ORIGINAL ARTICLE

The Relationship and Effect of Self-Efficacy, and Individualism-Collectivism Culture on Student Value Orientation

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ARTICLE HISTORY	ABSTRACT
	The culture in which an individual belong influences their personality, basic assumptions of life. Values are motivational variables in human which forms the basis on which their decisions are made based. This research aims to know the relationship, effect of self-efficacy, and Individualism-Collectivism culture on student value orientation, and if there is a coexistence of individualist-collectivistic traits in student from both individualist-collectivist culture.There are three research instrument was used, one on culture, measuring individualism-collectivism culture, the second on values, and the third is measuring student general self-efficacy, and the scale used was 5 Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree), The sampling method for these research is a probability sampling procedure, specifically disproportionate stratified random sampling, Sample size is 305 respondents,Results shows that individualism has a low correlation with openness to change and self enhancement value, while openness to change and self-enhancement value while there is a moderate relationship between collectivist culture and conservative and self-transcendence value and that 50% of the conservative and self-transcendent is predicted by collectivism. There is also a low relationship between self-efficacy and self-enhancement and 42% of this value is predicted by self-efficacy. *Keyword: Self-Efficacy, Individualism, Collectivism, Culture, Values.*

INTRODUCTION

Researches on value preference of American, Indian and Japanese students found that American students which are known as individualistic culture values are power, achievement, hedonism, stimulation, and self-direction and the collectivist cultures values are tradition, benevolence, conformity and found security and universalism common to both the individualistic and collectivistic culture (Konsky *et al.*,1990).

Ghosh (2012) found a positive relationship between achievement value and student from individualistic culture, while negative relationship exists between student from both collectivism culture and achievement values from the two sample group studied, and further mentions that both individualism-collectivism traits were found in student from both individualism-collectivism culture, which was also supported by (Triandis, 1994).

Konskey *et al.*, (2002) found out in their cross culture research that values like power, achievement, hedonism, stimulation, self-direction are individualistic values while benevolence, tradition and conformity are collectivist values as cited in (Junaedi, 2013).

Triandis *et al.*, (1998) mentions that individualist are solely concerned about self-benefit and goals, that they are inwardly and internally driven. The collectivist are others oriented, their self-interest is others interest and externally and outwardly driven, so they have a tendency to be traditional, conform to stipulated standard and to value benevolence and universalism because they have a feeling of strong involvement in other people lives.

A research carried out by Triandis (1998) on individualist and collectivist on visiting a sick friend in the hospital, his results shows that it is unlikely for individualist to visit a friend and less likely to enjoy doing so, while for collectivist, they have a high likelihood of performing and enjoying the act, because they are oriented toward others, in which individualist are negatively correlated. He concluded that the difference is the commitment of the collectivist to conform and that their self-identity is determined by commitment to others as cited by Erez, and Earley, (1993. pp78). Triandis *et al.*, (1988) mentions that collectivist concerns more with cooperation, others welfare and harmony and the implication of the acts on others, while individualist culture values control and self-sufficiency, liberty, preference and self-direction as cited by (Erez and Earley, 1993. p.78).

METHODOLOGY

A quantitative method will be adopted for this causal research, with the purpose of finding how cultural orientation influences student values. It is analytical and predictive in nature, and the unit of analysis is individual student in Cyprus International University from diverse culture, and the time horizon is cross sectional approach. Data was collected in spring 2015, in a non-contrived setting where work proceed normally and was analyses with minimal interference. Interval scale was used for the instrument with 5 Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The first instrument was adopted from Triandis and Gelfland (1998), and it has four dimensions as vertical and horizontal individualism and vertical and horizontal collectivism with 16 items, eight on collectivism, the reliability of the scale is .80 and the second value instrument is a scale of Schwartz adopted by Strack and Dobewall (2012), it has 21 items composed of 10 value dimensions, the reliability for this items is power is .84, security is .88, conformity is .86, tradition is .81, benevolence is .82, universalism is .83, self-direction is .66, stimulation is .74, hedonism is .84 and achievement is .83, and the third instrument on self-efficacy was adopted from Chen *et al.*, (2001) and it has eight items, its reliability is moderate to high, between .86 to .90. and the eight demographic variables which are age, gender, nationality, department, and educational levels, ethnicity, religion and level of religiosity.

RESULT

H1 will be accepted because there is a positive relationship between individualism, openness to change and self-enhancement, it is statistically significant but ithas a weak correlation of 0.4 and 0.3 respectively. Individualism has a strong predicting power on openness to change value and self-enhancement, an increase in individualism level will cause an increase of 45.7% in the openness to change value and a variance of 51.9% in their self-enhancement values.

H2 will be accepted, because there is a positive relationship between collectivistic culture, Conservation and self- transcendence values, it is significant and has a moderate correlation. Collectivistic culture with conservative is 0.4 and with self-transcendence is 0.5, and Collectivism culture has a strong predictive power on conservative and self-transcendence value, as student level of collectivism increase, it increases their self-transcendence level by 69.8% and increases their conservative level by 61.3%.

H3 will be accepted because there is a positive relationship between self-efficacy, self- transcendence values, it is statistically significant and has a moderate correlation 0f 0.4, and Self-efficacy has a strong predictive power on self-transcendence values, as student self-efficacy increases, it increases their self-transcendence values by 50.2%

H4a will be accepted because women are more likely to belong in conservation and self- transcendence value type than men, while men are more like to belong in conservation and self- transcendence value type than female.

H4b will be accepted because as age increases, conservative and self-transcendence values increase by 21.5% and 11% respectively, and openness to change and self enhancement decrease by 6% and 2% respectively.

H4c will be rejected because a year increase in education increases conservative values to 25.5%, while it reduces openness to change. So increase in education has a moderate negative predicting power on conservative values.

H4d will be partly rejected, because as level of religiosity increases, conservative values doesn't increase, rather it decreases by 9%, while openness to change increase instead by 2%, and it will be accepted because self enhancement decreases by 12.4%, as level of religiosity increase.

CONCLUSION

The culture in which an individual belong or come from has a relationship with their preferred values, and it has a strong predictive power on their values, student from individualistic culture tends to have

openness to change value and self-direction, while student from collectivistic culture prefers conservative and self-transcendence values, so it is expected that student from collectivism culture will value their security and traditional way of doing things, and conforming to social norms and standard and being of help to people around, while student from individualistic culture will value pleasure and self-direction, which is in agreement with (Ghosh, 2012., Konskey *et al*., 2002, Erez, and Earley, 1993., and Triandis *et al*.,1988)

The belief in one's ability and competence has a relationship with living beyond self, and extending oneself and helping others, there has to be self-sufficiency before one can be benevolent. There is a need to improve one's self belief, which will help human relations and self fulfilment, because self-efficacy has a predictive force on self-transcendence values.

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