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Towards A University Branding: The Effect of Self-Efficacy on Student Development in a Major Higher Education Institution

(Ke Arah Penjenamaan Universiti: Kesan Jati Diri ke atas Pembangunan Pelajar di Institusi Pendidikan Tinggi Terkemuka)

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ABSTRACT

The purpose of this study is to examine the effect of self-efficacy on student development in a higher learning institution, Universiti Putra Malaysia. There is an increase in figures in the unemployment rate of graduates was mainly due to the fact that most of the graduates were released to the labor market well trained in their areas of specialization but without being fully equipped with skills that are required in the highly competitive business environment. We used a Bandura's concept of self-efficacy as a measured framework of this study. A quantitative survey approach was employed in this study in Malaysia. The sampling frame was from a university's database provided by the Academic Department 2013. The findings showed that self-efficacy beliefs influence the goals which people set for themselves. Student-centered learning approaches employed activities to assist students to construct their own understandings and develop skills relevant to problem solving. These approaches were intended to promote development of learning skills, knowledge, attitudes and competencies for lifelong learning.

Keywords: Self-efficacy, self-development, student development, employability, soft skills

ABSTRAK

Tujuan kajian ini ialah mengenalpasti kesan kepercayaan jangkaan keupayaan sendiri terhadap pembangunan pelajar di sebuah institusi pengajian tinggi, iaitu Universiti Putra Malaysia. Terdapat peningkatan dari segi kadar pengangguran para graduan disebabkan kebanyakan graduan yang mengikuti program pengajian mereka kurang mempunyai kemahiran yang diperlukan dalam persekitaran perniagaan yang mempunyai daya saing yang tinggi. Kami menggunakan konsep kepercayaan jangkaan keupayaan sendiri yang digagaskan oleh Bandura sebagai pengukuran kerangka kajian ini. Pendekatan kajian kuantitatif telah dilaksanakan dalam kajian ini. Persampelan kajian telah diambil daripada pengkalan data universiti yang disediakan oleh Bahagian Akademik 2013. Penemuan kajian ialah kepercayaan jangkaan keupayaan sendiri mempengaruhi matlamat yang dibentuk oleh mereka sendiri. Pendekatan pembelajaran berpusatkan pelajar membolehkan aktiviti yang dilakukan dapat membantu pelajar mereka bentuk pemahaman mereka sendiri dan membangunkan kemahiran penyelesaian masalah. Pendekatan ini bertujuan untuk menggalakkan pembangunan pembelajaran dalam kemahiran, pengetahuan, sikap, dan kecekapan untuk pembelajaran sepanjang hayat.

Kata kunci: Kepercayaan jangkaan keupayaan sendiri, pembangunan sendiri, pembangunan pelajar, kebolehdapatan kerja, kemahiran insaniah

INTRODUCTION

Student development refers to the way that a student grows, progresses, or increases his or her developmental capabilities as a result of enrolment in an institution of higher learning or education (Rogers, 1990, as cited in Karpilo, n.d). Educational efforts are directed at developing both intellect and character of students. The focus of student development is to ensure that students will be equipped with relevant skills and be market-ready to face the challenging working environment in the future. Student development is aimed at the development of students' leadership, creativity, and innovation along with the essential elements of entrepreneurship. In other words student development refers to how students grow, change, and learn based on the influences of their surrounding environment.

According to the University of Calgary, student development theorists are interested in the process of development of a person who is participating in post-secondary education. Student development theories focus on human growth and environmental influences and designs that provide environments to promote students' learning and maturation, both in and outside of class. It "enables student affairs professionals to proactively identify and address student needs, design programs, develop policies, and create healthy college environments that encourage positive growth in students" (Evans, Forney, & Guido-DiBrito, 1998, as cited in Karpilo n.d). As both a theory base and a philosophy about the purposes of higher education, student development encourages educational interventions that strengthen skills, stimulate self-understanding and increase knowledge.

In addition, the University of Calgary posits the basic assumptions of student development entail that:

1. The individual student must be considered as a whole person.
2. Each student is a unique person and must be treated as such.
3. The student's total environment is educational and must be used to help the student achieve full developmental potential.
4. The major responsibility for a student's personal and social development rests with the student and his/her personal resources.

