



Empowering Futures: Exploring Self-Efficacy among Secondary School Students

M. Nirmala Mary , Research Scholar, CDE-ANU

Professor. Adam Paul P, Professor of Education, Research Supervisor

Abstract

The paper titled "Exploring Self-Efficacy among Secondary School Students" delves at the complex dynamics of self-belief among students in Secunderabad, Telangana's secondary schools. Stratified Random Sampling was utilized in a Descriptive Survey Method, with 676 students from various backgrounds taking part. Interesting insights were obtained from the analysis of gender, parental occupation, socioeconomic position, and the medium of instruction. Gender and the medium of instruction did not significantly differ from one another, although there were clear differences in socioeconomic position and parental occupation. Pupils belonging to reserved groups and those whose parents worked had higher levels of self-efficacy. These results highlight the necessity of focused interventions to support all kids' self-belief, regardless of their background. To empower every student on their path to success, recommendations include putting in place inclusive policies, offering support networks, and encouraging resilience-building initiatives.

Key words: Self-efficacy, Resilience-building programs, Parental engagement, Student empowerment

Introduction

Self-efficacy is a guiding principle in the dynamic field of secondary education, which is where the seeds of tomorrow's leaders are planted. "Empowering Futures" sets out to shape the stories of secondary school students' academic and personal development by illuminating the hallways of self-belief. In the middle of secondary school hallways and classrooms is a world just waiting to be explored: the world of self-efficacy. This is where our study finds its purpose, in the hopes and dreams of impressionable young brains. It becomes essential to comprehend the elements that support or undermine self-efficacy in a world where confidence is frequently the currency of success. The aim of Empowering Futures is to close the achievement gap by exploring the nuances of self-belief. We seek to reveal the factors that influence secondary school students' self-efficacy through a thorough examination of gender, the medium of instruction, social standing, and parental occupation. Our research is a call to action as much as an intellectual endeavor. Through illuminating the differences present in educational environments, we create space for focused interventions and comprehensive policy. By doing this, we provide every student the tools

they need to walk the path to success with resilience and confidence. "Empowering Futures" explores the complex web of self-efficacy that emerges from young brains negotiating the complex academic and social environments.

Need and Significance of the Study:

It is crucial to comprehend the elements that influence self-efficacy in this changing environment. In order to realize our children's full potential, our research aims to solve the puzzles around self-belief. In the middle of the sea of pupils, every one with their own history and experiences, we set out to unravel the subtleties of self-efficacy. Our study is a ray of optimism in a world where the future belongs to individuals who trust in the beauty of their goals. It emphasizes how crucial it is to help our children develop self-belief, regardless of their upbringing or situation. By equipping them with the tool of self-efficacy, we open the door to a more promising future in which all goals are attainable and dreams are within grasp.

For educators, legislators, and stakeholders alike, "Empowering Futures" is a ray of optimism as a new era approaches. It is evidence of our shared dedication to raising a generation of confident people who are ready to use their goals and aspirations to change the world.

Review of related literature

The literature on self-efficacy covers a wide range of topics, including occupational performance and education, and it uses a variety of approaches and viewpoints. A core understanding of this construct is provided by Bandura's important work in "Self-Efficacy: The Exercise of Control" (1997), which explores how people's ideas about their abilities influence their behaviors and outcomes. Research like De Fátima Goulão's (2014) study on the connection between adult learners' self-efficacy and academic accomplishment clarifies the usefulness of self-belief in learning environments. Garba Kolo et al. (2017) conducted research that emphasizes the value of academic self-efficacy at different educational levels and demonstrates its usefulness in predicting college students' success. Theoretical frameworks that place self-efficacy within more general conceptions of intelligence and cognition are provided by Hill's (2002) study of learning psychology and Gardner's (1983) idea of multiple intelligences. Our understanding of the complex interactions between self-efficacy, academic accomplishment, and parental influence is further deepened by further contributions from scholars such as Hwang et al. (2016), Martinez-pons (2002), and McCombs & Marzano (1990). Strong evidence for the relationship between self-efficacy beliefs and academic outcomes may be found in the meta-analytic studies of Multon, Brown, and Lent (1991) as well as the empirical research of Muris (2001) and Tenaw et al. (2013). Furthermore, investigations into related ideas like vicarious reinforcement by Ollendick et al. (1983) and motivation by Murphy & Alexander (2000) provide insightful understandings of the mechanics behind self-efficacy. When taken as a whole, these evaluations highlight the complexity of self-efficacy research and its applicability in a range of human endeavors.

