

SELF-EFFICACY OF ADOLESCENTS WITH RESPECT TO THEIR GENDER,
LOCALITY AND TYPE OF SCHOOL

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ABSTRACT

Self-efficacy is the strength of one's belief in one's own ability to complete the task to achieve the goal. It means how better a person acts in challenging situation and make focused decisions. The aim of present study was to analyze the self-efficacy of secondary school adolescents with demographic variables. A sample consisting of 100 adolescents was taken from secondary schools situated in Pathankot district (Pb). To select the sample, simple random sampling technique was used by the investigator. To measure the self-efficacy, Self-efficacy scale (SES) developed by Arun Kumar Singh and Shruti Narain (2014) was used. After analyzing the data it was found that there was no significant difference in the self-efficacy of male and female, urban and rural, government and private school adolescents. The study revealed that both male and female, urban and rural, government and private school adolescents have equal strength of their belief in their own ability to complete the task to achieve the goal.

Keywords: Self-efficacy, Secondary, Adolescents, Gender, Difference.

INTRODUCTION

Adolescence is defined as the period of conversion from childhood to adulthood that involves biological, cognitive, and socio - emotional changes. A key task of this period is preparation for adulthood. Indeed, the future of any culture hinges on how effective this preparation is. It is a psychological process of change accompanying the period from the onset of puberty to the attainment of adulthood whereas puberty refers to the physical process of maturation. It is a crucial stage between childhood and adulthood. Broadly, it covers three stages i.e. early, middle and late adolescence. It is the most susceptible age and in this age, the adolescents have to face the challenges like exhaustive readjustment with family, school and social life. Most of the adolescents during this stage experience stress as well as unpleasant feelings.

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Self-efficacy

The term self-efficacy refers to an individual's confidence in his/her ability to complete a task or achieve a goal. Albert Bandura, (1994) defines this concept as people's beliefs about their capabilities to prepare designated levels from claiming execution that practice impact through occasions that influence them exists. He has defined self-efficacy as one's conviction in one's talent to be successful in particular situation to complete a task. Self-efficacy is the individual trust which measures one's own capability to reach the goals. Actually, it is based on the accumulated perceptions, result of previous experiences and our deeds during our life span. It is the perceived ability that refers to confidence of people. According to Heslin & Klehe, 2006, "A person's self- efficacy is a strong determinant of his effort, determination; strategizing as well as their performance." Self- efficacy can be seen as the ability to persist and a person's ability to succeed with a task. High and low self-efficacy determines whether or not someone will choose to take on a challenging task. If a person believes that he cannot reach the expected results it means he has low motivation. Pajares & Schunk (2002) believed that the people who have weak Self-efficacy see the duties and jobs difficultly, so they are more stressful while powerful Self-efficacy beliefs cause calmness and success. Thus, self-efficacy can be a powerful predictor of our achievements and it also affects learning and development.

Factors affecting self-efficacy

Positive self-efficacy is considered as very important factor in determining students' success to achieve their goals. The factors affecting self-efficacy include:

- Positive experiences that provide a sense of achievement during facing a challenge.
- Positive, sensational experiences that take place when the students see others' success and feel an improved sense of ability to be successful.
- Social affiliation, where other people increase or decrease a sense of self-belief and capability to succeed.
- Negative, physiological reaction occurring due to stress, depression, or anxiety etc.

Importance of Self-Efficacy

Self-efficacy plays very significant role in completing the task we think that we can do it. What we think of doing any act completely is self-efficacy when we think that it will

have good results is out expectancy. Self-efficacy affects the amount of effort we apply to a given task. Person having high levels of self-efficacy for a given task can be flexible and determined in the face of setbacks, while the person having low levels of self-efficacy for that task may avoid the situation. For example, a student having lower level of self-efficacy for Science subject may avoid challenging science classes. Our level of self-efficacy varies from one field to the next. For example, we may have high levels of self-efficacy about our capability to find the way of our birthplace, but we may have very low levels of self-efficacy about our aptitude to navigate such place where we do not articulate the language. In general, our level of self-efficacy for one job cannot be utilized to predict our self-efficacy for a new task.

Sources of Self-efficacy

Self-efficacy develops in early childhood as child deals with a variety of experiences and situations. The growth of self-efficacy does not end during adolescence stage but continues to develop during life as new experiences and understanding. Bandura says that there are four chief sources of self-efficacy:

1. Mastery Experiences

Through mastery experiences a strong sense of efficacy is developed. Performing a job effectively gives strength to our sense of self-efficacy while failing to effectively deal with a challenge can weaken self-efficacy.

2. Social Modeling

Witnessing others in completing a task successfully is a new significant source of self-efficacy.

3. Social Persuasion

Bandura asserts that people can be persuaded to have belief that they have the skills and abilities to succeed. Verbal support from others is helpful for people to conquer self-doubt and instead focus on doing their best attempt to the task at hand.