Student development theory (SDT) is a set of diverse theories that try to explain the way students develop, grow and mature during the years they are enrolled in a higher education institution (Evans, Forney, & Guido-DiBrito, 1998). Theories are thus

used to describe, explain, predict, and/or control student development. As such, several categories of theories exist to represent the different perspectives on the post-secondary student.

Psychosocial Theories focus on the personal and interpersonal aspects of students' lives as they accomplish various developmental tasks, or resolve the inevitable crises that arise. Typology and Adult Theories examines individual differences in how people view and relate to the world. Cognitive-structural Theories focus on the intellectual development of students-how they think, reason, and make meaning of their lives. Person-environment Interactive Theories address conceptualizations of the student, the educational environment and the degree of congruence that occurs when the student interacts with the educational environment. Many person-environment interactive theories are used in career planning. Humanistic Existential Theories address the philosophy of the human condition. Humans-including students- are responsible, self-aware, potentially self-actualizing, and capable of being fully functioning. Identity Development Theories examines the complexities of race, class, gender, sexual orientation in personal and social development.

On the whole, this paper seeks to highlight not only the effect of self-efficacy, but also its necessity on student development. According to Bandura (1997), a person's attitudes, abilities, and cognitive skills comprise what is known as the self-system. This system plays a major role in how we perceive situations and how we behave in response to different situations. Self-efficacy plays an essential part of this self-system. Therefore, it is of great necessity for institutions of higher learning to promote or encourage self-efficacy because of the impact it has on students overall development.

DEFINING SELF-EFFICACY

Self-efficacy is commonly defined as the belief in one's capabilities to achieve a goal or an outcome. Self-efficacy affects some of the factors that predict motivation. According to Bandura (1982), self-efficacy is a self-judgment of one's ability to perform a task within a specific domain. However, high self-efficacy in one domain doesn't guarantee high efficacy in another. The high self-efficacy will positively affect performance and good performance will enhance one's self-efficacy in turn.

Students with a strong sense of efficacy are more likely to challenge themselves with difficult tasks and be intrinsically motivated. These students will

put forth a high degree of effort in order to meet their commitments, and attribute failure to things which are in their control, rather than blaming external factors. Self-efficacious students also recover quickly from setbacks, and ultimately are likely to achieve their personal goals. Students with low self-efficacy, on the other hand, believe they cannot be successful and thus are less likely to make a concerted, extended effort and may consider challenging tasks as threats that are to be avoided. Thus, students with poor self-efficacy have low aspirations which may result in disappointing academic performances becoming part of a self-fulfilling feedback cycle (Margolis and McCabe, 2006).

Bandura (1997) identified four sources of information that affects self-efficacy which are Mastery Experiences, Vicarious Experiences, Verbal Persuasion, and Physiological or Emotional State.

Mastery Experiences

Performance accomplishments are one's personal mastery experiences, defined as past successes or failures. These experiences form expectations that are generalized to other situations that may be similar or substantially different from the original experience. For example, strong efficacy expectations are developed through repeated success of a behavior, and reduced efficacy expectations can result from failures. We can increase personal mastery for a behavior through participant modeling, performance exposure, self-instructed performances, and performance desensitization, the process through which aversive behavior is paired with a pleasant or relaxing experience.

Vicarious Experiences

Self-efficacy can be affected by observing the experiences of others. Students observing a model successfully perform in a threatening situation are more likely to develop an expectation that they can acquire or do the same skill with a little effort and persistence (Alderman, 1999). The learners can imitate their skills or copy the strategies that they're using.

Verbal Persuasion

People are led to believe they can successfully accomplish a task or behavior through the use of suggestion, exhortation, or self-instruction. Instructors should be aware of the messages that they use. Bandura pointed out that negative messages have an even greater influence on lowering efficacy expectations than positive messages do on increasing efficacy.

Physiological or Emotional State

We can enhance perceived self-efficacy by diminishing emotional arousals such as fear, stress, and physical agitation since they are associated with decreased performance, reduced success, and other avoidance behaviors. These physical symptoms or mental states can be mitigated with repeated symbolic exposure that allows people to practice dealing with stress, relaxation techniques, and symbolic desensitization. For instance, lecturers can help by reducing stressful situations and lowering anxiety surrounding events like exams or presentations.

