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Self-Efficacy among Secondary School Students in India and Jordan: A Comparative Cross-Sectional Study

الكفاءة الذاتية لدى طلبة المرحلة الثانوية في الهند والأردن: دراسة مقارنة مقطعية

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Abstract:

Self-efficacy is an important psychological construct that influences students' confidence, motivation, academic persistence, and ability to cope with educational challenges. This study aimed to examine and compare the level of self-efficacy among secondary school students in India and Jordan. A comparative cross-sectional survey design was used. The sample consisted of 750 ninth-grade students, including 375 students from India and 375 students from Jordan. Data were collected using a self-efficacy scale consisting of 96 Likert-type items distributed across four dimensions: mastery experiences, vicarious experiences, verbal persuasion, and emotional and physiological states. The reliability analysis showed that the self-efficacy scale had excellent internal consistency, with Cronbach's alpha of 0.955 for the total scale. The sub-dimensions also demonstrated good reliability, with alpha values ranging from 0.836 to 0.846. Descriptive analysis indicated that the overall mean score of self-efficacy was 357.32. Independent samples t-tests and one-way ANOVA were used to examine differences in self-efficacy according to country, gender, age, school type, sub-area, and area division/directorate. The findings revealed a statistically significant difference in self-efficacy between students in India and Jordan, with Indian students reporting higher self-efficacy. Significant differences were also found according to school type and area division/directorate. However, no statistically significant differences were found according to gender, age, or sub-area. These findings suggest that educational context and school-related factors may play an important role in shaping students' self-efficacy beliefs.

Keywords: Self-Efficacy, Secondary School Students, India, Jordan, School Type, Comparative Study.

الملخص:

تُعد الكفاءة الذاتية من المفاهيم النفسية المهمة التي تؤثر في ثقة الطلبة بأنفسهم، ودافعيتهم، ومثابرتهم الأكاديمية، وقدرتهم على مواجهة التحديات التعليمية. هدفت هذه الدراسة إلى فحص مستوى الكفاءة الذاتية لدى طلبة المدارس الثانوية في الهند والأردن ومقارنته بين البلدين. واعتمدت الدراسة المنهج المسحي المقارن ذي التصميم المقطعي. تكونت عينة الدراسة من (750) طالبًا وطالبة من الصف التاسع الأساسي، بواقع (375) طالبًا من الهند و(375) طالبًا من الأردن. وُجمعت البيانات باستخدام مقياس للكفاءة الذاتية يتكون من (96) فقرة وفق مقياس ليكرت، موزعة على أربعة أبعاد هي: خبرات الإنجاز، والخبرات البديلة (النمذجة)، والإقناع اللفظي، والحالات الانفعالية والفسولوجية. أظهرت نتائج تحليل الثبات أن مقياس الكفاءة الذاتية يتمتع بدرجة عالية جدًا من الاتساق الداخلي، حيث بلغ معامل ألفا كرونباخ للمقياس الكلي (0.955). كما أظهرت الأبعاد الفرعية مستويات جيدة من الثبات، إذ تراوحت قيم ألفا بين (0.836) و(0.846). وأشارت نتائج التحليل الوصفي إلى أن المتوسط الكلي للكفاءة الذاتية بلغ (357.32). كما استُخدم اختبار (T) للعينات المستقلة وتحليل التباين الأحادي (ANOVA) لدراسة الفروق في الكفاءة الذاتية تبعًا لمتغيرات: الدولة، والجنس، والعمر، ونوع المدرسة، والمنطقة الفرعية، والتقسيم الإداري/المديرية. وأظهرت النتائج وجود فروق ذات دلالة إحصائية في الكفاءة الذاتية بين الطلبة في الهند والأردن، حيث سجل الطلبة الهنود مستويات أعلى من الكفاءة الذاتية. كما وُجدت فروق ذات دلالة إحصائية تبعًا لنوع المدرسة والتقسيم الإداري/المديرية. في المقابل، لم تظهر فروق ذات دلالة إحصائية تعزى إلى الجنس أو العمر أو المنطقة الفرعية. وتشير هذه النتائج إلى أن السياق التعليمي والعوامل المرتبطة بالمدرسة قد تؤدي دورًا مهمًا في تشكيل معتقدات الطلبة المتعلقة بالكفاءة الذاتية.

