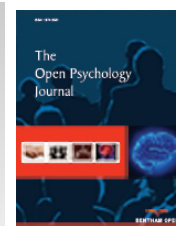




The Open Psychology Journal

Content list available at: www.benthamopen.com/TOPSYJ/

DOI: 10.2174/1874350101609010001



Self-efficacy and Self-Regulated Learning as Predictors of Students Academic Performance

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Abstract: In this research, correlations between self-efficacy, self-regulation of learning and academic achievements in a sample of 101 students of the Psychology Faculty at Universitas Padjadjaran were investigated. The study revealed that self-efficacy, self-regulation of learning and academic achievements are positively correlated, which implies that if one of the three variables experience a positive or negative change, the other two will also experience change. The coefficient correlations found in this research are 0.456 for correlation between self-efficacy and self-regulation of learning, 0.304 for correlation between self-regulation of learning and achievement; and 0.263 for correlation between self-efficacy and academic achievement.

Keywords: Academic performance, self-efficacy, self-regulated learning, regulated learning questionnaire, correlation, learning achievements.

INTRODUCTION

Academic performance has become an essential component in the determination of job selection in the current world. It also influences the selection for further studies. This has caused most companies of the present time to demand for high grade point averages (GPA) from applicants as one of the criterion for initial job selection and recruitment. In Indonesia, the required grade point averages vary from company to company. However, in general, companies have set 2.75 and 3.00 as a minimum passing grades for job applicants. Besides, the requirements for job application, 2.75 is also used by institutions of higher learning as the minimum grade to be accepted for further studies.

In Indonesia, universities as providers of higher education have taken serious the issue of grade point average (GPA) of their graduates. Each university aims to facilitate its graduates during and after the search for jobs and also ensure that they are able to go for further studies at any given point. According to the student's data at the faculty of psychology of Padjadjaran University, it has been established that until the academic year 2004/2005, the average GPA of second year students was 2.70 with a total population of 52.94% having scored a grade point average below 2.75, while the average score for first year students was 2.59, totaling to a population of 53.13%.

This data shows that more than half of psychology students both in 1st and 2nd year in the faculty of psychology at Padjadjaran University attained scores below a GPA of 2.75. It means that there is quit a big number of students that must work-hard to increase their grade point average such that by the time they graduate, atleast they should have attained the required minimum grade point average needed as minimum requirement for job application and also as a requirement for further studies.

There should special attention paid to students with a grade point average below 2.75, because if not, such students might face difficulties during job application and also cannot apply for further studies. Based on unrecorded research

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