that age does have positive significant difference towards humans' self-efficacy. However, this is not necessarily occurring across all places, professions, and culture as there are also numerous studies that reveal negative correlation between self-efficacy and age. Therefore, there could be other factors that may lead to the fluctuations of humans' self-efficacy.

Self-efficacy and Gender

Several studies report significant differences on level of self-efficacy between genders (Md. Sawari, Kazeem, Mansor, 2013). Among them are Abdullah, Cheong, Elias, Mahyuddin, Muhamad and Nordin (2006), McKenzie (1999), Tenaw (2013) and others. McKenzie (1999), found that there is positive correlation ship between gender and level of self-efficacy. Similar result was found in a study done by Abdullah *et al.* (2006), study on relationship between students' self-efficacy and English language achievement. In this study one of the variables that

they investigate is gender. From the descriptive-correlational that conducted on 1,146 students from eight secondary schools in the Selangor they found that girls have higher self-efficacy rather than boys. It revealed that there is statistically significant and there is a relationship between genders with the p-value 0.006.

In additions, Tenaw (2013), also consistence with Abdullah *et al.* in his study, when he find that there is significant difference in their self-efficacy between sexes. This find result from calculating using Pearson correlation. However, in 2013, Shkullaku done on study about "The Relationship between Self –efficacy and Academic Performance in the Context of Gender among Albanian Students" sample for analysis The study consisted of 180 students, 78 men (43%) and 102 women (57%) with the participants age ranged from 19 to 31 years. In this study he found that there is no significant difference level of self-efficacy between male and female. Moreover, in the same years, abd-Elmotalieb and Saha (2013) revealed in their study that self-efficacy have negative significant correlation ship with sexes. The study was concerning about the link between perceived academic and mediating influence of academic self-efficacy on the climate and academic performance among students.

■3.0 THEORETICAL FRAMEWORK

Bandura (1977) presents one important social cognitive theory key component, which is learning efficacy concept. This concept plays a vital role towards cognition, behaviour, and decisions in human life. In outlining this theory, he mentions that there are four sources of learning efficacy, which are performance outcomes, vicarious experiences, verbal persuasion, and physiological feedback. All of the sources contribute towards human actions and behaviours. This concept is further explained in Figure 1.

