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CARC Research in Social Sciences

Journal homepage: journals.carc.com.pk



Unraveling the Threads of Confidence: Exploring the Impact of Self-Efficacy on Collective Self-Esteem among University Students

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ARTICLE INFO

Article history:

Received: July 22, 2023
 Revised: July 24, 2023
 Accepted: July 24, 2023
 Published: June 30, 2023

Keywords:

ABSTRACT

This research paper aims to investigate the influence of self-efficacy (SE) on collective self-esteem (CSE) among university students at the University of Swabi. The study also explores gender-based distinctions, family systems, and areas of residence as well as socio-economic status among the study variables. The main hypotheses of the study propose that SE positively affects collective self-esteem among students, female graduates will exhibit higher SE compared to male students, male students at the University of Swabi will have higher CSE compared to female students, SE will be higher in upper-class students compared to middle and lower-class students, and lower-class students will have higher collective self-esteem than middle and upper-class students. A survey research design was employed to collect data from a random sample of 200 students from the faculty of social sciences at the University of Swabi, including an equal number of men and women participants. Data were collected using established scales, including the General Self-Efficacy (GSE) Scale and the Collective Self-Esteem (CSE) Scale. The data were analyzed using statistical tools in SPSS, including normality checks, descriptive statistics, Pearson correlation analysis, independent sample t-tests for gender differences, and an ANOVA for socioeconomic status differences. The results may have implications for educational institutions in supporting students' self-efficacy and fostering a positive collective self-esteem environment.

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1. INTRODUCTION

Self-efficacy is term used for describing an individual's self confidence in the capacity to perform certain assignment successfully. The belief in one's capabilities to organize and execute the courses of action required to produce given attainments, which impacts and changes human behavior (Bandura, 1977). Bandura (1986), defined SE as "an individual's belief in his or her own ability to organize and implement action to produce the desired achievements and results" (Bandura, 1997). SE is a crucial personal variable in SCT. SE, according to Bandura (1977, 1982, 1997),

describes a person's level of assurance in their ability to execute particular actions or achieve specific results. According to SE theory, human behavior and achievement are influenced by how deeply one's own thoughts engage with a particular job (Bandura 1986, 1997), those with strong SE are capable plan well and finish a task successfully (Bandura, 1982). However, research has proven that individuals with high levels of SE are more pursue goals and keep going when things get tough, and experience less stress and anxiety (Bandura, 1997). Therefore, high SE individuals may successfully plan and carry out a task (Bandura, 1982). SE may be universal or it may be task specific, it allows the individuals a range of SE beliefs that he/she possess regarding themselves at any given time. beliefs of a person about their Self ranks of SE may has an effect on different way through which they feel, motivate and think about their self. This may have important variances in behavior among people with different levels of SE. Thus SE can be impacted by a variety of things, such as previous experiences, vicarious experiences (i.e., observing others' experiences), social persuasion, and physiological states (Bandura, 1997).

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How to cite:

Muntaha, S. T., Nawas, J., & Khalil, S. (2023). Unraveling the Threads of Confidence: Exploring the Impact of Self-Efficacy on Collective Self-Esteem among University Students. *CARC Research in Social Sciences*, 2(2), 49–54.

DOI: <https://doi.org/10.58329/criss.v2i2.25>

As concern to self-esteem, in 1990, Jennifer Crocker and Riia Luhtanen became the first researchers to examine group self-esteem. They held the opinion that people's feelings about the groups they belonged to and their sense of self-worth were related. In CSE evaluations, more active individuals of a social group typically perform better than less engaged ones. According to Crocker's and her coworkers' conceptualization (e.g., Crocker & Luhtanen, 1990; Crocker, Luhtanen, Blaine, & Broadnax, 1994; Luhtanen & Crocker, 1992). Collective self-esteem is an idea that stems from a branch of psychology that focuses on how a person's interactions with others and the social groupings they belong to affect how they perceive themselves (Rogers, 1959).

According to Crocker's theory, people who have high levels of CSE have greater prone to respond to dangers by demeaning the outsiders, promoting insiders. The subjective assessment of a person's self-concept that is based on their membership in social groupings like families, teams, or schools as well as on labels that have psychological significance for them, such as race, ethnicity, or nationality. In CSE evaluations, more active individuals of a social group typically perform better than less engaged ones. This construct, as conceptualized through Crocker and her associates (e.g., Crocker & Luhtanen, 1990; Crocker, Luhtanen, Blaine, & Broadnax, 1994; Luhtanen & Crocker, 1991, 1992).

