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A STUDY OF SELF-EFFICACY AMONG ARTS, COMMERCE AND SCIENCE STUDENTS

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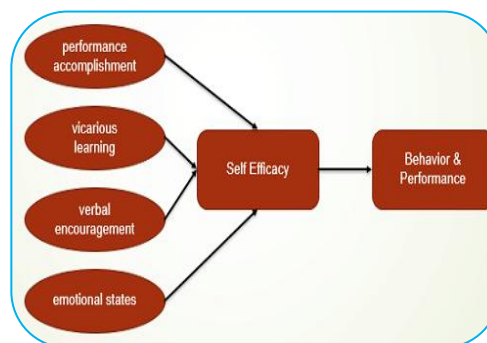
ABSTRACT:

This Study purpose that a Study of Self-Efficacy among Arts, Commerce and Science Students. **Objectives:-** To examine Self-Efficacy among Arts, Commerce and Science Students.

Hypotheses:- There is no significant difference Between Arts, Commerce and Science Students with Self-Efficacy dimension on Self Confidence, Efficacy expectation, Positive attitude and Outcome expectation. **Methodology- Sample:** Total sample of present study 120 College Students, in which 40 were Arts Faculty Students 20 Male and 20 Female Students), 40 were Commerce Faculty Students 20 Male and 20 Female Students)

and 40 were Science Faculty Students 20 Male and 20 Female Students). Both groups sample College Students from Aurangabad Dist. in Maharashtra. Purposive Sample Design was selected and the subject selected in this sample was age group of 18-21 year. **Variables-** The independent variables are Faculty (Arts, Commerce and Science Students) and Dependent variables are Self-Efficacy (Self Confidence, Efficacy expectation, Positive attitude and Outcome expectation).

Research Design: Simple Research Designs used in the present study. **Research Tools-** Self-Efficacy Scale by Dr. A.K. Singh, Dr. Shruti Narain. **Statistical Treatment:** Mean SD and ANOVA. **Conclusions: 1)** There is no significant difference Between Arts, Commerce and Science Students on Self Confidence, Efficacy expectation, Outcome expectation and Self-Efficacy. **2)** Science Students high Positive attitude than Arts and Commerce Students



KEYWORDS: Self-Efficacy, Arts Students, Commerce Students, Science Students..

INTRODUCTION

The concept of self-efficacy is the focal point of Bandura's social cognitive theory. Self-efficacy is defined as persons' conviction that they can successfully complete a task allocated. A man's belief in their competencies to perform and direct implementation with the end purpose to tackle an issue or achieve an undertaking at a particular level of capacity and ability. Self-efficacy is an individual's belief in his or her capability to conclude an upcoming assignment or tackle an issue. Individuals with higher self-efficacy will endeavor to finish an assignment prompting their better execution while individuals with low self-efficacy, by and large, have a tendency to keep away from a task prompting their poor execution. Self-efficacy was first described by Albert Bandura in an article titled 'Self-Efficacy: Toward a Unifying Theory of Behavioral Change' in the journal Psychological Review in 1977. He proposed that

self-efficacy beliefs are among the most important determinants of human behavior. Since the publication of the article in 1977, self-efficacy theory has steered thousands of researches in psychological and related fields such as social work, nursing, education, management, communications, public health, organizational behaviour and so on and so forth. Resulting from social cognitive theory, the construct of self-efficacy denotes to the beliefs concerning one's ability to accomplish the tasks that one views as essential to attain desired goals. It is not concerned with the skills that one may have, but with evaluations of what one can do with those skills.

DIMENSIONS OF SELF-EFFICACY

Self-efficacy is a self-confidence of his/her own capacity to complete an assignment in a definite way. A brief description of the different dimensions of self-efficacy is given below:

Self Confidence: The faith in oneself and in their own abilities to execute a certain task or to arrive at a central goal.

Efficacy Expectation: The conviction that the person himself or herself can successfully produce the behavior essential to generate a particular result. It finds out how hard people will try and how long they will persist at a particular behavior.

Positive Attitude: It means a set of dreams, thoughts, and values which tend to come across for better, to proceed and prevail over troubles, to discover the chances in each circumstance, and to see, as it is said, "on the bright side of life". It also means to have daring and beat oneself, receiving up when one falls.

