THE RELATIONSHIP AMONG SELF-EFFICACY BELIEFS SELF-MONITORING AND SELF-ESTEEM LEVEL

Altan AYAN[*]   **Murat TOPALOĞLU**[**]

Abstract

The aim of the study is to investigate the relationship among self efficacy beliefs, self monitoring and self esteem level. In this scope primarily it is examined the effect of self-efficacy beliefs on self-monitoring and self-esteem. We also examined the effect of self-esteem on self-monitoring. In addition, we set out to examine whether or not self-efficacy beliefs, self-monitoring and self-esteem vary according to demographic characteristics. An application was made upon 703 students studying at a public university. The research sample comprises the students of a public university in the Marmara region. Data analysis was performed with SPSS 21. In this scope frequency analysis, factor analyses, reliability tests, Kolmogorov-Smirnov normality test, Mann-Whitney U tests, Kruskal-Wallis tests, correlation analyses and logistic regression tests were performed. Consequently, self-efficacy belief was determined to be a significant effect on self-monitoring and self-esteem levels.

Keywords: Self-efficacy, Self-monitoring, Self-esteem, Public University, Demographic Characteristics

ÖZYETERLİK İNANÇLARI KENDİNİ İZLEME VE ÖZSAYGI DÜZEYİ ARASINDAKİ İLİŞKİLER

Öz

Araştırmanın amacı özyeterlik inançları, kendini izleme ve özsaygı düzeyi arasındaki ilişkileri araştırmaktır. Bu kapsamda öncelikle özyeterlik inançlarının kendini izleme ve özsaygı üzerine etkisi incelenmiştir. Ayrıca özsaygının kendini izleme üzerine etkisi incelenmiştir. Buna ilaveten özyeterlik inançları, kendini izleme ve özsaygının demografik özelliklere göre farklılık gösterip göstermediği incelenmiştir. Bir devlet üniversitesinde öğrenim gören 703 öğrenci üzerine uygulama yapılmıştır. Araştırmanın örneklemi Marmara bölgesindeki bir kamu üniversitesi öğrencileridir. SPSS 21 programı ile veri analizi gerçekleştirilmiştir. Bu kapsamda frekans analizi, faktör analizleri, güvenirlik testleri, kolmogorov smirnov normallik testi, mann whitney u testleri, kruskal wallis testleri, korelasyon analizleri ve lojistik regresyon testleri yapılmıştır. Sonuçta özyeterlik inancının kendini izleme ve özsaygı düzeyi üzerine anlamlı bir etkisi olduğu belirlenmiştir.

Anahtar Kelimeler: Özyeterlik, Kendini İzleme, Özsaygı, Devlet Üniversitesi, Demografik Özellikler

INTRODUCTION

Universities are the leading institutions in today's society. Universities that cause students determine their objectives, making performance-oriented works possible for students and keeping their motivation at high levels are holding a leading position. In this context, the importance of educating students having high self-efficacy and self-esteem levels are emerging. If universities educate students with high self-efficacy and self-esteem levels then they may be got involved in the leading position. In this context, educating students having high self-efficacy and self-esteem levels rises in importance. In today's world, educational institutions are in need of educating students with high self-efficacy and self-esteem levels and our research interest basically lies in the demonstration of this issue.

---

[*] Yrd.Doç.Dr., Trakya Üniversitesi Uzunköprü Uygulamalı Bilimler Yüksekokulu, Halkla İlişkiler ve Reklamcılık Bölümü, altanayanayan@gmail.com
[**] Yrd.Doç.Dr., Trakya Üniversitesi Keşan Yusuf Çapraz Uygulamalı Bilimler Yüksekokulu, Bilgisayar Teknolojisi ve Bilişim Sistemleri Bölümü, topaloglum@gmail.com
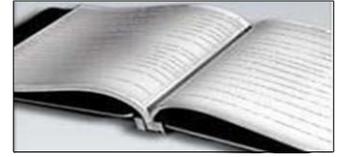
The researches in the literature generally examine the variation of self-efficacy, self-monitoring and self-esteem according to demographic characteristics (Al-Khatib, 2012; Hogue, Levashina and Hang, 2013; Moksnes and Espnes, 2012; Marcic and Kobal Grum, 2011). In addition, researches including the relationship between self-efficacy and self-esteem are also to be focused on (Aydogan, 2008; Al-Khatib, 2012; Tan, Ma and Li, 2015; Laguna, 2013). Moreover, research that are conducted on including the relationship between self-efficacy and self-monitoring are available (Choi, Moon and Chun, 2015). Furthermore, research involving the relationship between self-esteem and self-monitoring are present (Turan et al., 2015).

In our study, it is investigated that if students' self-efficacy beliefs will influence their self-esteem and self-monitoring levels. The effect of self-esteem on self-monitoring was also examined. In addition, we set out to examine whether or not self-efficacy beliefs, self-monitoring and self-esteem vary according to demographic characteristics. It can be assumed that the level of self-efficacy as an important variable may affect other variables as well. Similarly, the probable effect of self-esteem on self-monitoring is also a matter of importance. The examination of the differences among the levels of self-efficacy, self-esteem and self-monitoring that are based on demographic characteristics is also an in-depth consideration of the issue itself. The variables of self-efficacy and self-esteem that may affect the success of the students as being essential factors reveal the necessity of our research in this area. In addition, these variables related to individuals themselves stress the necessity for the examination of the relationships among variables. Following this further, it is important to determine how changes occur according to which demographic characteristics regarding the levels of self-efficacy, self-esteem and self-monitoring. In this way, it will be possible to carry out various arrangements and taking measures for the problems in this regard.

This research is important in terms of extensive discussing the variables and their relationships with demographic characteristics as well as their connections with each other. In this context, this research makes a positive contribution to the literature. In particular, a detailed investigation of the relationships among variables and demographic variables is important in this regard. To examine the effects of self-efficacy and self-esteem that may affect students' success increases in importance regarding this research's contribution.

CONCEPTUAL FRAMEWORK

Albert Bandura, a pioneer in the literature, is the first person that comes to mind on the topic of self-efficacy (İnandı, Tunç ve Gündüz, 2013: 278). Bandura (1977; 1991; 1997) has carried out assessments of the concept of self-efficacy. Self-efficacy is the personal and subjective view in people's own ability to achieve the intended purpose. Social forces move a major role in shaping the perceptions of self-efficacy (Meristo & Eisenschmidt, 2014: 2). Self-efficacy is a personal belief in the ability to cope with conditions such as achieving particular goals and fulfilling required tasks. Individuals showing high self-efficacy are able to deal with problems, work effectually and may take longer efforts against difficulties than those with low self-efficacy. One of the most effective resources of self-efficacy is the person's previous achievements and experiences that are sustained (Sanders-Reio et al., 2014). Self-efficacy contains students' beliefs that they can fulfill their tasks in a good way. Individuals showing high self-efficacy take more tough tasks and put themselves higher goals (Hong et al., 2012: 181). Self-efficacy can be explained as the beliefs about reaching a

particular level of performance and the ability to be successful (Sitzmann & Yeo, 2013). Self-efficacy belief raises individuals' perseverance levels against the challenges faced, while completing their duties and the amount of effort required in the face of difficulties, along with taking responsibility (Park & John, 2014: 234). In terms of the social cognitive theory, self-efficacy has both cognitive and emotional impact on people (Skaalvik & Skaalvik, 2014: 69).

The concept of self-monitoring was primarily discussed in the studies of Snyder (1974) and Snyder & Simpson (1984). Self-monitoring is to organize people's behavior in accordance with their condition. Individuals showing high levels of self-monitoring represent adequate social skills. These people take care of other people's perceptions and shall endeavor to show acceptable positive behavior. Moreover, individuals exhibiting low self-monitoring adopt a consistent behavior as far as actuality is concerned (Parks-Leduc et al., 2014). Individuals showing high levels of self-monitoring behave strategically to achieve the needed results by modifying their own presentations. In contrast, people exhibiting low levels of self-monitoring show their real attitudes, values and thoughts as well (Hall & Pennington, 2013: 1557). Self-monitoring is an indicator of the person's social activities, interpersonal talent and the capacity to understand what behavior is appropriate to varied situations. Individuals showing high self-monitoring are sensitive to social cues. Individuals exhibiting low self-monitoring tend to neglect social signals. Such peoples' ability and desire to modify self-presentation is generally low in social situation (Chang et al., 2012: 397-398). In terms of the approach of self-monitoring, people are motivated internally or externally. Internally motivated people are having a low level of self-monitoring. Therefore, extrinsically motivated ones have a high level of self-monitoring (Gupta et al., 2013: 59). Moreover, these people constantly strive to become successful actors by passing in front of others. They tend to move in a different way when they are in different situations with different people (Oh et al., 2014: 95).

