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Study of self-esteem and self-efficacy in undergraduate students

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Abstract

Self-esteem is one of the most researched topic in the area of psychology. In the modern world self-esteem is a key factor which could determine the social success of an individual. The research will help administrators and policy makers to focus their effort on the enhancement of individual performances. The purpose of the research was to determine the relationship between self-efficacy and self-esteem of female college students and to understand the predictive nature of self-efficacy on self-esteem. A sample of 368 female undergraduate college students were considered for the study. General self-efficacy scale and Rosenberg self-esteem scale were used to determine the general self-efficacy and self-esteem of the college students.

Keywords: Self-esteem, relationship, psychology

Introduction

Self-efficacy can be defined as “efficacy as being derived from a personality that allows one to deal effectively with the world”. It can be described as an individual’s belief in their own ability to attain their desired goal. According to social cognitive theory, self-efficacy is the perceptual evaluation of one’s own ability to achieve certain action successfully. Self-perception and external experiences are the two main factors which contribute to the development and growth of self-efficacy in an individual.

It is considered to be the leading mechanism in behavioral changes, all successful interventions are built on strengthening an individual’s self-perceived efficacy in coping with the difficulties and problems which they desired to overcome.

There are three dimensions for self-efficacy: magnitude, strength and generality. Magnitude is said to be a person’s belief in their ability to complete the task. Strength focuses on a person’s confidence to complete various tasks at different difficulty levels. Generality reflects an individual’s understanding of how self-efficacy generalizes over similar tasks. In the area of education, self-efficacy is said to be the student’s perceived efficacy to manage their learning and to attain mastery in academic activities. Students who are high in self-efficacy manage their work time more effectively and they are much efficient problem-solvers than their peers.

According to Bandura, there are four main sources to develop self-efficacy ‘mastery experience, physiological factors, social persuasion and vicarious experience’. Mastery experience is the source of learning from prior success and failure. It is also developed by the experience obtained from the prior exposures. Physiological status can be described as an individual’s mood or feeling to maintain good self-efficacy. Social persuasion is the influence of society on an individual. Approval of peer’s, feedback from teachers, judgement of parents all has the potential to influence a person’s self-efficacy. Vicarious experience is attained through active observational learning from others’ experiences

There is a reduction in self-esteem observed in Indian youth when they don’t meet their academic expectations of themselves and others. A study conducted in India has found that parental acceptance and avoidance could positively or negatively influence the self-esteem of adolescents. Self-esteem is associated with numerous health problems such as eating disorders, depression and anxiety. Bolognini found a correlation between depressive moods and adolescents, In the study, it has shown that girls have much more affected on low self-esteem than boys.

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Teachers and parents could modify their strategies for their children to cater for the specific circumstances. Students could be much more mindful of the factors that have a significant impact on their life.

Analysis

The aim of the study was to determine the relationship between self-efficacy and self-esteem of female college students and to understand the predictive nature of self-efficacy on self-esteem.

Hypotheses

There exists no statistically significant relation between self-esteem and self-efficacy on undergraduate female college students. There exists no predictability between self-esteem and self-efficacy on undergraduate female college students. Undergraduate female college students were considered randomly from Irinjalakuda municipality for the study. Rosenberg self-esteem questionnaire (RSQ) and General Self-Efficacy Scale were used to measure self-esteem and self-efficacy on the sample population. Data was collected and analysed using pervasion correlation and simple linear regression to test the hypothesis.

A sample size of 368 college students were considered for the study. Rosenberg self-esteem questionnaire (RSQ) was developed by Rosenberg, M. (1965). It's made up of 10 items to test global self-esteem. The scale has comparatively high reliability with test-retest range between .82 to .88, and Cronbach's alpha of the range .77 to .88. The General Self-Efficacy Scale was constructed by Schwarzer, R., & Jerusalem, M. (1995). GSE has an internal reliability Cronbach's alpha between .76 and .90.

Discussion of Result

The aim of the study was to determine the relationship between self-efficacy and self-esteem of female college students and to understand the predictive nature of self-efficacy on self-esteem. Pearson's correlation was used to determine the relation between self-efficacy and self-esteem, and to understand the predictive nature of self-efficacy on the self-esteem simple linear regression was performed.

Table 1: Pearson's correlation between self-efficacy and self-esteem

	Mean	Standard Deviation	1	2
1, Self-Efficacy	28.71	4.565	-	
2, Self-Esteem	28.97	4.018	.461**	-

**Correlation is significant at the 0.01 level (2-tailed).

From Table 1, the strength of the correlation of the student's efficacy (Mean = 28.71, SD= 4.565) with their self-esteem (Mean = 28.97, SD= 4.018) was estimated to be (r (368) = .461, p = .000), there is a moderately strong correlation between students' self-efficacy and their self-esteem. Even though self-esteem and self-efficacy are built by different components, there are numerals prior researches which establish a significant relation between both the variables. Hermann concluded that individuals with high self-esteem will have higher self-efficacy and people with low self-esteem will be having low self-efficacy in their life.

Table 2: Simple linear regression between the self-efficacy and self-esteem.

Variables	R	R ²	Change R ²	β	F value	Sig.
X = Self-Esteem	0.461	0.212	0.212	0.45	98.35	0.01
Y = Self-Efficacy						

To determine the ability to predict students' self-esteem based on their self-efficacy simple linear regression was calculated. A significant regression equation was found (F (1,365) = 98.36, p=.01), with an R² of .212 between self-esteem and self-efficacy. Students' self-esteem is equal to 17.335 +.406 when self-efficacy is measured. Student's average self-esteem increased .406 for each unit of self-efficacy. From the results it can be concluded that self-efficacy can predict self-esteem of a female college student with a predictability percentage of 21%. Questions used to measure self-efficacy of a person tries to understand the ability of the individual to accomplish certain task or actions, the outcomes of which could have an influence on self-esteem. In summary it could be said that self-esteem of a individual may have a significant association to the efficacy of their actions throughout life.

Conclusion

College and academic experiences are a cornerstone in the development of self-esteem. The research concluded that there exists a moderately strong relation between self-esteem and self-efficacy in female college students. It has also revealed that self-efficacy has the ability to predict self-esteem in an individual.

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