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LEARNING, SELF –EFFICACY AND STUDENT COURSE EXPERIENCE: FOCUS ON HIGHER EDUCATION

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ABSTRACT: *This study is based on the research conducted at the Higher Institution. Every country in the world want to flourished economically, peacefully, educationally, socially, politically and after all a healthy educated population. The main purpose of this study is to seek academic understanding of the pivotal role which learning, self efficacy and student course experience play in accessing, learning, understanding student own perspective in viewing learning environment and courses in Higher Education field. This current study is based on quantitative analysis methodology. Research method used was cross sectional research method. Participants in this study were second year University of the Free State students (all participants were psychology students). Twenty five participants were invited on their availability (availability sample). Six male students and nineteen female students participated. The average age of the male participants was 24.3, whilst the female was 21.2. The value of this research is that it is multidisciplinary, and takes into account the plight of the student population learning experience and their psychological well-being "self efficacy" into consideration. A positive result concerning student perspective was positive it shall be reflected and discussed in detailed in the section of results and discussion in this same paper*.

KEYWORDS: Learning; Self Efficacy; Student Experience; Higher Education;

INTRODUCTION

It is critical and valuable to teach and learn for all persons to manage the universe. In recent years Higher Education across the globe have been changing and changing. Globalisation and internationalization have capture the changing evvironment of how we view the educational developments, educational policies, training of teachers and students, also how can we intergrate the ever changing curriculum in Higher Institutions to 'fit in' the modern educational research and philosophies. In previous years most research focus on teachers, the pedagogy of teaching and their training.The main issue today and the crust of this study is the focus of the "clients" (students) of the Higher Institution. How the clients evaluate the business and products of the "company" (universities and colleges).

The author of this paper is is one of the proponents of multidisciplinary approach in academia platforms and spaces.Students who tend to perform well in their studies are psychologically healthy and can question and evaluate their teachers method of teaching and module that they are engaged in. These students are likely to succeed than those with poor health. In fact self efficacies play a crucial role in learning environment. Montaque (1997) supporting this fact mentioned that most cognitive theorist and researchers have acknowledged the role that affective factors play in learning and behavior.

LITERATURE REVIEW

Learning and Self Efficacy

Learning can be traced back to the times of Aristotle and other philosophers who emphasize learning to understand the universe. The complexity of learning and its patterns is like a jigsaw puzzle as the concept is understood differently by different persons, that is why we have various theorist of learning for example, Thorndike; Skinner; Watson etc who were behaviourist, also Kofka; Kohler; Piaget etc who were cognitivist, again Maslow; Rogers, who were humanist and lastly Bandura and Wenger, who were social and situational theorist. From this view it is clear that learning is viewed differently. (Nairne 2003 & Nevid 2006) define learning as a relatively permanent change in behavior, or potential to respond, that results from experience, whilst Bernstein, Penner, Clarke –Stewart and Roy (2006) defined learning as the modification through experience of pre-existing behavior and understanding. From the above definitions it can then be calculated that students in Higher education are more efficient in learning and have the experience as human who had an ability to learn and evaluate their teachers methods of teaching and the modules they are doing. According to Dall'Alba and Barnacle (2007) learning is not confined to the hands of individuals, but involves intergrating ways of knowing, acting and being within a broad range of practice.

Linnenbrink and Pintrich (2003) again posit the fact that self efficacy beliefs are one way that motivational researchers have conceptualized student's beliefs about their own capabilities to do school work. Research clearly shows that there is a relationship between student self efficacy and learning. According to Linnenbrink and Pintrich (2003) self efficacy concerns student's beliefs that they can do something like solve math problem, read a book, ride a biscle, or tie the shoes. They further stated that it involves some jugdement that the individual can or cannot do these activities, just as self perceptions of competence or self concept beliefs reflect similar beliefs. One important and crital issues is the student have the right to access higher Education and are humans who are capable of perceiving the good and the bad module compilation and methodologies used by their respected teachers. Students are capable of selecting different formulars to approach learning environment as well as the teachers. This is a parallel way of which teaching field is govern by interaction and relation between the student and the teacher, so there should be a reprocity of feedback about teaching and learning.

