

SELF-EFFICACY TOWARDS STUDENT ENGAGEMENT AND ACADEMIC PERFORMANCE IN BEAUTY CARE

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ABSTRACT

The goal of this study was to determine the relationship between self-efficacy and academic performance in beauty care. One of the most pressing challenges and concerns is identifying the several factors that influence students' engagement and academic performance in beauty care through performance success. The relationship between self-belief and academic success is a topic of interest in research. Specifically, there is a question of whether an individual's self-efficacy is the main factor contributing to academic achievement or if it is primarily due to the student's effort and skills. The research aims to investigate the correlation between self-efficacy and students' engagement with academic performance in the beauty care industry.

Keywords:

Self-Efficacy, Enactive Mastery, Vicarious Experience, Verbal Persuasion, Students Engagement, Behavioral Engagement, Cognitive Engagement, Emotional Engagement, Academic Performance

INTRODUCTION

Self-efficacy tends to play a significant part in the success of students because it impacts the choices they make and the actions that they perform. Students who have high confidence in their capabilities are considered to have a powerful sense of self-efficacy. They do not take difficult tasks as obstacles to avoid, but instead, they take them as a challenge to develop their skills.

Furthermore, student engagement raises student satisfaction, boosts their desire to learn, lessens their sense of loneliness, and enhances their performance. On the other hand, it is a strategy that aims to provide positive learner experiences and active learning opportunities, such as taking part in collaborative group work, having students lead presentations and discussions, actively sharing resources, developing course assignments with hands-on components, and incorporating case studies and reflections.

On the contrary, there are ways to improve academic performance. First is knowing the resources available to you by utilizing the learner resources. The factors, including students' learning abilities, parental backgrounds, peer pressure, the caliber of teachers, and learning infrastructure, have an impact on students' academic performance.

Similarly, the acquisition and demonstration of these skills are the basic indicators of academic performance in the subject area. The offering of technology-based livelihood education is seen as a response to the community's need to provide young citizens with the knowledge and skills necessary for establishing vocational and technological efficiency and problem-solving in daily life.

The social lives of students are demanding and complex. It is expected that learners will engage in academic interests, pick up knowledge from learning, and adhere to academic standards set by others to achieve their goals. This also sought answers to the following:

1. What is the status of self-efficacy in terms of:
 - a. Enactive mastery;
 - b. Vicarious experiences; and
 - c. Verbal persuasion?
2. What is the level of student engagement relative to:
 - a. Behavioral engagement;
 - b. Cognitive engagement; and
 - c. Emotional engagement?
3. What is the level of Academic Performance as to Second Quarter grade?
4. Does self-efficacy have a significant relationship to the student's engagement?
5. Does self-efficacy have a significant relationship with academic performance in Beauty Care?

REVIEW OF RELATED LITERATURE

Student engagement is seen as the learners' interaction with their exterior environment or as the result of the learning self-system process cited by Zimmer et., al (2013). Similarly, motivated students are expected to put in more effort in their learning process to improve their academic and social performance. It is highly and significantly related to student's academic achievement. According to Kokoc (2019), The term "behavioral engagement" refers to students' active participation, focus, perseverance, effort, and behavior that is conducive to learning. Furthermore, it implied that more interaction with discussion positively impacted the performance of student learning outcomes. According to Henrie et. al (2015), cognitive engagement is related to an internal psychological process, which also refers to a strategic learning approach that promotes self-regulated deep learning strategies, with higher-order thinking skills, with frequent and interactive engagement. Similarly, Henritius et al. (2019) cited emotional engagement as defining affective reactions to students as including feelings of enjoyment, rejection, belongingness, interest, joy, satisfaction, attitude, anxiety, boredom, and frustration. According to (Zambuk 2021) academic performance of students in secondary schools refers to the extent to which a student, a teacher, or an institution has achieved their educational goals. However, Keskin (2014) cited that self-efficacy is a direct predictor of task value. Hence, when students face a new academic task, they ask themselves "Can I perform this task?" (self-efficacy) and "Why should I do this task?" (Task value). If their answer to the first question is "yes," they proceed to the next question this reasoning suggests that self-efficacy is considered a predictor of task value, and not vice versa. However, it is highlighted by Tan et al (2014) the mastery experiences in the study were assessed as general appraisals of success rather than the accomplishment of instructional goals. Similarly, (Wei et al., 2014) stated that vicarious experiences transmit knowledge and skills to observers about effective actions. Meanwhile, Zhang et al., (2019) state that positive feedback and encouragement may lead to a better understanding of one's strengths and create much confidence. These form the foundations of the research and serve as bases for analysis and interpretation.