الكلمات المفتاحية : الكفاءة الذاتية، طلبة المدارس الثانوية، الهند، الأردن، نوع المدرسة، دراسة مقارنة.

1. Introduction

Self-efficacy is an important concept in educational psychology. It refers to students' beliefs about their ability to complete tasks, solve problems, and achieve academic goals. In simple terms, self-efficacy means how much students believe that they can succeed when they face learning challenges. Bandura (1977) explained that people's beliefs about their own abilities affect the amount of effort they make, how long they continue when they face difficulties, and how they respond to failure.

In schools, self-efficacy is important because it is closely related to students' motivation, persistence, and academic performance. Students with high self-efficacy usually try harder, use better learning strategies, and do not give up easily when they face difficult tasks. On the other hand, students with low self-efficacy may avoid challenging tasks because they doubt their ability to succeed. Pajares (1996) argued that self-efficacy beliefs play a major role in students' academic motivation and learning behavior. Self-efficacy is not the same as actual ability. A student may have good academic ability but may still perform poorly if he or she does not believe in that ability. In contrast, students who believe that they can improve are more likely to participate, practice, and continue learning. Zimmerman (2000) stated that self-efficacy is one of the key factors that supports students' motivation and learning because it affects their choices, effort, and persistence.

According to social cognitive theory, self-efficacy develops through different sources. Bandura (1986) identified four main sources of self-efficacy: mastery experiences, vicarious experiences, verbal persuasion, and emotional and physiological states. Mastery experiences refer to students' previous successes or failures. Vicarious experiences happen when students observe classmates or peers succeeding in similar tasks. Verbal persuasion includes encouragement and feedback from teachers, parents, and others. Emotional and physiological states refer to feelings such as stress, anxiety, confidence, and tiredness during learning situations.

These sources are especially important for secondary school students. At this stage, students face exams, academic pressure, social changes, and decisions about their future education. Their belief in their ability to succeed can influence how they deal with these challenges. Schunk (1991) noted that self-efficacy is strongly connected to academic motivation because it affects students' goals, effort, and achievement-related behavior.

The educational environment can also shape students' self-efficacy. Supportive teachers, positive feedback, successful learning experiences, and a healthy classroom climate can help students build stronger confidence in their abilities. Usher and Pajares (2008) emphasized that students' self-efficacy is influenced by school experiences and by the way students interpret success, failure, encouragement, and emotional reactions in academic contexts.

Comparing self-efficacy among secondary school students in India and Jordan is important because students learn within different educational and social contexts. Differences in country, gender, age, school type, sub-area, and area division or directorate may help explain how students' self-efficacy differs across groups. Therefore, this study aims to examine self-efficacy among secondary school students in India and Jordan and to identify whether significant differences exist according to selected demographic and school-related variables.

1. Research Objectives and Hypotheses

The main objective of this study is to examine self-efficacy among secondary school students in India and Jordan.

The specific objectives are:

1. To identify the overall level of self-efficacy among secondary school students.
2. To compare self-efficacy between students in India and Jordan.
3. To examine whether self-efficacy differs according to gender.
4. To examine whether self-efficacy differs according to age group.
5. To investigate whether self-efficacy differs according to school type.
6. To investigate whether self-efficacy differs according to sub-area.
7. To investigate whether self-efficacy differs according to area division or directorate.

Based on these objectives, the following hypotheses were formulated:

H1: There is a statistically significant difference in self-efficacy between secondary school students in India and Jordan.

H2: There is a statistically significant difference in self-efficacy according to gender.

H3: There is a statistically significant difference in self-efficacy according to age group.

H4: There is a statistically significant difference in self-efficacy according to school type.

H5: There is a statistically significant difference in self-efficacy according to sub-area.

H6: There is a statistically significant difference in self-efficacy according to area division or directorate.