Rosenberg (1965) was primarily dealt with the concept of self-esteem in his study. Self-esteem is a key popular element for social sciences and everyday life. In many cases, self-esteem stands out as a human value that is fragile and variable. In addition, self-esteem exhibits an increasing state regarding person's extent of meeting the standards specified, while exhibiting a decreasing state regarding the failure to meet the standards accordingly (Paunescu et al., 2014). Moreover, self-esteem is a person's individual assessment done by the individual himself\herself. Last but not the least, negative feedback on the individual damages his or her self-esteem. Therefore, self-esteem is a crucial source of protection against the effects of living source of stress (Jang et al., 2014: 75). It should be noted that self-esteem generally is made up of internal factors and external factors. Internal factors that form self-esteem are emotions, genetic and personality characteristics. On the other hand, external factors constituting self-esteem can be explained as events, family and career (Mogonea & Mogonea, 2014). Following this further, self-esteem is the general perception of one's own value and worth (Zou, 2014). On the other side, low levels of self-esteem cover negative effects such as seeing himself/herself adversely, the negative aspects directed towards him/her, the feeling of self-worthless and the disapproval of his/her own behavior (Marcic & Kobal Grum, 2011: 374).

Following this further, self-efficacy is one of the most important factors that contribute to achievement in different areas of life. Self-efficacy belief has a strong relationship with behavioral outcomes such as lower anxiety and assumption of responsibility.
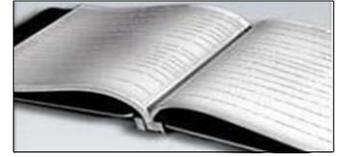
Thus, high self-efficacy beliefs may ensure greater cognitive flexibility (Moen & Federici, 2012: 4). Self-efficacy belief is associated with the terms, such as self-monitoring, self-esteem and self-confidence, but it is a different term from them (Mayfield & Mayfield, 2012: 360). In many studies, it is stated that self-efficacy beliefs have positive effects on efforts, goal setting and performance (Hong et al., 2012: 181). Numerous studies determined that positively correlation emerged between self-efficacy and performance (Sitzmann & Yeo, 2013). People showing low levels of self-monitoring are lacking of the ability to form their self-expression and motivation (Harnish & Bridges, 2006: 962).

Taştan Boz et al. (2014) stated that the sub-dimensions of self monitoring has positive correlation with work engagement. Individuals exhibiting high levels of self-monitoring are attentive against contextual clues and adjust their behavior accordingly. Individuals who have low self-monitoring often act according to their internal states. Those showing high levels of self-monitoring become more productive in their jobs and having a high cognitive ability (Gupta et al., 2013: 59). High self-esteem is relevant to a higher psychological health and performance, while low self-esteem is related to lower psychological health and performance. Self-esteem shows the subjective quality of a person's life (Abdel-Khalek, Korayem & El-Nayal, 2012). While high self-esteem ensures many benefits, low self-esteem is not considered as attractive though. That is, low self-esteem is associated with factors such as depression and the decrease of life satisfaction (Jordan et al., 2013: 704). High level of self-esteem includes positive effects such as the vision of self-worth, self-satisfaction and deserving respect (Marcic & Kobal Grum, 2011: 374).

It can be considered that the levels of self-efficacy, self-esteem and self-monitoring are important variables that might affect people's success and sociability. It can be considered that self-efficacy belief is a variable that can affect the levels of self-esteem and self-monitoring. Self-efficacy is a personal and subjective variable (Meristo & Eisenschmidt, 2014: 2) and therefore may influence other variables as well. Self-efficacy is an important factor regarding student success especially in today's educational institutions. In this context, the effect of the concept of self-efficacy on other variables is carried out. In the literature, studies that are conducted on identifying the relationship between self-efficacy and self-esteem are available. For instance, Aydogan (2008) revealed that significant positively relationship emerged between self-efficacy and self-esteem. Similarly, Al-Khatib (2012) determined that self-esteem has a high positive correlation with self-efficacy. Tan, Ma and Li (2015) found that self efficacy has high positive correlation with self esteem. Laguna (2013) revealed that self esteem has a positive relationship with general self efficacy. Choi, Moon and Chun (2015) determined that self efficacy has a positive correlation with self monitoring. In this scope the hypotheses are formed:

H$_1$: Self-efficacy belief has a significant effect on sensitivity to others' expression.

H$_2$: Self-efficacy belief has a significant effect on ability to modify self-presentation.

H$_3$: Self-efficacy belief has a significant effect on self-worth outlook.

H$_4$: Self-efficacy belief has a significant effect on self-negative outlook.

It is also discussed the effect of self-esteem on self-monitoring level. In this context, self-esteem, as being a fragile attitude including person's self-assessment (Jang et al., 2014: 75) and therefore it may impact on self-monitoring level. The concept of self-esteem is an

AKADEMİK BAKIŞ DERGİSİ
Sayı: 59   Ocak - Şubat 2017
Uluslararası Hakemli Sosyal Bilimler E-Dergisi
ISSN:1694-528X İktisat ve Girişimcilik Üniversitesi, Türk Dünyası
Kırgız – Türk Sosyal Bilimler Enstitüsü, Celalabat – KIRGIZİSTAN
http://www.akademikbakis.org
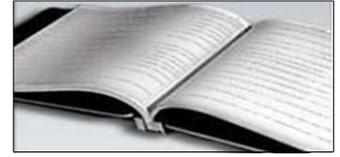
important issue for today's educational institutions in the world. That is, educational institutions can aim to educate students with high levels of self-esteem. Accordingly, students with high self-esteem levels are considered to be successful ones. The effects of self-esteem were examined within this context. Turan et al. (2015) founded that self esteem has a negative relationship with self-monitoring. In this scope the hypotheses are formed:

H_5: Self-esteem level has a significant effect on sensitivity to others' expression.

H_{5a}: Self-worth outlook has a significant effect on sensitivity to others' expression.

H_{5b}: Self-negative outlook has a significant effect on sensitivity to others' expression.

H_6: Self-esteem level has a significant effect on ability to modify self-presentation.

H_{6a}: Self-worth outlook has a significant effect on ability to modify self-presentation.

H_{6b}: Self-negative outlook has a significant effect on ability to modify self-presentation.

Self-efficacy, self-esteem and self-monitoring levels are factors associated with people themselves and this condition makes us think that they could vary depending on demographic characteristics. These variables are related to the success of students studying at educational institutions today and they may vary by demographic characteristics. Self-efficacy belief is a subjective concept that is influenced by the person's previous success and experience (Sanders-Reio et al., 2014) and therefore it may vary according to demographic characteristics. Al-Khatib (2012) found that self-efficacy belief does not vary according to gender. The hypotheses are formed:

H_7: Self-efficacy belief exhibit difference according to demographic characteristics.

H_{7a}: Self-efficacy belief exhibit difference according to gender.

H_{7b}: Self-efficacy belief exhibit difference according to age.

H_{7c}: Self-efficacy belief exhibit difference according to father's educational status.

H_{7d}: Self-efficacy belief exhibit difference according to mother's educational status.

H_{7e}: Self-efficacy belief exhibit difference according to number of siblings.

H_{7f}: Self-efficacy belief exhibit difference according to year of schooling.

The level of self-monitoring is a social element related to people's skills, capacities and social activities (Chang et al., 2012: 397-398) and therefore it may vary according to demographic characteristics. In addition Hogue, Levashina & Hang (2013) determined that undergraduate students' self-monitoring levels differ according to gender. In this scope the hypotheses are formed:

H_8: Sensitivity to others' expression exhibit difference according to demographic characteristics.

