

# Self-Efficacy and Self-Construal

Anupam Lata

Department of Psychology, Barakatullah University, Bhopal, India

**Abstract:** *The present paper is based on the study that describes the importance of self-construal and self-efficacy of the adolescents. The concept of self-construal evolved from a comparison of Western and Eastern conceptualizations of the self (Markus & Kitayama, 1991). It refers to the perception, that individual have about their thoughts, feelings and actions in relation to others. Self-efficacy belief determines how people feel, think, motivate themselves and behave. Maddux (2002) has described self-efficacy as what I believe I can do with my skills under certain conditions. In the present study effort were made to explore the impact of self-efficacy on self-construal of the children. To achieve this, data were obtained on 100 students of which 50 were girls and 50 were boys. Out of 50, 25 were local (Bhopali) & 25 were Kashmiri girls and boys. Standard tools assessing self-efficacy and self-construal were used in this study. Relationship between self-efficacy and self-construal were examined. Result indicated that self-efficacy was positively related with self-construal. Results are discussed in the light of importance of self-efficacy.*

**Keywords:** Self-efficacy, residential background, gender and self-construal

## 1. Introduction

The rise of the concept of self-efficacy was since the publication of Albert Bandura's (1977) psychological review article titled "Self efficacy towards a unifying theory of Behaviour change." Bandura explained self-efficacy as "People's belief in their capabilities to produce desired effects by their own actions". Albert Bandura, (1994) Stanford University has defined perceived self-efficacy as "peoples' beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives". Self-efficacy belief determines how people feel, think, motivate themselves and behave. Such beliefs produce there diverse affects though four major processes. They include cognition motivation, affective and selection processes". Similarly Maddux (2002) has described self-efficacy as what I believe I can do with my skills under certain conditions. Based on an examination of what need to be done to reach a desired goal. The basic premise of self-efficacy theory is the most important determinants of the behaviours people choose the engage in and how much they preservers in the effort in the face of obstacles and challenges.

Self-construal refers to the grounds of self-definition, and the extent to which the self is defined independently of others or interdependently with others. Initially, the term derived from perceived cultural differences in the self. Westerners were thought to have an independent self-construal, which is characterized by separateness from others, by attention to one's abilities, traits, preferences, and wishes, and by the primacy of one's individual goals over those of in-groups. East Asians were thought to have an interdependent self-construal, which is characterized by a sense of fundamental connectedness with others, by attention to one's role in in-groups, and by the primacy of group goals over one's individual goals. Later, a third characterization, the relational self-construal, was proposed; it represents the ways that people may define themselves in terms of close, dyadic relationships. Social and cultural psychologists now view these as three dimensions of the self, which virtually all people construct to some degree. Cultural differences in self-definition arise through differences in the relative strength or elaboration of this self-

construal. Consequently, the literature on self-construal can seem somewhat confusing: self-construal is described at times in terms of very different understandings of the self in different cultures, and at other times in terms of universal dimensions (independent, relational, or interdependent) that vary in strength in different cultures.

### Objectives:

- Do the Kashmiri and Local (Bhopal) students vary in the perception of emotional intelligence and self-efficacy?
- Do the male and female students vary in the perception of emotional intelligence and self-efficacy?
- What is the pattern of relationships of emotional intelligence with self-efficacy among the students?

### Hypothesis:

- Perceived emotional intelligence and self-efficacy of the Kashmiri students will vary significantly as compared to local students.
- Perceived emotional intelligence and self-efficacy of the female students will vary significantly as compared to male students.
- There will be significant positive relationships between emotional intelligence and self-efficacy.

## 2. Methodology

### Sample:

A total of 100 students (50 males and 50 females) studying in different college and university of Bhopal participated in this study. Out of total 100 student, 50 students (25 males, 25 females) were Kashmiri PG students and the other 50 students (25 males, 25 females) were local student of M.P. the participants studying in the Barkatullah University of Bhopal. The age range of sample was 21-26 yrs.

### Tools/measures

Data on self-efficacy beliefs were measured using a slightly modified version of a self efficacy scale developed by Sherer, Maddux, Mercandante, Prentice Dunn, Jacobs and Rogers (1982). **2.** Self-Construal scale was developed by Marks and Kityama. (1991).The scale consisted of 22 items.

### 3. Results

#### Self-Efficacy

It is evident from the result that the effect of residential background on self-efficacy was not significant  $F(1, 96) = 1.77, P > 0.05$ . A close view on the mean scores indicated that Kashmiri student ( $M=98.6$ ) and Local student ( $M=99.76$ ) perceived slightly different self-efficacy. Although a slight higher self-efficacy was perceived by local students as compared to the Kashmiri students. The pattern of result reflects that the male students ( $M=100.66$ ) having higher self-efficacy as compared to female student ( $M=97.7$ ). Similarly the effect of gender on self-efficacy was found to be significant  $F(1, 96) = 0.73, P > 0.05$ .

#### Self-construal

It is evident from ANOVA result that effect of residential background on self-construal ( $F(1, 96) = 7.93, P < 0.01$ ) was significant. It indicated that Kashmiri participants displayed higher on self-construal ( $M=76.86$ ) as compared to local participants ( $M=75.30$ ). The effect of gender on the perceived self-construal was found significant,  $F(1, 96) = 6.12, P < 0.01$ . The pattern of result reflects that the male participants ( $M=76.66$ ) displayed higher self-construal as compared to female participants ( $M=75.50$ ).

#### Correlation

##### Relationship between self-efficacy and self-construal:

The pattern of relationship between self-efficacy and self-construal were examined. It is reported that self-efficacy was positively related with self-construal ( $r = .199, p < 0.05$ ). Separately for Kashmiri girls the relationship of self-efficacy with self-construal was found significant ( $r = .189, p < 0.05$ ). Similarly for local girls the relationship self-efficacy with self-construal was also found significant ( $r = .221, p < 0.01$ ). It was observed from the result that the relationship between self-efficacy and self-construal was significant for Kashmiri boys ( $r = .393, p < 0.01$ ) for local boys ( $r = .216, p < 0.01$ ) were also found significant.

### 4. Discussion and Conclusion

It is evident that participants belong to Bhopal displayed a little bit higher self-efficacy as compared to Kashmiri participants. It is indicated that these students were having more positive attitude and traits about their competence and belief about themselves. Mostly all the students showed preference in favour of their interest, their goal and their perception about themselves. They showed that they were not in hurry to take very difficult job. Similarly they were of the opinion that after failure one should try harder for the next time. It was observed that male participants displayed higher self-efficacy as compared to the girls. The finding obtained on the measure of self-construal indicates that the effect of residential background on self-construal was significant. It was observed that Kashmir participants scored higher on the measure of self-construal as compared to the Bhopali participants. A close look on the pattern of result support that Kashmiri participants were inclined towards developing interdependent as well as independent self equally the same was not observed in the case of local Bhopali students. The result support that the Kashmiri

participants were more interested to work in group, to work for the group and to follow the group decision. Probably, it happens due to socialization practices available to them here during their three or four years sustain in Bhopal. Effect of gender on self-construal was also found to be significant. It suggested that male participants showed more positive approach to assess their self as compared to female participants. The male participants love to work with group and want to respect the authority figure and group interest. The pattern of result also indicated that they evaluate their self more positively and develop a sense of collective self. The result also support that according to need of situation the male participants displayed better independent and interdependent self as compared to female participants.

### References

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