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Self- Efficacy of the High school students

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Abstract

The present investigation was undertaken to study the self-efficacy of high school students. The sample of the study consisted of 1747 high school students studied of the school of Education during the academic year 2022 in the four districts of Southern Tamilnadu. Their self-efficacy was measured by the self-efficacy of high school students' scale prepared and standardized by the investigator. The results revealed that no significant difference was found between boys and girls of High school students in their self-efficacy. It also indicated that significant association was found among the High school students from Madurai, Pudukkottai, Virdhunagar and Ramanathapuram districts.

Key Words: *Self-efficacy, High school students, Reading Efficacy, Writing Efficacy, Speaking Efficacy ,Leader Ship Efficacy ,Efficacy in Computer Skills, Scientific Efficacy,Personal self-efficacy beliefs.*

Introduction: Self-efficacy is the belief we have in own abilities, specifically our ability to meet thechallenges ahead of us and complete a task successful (Akhtar, 2008). General self-efficacy refers to our overall belief in our ability to succeed, but there are many more specific forms of self-efficacy as well as (academic, sports,

parenting). Although self-efficacy is related to our sense of self-worth or value as a human being, there is at least one important distinction. So high self-efficacy is relatively easy to spot because those with high self-efficacy tend to bethose who achieve, accomplish and succeed more often than others. For example, a student who is not particularly gifted in a certain subject, but believes in her own ability to learn it well. Self-efficacy has probably been most studied within the context of the classroom. Thereis a good reason for this, as self-efficacy many other traits and skills best developed early to reap the full benefits. The student can achieve many things in his life, it he has faith in himself. The students must be motivated both affectively and cognitively to perceive self-efficacy in them. To lead a well-structured life, one must have undaunted confidence. This self-efficacy induces the students to achieve on the academic side.

Background Of The Study

Hasanah (2023) This study aims to determine the relationship between Academic Stress and Academic Self-Efficacy in Raden Paku Wringinanom. Vocational High School students. The variables contained in this study are academic stress as the independent variable and academic self-efficacy as the dependent variable. This research is a type of quantitative research with a correlational approach. The sample of this study amounted to 202 students from a total population of 479 students who were taken with the Stratification sampling technique. The results of the data analysis of this study indicate a correlation coefficient of -0.186 with a significance of 0.008, which is smaller than 0.05, meaning that there is a negative relationship between Academic Stress and Academic Self-Efficacy.

Yesuf(2023) conducted study on examined students' mathematics self-efficacy and associated predictors among high school students in Addis Ababa. In the study it was found that students have more than average mathematics self-efficacy even though significant numbers of students (44.2%) have low mathematics self-efficacy. Generally educational expectations are important predictors of students' mathematics self-efficacy. Therefore, researchers and organizations need to gear their attention towards improving students' mathematics self-efficacy.

Azizi(2022) the aim of the study E-learning anxiety plays a key role in students' success in online courses.. Therefore, the present mixed-methods study purports to explore the role of CSE in Iranian high school students' e-learning anxiety. Results revealed a strong negative correlation between the students' CSE and e-learning anxiety. Further, the findings documented that the factors of CSE (i.e., beginning skills, mainframe skills, and advanced skills) determined the high school students' e-learning anxiety. Moreover, the complementary qualitative findings yielded four overarching themes: 'promoted digital literacy', 'increased problem-solving', 'increased learning satisfaction', and 'enhanced self-regulated learning'. Finally, a range of implications is suggested for different stakeholders.

Ningsih(2021) The purpose of this study was to see how self-efficacy of students towards the learning process online amid the Covid-19 outbreak. This research is a descriptive study that describes self-efficacy based on the dimensions that exist in self-efficacy and is summarized and used as a measurement tool or instrument, namely the level (magnitude) associated with task difficulties, strength related to the effort made by students, and

energy-related to space. the scope of student beliefs. The instrument used was a non-test in the form of a questionnaire self-efficacy consisting of 30 statements with 4 choices and 616 respondents. The result is that the dimensions of the level of Indonesian SMP / MTs students are in the medium category with a percentage of 55.04%, which means that when students are faced with difficult tasks during learning online, students can overcome them. The dimension strength is in the medium category with a percentage of 56.82%, this shows that the efforts and resilience of Indonesian SMP / MTs students in doing assignments in learning are online quite persistent and do not give up easily. The dimension generality is in the medium category with a percentage of 45.94%, which means that Indonesian SMP / MTs students' confidence in completing different tasks is quite good. In general, the self-efficacy of Indonesian SMP / MTs students in learning online is quite good.