Outcome Expectation: An individual's trust that a specified behavior will direct to an exacting result.

REVIEW OF LITERATURE:-

Adnan and Ghazali (2011) this study found that, students' motivation for science learning can be influenced by their self-efficacy. Aurah (2017) this study found that there was a significant difference between gender and self-efficacy in science and academic achievements. The results of this study revealed that the female students achieved better achievements than the male students in both science self-efficacy and academic achievement. Baanu et al. (2018) this study conducted that no significant relationship existed between the self-efficacy and academic achievement of chemistry students. Jamil, N. and Mahmud, S. (2019) this study found that student science self-efficacy and thus, increase students' participation in Science streams. Kavita & Sarita Dahiya, (2016) this study found that revealed that prospective teachers who are taught through multimedia instructional method show significant increase in their self-efficacy than the prospective teachers who received instructions through conventional method of teaching. Further science stream prospective teachers (Sc), commerce stream prospective teachers (Co), arts stream prospective teachers (Ar) groups did not show much difference in their mean gain self-efficacy after the experiment treatment. Kiran & Sungur (2012) this study reported that there was no significant difference in the self-efficacy of science between the male and female secondary school students. Louis & Mistele (2011) this study revealed that there was no significant difference in the level of science self-efficacy between the male students and the female students.

Weisgram & Bigler (2006) studied the role of self-efficacy in shaping students' interests in science and also reported similar findings when they found that the male students in the control group had higher self-efficacy than the female students.

STATEMENT OF THE PROBLEM

A Study of Self-Efficacy among Arts, Commerce and Science Students

OBJECTIVES OF THE STUDY

- To examine Self-Efficacy among Arts, Commerce and Science Students.

HYPOTHESES OF THE STUDY

- There is no significant difference Between Arts, Commerce and Science Students with Self-Efficacy dimension on Self Confidence, Efficacy expectation, Positive attitude and Outcome expectation.

METHODOLOGY**SAMPLE**

Total sample of present study 120 College Students, in which 40 were Arts Faculty Students 20 Male and 20 Female Students), 40 were Commerce Faculty Students 20 Male and 20 Female Students) and 40 were Science Faculty Students 20 Male and 20 Female Students). Both groups sample College Students from Aurangabad Dist. in Maharashtra. Purposive Sample Design was selected and the subject selected in this sample was age group of 18-21 year.

RESEARCH DESIGN:-

Simple Research Design used in the present study

VARIABLES USED FOR STUDY**Table No- 01 Variables**

Type of variable	Name of variable	Sub. Variable	Name of variable
Independent	Faculty	03	1) Arts Students 2) Commerce Students 3) Science Students
Dependent	Self-Efficacy		1) Self Confidence 2) Efficacy expectation 3) Positive attitude 4) Outcome expectation

RESEARCH TOOLS:-**Table No. 02. Self- Efficacy scale**

Aspect	Name of the Test	Author	Sub-Factor	
Self-Efficacy	Self- Efficacy scale	Dr. A.K.Singh Dr. Shruti Narain	1) Self Confidence 2) Efficacy expectation 3) Positive attitude 4) Outcome expectation	Item-20
				Reliability - .082
				Validity - 0.92

OPERATIONAL DEFINITIONS OF KEY TERMS:**Arts Faculty**

BA stands for Bachelor of Arts. It is a bachelor degree program that refers to an undergraduate course of study.

Commerce Faculty

B.Com stands for Bachelor of Commerce. It is an undergraduate degree in commerce stream. It is a three-year bachelor degree which is offered by various colleges.

Science Faculty

B.Sc. stands for Bachelor of Science. It is an undergraduate academic degree awarded for completing a three-year course in the field of science and technology.

Self efficacy

Self efficacy is the belief in one's capabilities to organize and execute the sources of action required to manage prospective situations.

PROCEDURES OF DATA COLLECTION:-

For the present study sample was used and two instruments were administered individuals as well as a small group will be adopted. The subjects were called in a small group of 21-25 subjects. Following the instructions and procedure suggested by the author of the test. Tests were administered and a field copy of each test was collected. Following the same procedure the whole data was collected.