METHODOLOGY

The study focuses on how academic success in beauty care and self-efficacy for student engagement relate to one another. The study made use of a descriptive correlational design as part of a quantitative approach. I used it because it seeks to analyze and discuss the current situation. The use of

such a design is justified by the current study's goal, which is to determine the relationship between self-efficacy tow the student engagement in the academic performance of beauty care. The researcher used respondents from Camp Vicente Lim Integrated School and Kapayapaan Integrated School, with 100 grade 9 students taking part in the survey. Purposive sampling was used to select all these participants. This sampling method is used by, and one section of grade 9 students is chosen. All the gathered data/information from the above-mentioned tools were utilized for data analysis. In addition, some of the information was gathered through emails. In answering the questionnaire/survey google forms were sent to their respective email address. Data were kept confidential after the questionnaire retrieval. No harm was done to every participant that participated in this study. To ascertain the relationship between self-efficacy and student engagement. The data were analyzed using the descriptive. We used the weighted mean and the frequency count. The responses to the given variables' questions were scaled using a 4-point Likert scale. Inassessess academic performance levels. The weighted mean was applied to data collected for the second quarter. The PEARSONS-R will be used to assess the significance of the relationship between the respondents' responses.

RESULT AND DISCUSSION

Table 1. Status of Self-Efficacy in Terms of Enactive Mastery

STATEMENT	Mean	SD	Remarks
1. I can work on tasks without the teacher's assistance.	3.15	0.77	Agree
2. I'm capable of preparing and using the equipment and materials required for nail care.	3.43	0.57	Strongly Agree
3. I can check and analyze the condition of foot nails and ensure clients' safety prior to foot spa activity.	3.56	0.54	Strongly Agree
4. I can pass my performance task's procedural requirements.	3.43	0.56	Strongly Agree
5. I can set the foot spa machine to regulate heat and achieve the required temperature.	3.39	0.71	Strongly Agree
6. I can apply foot softening products and massage.	3.54	0.58	Strongly Agree
7. I can use nail care tools and equipment.	3.55	0.58	Strongly Agree
8. I can remove the callus from the foot.	3.44	0.57	Strongly Agree
9. I can perform basic preventive and corrective maintenance.	3.38	0.60	Strongly Agree
10. I'm satisfied with the work I performed in the field of beauty care.	3.52	0.64	Strongly Agree
Grand Mean	3.44		Strongly Agree
Interpretation	Very High		

Legend:

Scale	Range	Remarks	Interpretation
4	3.25 – 4.00	Strongly Agree	Very High
3	2.50 – 3.24	Agree	High
2	1.75 – 2.49	Disagree	Low
1	1.00 – 1.74	Strongly Disagree	Very Low

As shown in Table 1, the respondents strongly agree that in terms of enactive mastery where I can check and analyze the condition of foot nails and ensure clients' safety prior to foot spa activity which gained the highest ($M=3.56$, $SD=0.54$). This implied that in enactive mastery students engage in tasks and activities and interpret the results of their actions to develop beliefs about their capability to engage in a task. On the other hand, the respondents also strongly agree that they can perform basic preventive and corrective maintenance with the lowest ($M=4.38$, $SD=0.60$). This meant that students were able to perform tasks with safety precautions applied.

It also reveals that the status of Self-efficacy in terms of Enactive mastery was very highly supported by the grand ($M=3.44$). This means that the status of self-efficacy in terms of the enactive mastery the students engage in tasks and activities to develop the capabilities and act in concert with the beliefs created.