SOCIAL LEARNING THEORY

The social learning theory proposed by Bandura (1997) has become perhaps the most influential theory of learning and development. While rooted in many of the basic concepts of traditional learning theory, Bandura believed that direct reinforcement could not account for all types of learning. His theory added a social element, arguing that people can learn new information and behaviors by watching other people. Known as observational learning (or modeling), this type of learning can be used to explain a wide variety of behaviors (Cherry, n.d).

“Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behavior is learned observationally through modeling: from observing others one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action” (Bandura 1977). In other words, Albert Bandura's social learning theory implies that behavior is learned from the environment through the process of observational learning. Observation begins at an early age, as such, children observe the people around them behaving in various ways. This was illustrated during the famous Bobo doll experiment (Bandura et.al., 1961).

There are three core concepts at the heart of social learning theory. First is the idea that people can learn through observation. In his famous Bobo doll experiment, Bandura demonstrated that children learn and imitate behaviors they have observed in other people. The children in Bandura's studies observed an adult acting violently toward a Bobo doll. When the children were later allowed to play in a room with the Bobo doll, they began to imitate the aggressive actions they had previously observed.

Bandura identified three basic models of observational learning:

1. A live model, which involves an actual individual demonstrating or acting out a behavior.
2. A verbal instructional model, which involves descriptions and explanations of a behavior.
3. A symbolic model, which involves real or fictional characters displaying behaviors in books, films, television programs, or online media.

Next is the idea that internal mental states are an essential part of this process. Bandura noted that external, environmental reinforcement was not the only factor to influence learning and behavior. He described intrinsic reinforcement as a form of internal reward, such as pride, satisfaction, and a sense of accomplishment. This emphasis on internal thoughts and cognitions helps connect learning theories to cognitive developmental theories. While many textbooks place social learning theory with behavioral theories, Bandura himself describes his approach as a 'social cognitive theory.'

Finally, this theory recognizes that just because something has been learned, it does not mean that it will result in a change in behavior. While behaviorists believed that learning led to a permanent change in behavior, observational learning demonstrates that people can learn new information without demonstrating new behaviors.

In addition there are four processes that form the basis of the Social Learning Theory. The first of these processes is Attention: In order to learn, you need to be paying attention. Anything that detracts your attention is going to have a negative effect on observational learning. If the model interesting or there is a novel aspect to the situation, you are far more likely to dedicate your full attention to learning. Second is Retention: This process involves the learner accessing symbolic coding of the behavior that has caught their attention. The ability to store information is also an important part of the learning process. Retention can be affected by a number of factors, but the ability to pull up information later and act on it is vital to observational learning. Third is Motor Reproduction: This process includes the physical reproduction of the observed activity through physical capability, self-observation and feedback. Fourth is Motivation: In order for observational learning to be successful, you have to be motivated to imitate the behavior that has been modeled. Reinforcement and punishment play an important role in motivation. While experiencing these motivators can be highly effective, so can observing others experience some type of reinforcement or punishment. For example, if you see another student

rewarded with extra credit for being to class on time, you might start to show up a few minutes early each day.

SELF-EFFICACY IN EDUCATION

Researchers working in educational settings are increasingly paying attention to the role students' thoughts and beliefs play in the learning and developmental process. The introduction of the psychological construct of self-efficacy is generally recognized as an important contribution to current educational psychology. These days, it is just not possible to elucidate aspects of human functioning such as motivation, learning, self-regulation and achievement without bringing the role played by self-efficacy beliefs into the discussion (Pajares & Urdan, 2006, as cited in Dinthera, Dochyb, Segerse, 2010). Bandura (1977) introduced the construct of self-efficacy. In later years 1986, 1997, he situated it within a social cognitive theory and an agentic perspective (Pajares, 1997). Educational institutions that focus on outcome-based education put a lot of effort into supporting their students' acquisition of the necessary knowledge, skills, attitudes and competencies. Though competent behavior is largely understood in terms of developing relevant knowledge, skills and attitudes, researchers in educational settings are increasingly drawing attention to the role students' thoughts and beliefs play in the learning process (Pajares, 2006 and Schunk, 2003, as cited in Dinthera, Dochyb, Segerse, 2010).

