

CORRELATION BETWEEN SELF-EFFICACY  
AND SELF-ESTEEM IN STUDENTS

by

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ABSTRACT

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Correlation Between Self-Efficacy and Self-Esteem in Students  
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The purpose of this study was to determine the correlation between self-efficacy and self-esteem in students. Historical framework was based on Alfred Bandura and Mark Sherer's research. Data was collected on the research areas of self-efficacy and self-esteem theories and the role of education on self-efficacy and self-esteem and education's affect on students. Data analysis was constructed by use of the Pearson r coefficient and t-tests. The research data collected found that the only statistically significant difference was found on self-esteem and gender, with males having a significantly higher overall score on self-esteem than females. Further study is recommended to determine effects of self-esteem enhancement programs for females.

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## CHAPTER ONE

### Introduction

Research in education has taken a step forward by recognizing the importance of self-esteem and self-efficacy within children in the school system. Over the last few years, many essay articles have focused on the question of whether schools should help students to feel better about themselves. The most recent surge of interest involving classroom curricula began in 1990. According to Kohn (1994), “Nel Noddings has challenged the deadly notion that the schools’ first priority should be intellectual development.” She argues that “the main aim of education should be to produce competent, caring, loving, and lovable people” (p. 279). One of the most important factors that influence school success is self-esteem and this can be observed in students in what and how they go about doing things (Clemes & Bean, 1990). Today educators are looking for an indication that interventions, like self-esteem programs, can make a difference in students self-perception (Kohn, 1994).

Self-efficacy has been applied to such diverse areas as school achievement, emotional disorders and career choice. It has become a clear factor in areas such as social and personality psychology. Students who have failed at something are inclined to prefer less challenging tasks and are less likely to be interested in what they are working on than those who have succeeded (Schwarzer, 1997).

According to Schwarzer (1997, p. 2),

actions are pre-shaped in thought, and people anticipate either optimistic or pessimistic scenarios in line with their level of self-efficacy. Once an action has

been taken, high self-efficacy persons invest more effort and persist longer than those who are low in self-efficacy. When setbacks occur, people with high self-efficacy recover more quickly and maintain the commitment to their goals. Self-efficacy also allows people to select challenging settings, explore their environments, or create new environments.

Throughout our lives, we pass many judgements on many people and things. Branden (1983) feels that the one we pass on ourselves is the most important.

According to McFarland (1989), “self-esteem is a choice. You were born into this world a worthy and important human being. You deserve to feel good about yourself everyday of your life” (p. 152). “Your relationship with yourself determines the quality of your self-esteem. It comes from within you and depends on the inner environment you’ve created” (McFarland, 1989, p. 144).

Self-esteem involves a complex set of feelings, beliefs, and expectations based on a child’s changing skills in interacting with their environment and influencing their world (Apter, 1997). Every individual is in charge of his/her own feelings which come from an individual’s evaluation about himself/herself and the extent to which one believes he/she is a competent and worthy person.

Having high self-esteem doesn’t mean that you always feel wonderful. People with high self-esteem *accept* feelings such as being scared and lonely and know that they are all right no matter what types of feelings they may be having (McFarland, 1989, p. 152).

Many times the experiences which encourage self-esteem are school related. An example includes students working in groups. Groups provide an opportunity for students to build their self-esteem and a sense of belonging (Clemes & Bean, 1990). Children who believe that they are important and that they can make a difference have higher expectations of future successes and show higher levels of performance overall than children who are equally able, but less confident in themselves (Apter, 1997). “Feeling that you belong is important, but there is nothing like being able to do something, however simple or small. Actually doing something makes you feel worthwhile and capable” (Leman, 1993, p. 8).

Poor self-esteem has been traced to under achievement at school or work (Branden, 1983). Many adolescents feel discouraged once they are introduced to the requirements of school and the difficulties of tests. Often times they put up a front and show an attitude of not caring, when in actuality, the majority of teenagers are very anxious about school and grades (Apter, 1997).

