



Comparative Study of Self-efficacy among male and female students

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Abstract : Self-efficacy, also referred as personal efficacy, is the extent or strength of one's belief in one's own ability to complete tasks and reach goals. 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.

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Self-efficacy affects every area of human endeavor. By determining the beliefs a person holds regarding his or her power to affect situations, it strongly influences both the power a person actually has to face challenges competently and the choices a person is most likely to make. These effects are particularly apparent, and compelling, with regard to behaviors affecting health.

Key Words : Self Efficacy, Students

Introduction : 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 confidence in the ability to exert control over one's own motivation, behavior, and social environment. These cognitive self-evaluations influence all manner of human experience, including the goals for which people strive, the amount of energy expended towards goal achievement, and likelihood of attaining particular levels of behavioral performance. Unlike traditional psychological constructs, self-efficacy beliefs are hypothesized to vary depending on the domain of functioning and circumstances surrounding the occurrence of behavior.

Self-efficacy is the extent or strength of one's belief in one's own ability to complete tasks and reach goals. Psychologist have studied self-efficacy from several perspectives, nothing various paths in the development of self-efficacy; self-efficacy is the ability to persist and a person's ability to succeed with a task. It is one's ability to succeed in specific situations. One's sense of self-efficacy can play a major role in how one approaches goals, tasks and challenges.

Self-efficacy is commonly defined as the belief in one's capabilities to achieve a goal or an outcome. Students with a strong sense of efficacy are more likely to challenge themselves with difficult tasks and be intrinsically motivated. These students will put



forth a high degree of effort in order to meet their commitments and attribute failure to things which are in their control, rather than blaming external factors, self-efficacious students also recover quickly from setbacks and ultimately are likely to achieve their personal goals.

Self-efficacy drives your motivation; just as you have different degree of motivation depending on the task. So also do you have different levels of self-efficacy you may have high self-efficacy when it comes to your job because you have done it for long time. The level of self-efficacy you have when you begin a task has a great deal to do with whether you will successfully complete it.

LOCUS OF CONTROL

In psychology, locus of control refers to the extent to which individuals believe they can control events affecting them. Understanding of the concept of was developed by Julian B. Rotter in 1966 & has since become an aspect of personality studies. A person's locus (Latin for 'place' or 'location') is conceptualized as either internal & external.

Individual with a strong internal locus of control believe events in their life derive primarily from their own actions: with example, when receiving test results, people with an internal locus of control tend to praise or blame themselves and their abilities. People with a strong external locus of control tend to praise or blame external factors such as the factor or the test.

Locus of control generated much research in a variety of areas in psychology. The construct is applicable to such fields as educational psychology, health psychology & clinical psychology.

Locus of control (Rotter, 1966) is conceptualized on a dynamic bipolar continuum spanning from internal to external. Internal locus of control is characterized by the belief that consequences are a result of one's own behavior. In other words, individuals w'ho believe that their successes or failures result from their ow'n behaviors possess an internal locus of control. Additionally individuals with an internal locus of control typically engage in proactive and adaptive behaviors. On the other hand, external locus of control is characterized by the powerful others. In other words, individual w'ho attributes their own behavior possess an external locus of control.

Locus of control is one of the 4 dimensions of core self-evaluations, neuroticism, self- efficacy and self-esteem. The concept of core self-evaluations was first examined by Judge, Locke & Durham (1997), & since has proven to have the ability to predict several work outcomes, specifically, job satisfaction and job performance. Other fields to which the concept has been applied include Industrial and organizational Psychology, Sports psychology, educational psychology and the psychology of religion.

TYPES OF LOCUS OF CONTROL



Internal locus of control

External locus of control

ANALYSIS AND INTERPRETATION OF DATA

Analysis and Interpretation of data is the most important part of any research. Analysis of data means studying the tabulated material in order to determine inherent fact.

In the preceding chapter, the problem of the study, objectives, hypotheses, development and description of tools, method of the study which covers sample, design of the study, tools, procedure and statistical techniques used for the analysis of data were discussed. The present chapter deals with the results obtained after applying the statistical techniques.

The acronyms used throughout the chapter are as follows:

I.L.O.C = Internal locus of control

E.L.O.C = External locus of control M =

Mean

SD = Standard deviation

TABLE

Showing mean self-efficacy scores of boys and girls with respect to locus of control

	BOYS	GIRLS	
I.L.O.C	$M_i = 28.29$ $s_i = 3.643$	$M_2 = 30.10$ $s_2 = 3.118$	$M_t M_2 = 29.21$
E.L.O.C	$M_3 = 30.10$ $s_3 = 3.750$	$M_4 = 30.15$ $s_4 = 3.091$	$M_3 M_4 = 30.12$
	$M, M_3 = 29.13$	$M_2 M_4 = 30.12$	

Summary of ANOVA for 2x2 design in respect of self-efficacy

Source of variation	Sum of squares	Degree of freedom	Mean sum of squares	F-ratio



Gender	64.225	1	64.225	5.516*
Locus of control	64.726	1	64.726	5.559*
Interaction	57.596	1	57.596	4.947*
Error	3446.424	296	11.643	

*significant at 0.05 level.

It is observed from the table 3.2 that F-ratio for the difference between mean of gender groups i.e. boys and girls on the scores of self-efficacy was found to be significant at 0.05 level of confidence. This indicates that two groups differ significantly on mean self- efficacy scores. Thus data provides sufficient evidence to reject the null hypothesis (1),”There exists no significant difference in the self-efficacy of 10+2 class boys and girls” which means that there is significant difference in the self-efficacy of 10+2 class boys and girls.

From the table 3.1 it is clear that girls have 30.12 mean score on self- efficacy which is more than self-efficacy mean score of boys i.e. 29.13. So it is clear that girls have high self-efficacy as compared to boys. This shows that gender has a significant influence on self-efficacy.

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