

## Influence of Contemporary Educational Qualification on Self-Efficacy: A Study of Madrasa Students

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### Abstract

This research is an endeavor to investigate the influence of contemporary educational qualification on self-efficacy among madrasa students. The nature of the research was quantitative. A survey design was applied to gather the data from participants. The population of the study were the students of madrasas in Punjab. 300 madrasa students of darja 'Ama level were selected out of 10 madrasas as a sample of the study. As an instrument, a questionnaire measuring the self-efficacy of students was used which contains 28 items. To ensure the reliability, a pilot study of the questionnaire with 70 madrasa students was conducted. The value of Cronbach's  $\alpha$  was 0.81. The data were analyzed using SPSS 26 in which descriptive and inferential statistics were incorporated. One way ANOVA test was applied for comparison. To further analyze the results of one-way ANOVA, post hoc test was run. Two-way ANOVA was also run to examine the main and interaction effects. Key findings of the research indicated a statistically significant difference in the self-efficacy of madrasa students in different groups with regard to contemporary educational qualification. The findings

revealed that, the madrasa students with greater level of contemporary education demonstrated greater levels of self-efficacy in comparison to those with lower level of contemporary educational qualification. However, no significant difference was seen in comparison of graduation level madrasa students with the intermediate level madrasa students. The results of two-way ANOVA suggested that there is an impact of contemporary educational qualification and madrasa types and has an interaction between interaction between contemporary educational qualification and madrasa types on self-efficacy.

Based on findings, the researcher suggests that the contemporary subjects such as vocational, professional, technological and international languages should be included in the madrasa curriculum. Moreover, training and counselling workshops should be administered to assist madrasa students for overall development including their intellectual, social, emotion well-beings.

**Keywords:** Self-Efficacy, Madrasa students, Contemporary Education

### **Introduction**

The term "self-efficacy" refers to a person's mindset and belief in his or her own abilities to complete a challenging task successfully or deal with a difficult situation confidently. Operationally, it is described as having a self-belief in one's abilities to carry out a specific task and to accomplish the challenging objective.<sup>1</sup> It is really a mechanism that influences and inspires individual's behaviors. Student's academic success is a result of multiple factors. Students' self-efficacy is one of the key factors of their academic achievement.<sup>2</sup> Self-efficacy gives potential for learning. It must be given a high priority in educational process because it is a key factor in influencing and determining individuals 's behavior. In order to achieve actual academic excellence, teachers and students have to develop their self-efficacy.<sup>3</sup> Enhancing individuals' self-efficacy enables them to select greater goals, put in more consistent effort, overcome challenges, accept failures and embrace

changes.<sup>4</sup> It is worth studying student's self-efficacy beliefs and evaluating its impacts because it has a direct impact on students' learning.

According to the social cognitive theory by Bandura, as a person gets more learning experiences, the more his self-efficacy will be increased.<sup>5</sup> Shi, H. (2018) found a relationship between self-efficacy and qualification levels. He found that people with graduate-level degrees, master's degrees, or doctoral degrees scored greater on the self-efficacy scale than people with Secondary or below-secondary levels of qualification.<sup>6</sup> Another study carried out by Fazlolah Mirderikvand in 2016 among University students to determine the association of learning self-efficacy with education, age, and gender. The study found that there was a significant difference in learning self-efficacy among individuals at under-graduate, graduate, and postgraduate levels. Higher self-efficacy was demonstrated by those who had greater levels of qualification.<sup>7</sup> There is a reciprocal relationship between self-efficacy and academic achievements. As Chen and Lin's (2009) found regarding English language learners that students with higher levels of self-efficacy had better academic performance.<sup>8</sup> Likewise, Mujahid et al. (2021) confirmed that the students studying at modern madrasas possess high self-efficacy than those of studying in traditional madrasas.<sup>9</sup>

The students enrolled in madrasas belong to diverse cultures and have different contemporary educational background. They come after completing elementary, secondary or higher qualification based on their demographic tendencies. At *aama* level, students possess below secondary, secondary or Higher education of mainstream education.

