SELF-EFFICACY, LIFE SATISFACTION AND GENDER DIFFERENCES

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Abstract

*This study was designed to identify "Self-efficacy, Satisfaction with Life and Gender Differences." Study presumed about the differences between boys and girls' self-efficacy and life satisfaction levels as well as positive relationship was hypothesized between these two variables. The sample consisted of students (N=400) out of which 200 girls and 200 boys from different government colleges of Peshawar. The average age of the students lie between the age ranges of 16 to20 years. The "Self-efficacy Scale" and "Satisfaction with Life Scale" were used to collect data. It was found that boys were more self-efficient than girls (t= 4.067, p<0.000). Results also showed that there was very little difference found among boys and girls towards life satisfaction (t=0.683). It was also evident from the results that there is positive correlation between self-efficacy and satisfaction with life (r=0.205**).*

Keywords: Gender differences, Self-efficacy, Life satisfaction

Introduction

The concept of self is as old as 800 years but at that time "self" was only related to "selfish", "sinful", "crude" or weak nature of humans. Today in the modern life the concept of self is related with "do what you want to do". The importance of self can better be understood in terms of goals and achievement.

Self is associated with many different constructs like self-concept, self-esteem, self-confidence, self-efficacy etc. Self-efficacy is an important factor for achieving goals especially for the students as individuals' with self-efficacy have believe on their capabilities to perform tasks effectively in any stage of life. It is also evident that different levels of self-efficacy have different effects on a person social life or interactions.

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Scholars are always interested in studying self-efficacy as there are different theories to explain this construct. Albert Bandura (1997), in "Social Cognitive Theory" defined self-efficacy as individual's belief on his or her abilities to get situation in any situation. He also emphasized on social experiences and observation as factors contributing to the learning of self-efficacy. He also said that extremely high self-efficacy may result in grandiosity of mastery over everything though this believe becomes hurdle to get goal.

Social learning theory (Bandura, 1977), gives importance to social interaction in the form of imitation, modeling and observation which results in social relationships which if positive results Attribution theorists (Heider, 1958) believe that internal perception is influenced by attributing the reasons to an event. If success and failure is associated with internal factors or self-responsibility then its results in high and low self-efficacy and self-esteem respectively.

Bandura (1986), in self-efficacy theory argued that human distinction and self-reflection is the result of human capabilities. Staples and companions (1998), presented four sources of information that form self-efficacy judgment i.e., positive experiences connected with success, successful modeling, social encouragement and control over physiological conditions (shakes, pain, fatigue etc), caused by distress. Self-efficacy could be developed anytime in life with the help of different factors, like; personal experiences, support from family, peer group interaction, school environment, from job, marriage, and becoming old.

School plays vital role in enhancing child's cognitive and social competencies. It helps a child to learn to solve different problems, improve social skills and how to interact with other members of society. Teachers provide judgment about the intellectual efficacy of children on the basis of success and failure. At school level children start to have belief on their

abilities to master their academic activities, peer relations, having distinction among them and to accomplish tasks. Less competence and opportunities lead children to have low level of self-efficacy.

Achievement of goals in any phase of life from infancy to old age gives happiness and life satisfaction. Diener (1984), argued that well-being is the combination of positive and negative effects of life circumstances, and life satisfaction. He also suggested that involvement in interesting and healthy activities provide more satisfaction than reaching to the goal. Assertiveness, rational thoughts and proper strategies are also important which are formally taught by teachers in any academic environment for educational and career goals.

Beutell (2006), defined life-satisfaction as feeling and attitude one has towards one's life with current circumstances of life. Abraham Maslow (1943), draws a hierarchy of needs and fulfillment of these needs provide life satisfaction in the form of self-actualization.

Sullivan (2010), studied the relationship between hope, eustress, self-efficacy and life satisfaction and concluded that there is positive relationship between life satisfaction and self-efficacy. Pajares (2006), revised the work of Bandura about the concept of self-efficacy related to personal completion, well being and human motivation. It also has association with the belief that one can get desirable outcomes with little incentives and having mastery to control over hurdles.

Jones and Pelissier (2006), assessed the difference between males and females on motivation, coping style and self-efficacy. It was found that girls show low level of self-efficacy and keep themselves away from risk taking situations. Huebner, (2004), found less differences among male and female children and adolescents. Huebner and McCullough (2000), studied adolescents and checked the relationship between academic self-efficacy and

school satisfaction and they found that positive and negative experiences effect on self-efficacy and satisfaction.