H_{8a}: Sensitivity to others' expression exhibit difference according to gender.

H_{8b}: Sensitivity to others' expression exhibit difference according to age.

H_{8c}: Sensitivity to others' expression exhibit difference according to father's educational status.

AKADEMİK BAKIŞ DERGİSİ
Sayı: 59   Ocak – Şubat 2017
Uluslararası Hakemli Sosyal Bilimler E-Dergisi
ISSN:1694-528X İktisat ve Girişimcilik Üniversitesi, Türk Dünyası
Kırgız – Türk Sosyal Bilimler Enstitüsü, Celalabat – KIRGIZİSTAN
http://www.akademikbakis.org
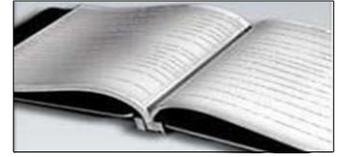
H_{8d}: Sensitivity to others' expression exhibit difference according to mother's educational status.

H_{8e}: Sensitivity to others' expression exhibit difference according to number of siblings.

H_{8f}: Sensitivity to others' expression exhibit difference according to year of schooling.

H_9: Ability to modify self-presentation exhibit difference according to demographic characteristics.

H_{9a}: Ability to modify self-presentation exhibit difference according to gender.

H_{9b}: Ability to modify self-presentation exhibit difference according to age.

H_{9c}: Ability to modify self-presentation exhibit difference according to father's educational status.

H_{9d}: Ability to modify self-presentation exhibit difference according to mother's educational status.

H_{9e}: Ability to modify self-presentation exhibit difference according to number of siblings.

H_{9f}: Ability to modify self-presentation exhibit difference according to year of schooling.

The concept of self-esteem is a subjective concept based on the perception of people's self-respect (Zou, 2014) and therefore it may vary according to demographic characteristics. Moksnes & Espnes (2012) and Al-Khatib (2012) found that self-esteem levels differ according to gender. In addition to, Marcic & Kobal Grum (2011) determined that self-esteem does not differ according to gender. In this scope the hypotheses are formed:

H_{10}: Self-worth outlook exhibit difference according to demographic characteristics.

H_{10a}: Self-worth outlook exhibit difference according to gender.

H_{10b}: Self-worth outlook exhibit difference according to age.

H_{10c}: Self-worth outlook exhibit difference according to father's educational status.

H_{10d}: Self-worth outlook exhibit difference according to mother's educational status.

H_{10e}: Self-worth outlook exhibit difference according to number of siblings.

H_{10f}: Self-worth outlook exhibit difference according to year of schooling.

H_{11}: Self-negative outlook exhibit difference according to demographic characteristics.

H_{11a}: Self-negative outlook exhibit difference according to gender.

H_{11b}: Self-negative outlook exhibit difference according to age.

H_{11c}: Self-negative outlook exhibit difference according to father's educational status.

H_{11d}: Self-negative outlook exhibit difference according to mother's educational status.

H_{11e}: Self-negative outlook exhibit difference according to number of siblings.

H_{11f}: Self-negative outlook exhibit difference according to year of schooling.

AKADEMİK BAKIŞ DERGİSİ
Sayı: 59   Ocak - Şubat 2017
Uluslararası Hakemli Sosyal Bilimler E-Dergisi
ISSN:1694-528X İktisat ve Girişimcilik Üniversitesi, Türk Dünyası
Kırgız – Türk Sosyal Bilimler Enstitüsü, Celalabat – KIRGIZİSTAN
http://www.akademikbakis.org
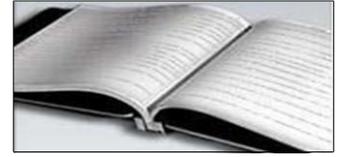
METHODOLOGY

The main aims of the study are as follows: firstly to determine whether students' self-efficacy beliefs affect their self-monitoring and self-esteem, and secondly to examine whether students' self-esteem levels have any impact on their self-monitoring levels, and thirdly to examine whether or not self-efficacy beliefs, self-monitoring and self-esteem vary according to demographic characteristics. The research sample comprises the students of a public university in the Marmara region. In this context, the data were collected from a total of 703 students studying at eight units covering two faculties, two schools of applied sciences and four vocational schools of a public university. In the context of this research, 750 questionnaires were distributed and a total of 703 questionnaires were fully and correctly completed. The rate of return was 93.7%. The research population is the public universities students in Turkey.

Data Collection Tools

To measure self-efficacy beliefs, the 10-item General Self Efficacy Scale was utilized in the study. General Self Efficacy Scale is a scale used in numerous studies, which was developed by Jerusalem & Schwarzer (1992). A 5 point Likert-scale was implemented. To measure the level of self-monitoring, the 13-item scale which was developed by Lennox & Wolfe (1984) was utilized. Questions 4 and 6 were reverse scored on the scale of self-monitoring. A 5 point Likert-scale was implemented. To measure the level of self-esteem, the 10-item Rosenberg Self-Esteem Scale was utilized in this study. This scale was developed by Rosenberg (1965) and was a tool used in numerous studies. Questions 3, 5, 8, 9, 10 were reverse scored on Rosenberg Self-Esteem Scale. A 5 point Likert-scale was used with self-esteem. Thus, scoring procedure was implemented for each scale, range of 'strongly disagree = 1', 'disagree = 2,', 'neither agree nor disagree = 3', 'agree = 4' and 'strongly agree = 5'. In addition, six questions were applied to determine socio-demographic characteristics.

Research Model

Research model is based on self-efficacy belief, self-monitoring level, self-esteem level and demographic variables. According to the research model, it is examined whether self-efficacy belief affects the self-monitoring. Self-efficacy was considered to the independent variable, while self-monitoring level was the dependent variable. Two logistic regression models were tested within this context. Next, it is examined whether self-efficacy belief has any effect on self-esteem level. Self-efficacy belief was considered to the independent variable, while self-esteem level was the dependent variable. In this scope, two logistic regression models were tested. Next, it is examined whether self-esteem has any effect on self-monitoring level. Self-esteem was considered to the independent variable, while the dependent variable was the level of self-monitoring. In this context, two logistic regression models were tested. Also, the tests for the differences of variables according to socio-demographic characteristics were conducted. In this context, it is examined whether demographic characteristics have any influence on self-efficacy belief, self-monitoring level and self-esteem level.

Figure 1. *Research Model*
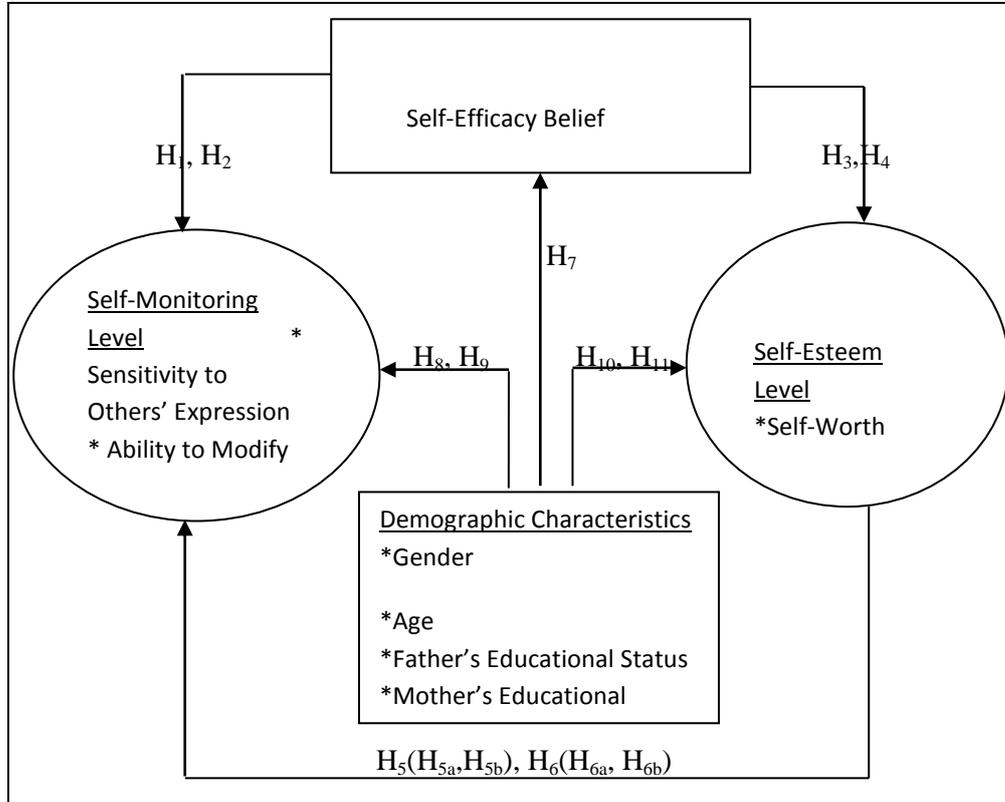
Data Analysis and Results

