

A Study On Self Efficacy Of Higher Secondary Students With Respect To Locality Of The Schools

Mani M¹ and M. Mahendra Prabu²

¹Research Scholar, ²Assistant Professor, Department of Education, Alagappa University,

Karaikudi.E-mail: mani.pro4689@gmail.com

Abstract

The present study has conducted a self-efficacy of higher secondary students with respect to locality of the schools. The four hundred students from higher secondary schools constitute the sample of the present study. The investigators used Mani.M and Dr.M.Mahendra Prabu Self-Efficacy which is a highly valid and reliable tool to collect the data from the field. In regard to the male rural students has low level of self-efficacy (10.94 %), moderate level (20.89 %), high level self-efficacy (15.42 %) and female rural students have low level of self-efficacy (11.44 %), moderate level (25.87 %), and high level self-efficacy (15.42%).The result confirms that there is a significant difference between self-efficacy of rural students in higher secondary schools and also there is a significant difference between self-efficacy of urban students in higher secondary schools.

Key Words: Self-Efficacy, Academic Achievement, and Pre-Service Teachers.

1. Introduction

The construct of self-efficacy states to the extent or power of one's confidence in one's own capability to complete chores and reach goals and is careful the main piece of the social cognitive theory (Bandura 1997). In this theory action and human believed are seen as a outcome of an interrelation which was called reciprocal determinism, in which environmental, individual and human behavior factors interrelate, resulting in a continuous exchange with the environment in which the separate is inserted (Pajares&Olaz, 2008). In addition, one of the important concepts in the conception of human endeavor, in which the

subject is the agent of his/her actions, acting on his or her individual behavior and not just suffering the effects of the environment but also influencing and modifying it (Bandura, 1982; Azzi, Vieira Iaochite, Ferreira &Guerreiro Casanova 2014).

Among the devices that act in human functioning in the socio-cognitive perception, and self-efficacy politics provide individuals with the perception of their individual capabilities. These opinions compose the basis for human motivation, achievement and individual wellbeing due to their incidence in the various contexts of a one's life (Bandura, 1999). They are present in times of choices, in the persistence and resilience in the face of problems when the effort invested in an action is mobilized, among other situations (Bandura, 1997).

Self-efficacy principles allow us to understand how people contract with their information and abilities and why their behaviours are often not tied to their real aptitude. People are usually guided by these views, which are considered the best analysts of human behaviours. This is because it is from them that an own can determine how to service the abilities and information he or she has, and it is from the insight of self-efficacy that the individual assesses his or her participation in an action, instead of from what he or she is really skilled of. So, the faith in his or her self-efficacy guides how each individual acts in a certain activity (Bandura, 1977; Pajares&Olaz, 2008).

2. Self-efficacy

Self-efficacy in the educational situation is defined as the teacher's confidence in his/her ability to organize and perform courses of action required to effectively accomplishing a specific teaching task in a particular context (Tschannen-Moran, Woolfolk Hoy & Hoy, 1998). Bandura (1997) argued that teacher self-efficacy is developed from four major bases of mastery experience, vicarious experience, verbal persuasion, and physiological and emotional state. Bandura claimed that among these four sources of self-efficacy, mastery experience has the most powerful impact on self-efficacy, which in the educational context is related to the teachers' experiences of their students' success failure lowers teachers' self-efficacy.

3. Sources of Self-Efficacy

The case for contextual and meditational role of self-efficacy in human behaviour can be made by exploring the four sources from which these views are developed. The most influential source of self-efficacy is the interpreted result of one's purposive performance

outcome or mastery experience. Simply put, individual gauge the things of their achievement and their interpretation of these effect help create their efficacy beliefs. The second source of efficacy information is the various experiences of the effects produced by the action of others, one's various experiences involved and social comparison made with other individuals. These comparisons, along with peer modelling, can be powerful influences on developing self-perceptions of competence.

4. Need of the study

Self-efficacy as beliefs in one's capabilities to organize and perform the courses of action required to produce given achievements. Student's sense of efficacy is a judgment about abilities to inference rural and urban student's engagement and learning. Even among those students who may be difficult or uninterested, rural and urban student's with a strong sense of efficacy tend to show a greater level of preparation, organization, and interest and spend more time in learning areas when their sense of efficacy is higher, whereas students tend to avoid subjects and topics when efficacy is lower. They tend to be more open to new methods and prepared to meet their needs. The student's efficacy is a potent concept that controls his or her feels. So the investigator wants to study the "A study on self-efficacy of higher secondary students with respect to locality of the schools".

