

## A STUDY OF EDUCATION IN SECONDARY SCHOOLS IN RELATION TO SELF-EFFICACY AND ADJUSTMENT

**Mr. Anoop Kumar Yadav**

*Assistant Professor*

*Mata Jiyo Devi College of Education, Hissar*

### ABSTRACT

*A knowledge of human motives and the factors facilitating obstructing their full expression is basis to an understanding to the psychology of adjustment whether an individual is adjusted or maladjusted depends on a larger measure on such as:-*

- (a) The extent to which a state of harmony prevails among his manifold drives, motives and ideas;*
- b) The extent to which his wishes and aspirations are adequately attained, and*
- c) The extent to which his desires and actions are in conformity with the demands and standards of his social group.*

*Etymological the concept of adjustment is originally biological as propounded in Darwin's theory of natural selection and adaptation. The concept of adaptation was borrowed by psychologist and named as adjustment. Gates was of the view that adjustment is a continuous process made by a person varies his behaviour to produce a more harmonious relationship between himself and his environment. Adjustment is very essential for the normal development of the individual's personality. Everyone has to face some problems and tensions but how impressive an individual may be is not brought out by the number of his problems but his impressiveness is made clear, in how he faces the challenges of life. Adjustment is a dynamic procedure of process.*

### INTRODUCTION

The term 'depression' covers a variety of negative moods and behaviour changes. Some are normal mood fluctuations and others meet the definition of clinical problems. The mood change may be temporary or long lasting. It may range from a relatively minor feeling of melancholy to a deeply negative view of the world and an inability to function effectively.

Depression is a 'whole body' illness, involving body, mood and thoughts. It affects the way people eat and sleep, the way people feel about self and the way they think about things. A depressive disorder is not the same as a passing blue mood. It is not a sign of personal weakness or a condition that can be willed or wished off. People with a depressive illness cannot merely 'pull themselves together' and get better.

The human being is very intelligent. He is in fact a genius. But the biggest poet of his conscience remains wild and violent. If this wild content comes to the surface of human conscience, which is the side of our conscience that we know, we start having several problems and our thoughts and feelings seem to be distorted and strange. This content is very dangerous especially because it provokes craziness to human conscience.

When we feel depressed, we feel the weight of our questions and the world's questions, both those we can articulate and those we can't. We ask ourselves who we are and how do we live in this world. Its message is that we need to take time to go down into ourselves, to reassess things from a new vintage point, to listen to ourselves in a deeper way and digest our experiences in a new way. Its message is that we feel a drift, unable to find within us a 'ground' or solidity that we can, above all else, rely on and listen to. And the reality of depression is that it will actually take us to that ground. It will actually reconnect us with our soul.

Self-efficacy has been described as the belief that one is capable of performing in a certain manner to attain certain goals. It is a belief that one has the capabilities to execute the courses of actions required to manage prospective situation. It has been described in other ways as the concept that one has sense or belief that one's actions have an effect on the environment self-efficacy as a person judgement of his or her capabilities based on mastery criteria.

A sense of a person's competence within a specific framework, focusing on the person's assessment of his abilities to perform specific tasks in relation to goals and standard rather than in comparison with other's capabilities. Additionally, it builds on personal past experiences of mastery.

## SELF-EFFICACY

The concept was developed by **Bandura (1977)** as a key concept of his social learning theory. Though it is much similar to, but is not identical to the concept of expectancy. Where expectancy specifies only the effort as a cause of performance, the term self-efficacy refers to the expectancy of succeeding at a task resulting beliefs in one's overall performance competence.

Self-efficacy is one of the important self-related cognitions, which relates to the individual's sense of personal efficacy to produce and regulate events of their life. Self-efficacy beliefs are not fixed acts or simply matter of knowing what to do. Rather it is a generative capability in which all the cognitive, affective and cognitive components and social and behavioural skills must be organized into integrated course of action to serve innumerable purposes. A wholesome organization of these self-referent beliefs can stem from many sources including attributions about the causes of previous successes and failures, perception of the situation and of one's ability, adaptability, creativity and ability for personal control (**Wood and Locke, 1987**), employment status, social support and gender (**Jerusalem and Mittag, 1997**).

Perceived self-efficacy is an individual's estimate of his capability of performing specific set of actions required to deal with environmental conditions. It has been proved to be powerful resource of having impact of stress on cognitive appraisals as well as on psychological and physical well-being

(Jerusalem and Mittag, 1997). Highly self-efficacious individuals perceive the new demands of life more as challenges and less as threats. They experience lower anxiety, better health and fewer health complaints than the low self-efficacious individuals. 'A strong sense of personal efficacy seems to reduce the likelihood of negative appraisal of stressful life demands and as a consequence, it provides protection against emotional distress and health impairments by changing risky health behaviour through personal action' (Jerusalem and Mittag, 1977).

