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IMPACT OF SOCIO-ECONOMIC STATUS ON SELF-EFFICACY AMONG COLLEGE STUDENTS



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ABSTRACT:-

The present study was aimed to study the differences in self-efficacy across the socioeconomic status groups of college students. Total 600 participants were taken from the various colleges from Mysore district. The data was obtained by using Self-Efficacy scale. Results indicates that there is no significant impact of socioeconomic status on student's self-efficacy and also the results revealed that there is no significant difference between boys and girls in self-efficacy among college students of different socio-economic status groups.

KEY NOTES: Self-efficacy, socio-economic status, gender, college students

INTRODUCTION

Education system of a country does not function in isolation from the society of which it is a part. Though India was widely acclaimed as a land of knowledge and wisdom during ancient times, yet access to education was limited to selected strata of the society. The societal distribution of responsibility and accountability may have been justified in those days but in today's context deeply entrenched social inequalities between various social groups and castes, the century's old social prejudices and inequalities, based on caste at birth, continue to propose challenges for national

development. Education contributes to the individual's well being as well as the overall development of the country. Education is not only an instrument of enhancing efficiency but is also an effective tool for widening and augmenting overall quality of individual and societal life.

Self-efficacy plays a major role in development of student's academic achievement. According to Niemczyk and Savenye (2001) self-efficacy plays an important role because it energizes individual students to set high goals, influences the amount of efforts to be invested helps students to confidently identify effective strategies to be used, and time to be spent. In another words, goal setting, self-efficacy, and strategic knowledge help students discover their monitoring system, and evaluate their learning activity. Research on this variable has generally shown that self-efficacy affects student achievement and attitudes (Lim, 2001; Riddle, 1994).

Albert Bandura first introduced the concept of self-efficacy in 1977. According to him, self-efficacy is "the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations". In other words, self-efficacy is a person's belief in his or her ability to succeed in a particular situation. Bandura (1994) described these beliefs as determinants of how people think, behave, and feel. According to Schunk (2000) Self-efficacy is a student's beliefs about his/ her capabilities to succeed or perform at an appropriate level.

Self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave

such beliefs produce these diverse effects through such major processes which include cognitive, motivational and affective and selection processes.

A strong sense of efficacy enhances human accomplishment and personal well-being in many ways. People with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided. Such an efficacious outlook fosters intrinsic interest and deep engrossment in activities. They set themselves challenging goals and maintain strong commitment to them. They attribute failure to insufficient effort or deficient knowledge and skills, which are acquirable. Efficacious outlook produces personal accomplishments, reduced stress and lowers vulnerability to depression. Self-efficacy theory demonstrates a close relationship between students' self ability beliefs to execute learning tasks and self-regulated learning strategies. Consequently, numerous research findings indicate the primary influence of a students' sense of efficacy beliefs on their self regulated learning. Those who own confidence in their ability to exercise tasks have an ability to control their learning regulation.

The attribute 'socio-economic status' as used in the context of the present study refers to the overall socio-economic status (SES) of the pupil's home. It is computed on the basis of three areas which are generally considered as significant indicators of SES of the parents, viz., educational status, occupational status and economic status. The families, schools and neighborhoods of college students have socio-economic characteristics, schools in lower SES areas are more likely to have a higher rate of students with lower achievement test scores. These schools often have fewer resources than schools in higher SES neighborhood. They are also more likely to have young teachers with less experience than those in schools in higher SES neighborhood. Schools in lower SES areas are more likely to encourage rote-learning, whereas schools in higher SES areas are more likely to work with adolescents to improve their thinking skills (spring, 2002). There are also indications of socio-economic differences in the way that parents think about education. Middle and upper income parents more often think of education as something that should be mutually encouraged by parents and teachers. By contrast, low income parents are more likely to view education as teacher's job. Thus, increased school family linkages can benefit adolescents' academic achievement from low income families (Hoff. Haurson & Tardif, 2003, Magnuson & Duncan, 2002).

