

## Relationship between Self- Efficacy, Psychological Well-Being and Attitude towards Change among College Students

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### ABSTRACT

Self-efficacy of an individual governs his/her day-to-day life as it constructs how much efficient a person perceives themselves to be, psychological well-being is when an individual feels contentment, satisfaction with all elements of life, peace and happiness. A person's attitude about change in their lives reflects how he/she deals with life problems. A research was conducted with a total of 120 students to see the correlation between self-efficacy, psychological well-being and attitude towards change. The results stated that there was a negative correlation between self-efficacy and attitude towards change. Further studies will be done with regard to the above mentioned variables.

### Keywords

Self-efficacy, psychological well-being, attitude, correlation.

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### Introduction

Self-efficacy refers to an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments. (Bandura , 1977, 1986, 1997).

Self-efficacy reflects confidence in the ability to exert control over one's own motivation, behavior, and social environment. These cognitive self-evaluations influence all manner of human experience, including the goals for which people strive, the amount of energy expended toward goal achievement, and likelihood of attaining particular levels of behavioral performance. Unlike traditional psychological constructs, self-efficacy beliefs are hypothesized to vary depending on the domain of functioning and circumstances surrounding the occurrence of behavior.

Psychological well-being is a very subjective term but from all the research that has been carried out, the term is used throughout the health industry as kind of a 'catch-all phrase' meaning contentment, satisfaction with all elements of life, self-actualization (a feeling of having achieved something with one's life), peace and happiness.

### Carol Ryff's Model of Psychological Well-being- The Six Criteria of Well-Being

#### 1) Self-Acceptance

**High Self Acceptance:** You possess a positive attitude toward yourself; acknowledge and accept multiple aspects of yourself including both good and bad qualities; and feel positive about your past life.

**Low Self Acceptance:** You feel dissatisfied with yourself; are disappointed with what has occurred in your past life; are troubled about certain personal qualities; and wish to be different than what you are.

#### 2) Personal Growth

**Strong Personal Growth:** You have a feeling of continued development; see yourself as growing and expanding; are open to new experiences; have the sense of realizing your potential; see improvement in yourself and behavior over time; are changing in ways that reflect more self-knowledge and effectiveness.

**Weak Personal Growth:** You have a sense of personal stagnation; lack the sense of improvement or expansion over time; feel bored and uninterested with life; and feel unable to develop new attitudes or behaviors.

### 3) Purpose in Life

**Strong Purpose in Life:** You have goals in life and a sense of directedness; feel there is meaning to your present and past life; hold beliefs that give life purpose; and have aims and objectives for living.

**Weak Purpose in Life:** You lack a sense of meaning in life; have few goals or aims, lack a sense of direction; do not see purpose of your past life; and have no outlook or beliefs that give life meaning.

### 4) Positive Relations with Others

**Strong Positive Relations:** You have warm, satisfying, trusting relationships with others; are concerned about the welfare of others; are capable of strong empathy, affection, and intimacy; and understand the give and take of human relationships.

**Weak Relations:** You have few close, trusting relationships with others; find it difficult to be warm, open, and concerned about others; are isolated and frustrated in interpersonal relationships; and are not willing to make compromises to sustain important ties with others.

### 5) Environmental Mastery

**High Environmental Mastery:** You have a sense of mastery and competence in managing the environment; control complex array of external activities; make effective use of surrounding opportunities; and are able to choose or create contexts suitable to your personal needs and values.

**Low Environmental Mastery:** You have difficulty managing everyday affairs; feel unable to change or improve surrounding contexts; are unaware of surrounding opportunities; and lack a sense of control over the external world.

### 6) Autonomy

**High Autonomy:** You are self-determining and independent; are able to resist social pressures to think and act in certain ways; regulate behavior from within; and evaluate yourself by personal standards.

**Low Autonomy:** You are concerned about the expectations and evaluations of others; rely on judgments of others to make important decisions; and conform to social pressures to think and act in certain ways.