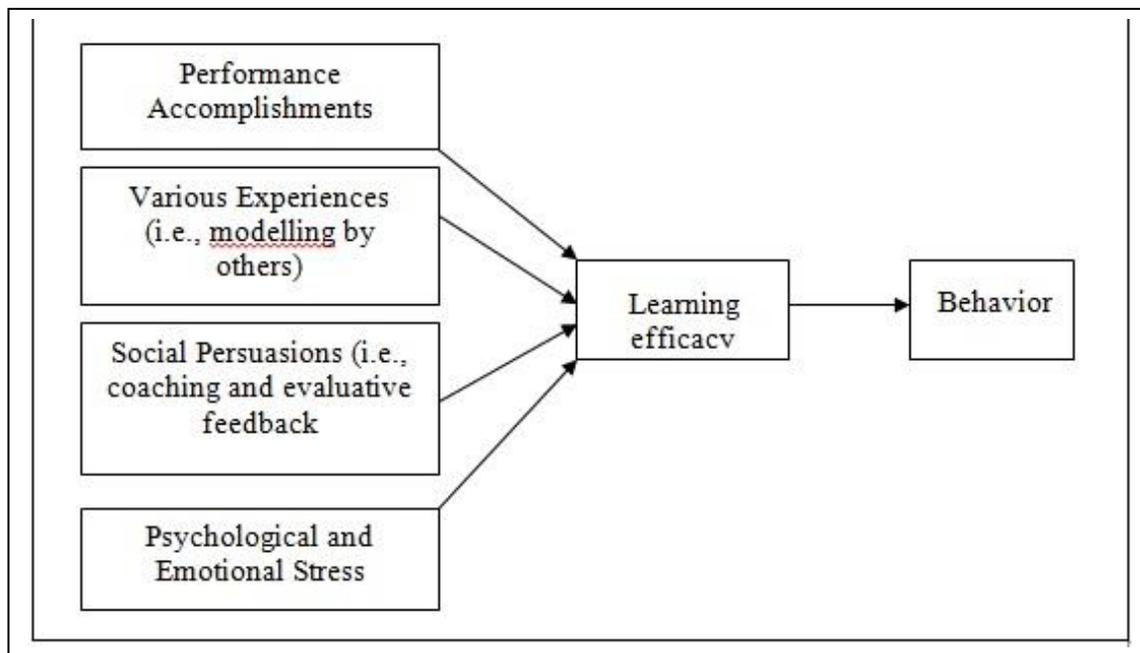


Figure 1 Sources of learning efficacy (Redmond and Wills, 2013)

Referring to school environment, students are able to develop their learning efficacy through the sources available in the school atmosphere. An example of one of these sources is the accomplishment of school task. This refers to the action when students have successfully done the tasks that will develop their learning efficacy given by their teacher, such as doing portfolio, homework, presentation, and group project. Besides that, when students have the ability to answer tests, perform well in the examinations, and get a good result, positive learning efficacy will be developed. Failure in tests and examinations on the other hand will destroy their learning efficacy (Margolis & McCabe, 2006). Another source is various experiences, which may be gained through students' own knowledge or peer modelling. As adolescence, friends are among the most influencing people in students' life (Allen, Chango, Szwedo, Schad, & Marston, 2012; Ary, Duncan, Duncan, & Hope 1999; Dodge & Gonzales, 2010). Observing others' work, completing tasks in class, and performing in examinations strengthen students' beliefs in their own abilities. Learning efficacy can also be developed through peer modelling. Therefore, as stressed by Aliju and Yahaya (2010), it is important for teenagers to be selective in choosing their friends because peer modelling does play a role in developing the level of learning efficacy.

Verbal persuasion is another source that explains the role played by teachers in school in persuading students to learn and study. Through credible communications and guidance in completing schools task, students will be encouraged and motivated to perform well in class (Margolis & McCabe, 2006). Students' belief in learning efficacy can also be developed through positive mood and emotions. A peaceful and calm environment in school will always contribute towards their positive emotions. However, teachers and students must be aware of the existence of negative emotions such as anxiety, shame, and hatred. These emotions can contribute to the decrease in learning efficacy (Abang Othman, Nordin & Sam, 2005; Brosnan, 1998; Kira & Saade, 2009; Moree, 2007). Thus, to overcome all these negative symptoms, counsellors and teachers have to play their roles in creating an energising feeling in the students (Margolis & McCabe, 2006).

■4.0 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, and Fertman Self-efficacy Scale (FSES) distributed to all population. Quantitative design was selected in order to “tap on the uniqueness of gathering primary data for unbiased representation of the population of interest, and for the standardization of measurement” (Zubairi & Md. Sawari, 2014, p. 149). From the total population from four public and religious school, the researcher used a systematic random sampling to obtain 532 samples. The data was analysed using the SPSS (Statistical Package for the Social; Sciences) software. In analysing the data, the researcher used descriptive statistic and Independent t-test.

Research Design

A research design can be defined as a plan for collecting and analysing evidences that could help the investigator to answer the questions he or she poses (Ragin, 2010). There are three types of research designs depending on the mode of inquiry, namely qualitative, quantitative, and mixed mode. The mixed mode research design combines qualitative and quantitative methods. In this research, a quantitative research design was used. The research aimed at comparing the levels of self-efficacy between students in religious schools and public secondary schools, which indirectly examined the correlations between the two types of schools and students’ level of self-efficacy.

For the purpose of this research, the researcher intended to identify any significant differences in students’ self-efficacy between public and religious schools. In order to measure the degree of differences in each variable in their natural atmosphere without imposing the treatment, cross-tabulation and comparative techniques were used in this research (Walker, 2011). Besides, descriptive-comparative statistic has been used as it helped the researcher to find the significance between two variables in a concise, detailed, and straightforward manner (Pihie, Kui, Fooi, Kasa, & Uli, n.d.). For data collection, the researcher administered instrument to measure self-efficacy, from Fertman Self-Efficacy Scale (FESS).