Spencer, Cole, DuPree, Glymph, and Pierre (1993), assessed coping skills and competence of adolescents by their academic performance and self-esteem while exploring risk, vulnerability and resilience. They concluded that for male mother's education and academic self-esteem was predictor, for female parental life dissatisfaction was also found. These predictors may have affect on their level of self-efficacy.

Pokay and Blumenfeld (1990),, Zimmerman and Martinez-Pons (1990),, Feather (1988),, Fincham and Cain (1986),, Paris and Oka (1986),, Schunk (1985),, argued that self-efficacy is a concept which is related with self-regulated learning variables and strategies used for learning. Students who have believe in their abilities can perform better and utilize their cognitive and meta-cognitive approaches, are able to sustain their success.

Pintrich and Groot (1990), suggested that the process of cognitive engagement is better facilitated by self-efficacy. The more cognitive strategies are utilized the higher will be the self-efficacy and higher achievement level.

The purpose of current study is to find out gender differences at level of self-efficacy and satisfaction with life. As previous studies were showing that there is differences found. As self-efficacy is an important factor which strengthens believe about potentials to complete tasks and to achieve goals. It also may enhance self-esteem and confidence. The aim of the study is to highlight the importance of self-efficacy to improve performance in academics and life satisfaction. Following objectives were in mind while designing of this study;

1. To assess the level of difference between boys and girl's self-efficacy.
2. To determine the degree to which boys and girls differ from each other towards life satisfaction.

3. The find out the overall relationship between self-efficacy and satisfaction towards life.

Hypotheses

1. There will be difference between boys and girl's level of self-efficacy.
2. Boys and girls will vary from each other on the level of satisfaction towards life.
3. Self-efficacy will positively be correlated with life satisfaction.

Research Methodology

A sample of boys (n=200), and girls (n=200), were randomly selected from different government colleges of Peshawar. The age range of the participants was between 16 and 20 years. Demographic sheet (includes; name, age, sex and educational level),, Satisfaction with Life Scale (Diener, Emmons, Larsen and Griffin, 1985), and General Self-efficacy Scale (Tabassum, Schwarzer & Jerusalem, 2003), were used to collect data.

After getting permission from the administrative bodies of colleges, students were randomly selected from different sections and distributed scales among them to report on all items according to what comes first in their mind as a response. Reliabilities of the scales according to the sample were calculated and for the gender differences t-value test and for relationship between self-efficacy and life satisfaction correlation was calculated.

Results

Table 01 Reliability of "Self-efficacy Scale" and "Satisfaction with Life Scale" with respect to girls

Scale	**No. of Items**	**Alpha Value**
Self-efficacy Scale	10 items	0.615
Satisfaction with Life Scale	05 items	0.651

Table 01 show that there is moderate level of reliability found on the Self-efficacy and Satisfaction with Life Scale.

Table: 02 Reliability of "Self-efficacy Scale" and "Satisfaction with Life Scale" with respect to boys

Scale	No. of Items	Alpha Value
Self-efficacy Scale	10 items	0.675
Satisfaction with Life Scale	05 items	0.526

Table 02 shows that there is moderate level of reliability found on the Self-efficacy and Satisfaction with Life Scale regarding boys.

Table: 03 Mean, Standard Deviation, t-value of boys and girls on "Self-efficacy Scale"

Subjects	N	Mean	S.D	t-value	P	Cohen's d
Boys	200	2.48	0.567	04.067	0.000	0.39834
Girls	200	2.24	0.636			

d.f =398

Responses of the boys and girls given on "Self-efficacy Scale" show that there are gender difference found at the level self-efficacy and table shows that results are highly significant (see fig: 01),. Whereas the value of effect size is small this shows that there is little difference found between boys and girls on self-efficacy.

Figure: 01

Comparison of the Level of Self-efficacy between girls and boys

Table: 04 Mean, Standard Deviation, t-value of boys and girls on "Satisfaction with Life Scale"N=400

Subjects	N	Mean	S.D	t-value	P	Cohen's d
Boys	200	4.63	1.42	0.683	0.495	0.06846
Girls	200	4.73	1.50			

d.f = 398

Responses of the boys and girls given on "Satisfaction with Life Scale" show that there are gender difference found at the level satisfaction with life and which is almost negligible and table shows that results are not significant (see fig: 02),.

