



## SELF-EFFICACY AMONG ADOLESCENTS IN RELATION TO THEIR FAMILY ENVIRONMENT

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### **Abstract**

*The present study was intended to find out the relationship between self-efficacy and family environment, keeping in view the pivotal role of family in the development of personality of adolescents. Sample of the study consisted of 200 adolescents (100 boys and 100 girls) studying in XI class in government senior secondary schools of Ludhiana city. Self-efficacy Scale (2012) by Dr. G.P. Mathur and Dr. Raj Kumari Bhatnagar and Family Environment Scale (2012) by Dr. Harpreet Bhatia and Dr. N.K. Chadha were used to collect the data. The results of the study showed no significant difference in self-efficacy of adolescent boys and girls and a significant positive relation between self efficacy and family environment of adolescents.*

**Key Words:** *Self-efficacy, Family Environment, Adolescents.*

### **Introduction**

Today's world is changing rapidly and becoming more complex day by day. Only that child is accepted and welcomed who comes out with these hurdles of life with bright colours. Self-efficacy is a great trait of one's personality which ensures success in all spheres of life. It is the belief that one has the capabilities to execute the courses of actions required to manage prospective situation. Unlike 'efficacy', which is the power to produce an effect (in essence 'competence'), 'Self efficacy is the belief (whether or not accurate) that one has the power to produce that effect (Singh, 2013). The cognitive, physical and social changes associated with adolescents have important implications for how young people view their capabilities. Development takes place in many different social contexts like family, school, peer environment and it effects an adolescent's belief about their capabilities of succeeding in outer world. Adolescents acquire much self-efficacy information from their families. Family plays a pivotal role in providing the most congenial atmosphere within which the child forms his basic patterns of behaviour and style of life. Specifically parents help children in building a sense of competence by providing an encouraging and challenging environment and teach them how to deal with difficulties. The family constituted an interpersonal social system held together by strong bonds of attachment, affection, caring and yet exercised control, approval and discipline on each other's actions (Harvey & Byrd, 2000; Parke & Buriel, 1998). Family influences that promote effective interactions with the environment enhance our self competence beliefs.

Self-efficacy has become one of the important topics of research among psychologists and educators. Bandura (1977) first introduced the construct of self efficacy with the publication of his seminar paper; 'Self-efficacy: Towards a Unifying Theory of Behavioural Change'. The self-efficacy theory holds that the initiation and persistence of particular behaviour and course of action is affected by people's belief about their behavioural capabilities and their likelihood of coping with environmental demands and challenges. Self-efficacy is the measure of one's own competence to complete tasks and reach goals. (Arora & Singh 2014)

There are four sources of self-efficacy: Mastery experiences; vicarious experiences; social persuasion and physiological responses to experiences. Mastery experiences are situations in which people perform successfully. Vicarious experiences are situations in which people observe others perform successfully, compare themselves to that performance, and form beliefs about their own competencies. Social persuasion is feedback from others that is judged to be authentic and a reasonable match to one's personal assessment of capabilities. Physiological responses are physical and emotional reactions to situations. Self-efficacy beliefs mediate individual performance through four processes: cognitive, affective, motivational, and selection processes. Cognitive or thinking processes influence self-efficacy formation through forethought or planning ahead, through visualization, through problem-solving processes and through goal setting. The affective processes influence the control of thoughts, emotions and responses. Motivational processes assist in determining the benefits of performance. Selection processes are the choices and decisions people make influenced by self-efficacy beliefs and situations. By interacting with the four sources and four processes of self-efficacy; an individual forms judgment about their performance which influences his/her self-efficacy belief. (Bandura, 1997).

Thus self-efficacy is a person's belief in his or her ability to complete a future task or solve a future problem. It opens the gates for achievement and success. The task of exploring the abilities of the adolescents lies with school and family. But schools mainly stress the achievement aspect of the students. Therefore the major responsibility of developing positive competence perceptions lies with the family. The parental ability perceptions have a strong influence on their children's self perception of ability. The kind of family environment a child possess goes on a long way in developing adjustment, interest, capacities and overall personality of the child. In the words of Pfeiffer and Aylward (1990) family climate affects the child's



cognitive and social development, which in turn influences his/her self-confidence, self-reliance, assertiveness, personality characteristics coping skills, academic motivation and success.

Family environment effects child's reaction to life situations and his level of performance. Moos and Moos (1986) believes that family environment consists of ten components viz. cohesion, expressiveness, conflicts, independence, achievement, orientation, intellectual cultural orientation, active recreational orientation, moral religious emphasis, organization and control. The family environment is influenced by a number of factors like the nature of the family constellation; number of children in the family; marital relationship between husband and wife; maternal (paternal) employment; socio-economic and religious background of the family.

