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A STUDY OF SELF-EFFICACY AMONG B.Ed. STUDENTS

Dr. Prem Lata and Mrs. Meenakshi

INTRODUCTION

Self-efficacy has proven to be a more consistent predictor of behavioural outcomes than have other self-beliefs (Graham and Weiner, 1996). Efficacy beliefs play essential role in all phases of self-regulation and achievement (Zimmerman, 1990, 1998). When self-regulatory processes play an integral role in the development and use of study skills, students become more aware of improvements in their academic achievement and experience a heightened sense of personal efficacy (Zimmerman, Bonner and Kovach, 1996).

Self: Rogers (1950), "Self, organized consistent, conceptional whole compound of perception of the characteristics of the "I" and "Me" the values attached to these perception and the relationships of the "I" or "Me" to various aspects of live".

Self-Efficacy: Schunk (1991), "Self-Efficacy refers to learned expectation that one is capable of carrying out behaviour or producing a desired outcome".

Theoretical Approaches

Social Cognitive Theory: The concept of self-efficacy lies at the centre of Bandura's social cognitive theory, which emphasizes the role of observational learning and social experience in the development of personality. The main concept in social cognitive theory is that an individual has observed in others.

Social Learning Theory: Social learning depends on group dynamics and how individual either succeed or fail at dynamic interactions. It considers that people learn from one another including such concepts as observational learning, imitation and reflects a person's understanding of what skills they can offer in a group setting.

Self-Concept Theory: Seeks to explain how people interpret and perceive their own existence from cues they receive from external sources. Self-concept dynamic refers to the idea that our perception changes at all time and is not fixed at a certain age.

Attribution Theory: Attribute theory defines three major elements of cause:

Locus: Determining the location of the cause- internal or external to the person.

Stability: Whether the cause is static or dynamic over time.

Controllability: Whether the person is actively in control of the cause.

Attributes of Self-efficacy

Cognitive Processes: Bandura (1989) asserts that "human behaviour is regulated by forethought embodying cognized goals, and personal goal setting in influenced by self-appraisal of capabilities".

Affective Processes: "People's belief in their capacities affects how much stress and depression they experience in or taxing situations as well as their level of motivation".



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Locus of Control: Locus of control “refers to an individual’s perception about the underlying main causes of events in his/her life”. People believe that destiny is controlled by either external forces such as fate or luck or by internal forces such as personal decisions or efforts.

Types of Self-efficacy

General Self-Efficacy: It refers to the global confidence in one’s coping ability across a wide range of demanding or novel situations. This broader construct is most frequently assessed with the general self-efficacy scale.

Social Self-Efficacy: Social self-efficacy is an “individual’s confidence in her/ his ability to engage in the social interactional tasks necessary to initiate and maintain interpersonal relationships”.

Academic Self-Efficacy: It refers to student’s belief that he or she can successfully engage in and complete course specific academic tasks, such as accomplishing course outcomes, passing the course etc.

Teacher Self-Efficacy: Teacher self-efficacy pertains to one’s perceived competence to deal with all demands and challenges that are implied in teacher’s professional life.

REVIEW OF RELATED LITERATURE

Matoti and Junquera (2014) assessed the teaching efficacy beliefs of teacher trainees. It was found that at this stage of the student teachers’ careers, that is, at the end of their third year of study, the student teachers responded with overwhelming positive self-efficacy beliefs with regard to their future occupation. Gardner (2014) found no significant relationship between the self-efficacy, ethnicity or gender and academic performance. Victor, et. al. (2014) studied the role of self-efficacy in achieving health behaviour change. The studies reviewed suggest strong relationships between self-efficacy and health behaviour change and maintenance. Experimental manipulations of self-efficacy suggest that efficacy can be enhanced and that this enhancement is related to subsequent health behaviour change. Gupta and Goswami (2014) found no significant difference in professional effectiveness was found between the teachers educators having high and average occupational self-efficacy. Edward and Debra (2014) conducted a study on self-efficacy in health promotion research and practice: conceptualization and measurement. Findings revealed that methodological rigor in the assessment of self-efficacy requires application of elicitation research to identify appropriate competencies and challenges, and the casting of items in standardized and validated formats. Alldred (2013) studied eighth grade students’ self-efficacy in relation to achievement, gender, and socioeconomic status. Findings suggested that the presence of higher self-efficacy increases student achievement. Mehmet, et.al. (2011) revealed gender and experience as predictor of biology teachers’ education process self-efficacy perception and perception of responsibility from student success. The results of the regression analysis have shown that both gender and experience variables positively and significantly predict education process self-efficacy perception and perception of responsibility from student success. Pajares (2013) conducted a study on self-efficacy beliefs in academic settings. Findings demonstrate that particularized measures of self-efficacy that correspond to the criterial tasks with which they are compared surpass global measures in the explanation and prediction of related outcomes. The conceptual difference between the definition and use of expectancy beliefs in social



