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RELATIONSHIP BETWEEN SELF ESTEEM AND SELF EFFICACY

Kartika Solanki

Student, Department of Psychology, Kamla Nehru College, Delhi University, New Delhi

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ABSTRACT

Self-esteem and self-efficacy have a significant role in determining an individual's success and failure. They have an impact on the effort someone makes to achieve their objectives. People who have high self-efficacy work harder to complete tasks than those who have low self-efficacy, and those who have high self-esteem have positive views of themselves. People low on self-esteem have a tendency to be critical of themselves. The purpose of the study was to correlation between college students' self-esteem and self-efficacy as well as to comprehend how self-efficacy affects self-esteem in a predictive manner. For the study, a sample of 99 undergraduate college students was taken. College students' general self-efficacy and self-esteem were assessed using the general self-efficacy scale and Rosenberg self-esteem scale respectively. As a statistical tool for the investigation, Pearson's correlation and simple linear regression were performed. According to the study's findings, among undergraduate college students there is a positive relationship between self-esteem and self-efficacy. Additionally, it has been discovered that self-efficacy might predict a person's level of self-esteem.

Keywords: *Self-esteem, Self-efficacy, correlation study*

INTRODUCTION

Self Efficacy

Self-efficacy can be defined as the levels of confidence individuals have in their ability to execute certain courses of action, or achieve specific outcomes (Bandura, 1977, 1982, 1997). People with high self-efficacy are confident in their capacity to take the necessary steps to overcome challenges and accomplish their objectives. Self-efficacy is what drives people's confidence in their capacity to complete a task or achieve a desired result. High self-efficacy individuals have higher expectations and are more persistent in their pursuit of objectives. Additionally, they succeed more successfully in the end than people with poor self-efficacy (Bandura & Locke, 2003; Betz, 2007; Dunlop, Beatty, & Beauchamp, 2011). Self-efficacy has also been proven to have

a role in happiness and life satisfaction (Bandura, 1992).

In determining whether one might accomplish desired goals, one's sense of self-efficacy is critical. There are two categories of self-efficacy: task-specific self-efficacy and general self-efficacy. Task-specific self-efficacy is connected to a person's capacity to perform in a particular scenario, whereas general efficacy relates to a person's ability to perform across a variety of contexts. (Bandura, 1997) Numerous researchers have shown that individuals with high levels of self-efficacy are more likely to feel confident in their ability to cope with and manage resource-demanding jobs. (Schwarzer, R. (Ed.), 1992, Huang et al., 2016, Antoniuk & Gholami, 2014). People's self-efficacy grows as a result of their interactions with their environment

because they become more confident in their capacity to handle challenging tasks. (Bandura, 1997). People may have lower levels of self-efficacy as tasks get more difficult, which may make them less likely to complete the work (Mendlinger, 2011). According to certain research, self-efficacy is also directly linked to academic success, mental and physical health (Anderson et al., 2006), and employment skills (Hirschi & Jeansch, 2019).

The variables that influence how people differ in their levels of self-efficacy have been extensively studied. There are four significant determinants established (Bandura, 1997). Our past performance in similar circumstances is first and foremost crucial. Our perceptions of our skills are shaped by encounters like this. For instance, someone who thought they had mastered the martial arts and emotional regulation techniques taught in a physical self-defense training programme exhibited dramatically increased levels of confidence in their ability to flee from or incapacitate a prospective attacker (Weitlauf et al., 2000). Bandura emphasises that self-efficacy beliefs are always situation-specific. As a result, in some circumstances we may have low self-efficacy and high self-efficacy. For instance, while having improved self-defense effectiveness, the women who

learned the physical self-defense techniques did not feel more capable in all facets of her life. Second, Observational learning, or the process of analysing the actions and results of others, is a factor that affects self-efficacy. If you see someone who is similar to you achieve a certain goal, you are inclined to think that if you act in the same ways, you will also be successful. Third, verbal persuasion has the power to either boost or lower self-efficacy. Our efficacy views are influenced by signals we receive from others about how well we are able to perform something or how poorly we do them. Therefore, motivating professors who exude high standards and a belief that "you can do it" may encourage their pupils to achieve great things, Fourth, excessive emotional arousal that is seen as weariness or worry has the tendency to lower self-efficacy. However, if we can manage this arousal, it could improve our efficacy beliefs and subsequent performance. For instance, college students, who were anxious about test who received training in stress-management relaxation techniques demonstrated increases in their confidence in their ability to remain calm and focused during tests. Additionally, their grade point averages and test performance significantly raised as they

were able to manage their anxiety. (Smith, 1989).

