

SELF-EFFICACY OF SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR GENDER AND TYPE OF MANAGEMENT

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ABSTRACT

The present study was aimed to study the Self-Efficacy of Secondary School Students in relation to their Gender and Type of Management. The study was conducted on a sample of 576 secondary school students studying in 9th class of Guntur district, Andhra Pradesh. For data collection the investigator has used Self-Efficacy scale constructed and standardized by Dr.Arun Kumar Singh and Dr.Shruti Narain. The data collected was subjected to statistical analysis such as Mean, S.D. and “t” values. The results of the study showed that there is no significant difference in self-efficacy of secondary school students in relation to their gender and type of management.

Keywords: Gender, Secondary School Students, Self-Efficacy, Type of Management.

Introduction:

Self-efficacy is the personal belief and a measure of one's own ability in reaching the goals. It is based on the accumulated perceptions throughout our life span. It is the result of previous experiences and accomplishments. It is the perceived ability that refers to confidence of people. Bandura (1997) holds the view that Self-efficacy can be enhanced and also influenced by the positive outcomes of performance. It is believed that the individual with high levels of Self-efficacy are in high control of their lives, and people with low levels may not have such control.

Review of related literature:

Ochieng (2015) studied the relationship between Self-efficacy and academic achievement of students from a mathematical perspective. The investigator took the sample of 200 students out of which 101 were boys and 99 were girls. It was found that a weak and positive relationship between these two variables.

Ahuja (2016) investigated on the impact of self-efficacy and academic achievement among secondary school students. The size of total sample was 210 secondary schools students in Delhi. The sample was randomly selected. The sample comprised of 106 boys and 104 girls of 9th class from two Government senior secondary schools. The researcher found that there was significant difference between the academic achievement of boys and girls.

Narasimha and Reddy (2016) studied the impact of self-efficacy and emotional maturity on the achievement of teacher trainees. The sample consists of 400 teacher trainees from Kadapa district in Andhra Pradesh. The investigators found that there was no significant difference in the academic achievement of teacher trainees at low and high level of self-efficacy.

Ubhe and Bombra (2017) studied the relationship between self-efficacy and academic achievement of students in middle and high school levels. The size of the sample was 125. There were 65 students from middle school of which 44 students were boys and 21 students were girls. A positive correlation between self-efficacy and achievement motivation was observed among the sample.

Objectives of the study:

1. To find out the Self-efficacy of secondary school students in relation to their Gender.
2. To find out the Self-efficacy of secondary students in relation to their Type of Management.

Hypotheses:

1. There is no significant difference on self-efficacy of male and female secondary school students.
2. There is no significant difference on self-efficacy of government and private secondary school students.

Delimitations:

1. The study is confined to Guntur district only.
2. The study was restricted to 9th class students only.
3. The study is limited to the variables Gender and Type of Management only.

Sample:

A sample is a small proportion of a population selected for observation and analysis. This makes it possible to draw generalization by studying a small proportion of the population. For the present study the researcher had taken up a stratified random sample of 576 secondary school students were selected.

Tools used:

Self-Efficacy Scale developed by Dr.Arun Kumar Singh and Dr.Shruti Narain was used. The scale was designed for the persons of 12 years and above age. The scale consists of 20 items. It is a five point scale with responses “Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree.” Each item carries weight of 5, 4, 3, 2 and 1 respectively. And the score is reversed for negative items. The reliability of the instrument was established by using test re-test reliability method and the value was 0.82.

Statistical Techniques used:

The collected data was analyzed with the help of Mean, Standard Deviation, and ‘t’- test.

Data analysis and Discussion:

Hypotheses-1: There is no significant difference on self-efficacy of male and female secondary school students.

Table-1: Significance of difference between Mean Scores on Self-efficacy of Secondary school students according to the Gender (N=576)

Gender	N	Mean	S.D	“t” Value
Male	288	76.813	7.355	1.342 @
Female	288	77.622	7.119	

Note: @ Not Significant at 0.05 and 0.01 levels

The mean scores of male and female students were 76.813 and 77.622 and their S.D scores were 7.355 and 7.119 respectively. A little difference (0.809) was observed between the mean scores on Self-efficacy of male and female students. It shows that the self belief levels were slightly higher in girls than among boys.