## Review of Literature

Carey et al (1993) conducted a study on perceived self-efficacy in cognitive development and functioning and stated that Perceived self-efficacy exerts its influence through four major processes. They include cognitive, motivational, affective, and selection processes. There are three different levels at which perceived self-efficacy operates as an important contributor to academic development. Students' beliefs in their efficacy to regulate their own learning and to master academic activities determine their aspirations, level of motivation, and academic accomplishments. Teachers' beliefs in their personal efficacy to motivate and promote learning affect the types of learning environments they create and the level of academic progress their students achieve. Faculties' beliefs in their collective instructional efficacy contribute significantly to their schools' level of academic achievement. Student body characteristics influence school-level achievement more strongly by altering faculties' beliefs in their collective efficacy than through direct affects on school achievement.

Deci et al (1991) conducted a study on motivation and education: The self-determination perspective and concluded that self-determination theory, when applied to the realm of education, is concerned primarily with promoting in students an interest in learning, a valuing of education, and a confidence in their own capacities and attributes. These outcomes are manifestations of being intrinsically motivated and internalizing values and regulatory processes. Research suggested that these processes result in high-quality learning and conceptual understanding, as well as enhanced personal growth and adjustment.

Pajaras (2003) did a study on self-efficacy beliefs, motivation, and achievement in writing and

started with a brief overview of Bandura's social cognitive theory and of self-efficacy is, followed by a description of the manner in which writing self-efficacy beliefs are typically operationalized and assessed which is followed by a synthesis of research findings that address the relationship between writing self-efficacy, other motivation constructs related to writing, and writing outcomes in academic settings. These findings demonstrate that students' confidence in their writing capabilities influence their writing motivation as well as various writing outcomes in school.

Zimmerman (2000) conducted a study on self-efficacy: an essential motive to learn and stated that as a performance-based measure of perceived capability, self-efficacy differs conceptually and psychometrically from related motivational constructs, such as outcome expectations, self-concept, or locus of control. Researchers succeeded in verifying its discriminant validity as well as convergent validity in predicting common motivational outcomes, such as students' activity choices, effort, persistence, and emotional reactions. Self-efficacy beliefs have been found to be sensitive to subtle changes in students' performance context, to interact with self-regulated learning processes, and to mediate students' academic achievement.

Pajaras et al (1999) conducted a study on self-efficacy, motivation constructs, and mathematics performance of entering middle school students and found that Students' task-specific self-efficacy was the only motivation variable to predict performance and did so both at start and end of year. There were no differences in anxiety, self-concept, or self-efficacy for self-regulation between start and end of year, but, by end of year, students described mathematics as less valuable and reported lower effort and persistence. Gifted students had stronger mathematics self-concept beliefs, and they had more accurate and less overconfident self-efficacy beliefs than did regular education students. There were no gender differences in any of the motivation constructs.

Schunk et al (2000) conducted a study on self-regulation and academic learning: self-efficacy enhancing interventions and stated that self-

regulation (or self-regulated learning) refers to self-generated thoughts, feelings, and actions that are planned and systematically adapted to affect a student's academic motivation and learning. The study discusses several interventions that were designed to affect students' motivations and self-regulated learning. The research focuses on influencing a key self-regulatory motive: perceived self-efficacy, or learners' beliefs about their capabilities to learn or perform behaviors at designated levels. Effective self-regulation depends on students developing a sense of self-efficacy for learning and performing well. Students with high self-efficacy are more likely to engage in activities, work harder, persist longer when they encounter difficulties, use effective learning strategies, and demonstrate higher achievement. The researchers first provide an overview of a social cognitive theoretical perspective on self-regulation that highlights the role of self-efficacy and then present non-intervention evidence that supports theoretical predictions, followed by description of the intervention projects involving situational manipulations focusing on how goals, self-monitoring and self-perceptions, and self-evaluations of progress affect self-efficacy and self-regulated learning.

