



Aspect of personal identity, life satisfaction, and self-efficacy: Exploring the relationship between indicators of academic graduate students

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Abstract

The present research investigation was carried out to study the relationship between aspects of personal identity, life satisfaction, and self-efficacy among academic students. Drawing on the background of positive psychology, there had only recently been the focus on life satisfaction, self-efficacy in the context of academic students. The sample consisted of 100 (50 male and 50 females) students from the Aligarh Muslim University. In order to collect the requisite data, and completed provide details about the measure of personal identity, life satisfaction, self-efficacy. We used General self-efficacy scale (S. Sud, Schwarze, and Jerusalem, 1995), Aspects of identity questionnaire AIQ-IV (Cheek, J. M., and Briggs, S.R, 2013), and satisfaction with life scale (William Pavot and Ed Diener, 1985) was used to research study the mentioned problem the relationship between personal identity, life satisfaction, and self-efficacy. Results concluded that a significant relationship was found between personal identity and life satisfaction at the level of 0.01 (2-tailed) on self-efficacy among male and female students. A significant relationship was found between self-efficacy and personal identity.

Keywords: personal identity, life satisfaction, self-efficacy, positive optimism, academic motivation

Introduction

The purpose of this study was to explore, analyze and report the relation of aspects of personal identity, life satisfaction, self-efficacy, and positive optimism, and gender that may or may not affect the different levels of life satisfaction. The transition between childhood and full adulthood is a crucial developmental period structure by individual, familial, social, psychological, and historical different circumstances. The main task of this developmental period is nearly universal: to become ready to assume the vital roles played by mature members of the social group (Larson, Wilson, Brown, Furstenberg, & Verma, 2002) ^[21]. Typically, after crucial period of “adolescence,” “youth,” or a new term, “emerging adulthood” (Arnett, 2000) ^[2], the individual is expected to contribute to society by fulfilling adult roles. In some cultural groups and societies, and different communities the change to adulthood is fixed and relatively predictable, whereas in other societies, this changes can be ambiguous and lengthy.

In general, this research study has focused on the problem of the inter-associated factors that can relationship on student's life experiences. The present research study aimed to investigate various numbers of relationships are: firstly, the relationship between students self-efficacy and specific personal identity, secondly, it investigated gender differences and students academic wise research study in relation to self-efficacy and life satisfaction, thirdly, it looked at the relation of specific factors such as students different level of personal identity, life satisfaction, in relation to self-efficacy.

Personal identity

“Who am I? What am I about? What is my place in my social group? What is important to me? What do I value? What do I want to do with my life? These are all questions related to what psychologists called identity. Many theorists have argued that we are driven to answer these questions, particularly during adolescence (e.g., Adams, Ryan, Hoffman, Dobson, & Nielsen, 1984; Ashmore, Deaux, & McLaughlin-Volpe, 2004; Eccles, 1994, 2007; Erikson, 1980; Harter, 1998; Higgins, 1987; Kroger, 2004; Marcia, 2002; Markus & Nurius, 1986; Phinney, 1990; Sellers, Smith, Shelton, Rowley, & Chavous, 1998, to name just a few) ^[3, 4, 7, 15, 2, 9, 4].

The personal identity having exited to takes place at particular levels over the period of developmental stage. Infants and toddlers beginning to walk evident a sense of physical identity as well as “personal identity as they start to refer to evaluate images of themselves with their own names during the second year of the developmental stage, and as the use of personal pronouns like me and I becomes takes have place during the third year (Ames, 1952, Lewis & Brooks, 1979) ^[1, 22]. “Adolescents are manifesting a concern with their psychological identity whenever they question who they are and what they will become (Erikson 1959)”. “One can trace progressive developmental shifts in identity during adolescence (Waterman 1982) ^[31]. Adolescents who have established a committee for themselves after a period of the developmental stage to exploration are contemplated to have attained the status of personal identity achievement.

We can say that “self-identity is refers to the awareness of an individual's identity, set of personality traits and characteristics that an individual assigns to himself” (Jackson

& Hogg, 2010, p.547). Furthermore, “identity formation is a lifelong process and it has a huge importance for the future formation” (Zastrow, 2013, p. 62) ^[33]. According to Eric Erikson (1950) “identity is a constant reproduction of images of self. He declared that identity process starts during adolescent years when an individual has opportunity to experience his/her identity, beliefs and values without any commitments to romantic relationship. However, identity is better identified in adolescence years but it does not mean that it starts in adolescence. Furthermore, his theory was male oriented, narrow culturally and very subjective” (Yount, 2010, p.77) ^[33]. According to Erikson’s theory of identity (Erikson, 1959), “the achievement of identity is necessary to live at peace and to have a satisfactory life”. “Erikson asserted that identity development is a major task of adolescence” (Vignoles, Schwartz & Luyckx, 2011, p.382) ^[30].