cognitive theory and in expectancy value and self-concept theory is then clarified. Loo and choy (2013) studied the influence of sources of self-efficacy on academic performance of engineering students. The results of the present study showed that self-efficacy sources were correlated with mathematics achievement scores as well as cumulative GPA of electronics-related engineering diplomas. Pal and Sengupta (2012) studied teacher education: pro environmental behaviour of teacher trainees study on environmental awareness, self-efficacy and motivation of the teacher trainees in relation to environmental education and other selected external factors. Finding stated that environmental awareness is more akin to belief efficacy whereas environmental action is more akin to outcome efficacy. Environmental action shows maximum significant positive correlation with Self determined motivation. Shonali (2010) revealed that although stress was a precursor of poor performance in all three testing situations, self-efficacy as a coping mechanism had the strongest influence on improving problem solving ability in comparison to academic achievement or classroom tests. Akti et al. (2010) found a significant relationship between pre-service teacher's internet self-efficacy and their self-efficacy. Various studies have been conducted on self-efficacy in relation to student achievement, which shows that there is significant relationship between self-efficacy and achievement. Self-efficacy is Very few researches have been conducted on self-efficacy among B.Ed. students. Giallo and Little (2003) studied classroom behaviour problems: The relationship between preparedness, classroom experiences, and self-efficacy in graduate and student teachers. The results revealed a significant positive association between self-efficacy in behaviour management, preparedness and classroom experiences. Zimmerman (2000) self-efficacy beliefs have been found to be sensitive to subtle changes in students' performance context, to interact with self-regulated learning processes, and to mediate students' academic achievement. Tiwari (1999) founded emotional intelligent as strong predictor of academic achievement rather than self-efficacy. From the review of literature few studies showed that self-efficacy is significantly associated with academic achievement, while some studies showed that self-efficacy is not significantly associated with student's academic achievement (Gardner, 2014; Tiwari, 1999; Gupta and Goswami, 2014). On the basis of the findings of various studies it is not easy to draw generalisations. Also, very few studies have been conducted on self-efficacy among B.Ed. students, so the investigator has selected the present topic to fill the gaps in literature review.

OBJECTIVES OF THE STUDY

1. To study the distribution of self-efficacy among B.Ed. students.
2. To find out the difference in the self-efficacy of science and arts students.
3. To find out a significant difference in self-efficacy of urban and rural students.
4. To find out the difference in the self-efficacy of male and female students.

HYPOTHESES OF THE STUDY

1. It is expected that self-efficacy would be normally distributed.
2. There would not be significant differences in self-efficacy of male and female students.
3. There would be significant difference between self-efficacy of urban and rural students.
4. There would be significant difference in the self-efficacy of science and arts students.



METHODOLOGY

Sample:

The total sample of the study was 120 students taken from educational institutions of Patiala district. Then 60 students were taken from science stream and 60 were taken from arts stream. Further each sample of 60 was bifurcated into 30 male and female and then again bifurcated on demographic basis i.e. urban and rural.

Description of Data:

The total sample of the study was 120 students taken from educational institutions of Patiala district. Stratified random sampling technique was done in which two strata’s were made. 60 students were taken from science stream and 60 were taken from arts stream. Further each sample of 60 was bifurcated into 30 males and 30 females and then again bifurcated on demographic basis i.e. urban and rural.

Tool Used:

The general perceived self-efficacy scale (G.P.S.S) developed by Ralf Schwarzer and Mathias Jerusalem (1985) was used for the study.

Statistical Techniques Used:

Mean and S.D of the various dimensions of self-Efficacy was calculated. t-ratio was calculated to study mean difference in the self-efficacy of different categories of the students.

ANALYSIS AND INTERPRETATION

H₁: Distribution of self-efficacy among B.Ed. students

Frequency distributions of self-efficacy among B.Ed. students are shown in table 1 and in frequency polygon.

Table 1. Frequency Distribution of Self-efficacy among B.Ed. Students

Class Interval	F	Percentage	Cpf
35-39	13	10.83	99.97
30-34	59	49.16	89.14
25-29	37	30.83	39.98
20-24	8	6.66	9.15
15-19	1	0.83	2.49
10-14	2	1.66	1.66
Total	120		

Mean= 29.88; Median= 30.5; Mode= 31; S.D= 4.38



Table1 shows that 9.15% B.Ed. students have self-efficacy score less than mean interval i.e. 25-29 as compared to 59.99% B.Ed. students scoring above mean interval and only 30.83% B.Ed. students lies in the mean interval. This shows that majority of the B.Ed. students lies above mean interval. It indicates that B.Ed. students have exhibited above average level of self-efficacy.