Self Esteem

Self-esteem is how positively or negatively we feel about ourselves, is a very important aspect of personal well-being, happiness, and adjustment (Brown, 1998; Diener, 2000). On these measures, the overall level of self-esteem for men and women is the same. (Brown, 1998; Maccoby & Jacklin, 1974). The level of self-esteem remains relatively constant throughout life, with correlations ranging from 0.50 to 0.70 from childhood to old age (Trzesniewski et al., 2003). Many positive actions and life outcomes are associated with high self-esteem. People who have a strong sense of self-esteem are more content with their life, experience less interpersonal conflicts, perform at better and more consistent level, are less subject to peer pressure, and can create more fulfilling romantic relationships (Brown, 1998).

In contrast, people with poor self-images are less likely to try to make themselves feel better when they experience negative moods in response to perceived failures in their lives (Heimpel et al., 2002). They may be more susceptible to physical illnesses, poor

social interactions, underachievement, and psychological problems like anxiety and depression as a result of this (Brown, 1998).

When parents demonstrate their love and unconditional acceptance, provide clear rules for behaviour, and encourage adherence while allowing the kid the flexibility to make decisions and voice ideas within those rules, children have better self-esteem (Brown, 1998; Coopersmith, 1967). Beginning in early childhood, earning favourable results helps one feel like a successful person (Hawley & Little, 2002). The child's idea of self is also influenced by the comments made by others. According to one study, when children with low self-esteem interacted with youth sport instructors who were incredibly encouraging and supporting, their self-esteem grew noticeably during the athletic season (Smoll et al., 1993). The children' favourable self-concept revisions seem to have been influenced by the positive feedback.

RELATIONSHIP BETWEEN SELF-ESTEEM AND SELF EFFICACY

It may be argued that self-esteem and self-efficacy are somewhat different concepts because the ability to carry out particular actions may not always be

crucial for self-esteem. But both theories assess the evaluative components of self-appraisal. As a result, studies have revealed a connection between self-esteem and self-efficacy (e.g. Lane, Lane, & Kyprianou, 2004). However, failure and success are linked to self-worth will likely determine how relevant self-efficacy results in terms of actual performance are for self-esteem (Bandura, 1997; Lane, Jones, & Stevens, 2002).

Self-efficacy and self-esteem are likely to be positively correlated if a person has high levels of self-efficacy on tasks within a profession that they have invested a lot of self-worth in (Bandura 1997). Such associations are unlikely to arise if there is minimal self-worth investment (Bandura 1997). "Self liking does not inevitably beget performance attainments," as Bandura (1997) points out. Research shows that neither the choice of personal objectives nor performance achievements are predicted by self-esteem (Mone, Baker, & Jeffries, 1995).

LITERATURE REVIEW

Ouyan, Wang, Zhang, Pen, Song & Luo, 2020 in paper Influence of Sports Participation on Body Image, Self-Efficacy, and Self-Esteem in College Students investigated the connections

between self-esteem, self-efficacy, and sports involvement by grade, gender, and speciality before providing a resource to encourage college students to engage in physical activity and sports. The research finding were that engagement in sports, self-esteem, and self-efficacy were all significantly positively connected with body image. Self-esteem and involvement in sports were both strongly positively linked with self-efficacy. Sports involvement was directly impacted by one's body image. Additionally, self-esteem and self-efficacy had substantial moderating effects on the link between body image and sports participation. Self-esteem was the primary driver of sports involvement, and it was also proven that self-esteem and self-efficacy had mediation effects on body image and sports participation.

Yang, Zhou, Cao, Xia and An, 2019 in the paper Relationship Between Self-Control and Self-Efficacy Among Patients With Substance Use Disorders: Resilience and Self-Esteem as Mediators. According to the results, self esteem and resilience both fully mediated the relationship between self-control and self-efficacy, and relationships between self-control and self-esteem were partially mediated by resilience, Finally, the results of the multiple-group analysis showed that

there were no gender differences in the correlations between self-control, resilience, self-esteem, and self-efficacy. Thus, patients with drug use disorders show a substantial relationship between self-control, resilience, and self-esteem, which implies that enhancing these traits may help patients with substance use disorders feel more self-sufficient.

Brookes, 2015 in paper the effect of overt and covert narcissism on self-esteem and self-efficacy beyond self-esteem. The findings suggested two unique kinds of narcissism since they showed no correlation between covert and overt narcissism. Beyond self-esteem, covert and overt narcissism were found to considerably increase self-efficacy. Additionally, overt narcissism predicted both self-esteem and self-efficacy beyond self-esteem in a favourable way. Contrarily, it was discovered that covert narcissism was a poor predictor of self-esteem and self-efficacy. Power was shown to be connected with increased self-efficacy but not self-esteem, suggesting that power is a more adaptable subscale. Results seem to indicate that overt narcissism based on traits is a more adaptable construct to a person's self-concept than covert narcissism.

