



Self-efficacy Expectations for Mosul University students (Comparative study)

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Abstract :

The aim is to identify:

The level of Self-efficacy and the difference in the level of Self-efficacy among the gender variable and differences in the level of Self-efficacy of students participating and not participating in workshops at Mosul University. The differences in the level of Self-efficacy among Mosul university students whose are participating and not participating in workshops depending on the gender variable . A number of the sample (200) students. the tool was prepared to measure the level of self-efficacy and reached in its initial form of (30) items and after ascertaining the reliability and stability of the tool became the final form consisting of (26) items. The data was processed using the social statistical package SPSS, and reached the following results: enjoy the sample of research with high-efficacy expectations and therefore the students of Mosul University have high efficacy expectations, there is no significant difference in the level of efficacy expectations between males and females. There is a difference between the participants in the workshops and the non-participants in the workshops and for the benefit of the students participating in the workshops.

A number of recommendations have been made:

Enhancing the cooperation between Mosul University and international universities, including the University of Dortmund, as this cooperation has a positive impact on the future of students.

A suggestion was also presented: to conduct more studies and researches dealing with the impact of workshops on different variables such as systemic thinking, cultural thinking, extremist thinking, and other variables.

توقعات الكفاءة الذاتية لطلبة جامعة الموصل (دراسة مقارنة)

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الملخص:

الهدف هو تحديد:

مستوى الكفاءة الذاتية والاختلاف في مستوى الكفاءة الذاتية بين متغير الجنس والاختلافات في مستوى الكفاءة الذاتية للطلاب المشاركين وغير المشاركين في ورش العمل بجامعة الموصل. الفروق في مستوى الكفاءة الذاتية لدى طلبة جامعة الموصل المشاركين وغير المشاركين في ورش العمل تبعا لمتغير الجنس. عدد أفراد العينة (200) طالب وطالبة. تم تجهيز الأداة لقياس مستوى الكفاءة الذاتية ووصلت في شكلها الأولي إلى (30) فقرة وبعد التأكد من موثوقية وثبات الأداة أصبح الشكل النهائي المكون من (26) فقرة. تمت معالجة البيانات باستخدام حزمة الإحصاء الاجتماعي SPSS ، ووصلت إلى النتائج التالية: تمتع بعينة البحث بتوقعات عالية الفعالية ، وبالتالي فإن لدى طلاب جامعة الموصل توقعات كفاءة عالية ، ولا يوجد فرق كبير في مستوى توقعات الفعالية. بين الذكور والإناث. هناك فرق بين المشاركين في ورش العمل وغير المشاركين في ورش العمل ولصالح الطلاب المشاركين في ورش العمل. تم تقديم عدد من التوصيات:

تعزيز التعاون بين جامعة الموصل والجامعات العالمية بما في ذلك جامعة دورتموند لما لهذا التعاون اثر ايجابي على مستقبل الطلاب.

كما تم تقديم اقتراح لإجراء المزيد من الدراسات والأبحاث التي تتناول تأثير ورش العمل على متغيرات مختلفة مثل التفكير المنهجي والتفكير الثقافي والتفكير المتطرف ومتغيرات أخرى.

The importance and need of research:

Self-efficacy is considered to be one of the important determinants that reflects a set of judgments not only related to what the individual can accomplish but also by judging what can be accomplished, self-efficacy is not only a general feeling but an assessment of the individual for himself for what he can do and the amount of effort he exerts and the extent of the burden and flexibility in dealing with complex situations and his resistance to failure (Al-Yousef, 2013, 329)

(Bandura, 1977) has illustrated that self-efficacy is a term that refers to the beliefs of the individual about his ability to organize the mental blueprints required to achieve the specified goal, which means the individual believes

that he has the ability to accomplish the specific goal and try to make these tasks actually happen, i.e. self-efficacy refers to presumptive beliefs that individual possesses about his ability.

