Abstract

Adolescence is the transitional period of physical and psychological development that generally occurs during the period from puberty to legal adulthood. Self-efficacy refers to the confidence level of people in their abilities that they are able to complete the particular task. There is academic self-efficacy, social efficacy and emotional efficacy. Self-efficacy has relevant importance in adolescent since it being the vulnerable period of development. So it is crucial for them to take decision and make judgments. Self-efficacy is a factor shows the ability of the adolescent in making the judgment or completing task. So this research paper looks at the academic social and emotional self-efficacy of adolescent will be studying. Descriptive research design was adopted by the researcher for the study. The target group of the study was adolescents between the age group 12yrs to 15yrs and the size of the sample included 60 adolescents. The samples were selected by using the lottery method of simple random sampling. The standard scale Self- Efficacy Questionnaire for Children (SEQ-C) by Muris (2001) is used as the tool for data collection. The major findings of the study were during the period of adolescence the level of academic self-efficacy and the social self-efficacy among the adolescent is high. While the emotional efficacy of the adolescent is comparatively low among the adolescent group. Adolescent is an age in which the child requires more care attention and moral support from family as well as the surrounding environment which will enable the children to develop the self-efficacy helping them to deal with every situation of life.
I. INTRODUCTION

An individual undergoes several stages in their life cycle. Adolescence is such a period or stage of life of an individual in which there will be physical psychological development occurs. Each individual period has its characteristic features. Especially adolescence is a crucial stage in every individual life. According to World Health Organisation mainly individual between the age group 10-19 years is considered to be the one belongs to the adolescent age group. Also the social emotional and physical development occurs during this period. The physical development of an individual varies in accordance with gender for adolescents. For girls the physical changes occur from an age of 10 or 11year. But in the case of boys the development starts at an age of 12yr or more. Also the relation between the parent and the child is also varying in adolescent age.

The adolescents are very doubtful regarding their age as they are in the end of childhood and beginning of adulthood. Also the elder ones regard them as child in certain situation while sometimes ask them to behave mature. This can create confusion among adolescents. Also the adolescent age group the major problem is their ability in conducting an activity or taking responsibility of something. This varies for each individual depending on their family other social environment their peer group etc. The ability of an individual to successfully complete the assigned task is called self-efficacy. So self-efficacy is a determining factor among the adolescent

Also adolescent age groups have high emotional changes. They have mood swings and they show the emotional outburst in most of the situation thus they are unable to take good decisions most of the time. This can result in making them unable to complete their task properly. Adolescent age brings significant change in one’s life affecting their self-efficacy.

Self-efficacy is the belief held by an individual that he/she is able to complete the particular task assigned. It shows how the individual could overcome the hurdles in his/her way and cope up with any of the situation they face. In general, self-efficacy is more task oriented evaluation. Self-efficacy and self-esteem are to different concepts. Self-esteem is an evaluation of one’s self. A person with low self-efficacy finds obstacles in every action they undertake. Adolescent is an age in which there will be lack of self-confidence. Self-confidence is the trust of an individual in their ability. Lack of confidence can be generated out of it due to the low self-efficacy of the individual. Adolescent age groups have role confusion since they are at the mid of end of childhood and beginning of the adulthood so they may be confused so this also makes them unable to take decisions may be because of the low self-efficacy. Also individual in adolescence lack confidence or can cause inferiority complex due their changing appearance, because in adolescents they start showing physical changes rapidly compared to other stages of life. So they may develop low self-efficacy.

Self-efficacy is very relevant factor that determines a person ability to make out the decisions in the most difficult situation. It shows their will power to be brave and face
the situation. Self-efficacy is a factor shows the ability of the adolescent in making the judgment or completing task. Adolescence is a period in which the individual has problems with their parents they have different thinking than their parent which makes conflict between the two. A good family environment and support from the parents is very relevant in developing one’s self-efficacy. An individual with good family environment and greater support mostly have a confidence in their ability and have a high self-efficacy. Also the school and influence of teachers also helps individual to develop high self-efficacy.