The data analysis was conducted using SPSS 21 software statistical package. In this context, first, frequency analysis was performed in connection with the socio-demographic characteristics of university students. Then, factor analysis and reliability test were performed to the data scale of self-efficacy, self-monitoring and self-esteem. In this scope, Cronbach's Alpha values of variables were analyzed. In conclusion of factor analysis that was performed to the scale of self-efficacy, one dimension has emerged. Similarly, as a result of factor analysis that was performed to the scale of self-monitoring, two sub-dimensions have occurred. In conclusion of factor analysis that was performed to the scale of self-esteem two sub-dimensions have emerged. After that, the test, regarding the variables used in the study that vary according to socio-demographic characteristics, was performed. The preceding test was the Kolmogorov-Smirnov test, which was performed to deciding if the data were normally distributed. Nonparametric tests were conducted after deciding that the data were not normally distributed. As regards nonparametric tests, Mann-Whitney U and Kruskal-Wallis tests were conducted respectively. The variable averages, standard deviations and correlations were discussed.

Within this research, it is examined whether or not self-efficacy belief influences self-monitoring and self-esteem levels. Two logistic regression models were tested related to the effect of self-efficacy belief on the level of self-monitoring. Similarly, two logistic regression models were tested related to the effect of self-efficacy belief on the level of self-esteem. In

addition, we discussed whether or not self-esteem has any effect on the level of self-monitoring. In this context, two logistic regression models were tested.

FINDINGS

Frequency Distribution Related to Socio-Demographic Characteristics

Frequency distribution regarding socio-demographic characteristics of university students who participated in the study is illustrated in table 1 below.

Table 1: *Frequency Distribution Regarding Socio-Demographic Characteristics of Students*

VARIABLE	GROUP	FREQUENCY	PERCENT
Gender	Male	411	58.5
	Female	292	41.5
	Total	703	100
Age	18-19	123	17.5
	20-21	261	37.1
	22-23	235	33.4
	24-25	68	9.7
	26 and above	16	2.3
	Total	703	100
Father's Educational Status	Primary-Middle School	407	57.9
	High School	195	27.7
	Vocational School	45	6.4
	University	56	8
	Total	703	100
Mother's Educational Status	Primary-Middle School	517	73.5
	High School	146	20.8
	Vocational School	16	2.3
	University	24	3.4
	Total	703	100
Number of Siblings	1	58	8.3
	2	298	42.4
	3	201	28.6
	4 and above	146	20.8
	Total	703	100
Year of Schooling	Two Years	205	29.2
	Four Years	498	70.8
	Total	703	100

Factor Analyses and Reliability Tests of Variables

Factor analyses and reliability tests were carried out regarding the scale of self-efficacy, self-monitoring and self-esteem.

Factor analysis and reliability test results are included in Table 2 below for the scale of self-efficacy.

Table 2: *Factor Analysis and Reliability Test Results for the Scale of Self-Efficacy*

	Questions	Factor Weights	Explanatory Factors (%)	Initial Eigenvalues(Total)	Cronbach's Alpha
Self-Efficacy Belief	Ef2	.735	44.567	4.457	0.857
	Ef4	.729			
	Ef1	.708			
	Ef9	.707			
	Ef8	.682			
	Ef5	.679			
	Ef7	.672			
	Ef10	.637			
	Ef3	.610			
	Ef6	.477			
KMO Value: 0.903; Bartlett's Test: 0.000; Total Cronbach's Alpha:0.857;Total Explained Variance: 44.567					

Data set was available for factor analysis regarding self-efficacy scale because of KMO value (0.903) and Bartlett's test result 0.000 (<0.05). A single dimension has occurred as a result of factor analysis applied to the scale of self-efficacy. The dimension of self-efficacy belief explained 44.567 % of the variance in total. Cronbach's Alpha value was determined as 0.857 for the dimension of self-efficacy belief. Initial eigenvalues were determined as 4.457. Table 3 below presents factor analysis and reliability test results for the scale of self-monitoring.

Table 3: *Factor Analysis and Reliability Test Results for Self-Monitoring Scale*

	Questions	Factor Weights	Explanatory Factor (%)	Initial Eigenvalues (Total)	Cronbach's Alpha
Sensitivity to Others' Expression	M10	.789	29.267	4.438	0.828
	M9	.737			
	M13	.725			
	M8	.682			
	M12	.669			
	M11	.656			

AKADEMİK BAKIŞ DERGİSİ
Sayı: 59   Ocak – Şubat 2017
Uluslararası Hakemli Sosyal Bilimler E-Dergisi
ISSN:1694-528X İktisat ve Girişimcilik Üniversitesi, Türk Dünyası
Kırgız – Türk Sosyal Bilimler Enstitüsü, Celalabat – KIRGIZİSTAN
http://www.akademikbakis.org

Ability to Modify Self-Presentation	M3	.752	24.548	1.482	0.776	As rega rds self-mon itori ng scal
	M2	.747				
	M1	.729				
	M5	.650				
	M7	.623				
KMO Value: 0.892; Bartlett's Test: 0.000; Total Cronbach's Alpha:0.850; Total Explained Variance:53.814						

e, KMO value was determined as 0.892 and Bartlett's test result was 0.000, respectively. These values indicated that the data set was suitable for factor analysis. Two sub-dimensions have occurred resulting of factor analysis which was applied to the scale of self-monitoring. Question 4 and Question 6 were excluded from analysis. These two dimensions were named within the context of literature. Accordingly, factor 1 was named as 'Sensitivity to others' expression' and factor 2 was named as 'Ability to modify self-presentation'. While the dimension of sensitivity to others' expression explained 29.267% of the variance in total, the dimension of ability to modify self-presentation explained 24.548% of the variance in total. These two factors explained 53.814% of the variance in total. Cronbach's Alpha value for the dimension of sensitivity to others' expression was taken as 0.828, while Cronbach's Alpha value was 0.776 for the dimension of ability to modify self-presentation. Regarding the all scale, Cronbach's alpha value was determined as 0.850. While initial eigenvalues was 4.438 for factor 1, it was determined as 1.482 for factor 2 accordingly.

Table 4 below illustrates factor analysis and reliability test results for the scale of self-esteem.

Table 4: *Factor Analysis and Reliability Test Results for Self-Esteem Scale*

	Questions	Factor Weights	Explained Factors (%)	Initial Eigenvalues (Total)	Cronbach's Alpha
Self-Worth Outlook	Es2	.783	31.460	4.254	0.838
	Es1	.781			
	Es6	.756			
	Es7	.750			
	Es4	.727			
Self-Negative Outlook	Es9	.800	27.573	1.649	0.797
	Es10	.767			
	Es3	.705			
	Es5	.692			
	Es8	.639			
KMO Value:0.839; Bartlett's Test: 0.000; Total Cronbach's Alpha: 0.841;Total Explained Variance: 59.033					

The data set was suitable for factor analysis because of KMO value '0.839' and Bartlett's test result '0.000 (<0.05)'. Two sub-dimensions have emerged as a result of factor

AKADEMİK BAKIŞ DERGİSİ
Sayı: 59   Ocak - Şubat 2017
Uluslararası Hakemli Sosyal Bilimler E-Dergisi
ISSN:1694-528X İktisat ve Girişimcilik Üniversitesi, Türk Dünyası
Kırgız – Türk Sosyal Bilimler Enstitüsü, Celalabat – KIRGIZİSTAN
http://www.akademikbakis.org

analysis, which was applied to the scale of self-esteem. Factor 1 was named as 'Self-Worth Outlook' and factor 2 named as 'Self-Negative Outlook'. The dimension of self-worth outlook explained 31.460% of the variance in total, while the dimension of self-negative outlook explained 27.573% of the variance in total. These two dimensions explained 59.033% of the variance in total. Cronbach's alpha value was found to be 0.838 for the dimension of self-worth outlook, while it was 0.797 for the dimension of self-negative outlook. Regarding the all scale, Cronbach's alpha value was found to be 0.841. While initial eigenvalues for factor 1 was 4.254, it was found to be 1.649 for factor 2 accordingly.

