SELF EFFICACY AND INTEREST MAPPING IN BMM, BMS AND BCA STUDENTS

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ABSTRACT

Self efficacy is a person's belief in their ability to accomplish some specific goal or task.103 students participated in this research. The aim of this study was to find out the self efficacy and area of interest in BMM, BMS and BCA students. The objectives of this research was to help students identify their strengths and develop self awareness and to determine if self efficacy matches with BMM, BMS and BCA students area of interest. Random sampling technique was used to choose the samples. The tools used for research were: Generalized Self Efficacy Scale developed by Schwarzer & Jerusalem (1995) and The RIASEC Markers Scales developed by Liao, Armstrong and Rounds (2008). T test and percentages were calculated to analyze the data. Generalized Self Efficacy Scale was administered during the first session and the last session to study the before and after affect of the activities taken to develop self awareness, self efficacy, optimistic self belief, developing work skills and career awareness during the six months period. Weekly three two hours activity based sessions were taken with the students. It can be concluded that the intervention for self efficacy was effective for BMM and BMS students and the intervention for self efficacy was not effective for BCA students. The RIASEC Markers Scales was used to help individuals identify their best career match. It can also be concluded that self efficacy matches with the student's area of interest.

Keywords: Interest Mapping, Self Efficacy

1. INTRODUCTION

Self-efficacy is the belief that you can effectively reach the goals you have, whether that is solving a puzzle, successfully preparing and succeeding in your exam, or dealing with hardships Self efficacy is about the general belief in oneself to solve problems and reach goals. Psychologist[1] has defined self-efficacy as one's belief in one's ability to succeed in specific situations or accomplish a task. One's sense of self-efficacy can play a major role in how one approaches goals, tasks, and challenges. Perceived self efficacy facilitates goal setting, effort investment, persistence in face

of barriers and recovery from setbacks. Self efficacy is related to subsequent behavior and therefore relevant to behavior change[2]. It generally corresponds to the level of competence an individual feels. Competence can vary from one situation to another, as a result, overall self efficacy may not be complete accurate as it is assessing an individual's general feelings of competence across a variety of situations or tasks[3]. Factors that affect a student's self-efficacy are as follows:

- Positive, mastery experiences that give students a sense of accomplishment when they have faced a challenge,
- Positive, vicarious experiences that occur when students see others succeed and feel an increased sense of their own ability to succeed,
- Social persuasion, where other people either increase or decrease a student's sense of confidence and ability to succeed, and
- Negative, physiological reactions that might occur as a result of stress, depression, or anxiety.

1.1 Characteristics of Low Self Efficacy:

i. **Fear of risks**. Individuals with low self-efficacy see themselves as unable to be successful. As a result, they are often unwilling to take risks or try new things because they are convinced that the result will be failure. This is particularly unfortunate because the main way to increase self-efficacy is through practice and experience.

ii. **Fear of uncertainty**. Low self-efficacy often is related to self-doubt and uncertainty. The individual doesn't want to try without a guarantee of success. As a result, they may never discover things at which they could be successful.

iii. **Feelings of failure**. Those with low self-efficacy frequently have feelings of failure. As indicated above they might avoid or not try new things due to the risk involved. Or, they might only try something half-heartedly. As a result, they are less likely to experience success and more likely to see themselves as a failure.

iv. **Impression management**. Impression management is the attempt to control how others might perceive you in order to be seen more positively. People with low self-efficacy feel they are not capable but may try to present a successful and competent image to others. They may put a great deal of energy into behaving in a way to obtain approval from others and experience a great deal of worry about being found out to be a fraud. For instance, they may try to hide mistakes from others rather than learn from them which prevent them from increasing their sense of self-efficacy.

1.2 Characteristics of High Self-Efficacy:

i.   **Self-confidence**. One of the most obvious characteristics of high self-efficacy is self-confidence. They approach tasks or situations with a sense of their ability to be successful. This self-confidence tends to lead to more experience which increases their ability which leads to greater self-confidence. This positive cycle lends itself to increasing self-efficacy even further.

ii. **Accurate self-evaluation**. Individuals with high self-efficacy tend to be able to accurately evaluate their performance. They are neither overly-critical nor overly positive but are able to examine themselves realistically in order to pursue self-improvement.

iii. **Willingness to take risks.** Those with high self-efficacy are willing to take risks because they understand that taking calculated risks increases the chances of success. As they are not fearful of failure or mistakes, reasonable risks can only increase self-efficacy.

iv. **Sense of accomplishment**. Generally those with high self-efficacy feel a sense of accomplishment because they are often more successful due to the willingness to take risk and to pursue interests. Even if they fail or make mistakes they feel a sense of accomplishment because they view mistakes as opportunities to improve themselves.

