A STUDY OF SELF - EFFICACY IN STUDENTS IN RELATION TO THEIR CLASSROOM CLIMATE

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Abstract

The study was aimed at ascertaining the relationship between self efficacy and classroom climate of secondary school students. Self efficacy scale and classroom climate scales were administered on 1000 secondary students of private -aided and private-unaided schools in Greater Mumbai. The data obtained were subjected to descriptive and inferential analysis It was found that that is a significant relationship between self efficacy and classroom climate.

Introduction

When learning theorists first proposed views of social learning that rejected behaviourist notions of associations in favour of drive reduction principles, they did not take into account the creations of novel responses or the processes of delayed and non reinforced imitations. Bandura broadened the frontiers of social learning theory with the now familiar principles of observational learning and vicarious reinforcement. Rejecting the behaviourist indifference to self-processes, Bandura argued that individuals create and develop self-perceptions of capability that become instrumental to the goals they pursue and to the control they exercise over their environments. Bandura proposed a view of human functioning that emphasized the role of self referent belief. In this socio cognitive perspective, individuals are viewed as proactive and self-regulating rather than as reactive and controlled by biological or environmental forces. Also in this view, individuals are understood to possess self-beliefs that enable them to exercise a measure of control over their thoughts, feelings and action.

Bandura painted a portrait of human behaviour and motivation in which the beliefs that people have about their capabilities are critical elements. In fact, according to Bandura, how people behave can often be better predicted by the beliefs they hold about their capabilities, which he called self-efficacy.

Self-efficacy is a person's judgement about his or her ability to effectively perform a task, reach a goal, realization about the consequences of the actions, and overcoming obstacles for achieving the desired outcomes requires to deal with prospective situation, Self efficacy beliefs provide the foundation for human motivation; well being and personal accomplishment.

Students with a strong sense of efficacy are more likely to challenge themselves with difficult tasks, intrinsically motivated. These students will put forth a high degree of effort in order to meet their commitments and attribute failure to things which are in their control, rather than blaming external factors. Self-Efficacious students also recover quickly from setbacks and ultimately are likely to achieve their personal goals. Students with low self efficacy, on the other hand, believe that they cannot be successful and thus are less likely to make a concrete extended effort and may consider challenging task, as threats are to be avoided.

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Researchers have reported that student's self efficacy beliefs are correlated with other motivation constructs and with students' academic performance and achievement.

According to Bandura, behaviourism focuses on those variables that can be observed, measured and manipulated and avoids whatever is subjective, internal and unavailable i.e. mental. He further added that environment causes behavior but behavior causes environment as well. He labeled this concept as reciprocal determinism. The environment and a person's behavior cause each other. Later he went a step still further. He began to look at personality as an interaction among three things, the environment, the behavior and one's psychological processes.

The present study started with this theoretical rationale of Bandura in which self efficacy is studied as a function of classroom climate which represents the environment of the students, Therefore, the variable classroom climate was chosen by the researcher.

In a conducive classroom, the teaching learning process becomes smooth. Once the smooth functioning of the classroom begins, the group members develop a sense of belongingness both in the classroom as well as outside. The personal social process going on in the classroom determines the overall climate of the classroom. If the pupils have pleasant positive experiences in the classroom, they can be expected to develop a liking towards learning which create a positive attitude towards education and teachers. This positive attitude of a student is expected to play a profound role in facilitating student's self efficacy.

Review of Related Literature on Self Efficacy:

There are many researches conducted abroad on self efficacy as compared to the studies conducted in India. The concept of self efficacy is relatively still new in India and few researches have been done on it. A wide range of variables have been included in the studies pertaining to the students as well as the teachers. Self esteem, self concept, students' achievement, depression, stress, loss of control, socio- economic factors, confidence, goal setting, motivation, career choices, student-outcomes and so on were the variables concerning students. Teachers' stress, teaching style, teacher characteristics, teachers' efficacy beliefs were some of the concepts pertaining to teachers. Many studies were on the mathematical ability one each on language ability and social studies. The choice of the sample varied from adults, mothers, teachers, teacher trainees to students of higher secondary, secondary, elementary and primary school children. It varied from normal individuals to mildly disable to learning disabled children and autistic children. All the researches could be broadly categorized into descriptive studies; self prepared tools were used by many but tools like MJSES, 'Teachers Efficacy Scale' (TES) were also used by the researchers.

Review of Related Literature on Classroom Climate

There are few researches conducted abroad as compared to India with classroom climate as its variable. Overall there are few researches conducted on it. The tools used were Flanders' Interaction Analysis Category System, Classroom Climate Scale by Thele, Classroom Trust Scale by Marie De Sales and Individualized Classroom Environment Questionnaire. Most of them have used classroom climate scale. The variables included were mood, social development, learning outcome, psychological outcomes, self handicapping. Sample size varies from higher secondary to secondary students.

Aim of the Study

To study the relationship between self efficacy and classroom climate of students.

Objectives of the Study :

1. To ascertain gender differences in self efficacy and classroom climate of students.

2. To compare self efficacy and classroom climate of students from private aided and private unaided schools

3. To ascertain the relationship of self efficacy of students with their classroom climate.

4. To ascertain gender differences in the relationship of self efficacy with classroom climate of students

Null Hypotheses of the Study:

1. There is no significant gender difference in self efficacy and classroom climate of students.

2. There is no significant difference in self efficacy and classroom climate of students from private aided and private-unaided schools.

