

# **Influence of Self-Efficacy as a Mediator on Time Management and Students' Performance Relationship in Malaysian Online Distance Learning Institutions.**

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# Introduction

- Academic achievement is the main objective amongst students in tertiary education institutions.
- A tertiary education institution's performance normally will be measured by its ability to retain its students and the students' results.
- Students' failure rate too high will give the higher education institution a negative image
- Not many have conducted studies on online distance learning students' performance.

# Literature Review

- *Underpinning Theory:*

The self-efficacy theory lies at the heart of Bandura's social cognitive theory (Bandura 1988), which highlights the function of observational learning and social experience in personality development.

- *Self-efficacy* refers to an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments (Bandura, 1977, 1986, 1997).

### *Conceptual Development:*

- The rapid developments of the internet and other technologies have resulted in online teaching and learning being incorporated into a university's usual practice. It has also given distance education a new appeal (Tallent-Runnels et al., 2006).
- Studies have shown that students who practice time management managed to perform better in academia (Fazal, 2012).

- Moustafa & Sudhir (2013) in their study on undergraduate students found that self-efficacy had partial mediating effect on the relationship between perceived academic climate and academic performance.
- Raafat & Dennis (2009) suggested that self-efficacy significantly and positively mediates the relationship between computer anxieties on perceived ease of use when studying on online learning university students.

## ***Research Hypotheses:***

The following are the research hypotheses tested in this study:

H1: There is a positive and significant relationship between time management and students' performance.

H2: There is a positive and significant relationship between time management and self-efficacy.

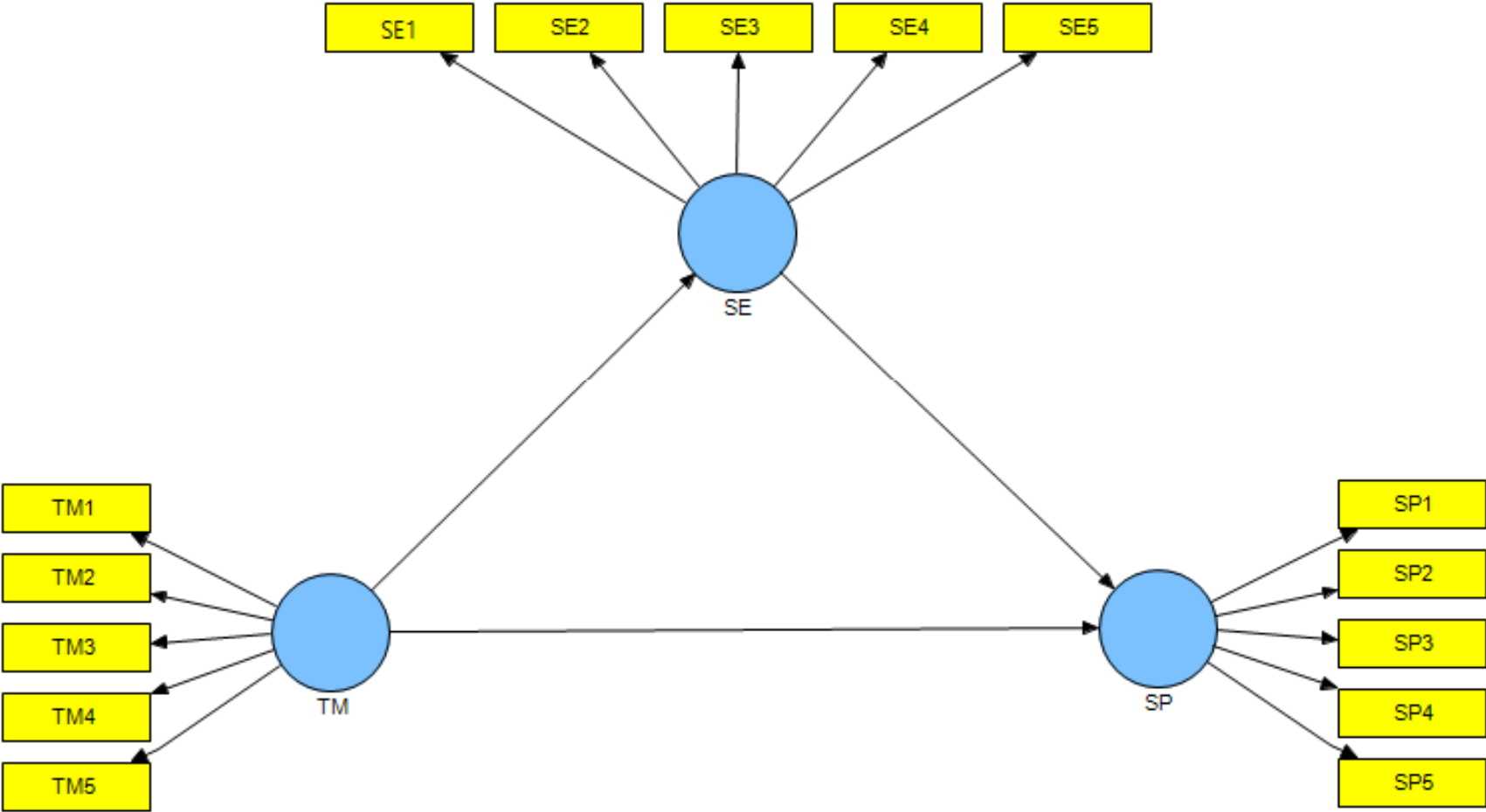
H3: There is a positive and significant relationship between self-efficacy and students' performance.

