

A Study Of Self- Efficacy Among Urban And Rural College Students

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Abstract

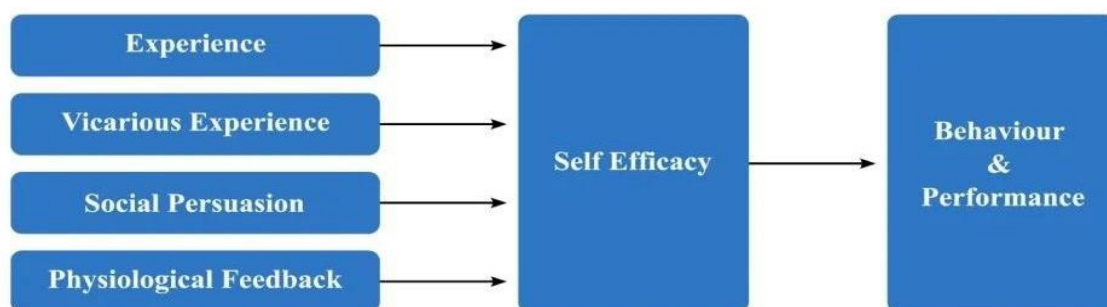
In this paper, the investigator explicitly the self- efficacy among urban and rural college students. Education is an activity or a process, which transforms the behavior of a person from “instinctive behavior” to human behavior. Education is the deliberate and systematic influence, exerted by the mature person, upon immature through instruction, discipline and harmonious development of physical, intellectual and social needs and directed towards the union of the educed with this creator as the end. Bandura argued that people’s expectation of mastery and achievement and their own determine the types of behavior they will engage in and the amount of list they will undertake. To find out the level of Self- Efficacy of B.Ed. Trainees is the aim of the study. The investigator has randomly selected 41 B.Ed. trainees of Dr. Ganesh Dass D.A.V. College of Education for Women, Karnal, Haryana for the present study. The sampling technique used is the random sampling method. It is inferred from that there is no significant relationship between Self- Efficacy and locality. A standardized questionnaire was used for the collection of data where the scale has thirty items with a 5-point rating scale each in four dimensions: self-confidence, efficacy expectation, positive attitude, outcome expectation.

Keywords: Self-efficacy, Self-concept, B.Ed trainees etc.

INTRODUCTION

The concept of self- efficacy has its roots in the social cognitive theory proposed by **Bandura (1986)**, which emphasizes the role of observational learning and social experience in the development of personality. Self-efficacy refers to an individual’s belief in his or her capacity to execute behaviors necessary to produce specific performance attainments. These cognitive self- evaluations influence all manner of human experiences, including the goals for which people strive, the amount of energy expended towards goal achievement and likelihood of attaining particular levels of behavioral performance. Academic self- efficacy is among the most dominant factors that affect perseverance and academic achievement in students. Self- efficacy refers to thoughts and beliefs about the degree of one’s efficiency.

A strong sense of efficacy enhances human accomplishment and personal well- being in many ways (Baron, 2005). Bandura (1997) said that learners who possess high level of self- efficacy are not intimidated and challenged by complex assignments and projects, which they see as an opportunity for growth and mastery rather than threats to be avoided. Conversely, individuals with low self - efficacy beliefs shy away from difficult tasks which they view as personal threats.



After extensive review of literature, following four dimensions were finally included in the scale. A brief description of each of these dimensions is as under-

(a) Self-confidence – The faith in oneself and in one’s own abilities to perform a certain task or to arrive at a certain goal.

(b) Efficacy expectation- The conviction that the person himself or herself can successfully produce the behavior required to generate the particular outcome. It determines how hard people will try and how long they will persist at a particular behavior.

(c) Positive attitude- It means to keep a set of ideas, values and thoughts that tend to look for the good, to advance and overcome problems, to find the opportunities in every situation and to look as it is said, on the bright side of life.

(d) Outcome expectation- A person's belief that a given behavior will lead to a particular outcome.

