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Causes of government financial information disclosure quality

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ABSTRACT

Self-efficacy is an important concept in psychology, it reflects psychokinesis of individual environmental adaptability and environmental transformation. With the current popularization of higher education, researching self-efficacy of college students plays a promotive role in their healthy growth. This paper explains the concept of self-efficacy, elaborates its significant effect on college students, lists several influential factors and at last, compares music students' self-efficacy on the basis of gender by experimentation, scale measurement and questionnaires. The research shows boys are generally higher than girls in self-efficacy. This paper analyzes the reasons for the results and propounds proposals for improvement, pointing out direction to improve self-efficacy for college music students in correct goal outlook establishment, correct self-awareness and active attribution and creating favorable conditions for students' growth and job-hunting.

KEYWORDS

Gender difference; Self-efficacy of college music students; Comparative study.



INTRODUCTION

As it entering the 21th century, people put more and more attention on knowledge learning, and study of teaching method comes to a new phase. Especially the motivation theory in psychology offers new approach and direction for education theory and attracts educators' attention on such nonintellectual factors as motivation, interest and will. Among them, self-efficacy is a representative index which can best demonstrate the modern motivation theory. In 1977, Bandura first proposed the concept of self-efficacy in *Self-efficacy, Toward a unifying theory of behavioral change*, and analyzed self-efficacy in social cognition perspective. After that, he enriched and developed this theory in 1986 and 1997. As soon as it was proposed, self-efficacy caused hot discuss in academia. Zhang HuaiChun explained the formation process of self-efficacy in influential factors perspective in 1997, and put forward some measures to improve self-efficacy. Some scholars including Fu Mei found the general rule of rise in self-efficacy can reduce social anxiety. Wang HongLi proved that self-efficacy is positive correlated with healthy interpersonal relation, that is higher self-efficacy means healthier individual mentality.

Self-efficacy represents learning motivation intensity and is the basis of giving play to subjective initiatives. Expectation for success and difficulties' overcoming both need self-efficacy. We can say self-efficacy follows college students all their lives, involves every aspect in college life and study and decides college students' mental health. It influences every major in college, including music major which has special factors. Music education is a subject touching people by beauty and educating people by beauty, it is an important component of quality-oriented education. Although most college have music course and the music education has entered a new phase, still many music students feel it difficult to learn music and to understand its enchantment, some of them even lose their interests and confidence in music.

Under these circumstances, self-efficacy study of college music students shows its necessity in college music education and lays the foundation for self-education of college music students. The research aims to find the significance of college music students' self-efficacy to their study, and it focuses on self-efficacy difference of boys and girls under the background of gender difference to provide improvement suggestions. In this research, we figured out self-efficacy difference of boys and girls through experimentation and questionnaires, discovered general law of self-efficacy and pointed out the direction to improve self-efficacy.

THEORETICAL OVERVIEW OF SELF-EFFICACY

Definition of self-efficacy

Bandura first propounded self-efficacy theory in 1977 and made relevant amendment and improvement. Taken together, self-efficacy theory includes such subjective factors as behavioral expectation, cognition, faith and will of target set by individual, but not objective factors like behavior or ability. Self-efficacy has three meanings: expectation before behavior, ability consciousness of target and subjective judgment of target.

Working principle of self-efficacy

The working principle is to influence individual target realization by several processes including cognitive process, motivational process, affective process and selection process, showing effect expectation and efficacy expectation. The working principal of self-efficacy is shown as Figure 1.

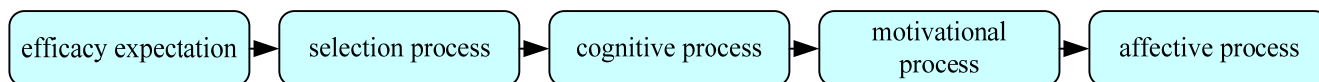


Figure 1: Working principal of self-efficacy

Selection process

Selection is the prerequisite of a behavior or an activity. It mainly includes environment selection and individual manipulative skill selection. Environment selection refers to the experience of objective reality, individuals always select the environment they can handle easily rather than those difficult to deal with. But environment selection also has influence on individuals. For example, tough environment steels will while comfortable environment demoralizes individual. For manipulative skill, individuals always select practiced skills rather than unpracticed skills.