"Work" includes doing things to achieve a purpose, like paid and unpaid jobs, volunteering, sports, or hobbies. People search for environments where they can use their skills and abilities and express their values and attitudes[4]. It is generally found that people of the same personality like working together and create a work environment that fits their type. For example, when Artistic persons are together on a job, they create a work environment that rewards creative thinking and behavior -- an Artistic environment. There are six basic types of work environments: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. People who choose to work in an environment similar to their personality type are more likely to be successful and satisfied[5]. For example, Artistic people are more likely to be successful and satisfied if they choose a job that has an Artistic environment, like choosing to be a dance teacher in a dancing school -- an environment "dominated" by Artistic type people where creative abilities and expression are highly valued. In summary, you are most likely to choose a satisfying work if you choose to do something that fits your personality type. Therefore this research was taken up to investigate if students who have taken up the field of BMM, BMS and BCA their self efficacy match with their area of interest so that they are successful in their field chosen.

2. AIM

To study self efficacy and area of interest in BMM, BMS and BCA students.

3. OBJECTIVES

1. To help BMM, BMS and BCA students identify their strengths.

2. To help BMM, BMS and BCA students develop self awareness.
3. To determine if self efficacy matches with BMM, BMS and BCA students area of interest.

4. HYPOTHESIS

HO1: There is no significant difference between BMM, BMS and BCA students in Self Efficacy Scores before and after intervention.

HO2: There will be significant difference in Self Efficacy Scores before and after intervention.

HO3: Career chosen would match with student's personality.

5. METHODOLOGY

5.1 Sample size: All together 103 second year students participated in this research, out of which there were 25 BMM students, 22 BMS students and 56 BCA students. Random sampling technique was used to choose the samples.

5.2 Tools used for research:

The tools used for research were:

1. Generalized Self Efficacy Scale developed by Schwarzer & Jerusalem (1995)
2. The RIASEC Markers Scales developed by Liao, Armstrong and Rounds (2008).

5.3 Procedure for data collection:

103 students participated in this research. Generalized Self Efficacy Scale was administered during the first session and the last session to study the before and after affect of the activities taken to develop self awareness, self efficacy, optimistic self belief, developing work skills and career awareness during the six months period. Weekly three two hours activity based sessions were taken with the students for six months. Group projects were assigned and students were asked to debate, discuss, judge and decide the outcomes of the case study provided. Besides group projects, individual exercises that involved participants to develop their career prospects in their respective fields were also taken up. Experts in the field were also invited to share their experiences and give their valuable guidance to the students regarding their pathway to achieve a successful career. Participants were also asked to make their career plan in the beginning of this project and once again towards the end of the project. The RIASEC Markers Scales was used to help individuals identify their best career match.

5.4 Statistical Analysis:

T test and percentages were calculated to analyze the data.

6. RESULTS AND DISCUSSION

6.1 Total Self Efficacy Scores

Table 1: Total Self Efficacy Scores

	Paired Differences		t	df	p-value
	Mean	SD			
Students Self Efficacy Before - After	-.64078	3.59699	-1.808	102	.074

The results show P-value is 0.074 which is higher than 0.05. Therefore T-test is accepted. We can conclude that there is there is no significant difference in mean scores of before and after intervention between BMM, BCA and BMS students.

6.2 Self Efficacy Scores

a) Self Efficacy Scores - BMM students

Table 2: Self Efficacy Scores - BMM students

	Paired Differences		t	df	p-value
	Mean	SD			
BMM Students Self Efficacy Before - After	-1.84000	3.90171	-2.358	24	.027

The results show that P-value is 0.027. It is less than 0.05. Therefore T-test is rejected. We can conclude that there is there is significant difference in mean score of before and after intervention. Therefore it can be concluded that the intervention for self efficacy is effective for BMM students.

b) Self Efficacy Scores - For BCA Students

Table 3: Self Efficacy Scores - For BCA Students

	Paired Differences		t	df	p-value
	Mean	SD			
BCA Students Self Efficacy Before - After	.35714	3.61023	.740	55	.462

The results show that P-value is 0.462 which is more than 0.05. Therefore T-test is accepted.

Mean Score before intervention was 33.00 and after intervention is 32.64. Intervention is not effective. We can conclude that there is there is no significant difference in mean score of before and after intervention. Therefore it can be concluded that the intervention for self efficacy is not effective for BCA students.

c) Self Efficacy Scores - For BMS students

**Table 4: Self Efficacy Scores - For BMS students**

	Paired Differences		t	df	p-value
	Mean	SD			
BMS Students Self Efficacy Before - After	-1.81818	2.34290	-3.640	21	.002

The results show that P-value is 0.002. It is less than 0.05. Therefore T-test is rejected. We can conclude that is there is significant difference in mean score of before and after intervention. Therefore it can be concluded that the intervention for self efficacy is effective for BMS students.