There is different sort of self-efficacy which includes academic self-efficacy, social self-efficacy, emotional self-efficacy. The level in which an individual able to complete their school work or other academics related activities is called as academic self-efficacy. Among adolescence the level of their general self-efficacy determines whether they could complete the assigned task. People with a high self-efficacy will be engaged in activities that are even difficult for them. They have a spirit to accomplish their goals through the task assigned. Also the academic achievement made by the students depends on the level of their self-efficacy. Every individual tries to be in their comfort zone in which they could able to compete. They are hesitant to face something that they considered to be beyond their confidence. Same goes with the academic performance. Some individual may be confident in their academic compared to some other depending on several factors influencing them both positively a well as negatively. Self-efficacy in general is a task oriented evaluation; it’s about the capacity of an individual. Also the family atmosphere, environment at school, peer influence, or their personal problems affect their self-efficacy and academic achievements.

Similar to academic self-efficacy there is emotional as well as social self-efficacy. The emotional self-efficacy is the ability to understand the impact of emotion on their thoughts and behaviour and also their ability. Also the emotional self-efficacy helps the individual to control their outburst of emotions which hinder their actual thought process. Especially in adolescent age the outburst of emotion is quite common resulting in many problems. Sometimes over emotional outburst cause the adolescent to take wrong decisions or path. But an individual with high self-efficacy is able to control their emotions in proper way and this will increase their competency in every field including the academics as well as other activities. They will be able to make choices in the difficult situation and also achieve the goals. Also the people with high emotional self-efficacy can maintain good relations with everyone they surrounded. They could well behave with the parents, teachers and their peers and also with others they meet. A person with high emotional self-efficacy will express the emotions in a healthy manner. Also the adolescent age groups with low emotional self-efficacy may face difficulty in dealing with their problems and maintaining interpersonal relations. Also they will be unstable in completing task can result in dropping the school in mid of their study. In childhood the children express their emotions like anger by throwing things, crying out loud. But as they develop they learn much better socially approved behaviour and in
such cases the emotional self-efficacy will be high. Also a person with high emotional self-efficacy will be able to control their emotions internally by soothing and encouraging themselves in stressful situation and will cope up with such situation. Also the performance level will be high among individuals with high emotional self-efficacy. The other type is the social self-efficacy in which the individual will be able to behave in a socially acceptable manner. Also it shows the healthy way to develop for an individual. Adolescence is a stage in which the individual need to develop a good social behaviour which will affect their future development as an adult. Also their interpersonal behaviours their social relations depend on their social-efficacy. A person with very low self-efficacy can leads to anxiety depression etc. Also the individual with very high social efficacy may have very low social phobia. That individual could be able to come across with any of the situation in life. along with the academic and emotional self-efficacy the social efficacy is also very relevant for an individual. The emotional behaviour of an individual have impact on their social behaviour. An individual with high emotional self-efficacy have high social efficacy as well. Also the adolescent is a stage of development and it varies with each individual based on their environment experiences etc.. Adolescent is a stage in which the individual undergoing several physical psychological cognitive developments.

The main purpose of this study is to find the relevance of academic, social and emotional self-efficacy among the adolescent group. So that to identify how the transitional period that is the adolescent age affecting their self-effacy. The ability of the adolescent group in Government Higher Secondary school Karunagapally. After obtaining the data one could assess the level of efficacy and the school can provide and take necessary steps in developing the self-efficacy of the students so that the students will be able to complete their school level education and they will be able to face a problem or any situation in their future life. Also the study will be helpful to assess if any students need special care as the low scoring of the self-efficacy shows the high chances of depression. Also the group of students with immediate care can be analyzed based on the study. SO this study is relevant as after knowing the level of self-efficacy the factors leading to the level can be analyse if it is low also measures can be taken to increase the level. These are the main purpose of this research study.

II. REVIEW OF LITERATURE

The academic social and emotional self-efficacy is to be determined among the adolescents. There are many studies conducted based on the topic.

