

# ROLE OF GENDER AND RESIDENTIAL BACKGROUND ON SELF-EFFICACY OF THE ADOLESCENT

Anupam Lata  
Department of Psychology  
Barakatullah University, Bhopal

## ABSTRACT

*The present paper is based on the study that describes the impact of gender and residential background on the self-efficacy of the adolescents. Self-efficacy may be defined as "a belief in one's ability to effectively perform and to exercise influence over events". Maddux (2002) has described self-efficacy as what I believe I can do with my skills under certain conditions. In the present study effort were made to explore the impact of residential background and gender on self-efficacy of the participants. To achieve this, data were obtained on 100 students of which 50 were girls and 50 were boys. Out of 50, 25 were local (Bhopali) & 25 were Kashmiri girls and boys. Standard tools assessing self-efficacy were used in this study. Relationship between residential background, gender and self-efficacy were examined. Result indicated that residential background and gender was positively related with self-efficacy. Results are discussed in the light of importance of self-efficacy.*

**Keywords:** Self-efficacy, residential background and gender

The rise of the concept of self-efficacy was since the publication of Albert Bandura's (1977) psychological review article title "Self efficacy towards a unifying theory of Behaviour change." Bandura explained self-efficacy as "People's belief in their capabilities to produce desired effects by their own actions". Albert Bandura, (1994) Stanford University has defined perceived self-efficacy as "peoples' beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives". Self-efficacy belief determines how people feel, think, motivate themselves and behave. Such beliefs produce there diverse affects though four major processes. They include cognition motivation, affective and selection processes". Similarly Maddux (2002) has described self-efficacy as what I believe I can do with my skills under certain conditions. Based on an examination of what need to be done to reach a desired goal. Self-efficacy plays a major part in determining our chances for success; in fact some psychologists rate self-efficacy above talent in the recipe for success. We need to pay special attention to self-efficacy when setting goals to make sure that our efficacy beliefs are in line with our aims and not working against them. The basic premise of self-efficacy theory is the most important determinants of the behaviours people choose the engage in and how much they preservers in the effort in the face of obstacles and challenges.

## Objectives:

- Do the Kashmiri and Local (Bhopal) students vary in the perception of self-efficacy?
- Do the male and female students vary in the perception of self-efficacy?

## Hypothesis:

- Perceived self-efficacy of the Kashmiri students will vary significantly as compared to local students.
- Perceived self-efficacy of the female students will vary significantly as compared to male students.

## Methodology

### Sample:

A total of 100 students (50 males and 50 females) studying in different college and university of Bhopal participated in this study. Out of total 100 student, 50 students (25 males, 25 females) were Kashmiri PG students and the other 50 students (25 males, 25 females) were local student of M.P. the participants studying in the Barkatullah University of Bhopal. The age range of sample was 21-26 yrs. In the present study effect of residential background and gender on the perceived self-efficacy was observed. Participants of the study

gave their responses on structured questionnaires of self-efficacy. Participant's response were recorded and analyzed with the help of descriptive statistics and Analysis of variance (2×2 factorial design).

#### Tools/measures:

1. Data on self-efficacy beliefs were measured using a slightly modified version of a self efficacy scale developed by Sherer, Maddux, Mercandante, Prentice Dunn, Jacobs and Rogers (1982).

#### Results

##### Self-Efficacy

It is evident from the result that the effect of residential background on self-efficacy was found significant  $F(1, 96) = 3.77, P < 0.05$ . A close view on the mean scores indicated that Kashmiri student ( $M = 98.6$ ) and Local student ( $M = 99.76$ ) perceived slightly different self-efficacy. Although a slight higher self-efficacy was perceived by local students as compared to the Kashmiri students. The pattern of result reflects that the male students ( $M = 100.66$ ) having higher self-efficacy as compared to female student ( $M = 97.7$ ). Similarly the effect of gender on self-efficacy was also found to be significant  $F(1, 96) = 6.73, P < 0.01$ .

#### Discussion and Conclusion

The present study was planned to investigate the effect of residential background and gender on the self efficacy as perceived by the students. The major function of self-efficacy is to help an individual in deciding whether or not to pursue certain courses of action of how long to continue those they have under taken in day to day life. Result indicated that effect of residential background on the perception of self-efficacy was significant. It is evident that all the students belong to Kashmiri displayed higher amount of self-efficacy. It is indicated that the students were having almost positive attitude and traits about their competence and belief about themselves. Students showed preference in favor of their interest, their good and their perception about themselves. They showed that they were not in hurry to take very difficult job. Similarly they were of the opinion that after failure one should try harder for the next time. They set the goal and try to achieve it; they rely on themselves more than other. The similar pattern of result was obtained in case of gender on self- efficacy. Effect of gender on self-efficacy was significant. Girls manifested high amount of self-efficacy. It appears that due to available resource at home and at academic institution student perceive large amount of input to shape their personality and develop a competencies, skills and aspirations.

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