

The Role of Self Efficacy in Determining the Confidence Level Among Selected Post Graduation Students in Bangalore City: An Empirical Study

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ABSTRACT

Self efficacy is defined as “the people’s belief in their capabilities to produce desired effects by their own actions” (Bandura, 1997). Self efficacy is the most important determinants of the behaviors people choose to engage in and how much they persist in their efforts in the face of obstacles and challenges in the college life. How people behave, feel, think and motivate themselves is identified by self efficacy belief. Such belief creates these diverse effects through four major processes they include cognitive, motivational, and affective and selection processes. The purpose of the descriptive study was to assess the self efficacy of the students. A Sample size of 150 PG students was chosen randomly. The research proves that the confidence among the students varies according to the age and shows that the confidence level is more with mean value 2.5 for the students whose age group is 25 to 30 and the significant variation in confidence level across different age groups with significant value 0.020. According to the results of the study, age influences the confidence level in studies but the gender does not influence the confidence level in interacting with professors and the grades influence the confidence level in getting placed.

Keywords: Self Efficacy, Confidence, Score, Grades, Age and Gender

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INTRODUCTION

“Self-efficacy is the most important predictor of change in behavior” (Lenz & Shortridge-Baggett, 2002). The self efficacy concept is associated to the belief that every individual has to evaluate their abilities and achieve the goals successfully. The concept of self efficacy has strong impact on the approach to perform the task and perseverance to achieve the same. Many of the research or studies show that self efficacy and academic performance are related. The self efficacy generates these diverse effects through 4 major processes, they include cognitive, motivational, and affective and selection processes (A. Bandura, 1992).

Cognitive processes show how the mind works in acquiring, processing, organizing and retrieving information. The result of self-efficacy beliefs on cognitive processes takes a various forms.

Individuals who have strong belief in their cognitive ability were able to perform better and Bandura says that skills alone is insufficient for personal accomplishment but requires self belief of efficacy (Bandura, 1991). Motivational processes of human beings are based on cognitive aspects of the person. People tend to motivate and guide their actions through their intuition. The motivation level is reflected in the outcomes and course of action taken by the individuals. Based on the level of motivation, individuals set their own goals and achieve those goals. Affective Processes is emotional reaction towards the difficult situation, People’s belief in the ability to cope up with stress and depression when they face uncertainties. It is the emotional / feeling segment of a person to face the challenges in future. Selection processes is an Individual’s capability to choose career and have development in their career life. Self efficacy belief to affect the course of life paths through choice related processes, A. Bandura (1991) says higher the level of individual’s perceived self efficacy the wider the range of career options the greater their interest in them. Greater the success rate, if better the students prepare themselves intellectually for the occupation pursuits they choose.

LITERATURE REVIEW

Zimmerman, B. J., Bandura, A., & Martinez-Pons, M.,(1992), in their study Self-Motivation for Academic Attainment: The Role of Self-Efficacy Beliefs and personal Goal Setting, the survey uses path analysis procedure to study the causal role of students’ self efficacy beliefs and academic

goals in self motivated academic attainment. It was revealed that Personal goal settings are directly or indirectly influence by perceived efficacy. The research has considered 4 self motivation variables and prior grades of students predicts the final grades in social science with $R = 0.56$ using Path model. Academic achievement, academic goals and final academic achievement are influenced by perceived self efficacy.

Zimmerman, B. J., (2000) in the article *Self-Efficacy: An Essential Motive to Learn*, Students' self-efficacy is characteristic from related motivational constructs because of their specificity and performance tasks. The study says that the high on self efficacy students are readily participate in all activities, do hard work, persevere longer and adverse emotional reactions are less, when they faces difficulties than those of students who have doubt in their capabilities. The concept of Self-efficacy has demonstrated to be approachable to improvements in students' technique of learning and predict the outcomes. The empirical study confirms that the student's belief in their academic capabilities helps in motivating to achieve. It also explains that self efficacy as a predictor of student's motivation and learning. But the current study emphasize on Post-graduation students, the set of sample selected for the study is different.

Zajacova et al., (2005) *Self-Efficacy, Stress, and Academic Success in College*, research investigates the relationship between academic self-efficacy and stress level and its impact on the academic performance of 107 freshmen who is nontraditional, immigrant and minority at a large urban commuter institution. Author has designed a survey instrument to measure the level of self efficacy - academic and perceived stress related with 27 college associated tasks. Both scales are highly reliable, and they are negatively moderately correlated. The importance of stress and self efficacy was assessed using structural equation models in predicting three performance results in academics such as firstyear college GPA, the accumulated credits number, and college retention after the first year. The outcome of this research says that the academic self efficacy is more tough and reliable than stress related to academic success.