### **Problem Statement**

In this study, the researcher intends to find the influence of qualification levels of modern education on self-efficacy of *Darja aama* students. In Pakistan, the role of madrasas is appreciable in the transmission of free Islamic education for all without discriminations. Majority of the students enrolled in madrasas belong to poor families. Madrasas also represents Muslim's inescapable religious affiliation. DGRE reported that three million students are enrolled in the 35000 Madrasas across the Pakistan. Students at

madrasas come from diverse cultures with different academic backgrounds, thus it stands to reason that they have a variety of psychological traits that could affect their performance. Barry (2014) argues that it is always significant to investigate various psychological factors e.g. locus of control and self-efficacy that could affect student's achievement.<sup>10</sup>

### **Significance of the Study**

According to Bandura (1997), self-efficacy and academic achievements are closely associated. In the setting of madrasas, it is importance to examine how much self-efficacious they are according to their levels of academic achievement.<sup>11</sup> In the current study, this overlooked psychological factor regarding Madrasa students' needs to be investigated. This research is significant in order to uncover the effectiveness of merging the modern education with madrasa curriculum and to examine their self-efficacy influenced by the level of educational qualification in the setting of madrasas. One of the main motives of the research was to study the factors that influence student learning. Self-efficacy is one of the key factors among them.

### **Objective of the Study**

The study objective was;

- To examine the self-efficacy of madrasa students based on their contemporary educational qualification
- To examine the differences in self-efficacy of madrasa students across contemporary educational qualification and the types of madrasa?

### **Research Question**

- Is there any difference in self-efficacy mean scores of madrasa students with respect to their contemporary educational qualification?
- Do differences exist in self-efficacy of madrasa students across contemporary educational qualification and the types of madrasa?

## **Methods and Material**

### **Research Design**

This research corresponds to quantitative methodology. It was cross sectional and descriptive by nature. A questionnaire was surveyed to gather the

data from participants. The more detail about instrument is mentioned hereunder.

### **Participants**

The population of the study were the students of madrasas in Punjab. At the first stage, ten madaris were selected from the population using random sampling method. The locality of these madrasas was Rawalpindi, Faisalabad and Lahore divisions. At the second step, the researcher selected the madrasa students as a core sample. This sample includes three hundred (300) male students studying at darja aama in ten madaris. From 10 madrasas, 30 participants were chosen from each madrasa. The random sampling method was applied by the researcher to select the study's sample.

In this research, majority of the study participants had higher secondary (n = 108, 36%) and secondary levels of contemporary education (n = 99, 33%) in comparison to students with under-secondary (n = 73, 24.3%) and graduation (n = 20, 6.6%) levels of contemporary education.

### **Instrumentation**

In order to collect data, a questionnaire was administered measuring the four important facets of students' self-efficacy beliefs- General, emotional, academic and social self-efficacies. The self-efficacy questionnaire contained 28 items. The researcher developed the scales that assess the social and academic aspects of students' self-efficacy with the guidance of experts. Seven items measuring the emotional efficacy were adapted from the Kirk et al. (2008).<sup>12</sup> Additionally, 5 items that measures the General efficacy were taken from Matthias Jerusalem's Scale (1995).<sup>13</sup> For measuring respondents' level of agreement, a psychometric Likert scale with ratings from 1 to 5 for strongly disagree to strongly agree was used. To ensure the reliability, a pilot study of the questionnaire with 70 madrasa students was conducted. The value of Cronbach  $\alpha$  was 0.85.

At this phase of the research, the researcher aimed to ensure the reliability of questionnaire by pilot testing on a subset of sample. The sample used for piloting was excluded from the final sample. 70 students were surveyed by administering the self-efficacy questionnaire. To assess the

internal consistency of items, Cronbach  $\alpha$  value was calculated using SPSS 26. The items having low internal consistency were omitted. The results of descriptive analysis are given hereunder:

**Table I.**

*Descriptive Analysis for Self-Efficacy Scale*

Mean	S.D.	Cronbach's $\alpha$
104.75	12.93	0.81

The above table exposes the reliability index for the questionnaire used in present research. The value of cronbach's  $\alpha$  for self-efficacy scale was 0.81 ( $>0.80$ ) which showed high internal consistency. While the mean value was 104.75 and standard deviation was 12.93.

