Self -Efficacy of Post – Graduate Students in Guntur District of Andhra Pradesh

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ABSTRACT
Self-efficacy refers to and individual’s belief in his or her capacity to execute behaviors necessary to produce specific performance attainments (Bandura, 1977, 1986, 1997). Self-efficacy reflects belief in the capacity of apply power over one’s very own motivation, behaviour and social circumstance. This study aims to analyze the self-efficacy of post - graduate Students in Guntur District of Andhra Pradesh. For this purpose, 800 (male and female) were selected randomly from post - graduate Students in Guntur District of Andhra Pradesh. Self - Efficacy Scale - modified Owen Froman (1988) and validated by the investigator with the help and guidance of the supervisor was used to measure the self-efficacy of the post - graduate Students. Finding of the study indicates significant difference in urban and rural college students, and significant differences in gender and group of the course. Developing a strong sense of self-efficacy in students can play an important role in almost every aspect of their life. Life is loaded with difficulties and high levels of self-efficacy can assist them better deal with these difficulties more effectively.

What affects self - efficacy?
- Actual Performances
- Vicarious experiences
- Forms of Social Persuasion
- Physiological indexes

What does self - Efficacy Predict?
- Motivation
- Learning
- Self-Regulation
- Achievement

INTRODUCTION
Self-efficacy means - one's "perceived Capabilities for learning or performing actions of designated levels" (Schunk&Pajares, 2009, p. 35., based on Vandura 1997) refers to the depth of our confidence about our own performance. If people see themselves unable in different situations, they may imagine the problems more difficult than the real one. Inappropriate of non -adaptive behaviour, in these situations, may verify the person’s perception from themselves as unworthy, powerless and passive person. It makes the person to avoid problematic situations or decrease their effort to solve them, thus creation a vicious circle which will always be continued.

Bandura (1977) divided people, in terms of their personal efficiency, into two categories: those who have high personalized self efficacy and people with low self - efficacy. He believes that people with high self efficacy have more perseverance experience and less fear, because they have more control on the affairs and rarely experience low confidence. People, with high self efficacy, show more persistence and resistance in their tasks and have motivational orientation, while a person, with low self-efficacy, have probably punitive orientation and a do their tasks imperfectly. Another issue related to self-efficacy is its impact on the success or lack of success. Successful people believe that they can successfully act and actually do the same. Self-efficacy influences on the difficulty of goals chosen by people so that people with high self-efficacy try to choose more challenging and difficult targets. In addition, self-efficacy affects the amount of effort or activity that a person shows and strength and endurance of person in the face of difficult tasks and assignments. A Strong sense of self-efficacy will facilitate not only doing the works, but it helps person to stand against failures. Moreover, the judgment of individuals about their own abilities influences on how they think and feel about a task or how it will end.

What does self - Efficacy Predict?
- Motivation
- Learning
- Self-Regulation
- Achievement
SELF EFFICACY CAN BE A POWERFUL PREDICTOR FOR PEOPLE'S ACHIEVEMENTS. SELF-EFFICACY ALSO IS EFFECTIVE ON LEARNING AND DEVELOPMENT. STUDENTS WHO HAVE HIGH SELF-EFFICACY ARE MORE SUCCESSFUL THAN THOSE WHO HAVE LOW SELF-EFFICACY.

OBJECTIVES OF STUDY
The objective of the present study is to analyze the difference in self-efficacy of post-graduate students with respect to gender, group of course and locality.

HYPOTHESES OF THE STUDY
H1: There exists no significant difference in self-efficacy of post-graduate students with respect to gender, group of course and locality.

RESEARCH METHODOLOGY
Descriptive Survey method was adopted for the present study. For the collection of the data the researcher surveyed the different college located in Guntur dist of Andhra Pradesh from urban/rural. In the present study the researcher used simple random sampling technique to select a sample of 800 students from Guntur district of Andhra Pradesh. Self-Efficacy Scale - modified Owen Froman (1988) and validated by the investigator with the help and guidance of the Supervisor was used for data collection. Responses of the students were collected on a 5-point Liked scale that is Not at all confident=1, Less confident =2, Unsure=3, confident=4, Very Confident=5.

DATA ANALYSIS
H1: There exists no significant difference in self-efficacy of post-graduate students with respect to gender, group of course and locality.

Table 1: Table showing the t test for significant difference in the self-efficacy of post-graduate students with respect to gender.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Sample Size</th>
<th>Mean</th>
<th>SD</th>
<th>t Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>400</td>
<td>103.82</td>
<td>22.15</td>
<td>-1.336</td>
</tr>
<tr>
<td>Female</td>
<td>400</td>
<td>104.76</td>
<td>21.14</td>
<td></td>
</tr>
</tbody>
</table>

From Table1 the P-value obtained for self-efficacy of the students with respect to gender is greater than 0.05 which is not significant at 5% level. Thus the null hypothesis is accepted. Therefore there is no significant difference in self-efficacy of the students with respect to gender.

Table 2: Table showing the t test for significant difference in the self-efficacy of post-graduate students with respect to group of course.

<table>
<thead>
<tr>
<th>Course of study</th>
<th>Sample Size</th>
<th>Mean</th>
<th>SD</th>
<th>t Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>400</td>
<td>103.82</td>
<td>22.70</td>
<td>1.67</td>
</tr>
<tr>
<td>Arts</td>
<td>400</td>
<td>105.87</td>
<td>23.52</td>
<td></td>
</tr>
</tbody>
</table>

From Table2 the P-value obtained for self-efficacy of higher post-graduate students with respect to course of study (Science & Arts) is greater than 0.05 which is not significant at 5%. Thus, the null hypothesis is accepted. Therefore, there is no significant difference in self-efficacy of post-graduate students with respect to course of study (Science and Arts).

Table 3: Table showing the t test for significant difference in the self-efficacy of post-graduate students with respect to locality.

<table>
<thead>
<tr>
<th>Locality</th>
<th>Sample Size</th>
<th>Mean</th>
<th>SD</th>
<th>t Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>300</td>
<td>102.82</td>
<td>23.34</td>
<td>-2.532</td>
</tr>
<tr>
<td>Urban</td>
<td>500</td>
<td>105.52</td>
<td>22.64</td>
<td></td>
</tr>
</tbody>
</table>

From Table 3: the P-value obtained for self-efficacy of post-graduate students with respect to locality (Rural & Urban) is less than 0.01 which is significant at 1% level. Thus the null hypothesis is rejected. Therefore, there is significant difference in self-efficacy of post-graduate students with respect to locality (Rural & Urban) or Mean of self-efficacy in the case of those students studying in colleges in urban (M=105.52) is higher than those studying in colleges in rural.

CONCLUSION & SUGGESTION
There is no significant difference between gender and self-efficacy. This may be due to the social transformations, socialization development, shifting cultural perspective and providing equal opportunities for both genders, male dominance has been reduced in several areas. The analyses also showed that there was no significant difference between students studying in Science group and Arts group with respect to self-efficacy. Course study does not have role to play in the development of self-efficacy of post-graduate students. In nutshell, it was found that mean scores on self-efficacy of post-graduate students of colleges located in urban area (105.52) were higher in comparison to schools located in rural area (102.82). This may be due to the fact students in the rural area have many conflicts and not serious about their studies. Thus, it is suggested that essential aid should be presented to the students in the rural area so they can make use of their abilities in appropriate way. Student’s self-efficacy should be developed regularly through activities to become a proficient decision maker in the future.

REFERENCES