



Impact of Self Efficacy and Gender on Academic Adjustment Among High School Students

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ABSTRACT

The aim of the present investigation is to assess the impact of Self Efficacy and gender on Academic Adjustment high school students. Sample of the present study consists of 120 high school students, both boys and girls in Chittoor district of Andhra Pradesh State. To measure Academic Adjustment and Self Efficacy, Academic Adjustment inventory developed by Rao's (1963) and Self efficacy questionnaire developed by Copeland and Nelson (2004) were administered to the subjects. Results revealed that girls and high schools students with high self efficacy have good academic adjustment.

KEYWORDS

Academic Adjustment, Self Efficacy and Gender

Introduction

Academic adjustment

The term adjustment is often used as a synonym for accommodation and adaptation. Strictly speaking, the term denotes the results of equilibrium, which may be affected by either of these processes (Monroe, 1990). It is used to emphasize the individual's struggle to along or survive in his or her social and physical environment.

In adjustment, the two crucial factors are the individual and the environment. In the study of the individual, the considerations are the heredity and biological factors, the psychological factors, and the quality of socialization given to him or her. Whereas, the environment includes all the social factors every individual from the time he or she steps out of the family and goes to school makes to a long series of adjustments between the whole unique personality and the environment. The ardent desire of each boy and girl to become an individual person having a healthy physique, a growing intellectual ability, a greater degree of emotional poise and increased participation in social groups, such characteristics enhance one's personality. Even parents, teachers and other significant members of the society to which person belong will encourage this desire.

Adjustment is the process of arriving at a balanced state between the need of individual and their satisfaction. Adjustment is an essential characteristic of living a happy and peaceful life. It is a life-long continuous process. Adjustment problem starts right from the birth of and continues till death. Adolescence stage of life is full of stresses and strains. Adolescence period of human life is full of adjusted problems which are due to various physical changes, psychological changes, behavioral changes, cognitive changes etc. it becomes difficult for the adolescent to cope up with the various adjustment problems.

Manju Gehlawat (2011) studied the adjustment among high school students with respect to their gender. No significant differences were found in the emotional, social, educational and the total adjustment of students with respect to their gender.

Velmurugan and Balakrishnan (2011) examined the relationship between the social adjustment and self concept of the higher secondary school students with respect to gender and locality and they found that social adjustment is independent upon gender and locality.

Vandana Chauhan (2013) found that there is significant differ-

ence in adjustment of higher secondary school students and Female students have good adjustment level when compared to the male students.

Self-Efficacy

Self-efficacy is defined as people's belief about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. It is a belief that one has the capabilities to execute the courses of actions required to manage prospective situations. It is the individual's beliefs about his capability that become instrumental to the goals they pursue and to the control they are able to exercise over their environments.

Self-beliefs help determine how much efforts people will expand on an activity and how long they will persevere. The higher the sense of efficacy, the greater is the effort expenditure and persistence. This creates a type of self-fulfilling prophecy, as the perseverance associated with high efficacy is likely to lead to increased performance, which in turn raises the sense of efficacy.

According to Furstenberg and Rounds, (2005), Self-efficacy can be manipulated through four types of interventions (a) Performance accomplishments. (b) Vicarious experience. (c) Verbal persuasion and (d) Emotional arousal.

Among these performance accomplishments, or actual mastery experience, is the most influential source. Success tends to raise self-efficacy and failure tends to lower it. Past experience of successes are attributed to unchanging factors such as personal ability on a manageable level of task difficulty.

Self-efficacy is defined by as "a person's belief in his or her ability to successfully perform in a given situation". It is "the conviction that one can successfully execute the behavior required to produce the outcomes" (Bandura 1977). Academic self-efficacy pertains to students' perceived capability to manage their own learning behavior, to master academic material, and to fulfill academic expectations (Bandura, Pastorelli, Barbaranelli and Caprara, 1999).

A study conducted by Mandeep Sharma and Hardeep Lal Joshi; (2009) revealed that adjustment was negatively related with self-efficacy.

The results showed that (i). Social adjustment, family adjustment and emotional adjustment was found to be significant with negative association with self-efficacy. (ii). the two ex-

trema groups of self-efficacy (high vs. low) showed significant differences on adjustment among adolescents (Mandeep Sharma and Sandeep Kumar; 2012).