Pajares (1996) conducted a study on self-efficacy beliefs in academic settings and stated that the purpose of this article was to examine the contribution made by the self-efficacy component of Bandura's (1986) social cognitive theory to the study of self-regulation and motivation in academic settings. The difference between self-efficacy beliefs and other expectancy constructs is first explained, followed by a brief overview of problems in self-efficacy research. Findings on the relationship between self-efficacy, motivation constructs, and academic performances are then summarized. The findings demonstrate that particularized measures of self-efficacy that correspond to the criterial tasks with which they are compared surpass global measures in the explanation and prediction of related outcomes. The conceptual difference between the definition and use of expectancy beliefs in social cognitive theory and in expectancy value and self-concept theory is then clarified.

Pajares et al (2006) conducted a study on sources of science self-efficacy beliefs of middle school students and stated that the degree to which A. Bandura's (1997) hypothesized sources of self-efficacy predict the science self-efficacy beliefs of middle school students (N=319), to replicate previous findings that science self-efficacy predicts science achievement, and to explore how science self-efficacy and its antecedents differ by gender. Significant correlations are found between mastery experiences, social persuasions, physiological arousal and self-efficacy. Girls reported stronger self-efficacy than did boys.

Zimmerman et al (1992) conducted a study on self-motivation for academic attainment: the role of self-efficacy beliefs and personal goal setting and stated that the causal role of students' self-efficacy beliefs and academic goals in self-motivated academic attainment was studied using path analysis procedures. Parental goal setting and students' self-efficacy and personal goals at the beginning of the semester served as predictors of students' final course grades in social studies. In addition, their grades in a prior course in social studies were included in the analyses. A path model of four self-motivation variables and prior grades predicted students' final grades in social studies,  $R = .56$ . Students' beliefs in their efficacy for self-regulated learning affected their perceived self-efficacy for academic achievement, which in turn influenced the academic goals they set for themselves and their final academic achievement. Students' prior grades were predictive of their parents' grade goals for them, which in turn were linked to the grade goals students set for themselves.

Schunk (1990) conducted a study on Goal Setting and Self-Efficacy During Self-Regulated Learning and stated that Students enter learning activities with goals and self-efficacy for goal attainment. As learners work on tasks, they observe their own performances and evaluate their own goal progress. Self-efficacy and goal setting are affected by self-observation, self-judgment, and self-reaction. When students perceive satisfactory goal progress, they feel capable of improving their skills; goal attainment, coupled with high self-efficacy, leads students to set new challenging goals. Research is reviewed on goal properties

(specificity, proximity, difficulty), self-set goals, progress feedback, contracts and conferences, and conceptions of ability. Ways of teaching students to set realistic goals and evaluate progress include establishing upper and lower goal limits and employing games, contracts, and conferences.

Emmons et al (1988) conducted a study on conflict among personal strivings: immediate and long-term implications for psychological and physical well-being and stated that the influence of goal conflict and ambivalence on psychological and physical well-being through the personal striving framework. Eighty-eight undergraduates in two studies listed 15 of their personal strivings and rated them on the amount of conflict experienced between them and ambivalence experienced about each. Diary and experience sampling methods were used to assess positive and negative affect and physical symptomatology. Conflict and ambivalence were associated with high levels of negative effect, depression, neuroticism, and psychosomatic complaints. Conflict was also associated with health center visits and illnesses over the past year. A 1-year follow-up demonstrated that conflict and ambivalence ratings were stable and that these ratings predicted psychosomatic complaints over time. In a third study, undergraduates' thoughts and activities were randomly sampled over a 3-week period. Subjects were less likely to act on conflictful and ambivalent strivings but to spend more time thinking about these strivings.

Cooke et al (2006) conducted a study on Measuring, monitoring and managing the psychological well-being of first year university students and stated that There were three aims: to measure the impact of arrival at university on the psychological well-being of first year students, to monitor (i.e. profile) the shape of psychological well-being across the first year, and to investigate how students manage their well-being in relation to the use of university counselling services. Data were collected on four occasions, with 84% of all first year students at a UK university (4,699 students) completing the questionnaire on at least one occasion. Psychological well-being was assessed using the GP-CORE, a general population form of the CORE-OM. Results show that greater strain is placed on well-being once



students start university compared to levels preceding entry. This strain rises and falls across the year but does not return to pre-university levels. Items tapping depression and anxiety suggest that the first year of university is a time of heightened anxiety but not a particularly depressive time.