Cognitive process

Cognitive process has a great influence on self-efficacy. Cognition refers to learning and understanding of objective environment and self ability, directly decides behavioral objective setting. A good autognosis sets more challenging objective and also makes it easier to realize the objective. Triumph of success contributes to self-efficacy improvement and virtuous cycle of cognition and objective. Otherwise, it is unfavorable for objective setting and realizing. Meanwhile, individuals with higher self-efficacy can owe the objective realization to their own efforts. And individuals lacking self-efficacy always blame the objective environment for the failure of target rather than themselves.

Motivational process

Motivational process shows individual’s willpower of realizing the set target. The realization process cannot be such smooth that no difficulties and obstacles appear. When encountering a difficulty, individuals with strong motivation will stick at it, conquer it and go forward. By contrast, individuals with weak motivation may shrink back and give up the target.

Affective process

Affective process obtains various emotional experiences in target realization such as anxiety, confidence, depression and excitement. Individuals with strong self-efficacy always have positive emotions like confidence and excitement, motivating them to realize target. On the contrary, individuals with weak self-efficacy are always affected by negative emotions to deal with environment passively and block the effect of subjective initiative.

SIGNIFICANCE OF SELF-EFFICACY TO COLLEGE MUSIC STUDENTS

Self-efficacy has broad practical significance and has directive function for all courses in college. For music students, self-efficacy can influence their evaluation on music learning behavior and help them with learning skills and objective realization. This is mainly reflected in: first, high self-efficacy can promote students’ self-consciousness and sustainability on learning. Students with strong self-efficacy can excavate their potential in music, enrich their knowledge and apply their music knowledge in real life by themselves. They could continue learning without teacher’s request and they are willing to pay efforts on study. Second, high self-efficacy can encourage students to correctly face the setbacks in learning. Difficulties and setbacks exist here and there in music learning, but self-efficacy can influence students’ attitude to difficulties. Students with strong self-efficacy will not give up before difficulties, while those with weak self-efficacy will shy away from difficulties. Third, high self-efficacy can improve students’ attainment level. Students with strong self-efficacy can face up to their advantages and disadvantages, focus their attention on music skills learning, conquer every difficulty in learning and learn new skills to obtain higher attainment level. Students with poor self-efficacy always worry about their shortcomings and disadvantages, lack self-confidence in music learning, magnify difficulties, as a result, they cannot master and improve their music skills. Forth, high self-efficacy can help students to maintain good state of mind. Music course is a distinctive humanistic discipline which highly requires sensibilities and emotion experiences. In music teaching process, there are inevitable activities for students to experience some emotions which will be heavily influenced by students’ mind state. Students with strong self-efficacy are full of confidence and their optimistic attitude can increase learning pleasure and learning efficiency. While those with poor self-efficacy are full of anxiety and depression, which will reduce learning pleasure and is bad for their mental and physical health.

FACTORS EFFECT SELF-EFFICACY OF COLLEGE MUSIC STUDENTS

The Factors effect self-efficacy of college music students are shown as Figure 2.