Khan, Fleva & Qazi, 2015 examined role of self-esteem and general self-efficacy in teachers' efficacy in primary schools. The study investigates the elements that could influence teachers' effectiveness in a cultural setting. The findings showed a strong correlation between instructors' effectiveness and overall self-esteem and self-efficacy. It was discovered that low overall self-efficacy and low self-esteem contributed to low teacher efficacy and, as a result, poor student achievement. On the other hand, strong overall self-efficacy and self-esteem were reflected in high levels of teacher efficacy. Only decision-making, efficacy, ability to get community participation, perceived disciplinary, and teachers' efficacy in creating a pleasant learning environment had any bearing on self-esteem. With the exception of the capacity to influence school council/authorities and decision-making general self-efficacy affected all aspects of teachers' efficacy. The study found that teachers' efficacy was highly impacted by self-esteem.

Diseth, Meland, & Bredablik, 2014 investigated the relation between self-esteem, self-efficacy and implicit theories of intelligence (entity and incremental). The findings revealed a favourable relationship between incremental theories of intelligence and

self-esteem, self-efficacy, and a negative relationship between incremental theories of intelligence and entity and, however the latter relationship was substantially stronger among eighth graders. Girls in the eighth grade performed better academically, but they also exhibited lower levels of self-efficacy, self-esteem, and incremental perceptions of intellect than boys. Implicit conceptions of intelligence and their evaluative components (self-efficacy and self-esteem) are independent but linked elements, and that age and gender disparities exist that are both theoretically and practically significant.

Chen, Gully & Eden, 2004 in paper General self-efficacy and self-esteem: toward theoretical and empirical distinction between correlated self-evaluations. The findings support the hypothesis that self-esteem is more significantly associated to affective factors than general self-efficacy, and that self-efficacy is more highly related to motivating variables than self-esteem. The findings also lend to the notion that distinct motivational and affective states regulate the connections between self-esteem and general self-efficacy and task performance. These findings support the theoretical distinction between self-esteem and general self-efficacy and imply that

failure to do so may have consequences for validity, accuracy, and comprehension of performance-related factors.

Lane & Kyprianou, 2003 investigated relationships between self-efficacy, self-esteem, previous performance accomplishments, and academic. According to the correlational results, self-esteem and self-efficacy are strongly correlated. Multiple regression analysis revealed that self-efficacy mediated the relationship between performance success and academic success. The outcomes support the self-efficacy measures' ability to predict outcomes in academic settings. The elements of ability, effort, the three self-efficacy scores, and self-esteem were correlated with perceived academic accomplishment. High self-esteem and self-efficacy were related, in the right direction, to a positive perception of academic success. Self-esteem and all three self-efficacy measures showed a high positive correlation. The findings are consistent with the assumption that self-efficacy might predict a person's actions and behaviours.

HYPOTHESIS

H1: There exists no statistically significant relation between self-esteem and self-efficacy

H2: There exists no predictability between self-esteem and self-efficacy

METHODOLOGY

Research Approach

This study employs a quantitative technique, collecting data using questionnaires and continuing the analysis with SPSS. The information was gathered for the same via the internet. Because it takes less time and money than the more time-consuming and expensive conventional method of collecting information through one-on-one conversation, conducting an online survey is a more natural approach to connect with respondents.

Research Design

A correlational design is used in this study. A correlation design is a statistical technique used to determine the strength of any potential relationships between two variables or datasets. It is used to examine quantitative data obtained from research techniques like surveys and polls in order to spot any important

relationships, patterns, or trends. Such a type of design investigates the relationship between two variables (or more) without the researcher controlling or manipulating any of them.

Sample and Sampling Technique

The sample size for our study is 99 (48 males + 51 females). Sample consists of adolescents (18 to 25 years) of age. The convenience sampling approach was applied. It is a sampling technique where a sample of people or cases is chosen by chance or easy access rather than through a systematic or random selection procedure.

Procedure

The data of the study was collected using Google form and circulating it in different social media platforms. We used General Self-Efficacy Scale (GSE) and Rosenberg self-esteem scale as our study is about self efficacy and self esteem among adolescents. The fact that their involvement was voluntary was made clear to the participants. They were also told they might stop taking part at any time and withdraw. Additionally, they received informed consent and were assured that their data would be kept private and used solely for research.

Inclusion and Exclusion Criteria

Participants must be aged between 18 to 25 years of age and a citizen of India to participate in the study. Individuals residing outside India and are below or above the set age criteria will be excluded from the study.

