

## Role of Self-Efficacy in Promoting Indigenous Knowledge Among University Students

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### ABSTRACT

*Indigenous knowledge represents a repository of traditional wisdom practices, cultural heritage and ecological insights that have been passed through one generation to another. Despite its importance in sustainable development and community identity, it is often undervalued in modern academic environment, where western ways of thinking and knowledge dominate. Therefore, in the preservation and promotion of indigenous knowledge, universities and students play an important role. For students their self-efficacy is one of the main components that affects their engagement with indigenous knowledge self-efficacy refers to the individual's belief in own abilities to achieve any specific task. This study explored the role of self-efficacy in promotion of indigenous knowledge. For this purpose, a survey based descriptive research design was adopted and university students from Hemvati Nandan Bahuguna Garhwal University, Uttarakhand were selected as the sample. Tool developed by the researcher was used to collect the data from the selected sample. Data were analysed by using SPSS and Excel Software. This study highlights the attitude of university students towards self-efficacy and indigenous knowledge. Also, the study revealed moderate positive correlation between self-efficacy and indigenous knowledge. Furthermore, the study provides a meaningful insight for academic institutions, students educators, policy makers and curriculum developers to design such practises that align with students' self-efficacy as well as indigenous knowledge.*

## Introduction

Indigenous knowledge encompasses the wisdom, practices, beliefs, skills, cultural identity and so many other traditional, cultural, ecological insights developed by communities over the generations, which are deeply rooted in the local traditions and cultures. Mporfu and Miruka (2009) defined Indigenous knowledge as the non-formal knowledge developed beyond formal education system that inhabit in a person's mind. Indigenous knowledge passed down one generation to another through observations, oral conversations, experiences and participations or interaction with communities. As Sithole (2007) mentioned that indigenous knowledge is mostly stored in people's mind and passed on by word of mouth rather than in written form making it vulnerable to change.

These communities have deep knowledge and practices of food and agriculture, languages, rituals, art forms, traditional medicines, skills and so on. Indigenous knowledge plays vital role in different aspects of life. It is dynamic holistic community based practical experiential and interconnected to various disciplines. Despite its significant importance, this is a less documented and promoted area. Therefore, in this modern era of knowledge, where western way of thinking is dominating every field of knowledge, Preservation and promotion of indigenous knowledge became necessary. To achieve this goal educational institution and students can play pivotal role. Students who are the future leaders should have active engagement in enhancement, preservation and promotion of the traditional wisdom, skills, knowledge and practices. Students' engagement with indigenous knowledge requires the belief in their own ability to perceive, promote and advocate the importance of indigenous knowledge. This psychological concept of believing in own abilities is called self-efficacy.

Self-efficacy refers to an individual's confidence in their own ability to achieve any specific goal and perform any task. This psychological concept was introduced by Albert Bandura. According to McShane and Glinow (2010), self-efficacy is related to someone's personal belief regarding his/her competencies and abilities. Self-efficacy of an individual is an important factor for shaping their motivation level, behaviour, perception and emotional resilience. It also determines how the person handle any situation, challenge, difficulty and recovers from failures. According to Bandura, there are four main components that determine the self-efficacy of an individual. Whenever a person does any work successfully then his/her personal experience boosts confidence in their own capacity. According to Bandura, this is first source of building self-efficacy named as mastery experiences. Similarly, observing other's success also enhance belief in own ability to do the task, which is called vicarious experiences. Third source of shaping self-efficacy is social persuasion which is encouragement or positive reinforcement from other person that build the confidence to perform well. And fourth component is a person's physiological and emotional state. All of these four sources play a vital role in building self-efficacy. In the field of academics, among students who are future leaders, building self-efficacy is crucial for their personal growth, academic and career success and overall development. Researchers suggest that people with high level of self-efficacy perceive hurdles as opportunities for new learning. They believe in their abilities to perform task and achieve the

goals. **Frawley, J. (2017)** explored the indigenous achievement in higher education and the role of self-efficacy. The researcher collected the data from YouTube videos about success stories of indigenous higher education students. Then after content analysis the conclusion showed that self-efficacy had an important role in determining the success of indigenous higher education students. The research also indicated that strong sense of self efficacy in indigenous students impact their success. **Ergun. E. K., & Avci, U. (2018)** explored knowledge sharing self-efficacy, motivation and sense of community influence of 284 undergraduate students from Turkey. Multiple regression was employed to examine the two key factors of knowledge sharing which are giving and receiving. Results revealed that both factors were best predicted by knowledge sharing self-efficacy as well as by motivation and sense of community. **Gonzalez et al. (2022)** extended Bandura's self-efficacy theory into a cultural dimension through introducing cultural efficacy. This study employed structural equation modelling. The findings showed that enculturation enhances cultural efficacy and when indigenous people have more cultural efficacy than they are more likely to learn and transmit the cultural learning and knowledge. **Andrew et al. (2024)** studied the motivation, self-efficacy and valuing of 293 Australian school teachers to teach aboriginal perspectives in their class. Results showed that strong adaptability and connections with aboriginal students were linked with higher motivation to teachers' aboriginal perspective. After reviewing the previous researches as well as the importance of self-efficacy for students and its role in promotion of indigenous knowledge, the area needs to be explored.