Significance of the study-

The main component of B.Ed. trainees' personality patterns is their self-concept and self-efficacy. It controls the person's typical responses to other people, parents, the public and circumstances and establishes standard of his trainees' behavior. In order to better assist trainees in developing resilience, self-efficacy and confidence as future educators, teacher educators should find ways that foster the development of positive self-efficacy and self-concept.

Studies on the self-efficacy of B.Ed. candidates can provide insight into the traits and attributes that supports successful instructional strategies to develop self-efficacy.

Statement of the problem-

"A Study of Self-Efficacy among Urban and Rural college students."

Objectives-

1. To find out the level of Self-efficacy of B.Ed. trainees.
2. To find out the relationship between self-efficacy of B.Ed. trainees with their locality.
3. To identify the dominant self-efficacy of B.Ed. trainees.
4. To identify the predictor of self-efficacy of B.Ed. trainees.

Hypothesis-

1. There is no significant relation between rural and urban B.Ed. trainees in their Self-Efficacy.
2. The Self-Efficacy of B.Ed. trainees is low.

Delimitations of the study-

- i. The study has been limited to only the Karnal district.
- ii. Sample for the study is limited to only 41 B.Ed. trainees.
- iii. Questionnaire was the only tool used in the study.

Method Adopted in the present study-

The investigator has adopted the survey method of research to find out the Self-Efficacy of B.Ed. trainees. This method of research attempts to describe and interpret what exists at present in the form of conditions, practices, process, trends and effects. In brief, it is an attempt to analyze, interpret and report the present level of Self-efficacy of B.Ed. trainees.

Sample-

A small portion of the population selected for observation is called sample. The investigator has randomly selected 41 B.Ed. trainees of Dr. Ganesh Dass D.A.V. College of Education for Women, Karnal, Haryana for present the study. The sampling technique used is the random sampling method.

Table 1.1 Self-Efficacy Score

Sr. no.	Name	Score	locality	Interpretation
1.	Meenakshi	69	Rural	Poor self-efficacy
2.	Harkirit	80	Urban	Average self-efficacy
3.	Tamanna	74	Rural	Average self-efficacy
4.	Sandhya Arya	74	Rural	Average self-efficacy
5.	Deepika	78	Rural	Average self-efficacy
6.	Dimple	72	Urban	Average self-efficacy
7.	Anita	84	Rural	Average self-efficacy
8.	Nargis	76	Rural	Average self-efficacy
9.	Shweta	74	Rural	Average self-efficacy
10.	Nisha	79	Rural	Average self-efficacy
11.	Vandana	80	Rural	Average self-efficacy
12.	Sonia	79	Rural	Average self-efficacy
13.	Urvashi	79	Rural	Average self-efficacy
14.	Vinita	79	Urban	Average self-efficacy

15.	Divya	72	Urban	Average self- efficacy
16.	Nikita	70	Urban	Average self- efficacy
17.	Neha	77	Rural	Average self- efficacy
18.	Preeti	71	Rural	Average self- efficacy
19.	Anisha	71	Urban	Average self- efficacy
20.	Aanchal	81	Urban	Average self- efficacy
21.	Mehak	77	Urban	Average self- efficacy
22.	Brijbala	81	Urban	Average self- efficacy
23.	Shivani	79	Rural	Average self- efficacy
24.	Versha	82	Rural	Average self- efficacy
25.	Ekta	81	Urban	Average self- efficacy
26.	Shagun	83	Urban	Average self- efficacy
27.	Shakshi	85	Rural	High Self- efficacy
28.	Simran	88	Urban	High Self- efficacy
29.	Aasita	96	Urban	High Self- efficacy
30.	Pooja	87	Rural	High Self- efficacy
31.	Rakhi	85	Rural	High Self- efficacy
32.	Sudesh	90	Rural	High Self- efficacy
33.	Tannu Devi	89	Rural	High Self- efficacy
34.	Swati	87	Rural	High Self- efficacy
35.	Payal	96	Urban	High Self- efficacy
36.	Komal Sharma	89	Urban	High Self- efficacy
37.	Alka	87	Rural	High Self- efficacy
38.	Devyani	85	Urban	High Self- efficacy
39.	Garima	89	Urban	High Self- efficacy
40.	Aanchal	88	Rural	High Self- efficacy
41.	Pooja Rani	86	Rural	High Self- efficacy