Table 2. Status of Self-Efficacy in Terms of Vicarious Experiences

STATEMENT	Mean	SD	Remarks
1. I enjoyed the teaching method activities in the classroom.	3.73	0.45	Strongly Agree
2. I chose myself as my personal model.	3.34	0.71	Strongly Agree
3. I comprehended the meaning of what I study.	3.44	0.54	Strongly Agree
4. I improved my skills in watching YouTube tutorials to perform well.	3.25	0.73	Strongly Agree
5. As a Modeling student, I enhanced my abilities and skills.	3.41	0.55	Strongly Agree
6. I involved myself in the visual representation of classroom activities.	3.33	0.73	Strongly Agree
7. I'm good at remembering information by watching my classmates' performances.	3.40	0.57	Strongly Agree
8. I can motivate myself to participate in my performance task.	3.44	0.57	Strongly Agree
9. I'm considering how well I perform compared to other students.	3.20	0.80	Agree
10. I knew what the teacher expected me to learn.	3.47	0.59	Strongly Agree
Grand Mean	3.40		Strongly Agree
Interpretation	Very High		

As shown in Table 2, the respondents strongly agree that they enjoy the teaching method activities in the classroom the highest ($M=3.20$, $SD=0.54$). This implied that the success or failure of the social model then affects the self-efficacy beliefs of the observer. On the other hand, the respondents also strongly agree that improving skills in watching YouTube tutorials to perform well with the lowest ($M=3.25$, $SD=0.73$). This meant that the use of technology through YouTube can be a tool for improving skills.

As reflected in Table 2, it reveals that the status of self-efficacy in terms of Vicarious Experiences was remarkably high by the grand ($M=3.40$). This means that the success of others boosts the beliefs that an individual possesses regarding their ability to also perform the observed task.

Table 3. Status of Self-efficacy in Terms of Verbal Persuasion

STATEMENT	Mean	SD	Remarks
1. My teacher remarked that I was skilled at performing tasks related to beauty care.	3.36	0.64	Strongly Agree
2. My teacher challenged me to complete the task.	3.45	0.63	Strongly Agree
3. My teacher motivated me to perform well.	3.72	0.47	Strongly Agree
4. My teacher established a good rapport with me.	3.49	0.59	Strongly Agree
5. My teacher gave compliments on my performance.	3.52	0.54	Strongly Agree
6. I looked to my teacher for help when I was having trouble solving a problem.	3.61	0.53	Strongly Agree
7. My family members believed that I performed well.	3.44	0.64	Strongly Agree
8. My friends think that I was good at performing my task.	3.36	0.67	Strongly Agree
9. My classmates helped me perform well in my performance task.	3.54	0.59	Strongly Agree
10. My classmates told me that my practice efforts had improved my performance skills.	3.51	0.54	Strongly Agree
Grand Mean	3.50		Strongly Agree
Interpretation	Very High		

As reflected in Table 3, the respondents strongly agree that the teacher motivated them to perform well with the highest ($M=3.73$, $SD=0.47$). This implied that receiving positive feedback can increase a person's sense of competence. On the other hand, the respondents also strongly agree that my teacher remarked that I was skilled at performing tasks related to beauty care with the lowest ($M=3.36$, $SD=0.64$). This meant that telling your students you can do this can also increase their confidence to do a task.

Table 3 reveals that the status of self-efficacy in terms of verbal persuasion was remarkably high supported by the grand ($M=3.50$). This means students experience higher self-efficacy when they are told they are capable by someone they believe is trustworthy.

Table 4. Level of Students Engagement relative to Behavioral Engagement

STATEMENT	Mean	SD	Remarks
1. I asked questions and contributed to class discussions.	3.33	0.64	Strongly Agree
2. I raised my hand in class during discussions.	3.37	0.63	Strongly Agree
3. I participated in small group discussions.	3.51	0.47	Strongly Agree
4. I did all my homework.	3.62	0.59	Strongly Agree

5. I came to class every day.	3.71	0.54	Strongly Agree
6. I received prompt written or oral feedback from my teacher on my academic performance.	3.34	0.53	Strongly Agree
7. I made sure to study on a regular basis.	3.51	0.64	Strongly Agree
8. I review my lesson before taking exam.	3.50	0.67	Strongly Agree
9. I performed well in class and received a high grade.	3.36	0.59	Strongly Agree
10. I come to class with complete readings or assignments.	2.91	0.54	Agree
Grand Mean	3.42		Strongly Agree
Interpretation	Very High		

As seen in Table 4, the respondents strongly agree that they come to class every day with the highest ($M=3.71$, $SD=0.54$). This implied that the students usually regulate their motivation by setting goals that increase their likelihood of being more engaged. On the other hand, the respondents also strongly agree that I asked questions and contributed to class discussions with the lowest ($M=3.33$, $SD=0.64$). This meant that students' collaborative learning with peers is also the right way of improving the behavioral engagement of learners as they got to share their knowledge.