### Objectives

1. To study self-efficacy among university students.
2. To study indigenous knowledge among university students.
3. To explore the relationship between self-efficacy and indigenous knowledge of university students.

### Hypotheses

1. There is no significant difference between male and female university students for their self-efficacy.
2. There is no significant difference between arts and science stream university students for their self-efficacy.
3. There is no significant difference between male and female university students for their indigenous knowledge.
4. There is no significant difference between arts and science stream university students for their indigenous knowledge.
5. There is no significant correlation between self-efficacy and indigenous knowledge of university students.

### Research Methodology

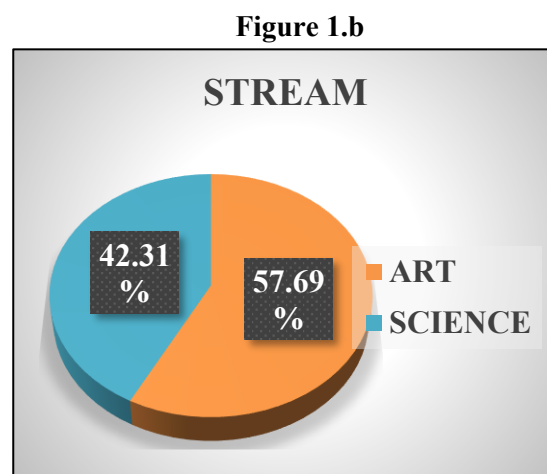
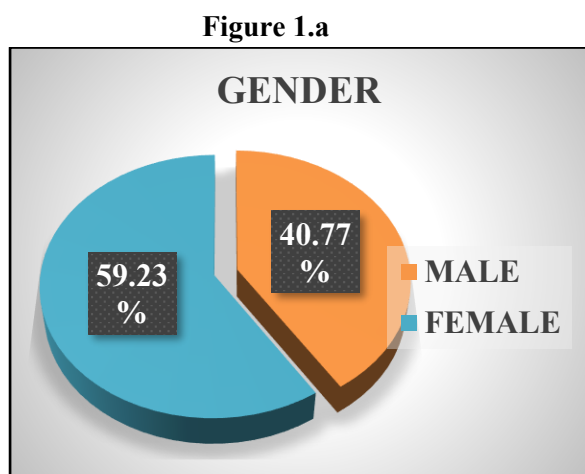
In this study, descriptive survey approach was employed and 130 students from Birla campus of Hemvati Nandan Bahuguna Garhwal university, Srinagar Garhwal, Uttarakhand, India, were selected through stratified random sampling technique as the sample. To collect

the data, self-efficacy and indigenous knowledge scale were developed by the researcher on five-point Likert scale. Each scale had 20 statements to assess the self-efficacy and indigenous knowledge of universities students. The scales were circulated among the selected sample with clear instructions. Then the collected data was analysed using t test and correlation with the help of SPSS and Excel software.

**Analysis And Interpretation of Data**

**Table 1: Demographic analysis of sample on the basis of gender and stream**

Gender	No. of Respondents (%)	Stream	No. of Respondents (%)
Male	53 (40.77%)	Arts	75 (57.69%)
Female	77 (59.23%)	Science	55 (42.31%)
Total	130 (100%)	Total	130 (100%)



**Table 1 and the figures 1.a & 1.b** disclose the demographic characteristics of the sample which is 130 university students. Among them, 53 (40.77%) were male and 77(59.23%) were female university students. In terms of academic stream, among all of them 75(57.69%) university students belong to arts stream, while 55(42.31%) students were from science stream.