Zimmerman and Martinez-Pons (1990) suggest that student's effort to regulate their learning involves three classes of determinents: their personal processes, the environment, and their behavior. Strategies enable the student learners to personally regulate their behavior and environment as well as their covert functioning. According to Schunk (1984) educational practices constitute an important contextual influence on student's percepts of efficacy and positive precursory feedback can promote a student sense of efficacy for performing well on a task. (Linnenbrink & Pintrich 2003; Bandura 1997 & Schunk 1989) mentioned that self efficacy has been related to the quantity effort and the willingness to persist a task. Again Hoskins and Fredrikson (2008) assumed that different individual learn in different ways and a way to improve the learning of the individual is to help her/him to choose the right strategy. Linnenbrink and Pintrich (2003) further postulates that the quantity of effort, the quality of the effort in terms of deeper processing strategies and a general cognitive engagement of learning has been strongly linked to self efficacy perception.

Student Course Experience

In their respective research studies (Ramsden 1998; Marginson & Lyon and Hendry 2002) realized that the climate of increasing accountability in the public sector, the outcomes from a range of university functions, notably teaching and learning, are coming under scrutiny, and educators are being asked to reflect on the quality of the programmes they offerd. Ajzen (2003) stated that the 'behaviours' leading up to attainment of a goal must themselves be considered intermediate goals. "The original course experience questionnaires was based on a theory of learning that emphasizes the primary forces in the undergraduate experience as located within the classroom setting"(Griffin et al 2003). Griffin et al (2003) further highlighted that as delivery modes expand and universities increasingly search for improved ways of providing a quality higher education experience, an instrument limited to classroom interactions is not able to measuer the student experience across diverse settings.

Developing trend in Higher Education

Higher education is transforming itself and there are new mechanisms and methods to 'fit in' the globalised educational context (Badat 2010 & Sehoole 2004). Dall'Alba and BarnAcle (2007) suggetsted that currently in higher education research literature during the past decade, the idea and role of the university has feature prominently, therefoe there has been an ontological turn for higher education. Dall'Alba and Barnacle (2007) further postulate that for the current ontologies and epistemologies, there should be an awareness of the interrelationships among students and teachers, while intergration of knowing, acting and being, is part of the task of higher education. Johnson (2000) mentioned that recent UK government policy advocates the generation of student feedback on courses, teaching and learning as 'good practice' in respect of institutional arrangements for enhancing and monitoring educational provision. On the other hand Richardson (2005) stated that the feedback in question usually takes the form of student ratings of their level of satisfaction or their self reports of their attitudes towards their teachers or their course units. Furthermore, the feedback is obtained by means of standard questionnaires, the responses are automatically scanned, and a descriptive summary of the responses is returned to the relevant teacher and if, appropriate, the teacher head of department.

'In North America, the practice of obtaining student feedback on individual teacher and course units is widespread' (Richardson 2005). According to Ramsden and Entwistle (1981) the student course questionnaires shows the relationship between quality of student learning and student persceptions of the learning environment. Griffin, Coates, McInnis and James (2003) stated that there has been a range of methods proposed for evaluating the quality of undergraduate progrmmes, but despite their shortcomings and potential misuse, surveys of student perceptions now play a significant role in the higher education sector. Currently at the universities the 'buzz words' is teaching and learning, this is a crucial and vital move from subject speciality to quality teaching and learning, this is a crucial and vital move from subjects speciality to quality teaching, methodologies and learning. There are various factors that should be taken into consideration when trying to associate student course evaluation questionnaires and learning: such factors include: the complex self-description of students past, present and possible future roles and identities (Lizzio ans Wilson 2004); future academic goal, professional goals of the students; students motivation to learn; hope and optimism (Seligman 2002); and critically students age and life experiences might influence their perception (Lizzio and Wilson 2004).

RESEARCH METHODOLOGY

Participants and Ethics

N=25 second year psychology students participated in this study. All participants comes from the rural University of the Free State in Qwa Qwa South Africa. Six male students and nineteen females participated in this study. All participants wre briefed about the intention of the study and their human dignity concerning ethical and legal issues were taken into professional consideration.