Students with low self-esteem tend to get little satisfaction from school since low self-esteem interferes with good academic learning (Clemes & Bean, 1990). An experience with failure can produce two over-lapping results for children:

1. A desire to take the easy way out.
2. Loss of interest in whatever one has been doing (Kohn, 1994).

Low self-esteem may also produce depression and anxiety, which can influence and delay social performance (Branden, 1983).

A review of the literature has shown that a strong sense of self-efficacy is related to higher achievement. Individuals with a high self-efficacy are more likely and willing to tackle new and challenging tasks and to stick with them, whereas individuals with lower self-efficacies are more likely to neglect trying new experiences (Schwarzer, 1997).

Therefore, the research hypothesis for this study is that middle school students with high self-efficacy have higher self-esteems and middle school students with low self-efficacy have lower self-esteems.

### **Purpose of Study**

The purpose of this study was to determine the level of correlation between self-efficacy scores, as measured by a self-efficacy questionnaire, and self-esteem scores, as measured by a self-esteem questionnaire, for middle school students at the Church of St. Stephen School. The questionnaires were given out in the Fall of 1998 in the afternoon during seventh grade social studies classes.

### **Null Hypotheses**

There were four hypotheses for this study: There will be no statistically significant correlation between self-efficacy scores and self-esteem scores for middle school students. There will be no statistically significant correlation between self-efficacy scores and self-esteem scores for males and females. There will be no statistically significant difference of self-esteem scores between male and female middle school students. There will be no statistically significant difference of self-efficacy scores between male and female middle school students.

## Definition of terms

General Self-Efficacy: The belief about one's ability to achieve goals and to overcome obstacles in daily living. It is viewed as a global construct and is drawn from the internal averaging of all successes and failures that are attributed to the self (Shelton, 1990).

Self-Efficacy: An expectation that one can successfully perform a behavior. This is influenced by one's past experiences and attribution of success to chance or skill (Sherer & Adams, 1983).

Self-Esteem: How we evaluate ourselves and our characteristics. It is the "personal judgment of worthiness that is expressed in the attitude the individual holds toward himself" (Kohn, 1994, p. 273).

## CHAPTER TWO

### Review of Literature

#### Introduction

This chapter focuses on the significant topics discussed in the literature including the historical beliefs on self-efficacy from Bandura and Sherer, theories of self-efficacy and self-esteem, and the role education plays in self-efficacy and self-esteem in students.

#### Historical Overview

The construct of self-efficacy was introduced by Alfred Bandura and represents one aspect of his social-cognitive theory (Schwarzer, 1997).

Bandura conceptualized self-efficacy as being situationally specific and not generalizing between other areas. The feeling of capability in a particular experience may or may not carry over into different types of situations since some situations have broader generality than others. The 'Bandurian Perspective' regards the idea that the general self-efficacy construct has variable strength depending on the dimension of life being considered and the extent of overlap it has with other dimensions (Woodruff & Cashman, 1993, p. 424).

Bandura felt that expectations of self-efficacy were the most powerful determinants of behavioral change and that these expectations determine the initial decision to perform a behavior (Sherer, Maddux, Mercandante, Dunn, Jacobs, & Rogers, 1982). Bandura views performance accomplishments as the most important source

of efficacy information. He suggests that self-efficacy is increased when individuals experience outcomes better than the one they expected (McIntire & Levine, 1991).

According to Bandura, self-efficacy makes a difference in how people feel, think, and act. A low self-efficacy is associated with a low self-esteem. Individuals with a low self-esteem have pessimistic thoughts about their accomplishments and personal development. Having a strong sense of competence helps cognitive processes and performance in areas such as academic achievement (Schwarzer, 1997).

