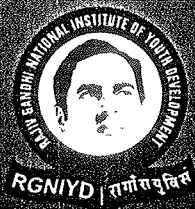


# 1<sup>st</sup> INDIAN YOUTH SOCIAL SCIENCE CONGRESS

18 - 19<sup>th</sup> March, 2011

## Proceedings



**School of Life Skills Education and Social Harmony  
Rajiv Gandhi National Institute of Youth Development  
(Deemed University u/s 3 of the UGC Act.1956)  
Sriperumbudur - 602 105  
Tamil Nadu**

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## APPRAISING PERCEIVED SELF-EFFICACY AND ITS INFLUENCE ON SPECIFIC EFFICACY OUTCOMES

**Arockia Maraichelvi**

Self-efficacy can be defined as the level of confidence an individual has in his / her ability to execute certain courses of action, or achieve specific outcomes. Pareek (2002) views self-efficacy as the general sense of adequacy which is likely to contribute to a person's effectiveness in working for a task-related goals. Ormrod (2006) also agrees with Bandura in saying that self-efficacy is the belief that one is capable of performing in a certain manner to attain certain goals.

Bandura (2001, 2004) whose social cognitive theory stresses that a critical factor in whether or not students achieve certain target is self-efficacy, the belief that one can master a situation and produce favourable outcomes. Lache (2003), Maddux (2002) and Stipek (2002) defines self-efficacy in simple terms as the belief that "I can" and helplessness as the belief "I cannot". Students with high self-efficacy endorse such statements as "I know that I will be able to learn the material in this class" and "I expect to be able to do well at this activity".

In congruence, Aswathappa (2007) also refers self-efficacy to a person's belief that he or she has the ability, motivation and situational contingencies to complete a task successfully. People strong in self-efficacy have a 'can do' attitude towards a specific task and, more generally, with other challenges in life.

Self-efficacy, a central component of Bandura's social cognitive theory, is nothing but task specific self confidence. A person with high self-efficacy has more confidence in his ability to succeed in a task where as individuals low in self-efficacy typically have lower confidence, less developed skills, and fewer task mastery experiences. Accordingly, those lower in self-efficacy may not achieve the same level of rewards and career choices as those high in self-efficacy. This suggests that they are generally more committed to the work because they have more confidence to pursue life challenges from which they are likely to receive greater returns (Labhsingh and Bharadwaj, 2005).

Bandura (2004) have shown that self-efficacy is related to a number of positive development in people's lives, including solving problems, becoming more sociable, initiating a diet or exercise programme and maintaining it, and quitting smoking (Borelli et al., 2002 ; Fletcher and Banasik, 2001 and Warnecke et al., 2001).

The self-efficacy process affects human functioning not only directly, but has an indirect impact on other determinants as well. The self-efficacy process starts before an individual select their choices and initiate their effort. First people tend to weigh, evaluate and integrate information about their perceived capabilities (Brown et al., 2001). Importantly this initial stage of the process has little to do with individual's abilities or resources perse, but rather in how they perceive or believe in using these abilities and resources to accomplish the task.

Researchers have documented several interesting changes in young people's competence and perceived efficacy beliefs during adolescence. Specific measures of competence shows that self perceptions of competence begin to decline in grade seven or earlier. Decline in competence beliefs are particularly evident at the transition to middle school and continue into high school (Jacobs et al., 2002).

Self-efficacy refers to "beliefs in one's capacities to mobilize the motivation, cognitive resources and courses of action to meet given situational demands". Bandura therefore argues, that behavior can be predicted by predicting perceived self-efficacy (a person's beliefs about the capabilities) over actual accomplishments, as self-efficacy determines what people will do with their knowledge and skills. Behaviour can sometimes differ widely from actual capabilities because of the importance of perceived self-efficacy (Pajeres, 2002).