During the years 1977-1986 Bandura tried to develop the concept of self-efficacy and link it to the concept of self-control of the individual, emphasizing that individuals have beliefs that enable them to exercise standard control of their thoughts, actions, and feelings, and this standard control is a reference framework for contemporary behaviors of individuals (Bandura, 1988,124)

Self-efficacy is not just a general feeling, but a self-assessment of individual of what he can do, how persistent, the effort he will make, his flexibility in dealing with difficult and complex situations, his defiance of difficulties and his resistance to failure (Ghailani, 2017,6)

It is noted that the concept of self-efficacy is not only a characteristic of personality but also represents the beliefs and perceptions of the individual about his or her abilities and ability to perform a particular task successfully, and this concept develops through several sources:

- 1- Academic achievement and success. As they more increase the more confidence of the individual in the possibility of success in the future.
- 2- Learning acting and modeling, observing the performance of others in certain tasks increases the individual's self-efficacy to perform the same tasks.
- 3- Emotional excitement and reduced anxiety to perform certain tasks leads to increased self-efficacy of the individual to perform the same tasks.
- 4- Social persuasion, social support, and encouragement are all factors that increase the self-efficacy of the individual to perform certain tasks. (Betz,2004,340-352)

Through the self-regulation, man can exercise control over his thoughts, feelings, and actions and thus produce the behavior of the individual through the interaction between the self-system and the sources of the external environment to which he is affected (Pajares, 1996,4).

Jaber 1990 emphasizes that self-efficacy is not only a principle of controlling behavior but is considered one of the most important subjective

influences and is considered the source of control and interaction between several environmental, behavioral and personal factors to guide the individual towards achieving certain goals (Jaber, 1990,246).

Self-efficacy also affects the patterns of thinking, behavior, and emotions of the individual, where Bandura emphasizes that the behavior of initiative and perseverance in the individual depends on his expectations and judgments regarding his behavioral skills and his own expectations to deal with the challenges of the environment and the circumstances surrounding him (Almashikhy, 2009, 60).

Self-efficacy is not a constant feature of behavior but is a set of judgments not only related to what the individual accomplishes but also the judgment of what he can accomplish, as it is a product of personal ability, it is linked to expectation and prediction and it does not necessarily reflect these expectations of the ability of the individual and his real potential. The individual has high expectations, but his or her potential is low (Al-Masry, 2011, 66).

According to Bandura, self-efficacy consists of several basic dimensions:

- 1- The capacity and extent of self-effectiveness: refers to the difficulties faced by the individual and the efforts associated with facing these difficulties, and the level of self-effectiveness varies depending on the difficult challenges facing the individual.
- 2- General: any possibility of generalizing the attribute to the various activities carried out by the individual, and the degree of generality varies from one individual to another and from one position to another for the individual himself.
- 3- Strength: i.e. the insistence of the individual to perform the tasks assigned to them and this force exerted by the expectations of the individual performance, who has a high effectiveness strives to overcome difficulties and perform the tasks to the fullest (Shara, 2019, 39).

One of the types of self-effectiveness is the general effectiveness, which means the general awareness of the general abilities of the individual, which proves his competence in public situations in his life and is different from



the special self-efficacy that concerns the awareness of competence related to special situations or special issues (Dodo, 2017, 35) The general lies in the ability of the individual to cope with most of the pressures he faces in his life and to try to control them to achieve positive results in the management of his behavior (Ghailani, 2017, 38).

Self-efficacy expectations affect three levels of behavior: choice of situation, effort and then perseverance in the pursuit of overcoming the situation, individuals with high expectations of self-efficacy choose attitudes that require great effort and perseverance in achieving their goals, but individuals with low expectations choose situation that do not require much effort and are less persistent to achieve their goals (Kings, 2018, 7).

The university stage addressed in the research is considered an important and detailed stage for the individual for its great role in the mental and personal of the individual, which reflects on his scientific and practical future.

The workshops are not lectures or discussion or dialogue but are educational learning situations in which participants learn from their shared experiences. They are situations shared by individuals in an attempt to reach solutions and achieve the desired goals, and their topics and objectives should be defined in advance and assigned to individuals in advance to prepare for the workshop and during the workshop, the participants are divided into two or more groups, ideas are put forward and recorded, and then the practical duties are carried out individually or bilaterally and identify a follow-up technique and assessment of the proposed opinions to achieve the desired goals.