Dharmanegara, I. B. A., & Pradesa, H. A., (2015), in the paper, *The Influence of Self Efficacy and Emotional Intelligence toward Caring Behavior among Nurses in Public Hospital Denpasar Bali*. Authors have examined the effect of self efficacy and emotional intelligence on their caring behavior among nurses'. The outcome shows that self efficacy does not have significant effect on caring behavior among 138 nurses. Self-

efficacy, assessment and self perception could not be used as a predictor of caring behavior among nurses with regard to competence and effectiveness. Surprisingly, efficacy does not influence the caring behaviour.

Li, L. K. (2012), in the paper on study of the Attitude, Self-efficacy, Effort and Academic Achievement of City Students linked towards Research Methods and Statistics. The survey objective is to study the association between social science students' attitude towards research methods and statistics, self-efficacy, effort and academic achievement. The result shows that there is a positive direct relationship between 4 variables like attitude associated towards research methods and statistics, self efficacy, effort and academic achievement. Also, a multiple regression analysis was conducted to estimate the prediction power of attitude and self-efficacy on effort but effort failed to predict the academic achievement.

Haycock, et al., (1998), researchers analyzed the association between factors such as procrastination, efficacy expectation, anxiety, gender and age of selected 141 university students. The result shows that the cumulative efficacy was a significant predictor of procrastination. Wilson, F., Kickul, J., & Marlino, D., (2007). The study has assessed the relationship between entrepreneurial self-efficacy, Gender and entrepreneurial career intentions and result shows that the similar effect of gender on entrepreneurial self efficacy. Entrepreneurship education in MBA has effect on entrepreneurial self efficacy proved to be stronger for females than males.

Maurer, T. J. (2001), the paper identifies the important and under recognized components that may lead to this age effect: decline in self efficacy. As the age increases, there will be decline in efficacy for career related learning. The review identifies various components in an organization which may lead to reduction in self efficacy for learning and lower the participation in Learning and Development activities.

Becker, S. P., & Gable, R. K. (2009). In the article "The relationship of self-efficacy with GPA, attendance, and college student retention" Authors has examined the association between self efficacy, 1st term GPA, attendance and retention of college students. The outcome shows that success at the study's College is not related to age and gender, general self efficacy was also related to GPA which shows slightly high correlation between self efficacy and GPA with $p < 0.05$. There is a strong relationship between GPA, attendance and retention of students but there is no significant variance in retention or attendance with respect to self efficacy both general and specific self efficacy.

The association between self-efficacy and success in the academics has been a topic of interest in social science research resulting into good

number of studies in the field of educational, social and psychological research. However a few studies were made in understanding relationship between confidence level of students in studies, getting job and assessing variation in confidence level across age groups. Hence this study has been undertaken to bridge the gap in the research on “The role of self efficacy in determining the confidence level among selected Post Graduate Students in Bangalore city”.

STATEMENT OF THE PROBLEM

Self-efficacy has been studied in a variety of diverse fields including business, athletics, education, medicine, media studies, social and political change, moral development, psychology, psychiatry, psychopathology, and international affairs. The field of education has conducted a substantial amount of self-efficacy research in pursuit of learning how to help students achieve more despite their ability, background, family circumstance, and adversity. Student’s confidence level in studies, getting grades, Job, confidence in interacting with professor need to be studied which enhances the level of self efficacy. Students need to believe in their ability to perform well in their exams and getting job. The lack of belief in the student’s capabilities leads to failure in the student’s life and difficult to cope up with future challenges, this survey identify the students self efficacy level by analyzing the confidence in studies, getting grades, job and interacting with professor at college and can improve over a period of time to face the threats which students may have to face it to succeed in scoring and getting job. Student’s confidence level may further decreases if they are not placed during their college days.

OBJECTIVES

The main objectives are as following:

1. To analyze the variation in confidence level in studies across different age group.
2. To determine the association between the grades and confidence in getting Job.
3. To assess variation in the level of confidence in getting Job and different aggregate percentages.
4. To understand the relationship between confidence in interacting with professor and gender.

METHODOLOGY

Research Design: A descriptive research design was used to achieve the research objectives.

Sample: a sample of 150 students selected by simple random sampling method.

Tools: questionnaire consist of statements related to self efficacy and The self efficacy questionnaire/scale was designed to measure confidence level in the aspects such as studies, asking questions, getting placed, interact with professors, getting grades, competition, extracurricular and co-curricular activities, concentrating on toughest subjects and students were asked to complete the questionnaire through self rating on 5 point likert scale ranges from strongly agree to strongly disagree to the each statements and including demographic questions such as age, gender and grades. Cronbach's Alpha was found to be 0.837 ($\alpha = 0.837$) which is highly reliable with 21 item scales.

