

Impact of Self Efficacy on Mental Health of College Students

Maryam Jalali Ghalibaf¹, Zohreh Naderi²

¹Ph.D, Dept of Psychology, Osmania University, Hyderabad

²MSc. Psychology, Osmania University, Hyderabad

Abstract: *The objective of present study was to examine the impact of self efficacy on mental health of college students. For this 400 college students from Hyderabad were purposively selected for the study. The results of the study revealed that self efficacy had significant influence on mental health of college students*

Keywords: Self efficacy, mental health and college students

1. Introduction

In recent years there is growing concern on health among all age groups people, especially college going students. This young adult face with many challenges like complicated family dynamics, identity issues, and extreme pressure to succeed, among others. Mental health is a level of psychological well-being, or an absence of a mental disorder; it is the "psychological state of someone who is functioning at a satisfactory level of emotional and behavioral adjustment". According to World Health Organization (WHO) mental health includes "subjective well-being, perceived self-efficacy, autonomy, competence, intergenerational dependence, and self-actualization of one's intellectual and emotional potential, among others." The expression Mental Health consists of two words Mental and Health. Mental health, therefore, may refer to a sound mental condition or a state of psychological well-being or freedom from mental diseases. It is said that a sound body determines a sound mind and a sound mind exists in sound body. According to Bandura (2001) social cognitive theory, people with high self-efficacy i.e. those who believe they can perform well-are more likely to view difficult tasks as something to be mastered rather than something to be avoided. From the evidence gathered in the literature, it is crystal clear that mental health is related with emotional intelligence as well as self-efficacy. If we perceive that our bodily fatigue, aches or tensions are signs of physical inadequacy then our belief in our capabilities will be reduced. Alternatively we may view our reactions to stress as an energizing and motivating factor. Our emotions and moods will also affect our self-efficacy; a positive mood will increase our self-efficacy, while a negative or pessimistic mood will reduce it.

Self-efficacy also called perceived ability, refers to the confidence people have in their abilities for success in a given task. Individuals who possess a high degree of self-efficacy are more likely to attempt challenging tasks and to exert more effort in the process. If highly efficacious individuals fail, they attribute the outcome to a lack of effort or an adverse environment. When they succeed, they credit their achievement to their abilities. It is the perception that their abilities caused the achievement that affects the outcome rather than their actual abilities. Although

inefficacious individuals usually avoid challenging tasks, when they do attempt them they give up more easily than individuals with high efficacy. When inefficacious individuals fail, they attribute the unsuccessful result to a lack of ability and tend to lose faith in their capabilities. When they succeed, they are more likely to attribute their success to external factors. Self-efficacy refers to optimistic beliefs about individual ability to deal with tasks at hand.

Objective of the study: To Investigate the influence of self efficacy on mental health of college students.

Hypothesis: There will be influence of Self efficacy on mental health of college students

2. Methodology

Sample: Sample includes students of both genders pursuing the post graduation courses in Hyderabad either in science or arts stream. Purposive sampling was adopted to select the sample of particular characteristics which enables to answer the research

Sample size: A sample of 400 Post graduate students from Hyderabad were purposively selected for the study.

Operational definitions:

Mental health:

Psychological wellbeing and satisfactory adjustment to society and to the ordinary demands of life

Self efficacy:

Self efficacy is the belief in one's ability to succeed in specific situations or accomplish a task

Tools:

New Generally Self Efficacy

The NGSE (an 8-item scale) was developed to measure an individual's tendency to view the self as capable of meeting task demands in various contexts

3. Mental Health Inventory (Veit and Ware, 1983)

The **Mental Health Inventory (MHI)** is a method for evaluating mental health issues such as anxiety, depression, behavioral control, positive effect, and general distress. This instrument helps in the measure of overall emotional functioning. The Mental Health Inventory includes 38 items in which the respondent uses a 6-point Likert-style response and it can generally be done without help. The test takes approximately 5-10 minutes to administer

Analysis:

Statistical analysis like frequencies and percentages are used for analysis. Anova, t test was used to study the mean differences. Correlation coefficient and multiple regression was used to study relationship between self efficacy and mental health.