The Differences of Variables According to Socio-Demographic Characteristics

Initially, Kolmogorov-Smirnov test was carried out in order to decide if the distribution was normal. Then the test of the variables used in the study that vary according to socio-demographic characteristics was expressed.

Table 5: *Kolmogorov-Smirnov Normality Test Results*

		Self-Efficacy Belief	Ability to Modify Self-Presentation	Sensitivity to Others' Expression	Self-Worth Outlook	Self-Negative Outlook
N		703	703	703	703	703
Normal Parameters[a,b]	Mean	3.8014	3.8341	3.8753	4.1129	2.4156
	Std. Deviation	.62411	.71466	.75060	.75887	.97088
Most Extreme Differences	Absolute	.075	.142	.112	.155	.103
	Positive	.054	.078	.067	.121	.103
	Negative	-.075	-.142	-.112	-.155	-.068
Kolmogorov-Smirnov Z		1.992	3.776	2.973	4.108	2.726
Asymp. Sig. (2-tailed)		**.001**	**.000**	**.000**	**.000**	**.000**

As shown in Table 5, the variables were not normally distributed ($p<0.05$). Nonparametric tests were used for the variables that differ according to socio-demographic characteristics due to the lack of normal distribution. Mann-Whitney U and Kruskal-Wallis were performed as nonparametric tests. Mann Whitney U test was implemented on gender and year of schooling. Thus, Kruskal-Wallis tests were performed on age, father's educational status, mother's educational status and number of siblings.

Table 6 below presents the test for differences according to socio-demographic characteristics of variables.
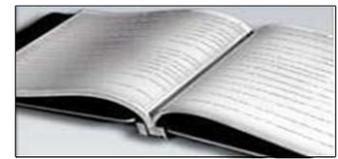
Table 6: *Test for Differences According to Socio-Demographic Characteristics of Variables*

VARIABLE \ VARIABLE	VARIABLE	TEST	p
Gender	Self-Efficacy Belief	Mann Whitney U	0.579
	Sensitivity to Others' Expression	Mann Whitney U	**0.001**
	Ability to Modify Self-Presentation	Mann Whitney U	0.099
	Self-Worth Outlook	Mann Whitney U	**0.000**
	Self-Negative Outlook	Mann Whitney U	**0.004**
Age	Self-Efficacy Belief	Kruskal Wallis	0.709
	Sensitivity to Others' Expression	Kruskal Wallis	0.514
	Ability to Modify Self-Presentation	Kruskal Wallis	0.962
	Self-Worth Outlook	Kruskal Wallis	0.339
	Self-Negative Outlook	Kruskal Wallis	**0.019**
Father's Educational Status	Self-Efficacy Belief	Kruskal Wallis	0.556
	Sensitivity to Others' Expression	Kruskal Wallis	**0.002**
	Ability to Modify Self-Presentation	Kruskal Wallis	0.357
	Self-Worth Outlook	Kruskal Wallis	0.692
	Self-Negative Outlook	Kruskal Wallis	0.168
Mother's Educational Status	Self-Efficacy Belief	Kruskal Wallis	0.463
	Sensitivity to Others' Expression	Kruskal Wallis	0.581
	Ability to Modify Self-Presentation	Kruskal Wallis	0.073
	Self-Worth Outlook	Kruskal Wallis	0.402
	Self-Negative Outlook	Kruskal Wallis	0.997
Number of Siblings	Self-Efficacy Belief	Kruskal Wallis	0.210
	Sensitivity to Others' Expression	Kruskal Wallis	0.938
	Ability to Modify Self-Presentation	Kruskal Wallis	0.057
	Self-Worth Outlook	Kruskal Wallis	0.795
	Self-Negative Outlook	Kruskal Wallis	0.568
Year of Schooling	Self-Efficacy Belief	Mann Whitney U	0.188
	Sensitivity to Others' Expression	Mann Whitney U	0.335
	Ability to Modify Self-Presentation	Mann Whitney U	0.161
	Self-Worth Outlook	Mann Whitney U	0.518
	Self-Negative Outlook	Mann Whitney U	**0.047**

According to students' gender, there is difference in judgments based on the dimension of sensitivity to others' expression ($p < 0.05$). In this scope, H_{8a} was supported ($p < 0.05$). Mean rank (380.75) for female students' sensitivity to others' expression was higher than males' average (331.58). In this case, female students can be said to be much more sensitive to others' expression ($p < 0.05$).

According to students' gender, there is difference in judgments based on the dimensions of self-worth outlook and self-negative outlook ($p < 0.05$). In this scope, H_{10a} and H_{11a} were supported ($p < 0.05$). Mean rank (383.49) for female students' dimension of self-worth outlook was higher than males' average (329.63). It can be said that female students

perceive themselves more valuable compared to male students ($p < 0.05$). Mean rank (370.46) for male students' dimension of self-negative outlook was higher than females' average (326.01) ($p < 0.05$). It can be said that male students perceive themselves more negatively compared to their female counterparts.

According to students' age, there is difference in judgments based on the dimension of self-negative outlook ($p < 0.05$). In this scope, H_{11b} was supported ($p < 0.05$). Mean rank (382.91) for students who are in the 18-19 age range, was determined to be higher than others. Accordingly, self-negative outlook for students in the 18-19 age range was more than others ($p < 0.05$). In other words, students who are in the 18-19 age range have more negative perceptions about themselves than others.

According to father's educational status, there is difference in judgments based on the dimension of sensitivity to others' expression ($p < 0.05$). In this scope, H_{8c} was supported ($p < 0.05$). Mean rank (419.70) for students whose father graduated from university was higher than others. Accordingly, students whose father graduated from university are more sensitive to others' expression.

According to year of schooling, there is difference in judgments based on the dimension of self-negative outlook ($p < 0.05$). In this scope, H_{11f} was supported ($p < 0.05$). Mean rank (375.62) for students who attend two-year schools was higher than the students who attend four-year schools (342.28). Accordingly, students who attend two-year schools have more self-negative outlook compared to those attending four-year schools. Two-year school students perceive themselves more negatively than four-year school students as a result.

Variable Means, Standard Deviations, and Correlations

Variable means, standard deviations and correlations that were utilized in the study are given in Table 7 below.

Table 7: *Variable Means, Standard Deviations, and Correlations*

	Mean	Std. Dev.	1	2	3	4	5
Self-Efficacy Belief	3.8014	.62411	1	**.485**[**]	**.473**[**]	**.440**[**]	**-.208**[**]
				.000	.000	.000	.000
Ability to Modify Self-presentation	3.8341	.71466	.485[**]	1	.493[**]	**.525**[**]	**-.226**[**]
			.000		.000	.000	.000
Sensitivity to Others' Expression	3.8753	.75060	.473[**]	.493[**]	1	**.464**[**]	**-.170**[**]
			.000	.000		.000	.000
Self-Worth Outlook	**4.1129**	.75887	.440[**]	.525[**]	.464[**]	1	-.435[**]
			.000	.000	.000		.000

Self-Negative Outlook	**2.4156**	.97088	-.208**	-.226**	-.170**	-.435**	1
			.000	.000	.000	.000	

**. Correlation is significant at the 0.01 level (2-tailed), *. Correlation is significant at the 0.05 level (2-tailed).

When assessing the means, we see that self-worth outlook has the highest mean (4.1129). On the other hand, self-negative outlook has the lowest mean (2.4156).

