



SELF-EFFICACY OF HIGHER SECONDARY STUDENTS WITH RESPECT TO TYPE OF SCHOOL

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ABSTRACT :

Self-efficacy is the degree or potency of one's faith in one's own capacity to finish tasks and to achieve the objectives. It implies how better an individual will act in difficult situation and make purposeful decisions. This study intends to analyze the self-efficacy of higher secondary school students. For this purpose, 1011 subjects were selected randomly from higher secondary schools situated in Chennai, Kancheepuram and Vellore districts, Tamil Nadu. Data was analyzed by F-test. Result indicated that there is significant difference in self-efficacy of higher secondary students studying in government, government aided and private schools. It is proposed that required help should be provided to students so that they can utilize their potentials in constructive way.

KEYWORDS : Self-Efficacy, Higher Secondary Students.

1.INTRODUCTION

Today's students are filled with nervousness, aggravation, stresses, and conflicts. It is expected to assist the student to comprehend their problems and find solution to it. As in earlier mastery tasks, a firm sense of self-efficacy is a vital contributor to the attainment of further competencies and success. Those who enter adolescent period poorly furnished with skills and tormented by self-doubts find many aspects of their adult life distressing and discouraging. At this phase student has to make wise decision by using their abilities. Students' capabilities like physical, mental, emotional and intellectual are very high, and it depends on the method how a student will he/she utilize these capabilities 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).

Self-efficacy can immensely impact how people feel, think, behave, and stimulate themselves.

People who have an elevated sense of self-efficacy:



- See perplexing problems as assignments to be mastered, rather than dangers to be evaded.
 - Develop more prominent inborn intrigue and focus in their activities.
 - Set challenging goals and demonstrate a stronger sense of commitment to them
 - Quickly recover their self-efficacy following setbacks and disappointments (Bandura, 1994).
- People who are with low sense of self-efficacy:

- Escape from difficult tasks and see them as personal dangers.
 - Have a frail responsibility to their goals and trust that difficult tasks and situations are beyond their capabilities
 - Dwell on personal failings and negative outcomes, rather than how to succeed.
 - Quickly lose faith in their personal abilities and easily develop depression and stress (Bandura, 1994).
- In addition, people who possess high self-efficacy have a tendency to learn and achieve more than those with low self-efficacy, "even when actual ability levels are the same" (Ormrod, 2008, p.137).

REVIEW OF RELATED LITERATURE

Hamilton, Warner and Schwarzer (2017) investigated physical activity, including some form of vigorous activity as a key component of a healthy lifestyle in young people. Self-efficacy and social support have been identified as key determinants of physical activity; however, the mechanism that reflects the interplay of these two factors is not well understood. The purpose of the study was to test social cognitive theory's notion that self-efficacy relates to intention that translates into behaviour and to investigate whether friend support and self-efficacy synergize, interfere or compensate for one another to predict vigorous physical activity in adolescents, a population at risk of rapid decreases in physical activity. Results revealed that self-efficacy emerged as the dominant predictor of intention, followed by friend support and an interaction between support and self-efficacy.

OBJECTIVE

- To study the difference in self-efficacy of higher secondary school students with respect to type of school.

HYPOTHESIS

1. There is no significant difference in self-efficacy of higher secondary students with respect to type of school.

METHOD & SAMPLE

Survey method was employed for the present study. The sample comprised of 1011 students from 11 higher secondary school students of Chennai, Kancheepuram and Vellore districts through stratified random sampling technique.

Tool

- Self-efficacy Questionnaire-Modified Owen Froman (1988) and validated by the investigator (2016) with the help of the research supervisor.

DATA ANALYSIS

Table 1: One way ANOVA showing Difference in Self-Efficacy among Higher Secondary Students with respect to Type of School

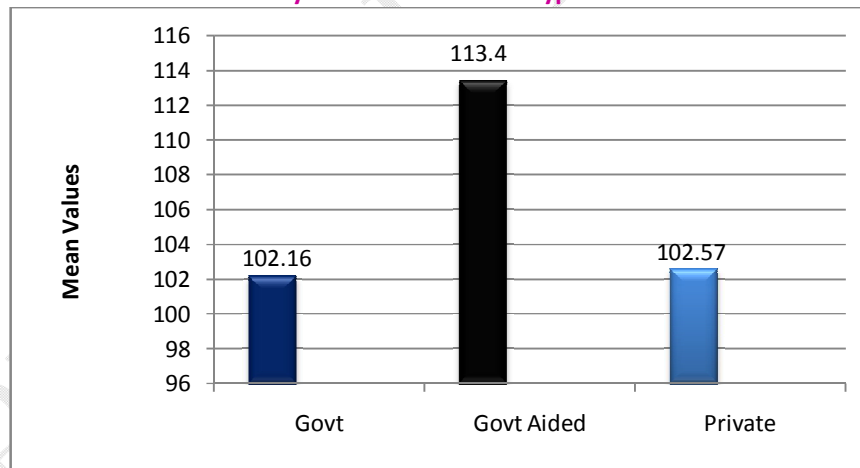
TYPE OF SCHOOL			F	P-value	Groups Differed
Government (1)	Government Aided (2)	Private (3)			
Mean (SD)	Mean (SD)	Mean (SD)			
102.16 ^b (25.166)	113.40 ^a (21.634)	102.57 ^a (17.77)	28.047	.000**	1

Note:

1. The value within bracket refers to SD.
2. **denotes significant at 1% level.
3. Different alphabets among type of management denotes significant at 1% level using Duncan Multiple Range Test (DMRT).
4. df-2, 1008.

Table-1 shows that the P-value obtained for self-efficacy among higher secondary students with respect to type of school is significant at 1% level. Thus the null hypothesis is rejected. Therefore, there is significant difference in self-efficacy among higher secondary students with respect to type of school.

Figure1: Bar Diagram showing Mean Values of Self-Efficacy among Higher Secondary Students based on Type of School



CONCLUSION AND SUGGESTIONS

The mean values depicted in the Duncan Multiple Range Test display those students studying in Government schools differ significantly from students studying in Government Aided Schools. Mean of self-efficacy among higher secondary students studying in Govt. Aided Schools (M=113.40) is higher than that of students studying in Government and Private Schools. It is because students have numerous stresses and conflicts about their life and may be at times students are not thoughtful about their studies. Hence it is suggested that essential help ought to be given to the students so that they can use their potentials in appropriate way. Student’s self-efficacy ought to be developed and enhances regularly through activities to become competent decision-makers in the future.

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