STUDY OF SELF-EFFICACY BELIEFS AMONG ADOLESCENTS IN RELATION TO WORKING STATUS OF THEIR MOTHERS

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ABSTRACT

The main aim of present paper was to study Self- Efficacy Beliefs among Adolescents in relation to working status of their mothers. Total 200 adolescents from different school of Amritsar District. Data was collect by using Motivated Strategies for Learning Questionnaire by Pintrich et.al 1991. The result showed that working status of mothers effect Self- Efficacy Beliefs of adolescents. It is further revealed that adolescents having working mothers have higher self-efficacy beliefs as compare to adolescents having non- working mothers.

Keywords: Self-efficacy beliefs, adolescents, working status of mothers.

INTRODUCTION

Adolescent is a transitional period from childhood to adulthood which spans the ages of 12-14 years old. During adolescents the desire for independence and autonomy increases and parents usually find themselves much less thrilled with the developmental indicators of this increasing maturity. School and home plays an important role during adolescent period. For the bright career of child, guardian should be chosen a better option to begin a child educational journey. Parents are the care taker of the off spring in the own species. Parenting is both a biological and a social process. Parenting is the term summarizing the set of behaviours involved across life in the relation among organisms. Thus, parenting is the complex process, involving much more than mother or father providing food safety and succor to an infant or child. Among both of the parents the role of mother is directly co-related with whole development of a child. If a mother is able to give proper care to her child then he will have an all-round developed personality.

A mother plays a very important role in the life of a child which goes on as the child grows. Mother makes important contribution both, in deciding the career as well as the life of child. A mother in addition plays a significant part in promoting a child’s career when he or she
matures. Now a day most of mothers are working so they are aware about changes occurring in the environment. So they treat their child according to the need hours and make them aware before coming of this age to them. But child whose mother is not working sometime have to suffer as that lady can’t able to reduce, the generation gap which is between them and their child. If mother educated she can help his/her child in many ways in his/her education and can give suggestion for his betterment that is why it is said if you are educating a boy, you are educating only one person and if education is given to a girls, whole family is educated.

SELF-EFFICACY BELIEFS

The concept of self-efficacy, introduced by (Bandura, 1986) describes self-efficacy as individuals’ confidence in their ability to control their thoughts, feelings and actions and therefore their ability to influence an outcome. Self-efficacy for learning and performance refers to students’ beliefs about their ability to effectively apply knowledge and skills that they already possess to novel situations which in turn create new cognitive skills (Schunk, 1989). Self-efficacy refers to belief one’s capabilities to organize and execute the courses of action required to manage prospective situations. Self-efficacy is personal belief of competency, rather than one’s emotional reaction to an actual accomplishment (Nelson & Conner, 2008).

According to Bandura (1986) self-efficacy has been defined as one’s judgment of his ability to execute action that leads to achieving a specific goal. There are many motivational constructs, self-efficacy is central to promoting student engagement and learning. Self-efficacy affects every area of human endeavour by determining the beliefs a person hold regarding his or her power to affect situations, it strongly influence both the power a person actually has to face challenges competently and the choices a person is most likely to make.

NEED OF THE STUDY

The study of Self-efficacy Beliefs among adolescents are very important especially today, Most of the students develop career aspirations based on the information they get regarding various occupations from different sources. Self-efficacy is the belief in one’s ability to influence events that affects one’s life and control over the way these events are experienced. Student’s aspirations and self-efficacy beliefs influence their future. Self-efficacy beliefs are motivating
force to pursue their studies as well as to achieve their goals. For students studying in secondary schools it is a decisive movement in their life as it is the time for choosing a profession on the basis of their interest and aptitude. Mother is the first teacher of a child. Many studies have reported that the mother plays a determinant role in the personality development of the child. If the mother is employed she has to divide her time between home and the place of work and account for her service, her children might feel neglected which might have effect on the personality on her children. So to see the impact of working status of mothers on self-efficacy beliefs of their adolescents, this study has been undertaken.