Figure: 02

Comparison of the Level of Satisfaction with Life between Girls and Boys

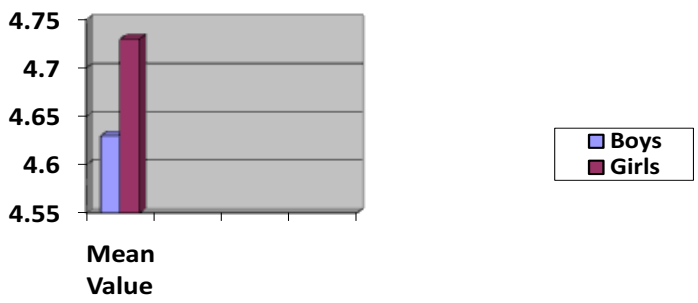

Table: 05 Correlation between two variables i.e. "Self-efficacy" and "Satisfaction with Life"N=200

Variables	Self-efficacy	
Life Satisfaction	0.205**	**d.f = 198**

Result supported the hypothesis 03 that positive correlation found between self-efficacy and life satisfaction though this correlation is not high but it shows that if self-efficacy is high it leads to high level of life satisfaction.

Discussion

The current study is based on "Self-efficacy, Satisfaction with Life and

Gender Differences." For the assessment of the problem some hypothesis were formulated. A sample of 400 out of which 200 were boys and 200 girls was selected from different government colleges of Peshawar. Two scales have been used to check the level self-efficacy and satisfaction with life. The reliability of the scales was measured for each of the comparison groups.

To check the hypothesis one that there may be gender differences found at the level of self-efficacy responses of girls and boys were collected on Self-Efficacy Scale result ($t=4.067$, $p<0.01$), which supported the hypothesis as mean differences were found and boys scored high on the scale than girls (see table 03),. Previous studies also facilitate the results of the current study.

Nowinski, Haddoud, Lancaric, Egerova and Czegledi (2019) assessed the impact of entrepreneurship education, self efficacy and gender differences they found that women have low entrepreneurial intentions and also score low on self-efficacy than man. Lin and Tsai (2017), worked on self-efficacy of high school students while examining gender differences they found that male students have self-perception of mastery experience, social persuasion and vicarious experience whereas female students have more negative emotional arousal and low self-efficacy.

Tor, Busch (1995), worked on the issue of "Gender Differences in Self- efficacy and Attitudes towards Computers." and found that there was no difference between the self-efficacy and computer attitude regarding simpler tasks. It was found that male students were better in programming than female students that were because of their previous encouragement from parents and friends that developed their interest in computer related activities.

The hypothesis 2 was that there will be gender difference found at the level of satisfaction with life. Responses of boys and girls show very small mean differences ($t=0.683$, $p<0.01$) which were almost negligible (see table 04). Previous researchers also found that there are differences found at the level of life satisfaction but results vary of different researches as Moksnes et

al. (2012), Kwan (2010) and Goldbeck et al. (2007) concluded in their studies that males are more satisfied to their lives than females but in contrary there are some other researches as Stankov (2013) and Shek and Liu (2014) argued that females are more satisfied than males. Here another factor can be considered which culture is as Esnaola, Benito, Agirre, Ballina, and Lorenzo (2019) found cross-cultural values as important factor effecting on life-satisfaction

Hypothesis 3 was about the positive relationship between self-efficacy and satisfaction with life that both genders possess. Results (see table 05), helped to approve this hypothesis as results were significant and found that there were positive correlation between the two variables.

Huebner and McCullough (2000), assessed different correlates of school satisfaction among adolescents while studying the relationship of academic self-efficacy and school satisfaction. It was found that both positive and negative experiences have influence on satisfaction and self-efficacy, and there is positive relationship between self-efficacy and academic satisfaction. Khan and Ansari (2015) argued that self-efficacy has great influence on life satisfaction among college students as both of these variables are significantly correlated to each other and effect on the academic performance of under graduate students.

Conclusion

It can be concluded with the help of results that there is significant difference found between boys and girls on the level of self-efficacy as boys are more confident about using their capabilities as compared to girls in the same way girls are more satisfied from their lives than boys. It has also been found that there is positive relationship between self-efficacy and life satisfaction.

Limitations

Sample size was limited that's why small differences were observed.

Other self-constructs could also be studied as intrinsic factor to increase life satisfaction of students. Extrinsic factors like college environment, teaching methodology could be studied too.

Implication

This study will be of great benefit for the teachers to focus on the self-efficacy of the students so that they could show good performance.

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