



SELF EFFICACY, SUBJECTIVE WELL BEING AND SELF ESTEEM AMONG PROFESSIONAL AND NON PROFESSIONAL FEMALE STUDENTS.

Social Science

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ABSTRACT

Introduction: In the present scenario students are passing through difficult and diffident phase of life due to various reasons. They have to face excessive financial investment in study, hectic and highly demanding course related activity and lack of job in market due to recession. Considering such issues the present study was designed with the following objectives.

Objectives:

- To Assess and Compare Self Efficacy (SEF) of female students enrolled in professional courses with non professional courses.
- To Assess and Compare Subjective Well-Being (SWB) of female students enrolled in professional courses with non professional courses
- To Assess and Compare Self Esteem (SES) of female students enrolled in professional courses with non professional courses.

Material and Methods: 50 female students enrolled in various professional courses (MBBS, BDS and B.Tech) and 50 female students enrolled in various non professional courses (B.A, B.Sc) were selected randomly from Aligarh Muslim University. General Self-Efficacy Scale was used to measure SEF, Subjective Well-being Inventory (SUBI) was used to measure SWB and Self-esteem scale was used to measure SES

Result: Significant difference was found among professional and non professional female students on Self Efficacy, Self Esteem and Subjective well-being.

KEYWORDS

Self Efficacy, Subjective well-being, Self esteem.

Introduction:

Background of the study: The challenges in the present world are growing day by day for the students especially under professional courses like MBBS, B.tech, MBA, MSW, etc. They have to face various issues during the phase of their student life. The fees of such professional courses are much higher than other non-professional courses. Also the burden of the study affects the life of the professional students in a serious manner. These problems as a result, affect the self esteem, self efficacy and subjective well-being of the students. Generally, it was found that such students have low levels of self esteem, self efficacy and subjective wellbeing and high levels of hopelessness, fear of failure and stress. It also leads to depression and anxiety. The present study is a comparison of the self efficacy, self esteem and subjective wellbeing among the professional and non professional female students.

Self efficacy: Self-efficacy can be defined as the positive perception of oneself about one's own skills and capacities. It is the extent or strength of one's belief in one's own ability to complete tasks and reach goals. This can be seen as the ability to persist and a person's ability to succeed with a task. The tasks which a person chooses to accomplish are based on the high and low self efficacy. People with low self efficacy also have low level of trust on themselves and as a result, they are not able to attain their goals. Self-efficacy affects every area of human endeavor. The belief which a person holds about his or her power is positively correlated with the power to accomplish a challenge and also the efforts required to attain the goal. Albert Bandura has defined self-efficacy as one's belief in one's ability to succeed in specific situations or accomplish a task. One's sense of self-efficacy can play a major role in how one approaches goals, tasks, and challenges.

People with low self efficacy avoid the tasks whereas people with high self efficacy accomplish the task strongly. Both overestimation and under estimation of the self perception is harmful and it affects the growth process. Research shows that the optimum level of self-efficacy is slightly above ability; in this situation, people are most encouraged to tackle challenging tasks and gain experience. High self-efficacy can affect motivation in both positive and negative ways. In general, people with high self-efficacy are more likely to make longer and stronger efforts to complete a task, than those with low self-efficacy. The stronger the self-efficacy or mastery expectations, the more active the efforts are. Research on Australian science students showed that those with high self-efficacy showed better academic performance than those with low self-efficacy. Confident individuals have control over their issues. Those with low self-efficacy typically shied away from academic interactions. Perceived self-efficacy is

defined as people's beliefs about their capabilities to produce designated levels of performance that directly influence their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. According to Bandura (1977b), behaviour and behaviour change are mediated primarily by expectations of personal efficacy, i.e., expectations or beliefs that one can successfully perform a given behaviour. Efficacy expectations determine whether or not behaviour will be initiated, how much effort will be expended, and how long behaviour will be sustained in the face of obstacles and aversive experiences, Efficacy expectations, and their consequences, vary on dimensions of level, strength, and generality of the problem (Bandura, 1977a, b, 1978; Bandura, Adams, & Beyer, 1977). Low self-efficacy expectations may prevent a person from attempting to perform a task even if he or she is relatively certain that performance of that task would lead to desired outcomes. Self-efficacy is conceived in broader terms in that efficacy expectations are considered the primary cognitive determinant of whether or not an individual will attempt a given behaviour.