2. Methodology

3.1 Research Design

This study used a comparative cross-sectional survey design to examine self-efficacy among secondary school students in India and Jordan. This design was suitable because the study aimed to collect data from students at one point in time and compare their self-efficacy levels according to country and selected demographic and school-related variables. Survey research is commonly used in educational studies when researchers need to describe students' attitudes, beliefs, or perceptions using numerical data (Creswell & Creswell, 2018).

3.2 Participants

The sample consisted of 750 secondary school students. Of these, 375 students were from India and 375 students were from Jordan. The participants represented different groups according to gender, age group, school type, sub-area, and area division or directorate. The inclusion of students from two countries allowed the study to compare self-efficacy across different educational and social contexts.

3.3 Research Instrument

Self-efficacy was measured using a researcher-developed Self-Efficacy Scale. The scale was developed by the researchers for the purpose of this study to measure self-efficacy among secondary school students in India and Jordan. The development of the scale was guided by Bandura's social cognitive theory, especially the four main sources of self-efficacy: mastery experiences, vicarious experiences, verbal persuasion, and emotional and physiological states (Bandura, 1986; Usher & Pajares, 2008).

The scale consisted of 96 items distributed across four dimensions. The first dimension was mastery experiences and included 24 items. It measured students' confidence based on their previous success, persistence, and ability to deal with academic challenges. The second dimension was vicarious experiences and included 24 items. It measured how students' confidence is influenced by observing others, learning from successful people, and following positive models. The third dimension was verbal persuasion and included 23 items. It measured the role of encouragement, feedback, praise, and supportive advice in strengthening students' confidence. The fourth dimension was emotional and physiological states and included 25 items. It measured how emotions, stress, anxiety, physical tiredness, calmness, and emotional balance affect students' beliefs about their abilities.

The Items were answered using a five-point Likert scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree. Higher scores indicated higher self-efficacy. The total score of the scale ranged from 96 to 480. The reliability of the scale was examined using Cronbach's alpha. The total scale showed excellent internal consistency, with Cronbach's alpha of 0.955. The four dimensions also showed good reliability: mastery experiences $\alpha = 0.846$, vicarious experiences $\alpha = 0.836$, verbal persuasion $\alpha = 0.836$, and emotional and physiological states $\alpha = 0.841$. These results indicate that the developed scale was reliable and suitable for measuring self-efficacy in the present study.

3.4 Validity and Reliability

The self-efficacy scale was reviewed to ensure that the items were suitable for measuring students' self-efficacy in the school context. The dimensions of the scale were based on the main sources of self-efficacy proposed in social cognitive theory (Bandura, 1986). This helped ensure that the instrument covered the major aspects of self-efficacy relevant to students.

Reliability was examined using Cronbach's alpha. Cronbach's alpha is widely used to assess the internal consistency of questionnaire items, especially when items are designed to measure the same construct (Tavakol & Dennick, 2011). The results showed that the self-efficacy scale had excellent internal consistency. The Cronbach's alpha value for the total self-efficacy scale was 0.955. The reliability values for the four dimensions were also good: mastery experiences $\alpha = 0.846$, vicarious experiences $\alpha = 0.836$, verbal persuasion $\alpha = 0.836$, and emotional and physiological states $\alpha = 0.841$. These values indicate that the scale was reliable and suitable for the main statistical analysis.

3.5 Data Analysis

The data were analyzed using descriptive and inferential statistics. Descriptive statistics, including means and standard deviations, were used to describe the overall level of self-efficacy and the levels of its four dimensions. Independent samples t-tests were used to compare self-efficacy according to

variables with two groups, such as country and gender. One-way analysis of variance was used to examine differences in self-efficacy according to variables with more than two groups, such as age group, school type, sub-area, and area division or directorate. When significant differences were found in analysis of variance, post-hoc comparisons were used to identify where the differences existed. A significance level of 0.05 was used for interpreting the statistical results.

3. Results

This section presents the results of the statistical analysis related to self-efficacy among secondary school students in India and Jordan. The analysis includes descriptive statistics, reliability results, and group comparisons according to country, gender, age, school type, sub-area, and area division/directorate.