Generally adolescence is a difficult time for students and for those who are close to them. The physical, emotional, social and environmental changes cause stress. Self-efficacy is an important cognitive process which contributes in healthy human functioning. Various associated factors like family, peer group, schooling influence the self-efficacy development in adolescents. Individuals who develop a resilient sense of self-efficacy during adolescence are in a better position to withstand the normal challenges of adulthood.

### Objectives

1. To study significance of difference in self-efficacy of adolescent boys and girls.
2. To study significance of relationship between self-efficacy and family environment of adolescents.

### Hypotheses

1. There exists no significant difference in self-efficacy of adolescent boys and girls.
2. No significant relationship exists between self-efficacy and family environment of adolescents.

### Delimitations of the Study

The study was delimited to 200 adolescents of Ludhiana. The sample was equally balanced between boys and girls.

### Sample

Sample for the present study comprised of 200 adolescents (100 boys and 100 girls) studying in XI class in government senior secondary schools of Ludhiana city.

### Tools Used

- Self-efficacy Scale (2012) by Dr. G.P. Mathur and Dr. Raj Kumari Bhatnagar .
- Family Environment Scale (2012) by Dr. Harpreet Bhatia and Dr. N.K. Chadha.

### Statistical Techniques

1. Mean, Median, Standard Deviation, Skewness and Kurtosis of the score were calculated to ascertain the nature of score distribution.
2. t-ratio was calculated to locate the mean differences between self-efficacy of adolescent boys and girls.
3. Karl Pearson's coefficient of correlation technique to find out the relation between self-efficacy and family environment.

### Results and Discussions

To investigate the significance of difference in self-efficacy of adolescent boys and girls, t-ratio was calculated and the value is given in following table:

**Table 1: Significance of Difference between Mean Scores of Self-Efficacy of Adolescents Boys and Girls (N=200)**

S. No	Group	N	M	S.D	SE <sub>M</sub>	t-ratio
1.	Boys	100	69.51	6.43	0.62	0.41
2.	Girls	100	69.83	5.55	0.55	

Table 1 revealed that the mean scores of adolescent boys and girls on the variable of self-efficacy are 69.51 and 69.83 respectively. The t-value was calculated as 0.41 which is not significant. This reveals that no significant difference exist between adolescent boys and girls on the variable of self-efficacy. Thus the hypothesis stating, "There exists no significant difference in self-efficacy of adolescent boys and girls" is accepted.

To study significance of relationship between self-efficacy and family environment of adolescents, Pearson's coefficient of correlation was worked out and the values are given in the following table:



**Table 2: Significance of Relationship between Self-Efficacy and Dimensions of Family Environment among Adolescents (N=200)**

Dimensions of Family Environment	Pearson's Product Moment Correlation (r)
Cohesion	0.23**
Expressiveness	0.25**
Conflict	-0.15*
Acceptance and Caring	0.21**
Independence	0.24**
Active Recreational Orientation	0.28**
Organization	0.16*
Control	0.14*

\*Significant at 0.05 level of significance

\*\*Significant at 0.01 level of significance

Table 2 reveals that for adolescents, the value for correlation between self-efficacy and dimensions of family environment that are Cohesion, Expressiveness, Conflict, Acceptance and Caring, Independence, Active-Recreational Orientation, Organization and Control comes out to be 0.23, 0.25, -0.15, 0.21, 0.24, 0.28, 0.16 and 0.14 respectively. Thus a significant positive correlation is found between self-efficacy and dimensions of family environment namely Cohesion, Expressiveness, Acceptance and Caring, Independence, Active-Recreational Orientation, Organization and Control but a significant negative correlation exists between self-efficacy and Conflict dimension of family environment. According to the manual of family environment scale, low value of Conflict dimension means good family environment where as high value means poor family environment. This dimension thus has negative relationship with self-efficacy. This leads to the rejection of null hypothesis stating, "No significant relationship exists between self-efficacy and family environment of adolescents".

### Implications

The results of the present study showed a significant correlation between self-efficacy and family environment of adolescents. There is a need to understand the importance of enriched family environment and a healthy parent child relationship in order to influence the personality of the child in a positive manner. It will not only force the parents to peep into their home environment but also guide them to organize extra activities which can facilitate in increasing the self-efficacy of their child. The findings of the study will help the parents to modify their attitude and improve family climate and build good relationship with their children.

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