- According to study by Puspalatha Armum and Kalavani Chellapan (2015) there is significant difference in emotional self-efficacy across academic ability but there is no significant difference in social self-efficacy and academic ability. According to Adewunmi O A, Mabsanyinje A and Oyenkan D E (2015) there is a strong positive imperfect and significant relation among the emotional intelligence, self-efficacy, and parental involvement on students’ academic performance.
According to Adewunmi O A, Mabosanyinje A and Oyenekan F (2015) there is a very significant relationship among the independent variables including emotional intelligence, self-efficacy and parental involvement) on students’ academic performance.

According to Suruchi Mishra and VK Shanwal (2014) a healthy family environment play a vital role in developing self-efficacy among each individuals. According to V. Ramaprabou (2014) family environment has significant effect on the adjustment patterns of the students. According to Dr. Anita N. Chawla (2012) the family environment has a positive significant role in developing the self-efficacy of the individual.

According to Karineh Tahmassian and Niloufar Jalali Moghdam (2011) there is a significant and negative relation between total self-efficacy, physical self-efficacy and academic self-efficacy and depression.

According to Dinther et al. (2010) self-efficacy helps individuals to decide how much effort they will spend on a task, how long they will persist when experiencing difficulties, and how resilient they will appear in detrimental situations.

According to Bhupinder Singh and Rakhi Udainiya (2009) the adolescent belonging to joint family have more self-efficacy than those who belong to nuclear family. According to Turner, Chandler and Heffer’s study (2009), they assessed the influence of parenting styles, achievement motivation and self-efficacy on college students’ academic achievement. As a result of the study the self-efficacy has significance in academic performances.

A study conducted by Ruiz, Merril, and Silverstein (2007) indicate that close and supportive relationship between grandparents and grandchildren are an important factor of children’s emotional Wellbeing and psychological benefits. In this study, significant effect of gender on self-efficacy was also found. In this the male have a superior score than that of females. The restrictions the females facing in the society as well as the home may be the reason for this.

According to Rajesh Kumar and Roshan Lal (2006) a group with high self-efficacy shows high scores in the intelligence test compared with the group having low self-efficacy showing low scores in the intelligence test conducted. According to Karademas (2006) optimism is a mediator for the relationship between both self-efficacy and perceived social support to well-being.

According to Anna Zajacova, Scott M. Lynch and Thomas J. Espenshade (2005) academic self-efficacy is a more robust and consistent predictor than stress of academic success. According to Frank Pajares (2005) parents and teachers have the responsibility of preparing self-assured and fully-functioning individuals capable of pursuing their hopes and their ambitions.

In a study conducted by Dona, Scholz, Schwarz and Sud (2002) have reported the superiority of males with regard to self–efficacy as compared to females in various cultures.

According to Bandura, Barbaranelli, Caprara and Pastorelli, (2001) there is differences among genders in terms of self-efficacy beliefs, which also begin to emerge in middle school. Self-efficacy beliefs begin to conform to gender-role stereotypes which may hinder school performances. According to Schunk and Meece, (2001) self-efficacy is not a fixed trait because it is continually being impacted by the environment. Family, school experiences, and peer networks can all impact self-efficacy. Torres and Solberg
(2001) found a positive association between academic self-efficacy and the number of hours’ students spent studying.

- According to Edwards, (1998) the presence of grandparents is a boon for adolescent age groups their love and care increase the self-efficacy.
- According to Werner and Smith, (1992) children who have self-efficacy are more likely than others to show resilient adaptation outcomes.

### III. NEED OF THE STUDY

- Adolescence is a transitional stage with many changes in an individual affecting their self-efficacy.
- Adolescence is an age associated with role confusion. So self-efficacy be reduced.
- Inferiority complex in adolescence leads to low confidence which reduces the self-efficacy.
- The adolescent has issues related to the image which affect their self-efficacy.
- Adolescence is a period with high emotional changes so this may affect the self-efficacy in such age group.
- The self-efficacy of every individual has significance in the academic, social as well as the emotional efficacy of the individual.

