## DEVELOPMENT OF SELF-EFFICACY OF STUDENTS SCALE

V. R. Santha Kumari[1] and Dr. S. Chamundeswari[2]
[1] Assistant Professor , N.K.T. National College of Education for Women
Chennai , Tamilnadu, India.
[2](Corresponding Author) , Principal, N.K.T. National College of Education for Women,
Chennai ,Tamilnadu, India.

ABSTRACT:
  Self-efficacy is defined as the belief in one's capabilities to carry out, organize and perform a task successfully. Pajares and Valiante (1997) proposed that the convictions that understudies create about their scholarly capacities help figure out what they do with the information and aptitudes they have. As indicated by them, this clarifies why understudies' scholastic results may contrast notably despite the fact that they have comparative capacity. Bandura and Schunk (1981) saw self-adequacy as individuals' judgment of their capacities to sort out and execute game-plans required to achieve assigned kinds of exhibitions.Self-efficacy is mainly a cognitive self-concept of an individual concerning his perceived capabilities in a given task. It is worthwhile to note that self-efficacy is task-specific. It means that individuals' prior experiences with the tasks help them identify their level of self-efficacies. The purpose of this article is to discuss the impact of self-efficacy of students on their academic achievement and to develop a tool to assess the self-efficacy, one which suits the present Indian conditions.
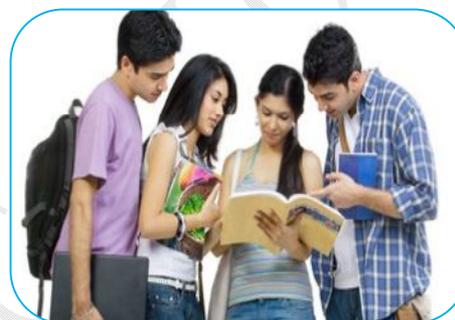
KEYWORDS: *self-efficacy, education, academic achievement.*

1.INTRODUCTION

Self-efficacy is defined as the belief in one's capabilities to carry out, organize and perform a task successfully. Pajares and Valiante (1997) proposed that the convictions that understudies create about their scholarly capacities help figure out what they do with the information and aptitudes they have. As indicated by them, this clarifies why understudies' scholastic results may contrast notably despite the fact that they have comparative capacity. Bandura and Schunk (1981) saw self-adequacy as individuals' judgment of their capacities to sort out and execute game-plans required to achieve assigned kinds of exhibitions.Self-efficacy is mainly a cognitive self-concept of an individual concerning his perceived capabilities in a given task. It is worthwhile to note that self-efficacy is task-specific. It means that individuals' prior experiences with the tasks help them identify their level of self-efficacies.

2. NEED FOR THE STUDY

Self-efficacy plays a major part in determining chances for success of students. Researchers agree on the idea that individuals who perceive themselves capable on a given task will probably engage more than when they do not feel themselves competent enough (Pajares, 1996; Jackson, 2002; Ching, 2002; Margolis and McCabe, 2003). In fact some psychologists rate self-efficacy above talent in the recipe for success. Special attention is to be paid to self-efficacy when setting goals to make sure that efficacy

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beliefs are in line with our aims and not working against them. Therefore as higher levels of self-efficacy will lead to students' persistence on tasks to overcome difficulties and perform better, a need is felt to assess the self-efficacy of students. Since the other available scales are also found to be outdated, a need is felt to redefine some relevant items for indicating the socio-economic status accurately and thus the initiation for the development of a scale to assess the socio-economic background of students.

3.   THEORETICAL FRAMEWORK

Self-viability is an individual faith in one's capacity to compose and execute strategies required to achieve assigned sorts of exhibitions.Often described as task-specific self-confidence, self-efficacy has been a key component in theories of motivation and learning in varied contexts. Self-viability convictions decide how individuals feel, think, propel themselves and carry on. Such convictions produce these different impacts through four noteworthy procedures. They incorporate intellectual, inspirational, emotional and choice procedures. A solid feeling of viability upgrades human achievement and individual prosperity from numerous points of view. Individuals with high confirmation in their abilities approach troublesome errands as difficulties to be aced as opposed to as dangers to be kept away from. Such a strong standpoint encourages natural intrigue and profound immersion in exercises. They set themselves trying objectives and keep up solid duty to them. They elevate and continue their endeavors despite disappointment. They rapidly recoup their feeling of adequacy after disappointments or misfortunes. They ascribe inability to inadequate exertion or insufficient information and abilities which are acquirable. They approach undermining circumstances with affirmation that they can exercise power over them. Such an adequate viewpoint produces individual achievements, diminishes pressure and brings helplessness down to misery.

4.   DEVELOPMENT AND STANDARDIZATION OF THE SCALE

Self-efficacy Theory of Bandura (1997) follows the principle that people are likely to engage in activities to the extent that they perceive themselves to be competent at those activities. According to Staples et al. (1998), Self-efficacy Theory suggests that there are four major sources of information used by individuals when forming self-efficacy judgments. The wellsprings of self-adequacy convictions are
(I) Performance Accomplishments: Personal appraisal data that depends on a person's close to home achievements.
(ii) Vicarious Experience: Gained by observing others perform activities successfully.
(iii) Social Persuasion: Activities where people are driven, through recommendation, into trusting that they can adapt effectively to explicit errands.
(iv) Physiological and Emotional States: The person's physiological or passionate states impact self-adequacy decisions as for explicit errands.

