



SELF-EFFICACY OF ADOLESCENT STUDENTS

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Abstract

Self-efficacy refers to an individual's belief in their ability to successfully perform tasks, face challenges, and achieve goals. Among adolescent students, self-efficacy plays a crucial role in shaping academic performance, social interactions, and personal development. Adolescence is a critical stage characterized by physical, emotional, and cognitive changes, where students begin to develop autonomy and self-identity. Enhancing self-efficacy among adolescents not only improves their academic performance but also contributes to their overall personal development and prepares them to face the challenges of adult life with confidence. Hence, it is the need of the hour for the present investigation, "Self-Efficacy of Adolescent Students." Results of the study revealed that there is a significant difference in the Self-efficacy of adolescent students with respect to their gender. Male adolescent students have higher Self-efficacy than the female students. There is no significant difference in the Self-efficacy of adolescent students with respect to their locality, management and medium of instruction.

Introduction

Self-efficacy is defined as an individual's belief in their own ability to organize and execute actions required to achieve specific goals. It is a key component of social cognitive theory and plays a vital role in influencing motivation, learning, and personal development. Among adolescents, self-efficacy is particularly important because this developmental stage involves significant physical, emotional, and cognitive changes. Students with high self-efficacy are more likely to approach challenges with confidence, persist in the face of difficulties, and take responsibility for their learning. During adolescence, students face increasing academic demands, social pressures, and personal challenges. These experiences can either strengthen or undermine their belief in their abilities. Those with low self-efficacy may hesitate to take on difficult tasks, experience anxiety, or avoid challenges altogether, which can negatively affect academic performance, social skills, and overall personal growth. Conversely, students with strong self-efficacy are more resilient, proactive, and motivated to achieve their goals. Self-efficacy not only affects academic achievement but also influences students' emotional well-being, problem-solving abilities, and decision-making skills. It helps adolescents develop a sense of autonomy, responsibility, and confidence, which are crucial for success both in school

and later life. Understanding the level of self-efficacy in adolescent students can help educators identify areas where intervention is needed and provide targeted support to enhance students' belief in their abilities. Promoting self-efficacy among adolescents is therefore essential for fostering a positive learning environment and holistic development. Schools, teachers, and parents can play a pivotal role by creating opportunities for mastery experiences, providing encouragement, and modeling effective strategies. Enhancing self-efficacy equips adolescents with the confidence and skills necessary to navigate academic and life challenges successfully, contributing to their overall growth and success.

Need and Importance of the Study

Self-efficacy refers to an individual's belief in their ability to successfully perform tasks, face challenges, and achieve goals. Among adolescent students, self-efficacy plays a crucial role in shaping academic performance, social interactions, and personal development. Adolescence is a critical stage characterized by physical, emotional, and cognitive changes, where students begin to develop autonomy and self-identity. High self-efficacy helps adolescents build confidence, take initiative, and approach challenges positively, making it essential to understand and foster this trait. In the current educational scenario, adolescents face multiple pressures such as academic expectations, peer influence, and social media impact, which can affect their confidence and motivation. Students with low self-efficacy may struggle with learning, exhibit anxiety, and avoid challenging tasks, leading to poor academic outcomes and diminished personal growth. Therefore, studying self-efficacy among adolescents is necessary to identify factors that enhance or hinder their belief in their capabilities. Self-efficacy is also closely linked to students' emotional well-being, resilience, and decision-making abilities. Students who possess strong self-efficacy are more likely to persist in the face of difficulties, manage stress effectively, and adopt positive coping strategies. Understanding the level of self-efficacy in adolescent students can help educators design interventions that promote motivation, independence, and constructive problem-solving skills. The findings of such a study are significant for teachers, parents, school administrators, and policymakers. By identifying ways to strengthen self-efficacy, schools can implement targeted strategies such as mentoring programs, skill-building activities, and motivational interventions. Enhancing self-efficacy among adolescents not only improves their academic performance but also contributes to their overall personal development and prepares them to face the challenges of adult life with confidence. Hence, it is the need of the hour for the present investigation, **“Self-Efficacy of Adolescent Students.”**

Review of Related Literature

Shahzad Elahi Motlagh et al. (2011) made a study on “Relation between self-efficacy and academic achievement in high school students”. The findings show that the self-efficacy sub-factors from the self-efficacy definition of Bandura self-regulation (2001) may evaluate the academic achievement. Results show that self-efficacy is a considerable factor in academic achievement.

Vandana Gupta (2012) conducted a study on adolescent students and also supported that there is a strong relationship between self-concept, efficacy with wellbeing. She found that high self-efficacy enhances the wellbeing among the adolescent’s students.

Rudina Shkullaku (2013) conducted a study on “The Relationship between Self-efficacy and Academic Performance in the Context of Gender among Albanian Students”. This study explored gender differences in self-efficacy and academic performance among Albanian students from two major universities in Tirana, Albania. The results of the study showed that there was a significant difference between males and females in self-efficacy. There was no difference between males and females in academic performance. There is a significant relationship was found between the students’ self-efficacy and academic performance.

Dinther et al. (2014) noted student Self-Efficacy to play a predictive role in determining the learning outcomes of the students. Self-Efficacy was reported to mediate the relationship between Students’ Perception of Assessment and their Learning Outcomes. The results indicated enough evidence of a positive relationship between Self-Efficacy and Academic Achievement.

Pasricha (2015) conducted a study of Academic Stress and Self-Efficacy in relation to Study Habits, Personality and Academic Achievement of adolescents. It was found that self-Efficacy vary significantly (positively) with Introversion Extroversion, Academic Achievement and Study Habits of adolescents while Academic Stress was found to have a negative relationship with all three variables.