Positively related correlation emerged between self-efficacy belief and ability to modify self-presentation (r = 0.485) (p<0.05). In other words, self-efficacy belief increases ability to modify self-presentation. Similarly, positively related correlation occurred between self-efficacy belief and sensitivity to others' expression (r = 0.473) (p<0.05). To put it another way, self-efficacy belief increases sensitivity to others' expression. Following this further, positively related correlation emerged between self-efficacy belief and self-worth outlook (r = 0.440) (p<0.05). Self-efficacy belief enhances self-worth outlook. Conversely, negatively related correlation occurred between self-efficacy belief and self-negative outlook (r = -0.208). Self-efficacy belief reduces self-negative outlook as a result.

Positively related correlation occurred between self-worth outlook and ability to modify self-presentation (r = 0.525) (p<0.05). The level of self-worth outlook enhances ability to modify self-presentation. Conversely, negatively related correlation emerged between self-negative outlook and ability to modify self-presentation (r = -0.226) (p<0.05). The more the self-negative outlook was, the less the ability to modify self-presentation accordingly.

Following this further, positively related correlation emerged between self-worth outlook and sensitivity to others' expression (r = 0.464) (p<0.05). The level of self-worth outlook enhances sensitivity to others' expression. Conversely, negatively related correlation occurred between self-negative outlook and sensitivity to others' expression (r = -0.170) (p<0.05). The more the self-negative outlook was, the less the sensitivity to others' expression accordingly.

The Effect of Self-Efficacy Belief on Self-Monitoring Level

The binary logistic regression is a method which having two categories for dependent variable. Logistic regression method does not have a restrictive condition for the measurement of independent variables (Alpar, 2011; Sümbüloğlu & Akdağ, 2009). In this research, the variables were not normally distributed and therefore logistic regression tests were performed. Before entering the logistic regression method, data sets were transformed to binary condition for dependent variables. The sub-dimensions of the self-monitoring and self-esteem as dependent variables were transformed to binary condition. In this context, below average values of sub-dimensions of dependent variables were taken as "0", the average and above values of these sub-dimensions were taken as "1". According to the "0" value means as "I disagree", "1" value means as "I agree".

Logistic regression tests were performed on the effect of self-efficacy belief on self-monitoring level. In this context, self-efficacy was discussed as the independent variable. The

sub-dimensions of self-monitoring, 'ability to modify self-presentation' and 'sensitivity to others' expression' were discussed separately as the dependent variables. Two logistic regression models were tested within this context.

Table 8: *The Effect of Self-Efficacy Belief on Sensitivity to Others' Expression*

	B	S.E.	Wald	df	Sig.	Exp(B)
Self-Efficacy Belief	**1.415**	0.161	77.135	1	**0.000**	**4.118**
Constant	-5.192	0.617	70.904	1	0.000	0.006
Dependent Variable: Sensitivity to Others' Expression						
-2 Log likelihood: 869.497; Cox & Snell R Square: 0.132; Nagelkerke R Square: 0.176; Omnibus Chi-square Test Statistics: 99.414, p: 0.000; Correct Classification Percentage: %64,3						

As shown in Table 8, H_1 was supported ($p<0.05$). In other words, self-efficacy belief has a positive significant effect on sensitivity to others' expression (Exp (B)=4.118). University students' self-efficacy beliefs increase their sensitivity to others' expression. Self-efficacy beliefs can be said to enhance sensitivity to others' expression.

Table 9: *The Effect of Self-Efficacy Belief on Ability to Modify Self-Presentation*

	B	S.E.	Wald	df	Sig.	Exp(B)
Self-Efficacy Belief	**1.589**	0.169	88.875	1	**0.000**	**4.898**
Constant	-5.999	0.648	85.630	1	0.000	0.002
Dependent Variable: Ability to Modify Self-Presentation						
-2 Log likelihood: 855.574; Cox & Snell R Square: 0.155; Nagelkerke R Square: 0.207; Omnibus Chi-square Test Statistics: 118.478; p: 0.000; Correct Classification Percentage: %66						

As shown in Table 9, H_2 was supported ($p<0.05$). Self-Efficacy belief has a positive significant effect on ability to modify self-presentation (Exp(B)=4.898). Self-efficacy belief increases the ability to modify self-presentation. University students' self-efficacy beliefs increase their ability to modify self-presentation.

The Effect of Self-Efficacy Belief on Self-Esteem Level

Logistic regression tests were introduced on the effect of self-efficacy belief on self-esteem. In this context, self-efficacy was discussed as the independent variable. The sub-dimensions of self-esteem, 'Self-Worth Outlook' and 'Self-Negative Outlook' were taken separately as the dependent variables. Two logistic regression models were tested within this context.

Table 10: *The Effect of Self-Efficacy Belief on Self-Worth Outlook*

	B	S.E.	Wald	df	Sig.	Exp(B)
Self-Efficacy Belief	**1.458**	0.163	79.948	1	**0.000**	**4.296**
Constant	-5.346	0.623	73.525	1	0.000	0.005
Dependent Variable: Self-Worth Outlook						
-2 Log likelihood: 864.521; Cox & Snell R Square: 0.138; Nagelkerke R Square: 0.184						
Omnibus Chi-square Test Statistics: 104.025, p:0,000; Correct Classification Percentage:%66.7						

As shown in Table 10, H_3 was supported because of $p<0.05$. Self-efficacy belief has a positive significant effect on self-worth outlook (Exp(B)=4.296). University students' self-efficacy beliefs increase their self-worth outlook. In other words, self-efficacy beliefs enhance self-worth outlook accordingly.

Table 11: *The Effect of Self-Efficacy Belief on Self-Negative Outlook*

	B	S.E.	Wald	df	Sig.	Exp(B)
Self-Efficacy Belief	**-0.632**	0.132	22.923	1	**0.000**	**0.531**
Constant	2.052	0.505	16.522	1	0.000	7.783
Dependent Variable: Self-Negative Outlook						
-2 Log likelihood: 929.543; Cox & Snell R Square: 0.035; Nagelkerke R Square: 0.047						
Omnibus Chi-square Test Statistics: 24.781, p:0.000; Correct Classification Percentage:%62.7						

As illustrated in Table 11 above, H_4 was supported due to $p<0.05$. Self-efficacy belief has a significant negative effect on self-negative outlook (Exp(B)=1/0.531=1.883; B=-0,632). University students' self-efficacy beliefs reduce their self-negative outlook. To put it another way, self-efficacy beliefs reduce self-negative outlook.

The Effect of Self-Esteem on Self-Monitoring Level

Logistic regression tests were introduced on the effect of self-esteem on self-monitoring. In this context, the sub-dimensions of self-esteem were considered as the independent variables. The sub-dimensions of self-monitoring level were considered as the dependent variables. In this context, two logistic regression models were tested.

Table 12: *Logistic Regression Test Results Related to the Effect of Self-Esteem on Sensitivity to Others' Expression*

	B	S.E.	Wald	df	Sig.	Exp(B)
Self-Worth Outlook	**0.924**	0.137	45.342	1	**0.000**	**2.519**
Self-Negative Outlook	0.053	0.093	0.325	1	0.569	1.054
Constant	-3.756	0.704	28.488	1	0.000	0.023
Dependent Variable: Sensitivity to Others' Expression						
-2 Log likelihood: 903.918; Cox & Snell R Square: 0.088; Nagelkerke R Square: 0.118						
Omnibus Chi-square Test Statistics: 64.994, p:0.000; Correct Classification Percentage: %62.2						

As shown in Table 12, H_{5a} was supported (p<0.05), unlike H_{5b} (p>0.05). Self-worth outlook has a positive significant effect on sensitivity to others' expression (Exp(B)=2.519). Conversely, self-negative outlook has no significant effect on sensitivity to others' expression (p>0.05). University students' self-worth outlook increases their sensitivity to others' expression. Self-worth outlook enhances sensitivity to others' expression.

