RELATIONSHIP BETWEEN SELF-EFFICACY AND ANXIETY OF SECONDARY SCHOOL STUDENTS ACROSS GENDER GROUP

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ABSTRACT

In thepresent study we have investigated the correlation between self-efficacy and anxiety of 95 secondary school students from 4 Government Schools (affiliated to H.P.S.E.B., Dharmshala) ofHamirpur district of Himachal Pradesh, India were selected. Out of 95 students 45 were female and 50 were male. Random sampling method was used to collect the data. The study revealed that, there is a high negative correlation between self-efficacy and anxiety of secondary school students. It is also observed that there is a significant difference in self-efficacy but no significant difference in anxiety among male and female students.

Key Words: *Self-Efficacy, Self-Belief and Anxiety.*

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INTRODUCTION:

Self-efficacy is a sense of one's own competence within a specific framework. Bandura (1997) defined self-efficacy as one's conviction or belief about his/her capacity to successfully produce the desirable outcome. Bandura specified four sources of information through which self-efficacy expectation are learned and by which they can be modified. These sources of information are (1) performance accomplishment, i.e. experience of successfully performing the behaviors in question; (2) vicarious learning or modeling; (3) verbal persuasion, e.g. encouragement and support from others; and (4) emotional arousal, e.g. anxiety, in connection with the behaviour. The last source of information is viewed as a "co-effect" of self-efficacy expectation. In other words the trend of anxiety is seen to be inversely with the level and strength of self-efficacy expectation i.e. when self-efficacy increase,anxiety should decrease and vice versa. (Hackett & Betz 1983). Mathematics self- efficacy was a significant predicator of math anxiety (Hackett 1985; Hackett & Betz 1989; Pajares& Miller 1994).

According to Bandura (1977) how an individual think and feel about themselves is an important area it helps to know how the individual will act especially when facing challenging circumstances. Due to this importance, educators and researchers are showing attention in the area of self-efficacy.

Anxiety is one of the self-related construct which is associated with self-efficacy. Bandura's (1986,1997) social cognitive theorysuggested that negative psycho-emotional states including anxiety, depression, and helplessness are associated with (lower) levels of one's self efficacy (cited by Lee, 2008). Anxiety is a feeling of unpleasantness, unease, apprehension or worry. It may be associated with physical symptoms such as rapid heartbeat, feeling faint and trembling. It can be abnormal reactionto a stress or worry it can sometimes be a part of bigger problem. Spielbergerconceptualized anxiety as the state anxiety as the "unpleasant state or condition" which is characterized by activation or arousal of the autonomic nervous system and further refers anxiety as the sequence ofcognitive, affective and behavioral responses that occur at reaction to some form of stress.

Anxiety can be manifested as one's psycho-emotional reaction when one thinks about or performs a particular task (Ashcraft, 2002; Hembree, 1990; Pintrich&Degroot, 1990; Sarson&Sarson, 1990; Speilberger, 1985). Thus self-efficacy is an influential variable in human behaviour which plays a powerful role in determining choices people make, the effort they will expand, how long they will preserve in the face of challenge and degree of anxiety or confidence they will bring to the task at hand. Lee, J.C. (2008) examined that despite of abundant work on self-constraints. One piece of research seems to be surprisingly missing in the literature; whether self-concept, self-efficacy, and anxiety are indeed empirically distinguishable from each other. The purpose of this study is to find the relationship between two self-related constructs self-efficacy and anxiety across gender group.

OBJECTIVES:

1. To study the gender difference in self-efficacy of secondary school students.
2. To study the gender difference in anxiety of secondary school students.
3. To find the relationship between self-efficacy & anxiety.

HYPOTHESES:

1. There will be no significant difference in the self-efficacy score of male female students.

2. There will be no significant difference in anxiety scores of male and female.

3. There will be no relationship between self-efficacy and anxiety.

METHOD:

SAMPLE: For this study a sample of 95 secondary school students from 4 Government Schools (affiliated to H.P.S.E.B., Dharmshala) of Hamirpur district of Himachal Pradesh, India, were selected. Out of 95 students 45 were female and 50 were male. Random sampling method was used to collect the data.

TOOLS: Researcher has used "The General Self-Efficacy Scale" by M.Schwazer and R. Jerusalem (1995) and IPAT Anxiety Scale by R.B. Krug and I.H. Scheier to measure general anxiety among Secondary School Students.

STATISTICAL TECHNIQUE: Researcher has used mean, standard deviation (S.D.), t-test and the product moment method to test the null hypotheses.

ALALYSIS AND INTERPERTATION:

The obtained co-efficient of correlation value is -0.084 and the tabulated value at 0.05 level is 0.205 and 0.01 level is 0.265. Hence there is a negative correlation between the self-efficacy and anxiety. Thus it is concluded that higher the self-efficacy lesser will be the anxiety of secondary school students.

TABLE -1 Mean, S.D. & t value of self-efficacy across gender variable

Group	Male	Female	t-value	Significant Value
Mean	32.24	36.14		
S.D.	5.18	2.58		
Sample	N1=45	N2=50	t = 4.58	*

*Significant at 0.01 level

Calculated valueof 't' is greater than the tabulated value. This means that the null hypothesis is rejected. Thus there is a significant difference in the self-efficacy scores of male and female group.

From table 2 it is found that calculated value of 't' is lesser than the tabulated value thus the null hypothesis is not rejected i.e. it is accepted at any level of significance. It may be interpreted that there is no significant difference in anxiety scores between male and female groups. The obtained difference is attributed to sampling error or chance factor.

TABLE -2 Mean, S.D. & t valueofanxietyacross gender variable

Group	Male	Female	t- Value	Significant Value
Mean	35.3	34.2		
S.D.	6.99	2.58		
Sample	N1=45	N2=50	t = 4.58	*

*Non Significant at0.01 level

OBSERVATION AND CONCLUSION:

1. There is high negative correlation between self-efficacy and anxiety of secondary school students.

2. There is a significant difference in the self-efficacy of male and female secondary school students.

3. There is no significant difference in anxiety of male and female of secondary school students.

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