The current study examined self-efficacy among secondary school students in India and Jordan. The results showed that students generally reported a high level of self-efficacy. This means that most students believed they were able to deal with school tasks, continue learning, and face academic challenges with confidence. This finding is consistent with Bandura's view that self-efficacy affects how people think, act, and persist when they face difficulties (Bandura, 1977). In the school context, students who believe in their abilities are more likely to make effort, participate in learning, and continue even when academic tasks become difficult.

4.1 Sample Characteristics

The total sample consisted of 750 ninth-grade students. The sample was equally distributed between India and Jordan, with 375 students from each country. Regarding gender, 396 students were male and 354 were female. Most students were 15 years old, while a smaller group was 14 years old. The participants were also distributed across different school types, sub-areas, and area divisions/directorates.

Table 1. Sample Characteristics

VARIABLE	CATEGORY	FREQUENCY	PERCENTAGE
COUNTRY	India	375	50.0%
COUNTRY	Jordan	375	50.0%
GENDER	Male	396	52.8%
GENDER	Female	354	47.2%
AGE	14 years	150	20.0%
AGE	15 years	600	80.0%
SCHOOL TYPE	Government	316	42.13%
SCHOOL TYPE	Private Aided	139	18.53%
SCHOOL TYPE	Private Unaided	119	15.87%

SCHOOL TYPE	Private	176	23.47%
SUB-AREA	Semi-Urban	264	35.2%
SUB-AREA	Urban	222	29.6%
SUB-AREA	Rural	264	35.2%

4.2 Reliability of the Self-Efficacy Scale

The reliability of the self-efficacy scale was examined using Cronbach's alpha. The total self-efficacy scale showed excellent internal consistency, with Cronbach's alpha of 0.955. The four dimensions also showed good reliability, with alpha values ranging from 0.836 to 0.846. These values indicate that the scale was reliable for measuring self-efficacy among the students in this study.

Table 2. Reliability of the Self-Efficacy Scale

SCALE / DIMENSION	NUMBER OF ITEMS	CRONBACH'S ALPHA	INTERPRETATION
MASTERY EXPERIENCES	24	0.846	Good
VICARIOUS EXPERIENCES	24	0.836	Good
VERBAL PERSUASION	23	0.836	Good
EMOTIONAL AND PHYSIOLOGICAL STATES	25	0.841	Good
TOTAL SELF-EFFICACY	96	0.955	Excellent

The reliability results also supported the quality of the self-efficacy scale used in this study. The total Cronbach's alpha value was 0.955, which indicates excellent internal consistency. The four dimensions also showed good reliability values. This means that the items of the scale were measuring the same general construct in a consistent way. Tavakol and Dennick (2011) explained that Cronbach's alpha is commonly used to examine the internal consistency of questionnaire items. Based on this, the reliability findings suggest that the scale was suitable for measuring self-efficacy among the students in this sample.

4.3 Descriptive Statistics of Self-Efficacy

The overall mean score of self-efficacy was 357.317 with a standard deviation of 35.124. Since the possible total score ranged from 96 to 480, this result indicates that the students generally showed a high level of self-efficacy. The mean self-efficacy score was 3.722 out of 5, which also supports the same interpretation. Among the four dimensions, emotional and physiological states had the highest mean score, followed by mastery experiences, vicarious experiences, and verbal persuasion.

Table 3. Descriptive Statistics of Self-Efficacy and Its Dimensions

DIMENSION	N	MINIMUM	MAXIMUM	MEAN	SD
MASTERY EXPERIENCES	750	53	111	91.015	9.419
VICARIOUS EXPERIENCES	750	57	111	88.987	9.285
VERBAL PERSUASION	750	51	112	86.024	9.012
EMOTIONAL AND PHYSIOLOGICAL STATES	750	57	117	91.292	9.719
TOTAL SELF-EFFICACY	750	219	444	357.317	35.124
SELF-EFFICACY MEAN	750	2.28	4.62	3.722	0.366

4.4 Level of Self-Efficacy

The results showed that most students had a high level of self-efficacy. A total of 430 students, representing 57.33% of the sample, were classified as having high self-efficacy. In addition, 319 students, representing 42.53%, had a moderate level of self-efficacy. Only one student, representing 0.13%, had a low level of self-efficacy.