Table 13: *Logistic Regression Test Results Related to the Effect of Self-Esteem on Ability to Modify Self-Presentation*

	B	S.E.	Wald	df	Sig.	Exp(B)
Self-Worth Outlook	**1.019**	0.144	49.962	1	**0.000**	**2.771**
Self-Negative Outlook	-0.078	0.093	0.716	1	0.398	0.925
Constant	-3.977	0.729	29.725	1	0.000	0.019
Dependent Variable: Ability to Modify Self-Presentation -2 Log likelihood: 887.783; Cox & Snell R Square: 0.115; Nagelkerke R Square: 0.154 Omnibus Chi-square Test Statistics: 86.269; p:0.000; Correct Classification Percentage: %66.7						

As shown in Table 13 above, H_{6a} was supported (p<0.05), unlike H_{6b} (p>0.05). Self-worth outlook has a significant positive effect on ability to modify self-presentation (Exp(B)=2.771). Conversely, self-negative outlook has no significant effect on ability to modify self-presentation (p>0.05). University students' self-worth outlook increases their ability to modify self-presentation. The level of self-worth outlook enhances ability to modify self-presentation as a result.

DISCUSSION, CONCLUSION AND SUGGESTIONS

Regarding the literature, the studies that indicate differences or vice versa among self-efficacy beliefs, self-monitoring and self-esteem in terms of demographic characteristics are available. For example, Al-Khatib (2012) revealed that self-efficacy belief does not vary according to gender. Conversely, Hogue, Levashina & Hang (2013) revealed that undergraduate students' self-monitoring levels differ by gender. Similarly, Moksnes & Espnes (2012) and Al-Khatib (2012) revealed that self-esteem levels differ by gender. Moreover, Marcic & Kobal Grum (2011) revealed that self-esteem does not differ by gender.

In our study, we found out the result that female students have more sensitivity to others' expression. Hogue, Levashina & Hang (2013) conducted a research study on the relationship between undergraduate students' self-monitoring level and gender. They have found high levels of self-monitoring as far as men were concerned.

As mentioned earlier, two sub-dimensions, 'sensitivity to others' expression' and 'ability to modify self-presentation', have emerged as a result of factor analysis that was applied to the scale of self-monitoring. Hogue, Levashina & Hang (2013) discussed self-monitoring as one-dimensional and have found high levels of self-monitoring as far as men were concerned. In our study, we have found that female students have more sensitivity to others' expression, which is one of the sub-dimensions of self-monitoring scale. From this point of view, our results vary with the research indicated. The reason for this is that our research involved people from different cultures.
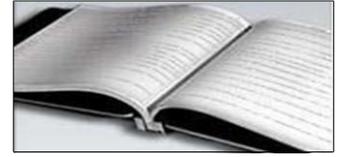
In our study, we found out that female students perceive themselves more valuable compared to male students, yet male students perceive themselves more negatively than female students and students who are in the 18-19 age range have more negative perceptions about themselves compared to others. Moksnes & Espnes (2012) conducted a study on primary and secondary school students in Norway. This study covers students who are in the 13-18 age range. It was determined that self-esteem levels vary by gender. Accordingly, male students have high self-esteem levels compared to their female counterparts. In addition, age level was determined that it has a significant effect on self-esteem. Thus, it was determined that male students' self-esteem was higher than their female counterparts regarding all age groups of students.

As stated earlier, two sub-dimensions, 'self-worth outlook' and 'self-negative outlook' have emerged as a result of factor analysis that was applied to the scale of self-esteem. As a result of the analyses in this context, we have determined that female students have higher levels of self-worth outlook compared to male students. Similarly, it was found that male students have higher levels of self-negative outlook compared to their female counterparts. Moksnes & Espnes (2012) have determined that male students have high self-esteem levels compared to their female counterparts. From this point of view, our research results vary with the specified research. The reason for these differences can be shown that the mentioned research was done in primary-secondary schools as opposed to our research, which was done in universities.

Marcic & Kobal Grum (2011) have determined that self-esteem does not differ by gender in their study which was carried out on 339 people (mostly students) in the age range 19-63. Unlike this study, we found out that the sub-dimensions of self-esteem showed differences according to gender. The reason for this is that our research involved people from different cultures and age groups. Al-Khatib (2012) has determined that self-esteem differ by gender, unlike self-efficacy belief in his research on college students. Similarly, we also found out that the sub-dimensions of self-esteem differ by gender, unlike self-efficacy belief. Al-Khatib (2012) had reached the conclusion that males had higher levels of self-esteem compared to females. We have achieved the opposite result in our study.

Aydogan (2008) has examined the relationship between self-efficacy and self-esteem via correlation analysis. Accordingly, he determined that a significant positive relationship between self-efficacy and self-esteem was available. Al-Khatib (2012) investigated the relationship between self-esteem and self-efficacy. Accordingly, he has determined that self-esteem had a positive high correlation with self-efficacy. In our study, we also obtained a significant relationship between sub-dimensions of self-efficacy and self-esteem. There is a positively related correlation with self-efficacy and self-worth outlook as opposed to self-negative outlook, which are the sub-dimensions of self-esteem.

In our study, we have determined that students whose father graduated from university have more sensitivity to others' expression and students who attend two-year schools have more self-negative outlook compared to those attending four-year schools. Four-year schools are fast to gain growing acceptance in the community and work life and it may have led to this conclusion to occur.

According to our research results, university students' self-efficacy beliefs increase their sensitivity to others' expression and ability to modify self-presentation. Students' self-

AKADEMİK BAKIŞ DERGİSİ
Sayı: 59   Ocak - Şubat 2017
Uluslararası Hakemli Sosyal Bilimler E-Dergisi
ISSN:1694-528X İktisat ve Girişimcilik Üniversitesi, Türk Dünyası
Kırgız – Türk Sosyal Bilimler Enstitüsü, Celalabat – KIRGIZİSTAN
http://www.akademikbakis.org
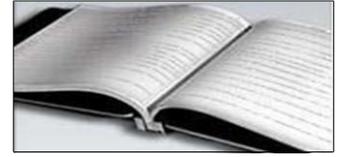
efficacy beliefs increase the level of self-worth outlook. Students' self-efficacy beliefs reduce the level of self-negative outlook. The levels of students' self-worth outlook enhance sensitivity to others' expression and ability to modify self-presentation.

The first limitation of the study is that the application is only made upon a state university students and the second one is that the research lacks the application carried out on private universities. In other words, the application has not been made for more than one state university. In addition, any application that is applied on students in private universities is out of concern in the research. These conditions stand out as the limitations of the study.

As regards future research, it can be advisable to be done at state and private universities accordingly. Also, future research is suggested to be carried out by involving multiple universities. Following this further, possible future work should be made especially with a focus on self-efficacy and self-esteem with larger samples. That is, it should be noted that extensive research is necessary regarding the topics of self-efficacy and self-esteem and such studies should include state universities and private ones as well. Besides, studies on these topics are advisable to include more than one university.

This current study focuses on the relationships among aforementioned variables that may affect the success of students and also deals with the question - how these variables differ by demographic characteristics. This will help ensure adoption of measures identifying the issues and problems occurred in this area.

REFERENCES

Abdel-khalek, A. M., Korayem, A. S. & El-Nayal, M. A. (2012), "Self-Esteem Among College Students From Four Arab Countries", *Psychological Reports*, 110, 1, 297-303.

Al-Khatib, S. A. (2012), "Exploring the Relationship among Loneliness, Self-esteem, Self-efficacy and Gender in United Arab Emirates College Students", *Europe's Journal of Psychology*, 8(1), 159-181.

Alpar, R. (2011), *Uygulamalı Çok Değişkenli İstatistiksel Yöntemler*, 3. Baskı, Ankara, Detay Yayıncılık.

Aydoğan, D. (2008), Akademik Erteleme Davranışının Benlik Saygısı, Durumluluk Kaygı ve Öz-yeterlik ile Açıklanabilirliği, Gazi Üniversitesi Eğitim Bilimleri Enstitüsü Eğitim Bilimleri Anabilim Dalı Basılmamış Yüksek Lisans Tezi, Ankara.

Bandura, A. (1977), Self-efficacy: Toward a Unifying Theory of Behavioral Change, *Psychological Review*, Vol.84, No.2, 191-215.

Bandura, A. (1991), Social Cognitive Theory of Self-Regulation, *Organizational Behavior and Human Decision Processes*, 50, 248-287.

Bandura, A. (1997), *Self-efficacy: The Exercise of Control*, New York, Freeman Books.

Chang, C.H., Rosen, C.C., Siemieniec, G.M. & Johnson, R.E. (2012), "Perceptions of Organizational Politics and Employee Citizenship Behaviors: Conscientiousness and Self-Monitoring as Moderators", *Journal of Business and Psychology*, 27: 395-406.

