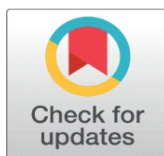


A STUDY ON GENDER DIFFERENCES IN SELF-EFFICACY AMONG CLASS-12 STUDENTS OF ASSAM

Dhananjay Debnath¹, Dr. Dipti Saikia²

¹ Research Scholar, Department of Education, Madhabdev University

² Associate Professor, Department of Education, Madhabdev University



Corresponding Author

Dhananjay Debnath,

dhnananjay388@gmail.com

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ABSTRACT

Self-efficacy refers to an individual's belief in their ability to perform specific tasks or achieve goals successfully. Self-efficacy refers to an individual's belief in their ability to perform specific tasks or achieve goals successfully. This study aimed to explore the gender differences in self efficacy among class-12 students of Assam. For this study Descriptive study method was used and 120-class XII students from higher secondary schools in Assam were selected as sample by using simple random sampling method (lottery method). The study found that male students had high level of self-efficacy compare to female students and there is no significance difference in levels of self efficacy among Class 12 students.

Keywords: Gender, Self-Efficacy, Class-12 Students, Assam

1. INTRODUCTION

Self-efficacy refers to an individual's belief in their ability to perform specific tasks or achieve goals successfully. This concept, introduced by psychologist Albert Bandura, as a key element of his social cognitive theory. According to Bandura, self-efficacy influences how people think, feel, and behave. Those with high self-efficacy are more likely to approach difficult tasks as challenges to be mastered, while those with low self-efficacy may avoid tasks they perceive as too difficult (**Bandura, 1997**). Conversely, low self-efficacy may result in avoidance of difficult tasks and a tendency to give up easily when faced with obstacles. Self-efficacy influences various aspects of life, including academic performance, career success, and personal relationships. It is shaped by experiences, social modeling, verbal persuasion, and emotional states.

Self-efficacy is the ability to act more effectively in difficult situations and make thoughtful choices. It is the length of time that devote to a specific endeavor intended to produce long-term effects. People's life, thoughts, emotions, and actions are influenced by the confidence in their own skills. For instance, when people see others succeed through effort, they

are more likely to believe they can achieve similar results. Additionally, positive encouragement can bolster one's confidence. Overall, fostering self-efficacy can enhance personal growth and achievement, empowering individuals to pursue their goals with determination and resilience.

2. REVIEW OF RELATED LITERATURE

Kannammal (2018) investigated on emotional intelligence, self-efficacy, leadership traits and academic achievement of B.Ed. students using normative survey method. In this study the researcher revalidate the Self-Efficacy Scale standardized by Dr. A. K. Singh and Dr. S. Narain and for academic achievement collected university examination percentage marks. In this study shows that the independent variable i.e., Emotional Intelligence, Self-Efficacy and Leadership Traits have significantly contributed towards Academic Achievement of B.Ed. students. This study also reveals that female students have significantly higher mean score and highest numbers of students are found in range of average level of self efficacy among all the students.

Akhter (2020) carried out a study on academic stress, self-efficacy of secondary school students in relation to their academic achievement and the findings of the study exhibited that out of 440 students, most of the secondary school students i.e. 29.8% have average self efficacy. This study also revealed that out of 220 male and 220 females highest number of students have average self efficacy i.e. 29.1% and 30.4% respectively.

Ojha (2022) investigated on self-efficacy among higher secondary students in relation to mental health, academic achievement and personality among 292 boys and 308 girl's students. The findings of the study stated that there is significance difference between boys and girls of higher secondary school with respect to their self efficacy and on the basis of mean scores it was revealed that boys (81.003) have higher self efficacy as compared to girls (77.938).

Kalita (2024) conducted a study on academic stress and self-efficacy among the B.Ed. trainees in relation to their home environment of the selected districts of Assam. This study reveal that 67% trainees are demonstrate an average level of self-efficacy, which is highest number of students found in this range of self efficacy scale developed by Dr. A. K. Singh and Dr. S. Narain. The study also revealed that there is no meaningful variation in self efficacy levels based on gender.