Perceived self-efficacy is defined as the people's belief about their capabilities to produce designated levels of performance that exercise or influence over events that affects their lives. Perceived self-efficacy plays a key role in human functioning because it affects behavior not only directly but by its impact on other determinants such as goals and aspirations, outcome expectations, affective tendencies, and perception of impediments and opportunities in the social environment. Meta analysis across different spheres of functioning confirm the influential role of perceived self-efficacy in human self development, adaptation and change (Boyer et al., 2000 and Miritz et al., 2000).

Perceived self-efficacy is concerned with people's beliefs in their capabilities to exercise control over their own functioning and over events that affect their lives (<http://muve.gse.harvard.edu>). Perceived self-efficacy should also be distinguished from other constructs such as self esteem, locus of control and outcome expectancies. Perceived efficacy is a judgement of capability, self esteem is a judgement of self worth. They are entirely different phenomena.

Myers (2006) bring out the truth that adolescent with a high level of perceived

self-efficacy are more persistent, less anxious and less depressed. They also live healthier lives and are more academically successful. Bandura stressed the concept of perceived self-efficacy in his social cognitive theory of personality, noting that perceived self-efficacy is the feeling of competence associated with a particular setting or task. In general, research has shown that the greater the feeling of perceived self-efficacy, the greater the likelihood of success in that circumstance (Wittig, 2004).

Performance in both physical and academic tasks, performance on the job and ability to deal with anxiety and depression is enhanced by strong feelings of perceived self-efficacy (Cheung and Sun, 2000). Perceived self-efficacy of adolescent is a powerful predictor of how and whether a student will act. Perceived self-efficacy among adolescents is the belief of being capable of exercising personal control over one's behavior, thinking and emotions. Effective adolescent believe that they can make a difference in their lives and in turn is a predictor of their effectiveness (Gibbs, 2002).

Adolescent who have high self-efficacy, tend

- to persist in failure situations.
- to take more risks with the challenges in everyday life
- to demonstrate more commitment
- to get better gains in their own achievement and
- to have more satisfaction with their work.

Although perceived self-efficacy is a type of cognition, theory and research support the idea that it can affect other facets of development (social, emotional, behavioural) and that it is influenced by various personal, social and contextual variables. The changes in self-efficacy as adolescents develop have important implications for their school performances, friendship and career and vocational choices.

Gibb (2000) brings out the fact that there are at least four kinds of self-efficacy outcomes in an adolescent each of which is instrumental in explaining how adolescent's behave and their willingness to persist the behaviour. The four self-efficacy outcomes include behavioural, emotional, social and academic outcomes.

The self-efficacy has also been linked to the expectancy theory by suggesting that the expectation can influence the thought patterns, emotional reactions, and the orchestration of performance through the right use of subskills, ingenuity, resourcefulness and so forth. The self-efficacy expectancies predict behavior in a variety of contexts one such being in decision making, task performance and problem solving task (Zinta, 2001).

Hence adolescent evaluation of self-efficacy is much important to value their behavioural, emotional, academic and social outcomes.

Over the last decades, a growing body of research has documented that perceived self-efficacy among adolescents could explicitly address their behavioural, social, emotional and academic outcome. Bandura's social cognitive theory extending the conception of perceived self-efficacy to overall success forms the foundation of this present research.

The present study doles out with the rationale that perceived self-efficacy among adolescents is one of the most important characteristics, since adolescent period is a challenging time and there are multiple ways that negative influences can lower student's self-efficacy. Individuals who develop a resilient sense of perceived self-efficacy during adolescence are in a better position to withstand the normal challenges of development and are well positioned for learning into adulthood.

The objectives framed for this study were to

1. To appraise perceived self-efficacy among the selected adolescent girls
  2. To assess the influence of the perceived self-efficacy on
    - Emotional and behavioural outcomes
    - Social outcomes
    - Academic outcomes
- among the selected sample
1. To compare the efficacious nature of the selected sample in accomplishment of Specific Efficacy Outcomes.
  2. Organizing an enhancement programme by developing an appropriate booklet of "Suggestive tips to enhance self-efficacy" providing tips to gain insight on how to enhance and maintain self-efficacy.
  3. Appraise the perceived self-efficacy of the selected girls after the enhancement programme.

## **METHODOLOGY**

**a. Selection of the area and sample** - Two hundred adolescent girls (2<sup>nd</sup> year graduates – 100 and 3<sup>rd</sup> year graduates – 100) were chosen from Avinashilingam University for Women, Coimbatore, Tamil Nadu.

### **b. Construction of tools**

For the present study two tools were used namely,

4. Self Effectiveness Scale (SE)
5. Self structured rating scale to measure the accomplishment of the specific efficacy outcomes (SEO) by the selected adolescent girls.

**a. Self Effectiveness Scale (SE)**

The self structured Self Effectiveness Scale (SE scale) measures several dimensions of self-efficacy. The self effectiveness types in terms of self-disclosure, feedback and perceptiveness are measured. It contains 15 statements, five for each on the three aspects.

*1. Self disclosure*

The statements related to self disclosure brings together the mandatory data on the extent to which one shares ideas, feelings, experiences, impressions, perceptions and various other personal data with others and being open to what others say on aspects which one may not be aware.

*2. Openness to feedback*

Openness is one of the artificial aspects for self effectiveness. The standardized schedule puts together the obligatory information with particular illusion. Being open to feedback on those aspects of a person about which others are aware but the person himself does not know, make an adolescent to be efficacious.

*3. Perceptiveness*

The ability to pick up verbal and non verbal cues from others indicates perceptiveness. As the perceptiveness is an essential element to find out the effectiveness of a person, five statements got hold of information pertinent to perception of an individual.

Each aspect constituted about five statements and these statements were inter-related to the main aspects and were rated on a five point scale anchors at 5 – most characteristics of me, 4 – fairly true of me, 3 – somewhat true, 2 – not true but only occasionally and 1 – not at all characteristics of me, for positive statements and vice versa for negative statements. '5' was the highest score and 1 was the least score of the statement. The ratings were summed across these three aspects resulting to a minimum score range of 15 and maximum of 125 with the higher scores indicating for better self-efficacy.

The ratings are transferred to the score sheet and divided into three categories ; self disclosure, openness to feed back and perceptiveness. The total scores on self disclosure, openness to feedback and perceptiveness are given, each ranging from 0 to 20. The score of

15 was used as the cut-off point for classifying the scores, on each of the three aspects, as low and high. The respondent's score is categorized within the below said eight categories showing their effectiveness type. When the total score is 15 or below the sample is marked as 'Low' (L) whereas if the score is above 15 they are marked as 'High' (H) which is explained in detail in the Table I.

**TABLE I**  
**CATEGORISATION BASED ON EFFECTIVENESS**

S.No.	Category	Self disclosure	Openness to feedback	Perceptiveness
1.	Effective	High	High	High
2.	Insensitive	High	High	Low
3.	Egocentric	High	Low	Low
4.	Dogmatic	High	Low	High
5.	Secretive	Low	High	High
6.	Task-obsessed	Low	High	Low
7.	Lonely empathic	Low	Low	High
8.	Ineffective	Low	Low	Low

***b. Self structured rating scale to measure the accomplishment of Specific Efficacy Outcomes (SEO)***

A self structured rating scale with three point anchors had been primed and constructed to secure adequate information from the selected adolescent girls with reference to their accomplishment of specific efficacy outcomes. This rating scale constitutes three major efficacy outcomes along with its related sub-outcomes. They are as pursued.

➤ *Behavioural and emotional outcomes*

The ability to control one's attitude, feelings and beliefs in proper manner is the core of the emotional outcomes. The sub aspects of this outcome are intrapersonal strength, interpersonal strength, family involvement and affective strength

1) *Social outcomes*

The individual should possess the ability to interact and establish interpersonal relationship with others. This will make the individual to adjust to new behaviour. The sub aspects of this outcome include co-operation, empathy, self control and responsibility and assertiveness.

2) *Academic outcomes*

Academic outcomes constitute the achievements and competence behavior of the

adolescent in education and the self confidence and trust in their study and goal setting. The sub aspects of this outcome includes academic hardiness, academic confidence, self in school and functioning in school.

Each sub outcome constitute about 6 statements and these statements were interrelated to the main aspects and were rated on a three point anchors at 3 (always), 2 (sometimes often) and 1 (not very often). The ratings were summed across each outcome and its relevant sub outcome resulting in a minimum score range of 24 and maximum of 72 for each outcome, with the higher score indicating better accomplishment with regard to that particular outcome. The minimum score range of all the outcomes in total are 72 and maximum being 216.

#### **d. Conduct of the study**

The present study was conducted in five phases, as given below.

##### ***Phase I : Establishing rapport***

For establishing rapport the investigator got along with the sample to ensure their full co-operation in carrying out the study. Subsequent to establishing rapport with them, they were oriented about the study and the investigator laid special emphasis on the method of answering the standardized SE scale and self structured rating scale.

##### ***Phase II : Administration of SE scale***

After establishing rapport the standard Self Effectiveness Scale was administered to the selected sample of adolescent girls (N = 200) to find out the level of perceived self-efficacy among them. Based on the score (SE) all the samples were grouped under effective, insensitive, egocentric, dogmatic, secretive, task-obsessed, lonely empathic and ineffective persons.

##### ***Phase III : Administration of rating scale to measure the level of accomplishment of specific efficacy outcomes (SEO)***

After careful scrutiny and making necessary modification the self structured rating scale was administered to the all selected sample (N = 200) to find out the level of accomplishment of the specific efficacy outcomes namely behavioural or emotional outcomes, social outcomes and academic outcomes.

##### ***Phase IV : Comparing SEO score with efficacious nature of the selected sample***

In general, based on the SE score the selected sample was categorized into eight different types as said above. Except for the first type of effective (totaling to 57 girls) the other seven categories insensitive, egocentric, dogmatic, secretive, task-observed, lonely

emphatic and ineffective were grouped together as ineffective (143) for a better statistical analysis. Therefore after categorization the SEO score is compared for both effective and ineffective type of selected sample indicating their level of accomplishment of the specific efficacy outcomes. For finding out the efficacy of the enhancement programme, the girls who were grouped as ineffective, henceforth would be called as secondary sample for whom the enhancement programme was conducted for a period of two weeks.

***Phase V : Providing suggestive tips to enhance self-efficacy***

Great care had been bestowed to chalk out suitable content in providing suggestive tips to enhance and maintain self-efficacy of the ineffective adolescents.

***Phase VI : Efficacy of the programme***

Periods of two weeks were given for each of the secondary sample to go through the enhancement tips on self-efficacy. After the period of enhancement, the same standardized SE scale was re-administered to these sample. Again the process of categorization is carried out to find if the enhancement programme itself is effective.

**e. Analysis of data**

For the analysis of the data, percentage was worked out wherever needed and t-test was carried out to find the significance of difference between the effective and ineffective girls in accomplishing the specific efficacy outcome.

**RESULTS AND DISCUSSION**

The data collected from the study was thrashed out under the subsequent heads.

**A. General profile of the selected adolescent girls**

- A great majority (42.5%) of them were in their nineteenth year.
- Vast majority of them were Hindus (79%) followed by Christians (13.5%).
- Majority of them were city born (74%).
- Seventy nine per cent of them belonged to nuclear family.

**B. Appraisal of effectiveness of the selected adolescent girls in relation to self disclosure, openness to feedback and perceptiveness**

- The average overall total score of the 200 respondents were in the range of 500-700 against a maximum of 1000 for each of the statement related to self disclosure.
- Prior to the enhancement programme the beneficiaries were not conscious of their

wrong discernment with regard to openness to feedback which was obvious from the overall total score in the range of 690-740 against a maximum of 1000.

- The overall total score on perceptiveness was between 610 and 737 for a maximum of 1000 signifying the importance of self efficacy enhancement programme.