### IV. OBJECTIVES OF THE STUDY

1. To understand the level of academic self-efficacy among adolescents.
2. To understand the level of social self-efficacy in adolescents.
3. To understand the emotional self-efficacy in adolescents.
4. 

### V. THEORETICAL & OPERATIONAL DEFINITIONS

#### 5.1 Theoretical Definitions:

- **Self-Efficacy**: According to Psychologist Albert Bandura has defined self-efficacy as one’s ability to succeed in specific situations or accomplish a task.
- **Adolescents**: According to World Health Organisation (WHO) identifies adolescence as the period of development that occurs after childhood and before adulthood, from ages 10 to 19.

#### 5.2 Operational definitions:

- Self-efficacy: The capacity of an individual for completion of the task assigned.
- Adolescence: Development period of an individual between the age group 12-15yrs.

### VI. RESEARCH PROCEDURE

- **Research design**: Descriptive research design is used. Descriptive studies describe as accurately as possible the characteristics of a group of people or community.
- **Universe**: Government higher secondary school of Karunagapally at Kollam district is the universe.
- **Population**: Population of the study includes the adolescent age groups.
Inclusive criteria: Adolescent between the age group 12-15 years is included for the study.

Exclusive criteria: Adolescent above the age group 15 years is excluded from the study.

Sampling and sample size: Simple random sampling method is used for the research study. The sample is selected randomly from the population using the lottery method. The roll number of the students is written in chits of paper and randomly the respondent is selected from it. The number of samples that is the size of sample included in the study is 60.

Tools for data collection: Self-Efficacy Questionnaire for Children the standard scale formed by Muris (2001) is used as the tool data collection. Self-efficacy Questionnaire for Children (SEQ-C) taps three areas of self-efficacy: social self-efficacy that pertains to children’s capability to deal with social challenges; academic self-efficacy that refers to children’s perceived capability to master academic affairs; and emotional efficacy that has to do with children’s capability to manage with the emotions internally, rather than externally. Lower SEQ-C score indicates depression.

Statistical method: SPSS is used for the statistical method.

Ethical considerations
- Confidentiality of participant’s details.
- Informed consent from the institution is taken before conducting the study.
- Informed consent from the respondents.

VII. DATA ANALYSIS AND INTERPRETATION

Among the 60 respondents of the study 60% belongs to the age group of 12-13 while the remaining 40% belong to the age group of 14-15.

![Figure 1: Age Group of Respondents](image-url)
Figure 2: Gender percentage of respondents
Almost 73% of the respondent belongs to male while only 27% belongs to the female.

TOTAL SELF EFFICACY*

Table 1: Total levels of efficacy

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>High efficacy</td>
<td>43</td>
<td>71.7</td>
<td>71.7</td>
<td>71.7</td>
</tr>
<tr>
<td>Medium efficacy</td>
<td>17</td>
<td>28.3</td>
<td>28.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
<td>100.0</td>
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</tbody>
</table>

Among the population the 71.7% belongs to the group having high total efficacy where the high efficacy range is from 27 to 40. The 28.3% belongs to the group having medium efficacy. Where the range of medium efficacy is from 14 to 26.

Academic Self Efficacy

Figure 3: Academic self efficiency level
Among the respondent the 73% have high academic self-efficacy while the 27% have medium academic efficacy. There is no respondent with low academic efficacy.

SOCIAL SELF EFFICACY

There is 85% of the respondent is having high social efficacy while only 15% is having a medium social efficacy and there is no one with low social efficacy.

EMOTIONAL EFFICACY

Among the respondents the 55% is having a high emotional efficacy and 43% is having a medium emotional efficacy while 2% is having low emotional efficacy.

Figure 4: Emotional SE Levels

Among the respondents the 55% is having a high emotional efficacy and 43% is having a medium emotional efficacy while 2% is having low emotional efficacy.
VIII. FINDINGS AND DISCUSSIONS

The total number of respondent is 60 among which the 60% of the respondent is of age group 12-13 years. While the remaining 40% is of age group 14-15 years.

- Among the 60 respondent almost 74% is male adolescent while only 26% is female adolescents. