

Self-efficacy – Cognitive-Motivational Vector in Performance Achievement

Daniela Porumbu *

Transylvania University from Brasov, Faculty of Psychology and Education

ABSTRACT

The manner in which somebody describes and evaluates himself, reacts and responds, is based on the way he perceives himself. The self-efficacy represents a cognitive-motivational vector in performance achievement, closely related to the self-image and the self-esteem. In the paper “Sinele și cunoașterea lui”, P. Iluț [1] mentions the boost and the strengthening of the self in the context of the clarification of the possible self-concept and of its adaptive functions in the process of self-development. Bandura’s [2] point of view is also the fact that the well-functioning of the self is related to the self-strengthening process. He states that a great deal of our behavior is adjusted through self-strengthening and external means of strengthening. In conclusion, we can acknowledge the fact that the self-efficacy represents the perception of the individual regarding the energy he believes he can transpose into the action designated to bring him closer to a purpose.

The aim of the research is to observe the process of the readjustments and reorganizations at the level of the self-efficacy, as a result of attending a coaching program.

KEYWORDS: *coaching, performance, readjustment, self-efficacy*

1. STRENGTHENING THE SENSE OF SELF-EFFICACY IN A COACHING PROGRAM

The concept of self-esteem is bound to A. Bandura [2] of the personal efficacy, effectiveness own conscience. Self-efficacy refers to auto valorization and self-esteem, both of which related to suitability in dealing with the demands of life. Self-efficacy is seen as an ability to lead and control the events of our lives. It was initially conceptualized as a stable trait or cognition that people have and carry with them. The literature records the overall effectiveness as a feature itself, while the specific efficacy of a domain itself is a valuation based on the area and it is subjected to change. In the present research the effectiveness of self-interest in relation to oneself, expectations that the subjects have on the ability to achieve the objectives in relation to itself and in relation to others. I tested to what extent participation in a group coaching program supported by the coordinator of the year, determined for the first year students increased sense of self-efficacy. I used to test this hypothesis an experimental group and a control group, each with 31 subjects, which I applied pre and post evaluation. The entire intervention was designed so that participants have the conditions and the tools to achieve success, both in workshops coaching activities and the tasks they have received from workshop to the other. At group level coaching notice an increasing trend with 7.10 points on average levels of self-efficacy feeling as a result of participation in the program. The successes reinforce the sense of self-efficacy.

The t test for paired samples shows that differences in the averages between pre and post evaluation are statistically significant: $t(31) = 4.92$, $p < .001$, $d = 0.77$. Also, we find a strong

* Corresponding author. Tel.:
E-mail address: porumbudana_bv@yahoo.com

correlation significant positive: $r = 0.648$, $p = 0.000$ for, which indicates that a hierarchy of subjects are kept from one measurement to another. Large effect size obtained in this small sample allows us to conclude that the effect is significant both statistically and practically.

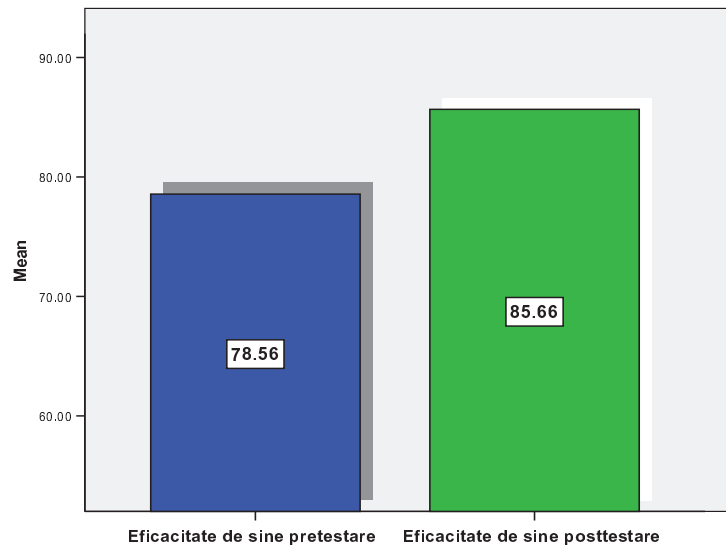


Fig. 1. Increase self-efficacy sense after intervention at group level coaching

Numerous studies have demonstrated the positive correlation that exists between self-efficacy and performance. Consequently, we expect that those who significantly increased their self-efficacy achieve success in achieving their objectives, whether they are related to me or the results of its academic, social relationships or other aspects of personal development.

