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Self Efficacy amongst Tribal and Non-tribal Students

Abstract

Self-efficacy has become a significant variable within social psychological research because of its alliance with various positive results, especially in the areas of mental and physical health. Efficacy beliefs are concerned not only with the exercise of control over action but also with the self regulation of thought processes, motivation, affective and physiological states. The tribals of the society though have long been provided with affirmative support in terms of education and employment; seem to underperform than the national average. The present study aims to investigate the levels of self efficacy among the tribal and non-tribal students pursuing post graduation. The findings have been discussed at the end of this paper.

Keywords: Self Efficacy, Tribal, Non-Tribal.

Introduction

Self-efficacy is the belief in one's competence to attempt difficult or novel tasks, and to cope with adversity arising from specific demanding situations (Cross et al. 2006). In Bandura's system, self efficacy refers to the feelings of adequacy, efficiency and competence in coping with life. Bandura (1997) defines self-efficacy as a person's belief about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Ormrod (2006) has defined self-efficacy as the belief that one is capable of performing in a certain manner to attain certain goals.

A sturdy sense of self efficacy intensifies human achievements and personal well-being in various ways. People with high efficacy approach difficult tasks as challenges to be mastered rather than as intimidations. They set for themselves challenging targets and uphold strong dedication to them. They heighten and continue their efforts in the face of disappointment. They approach intimidating situations with assurance. Such an efficacious outlook results in personal accomplishments, reduces stress and reduces susceptibility to depression.

On the other hand people with a feeble sense of self-efficacy withdraw themselves from difficult tasks which they perceive as personal threats. They have low aims and frail commitment to the goals they wish to pursue. They dwell on their on their personal paucities and obstacles, and all kinds of unfavorable outcomes rather than focus on how to perform successfully. They loosen their efforts and give up promptly in the face of difficulties

Sources of self-efficacy

Mastery Experiences

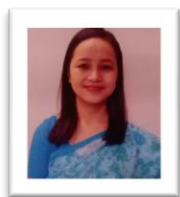
The most effective way of developing a strong sense of efficacy is through mastery experience, research has indicated that succeeding in a challenging task provides the strongest information for changing efficacy beliefs. Bandura (1994) explained, performing a task successfully strengthens one's sense of self-efficacy. It is the only antecedent of self efficacy that provides direct performance information for the formation of more stable and accurate efficacy judgments.

Social Modeling

Knowledge about one's capabilities is also generated from the social environment in which they work. Self efficacy appraisals are also generated by social modeling which occurs by observing competent individuals perform a similar task and be reinforced by it. Bandura (1994), seeing people similar to one succeed by sustained effort raises observers' beliefs that they too possess the capabilities to succeed. The greater the similarity between the model and the observer in terms of similar characteristics, the greater the model's influence on observers' learning.



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Social Persuasion

Verbal persuasion by someone the person trusts and sees as competent serves as another important source of self efficacy. The purpose is to enhance the person's belief that he or she has "what it takes". However, for this mode to be more effective, people should have some reason to believe that they have the ability to accomplish the task. Bandura also asserted that people could be persuaded to believe that they have the skills and capabilities to succeed.

Psychological Responses

Our own emotional responses in challenging circumstances play key role in self efficacy. Moods and stress levels can influence how a person perceives about their personal abilities in a particular situation. A person who becomes tremendously nervous while speaking in public may build up a weak sense of self-efficacy during such situations. However, Bandura also notes "*it is not the sheer intensity of emotional and physical reactions that is important but rather how they are perceived and interpreted*". People can develop their self efficacy by learning to lower their stress and lift up their own mood.

Self-efficacy begins in early childhood as children, as they gain experiences and face different situations. Self-efficacy grows continuously throughout the life - as people develop skills and gain understanding (Bandura 1992). Understanding how to foster the development of self-efficacy is a vitally important goal for positive psychology because it can lead to living a more productive and happy life.

Statement of the Problem

To study the self efficacy levels of the tribal and non-tribal students pursuing post-graduation degrees. Also to look into gender differences among tribal and non-tribal students.

Review of literature

1. Ozyilmaz, Erdogan and Karaeminogullari (2017), collected data from 300 employees and their respective supervisors at a manufacturing organization in Turkey, and found that self- efficacy had more positive effects on job satisfaction, task performance, and citizenship behaviors when trust in organization was high. Interestingly, self- efficacy had a positive effect on turnover intentions when trust in organization was low; indicating that high trust in organization buffered the effects of self- efficacy on intentions to leave. The results suggest that the motivational value of trust in oneself is stronger to the degree to which employees also have high trust in the system, whereas low trust in system neutralizes the motivational benefits of self- efficacy.
2. Results indicate that job search self-efficacy is positively related to number of total offers and number of offers from a preferred employer. Consistent with our hypothesis, job search self efficacy beliefs moderate the relationship between number of interviews and number of offers, indicating that highly confident job seekers were more efficient in converting interviews into job offers. (Moynihan, 2013)