STATISTICAL ANALYSIS

At the first stage data were treated by descriptive statistical techniques i.e. mean and standard Deviation and ANOVA was done by using SPSS Software.

RESULTS AND DISCUSSION

Facultyon Self Confidence

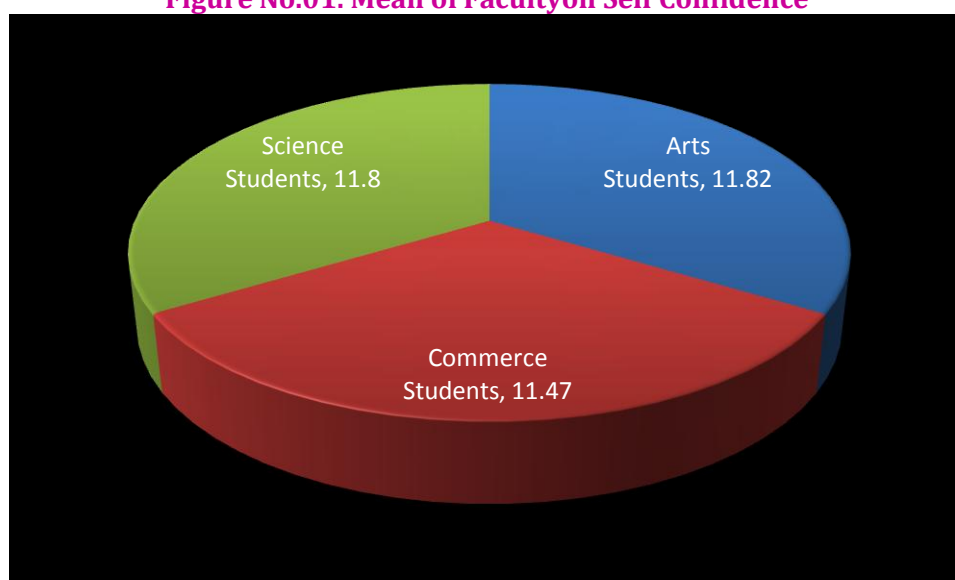
Hypothesis - 01

- There is no significant difference Between Arts, Commerce and Science Studentswith dimension Self-Efficacy onSelf Confidence.

Table No. 03. Mean SD and F Value of Facultyon Self Confidence.

Factor	Faculty	Mean	SD	N	DF	F Value	Sign.
Self Confidence	Arts Students	11.82	1.92	40	117	0.493	NS
	Commerce Students	11.47	1.83	40			
	Science Students	11.80	2.13	40			

Figure No.01. Mean of Facultyon Self Confidence



Observation of the Table No 03 and Figure No.01 indicated that the mean value of two classified group seems to differ from each other on Self Confidence. The mean and SD value obtained by the Arts Students was 11.82, ± 1.92 , Commerce Students was 11.47, ± 1.83 and Science Students was 11.80, ± 2.13 .

Both group 'F' ratio was 0.493. Faculty effect represent the Self Confidence was not significant (F- 0.0492, 2 and 117, P-NS). This is not significant 0.01 and at 0.05 levels because they obtained 'F' value is Low than table values at 0.01 and 0.05. That is to say that this null hypothesis is accepted and Alternative hypothesis is rejected. It means that there is no significant difference Between Arts, Commerce and Science Students on Self Confidence.