Fertman Self-Efficacy Scale (FSES)

The FSES was developed to examine the students’ learning self-efficacy psychometric, peer connections, and resisting force to use drugs. This instrument was developed particularly for elementary school students (Fertman & Primack, 2009). FSES measures perceived self-efficacy within the social support and social skill. The FSES is divided into three parts namely Learning-Associated Self-Efficacy, Peer-Associated Self-Efficacy, and Drug-Related Self-Efficacy. After conducting component analysis with varimax orthogonal, all the items are rotated to determine the factor influencing the data and three factors are obtained, namely perceived learning self-efficacy (PLSE), perceived peer self-efficacy (PPSE), and perceived drug use self-efficacy (PDUSE). Each of the factors contains different number of items: PLSE (n=11), PPSE (n=6), and PDUSE (n=3). Since this research intended to investigate the learning efficacy among rural area students, researcher only selected 12 items that were related with the research.

Pilot Test

The questionnaire with 13 items (FSSE) was subjected to pilot testing on 40 respondents, 20 from public school students and another 20 from religious school students of two selected schools in Selangor in order to ascertain the reliability of the items in measuring the constructs. This reliability calculation allowed the identification of weak items in the instrument, which were rephrased or replaced before final adoption of the instrument. Another purpose for the pilot testing was to help determine which items were acceptable and which items were not. After the pilot survey, the reliability indexes of items were obtained and were found fit for the purpose of the research.

Data Analysis

The data collected from all the respondents were analysed using the Statistical Package for the Social Science (SPSS) software. Basically, respondents’ demographic information (type of school, level of study, race, and gender) was presented in percentages and tables of frequencies. In order to answer the first question, which is “What is the level of self-efficacy possessed by secondary students in religious school?” respectively, the researcher used descriptive statistics.

For answering the second and third questions, which are “Is there any significant difference level of learning efficacy between lower and upper form students.” “Is there any difference in the level of self-efficacy between male and female?”, the researcher compared the means obtained from the groups. To measure the score of students’ self-efficacy between the age and gender, the researcher used independent *t*-test.

The mean scores obtained were compared with the range of 0 to 4 to determine the level of self-efficacy among the respondents. The levels of self-efficacy can be categorised into four categories, namely very low, low, intermediate, and high. Began from range mean 0.01-1.00 shows students score a very low of self-efficacy level. Second, is the low level of self-efficacy includes the mean score from 1.00 to 2.00. As mentioned in literature review, students with low level of self-efficacy tend to get involved in discipline problems and face difficulties in succeeding in their academic performance. On the other hand, students who obtained a mean score from 3.01 to 4.00 were considered as having a high level of self-efficacy. From the analysis, most of the respondents selected “strongly agree” in FSEE section. Students in this range usually have a positive attitude, are highly motivated, and have confidence to achieve goals in their learning. Lastly, for the intermediate level, the range score was between low and high level of self-efficacy. Students in this range scored a mean score from 2.01 to 3.00. They tended to be within the range of either low or high level of self-efficacy. The environment and atmosphere surrounding them were the most influencing factors that could lead to an improvement and decrement of self-efficacy.

■5.0 RESULTS AND DISCUSSION

Descriptive Analysis Learning Efficacy Among Rural Area Students

Table 1 indicated descriptive analysis for learning efficacy among rural area students in Ledang Johor. From the result in Table 1 below, it was remarkable to find that majority of students able to concentrate during class hour (51%) while only 1% strongly disagree that they able to focus on the learning during class hour. Moreover, 50% students mention that they can take good notes during class instruction.

However, Table 1 also revealed that, majority of students unsure either they can remember the information presented in class and textbooks with the percentage of 42%. In additions there are 33% students also unsure with item no 7 "I can express my opinions when others classmates disagree with me". Lastly, the descriptive analysis showed that only 1% of students strongly disagree with the overall positive attitude mentions, while majority of them 34%-51% agree with the item listed in questionnaire.