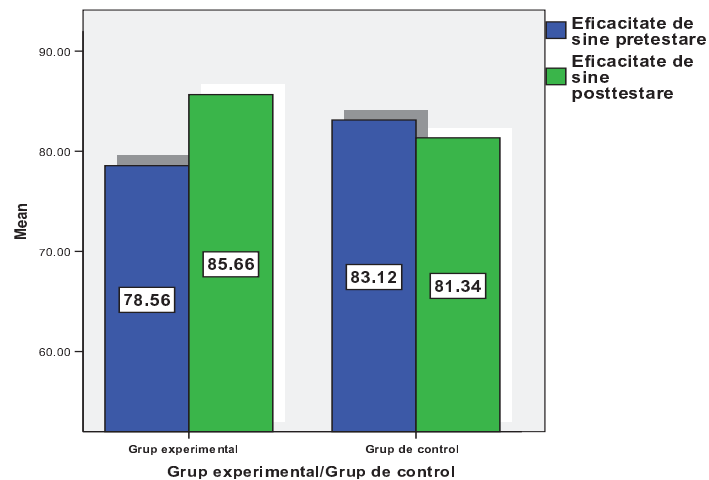


Fig. 2. Differences between the averages in terms of self-efficacy pre / post-test in the 2 groups

When we compare the experimental group with the control group, we find that in the control group pretest self-efficacy has a higher average of 4.56 points versus coaching group. In posttest difference is in favor of coaching, average 4.32 points. The differences are statistically significant: $t(62) = 1.99$, $p < .05$, $d = 0.57$. The average effect size numerically reduced number allows us to conclude that the effect seems to be quite important. Confidence in their own possibilities and achieve success goals is linked with positive feedbacks received by their skills across subjects. We consider that the consistent practice of the ability to provide positive and constructive feedback like "I liked that; I would have loved", participants strengthened their confidence in their own resources and their own forces to get what they want. To this is added the impact that had on participants believe that experiential approach to each sequence of activity, which made every cell of the body to memorize her success and can reactivate it whenever they want. Dealing with the whole body with success, plus the positive feedback of the group, they are testimonials and confirmations that cannot be neglected, which requires the reconsideration and reassessment of self-facilities. Following the analysis of intra and inter-specific hypothesis, summarizes the results can be represented as follows:

Table 1. The research for the assumed increase self-efficacy feeling

Self-efficacy		t	p	d
	Inter-subject design		$t(31)=4.92$	$p<0.001$
Inter-design		$t(62)=1.99$	$p<0.05$	$d=0,50$

Both inter-subject analysis and inter-analysis confirms the hypothesis that participation in the coaching program will strengthen the sense of self-efficacy.

2. RELATIONSHIPS BETWEEN SELF-EFFICACY AND PERSONALITY VARIABLES

Next we analyze the relationships between self-efficacy and intermediate different personality variables measured 16 PF. Self-efficacy was correlated with the following variables:

Table 2. Correlations between the efficacy of self and other associated factors

	C	H	O	Q2	Q4	Anx.
EFFECTIVE SELF	0.398**	0.376**	-0.394**	-0.255*	-0.410**	- 0.551**

** $P < 0.01$

* $P < 0.05$

Based on the obtained result, $r = 0.398$, $p < 0.01$, I can say that a strong, mature, calm, balanced emotional, has rather tended to exhibit a high sense of self-efficacy. Given the small group, we appreciate the significant correlation with practical value. Ego's force, **Factor C**, is defined as the degree of realization of dynamic integration and emotional control. The ability to immediately control and express tensions in a manner appropriate and realistic. Cattell and Eysenck [3] report this factor constitutional matters. Subjects with a strong force of the Ego are realistic, easily adapt to the objective reality, are resistant to the effort, making them to wholesalers in all kinds of projects and have positive expectations about their ability to achieve success. If expectations for various reasons do not come true, they reacts in frustration in a

manner most often mature or simply by rationalization so as to preserve its image and self-esteem.

Participants in the coaching program were familiar with the principle: "no failure, only feedback." According to this principle we learn from every experience in which we live. Their task was to experience the daily life of this principle and to share with the group what changes they brought this principle. The purpose of this axiom is to preserve their self-esteem and sense of effectiveness, regardless of the results, and to cultivate a positive attitude and reflective opposite the strategies they use to achieve success.

There is a reciprocal change in accordance **Factor H** (caution vs. courage) and sense of self-efficacy, Pearson coefficient of $r = 0.376$, $p < 0.01$. Attitude of interest in social relationships, courage in making contacts and anxiety sometimes associated with impulsivity tend to correlate with high sense of personal efficacy.

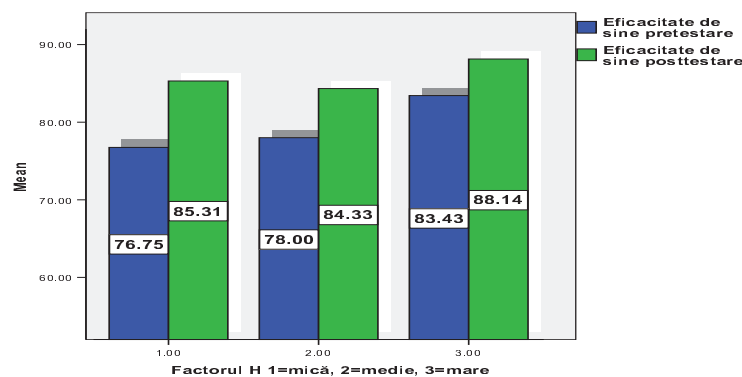


Fig. 3. Impactul programului asupra eficacității de sine prin raportare la Factorul H