Self-efficacy refers to perceived capabilities for learning or performing behaviors at designated levels. Self-efficacy can influence choice of activities, effort, persistence, and achievement. People acquire information about their self-efficacy for a given activity from their actual performances, vicarious experiences, forms of persuasion, and physiological symptoms. In educational settings, students have goals and varying levels of self-efficacy for learning. As they engage in a task they acquire skills and evaluate their learning progress. Perceptions of progress sustain self-efficacy and motivation and promote learning. Students' self-efficacy is influenced by such contextual variables as goals, social models, rewards, social comparisons, and forms of feedback. Self-efficacy has been shown to predict student motivation and achievement across a variety of content areas (Schunk, Pajares, 2001).

During recent decades, the construct self-efficacy has been receiving growing attention in educational research. Several researchers examined the influence of students' self-efficacy on motivation

and learning (Bouffard-Bouchard, 1990, Bouffard-Bouchard, T., Parent, S., & Larivee, S. 1991 and Lent, R. W., Brown, S. D., & Hackett, G. 2002, Linnenbrink and Pintrich, 2003, Pintrich and De Groot, 1990, Schunk, 2003 and Zimmerman, B. J., Bandura, A., & Martinez-Pons, M. 1992). These findings suggest that self-efficacy influences motivation and cognition by means of affecting students' task interest, task persistence, the goals they set, the choices they make and their use of cognitive, meta-cognitive and self-regulatory strategies. With regard to the relation between self-efficacy and achievement, research has been performed at various levels of education (e.g. primary, secondary, tertiary), several areas (reading, writing, mathematics, computing science) and different ability levels (average, talented, below average). These studies (Bouffard-Bouchard, 1990, Carmichael and Taylor, 2005, Lane et al., 2004, Pajares, 1996, Pajares and Miller, 1994, Relich et al., 1986 and Schunk, 2003 as cited in Dinthera, Dochyb, Segerse, 2010) show the direct and indirect effects of students' self-efficacy on their achievements, relating to several grades and ability levels. This considerable amount of research findings points out that self-efficacy plays a predicting and mediating role in relation to students' achievements, motivation and learning. Student's self-efficacy, as a key factor of human agency, mediates between the several determinants of competence (e.g. skill, knowledge, ability, or former achievements) and their subsequent performances (Bandura, 2006 and Schunk and Pajares, 2001). Given this substantial role, it is relevant to gain insight in the development of students' self-efficacy and the ways in which education can support this development.

RESEARCH METHOD

Primarily, data were collected through survey questionnaire. An initial list of survey questionnaire was developed based on the literature review on the key facets of student development practices and from the direct observation and literature analysis. These questionnaire will be tested for reliability by conducting a pilot study on 30 participants. The items in the scale will be refined until a reliability of at least 0.8 is achieved. Overall the result of the Cronbach's Alpha for the instrument is 0.835.

Structure of questionnaire

The first part of the questionnaire (Part A) required respondents to indicate socio-demographic information. Six items captured gender, age, nationality, preferred

languages used, highest education and family income. The second part of the questionnaire (Part B) contained 15 items measuring social context. A 5-item scale developed by the researchers measured social context constructs. Part C examined self-efficacy constructs. Five items were adapted from Bandura's self-efficacy to measure self-efficacy. Sample items were "I have confidence in my ability to provide knowledge that others in this group discussion consider valuable," "I have the expertise needed to provide valuable knowledge in this discussion forum" "I have confidence in my ability to accomplish an impactful task, I am willing to work harder in facing of difficulties, and "I have the expertise needed to achieve a higher goal." The fourth part (Part D) measured soft skills constructs based on Chickering's seven vectors. This part are divided into seven influential factors such as developing competence, managing emotion, moving through autonomy towards independence, developing mature interpersonal relationship, establishing identity, developing purpose, and developing integrity. Five items were constructed for each dimension respectively. Additionally, communicating effectively and managing problem solving and critical thinking are measured with five items respectively.