Table 1 Descriptive statistic for students' learning efficacy

Learning efficacy	Strong Disagree %	Disagree %	Neutral %	Agree %	Strongly Agree %
1. I can always concentrate on school subjects during class	1	3	32	51	14
2. I can take good notes during class instruction	1	5	31	50	13
3. I can plan my schoolwork for the day	1	2	30	45	17
4. I can get myself to study when there are other interesting things to do.	1	10	33	40	16
5. I can remember information presented in class and textbooks	1	9	42	38	10
6. I can arrange a place to study without distractions	1	5	19	47	28
7. I can express my opinions when others classmates disagree with me	1	12	33	37	17
8. I can stand up for myself when I feel I am being treated unfairly.	1	10	23	38	28
9. I can get others to stop annoying me hurting my feelings.	1	7	18	41	33
10. I can carry on conversations with others	1	3	12	43	41
11. I can work well in group	1	2	23	45	29
12. I can get a friend to help me when I have problems getting along with others	1	4	11	34	50

Level of Learning Efficacy Among Rural Area Students

As shown in Table 2, only 1% (n=65) of the respondents had a very low level of learning efficacy. While majority of the respondents were in the intermediate level with 74% (n=386), while the rest of the students had low level of learning efficacy 6% (n= 32) and high level 19% (n=100).

Table 2 Level of self-efficacy among rural students

Level of Self-Efficacy	N	%
Very Low	5	1%
Low	32	6%
Intermediate	386	74%
High	100	19%
N	523	

Learning Efficacy Lower and Upper Form

Table 3 shows that the mean for lower form students was 2.84(SD=.561) and the mean score for upper form students was 2.82(SD=0.487). The p-value of .76 showed that the probability value was greater than the alpha level of 0.05. Therefore, the result was not statistically significant. It can be concluded that there was no significant difference in the total self-efficacy scores among upper form students.

Table 3 Independent t-test learning efficacy between upper and lower form

Gender	N	Mean	Std. Deviation	Sig
Lower Form	316	2.84	.561	.76
Upper Form	207	2.82	.487	

Gender and Learning Efficacy

The result of independent t-test on the learning efficacy indicated that female students were observed to have higher mean score (2.6734) rather than male (2.5636). The p-value .01 revealed that, there is significant difference between male and female in learning efficacy.

Table 4 Independent t-test learning efficacy between male and female

Gender	N	Mean	Std. Deviation	Sig
Male	266	2.5636	.44127	.01
Female	256	2.6734	.53445	

6.0 CONCLUSION

The results of this study showed that majority of the rural area students have intermediate level of learning efficacy. Out of 523 students, 74% record intermediate score. This result indirectly shows that, students in rural area still have a medium interest in learning. Even some students still have low level of interest in learning. The result alike with Zalika Adam, Faridah Kassim, & Mohd Johdi Salleh (2009) and Ismail Kailani & Khairuzaman Ismail (2010), when they found that students in rural area have low interest in learning. Second, this study investigate that, there is no significant difference level of learning efficacy between lower and upper form students, which indirectly shows younger students and elders did not record any significant difference. Initially this result support finding from Korumaz and Karabiyik (2013). Lastly, with regards to third main objective which is to examine whether there is statistically significant difference in the level of learning efficacy between male and female students. The finding of the current study showed that there is a significant difference in the learning efficacy level between male and female students. The results show that female record high score of learning efficacy rather than male. There are a numerous of studies which record comparable findings that the female have high level of interest in study rather than male (Abdullah *et al.* 2006; Tenaw, 2013; Pajares, 2002). Since this study shows that majority of student's record intermediate level of self-efficacy, thus teachers are responsible to boost students' self-efficacy and competency. In order to complete this task, teachers can (1) upgrade their personal factors namely their emotions, habits, and thinking, (2) improve their skills such as skills in academic and self-regulatory, and (3) modify the classroom environment and school atmosphere. In addition, teacher should be aware of the students' level of self-efficacy in order to prepare suitable instructions and to create conducive classroom atmosphere. The current research used purposive sampling thus the results cannot be generalised to other schools. Future research may use random sampling procedure instead of purposive sampling. Lastly, the current research used an available instrument that was adopted from a western country, which may not reflect the actual Malaysian students' behaviours. For future research, an instrument that is more suitable for Malaysian school students may be developed.

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