STATEMENT OF THE PROBLEM

STUDY OF SELF-EFFICACY BELIEFS AMONG ADOLESCENTS IN RELATION TO WORKING STATUS OF THEIR MOTHERS

OBJECTIVES

1. To study and compare self-efficacy beliefs among adolescents in relation to working status of their mothers.

2. To study and compare self-efficacy beliefs among male adolescents in relation to working status of their mothers.

3. To study and compare self-efficacy beliefs among female adolescents in relation to working status of their mothers.

HYPOTHESES

1. There exists no significant difference in self-efficacy beliefs among adolescents in relation to working status of their mothers.

2. There exists no significant difference in self-efficacy beliefs among male adolescents in relation to working status of their mothers.

3. There exists no significant difference in self-efficacy beliefs among female adolescents in relation to working status of their mothers.
METHODOLOGY

Sample

The sample comprised of 200 adolescents studying in Xth class both male and female was randomly selected from different schools of Amritsar district. Out of 200 students, 100 students having working mothers and 100 students having non-working mothers were taken.

Method

The descriptive survey method was used to conduct study of self-efficacy beliefs among adolescents in relation to working status of their mothers.

Tools Used

1. Motivated Strategies for Learning Questionnaire (Pintrich et.al, 1991) to measure self-efficacy beliefs of adolescents.

2. Bio-data sheet prepared by investigator was used to know the working status of the mothers.

Statistical Analysis

Statistical measures such as mean, SD, SEM and t-tests were used to interpret the obtained data.

VERIFICATION OF HYPOTHESES

H01. There exists no significant difference in self-efficacy beliefs among adolescents in relation to working status of their mothers.

Table 1: Mean scores of self-efficacy beliefs among adolescents in relation to working status of their mothers

<table>
<thead>
<tr>
<th>Variable</th>
<th>Working Mothers</th>
<th>Non- Working Mothers</th>
<th>t-value</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Mean</td>
<td>SD</td>
<td>N</td>
</tr>
<tr>
<td>Self-Efficacy Beliefs</td>
<td>100</td>
<td>39.52</td>
<td>7.31</td>
<td>100</td>
</tr>
</tbody>
</table>

**Significant at .05 and .01 levels of significance
The Table 1 shows the mean scores of self-efficacy beliefs among adolescents in relation to working status of their mothers. The mean scores of self-efficacy beliefs among adolescents having working mothers is 39.52 with SD 7.31 and mean scores of self-efficacy beliefs among adolescents with non-working mothers is 35.42 with SD 8.03. The calculated t-value is 3.77 which is greater than table values 1.96 and 2.58 at .05 and .01 levels of significance. This indicates that there exists significant difference in mean scores of self-efficacy beliefs among adolescents having working and non-working mothers. The mean scores of self-efficacy beliefs among adolescents having working mothers is greater than mean scores of self-efficacy beliefs among adolescents having non-working mothers (39.52: 35.42). Hence the hypothesis stating “there exists no significant difference in self-efficacy beliefs among adolescents in relation to working status of their mothers” stands not accepted.

H02. There exists no significant difference in self-efficacy beliefs among male adolescents in relation to working status of their mothers.

Table 2: Mean scores of self-efficacy beliefs among male adolescents in relation to working status of their mothers

<table>
<thead>
<tr>
<th>Variable</th>
<th>Male</th>
<th></th>
<th></th>
<th>t-value</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Working Mothers</td>
<td>Non- Working Mothers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>Mean</td>
<td>SD</td>
<td>N</td>
<td>Mean</td>
</tr>
<tr>
<td>Self-Efficacy Beliefs</td>
<td>50</td>
<td>40.56</td>
<td>6.99</td>
<td>50</td>
<td>36.06</td>
</tr>
</tbody>
</table>

**Significant at .05 and .01 levels of significance**

The table 2 shows the mean scores of self-efficacy beliefs among male adolescents in relation to working status of their mothers. The mean scores of self-efficacy beliefs among male adolescents with working mothers is 40.56 with SD 6.99 and mean scores of self-efficacy beliefs among male adolescents with non-working mothers is 36.06 with SD 8.00. The calculated t-value is 2.99 which is greater than table values 1.96 and 2.58 at .05 and .01 levels of
significance. This indicates that there exists significant difference in mean scores of self-efficacy beliefs among male adolescents having working and non-working mothers. The mean scores of self-efficacy beliefs among male adolescents having working mothers is greater than mean scores of self-efficacy beliefs among male adolescents having non-working mothers (40.56 : 36.06). Hence the hypothesis stating “there exists no significant difference in self-efficacy beliefs among male adolescents in relation to working status of their mothers” stands not accepted.