Atabey (2020) In this research, the relationship among high school students' future expectations, self-efficacy and sense of school belonging was investigated. 286 students participated in the study using the relational survey model. The research data were collected with the Future Expectation Scale, Self-Efficacy Scale for Children, and the Psychological Sense of School Membership Scale. The data obtained from these scales were analyzed by multiple regression analysis. The results of the study revealed that there were bilateral significant correlations between the students' future expectations, self-efficacy and sense of school belonging. In addition, it was determined that future expectations and self-efficacy were significant predictors of the sense of school belonging. According to this, as the future expectations and self-efficacy of high school students increase their sense of school belonging increases. In line with the findings of the research, suggestions were made to determine and increase the future expectations and self-efficacy of the students to increase their sense of school belonging.

Nurwendah (2019) This research aims to reveal: (1) the relationship among self-motivation and self-efficacy of high school student in biology (2) the relationship among self-efficacy and achievement of high school student in biology (3) the relationship among self-motivation and self-efficacy of high school student in biology, and (4) the relationship among self-motivation and self-efficacy and achievement of highs school student in biology. This research was a quantitative descriptive research, using a survey method. The instrument used a questionnaire for collecting the data. The population was all of grade XI students of natural science class of high schools in Yogyakarta City. The sample was by using the quota sampling technique. The data were analyzed by using the linear regression, Pearson correlation coefficient, and multiple regression analysis. The criteria for determination was at the significance level of 0.05.

Statement of the problems

School students are low in self-efficacy tends to see difficult tasks as threats they should avoid. Because of this, they also tend to avoid setting goals and have low levels of commitment to the ones they do make. When setbacks happen, they tend to give up quickly. Because they don't have much confidence in their ability to achieve, they are more likely to experience feelings of failure and depression. Stressful situations can also be very hard to deal with and those with low self-efficacy are less resilient and less likely to bounce back. Learned helplessness is the opposite of self-efficacy. It can occur when people feel they have no power to control what

happens in a situation. Instead of looking for opportunities to change the outcome, they give up and behave passively.

Significant of the study

School attending students come from different familial and educational backgrounds. The school curriculum plays a vital role in developing the personality of the students. To do any work, we must have confidence in ourselves that we can do that work and complete it ina successful ways. It is the duty of the students to develop their self-efficacy for setting and attaining their goals.One can recover quickly after failure, while making an effort to attain his goals. Lack of self-efficacy blocks personal growth and affects the self -efficacy of individual. The students set both long-term and short- term goals. The Self-efficacy in the students helps to improve the skills. Self-efficacy is related to collaboration through the power of shared resources and further it is related to empowerment through the role of self – confidence. Self-efficacy as the beliefs and judgment of individuals to achieve a specific task and emphasized that self-efficacy is significant factor that affects Individual behaviours. When the concept of self-efficacy is consider in terms of personal efficacy, social efficacy, computer efficacy, co-curricular efficacy, scientific efficacy, theoretical and application skills efficacy. It can be define as student's self-judgments about the information and skills they should possess to learners.

Objectives of the study

1. To find out the level of self-efficacy of the boys and girls High school students.
2. To find out whether there is any significant difference between boys and girls High school students in their self-efficacy.
3. To find out whether there is any significant difference between rural and urban High school students and their self-efficacy.
4. To find out whether there is any significant difference among the High school students from Madurai, Pudukkottai, Sivagangai and Ramanathapuram districts in their self-efficacy.

Hypotheses of the study

1. There is no significant difference between boys and girls High school students in their self-efficacy.
2. There is no significant difference between rural and urban High school students and their self-efficacy.
3. There is no significant difference among the High school students from Madurai, Pudukkottai, Sivagangai and RamanathapuramHigh school students.

Materials and Methods:

Method

The investigator has used the survey method for obtaining the data for this study.

Population and Sample

The population for the present study consisted of the High school students studied in the Colleges of Education during the academic year 2022 in four southern districts schools,Chennai. 1747 high school students, students from 40 schools in Madurai, Pudukkottai, Sivagangai and Ramanathapuram districts were selected by the stratified random sampling technique.

Tool used in the present study

The investigator used the Self-efficacy Scale for the high school students, developed and standardized by the investigator (2022).

Observations

For analyzing the data, percentage analysis, 't'-test and ANOVA were used.