Research Design

Cross sectional research design was used. All the questionnaires were distributed at once by the author (researcher) and taken back to be analysed.

Questinnaires used

- Generalized Self Efficacy Scale (Schwarzer and Jerusalem 1993)
  GSE scale is a self administred questionnaire. According to Schwarzer and Jerusalem (1993) this scale was created to assess a general sense of perceived self efficacy with the aim in mind to predict coping with daily hassles as well as adaptations after experiencing all kinds of tressful events. Responses are made on a point scale-ranging from "Not at all true" to "Exactly true". In sample from 23 nations Schwarzer and Jerusalam (1993) found the cronbach's alpha ranged from.76 to .90, with the majority in the high .80. These reflect that this scale is reliable and valid.
- The Student Course Experience Questionnaire (SCEQ) Adapted from the University Student Experience Questionnaire http://ceq.ox.ac.uk
  The main purpose of SCEQ is to measure student experience on a particular course. The scale is a self administered, consisting of 34 items. The item response range from 'Strongly disagree" to "Strongly agree". This scale has been in used across the international countries. It would be important to list some of the widely used questionnaires:

FINDINGS AND DISCUSSION

		1= Not at all true	2= Hardly true	3=Moderately true	4= Exactlu true
1	I can always manage to solve difficult problems if i try hard enough			17	6
2	If someone oppose me, I can find the means and ways to get what I want	3	4	11	5
3	IIt is easy for me to stick to my aims and accomplish my goals	1	4	12	6
4	I am confident that I could deal efficiently with unexpected events		3	13	7
5	Thanks to my resourcefulness, I know how to handle unforsees situations	1	6	8	8
6	I can solve most problems if I invest necessary effort	1	3	6	13
7	I can remain calm when facing difficulties because I can rely on my coping abilities		5	11	7
8	When I am confronted with a problem, I can usually find several solutions	1	6	10	6
9	If I am in trouble, I can usually think of a solution		1	14	8
10	I can handle whatever comes my way		2	10	11

Table 1 (Raw score obtained using GSE Scale)

The table 1 clearly shows how the data was captured. The reflection definitely shows that most students show's potentialities of self efficacy in their personal level and in their learning environment. Low responses or score was detected in both columns 1= Not at all and 2= Hardly true. High scores was detected in column 3= Moderately true and 4=Exactly true. These results indicates that the students believes in themselves and coping abilities in learning environments are capable of providing a reasonable feedback of how they view the learning context and evaluate their respective modules. From the information in table 1 difference of the mean was reported as the highest mean score was found to be in the Series 1.3, which is an indicator that student participants in this study are self efficacious, supporting the hypothesis that student with high self efficacy can