H03. There exists no significant difference in self-efficacy beliefs among female adolescents in relation to working status of their mothers.

Table 3: Showing mean scores of self-efficacy beliefs among female adolescents in relation to working status of their mothers

<table>
<thead>
<tr>
<th>Variable</th>
<th>Working Mothers</th>
<th>Non-Working Mothers</th>
<th>t-value</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Mean</td>
<td>SD</td>
<td>N</td>
</tr>
<tr>
<td>Self-Efficacy Beliefs</td>
<td>50</td>
<td>38.48</td>
<td>7.54</td>
<td>50</td>
</tr>
</tbody>
</table>

*Significant at .05 level of significance

The table 3 shows the mean scores of self-efficacy beliefs among female adolescents in relation to working status of their mothers. The mean scores of self-efficacy beliefs among female adolescents having working mothers is 38.48 with SD 7.54 and mean scores of self-efficacy beliefs among female adolescents having non-working mothers is 34.78 with SD 8.09. The calculated t-value is 2.36 which is greater than table value 1.96 at .05 level of significance. This indicates that there exists significant difference in mean scores of self-efficacy beliefs among female adolescents having working and non-working mothers. The mean scores of self-efficacy beliefs among female adolescents having working mothers is greater than mean scores of self-efficacy beliefs among female adolescents having non-working mothers (38.48 : 34.78).
Hence the hypothesis stating “there exists no significant difference in self-efficacy beliefs among female adolescents in relation to working status of their mothers” stands not accepted.

FINDINGS AND CONCLUSIONS

1. There exists significant difference in self-efficacy beliefs among adolescents in relation to working status of their mothers. It is concluded that working status of the mothers affects self-efficacy beliefs of adolescents. The adolescents having working mothers have higher self-efficacy beliefs as compared with adolescents having non-working mothers.

2. There exists significant difference in self-efficacy beliefs among male adolescents in relation to working status of their mothers. It is concluded that working status of the mothers affects self-efficacy beliefs of male adolescents. The male adolescents having working mothers have higher self-efficacy beliefs as compared with male adolescents having non-working mothers.

3. There exists significant difference in self-efficacy beliefs among female adolescents in relation to working status of their mothers. It is concluded that working status of the mothers affects self-efficacy beliefs of female adolescents. The female adolescents having working mothers have higher self-efficacy beliefs as compared with female adolescents having non-working mothers.

EDUCATIONAL IMPLICATIONS

Career counselling should be effectively used in schools in order to motivate and equip the school students to choose the career of their own choice, in accordance with their abilities and interests so that students enjoy complete job satisfaction and excel in their respective fields in future. School should also organize workshop, orientation course and guidance and counselling sessions and arrange for various recreational facilities at all levels of education. Teacher should be competent enough to create equally congenial classroom environment without any gender bias for male and female students. Parents and teachers should create such environment that may help the students to develop positive attitude, self-confidence, self-efficacy beliefs. The teachers and parents need to promote students’ academic performance both by influencing their competence
beliefs, task values, and goal orientation motivational beliefs and by influencing their knowledge representation, procedural skills, and metacognitive strategies. Teacher should design long-term learning goals according to the learning objectives and encourages students to learn step by step. This learning model can help students improve their metacognition and self-efficacy and promote their learning motivation. Teachers need to promote self-evaluation in the classroom by helping students monitor their learning goals and strategy use’ and make changes to those goals and strategies based upon learning outcomes.

Bibliography