### C. Categorization of the selected adolescent girls based on their effectiveness

The Table II and Figure 5 pictures the categorization of the selected adolescent girls based on their effectiveness type related to their SE score on self disclosure, openness to feedback and perceptiveness. When the total score is 15 or below the sample is marked as 'Low (L)', whereas if the score is above 15 they are marked as 'High (H)'.

**TABLE – II - CATEGORIZATION OF THE SELECTED SAMPLE  
BASED ON THEIR EFFECTIVENESS BEFORE ENHANCEMENT**

S.No.	Category	Year of study (Max. score : 1000 ; Min. score : 200)				Total (200)	%
		II year (100)		III year (100)			
		No	%	No	%		
1.	Effective	28	28	29	29	57	28.5
2.	Insensitive	17	17	9	9	26	13
3.	Egocentric	6	6	4	4	10	5
4.	Dogmatic	8	8	10	10	18	9
5.	Secretive	16	16	33	33	49	24.5
6.	Task obsessed	4	4	8	8	12	6
7.	Lonely empathic	11	11	5	5	16	8
8.	Ineffective	10	10	2	2	12	6

Based on the SE score 28 per cent of the second year and 29 per cent of the third year girls were categorized as being effective totaling it to a total of 28.5 per cent. The other categories of effectiveness other than effective type namely Insensitive - 26, Egocentric - 10, Dogmatic - 18, Secretive - 49, Task obsessed - 12, Lonely emphatic - 16 and Ineffective - 6 were considered to be possessing low level of self - efficacy and were grouped together for a total of 143. These 143 girls were called ineffective or secondary sample to ease the conduct of the study.

### D. Comparing SEO score of behavioural and emotional outcome, social outcome and academic outcome with efficacious nature of the selected sample

The change in the level of accomplishment of behavioural and emotional outcome, social outcome and academic efficacy outcome with preference to the efficacious nature of the selected adolescent girls was depicted in Table II. The leap in the overall mean score and the statistically significant 't' value calculated with the data on all the specific efficacy outcomes revealed that the selected effective girls due to their

enhanced level of self-efficacy were more conversant on accomplishing these outcomes.

**TABLE – II - COMPARING SEO SCORE OF ACADEMIC OUTCOME WITH EFFICACIOUS NATURE OF THE SAMPLE**

S.No.	Academic outcome	Effective (57)		Ineffective (143)		't' value
		Total MS	SD	Total MS	SD	
a.	<b>Behavioural and emotional outcome</b>					
1	Interpersonal strength	12.56	2.11	10.26	0.12	4.3055**
2	Intrapersonal strength	12.65	1.86	10.66	0.11	3.7252**
3	Involvement in family	14.11	2.86	11.60	1.29	4.6986**
4	Affective strength	12.74	2.41	9.34	0.21	6.3646**
	<b>Grand Score</b>	<b>52.05</b>	<b>5.81</b>	<b>41.86</b>	<b>1.73</b>	<b>4.7641**</b>
b.	<b>Social outcome</b>					
1	Co-operation	13.84	2.35	10.41	0.23	6.1514**
2	Empathy	14.04	2.41	11.99	0.69	3.6765**
3	Self control and responsibility	13.56	1.84	10.71	0.52	5.1112**
4	Assertiveness	13.95	1.76	10.16	0.37	6.797**
	<b>Grand Score</b>	<b>55.39</b>	<b>6.06</b>	<b>43.21</b>	<b>1.81</b>	<b>5.4519**</b>
c.	<b>Academic outcome</b>					
1	Academic confidence	14.79	2.25	10.93	0.180	5.6642**
2.	Academic hardiness	13.58	1.84	10.24	0.006	4.9011**
3.	Self in school	12.14	2.91	9.4	0.205	4.0060**
4.	Functioning in school	12.51	1.75	10.20	2.886	3.3897**
	<b>Grand Score</b>	<b>53.09</b>	<b>6.33</b>	<b>40.78</b>	<b>3.277</b>	<b>4.5159**</b>

MS – Mean Score ; \*\* Significant at 1 per cent level.