2. Literature Review

Self-Efficacy (SE)

Literature has shown that SE is positively related to various aspects of psychological functioning, such as academic achievement, job performance, and mental health (Bandura, 1997; Higgins, 1987; Schwarzer & Jerusalem, 1995). The idea has its roots in SCT that refers individual's ideas, expectations, aspirations, as well as their observations and experiences, all influence how they behave (Bandura, 1986). Bandura's conceptualization for SE construct, that is a basic factor of his SCT (Bandura, 1977, 1986, 2001), serves as the theoretical foundation for this work. "Beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments," according to Bandura, are what characterize SE (Bandura, 1977). Numerous examples of the significant predictive effectiveness of SE believes have been presented by Bandura (1997). As stated by the SE idea, people's perceptions of their own skills have an impact on their motivation, behavior, and performance. Albert Bandura invented it for the first time in 1977. In addition, collective self-esteem has been found to be positively connected with group identification, social support (Crocker & Luhtanen, 1990; Luhtanen & Crocker, 1992). Self-report tests that gauge a person's belief in their ability to perform a particular job or achieve a certain goal are frequently used to measure SE (Bandura, 1997). One popular SE test is the GSE, which gauges a individual's confidence in their capacity to manage a variety of demanding circumstances. The Academic SE Scale (Schunk & Pajares, 2001), which assesses academic SE, and the Exercise SE Scale (Resnick, Zimmerman, & Orwig, 2000), which evaluates exercise SE, are further SE measures.

Collective Self -Esteem

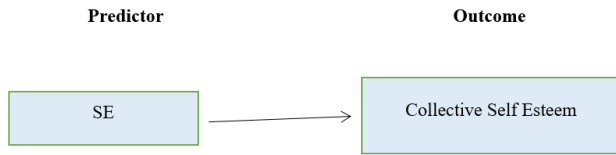
The idea of collective self-esteem (CSE) has drawn a lot of attention in the study of social psychology. It deals with how

a person feels about their social group(s) and their affiliation with them (Luhtanen & Crocker, 1992). (Crocker & Luhtanen, 1990; Luhtanen & Crocker, 1992) CSE has been linked to a variety of psychological outcomes, including mental health, resilience, and social support. In 1990, Jennifer Crocker and Riia Luhtanen became the first researchers to examine group self-esteem. They held the opinion that people's feelings about the groups they belonged to and their sense of self-worth were related. The subjective evaluation of an individual's self-concept as it relates to social groups they belong to, like their families, teams, or schools, as well as to psychologically significant categories, like their race, ethnicity, or nationality. In CSE evaluations, more active members of a social group typically perform better than less active ones. According to Crocker and her coworkers' conceptualization. The degree to which people appreciate the social groupings or categories to which they belong, such as their cultural, racial, or national group, is referred to as collective self-esteem. It is associated with the social identity hypothesis, which contends that a person's membership in different social groups contributes in some way to the definition of who they are as a person. Intergroup attitudes, behaviours, and well-being have all been found to be strongly predicted by collective self-esteem (Luhtanen & Crocker, 1992). Other research has focused on the causes of CSE. According to research, social comparison can have an impact on CSE, for example, increasing the likelihood of high CSE among people who think their group has a high status (Crocker & Luhtanen, 1990; Luhtanen & Crocker, 1992). Group identity and the impression of social support from one's group are two further factors related to CSE (Jetten et al., 2002; Luhtanen & Crocker, 1992). Only a few of the factors that could affect CSE include group identity, social comparison, and the perceived status of the social group (Crocker & Luhtanen, 1990; Luhtanen & Crocker, 1992).

It is challenging to measure CSE because it is a subjective construct that fluctuates depending on the person and their experiences. The CSES has the drawback of not taking into account individual differences in experiences and views, which are examples of diversity within social groupings (Major et al., 2003). Alternative CSE measures, such as the Multidimensional Collective Self-Esteem Scale (Luhtanen & Crocker, 1992) and the Diversity-Adjusted Collective Self-Esteem Scale (Major et al., 2003), have been developed by researchers to solve this problem. large CSE.

According to research, people with high collective self-esteem tend to be more supportive of their social networks, exhibit more pro-social behaviors, and have higher psychological well-being. Additionally, they show more tenacity in the face of prejudice and threats to their social identities. Conflicts and tensions between groups may thus worsen (Branscombe, Schmitt, and Harvey, 1999). On the other hand, individuals with low group self-esteem may be more inclined to behave in a manner that harms members of other groups. Recent research has also explored the role of collective self-esteem in shaping intergroup attitudes and behaviors, including prejudice and discrimination. CSE can play an important role in psychological functioning and well-being (Crocker & Luhtanen, 1990; Luhtanen & Crocker, 1992). Individuals with high CSE tend to have better mental health and are more resilient to stress than those with low CSE. Research has shown that CSE can play an important role in psychological functioning and well-being (Crocker & Luhtanen, 1990; Luhtanen & Crocker, 1992).