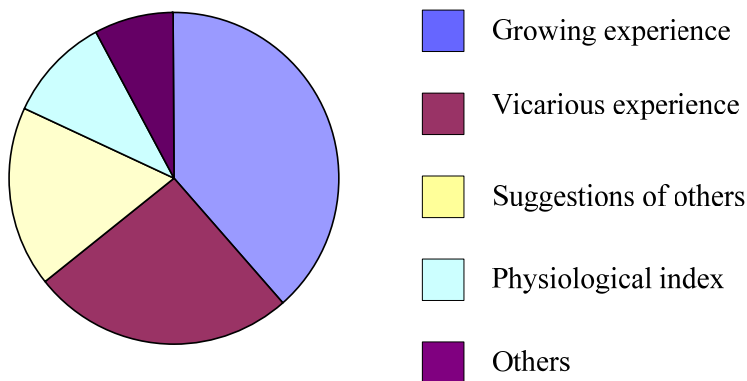


Figure 2 : Factors effect self-efficacy of college music students

Growing experience

Everyone has their own stories and growing experience. To every music student, choosing music must be a growing experience. On the music road, some go forward smoothly, some encounter obstacles. On this road, growing experience has a major influence on self-efficacy. Some students grasp more successful experiences by their practice, and they could bring these positive emotion experiences into later learning and build strong self-efficacy. Although, there will be difficulties in music learning, but fast psychological adjustment can help them to overcome these difficulties. Even temporary failure cannot make them seriously doubt their ability. But students experienced many failures in their growth will severely doubt their own abilities, and blame themselves for the failures. As a result, they usually lack self-confidence in learning and courage to overcome difficulties and obstacles.

Vicarious experience

Individual vicarious experience refers to the influence of others' behavior on self behavior and expected results. Many music students choose their major by the influence of their idols. The power and experience of the examples have great influence on students' self-efficacy. Example's success will fuel them to fight. Otherwise, it will cause negative emotion experience. It is noteworthy that examples may be different, but it's better to choose those who have similar growing experience, family situation, personal ability and other aspects to fully play their role. In addition to example choosing, factors including authority of example and example's own efforts will also influence individual vicarious experience, and as a result, influence self-efficacy.

Suggestions of others

Others' suggestions have some influence on students' self-evaluation. Positive suggestions will generate positive emotion experience to music students for their life and study. Otherwise, negative suggestions will cause lack of confidence. Whether suggestions will work, it depends on the attainment level, credit and self-ability of object. Persons with higher quality are easier to succeed in persuading and to influence students' self-efficacy. It should be noted that the most important is others' persuade should be suitable to actual circumstances of music students, neither exaggeration or disparagement is helpful for students' self-efficacy.

Physiological index

Generally, music students always regard physiological index as a signal of physical dysfunction. For example, if there is a rise in blood pressure and an ecphysestis when a music student sings, it means he/she probably doubts himself/herself and the self-efficacy will decrease. If all the physiological indexes maintain stable, it means the student is more confident and the self-efficacy will increase.

Others

Others is a general term of a series of factors having effect on music students' growth, including family factor and partner factor. Among them, family factor is the most important. Family's economic condition, education method and parents' self-efficacy can influence students gradually.

SELF-EFFICACY COMPARATIVE STUDY OF COLLEGE MUSIC STUDENTS

Research method

Research object

The research chose some college music students as research objects, keep a proper ratio of gender and grade, release 450 questionnaires among which 438 are valid, the recovery rate is 97%. The Distribution of research objects is shown as TABLE 1.

TABLE 1: Distribution of research objects

program	grade				gender	
	Grade One	Grade Two	Grade Three	Grade Four	male	female
number	80	112	127	131	250	200
ratio	17.8	24.9	28.2	29.1	55.6	44.4

Research tool

General self-efficacy scale (GSES) with 10 questions in Likert 4-point scale form, 1 point to 4 points for each program. Exactly correct represents 4 points, mostly correct represents 3 points, partially correct represents 2 points, completely wrong represents 1 point. Internal consistency coefficient is 0.87, retest reliability after one week is 0.83. For the validity, 10 programs in GSES and relevant programs in total scale is about 0.7. The Likert 4-point scale form is shown as TABLE 2.

TABLE 2 : Likert 4-point scale form

option	points	amount	total score
exactly correct	4		
mostly correct	3		
partially correct	2		
completely wrong	1		
			total

Research procedures

Test the students class by class with gender as major index. Analytical process the acquired data with spass software.

