



A STUDY ON SELF-EFFICACY AMONG ADOLESCENT STUDENTS

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ABSTRACT

The purpose of this study was to measure the self-efficacy among adolescent students in Guntur district. It consisted of a sample of 200 students. For data-collection, self-efficacy scale by Dr. Arun Kumar Singh and Dr. Shruti Narain was used. Stratified random sampling technique was also used. The main findings of the study showed that there was a significant difference among boys and girls students. Moreover the results also showed that there was no significant difference among students in relation to their student's residential area and age.

KEYWORDS : Self-Efficacy, Adolescent Students

INTRODUCTION:

Through cognitive, motivational, emotional, and selective processes, self-efficacy beliefs control human functioning. Individuals' self-efficacy can influence their alternatives, objectives, effort to attain their aims or goals, and tenacity in their attempts. Individuals' self-efficacy beliefs impact their cognitive patterns and emotional reactions in such a manner that a happy mood boosts perceived self-efficacy while a depressed mood lowers it.

Individual behaviour change and performance are influenced by self-efficacy, which is an essential characteristic that boosts self-confidence and drive to give adequate treatment in complicated clinical circumstances. Individual performance is aided by self-efficacy because it acts as a link between individual knowledge and performance, influencing both. Self-efficacy refers to faith in one's own capacity to organise and accomplish the many behavioural processes necessary to meet a particular situational demand. It is measured by one's ability to structure performance and apply various skills in various settings.

People's motivation, emotional states, and behaviours are influenced by their beliefs rather than what is objectively true. Self-efficacy is a psychological word that basically translates to a person's conviction in his or her own competence. Self-efficacy is described as the belief or trust in one's ability to act in a given way in order to achieve a specific set of goals. Our individual self-efficacy beliefs are thought to influence our social relationships in nearly every manner. Understanding how to promote self-efficacy growth is a critical objective for positive psychology since it may lead to a more productive and happier existence. The social cognitive theory of psychologist Albert Bandura revolves around the concept of self-efficacy. In the formation of personality, Bandura's theory stresses observational learning, social experience, and reciprocal determinism. Self-efficacy is a term that refers to an individual's sense of competence. Competence varies depending on the scenario.

Definitions:

Albert Bandura says that *"In order to succeed, people need a sense of self-efficacy, to struggle together with resilience to meet the inevitable obstacles and inequities of life."*

According to Mahatma Gandhi: *"If I have the belief that I can do it, I shall surely acquire the capacity to do it even if I may not have it at the beginning."*

Self-efficacy is a key factor in determining our odds of success; in fact, some psychologists consider self-efficacy to be more important than skill in the formula for success. When creating goals, we must pay careful attention to self-efficacy to

ensure that our efficacy beliefs are aligned with our objectives rather than working against them.

Self-Efficacy of Students:

Self-efficacy is the belief in one's ability to accomplish a goal or obtain a desired result. Students who have a high feeling of efficacy are more likely to set tough goals for themselves and to be naturally driven. Instead than blaming external causes, these students will put out a high level of effort to achieve their obligations and attribute failure to things within their control. Self-efficacious students also bounce back fast from failures and are more likely to achieve their personal objectives in the end. Students with low self-efficacy, on the other hand, feel they will fail and are thus less likely to put out a focused, sustained effort, and may regard difficult activities as dangers to be avoided. As a result, students with low self-efficacy have low ambitions, which can lead to poor academic achievement, which can become a self-fulfilling feedback cycle.

How can students gain self-efficacy?

There are four sources of self-efficacy. Teachers can use strategies to build self-efficacy in various ways.

Mastery experiences –

Students' self-efficacy is boosted when they have a positive experience, but it is eroded when they have a negative experience. The most reliable source of self-efficacy is this.

Vicarious experience –

Seeing a peer excel at a task might boost one's confidence in their own skills.

Verbal persuasion –

Teachers may increase self-efficacy by providing reliable communication and feedback to help students through tasks or inspire them to give it their all.

Emotional state –

Anxiety can impair self-efficacy beliefs, but a good mood can increase them. An energetic sensation may be created by a specific degree of emotional stimulus, which can help you work better. Teachers can assist students by decreasing stressful conditions and lessening anxiety associated with events such as examinations and presentations.

Purpose of the Study:

The purpose of this study was to examine the self-efficacy (Dependent variable) with Gender, residential area and age (Independent variables) among Adolescent Students in Guntur district of Andhra Pradesh state.

