Level of students` self-efficacy based on gender

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Abstract

This research is aimed at describing the condition of both male and female students' self-efficacy and identifying the difference. This research is a quantitative research with descriptive-comparative. The samples included 221 students. The data were analyzed by using descriptive statistics normal curve by determining the mean (average); calculating the percentage that exists in a particular category and analyzing t-test. The findings of the research showed 42.7% of male students' self-efficacy are at moderate category of and 47.2% of female students are at high category. This research also revealed a significant difference of both female and male students' self-efficacy. The implication of the research is it is expected that counselors provide guidance and counseling services to improve and develop self-efficacy, especially towards male students as self-efficacy of male students is lower than female students.

Keywords:Self-Efficacy, Gender

Introduction

The quality of human resources is crucial to create a better life (Hariandja&Hardiwati, 2002). It is undeniable that the progress of a nation depends heavily on the quality of the people in the country, especially young generation (Effendi & Politics, 2007; Riyadi, 2000). One of the strategic lines to realize the quality of human resources is of course education.

Self- personal development through education can be an alternative to prepare individuals to encounter global competition. On the other hand, education continues to increase the standard, so that graduates are able to compete in the global market. This indirectly requires the individuals to further develop their abilities, so that academic achievement can be optimized.

Hence, a student as an individual should have a strong belief in academic achievement. This concept is called self-efficacy. According to Bandura (in Feist & Feist 2011: 212) "Self-efficacy is a person's belief in his ability to do some controls over one's own functioning and events in the neighborhood". Self-efficacy helps to develop educational talent with involvement in learning activities. Through these activities, the level of achievement and motivation usually increases and has positive influence.

According to Bandura (Feist & Feist in 2011), a student with high self-efficacy for a particular topic believes in his own ability to complete a task, find correct answer, achieve goals, and often excel his peers. While a student with low self-efficacy on a particular topic who does not believe in his own ability will feel depressed to complete the task as he observes that others can successfully perform a task which he considers too difficult.

This is in line with Schunk (in Santrock, 2012), that has implemented the concept of self-efficacy to various aspects of student achievement, ie self-efficacy influences the choice of students' activities (Raub& Liao, 2012). Students with low self-efficacy in terms of learning may avoid some learning tasks, particularly challenging tasks. Instead, students with high self-efficacy immediately want to finish the learning tasks to gain good achievement.

Associated with academic achievement, according to a research by SartiniNuryoto (1998) female students achieve better than male as female are more diligent, thorough (especially for mathematics subject), and willing to listen well. Their emotional attitude which is more dominant than the physical strength has put female in a very good position. Thus, in general it is found that female students occupy the top 10 ranks in each school. This is similar to what Martono et al stated (2009) in which female in general achieve better than male. Theoretically, female students perform better than male because they are more motivated and work more diligently in doing school work, self-belief of female is better than male, and female prefer to read compared to male (Santrock, 2012).

From the findings, it can be concluded that there is difference in the academic achievement of female and male. Instead of observing the difference in the academic achievement of both female and male students, other aspects on difference of gender were also found in the research findings conducted by DinniJufitaPutri (2013), which revealed that in mathematics, self-efficacy of male is higher than female students, yet in Bahasa Indonesia female achieves better than male students.

Therefore, this research would like to describe self-efficacy of female student, self-efficacy of male students, and examine whether there are differences in self-efficacy of female and male students.

Method

This research is a descriptive-comparative research (Anas Sudijono, 2005; Arikunto, 2002; Gall, Borg, & Gall, 1996) with the total sample 221 students selected by using stratified random sampling technique (Levy &Lemeshow, 2013; de Vries, 1986; Stokes, Davis, & Koch, 2012). The instrument used to collect data in this research was self-efficacy scale. To answer the research problem about the level of students' self-efficacy, the data were processed by using descriptive statistics (Santoso, 2003), by determining the mean (average) which calculated percentage in a particular category. While to prove the research hipotesis on differences in the level of students' self-efficacy based on gender is processed by using t-Test formula (Samuels, Witmer, and Schaffner, 2012). The data were analyzed by using SPSS version 22 for Windows.

Results and Discussions

Based on the overall results of the research, out of the 221 students as the sample, 5.4% of students have very high self-efficacy, 37.6% of students have high self-efficacy, 38.5% of students have a moderate self-efficacy, and 15.8% of students are in the category of low self-efficacy, and 2.5% of students have very low self-efficacy. The results of this study showed that majority of the students have moderate self-efficacy.