Research results

In the test, we carried out independent sample test on college music students by gender. The result shows, average self-efficacy of male students is 2.69 and it is 2.54 for female students, pretty much the same with national average. We can see, there is a big difference between male students and female students in self-efficacy, male students' self-efficacy is much higher than that of female students shown as TABLE 3 and Figure 3.

TABLE 3 : Self-efficacy comparison of college music students on the basis of gender

		Male (n=250), Female (n=200)					
gender		M	SD	M	SD	T	P
general self-efficacy		2.6862	0.43086	2.5350	0.41911	-3.018	0.003

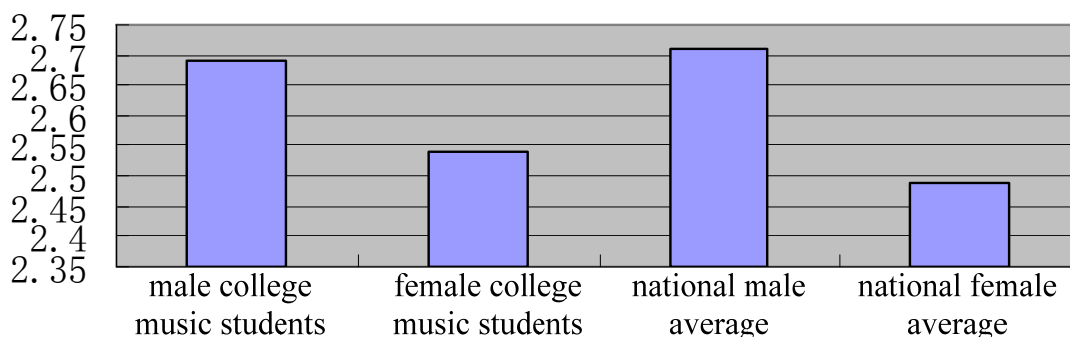


Figure 3 : Self-efficacy comparison on the basis of gender

Causes analysis

There are two reasons for boys self-efficacy is higher than girls'. One is that boys' initiative in regular study and life gives them more positive emotion experience. The other is that traditional culture requires more on boys, stimulating them to do their best. Male students want to be what society wants them to be in their subconscious mind. This increases their self-efficacy.

APPROACHES TO INCREASE COLLEGE MUSIC STUDENTS' SELF-EFFICACY

Improve college music students' self-cognition

With good self-cognition, students will confront their shortcomings and disadvantages correctly, fully understand themselves, know themselves and accept themselves. Higher self-cognition shows strong self-identity which can increase self-confidence and ability to cope with setbacks, giving full play to self-efficacy. Every music student has an expectation for themselves before learning, if it is realized, the previous cognition will be proved and self-efficacy will be enhanced. Otherwise, students will doubt their ability. Therefore, teachers should give positive valuation to students to make them feel the learning pleasure.

Develop correct attributional style

There are two attributional styles: internal attribution and external attribution. When students succeed, lead them to owe the success to themselves for self-efficacy increase. When students fail, teach them to treat the failure correctly and avoid to blame them for their poor ability, or their confidence will be dragged down. Teachers should lead students to attribute failure to lack of effort or wrong strategy, encourage them to work harder.

Build correct example effect

It is inevitable that college music students always compare their attainment level with other students' attainment level automatically. Good examples are helpful to increase their self-efficacy. It is important for teachers to guide students to select right examples, such as students who have similar experience on the same level, rather than students much better than themselves.

CONCLUSION

This research found that self-efficacy of male college music students is generally higher than that of female college music students by scientific measurement. Especially under the gender background, this research reveals the reasons for the self-efficacy difference. This research has instructive effect on college music differentiated education by gender, and also can act as reference and guidance for other courses teaching. The next step for this research will focus on how to give full play to self-efficacy under the background of gender difference.

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