As pointed out by Beck (2000) the growth of self-efficacy lead to mastering personal performance and then in turn build self-confidence. Because it would improve the thinking skills and enhance their self-confidence leads an individual to achieve significant goal in his life. Arlumani (2006) reported in his survey (WORCC-IRS) that there is a significant difference between SES and career choice self-efficacy. The lower SES group shows high self-efficacy for vocational courses. The upper middle SES group shows significantly lower self-efficacy for vocational courses in comparison to their self-efficacy scores for science courses. Kumar and Lal (2006) examined the role of self-efficacy and gender differences among the adolescents as revealed by intelligence test. Results revealed significant effect of self-efficacy and gender differences in intelligence where female scored higher than their male counterparts. No interaction was found in self-efficacy and gender. Adeyemo (2007) examined the moderating influence of emotional intelligence on the link between academic self-efficacy and achievement among university students. Result demonstrated that emotional intelligence and academic self-efficacy significantly correlated with academic achievement.

Titman (2007) conducted a longitudinal study on Estonians because of recent transitions in Estonia that forced individuals to take new initiatives in their lives. They found that self-efficacy beliefs had effects on the economic success of adults, and the reverse was true. Those who had grown up in Estonia and experienced economic hardships had significantly lower levels of self-efficacy than those who had not experienced economic hardships in the past. Study concluded that economic status has an impact on self-efficacy.

Self-efficacy plays an important role, as it is related to important constructs such as self-esteem and motivation. The fact that self-efficacy is rooted in cultural differences is also vital to understand because self-efficacy is a malleable construct, and might be enhanced by certain cultural aspects, such as parenting behaviors. In conclusion, self-efficacy is an important issue, and more research is necessary to understand the cultural implications and influences (Jessica, 2008). Ormrod (2008) has stated that some of the benefits of self-efficacy. According to him, (a) building self-efficacy in multiple areas increases one's confidence in mastering new domains. (b). High self-efficacy increases one's willingness to experiment with new ideas. (c). Self-efficacy encourages one to

set higher expectations for future performances. (d). High self-efficacy increases one's persistence and focus on a given task beyond previous levels. Adolescent from a lower SES background is more likely to have poorer quality schooling, fewer career role models, and less financial support for postsecondary options than higher SES adolescents and these influences may result in lower self-efficacy beliefs and outcome expectations for certain careers. While this body of evidence related to young adults is impressive, there have been few studies conducted using adolescents (Brown, et al., 1999). Studies on SES and self-efficacy have been carried out in both western and Indian context. Results from review of available literature shows that SES plays a major role in the development of self-efficacy among youths. The same has been accounted in several studies like (Beck, 2000; Arlumani, 2006; Kumar and Lal, 2006; Adeyemo, 2007; Titman, 2007; Jessica, 2008; Ormrod, 2008). The main objective of this study was to explore impact of SES on self-efficacy and interaction effect between gender and SES on self-efficacy among college students. Study will yield useful information, which in turn helps professionals who are working for the betterment of students to improve their level of self-efficacy.

METHOD

Aim:

Objectives

1. To find out the relation between the different SES of family on self-efficacy among college students.
2. To find out the Gender differences in self-efficacy and SES among college students.

Hypotheses

1. There is a significant difference between different SES groups in self-efficacy among college students.
2. There is a significant difference between male and female students with regard to self-efficacy and SES among college students.

Participants

Total 600 students from different graduation degree colleges in Mysore district and equal proportion of male and female samples from different SES were taken using simple random sampling method.

Measures

1. **Personal information schedule:** Investigator framed this tool and it includes individual's personal socio-demographical information data.
2. **Socio-economic status scale (SES, Kuppaswamy; 1976)** revised by Kumar et al., (2007) used to measure SES of the family. It contains three domains education, occupation and family income group (per month).
3. **Self-efficacy scale (Schwarzer & Jerusalem; 1995, 2000)**, this scale consists of 10 items, with four possible responses using 4 point Likert scale. It has internal consistencies between alpha 0.75 and 0.91. The test-retest reliability coefficient is 0.55. The validity coefficients of the test when co-related with optimism are 0.49 and 0.45.