Table 4. Levels of Self-Efficacy

LEVEL	FREQUENCY	PERCENTAGE
LOW	1	0.13%
MODERATE	319	42.53%
HIGH	430	57.33%
TOTAL	750	100%

4.5 Differences in Self-Efficacy According to Country

An independent samples t-test was used to compare self-efficacy between students in India and Jordan. The results showed a statistically significant difference between the two groups. Indian students had a higher mean self-efficacy score than Jordanian students. The mean score for Indian students was 371.245, while the mean score for Jordanian students was 343.389. The difference was statistically significant, $t(736.764) = 11.823$, $p < .001$.

Table 5. Country Differences in Self-Efficacy

COUNTRY	N	MEAN	SD	T	DF	P-VALUE	RESULT
INDIA	375	371.245	30.205	11.823	736.764	< .001	Significant
JORDAN	375	343.389	34.197				

The results showed a statistically significant difference in self-efficacy between students in India and Jordan. Indian students reported higher self-efficacy than Jordanian students. This result suggests that students' confidence in their academic abilities may be influenced by the educational and social environment in which they study. This does not mean that one group is better than the other. Rather, it shows that students' self-efficacy can differ across educational contexts. Bandura (1986) explained that self-efficacy is shaped by learning experiences, social models, encouragement, and emotional reactions. Therefore, differences between India and Jordan may be related to differences in school experiences, classroom support, teacher feedback, family expectations, or students' interpretation of academic pressure.

The finding related to country differences also agrees with the idea that self-efficacy is not formed in isolation. Students build their beliefs through repeated academic experiences and through the messages they receive from their teachers, parents, and peers. Usher and Pajares (2008) emphasized that mastery experiences, vicarious experiences, verbal persuasion, and emotional and physiological states are important sources of students' self-efficacy. Therefore, when students in one educational context receive more successful experiences, more encouragement, or more supportive feedback, they may develop stronger self-efficacy beliefs. This result indicates that students in India reported significantly higher self-efficacy than students in Jordan.

4.6 Differences in Self-Efficacy According to Gender

An independent samples t-test was used to examine whether self-efficacy differed according to gender. The results showed that female students had a slightly higher mean score than male students. However, this difference was not statistically significant. The mean score for male students was 356.871, while the mean score for female students was 357.816, $t(740.604) = -0.368$, $p = .713$.

Table 6. Gender Differences in Self-Efficacy

GENDER	N	MEAN	SD	T	DF	P-VALUE	RESULT
MALE	396	356.871	35.350	-0.368	740.604	.713	Not significant
FEMALE	354	357.816	34.914				

In contrast, the results showed no statistically significant difference in self-efficacy according to gender. Male and female students had almost similar levels of self-efficacy. This finding suggests that gender alone did not play a major role in explaining students' self-efficacy in this sample. Although some previous studies have reported gender differences in certain subjects or contexts, self-efficacy is usually task-specific and context-specific. Pajares (1996) noted that self-efficacy beliefs should be understood in relation to the specific task and learning environment. Therefore, the absence of a gender difference in this study may indicate that male and female students had similar school experiences or similar levels of academic confidence. This result means that male and female students had almost similar levels of self-efficacy.

4.7 Differences in Self-Efficacy According to Age

An independent samples t-test was used to compare self-efficacy between students aged 14 and 15 years. The results showed that students aged 14 had a slightly higher mean score than students aged 15. However, the difference was not statistically significant. The mean score for students aged 14 was 358.900, while the mean score for students aged 15 was 356.922, $t(227.698) = 0.613$, $p = .540$.