Based on the Self-efficacy Theory of Bandura (1997) the Self-efficacy Scale has been constructed. Bandura (1977) indicates that the concept of self-efficacy has three dimensions namely, (i) Magnitude of effort (or level), (ii) Strength and (iii) Generality.

Magnitude refers to how difficult a person finds to adopt a specific behaviour or to what extent he/she maintains that behaviour. Strength reflects how certain a person is of being able to perform a specific behaviour or task. Generality refers to the degree to which self-efficacy beliefs are positively related either within a behavioural domain, across behavioural domains or time.

Initially 46 items were developed and experts were requested to content validate the scale items. This was done with a view to establishing content validity of the scale items. On the basis of the opinion and comments of the experts, 2 items had to be reframed and 5 were deleted for overall ambiguity. The final Self-efficacy Tool comprised of 41 items with Magnitude of Effort having 8 items, Strength having 17 items and Generality with 16 items.

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Dimensions	Item Number
Magnitude of Effort	6,7,13,19,27,34,39,41
Strength	4,5,8,9,10,12,15,20,21,22,25,26,28,29,30,32,33
Generality	1,2,3,11,14,16,17,18,23,24,31,35,36,37,38,40

The scale has been constructed on a Likert Scale with five alternatives, namely, Strongly Agree, Agree, Uncertain, Disagree and Strongly Disagree. Further the tool was subjected to Confirmatory Factor Analysis for the purpose of standardization. The Confirmatory Factor Index (CFI) was found to be 0.79, and the tool was thus standardized.

A pilot study was conducted with a sample of 30 students selected randomly at the secondary level in different systems of education. The tool was administered to them and since the tool was self-explanatory and simple, the students did not face any difficulty in completing the tool. The tool was subjected to validity check using Bentler-Bonette (1980) Coefficient of Validity. The BBNn Normd Fit Index for the constructed tools was found to be 0.92. Cronbach's Alpha method is a more robust test of reliability compared to the simple test-retest method or parallel form reliability. The reliability of the instrument was established using the Cronbach's Alpha method (Cronbach, 1951). and it was found to be 0.86.

CONCLUSION

Self-efficacy is a key personal variable of Bandura's Social Cognitive Theory (SCT) Bandura's (1986), defined as an individual's belief in his or her own ability to organize and implement action to produce the desired achievements and results (Bandura, 1997). Educational researchers have paid plenty of attention to this construct (Michaelides, 2008). Prior studies have provided strong evidence that self-efficacy is a positive predictor of performance outcomes in different subjects (Schunk et al., 2008; Usher and Pajares, 2008). For instance, Usher and Pajares (2008) argued that self-efficacy predicts students' academic achievement across academic areas and levels. Despite there being considerable evidence to support the direct effects of self-efficacy beliefs on academic achievement, a need is felt to develop a tool to assess the self-efficacy of students and so a tool has been developed based on Banduras Theory. The scale was developed and standardized for the purpose of present and future researches.

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Appendix
Self-efficacy of Students Scale

Here some statements pertaining to perception of your self-efficacy are given. For every statement you have to express your views by making (✓) on any one cell of the five alternatives. There is no right and wrong answer, so please give your response on all the items. Please use the response codes.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
5	4	3	2	1

S.No.	Statement	5	4	3	2	1
1	I am able to judge the practicality of any task					
2	I am very active in the classroom proceedings					
3	I am a self starter					
4	I believe that hardships mould me better					
5	I am not disturbed by adversities					
6	I calmly work out a solution for every problem I face					
7	I set my goals and work towards them					
8	I give my best to complete any task given to me					
9	I never procrastinate					
10	I never shrug tasks but take them up with full vigour					
11	I plan every move I make					
12	I do not give up					
13	I persist longer when faced with difficulty					
14	I seek more challenging learning experiences					
15	I am intrinsically motivated					
16	I quickly discard a faulty strategy					
17	I owe my success to ability and strategic effort					
18	I have a keen eye for details					
19	I work towards perfection					
20	I grab every opportunity to learn					
21	I critically analyse data					
22	I question conventional ideas					
23	I love creative problem-solving					
24	I hold values dear to my heart					
25	I am never influenced by the views of others					
26	I take decisions independently					

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S.No.	Statement	5	4	3	2	1
27	I organize my learning schedule					
28	I am meticulous in my school work					
29	I have tremendous assurance in my capabilities					
30	I am deeply engrossed in any school work I undertake					
31	Failure teaches me how "not to be"					
32	I work out situations to my favour					
33	I am at peace with myself					
34	I am spontaneous in participating in competitions.					
35	I have a wide range of interests and I develop them constantly					
36	I maintain good personal relationships with my friends					
37	I attend classes regularly					
38	I collect additional learning material apart from the text book					
39	I do not escape from difficult tasks but rather attempt to master them					
40	I enjoy thinking out of the box					
41	When a teacher scolds me, I am not discouraged but try to correct myself					