



A COMPARATIVE STUDY OF SELF-EFFICACY AMONG URBAN AND RURAL ADOLESCENTS

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Abstract

Self-efficacy is measure of one's own ability to complete tasks and reach goals. In the words of Mahatma Gandhi 'If I have the belief that I can do it, I shall surely acquire the capacity to do it even if I may not have it at the beginning'. The present study is an attempt to compare self-efficacy of urban and rural adolescents. Sample of the study consists of 100 urban and 100 rural adolescents of Ludhiana district. Self-efficacy Scale (2012) by Dr. G.P. Mathur and Dr. Raj Kumari Bhatnagar was used to collect the data. The results of the study showed no significant difference in self-efficacy of urban and rural adolescents.

Key Words: *Self-Efficacy, Urban and Rural, Adolescents.*

Introduction

Self-efficacy is a great trait of one's personality for success in all spheres of life. It is the feeling within an individual which decides the level of one's success and achievement in life. Self-efficacy has become one of the important topics of research among psychologist and educators. The self-efficacy theory holds that the initiation and persistence of particular behaviour and course of action is affected by people's belief about their behavioural capabilities and their likelihood of coping with environmental demands and challenges. Self-efficacy is the measure of one's own competence to complete tasks and reach goals.

Self-efficacy has been argued to be an important construct in the organizational sciences, often examined as an individual difference factor capable of influencing the relationship between antecedents and consequences. Psychologists have studied self-efficacy from several perspectives, noting various paths in the development of self-efficacy, the dynamics of self-efficacy, interactions between self-efficacy and self-concept; and habit of attribution that contribute to or detract from self-efficacy. Bandura (1977) defined perceived self-efficacy as beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments. Self-efficacy beliefs do not refer to someone's capabilities or skills but only to what some believe he or she is capable of under certain circumstances regardless of the capabilities or skills that he or she actually possess.

Schunk (1985) was of the view that self-efficacy is learned expectation that one is capable of carrying out a behavior or producing a desired outcome in a particular situation. Scheier and Carver (1992) said that self-efficacy underlines people's faith in their ability to carry out particular behavior or produce a desired outcome. Eysenck (2000) defines self-efficacy as an individual's assessment of his or her ability to cope with given situation.

Self-efficacy is a person's belief in his or her ability to complete a future task or solve a future problem. For example if a person believes he is a brilliant scientist and can complete any scientific experiment, he has a high self-efficacy in science because he believes in his competency to perform a future experiment. Whether it is true that he is brilliant in science or not doesn't really matter, it only matters what he believes. Self-efficacy effects every area of human endeavor, by determining the beliefs a person holds regarding his or her power to affect situations, thus strongly influencing 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. Self-efficacy is distinct both from efficacy and self-esteem, from confidence and self concept.

Self-efficacy can also influence your goals, actions and successes in life. If your self-efficacy in an area is much lower than your ability you will never challenge yourself or improve. If your self-efficacy in an area is much higher than your ability, you will set goals that are too high, and possibly quit. The ideal self-efficacy is slightly above a person's ability high enough to be challenging while still being realistic. People with high self-efficacy are more confident and optimistic in their capabilities and devote their attention and efforts to the demands of the situation and when faced with obstacles and difficulties in situations, will try harder and persist longer. On the other hand people with low self-efficacy usually indulge in self deprecatory and ruminative thoughts and blame themselves for their lacking ability during failures in difficult problem solving situations. People with high self-efficacy will persevere in the adverse situation due to the belief that they will ultimately succeed. They approach difficult tasks as challenges to master rather than threats to avoid.

Bandura (1997) has given four sources of self-efficacy:

- **Mastery experiences:** Mastery experiences are situations in which people perform successfully.
- **Vicarious experiences:** Vicarious experiences are situations in which people observe others perform successfully, compare themselves to that performance, and form beliefs about their own competencies.



- Social persuasion: Social persuasion is feedback from others that is judged to be authentic and a reasonable match to one's personal assessment of capabilities and
- Physiological responses to experiences: Physiological responses are physical and emotional reactions to situations.

Self-efficacy beliefs mediate individual performance through four processes: cognitive, affective, motivational and selection processes. Cognitive or thinking processes influence self-efficacy formation through forethought or planning ahead, through visualization, through problem-solving processes and through goal setting. The affective processes influence the control of thoughts, emotions and responses. Motivational processes assist in determining the benefits of performance. Selection processes are the choices and decisions people make influenced by self-efficacy beliefs and situations. According to Bandura (1997), by interacting with the four sources and four processes of self-efficacy, an individual forms judgment about their performance which influence his/her self-efficacy beliefs.

Self-efficacy has an effect on the amount of stress and anxiety an individual experiences as they engage in an activity. It gives a sense of confidence to face stressful conditions at workplace. Adolescents, who have a high sense of self-efficacy experience less anxiety, cope better with situational demands, are more satisfied with their conditions, have stronger commitment to their endeavors and have less intention of leaving the situation they face. Stressors at workplace have a less negative impact on individuals who have more positive perception about themselves, specifically high levels of self-efficacy. Thus, self-efficacy helps to buffer the individual against environmental stressors by initiating appropriate coping behaviors.

Objectives

- To study self-efficacy among urban and rural adolescents.
- To study significance of difference in self-efficacy of urban and rural adolescents.

Hypothesis: There exists no significant difference in self-efficacy of urban and rural adolescents.

Sample: Sample for the present study comprised of 200 adolescents studying in +1 class in Government Senior Secondary Schools (100 from urban area and 100 from rural area) of Ludhiana district.

Tool used: Self-efficacy Scale developed by Dr. G.P. Mathur and Dr. Raj Kumari Bhatnagar (2012)

Statistical techniques: Mean, Median, Standard Deviation, Skewness and Kurtosis of the score of teachers were calculated to ascertain the nature of score distribution. t-ratio was calculated to locate the mean difference between self-efficacy in urban and rural adolescents.

Results

Table 1 Significance of Difference in Self-Efficacy between Urban and Rural Adolescents

Category	N	Mean	S.D	S.E _D	t-ratio
Urban	100	68.42	5.48	0.74	0.70 NS
Rural	100	67.58	4.94		

NS: Non significant

Table 1 shows that the mean scores on self-efficacy of urban and rural adolescents are 68.42 and 67.58 respectively. The t-ratio was found to be 0.70 which is not significant. This shows that there is no significant difference in self-efficacy between rural and urban adolescents. Thus the hypothesis, that 'There exists no significant difference in self-efficacy of urban and rural adolescents' is accepted. The results showed no significant difference in urban and rural students in their self-efficacy beliefs. Due to development in rural areas of Ludhiana, the situation is different from other districts of Punjab. There is equal opportunity of education, exposure to enriched environment, availability of the information from various sources including mass media and electronic media in both rural as well as urban areas of Ludhiana. Moreover the present study was conducted on Government School students and these students both in rural and urban areas belong to similar socio economic status and education is proving to be an effective instrument in raising their self-belief, forethought, self-esteem and self-efficacy beliefs.

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