Bandura believes that self-efficacy is causally related to action independent of the individual's actual demonstrated ability on a task even though the two are interrelated. This, the same degree of actual success in performing a task can lead to different degrees of experienced self-efficacy because different individuals may reach different conclusions from the same previous attainment.

Self-efficacy also helps people in exercising control over events that affect their lives. Through the process of exerting influence on the conditions where they can command some control, people become able to realize desired goal and forestall some others that are not so desirable. Every person in life desires to have control over life circumstances and this desire permeates almost everything people do because it can accompany innumerable personal and social benefits. The ability to affect outcomes makes them predictable and this predictability results in adoptive preparedness. On the other hand, inability to exert influence over things adversely affects one's life by copying of apprehension, anxiety, apathy or despair. Thus, self-efficacy plays a significant role in producing useful outcomes and preventing undesirable ones through exercising adequate control over events.

## OBJECTIVES OF THE STUDY

1. To study the different Level of depression of male adolescents in Govt. and Private secondary level schools.
2. To study the different Level of depression of female adolescents in Govt. and Private secondary level schools.
3. To see the Level of self-efficacy of male adolescents in Govt. and Private secondary level schools.
4. To find the Level of self-efficacy of female adolescents of Govt. and Private secondary schools.
5. To study the adjustment of male adolescents in Govt. and Private secondary level schools.

## NEED OF THE STUDY

In this age of scientific and technological advancements, every person wants to excel in this competent world and when he/she fails to fulfil his/her ambitions; he/she becomes depressive and fearful especially in adolescence age because it is the period of stress and strain. It is also called the most difficult period of life. In this period, because of certain physical changes, lack of confidence and maladjustment in school and home, the child's depressive level is at its peak.

Moreover, in this period, there is dynamics of emotions. The students worry about being successful in their studies, getting to school on time, mastering their lessons, obtaining good marks in report cards.

They are anxious about their relationship with their teachers, parents, siblings and fellows. In schools, students face problems like inability to pay attention, day-dreaming, jumping into self-consciousness and acting without thinking. Self-efficacy plays a key role in the etiologic and maintenance of affective disorder. These factors influenced to adjustment of adolescents.

The present study has certain relevance in the field of education. The researcher selected the problem to find out level of depression and its relationship with self-efficacy and adjustment of adolescents .

Thus, it is significant to know how depression influences self-efficiency and adjustment. Keeping all these views in her mind, the researcher selected the problem for the purpose of study.

## REFERENCES

- **Adler, A.(1956)**, The Individual Psychology of Alfred Alder, New York, Harper & Row.
- **Bandura, A. (1977)**, Self-efficacy: Toward a Unifying Theory of Behavioural Change, Psychological Review, Vol.84.
- **Bandura, A. & Schunk, D.H. (1981)**, Cultivating Competence, Self-efficacy and Intrinsic Interest through Proximal Self-Motivation, Journal of Personality and Social Psychology.
- **Buch, M.B (1983-88)**, Fourth Survey of Research in Education, New Delhi N.C.E.R.T.
- **Buch, M.B. (1989-93)**, Fifth Survey of Research in Education, New Delhi, N.C.E.R.T.
- **Indian Psychological Abstract and Review, Vol. 4, 1997.**
- **Indian Psychological Abstract and Review, Vol. 4, 1998.**
- **Rajesh Kumar and Roshan Lal, Journal of the Indian Academy of Applied Psychology (July 2006)**, The Role of Self-Efficacy and Gender Difference among the Adolescents.
- **Sharma, A.K. (1988-92)**, Fifth Survey of Educational Research, Volume I, New Delhi, N.C.E.R.T.
- **Smith, Melinda, Suzanne Barston, Jaelline Jaffe, Lisa F. Dumke and Jeanne Segal.** Teen Depression, Help guide, 22<sup>th</sup> June 2007, 26<sup>th</sup> Oct 2007.
- **Stewart et al (2004)** received information of adolescents from Hong Kong and the United States regarding their depressive symptoms' cognitions (self-efficacy, negative cognitive errors and hopelessness) and stressful events.
- **University health network women's health Program, (2006)**
- **Van-Horn & Volanda (2005)** examined the relationship of academic self-efficacy and ethnicity related socialization to mental health outcomes in young people.
- **Zimmerman, B.J. (2000)**, Self-efficacy: An essential motive to learn, Contemporary Educational Psychology, 25, 82-91.