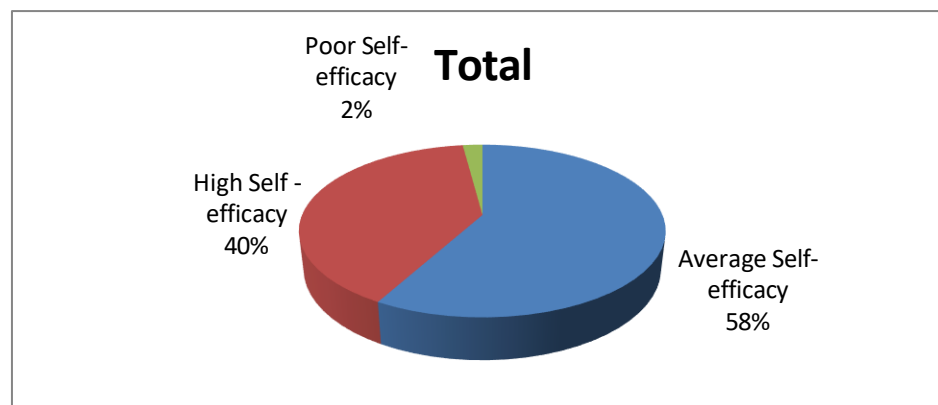
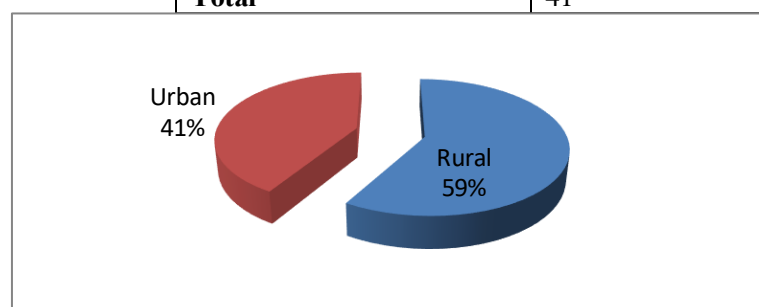


Table 1.2 Data of Rural and Urban sector

Rural	24
Urban	17
Total	41



RESULTS AND FINDINGS-

- The above table 1.1 shows the percentage of self- efficacy i.e. poor, average and high self-efficacy is 2%, 58% and 40%.
- Table 1.2 shows that 59% of the B.Ed. trainees are from rural sector and 41% of them are from urban sector.
- 2% rural students have poor self- efficacy. 23 rural students and only one urban student have average self-efficacy. 9 students from rural and 6 students from urban locality have high self-efficacy.
- It is inferred from the above table that there is no significant relationship between rural and urban B.Ed. trainees in relation to their Self –Efficacy.
- The respondents are from rural sector also has high self –efficacy as compare to the urban sector.

CONCLUSION-

The Self-Efficacy scale measures generalized self- efficacy expectations dependent on past experiences and on tendencies to attribute success to skill as opposed to chance. Since self- efficacy is one of the most influential factors for Academic performance, it appears to be very important for the teacher to help students develop their self- efficacy. Learners who have repeated experience of success have higher self-efficacy than those students who experience repeated failure. The Self- Efficacy Scale is not indented to replace more specific measures that assess expectations for specific target behaviors. Thus, the Self-Efficacy scale, particularly the General Self- Efficacy subscale, may be a useful adjunct measure in determining the success of psychotherapy and behavioral change procedure.

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