
SELF-EFFICACY OF THE SECONDARY STUDENTS IN REGARD TO THEIR TYPE OF SCHOOL AND GENDER

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ABSTRACT:

Self-efficacy refers to an individual's beliefs about their capability to effectively manage the situations that affect their lives. Efficacy beliefs assist individuals in evaluating their ability to apply effort, persevere through obstacles and hurdles, and exhibit resilience when confronted with unfavourable circumstances. The present study investigates the self-efficacy among the secondary students. The objectives of this study is to investigate the level of self-efficacy among secondary students and to compare the self-efficacy in terms of their type of school i.e. government and private and gender i.e. male and female. Descriptive survey method was used in the study. The sample of the study comprised of 196 secondary students and random sampling technique was used. For collection of data Self-Efficacy Scale developed by Arun Kumar Singh and Shruti Narain (2013) was used. Both descriptive analysis and graphical representation will be used to analyse the data.

Keywords: *Self-efficacy, school, secondary students.*

Introduction

Education is a dynamic process that shapes the knowledge, behavior, and character of young students. It is seen as an essential tool for building "human capital," which boosts productivity on both an individual and societal level. Education takes into account productivity and quality of life in addition to the current and future generations. Everybody has special skills that are shaped by their upbringing and education. Students' traits, including self-motivation, self-efficacy, and self-esteem, therefore vary, and this is a crucial point to take into account.

Self-efficacy is the belief that people have in their own capacity to plan and carry out tasks in a particular domain in order to successfully achieve particular goals. Albert Bandura first used the phrase

"self-efficacy" over 40 years ago (1977). The concept of self-efficacy, seen as one of the most valuable and applicable ideas in modern psychology, has been the primary subject of research in this field and has shown consistent growth over time. According to Bandura (1977, 1982, 1986), self-efficacy is the ability to successfully execute a plan of action required to achieve desired goals. Students' academic performance is greatly influenced by their level of academic self-efficacy in the extremely competitive academic environment of today (Meng & Zhang, 2023). Academic performance and academic self-efficacy have been found to be strongly positively correlated (Satici & Can, 2016). Various studies have demonstrated that self-efficacy influences students' task choices, effort, dedication, and performance, and so plays a significant impact in their academic progress (Schunk, 2003). Numerous research on self-efficacy have also discovered that students' views in their own abilities are favorable toward behaviors related to entering the workforce, such as choosing a university degree and achieving academic success (Markman, Balkin, & Baron, 2002). This implies that students are more likely to perform well academically than students with lower levels of academic self-efficacy if they have high self-efficacy. These pupils are more likely to put in the necessary effort to attain desired results because they have confidence in their ability to perform academic work successfully. Students that have high academic self-efficacy are also more driven and tenacious in their studies. They believe they can overcome obstacles, thus they are willing to tackle challenges and setbacks with resilience.

Significance of the Study

The belief that people have in their own capacities to organize and carry out tasks within a certain domain in order to successfully lead to specific goals is known as self-efficacy. In recent decades, the field of education has seen a significant transformation. It is important to know if these modifications have any notable effects on the students' personalities, self-esteem, self-belief, self-efficacy, etc. Individuals who have a high sense of their own abilities are probably more driven and more responsible. In addition, they rebound from setbacks more readily than people with low self-efficacy. The researcher has discovered, through a review of comparable studies, that student self-efficacy in regard to the school environment is not universally high. Consequently, it is crucial to assess the pupils' self-efficacy. Therefore, the researcher conducted a study on the Self-Efficacy of secondary students in order to have a deeper understanding.

Statement of the Problem

The problem stated for present study is “*Self-Efficacy of the Secondary Students in Regard to their Type of School and Gender*”

Objectives of the Study

The objectives for the study are as follows:

1. To study the level of Self-Efficacy of secondary students.
2. To compare the Self-Efficacy among the secondary students in regard to their type of school i.e. government and private.
3. To compare the Self-Efficacy among the secondary students in regard to their gender i.e. male and female.

Hypotheses of the Study

1. There is no significant difference in the Self-Efficacy of the secondary students in regard to their type of school i.e. government and private.
2. There is no significant difference in the Self-Efficacy of the secondary students in regard to their gender i.e. male and female.

Research Method

In the present study researcher adopted Descriptive Survey method.

Population and Sample

The population of the study comprised of all the secondary students of Sivasagar District. The sample of the study comprised of 196 students and random sampling technique was used.