Reliability Statistics	
Cronbach's Alpha	N of Items
.837	21

Demographics of Students

CHARACTERISTICS		Frequency	(%)
Gender	Female	51	34
	Male	99	66
Age	16 – 20	4	2.67
	20 – 25	144	96
	25 – 30	2	1.33
	30 – 35	0	0
Grade	90 – 100	0	0
	80 – 89	19	12.667
	70 – 79	54	36
	60 – 69	48	32
	50 – 59	29	19.333
	< 50	0	0

It can be seen from the above table that majority of respondents (66%) are male students and most of the students surveyed are in the age group

of 20 to 25 years. The sample considered is of Post Graduate students and age group does not exceed more than 35 in the current study, as a reason only 4 age groups are used for comparative study. The table also reveals that majority (68%) are in the academic grade between 60 to 79% range and interestingly there is nobody with less than 50% of grade.

DATA ANALYSIS AND TESTING OF HYPOTHESIS

As the age increases, there will be decline in efficacy for career related learning. The review identifies various components in an organization which may lead to reduction in self efficacy for learning and lower the participation in Learning and Development activities (Maurer, T. J., 2001). There is influence of Age on the confidence level in studies, so following hypothesis has been framed to know the age group which has influence on the confidence level and know the variation of confidence with different age groups.

Hypothesis 1

H₀: The confidence level among the students in studies is same across different age groups of students.

H_a: The confidence level among the students in studies is different across different age groups of students.

Analysis

Descriptive								
Confidence in Studying								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
25 – 30	4	2.5000	.57735	.28868	1.5813	3.4187	2.00	3.00
20 – 25	144	1.6528	.68265	.05689	1.5403	1.7652	1.00	4.00
16 – 20	2	1.0000	.00000	.00000	1.0000	1.0000	1.00	1.00
Total	150	1.6667	.69192	.05649	1.5550	1.7783	1.00	4.00

From the above table, we can interpret that the students who are in the age group of 25 to 30 are having more confidence in studies, while

student participants who are in the age group 16 to 20 accounted a lower mean value =1.00 of confidence in studies.

ANOVA					
Confidence in Studies					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	3.694	2	1.847	4.015	.020
Within Groups	67.639	147	.460		
Total	71.333	149			

From ANOVA table, we can interpret that the confidence level across the different age group is not same with the significant value 0.020 which is less than 0.05. This means the alternative hypothesis is accepted at 5% significant level. Age group influences the confidence level in studies among post graduate students.

Hypothesis 2

The study has examined the association between self efficacy, 1st term GPA, attendance and retention of college students. Self efficacy was related to GPA which shows slightly high correlation between self efficacy and GPA with $p < 0.05$ (Becker, et al, 2009). Following hypothesis was framed to analyze the influence of efficacy or confidence level in getting job on the grades.

Stajkovic (2006) explains that concepts of self-efficacy may be markers of the same higher-order construct, called core-confidence; Self efficacy is the self belief or confidence level among the respondents. The parameter considered for self efficacy is confidence level about getting Job.

H0: The association between grades and confidence about getting Job is insignificant

Ha: The association between grades and confidence about getting Job is significant

Correlations			
		13. achieving higher grades	21. Confident about getting Job
13. achieving higher grades	Pearson Correlation	1	.275**
	Sig. (2-tailed)		.001
	N	150	150

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21. Confident about getting Job	Pearson Correlation	.275**	1
	Sig. (2-tailed)	.001	
	N	150	150

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

There is a positive significant correlation between achieving higher grades and getting job with significant level 0.001. The result is significant at 1% significant level. It means that students who have the confidence in getting higher grades and also to get placed in the organization.

Hypothesis 3

The university students' confidence level was correlated with the academic performance. The pre and post assessment of confidence level was compared with academic performance. The result shows that self-efficacy that finally resulted in enhanced student learning (American Society for Horticultural Science, 2011). The following hypothesis examines the variations in aggregate percentage (academic performance) which has influence on the confidence level in getting job.

H₀: The level of confidence in getting Job is indifferent across the different aggregate percentages.

H_a: The level of confidence in getting Job is different across the different aggregate percentages.

Descriptive								
Confident about getting Job in the company								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
80 – 89	19	2.0526	.84811	.19457	1.6439	2.4614	1.00	3.00
70 – 79	54	1.9630	.82332	.11204	1.7382	2.1877	1.00	4.00
60 – 69	48	1.7458	1.05164	.15179	1.8405	2.4512	1.00	5.00
50 – 59	29	1.6897	.84951	.15775	1.3665	2.0128	1.00	3.00
Total	150	1.8600	.91571	.07477	1.8323	2.1277	1.00	5.00

The above descriptive table shows that, the aggregate percentage scored by students determines the confidence level to get placed in the company. The students who have scored 80 to 89% are having confidence in getting job in the company.