4. Psychological Responses

Self-efficacy is affected by our responses and emotional reactions to the situation. An individual having extreme nervousness while communicating his view in public may develop a weak sense of self-efficacy in these situations.

OPERATIONAL DEFINITIONS

Self-efficacy

In the present study self-efficacy refers to optimistic beliefs about individual ability to deal with tasks at hand.

Adolescents

In the present study adolescents refer to school adolescents studying in X class.

OBJECTIVES OF THE STUDY

Following objectives were framed for this study.

1. To study the difference in self-efficacy of male and female adolescents.
2. To study the difference in self-efficacy of urban and rural adolescents.
3. To study the difference in self-efficacy of government and private school adolescents.

HYPOTHESES OF THE STUDY

The following hypotheses were formulated:

1. There exists no significant difference in self-efficacy of male and female adolescents.
2. There exists no significant difference in self-efficacy of urban and rural adolescents.
3. There exists no significant difference in self-efficacy of government and private school adolescents.

RESEARCH METHOD

Descriptive Survey Method was adopted for the present study.

SAMPLE OF THE STUDY

The total sample consisted of 100 adolescents (50 male and 50 female) from 10 selected secondary schools in Pathankot district of Punjab state. 10 adolescents were selected randomly from each selected school. The researcher surveyed the different schools situated in Pathankot district from urban/rural as well as private/government secondary schools to collect the data.

TOOL USED

Self-efficacy scale (SES) developed by Singh and Narian (2014) was used to measure the self-efficacy.

STATISTICAL TECHNIQUE USED

Mean, SD and t-test were used to analyze the data.

DELIMITATIONS OF THE STUDY

The study was delimited with respect to the following:

1. The study was delimited to one district of Punjab state i.e. Pathankot
2. The study was confined to school adolescents of X class.

DATA ANALYSIS

Hypothesis-I There exists no significant difference in self-efficacy of male and female adolescents.

Table 1: Self- efficacy of adolescents with respect to gender

Gender	N	Mean	SD	t-value	Remarks
Male	50	19.23	14.89	0.144	Not significant
Female	50	19.66	14.94		

Table 1: revealed that the mean score of male adolescents was 19.23 which was less than the mean score of female adolescents, i.e. 19.66 but the difference found between mean score of the above mentioned groups is not significant as calculated t-value 0.144 is less than the table value 1.96. It shows that both the groups may have the equal strength of their belief in their own ability to complete the task to achieve the goal. Therefore, the null hypothesis- I: *There exists no significant difference in self-efficacy of male and female adolescents* is accepted.

Hypothesis-II There exists no significant difference in self-efficacy of urban and rural adolescents.

Table 2: Self- efficacy of adolescents with respect to locality

Locality	N	Mean	SD	t-value	Remarks
Urban	50	19.29	16.56	0.197	Not significant
Rural	50	18.63	16.83		

Table 2: showed that the mean score of urban school adolescents was 19.29 which was more than the mean score of rural adolescents i.e. 18.63 but the difference found between the mean score of above mentioned groups is not significant as the calculated t-value 0.197 is less than the table value 1.96. It shows that both the urban and rural school adolescents may have equal strength to enhance their learning which helps them to take good decisions. Therefore, the null hypothesis-II: *There exists no significant difference in self-efficacy of urban and rural adolescents* is also accepted.

Hypothesis-III There exists no significant difference in self-efficacy of government and private school adolescents.

Table3: Self- efficacy of adolescents with respect to type of school.

Type of School	N	Mean	SD	t-value	Remarks
Government	50	19.38	14.13	0.20	Not significant
Private	50	19.98	15.73		

Table 3: revealed that the mean score of government school adolescents was 19.38 which was less than the mean score of private school adolescents i.e. 19.98 but the difference found between these groups is not significant as the calculated t-value is 0.20 which is less than the table value 1.96. It shows that adolescents from government as well as private schools may have equal capability to take their own decision in well manner. Therefore the null hypothesis- III: *There exists no significant difference in self-efficacy of government and private school adolescents* is accepted.

FINDINGS OF THE STUDY & DISCUSSION OF RESULTS

Results of the present study revealed that there is no significant difference between male and female adolescents with respect to self-efficacy. This finding supports the findings by Mishra (2013), Mishra & Shanwal (2014) and Meera & Jumana (2016) where no significant difference between male and female adolescents on self-efficacy scores was observed. It shows that both male and female adolescents have equal good ability to perform well by using their different skills. In case of urban and rural, government and private school adolescents no significant difference was there with respect to self-efficacy. It shows that both urban and rural,

government and private school adolescents have good facilities to enhance their learning which helps them to take good decisions.

RECOMMENDATIONS

Following are some recommendations:

Mastery experiences and vicarious experiences are effective for boys and girls, so these experiences are recommended to increase self-efficacy of boys and girls. Social persuasion is effective only for boys. Mastery experiences and vicarious experiences are effective for high and low achievers, so should be used to increase self-efficacy of both.

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