Consequently, the importance of the study is to highlights the impact of scientific workshops held in cooperation with various universities, including the University of Dortmund, Germany, on the self-motivation of the students participating in these workshops.

Objectives of study: to identify:

- 1- The level of self-efficacy among students of Mosul University.
- 2- The difference in the level of self-efficacy among Mosul university students according to the gender variable (male-female)



- 3- Differences in the level of self-efficacy among students participating in workshops and not participating in workshops at Mosul University.
- 4- Differences in the level of self-efficacy of students participating in the workshops depending on the gender variable (male-female)

Limits of the study:

Objective limits: Self-efficacy among students

Spatial limits: Mosul University

Temporal limits: Academic year 2019-2020

Human limits: A sample of Mosul University students who participated in workshops held in cooperation with the German University and a sample of students who did not participate in these workshops.

Term definition of theoretical self-effectiveness: defined by:

(Bandura 1988) "It is the ability of the individual to perform certain behaviors in order to achieve desirable results in certain situations and control the events and situations that affect his life, to issue subjective predictions about how to perform different tasks and activities and to predict the extent of the effort exerted to achieve those tasks" (Bandura, 1988,486).

(Dauphin & Walker, 1997) "The capacity or ability to perform the required behavior and then influence the processes and the course of events to create a change and development" (Adodah, 2015, 40)

(Abu Ghazala ,2007) "Is the realization of the individual's ability to master a task and achieve positive results" (Abu Ghazala, 2007)

(Al-Shalwi , 2016) "The ability of the individual to perform behavior that achieves desired results in a particular situation, control events, how he performs and the activities he performs, and predict the extent of effort and perseverance required to achieve that activity" (Al-Shalwi, 2016, 215)

The general self-efficacy of students can be defined as the individual's belief in his capacities and abilities and his perseverance in performing the tasks assigned to him well and measured procedurally to the degree

obtained by the student as a result of his answer to the tool designed to measure his own competence.

Previous studies: This concept has been addressed by many researchers and has been linked to several other concepts and has been recommended through these researches to several results, including:

Al-Faruq Study, 1986: The aim of this study was the subject of self-efficacy in relation to psychological compatibility in Egyptian youth, the results showed a positive association between self-efficacy and psychological compatibility, there are significant differences between male and female grades in self-efficacy and was in favor of females). Dodo, 2017, 12)

Alsayed,1994: aimed to identify the relationship of self-efficacy to the feedback of middle school students, and the results indicated that there are no significant differences in self-efficacy depending on the use of feedback or non-use.

Carters, 2004: findings also indicated that high-efficacy students with internal control had a relatively higher academic performance than low levels of self-efficacy.

The results of the study (Al-Zag, 2009) showed that there is an average level of self-efficacy perceived among university students and that there are no significant differences depending on the gender variable.

The results of the study (Al-Yousef, 2013) indicated a positive correlation between social skills, self-aware competence, and educational achievement, and significant differences in the level of Self-efficacy perceived according to gender change and in favor of males.

As for the Sahloul study, 2005:the custom was aimed at the relationship of self-efficacy and motivation of academic achievement among students and the results found a positive correlation between self-effectiveness and the motivation of academic achievement.

Research Population: The community includes Mosul university students in the academic year (2019-2020)

Sample research: A random sample of Mosul university students who participated in the workshop sought in cooperation with The University of Dortmund was withdrawn and reached (100) students, as a random sample of students of Mosul University with various faculties reached (100) students and thus the final number of the sample (200) students.

Research tool: After looking at a number of previous measures and studies, including (Salem, 2008) (Ghailani, 2017), a tool was prepared to measure the level of self-efficacy and reached its initial form of (30) paragraphs.