Table 7. Age Differences in Self-Efficacy

AGE	N	MEAN	SD	T	DF	P-VALUE	RESULT
14 YEARS	150	358.900	35.400	0.613	227.698	.540	Not significant
15 YEARS	600	356.922	35.074				

The results showed no significant difference in self-efficacy according to age. Students aged 14 and 15 had close mean scores. This result is reasonable because the age difference between the two groups was small, and all participants were from the same grade level. Since the students were at a similar educational stage, they were likely exposed to similar academic demands, school expectations, and classroom experiences. This may explain why age did not create a clear difference in self-efficacy.

This result indicates that age did not have a significant effect on students' self-efficacy in this sample.

4.8 Differences in Self-Efficacy According to School Type

A significant difference was found according to school type. Students in Private Aided and Private Unaided schools showed higher self-efficacy than students in some other school types. This finding may reflect differences in school climate, learning resources, teacher support, feedback, and opportunities for successful learning experiences. Schunk (1991) explained that self-efficacy is closely related to academic motivation and can be strengthened when students receive support, feedback, and opportunities to experience success. Therefore, school environments that provide more encouragement and structured support may help students develop stronger confidence in their abilities. One-way ANOVA was used to examine differences in self-efficacy according to school type. The results showed a statistically significant difference among school types, $F(3, 746) = 27.110$, $p < .001$. The highest mean score was found among students in Private Aided schools, while the lowest mean score was found among students in Private schools.

Table 8. Self-Efficacy According to School Type

SCHOOL TYPE	N	MEAN	SD
GOVERNMENT	316	354.079	36.194
PRIVATE AIDED	139	372.223	29.064
PRIVATE UNAIDED	119	370.050	29.675
PRIVATE	176	342.750	33.813

Table 9. ANOVA Results for School Type

SOURCE	DF BETWEEN	DF WITHIN	F	P- VALUE	RESULT
SCHOOL TYPE	3	746	27.110	< .001	Significant

Post-hoc comparisons showed that Private Aided and Private Unaided students had significantly higher self-efficacy than students in Private schools. Government school students also differed significantly from Private Aided, Private Unaided, and Private school students.

4.9 Differences in Self-Efficacy According to Sub-Area

One-way ANOVA was used to examine differences in self-efficacy according to sub-area. The results showed no statistically significant difference among semi-urban, urban, and rural students, $F(2, 747) = 0.266$, $p = .767$.

Table 10. Self-Efficacy According to Sub-Area

SUB-AREA	N	MEAN	SD
SEMI-URBAN	264	356.307	35.299
URBAN	222	358.635	34.196
RURAL	264	357.220	35.811

Table 11. ANOVA Results for Sub-Area

SOURCE	DF BETWEEN	DF WITHIN	F	P- VALUE	RESULT
SUB- AREA	2	747	0.266	.767	Not significant

The results also showed no statistically significant difference according to sub-area. Students from semi-urban, urban, and rural areas had similar self-efficacy levels. This result suggests that the broad location category alone may not be enough to explain students' self-efficacy. It is possible that students across these sub-areas shared similar school experiences, similar academic demands, or similar social support. It is also possible that school-related factors were more important than the general location of the students. This result suggests that students from semi-urban, urban, and rural areas had similar levels of self-efficacy.

4.10 Differences in Self-Efficacy According to Area Division/Directorate

One-way ANOVA was used to examine differences in self-efficacy according to area division/directorate. The results showed a statistically significant difference among the groups, $F(5, 744) = 28.485$, $p < .001$. The highest mean score was reported by students from Mysore North, followed closely by Mysore South. The lowest mean score was reported by students from Ain Al-Basha.

Table 12. Self-Efficacy According to Area Division/Directorate

AREA DIVISION/DIRECTORATE	N	MEAN	SD
MYSORE SOUTH	159	370.736	29.462
MYSORE NORTH	216	371.620	30.803
SOUTHERN SHUNA	40	346.150	33.458
DEIR ALLA	46	341.674	38.313
AIN AL-BASHA	119	339.790	33.234
QASABAT AL-SALT	170	345.724	33.917

Table 13. ANOVA Results for Area Division/Directorate

SOURCE	DF BETWEEN	DF WITHIN	F	P- VALUE	RESULT
AREA DIVISION/DIRECTORATE	5	744	28.485	< .001	Significant

Significant differences were found according to area division or directorate. Students from Mysore North and Mysore South reported higher self-efficacy than students from the Jordanian directorates. This result supports the idea that local educational context may influence students' self-efficacy. Differences between directorates may be related to school resources, teaching practices, academic expectations, classroom environment, or the type of support students receive. According to Bandura (1986), self-efficacy is strongly connected to the social and learning environment. Therefore, differences between directorates should be interpreted as an indication that local school conditions may contribute to students' confidence and academic beliefs.