H4: There is a positive and significant mediating effect of self-efficacy on time management and students' performance relationship.

# Methodology

- This study consists of 15 observed variables constitute the measurement of independent variable of time management 5 items. The mediating variable of self-efficacy consists of 5 items, and dependent variable of student performance, 5 items. The scaling utilized in this study is the 5-point Likert scale of 1- strongly disagree, 2-disagree, 3-neutral, 4-agree and 5-strongly agree.
- In this study, questionnaires were administered to collect data. OUM students who are studying in the diploma, bachelor and postgraduate programs were the main respondents in the study. From the 300 questionnaires given out, 226 were returned. This made up a response rate of 75.3%. In view of that, the rate of response is adequate for SEM analysis. After data screening process, there are a total of 210 clean data sets to be used for further analysis

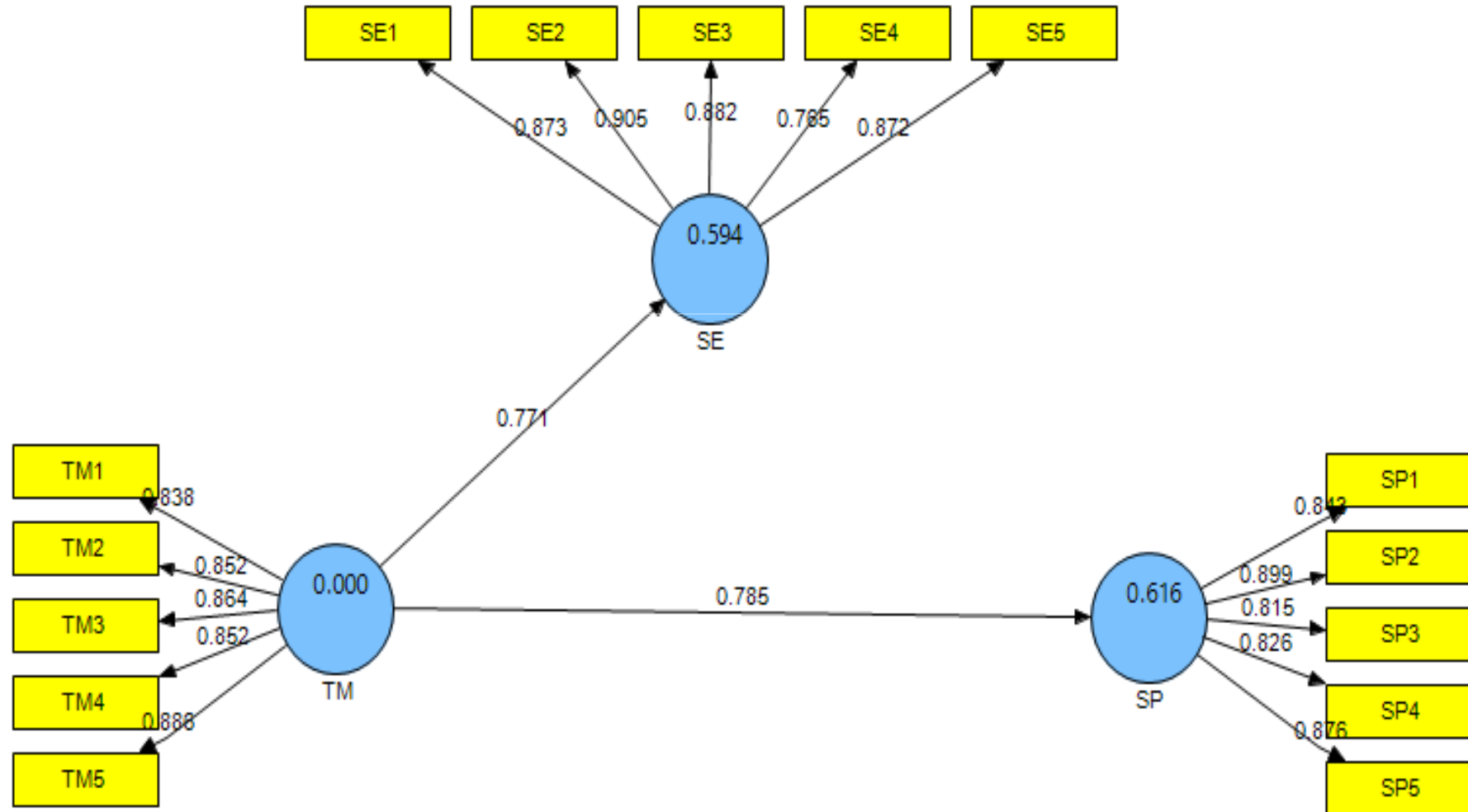
# Research Model



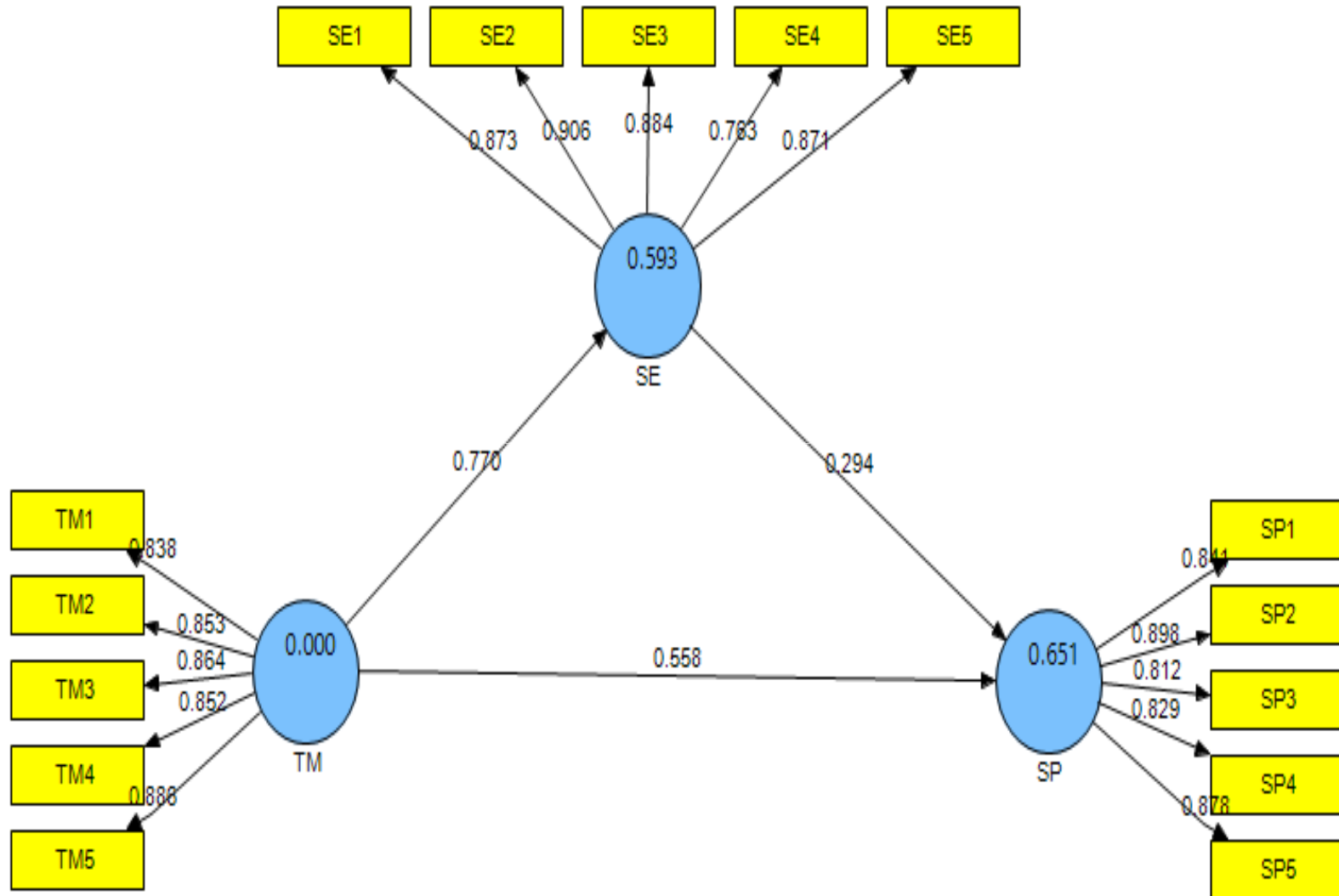


# Data Analysis

Figure 1: Direct Path Coefficient



**Figure 2: Indirect Path Coefficient**



**Table 1: Construct Validity & Reliability**

	AVE	AVEsqrt	Com. Rel.	R-square	C. Alpha	Comm
SE	0.741	0.861	0.934	0.593	0.911	0.741
