



ISSN Print: 2394-7500
ISSN Online: 2394-5869
Impact Factor: 5.2
IJAR 2017; 3(7): 812-815
www.allresearchjournal.com
Received: 19-05-2017
Accepted: 20-06-2017

Jyoti Bala
Research Scholar, Department
of Educational Studies, Central
University of Jammu, Jammu
and Kashmir

Dr. Ritu Bakshi
Assistant Professor,
Department of Educational
Studies, Central University of
Jammu, Jammu and Kashmir

Correspondence
Jyoti Bala
Research Scholar, Department
of Educational Studies, Central
University of Jammu, Jammu
and Kashmir

Self-efficacy and social maturity of higher secondary school students in relation to their gender and type of school

Jyoti Bala and Dr. Ritu Bakshi

Abstract

This present study was designed to study the self-efficacy and social maturity of secondary school students in relation to their gender and types of school. The study was conducted over a sample of 200 randomly selected secondary school students studying in class 11th of Samba District (J&K). For data collection the investigator has used Self-efficacy scale constructed and standardized by Dr. G.P. Mathur and Dr. Raj Kumar Bhatnagar and Rao's Social Maturity scale developed by Dr Nalini Rao. The collected data was analyzed with the help of t-test. The results of the study showed no significant differences in self-efficacy of secondary school students in relation to their gender and type of school. The results of the study also showed significant differences in the social maturity of secondary school students in relation to their gender and type of school.

Keywords: Self-efficacy, social maturity, Gender, type of school

Introduction

Self-efficacy refers to one's personal beliefs in their ability to organize and perform a course of action required to reach a desired target. It is self-perception of an individual's capability which becomes instrumental when he pursue to the goals and the control which he can exercise over his environments. Self-efficacy is the individuals' assessment of their capabilities to organize and execute actions required to achieve successful levels of performance (Bandura, 1986) ^[1]. People who have faith in his/her ability to accomplish a task in a particular situation are assumed to have high self-efficacy. The ability to function in an appropriately responsible manner while understanding the social rules and norms in place in a given culture and the ability to use that knowledge effectively is known as social maturity. It is the ability to tolerate and adjust to frustration and stress while attaining tolerant outlook, a satisfactory life philosophy that enables to satisfy physical as well as psychological needs.

Review of related literature

Corkett, Hatt and Benevides (2011) ^[2] examined the relationship between teacher self-efficacy, student self-efficacy, and student ability. Teachers' perceptions of the students' self-efficacy was significantly correlated with students' abilities; however, student literacy self-efficacy was not correlated with their literacy ability. Additionally, there was no correlation between the teachers' perception of the students' literacy self-efficacy and the students' literacy self-efficacy. Finally, the teachers' self-efficacy was significantly correlated with their perception of the students' self-efficacy. Goulao (2014) ^[3] examined the relationship between self-efficacy and academic achievement in adult's learners and examines the relationship between the academic self-efficacy of an adult learners group in an online learning context with their actual performance and revealed that student's level of self-efficacy is high and a significant relationship exists between self-efficacy and academic achievement ($r=0.286$, at 0.05 level). Yu, Chae and Chang (2016) ^[10] studied the relationship between self-efficacy, perfectionism and academic burnout in medical school students and determine whether academic self-efficacy had a mediating role in the relationship between perfectionism and academic burnout.

The findings of the study revealed that academic burnout had correlation with socially-prescribed perfectionism. Socially-prescribed perfectionism had a negative effect on academic self-efficacy, ultimately triggering academic burnout. Kumar and Ritu (2013) [5] conducted study on social maturity of senior secondary school students in relation to their personally by taking a sample of 100 (50 male, female) senior secondary school students studying in class XII of senior secondary schools situated Yamuna Nagar District were selected through simple random sampling method. The study suggested that (i) There is a positive relationship between social maturity and personality of senior secondary school students (ii) There is no significant difference between social maturity of male and female secondary school students. Shah (2012) [9] conducted study on social maturity, school adjustment and academic achievement on a sample 347 girls from class 9th to 12th of residential schools of North India. He found that social maturity contributes both to school adjustment and academic of residential school students. Madhuri and Choudhary (2016) [6] conducted a study on social maturity of adolescents in relation to their home environment. The sample comprised of 500 adolescent students studying in 11th and 12th standards of Govt. Sen. Sec. Schools of South Haryana. Rao's Social Maturity Scale was used to assess social maturity of adolescent students and Mishra's Home Environment Inventory was used to study home environment of students. The result of the present study revealed that there is significant negative relation between social maturity of adolescent students and various dimensions of home environment related to them.

Objectives of the study

1. To find out significant difference in the self-efficacy of higher secondary school students in relation to their gender.
2. To find out significant difference in the self-efficacy higher of secondary school students in relation to their type of school.
3. To find out significant difference in the social maturity of higher secondary school students in relation to their gender.
4. To find out significant difference in the social maturity of higher secondary school students in relation to their type of school.

Table 1: Values of Mean, S.D., SE_{DM} and 't' of self-efficacy for male and female higher secondary school students

Variable	Group	N	Mean	S.D	SE _{DM}	T	Significance
self-efficacy	Male	100	72.1	6.71	0.87	1.48	Not-Significant
	Female	100	70.81	5.39			

Review of TABLE 1 reveals that the computation value of t' of self-efficacy for male and female higher secondary schools student is 1.48 which is less than 1.96 the table value of 't' at 0.05 level of significance. The calculated value thus, less than the table value. The value of 't' is therefore, not significant. It can therefore, said that there exists no significant difference in self-efficacy of higher secondary schools student in relation to their gender. Thus,

Table 2: Values of Mean, S.D., SE_{DM} and 't' of self-efficacy for government and private secondary school students.

