

## Self-Efficacy as a Predictor of Life Satisfaction among Undergraduate Students

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### ABSTRACT:

In the present investigation an attempt was made to study the Self-efficacy, as a predictor of Life satisfaction among undergraduate students. A sample of 120 under-graduate students from Faculty of Social Science, AMU, Aligarh was drawn by using purposive sampling technique. General Self-Efficacy Scale–Hindi Version (GSE-H) developed by Jerusalem & Schwarzer (1992) and Satisfaction with life Scale developed by Diener, Emmons, Larsen, and Griffen (1985) were administered. For the data analyses Simple Linear Regression was applied. The findings of the present study showed that Self-efficacy and Life Satisfaction significantly correlated with each other and Self-Efficacy had its significant impact on Life Satisfaction among under-graduate students.

**Keywords:** *Self-Efficacy, Life Satisfaction and Under-Graduate Students.*

### INTRODUCTION

#### Rational or background of the study

Self-efficacy considered as the ability to persist and a potential of person to succeed with a task and it affects every area of human endeavor. The undergraduate students are concern; they are at the crucial stage where they have to face several challenges related to their education and professional life as well. So, researcher considers this group of the population more important for the study of their life satisfaction, in terms of Self-efficacy as compare to other age group of the individuals.

#### Self-efficacy

Self-efficacy is the extent or strength of one's belief in one's own ability to complete tasks and reach goals Ormrod (2006). Self-efficacy affects every area of human endeavor. By determining the beliefs a person holds regarding his or her power to affect situations, it strongly influences both the power a person actually has to face challenges competently and the choices a person is most likely to make. These effects are particularly apparent, and compelling, with regard to behaviors affecting health (Luszczynska and Schwarzer, 2005). Self-efficacy is typically defined as a judgment of one's ability to organize and execute a particular type of performance (cf.e.g. Bandura, 1986, 1997). More specifically, it is a belief about whether one can produce certain actions. In other words, self-efficacy is exercising control over one's life (Bandura, 1986, 1997).

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## **Life satisfaction**

Life satisfaction is the way a person evaluates his or her life and how he or she feels about where it is going in the future. It is a measure of well-being and may be assessed in terms of mood, satisfaction with relations with others and with achieved goals, self-concepts, and self-perceived ability to cope with daily life. It is having a favorable attitude of one's life as a whole rather than an assessment of current feelings\*.

Life satisfaction can reflect experiences that have influenced a person in a positive way. These experiences have the ability to motivate people to pursue and reach their goals (Bailey et al., 2007).

## **REVIEW OF LITERATURE**

High efficacy beliefs are also related to the expansion of satisfying social relations that bring about life satisfaction to an individual (Bandura, 1997). Therefore, social quality of life and satisfaction with accomplishments should be high in self-efficacious individuals. Life satisfaction has been directly related to self-efficacy. Hampton's (2000) study of 100 Chinese individuals with spinal cord injuries found that self-efficacy was related to both the quality of life and the life satisfaction of the patients tested. Hampton (2000) found that "self efficacy and health status were significantly correlated with life satisfaction" (p. 69). Furthermore, "the major contributor to life satisfaction was self-efficacy, which had the highest partial correlation with life satisfaction after health status and demographic variables were controlled" (p. 70).

People generally avoid tasks where self-efficacy is low, but undertake tasks where self-efficacy is high. When self-efficacy is significantly beyond actual ability, it leads to an overestimation of the ability to complete tasks. On the other hand, when self-efficacy is significantly lower than actual ability, it discourages growth and skill development. Research shows that the optimum level of self-efficacy is slightly above ability; in this situation, people are most encouraged to tackle challenging tasks and gain experience (Csikszentmihalyi, 1997). The Self-efficacy, affects every area of human endeavor. By determining the beliefs a person holds regarding his or her power to affect situations, it strongly influences both the power a person actually has to face challenges competently and the choices a person is most likely to make. These effects are particularly apparent, and compelling, with regard to behaviors affecting health (Luszczynska & Schwarzer, 2005).