Bewick et al (2010) conducted a study on Changes in undergraduate students' psychological well-being as they progress through university and investigated the psychological well-being of students from all faculties across their undergraduate degree from pre-registration to semester two of year three at one UK university. Data were collected on seven occasions, with 66% of students who began their studies between 2000 and 2002 taking part in the project. Psychological well-being was assessed using the General Population Clinical Outcomes in Routine Evaluation (GP-CORE). Results show that greater strain is placed on well-being once students start university compared to pre-university levels. Levels of strain are generally highest during semester one, with significant reduction in levels of distress from semester one to semester two being observed in both year one and year three. At no time did levels of distress fall to pre-registration levels. Given these results show university to be a time of heightened distress, there is a need to ensure that students receive the support necessary throughout their studies to enable them to successfully complete their degree course, enabling them to negotiate the transition to university and then ultimately into the workforce.

Deci et al (2000) conducted a study on self-determination theory and the facilitation of intrinsic motivation, social development, and well-being and stated that human beings can be proactive and engaged or, alternatively, passive and alienated, largely as a function of the social conditions in which they develop and function. Research guided by self-determination theory has focused on the social-contextual conditions that facilitate versus forestall the natural processes of self-motivation and healthy psychological development. Specifically, factors have been examined that enhance versus undermine intrinsic motivation, self-regulation, and well-being. The findings have led to the postulate of three innate psychological needs—competence, autonomy, and

relatedness—which when satisfied yield enhanced self-motivation and mental health and when thwarted lead to diminished motivation and well-being, also considered is the significance of these psychological needs and processes within domains such as health care, education, work, sport, religion, and psychotherapy.

Hassemen et al (2000) conducted a study on physical exercise and psychological well-being: a population study in Finland and found out that regular physical exercise has been characterized as a positive health behavior having physiological benefits. It may also yield psychological benefits. The purpose of the present study was therefore to explore the association between physical exercise frequency and a number of measures of psychological well-being in a large population-based sample. The results of this cross-sectional study suggest that individuals who exercised at least two to three times a week experienced significantly less depression, anger, cynical distrust, and stress than those exercising less frequently or not at all. Furthermore, regular exercisers perceived their health and fitness to be better than less frequent exercisers did. Finally, those who exercised at least twice a week reported higher levels of sense of coherence and a stronger feeling of social integration than their less frequently exercising counterparts and it indicates a consistent association between enhanced psychological well-being, as measured using a variety of psychological inventories, and regular physical exercise.

Fehring et al (1987) conducted a study on psychological and spiritual well-being in college students and stated that in the first study a spiritual well-being index, a spiritual-maturity scale, a life-change index, and a depression scale were administered to 95 freshman nursing students. The spiritual well-being index was composed of two sub-scales; a religious well-being and an existential well-being scale. In the second study a spiritual-outlook scale and the Profile of Mood State index was added to the above tests and administered to 75 randomly selected college students. The results demonstrated a weak positive relationship between life change and depression. Unlike a previous study, spiritual well-being, existential well-being, and spiritual outlook

showed strong inverse relationships with negative moods suggesting that spiritual variables may influence psychological well-being.

Kennon et al (1997) conducted a study on trait self and true self: cross-role variation in the big-five personality traits and its relations with psychological authenticity and subjective well-being and stated that in 2 studies, college students evidenced differing levels of the "Big-Five" traits in different roles, supporting social-contextualist assumptions regarding trait expression. Supporting organismic theories of personality, within-subject variations in the Big Five were predictable from variations in the degree of psychological authenticity felt in different roles. In addition, two concepts of self-integration or true selfhood were examined: 1 based on high consistency of trait profiles across roles (i.e., low-self-concept differentiation; E. M. Donahue, R. W. Robins, B. W. Roberts, & O. P. John, 1993) and 1 based on high mean levels of authenticity felt across roles. The 2 self-integration measures were found to be independent predictors of psychological and physical well-being indicating that both self-consistency and psychological authenticities are vital for organized functioning and health.