Tool used in the Study

In the present study, for collection of data researcher used Self-Efficacy Scale developed by Arun Kumar Singh and Shruti Narain (2013).

Statistical Techniques Used in the Study

In the present study, researcher used descriptive statistics (mean median, mode, standard deviation, skewness, and kurtosis) and inferential statistics (t-test) for analysis of the data. The data analysis was carried out by Microsoft Excel and IBM SPSS.

Analysis of the Data

Statistical constants of Self-Efficacy

The following table contains important statistical constants of the distribution of Self-Efficacy

Table 1.1

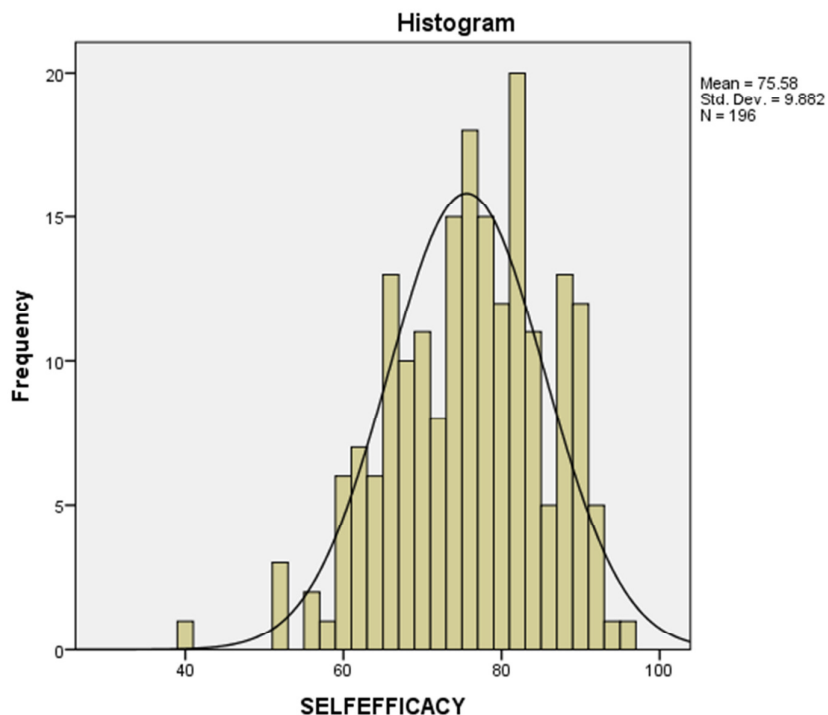
Statistical Constants of the Distribution of Self-Efficacy

Variable	N	Mean	Median	Mode	SD	Skewness	Kurtosis
Self-Efficacy	196	75.58	76	82	9.88	-.44	-.03

Above table indicates the three measures of central tendency viz, mean, median and mode of the Self-Efficacy of the secondary school students. The standard deviation is 9.88. The skewness and kurtosis are -.44 and -.03, respectively. The table depicted that the data are normally distributed. The distribution is represented graphically below

Figure 1.1

Normal Probability Curve showing distribution of Self-Efficacy



Objective No.1- To study the level of Self-Efficacy of secondary students.

Table-1.2

Self-Efficacy Level of the Secondary Students

Sl. No.	Level	Range	N
1	High	Above 85.46	35
2	Average	85.46 – 65.7	130
3	Low	Below 65.7	31
Total			196

The table above displays the level of self-efficacy amongst secondary students. Findings indicates that out of 196 students, 130 student's exhibits an average level of Self-Efficacy while 35 students shows high level of Self-Efficacy and 31 students shows low levels of Self-Efficacy. From findings it concludes that that most of the secondary student's exhibits average Self-Efficacy.

Objective No.2- To compare the Self-Efficacy of the secondary students in regard to their type of school i.e. government and private.