3. RATIONAL OF THE STUDY

Bandura's theory of self-efficacy suggests that individuals with high self-efficacy are more likely to set challenging goals and persist through difficulties, which is critical during academic preparation (**Bandura, 1997**). **Baji (2020)** recommended that governments at all levels and non-governmental organizations use a variety of tactics to increase the self-efficacy of male students and reduce the achievement gap between male and female students through free girl-child education, scholarship and sponsorship for female students, parental support and encouragement, and employment opportunities for females. **Fathima (2022)** also highlighted the influence of gender on general self-efficacy, noting that there is significant difference between male and female with respect to gender. This study revealed that females reported lower academic self-efficacy, despite having similar levels of prior achievement and outcomes; structural relations also appeared to vary by gender (**Robinson et al., 2022**). Female students often report higher self efficacy (**Akhter, 2020**). However, limited research has been conducted using context-specific measures like the A. R. Singh and Dr. S. Narain's Self-Efficacy Scale, S. Dhar & U. Dhar's Self efficacy scale etc., which is designed for Indian students. Students in India face significant pressures regarding board examinations and career choices. Gender differences also influence in self-efficacy and these differences could be affect on subject selection, academic performance, and career trajectories etc. So, understanding these differences is essential for educators and policymakers. After reviewing various papers online and offline researcher found a gap on this topic specially in Assam. Hence, researcher aims to explore the gender disparities in self-efficacy levels among Class-12 students using a validated tool i.e. Self Efficacy Scale(2014) developed by Dr. A. R. Singh and Dr. S. Narain which can use for the Indian educational context.

4. STATEMENT OF THE PROBLEM

The present research problem stated as- "A study on Gender Differences in Self-Efficacy among Class 12 Students"

5. OBJECTIVES OF THE STUDY

The objectives of the study are-

1. To study the level of self efficacy among class 12 students.
2. To study the significance difference of self-efficacy between Male and Female students of class-12.

6. RESEARCH QUESTION

1. What will be the level of self efficacy of Male and Female students of class 12?

7. HYPOTHESIS

H₀₁ There is no significance difference in levels of self efficacy among Class 12 students

8. METHODOLOGY

Based on the problem of the study the researcher had been used Descriptive Survey Method. For this study the researcher select total 120 (60-male and 60-female) final year students of Higher Secondary School under Assam Higher Secondary Education Council (AHSEC) in Nagaon District by using simple random sampling technique (Lottery Method).

Table-1: Sample size selected from Nagaon district of Assam

Sl. no	No of schools	Gender	
		Male	Female
1	1	15	15
2	1	15	15
3	1	15	15
4	1	15	15
		60	60

9. TOOL FOR DATA COLLECTION:

The researcher will use Self Efficacy Scale developed by Dr. A. R. Singh and Dr. S. Narain. This tool specially designed for 12 years above students. This tool consists of 20 items rated on 5-point Likert Scale.

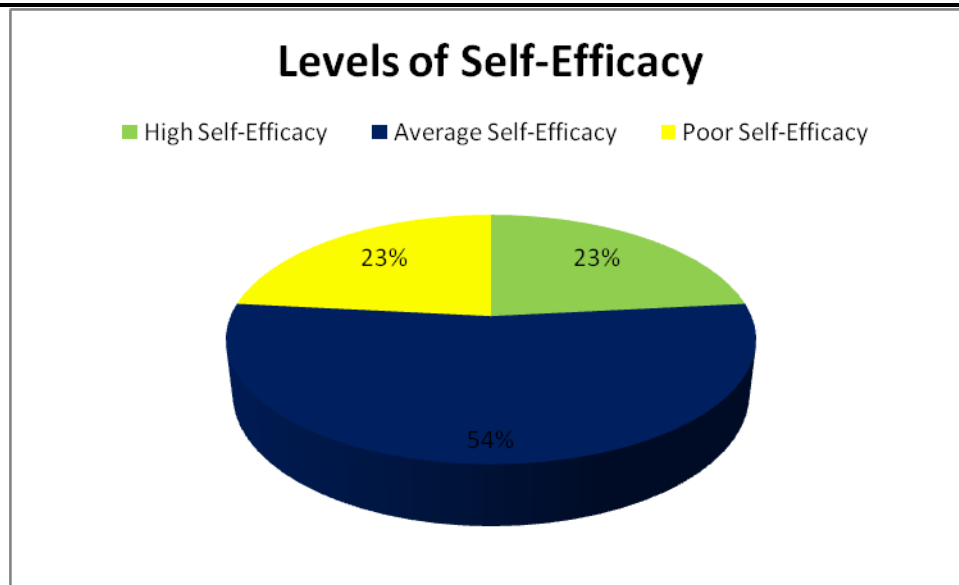
10. ANALYSIS AND INTERPRETATION OF DATA:

Objective 1: To study the level of self efficacy among class 12 students.

Research Question 1: What is the Level of Self-Efficacy among class 12 students?

Table 2: Showing total number of Class 12 Students and their percentage in each level of Self Efficacy Scale						
Sl. No.	Self Efficacy Level	Range	Frequency			Percentage
			Male	Female	Total	
1	High	85 and above	20	08	28	23.33
2	Average	74 to 84	24	40	64	53.33
3	Poor	73 or less	16	12	28	23.33
	Total		60	60	120	

Figure 1: Levels of Self-Efficacy



11. RESULT:

1. From **table-2** it is seen that 53.33%, of the students lay in the average self efficacy level, 23.33% students have high self efficacy and 23.33% students have poor self efficacy. It is also observed that out of 120-student's 64-students falls in the average category and in 28 students in high category and 28-students in poor level of self efficacy category among class 12-students.