LEVEL OF SELF-EFFICACY OF BOYS AND GIRLSHIGH SCHOOL STUDENTS:

Self efficacy and its dimensions	LOW				Moderate				High			
	boys		Girls		boys		Girls		boys		Girls	
	N	%	N	%	N	%	N	%	N	%	N	%
Reading Efficacy	97	13.88	129	12.31	529	75.68	784	74.81	73	10.44	135	12.88
Writing Efficacy	103	14.74	148	14.12	512	73.25	760	72.52	84	12.02	140	13.36
Speaking Efficacy	97	13.88	135	12.88	536	76.68	817	77.96	66	9.44	96	9.16
Leader Ship Efficacy	94	13.45	117	11.16	515	73.68	806	76.91	90	12.88	125	11.93
Efficacy in Computer Skills	102	14.59	114	13.74	520	74.39	753	71.85	77	11.02	151	14.41
Scientific Efficacy	83	11.87	133	12.69	534	76.39	801	76.43	82	11.73	114	10.88
Personal self-efficacy beliefs	91	13.02	115	10.97	538	76.97	824	78.63	70	10.01	109	10.40
Self-efficacy	90	12.88	115	10.97	538	76.97	837	79.87	71	10.16	96	9.16

(Low = below 40; Moderate = between 4060; High = above 60 from the 'T' scores)

It is inferred from the above table that 13.88% of boys High school students have low, 75.68% have moderate and 10.44% of them havehigh level of efficacy in reading, whereas 12.31% of girls High school students have low, 74.81% have moderate and 12.88% of them have high level of efficacy in Reading Efficacy

14.74% of boys High school students have low, 73.25% have moderate and 12.02% of them have high level of efficacy in preparing and using reading, whereas 14.12% of girls High school students have low, 72.52% have moderate and 13.36% of them have high level of efficacy in Writing Efficacy

13.88% of boys High school students have low, 76.68% have moderate and 9.44% of them have high level of efficacy in teaching, whereas 12.88% of girls High school students have low, 77.96% have moderate and 9.16% of them have high level of efficacy in Speaking Efficacy

13.45% of boys High school students have low, 73.68% have moderate and 12.88% of them have high level of efficacy in classroom management, whereas 11.16% of girls High school students have low, 76.91% have moderate and 11.93% of them have high level of efficacy in Leader Ship Efficacy

14.59% of boys High school students have low, 74.39% have moderate and 11.02% of them have high level of efficacy in computer skills, whereas 13.74% of girls High school students have low, 71.85% have moderate and 14.41% have high level of efficacy in computer skills.

11.87% of boys High school students have low, 76.39% have moderate and 11.73% of them have high level of efficacy in Participate school activities, whereas 12.69% of girls High school students have low, 76.43% have moderate and 10.88% of them have high level of efficacy in Scientific Efficacy

13.02% of boys High school students have low, 76.97% have moderate and 10.01% of them have high level of personal self-efficacy beliefs, whereas 10.97% of girls High school students have low, 78.63% have moderate and 10.40% of them have high level of personal self-efficacy beliefs.

12.88% of boys High school students have low, 76.97% have moderate and 10.16% of them have high level of self-efficacy, whereas 10.97% of girls High school students have low, 79.87% have moderate and 9.16% of them have high level of self-efficacy

Table: 2

DIFFERENCE BETWEEN BOYS AND GIRLS HIGH SCHOOL STUDENTSIN THEIR SELF-EFFICACY:

Self-efficacy and its dimensions	boys		Girls		Calculated 't' value	Remarks
	Mean	S.D	Mean	S.D		
Reading Efficacy	39.22	8.384	39.87	8.062	1.630	NS
Writing Efficacy	38.85	7.607	39.14	7.557	0.783	NS
Speaking Efficacy	57.34	11.174	57.99	10.568	1.214	NS
Leader Ship Efficacy	41.52	8.244	42.06	7.798	1.362	NS
Efficacy in Computer Skills	38.98	8.333	38.84	7.914	0.336	NS
Scientific Efficacy	40.53	7.702	40.88	7.300	0.934	NS
Personal self-efficacy beliefs	40.69	7.623	41.09	7.350	1.099	NS
Self-efficacy	297.13	50.600	299.78	48.660	1.090	NS

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between boys and girls High school students in their efficacy in writing lesson, using teaching -learning material, learning, leader ship efficacy, computer skills, participated school activities, personal self-efficacy beliefs and self-efficacy.

Table: 3

DIFFERENCE BETWEEN RURAL AND URBAN HIGH SCHOOL STUDENTSIN THEIR SELF-EFFICACY:

Self-efficacy and its dimensions	boys		Girls		Calculated 't' value	Remarks
	Mean	S.D	Mean	S.D		
Reading Efficacy	39.61	8.588	39.60	7.684	0.027	NS
Writing Efficacy	39.05	7.977	38.99	7.048	0.152	NS
Speaking Efficacy	57.83	11.496	57.60	9.906	0.443	NS
Leader Ship Efficacy	41.85	8.492	41.83	7.298	0.056	NS
Efficacy in Computer Skills	39.21	8.288	38.51	7.806	1.818	NS
Scientific Efficacy	40.77	7.897	40.69	6.886	0.217	NS
Personal self-efficacy beliefs	41.10	8.001	40.72	6.724	1.084	NS
Self-efficacy	299.43	53.196	297.83	44.332	0.685	NS

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between rural and urban High school students in their efficacy in writing lesson plan, preparing and using TLM, teaching, classroom management, computer skills, Participate school activities, personal self-efficacy beliefs and self-efficacy.