The “t” value (1.342) was insignificant at both levels of significance. It shows that there was no significant gender difference on Self-efficacy. Hence, the null hypothesis “There is no significant difference on Self-efficacy of Male and Female Secondary school students” was conditionally accepted. It can be seen in graphic representation in figure-1.

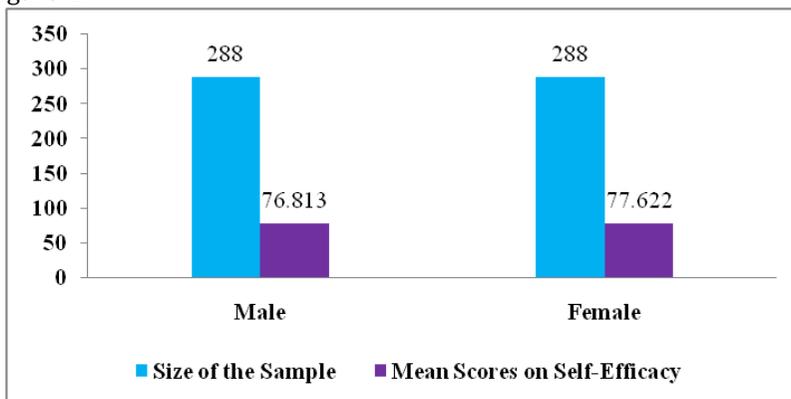


Figure-1: Mean Scores on Self-efficacy of Secondary school students according to the Gender

Narasimha and Reddy (2016) found close relationship between the gender and Self-efficacy and also it was concluded that the self belief levels were comparatively less among female children.

Hypotheses-2: There is no significant difference on self-efficacy of government and private secondary school students.

Table-2: Significance of difference between Mean Scores on Self-efficacy of Secondary school students according to the Type of Management (N=576)

Type of Management	N	Mean	S.D	“t” Value
Government	288	77	7.359	0.719 @
Private	288	77.434	7.131	

Note: @ Not Significant at 0.05 and 0.01 levels

The mean scores of government and private school students were 77 and 77.434 with the S.D scores of 7.359 and 7.131 respectively. A minute difference (0.434) was observed between the mean scores of government and private students. It shows that the self-efficacy was more among the private students than the government students.

The “t” value (0.719) was insignificant at 0.05 and 0.01 levels of significance. Hence, the null hypothesis “There is no significant difference on Self-efficacy of Government and Private Secondary school students” was conditionally accepted. It is essential to create a sense of belief on the abilities of students for the better achievement in schools since Self-efficacy is considered as a stronger predictor to know the abilities of the individuals (Pajeres and Miller, 1995). This can be seen in graphic representation in figure-2.

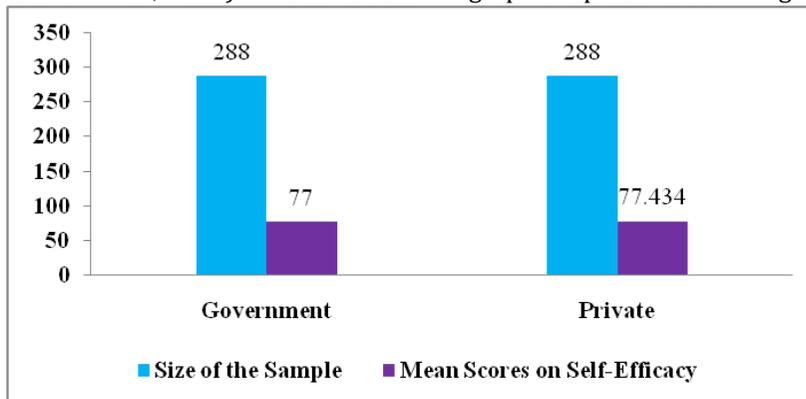


Figure-2: Mean Scores on Self-efficacy of Secondary school students according to the Type of Management

According to Bong and Skaalvik (2003), the school managements play an important role in influencing the Self-efficacy of the individuals. Lizzie (2016) found a close association between the type of management and the sustainable success among the students and also found that the achievement in private schools was comparatively higher than that of the students studying in government schools.

Findings:

1. There is no significant difference on Self-Efficacy of Male and Female secondary school students.
2. There is no significant difference on Self-Efficacy of Government and Private secondary school students.

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