Objective of the study

To study the self-efficacy of secondary school students with respective variables-gender, medium of instruction, social category and parental occupation.

Hypothesis of the study

1. There would be no significant difference between secondary school boys and girls with respect to the Self-efficacy.
2. There would be no significant difference between secondary school students Telugu medium and English with respect to the Self-efficacy
3. There would be no significant difference between reserved and unreserved category of secondary school students with respect to self-efficacy.
4. There would be no significant difference between parental occupation of secondary school students with respect to self-efficacy.

Methodology

The population of the study consisted of all ninth-grade students in Secunderabad, Telangana State, adopting the Descriptive Survey Method. The study used a stratified random sampling technique. The sample is drawn from Secunderabad I and II, giving equal weight to the ages of all the ninth grade pupils in the community. It was not feasible to include every member of the population in the study due to its size and dispersion. 26 schools in all—13 from Secunderabad I and 13 from Secunderabad II—were chosen for the investigation. Thirteen government high schools and thirteen private, unaided schools provided the sample. A total of twenty-six students were chosen at random from each school to participate in the study. Together, 336 ninth-grade students. A total of twenty-six students were chosen at random from each school to participate in the study. A total of 336 ninth-grade kids and 340 tenth-grade students—of whom 338 are male and 338 are female—were used as the sample. In order to measure secondary students' self-efficacy, a representative sample of 676 students was chosen to participate in the Self-Efficacy Scale, which was developed by Drs. G. P. Mathur and Raj Kumari Bhatnagar (2023).

Analysis of Data

Table -1 Comparison of mean scores of self-efficacy of gender, medium, social status, and parental occupation of secondary school students.

Variable	N	Mean	S.D.	df	t-value
Boys	338	76.12	7.34	674	1.99*
Girls	338	77.23	7.12		
Telugu	260	77.21	7.12	674	1.52NS
English	416	76.34	7.24		

Reserved	286	74.63	7.23	674	5.93**
Unreserved	390	71.39	6.85		
Employ	268	76.50	7.23	674	7.14**
Un-employ	408	72.32	7.58		

*Significant at 0.05 level ,** Significant at 0.01 level , NS Not Significant

From the above table the mean self-efficacy score for boys is 76.12, and for girls, it's 77.23.

The t-value is 1.99, indicating that there's a slight difference between boys and girls in terms of self-efficacy, the mean self-efficacy score for Telugu medium students is 77.21, and for English medium students, it's 76.34. The t-value is 1.52, which is not significant suggesting that there's no significant difference in self-efficacy scores based on the medium of instruction.

The mean self-efficacy score for students from reserved categories is 74.63, while for those from unreserved categories, it's 71.39. The t-value is 5.93, which is significant at the 0.01 level indicating a significant difference in self-efficacy scores based on social status. Students from reserved categories tend to have higher self-efficacy compared to those from unreserved categories. The mean self-efficacy score for students whose parents are employed is 76.50, and for those whose parents are unemployed, it's 72.32. The t-value is 7.14, which is significant at the 0.01 level indicating a significant difference in self-efficacy scores based on parental occupation. Students with employed parents tend to have higher self-efficacy compared to those with unemployed parents.

Findings

1. There are no significant differences based on gender and medium of instruction
2. There are significant differences in self-efficacy scores based on social status and parental occupation.
3. Students from reserved categories and those with employed parents tend to have higher self-efficacy scores compared to their counterparts.

