

## A COMPARATIVE STUDY OF SELF EFFICACY AMONG YOUTH

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### ABSTRACT

*Self efficacy is nothing but a 'can do' cognition which mirrors the sense of control over once environment. Being self efficacious it can help one to deal with certain life stresses. The purpose of study was to explore gender differences in self efficacy of youth. This study was conducted on randomly selected 240 students (120 male 120 female) from different colleges of Bikaner City (Raj.). The self efficacy scale developed by Sud (2002) was used to identify the self efficacy level. The results were analyzed in terms of mean, standard deviation and t-test and the result showed that male and female students both differed significantly with regards to self efficacy level.*

**Keywords:** Youth, Self- Efficacy, Life Stresses, Efficacy Level, t-Test.

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### Introduction

Young people are important resources for society because they will lead in many domains in the future. They will be crucial to the development of the country. As a result, the institution bears a specific obligation to them for the advancement and prosperity of the whole country. The kind of resources and quality of education that students have access to on-campus during their study will have a significant impact on how society develops as a whole.

Academic life is seen as rigorous and stressful by college students. A new learning environment must be adapted to due to the increased complexity of the material to be learnt and the greater time and effort required to do so (Van-Rooijen, 1986). Other stress-inducing academic demands include grade competition, lack of time and issues related to time or task management (Macan et al. 1990), the need to constantly self-regulate, and the need to develop better thinking skills (Fram & Bonvillian, 2001).

The perception of one's own efficacy is nothing more than an assessment of one's aptitude for handling a given task or an assessment of one's ability to carry out a specific behaviour and task successfully. The assessment is centered on an individual's ability to apply their skills rather than their skill set. Success (i.e. solving a problem correctly) is attributed to ability by both low and high self-efficacy individuals. However, when faced with failure, those who have a high level of self-efficacy tend to blame their lack of talent or insufficient attempts, while those who have a low level of self-efficacy tend to blame their lack of luck.

Being self-sufficient, it can assist in managing some stresses in life. In terms of feeling, a low sense of self effectiveness is related with despair, anxiety and helplessness. When it comes to thinking, having a high sense of self-efficacy gives one the confidence to make decisions and succeed academically. Individuals aim greater for themselves and maintain their goals. People with high self-efficacy beliefs put out more effort to overcome obstacles than people with low self-efficacy views. Ineffective people, on the other hand, frequently focus on their own shortcomings and overestimate the urgency of environmental needs. It turns into a prelude to increased social integration, improved achievement, and better health.

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Self-efficacy is a useful coping strategy that can help people deal with stress and get rid of inhibitions and dysfunctional anxieties in daily life, which is especially important for young people.

Researchers have discovered a relationship between college students' self-efficacy, including their social self-efficacy, and adjustment (Solberg et al., 1993; Wand & Kennedy 1994). A moderate association was discovered by Multon, Brown and Lent in 1991 between self-efficacy and persistence on a particular task, as well as between self-efficacy and college performance. According to Bandura's 1996 research, college-age individuals' emotional health and social self-efficacy are correlated. Students' self-efficacy assessments might help predict their likelihood of succeeding academically and generally adjusting to life, including their approach to managing stress (Solberg et al. 1993). Young people who have a strong level of self-confidence manage stressors well and fit in with the collegiate atmosphere.

Subjective well-being has been linked to general self-efficacy, according to research (Wang & Lin, 2000). Subjective wellbeing, which is defined as people's assessments of their lives, comprises contentment, enjoyment, and positive emotions as well as a comparatively low incidence of negative emotions and anxiety (Diener, 1999). It serves as a gauge of mental well-being. People with emotions of strong self efficacy are less apprehensive throughout a tough task (Bandura et al. 1987) and are more persevering (Cervone & Peake, 1986; Eden & Aviram, 1993). Beque's (2005) research shows a correlation between increased self-efficacy and increased self-esteem.

### Objective

The present study was conducted to assess the gender differences in self efficacy level of youth.