4. Results and Discussion

The data were collected and then processed in response to the objective of the study. The present study was taken up to investigate Influence of Self efficacy on Mental health of PG Students. A sample of 400 students pursuing their post graduate courses in different colleges of Osmania university Hyderabad were selected. Sample were administered General efficacy scale, and mental health inventory. The data was scored interpreted and subjected to statistical analysis and the results presented below.

4.1 Demographic Profile

This section of the chapter deals with analysis of the demographic information of the subjects. The general information related to the sample selected like the age, gender and group of study was obtained through questionnaire. The data collected is presented below in frequencies and percentages

Table 4.1: Distribution of sample according gender

Gender	N	%
Male	200	50.0
Female	200	50.0
Total	400	100.0

The information about gender of the selected sample was presented in the table 4.1, according to which it could be concluded that 50% of the sample selected i.e 200 sample were male and remaining 50% i.e 200 sample were females. The study concludes equal distribution of sample on gender basis.

Table 4.2: Distribution of sample according to age

Age	Frequency	Percentage
19-25	317	79.25
25-30	77	19.25
30-35	5	1.25
Above 35	1	0.25
Total	400	100

Table 4.2 provides information about age of the sample selected. The data presented shows that 317 subjects i.e

79.25% were in age group of 19-25years, 77 subjects (19.25% of subjects) were of 25-30years. In age range of 30-35years 5 subjects i.e 1.25% were present and only 1 subject (.25%) was above 35 years of age. Hence it could be concluded that most of the subjects i.e 79.25% were in age range of 19-25years,

Table 4.3: Distribution of sample according to the group of study

Group of study	Frequency	Percentage
Science	247	61.75
Arts	153	38.25
Total	400	100

The data in table 4.3 provides the distribution of the sample according to the group of study. The results reveal that 247 sample i.e 61.75% were pursuing the post graduation courses in science and 38.25% i.e 153 of the sample were pursuing post graduation in art subjects. The study concludes that majority of the sample were from science group.