Suggestions and Recommendations:

1. Educational institutions should formulate policies that promote inclusivity and address disparities in self-efficacy. This includes providing equal opportunities and resources to students from diverse backgrounds.
2. Schools should establish support systems such as counseling services, mentorship programs, and peer support groups to nurture self-efficacy among students. These initiatives can offer guidance and encouragement to students facing challenges.
3. Implementing resilience-building programs within the curriculum can equip students with the skills and mind-set needed to overcome obstacles and enhance self-belief. These programs can focus on developing coping strategies, problem-solving skills, and positive self-talk.
4. Schools should involve parents in initiatives aimed at promoting self-efficacy among students. Parental

involvement in education can positively influence students' beliefs about their abilities and provide additional support outside the classroom.

5. Further research is needed to explore additional factors that may influence self-efficacy among secondary school students. Longitudinal studies can provide insights into the development of self-belief over time and inform the design of effective interventions

Conclusion

"Exploring Self-Efficaciousness among Secondary School Students" illuminates the complex interactions among variables impacting students' self-belief in secondary school. Gender and the medium of instruction did not significantly differ from one another, however social class and parental occupation did significantly differ. Higher self-efficacy scores were seen among kids from reserved groups and those whose parents were employed, underscoring the necessity of focused efforts to promote self-belief in all pupils. To empower every student on their path to success, recommendations include putting inclusive policies into place, developing programs that strengthen resilience, and encouraging parental involvement.

References

- Bandura, A. (1997). *Self-Efficacy: The Exercise of Control*. New York: W.H. Freeman and Company.
- De Fátima Goulão, M. (2014). The relationship between Self-Efficacy and Academic Achievement in Adults' Learners. *Athens Journal of Education*, 1(3), 237-46.
- Garba Kolo, A., et. al. (2017). Relationship between Academic Self-efficacy Believed of College Students and Academic Performance. *IOSR Journal Of Humanities And Social Science (IOSR-JHSS) Volume 22, Issue 1*, 75-80
- Gardner, H. (1983). *Frames of mind: the theory of multiple intelligences*. New York: Basic Books
- Hill, W. (2002). *Learning: a survey of psychological interpretations (7ed.)*. Boston: Allyn and Bacon.
- Judge, T., Jackson, C., Shaw, J., Scott, B., & Rich, B. (2007). Self-efficacy and work-related performance: the integral role of individual differences. *Journal of applied psychology*, 92, 107-127.
- Hwang, M. H., Choi, H. C., Lee, A., Culver, J. D., & Hutchison, B. (2016). The Relationship between Self-Efficacy and Academic Achievement: A 5-Year Panel Analysis. *The Asia-Pacific Education Researcher*, 25(1), 89-98.
- Martinez-pons, M. (2002). A social cognitive view of parental influence on student academic self-regulation. *Theory into practice*, 61, 126-131.
- McCombs, B., & Marzano, R. (1990). Putting the self in self-regulated learning: the self as agent in integrating skill and will. *Educational psychologist*, 25, 51-70.
- Multon, K. D., Brown, S. D., & Lent, R. W. (1991). Relation of Self-Efficacy beliefs to Academic outcomes: A meta-analytic investigation. *Journal of Counseling Psychology*, 38, 30-38.
- Muris, P. (2001). A brief questionnaire for measuring Self-Efficacy in youths. *Journal of Psychopathology and Behavioral Assessment*, 23, 145-149.

- Murphy, P., & Alexander, P. (2000). A motivated Exploration of Motivation Terminology. *Contemporary Educational Psychology*, 25, 3-53.
- Ollendick, T., Dailey, D., & Shapiro, E. (1983). Vicarious reinforcement: expected and unexpected effects. *Journal of applied behavior analysis*, 16, 483-491.
- Tenaw, Y. A. (2013). Relationship between Self-Efficacy, Academic Achievement and Gender in Analytical Chemistry at Debre Markos College of Teacher Education. *African Journal of Chemical Education*, 3(1), 3-28.

