

**A Study of Self-Efficacy of Senior Secondary School Students in
Relation to their Home Environment**

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Key Words - *Self-efficacy, Home environment etc.*

Abstract

The aim of present investigation was to study the Self-efficacy of senior secondary school students in relation to their home environment. For the purpose of study, a sample of 200 senior secondary school students (100 males and 100 females) of Sirsa District of Haryana state was chosen. The general Self-Efficacy Scale by Matthias Jerusalem (1995) and Ralf Schwarzer and Home Environment Inventory by Dr. Karuna Shanker Mishra (1984) were used to measure self-efficacy and home environment of senior secondary school students. The data was analyzed by using Mean, S.D., t-test and Karl Pearson's Product Moment Correlation. The findings of the study revealed that there is no significant relationship between self-efficacy of senior secondary students and their home environment. Further results revealed that difference in self-efficacy of senior secondary male students with good and poor home environment as well as senior secondary female students with good and poor home environment is not significant.

Introduction

The idea of self-efficacy is one of the central points in positive psychology. It is believed that our personalized idea of self-efficacy affects our social interactions in almost every way. Self-efficacy is defined as people's judgment of their capabilities to organize and execute courses of action required attaining designated types of performance. Self-efficacy is an influential variable in human behavior and plays a powerful role in determining choices people make, the effort they will expend, how long they will persevere in the face of challenge and the degree of anxiety or confidence they will bring to the task at hand.

Self-efficacy is defined as "people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives" (Bandura,

1997). Self-efficacy is person's judgment about being able to perform a particular activity. It is a student's "I can" or "I cannot" belief. High self-efficacy in one area may not coincide with high self-efficacy in another area. Self-efficacy is specific to the task being attempted. Self-efficacy influences: (1) what activities students select, (2) how much effort they put forth, (3) how persistent they are in the face of difficulties, and (4) the difficulty of the goals they set. Students with low self-efficacy do not expect to do well, and they often do not achieve at a level that is commensurate with their abilities. They do not believe they have the skills to do well, so they don't try. Self-efficacy has consistently been found to be a good predictor of academic achievement, study strategies, and persistence in the face of difficulty. The connection between self-efficacy and achievement gets stronger as students advance through school. If we wish to develop high educational achievement among our students, it is essential that we begin building stronger self-efficacy as early as possible. Further, self-efficacy is also believed as an outcome of social learning, self-concept and also some attributes like locus of control, stability, and controllability (Heider, 1958).

Home environment consists of joining two words: Home + Environment. Home is the first social environment where all physical, mental, culture, social development of an individual takes place. Home is a place where lifelong habits, skills and attitudes are formed, where capacities and capabilities are developed and where a tender bird learns to face to odds of life. Environment stands for all those circumstances, which are asserting their influence on the child since conception to death consciously and un-consciously. Environment moulds the behavior, personality attitude, level of aspiration and self-confidence of child. So, Home environment plays a very pivotal role in providing congenial atmosphere to the child, which forms his life style and basic pattern of behavior. Family life, aims, aspirations and attitude of parents, their emotional stability or instability, then over protection and under protection, all these are important for the optimum development of the individual.

Hudson (2008) found self-efficacy combined with parental involvement to be an important predictor of the academic performance of college students admitted through special criteria. Gupta & Kumar (2010) found self-efficacy to be positively correlated with mental health. It also revealed that male students were better than female students in terms of mental health and self-efficacy which underline the importance of training in self-efficacy and mental health for female college students. Hunagund & Hangal (2014) concluded that self-efficacy and happiness are positively and significantly correlated. No gender differences exist in self-efficacy and happiness. Further Devpura (2019) remarked that student's self efficacy plays

an important role in every area of their life. So, a teacher should adopt different strategies like dialogic, open ended questioning, positive reinforcement and flipped classroom etc. to enhance self efficacy of students. Educators' most important job is not to produce a generation of right answers; it is to produce a generation of confident thinkers who can understand, effectively utilize and enjoy their individual learning processes.

Kaur, Rana & Kaur (2009) studied home environment and academic achievements as correlates of self-concept among adolescents and found that there exists a positive significant relationship of self-concept with protectiveness, conformity, reward and nurturance components of home environment among adolescents. Khan (2013) found no significant relationship between the achievement motivation of primary school girls in relation to their home environment. Rani & Deswal (2016) concluded that family climate and academic achievement are significantly correlated to each other. Significant difference was found between mean scores of family climate of boys and girls of senior secondary schools.

Adolescents are an important asset of a country. It is they who will become tomorrow's young men and will provide the human potential required for the country's development. It is therefore necessary that today's youth should be healthy both physically and mentally so that they may prove to be energetic and dynamic young men with an alert mind and able to contribute their maximum to the national development. Healthy self-efficacy is considered to be an indicator of good mental health. The understanding of factors that affect its development is therefore necessary, among which home environment also plays an important role. So the investigator felt the need to study Self-Efficacy of senior secondary students in relation to Home Environment.

