



**ORIGINAL RESEARCH PAPER**

**Psychology**

**A COMPARATIVE STUDY ON SELF EFFICACY BETWEEN ADOLESCENCE BOYS AND GIRLS OF MUSIC LEARNERS**

**KEY WORDS:** Music learners, Self efficacy, Adolescence boys and girls, Motivation.

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**ABSTRACT**

This study is to compare the self efficacy between adolescence boys and girls of music learners. The prime purpose of this study was to focus on the difference between the self efficacy of adolescence boys and girls of music learners. Self-efficacy is a belief to act intentionally. Self-efficacy helps to judge oneself. Thus the study has been done to know the level of self-efficacy between adolescent boys and girls of music learners. Participants (n=100) who were from different music schools. The data was collected from 100 of boys and girls of music learners 50 of music learning boys and 50 of music learning girls between the age group of 11-19years. The results of this study indicates that there is no significant difference found in the self efficacy of music learners between adolescent boys and girls.

**INTRODUCTION**

Self-efficacy is a sense of self-worth where it refers to beliefs that one is able to learn or perform specific tasks. Self-efficacy is distinguished from self-concept in specificity and content. Bandura (1997) described self-efficacy as a developmental attribute subject to change throughout one's life span. It may vary considerably depending on an individual's life events, physiological state, self-standards and environment. According to Albert Bandura, self-efficacy is "the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations". Self-efficacy can significantly influence one's quality of experience and motivation (Bandura, 1997) and is directly related to how much effort a person puts forth including degree of perseverance, when encountering obstacles or failure.

**ROLE OF SELF EFFICACY**

Generally people can identify their goals, the change they would like to bring, and the one's they want to achieve. Self efficacy has a major impact on how the goals, changes and tasks were approached which was founded by Albert Bandura and his peers.

People with a strong sense of self efficacy:

- Enjoy mastering the challenging problems
- Develop high level of interest in current activities
- Developing sense of commitment in whatever they do
- Recover quickly from setbacks and disappointments
- People with a weak sense of self efficacy:
- Avoid challenging tasks
- Believes that difficult situations and tasks are beyond their abilities
- Focus on personal failings and negative outcomes
- Quickly lose confidence in personal abilities

**Zelenak.M.S (2014)**

The study investigated the four sources of self-efficacy in music performance. The participants were 290 middle and high school music students. Results indicated that mastery experience exerted the strongest influence and no differences were found among grade levels.

**Ritchie.L et al., (2010)**

The study examined the specific nature of self-efficacy within music. A sample of 250 conservatoire and university music students completed the two questionnaires. The findings report that conservatoire student's self-efficacy for musical learning was higher than that of university student's whereas there were no significant differences between conservatoire and university students in self-efficacy for musical performing.

**McPherson et al., (2003)**

The study investigated on cognitive mediational processes in the context of a music performance examination. The results indicated that self efficacy was the best predictor of actual performance.

**OBJECTIVE**

To compare the self-efficacy between adolescence boys and girls of music learners.

**HYPOTHESIS**

There would be no significant difference between adolescent boys and girls of music learners on self-efficacy.

**METHODOLOGY**

The study was conducted in Chennai. The present study comprises of 100 music learners (50 boys and 50 girls). stratified random sampling technique was used to select the samples. Standardized questionnaire by Ralf Schwarzer & Matthias Jerusalem (1995) was used. The questionnaire consists of 10 questions assessing the self-efficacy. The scale is uni-dimensional. All items are answered using 4 point Likert scale format ranging from strongly agree to strongly disagree. The scale ranges from 10 – 40, the highest score indicates more self-efficacy. Participants were tested individually and the permission were obtained from the respective music teachers. The questionnaire were given to the participants and instructed as follows "Read the following carefully, there are 10 items in the questionnaire against each item there are 4 alternatives, respond to it by a tick which you feel describes you well. There is no right or wrong answers. Your answers will be kept confidentially and do not skip any questions". Internal reliability for GSE range from 0.76 to 0.90. Criterion validity was found.

In this research the following statistical techniques were used:

1. Descriptive Analysis (mean, standard deviation)
2. Differential analysis (t-value)

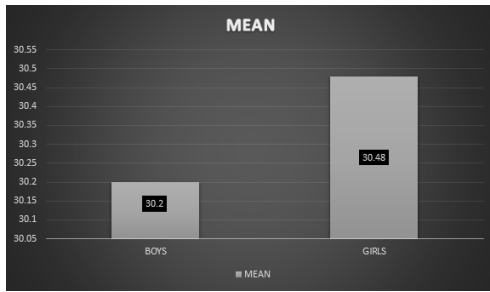
**RESULTS AND DISCUSSION**

**Table -1 shows the t-table for self-efficacy between adolescent boys and girls of music learners.**

Variables	No. of sample	Mean	Combined standard deviation	"t" value	Level of significance
Music learner-girls	50	30.48	4.34	0.32	NS
Music learners-boys	50	30.2			

NS- NOT SIGNIFICANT

**FIGURE- I:- SHOWS THE MEANVALUE OF ADOLESCENT BOYS AND GIRLS OF MUSIC LEARNERS**



Results from the above data suggests that there is no significance difference between the self- efficacy of adolescence boys and girls of music learners.

The mean of 50 music learners (girls) is 30.48 and the mean of 50 music learners (boys) is 30.2. The combined standard deviation value of music learners is 4.34. The critical “t” value from the table with 98 degrees of freedom was found to be 1.98 at 0.05 level. The computed “t” value is 0.32 which is lesser than the table value. Therefore there is no significant difference and the null hypothesis is failed to be rejected.

**SUMMARY AND CONCLUSION**

**SUMMARY**

The study was to find the difference in self-efficacy of music learners among adolescent girls and boys. 100 samples have been collected in which 50 music learners (adolescent girls) and 50 music learners (adolescent boys). For finding the difference t-test method was used. There was no significant difference found in self-efficacy among adolescent girls and boys. Hence null hypothesis is failed to reject.

**CONCLUSION**

There is no significance difference seen in self efficacy of adolescence boys and girls of music learners

**LIMITATIONS AND SUGGESTIONS**

**LIMITATIONS**

- The study can be conducted for higher sample size in wide area
- The study can be conducted for different variables.

**SUGGESTIONS**

- Self-efficacy can administer to music teachers who can help the students to play the instrument
- Self-efficacy can also be administered to all the groups and difference can be examined.

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