A Study on the Self Efficacy among Higher Secondary Level Pupils in Relation to their Gender and the Management Type in Purulia District

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Abstract: The present investigation was targeted to conduct study on the Self Efficacy of Higher Secondary Level Pupils in relation to their Gender and Type of Management. The study was conducted on a sample of 576 Higher Secondary Level Pupils studying in 12 class of Purulia district, West Bengal. For collection of data the researcher has utilized Self Efficacy scale constructed and standardized by own-self with the help of proper format or scientific manner. The collected data was subjected for statistical analysis and interpretation such as Mean, S.D and ‘r’ values. The results of the study visualized that there is no significant difference in self-efficacy of higher secondary level pupils in relation to their gender and management type.

Keywords: Gender, Higher Secondary Level Pupils, Management Type, Purulia District, Self-Efficacy.

I. Introduction of the Study

Self efficacy is an individual's belief in his or her innate ability to achieve goals. Albert Bandura defines it as a personal judgement of "how well one can execute courses of action required dealing with prospective situations". Expectations of self efficacy determine whether an individual will be able to exhibit coping behaviour and how long effort will be sustained in the face of obstacles. Individuals who have high self efficacy will exert sufficient effort that, if well executed, leads to successful outcomes, whereas those with low self efficacy are likely to cease effort early and fail. Psychologists have studied self-efficacy from several perspectives, noting various paths in the development of self-efficacy; the dynamics of self efficacy and lack thereof, in many different settings; interactions between self efficacy and self concept; and habits of attribution that contribute to, or detract from, self efficacy.

Kathy Kolbe adds, "Belief in innate abilities means valuing one's particular set of conative strengths. It also involves determination and perseverance to overcome obstacles that would interfere with utilizing those innate abilities to achieve goals."

(Source: https://en.wikipedia.org/wiki/Self-efficacy)

Self efficacy affects every aspects of human effort by determining the beliefs of a person keeps his or her ability to affect conditions, it strongly influences both the ability of a person actually has to face obstacles competently and the selects a person is most likely to construct. These effects are particularly apparent, and compelling, in respect to behaviours affecting health.

The Self efficacy is the belief of personal and a measure of one’s own ability to reach the aims. It is pillared on the accumulated perceptions throughout the span of life. It is the outcome of previous experiences and accomplishments. It is the perceived ability that refers to confidence of people. Propounder of Social Learning Theory Social Prof. Albert Bandura (1997) keeps the vision that Self efficacy could be increased and also inspired by the positive outcomes of working performances. It is believed that an individual with high levels of Self efficacy are in high control of his or her lives and a people with low levels may not have such control.

II. Literature Review

Ubehe 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.

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. 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.

III. Objectives of the study
1. To find out the Self efficacy of higher secondary level pupils in relation to their Gender.
2. To find out the Self efficacy of higher secondary level pupils in relation to their Management Type.

IV. Hypotheses of the Study
1. There is no significant difference on self efficacy of male and female higher secondary level pupils.
2. There is no significant difference on self efficacy of government and private higher secondary level pupils.

V. Delimitations of the Study
1. The study is confined to Purulia district only.
2. The study was delimited to schools of Purulia district only.
3. The study was delimited to 12th class pupils only.
4. The study is delimited to the variables of Gender and Management Type only.

VI. Sample used in this Study
A sample is a small proportion of a population selected for data analysis and interpretations. This makes it possible to draw generalization by studying a small proportion of the population. For this study the investigator has utilized stratified random sampling method to select the samples of 576 higher secondary level pupils.

VII. Tools used in this Study
The Self Efficacy Scale developed the investigator own-self. The scale was designed for the persons of 15 years and above age. The scale consists of 45 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 consistency of this tool was established by using test re-test reliability method and the value was 0.82.

VIII. Statistical Techniques used
The collected data was analyzed and interpreted with the help of Mean, Standard Deviation (SD), and ‘t’-test.

IX. Data analysis and Discussion
H01: There is no significant difference on self-efficacy of male and female higher secondary level pupils.

Table-1: Significance of difference between Mean Scores on Self Efficacy of higher secondary level pupils according to the Gender (N=576)

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>‘t’ Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>288</td>
<td>76.813</td>
<td>7.355</td>
<td>1.342*</td>
</tr>
<tr>
<td>Female</td>
<td>288</td>
<td>77.622</td>
<td>7.119</td>
<td></td>
</tr>
</tbody>
</table>

Note: * Not Significant at 0.05 and 0.01 levels

The mean scores of male and female pupils 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 pupils. It highlights 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 higher secondary level pupils” was conditionally accepted. It can be seen in al representation in figure-1.
**H02:** There is no significant difference on self-efficacy of government and private Higher Secondary Level Pupils.

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

<table>
<thead>
<tr>
<th>Management Type</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>‘t’ Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>288</td>
<td>77</td>
<td>7.359</td>
<td></td>
</tr>
<tr>
<td>Private</td>
<td>288</td>
<td>77.434</td>
<td>7.131</td>
<td>0.719 @</td>
</tr>
</tbody>
</table>

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 Higher Secondary Level Pupils. It shows that the self-efficacy was more among the private pupils than the government pupils. 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 Higher Secondary Level Pupils” was conditionally accepted. This can be seen in graphic representation in figure-2.

**X. Outcomes of the Study**

1. There is no significant difference on Self-Efficacy of Male and Female Higher Secondary Level Pupils.
2. There is no significant difference on Self-Efficacy of Government and Private Higher Secondary Level Pupils.
XI. References


