

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

Cherukuri Narayanamma

Research Scholar , Dept. of Education, Acharya Nagarjuna University, Andhra Pradesh - India

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ABSTRACT

Self-efficacy refers to an 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 to 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.

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 or 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 affects self - efficacy?

- Actual Performances
- Vicarious experiences
- Forms of Social Persuasion
- Physiological indexes

What does self - Efficacy Predict?

- Motivation
- Learning
- Self-Regulation
- Achievement

REVIEW OF RELATED LITERATURE

Arslan (2013) conducted a research on relationship between sources of self-efficacy beliefs of secondary school students and some variables. The purpose of this study was to investigate the relationship between students' opinions about the sources of self-efficacy belief and their gender, academic achievement, the grade level, Socioeconomic Status (SES), and learning style. The results of the study indicated that there were significant relationships between students' opinions about sources of self - efficacy related learning and performance and their gender, academic achievement, SES, the grade level, and learning style.

Houghton (2008) investigated the structural relations among self-efficacy, academic aspirations and delinquency, on the academic achievement of 935 students aged 11-18 years from ten schools in two Australian Cities. Finding of the study indicated that academic and social self - efficacy had a positive and negative relationship respectively, with academic aspiration and academic achievement; however the relationship between academic performance and academic achievement was not significant.

Pajares et.al. (2002) believed that the people who have weak self-efficacy see the duties and jobs difficulty, so they are more stressful while powerful self-efficacy beliefs cause

calmness and success. Thus 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.

RESERCH METHODELOGY

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.

Table1: Table showing the t test for significant difference in the self-efficacy of post - graduate Students with respect to gender.

Gender	Sample Size	Mean	SD	t Value
Male	400	103.82	22.15	-1.336
Female	400	104.76	21.14	

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.

Course of study	Sample Size	Mean	SD	t Value
Science	400	103.82	22.70	1.67
Arts	400	105.87	23.52	

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

Locality	Sample Size	Mean	SD	t Value
Rural	300	102.82	23.34	-2.532
Urban	500	105.52	22.64	

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) Mean of self-efficacy in the case of those students studying in colleges in urban (M=105.52) is higher than students 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, the 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 studying 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 collages 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.

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