6.3 Interest Mapping:

Two ways of defining strengths in an individual are looking at what you do well and what you love doing. If you love doing something, chances are you are or will become fairly proficient at it. So there is usually a connection between both factors. Psychologist John Holland believed "the choice of a vocation is an expression of personality". The Holland Code/Inventory is one of the most helpful career interest tests available. **RIASEC** is an abbreviation that stands for Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E), and Conventional (C). **RIASEC** is also called John Holland's Six Types of Personality. People usually have some interest in all the areas, but just the top two or three are used in occupational guidance. This can help individuals identify their best career match.
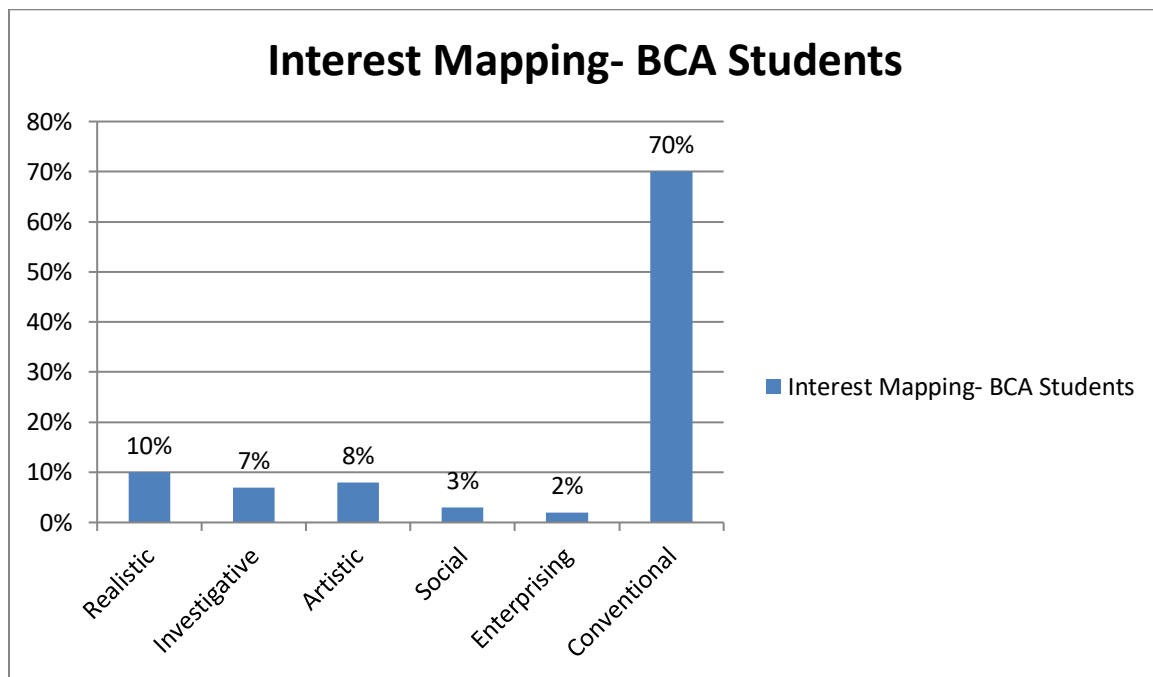
a) Interest Mapping- BMM Students