Table:4

DIFFERENCE AMONG THE HIGH SCHOOL STUDENTSFROM MADURAI,SIVAGANGAI, THIRUNELVELI AND RAMANATHAPURAM DISTRICTS IN THEIR SELF-EFFICACY:

Self-efficacy and its dimensions	Sources of Variation	SS	Df	MS	Calculated 'F' Value	Remarks
Reading Efficacy	Between groups	2573.139	3	857.713	13.031	S
	Within groups	114722.399	1743	65.819		
Writing Efficacy	Between groups	2375.501	3	791.834	14.106	S
	Within groups	97839.391	1743	56.133		
Speaking Efficacy	Between groups	7127.312	3	2375.771	21.006	S
	Within groups	197133.623	1743	113.100		

Leader Ship Efficacy	Between groups	4235.563	3	1411.854	22.999	S
	Within groups	106996.708	1743	61.387		
Efficacy in Computer Skills	Between groups	1232.866	3	410.955	6.349	S
	Within groups	112824.998	1743	64.730		
Scientific Efficacy	Between groups	2659.240	3	886.413	16.335	S
	Within groups	94583.164	1743	54.265		
Personal self-efficacy beliefs	Between groups	2409.982	3	803.327	14.772	S
	Within groups	94785.498	1743	54.381		
Self- Efficacy	Between groups	13829.498	3	46309.833	19.543	S
	Within groups	4130227.067	1743	2369.608		

(At 5% level of significance, for (3, 1743) df, the table value of 'F' is 2.60)

The above table reveals that there is significant difference among the High school students from Madurai,Sivagangai, Pudukkottai, and Ramanathapuram districts in their efficacy in writing lesson plan, preparing and using TLM, teaching, classroom management, computer skills, Participate school activities, personal self-efficacy beliefs and self-efficacy. While comparing the mean scores of the High school students fromMadurai, Sivagangai, Pudukkottai and Ramanathapuram districts, the High school students fromSivagangai district are better than the High school students in their efficacy in writing lesson plan, preparing and using TLM, teaching, classroom management, computer skills, Participate school activities, personal self-efficacy beliefs and self-efficacy.

4. There is no significant difference between boys and girls High school students in their self-efficacy.
5. There is no significant difference between rural and urban High school students and their self-efficacy.
6. There is no significant difference among the High school students from Madurai, Pudukkottai, Sivagangai and RamanathapuramHigh school students.

Results:

1. The majority of boys and girls High school students have self-efficacy only at the moderate level in terms of efficacy in computer skills, Participate school activities, personal self-efficacy beliefs and self-efficacy.
2. There is no significant difference between boys and girls High school students in their self-efficacy in computer skills, Participate school activities, personal self-efficacy beliefs and self-efficacy. This may be due to the fact that both boys and girls High school students are equally motivated and have better efficacy beliefs.
3. There is no significant difference between rural and urban High school students and their efficacy in computer skills, Participate school activities, personal self-efficacy beliefs and self-efficacy. This may be due to the fact that both rural and urban High school students are competent and efficient.

4. There is no significant difference among the High school students from Madurai, Pudukkottai, Sivagangai and Ramanathapuram districts in their efficacy in writing, computer skills, participated school activities, personal self-efficacy beliefs and self-efficacy. The High school students from the Sivagangai district are better than the High school students from Madurai, Pudukkottai and Ramanathapuram districts in their self-efficacy and all its dimensions.
5. This may be due to the fact that students' efficacy beliefs differ according to their cultural and traditional background. Moreover, the opportunities and exposures provided to them may also play a vital role in shaping their efficacy beliefs.

Conclusion:

The strongest source of self-efficacy is mastery experiences, where individuals engage in activities or tasks that lead to successful outcomes. These experiences provide the most direct and powerful way to build confidence in one's ability to succeed and overcome challenges.Self-efficacy is a set of beliefs, specific to a goal or an area of skill or performance, that shape the actions and behaviors that help you achieve that goal. High self-efficacy expresses confidence in the power to control one's motivation, behavior and environment, and enables students to advocate for their needs and supports. Studies show that high self-efficacy boosts student performance, promotes emotional well-being and serves as a reliable predictor of student motivation and learning. Studies also show that high-self-efficacy students attend class more often, work harder, stay longer and have fewer negative emotional reactions when faced with challenges than students with low self-efficacy.

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