

## **THE INFLUENCE OF SELF-EFFICACY ON GENDER ROLE IN CAMPUS ORGANIZATIONS**

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### **ABSTRACT**

This study aims to investigate the influence of self-efficacy on gender roles among psychology students of UIN Raden Fatah Palembang in campus organizations. This research used a quantitative approach and a causal-comparative research design. Causal-comparative research examines the cause-and-effect relationship between two variables where the independent variable has already occurred and cannot be manipulated by the researcher. The independent variable in this study is self-efficacy, while the dependent variable is gender roles. The population in this study is psychology students of UIN Raden Fatah Palembang, and a sample of 30 active students participating in campus organizations was selected using purposive sampling. Data were collected using a Likert scale questionnaire, and data analysis was performed using simple linear regression analysis to test the influence of self-efficacy on gender roles. The collected data were analyzed using statistical software such as SPSS. The results indicate a strong correlation between self-efficacy and gender roles ( $R = 0.957$ ), and the coefficient of determination ( $R^2$ ) is 0.917, indicating a strong influence of self-efficacy on gender roles. The decision-making based on the significance value ( $0.000 < 0.05$ ) and t-value ( $17.544 > 2.048$ ) shows that self-efficacy has a significant influence on gender roles. The regression equation is  $Y = 1.951 + 0.922X$ , where the constant (a) is 1.951, and the coefficient of self-efficacy (b) is 0.922, indicating that an increase in self-efficacy by 1% leads to an increase in gender roles by 0.922. These findings suggest that peer and mentor support can enhance self-efficacy and participation of female students in campus organizations.

### **Introduction**

Campus organizations are one of the platforms for students to develop their potential and expand their social networks. The shifting gender roles in campus

organizations remain a relevant issue in the context of education. As agents of change on campus, students are expected to play positive roles and strengthen the tasks of campus organizations. However, in some cases, gender roles in campus organizations become one of the factors influencing students' effectiveness in carrying out their organizational tasks. One of the faculties at UIN Raden Fatah Palembang with active student involvement in campus organizations is the Faculty of Psychology. Therefore, this study aims to uncover the influence of self-efficacy on gender roles among psychology students at UIN Raden Fatah Palembang in campus organizations.

The self-efficacy theory suggests that individuals' belief in their own abilities to perform an action or behavior greatly influences their motivation and performance in carrying out that action (Bandura, 1997). On the other hand, the gender role theory posits that individuals' gender roles will affect their behavior and mindset in interacting with the surrounding environment (Wood & Eagly, 2010). In the organizational context (Hakim & Meyrinda, 2023), gender roles can influence decision-making, behavior, and individuals' positions within the organization (Lyness & Thompson, 2000). In campus organizations, gender roles remain a significant issue that affects individuals' performance and development. Self-efficacy can be a factor that influences gender roles within campus organizations. In this context, self-belief can impact individuals in performing their tasks, making decisions, and achieving desired outcomes.

In the Indonesian context, research on the influence of self-efficacy on gender roles within campus organizations is still limited. However, a study by Sari and Handayani (2018) revealed a positive relationship between self-efficacy and active participation in campus organizations. The research indicated that students with higher self-efficacy tend to be more active in organizational activities, both in taking on leadership roles and participating in other organizational events. Furthermore, a study conducted by (Meyrinda & Umar, 2021) demonstrated that self-efficacy has a positive impact on gender roles within campus organizations. The findings indicated that individuals with high self-efficacy are more proficient in task completion and exhibit greater self-confidence in decision-making. These research findings are consistent with previous studies, highlighting the crucial role of self-efficacy in enhancing individual performance and success in the workplace.

Similarly, other research findings indicate differences in the influence of self-efficacy on men and women within organizations. According to a study conducted by Tariq, Sultana, and Imran (2019), "it was found that there is a positive relationship between self-efficacy and performance in organizations. However, the influence of self-efficacy is stronger for men than for women." This

suggests that while self-efficacy is important for both genders, other factors also influence the impact of self-efficacy on gender roles within campus organizations. Similarly, a study by Islam and Ahmad (2020) revealed differences in self-efficacy between male and female students in taking on leadership roles within campus organizations. The research indicated that female students tend to have lower self-efficacy compared to male students in assuming leadership roles. This could be attributed to the persistence of strong gender stereotypes in society that view leadership roles as more suitable for men. In the context of students, campus organizations are environments that can influence students' personality development and careers. Active participation in campus organizations allows students to gain valuable experiences and skills for their future professional lives. However, there are gender role differences within campus organizations that can affect students' participation and decision-making (Stuber & Henneberger, 2015).

