

A COMPARATIVE STUDY OF SELF-EFFICACY BETWEEN INDIAN AND FOREIGNER STUDENTS

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Abstract: The purpose of this study was to assess the Self-efficacy between Indian and foreigner students. Total 250 Indian and 67 foreigner students from different university in India were selected for data analysis of the study. To measure academic self-efficacy, Yuen and his colleagues (2004B) Academic Self-efficacy scale extracted from the Life Skills Development Inventories were used. The findings of the study shows that only significant difference of time management was found between Indian and foreigner students. Foreigner students was found to have got better time management skills as compare to their counterparts.

Key words: Study skills, Time management, Involvement in Learning, Critical and creative thinking

INTRODUCTION

Bandura proposed that self-efficacy can explain, not only the choice or level at which an activity is pursued, but as well, the likelihood of successful completion of the activity. Having higher self-efficacy students work harder on their educational tasks; they are not afraid of difficult tasks and perceive them as challenges, generally, they are successful and consider eventual failures as accidental or temporary, they use higher cognitive processes, work on their tasks more persistently, longer and more consciously (Bandura 1997 Zimmerman,2000)Self-efficacy has been associated frequently with stress in students and is defined by Bandura (1986) as a belief in one's capability or skill to attain a particular goal or execute a particular behaviour. Self-efficacy has been found to have a significant negative correlation to level of stress (Hackett, Betz, Casas, & Rocha-Singh, 1992; Newby-Fraser & Schlebusch, 1997), suggesting that those who have a higher self-efficacy also report a lower level of stress. Therefore, it would appear that higher self-efficacy may act as a moderator of stress for students.

METHODS

Sampling method and Sample Size:

The method of sample was purposive –A non-random method of sampling design for Indian and foreigner students with a specific purpose. The sample size of the study was to 250 Indian and 67 foreigner students who were studying in India of both genders were selected for present study. The data was collected through respondents in the form of Questionnaires from different Indian University/ colleges of Indian. The data was collected through respondents in the form of different descriptive tests. The demographic information about, age, sex, daily smoking etc. was obtained before seeking responses. To measure academic self-efficacy Indian and foreign female students, 24 items Academic Development Self-efficacy scale prepared by Yuen and his colleagues" (2007) was used. The Academic Development Self-efficacy scale measures four dimensions of academic development self-efficacy namely, Study skills, Time management, Critical and creative thinking and Involvement in Learning. The data was checked for accuracy and completeness and was coded and put up into the SPSS Descriptive statistics for all studied variables, mean, standard deviation and t-ratio, was considered statistically technique throughout the study and the level of significant was set-up at 0.05 level.

Results of the study :

The following order was adopted for results

Table 1 depicted Mean Scores, Standard Deviation and t-ratio of the Self- efficacy with four subscales of self-efficacy (Study Skills, Time management, Critical and creative thinking and Involvement in Learning) between Indian and Foreign students. The mean scores Study Skills of Indian students were obtained 23.34 and the mean scores of Study Skills of foreign students were obtained 22.40 respectively. Meanwhile, the standards deviation Study Skills of Indian students were recoded 4.76 and the standards deviation of Study Skills of foreign students were recoded 4.97 respectively. The result given in Table 1 reveals that no significant difference of Study Skills was found between Indian and Foreign Female Students.

TABLE – 1
Mean scores, Standard deviations and T-ratios of Self-Efficacy between Indian and foreigner students

Self –Efficacy	Students	Number	Means	S.Ds.	T-ratios
Study Skills	Indian Students	250	22.34	4.76	NS
	Foreign students	87	22.40	4.97	
Time management	Indian students	250	21.12	4.20	*
	Foreign students	87	23.54	5.04	
Critical and creative thinking	Indian students	250	23.19	4.63	NS
	Foreign students	87	22.55	4.55	
Involvement in Learning	Indian students	250	22.34	4.88	NS
	Foreign students	87	22.53	4.92	
Self- efficacy	Indian students	250	91.56	9.67	NS
	Foreign students	87	91.48	9.44	

In addition, The mean scores of Time management of Indian students were obtained 21.12 and the mean scores of Time management of foreign students were obtained 23.54 respectively. Meanwhile, the standards deviation Time management of Indian students were recoded 4.20 and the standards deviation of Time management of foreign students were recoded 5.04 respectively. The result given in Table 1 reveals that significant difference of Time management was found between Indian and Foreign Female Students. The findings of the study indicates that, Foreign students have better time management as compared to the Indian students. Furthermore, The mean scores of Time management of Indian students were obtained 21.12 and the mean scores of Self- efficacy with respect to Critical and creative thinking of foreign students were obtained 23.54 respectively. In addition, the standards deviation Self- efficacy with respect to Critical and creative thinking of Indian students were recoded 4.20 and the standards deviation of Self- efficacy with respect to Critical and creative thinking of foreign students were recoded 5.04 respectively. The result given in Table 14 reveals that significant difference of Self- efficacy with respect to Critical and creative thinking was found between Indian and Foreign Female Students. The findings of the study indicates that, no significant differences of Critical and creative thinking were found between Indian and foreign students. The mean scores of Self- efficacy with respect to Involvement in Learning of Indian students were obtained 22.34 and the mean scores of Self- efficacy with respect to Involvement in Learning of foreign students were obtained 22.35 respectively.

Meanwhile, the standards deviation Involvement in Learning of Indian students were recoded 4.88 and the standards deviation of Involvement in Learning of foreign students were recoded 4.92 respectively. The result given in Table 1 reveals that no significant difference of Involvement in Learning was found between Indian and Foreign Female Students. Moreover, The mean scores of Self- efficacy of Indian students were obtained 91.56 and the mean scores of Self- efficacy of foreign students were obtained 91.48 respectively. Meanwhile , the standards deviation Self- efficacy of Indian students were recoded 9.67 and the standards deviation of Self- efficacy of foreign students were recoded 9.44 respectively. The result given in Table 1 reveals that no significant difference of Self- efficacy was found between Indian and Foreign Female Students. The findings of the study, revealed that only significant difference of Time management was found between Indian and foreigner students, foreigner students was better time mangemnt as compare to indina students . Managing time means understanding and managing you and managing yourself means doing things in time and working on time. Time management helps students prioritize tasks and accurately judge the amount of time needed to complete them (Mathews Phosa College,2018). Time management permits medical students to take control of their lives rather than follow the flow of others, it helps them accomplish more, make better decisions and work more efficiently. (Mathews Phosa College,2018 Macan et.al 1990).High self-efficacy, in addition to higher academic achievement and greater dedication to work, fosters elimination of unwanted emotional reactions and those students with higher academic self-efficacy experience less stress in school than those students, who doubt in their efficacy and abilities (Bandura 1997) . Time management is an important factor in this competitive world, so one should be proficient enough to manage time.

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