Life satisfaction

What is life satisfaction? “It is a very complicated term which is sometimes mixed with the emotion of happiness, and quality of good life. An individual happiness is very subjective experience that depends on person’s life, personal perspective, attitude, beliefs and values” (Haybron, 2013) ^[17]. “Happiness is an immediate experience, whereas satisfaction with life is happiness that exists when we look at the big picture of our lives” (Snyder, Lopez & Pedrotti, 2010, p.59) ^[29]. These things are based on our cognitive development and cognitive functioning judgments that we consider to be valuable. “Each person has a unique personality of happiness and it is very strenuous to define it because one specific experience can make one person happy may not bring happiness for the other” (Laengle & Wurm, 2016, p. 23-26) ^[20].

In nowadays, “life satisfaction is more widely considered to be a major aspect of human welfare (Euteneuer, 2011, p.245) ^[14]. “It is a very different stage, a person positively interpretation the overall quality of his/her life as a whole (Diener, 1985) ^[7]”. On the other words, “how much the person likes the life he/she leads (Diener, 2009, 101-102) ^[8]”. “This always was the central aspect of human welfare as being satisfied is our own reward (Blair, Dunn, Marcus, Carpenter & Jaret, 2010, p. 37)”. So many research studies have been focused on determining the factors that are associated to and influence of an individual’s life satisfaction. According to William Pavot and Ed Diener, “the judgments of life satisfaction are often influenced by personality, situational or life circumstance variables (Diener, 2009, 101-103) ^[8]”. Consequently, there are many affecting factors of life satisfaction that can be divided into two categories: personal and environmental (Berscheid & Regan, 2016). For example, personal factors include self-esteem or social confidence, positive emotions and resilience. Environmental factors include: safety, security, culture (Ng & Ho, 2006, p. 83-84).

Self-efficacy

“Self-efficacy, also referred as personal efficacy, is confidence in one’s own ability to achieve intended results”. Psychologists have investigated self-efficacy from various perspectives, noting different paths in the cognitive development of self-efficacy; the dynamics of self-efficacy,

and lack thereof, in many different settings; interactions between self-efficacy and self-concept; and habits of attribution that contribute to, or detract from, self-efficacy.

More recently Bandura (1995, 1997), “the substance the explained of self-efficacy to encompass those beliefs regarding individual’s abilities to produce the performance that will lead to the anticipated overcome impediments. The term of self-regulatory efficacy is now used and both the term and encompass definition has social cognitive stanza that represents the vital that role of cognitive ability in behavioral performance above and ability beliefs”.

“Self-efficacy affects every area of human endeavor. By determining the beliefs a person holds regarding his or her power to affect situations, it strongly influences both the power a person actually has to face challenges competently and the choices a person is most likely to make. These effects are particularly apparent, and compelling, with regard to behaviors affecting health”. Judge *et al.* (2002) argued that “the concepts of locus of control, neuroticism, generalized self-efficacy (which differs from Bandura’s theory of self-efficacy) and self-esteem may be markers of the same higher order concept and demonstrated them to be related concepts.

“Self-efficacy has been found to be linked with academic achievement and performance (Salami & Ogundokun, 2009)”. In a study conducted by Dona, Scholz, Schwarzer and Sud (2002) have reported the superiority of males with regard to self-efficacy as compared to females in various cultures. There is also positive significant correlation documenting the significant relationship between self-efficacy credence and life satisfaction accomplishment in academic performance settings (Bandura, 1997, Multonnet, *et al.*, 1991, Schunk, 1981, Shunk and Miller 2001). Athletics (Zimmerman & Kitsantas, 1996) coping with the health-promoting behavior.

Methodology

Participants: The sample of the hundred students (50 male and 50 female) participants reviewed on this research study. They were studying from the Aligarh Muslim University. In order to collect the requisite data, out of 100 questionnaires, 64 were completed by graduation second-year students (24 male and 39 female) and 36 by third-year students (females) age ranged between 18 to 24 years.