3. There is no significant relationship between self efficacy and classroom climate of students.

4. There is no significant difference in the relationship of self efficacy with classroom climate by

a)   Gender

b)   Type of Management of school

Methodology: The study adopted the descriptive method of the causal comparative and correlational types.

Sample : The present study attempts to study the relationship between self efficacy and classroom climate of students, for this purpose, a three stage sampling technique was used, with stratified random sampling and incidental sampling method being used at different stages. The school sample consisted of 20 secondary schools of Greater Mumbai with English as the medium of instructions and affiliated to the S.S.C. Board. The data were collected from students enrolled in Std. VIII of these schools because of the corresponding age and transition related changes in their lives. Initially, the number of students involved in the study was 1175. Out of these 183 forms returned by students were discarded, as they were incomplete and hence unsuitable for the study, as incomplete data cannot reveal the true characteristics of the sample. So the final sample consisted of 472 girls and 520 boys. Students from private-aided were 523 and 469 were from unaided schools.

Tools : The present study focuses on the measurement of the relationship of student's self efficacy with classroom climate.

1. Personal Data Sheet : A personal datasheet for students to obtain information about their name, name of the school, school type and gender was prepared by the researcher.

2. Self Efficacy Scale: This tool was prepared by the researcher. This scale consisted of 38 statements out of which 21 negatively worded and 17 were positively worded. Content validity of SES was determined by obtaining construct validity from eight experts in the field of education. The reliability of the tool thus prepared was determined by using spilt- half method and the test-retest method. The reliability coefficient of split half method was 0.83 and of test-retest method was 0.85.

3. Classroom Climate Scale: Classroom Climate Scale by Pandya (1987) was used. The scale consists of 90 items. It is a four-point rating scale, in which the   scoring is done on a four point scale ranging from 1 to 4 for positively worded from 4 to 1 negatively worded . The reliability of the tool was determined by using spilt half method and test- retest method .The co- efficient of correlation for the whole classroom climate scale was 0.86.Hence the classroom climate scale is highly reliable as tool.

Data Analysis

1.   The null hypothesis states that there is no significant gender difference in self efficacy and classroom climate of students. The technique used to test the null hypothesis is the t-test. It was found that the t-ratio for gender differences in self efficacy of students was 2.72 which is significant at 0.01 level. Hence the null hypothesis is rejected. The Mean self efficacy of girls is significantly greater than that of the boys. 0.64% of the variance in self efficacy is associated with the gender of the students.

It was found that the t-ratio for gender differences in classroom climate of students was 4.63

which is significant at 0.01 level. Hence the null hypothesis is rejected. The Mean classroom climate as perceived by girls is significantly greater than that of the boys. 2.12% of the variance in classroom climate is associated with the gender of the students.

2 The null hypothesis states that there is no significant difference in self efficacy and classroom climate of students from private-aided and private.unaided schools. The technique used to test the null hypothesis is the t-test.

It was found that the t-ratio for school type differences in self efficacy of students was 1.89 which is not significant at 0.05 level. Hence the null hypothesis is accepted.

It was found that the t-ratio for gender differences in classroom climate of students was 0.25 which is not significant at 0.05 level. Hence the null hypothesis is accepted.

3. The null hypothesis states that there is no significant relationship between self efficacy and classroom climate of students. The technique used to test this hypothesis is the Pearson's co-efficient correlation (r). The obtained value 'r' of 0.43 between SE and CC is significant at 0.01 level.Therefore the null hypothesis is rejected. 18.49% of the variance in self efficacy of students is associated with their classroom climate.

4..a) The null hypothesis states that there is no significant difference in the relationship of SE with CC by gender. The technique used to test the null hypothesis is the z-test. The `r` between SE and CC for girls and boys is 0.38 and 0.48 respectively. The obtained Z-ratio= 1.904 for gender differences in the relationship between SE and CC is less than 1.96, hence it is not significant at 0.05 level. Therefore the null hypothesis is accepted.

B)The null hypothesis states that there is no significant difference in the relationship of SE with CC by type of management of school. The technique used to test the null hypothesis is the z-test. The `r` between SE and CC for type of management of school is 0.44 and 0.41 respectively. The obtained Z-ratio= 0.682 for type of management of school between SE and CC is less than 1.96, hence it is not significant at 0.05 level. Therefore the null hypothesis is accepted.

Conclusions and Discussions

1. The self efficacy and classroom climate of boys and girls differ significantly. Girls are higher on self efficacy as well as classroom climate than boys.

2. There is no significant difference in the self efficacy of students at 0.05 level of significance from private-aided and private-unaided schools.

3. There is a positive, moderate and significant relationship between self efficacy and classroom climate of students.18.49% of the variance in the scores of self efficacy of students is associated with their perceived classroom climate.

4. There is no significant difference in the relationship of self efficacy with classroom climate by gender, type of management of schools.

The girls are high on self efficacy than boys because in the Indian culture the girls are made responsible at a very young age. They carry out their responsibilities and become more confident and thus their self efficacy is likely to be high. The girls are also high on classroom climate. This could be because girls are more disciplined and emotionally more stable than boys they might be carry out their tasks in the class very responsibly and their adjustment to the classroom also could be better than boys.

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