Interest Mapping- BMM Students
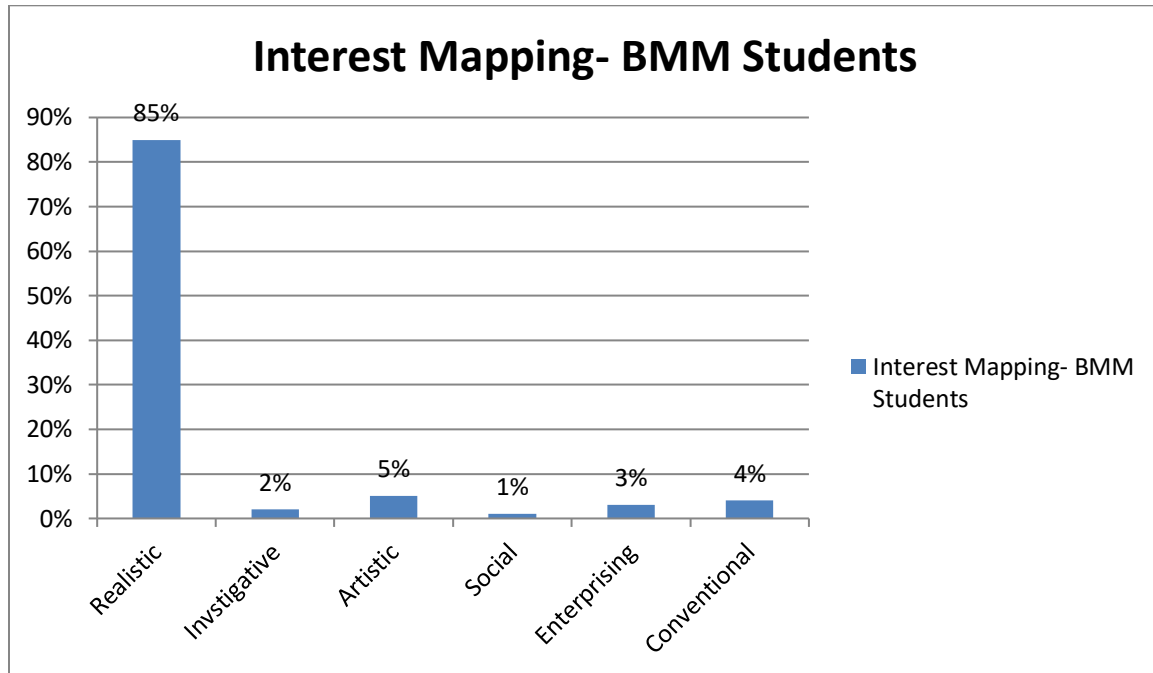
Figure 1: Interest Mapping- BMM Students

This group comprised of students of varied personality types, though majority (85%) of the students have a personality type mapping 'Artistic'. An artistic personality type uses their hands and mind to create new things. They appreciate beauty, unstructured activities and variety. They enjoy interesting and unusual people, sights, textures and sounds. People who have artistic, innovating or intuitional abilities and like to work in unstructured situations using their imagination and creativity classify under the 'Artistic' type of personality. Career options most suitable to the 'Artistic' type include advertising, fashion designing, interior designing, journalist, photographer, dancer etc. It was found that 88% students have indicated career choices such as journalism, photographer etc which map their career type 'Artistic'. Therefore it can be concluded that the course they have chosen for themselves is according to the interest and therefore will do well professionally. The students (15%) whose career options didn't match with their personality were advised to look into allied fields and take up subject related certificate/diploma courses and relook into their career choices. They were also given guidelines to improve self-efficacy and develop the skill set needed to be effective.