5. Objective of the study

1. To find out the level of self-efficacy of locality of the students in higher secondary schools.
2. To find out the significant difference between self-efficacy of rural students in higher secondary schools.
3. To find out the significant difference between self-efficacy of urban students in higher secondary schools.

6. Hypothesis of the study

1. To find out the level of self-efficacy of locality of the students in higher secondary schools.
2. There is no significant difference between self-efficacy of rural students in higher secondary schools.
3. There is no significant difference between self-efficacy of urban students in higher secondary schools.

7. Methods and Materials

The investigator has adopted the survey method of research to find out the comparative study on self-efficacy of higher secondary students with respect to locality of the schools.

7.1 Population of the study

Population or universe is the collective of all units enjoying certain special characteristics on which the sample seeks to draw the interpretation. The population for the present study consists of locality of the students in higher secondary schools.

7.2 Sample of the study

The 400 locality students from higher secondary schools constitute the sample of the present study. The total sample selected through a simple random sampling technique. The homogeneity was established verified. The universe is consisting of Sivagangai districts.

7.3 Tool of the study

The investigator has adopted one questionnaire in the present study to elicit responses related to self-efficacy of locality students. The self-efficacy tool scale prepared and validated by Mani.M and Dr.M.Mahendra Prabu (2019) for measuring the self-efficacy level of locality students is used.

8. Data analysis and interpretation

Analysis of information means considering the material in instruction to learn interest facts. The critical issue in educational research is an analysis of information.

Objective – 1

The level of self-efficacy of locality of the students

VARIABLE	LOCALITY	GENDER	LOW		AVERAGE		HIGH	
			N	%	N	%	N	%
Self-Efficacy	Rural	Male	22	10.94	42	20.89*	31	15.42
		Female	23	11.44	52	25.87*	31	15.42
	Urban	Male	23	11.55	43	21.60*	32	16.08
		Female	22	11.05	49	24.62*	30	15.07

It is inferred from the table (1), large percentage of male rural students has low level of self-efficacy (10.94 %), moderate level (20.89 %), high level self-efficacy (15.42 %) and

female rural students have low level of self-efficacy (11.44 %), moderate level (25.87 %), and high level self-efficacy (15.42%).

It is inferred from the large percentage of male urban students has low level of self-efficacy (11.55 %), moderate level (21.60 %), high level self-efficacy (16.08 %) and female rural students have low level of self-efficacy (11.05 %), moderate level (24.62 %), and high level self-efficacy (15.07%).

Null hypothesis – 1

There is no significant difference between self-efficacy of rural students in higher secondary schools.

Variable	Locality	N	Mean	SD	Calculated 't' value	Remark at .05% level
Self-efficacy	Male	95	50.25	2.73	3.405	Significant
	Female	106	51.61	2.91		

Degrees of freedom = 199 (Tabulated value 1.972 < calculated values 0.05 level).

From the above table (3), it's observed that the self-efficacy of rural students mean and Standard Deviation score of male students (50.25 & 2.73) is found to be greater than the self-efficacy of rural students mean and Standard Deviation score of female rural students of (51.61 & 2.91). Hence it was found that there is a significant difference between self-efficacy of rural students in higher secondary schools.

Null hypothesis – 2

There is no significant difference between self-efficacy of urban students in higher secondary schools.

Variable	Locality	N	Mean	SD	Calculated	Remark at
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	Urban				't' value	.05% level
Self-efficacy	Male	98	49.65	2.65	8.408	Significant
	Female	101	52.32	2.83		

Degrees of freedom = 197 (Tabulated value 1.972 < calculated values 0.05 level).

From the above table (4), it's observed that the self-efficacy of urban students mean and Standard Deviation score of male students (49.65 & 2.65) is found to be greater than the self-efficacy of rural students mean and Standard Deviation score of female urban students of (52.32 & 2.83). Hence it was found that there is a significant difference between self-efficacy of urban students in higher secondary schools.

9. Conclusion

According to the study results, the investigators recommend the resulting: the rural higher secondary school students have a high level of self-efficacy. The result shows that there is a significant difference between self-efficacy of rural students in higher secondary schools. There is a significant difference between self-efficacy of urban students in higher secondary schools.

Acknowledgements

The authors acknowledge the financial support received from Under the Scheme of Rajiv Gandhi National Fellow (RGNF), for their support and encouragement in carrying out his research work. I have great pleasure in placing on record my gratitude and personal encouragement, valuable guidance, continued supervision and constructive criticism right from the selection of the reach topic till its completion.

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