Measures

Rosenberg Self-Esteem scale, a 10-item scale that assesses both positive and negative thoughts about oneself in order to assess overall self-worth. The scale is uni dimensional. The responses to each question are given on a 4-point Likert

scale, with the options being strongly agree to strongly disagree.

General Self-Efficacy Scale (GSE) This scale serves as a self-report indicator of self-efficacy. There are ten items. Between .76 and .90 is the range of the internal reliability for GSE and Cronbach's alphas. Emotion, optimism, and job satisfaction all have a correlation to the scale's validity. For anxiety, burnout, stress, concerns about one's health, and depression, negative coefficients were discovered.

DATA ANALYSIS

Table – 1 Descriptive Statistics

		Age	Self Esteem	General Self Efficacy
N	Valid	99	99	99
Mean		21.11	30.19	30.39
Median		21.00	30.00	31.00
Std. Deviation		.957	2.769	5.503
Skewness		-.725	.212	-.545
Std. Error of Skewness		.243	.243	.243
Kurtosis		1.915	.322	.072
Std. Error of Kurtosis		.481	.481	.481

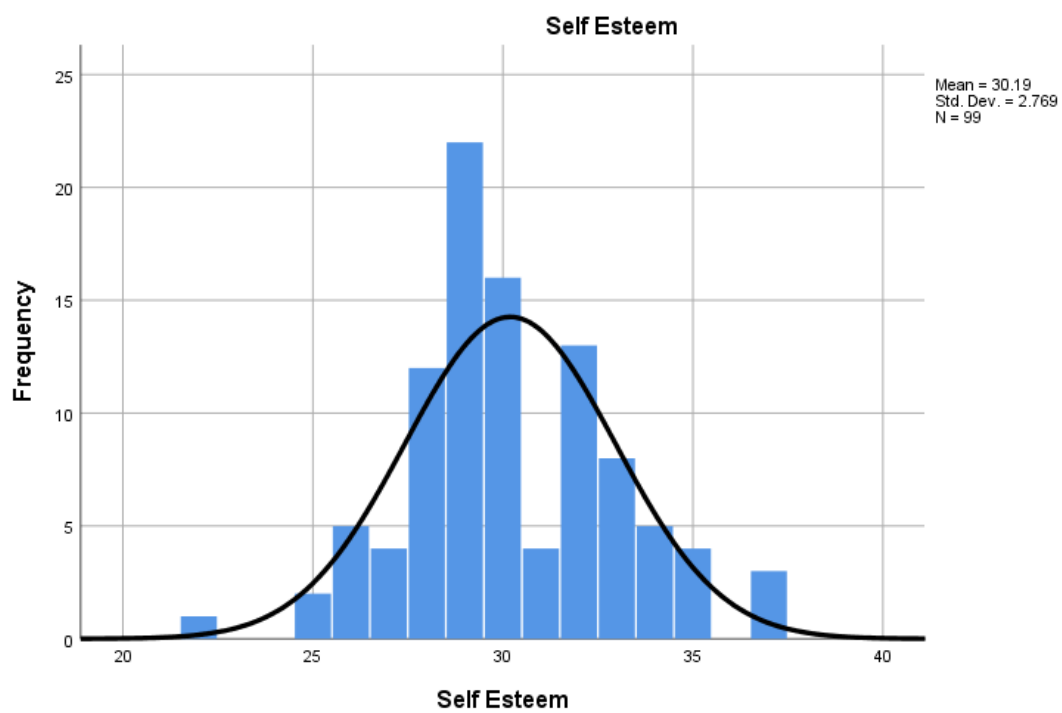


Figure -1 – Histogram of Self Esteem Scores



Figure 2 – Histogram of General Self Efficacy Scores

RESULT

Table – 2

Pearson Product Moment Correlation

Pearson Product Moment Correlation Test – Self esteem and General Self efficacy

Variables	Mean	Std. Deviation	N	Pearson Correlation	Sig. (2-tailed)
Self esteem	30.19	2.769	99	.474**	.000
General Self- efficacy	30.39	5.503			

Table – 3

Output Table from SPSS

Correlations

		Self Esteem	General Self Efficacy
Self Esteem	Pearson Correlation	1	.474**
	Sig. (2-tailed)		.000
	N	99	99
General Self Efficacy	Pearson Correlation	.474**	1
	Sig. (2-tailed)	.000	
	N	99	99

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

Table - 4

Simple Linear Regression

Simple Linear Regression – Self-esteem and General self-efficacy

Predictor Variable	R	R Square	Adjusted R square	Df	F	Beta (Standardized Coefficient)	Sig.
Self-esteem	0.474	.225	.217	1, 97	28.813	0.474	0.000