Procedure

Rapport developed with the participants before administering the questionnaire to encourage them to answer honestly. Personal information schedule will be given to participants along with the SES scale following this Self-efficacy scale was administered with the following instruction, "here are a few statements which may/may not apply to you. Along with the statements, there are four options they are, not at all true, hardly true, moderately true and exactly true. Read the statements carefully and rate the extent of your agreement by circling a number from 1 to 4". The data was scored and statistically analysed.

RESULTS AND DISCUSSION

Table No.1 shows gender difference between SES groups belongs to self-efficacy

Dependent Variable: SE				
SES	GENDER	MEAN	S.D	N
UPPER	Boys	27.61	4.63	139
	Girls	28.81	4.84	118
	Total	28.16	4.76	257
MIDDLE	Boys	28.09	3.84	85
	Girls	29.27	4.36	88
	Total	28.69	4.14	173
LOWER	Boys	29.57	4.83	76
	Girls	29.00	4.54	94
	Total	29.25	4.67	170
TOTAL	Boys	28.24	4.53	300
	Girls	29.00	4.60	300
	Total	28.62	4.58	600

Table No: 1 show the mean & SD on self-efficacy scores of sample belong to three SES groups (Upper, middle and lower). The obtained mean for Upper SES group (M= 28.16, S.D=4.76) and the obtained mean of middle SES group is (M=28.69, SD=4.14) and lower SES group is (M=29.25, SD =4.67) respectively. This result clearly indicates that there is no difference in self-efficacy of students of upper, middle and lower SESes.

In this above mentioned values says there is no significant difference between different socio-economic groups. Therefore hypothesis is not accepted

Table No: 2 shows interaction effect between self-efficacy and SES with gender.

SE	Test between Subject Effects				
Source	type III sum of squares	DF	mean square	F	sig
SES	117.782	2	58.891	2.849	.059
GENDER	51.861	1	51.861	2.509	.114
SES * GENDER	94.7222	2	47.361	2.291	.102
TOTAL	504262.000	600			

The Table No. 2 : shows that its source of mean square between groups is 47.361 and the obtained f ratio is 2.291 which is obtained mean difference was very less (0.102) and it is not significant at any confidence level (95%). Hence there is no significant interaction effect between gender and SES with self-efficacy.

Results revealed that there is no relation between self-efficacy and socio-economic background of family, and there is no interaction effect between gender and SES and also there is no significant gender difference in their SES and self-efficacy among college students.

Recent studies supported our results fewer researches on the relationship between SES and self-efficacy, but, according to the study on the relationship between the three dimensions of SES and self-efficacy, the research conclusion shows no difference: SES is positively correlated with self-efficacy. For example, family SES (Y. Li, 2007; X. Li, 2003), parents’ degree of education (Chen, 2011; Yang, 2010) and parents’ occupation (Li, 2003) have a

positive correlation with children's self-efficacy (Liu, 2009). And a few similar studies also shows contradictory results such as Tong and Song (2004), Kumar and Lal (2006), Singh et al., Brown, et al, (1999) revealing that, the students came from a lower SES showed lower on levels of self-efficacy than others who came from a higher SES. There was no important difference in the score between males and females. And also examined the role of self-efficacy and gender differences among the adolescents as revealed by intelligence test revealed that significant gender differences were also found, where female scored higher than their male counterparts. No interaction was found in self-efficacy and gender and also effects of type of family and gender on self-efficacy and well-being of adolescents. Family was the source of support of any individual and one of the motivating factors for human being to grow and achieve One hundred adolescents (50 boys and 50 girls) from joint and nuclear families were administrated the measures of self-efficacy and well-being. Results revealed a significant effect of type of family and gender on self-efficacy.

Overall economic background of family doesn't affect on students self-efficacy. And it establishes specific, short-term goals that will challenge the students, and still viewed as attainable. And it helps students lay out a specific learning strategy and have them verbalize their plan. These students proceed through the task, ask students to note their progress and verbalize the next steps. Compare student performance to the goals set for that student, rather than comparing one student against another or comparing one student to the rest of the class.

CONCLUSIONS

There was no difference between different SES of upper, middle and lower groups in self-efficacy among college students. There was no difference between male and female students with regard to self-efficacy and SES among college students suggestive of SES and gender does not have an impact on self efficacy of the college students belongs to different socio economic status and genders.

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