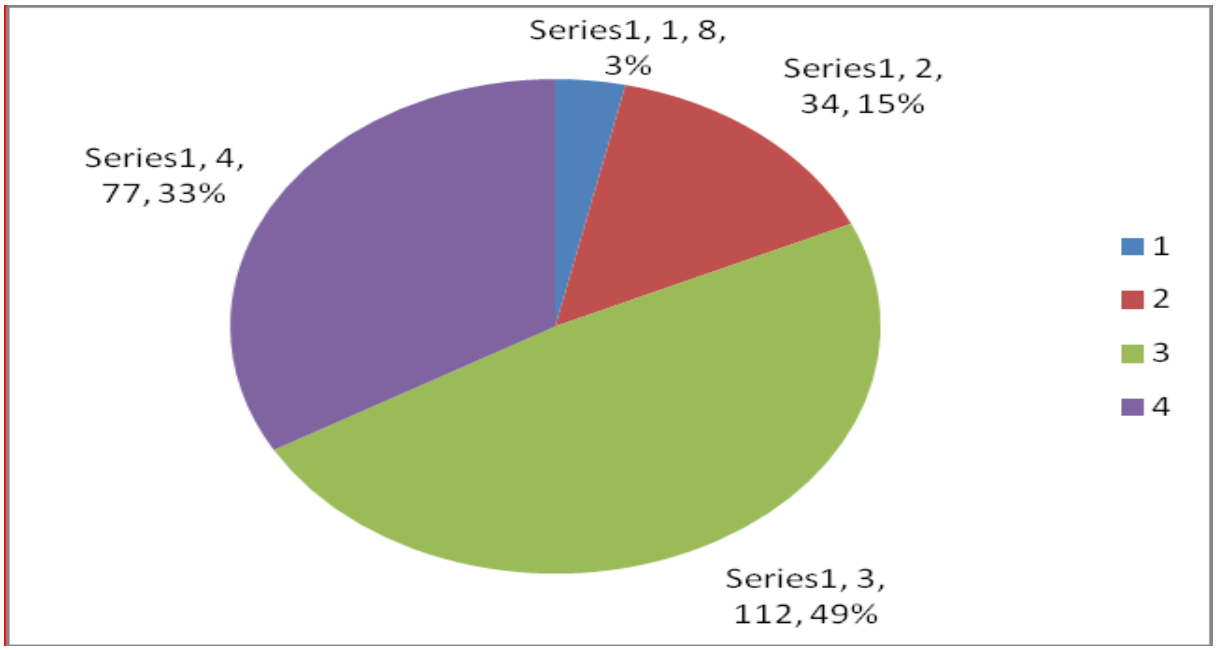

Figure 1 the distribution of raw score by respondent's figures and percentages

The pie chart (figure 1) can be interpreted as follows: Series 1.1 the raw score is 7 with the equivalent of 3% which is the lowest in the student responses – This highlights the fact that on the scale the respondents have low self-efficacy. Series 1.2 had the raw score of 34, which equals to 15% which also is the slight lowest reflection of self – efficacy amongst the participants in the study. Sereis 1.3 is column 3= moderately true which equals to 49% which reflects highest score, meaning that most of the participants shows or have high self efficacy. Lastly Series 1.4 is column 4=Exactly true, in this series one can notice that the raw score obtained or calculated is 77 which is 33% response rate from participants. Thre was a positive relation or correlation between the items of the questionnaire and the response from the participants.

Table 2 Statiscal Findings of (GSE)
Statistical Analysis of Students responses using (GSE)

Not at all true 1.1	**Hardly true 1.2**	**Moderately true 1.3**	**Exactly true 1.4**
Mean = 1	= 4	= 9.8	7.7
Stdev =0	=1.6	**= 3.1**	=2.3
Median=1	=3.7	=10	=7
Mode=1	=4	=10	=6

Looking at the table 2, it is clear that students are capable of providing feedback to their teachers about the modules they are engaging in. The heavy weght of the responses are mainly located in three serieses, which are 2= Neutral, 3= Agree and 4= Strongly Agree. The mean score of 9.8 in series 1.3 and the meane score of 7.7 of series 1.4, this indicates that most students agree and strongly agree with the hypothesis that self efficacy is strongly linked with learning amost the university students.

		0=Strongly disagree	1=disagree	2=Neutral	3= Agree	**4=Strongly agree**
1	This module is intellectually stimulating	0	1	4	8	12
2	There is a lot of unwanted academic pressure on me as a student	6	3	4	7	5
3	My lecture normally gives me helpful feedback on my progress	3	1	10	11	
4	The workload in this module / class is too heavy	6	8	6	2	3
5	This module/class has helped me to work as part of the group	2	5	9	8	1
6	I had a clear idea of where I was going and what was expected of me	1	1	7	7	9
7	I have found this module / class interesting	0	2	1	11	11
8	The lecture in this module/ class motivated me to do my best work	1	0	8	13	3
9	This module/class has helped my analytical skills	0	0	5	15	5
10	Since doing this module/class, I feel more confidant about tackling problems	0	0	3	17	5