Gloria et al (2005) conducted a study on perceived educational barriers, cultural fit, coping responses, and psychological well-being of Latina undergraduates and concluded that given the unique educational experiences and disproportional representation of Latinas in higher education, the study examined how Latinas' perception of educational barriers and cultural fit influenced their coping responses and subsequent well-being in college. Participants (N = 98) were primarily second-generation Mexican-heritage women who were highly motivated to pursue advanced graduate training. Differences by generation and educational characteristics were not found. Cultural congruity and the coping response of taking a planned, positive action were the strongest predictors of psychological well-being accounting for 31% of the variance. The findings challenge stereo-types of Latina students in higher education, as they valued higher education, believed that they could overcome any barriers to achieve their educational goals, and

used active coping responses, which informed their positive and healthy functioning.

Zapf (2002) conducted a study on Emotion work and psychological well-being: A review of the literature and some conceptual considerations and concluded that the state of the art of research on emotion work (emotional labor) is summarized with an emphasis on its effects on well-being. It starts with a definition of what emotional labor or emotion work is. Aspects of emotion work, such as automatic emotion regulation, surface acting, and deep acting, are discussed from an action theory point of view. Empirical studies so far show that emotion work has both positive and negative effects on health. Negative effects were found for emotional dissonance. Concepts related to the frequency of emotion expression and the requirement to be sensitive to the emotions of others had both positive and negative effects. Control and social support moderate relations between emotion work variables and burnout and job satisfaction. Moreover, there is empirical evidence that the co occurrence of emotion work and organizational problems leads to high levels of burnout.

Babak et al (2008) conducted a study on perceived stress, self-efficacy and its relations to psychological well-being status in Iranian male high school students and stated that the study investigated the relationships between perceived stress, general self-efficacy and mental health status among Iranian male adolescents recruited from midtown high schools in Tehran who studied in 12th grade (N = 148). Pupils completed three questionnaires for assessing perceived stress (PSS-14; Cohen, Kamarck, & Mermelstein, 1983), general self-efficacy (GSE; Schwarzer & Jerusalem, 1995) and psychological well-being (GHQ-28; Goldberg & Hillier, 1979). Statistical analysis revealed that greater stress was associated with lower general self-efficacy and lower mental health status. A significant inverse relationship between self-efficacy and general health was found among these students.

Miller (1976) conducted a study on mere exposure, psychological reactance and attitude change and examined the relationship between mere exposure, psychological reactance and

attitude change, 115 college students received either no exposure, moderate exposure or excessive exposure to a political message. Results indicated positive evaluation to the message under moderate exposure but negative evaluation under excessive exposure. A delayed post-test indicated that the negative evaluation after excessive exposure improved over time.

Ghadirian et al (1982) conducted a study on medical students' attitude towards psychiatry: a ten-year comparison and stated that Medical students' interest in and attitudes toward psychiatry, both as a field of education and as a medical specialty, have been explored by a number of investigators. The study compared two series of investigations completed at the McGill University teaching hospitals over a ten year span and involving third year medical students in 1968–69 (n=59) and in 1978–79 (n=168). The findings of these two studies are evaluated in two parts: (1) comparison of attitudes toward psychiatry before and after clinical training in 1978–79. (2) comparison of the results obtained in 1969 with those in 1979. The results of the comparison showed that students currently put more emphasis on the clinical aspects of psychiatric training and less on the theoretical and research aspects of psychiatry. Thirty-two percent of students in 1979 found psychotherapy to be the most useful treatment modality as compared with only 10 percent in 1969. Findings reflected the usefulness of organic therapies in psychiatry remained fairly consistent, but behaviour therapy was found to be less useful by students in 1979 than in 1969. In the 1969 survey, 2 per cent of the third year students indicated an interest in psychiatry as a future career as compared with 3.3 per cent in 1979.