Table 4 reveals that the level of student engagement relative to behavioral engagement was very high supported by the grand ($M=3.42$). This means that higher behavioral engagement has a direct impact on performance in terms of the time spent processing information and comprehension assessments.

Table 5. Level of Students Engagement relative to Cognitive Engagement

STATEMENT	Mean	SD	Remarks
1. I created a presentation for the class.	3.05	0.82	Agree
2. I was working on a paper or project that required integrating ideas or information from previous sources.	3.36	0.69	Strongly Agree
3. I used an electronic medium to discuss or complete my assignment.	3.20	0.75	Strongly Agree
4. I discussed ideas from readings or lessons with my teacher outside of class.	3.16	0.79	Agree

5. I was finding ways to make the course interesting to me.	3.43	0.57	Strongly Agree
6. I was using the course material in my daily life.	3.42	0.59	Strongly Agree
7. I reviewed my class notes in between lessons to ensure that I understand the material.	3.53	0.58	Strongly Agree
8. I worked hard on all my performance tasks.	3.68	0.51	Strongly Agree
9. I put in more effort than I had anticipated in fulfilling the demands or expectations of my teacher.	3.54	0.58	Strongly Agree
10. I was putting the course material to use in my daily life.	3.40	0.65	Strongly Agree
Grand Mean	3.37		Strongly Agree
Interpretation	Very High		

It is seen in the table that the respondents strongly agree they worked hard on all the performance tasks which all gained the highest ($M=3.68$, $SD=0.51$). This implied that cognitive engagement is related to an internal psychological process that promotes learning strategies. On the other hand, the respondents also strongly agree that the use of electronic mediums to discuss or complete my assignment with the lowest ($M=3.20$, $SD=0.75$). This meant that the pedagogical application of the technologies varied widely among students for a challenging task.

The overall level of student engagement relative to cognitive engagement was very high supported by the grand ($M=3.37$). It may enhance learning outcomes significantly influenced by social, emotional, and behavioral engagement.

Table 6. Level of Students Engagement relative to Emotional Engagement

STATEMENT	Mean	SD	Remarks
1. I worked with other students on projects during class.	3.40	0.70	Strongly Agree
2. I participated in a community-based project as part of a regular course.	3.31	0.63	Strongly Agree
3. I incorporated a range of perspectives in discussions in class and in writing assignments.	3.39	0.58	Strongly Agree
4. I worked on class assignments in groups with my classmates.	3.34	0.73	Strongly Agree
5. I was eager to learn the subject matter.	3.47	0.59	Strongly Agree

6. I was confident in my ability to learn new things and do well in class.	3.62	0.56	Strongly Agree
7. I enjoyed being in class.	3.55	0.58	Strongly Agree
8. I used my spare time to tutor or instruct other students.	3.23	0.71	Strongly Agree
9. I prioritized my personal goals over my academic work.	3.24	0.77	Strongly Agree
10. I discussed my career goals with my teacher.	3.09	0.88	Agree
Grand Mean	3.36		Strongly Agree
Interpretation	Very High		

As reflected in Table 6, the respondents strongly agree that they are confident in their ability to learn new things and do well in class which all gained the highest ($M=3.62$, $SD=0.56$). This implied that the emotional engagement reflects how students feel about learning and capture affective reaction. On the other hand, the respondents also strongly agree that they used their spare time to tutor or instruct other students with the lowest ($M=4.87$, $SD=0.34$). This meant that students provide insight into how students felt about a particular topic.

Table 6 also reveals that the level of student engagement relative to emotional engagement was very high supported by the grand ($M=3.36$). This means that the learners should be motivated to use pedagogy and encouraged to engage in self-directed learning peer evaluation and changing their roles as subject matter.

Table 7. Level of Academic Performance as to Second Quarter Grade

Grading Scale	Frequency	Percentage	Descriptors
90 – 100	50	50%	Outstanding
85 – 89	34	34%	Very Satisfactory
80 – 84	15	15%	Satisfactory
75 – 79	1	1%	Fairly Satisfactory
Below 75	0	0	Did Not Meet Expectations
Mean	88.68	Interpretation	Very Satisfactory

As evidenced by the results of the level of academic performance in the Second Quarter Grade. It can be gleaned that 1% of the respondents attained a grade ranging from “75 to 79” which had the verbal interpretation of “Fairly Satisfactory”, 15% obtained grades ranging from “80 to 84” which had a verbal interpretation of “Satisfactorily”, 34% gained grades ranging from “85 to 89” which had a verbal interpretation of “Very Satisfactorily”, and 50% attained grades ranging from “90 to 100” which had a verbal interpretation of “Outstanding”.