Variable	Group	N	Mean	S.D	SE _{DM}	T	Significance
self-efficacy	Govt	100	70.51	6.60	0.87	1.02	Not-Significant
	Private	100	71.4	5.60			

Hypothesis of the study

1. There is no significant difference in the self-efficacy of higher secondary school students in relation to their gender.
2. There is no significant difference in the self-efficacy of higher secondary school students in relation to their type of school.
3. There is no significant difference in the social maturity of higher secondary school students in relation to their gender.
4. There is no significant difference in the social maturity of higher secondary school students in relation to their type of school.

Sample

For the present study a randomly selected sample of 200 students studying in government and private schools of Samba District of Jammu Division has been taken up.

Tools used

- 1) Self-efficacy scale constructed and standardized by Dr. G.P. Mathur and Dr. Raj Kumar Bhatnagar was used. It consists of 22 items. Reliability co-efficient of the scale was measured by test-retest on a sample of 600 (300 male and 300 female). In male it ranges between 0.73 to 0.81 and in female 0.79 to 0.86. To obtain concurrent validity coefficient of self-efficacy scale, the scale was compared with the views of experts' rating. Validity ranges in male 0.73 to 0.81 and in female 0.76 to 0.83.
- 2) Social Maturity scale constructed and standardized by Dr Nalini Rao's. It consists of three components viz., personal adequacy (work orientation, self-direction and ability to take stress), interpersonal adequacy (communication, enlightened trust and cooperation) and social adequacy (social commitment, social tolerance and openness to change). It is a four point scale (Strongly Agree, Agree, Disagree and Strongly Disagree) consisting of 90 items.

Statistical techniques used

The collected data was analyzed with the help of inferential statistics such as Means, S.D. and t-test.

Hypothesis 1: There is no significant difference in the self-efficacy of higher secondary school students in relation to their gender:

the null hypothesis stating, "there is no significant difference in the self-efficacy of higher secondary school students in relation to their gender" is retained.

Hypothesis 2: There is no significant difference in the self-efficacy of higher secondary school students in relation to their type of school.

Review of TABLE 2 reveals that the computation value of 't' of self-efficacy for government and private secondary schools students is 1.02 which is less than 1.96 the table value of 't' at 0.05 level of significance. The calculated value thus, less than the table value. The value of 't' is therefore, not significant. It can therefore, said that there exists no significant difference in self efficacy of secondary schools student with respect to type of school. Thus, the null

hypothesis stating, that "there is no significant difference in self efficacy of secondary schools student with respect to type of school" is retained.

Hypothesis 3: There is no significant difference in the social maturity of higher secondary school students in relation to their gender:

Table 3: Values of Mean, S.D., SE_{DM} and 't' of social maturity for male and female secondary school students

Variable	Group	N	Mean	S.D	SE _{DM}	T	Significance
Social maturity	Male	100	222.45	14.80	2.04	3.73	Significant at 0.01
	Female	100	230	14.14			

Review of TABLE 1 reveals that the computation value of 't' of social maturity for male and female secondary schools student is 3.73 which is greater than 2.58 the table value of 't' at 0.01 level of significance. The calculated value thus, higher than the table value. The value of 't' is therefore, significant. It can therefore, said that there exists significant gender difference in social maturity of higher secondary schools student Thus, the null hypothesis stating, that "there will be no significant differences in social maturity of higher

secondary schools student with respect to type of school" is not retained. From the table it is noticed that the mean value of female is higher than that of male indicating the level of social maturity of female is higher than the male.

Hypothesis 4: There is no significant difference in the social maturity of higher secondary school students in relation to their type of school.

Table 4: Values of Mean, S.D., SE_{DM} and 't' of social maturity for government and private secondary school students.

Variable	Group	N	Mean	S.D	SE _{DM}	T	Significance
Social maturity	Govt	100	222.45	14.67	2.06	3.40	Significant at 0.01
	Private	100	229.73	14.40			

Review of TABLE 4 reveals that the computation value of 't' of social maturity for government and private secondary schools students is 3.40 which is greater than 2.58 the table value of 't' at 0.01 level of significance. The calculated value thus, higher than the table value. The value of 't' is therefore, significant. It can therefore, said that there exists significant difference in social maturity of higher secondary schools student with respect to type of school. Thus, the null hypothesis stating, that "there will be no significant differences in social maturity of secondary schools student with respect to type of school" is not retained. From the table it is noticed that the mean value of private school is higher than that of government school indicating the level of social maturity of private school is higher than the government school.

Conclusions

1. No significant difference is found in the self-efficacy of higher secondary school students in relation to their gender.
2. No significant difference is found in the self-efficacy of higher secondary school students to their type of school.
3. Significant difference is found in the social maturity of higher secondary school students in relation to their gender. Male higher secondary school students are found less socially mature than female higher secondary schools students.
4. Significant difference is found in the social maturity of higher secondary school students to their type of school. Government higher secondary school students are found less socially mature than private higher secondary schools students.

Implications

Parents and teachers play a great role in the development of social skills among the students. A training program for the

teachers as well as for the students can be designed to improve the self-efficacy of the students. They should help the students in making them more socially mature by way of giving affection, security, counseling and freedom of decision making in order to enhance the academic achievement, and social and emotional adjustment in the society.

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