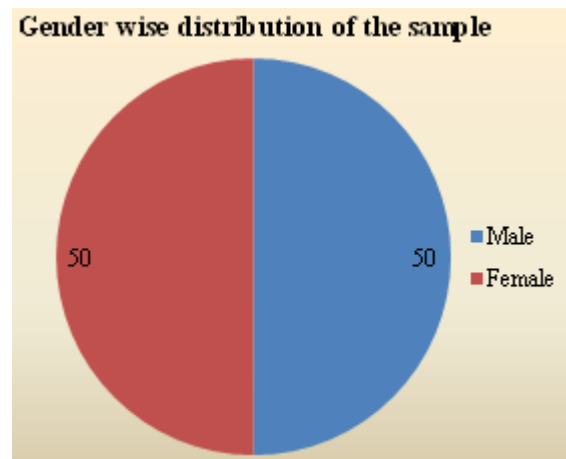


Figure 1: Distribution of sample according gender

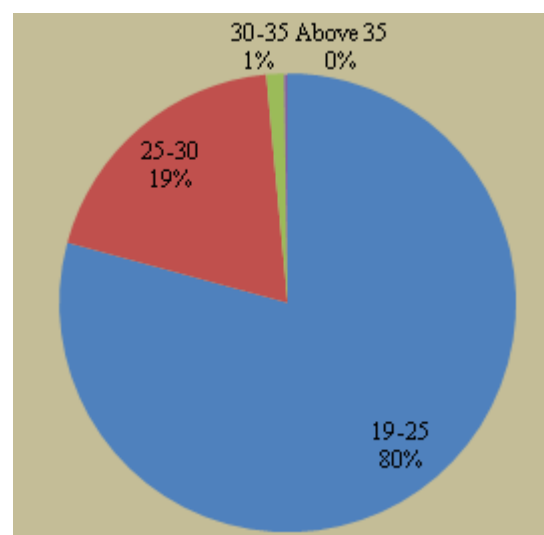


Figure 2: Distribution of sample according to age

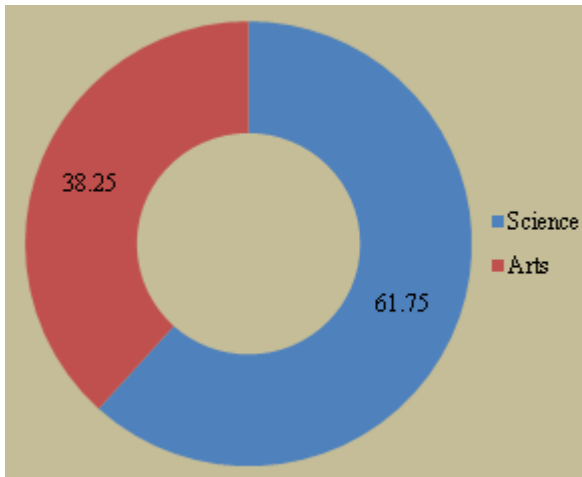


Figure 3: Distribution of sample according to the group of study

Self efficacy: Self efficacy was measured by administering New General Self-Efficacy Scale (NGSE) (Chen, Gully & Eden, 2001). According to scale, score of 8-23= low self

efficacy, 24-27= Below average, 28-31= Average, 32-35= Above average, 36-40= High

Table 4.4: Distribution of sample on basis of their self efficacy

S.no	Range	Self efficacy	Frequency	Percentage
1.	8-23	Low	13	3.25
2.	24-27	Below average	51	12.75
3.	28-31	Average	122	30.5
4.	32-35	Above average	153	38.25
5.	36-40	High	61	15.25

The self efficacy of post graduate students was presented in table 4.4. The analysis of the data indicates that 3.25% of the sample i.e 13 subjects had low self efficacy, 12.75% i.e 51 subjects self efficacy was below average. Average self efficacy was found in 30.5% (122 subjects) of the population, above average in 38.25% i.e 153 sample and 15.25% i.e 61 sample had high self efficacy. The study concludes that most of the subjects (38.25%) self efficacy was above average and average (30.5%)

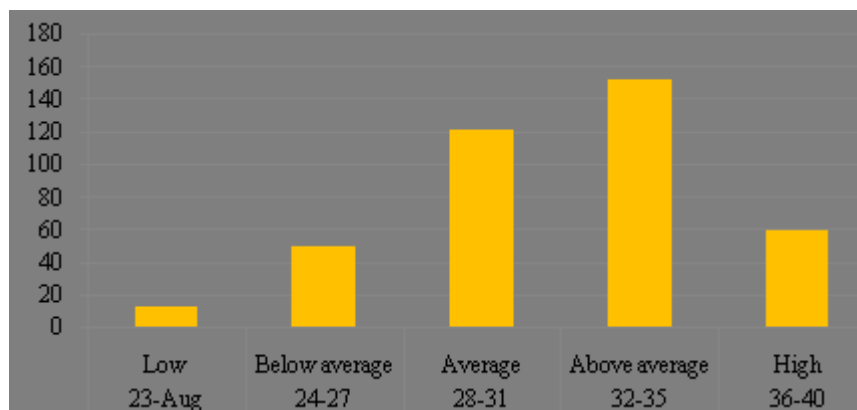


Figure 4: Distribution of sample on their self efficacy

Table 4.5: Showing the correlation between self efficacy and mental health dimensions of college students

Mental health dimension	Mean	SD	R	Significance
Self efficacy	31.2	3.9		
Anxiety	37.18	7.610795	.145	.004**
Depression	18.425	4.544158	.212	.00**
Loss behavior and emotion	31.13	5.824354	.152	.002**
General positive affect	34.9125	8.527593	.167	.001**
Emotional ties	10.2925	2.724324	.014	.783 ^{NS}
Total mental health	131.8875	19.45944	.074	.137 ^{NS}