Subjective Wellbeing: The idea of subjective wellbeing has intrigued thinkers from millennia, although it is only in recent years that it has been measured and studied systematically. Subjective well-being (SWB) is defined as 'a person's cognitive and affective evaluations of his or her life' (Diener, Lucas, & Oishi, 2002, p. 63). The cognitive element refers to what one thinks about his or her life satisfaction as a whole and in specific areas of life such as work, relationships, etc. The affective element refers to emotions, moods and feelings. Affect is considered positive when the emotions, moods and feelings experienced are pleasant. Affect is deemed negative, though, when the emotions, moods and feelings experienced are unpleasant. People with low level of subjective wellbeing are not able to evaluate their life effectively and positively, as a result, they picture themselves negatively and are not able to trust on their abilities. Positive subjective wellbeing helps to generate confidence and a person is able to reach a goal more effectively. When psychologists measure subjective wellbeing, they are measuring how people think and feel about their lives. There are three independent components of subjective wellbeing, life satisfaction, positive affect and negative affect (Andrews & Withey, 1976, Lucas et al., 1996). Subjective well being is structured such that these three components form a global factor of interrelated variables. Thus, the presence of positive affect does not mean the absence of negative affect and vice versa.

Self Esteem: Self-esteem reflects a person's overall subjective emotional evaluation of his or her own capability. It is a judgment of oneself as well as an attitude toward the self. Self-esteem contains beliefs (for example, "I am competent", "I am worthy") and emotions

such as triumph, despair, pride, and shame. Smith and Mackie (2007) defined it by saying "The self-concept is what we think about the self; self-esteem is the positive or negative evaluations of the self, as in how we feel about it." Self-esteem is attractive as a social psychological construct because researchers have conceptualized it as an influential predictor of certain outcomes, such as academic achievement, happiness, satisfaction in marriage and relationships, and criminal behaviour. Psychologists usually regard self-esteem as an enduring personality characteristic ("trait" self-esteem), though normal, short-term variations ("state" self-esteem) also exist. Abraham Maslow states that psychological health is not possible unless the essential core of the person is fundamentally accepted, loved and respected by others and by her or his self. Self-esteem is an essential part of a person's life. A person with positive self esteem is aware about his or her capabilities, worth and abilities to attain a goal. Self esteem allows people to face life with more confidence, benevolence and optimism, and thus easily reach their goals and self-actualize. Jaisri in 2015 conducted a study on Happiness and Self esteem among College Students According to him, happiness refers to a state of well being, one of the most cherished goals which individuals as well as societies strive for. Happiness has been associated with a number of individual and societal factors, self esteem being one of the prominent individual factors. The present study investigated happiness and self esteem among college students pursuing different streams of study, including professional courses. The results revealed significant differences in happiness between the male and the female students as well as among students pursuing different courses of study. The male students were happier than the females; the students pursuing commerce/management courses had higher happiness levels than the other students while the nursing students reported the lowest level of happiness. Happiness was found to have moderate significant positive correlation with self esteem.

Methodology:

Objectives:

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Tools:

- Self Efficacy Scale:** The General Self-Efficacy Scale (GSE) was developed by Ralf Schwarzer and Matthias Jerusalem in 1995. The scale was created to assess the general sense of perceived self-efficacy with the aim in mind to predict coping with daily hassles and the adaptation after experiencing stressful life events. It is correlated to emotion, optimism, work satisfaction. Negative coefficients were found for depression, stress, health complaints, burnout, and anxiety. There are 10 items in the scales with 4 response categories from not at all true to exactly true. Internal reliability for GSE is between .76 and .90.
- Rosenberg Self Esteem Scale:** This scale was developed by Rosenberg in the year 1965. The scale is a ten item Likert scale with items answered on a four point scale - from strongly agree to strongly disagree. Internal consistency for the RSE range from 0.77 to 0.88. Test-retest reliability for the RSE range from 0.82 to 0.85.
- Subjective Wellbeing Scale:** The scale was developed by Ed. Diener, Robert A. Emmons, Randy J. Larsen and Sharon Griffin in 1985. It is designed to measure feelings of wellbeing or ill being as experienced by an individual in various day to day life concerns. It consists of 40 items.

Participants: The subjects included in the study were 50 female students enrolled in various professional courses (MBBS, BDS and B.Tech) and 50 female students enrolled in various non professional courses (B.A, B.Sc). The sample was selected randomly from Aligarh Muslim University.

Procedure: The data was collected on subjects individually by administering different questionnaires that is Rosenberg self esteem scale, subjective wellbeing scale and self efficacy scale. Prior to data collection researcher had to establish a rapport with the subject. The purpose of the research was explained to the subject to develop the subject's keen interest to cooperate the task and after the subject's

readiness to support the purpose, they were asked to fill the questionnaires. After the completion of the questionnaires subject was thanked and informed that his or her responses would be kept confidential and should be used for research purpose only.