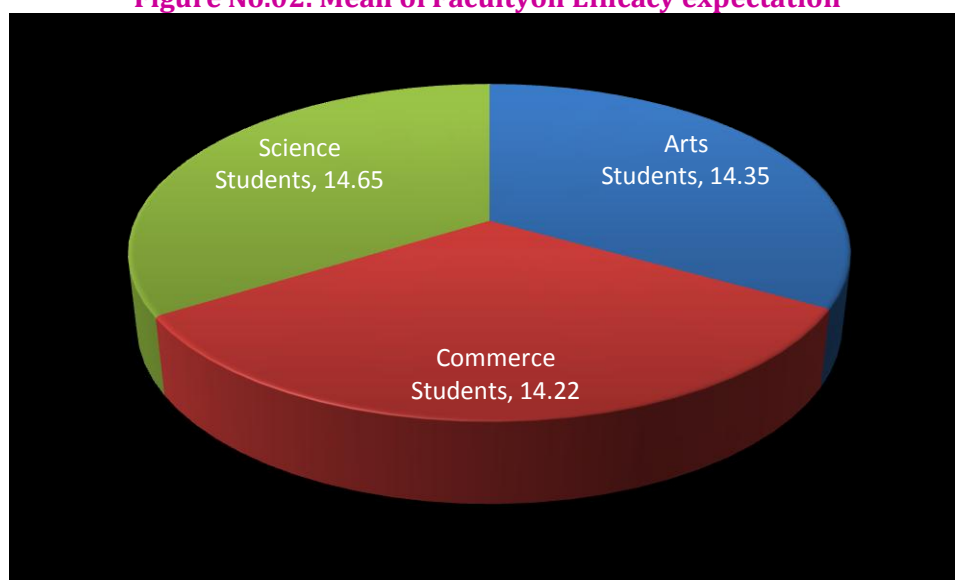
Facultyon Efficacy expectation Hypothesis - 02

- There is no significant difference Between Arts, Commerce and Science Students with dimension Self-Efficacy on Efficacy expectation.

Table No. 04. Mean SD and F Value of Facultyon Efficacy expectation.

Factor	Faculty	Mean	SD	N	DF	F Value	Sign.
Efficacy expectation	Arts Students	14.35	1.98	40	117	0.701	NS
	Commerce Students	14.22	2.39	40			
	Science Students	14.65	1.99	40			

Figure No.02. Mean of Facultyon Efficacy expectation



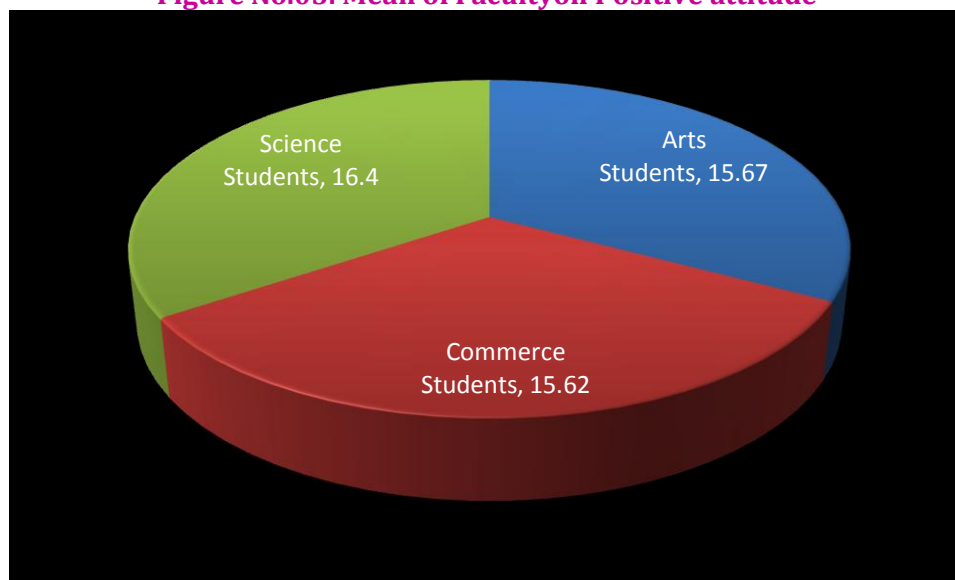
Observation of the Table No 04 and Figure No.02 indicated that the mean value of two classified group seems to differ from each other on Efficacy expectation. The mean and SD value obtained by the Arts Students was 14.35, ± 1.98 , Commerce Students was 14.22, ± 2.35 and Science Students was 14.65, ± 1.99 . Both group 'F' ratio was 0.701. Faculty effect represent the Efficacy expectation was not significant (F- 0.701, 2 and 117, P-NS). This is not significant 0.01 and at 0.05 levels because they obtained 'F' value is Low than table values at 0.01 and 0.05. That is to say that this null hypothesis is accepted and Alternative hypothesis is rejected. It means that there is no significant difference Between Arts, Commerce and Science Students on Efficacy expectation.