One of the most studied concepts of personality is big five model with dimensions of openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism. In a research carried out by Deneve and Cooper in 1998, multiple studies were analyzed and certain personality questionnaires that linked subjective well-being (SWB) and personality measures. They found that neuroticism was the strongest predictor of life satisfaction and negative affect while the personality measure 'openness to experience' correlated equally to life satisfaction and positive affect. Amongst other personality traits chronotype has been consequently related to life

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satisfaction; morning oriented people (larks) showed higher life satisfaction than evening oriented individuals (owls). Where individuals are having a general self-efficacy belief they have some principal features in the way that the feeling of the ability to cope with difficulties. Certain stability in reactions towards stressful situations has been reached and a certain continuity of the feeling of this self-efficacy belief has been provided (Schwarzer, 1994; Schwarzer & Jerusalem, 1995).

Life satisfaction can reflect experiences that have influenced a person in a positive way. These experiences have the ability to motivate people to pursue and reach their goals. There are two emotions that may influence how people perceive their lives. Hope and optimism both consist of cognitive processes that are usually oriented towards the reaching of goals and the perception of those goals. Additionally, optimism is linked to higher life satisfaction whereas pessimism is related to symptoms in depression. According to Seligman (2002), the more happy people are, the less they are focused on the negative. They also tend to like others more, which creates an overall happiness which then correlates to a higher level of satisfaction with their life. Academic, social and self-regulatory self-efficacy beliefs seem to be particularly relevant for adolescents' life satisfaction, due to the influence that academic success, social competence and avoidance of risky behavior may exert in fostering desirable and satisfactory courses of life (Roeser et al., 1999 and Rubin et al., 2006).

Researchers was examined the predictive power of self-efficacy beliefs, the predictive power of academic achievement and peer acceptance. Indeed, both academic success and peer preference have been shown to be determinants of youth's satisfaction (Cheng and Furnham, 2002 and Kirkcaldy et al., 2004). While academic success is related to a more satisfying academic and professional career (Bandura, 1997 and Pajares, 2006).

### **OBJECTIVES:**

- To see the relationship between Self-Efficacy and Life Satisfaction among undergraduate students.
- To examine the impact of Self-efficacy on life satisfaction among under-graduate students.

### **RESEARCH QUESTIONS:**

- Is there any relationship between Self-Efficacy and Life Satisfaction among undergraduate students?
- Is there any impact of Self-efficacy on life satisfaction among under-graduate students?

### **METHOD**

#### **Sample**

The sample of the study consisted of 120 Under-Graduate students (age range 18-22), selected from Faculty of Social Science, Aligarh Muslim University, Aligarh. A purposive sampling technique was used to select the participants of the study.

#### **Tools**

##### **General Self-Efficacy Scale–Hindi Version (GSE-H)**

General Self-Efficacy (GSE) scale was developed by Jerusalem and Schwarzer. He first developed originally the German version of this scale as 20-items and later he translated this scale into German to English and reduced 10-items (Jerusalem & Schwarzer, 1992). After a short period of time Sud (2002) also translated this scale from English to Hindi version. Therefore, general self-efficacy scale (Hindi version) consists of 10-items rated on four point rating scale with the response categories i.e. (1) not at all true, (2) hardly true, (3) moderately true, and (4) exactly true. For scoring, all the ten items are added to yield the final composite score with a range from 10-40. The reliability coefficient of the scale was found to be ranging between 0.76 to 0.90.