### Hypothesis

There would be significant gender differences on measure of self- efficacy.

### Method Sample

The study was conducted over randomly selected 240 subjects (120 male 120 female) from different colleges of Bikaner city (Raj.).

### Tools

Self-Efficacy scale developed by Sud, 2002 was used to measure the level of self-efficacy.

### Result and Discussion

The data obtained from self-efficacy scale were tabulated, mean scores and t-values were calculated to assess the gender differences.

**Table 1: Mean, SD and t-values of the Self -Efficacy between Male and Female**

S. No.	Gender	N	df	Mean	SD	SE	t
1	Male	120	238	21.81	9.21	0.84	3.459**
2	Female	120		25.98	9.45	0.86	

\*\* Significant at 0.01 level.

Table 1 depicts the mean, SD and t-values of self -efficacy for male and female. It reveals that male and female differ significantly regarding their self -efficacy. Table also shows the higher mean score of female than male, indicates that female are more self efficacious than the male.

The results by and large are in conformity with the findings of earlier studies, conducted in this area. According to Sax et al. (2005), when it comes to self-efficacy, women are in a more progressive position than men. According to Bryant et al. (2000), female students exhibit greater confidence than male students because they are less likely to become frustrated when they fail at a challenging activity.

Additional research demonstrates that men's levels of self-efficacy and self-esteem are lower than those of women. Since women are more socially adaptable, they tend to have higher levels of self-confidence (Douglas, 1991). In his research study, Hoogstraten (1997) came to the conclusion that females were more likely than boys to engage in downward social comparison, which is when people compare themselves to others who are less successful in order to increase their sense of self-efficacy.

Female efficacy is higher than that of boys, according to Elizabeth' et al. 2004 findings. According to Bandura's (1991b) theory, girls have had greater firsthand experience, which has led to greater performance accomplishment in risky settings involving peer interaction. In the absence of firsthand experience, it's possible that females have been verbally more prepared by their parents or teachers, who may believe that girls are more susceptible than boys to the harmful consequences of peer pressure and violent disputes.

Kumar & Lal (2006) study on adolescents show significant gender differences in intelligence, females have scored higher than their male counterparts and F-ratio revealed significant effect of self-efficacy. Another research results reveal some significant differences by gender. With the exception of academic self-efficacy, which is significantly higher among males, every other significant difference favors the female population. Women were found to have higher career self-efficacy and benefit far more from mentorship. They also exceed the scores of their male counterparts in five support dimensions: they report receiving more support from professional clubs and associations, they say they are more involved in campus life, they take more advantage of living/learning communities, and they report that they receive more support from their friends (Burger et al.2010).

The results of Sak (2015) study on male and female early childhood teachers indicate a significant difference between the male and female respondents' overall sense of self-efficacy, as well as their sense of self-efficacy relating to the specific area of classroom management. Interestingly, Chyung, (2007) study found, younger students who were less active online improved their self-efficacy significantly more than did older students. Female students also improved their self-efficacy significantly more and scored significantly higher on the final exam than did male students, although online visibility between male and female students was not significantly different from each other.

According to Singh and Shukla (2015) the difference between self-efficacy of boys and girls at the senior secondary level was also found to be significant.

We can conclude that self-efficacy is the belief that one can effectively accomplish a particular goal by following a particular course of action. According to Bandura (1986), "Mastery" (successful) experiences are the most powerful means of boosting and solidifying efficacy beliefs. Mastery experiences are a major factor in boosting self-efficacy because they give people "authentic evidence" that they have what it takes to succeed (Bandura 1997).

Failure, on the other hand, prevents the growth of self-efficacy. Therefore, educators will contribute to the growth and reinforcement of students' self-efficacy by increasing the opportunities for success available to them. Men are held to higher standards by society than women. Excessive expectations and standards can demoralize kids in addition to reducing masculine effectiveness perceptions (Bandura 1997).

Based on above results it may be concluded that there is a relationship between gender and self-efficacy measure. Female are more self-efficacious than the male so react to stress with feelings of controllability.

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