Objectives of the Study

1. To study and compare self-efficacy of senior secondary male students with good and poor home environment.
2. To study and compare self-efficacy of senior secondary female students with good and poor home environment.
3. To study the relationship between self-efficacy of senior secondary students and their home environment.

Hypotheses of the Study

1. There exists no significant difference in self-efficacy of senior secondary male students with good and poor home environment.

2. There exists no significant difference in self-efficacy of senior secondary female students with good and poor home environment.
3. There is no significant relationship between self-efficacy and home environment of senior secondary students

Method

Descriptive survey research method was followed in the conduct of present study.

Sample

A sample of 200 senior secondary students (100 males & 100 females) was taken.

Tools

- ❖ The general Self-Efficacy Scale by Matthias Jerusalem (1995) and Ralf Schwarzer.
- ❖ Home Environment Inventory by Dr. Karuna Shanker Mishra (1984).

Statistical Techniques

- ❖ Descriptive statistical such as mean and standard deviation.
- ❖ t-test was used to find out significance of difference between means.
- ❖ Karl Pearson’s product moment correlation was used to find out the correlation between self-concept and emotional intelligence.

Results and Discussion

The results have been interpreted in the light of the hypotheses of the study as below:-

TABLE-1

Showing Mean, SD, t-values and Coefficient of Correlation for the variables Self-Efficacy and Home Environment

Category	N	Mean	SD	SE _M	SE _D	t-values	Remarks
Self-Efficacy of male students having Good Home Environment	27	24.444	2.948	0.567	0.823	1.215	Not significant at 0.05 and 0.01 level
Self-Efficacy of male students having Poor Home Environment	27	23.444	3.095	0.596			

Self-Efficacy of female students having Good Home Environment	27	25	2.480	0.477	0.7282	0.559	Not significant at 0.05 and 0.01 level
Self-Efficacy of female students having Poor Home Environment	27	24.593	2.858	0.55			
Variable	N	Coefficient of correlation			Remarks		
Self-efficacy	200	0.123			Not significant at 0.05 level and 0.01 level		
Home environment							

The table 1 shows that t-ratio between mean scores of self-efficacy of male students having good and poor home environment is found to be 1.215. t-value at 52 degree of freedom in order to be significant should be greater than 2.00 and 2.66 at 0.05 level and 0.01 level respectively. Calculated $t=1.215$ is less than both of these values and hence not significant at both levels. So, the hypothesis that “There exists no significant difference in self-efficacy of senior secondary male students with good and poor home environment” is accepted.

Apart from that Table 1 shows that t-ratio between mean scores of self-efficacy of female students having good and poor home environment is found to be 0.559. t-value at 52 degree of freedom in order to be significant should be greater than 2.00 and 2.66 at 0.05 level and 0.01 level respectively. Calculated $t=0.559$ is less than both of these values and hence not significant at both levels. So, the hypothesis that “There exists no significant difference in self-efficacy of senior secondary female students with good and poor home environment” is accepted.

Besides that table 1 shows that correlation between self-efficacy and home environment is 0.123 which is positive in nature. r-value at 198 degree of freedom in order to be significant should be greater than .138 and .181 at 0.05 level and 0.01 level respectively. Calculated value of $r=0.123$ is smaller than both of these values and hence not significant at both levels of significance. So, the hypothesis that “There is no significant relationship between self-efficacy of senior secondary students and their home environment” is accepted.

Findings of the Study

On the basis of analysis of data, the findings of the study are as following-

1. There is no significant difference between self-efficacy of senior secondary male students with good and poor home environment.
2. There is no significant difference between self-efficacy of senior secondary female students with good and poor home environment.
3. There is no significant relationship between self-efficacy and home environment of senior secondary students.

Educational Implications

Though the present study was restricted to only 200 students of Sirsa District of Haryana; its findings have important educational implications for parents, teacher and administrators etc.

- ❖ Teachers at school always play a major role in enhancing the self-efficacy of all students. Self-efficacy is influenced by performance, abilities, appearance & judgments of others. By motivating students to work to the best of their abilities & by being genuinely interested in their progress and by positive utilization strategies, teachers can enhance the self-efficacy of all students, regardless of their talent. Ample opportunities should be given in the campus to creative potentialities.
- ❖ Parents can encourage their children especially to girls to participate in extra-curricular activities that match their talents, further promote self-efficacy. So, good home environment should be provided in order to develop the self-efficacy.
- ❖ Guidance and counseling services should be arranged especially for the students having low self-efficacy.

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