2. From this study it has found that out of 60-male students, 20-students have High level of self efficacy, 24-students have average self efficacy and 16-students have poor level of self efficacy.

3. It has also found that out of 60-female students, 8-students have high self efficacy, 40-students have average self efficacy and 12-students have poor level of self efficacy.

Interpretation

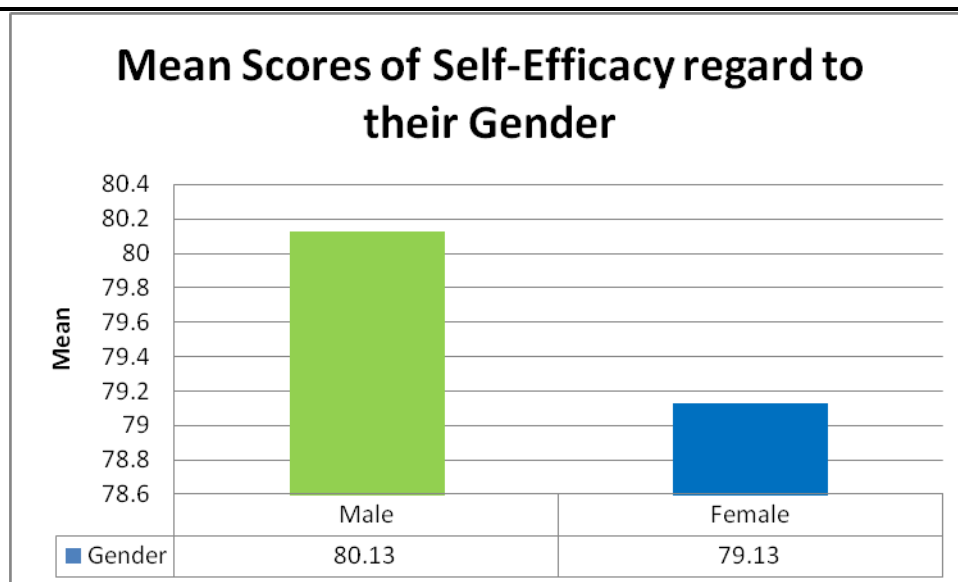
Based on the result of the study, it has shown that highest numbers of students are laying in average category. Hence, from the above norms table it can be interpreted that 53.33% students had lying in average self-efficacy level among class 12 students of Assam.

Objective 2: To find out the significance difference of self-efficacy between Male and Female students of class 12

Hypothesis 1: There is no significance difference in self efficacy between male and female students of Class 12.

Table 3: Comparison of Self Efficacy between male and female students							
Gender	N	Mean	SD	S.E.D.	df	t-value	Remarks
Male	60	80.13	6.05	1.23	118	.816	Not significant at 0.05 level
Female	60	79.13	7.32				

Figure 2: Mean Scores of Self-Efficacy with regard to their Gender



Result

Table-3 shows the level of self efficacy with regard to gender. It is seen that the mean of male and female students in self efficacy is 80.13 and 79.13 and their SD is 6.05 and 7.32 respectively. The calculated 't' value is .816. The calculated 't' value (.816) is less than the 't' value(1.66) at 0.05 level of significance with df=118. The result shows that there is no significance difference in self efficacy between male and female students of Class 12.

Interpretation

If calculated 't' value is less than the critical 't' value then the hypothesis is accepted. Therefore, the hypothesis (**H₀₁**) stated there is no significance difference in self efficacy between male and female students of Class 12 is **Accepted**. There is no variation in self efficacy levels of class 12 students based on gender. This finding is supported by the findings of **Kalita (2024)**.

12. DISCUSSION AND CONCLUSION:

The present study gives findings based on the objectives framed and hypothesis formulated and clearly established the level of self efficacy. This study found there is no difference in levels of self efficacy among final year students of class 12. The study also reveals that the mean score of male students is 80.13 while the mean score of female students were slightly lower at 79.13. This finding is supported by the findings of **Kalita (2024)**, **Ojha (2022)**. In levels of self efficacy, average level of self efficacy is found highest among the students i.e. 53.33 and this finding is supported by the finding of **Kannammal (2018)**, **Akhter (2020)**, **Ojha (2022)**. This study and findings may help the students to know about self efficacy and can enhance personal growth and achievement, empowering individuals to pursue their goals.

CONFLICT OF INTEREST

None

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None

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