**p<0.01 level of significance NS- Not significant

The relationship between the self efficacy and mental health dimensions of college students was presented in the table 4.5. From results it could be concluded that mean score of self efficacy was 31.2 with SD =3.9. The mean anxiety score of sample was found to be 37.18 with SD of 7.6. The relation between self efficacy and anxiety was found to be significant with $r = .145$ and $p = .004$. The study results point out that in depression a mental health dimension, average score was 18.4 with $SD = 4.5$ and a significant positive relationship was found with self efficacy ($r = .212$ & $p = .002$). In loss behavior and emotion dimension, the mean score of the sample was 31.13 ($SD = 5.82$) and this mental health

dimension was also found to be in positive relation with self efficacy with correlation coefficient of .152 and $p = .002$. General positive affect a mental health dimension mean score of the sample was 34.9 and $SD = 8.5$. The correlation coefficient $r = .167$ and p value .001 showed a significant relationship with self efficacy. The emotional ties mean score of the sample was 10.29 ($SD = 2.7$). Self efficacy showed an insignificant relationship with emotional ties dimension of mental health as $r = .014$ and p value .783 (less than 0.05). The mean score of total mental health dimension was 131.8 with $SD = 19.4$ and self efficacy showed insignificant relationship with total mental health dimension with $r = 0.074$ and $p = .137$ (> 0.05).

Table 4.6: Regression to predict influence of self efficacy on mental health dimension of college students

Mental health dimensions	Regression Coefficient B	t	P	Significance
Anxiety	.145	2.916	.004**	Significant
Depression	.212	4.388	0.00**	Significant
Loss behavior and emotion	.152	3.065	0.002**	Significant
General positive affect	.167	3.337	0.001**	Significant
Emotional ties	.014	.276	.783	Not Significant
Total	.074	1.49	.137	Not Significant

**p<0.01

The table 4.6 depicts the results of regression analysis to investigate the effect of self efficacy on mental health dimension of college students. The study reveals that self efficacy had significant effect on anxiety dimension of mental health with t value 2.91 and p value of 0.004 (p<0.01). The regression coefficient for depression was .212 with t= 4.38 and p=0.00, a highly significant effect of self efficacy could be predicted. The loss behaviour and emotion dimension of mental health was also found to be significantly influenced by self efficacy with regression coefficient B= .152, t= 3.065 and p<0.01 and the calculated t and p values (t= .167, p=0.001) for general positive affect dimension inferred a significantly influence of self efficacy. Self efficacy had non significant effect on emotional ties dimension of mental health. However the study found that self efficacy had a non significant effect on total mental health as calculated t and p calculated value was more than the 0.05 at 95% level of significance.

The study concludes that self efficacy had highly significant influence on anxiety, depression, loss behaviour and emotion, general positive effect dimensions of mental health while emotional ties was found to be not effected by self efficacy. But the self efficacy of the college students had no significant effect on their total mental health.

Therefore the hypothesis that there will be influence of Self efficacy on mental health of college students is rejected as self efficacy had non significant influence on total mental health of college students. In a similar study by Mostafai, Mohiadin et.al (2012) in their study to investigate relationship between self-efficacy and its subscales with general health compare general health in university students found that self-efficacy has a positive correlation with general health and social functions; and have a negative correlation with somatic symptoms, anxiety and sleep disorder, and depression symptoms. In another study Sheikhiani and Bindu (2011), examined the relationship between self efficacy and mental health. Correlation analyses showed a significant reverse relationship between self efficacy and mental health suggesting that increased self efficacy is associated with decrease in symptoms threatening mental health.

5. Conclusion

The study shows that self efficacy has strong impact on anxiety, depression, loss behaviour emotion control and general positive effect dimensions of mental health. Hence intervention can be planned to enhance self efficacy,, thereby improving the mental health of college students.

References

- [1] Bandura, A. (2001). Social cognitive theory: An agentive perspective. *Annual Review of Psychology*, 52, 1-26.
- [2] Mohammad, Sheikhiani, & Bindu, P.Nair. (2011). Self-efficacy and Mental Health of Women Teacher Students. *Journal of the Indian Academy of Applied Psychology* February 2011, Vol.37, Special Issue, 34-39.

- [3] Mostafai Ali, Mohiadin. & Mostsfai Mohammadkhani, Ahmad.(2012).The relationship between Self-efficacy and its subscales with mental health in University students.Payame Noor University, Tehran, IRAN. *Annals of Biological Research*, 3(5): 2433-2438.
- [4] World Health Organization (2004b) Promoting mental health: Concepts, emerging evidence, practice: summary report. A Report from the World Health Organization, Department of Mental Health and Substance Abuse in collaboration with the Victorian Health Promotion Foundation (VicHealth) and The University of Melbourne. Geneva, World Health Organization