11	My module/class has stimulated my enthusiasim of learning	0	1	7	12	5
12	It was always easy to know the standard of assignment expected	4	1	12	7	1
13	The tests and exam assessed what I memorized and not what I understood	5	8	8	3	1
14	I felt a part of students who who are commited to learning	0	1	6	12	6
15	I was generally given enough time to understand the things I had learnt	2	3	4	12	4
16	My lecture made a real effort to understand any difficulties I had	2	4	12	5	2
17	Thios module/class has stimulated my interest in the field of study	2	0	4	12	7
18	This module/class has improved my communication skills	0	1	4	15	5
19	The lecture in this module/class is extremely good at explaining things	1	0	4	10	10
20	Too many purely factual questions were asked	2	0	7	8	2
21	The lecture worked hard to make this subject interesting	1	6	9	9	6
22	The academic expectations in this module/class were too high	1	0	7	4	5
23	This module/class has helped me to develop the ability to plan my own work	0	8	8	11	3
24	The volume of work in this module/class is too much to understand	2	3	9	5	1
25	It was made clear right	0	8	3	13	7

	from the start what is expected from me					
26	To do well on this module/class all you need is good memory	1	2	6	8	6
27	My lecture put a lot of time into comments on my work (orally/in writing)	5	4	4	3	1
28	It was oftenhard to discover what was expected of me in this module/class	5	12	5	2	2
29	Intellectual expectations/standards in this module/class are set too high	0	11	12	5	1
30	Overall, I am satisfied with the quality of this module/class	1	7	4	11	7
31	Attending class helped me to develop my understanding	1	2	3	11	8
32	Overall, I am satisfied with the quality of the support from my lecture	1	1	9	10	4
33	Tutorials given by students were less valuable than tutorials given by lectures	4	5	11	1	4
34	The tests/exams were totally different from the outcomes and the lectures	10	9	5	1	0

Table 3 Raw Score Findings (SCEQ)

Table 3, the Student Experience Questionnaire (SCEQ) raw score responses side weighted mostly on the two series which are series 1.3 and 1.4. When one check series 1.1 and 1.2 low scores was reported which is an indicator that students in this low response series are not self efficacious.

