

A Study on The Relationship Between Self-Esteem and Self-Efficacy Among College Students

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ABSTRACT

The present study measures the level and relationship of self-esteem and self-efficacy among college students. Self-esteem is considered as a barometer of self-evaluation involving cognitive appraisals about general self-worth and affective experiences, (Murphy, Stosny and Morrel, 2005). Self-efficacy is having belief in one's level of competency. The present study includes a sample of 120 students from both the genders. The technique employed for data collection is randomized sampling. The present investigation is in the form of an exploratory and descriptive design of research. The tools used in the study are Rosenberg self-esteem scale (1965) and Self-efficacy scale by Dr. Arun Kumar Singh and Dr. Shruti Narain (2014). The major findings of the present study are that the level of self-esteem and self-efficacy are high and there is a positive relationship between self-esteem and self-efficacy of the students.

Keywords: *Self-esteem, self-efficacy, students*

Every human being has a unique innate sense of who they are, which is self. Acquiring a sense of self emerges by learning one's given name. One of the ways in establishing self and self-worth is through looking glass self. The evaluation of one's own self-worth is known as self-esteem. People have positive (high self-esteem) or negative (low self-esteem) feelings. Carol Rogers viewed self as the core study of personality (Ismail and Tekke, 2015). Abraham Maslow in his hierarchy of needs theory, has mentioned self-esteem to be one of the significant needs. It is the nature of the people to pursue esteem and assures sense of secure feeling in the environment, (Hanachor and Aruma, 2017). People tend to protect their self-esteem in various ways such as by associating themselves with people who share their views, selective information processing and selective social comparison. Family experiences do play a significant role in chiseling one's self-esteem. Parental behaviors such as showing acceptance, affection and interest in their ward's affairs can enhance self-esteem. People with low self-esteem would exhibit low performance, high anxiety and reduced effort. They will view interpersonal relationship as a threat, feel less positively towards others and will be easily affected by criticism. Performance feedback is one of the many ways to enhance self-esteem.

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Self-esteem is based partly on one's sense of efficacy. Self-efficacy, according to Bandura, is people's belief in their capabilities to produce desired effects by their own action. In other words, their competence and power to control events. How people feel, think, behave and self-motivate is different based on their self-efficacy. Low level of self-esteem is associated with stress, depression, anxiety, helplessness and a general pessimistic nature. A person's self-efficacy would determine the level of motivation and their perseverance in dealing with hindrances, (Zulkosky, 2009). Self-efficacy can bring forth an increase in commitment, endeavour and perseverance in individuals and an excellence in one's performance. The four main sources of self-efficacy stated by Albert Bandura are: (i) Mastery experience - the most influential source of efficacy information one has with tangible evidence of success. Bandura states that each successive positive outcome produces confidence and failure vice versa. An individual's past experience has an influence over perceived efficacy. (ii) Vicarious Experience - social role models such as older siblings or peers play a significant role in developing self-efficacy. (iii) Social persuasion - self-efficacy is influenced by encouragement and discouragement pertaining to an individual's performance or ability to perform (Redmond, 2010). Positive reinforcements such as words of appreciation can increase one's self-esteem. (Lopez-Garrido, 2020). (iv) Emotional and Physiological States - people with a high sense of efficacy are expected to view their state of affective arousal as an energizing facilitator of performance. The physical, emotional and psychological well-being influence a person's sense of self-efficacy, (Lopez-Garrido, 2020).

METHODOLOGY

Sample

The present study includes a sample of 120 students from a private college in Muscat, Oman.

Sampling Design

In the present research randomized sampling is used as a technique for data collection. Students were picked randomly from to different years. Both the genders male and females were a part of the sample.

Instruments

The tools used in the study are Rosenberg self-esteem scale (1965) and Self-efficacy scale by Dr. Arun Kumar Singh and Dr. Shruti Narain (2014). The self-efficacy scale measures Self-Confidence, efficacy expectation, positive attitude and outcome expectation.

Objectives:

- To assess the level of self-esteem among the college students.
- To assess the level of self-efficacy among the college students.
- To determine the relationship between self-esteem and self-efficacy among the college students.

Hypotheses:

- The level of self-esteem will be high in the college students
- To the level of self-efficacy will be high in the college students
- There will be a positive relationship between self-esteem and self-efficacy in the college students.

RESULTS

Table No. 1 The level of self-esteem among the college students

Self-esteem	N	%
High	72	60
Moderate	29	24
Low	19	16

Table 1 shows the level of self-esteem among the college students. 60% of the students have high level of self-esteem. Individuals with high self-esteem see themselves as active and capable, setting higher goals and are open to learn new things. Academic achievement, social and personal responsibility tend to be high in individuals with high self-esteem, (Aryan, 2010). 24% of students possess a moderate level of self-esteem. According to Mayo clinic (2021) self-esteem tends to fluctuate depending on the current circumstances. Moderate self-esteem can occur during the states of fluctuation, with individuals being moderately assertive and confident. 16% of the students possess low level of self-esteem. Individuals with low self-esteem tend to be socially anxious and ineffective, viewing interpersonal relationships as threatening, feel less positively toward others, and are easily hurt by criticism, (Mayers. 2005).

Table No. 2 The level of self-efficacy among the selected college students

Self-efficacy	N	%
High	44	37
Moderate	39	32
Low	37	31

Table 2 shows the level of self-efficacy among the selected college students. 37% of the students possess high self-efficacy. Individuals with high self-efficacy are more likely to rely on themselves in dealing with issues that are complex in order to find solutions. Possible efforts would be taken in order to overcome challenges with patience. 32% of the student have moderate to high level of self-efficacy. They have the ability to deal with issues depending on the situation. 31% of the students have low level of self-efficacy. Low levels of self-efficacy are liked with fear of attempting new tasks, avoidance, procrastination and easily willing to give up, (Hayat et.al., 2020)

Table No. 3 The correlation between self-esteem and self-efficacy

Variables	Mean	SD	r
Self-esteem	30.60	5.09	0.7
Self-efficacy	79.34	11.04	

Table 3 shows the correlation between self-esteem and self-efficacy. The table shows a positive correlation between self-esteem and self-efficacy. This proves that when the self-esteem is high then the self-efficacy will increase. Hence the hypothesis, “there will be a positive relationship between self-esteem and self-efficacy among the selected college students”, is accepted.

CONCLUSION

1. 60% of the students have high self-esteem, 24% reflect moderate self-esteem and 19% seem to have low self-esteem.

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2. 37% students have high level of self-efficacy, 32% returned moderate self-efficacy and 31% low self-efficacy.
3. The correlation between these two variables shows an r-value of 0.7, showing a positive relation between self-esteem and self-efficacy.

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Conflict of Interest

The author declared no conflict of interest.

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