People feel free to participate in social life are often those who have positive expectations related to social relationships and trust in their abilities to manage these relationships. Starting from the idea that any goal we have to achieve, it is easier in a team and often more fun and were encouraged to develop a support network that goes beyond a coaching group. This has worked very well for them: they had a common address mail that made information move freely; informing each other on different aspects such as books of interest arising, specialized courses, social events; requesting help for various projects etc. Group dynamics and enriched thanks to extra-group coaching meetings and projects. We believe that all these activities, along with coaching activities have contributed to increasing sense of self-efficacy.

There is a significant link between the tendency to blame negative **factor A** (schizophrenia vs. cyclothymia), and sense of personal efficacy, $r = -0.394$, $p < 0.01$. Subjects with elevated feelings of guilt, distrust of others, suspicious rather have a low sense of self-efficacy, negative projections of the future and their ability to produce desired results. In conclusion, the greater the confidence and resilience to stress, increase self-efficacy and sense.

We set out in the program in addition to enhancing confidence and creating a positive and optimistic view of human nature in general, given that the most important resource that will work will be human resources. I cultivated the school NLP principle [4] according to which: "behind every behavior there is a positive intention." We can judge the behavior, we can assess as negative or inappropriate, but more interesting and more useful is to find the positive intention

behind behavior. This is the first step to behavioral change. Once I learned the benefits that we have from that behavior can slow or resistant blamed shift our efforts, we can think of alternative behavior at a target with a new behavior, including positive intent. The discovery may diminish the positive intention and feeling of guilt, resource-intensive and allow us to focus our energy maybe on the desired change [5].

From Table 2 we find a concomitant low intensity variation **Factor Q2** (addiction group vs. personal independence) and self-efficacy, $r = -0.255$, $p < 0.05$. There is a tendency decreases as the dependence of the group to increase the feeling of self-efficacy. In other words, the more the attitude of personal independence, coupled with the ability to decide alone, and increases the effectiveness of their own conscience. We choose to keep the attention this covariance in the event of extending lot of research.

We also note that calm, nonchalant people, often self-satisfied and confident in their resources have the ability to control events in their lives. The correlation between self-efficacy and **Factor Q4** (weak ergic tension vs. high ergic tension) is: $r = -0.410$, $p < 0.01$, as a result, lowers blood since the greater sense of personal adequacy and ability to provoke awareness and control events in our lives. An energetic tension is associated with a poor way to live calm, relaxed and nonchalant, the person is generally self-satisfied. All these events are a prerequisite for a high self-efficacy.

Factor I (adaptation vs. anxiety): anxiety is associated with low self-valuation and positive self-perception of personal efficacy, proof lies correlation coefficient: $r = -0.551$, $p < 0.01$. There is an inverse relationship between systematic quantitative factor anxiety and self-efficacy. The high level of association indicates that the trend is that subjects who achieve low scores in anxiety scores have self-efficacy. In conclusion, the feeling of personal adaptation tends to correlate with confidence in their own possibilities and achieve personal goals [6].

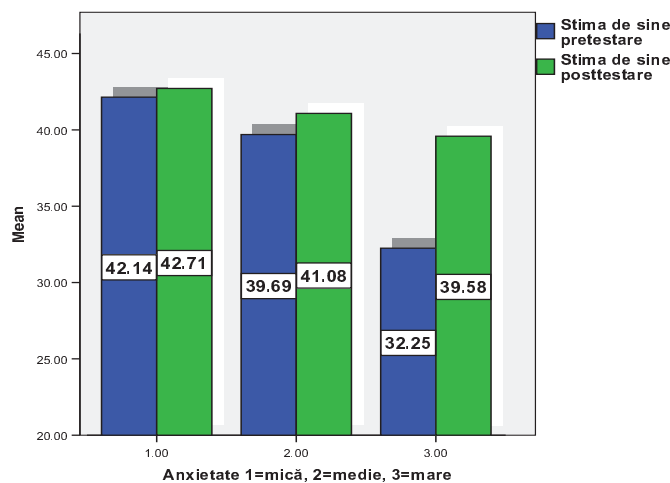


Fig. 4. Impactul programului asupra stimei de sine prin raportare la Factorul anxietate

In conclusion, the most benefit from the intervention program by increasing self-efficacy feeling prescreen those who exhibit: high emotional instability, are shy, reserved, inhibited and fearful, with a sense of personal inadequacy or moderately stressed, those who have a high

anxiety. We can talk again about a risk group, a group with certain vulnerabilities, some constitutional, others modeled through coaching group that managed to increase their sense of self-efficacy. We consider this a very important win, even if we only think the relationship of self-efficacy positive association with performance tasks [7]. From this point of view, the coach is a modern Pygmalion's prophecies are today axioms that promotes the principles of life post.

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