Wolf et al (1989) conducted a study on a retrospective study of attitude change during medical education and concluded that when a retrospective attitude questionnaire was administered to 70 of 157 graduating seniors at the end of the medical school year, students perceived that they became more cynical during medical education. In addition, they perceived that they were more concerned with making money, more concerned for patients, and more helpful. These findings relate to the developmental

stressors of medical education as they affect the individual student. Burn-out and impairment are possible consequences.

Townsend et al (2003) conducted a study on evaluating change in attitude towards mathematics using the 'then-now' procedure in a cooperative learning programme and stated that tertiary students' attitudes to mathematics are frequently negative and resistant to change, reflecting low self-efficacy. It is believed that greater use should be made of small group, collaborative teaching. Significant positive changes between pretest and post-test were found for both mathematics self-concept and mathematics anxiety. There were no significant differences between the actual pretest and retrospective pretest measures of attitude. The results were not moderated by prior level of mathematics study.

### Relevance of the Study

Literature review disclosed a glaring dearth of studies exploring the relationship between self-efficacy, psychological well-being and their attitude and belief towards change among college students. Having reviewed few studies in this field it is justified that further research is required in Indian context and also certain factors influencing psychological well-being and self-efficacy are still to be explored.

### Methodology

“The effect of self-efficacy, psychological well-being and attitude towards change among College Students”. In view of the above statement of the problem, following objectives were formulated-

1. To evaluate gender differences in self-efficacy, psychological well-being and attitude towards change.
2. To see the co-relation between the three variables.

Descriptive research methodology was used and as a part of quantitative research, correlation was employed. This method was used to information without making any changes to the study subject.

## Sample

Data was collected from college students within the geographical limits of Gurgaon. A total sample of 120 students was collected. 75 of them were boys from various streams of Amity University, Gurgaon and 45 of them were girls from different courses of Amity University, Gurgaon. The age range is from 18-22 years. The average age is 20.

## Tools for Data Collection

The following research instruments were used.

The General Self-Efficacy Scale is a 10-item psychometric scale that is designed to assess optimistic self-beliefs to cope with a variety of difficult demands in life. The scale has been originally developed in German by Matthias Jerusalem and Ralf Schwarzer in 1981 and has been used in many studies with hundred thousands of participants. In contrast to other scales that were designed to assess optimism, this one explicitly refers to personal agency, i.e., the belief that one's actions are responsible for successful outcomes. Respondents are asked to rate the extent to which they have experienced self-efficient within a specified time period, with reference to a 4-point scale. The scale points are: 1 'Not at all true', 2 'Hardly true', 3 'Moderately true' and 4 'Exactly true'. The test-retest reliability ranged from .69 to .80.

The Affect Balance Scale (ABS), also known as Bradburn Scale of Psychological Well-Being, is a 10-item questionnaire that assess positive and negative affect as indicators of life satisfaction and/or well-being. The purpose of the ABS is to determine overall psychological well-being at a given point in time. The scale is made up of two components: the positive affect and the negative affect component. Each component has 5 items. The scale asks participants if, in the past few weeks, they have felt certain emotions. The participant answers "Yes" or "No" to each question. The "No" score is subtracted from the

"Yes" score to create a positive/negative affect difference score. Test-retest reliability for Positive Affect, Negative Affect, and Affect Balance to be 0.83, 0.81. and 0.76, respectively. Internal consistency reliabilities for Positive Affect range between 0.55 and 0.73; for Negative Affect scores range between 0.61 and 0.73.

The Attitude towards change Scale consists of 17 items on a 6 point likert scale and with 1 being "strongly disagree" and 6 being "strongly agree".

## Procedure and Timeline

Students were approached and handed the questionnaires in late August and a reminder mail was sent after two weeks and also certain questionnaire were filled face-to-face to ensure getting the questionnaire back. After that, the review of literature was collected alongside scoring was done. A timetable was kept to ensure getting all the questionnaires back. In September, the statistical analysis was completed and the proper format was followed in making the paper.