Target population and sample

Target population will be students from one of major universities. Approximately 20,000 undergraduate students would be a population of this study in Malaysia which are identified from the student affairs management personnel levels respectively. A sample of 500 respondents will be randomly selected in Universiti Putra Malaysia. Thus, we distributed 500 questionnaires to university students in Univerisiti Putra Malaysia. However, only 368 usable responses were valid to be analysed.

Data analysis

Data analyses involved descriptive analyses using SPSS version 7.0 to provide a mean score of social context, self-efficacy and key influential factors of respondents.

FINDINGS

Respondents' Profile

Background detail of 368 respondents that is being the real sample of this research summarized at Table

1. The analysis shows that the respondents involved in this research represent both IPTS and IPTA. In terms of gender, male and female proportions are disproportionate to their percentage of 57.3% and 42.7%. Analysis also shows that more respondents at the ages of 21-24 years (59%), followed by the under 20 years old (34%), 25-28 years (5.2%), 29-34 years (1.3%), and over 35 years (0.5%).

Moreover, most of the respondents were Malaysian citizens (99.7%) and 77.4% of the respondents use Malay as the preferred language used. In terms

of highest academic qualification, it was found that 50.8% of respondents who graduated from secondary school, followed by a Bachelor's degree (20.7%), Diploma (19.8%), Others (6.5%), Masters (1.4%), PhD (0.5%) and one (0.3%) respondent did not answer this question. The majority of students (77.2%) came from family with yearly income less than RM10,000, followed by family income of RM10,000 - RM19,999 (12.5%), RM20,000 - RM40,000 (6.3%), RM41,000 - RM79,000 (3.0%), and more than RM80,000 (0.8%). One respondent (0.3%) did not answer this part.

TABLE 1. Respondents personal background and type of institution

		Numbers (Percentage)		
		Total (n = 368)	IPTA (n = 362)	IPTS (n = 6)
Gender	Male	211 (57.3%)	207 (57.2%)	4 (66.7%)
	Female	157 (42.7%)	155 (42.8%)	2 (33.3%)
Age	Below 20	125 (34.0%)	121 (33.3%)	4 (66.6%)
	21 - 24	217 (59.0%)	215 (59.4%)	2 (33.4%)
	25 - 28	19 (5.2%)	19 (5.3%)	0 (0%)
	29 - 34	5 (1.3%)	5 (1.4%)	0 (0%)
	Above 35	2 (0.5%)	2 (0.6%)	0 (0%)
Nationality	Malaysian	367 (99.7%)	361 (99.7%)	6 (100.0%)
	Others	1 (0.3%)	1 (0.3%)	0 (0%)
Preferred Language Used	English	22 (6.0%)	21 (5.8%)	1 (16.7%)
	Malay	285 (77.4%)	281 (77.6%)	4 (66.6%)
	Mandarin	53 (14.4%)	52 (14.4%)	1 (16.7%)
	Tamil	8 (2.2%)	8 (2.2%)	0 (0%)
Highest Education	High School	187 (50.8%)	186 (51.4%)	1 (16.7%)
	Diploma	73 (19.8%)	70 (19.3%)	3 (50.0%)
	Bachelor Degree	76 (20.7%)	74 (20.4%)	2 (33.3%)
	Master Degree	5 (1.4%)	5 (1.4%)	0 (0%)
	PhD	2 (0.5%)	2 (0.6%)	0 (0%)
	Others	24 (6.5%)	24 (6.6%)	0 (0%)
	99 (No Answer)	1 (0.3%)	1 (0.3%)	0 (0%)
Family Income Yearly	Less RM10,000	284 (77.2%)	278 (76.8%)	6 (100%)
	RM10,000 - RM19,999	46 (12.5%)	46 (12.7%)	0 (0%)
	RM20,000 - RM40,000	23 (6.3%)	23 (6.4%)	0 (0%)
	RM41,000 - RM79,000	11 (3.0%)	11 (3.0%)	0 (0%)
	Greater RM80,000	3 (0.8%)	3 (0.8%)	0 (0%)
	99 (No Answer)	1 (0.3%)	1 (0.3%)	0 (0%)