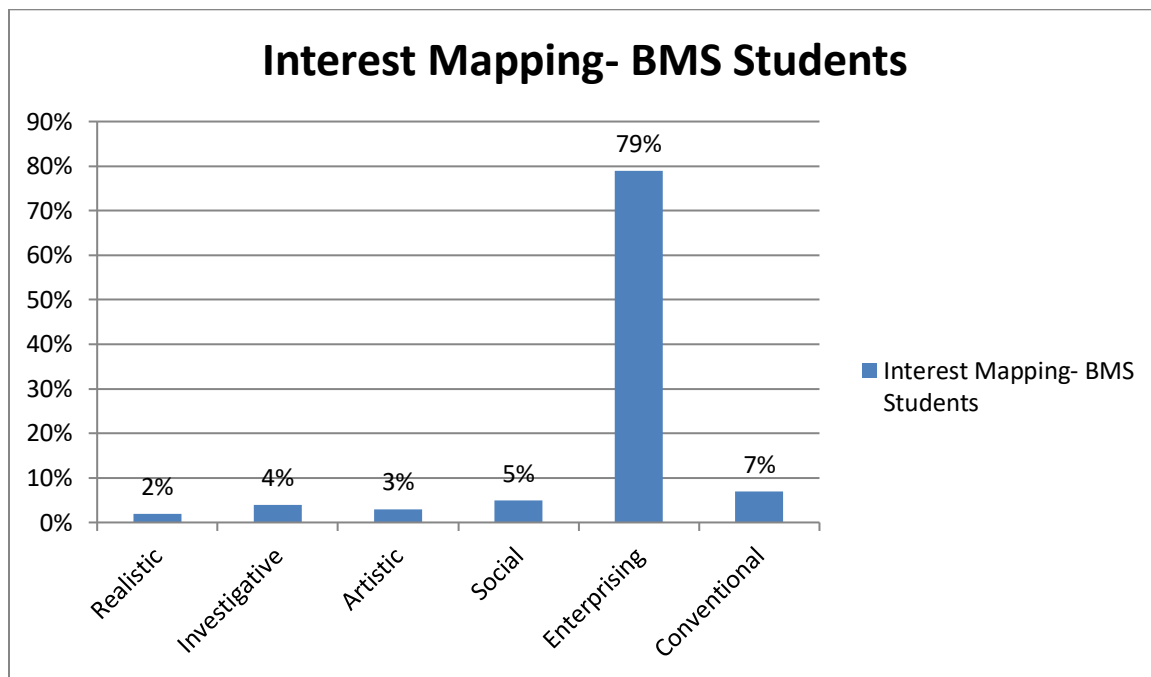### b) Interest Mapping- BCA Students

Figure 2: Interest Mapping- BCA Students

This group comprised of students of varied personality types, though majority (70%) of the students have a personality type mapping 'Conventional'. They are quiet, careful, responsible, well organized and task oriented. These individuals use their mind, eyes and hands to carry out tasks. This personality type solves problems by appealing to and following rules. They are task oriented and prefer to carry out tasks initiated by others, rather than being in a position of authority People who like to work with data, have clerical numerical ability, carry out tasks in detail or follow other's instructions classify under the 'Conventional' type of personality. Career options most suitable for the 'Conventional' type include accountants, administrative bank assistants, computer operator, tax consultant, teacher etc. 70% of the students have indicated career choice such as computer operator, teacher and accountant which map to career type 'Conventional'. Therefore it can be concluded that the course they have chosen for themselves is according to the interest and therefore will do well professionally. The students (30%) whose career options didn't match with their personality were advised to look into allied fields and take up subject related certificate/diploma courses and relook into their career choices. They were also given guidelines to improve self-efficacy and develop the skill set needed to be effective.

c) **Interest Mapping- BMS Students**

Figure 3: Interest Mapping- BMS Students

This group comprised of students of varied personality types, though majority (79%) of the students have a personality type mapping 'Enterprising'. These individuals like to work with people, influence, persuade, lead or manage for organizational goals or economic gain. An enterprising personality type is often a leader who is talented at organizing, persuading and managing. They enjoy money, power, status and being in charge. An enterprising personality type solves problems by taking risks. Instead of doing research, this person relies on intuition about what will work. This personality type is an extroverted and sociable person who is energetic, enthusiastic, confident, assertive and a quick decision-maker These occupations can involve leading people, making many decisions, risk taking and they often deal with business. Some of the occupational areas that fit enterprising personality type are: financial planner, business manager, customer service manager, entrepreneur etc.

79% of the students have indicated career choice such as financial planners, business managers and entrepreneurs which map to career type 'Enterprising'. Therefore it can be concluded that the course they have chosen for themselves is according to the interest and therefore will do well professionally. The students (21%) whose career options didn't match with their personality were advised to look into allied fields and take up subject related certificate/diploma courses and relook into their career choices. They were also given guidelines to improve self-efficacy and develop the skill set needed to be effective.

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7. CONCLUSION

It can be concluded that the intervention for self efficacy was effective for BMM and BMS students and the intervention for self efficacy was not effective for BCA students. The RIASEC Markers Scales was used to help individuals identify their best career match. It can also be concluded that self efficacy matches with the student's area of interest. 85% of BMM students, 70% of BCA students and 79% of BMS students have chosen areas of interest which match their personality and therefore will do well professionally. The students whose career options didn't match with their personality were advised to look into allied fields and take up subject related certificate/diploma courses and relook into their career choices. They were also given guidelines to improve self-efficacy and develop the skill set needed to be effective.

7.1 Tips to improve self-efficacy:

1. **Develop skill set**. The most important way to improve self-efficacy is to develop the skill set you need to be effective. If you are having trouble being successful in your work, identify your areas of deficit and determine what you need to do to improve. Ask others to honestly evaluate your skills and to give specific advice regarding improvement. Once you know what you need to do, then you need to do it again and again until you feel competent. That's how competence develops. People aren't born with competence; they have to learn and practice in order to become competent.

2. **Modeling.** One way to learn the necessary skills is to observe others. You can observe successful completion of tasks to learn how to achieve success. When you observe others being rewarded for their performance or successful completion of a task, you are more likely to be able to model yourself after their behavior.

3. **Focus on specifics.** To improve self-efficacy, it is best to focus on specifics. If someone gives you general feedback especially if it is negative you are less able to make changes than if someone can provide specific feedback.

4. **Reinforcement.** The more behavior is reinforced, the more likely it will continue. If you want to improve your self-efficacy focus on what you do well and reinforce it by giving yourself specific praise.

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