Research Questions:

Do the demographic factors (gender, residential area and

age) explain the differences in self-efficacy of adolescent students?

Operational Definitions

Self-Efficacy:

Self-efficacy is defined as personal beliefs in one's capabilities. Self-Efficacy is a belief in self-success that encourages individuals to do and achieve something

Adolescent Students:

Adolescent students are the teenagers above 16 years

OBJECTIVES:

1. To examine the Self –Efficacy of adolescent students
2. To examine the influence of following demographic variables on Self-Efficacy of adolescent students
 - a. Gender,
 - b. Residential Area &
 - c. Age

Hypothesis:

1. There would be no significant difference between male and female adolescent students in their self-efficacy.
2. There would be no significant difference between rural and urban adolescent students in their self-efficacy.
3. There would be no significant difference between adolescent students belonging to different age groups in their self-efficacy.

Scope and Delimitations:

The focus of this research is on adolescent students' self-efficacy in terms of college discipline. It is intended for all Guntur adolescent students, but due to time, money, and other constraints, it will be confined to only 15 colleges.

Methodology:

This study adopts the descriptive survey design. The population will consist of adolescent degree students in Guntur .The sample for the study means the portion of the population selected for the study. Stratified random sampling technique will be used for the study. Fifteen (15) adolescent students will be randomly selected from each of the 15 selected colleges in Guntur to make a total of two hundred respondents (200). The research made use of a constructed questionnaire to data collection for the study. 225 copies of the questionnaire covering the population of the study will be distributed to the 225 sampled adolescent students out of which only 200 questionnaires were taken avoiding the incomplete. A simple percentage statistical analysis will be used to test the hypothesis.

Tool Used:

The tool used is Self-Efficacy Scale developed by A.K.Singh and Shruthi Narain. The scale consists of 20 items covering 4 areas namely. 1. Self Confidence 2.Efficacy3.Positive expectation attitude 4.Outcome Expectation.

Statistical Techniques Used

The statistical techniques used in study are the following: Descriptive statistics like Mean, % of mean, Standard deviation and 't' test were worked out for the total sample

Analysis and Interpretation of the data

The collected data were analysed with the help of Mean, SD &'t' test.

Whole Sample Data Analysis of Self Efficacy

In attempting to assess the self efficacy of adolescent students, the whole sample data analysis was done and the table 1 presents the overall Mean, percentage of Mean, Median, Mode, S.D., Skewness and Kurtosis values of self efficacy of adolescent students.

Table 1

Dependent Variable	N	Mean	% of Mean	Median	Mode	S.D	Skewness	Kurtosis
Self Efficacy	200	9.99	39.96	10	10	1.26	0.31	0.3115

It is really surprising to find that the self efficacy of adolescent students is at low level. These results clearly show that the students with low self efficacy have low aspirations and weak commitment to the goals they choose to pursue. They slacken their efforts and give up quickly in the face of difficulties. They are slow to recover their sense of efficacy following failure or set-backs.

Influence of various demographic variables on Self-Efficacy of adolescent students

Table 2

S.No	Variable	Categories	Mean	% of Mean	SD	't' value
1	Gender	Male	10.24	40.96	1.08	0.001 ^{NS}
		Female	9.70	38.80	1.38	
2	Residence Area	Rural	10.29	41.16	1.07	0.0003 ^{NS}
		Urban	9.69	38.76	1.35	
3	Age	Below 20 yrs	9.72	38.88	1.33	2.92**
		Above 20 yrs	10.46	41.84	0.95	

Findings:

On the basis of analysis, interpretation and discussion of the results, the main findings have been drawn and are reported as under:

1. Gender did not show any impact on self-efficacy of adolescent students.
2. Residential Area did not influence the self efficacy of adolescent students.
3. Age of the adolescent students had shown its influence on self efficacy of adolescent students. The adolescent students who are above the age group 20 years possess high self efficacy than their counter parts.

Educational Implications:

- The current study found self-efficacy among adolescent students. The self-efficacy of adolescent students' needs to be enhanced by building their self-esteem and by boosting their confidence.
- There is a great need to increase the self-efficacy of adolescent students. This has many implications for educational programs including the need to create a safe environment for adolescent students in which they can learn in a non-threatening and collaborative manner.
- Providing opportunities to increase self-efficacy beliefs will definitely help in strengthening the self-efficacy of adolescent students, which promotes learning and retention in adolescent students.

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