**Statistical Analysis**

The data were analyzed using SPSS 26 in which descriptive and inferential statistics were incorporated. One way ANOVA test was applied for comparison. To further analyze the results of one way ANOVA. Post-hoc Analysis were performed using the Dunnett T3 statistic to compare the self-efficacy of madrasa students with respect to contemporary education levels across multiple groups (graduate, intermediate, secondary, and below-secondary). Two-way ANOVA was also run to examine the main and interaction effects.

**Results**

**Table 2.**

Results of Mean, SD and One-Way ANOVA of Madrasa Student's Self-Efficacy on Their Contemporary Educational Qualification

Variable	Graduation		Intermediate		Secondary		Below-Secondary		F (3, 296)	$\eta^2$	Post-Hoc
	M	SD	M	SD	M	SD	M	SD			
Self-Efficacy	112.98	8.17	112.16	11.07	105.91	10.98	96.84	12.88	26.11***	0.21	1>2>3

Note: \*\*\* $p < .001$ .

Table 2 displays mean, SD (standard deviation) and F value for self-efficacy of madrasa students across different groups related to their contemporary educational qualification. The Results of ANOVA indicated statistically significant difference in means between the groups on the self-efficacy scale with  $F(3, 287) = 26.11, p < .001$ . The effect size was calculated to be  $.20 (< .50)$  suggest a little effect size. The Self-Efficacy of Madrasa Students with Regard to contemporary educational qualification was compared across several groups (Graduation, Intermediate, Secondary, and Below-Secondary) using Dunnett's T3 (table 3).

#### Post Hoc Analysis

Post-hoc Analysis were performed using the Dunnett T3 statistic to compare the self-efficacy of madrasa students with respect to contemporary education levels across multiple groups (graduate, intermediate, secondary, and below-secondary).

**Table 3.**

Results of Post Hoc Analysis for Inter-Group Comparison; Madrasa Student's Self-Efficacy on Their Contemporary Educational Qualification

Contemporary Educational Qualification	Contemporary Educational Qualification	Mean Difference	<i>p</i>	95% CI
Below-secondary	Secondary	-9.06037*	.000	[-14.49, -3.68]
	Intermediate	14.70391*	.000	[-20.21, -9.55]
	Graduation	16.51643*	.000	[-21.70, -10.21]
Secondary	Below-Secondary	9.11039*	.000	[3.68, 14.49]

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	Intermediate	-5.69501*	.001	[-9.59, -1.79]
	Graduation	-7.29610*	.002	[-12.49, -2.26]
Intermediate	Below-Secondary	14.79518*	.000	[9.55, 20.21]
	Secondary	5.69395*	.001	[1.79, 9.59]
	Graduation	-1.59112	.939	[-6.70, 3.39]
Graduation	Below-Secondary	16.36691*	.000	[10.21, 21.70]
	Secondary	7.40497*	.002	[2.26, 12.49]
	Intermediate	1.59162	.939	[-3.39, 6.70]

*\*The mean difference is significant at the .05 level*

The table 3 indicated the results of post-hoc test. The comparisons of post Hoc showed statistically significant difference of each group's mean with other three group's mean. According to the results, students at madrasas with higher levels of contemporary education demonstrated higher levels of self-efficacy than students with lower levels of contemporary educational qualification. However, no significant difference was seen in comparison of graduation level madrasa students (M = 112.98, SD 8.17) with the intermediate level madrasa student (M = 112.16, SD = 11.07). The findings revealed that students' self-efficacy is influenced by their qualifications.