“The concept of general self-efficacy provides an important conceptual tool for viewing healthy functioning” (Shelton, 1990, p. 992). Mark Sherer’s theory of general self-efficacy defines the global nature of this topic. He thought these unrelated fields contributed to a general set of expectations that the individual carries with him/her into new settings and experiences (Shelton, 1990). Sherer suggested that general self-efficacy is the summation or average of all of the individual task efficacy. Sherer also invented a self-efficacy scale which measures general self-efficacy expectancies in educational/vocational and social areas (Woodruff & Cashman, 1993).

One aspect both Bandura and Sherer agree upon is viewing self-efficacy as a personality trait with relative stability. They feel this is what predicts an individual’s performance in specific situations (Shelton, 1990).

### Theories of Self-Efficacy and Self-Esteem

Self-efficacy is thought to have three dimensions: magnitude, which deals with the belief about performance in increasingly difficult aspects of the task; strength, involving the effort placed on maintaining the behavior in spite of obstacles; and

generality, which concerns the broadness of applicability of the belief (Woodruff & Cashman, 1993).

Being able to recognize and measure the strength of general self-efficacy can aid a person's progress toward greater achievement. The concept of general self-efficacy shows an adequate explanation for why some individuals have a more confident outlook toward life. Regardless of the difficulty of the task, they may be more determined to achieve it completely (Shelton, 1990). Individuals with high self-efficacy expectations are more likely to try new experiences and pursue them. Once success is met, their future self-efficacy expectations are likely to rise. Results from previous studies on self-efficacy expectations may also be useful in improving self-esteem when this is seen as a goal (Sherer, Maddux, Mercandante, Dunn, Jacobs, & Rogers, 1982).

When an action is being performed, self-efficacy determines the amount of effort invested and the perseverance. People with self-doubts are more inclined to anticipate failure scenarios, worry about possible performance deficiencies and abort their attempts prematurely. People with an optimistic sense of self-efficacy, however, visualize success scenarios that guide the action and let them persevere in the face of obstacles. (Schwarzer, 1997, p. 2 )

The theory of general self-efficacy is still in the early stages of development and its potential has yet to be completely understood (Shelton, 1990). The theory states that successful achievements lead to increases in self-efficacy expectations and that mastering these in one area may generalize into other areas of behavior (Sherer, Maddux, Mercandante, Dunn, Jacobs, & Rogers, 1982). It is thought that these experiences must

hold some sort of personal value in order to positively or negative affect the level of self-efficacy (Shelton, 1990). According to this theory, two types of expectancies bring to bear powerful influences on behavior:

1. Outcome expectancies: the belief that certain behaviors will lead to particular outcomes.

2. Self-efficacy expectance: the belief that one can successfully perform the behavior in question (Sherer, Maddux, Mercandante, Dunn, Jacobs, & Rogers, 1982). “Understanding self-efficacy is important to the successful implementation of systems in organizations. The existence of a reliable and valid measure of self-efficacy makes assessment possible and should have implications for organizational support, training, and implementation” (Compeau & Higgins, no date, p. 1). The theory of self-efficacy “provides a base for positive mental functioning, whose outlook may stimulate new techniques and ideas for emotional healing and more productive living” (Shelton, 1990, p. 993).

A study conducted by Compeau and Higgins (no date) was done to determine the role of individuals’ beliefs about their abilities to competently use computers in the determination of computer use. The researchers found that an “individual’s self-efficacy and outcome expectations were positively influenced by the encouragement of others, in their work group as well as others use of computers”(p. 1).

The General Self-Efficacy Scale claims construct validity across different cultures. A study conducted by Schwarzer, Babler, Kwiatek, Schroder, and Zhang (1996), supports the finding that self-efficacy construct tends to be a universal one. The

study compared two new scale adaptations (Spanish and Chinese) with the original German version. Subjects consisted of university students. “Results showed that in all three languages, the psychometric properties were satisfactory. The reliability, which included the areas of item-total correlations and factor loadings, indicated that the General Self-Efficacy Scale can be seen as homogenous and unidimensional” (p. 8).

Belief in one’s ability to perform a behavior is one factor contributing to an individual’s attitude toward oneself. High scores of general and social self-efficacy are associated with an increase in self-esteem (Sherer, Maddux, Mercandante, Dunn, Jacobs, & Rogers, 1982). Most research has confirmed a positive association between self-esteem and achievement. People who think of themselves favorably should be able to learn and work more efficiently. Someone with a high self-esteem would expect to do well (Kohn, 1994). In turn, others view a belief in one’s ability to accomplish a variety of duties as a positive characteristic (Sherer, Maddux, Mercandante, Dunn, Jacobs, & Rogers, 1982).

“Self-efficacy is necessary for a healthy self-esteem” (Vancouver Community Network, 1998, p. 1). If a person feels unworthy of the respect and love of others, they do not have a positive self-esteem; regardless of the achievements they may have accomplished in the past . A feeling of worth means having self-respect, which comes as a result of living up to one’s own values (McFarland, 1988).

A study by Parker (1990) examined the self-esteem of subjects using Rosenberg’s self-esteem scale. Self-efficacy and social competence were also measured, using prisoners’ responses to problem situations. The educational variable was divided into three measures in regards to prisoners’ educational level at admission to the institution.

Educational levels consisted of no high school diploma, a high school diploma, some time in college, associate's degree, and a bachelor's degree or more. The other two measures included education level at the time of the study and changes in educational levels between admission and time of study. The study examined whether educational level was the variable most strongly associated with scores on self-efficacy, self-esteem, and social competence and amount of time spent in prison. Results showed that educational level was found to have a significant positive relationship with self-esteem and social competence. The subjects' self-esteem and social competence scores were higher with each level of education. "Changes in educational level were not linked with self-efficacy but were directly and significantly linked with self-esteem and social competence. Educational level was found to be the strongest predictor of self-esteem and social competence" (Parker, 1990, p. 145).

The Search Institute and Free Spirit Publishing Inc. conducted a nationwide survey on youth in grades 6-12 from September of 1989 through March of 1990 on self-esteem. Findings revealed that 47% of the youth surveyed have the self-esteem asset in their lives (Benson, Galbraith, & Espeland, 1995).

#### Role of Education in Self-Efficacy and Self-Esteem

Self-efficacy has been applied to the area of school achievement and has become a clear variable in educational psychology (Schwarzer, 1997). All children have a natural need to think highly of themselves. In order for this need to be satisfied, children must believe that they are capable of doing well and succeeding in a multitude of ways. In the classroom, children discover and develop much of their sense of who they are and what

they can do. The way children explain why they are successful or why they fail is extremely important to their self-esteem. A child's thoughts about what lies behind these successes or failures helps to form his/her beliefs about himself/herself and his/her expectations for the future (Apter, 1997).

Sources note that students who seem to have high self-esteem adapt better socially. These students tend to make friends easier and are more willing to work with others. Students who seem to have lower self-esteem tend to be kept more to themselves and have difficulty with both making friends and working with peers (Sims, 1997).

Self-esteem is now recognized as a key to children's successful development. Self-esteem is described by Apter (1997) as a "set of skills that allows a child to keep trying, to keep learning, and to keep caring" (p. 17). Once these skills have been obtained, they allow one to keep bouncing back when experiencing failures. A child's "crucial" years are between the ages of five and fifteen, when he/she learn to assess his/her abilities and form expectations of success or failure. In the classroom, children discover and develop much of their sense of who they are and what they can do (Apter, 1997).

Apter (1997) notes "there is no simple and sure method of assessing a child's self-esteem or measuring the extent to which a child lacks it" (p. 29). Adolescents and teenagers need adult support as they face new sources of self-consciousness and self-doubt, which can put self-esteem at risk. As they become aware of how much is expected of them, such as their performance in school, they often feel unworthy, and not equal to the job. Adults have to help children find ways of valuing themselves and caring for others, even when they face disappointments.

**Benson, Galbraith, and Espeland (1995) noted things which can be done at school to enhance children's self-esteem: grading as an opportunity to affirm.**

**Grade honestly, add positive comments.**

1. Critique papers, reports, and tests constructively. Offer suggestions for improvements and add positive comments.
3. Teach students to accept criticism and respond in constructive ways.
4. Treat all students with respect. Encourage everyone to contribute to class discussions and identify and affirm individual talents (p. 134).

Self esteem cannot be considered in isolation. It is dependent on social, psychological, physical, and economic factors. Therefore, a wholistic approach to improving self-esteem, addressing family, school/work and community will be much more effective in the long run than an individual approach. (Vancouver Community Network, 1998, p. 1)

### Summary

There is a generous amount of literature regarding self-efficacy and its importance in individuals' perceptions of themselves and their behaviors. Students who fail at a particular task tend to develop poor self-efficacies, losing interest in certain topics, and doing what they can in order to avoid future experiences in related areas. This, in turn, affects their self-esteem, decreasing their confidence.

Knowledge of the relationship between student's self-efficacy and self-esteem will help to determine whether or not techniques designed to increase self-efficacy expectations would be beneficial in school settings. This information could aid in increasing self-esteem and improving academic interests and performance.

## CHAPTER THREE

### Methodology

#### Introduction

This chapter will discuss the selection of site and subjects, the instruments used, and the procedure used. The data collection process and data analysis will then be explained.

#### Site Description

The research was conducted at the Church of St. Stephen School, a private Catholic school, in Anoka, Minnesota, where the researcher was completing her internship.

#### Subjects and Selection

The participants of this study included 31 seventh grade students. The subjects were randomly selected. All of the subjects were of Anglo Saxon decent and were between the ages of 12 and 13. There were 15 females and 16 males.

#### Instruments

**The instruments chosen for this research included the General Self-Efficacy Scale by Schwarzer (see Appendix A) and Rosenberg's Self-Esteem Scale (see Appendix B).**

**“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” (Schwarzer, 1997, p. 1). The scale was originally developed in German by Matthias Jerusalem and Ralf Schwarzer in 1981 as a 20 item scale with two separate subscales of general self-efficacy and social self-efficacy. Later the scale changed to only 10 items, still using the Likert format, and has been used with thousands of participants in**

many studies (Woodruff & Cashman, 1993). The General Self-Efficacy Scale focuses on a broad and stable sense of personal competence. This allows researchers to use the scale in order to deal effectively with a variety of stressful situations. “The scale is not only parsimonious and reliable, it has also proven valid in terms of convergent and discriminant validity” (Schwarzer, 1997, p. 2 ).

This scale has been translated into many different languages and used in many research projects where it has yielded internal consistencies between alpha + .75 and .90. “The General Self-Efficacy Scale correlates positively with self-esteem and optimism and has been used in screening people at risk for coping deficiencies, which can cause the stage for subsequent prevention programs” (Schwarzer, 1997, p. 13).

Rosenberg’s Self-Esteem Scale is a 10-item Likert scale with items answered on a four point scale from strongly agree to strongly disagree. The scoring for some items need to be reversed so that in each case the scores go from less to more self-esteem. The original sample for which the scale was developed consisted of 5,024 high school juniors and seniors from 10 randomly selected schools in New York state” (Department of Sociology, University of Maryland, no date, p. 1).

#### Procedure

Initial contact was made with the subjects one week prior to the administration of the scales. A school guidance counselor trainee met with the subjects during their Social Studies class to hand out consent forms and to explain the purpose of the study. The subjects’ Social Studies classes took place at 12:50 p.m. and 1:35 p.m. Second contact was made a week later during the same classes. The school guidance counselor trainee

collected the consent forms and administered the scales. The students completed the general self-efficacy scale first and the self-esteem scale last. When the subjects were finished, the scales were collected and the students debriefed about the importance of the study and what value it may have to them.

### Data Analysis

The data was analyzed using the Pearson r correlation. This statistical procedure is used to determine the relationship between two or more variables, all belonging to the same group of people, and to determine the strength of the relationship, if any, was found.

### Limitations

The findings of this study are not to be generalizable or meant to be made applicable to all middle school students. The limitations of the present study are:

1. The sample size for this study was 31.
2. Self-efficacy levels and self-esteem levels of middle school students may differ at various times.
3. Self-efficacy levels and self-esteem levels of middle school students may alter from student to student.
4. Self-efficacy levels and self-esteem levels of middle school students may alter from school to school.

## CHAPTER FOUR

### Results

#### Introduction

This chapter will present the results of the analysis of the self-efficacy scores and self-esteem scores taken from the questionnaires which the subjects completed. Of the thirty-two students who participated, one set of scores were eliminated because of an incomplete questionnaire. Therefore, thirty-one subjects' scores were used. Scores will be reported on three variables: Gender, Self-Efficacy Scores, and Self-Esteem Scores. There were four hypotheses.

1. There will be no statistically significant correlation between self-efficacy scores and self-esteem scores for middle school students.
2. There will be no statistically significant correlation between self-efficacy scores and self-esteem scores for males and females.
3. There will be no statistically significant difference of self-efficacy scores between male and female middle school students.
4. There will be no statistically significant difference of self-esteem scores between male and female middle school students.

The Pearson r coefficient was conducted on the data.

#### Results

The results for hypothesis number one found no statistically significant relationship ( $r = .132$ ;  $p = .48$ ). Therefore, the null hypothesis was supported.

The results for hypothesis number two found no statistically significant relationship ( $r = .358$ ;  $p = .173$ ). Therefore, the null hypothesis was supported.

A t-test was conducted on the data using gender as an independent variable. Results on self-efficacy by gender was conducted using Ralf Schwarzer's Self-Efficacy Scale. No difference was shown between males and females. The results for hypothesis number three found no significant difference by gender on self-efficacy ( $t = -.18$ ;  $p = .86$ ).

A t-test was conducted on self-esteem by gender. A statistically significant difference was found ( $t = 3.13$ ;  $p = .005$ ). Males (42.25) had a significantly higher overall score on self-esteem than females (35.065). Therefore, the null hypothesis was rejected.

The mean score for self-efficacy for thirty-one students was 32.16, with a standard deviation of 3.14. Scores ranged from 26 for a low to a high of 39, with a median score of 33 ( $n = 7$ ).

The mean score for self-esteem for thirty-one students was 38.77, with a standard deviation of 7.17. Scores ranged from 19 for a low to a high of 50, with a median score of 39.00 ( $n = 5$ ).



## CHAPTER FIVE

### Discussion, Conclusions, Recommendations

#### Introduction

The purpose of this study was to analyze the correlation between self-efficacy and self-esteem scores on questionnaires completed by middle schools students. This final chapter will discuss the results, report implications of the study and make recommendations to school personnel, parents and future researchers.

#### Discussion

According to the results of the present study, there was no statistically significant correlation between self-efficacy and self-esteem. The results disagree with the research by Sherer, Maddux, Mercandante, Dunn, Jacobs, and Rogers (1982), which discussed the concept that high scores of general and social self-efficacy are associated with an increase in self-esteem. Neither genders showed a statistically significant correlation between the variables of self-efficacy scores and self-esteem scores.

Males in this study were shown to have a statistically significantly higher self-esteem scores than females, yet this extreme difference did not have an effect on the males' self-efficacy scores.

Kohn (1994) noted that someone with a high self-esteem would expect to do well. This was not supported in the present study. Males who seemed to have high self-esteem scores did not necessarily have high self-efficacy scores.