Tools

1. Aspects of Identity Questionnaire - IV (AIQ – IV)
Participants personal identity was measured using Cheek & Briggs (2013) ^[6] This questionnaire consisted of 45 items which evaluated individual’s style of identity orientation. Styles of identity included: personal, relational, social and collective identity orientation. The AIQ-IV consisted of a 5-point Likert scale of sense of self and others. Development of the aspects of identity questionnaire began with the selection of items from Sampson’s (1978) list of identity characteristics that were judged to represent the domains of personal and social identity (Cheek & Briggs, 1981, 1982). Subsequently, some items were reworded, others eliminated, and new items were developed to improve the reliability and content validity of the measures (Cheek, 1982/83; Cheek & Hogan, 1981; Hogan & Cheek, 1983). Because the psychometric analyses indicated that certain items originally scored in the social

identity category (e.g., “Being a part of the many generations of my family”) were tending to cluster on a third factor representing communal or collective identity, a third scale for this domain was developed (Cheek, Underwood, & Cutler, 1985 and Cheek, Tropp, Chen, & Underwood, 1994). Neither the social nor collective scales focus on intimate relationships with close friends or romantic partners, so a fourth scale for relational identity orientation (“Being a good friend to those I really care about”) was added to the AIQ-IV (Cheek, Smith, & Troop, 2002). Therefore, in the present study, the fourth version of Cheek, Smith and Tropp’s (2002) scale was used. To avoid any confusion and enhance validity, the Persian version of the questionnaire was utilized and the back translation by two experts in the field confirmed the original concepts of the translated questionnaire. The numbers of items in the form of a Likert Scale in each category are as follows:

- a. Personal identity: 10 items
- b. Social identity: 7 items
- c. Collective identity: 8 items
- d. Relational identity: 10 items
- e. Special: 10 items

Cheek, Tropp and Chen (1994) ran a factor analysis of questionnaire items and the results indicated that personal, social, and collective aspects of identity constitute three relatively distinct categories of identity attributes with adequate psychometric characteristics. Furthermore, the alpha coefficients of reliability for each scale were: personal (.84), social (.86), and collective (.68). Moreover, Cheek, Smith and Tropp’s (2002) psychometric analyses in a sample of 1999 college women yielded 10 items for the new relational scale. As such, the final version of the questionnaire comprises four categories. Furthermore, the researcher ran a confirmatory factor analysis of questionnaire items and the results indicated that personal, relational, social, and collective aspects of identity constitute four relatively distinct categories of identity attributes with adequate psychometric characteristics. The validity of the third scale was checked by Jowkar and Latifian (2006) utilizing factor analysis on 404 Iranian girls and boys and the factor analysis of the questionnaire yielded three main factors and all the items delineated acceptable go-togetherness. As for the reliability, Jowkar and Latifian (2006) ran the Cronbach’s alpha coefficients of reliability and the indices for personal, social and collective identities were 0.63, 0.67 and 0.55, respectively.

Moreover, the researcher calculated the reliability index for the 5 variables of the questionnaire using Cronbach’s Alpha and the results were 0.55 (personal identity), 0.69 (social identity), 0.69 (collective identity), 0.79 (relational identity), 0.66 (special items) and for all the items of the questionnaire the reliability index was 0.88. Therefore, Cronbach’s Alpha depicts the fact that each of the factors by itself and the combination of all factors had acceptable reliability indices (Razmjoo, 2010).

2. The satisfaction with life scale (SWLS) (Diener, Emmons, Larsen, and Griffin, 1985)^[7] consisted of a 5 statements about life satisfaction. These items were rated on a 7-point Likert scale (7= strongly agree and 1= strongly disagree). The responses were added up to give a total score of the

participant’s satisfaction with life. The higher scores indicated the better life satisfaction. Cronbach’s alpha for this measure

was. 878 showing high internal reliability and validity.

3. The general self-efficacy scale: The research purpose i was used the scale of general self-efficacy was developed by Schwartz and Jerusalem (1995) [28]. This scale was designed for the general adult population, including adolescents, to examine a general sense of perceived self-efficacy with the research goal, I kept in mind to predict coping with general and daily convenience as well as adaptation after investigating all types of problem in their life. It is a uni-dimensional scale, consists of 10 items and responses are divided into four categories (1 = Not at all true, 2 = Hardly true, 3 = moderately true, 4 = exactly true). The general self-efficacy scale is a self-administered standardized scale with criterion-related validity and reliability with the cronbach`s alpha which ranged from 0.76 to 0.90, with the majority in the high range from 0.80.

