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### GENDER DIFFERENCES IN SELF EFFICACY OF HIGH SCHOOL STUDENTS



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#### Short Profile

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#### ABSTRACT:

The present investigation is an attempt to study the gender differences if any in the self efficacy of high school students. Normative survey method was used in the present investigation. Data was collected from a sample of 1000 high school students selected from Kanyakumari district in Tamilnadu state using random sampling technique. Self Efficacy Scale (2013) constructed and standardized by the investigators was used to collect data. Gender differences were noted in the self efficacy and its

dimensions of high school students. Female students possess better self efficacy compared to male high school students

#### KEYWORDS

*Gender, Self efficacy, High school students.*

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## INTRODUCTION

Self efficacy is defined as “people judgment of their capabilities to organize and execute courses of action required to attain designated types of performance” (Bandura, 1997). Bandura first proposed theoretical framework of self efficacy expectation in 1977. Bandura (1997) maintained that people’s actions and behaviors are guided by their beliefs about how successful they can be in performing a task, termed as self-efficacy. Not only do people need to have the skills and knowledge to execute a task successfully, they also have to have a certain level of expectation for success before they take on the assignment. The judgments a person may make about his or her abilities can lead a person to decide which activities to try or not to try, how much effort to give, or how persistent he or she will be when challenged. Highly self efficacious students set higher goals, try harder to reach their goals, improve upon existing self efficacy as they make progress, use critical thinking skills and strategies and do not give up as easily (Pajares, 2003). Researchers have found that individuals who believe that they can successfully complete a task (or those who have high self-efficacy) tend to perform better as compared to those who lack such a belief (Jackson, 2002). Motivation researchers, particularly those taking the social cognitive perspective suggest that students’ goals and beliefs are also shaped by their perceptions of the learning environment. Therefore, it is essential to examine how students’ goals and beliefs are formed and maintained in different learning environments. This study is an attempt to examine the level of self efficacy of high school students and the gender difference in self efficacy.

## OBJECTIVES OF THE STUDY

1. To study the level of self efficacy and its dimensions (Initiative, Effort, Persistence) of high school students.
2. To study the gender wise differences if any, in the self efficacy and its dimensions of high school students.

## HYPOTHESIS OF THE STUDY

1. There exists significant gender wise differences in the mean scores of self efficacy and its dimensions of high school students.

## METHODOLOGY

The investigator adopted normative survey method for the study. Data was collected from a sample of 1000 high school students selected from Kanyakumari district in Tamilnadu state using random sampling technique. Self Efficacy Scale (2013) constructed and standardized by the investigators was used to collect data. Self Efficacy scale includes 36 statements in the three dimensions of self efficacy namely, Initiative, Effort and Persistence. Reliability of the tool was established using Test- Retest Method and was found to be 0.82. Content validity of the tool was established by experts opinion and concurrent validity (0.79) by correlating with standardized tool in the same area. The organized data were analysed using Percentage, and t test.

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**RESULTS AND DISCUSSION**

**1. Different levels of self efficacy and its dimensions of high school students**

Domain	Levels	Count	Percent
Initiative	Low	210	21.0
	Moderate	672	67.2
	High	118	11.8
Effort	Low	202	20.2
	Moderate	690	69.0
	High	108	10.8
Persistence	Low	124	12.4
	Moderate	704	70.4
	High	172	17.2
Self Efficacy Total	Low	130	13.0
	Moderate	720	72.0
	High	150	15.0

From the above table it is clear that majority of high school students possess moderate level of Self efficacy (72% moderate,13% low and 15.0% high). Nearly 70 % of high school students possess moderate level in all dimensions of self efficacy (Initiative 67.2% ; Effort 69.0 % and Persistence 70.4%). This result is in agreement with the results of Brooks (1997), which indicated that majority of high school students have moderate level of self efficacy.

**2. Gender wise comparison of self efficacy of high school students**

Variables	Gender	Mean	SD	N	t value	P value
Self Efficacy	Male	40.6	5.2	500	2.66	0.014
	Female	41.4	5.1	500		

The calculated t value (t=2.46; p<0.014) is significant at 0.05 level. It indicated that gender wise differences existed in the self efficacy of high school students. Mean values showed that female students possess more self efficacy compared to male students. This result is in agreement with the findings of Mahyuddin et al.,(2006); William (2014); Madhavi and Vijayalexmi (2005) Ozgen and Bindaka (2011) which also indicates gender differences in the self efficacy of students. This result is in contradiction with the result of Ghaderi (2011) and Kurt (2014) which indicated no gender differences in the self efficacy of students. This may be due to the changes in the sample, tool used etc.

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### 3. Gender wise comparison in the dimensions of self efficacy of high school students

Dimensions of self efficacy	Gender	Mean	SD	N	t	p
Initiative	Male	13.4	2.8	500	0.85	0.390
	Female	13.6	3.0	500		
Effort	Male	13.7	2.6	500	2.62	0.008
	Female	14.2	2.6	500		
Persistence	Male	13.3	2.6	500	1.21	0.224
	Female	13.6	2.9	500		

The above results indicated that there existed significant difference between male and female high school students in their effort ( $t=2.62$ ,  $p < 0.01$ ). It showed that mean scores of effort was significantly high among girls as compared to boys. No significant difference was noted between male and female high school students in their initiative ( $t=0.85$ ,  $p > 0.05$ ) and persistence ( $t=1.21$ ,  $p > 0.05$ ). Thus it can be concluded that the overall self efficacy and its dimensions is significantly high among female as compared to male students.

### CONCLUSION

The study revealed that nearly three- fourth of high school students had moderate level of self efficacy and its dimensions. Measures like setting challenging realistic and attainable goals, presentation of good peer models, constructive feedback can be adopted by the teachers to improve the self efficacy of students. Gender exerts an important role in the self efficacy of high school students and female students possess higher self efficacy than male high school students. This may be due to the fact that female students from childhood onwards inculcated responsibility feeling from their family environment. Male students in this study were found to have lower self efficacy belief, therefore, it appears that they need to be handled differently in the school setting in order to maintain or enhance their academic self efficacy.

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