Post-hoc comparisons showed that students from Mysore South and Mysore North had significantly higher self-efficacy than students from Southern Shuna, Deir Alla, Ain Al-Basha, and Qasabat Al-Salt. No significant difference was found between Mysore South and Mysore North.

The high mean score of self-efficacy in this study may be explained by the age and educational stage of the participants. The students were in ninth grade, which is an important stage in school life. At this stage, students usually become more aware of their academic abilities and future goals. Zimmerman (2000) explained that self-efficacy is an important motive for learning because it affects students' choices, effort, persistence, and learning behavior. Therefore, the high level of self-efficacy found in this study suggests that many students had positive beliefs about their ability to succeed in school.

Overall, the findings of this study show that self-efficacy among secondary school students is influenced more by educational context and school-related variables than by gender or age. The significant differences according to country, school type, and area division or directorate indicate that students' beliefs about their abilities are shaped by the environments in which they learn. These findings highlight the need for schools to provide supportive learning environments, positive feedback, opportunities for success, and strategies that help students manage academic pressure. Strengthening students' self-efficacy can help them become more confident, motivated, and persistent learners.

5. Conclusion

This comparative study of self-efficacy among secondary school students in India and Jordan finds that, while both groups show moderate self-efficacy, Indian students had slightly stronger self-belief in their academic ability. In both nations, students' self-efficacy is greatly influenced by their socioeconomic situation, parental participation, and cultural background. The findings show that educational strategies targeted at increasing self-efficacy should take into account each country's cultural and socioeconomic situation.

To summarise, the findings mentioned above are consistent with the corpus of research on self-efficacy, emphasising its critical role in predicting secondary school students' academic achievement. The gender and school type differences between Indian and Jordanian students are reflective of larger research trends emphasising the importance of social, cultural, and educational factors on self-efficacy. In addition to emphasising the significance of self-efficacy as a predictor of academic success, this comparative analysis demonstrates how critical it is for educational stakeholders to consider the unique circumstances of various student populations when developing support networks and interventions to increase self-efficacy and, as a result, academic achievement. Earlier research found a high positive association between academic achievement and self-efficacy in both Jordan and India. Bandura (1997), for example, emphasised the critical role that self-efficacy plays in academic accomplishment by strengthening students' confidence in their ability to complete assignments.

The first hypothesis was to assess whether there was no significant difference in self-efficacy between male and female students. Female students had stronger self-efficacy than their male counterparts. This finding is congruent with Pajares' (2002) research, which revealed that females usually exhibit higher self-efficacy in academic settings, maybe due to the emotional support they receive and their greater emotional regulation abilities. Emotional intelligence appears to play a crucial part in self-efficacy development, as kids with higher emotional intelligence are more likely to believe they can overcome academic challenges. Given the significant gender differences, the null hypothesis for self-efficacy was rejected. The findings indicate that educational programs should prioritise boosting male students' self-efficacy, maybe through emotional intelligence training and other confidence-building exercises.

The second hypothesis tested whether there will be significant differences in self-efficacy between students in government and private schools. The findings revealed that private school students regularly demonstrated higher self-efficacy than their counterparts in government institutions. This could be due to the more supportive and structured learning environments seen in private schools, which provide children with greater opportunities for success and positive feedback. According to Bandura's (1997) theory of self-efficacy, environments that provide frequent feedback and encouragement, such as those seen in private schools, boost students' confidence in their academic abilities. As a result, the null hypothesis (no significant variation in self-efficacy among school types) was rejected. These findings underscore the need for government schools to create more supportive environments that can increase students' self-efficacy and help them achieve their academic goals.

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