SP	0.726	0.852	0.930	0.651	0.906	0.726
TM	0.738	0.859	0.934	0.000	0.911	0.738

**Table 2: Variable Correlation Matrix based on & AVE square Root**

	SE	SP	TM
SE	<b>0.861</b>		
SP	0.7242	<b>0.852</b>	
TM	0.7703	0.785	<b>0.859</b>

**Table 3: Cross Loading**

	SE	SP	TM
SE1	<b>0.873</b>	0.625	0.688
SE2	<b>0.906</b>	0.644	0.672
SE3	<b>0.884</b>	0.657	0.662
SE4	<b>0.763</b>	0.548	0.607
SE5	<b>0.871</b>	0.637	0.683
SP1	0.609	<b>0.841</b>	0.679
SP2	0.663	<b>0.899</b>	0.744
SP3	0.501	<b>0.812</b>	0.594
SP4	0.659	<b>0.829</b>	0.642
SP5	0.639	<b>0.878</b>	0.674
TM1	0.682	0.683	<b>0.838</b>
TM2	0.664	0.628	<b>0.853</b>
TM3	0.626	0.692	<b>0.865</b>
TM4	0.617	0.642	<b>0.852</b>
TM5	0.712	0.719	<b>0.886</b>

**Table 4: Direct Path Coefficient & T-Value**

	Beta	T-Value
TM -->SE	0.770	32.06
TM -->SP	0.785	28.09

**Table 5: Indirect Path Coefficient & T-Value**

	Beta	T-Value
TM -->SE	0.770	34.94
TM -->SP	0.558	9.92
SE -->SP	0.294	5.28

**Table 6: Significance of Indirect effect**

Effect	Boot SE	BootLLCI	BootULCI
SE	0.2766	0.1499	0.4345

## Table 7: Hypotheses Test Result

<b>Hypothesizes Relationship</b>	<b>Path Coefficient</b>	<b>T-value</b>	<b>Conclusion</b>
<b><i>H<sub>1</sub></i></b> There is statistical significance that time management predicts self-efficacy	0.770	34.94	Supported
<b><i>H<sub>2</sub></i></b> There is statistical significance that time management predicts student's performance	0.558	9.92	Supported
<b><i>H<sub>3</sub></i></b> There is statistical significance that self-efficacy predicts student's performance	0.294	5.28	Supported
<b>Hypothesizes Relationship</b>	<b>Effect Statistics</b>	<b>p-value</b>	<b>Conclusion</b>
<b><i>H<sub>4</sub></i></b> There is statistical significance that self-efficacy mediates the relationship between time management and student's performance	0.276	0.000	Supported

# Discussion & Conclusion

- Based on the result from data analysis, it is confirmed that self-efficacy partially mediates the time management and students' performance relationship. As a result, the above findings statistically justified that self-efficacy plays a role as a mediator and has a mediating effect on the time management and student performance relationship in Malaysian online distance learning.

# Practical Implications:

1. To improve online distance learning students' time management.
2. To implement actions and programs at university is recommended to improve students' academic skills to, in turn, improve academic self-efficacy.
3. To have supportive message from lecturers. This is important to empower students' self-confidence.



Thank you