Pavani. S, and Gaurav Agrawal (2015) conducted a study on a Study of Self-Efficacy and Academic Achievement Done on College Students. The aim of the study was to see the levels of self-efficacy among high, medium, and low academic achievers. Results indicated that one who has high self-efficacy possesses high academic achievement.

Objectives

- To find out the self-efficacy of adolescent students with respect to their gender.
- To find out the self-efficacy of adolescent students with respect to their locality.

- To find out the self-efficacy of adolescent students with respect to their management.
- To find out the self-efficacy of adolescent students with respect to their medium of instruction.

Hypotheses

- There would be no significant difference in the self-efficacy of adolescent students with respect to their gender.
- There would be no significant difference in the self-efficacy of adolescent students with respect to their locality.
- There would be no significant difference in the self-efficacy of adolescent students with respect to their management.
- There would be no significant difference in the self-efficacy of adolescent students with respect to their medium of instruction.

Methodology

The normative survey method was used for this present investigation. The study was carried out on a sample of 200 adolescent students studying in 9th and 10th class, ranging in age from 14 to 16 years, who were enrolled in government and private secondary schools in Ongole town of Prakasam district, Andhra Pradesh. The data was collected by using a stratified random sampling method. The Self-Efficacy Scale, developed by Drs. Shruti Narain and Arun Kumar Singh in 2014, was used. The scale consists of 20 items. On a five point scale, the options are "Strongly Agree," "Agree," "Neutral," "Disagree," and "Strongly Disagree." The respective weights of each item are 5, 4, 3, 2, and 1. As determined by the test-retest reliability method, the tool's reliability was 0.82. Statistical techniques like mean, standard deviation, and t-value were used to analyze the data.

Data Analysis

Table-1: Influence of Gender on Self-efficacy of Adolescent Students

Variable	Sample	Sample size (N)	Mean	S.D.	t-value
Gender	Male	100	70.93	12.72	2.11*
	Female	100	74.58	11.64	

* Significant at 0.05level

From the table -1, it is observed that the t-value value (2.11) is higher than the table value 1.96 at 0.05 level of significance. Therefore, the null hypothesis is rejected. Hence it can

be said that there is a significant difference in the Self-efficacy of adolescent students with respect to their gender. Male adolescent students have higher Self-efficacy than the female students.

Table -2: Influence of Locality on Self-efficacy of Adolescent Students

Variable	Sample	N	Mean	S.D.	t-value
Locality	Rural	100	72.42	12.34	0.76#
	Urban	100	71.14	11.28	

Not Significant at 0 .05 level

From the table -2, it is observed that the t-value value (0.76) is lower than 1.96 at 0.05 level of significance. Therefore, the null hypothesis is accepted. Therefore it can be said that there is no significant difference in the Self-efficacy of adolescent students with respect to their locality.

Table -3: Influence of Management on Self-efficacy of Adolescent Students

Variable	Sample	N	Mean	S.D.	t-value
Management	Govt.	100	70.98	12.32	0.5#
	Private	100	71.85	11.84	

Not Significant at 0.05 level

From the table -3, it is observed that the t-value value (0.5) is lower than 1.96 at 0.05 level of significance. Therefore, the null hypothesis is accepted. There is no significant difference in the Self-efficacy of adolescent students with respect to their management.

Table -4: Influence of Medium of Instruction on Self-efficacy of Adolescent Students

Variable	Sample	N	Mean	S.D.	t-value
Medium of instruction	Telugu	100	72.52	12.78	0.53#
	English	100	73.45	11.57	

Not Significant at 0.05 level

From the table -4, it is observed that the t-value value (0.53) is lower than 1.96 at 0.05 level of significance. Therefore, the null hypothesis is accepted. There is no significant difference in the Self-efficacy of adolescent students with respect to their Medium of instruction.

Findings of the Study

- There is a significant difference in the Self-efficacy of adolescent students with respect to their gender. Male adolescent students have higher Self-efficacy than the female students.
- There is no significant difference in the Self-efficacy of adolescent students with respect to their locality.
- There is no significant difference in the Self-efficacy of adolescent students with respect to their management.
- There is no significant difference in the Self-efficacy of adolescent students with respect to their medium of instruction.

Educational Implications

One of the key educational implications is the need to incorporate self-efficacy enhancing strategies in classroom teaching. Teachers can provide students with challenging but achievable tasks, encourage problem-solving, and recognize their efforts and achievements. By offering constructive feedback and opportunities for success, students build confidence in their abilities, which strengthens their belief in their own competence. Another important implication is the role of teachers as mentors and role models. Teachers who demonstrate confidence, perseverance, and positive attitudes can inspire similar traits in students. Encouraging peer collaboration, group projects, and cooperative learning activities allows students to observe, learn, and emulate effective strategies, enhancing their sense of self-efficacy in academic and social contexts. Supportive school environment and positive reinforcement are equally significant. Schools should provide resources, guidance, and encouragement that help students set realistic goals and track their progress. Recognition of students' efforts, celebrating achievements, and fostering a safe environment for making mistakes promote resilience and a growth mindset, which are critical for building self-efficacy. Finally, parental involvement and counseling programs can further enhance adolescent self-efficacy. Parents and educators can work together to provide emotional support, motivation, and guidance. Counseling sessions, motivational workshops, and skill-building programs help students understand their strengths, overcome challenges, and develop confidence in their abilities. When students perceive consistent support from both home and school, their self-efficacy is reinforced, leading to better academic performance and holistic development

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