Choi, B.K., Moon, H.K. & Chun, J.U. (2015), "Impression Management Motive and Voice: Moderating Effects of Self-Monitoring, Self-Efficacy, and Voice Instrumentality", *Asian Journal of Social Psychology*, 18, 225-235.
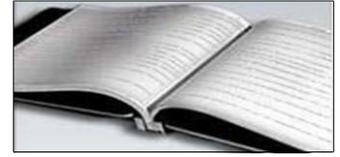
Gupta, B., Singh, D., Jandhyala, K. & Bhatt, S. (2013), "Self-Monitoring, Cultural Training and Prior International Work Experience as Predictors of Cultural Intelligence- A Study of Indian Expatriates", *Organizations and Markets In Emerging Economies*, Vol.4, No.1(7), 56-71.

İnandi, Y., Tunç, B. & Gündüz, B. (2013), Okul Yöneticilerinin Özyeterlik Algıları ile Çatışmayı Çözme Stratejileri Arasındaki İlişki, *Kuram ve Uygulamada Eğitim Yönetimi*, Cilt 19, Sayı 2, 275-294.

Hall, J.A. & Pennington, N. (2013), "Self-monitoring, honesty, and cue use on Facebook: The relationship with user extraversion and conscientiousness", *Computers in Human Behavior*, 29, 1556-1564.

Harnish, R.J. & Bridges, K.R. (2006), "Social Influence: The Role of Self-Monitoring When Making Social Comparisons", *Psychology & Marketing*, Vol.23(11), 961-973.

Hogue, M., Levashina, J. & Hang, H. (2013), "Will I Fake It? The Interplay of Gender, Machiavellianism, and Self-monitoring on Strategies for Honesty in Job Interviews", *Journal of Business Ethics*, 117: 399-411.

Hong, Z.R., Lin, H.S., Wang, H.H., Chen, H.T. & Yu, T. C. (2012), "The effects of functional group counseling on inspiring low-achieving students' self-worth and self-efficacy in Taiwan", *International Journal of Psychology*, 47 (3), 179-191.

Jang, J.M., Park, J., Oh, K.Y., Lee, K.H., Kim, M.S., Yoon, M.S., Ko, S.H., Cho, H.C. & Chung, Y.C. (2014), "Predictors of Suicidal Ideation in a community sample: Roles of anger, self-esteem, and depression", *Psychiatry Research*, 216, 74-81.

Jerusalem, M. & Schwarzer, R. (1992), Self-efficacy as a resource factor in stress appraisal processes. Self-efficacy: Thought Control of Action, R. Schwarzer (Ed.), Washington. 195-213.

Jordan, C.H., Logel, C., Spencer, S.J., Zanna, M.P., Wood, J.V. & Holmes, J.G. (2013), "Responsive Low Self-Esteem: Low Explicit Self-Esteem, Implicit Self-Esteem, and Reactions to Performance Outcomes", *Journal of Social and Clinical Psychology*, Vol. 32, No.7, 703-732.

Laguna, M. (2013), "Self-efficacy, Self-esteem, and Entrepreneurship among the Unemployed", *Journal of Applied Social Psychology*, 43, 253-262.

Lennox, R. D. & R. N. Wolfe. (1984), Revision of the Self-monitoring Scale, *Journal of Personality and Social Psychology*. 46, 6, 1349-1364.

Marcic, R. & Kobal Grum, D. (2011), "Gender Differences In Self-Concept And Self-Esteem Components", *Studia Psychologica*, 53, 4, 373-384.

Mayfield, J. & Mayfield, M. (2012), "The Relationship Between Leader Motivating Language and Self-Efficacy: A Partial Least Squares Model Analysis", *Journal of Business Communication*, 49(4), 357-376.

Meristo, M. & Eisenschmidt, E. (2014), "Novice teachers' perceptions of school climate and self-efficacy", *International Journal of Educational Research*, 67, 1-10.
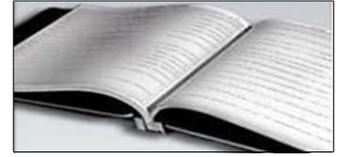
Moen, F. & Federici, R.A. (2012), "Perceived Leadership Self-Efficacy and Coach Competence: Assessing a Coaching-Based Leadership Self-Efficacy Scale", *International Journal of Evidence Based Coaching and Mentoring*, Vol.10, No.2, 1-16.

Mogonea, F.R. & Mogonea, F. (2014), The role of the family in building adolescents' self-esteem, *Procedia-Social and Behavioral Sciences*, 127, 189-193.

Moksnes, U. K. & Espnes, G. A. (2012), "Self-esteem and emotional health in adolescents-gender and age as potential moderators", *Scandinavian Journal of Psychology*, 53, 483-489.

Oh, I.S., Charlier, S.D., Mount, M.K. & Berry, C.M. (2014), "The two faces of high self-monitors: Chameleonic moderating effects of self-monitoring on the relationships between personality traits and counterproductive work behaviors", *Journal of Organizational Behavior*, 35, 92-111.

Park, J.K. & John, D.R. (2014), "I Think I Can, I Think I Can: Brand Use, Self-Efficacy, and Performance", *Journal of Marketing Research*, Vol 51, No 2, 233-247.

Parks-Leduc, L., Pattie, M.W., Pargas, F. & Eliason, R.G. (2014), "Self-monitoring as an aggregate construct: Relationships with personality and values", *Personality and Individual Differences*, 58, 3-8.

Paunescu, C., Pitigoi, G., Gagea, G. & Paunescu, M. (2014), "Study on the Self-evaluation of Self-esteem among Young Adults", *Procedia-Social and Behavioral Sciences*, 117, 705-709.

Rosenberg, M. (1965), Society and the Adolescent Self-Image, New Jersey: Princeton University Press.

Sanders-Reio, J., Alexander, P.A., Reio, T.G. & Newman, I. (2014), "Do students' beliefs about writing relate to their writing self-efficacy, apprehension, and performance?", *Learning and Instruction*, 33, 1-11.

Skaalvik, E.M. & Skaalvik, S. (2014), "Teacher Self-Efficacy and Perceived Autonomy: Relations With Teacher Engagement, Job Satisfaction, and Emotional Exhaustion", Psychological Reports: Employment Psychology & Marketing, 114, 68-77.

Sitzmann, T. & Yeo, G. (2013), "A Meta-Analytic Investigation of the Within-Person Self-Efficacy Domain: Is Self-Efficacy a Product of Past Performance or a Driver of Future Performance?", *Personnel Psychology*, 66, 531-568.

Snyder, M. (1974), Self-Monitoring of Expressive Behavior, *Journal of Personality and Social Psychology*, Vol 30(4), 526-537.

Snyder, M. & Simpson, J.A. (1984), Self-Monitoring and Dating Relationships, *Journal of Personality and Social Psychology*, Vol 47(6), 1281-1291.

Sümbüloğlu, K. & Akdağ, B. (2009), *İleri Biyoistatistiksel Yöntemler*, 1. Baskı, Ankara, Hatiboğlu Yayınevi.

Tan, J.F., Ma, Z.W. & Li, X.T. (2015), "Global Self-Esteem Mediates The Effect of General Self-Efficacy on Chinese Undergraduates' General Procrastination", *Social Behavior and Personality*, 43(8), 1265-1272.

Taştan Boz, İ., Ayan, A., Eskin, İ. & Kahraman, G. (2014), "The Effect of the Level of Self-Monitoring on Work Engagement and Emotional Exhaustion: A Research on Small and Medium Size Enterprises (SMEs)", *Procedia-Social and Behavioral Sciences*, 150, 1080-1089.

Turan, M.B., Sucan, S., Doğan, D. & Pepe, O. (2015), "The Relationship with Self Esteem Between Self Monitoring Levels of Sub Elite In-Door Soccer Players", *International Journal of Science Culture and Sport (IntJSCS)*, July, Special Issue 3, 148-155.

Zou, J. (2014), "Associations between Trait Emotional Intelligence and Loneliness in Chinese Undergraduate Students: Mediating Effects of Self-Esteem and Social Support", *Psychological Reports: Mental & Physical Health*, 114, 3, 880-890.