

ISSN : 2231-2374

RESEARCH HIGHLIGHTS



Journal of
AVINASHILINGAM DEEMED UNIVERSITY FOR WOMEN
COIMBATORE - 641 043, TAMIL NADU, INDIA

Vol. 21, No.4 * Quarterly * October 2011

PERCEIVED SELF-EFFICACY AND ITS INFLUENCE ON SPECIFIC EFFICACY OUTCOMES

* AROCKIA MARAICHELVI

** HASANA, K.T.

Introduction

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 confirms the influential role of perceived self efficacy in human self development, adaptation and change.

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. (Aswathappa, 2004). Perceived self efficacy should also be distinguished from other constructs such as self esteem, locus of control and outcome expectancies. Perceived efficacy is a judgment of capability and self esteem is a judgment of self worth. They are entirely different phenomena.

Myers (2006) brings out the truth that adolescents 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(2004) 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 greater the feeling of perceived self efficacy, greater the likelihood of success in that circumstance.

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. Perceived self-efficacy of an 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 adolescents believe that they can make a difference in their lives and in turn becomes a predictor of their effectiveness.

Adolescent who have high self efficacy tend to

- persist in failure situations.
- take more risks with the challenges in everyday life
- demonstrate more commitment

* Assistant Professor in Human Development, Avinashilingam Institute for Home Science and Higher Education for Women University, Coimbatore – 641043.

** Research scholar.

- get better gains in their own achievement and
- have more satisfaction with their work (Boyer et al, 2000).

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 among adolescents have important implications for their school performance, friendship and career and vocational choices. Gibbs (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 adolescents 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 skills, 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, (Miritz et al, 2000).

Over the last decade, a growing body of research has documented that perceived self efficacy among adolescents could explicitly

address their behavioural, social, emotional and academic outcomes. 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. Hence the study was undertaken with the following objectives: To

- appraise perceived self-efficacy among the selected adolescent girls
- assess the influence of the perceived self-efficacy on emotional and behavioural outcomes, social outcomes and academic outcomes among the selected sample
- compare the efficacious nature of the selected sample in accomplishment of specific efficacy outcomes.
- organize an enhancement programme by developing an appropriate booklet to gain insight on how to enhance and maintain self-efficacy and
- appraise the perceived self-efficacy of the selected girls after the enhancement programme.

Methodology

Two hundred adolescent girls (100 from 2nd year under graduate course and 100 from 3rd year under graduate course) were chosen from Avinashilingam University for Women, Coimbatore, Tamil Nadu. Two tools namely Self Effectiveness Scale (SE scale) and self structured rating scale to measure the accomplishment of the Specific Efficacy Outcomes (SEO) were to collect the data.

The self structured Self Effectiveness Scale was used to measure several dimensions of self efficacy such as self-disclosure, feedback and perceptiveness. It contains 15 statements, five for each.

Self disclosure

The statements related to self disclosure bring 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.

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.

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 were 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 was 15 or below the sample was marked as 'Low' (L) whereas if the score was above 15 they were marked as 'High' (H) which is explained in detail in the Table 1.

Table 1. Categorisation based on effectiveness

Category	Self disclosure	Openness to feedback	Perceptiveness
Effective	High	High	High
Insensitive	High	High	Low
Egocentric	High	Low	Low
Dogmatic	High	Low	High
Secretive	Low	High	High
Task-obsessed	Low	High	Low
Lonely empathic	Low	Low	High
Ineffective	Low	Low	Low

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.

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.

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 six 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.

The present study was conducted in six 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 stated above. Except for the first type of effective (totaling to 57 girls) the other seven categories insensitive, egocentric, dogmatic, secretive, task-observed, lonely empathic and ineffective were grouped together as ineffective (143) for a better statistical analysis. Therefore after categorization the SEO score was 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 was carried out to find if the enhancement programme itself was effective.

Results and discussion

General profile of the selected adolescent girls

A majority of 42.5 per cent 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.

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.

Categorization of the selected adolescent girls based on their effectiveness

Table 2 shows 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 was 15 or below the sample was marked as 'Low (L)', whereas if the score was above 15 they were marked as 'High (H)'.