Apter (1997) stated that the classroom / school is the environment where children develop much of their sense of who they are and what they can do, which is why

self-esteem enhancement programs could aid in children's development, both socially and academically.

### Conclusions

The variables used in this study were gender, self-efficacy scores, and self-esteem scores. Data was collected from seventh grade students at the Church of St. Stephen School in Anoka, Minnesota.

The students have all of the same classes and teachers at the Church of St. Stephen School. The seventh grade class is broken down into two sections (A & B). Both classes have Social Studies in the afternoon; therefore both groups of students were given the questionnaires in between 1:00p.m. and 3:00pm.

Gender and self-esteem were the variables which were shown to be statistically significant. Males had overall higher self-esteem scores than females. From the present data the researcher concludes that, overall, male seventh grade students feel better about themselves than females.

Self-efficacy scores were not shown to be statistically significant between males and females. From the statistical data, the researcher concludes that male and female seventh grade students have similar expectations about how they can successfully perform a behavior.

Self-esteem scores and self-efficacy scores were not shown to have a statistically significant correlation for middle school students (males and females). From the present data, the researcher concludes that how middle school students (males and females) feel about themselves does not have a statistically significant correlation with how they expect they can successfully perform a behavior.

## Recommendations

If this study was to be duplicated in the future for research purpose, a recommendation would include having a larger number of subjects. This would allow data for a more accurate analysis. Duplicating this study within a public school setting in order to compare results to the present study, which was conducted in a private school would be another recommendation. This would enable the researcher to compare the differences between the two types of schools as well as the nationality of students. The private school in the current study had only Caucasian subjects. Using subjects of various age groupings would allow the researcher to compare age differences and similarities.

After completing this study, a recommendation for our schools would be to use self-esteem enhancement programs to increase adolescent girls self-esteem. These would allow females to examine their thoughts and feelings and become more positive about themselves.

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APPENDICES

GENERAL SELF-EFFICACY SCALE

APPENDIX A

## ENGLISH ADAPTATION of the GENERAL SELF-EFFICACY SCALE

By Ralf Schwarzer and Matthias Jerusalem,  
Translated by Mary Wegner, Berlin, Germany

1. Not at all true
2. Barely true
3. Moderately true
4. Exactly true

1. I can always manage to solve difficult problems if I try hard enough.
2. If someone opposes me, I can find a means and ways to get what I want.
3. It is easy for me to stick to my aims and accomplish my goals.
4. I am confident that I could deal efficiently with unexpected events.
5. Thanks to my resourcefulness, I know how to handle unforeseen situations.
6. I can solve most problems if I invest the necessary effort.
7. I can remain calm when facing difficulties because I can rely on my coping abilities.
8. When I am confronted with a problem, I can usually find several solutions.
9. If I am in trouble, I can usually think of something to do.
10. No matter what comes my way, I'm usually able to handle it.

SELF-ESTEEM SCALE

APPENDIX B



**SELF-ESTEEM SCALE**

**APPENDIX B**

**GLOBAL SELF-ESTEEM  
(ROSENBERG SELF-ESTEEM SCALE)**

For each of the statements below, please indicate your level of agreement using the following scale:

1. Agree very much
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Disagree very much

- 
- \_\_\_ 1. At times I think I am no good at all.
  - \_\_\_ 2. I take a positive view of myself.
  - \_\_\_ 3. All in all, I am inclined to feel that I am a failure.
  - \_\_\_ 4. I wish I could have more respect for myself.
  - \_\_\_ 5. I am able to do things as well as most other people.
  - \_\_\_ 6. I feel that I am a person of worth, at least on an equal plane with others.
  - \_\_\_ 7. On the whole, I am satisfied with myself.
  - \_\_\_ 8. I feel I do not have much to be proud of.
  - \_\_\_ 9. I feel that I have a number of good qualities.
  - \_\_\_ 10. I certainly feel useless at times.

PARENTAL PERMISSION SLIP

APPENDIX C





