

## Self-efficacy of senior secondary school students with respect to demographic variables

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### Abstract

Self-efficacy is the extent or strength of one's belief in one's own ability to complete tasks and to reach the goals. Self-efficacy means how better a person will act in challenging situation and make purposeful decisions. This study aims to analyze the self-efficacy of secondary school students. For this purpose, 500 subjects (male and female) were selected randomly from senior secondary schools situated in four districts of Haryana. Self-efficacy questionnaire (SEQ) developed by Muris (2001) was used to measure the self-efficacy of the school students. Finding of the study indicates significant difference in government and private school students, urban and rural school students, science and arts stream students, male and female students. Age-wise no significant difference was found in self-efficacy of different age groups. It is suggested that necessary help should be provided to adolescence so that they can utilize their capabilities in proper manner.

**Keywords:** self-efficacy, adolescent period

### Introduction

Adolescent period is full of anxiety, frustration, worries, complexes and conflicts. It is needed to help the student to understand their problems and does our best to help them in difficulties. Young adulthood is a period when people have to learn to cope with many new demands arising from lasting partnerships, marital relationships, parenthood, and occupational careers. As in earlier mastery tasks, a firm sense of self-efficacy is an important contributor to the attainment of further competencies and success. Those who enter adulthood poorly equipped with skills and plagued by self-doubts find many aspects of their adult life stressful and depressing. At this stage student has to make beneficial decisions by using their abilities. Students' capabilities like physical, mental, emotional and intellectual are very high, and it depends on a student that how will he/she use these abilities to understand herself/himself. One of the affective characteristics of students that mediate their cognitive and psychomotor learning processes is self-efficacy belief. Self-efficacy means how better a person will act in challenging situation and make purposeful decisions. A person's self-efficacy is a strong determinant of their effort, determination; strategizing as well as their performance (Heslin & Klehe, 2006) [9]. Self-efficacy is the extent or strength of one's belief in one's own ability to complete tasks and to reach the goals. Self-efficacy can be seen as the ability to persist and a person's ability to succeed with a task. As an example, self-efficacy directly relates to how long someone will stick to a workout regime. High and low self-efficacy determines whether or not someone will choose to take on a challenging task or "write it off" as impossible. If a person believes that he cannot reach the expected results, or cannot prevent unacceptable behaviors, he will have low motivation. The people who have high self-efficacy, they have high expectations to get a successful result.

Psychologist Albert Bandura has defined self-efficacy as one's

belief in one's ability to succeed in specific situations or accomplish a task. One's sense of self-efficacy can play a major role in how one approaches, goals, tasks, and challenges. The theory of self-efficacy lies at the center of Bandura's social cognitive theory, which emphasizes the role of observational learning and social experience in the development of personality. The main concept in social cognitive theory is that an individual's actions and reactions, including social behaviors and cognitive processes, in almost every situation are influenced by the actions that individual has observed in others. According to Bandura's theory, people with high self-efficacy—that is, those who believe they can perform well—are more likely to view difficult tasks as something to be mastered rather than something to be avoided. Bandura (1996) [7] found the impact of effecting beliefs on various mediating psychosocial factors and academic achievement by exploring the interrelationship between the self-efficacy of student, their parents and teachers and the effect this had on the academic achievement of the students. Bandura (1997) [6] argued that self-efficacy was a constructive power which effectively organized the cognitive, social, emotional and behavioral skills of humans to achieve different subjects. In his opinion, having the knowledge, skills and forgone people's achievements were not appropriate predictors of their future performance, but the people's beliefs about their abilities influence the quality of their performance. There was a clear difference between having different skills and the ability to combine them with the appropriate method for doing duties in different conditions. "People completely know, what duties must they do and for which they have the necessary skills, but often they are not successful in using the skills appropriately. Shea and Hovell (2000) [13] examined the pattern of relationship between self-efficacy and performance. Results indicated strong support for a significant relationship between self-efficacy and performance from trail to trail continued self-corrections. It is also suggested that the efficacy-performance

relationship does not necessarily proceed in a monotonic deviation-amplifying spiral. Task feedback and task experience affected the occurrence of self-corrections in the pattern of changes in self-efficacy and performance over time. Vancouver *et. al.* (2001) <sup>[14]</sup> inquired the common interpolation of the positive correlation between self-efficacy, personal task and performance. Using self-efficacy theory (Bandura, 1977) <sup>[5]</sup>, it was predicted that cross-sectional correlation result was a function of past performance’s influence on self-efficacy. Pajares *et. al.* (2002) <sup>[12]</sup> 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 for people's achievements. Self-efficacy also is effective on learning and development. Students who have high Self-efficacy are more successful than those who have low Self-efficacy. Bell and Smith (2005) <sup>[8]</sup> studied on measuring student Self-efficacy to Enhance School to Work Processes: The development of a large-scale online survey instrument. It aimed to encourage individual students to think more constructively about their career planning as well as providing regions and schools with a self-efficacy tool that can, along with other tools, inform future strategic planning, and local initiatives. The results of the survey indicated a psychometrically reliable scale capable of providing accurate information about students’ vocational thinking. Houghton (2008) <sup>[10]</sup> investigated the structural relations among self-efficacy, academic aspirations and delinquencing, on the academic achievement of 935 students aged 11-18 years from ten schools in two Australian Cities. Finding of the study indicated that academic and social self-efficacy had a positive and negative relationship respectively, with academic aspiration and academic achievement; however the relationship between academic performance and academic achievement was not significant. Arslan (2013) <sup>[1]</sup> conducted a research on relationship between Sources of Self-efficacy beliefs of Secondary School Students and Some Variables. The purpose of this study was to investigate the relationship between students’ opinions about the sources of self-efficacy belief and their gender, academic achievement, the grade level, Socioeconomic Status (SES), and learning style. The results of the study indicated that there were significant relationships between students’ opinions about sources of self-efficacy related learning and performance and their gender, academic achievement, SES, the grade level, and learning style.