Individual Construct Mean Score

Table 2 shows the mean total score for individual construct. In terms of Social Context the highest mean was 49.92 and the standard deviation (s.d) 5.254. This is followed by Influential Factors (Managing Problem Solving and Critical Thinking) with mean 23.21 (s.d.= 3.230), Influential Factors (Developing Mature Interpersonal Relationship) with mean 20.39 (s.d.=2.606), Influential Factors (Developing Purpose) with mean 20.36 (s.d.= 2.700), Influential Factors (Developing Integrity) with mean 20.08 (s.d.=

2.669), Influential Factors (Establishing Identity) with mean 19.92 (s.d.= 3.063), Influential Factors (Moving Through Autonomy Towards Independence) with mean 19.83 (s.d.= 2.631), Influential Factors (Communication Effectively) with mean 19.80 (s.d.= 3.002), Influential Factors (Managing Emotion) with mean 19.65 (s.d.= 3.018), Self-Efficacy with mean 18.69 (s.d.= 2.762), Influential Factors (Developing Competence) with mean 18.57 (s.d.=2.713), Influential Factors (Developing Purpose) with mean 20.36 (s.d.= 2.700).

TABLE 2. Individual Construct Mean Score (n=368)

	Mean	s.d.
Section B: Social Context	49.92	5.254
Section C: Self-Efficacy	18.69	2.762
Section D: Influential Factors		
Developing Competence	18.57	2.713
Managing Emotion	19.65	3.018
Moving Through Autonomy Towards Independence	19.83	2.631
Developing Mature Interpersonal Relationship	20.39	2.606
Establishing Identity	19.92	3.063
Developing Purpose	20.36	2.700
Developing Integrity	20.08	2.669
Communicating Effectively	19.80	3.002
Managing Problem Solving and Critical Thinking	23.21	3.230

Table 3 shows the mean score for each question in Social Context. The result shows that the highest mean at the question 8 “I have a strong family bond” with mean 4.43 (s.d.= 0.742). This implies that the respondents agree and clear with this question and show that strong family bond is really important in the social context.

Meanwhile, the lowest mean score was for question 4 “I always felt lonely when I was in school” with mean score 1.89 (s.d.= 1.031). It showed that feeling lonely when the respondent was at school didn’t affect the social context.

TABLE 3. Individual Construct Mean Score - Section B: Social Context (n=368)

	Mean	s.d.
Section B: Social Context		
1. During my school years, many people in school like me for my ability.	3.47	0.770
2. During my school years, the school surrounding made me felt that i was valued.	3.66	0.843
3. During my school years, I always felt unhappy when I was in school.	2.18	1.079
4. During my school years, I always felt lonely when I was in school.	1.89	1.031
5. During my school years, I can easily told my school friend that I changed my mind after we agreed to do it together initially.	3.04	1.136
6. I am usually provided with the opportunity to give my opinion in the family.	3.96	0.809
7. I will tell my family whenever I disagree with them.	3.86	0.809
8. I have a strong family bond.	4.43	0.742
9. If I face a problem, I have difficulty in telling my family about it.	2.91	1.274
10. I usually spend time with my family members.	3.96	0.877
11. I usually feel isolated in my society.	2.07	1.013
12. I feel so happy because the society understands.	3.49	0.867
13. I usually participate in community activities like gotong royong together with people in my neighborhood.	3.33	1.028
14. I know my next-door neighbors very well.	3.79	0.943
15. I like to interact with people from different cultural background in my community.	3.88	0.884

In terms of Self-Efficacy, the highest mean was calculated for the question 4 “I am willing to work harder in facing of difficulties”, with mean 4.05 (s.d.= 0.691) meanwhile the lowest mean score was calculated

for the question 2 “I have expertise needed to provide valuable knowledge in this discussion forum”, with mean score 3.43 and the standard deviation 0.829 (Table 4).