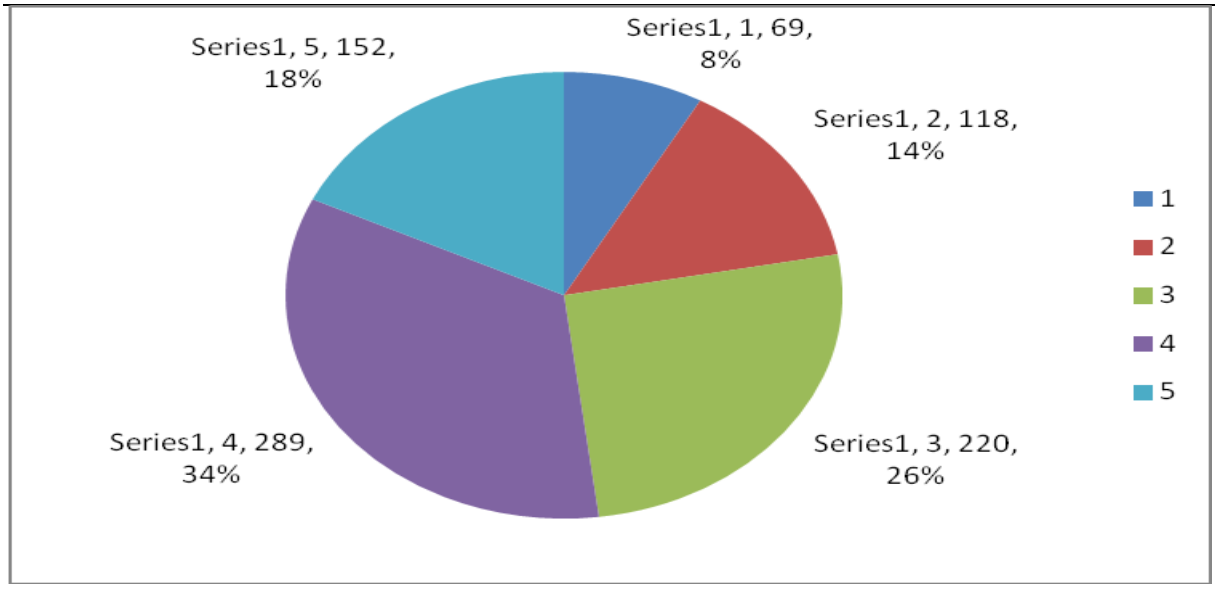

Figure 2 (SCEQ) distributions of raw score by respondents and percentages

The SCEQ pie chart mentioned figure 2 reflect a range of feedback from student participants. Looking at Seris 1.1 Stronly Disagree the raw score of 69 was captured, which equals to 8%. The students in this category score low- meaning they reported negatively towards their module or course. Series 1.2 reported the raw score of 118, which is significantlt lower, with 14% reported. These students also shows that they view their module ratings negatively, surely this is below 50% which indicates dissatisfaction with the module outcomes. Series 1.3, raw score 220, indicating with 26%. Series 1.4 reported 289 raw score with the achievement of 34%. This is significantly higher compared with Seris 1.2; 1.2; and 1.5. Lastly Series 1.5 reported 152, equivalent to 18% which is also low score indicating negative feedback from the students.

Table 4. Statistical Analysis of Students Responses on (SCEQ)

	Strongly disagree 1.1	Disagree 1.2	Neutral 1.3	Agree 1.4	Strongly Agree 1.5
Mean	2	3.4	6.4	8.5	4.3
Stdev	2.3	3.4	2.8	4.2	2.8
Median	1	2.5	6	8.25	4
Mode	0	1	4	11	1

Table 4 indicate and substantiate the point that most student participants weight of responses fell between the there Series 1.2, 1.3, and 1.4. This score indicate that the majority of the student are satisfied with module / course that they are doing and interaction with their teacher seems to be favourable.

It is crusial that learning is facilitated with precision at universities – this will enable the positive mobility of academic skills to practical application. Currently universities are focusing on teaching and learning as this is crusial for throughput rate at the end of the day. Also one should say students have a say in the journey of teaching and learning. Learning can take place by organizing regular meeting to stimulate reflection and collective forums for

sharing problems, possible solutions and related experiences. The book by Ambrose, Bridges, Lovett, DiPietro and Norman (2010) provided the following indicating how learning works:

1. Students prior knowledge can help or hinder learning
2. Students motivation determines, directs and sustains what they do to learn
3. To develop mastery, students must acquire component skills, practice intergrating them, and know when to apply what they have learned
4. Goal-directed practice coupled with targeted feedback enhances the quality of student learning
5. Students current level of development interacts with the social, emotional, and intellectual climate of the course to impact learning
6. To become self-directed learners, students must learn to monitor and adjust their approach to learning.

It is important of course that in this study The Course Experience Questionnaire (CEQ) was used to provide useful information on student satisfaction with learning. On the other hand teaching on learning is two twine, it focuses on the improvement of teachers skills, the development of teachers conception of teaching and learning and consequent changes in students learning. This study also seeks to highlight the fact that learning is related to student engagement, attitudes, and self efficacy beliefs. As such the behavioural side and psychological preparation will enhance student performance. Also motivation coupled with clearly identifiable goals, values and a sense of purpose will facilitate learning.

- Future research should not ignore the significance of behavioural and psychological aspects of atudents in relation to learning.

CONCLUSION

When students provide feedback – it is a reflective learning. The teacher also will give either positive or negative feedback to the students. The results would be that both the teacher and the student's behavior attitudes, strategies would be modeled in such a way that it would be positive attainment of learning goals and objectives. "A moment's reflection reveals that the 'learning behaviours" leading up to attainment of a goal must themselves be considered intermediate goals with their own potential problems of execution. Currently in educational circles, the authorities emphasise the value of output rate. Student evaluation and feedback to lectures modules can positively contribute to the high success rate. Student feedback cut across the gender issue as both male and females can gain and develope through experience valuable agendas in learning. Student course experience can also cut across age difference – different age group can be successful as feedback is provided. as van den Berg and Hofman (2005) previously mentioned that findings with respect to prior education and previous higher education experience cast further light on the age effect found, namely the fact that older students are less successful than younger students. Given the fact that student evaluation questionnaire are widely use, there should be a system in place to check its applications, objectives and reliabilities. Therefore qualified personnel need to administer this questionnaire to provide quality and meaningful results. Lastly, this research has shown that students with high self efficacy can engage in active learning through providing positive feedback about their modules or courses at universities and colleges.

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