**Research Objective**

The objective of the present study is to analyze the difference in self- efficacy of senior secondary school students with respect to different demographic variables, i.e. school, location, stream, gender, age.

**Research Hypotheses**

**H01:** There exists no significant difference in self- efficacy of senior secondary school students with respect to different demographic variables, i.e. school, location, stream, gender, age.

**Research Methodology**

Descriptive Survey Method was adopted for the present study. For the collection of the data the researcher surveyed the different schools located in the Haryana state from urban/rural

as well as private/government secondary school students and administered different tools. In the present study the researcher used simple random sampling technique to select a sample of 500 students from a large finite population as per the state-wise geographical balance. Responses of the students were collected on a 5-point Liket scale that is 5-strongly agree, 4- agree, 3- neutral, 2-strongly disagree and 1-disagree.

**Data Analysis**

**H0:** There exists no significant difference in self- efficacy of senior secondary school students with respect to different demographic variables, i.e. school, location, stream, gender, age.

**Table 1:** Self- efficacies of senior secondary school students with respect to school

School	Sample Size	Mean	S.D.	t-value	Sign.
Government	250	96.92	70.64	3.88	Significant at 0.05 level
Private	250	99.92	78.65		

df=498

Table 1: revealed that the mean score of government school students was 96.92 which was found to be less than the mean score of private school students i.e. 99.92. It indicates that in the private sector, students have good capability to take their own decision in well manner in comparison to the government sector. Calculated t- value is 3.88 which is greater than the table value that is significant at 0.05 level of significance. Therefore, the null hypothesis “There exists no significant difference in self- efficacy of senior secondary school students with respect to school” is rejected.

**Table 2:** Self- efficacies of senior secondary school students with respect to location

Location	Sample Size	Mean	S.D.	t-value	Sign.
Urban	262	96.49	87.23	3.97	Significant at 0.05 level
Rural	238	93.19	84.15		

df=498

Table 2: revealed that the mean score of urban school students was 96.49 which was found to be more than the mean score of rural school students i.e. 93.19. It indicates that in urban area students are having good facilities to enhance their learning, which helps them to take good decisions in comparison to rural area. Calculated t-value is 3.97 which is more than table value that is significant at 0.05 level of significance. Therefore, the null hypothesis “There exists no significant difference in self- efficacy of senior secondary school students with respect to location” is rejected.

**Table 3:** Self- efficacies of senior secondary school students with respect to stream

Stream	Sample Size	Mean	S.D.	t-value	Sign.
Science	246	97.73	84.73	5.37	Significant at 0.05 level
Arts	254	93..25	88.85		

df=498

Table 3: the result revealed that the mean score of science stream students were 97.73 which was found to be more than the mean score of arts steam students i.e. 93.25. It indicates that science stream students are more capable to use their c

abilities in comparison to arts stream students. Calculated t-value is 5.37 which is more than table value that is significant at 0.05 level of significance. Therefore, the null hypothesis “There exists no significant difference in self-efficacy of senior secondary school students with respect to stream” is rejected.

**Table 4:** Self- efficacies of senior secondary school students with respect to gender

Gender	Sample Size	Mean	S.D.	t-value	Sign.
Male	251	96.14	74.49	2.43	Significant at 0.05 level
Female	249	98.34	129.41		

df=498

Table 4: revealed that the mean score of male students was 96.14 which was found to be less than the mean score of female students, i.e. 98.34. It indicates that girls have good

ability to perform well by using their different skills than in comparison to boys. Calculated t-value is 2.43 which is greater than the table value that is significant at 0.05 level of significance. Therefore, the null hypothesis “There exists no significant difference in self-efficacy of senior secondary school students with respect to gender” is rejected.

**Table 5:** Profile of Senior Secondary school students with respect to self- efficacy

Age Groups	Mean	Variance
14	97.28	77.47
15	96.52	91.37
16	96.50	80.96
17	98.94	90.66
18	95.66	156.33

**Table 5.1:** ANOVA results of self- efficacy among senior secondary school students belonging

Source	Df	Mean Value	F-value	Sign.
Between groups	4	72.85	0.85	Not Significant at 0.05 level
Within groups	495	85.36		

Table 5: explained the Profile of Senior Secondary school students with respect to self- efficacy. The above table shows that 17 year age group school students agree with the statements having Mean value 98.94 and Variance 90.66, followed by 14 year age group school students agree with the statements having Mean value 97.28 and Variance 77.47. Fifteen year age group school students agree with the statements having Mean value 96.52 and Variance 91.37, same followed by Sixteen year age group school students are agree with the statements Mean value 96.50 and Variance 80.96 and rest of Eighteen year age group students are agree with the statements Mean value 95.66 and Variance 156.33 with respect to self- efficacy.

Table 5.1: expresses the ANOVA result of self- efficacy among senior secondary school students belonging to age. F-value is .85, which is less than the table value (2.37) at 0.05 level of significance. Hence, there is no significance difference in self-efficacy among senior secondary students of various age groups and hypothesis is accepted.

**Conclusion**

In nutshell, it was found that scores on self-efficacy of senior secondary school students of private schools located in urban area, students having science stream and boys’ students’ were higher in comparison to government schools located in rural area, students having arts stream and girls’ students. Age- wise no significant different was found in self-efficacy of different age groups. It is because in this adolescent period, students have many worries and conflicts about their life and sometimes students are not serious about their studies. Thus, it is suggested that necessary help should be provided to adolescence so that they can utilize their capabilities in proper manner. Student’s self-efficacy should be cultivated routinely through activities to become competent decision- makers in the future.

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