## Statistical Analysis- SPSS version 16.

### Analysis of Result

**Table 1.1- Correlation between self-efficacy, psychological well-being and attitude towards change**

Variables	GSE	PSY	CNG
GSE		-.266	.085
PSY	-.266		-.039
CNG	.085	-.039	

\*\*correlation is significant at 0.01 level. (2-tailed)

GSE= General Self- efficacy

PSY= Psychological well-being

CNG- Belief and attitude towards change



**Table 1.2 Table shows mean, SD, t-value, df of college students on General Self-Efficacy scale, Bradburn's Psychological well-being scale and attitude towards change scale.**

Area	N	Mean	Std Deviation	t	Df	Sig.(2-tailed)
GSE female	44	31.9091	4.41361	.547	89.107	.586
male	75	31.4533	4.34739			
PSY female	44	4.4545	1.33738	.161	91.259	.872
male	75	4.4133	1.35660			
CNG female	44	51.0909	10.26355	-1.788	75.084	.078
male	75	54.3333	8.19580			

An independent t-test was conducted to compare self-efficacy, psychological well-being and attitude towards change among college students.

There is no significant difference in the scores of male and female on all the three scales.

The female students on General Self- Efficacy scale scored (M= 31.9091, SD= 4.41361) and the males scored (M= 31.4533, SD= 4.34739)  $t(89.107) = .546, p = .586$

The female students on Bradburn's psychological well-being scale scored (M= 4.4545, SD= 1.33738) and the males scored (M= 4.4133, SD= 1.33738),  $t(91.259) = .161, p = .872$

The female students on Attitude towards change scale scored (M= 51.0909, SD= 10.26355) and the males scored (M= 54.3333, SD= 8.19580),  $t(75.084) = -1.788, p = .078$

The results suggest that there is a negative correlation between attitude towards change and self-efficacy and the gender of the individual as no effect on the above mentioned variables. Thus, the hypothesis is rejected.

### Discussion

In the current scenario, this is something worth talking about. Self-efficacy, psychological well-being and attitude towards change of an individual is very important aspect of his personality as it affects his or her daily life functioning. The variables taken into consideration for the study are

gender i.e., male or female. The findings of the research were not in harmony with review found. The results were negatively co-related between attitude towards change and self- efficacy. Though there are some of the studies which show the relationship between self-efficacy, psychological well-being and attitude towards change-

(Schunk, 1990) conducted a study on Goal Setting and Self-Efficacy during Self-Regulated Learning and stated that Students enter learning activities with goals and self-efficacy for goal attainment. As learners work on tasks, they observe their own performances and evaluate their own goal progress. Self-efficacy and goal setting are affected by self-observation, self-judgment, and self-reaction. When students perceive satisfactory goal progress, they feel capable of improving their skills; goal attainment, coupled with high self-efficacy, leads students to set new challenging goals. Research is reviewed on goal properties (specificity, proximity, difficulty), self-set goals, progress feedback, contracts and conferences, and conceptions of ability. Ways of teaching students to set realistic goals and evaluate progress include establishing upper and lower goal limits and employing games, contracts, and conferences.

(Babak et al, 2008) conducted a study on perceived stress, self-efficacy and its relations to psychological well-being status in Iranian male high school students and stated that the study investigated the relationships between perceived stress, general self-efficacy and mental health status among Iranian male adolescents recruited

from midtown high schools in Tehran who studied in 12th grade ( $N = 148$ ). Pupils completed three questionnaires for assessing perceived stress, general self-efficacy and psychological well-being. Statistical analysis revealed that greater stress was associated with lower general self-efficacy and lower mental health status. A significant inverse relationship between self-efficacy and general health was found among these students.

### Conclusion

In conclusion, the study on self-efficacy, psychological well-being and attitude towards change among college students was not found to be significant. Inconclusive of the review, some contradictory studies were also found. Further research will be done on the topic and more factors will be explored.

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