A study conducted by [Hee-Sook Sim](#) and [Weon-Hee Moon](#) (2015) revealed that students with high levels of academic self-efficacy had less stress and were better adjusted to academic life.

Objective

To assess the influence of self efficacy and gender on academic adjustment among high school students.

Hypotheses

There would be significant impact of self efficacy on academic adjustment among high school students.

There would be significant impact of gender on academic adjustment among high school students.

There would be significant interaction effect between self efficacy and gender with regard to academic adjustment of high school students.

Tools and Sample

The Psychological tools namely (1). Adjustment inventory developed by Rao's (1963) and (3). Self efficacy questionnaire developed by Copeland and Nelson (2004) were administered to 120 high school students studying 8th and 9th classes both boys and girls in Chittoor District of Andhra Pradesh State in India.

Variables Studied

Independent Variables

- (1). Self Efficacy
- (2). Gender

Dependent Variable

- (1).Academic Adjustment

Statistical Analysis

The obtained data were subjected to statistical analysis such as Means, SDs, and Analysis of Variance (ANOVA).

Results and Discussion

Table-I: Means and SDs of scores on Academic adjustment.

Gender	Self Efficacy	
	Low	High
Boys	Mean	270.53
	SD	62.10
Girls	Mean	288.43
	SD	57.06

Grand Means

Boys =283.12
279.48

Low Self efficacy =

Girls =304.66
=308.30

High Self efficacy =

Table-1 shows that girls (M=304.66) have good academic adjustment than the boys (M=283.12). High school students with high self efficacy (M=308.30) have good academic adjustment than the students with low self efficacy (M=279.48).

Both boys and girls with high self efficacy have obtained highest mean scores of 295.71 & 320.90 indicating better academic adjustment than the boys and girls with low Self-efficacy(M= 270.53 & 288.43).

It is found that there are differences in mean scores of different groups of high students in their academic adjustment. However, in order to test whether the differences in mean scores are significant or not, the data were further subjected to factorial analysis of variance and the results are presented

in table-II.

Table-II: Summary of ANOVA for scores on Academic adjustment.

Source of Variance	Sum of Squares	df	MSS	'F'
Self efficacy (A)	5044.033	1	5044.033	5.92**
Gender (B)	5174.533	1	5174.533	6.08**
(A x B)	8772.300	1	8772.300	10.30**
Within	98732.333	116	851.141	-
Corrected total	117723.200	119	-	-

**-Significant at 0.01 level

Hypothesis-1. There would be significant impact of Self Efficacy on Academic Adjustment among high school students.

It is evident from table-II that the obtained 'F' value of 5.92 which is significant at 0.01 level indicates that Self-efficacy has significant influence on academic adjustment of students. Hence, hypothesis-1 which predicted significant influence of Self-efficacy on Academic Adjustment among high school students is retained. High school students with high self efficacy (M=308.30) have good academic adjustment than high school students with low self efficacy (M=279.48).

Results of the present study are contradictory with the findings of Mandeep Sharma and Sandeep Kumar; 2012 which revealed that (i). Social adjustment, family adjustment and emotional adjustment were found to be significant with negative association with self-efficacy.

Hypothesis-2. There would be significant impact of gender on Academic Adjustment among high school students.

It is evident from table-II that the obtained 'F' value of 6.08 which is significant at 0.01 level indicates that gender has significant influence on academic adjustment among high school students. Hence, hypothesis-2 which predicted significant influence of gender on academic adjustment among high school students is accepted. Girls (M=304.66) are better in their academic adjustment than the boys (M=283.12).

Results of the present study corroborate with the findings of Vandana Chauhan (2013) which revealed significant difference in adjustment of higher secondary school students with a conclusion that female students have good adjustment level when compared to the male students.

Hypothesis-3. There would be significant interaction effect between Self Efficacy and gender with regard to Academic Adjustment among high school students.

'F' value of 9.89 which is significant at 0.01level indicates that there is significant interaction effect between self efficacy and gender with regard to academic adjustment of high school students. Hence, hypothesis-3 which stated significant interaction effect between self efficacy and gender with regard to academic adjustment among high school students is accepted.

Conclusions

High school Students with high self efficacy have good academic adjustment.

Girls are better in their academic adjustment than the boys.

There is significant interaction between Self Efficacy and gender with regard to Academic Adjustment of high school students.

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