Table 7 reveals that the level of academic performance in the Second Quarter with supported by verbal interpretation of very satisfactory and (M=88.68%). This means that the academic performance of the students in beauty care was beyond the satisfactory level. This will serve as a gauge of educational success since the result is beyond satisfactory.

Table 8. Significant Relationship of Self-efficacy to Student Engagement

Variables		R-value	Degree of Correlation	p-value	Analysis
Enactive Mastery	Behavioral Engagement	0.844	Very Strong	0.000	Significant
	Cognitive Engagement	0.819	Very Strong	0.000	Significant
	Emotional Engagement	0.803	Very Strong	0.000	Significant
Vicarious Experiences	Behavioral Engagement	0.895	Very Strong	0.000	Significant
	Cognitive Engagement	0.900	Very Strong	0.000	Significant
	Emotional Engagement	0.891	Very Strong	0.000	Significant
Verbal Persuasion	Behavioral Engagement	0.903	Very Strong	0.000	Significant
	Cognitive Engagement	0.903	Very Strong	0.000	Significant
	Emotional Engagement	0.883	Very Strong	0.000	Significant

**significant at .05 level of significance*

Table 8 shows the relationship between Self-efficacy and student engagement.

It revealed that all the components such as enactive mastery, vicarious experience, and verbal persuasion are significantly related to the level of student engagement. This means that the more student became self-efficient, the more they will be engaged in learning.

Table 9. Significant Relationship of Self-efficacy to Academic Performance in Beauty Care

Variables		r-value	Degree of Correlation	p-value	Analysis
Enactive Mastery	Academic Performance	0.098	Negligible	0.334	Not Significant
Vicarious Experiences		0.068	Negligible	0.501	Not Significant
Verbal Persuasion		0.036	Negligible	0.721	Not Significant

**significant at .05 level of significance*

Table 9 shows the relationship between Self-efficacy and Academic Performance in beauty care.

It revealed that all the components of enactive mastery, vicarious experience, and verbal persuasion are not significant to academic performance in beauty care. This means that the results accept the null hypothesis; therefore, self-efficacy has no significant relationship to academic performance in beauty care.

CONCLUSION

The status of self-efficacy in terms of enactive mastery, vicarious experiences, and verbal persuasion is that success linked to a person's understanding of their own capacity to successfully complete a specific task. Furthermore, it is imperative to provide students with learning settings that help academic excellence. Consequently, the teachers knew the students well, both academically and personally, and understood the students' individual goals, both academically and personally. The level of student engagement compared to behavioral engagement, cognitive engagement, and emotional engagement concludes that collaborative learning with peers is also the right way of improving the behavioral engagement of learners as they get to share knowledge. On the other hand, the integration and use of students' motivations and strategies during learning. Accordingly, students motivated involvement during learning activities, and they showed enthusiasm, interest, and enjoyment as key indicators of success in the field of engagement in the learning classroom. The level of academic performance as to Second Quarter states that students who figured out, confident in their ability to learn added information from classroom discussions and perform well on assessments, tend to be more intrinsically motivated to learn added information. It may conclude that engagement and self-efficacy take part in the academic setting of how actively and productively students participate in learning activities. This implies further that self-efficacy compared to students' engagement the more students became self-efficient the more they will engage to learn.

Self-efficacy has no significant relationship to academic performance in beauty care therefore accept the null hypothesis. Moreover, success is based on the student's remarkable effort and skills through the student's engagement to develop knowledge based on a shared experience with innovative ideas.

RECOMMENDATIONS

1. In school readiness, academic achievement, and school performance may consider intellectual ability and the teacher-student dynamic.
2. The learning preferences of students may also be related to their level of self-efficacy. Interaction among students can increase the motivation to complete the task at hand. The student's active knowledge of a subject helps them succeed in a specific task.
3. The student-centered approach may be a learning strategy that allows students to fully take part in the learning process.
4. It may increase students' self-efficacy and engagement in achieving their goals and succeeding in their academic performance.
5. For future researchers, recommended designing a study that incorporates continuous monitoring throughout the research process.

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