Result and discussion:

TABLE-1

Showing the comparison of Self Esteem among professional and non professional female university students.

GROUPS	N	MEAN	STD. DEVIATION	t
Professional female students	50	13.36	3.618	-11.546
Non Professional female students	50	21.32	3.266	-11.546

Table-1 is showing the difference between the scores of professional and non professional females on Rosenberg Self Esteem scale. The mean score and standard deviation of the professional female university students are 13.36 and 3.618, respectively and the mean score and standard deviation of non professional female university students are 21.32 and 3.266. The value of t is -11.546 which shows that there is a significant difference between the scores of the two groups.

TABLE-2 Showing the comparison of Self Efficacy among professional and non professional female university students.

GROUPS	N	MEAN	STD. EVIATION	t
Professional female students	50	22.30	4.062	-9.403
Non Professional female students	50	29.84	3.955	-9.403

Table-2 is showing the difference between the scores of professional and non professional females on Self Efficacy scale. The mean score and standard deviation of the professional female university students are 22.30 and 4.062, respectively and the mean score and standard deviation of non professional female university students are 29.84 and 3.955. The value of t is -9.403 which shows that there is a significant difference between the scores of the two groups.

TABLE-3 Showing the comparison of Subjective Wellbeing among professional and non professional female university students.

GROUPS	N	MEAN	STD. DEVIATION	t
Professional female students	50	77.14	6.673	-3.784
Non Professional female students	50	82.88	8.397	-3.784

Table-3 is showing the difference between the scores of professional and non professional females on Self Efficacy scale. The mean score and standard deviation of the professional female university students are 77.14 and 6.673, respectively and the mean score and standard deviation of non professional female university students are 82.88 and 8.397. The value of t is -3.784 which shows that there is a significant difference between the scores of the two groups.

Conclusion:

A number of studies have shown the traces of lower level of self esteem, self efficacy and subjective wellbeing among the students enrolled in professional courses. The results of the present study have also indicated the lower mean scores of professional female students as compared to the female students enrolled in non professional courses on subjective wellbeing, self efficacy and Rosenberg self esteem scales. The reason behind the low scores is the burden which the students face. In today's challenging world professional students have to tackle with the competitive environment, they invest a large amount in their studies. Some are from lower or middle class backgrounds and it is a serious issue for them to invest a high amount to get a degree. The professional courses are hectic, highly demanding and challenging and also there is a burden of getting a satisfactory job as a result students in professional courses scores less on self esteem, subjective wellbeing and self efficacy. Students enrolled in professional courses do not get a quality time for their family and self as a result they start developing a sense of loneliness. Their belief in themselves and the ability to perceive their capabilities to achieve a goal positively and effectively

diminishes. The person with low self esteem, self efficacy and subjective wellbeing is not able to evaluate his or her life positively and with lower belief in oneself and on ones abilities, skills and achievements, start picturing him or herself negatively. Positive subjective wellbeing helps to generate confidence and a person is able to reach a goal more effectively but with lower level of subjective wellbeing students in professional courses are not able to put confidence in their skills and as a result lags behind in the competitive world scenario. Even though they know they have the ability to achieve a goal, they are not able to perform the task effectively because of shaking confidence level. Low level of self esteem does not allow people to face life with confidence, benevolence and optimism, and thus it becomes a hurdle in the path of easily reaching their goals and self-actualization. Low self-efficacy expectations may prevent a person from attempting to perform a task even if he or she is relatively certain that performance of that task would lead to desired outcomes. Students start developing depression, anxiety, stress, fear of failure and hopelessness. As a result their academic performance and psychological as well as physical health gets worsen. Lower level of confidence and belief in ones abilities pushes backward the students to give their best in their academic performance which lowers their grades and develops a sense of frustration, worthlessness and shame. Some female students enrolled in professional courses even do not get a permission to prove their abilities by finding a job after getting a degree. They get married and their parents and in laws do not allow them to work in a professional field; this also creates a sense of hopelessness and frustration among them. There are a number of problems and challenges professional students are facing which negatively affects their life, psychological and physical health and academic performance. There is a need for further research in this area and relevant steps should be taken by the institutions providing professional courses to provide counselling to their students, take care of their needs, prevent them from developing depression and hopelessness by arranging personality development programmes, counselling sessions, arranging job facilities for them. Parents should also check on their children and support them in each and every ups and downs of their life. On the basis of the present study we can conclude that the self esteem, self efficacy and subjective wellbeing is lower in professional female university students as compared to non professional female university students and there is a need of further investigation in this particular area.

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