3. Limbu, et al., (2010) proposed a conceptual model that explored the role of individual characteristics of pharmaceutical sales representative in establishing, developing, and enhancing relationships with physicians. The factors being examined included the skills of listening, self-efficacy, responding, presentation effectiveness and job effectiveness. The findings of the study were useful in designing training programs for pharmaceutical sales force.
4. Judge, et al., (2007) studied the unique contribution of self-efficacy to work related performance controlling for personality (the Big 5 traits), intelligence or general mental ability, and job or task experience. Meta analysis results revealed that the contribution of self-efficacy in relation to distal variables is small. Within moderator categories, there were several cases in which self-efficacy made unique contributions to work-related performance. Self-efficacy predicted performance in jobs or tasks of low complexity but not those of medium or high complexity, and self-efficacy predicted performance for task but not job performance. The results suggested that the predictive validity of self-efficacy also depends on individual differences.
5. Latham and Budworth (2006) made Native North Americans ($n = 35$) receive training in verbal self-guidance (VSG) to increase self-efficacy in a selection interview. At the end of the training program, the trainees who acquired skills in VSG were found to have higher self-efficacy than the participants in the control group ($n = 31$) regarding their interview performance. They also performed better in the selection interview as judged by managers who were blind to the experimental conditions.

Rationale of the study

Issues of students are inextricably linked with the problems that affect our society at large. India has its largest ever adolescent and youth population. According to UNFPA (United Nations Population Fund projections, India will continue to have one of the youngest populations in the world till 2030. Thus it becomes very pertinent now than ever before to study the young population of the country, who are on the thresholds of pursuing their careers and are going to be the major contributors as nation's human resource. It is a period where one is expected to be responsible, mature, self-supporting and well integrated into society. Tribal of the society among other sections have long been provided with affirmative steps such as reservations in educational setups and work force, scholarship schemes and so on with the noble intention of their upliftment as soon as the Constitution came into being in 1950. However, it turns out that the situation is still bleak. Gross Enrolment Ratio (GER) in Higher education which is calculated for 18-23 years of age group for Scheduled Tribes 14.2% as compared to the national GER of 24.5%. Many of the seats reserved for STs in various government organizations remain vacant for want of candidates. A comprehensive and sustainable

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development remains a distant dream until there is upliftment of all sections of the society. Hence, the present study attempts to assess and compare the levels of self efficacy of tribal and non-tribal postgraduates. Numerous earlier studies have documented the positive effects of self efficiency on human accomplishments in various domains ranging from academics, career, health, and wellbeing. It is bearing these ideas in mind, the present study has been undertaken to have a closer look at these two groups.

Research Question

1. Is there any difference between Tribal and Non-Tribal students with regards to their Self Efficacy?

Objectives of the Study

1. To assess the level of self efficacy (SE) amongst tribal and non-tribal students pursuing post graduation.
2. To assess gender differences in self-efficacy amongst tribal and non-tribal students pursuing post graduation.

Hypotheses

- H1 There will be no significant difference in SE between the Tribal and non-tribal students studying post graduation.
- H2 There will be no significant gender difference in SE between the Tribal and non-tribal students studying post graduation.

Variables under study

Independent variable

Social Category: Tribal and Non-tribal

Dependent variable

Self efficacy

Sample

A total of 120 students pursuing Post Graduation (Science/ Arts) under two of the State Universities in Guwahati, Assam participated in the present study. It consisted of 60 Non-tribal students (30 males and 30 Females) and 60 Tribal students (30 males and 30 Females). Non-tribal students consisted of students from General, OBC (Other Backward Caste) and SC (Scheduled Caste) categories. Their age ranges from 20-23 years.

Method of Matching Sample

Even though there would be variations among the students based on language, religion, parental educational level and occupation, these were not matched. The sample was matched on age and sex.

Duration of the study

The present study was conducted over a period of two years. The sample was collected within the state of Assam.

Procedure of Test Administration

Before administering the scale, the researcher visited the Universities in Guwahati. Heads or concerned teachers of various departments were approached. The researcher explained the purpose of the study and demonstrated the administration of the scale. Finally verbal permission was taken from them to conduct it in their respective departments.

Ethical Consideration

Before administering the scale, the participants were briefly informed about the purpose

of the study. They were assured that complete confidentiality shall be maintained about their responses, and that they shall be used for research purpose only. They were instructed to read the instructions provided in the leaflet and go ahead with the test. They were encouraged to provide spontaneous and genuine responses. Finally, their verbal consent regarding their participation was requested for. The students were thanked for their cooperation. Researcher's contact detail was shared to be able to provide feedback on their performance.

Tool

1. Self Efficacy Scale (Singh and Narain, 2004)

General Description of Self Efficacy Scale

Name of the scale

Self Efficacy Scale

Authors

Professor A.K. Singh and Dr. Shruti Narain

Year of Publication

2014

This scale has are 20 items. Against each statement five (5) options are there, such as Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree. In this test, there are four dimensions, and items are characterized as Positive and Negative. There is no fixed time limit for administration and can be administered with Individual or Group. The test re-test reliability was found to be 0.82 and split-half reliability was found to be 0.74. The concurrent validity was found to be 0.92.