Conceptual Framework



Objectives

Main objectives of the current study are as to:

- Investigate the impact of SE on collective self-esteem among the students of University of Swabi.
- Survey the gender based distinctions, family system and area of residence among study variables.
- Explore the socio economic status among study variables.

Hypotheses

Main hypothesis of this study are as follows:

- SE will have advantageous effect on collective self-esteem among the students.
- Female graduates will have greater SE as compare to male students.
- Male students of University of Swabi have surplus CSE as compared to female students.
- SE will be higher in upper class university of Swabi students as compared to middle and lower class.
- Lower class have high Collective Self-esteem than middle and upper class among university of Swabi students.

3. Research Methodology

Research Design

A survey research design was used for the current study. Data from the University of Swabi were collected using a random sample technique.

Sample/ Participants

The samples were obtained from Swabi University utilizing a practical sampling technique. In this survey, 200 students from the faculty of social sciences (100 men and 100 women) took part. Equal numbers of men and women participated.

Inclusion criteria

Participants having age range 18 to 30 was included. The participants must be in 2nd to final semester of their undergraduate study program.

Exclusion criteria

Participants having age less than 18 and greater than 30 were excluded. Students enrolled in 1st semester of any undergraduate program and all students of any graduate program were excluded.

Instruments

Data was collected using the following tools:

GSE is developed by Schawarzer and Jerusalem (1985). The scale has four points: 1 (not at all true), 2 (barely true), 3 (moderately true), and 4 (exactly true). Work satisfaction, mood, and optimism are all connected with the GSE Scale. A higher score on the overall scale, which spans from 10 to 40, indicates greater SE. Chronbach’s alpha reliability is between .76 and .90. Collective Self Esteem (CSE) is developed by Luhtanen and Crocker (1992). It has 16 statements and a 7 point Likert scale with the following options: 1, 2 ,3, 4 ,5 ,6 and 7. It comprises four subscales.

Demographic Information:

It was the first section of questionnaires. The demographic form was taken into consideration in order to gather data on gender, age (minimum 18 years), education, department, family system, socioeconomic position, and region of residence. The participants' informed consent was obtained prior to data collection.

Procedure

Informed consent was obtained after each student received a briefing on the study's goals prior to the data collection. To collect replies from the students using hard copies, the scales were distributed. After completing the scales, students received appreciation for taking part in the study. After the data was collected, they were given the assurance that their privacy and confidentiality would be preserved.

Proposed Analysis

On the data collection, statistical analysis was done using SPSS. The data's normality was verified using the scales' Alpha reliabilities and descriptive statistics analysis, and the link between the research variables was examined using Pearson correlation analysis. Gender differences were examined using an independent sample t-test, while socioeconomic status differences were examined using an AOVA.

4. RESULTS

Table 1
Frequency and %age of student’s N (200).

Demographic variables	F	%
Gender		
Male	100	50.0
Female	100	50.0
Family system		
Nuclear	135	67.5
Joint	65	32.5
Age		
18-22	164	67.0
23-26	61	30.5
27-30	4	2.0
Economic status		
Upper	74	37.0
Middle	109	54.5
Lower	17	8.5

This table displays frequency and percentage of participants in terms of gender and family system, age, and economic status. There were as many male students (f = 100, 50.0%) as there were female students (f = 100, 50.0%). There are more students who belong to nuclear families (f = 135, 67.5%) than joint families (f = 65, 32.5%). In

comparison to age groups 23-26 (f= 61, 30.5) and 27-30 (f=4, 2.0), students in the 18-22 age range are more numerous (f = 164, 67.0). Students of middle class (108, 54.5) are greater in number as compared to upper (74, 37.0) and lower (17, 8.5).

Table 2
Psychometric properties of study variables (N =200)

Variables	N	M	SD	α	Range			Kurtosis
					Potential	Actual	Skewness	
CSE	200	69.69	10.80	.77	16-112	34-104	.02	.62
GSE	200	30.41	5.32	.93	1-40	14-58	.27	.34

Note. CSE = Collective Self-esteem, GSE= General SE

This table displays psychometric properties of study variables. According to reliability coefficients for the collective-self and general SE, scales are, respectively, .77, and .93, which demonstrate excellent internal consistency. Kurtosis and skewness values for the collective self-scale, and general SE scale are all less than 1, demonstrating that univariate normality is not a concern.

Table 3
Pearson correlation among study variables (N=200)

Variables	1	2	3
CSE	-	.35*	.45*
GSE		-	.54*

Note. *p < .01, CSE= Collective Self-esteem, GSE= General SE

Table 3 shows Pearson correlation among study variables. Results demonstrate a positive association between collective self-esteem and general SE (r =.35, p .001).