In this context, research indicates that female students tend to have lower self-efficacy levels than male students. Additionally, female students tend to take on more passive roles in campus organizations and have limited access to resources and opportunities to enhance their self-efficacy. However, some studies also show that peer and mentor support can increase self-efficacy and the participation of female students in campus organizations.

Therefore, the hypothesis of this study is: There is a significant influence of self-efficacy on gender roles among psychology students at UIN Raden Fatah Palembang in campus organizations. This study will adopt a quantitative approach using a survey method. The respondents of the study will be active psychology students involved in campus organizations at UIN Raden Fatah Palembang. Data will be collected through an online questionnaire. Data analysis will be conducted using simple linear regression to test the research hypothesis. The results of this study are expected to provide a better understanding of the factors influencing gender roles in campus organizations among students. Additionally, this study provides recommendations for enhancing students' effectiveness in carrying out their campus organizational tasks.

## **Method**

This study employs a quantitative approach and a causal-comparative research design. Causal-comparative research is used to examine the cause-and-effect relationship between two variables, where the independent variable has already occurred and cannot be manipulated by the researcher. The independent variable in this study is self-efficacy, while the dependent variable is gender roles. The population of this study consists of psychology students at UIN Raden Fatah

Palembang. The research sample is selected through purposive sampling, with inclusion criteria being psychology students who are actively involved in campus organizations, totaling 30 students. Data for this study is collected using a Likert scale questionnaire. The questionnaire will be distributed to psychology students who are actively involved in campus organizations. Data analysis in this study will be conducted using simple linear regression analysis to test the influence of self-efficacy on gender roles. The collected data will be analyzed using statistical software such as SPSS.

### Results and Discussion

The table 1 presented is a descriptive statistics table providing information on variable X (self-efficacy) and variable Y (gender role) in a study on the influence of self-efficacy on gender roles in campus organizations among psychology students at UIN Raden Fatah Palembang. The following are the results and discussion from the table: For variable X (self-efficacy), it was found that the mean self-efficacy score for the students was 27.30, with a standard deviation of 7.557. This mean value indicates the average level of self-efficacy among psychology students at UIN Raden Fatah Palembang in facing tasks and challenges in the campus environment. The relatively high standard deviation suggests significant variability in self-efficacy among the students. On the other hand, for variable Y (gender role), it was found that the mean gender role score for the students was 27.13, with a standard deviation of 7.281. This indicates significant variability in gender roles among the students in the campus organization. Additionally, variable X and variable Y have different ranges. Variable X has a range of 32, while variable Y has a range of 31. The higher range in variable X indicates a greater variation in self-efficacy scores compared to gender role scores.

Table 1. Statistics descriptive

		<b>X</b>	<b>Y</b>
N	Valid	30	30
	Missing	0	0
Mean		27,30	27,13
Std. Deviation		7,557	7,281
Variance		57,114	53,016
Range		32	31
Minimum		8	9
Maximum		40	40

### Conclusion

The results indicate a strong correlation between self-efficacy and gender roles ( $R = 0.957$ ), and the coefficient of determination ( $R$  Square) is 0.917, indicating a strong influence of self-efficacy on gender roles. The decision-making based on the significance value ( $0.000 < 0.05$ ) and t-value ( $17.544 > 2.048$ ) shows that self-efficacy has a significant influence on gender roles. The regression

equation is  $Y = 1.951 + 0.922X$ , where the constant (a) is 1.951, and the coefficient of self-efficacy (b) is 0.922, indicating that an increase in self-efficacy by 1% leads to an increase in gender roles by 0.922. These findings suggest that peer and mentor support can enhance self-efficacy and participation of female students in campus organizations.

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