Validity: It is to recognize the accuracy of the tool in measuring the attribute and distinguish between individuals who own the attribute and those who do not own it and from the ways of calculating honesty the honesty of content (Content Validity) which means the extent to which the paragraphs of the tool represent the content of the attribute and is judged by a group of experts and competent arbitrators (Murad and Amin, 2005, 351) thus verifying the authenticity of the content of the tool by presenting it to a number of experts and arbitrators in the educational and psychological sciences to indicate the validity of the paragraphs and rely on the percentage of agreement (80%) More to accept the paragraph and all but four paragraphs were accepted and not accepted by the experts and therefore deleted, thus the number of paragraphs of the tool (26) with the majority of paragraphs positive and some paragraphs negative.

Stability: We mean stability is the accuracy of the instrument in the measurement and not contradicting itself, and to check the stability the tool was applied to a sample (60) students and the tool was corrected and the split-half method of or what is known as the method of internal consistency (Split-half Method) where the paragraphs of the tool were divided into two halves m The results were corrected by spearman-brown (Murad and Amin, 2005, 362) and the stability factor (0.86) was an acceptable stability factor in educational and psychological research.

Statistical means: The Statistical Package for Social Science (SPSS) has been relied upon to process the results and rely on several laws, including (T-test for one sample and T-test for two independent samples)

Results and discussion

- 1- To achieve the first goal, which is to recognize the level of self-efficacy of the students of Mosul University, the tool was applied to the research sample of (200) and the results were processed using the T-test for one sample, and the results were as in the table (1)

Sample	Hypothetical mean	Arithmetic mean	Standard deviation	Calculated T- Value	Scheduled T-value (0.05) (1.99)
200	52	61	6.87	19.069	1.97

Table (1) shows arithmetic mean higher than the hypothetical mean and when calculating the T-value it was found to be higher than the scheduled T-value, and this indicates that the research sample has high efficacy expectations and therefore the students of Mosul University have high efficacy expectations.

- 2- To achieve the second goal, which is to identify the difference in the level of self-efficacy of the students of Mosul University according to the sex variable (male and female), the results were processed using the T-test for two independent samples and the results were as in the table (2)

Sample	Number	Arithmetic mean	Standard deviation	Calculated T- Value	Significance level (0.05) (1.98)
Male	100	61.07	7.795	0.411	1.972
Female	100	61.47	5.843		

The table (2) shows that the calculated T-value was lower than the scheduled T-value, which means there is no significant difference in the level of efficacy expectations between males and females.

- 3- To achieve the third goal, which is to identify the difference in the level of Self-efficacy of students participating in workshops and not participating in workshops at Mosul University, and the T-test was used for two independent samples and the results were as in the table (3)

Sample	Number	Arithmetic mean	Standard deviation	Calculated T- Value	Significance level (0.05) (1.98)
Participant	100	64.12	5.32	6.429	1.972 Significance
Non-participant	100	58.42	7.08		

Table (3) reveals that the calculated T-value was greater than the scheduled T-value which means there is a difference between the participants in the workshops and the non-participants in the workshops and for the benefit of the students participating in the workshops, i.e. the workshops in which the students participate have a positive impact in raising the level of self-efficacy expectations for participants.

- 4- To achieve the fourth goal, which is to identify the difference in the level of self-efficacy of the students participating in the workshops according to the gender variable (male-female) and the data was processed by the T-test for two independent samples and the results were as in the table (4)

Sample	Number	Arithmetic mean	Standard deviation	Calculated T- Value	Significance level (0.05) (1.98)
Participant	50	65.10	5.67	1.68	1.972 insignificance
Non-participant	50	63.14	7.81		

Table (4) reveals that the scheduled T-value was greater than the calculated T-value although there is a difference in the arithmetic mean between males and females, but the difference is not statistically significant, i.e. the workshops had a positive effect equal to both males and females.



Recommendations:

- Conduct guidance programs to develop and enhance the level of Self-efficacy of students.
- Conduct more training workshops because of its positive impact on students' behaviors.
- Enhance cooperation between Mosul University and international universities, including the University of Dortmund, as this cooperation has a positive impact on the future of students.

Suggestions: Further studies and researches that deal with the impact of workshops on different variables such as systemic thinking, cultural thinking, extremist thinking, and other variables.



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