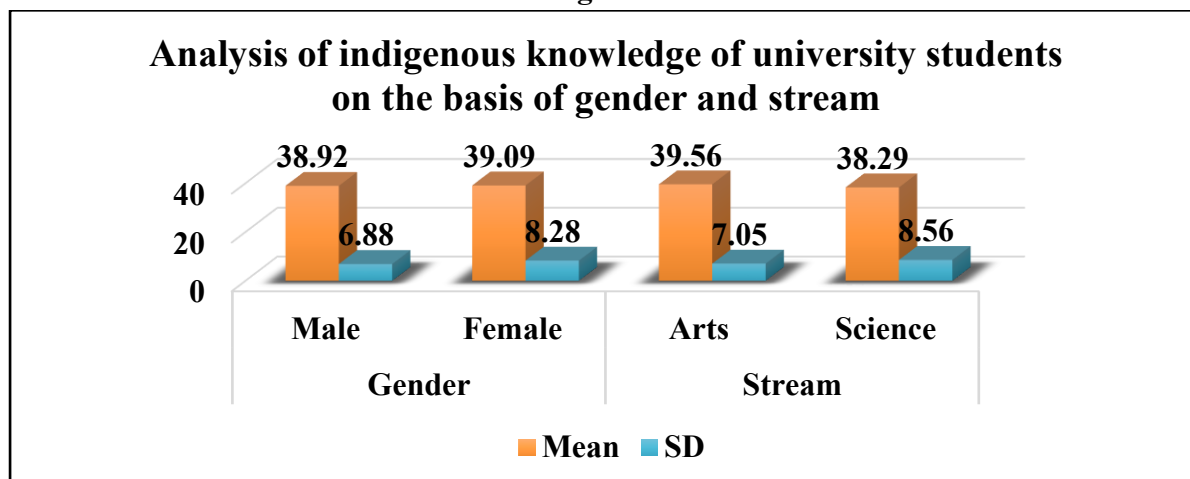
**Table 2: Analysis of self-efficacy of university students on the basis of gender and stream**

Demographic Variables	Classification	Mean	Standard Deviation	Degree of Freedom	t Value	Level of Significance
Gender	Male	42.08	5.66	128	1.361	Not-Significant
	Female	40.36	7.85			
Stream	Arts	40.91	6.46	128	0.291	Not-Significant
	Science	41.27	7.87			

level of sig.=0.05



Figure 3



**Table & figure 3** reveal that the main scores for email and female university students are 38 .92 and 39 .09, respectively with the standard deviations of 6.889 and 8.289. Mean score of female university students is higher in compare to the male university students. The measured t value 0.120 is less than that of tabulated value of 0.05 level with degree of freedom 128. Hence, the null hypothesis “There is no significant difference between male and female university students for their indigenous knowledge” is accepted. Similarly, the mean score and standard deviations of arts and science stream university students are 39.56 & 38.29 and 7.050 & 8.565 respectively. The arts stream university students mean scores are higher than the science stream university students. The calculated t value of 0.925 is smaller in comparison of the table value at significance level 0.05 with degree of freedom 128. Hence, the null hypothesis “There is no significant difference between arts and science stream university students for their indigenous knowledge” is accepted.

**Table 4: Correlation between self-efficacy and indigenous knowledge of university students.**

Variable	Correlation	Self-Efficacy	Indigenous Knowledge
Self-Efficacy	Pearson Correlation (r)	1	0.602
	Sig. (2-tailed)	0.000	0.000
	No. of Respondents (N)	130	130

**Table 4** shows that, for the sample size of 130 university students, there found a moderate positive correlation between self-efficacy and indigenous knowledge of university students, with a Pearson’s correlation of  $r=0.602$ . This correlation is statistically significant at the level of 0.01, indicating that students with higher self-efficacy tend to have greater awareness of indigenous knowledge.

## Results

1. Although, female university students and students with science stream demonstrated slightly better attitude for their self-efficacy as well as indigenous knowledge in compare

to the male university students and arts stream students respectively, but the difference was statistically not significant.

2. There was moderate positive correlation between self-efficacy and indigenous knowledge of university students.

### Discussion And Conclusion

Self-efficacy is the key component for encouraging university students for promoting indigenous knowledge. Attitude of university students towards their self-efficacy and indigenous knowledge can be shaped by the different aspects like gender, stream etc., as the findings of the study suggest that there is no significant difference statistically occurred on the basis of gender and stream. Although, the university students have positive attitude towards their self-efficacy and indigenous knowledge, on the basis of gender and stream. Pearson correlation coefficient revealed a moderate positive correlation between self-efficacy and indigenous knowledge, which is statistically significant. It shows that university students' self-efficacy is positively associated with their indigenous knowledge. These findings indicate that enhancing self-efficacy among university students can help in promoting their indigenous knowledge. Students with higher confidence and motivation are more likely to value and apply traditional wisdom in their academics as well as in their daily lives. Universities can support this by offering culturally relevant education, mentorship and supportive environment. Strengthening self-efficacy ensures the continuity of indigenous knowledge and promotes an inclusive academic space.

### Suggestions

Future researches could investigate other variables like motivation, confidence, awareness that could be helpful in increasing students' self-efficacy and indigenous knowledge. Researcher could explore the influence or role of cultural, contextual differences. And studies could seek that how teaching methods, national education policy 2020 impacts the self-efficacy and indigenous knowledge of university students. Other approaches or research methodology such as mixed method, can also provide another perspective for future researches.

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