TABLE 4. Individual Construct Mean Score - Section C: Self-Efficacy (n=368)

	Mean	s.d.
Section C: Self-Efficacy		
1. I have confidence in my ability to provide knowledge that others in this group discussion consider valuable.	3.64	0.773
2. I have expertise needed to provide valuable knowledge in this discussion forum.	3.43	0.829
3. I have confidence in my ability to accomplish an impactful task.	3.68	0.772
4. I'm willing to work hard towards challenge.	4.05	0.691
5. I have the expertise needed to achieve a higher goal.	3.90	0.761

Tables 3-13 show the significant results of student development and competence. For developing competence, the highest mean score was 3.80 (Table 5), meanwhile for managing emotion, the highest mean score was 4.07 (Table 6). For Moving Through Autonomy Towards Independence, the highest mean

score are 4.37 (Table 7) and for Developing Mature Interpersonal Relationship, the highest mean score was 4.19 (Table 8). Furthermore, the highest mean score for establishing identity was 4.17 (Table 9), and for Developing purpose, the highest mean score was 4.16 (Table 10). For Developing integrity, the highest

mean score was 4.10 (Table 11), for Communicating 12), and for Managing Problem Solving and Critical effectively, the highest mean score was 4.10 (Table Thinking, the highest mean score was 3.96 (Table 13).

TABLE 5. Individual Construct Mean Score - Section D: Influential Factors - Developing Competence (n=368)

	Mean	s.d.
Section D: Influential Factors - Developing Competence		
1. I have developed physical competence	3.80	0.770
2. I have developed intellectual competence	3.69	0.706
3. I have developed interpersonal competence	3.71	0.768
4. I am more confident after completing this program	3.73	0.781
5. I have high level of critical skills and reasoning ability	3.64	0.778

TABLE 6. Individual Construct Mean Score - Section D: Influential Factors - Managing Emotion (n=368)

	Mean	s.d.
Section D: Influential Factors - Managing Emotion		
1. I am able to balance my emotions	3.86	0.844
2. I have developed a sense of awareness	4.07	0.716
3. I am able to adapt my emotions to the situation	3.98	0.776
4. I am able to recognize my own emotion in most situation	3.94	0.721
5. I do not blow up my frustration when situation or people upset me	3.80	0.927

TABLE 7. Individual Construct Mean Score - Section D: Influential Factors - Moving Through Autonomy Towards Independence (n=368)

	Mean	s.d.
Section D: Influential Factors - Moving Through Autonomy Towards Independence		
1. I am able to function independently	4.27	0.741
2. I respect the right of others and am able to give and take in relationships	4.37	0.655
3. I have high level of problem solving ability	3.83	0.753
4. I am very self-directed in my academic pursuit	3.88	0.704
5. I rarely depend on my classmate for approval/suggestion of class assignment	3.48	0.993

TABLE 8. Individual Construct Mean Score - Section D: Influential Factors - Developing Mature Interpersonal Relationship (n=368)

	Mean	s.d.
Section D: Influential Factors - Developing Mature Interpersonal Relationship		
1. I am able to appreciate and tolerate differences in others	4.13	0.633
2. I am able to develop healthy and mature relationships	4.12	0.615
3. I am able to develop relationship with people from different background	4.19	0.660
4. I have developed many friendships through social media	4.06	0.709
5. I actively connect myself with friends through social media	3.89	0.898

TABLE 9. Individual Construct Mean Score - Section D: Influential Factors - Establishing Identity (n=368)

	Mean	s.d.
Section D: Influential Factors - Establishing Identity		
1. I am comfortable with my own image	4.12	0.778
2. I am comfortable interacting with opposite gender	3.77	0.965
3. I am happy with my own identity	4.17	0.712
4. I am happy and comfortable in leading, organizing and participating any events	3.81	0.918
5. I highly value interacting with my peers and lecturers in classroom	4.06	0.770

TABLE 10. Individual Construct Mean Score - Section D: Influential Factors - Developing Purpose (n=368)

	Mean	s.d.
Section D: Influential Factors - Developing Purpose		
1. I am able to appreciate and tolerate differences in others	4.16	0.654
2. I am able to develop healthy and mature relationships	4.15	0.682
3. I am highly committed to exploration of new areas or visit new sited	4.09	0.720
4. I am high level of personal commitment to achieving my academic goal	3.99	0.706
5. I am able to developed positive outlook on my professional life	3.98	0.721

TABLE 11. Individual Construct Mean Score - Section D: Influential Factors - Developing Integrity (n=368)