Criterion Variable: General self-efficacy

Table - 5

Output Tables from SPSS

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.474 ^a	.225	.217	4.869	.225	28.183	1	97	.000

a. Predictors: (Constant), Self Esteem

DISCUSSION

The purpose of the study was to determine the relationship between self-esteem and general self-efficacy and to understand the predictive nature of self-efficacy on self-esteem. Self-efficacy is different from general self-efficacy. On the

other side, generic self-efficacy is the belief in one's generalised ability to complete any task. The relationship between self-efficacy and self-esteem was determined using Pearson's correlation, and simple linear regression was utilised to

explain how self-efficacy predicts self-esteem.

According to Table 2, there is a positive correlation between students' self-efficacy and their self-esteem ($r = .474$, $p = .000$), with the student's efficacy (Mean = 30.39, SD= 2.769) and self-esteem (Mean = 30.39, SD= 5.503). The strength of the relation is moderate at .474. The correlation is significant at the 0.01 level. The relationship between self-efficacy and self-esteem has been supported by prior research (Liu et al., 2016; Cao and Zhang, 2018; Liao et al., 2019). People who have high self-esteem will also have higher self-efficacy, and vice versa for those who have low self-esteem. The relationship between self-esteem and self-efficacy is consistently positive regardless of grade level or gender (Diseth, Meland, & Breidablik, 2014). People with higher self-efficacy will produce positive outcomes, whilst those with lower self-efficacy will lower the level of self-esteem. There is also a strong correlation between self-efficacy and academic success, which is in line with Lane and Lane's findings (2001). Thus, it might be claimed that a person's self-esteem may have a major relationship on the effectiveness of their actions throughout life.

Simple linear regression was conducted to test whether it was possible to predict students' self-esteem based on their level of self-efficacy, as shown in Table 4. Between self-esteem and self-efficacy, a significant regression equation was found ($F(1,97) = 28.183$, $p = .00$). The findings suggest that self-efficacy, which has a prediction percentage of 21.7%, might predict a college student's self-esteem. Self-esteem is linked to changes in self-efficacy. (Dodgson & Wood, 1998; Lane, Jones & Steven, 2002). High self-esteem also a strong predictor of self-efficacy levels.

This study has few implications. Our findings make it possible to identify people who are most likely to achieve in both their academic and professional endeavours. For instance, students with high GSE scores are likely to be more driven and persistent, making them better at tasks that need for consistent effort despite occasional setbacks. Our findings also make it possible to create curriculum that is more effective and takes into account the various self-regulatory mechanisms at college. For instance, our findings suggest that self-esteem is likely to be a better predictor of affective reactions during training, whereas GSE is likely to be a better predictor of motivational reactions. As a result, training

should be developed for low GSE students to increase their task-specific self-efficacy, on the other hand, instructors should intervene to minimise anxiety for low self-esteem students (Ford et al., 1998). Our findings may potentially be used to direct managerial initiatives in colleges. For instance, offering socio-emotional support to subordinates who have poor self-esteem might be especially helpful. This support is focused on affective results. On the other hand, those with low GSE may benefit the most from managerial interventions comprising verbal persuasion and behavioural modelling aimed at motivating students (e.g., through enhancing task self-efficacy and effort). Therefore, practitioners can assess GSE and self-esteem to determine which procedures might be most successful for various employees. Future study is required to assess these uses.

Like other research, this one has certain limitations, the main one being the absence of a control group. Additionally, all of the data was gathered using questionnaires and scales that are vulnerable to subjectivity. Second, the study's relatively small sample size further restricts the findings' generalizability. The sample population for the study ranged in age from 18 to 25, therefore it is unclear if the findings would hold true for

participants who were younger or older. Future research should aim to compile a more representative sample of males and females from all regions of the nation. Third, response bias is also possible, self-report questionnaires are prone to answers that have been social desirability-biased. The results of this study should therefore be evaluated cautiously, however this might have been minimised by the study's anonymous nature. Fourth, it is advised to use a variety of evaluation techniques, such as structured interviews, to enable more thorough and precise diagnoses in order to mitigate such negative effects. Fifth, assessments of comorbid disorder histories and psychotropic medication usage, which have been found to be important factors in numerous investigations of substance use disorders, were not included in the diagnostic questionnaire.

CONCLUSION

In conclusion, the findings of the present study show that self-efficacy and self-esteem positively correlate, The findings concur with the predictive power of self-efficacy in terms of explaining an individual's behaviors and actions.

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Conflict of Interest: None

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