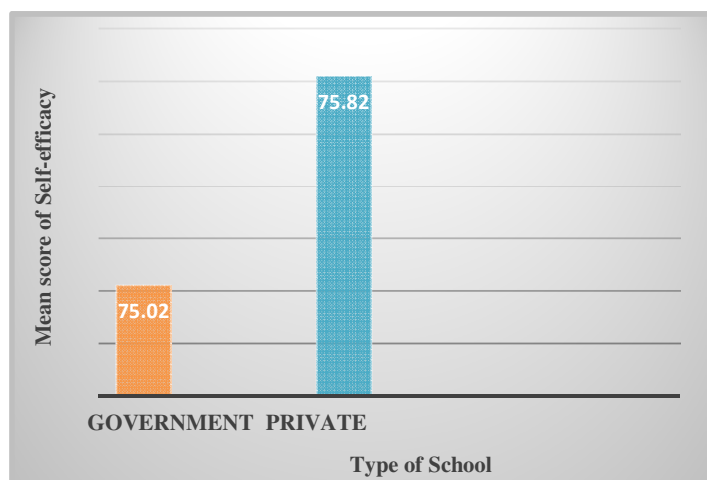
H₀₁- There is no significant difference in the level of Self-Efficacy of the secondary students in regard to their type of school i.e. government and private.

Table 1.3*Self-Efficacy of the secondary students in regard to their type of school*

Type of School	N	Mean	SD	df	t-value	Sig (2-tailed)	Remarks
Government	59	75.02	9.41	194	.519	.6	<i>Not Significant</i>
Private	137	75.82	10.1				

.*Significance at 0.05% level

Table shows that the calculated 't' value is 0.519 that is found to be less than the critical 't' value at 0.05 level that is 1.98 which is not significant. Hence, the formulated null hypothesis "There is no significant mean difference in Self-Efficacy among the secondary students in regard to their type of school i.e. government and private." is accepted.

Figure. 1.2*Mean and SD of Self-efficacy of the secondary students in regard to their type of school*

Objective No.3- To compare the Self-Efficacy among the secondary students in regard to their gender i.e. male and female.

H₀2- There is no significant difference in the level of Self-Efficacy of the secondary students in regard to their gender i.e. male and female.

Table 1.4*Self-Efficacy of the secondary students in regard to their gender*

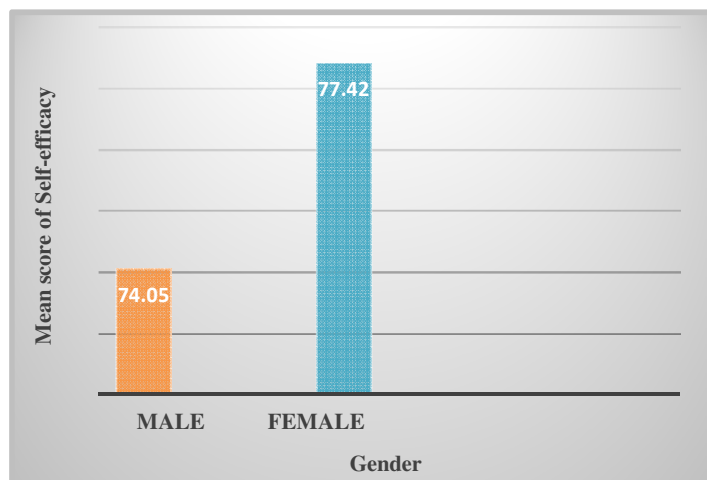
Gender	N	Mean	SD	df	t-value	Sig (2-tailed)	Remarks
Male	107	74.05	10.55	194	2.4	.01	<i>Significant</i>
Female	89	77.42	8.72				

.*Significance at 0.05% level

Table shows that the calculated 't' value is 2.4 that is found to be greater than the critical 't' value at 0.05 level that is 1.98 which is significant. Hence, the formulated null hypothesis "There is no significant mean difference in Self-Efficacy among the secondary students in regard to their gender i.e. male and female" is rejected.

Figure. 1.3

Mean and SD of Self-efficacy of the secondary students in regard to their gender



Findings of the Study

The findings of the present study are listed below-

1. Findings reveals that that majority of the secondary students exhibits average level of Self-Efficacy.
2. The survey indicates that there is no notable disparity between government and private secondary students in terms of their Self-Efficacy.
3. The study demonstrates a notable disparity between male and female secondary students in terms of their Self-Efficacy. Additionally, it is revealed that female students demonstrate higher levels of self-efficacy compared to male students.

Conclusion

Self-efficacy refers to people's beliefs about their capacity to deal with life's events in an effective manner. Efficacious attitudes support people in evaluating their ability to work hard, overcome obstacles, and show resilience in the face of adversity. Present study reveals that most of the students exhibits high level of self-efficacy. Further the study reveals that significant difference exist in the self-efficacy of secondary students in regard to gender. It also reveals that female students exhibits high level of self-efficacy.

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