	Mean	s.d.
Section D: Influential Factors - Developing Integrity		
1. I have developed a better set of human values	4.05	0.689
2. I have adopted the standard community values to suit my personality	3.86	0.740
3. I will be more positive and proactive in my social behavior	4.01	0.694
4. I highly respect the values and beliefs of others	4.10	0.707
5. I highly value the importance of academic success	4.06	0.752

TABLE 12. Individual Construct Mean Score - Section D: Influential Factors - Communicating Effectively (n=368)

	Mean	s.d.
Section D: Influential Factors - Communicating Effectively		
1. I am able to communicate effectively	3.81	0.768
2. I can speak effectively	3.87	0.772
3. I am able to write clearly and concisely	4.04	0.754
4. I am able to read and comprehend materials	4.15	0.752
5. I am interact socially in a variety of situation	3.93	0.788

TABLE 13. Individual Construct Mean Score - Section D: Influential Factors - Managing Problem Solving and Critical Thinking (n=368)

	Mean	s.d.
Section D: Influential Factors - Managing Problem Solving and Critical Thinking		
1. I am able to analyze and evaluate experience	3.96	0.715
2. I am able to think creatively to solve problems	3.85	0.680
3. I am able to identify and manage new information	3.85	0.715
4. I am able to summarize the concepts covered in class	3.80	0.717
5. I am able to connect the learnt materials with other readings, class discussions and other experiences	3.86	0.714
6. I am able to identify the theories and assumptions learnt in class	3.88	0.698

IMPLICATION

Self-efficacy beliefs, as noted previously, influence the goals which people set for themselves. Student-centred learning approaches employ activities that are intended to assist students to construct their own understandings and develop skills relevant to problem solving. These approaches are intended to promote development of learning skills, knowledge, attitudes and competencies for lifelong learning (Tengku, Tengku, Furbish, 2010). Vision 2020 is a National Mission that has been translated into the developmental agenda in Malaysia. The success of Vision 2020 depends on the present students. This is because they are the key players of Vision 2020 and without them there is no continuation of this National Mission. As a result, preparing the students for Vision 2020 is a great challenge to the present government (Noh and Rafidah, 2006).

Student development as a major focus in human capital development was stressed in the Eight and Ninth Malaysian Plan. The development of students towards Vision 2020 should be a total development. It should cover both, the development of quality of human intellect and skills and also psychological development. They are important in preparing students to face the developmental change to achieve Vision 2020.

According to Noh and Rafidah (2006), firstly, regarding the objective of students' psychological development, its objective is to build a psychological strength within the individual students. Therefore, the preparation should be focusing on building a strong identity, empowering self-esteem and building the *jati diri*. The objective also should focus on development of mentality and psychological wellbeing.

Secondly, regarding psychological skills, there is the need to be focused on student's psychological development. Psychological skills include the ability

to cope, stress management, psychological adjustment, leadership skills, awareness on the importance of mental health and psychological wellbeing. Stressing on the importance of the quality of life and healthy life style should be the focus too. They are vital tools in helping the students to manage their daily personal and situational issues.

Thirdly, the aspects of students' self/personal development that need to be considered are decision making, problem solving, and interpersonal skills. By having these skills, students will become effective decision makers and problem solvers. Indirectly it will improve their interpersonal skills and make them a better human being in their social circles. As a result those skills must be equipped in students' psychological development. The preparation of students' self/personal development also should cover four aspects i.e. identity and self, skills, leadership and patriotism and mental health.

On the whole, the effect of self-efficacy on student development goes a long way in preparing them to be diligent leaders of tomorrow. This challenge calls for all parties- students, parents, educators, policy makers and other relevant individuals- to work collaboratively in ensuring the best preparation of students to face future challenges.

CONCLUSION

In conclusion, based on existing literature, there is evidence that student centred learning can nurture the students towards greater intrinsic motivated, self-expression and independence in their learning patterns and hence develop their lifelong learning process. The educational system must be able to carry out its function as a catalyst to produce human resource with soft skills

aside from their specialization. In essence, it should be the goal of all institutions of higher learning to provide an environment for development for its diverse student population to reach their potential through inspiration, accessibility and support. When students are equipped with the necessary skills they will be able to effectively serve and make unique contributions to the society at large. The obvious weaknesses of most graduates are the lack of a good self-image and soft skill as required by the employers in the competitive job market.

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