### ***Behavioural and emotional outcome***

The table portrays the substantial leap in the mean score and the 't' value showing significant difference at 1% level on the selected sample with regard to the effective against ineffective girls on the outcome interpersonal strength (12.56 Vs 10.26), Intrapersonal strength (12.65 Vs 10.66), Involvement in family (14.11 Vs 11.60) and Affective strength (12.74 Vs 9.34) which designate that the effective person could make a better headway in accomplishing the behavioural and emotional outcome.

### ***Social outcome***

The statistically significant 't' value at 1% level for the data relevant to social skills reiterates the fact that the self-efficacy had also a positive influence in accomplishing the same. When putting all the sub outcomes of social outcome (Cooperation, Empathy, Self

control and responsibility and Assertiveness) under one roof the efficacious students were able to acquire an overall score of 55.39 as against the ineffective students with a score of 43.21, thereby the 't' value significant at 1% level.

### *Academic outcome*

When asked over the matters related to the accomplishment of academic outcome namely Academic confidence, Academic hardiness, Self in school and Functioning in school, an analogous trend was sensible, with the efficacious girls having the potential of effective functioning in their academic matters shown by the drastic difference in score of 12.31 against the ineffective girls. The 't' value significant at 1% level explains it all.

### **E. Categorisation of the secondary sample based on their effectiveness after enhancement programme**

In order to find out the magnitude of impact made by the enhancement programme, the beneficiaries particularly the secondary sample were categorized into the same eight categories namely (effective, insensitive, egocentric, dogmatic, secretive, task-obsessed, lonely-empathic and ineffective). The categorization was made according to the effectiveness type of the selected adolescent girls. The categorization made after the enhancement programme particularly with secondary sample is compared to the categorization of all the respondents before the enhancement programmes.

**TABLE - III - CATEGORIZATION OF SECONDARY SAMPLE ON THEIR EFFECTIVENESS AFTER ENHANCEMENT**

S.No	Category	Before						After					
		II Year (100)		III Year (100)		Total (200)		II Year (72)		III Year (71)		Total (143)	
		No	%	No	%	No	%	No	%	No	%	No	%
1.	Effective	28	28	29	29	57	28.5	48	66.7	52	73.24	101	70.63
2.	Insensitive	17	17	9	9	26	13	10	13.89	6	8.45	16	11.19
3.	Egocentric	6	6	4	4	10	5	3	4.17	-	0	3	2.1
4.	Dogmatic	8	8	10	10	18	9	3	4.17	3	4.23	6	4.29
5.	Secretive	16	16	33	33	49	24.5	5	7	2	2.82	7	5
6.	Task obsessed	4	4	8	8	12	6	2	2.77	0	0	2	1.4
7.	Lonely empathic	11	11	5	5	16	8	1	1.39	7	9.86	8	5.6
8.	Ineffective	10	10	2	2	12	6	0	0	0	0	0	0
<b>Grand Total</b>		<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>200</b>	<b>100</b>	<b>72</b>	<b>100</b>	<b>71</b>	<b>100</b>	<b>143</b>	<b>100</b>

The table reveals the truth that the percentage levels of adolescent girls had shot up drastically from ineffective to effective type. Out of 143 girls categorized as ineffective or secondary sample before enhancement, 101 of them were categorised as effective after enhancement marking the efficiency of the enhancement programme.

## **Recommendations**

The knowledge of self-efficacy has to be imparted to the children even before the period of adolescence as it would help them to improve the effectiveness and outcome accomplishments.

The school curriculum should be strengthened by incorporating efficacy aspects in the education system to augment the effectiveness of the children.

The self-efficacy of the adolescent boys could be assessed and compared with girls to check out the effectiveness in their work.

The enhancement programme for self-efficacy can be conducted for a wider span of time to have an effective outcome by gaining the knowledge on pros and cons of every construct.

To conclude this research investigated how self-efficacy relates to its outcomes as a consequence of development. Also the study had proved the fact that self-efficacy could influence choice of activities, effort and persistence with behaviour reflecting the performance of previously learned skills. Hence, Self-efficacy is the belief that one can master a situation and produce positive outcomes.

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