ANOVA					
Confident about getting Job in the company					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	3.881	3	1.294	1.560	.002
Within Groups	121.059	146	.829		
Total	124.940	149			

The above ANOVA table shows that the confidence level is not same which is influenced by aggregate percentages of a student. This means the higher the percentage, more the confidence level students have with respect to getting placed in a company. The significance level in the above ANOVA table is 0.002 which is less than 0.01. The alternative hypothesis can be accepted at 1% significant level.

Hypothesis 4

“Lenney (1977) said that females would be less confident than males when the task was male oriented or when the situation was competitive”. Bleidorn (2016) says that there is significant gap in gender, males reported higher self esteem than females. The following hypothesis was framed in order to know the confidence level in interacting with professors, which is influenced by gender.

H₀: Gender does not influence the confidence level in interacting with professors.

H_a: Gender does influence the confidence level in interacting with professors.

Gender and Confident in interacting with professor and clarification of doubt Crosstabulation						
		10. Confident in interacting with professor and clarification of doubt				
		Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
22. Gender	Female	Count	8	24	17	2
		% within 22. Gender	15.7%	47.1%	33.3%	3.9%
		% within 10. Confident in interacting with professor and clarification of doubt	40.0%	34.8%	33.3%	25.0%
	Male	Count	12	45	34	6
		% within 22. Gender	12.1%	45.5%	34.3%	6.1%
		% within 10. Confident in interacting with professor and clarification of doubt	60.0%	65.2%	66.7%	75.0%
Total	Count	20	69	51	8	2
	% within 22. Gender	13.3%	46.0%	5.3%	1.3%	100.0%
	% within 10. Confident in interacting with professor and clarification of doubt	100.0%	100.0%	100.0%	100.0%	100.0%

From the above table, we can say that students agree that they have confidence in interacting with professors and getting clarification for their doubts.

Chi-Square Tests						
	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Prob- ability
Pearson Chi-Square	1.669a	4	.796	.821		
Likelihood Ratio	2.308	4	.679	.764		
Fisher's Exact Test	1.292			.898		
Linear-by-Linear Association	1.091b	1	.296	.302	.174	.049
N of Valid Cases	150					

The Chi-Square table shows that there is insignificant relationship between confidence in interacting and gender with significance level 0.898 (Fisher's Exact Test) which is greater than 0.05. Researcher failed to reject null hypothesis. Irrespective of gender, all the students agree that they have confidence in interacting with Professors and getting clarification for the doubts.

RESULTS

Research says that the students who are in the age group of 25 to 30 are having more confidence in studying. While student participants who are in the age group 16 to 20 accounted a lower mean value =1.00 of confidence in studying. The age influences the confidence in learning/studying, as age increases, the confidence level also increases in studying. ANOVA shows that the confidence level across the different age group is not same with the significant value 0.020 which is less than 0.05.

There is a link between getting higher grades and having confidence in getting placed with significant level 0.001. As the grades increases the confidence in getting placed also increases. Students who can score well in the exams also have confidence in getting Job in a company. The confidence level in getting job is influenced by the student's grades.

The aggregate percentage scored by students determines the confidence level to get placed in the company. The students who have scored 80 to 89% are having confidence in getting job in the company with Mean

value 2.05. Those who are secured 50 to 59% in their graduation, they lack confidence in getting job in a company. Either confidence has to be build through proper training to crack the interview in order to get job or the percentage need to be increases in order to get placed by going for higher education. Gender does not influences the level of confidence in interacting with professors and getting clarification for their doubts with significance value 0.868 which is greater than 0.05.

MANAGERIAL IMPLICATION OF THE STUDY

Student's belief/confidence in their ability is very important in order to score as well as to get placed in the company. The exam scores determines the confidence level amongst the respondents, doing well in the tough subjects, interacting with professors, meeting the expectations of the parents, getting placed in the company. According to the study age influences the confidence level, but gender does not influence the confidence level. The students belief need to be enhanced, students should believe that they can do well in all the aspects of life provided students gain that confidence.

Students need to be trained in order to enhance their confidence level. Confidence can be increased by providing more inputs related to subjects and by doing self study in the relevant fields. Students can also take guidance from the experts in order to overcome the hurdles in scoring and getting placed in the company.

SCOPE FOR FURTHER RESEARCH

Further research can be conducted to know perceived self efficacy of a student's including more sample size and assess the components of self efficacy in relation with the other demographic characteristics. A comparative study on self efficacy between engineering students and students studying arts courses may also be taken in to consideration. Self efficacy of medical students also can be assessed as the stress level is more and confidence in studies among medical students also a prominent area to conduct study. Research can also be done for understanding the relationship between self efficacy and amount of effort students put in studies.

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