Table 4
Mean, standard deviation, t-values female and male university participants on collective self-esteem, general SE and IS (N = 200)

Variables	Female(n=100)		Male(n=100)		t(198)	P	95% CI		Cohen's d
	M	SD	M	SD			LL	UL	
CSE	69.7	10.4	69.6	11.	-.111	.91	3.19	2.85	0.01
SE	30.7	5.4	30.0	5.2	-.942	.34	2.19	.78	0.13

Note CSE=Collective self-esteem; GSE= General SE.

This table Mean, standard deviation, t-values female and male university participants on CSE, and general SE. Result shows that there are significant differences in the group's self-esteem (t (198) = 3.19, p .001). According to the results, female students considerably outperformed male students in terms of collective self-esteem (M = 69.7, p. 001)

as opposed to male students (M = 69.6, p. 001). Results indicate that there are substantial mean variations in general SE t (198) = 2.19, p < .05. The results showed that female students (M = 30.7, p .05) considerably outperformed male students (M = 30.0, p .05) on the general SE scale.

Table 5
Effect of gender and family system on Collective self-esteem (N = 200)

Source	SS	Df	MS	F	P
CM	87.399	3	29.133	.247	.864
Intercept	733302.199	1	733302.199	6209.325	.000
Gender	26.453	1	26.453	.224	.637
Family system	2.474	1	2.474	.021	.885
Gender x family system	83.579	1	83.579	.708	.401
Error	23146.996	196	118.097		

Total	994713.000	200
Corrected Total	23234.395	199

Table 5 shows the effect of gender and family systems on Collective self-esteem. The results indicate that gender having F (1, 733) = .224, p < .05 and family system having F

(1, 733) = .021, p < .05 have significant effect on Collective self-esteem. The results are non-significant on gender x family system F (1, 733) = 0.05, p > .05.

Table 6

Mean standard deviation and one-way analyses of variance in SE, IS and collective self-esteem across economic status.

variables	Upper-class		Middle-class		Lower-class		F(2,197)	η ²
	M	SD	M	SD	M	SD		
CSE	69.82	8.38	69.47	10.99	70.52	17.70	0.077***	0.0007
GSE	32.37	3.98	29.46	5.62	27.94	6.05	9.28***	0.086

Note. CSE = Collective self-esteem, GSE = General SE

Results indicated significant differences across economic status on Collective Self-esteem F (2, 197) = 0.077, p<0.001. Findings revealed that lower class have higher level of collective self-esteem with respect to lower and upper class. The value of η² was 0.0007 (<.50) which indicate small effect size. Result indicated significant mean differences across economic status on Self efficacy with F (2,197) = 9.28, p< 0.001. Findings revealed that upper class have higher general self-efficacy than middle and lower class. The value of η² was 0.08 (>0.05) which indicate large effect size.

Table 7

Multiple Regression analysis showing the effect of SE on collective self-esteem among students (N = 200)

Variables	B	B	SE
Constant	3.78		4.44
SE	.298	.147	.151
	R ²		
	.214		

*p<.01, **p<.001

SE is used as predictor factors in a multiple regression analysis, while CSE is used as the outcome variable. ΔR² score of.214 demonstrates the predictors were explaining 214% of the variance in the dependent variable with F (2, 197) = 28.01, p .001. The results demonstrate that SE has a significant positive effect on students' CSE (β = .375, p < .01).

5. CONCLUSION AND RECOMMENDATION

Findings of the present highlight the significant impact of self-efficacy (SE) on collective self-esteem (CSE) among university students. The study reveals that individuals with higher levels of self-efficacy and a clear ideal-self (IS) tend to exhibit elevated levels of collective self-esteem. This suggests that fostering self-efficacy and assisting individuals in defining their ideal selves can be effective interventions to enhance collective self-esteem. The implications of these findings are crucial for both individuals and researchers alike. Understanding the link between self-efficacy and

collective self-esteem can aid in devising targeted interventions aimed at improving individual and group well-being. Educational institutions and support programs can use this knowledge to develop strategies that boost students' self-confidence and encourage them to embrace their aspirations, thereby nurturing a more positive collective self-esteem environment. The study also recommended that Researchers should explore different collectives such as race, ethnicity, gender, religion or cultural background since the perceptions of the IS, SE, and collective self-esteem may differ between different groups based on their shared experiences or cultural values. In addition, Include psychosocial interventions as mental health counselling, group therapy or collective empowerment programs may provide insights into improving collective self-esteem while addressing individuals' self-perception patterns and SE levels.

Competing Interests

The author did not declare any competing interest.

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