Table 2. Categorization of the selected sample based on their effectiveness

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

Based on the SE score 33 percent of the third year girls compared to 16 percent of second years were secretive followed by 28 per cent of the second year and 29 per cent of the third year girls being effective. The other categories of effectiveness namely insensitive, egocentric, lonely empathic and ineffective. total of 143 possessing low level of self efficacy and were grouped together and they were called ineffective sample seen among second year girls than their counter parts while the percentage of third year girls with

categories of dogmatic and task obsessed was work.

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 3.

Table 3. Comparing SEO score of academic outcome with efficacious nature of the sample

Academic outcome	Effective (57)		Ineffective (143)		't' value
	Total MS	SD	Total MS	SD	
Behavioural and emotional outcome					
Interpersonal strength	12.56	2.11	10.26	0.12	4.3055**
Intrapersonal strength	12.65	1.86	10.66	0.11	3.7252**
Involvement in family	14.11	2.86	11.60	1.29	4.6986**
Affective strength	12.74	2.41	9.34	0.21	6.3646**
Grand score	52.05	5.81	41.86	1.73	4.7641**
Social outcome					
Co-operation	13.84	2.35	10.41	0.23	6.1514**
Empathy	14.04	2.41	11.99	0.69	3.6765**
Self control and responsibility	13.56	1.84	10.71	0.52	5.1112**
Assertiveness	13.95	1.76	10.16	0.37	6.797**
Grand score	55.39	6.06	43.21	1.81	5.4519**
Academic outcome					
Academic confidence	14.79	2.25	10.93	0.180	5.6642**
Academic hardiness	13.58	1.84	10.24	0.006	4.9011**
Self in school	12.14	2.91	9.4	0.205	4.0060**
Functioning in school	12.51	1.75	10.20	2.886	3.3897**
Grand score	53.09	6.33	40.78	3.277	4.5159**

MS – Mean Score ; ** P(<0.01)

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.

Behavioural and emotional outcome

The table portrays the substantial leap in the mean score and the 't' value showing significant difference at one percent level on the selected sample with regard to the effective 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 one percent level for the data relevant social skills reiterates the fact that the self-efficacy had also a positive influence on accomplishing the same. When putting

The sub outcomes of social outcome (cooperation, empathy, self control and responsibility and assertiveness) under one year, 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 one percent 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 one percent level explains it all.

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 4. Categorization of secondary sample on their effectiveness after enhancement

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	%
Effective	28	28	29	29	57	28.5	48	66.7	52	73.24	101	70.63
Insensitive	17	17	9	9	26	13	10	13.89	6	8.45	16	11.19
Egocentric	6	6	4	4	10	5	3	4.17	-	0	3	2.1
Dogmatic	8	8	10	10	18	9	3	4.17	3	4.23	6	4.29
Secretive	16	16	33	33	49	24.5	5	7	2	2.82	7	5
Task obsessed	4	4	8	8	12	6	2	2.77	0	0	2	1.4
Lonely empathic	11	11	5	5	16	8	1	1.39	7	9.86	8	5.6
Ineffective	10	10	2	2	12	6	0	0	0	0	0	0
Grand Total	100	100	100	100	200	100	72	100	71	100	143	100

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. A drastic decrease in the rest of the categories after the enhancement programme also reveals the efficacy. After the programme there was the no ineffective sample.

Conclusion

To conclude, this research investigated how self-efficacy relates to its outcomes as 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.

REFERENCES

1. Aswathappa, K. (2007), Organizational behaviour : Text Cases Games, 7th Revised Edition, Delhi Himalaya Publishing House, 216-218.
2. Bandura, A. (2004), Toward a psychology of human agency, Paper presented at the meeting of the American Psychology Society, Chicago, 116.
3. Boyer, D.A., Zollo, J.S., Thompson, C.M., Vancouver, J.B., Shewring, K. and Sims, E. (2000) A quantitative review of the effects of manipulated self efficacy on performance, Poster Session Presented at the Annual Meeting of the American Psychology Society, Miami, 400.
4. Gibbs, C.J. (2000), Self efficacious teachers, New directions in the reconstruction of teacher education, Professorial lecture, Auckland University of Technology, 76.
5. Miritz, S.E., Feltz, D.L., Fahrback, K.R. and Mack, D.E. (2000), The relation of self efficacy measures to sport performance : A meta-analytic review", *Research Quarterly for exercise and sport*, 71, 280, 294.
6. Myers, D.G. (2006), Social Psychology, 8th Edition, New Delhi, Tata McGraw Hill Publishing Company, 94.