**Table 4.**

*Results of Two-Way ANOVA analysis for Contemporary Educational Qualification and Madrassa Types (Modern and Traditional)*

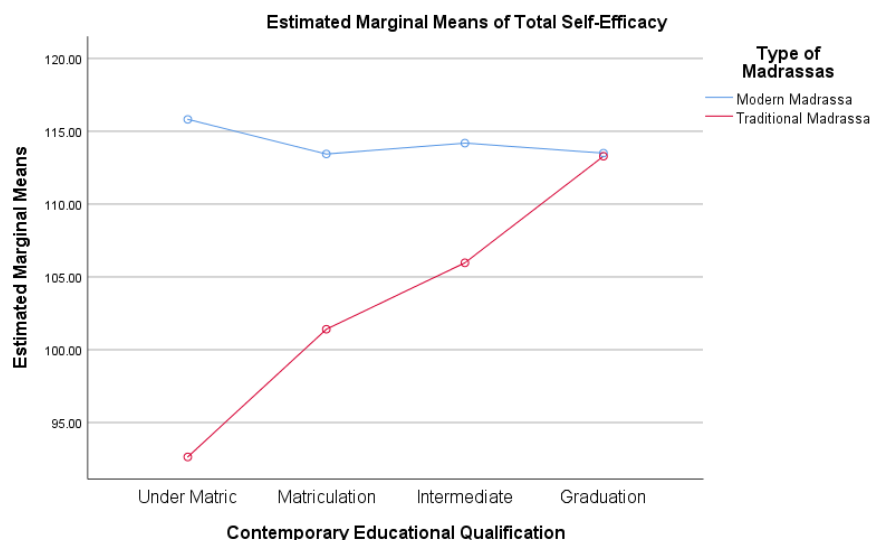
Source	SS	Df	Mean Square	<i>f</i>	<i>p</i>
Corrected Model	19452.68	7	2778.95	30.34	.000
Contemp. Qualification	1475.81	3	491.93	5.37	.001
Madrassa Type	4830.43	1	4830.43	52.74	.000
Contemp. Qualification * Madrassa Type	2107.75	3	702.58	7.67	.000
Error	26741.1	292	91.57		

*Dependent Variable: Self-Efficacy*

*R Squared = .421 (Adjusted R Squared = .407)*

The table 4. reported the results of two-way ANOVA to show the impact of contemporary educational qualification and madrassa types on self-efficacy of madrassa students. It involved two independent variables, which included contemporary educational qualification (under-matric, matric, intermediate and graduation), Madrassa types (modern and traditional), and the interaction between contemporary educational qualification and madrassa types. There was a significant main effect of contemporary educational qualification factor on students' self-efficacy,  $F(3,292) = 5.37, p < .01$ ; which indicated that the students with higher degree of educational qualification had greater level of self-efficacy than the students who had lower contemporary educational qualification. There was a significant main effect of Madrassa Types (Modern and Traditional) factor on students' self-efficacy,  $F(1,292) = 52.74, p < .01$ ; which showed that the students from modern madrasas had greater level of self-efficacy than the students from traditional madrasas. There was also a significant interaction between Contemporary Educational Qualification and Madrasa Types (Modern and Traditional),  $F(3,292) = 7.76, p < .01$ .  $H_0$  was rejected and  $H_1$  was accepted. Therefore, the significant interaction between contemporary

educational qualification and madrasa types indicates that they significantly impact students' self-efficacy.



**Figure I.** Interaction Between Types of Madrassas and Contemporary Educational Qualification

### Discussion and Conclusion

This research was conducted to examine the influence of contemporary educational qualification on self-efficacy among madrasa students. The study findings revealed that self-efficacy levels of madrasa student were also predicted by their exposure to modern education levels. In relation to the levels of contemporary education, self-efficacy of madrasa students was significantly different across various groups (Graduation, Intermediate, Secondary, Below Secondary). In comparison to secondary or below-secondary levels of madrasa students, intermediate and graduation pass students demonstrated the higher self-efficacy. In the same way, the students with secondary level also had higher self-efficacy than those of with below-secondary level education. The results of two-way ANOVA depicted a significant difference in student self-efficacy based on contemporary educational qualification factor. The Students with higher level of contemporary educational qualification had greater level of self-efficacy than the students who had lower contemporary educational qualification. The