FACULTYON POSITIVE ATTITUDE Hypothesis - 03

- There is no significant difference Between Arts, Commerce and Science Students with dimension Self-Efficacy on Positive attitude.

Table No. 05. Mean SD and F Value of Facultyon Positive attitude.

Factor	Faculty	Mean	SD	N	DF	F Value	Sign.
Positive attitude	Arts Students	15.67	1.45	40	117	3.96	0.01
	Commerce Students	15.62	1.79	40			
	Science Students	16.40	1.39	40			

Figure No.03. Mean of Facultyon Positive attitude

Observation of the Table No 05 and Figure No.03 indicated that the mean value of two classified group seems to differ from each other on Positive attitude. The mean and SD value obtained by the Arts Students was 15.67, \pm 1.45, Commerce Students was 15.62, \pm 1.79 and Science Students was 16.40, \pm 1.39. Both group 'F' ratio was 3.96. Faculty effect represent the Positive attitude was significant (F= 3.96, 2 and 117, P=0.05 and 0.01). This is significant at 0.01 and 0.05 levels because they obtained 'F' value is High than table values at 0.01 and 0.05. That is to say that this null hypothesis is accepted and Rejected hypothesis is Alternative. It means that Science Students have high Positive attitude than Arts and Commerce Students.

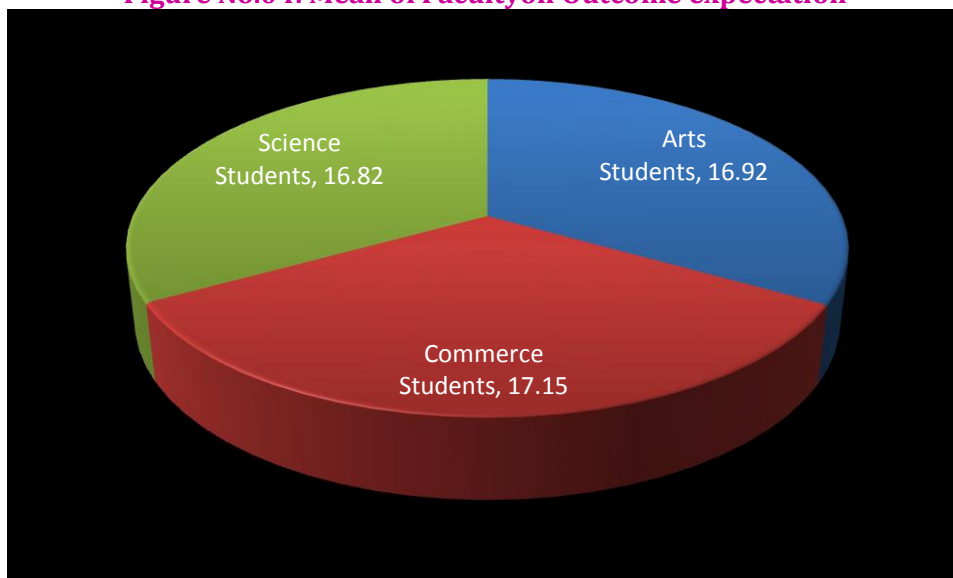
Facultyon Outcome expectation

Hypothesis - 04

- There is no significant difference Between Arts, Commerce and Science Students with dimension Self-Efficacy on Outcome expectation.

Table No. 06. Mean SD and F Value of Facultyon Outcome expectation.