From the result of analysis, the level of female students' self-efficacy showed that 4.8% of students have very high self-efficacy, 47.2% of students have high self-efficacy, 35.2% of students have moderate self-efficacy, 11. 2% of students are in the category of low self-efficacy, and 1.6% of students have very low self-efficacy. Based on these results it can be concluded that most female students have high self-efficacy.

While the result of the level of male students' self-efficacy, out of 96 students, 6.2% of students have very high self-efficacy, 25% of students have high self-efficacy, 42.7% of students have moderate self-efficacy, and 21.9% of students are in the category of low self-efficacy, and 4.2% of students have very low self-efficacy. These results indicate that most male students have moderate self-efficacy.

The results of this research showed that female students' self-efficacy are at high category and male students' are at moderate category. This means that students are at passable category but it needs to be improved in order to achieve the level of very high self-efficacy. According to Bandura (2002) individuals who have high academic self-efficacy will have the attitude of: (a) being ready to participate more in the completion of the learning task, (b) working hard, (c) having a longer persistence when facing difficulties than those who doubt their own abilities, (d) encouraging self to look for any positive efforts to improve achievement and personal welfare, (e) accelerating interest in a particular matter and be soluble in pleasure

activities, (f) making difficult tasks as a challenge and being motivated to finish it, (g) planning challenging goals and maintaining a strong commitment, (h) continuously striving against laziness, and (i) if experience a failure, then quickly fix it and re-arrange themselves.

Self-efficacy is a substantial matter in determining a person to act, think and react when facing unpleasant situations (Bandura, 2002). This means that when students encounter unpleasant situations like facing a difficult task, the presence of students' self-efficacy is able to step in and react positively to cope with these situations.

The results of this research also showed that there are some students who are in very low category. Students who have low self-efficacy tend to doubt their abilities. Students with low self-efficacy will keep off a difficult task as the students see them as thread. This is influenced by emotional condition, in which this strong emotion will usually reduce performance when a person experiences a strong fear, acute anxiety, or high stress level, and is likely to have a low efficacy expectation (Feist & Feist, 2011).

Is there any difference in the level of self-efficacy of male and female? To answer this research problem, the results of the data analysis showed the value of t-test obtained is 2.962 and significance (Sig 2-tailed) of 0.003. since the significance is <0.05 then Ho is rejected. So, it can be concluded that there is difference in the average students' self-efficacy of male and female students.

Many factors affect level of ones' self-efficacy, one of them according to Bandura (2002) is culture and gender. Culture influences self-efficacy through value, belief, and self-regulatory process which serves as an assessment source of self-efficacy as well as the consequences of a belief in self-efficacy. In addition, gender influences self-efficacy in which female students have higher self-efficacy in managing their role.

The results of this research support the results of other research, such as one conducted by Kumar and Lal (2006) proves that there is a significant difference in the academic achievement of Bahasa Indonesia between male and female, where female students achieve better than male students. According to Kumar and Lal (2006), there is a significant difference between gender and intelligence, where female scored higher than male. This is probably because female students spend more time to learn while male students tend to be lazy to learn, but it cannot prove that male are less intelligent than female. Martono et al (2009) also found that female students perform better than male because female are more motivated and work more diligently than men in doing school work, self-belief of female students is better than male, and they prefer to read than male. Coles and Hall (2002) found that boys less like reading compared to girls.

As stated by Pintrich and Groot (1990) in their research, self-efficacy is positively related to academic achievement. Students, who believe with their ability, use cognitive and metacognitive strategies in order to pass the difficult tasks. Shunk also has applied the concept of self-efficacy to various aspects of student achievement; and self-efficacy influences the choice of students' activities (Shunk in Santrock, 2012). Students with low self-efficacy in terms of learning, may avoid a variety of learning tasks, particularly challenging tasks. On the other hand, students with high self-efficacy may not wait to finish the learning tasks.

Conclusions

From the research conducted, it can be concluded that self-efficacy of female students is categorized as high, self-efficacy of male students is categorized as moderate, and there is difference in the average of students' self-efficacy both in female and male students.

Based on the results of the research, the researchers propose some suggestions to teachers of guidance and counseling in general that there is an average difference in the result of research of self-efficacy both female and male students so that it is expected that counselor's direct guidance and counseling services to which could improve and develop to self-efficacy, especially to male students as they have lower self-efficacy than female students. Counselors are expected to further optimize the BK 17 plus (guidance and counseling 17 plus approach – Counseling approach base of Indonesian Culture) which is appropriate and in accordance with the students' needs as an effort to foster, develop and improve self-efficacy by creating a learning group counseling which consists of male and female students. After that, counselors collaborate with parents to increase self-efficacy.

Then for the next researchers, it is expected that they are able to enrich the research by taking other variable beside self-efficacy.

Acknowledgments

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