##### **Satisfaction with Life Scale (SWLS)**

The SWLS, which was developed by Diener, Emmons, Larsen, and Griffen (1985), contains five global items that were developed to assess an individual's satisfaction with life as a whole. The scale uses a 7-point Likert-type format that is as follows: strongly disagree (1), disagree (2), slightly disagree (3), neither agree nor disagree (4), slightly agree (5), agree (6), and strongly agree (7). The scores range from 5 to 35, the higher scores indicating more satisfaction with life. Hence, in terms of total scores, 5 to 9 indicates extremely dissatisfied with life, 10 to 14 indicates dissatisfied with life, 15 to 19 indicates slightly dissatisfied with life, 20 represents equally satisfied and dissatisfied with life, 21 to 25 indicates slightly satisfied, and 26 to 30 indicates satisfied with life, and 31 to 35 indicates extremely satisfied with life. Test-retest reliability and Cronbach's alpha were reported 0.82 and 0.87, respectively.

#### **Procedure**

The scales were administered on the Under-Graduate students individually, before distributing the respective tools good rapport was established and proper instructions were given to the participants and also ensured for confidentiality; after that questionnaires were given, participants were taken 10-20 minutes to give their complete responses on the measures and then the data were collected.

#### **Statistical Analysis**

In order to meet the research objectives Simple Linear Regression was applied.

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### RESULTS AND DISCUSSION

The following contents represent the results of the study as well as discussion of the research findings.

**Table-1: Represents Simple Linear Regression analysis, Self-efficacy as predictor of Life satisfaction among Under-Graduate Students.**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.743 <sup>a</sup>	.552	.548	4.163

a. Predictors: (Constant), Self-Efficacy

Table-1 represents the model summary indicating one predictor of the model, in which correlation between self-efficacy and life satisfaction was found to be  $R = .743$  and  $R\text{ Square} = .552$  which represents the actual contribution of self-efficacy to life satisfaction, the real covariance magnitude of predictor variable which contribute to criterion variable find out 55.2%.

**Table-2: Showing the Coefficient details of Self-efficacy and Life satisfaction of Under-Graduate Students.**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-6.957	2.600		-2.676	.009
	Self-Efficacy	.984	.082	.743	12.063	.000

a. Dependent Variable: Life Satisfaction

Table-2 indicates that self-efficacy significantly influence to the life satisfaction. The statistical value given in the above table indicate that  $t = 12.063$  which is significant for the predictor variable.

The value of standardized coefficient (Beta) is .743 which indicates the degree of correlation between self-efficacy and life satisfaction. The relationship between these two variables represents linear correlation; it means that when self-efficacy increases life satisfaction also increases and when self-efficacy decreases life satisfaction decreases.

The first finding of the study showed that self-efficacy and life satisfaction significantly correlated with each other. A research conducted by Hampton (2000) reveals that Life satisfaction has been directly related to self-efficacy. Hampton's study of 100 Chinese individuals with spinal cord injuries found that self-efficacy was related to both the quality of life and the life satisfaction of the patients tested. He found that "self efficacy and health status were significantly correlated with life satisfaction". Furthermore, "the major contributor to life satisfaction was self-efficacy, which had the highest partial correlation with life satisfaction after health status and demographic variables were controlled".

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The second finding of the study indicates the significant impact of self-efficacy on life satisfaction. It is also reported by Bandura (1997), he found that High efficacy beliefs are also related to the expansion of satisfying social relations that bring about life satisfaction to an individual. Therefore, social quality of life and satisfaction with accomplishments expected to be high in self efficacious individuals. An individual who has high self-efficacy can deal with more challenging situations as compare to those who has poor self-efficacy. According to Seligman (2002), the more happy people less focused on the negative. They also tend to like others more, which creates an overall happiness which then correlates to a higher level of satisfaction with their life.

### CONCLUSION

Consequently, it is concluded that self-efficacy has its major impact on life satisfaction where Life satisfaction can reflect experiences that have influenced a person in a positive way. These experiences have the ability to motivate people to pursue and reach their respective goals. It is found that, People generally avoid tasks where they perceive the self-efficacy is low, but undertake tasks where self-efficacy is high. When self-efficacy is significantly beyond actual ability, it leads towards an overestimation of the ability to complete tasks. It means that for the satisfaction with life self-efficacy must be enhance either as a student, academician or professional.

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