Objectives

In this research study aimed in general to examine the factors that lead to the worldwide of the relationship between personal identity, life satisfaction, and self-efficacy among the academic students from our objective these are the following:

1. To study the relationship between aspects of personal identity, life satisfaction, and self-efficacy on male and female graduate students.
2. To determine the gender differences between aspects of personal identity as well as self-efficacy of male and female graduate students.

Hypothesis

H1: There will be significant relationship between personal identity, life satisfaction, and self-efficacy on male and female graduate academic students.

H2: There will be positive relationship between personal identity, life satisfaction, and dimensions of self-efficacy of male and female graduate academic students.

H3: There will be significant difference between self-efficacy as well as personal identity of male and female graduate academic students.

Statistical Analysis For statistical treatment of data that were collected in light of study objectives and variables measured, the following statistical methods are:

- Frequencies and percentages to describe participant characteristics.
- Means and standard deviations to identify degree to which respondents were responsive to instrument items.
- Cronbach alpha coefficient for internal consistency to test for instrument reliability.
- Statistical analysis: correlation analysis

Table 1: Gender frequencies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	64	63.4	64.0	64.0
	Female	36	35.6	36.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.0		

Table 2: Descriptive Statistics of psychological measures

Descriptive Statistics							
	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Age	100	2	40	20.71	3.491	-1.412	.241
Gender	100	1	2	1.36	.482	.592	.241
Self-efficacy	100	6	20	15.80	2.551	-.778	.241
Life- satisfaction	100	5	25	20.10	3.486	-1.886	.241
Personal identity	100	4	20	16.06	2.643	-1.861	.241
Valid N (listwise)	100						

Table 3: Showing results of coefficient of correlation between variables of the study

Correlation analysis				
		Self-efficacy	Life satisfaction	Personal identity
Self-efficacy	Pearson Correlation	1	-.014	-.130
	Sig. (2-tailed)		.893	.197
	N	100	100	100
Life satisfaction	Pearson Correlation	-.014	1	.470**
	Sig. (2-tailed)	.893		.000
	N	100	100	100
Personal identity	Pearson Correlation	-.130	.470**	1
	Sig. (2-tailed)	.197	.000	
	N	100	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

The above table indicates that positive relationship between personal identity, life-satisfaction, and Self-efficacy of male and female graduate academic students significantly at the

level of the 0.01 (2-tailed) correlated with different dimensions of Psychological variables respectively.

Results and Discussion

It was found that there was a significant influence of self-efficacy on personal identity and life satisfaction among male and female academic graduate students, which can be seen by the contribution of these variables as mentioned in the table-2 and table-3 respectively. Percentage, frequency, mean and standard deviation were used to describe the sample and basic responses. There is a positive significant statistical effect of personal identity on the self-efficacy at the level of ($\alpha \leq 0.01$) but subs hypothesis is positively significant statistical effect of life satisfaction on the self-efficacy at the level of ($\alpha \leq 0.01$) and is positive significant statistical effect of environmental quality on the self-efficacy among male and female graduate students at the level of ($\alpha \leq 0.01$). This finding is supported by numbers of previous research studies, Bandura (1977), attribution the development of self-efficacy to four affecting

factors: enactive mastery experiences, social modeling, social persuasion, and physiological and emotional states. On the other hand, “in context of positive psychology, many researchers have underlined the construct of life satisfaction, which deals with the elements that may characterize a “good life” and is concerned with how individuals live can be improved” (Bullinger, 2009). Whereas studies investigating determinants of life satisfaction have previously focused on adulthood (Diener *et al*, 1999), there has recently been an increase in concentrating on children and academic adolescents (Huebner 2004, Gilman and Huebner 2006, and Proctor *et al*, 2010). Although the pilot sample size was small, the results suggest that the variables within each factor showed a correlation of over 56%. Cronbach’s alpha for the overall pilot study was, .88 showing good reliability. No evidence of multi-collinearity was found in the pilot study. There is also a major positive correlation documenting the significant relationship between personal identity, self-efficacy credence and accomplishment in academic performance settings.

Conclusion

On the basis of these findings, it can be concluded that personal identity, life satisfaction, and it has a positive significant relationship on self-efficacy among academic graduate students and it was also found that self-efficacy enhance the personal identity of an individual. Consequently, the high level of self-efficacy contributed to high levels of engagements and life satisfaction. If self-efficacy is low, satisfaction with life also low. Thus, reducing dearth of life satisfaction and building self-efficacy can go to a long way to enhance the accomplishment of life satisfaction.

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