Thus hypothesis 1 “It is expected that self-efficacy would be normally distributed” is rejected because the level of self-efficacy is above average in the present study.

H2: Comparison of self-efficacy among B.Ed. students in relation to gender.

Table 2 shows the values of mean, S.D ad t-ratio of the self-efficacy among B.Ed. students in terms of gender.

Table 2. Self-efficacy among B.Ed. Students in Relation to Gender

Group	Number	Mean	S.D	t-value
Male	60	30.45	3.06	1.42
Female	60	29.31	5.35	

In table 2, the statistical findings revealed that mean score of male students is 30.45 with S.D 3.06 whereas the mean score of female student is 29.31 with S.D 5.32 and the t-value is 1.42 which is not significant. It indicated that there is no significant difference in the self-efficacy among B.Ed. male and female students. So hypothesis 2 “There would not be significant differences in the self-efficacy of male and female student” is accepted.

H3: Comparison of self-efficacy among B.Ed. students in relation to locale

Table 3 shows the values of mean, S.D and t-ratio of the self-efficacy among the B.Ed. students in terms of locale.

Table 3. Self-efficacy among B.Ed. Students in relation to Locale

Group	Number	Mean	S.D	t-value
Urban	60	31.20	2.95	3.438**
Rural	60	28.56	3.14	

**Significant at 0.01 level

In table 3, the statistical findings revealed that the mean score of urban students is 31.20 with AS.D 2.95 whereas the mean score of rural students is 28.56 with S.D 3.14 and the t-value is 3.43 which is significant at 0.01 level. It indicated that there is significant difference of self-efficacy among urban and rural B.Ed. students.



Hence, urban students have more self-efficacy as compared to the rural students and therefore hypothesis 3 “There would be significant differences between self-efficacy of urban and rural student” is accepted.

H4: Comparison of self-efficacy among B.Ed. students in relation to stream of study

Table 4 shows the values of mean, S.D and t-ratio of the self-efficacy among the B.Ed. students in terms of stream.

Table 4. Self-efficacy among B.Ed. Students in relation to Stream of Study

Group	Number	Mean	S.D	t-value
Science	60	29.70	4.94	0.45
Arts	60	30.06	3.76	

In table 4, statistical findings shows that the mean score of science students is 29.70 with S.D. 4.94 and the mean score of arts students is 30.06 with S.D 3.76 and t-value is 0.45 which is not significant. It indicated that there is no significant difference in the self-efficacy of science and arts students of B.Ed. So hypothesis 4 “there would be significant difference in the self-efficacy of science and arts students” is rejected.

RESULTS AND CONCLUSION

- Present study indicated that B.Ed. students have exhibited above average level of self-efficacy.
- The study revealed that urban students have more self-efficacy as compared to the rural students.
- It is interpreted from investigation that there were no significant differences in the self-efficacy among B.Ed. male and female students.
- The study also indicates that there were no significant differences in the self-efficacy of B.Ed. science and arts students.

Educational Implications

- If self-efficacy can be ascertained in determining good performance and the relationship can be reciprocal, then educational efforts, teacher practices and teaching strategies should be aimed at enhancing self-efficacy to increases competence.
- Teachers should provide students with challenging tasks and meaningful activities to increase motivation and their efforts should be supported and encouraged to help ensure self-confidence and eventually self-efficacy.
- One of the dimensions of self-efficacy is self regulatory process which should be utilized in making decisions automatic and be exercised unconsciously. Teachers should endeavour to instil in the students this self regulatory process so that it will become habits. Once it becomes habits of thinking, these beliefs in personal competence will serve them throughout their lives.



- Students learn from peers by observing them. Teachers should take this as a platform to select peers for classroom models. Students can actively engage themselves by observing their peers making errors, coping behaviour and verbalize emotive statements reflecting low confidence and achievement (Pajares and Schunk, 2001). In this way, low achieving students can view themselves as comparable in learning ability as their models and hence achieve self-efficacy and greater achievement.
- Teachers should pay attention not only on actual competence of students but also their perceptions of competence for these perceptions may accurately predict student's motivation and future success.
- Rewards enhance self-efficacy when they are directly linked to a student's accomplishments and convey that the student has made progress in learning.

SUGGESTIONS FOR FURTHER RESEARCH

- Similar present study may be undertaken on large sample from a good number of colleges from various district of Punjab.
- Sample can also be obtained from other streams such as engineering etc apart from arts and science.
- Self-efficacy can be assessed by relating to other psychological variables such as self-concept, motivation, achievement other than gender.
- Role of state level and district level agencies namely SCERT, NCERT, DIET can be evaluated to critically examine their role in promoting the explanatory styles of school and college students.
- The role of voluntary agencies and nongovernmental organizations need to be evaluated in enhancing self-efficacy explanatory styles to various life situations.

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