Sources of Data

Data was collected from two State Universities in Guwahati from the state of Assam.

Procedure of Data Collection

In the present study, a standardized tool was used for data collection. Various departments of Arts and Science disciplines from both the Universities were visited. The students were selected as per the inclusive criteria. A rapport was established with the selected participants to build their trust with the researcher. They were instructed to read the instructions provided in the leaflet and go ahead with the test. They were encouraged to provide spontaneous and genuine responses. Group administration was carried out with 5-8 participants in a batch. It took about 15 minutes to complete the scale. Finally, the filled copies were collected and subjected for further processing.

Statistical Treatment

The obtained data was analyzed statistically in terms of percentages, means and standard deviations. And then t-test analysis was done to investigate differences between the mean values.

Results and Discussion

In order to fulfill the main objectives of the present study, the obtained data were analyzed statistically in terms of percentages, means and standard deviations Table 1 shows the mean and SD of 60 tribal students on SE scale to be 75.0 and 8.29 respectively, which is marginally lower than the mean and SD of 60 non-tribal students which stands at 76.41 and 8.98 respectively. Thus, a mean difference of -1.41 with -.897 as its t- value shows that *no significant difference in SE between the Tribal and*

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non-tribal students studying post graduation as stated in H1.

Table 1: Mean, Standard Deviation, Mean Difference and T Values of Tribal and Non-Tribal Students

	Mean	Standard Deviation	Mean difference	t value
Tribal	75.0	8.29	-1.41	-.897
Non-tribal	76.41	8.98		

However, as per Table2, which shows an analysis in terms of percentages brings out that a staggering 40% of the tribal students have been assessed to display poor self-efficacy as compared to 26.7% non-tribal students. Also, 50% of the tribal students have been assessed to display average self-efficacy as compared to a greater chunk of 61.7% of their non-tribal counterparts. It means that a large number of students pursuing post graduation withdraw themselves when face with difficult tasks. They have low aims and frail commitment to the goals they wish to pursue. They dwell on their personal paucities and obstacles, and all kinds of unfavorable outcomes rather than focus on how to perform successfully. They loosen their efforts and give up promptly in the face of difficulties. And only a trace percent of 10 and 11.7 tribal and non-tribal students respectively display a high sense of self efficacy about themselves.

Table 2 : Percentage Analysis between Tribal and Nontribal Students on Their Self Efficacy Levels

N=120	Male		Female	
	Count	%	Count	%
High Self-efficacy	7	11.7	6	10.0
Average Self-efficacy	37	61.7	30	50.0
Poor Self-efficacy	16	26.7	24	40.0
Total	60	100.0	60	100.0

Secondly, in terms of gender differences, it is seen in Table 3 that tribal males (N=30) have a slightly lower mean than tribal female students with mean values being 74.36 and 75.63 respectively. The mean difference is seen to be of -1.26 with a t-value of -.58, again depicting no significant gender differences. Next, the non-tribal males have scored a higher mean (79.46) than non-tribal female students (73.36). However, this marginal difference is not significant statistically (t-value=2.77). Thus, as stated in the second hypothesis (H2) no significant gender difference in SE between the Tribal and non-tribal students studying post graduation is observed.

Table3: Mean, Standard deviation, mean difference and t values of tribal and non-tribal male and female students

	Mean	Standard Deviation	Mean difference	t value
Tribal male	74.36	9.14	-1.26	-.58
Tribal female	75.63	7.45		
Nontribal male	79.46	6.24	6.1	2.7
Non-tribal female	73.36	10.29		

But a close look at the percentage analysis, Table 4 reveals that a huge 40% of the female students have been assessed as displaying poor self-efficacy as compared to 26.7% male students. And, 61.7% male students show an average self-efficacy as compare to slightly lower 50% female students. And only 11.7 and 10 percent of the male and female students respective display high self efficacy. Thus, leaving much scope of work in this area.

Table4: percentage analysis showing the gender differences among tribal and nontribal students

N=120	Tribal		Non-Tribal	
	Count	%	Count	%
High Self-efficacy	6	10.0	7	11.7
Average Self-efficacy	30	50.0	37	61.7
Poor Self-efficacy	24	40.0	16	26.7
Total	60	100.0	60	100.0

Conclusion

1. No significant difference was found in the level of self efficacy amongst tribal and non-tribal students pursuing post graduation. However, almost half the chunk of tribal students has displayed poor self-efficacy.
2. No significant gender differences were found in the level of self efficacy amongst tribal and non-tribal students pursuing post graduation. However, as much as forty percent of the female students display poor self efficacy. Overall it may be concluded that there is much scope of work in the area of development of self efficacy amongst the students studying post graduation.

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