Factor	Faculty	Mean	SD	N	DF	F Value	Sign.
Outcome expectation	Arts Students	16.92	1.50	40	117	0.580	NS
	Commerce Students	17.15	1.94	40			
	Science Students	16.82	1.70	40			

Figure No.04. Mean of Faculty Outcome expectation

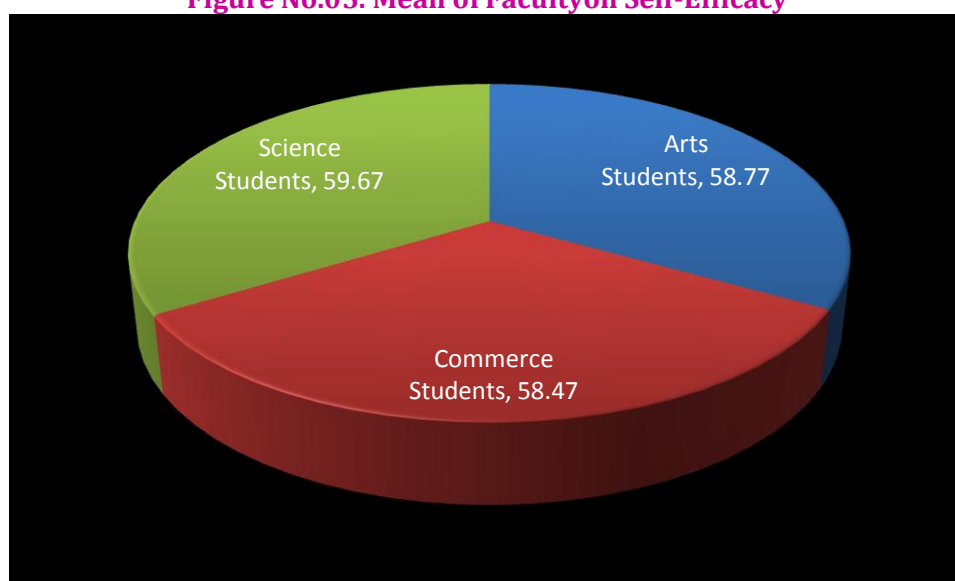
Observation of the Table No 06 and Figure No.04 indicated that the mean value of two classified group seems to differ from each other on Outcome expectation. The mean and SD value obtained by the Arts Students was 16.92, ± 1.50 , Commerce Students was 17.15, ± 1.94 and Science Students was 16.82, ± 1.70 . Both group 'F' ratio was 0.519. Faculty effect represent the Outcome expectation was not significant (F- 0.580, 2 and 117, P-NS). This is not significant 0.01 and at 0.05 levels because they obtained 'F' value is Low than table values at 0.01 and 0.05. That is to say that this null hypothesis is accepted and Alternative hypothesis is rejected. It means that there is no significant difference Between Arts, Commerce and Science Students on Outcome expectation.

Faculty Self-Efficacy Hypothesis - 05

- There is no significant difference Between Arts, Commerce and Science Students with dimension on Self-Efficacy.

Table No. 07. Mean SD and F Value of Faculty Self-Efficacy.

Factor	Faculty	Mean	SD	N	DF	F Value	Sign.
Self-Efficacy	Arts Students	58.77	4.09	40	117	2.027	NS
	Commerce Students	58.47	3.78	40			
	Science Students	59.67	2.66	40			

Figure No.05. Mean of Facultyon Self-Efficacy

Observation of the Table No 07 and Figure No.05 indicated that the mean value of two classified group seems to differ from each other on Self-Efficacy. The mean and SD value obtained by the Arts Students was $58.77, \pm 4.09$, Commerce Students was $58.47, \pm 3.78$ and Science Students was $59.67, \pm 2.66$. Both group 'F' ratio was 2.027. Faculty effect represent the Self-Efficacy was not significant ($F=0.519, 2$ and $117, P=NS$). This is not significant 0.01 and at 0.05 levels because they obtained 'F' value is Low than table values at 0.01 and 0.05. That is to say that this null hypothesis is accepted and Alternative hypothesis is rejected. It means that there is no significant difference Between Arts, Commerce and Science StudentsonSelf-Efficacy.

CONCLUSIONS:

- 1) There is no significant difference Between Arts, Commerce and Science StudentsonSelf Confidence.
- 2) There is no significant difference Between Arts, Commerce and Science Studentson Efficacy expectation.
- 3) Science Studentshigh Positive attitude than Arts and Commerce Students.
- 4) There is no significant difference Between Arts, Commerce and Science StudentsonOutcome expectation.
- 5) There is no significant difference Between Arts, Commerce and Science Studentson Self-Efficacy.

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