second null hypothesis test was rejected, meaning that there was difference in student self-efficacy based on types of madrasa factor. The Students from modern madrasas had greater level of self-efficacy than the students from traditional madrasas. An interaction was found between Contemporary Educational Qualification and Madrasa types and students' self-efficacy. The main effects of contemporary educational qualification and madrasa types were statistically significant. The findings suggested that there is an impact of contemporary educational qualification and madrasa types and has an interaction between interaction between contemporary educational qualification and madrasa types on self-efficacy. The results of this study support earlier researches that found a relationship between self-efficacy and qualification levels. People with graduate-level degrees, master's degrees, or doctoral degrees scored greater on the self-efficacy scale than people with Secondary or below-secondary level of qualification.<sup>14</sup> The results of the current study showed that the self-efficacy levels of madrasa students at the below-secondary, secondary, higher-secondary, and graduation levels were differed. The justification of difference can be best understood by social cognitive theory by Bandura. Self-efficacy was first explained by Bandura as an intra - personal factor that can help a person deal with behavioral issues. He contends that as a person get more learning experiences, the more his self-efficacy might increase.<sup>5</sup> Additionally, these differences could be the result of diverse educational qualification as well as different educational settings. For instance, a student is more likely to believe in his better academic achievements if he has demonstrated academic excellence and have attained greater levels of qualification. As madrasa students gain learning experience in contemporary subjects, their self-efficacy has risen in performing well in contemporary era. The results of this study are also corroborated by a study carried out by Fazlollah Mirderikvand in 2016 among University students to determine the association of learning self-efficacy with education, age, and gender. The study found that there was a significant difference in learning self-efficacy among individuals at under-graduate, graduate, and postgraduate levels.<sup>15</sup> Higher self-efficacy was demonstrated by those who had greater levels

of qualification. Similar findings were reported by Safari et al. (2014) in their study, which demonstrated that a student's greater level of qualification is a significant factor of their higher level of self-efficacy.<sup>16</sup> This relationship is essentially reciprocal, as shown by Chen and Lin's (2009) findings regarding English language learners. Students with higher levels of self-efficacy had better academic performance.<sup>17</sup> Likewise, Mujahid et al. (2021) confirmed that the students studying at modern madrasas possess high self-efficacy than those of studying in traditional madrasas.<sup>9</sup>

### **Recommendations**

Based on findings, the researcher formulated the following suggestions;

1. The collaboration and partnerships should be encouraged between madrasas and educational institutions that offer contemporary education to provide opportunities for madrasa students to obtain exposure to modern education.
2. Madrasa administration should be encouraged to facilitate their students to obtain exposure to contemporary education to enhance their self-efficacy.
3. To increase the self-efficacy of madrasa students in non-religious subjects, it is essential to develop a comprehensive curriculum that includes a wide range of subjects such as mathematics, science, and English. This will also be helpful in preparing madrasa students for the job market and higher education. Contemporary subjects such as vocational, professional, technological and international languages should be included in all the madrasa curriculum.
4. Implement strategies that can increase the self-efficacy of madrasa students, such as mentoring programs, peer support, and positive reinforcement.
5. Government should practicalize its effective role to bring innovation, modernization and uniformity in madrasas across the country.
6. Students should be offered modern education as compulsory status without any discrimination.

7. Religious subjects shouldn't just be taught on a theoretical level to students. Rather, it should be blended with practical application of religious knowledge in the modern world.
8. Training and counselling workshops should be administered to assist madrasa students for overall development including their intellectual, social, emotion well-beings.
9. Training and counselling workshops should be administered to assist madrasa students for overall development including their intellectual, social, emotional well-beings. Teachers play a critical role in developing the self-efficacy of students. Providing training to madrasa teachers can help them understand the importance of self-efficacy and develop strategies to enhance the self-efficacy of their students.
10. By providing madrasa students with access to technology can increase their self-efficacy in digital skills and prepare them for the future workforce. Technology can also help madrasa students connect with the wider world and access a range of educational resources.
11. More research is needed to fully understand the factors that influence students' self-efficacy in different subjects which can help to identify the strengths and weaknesses of the madrasa education system and suggest areas for improvement.

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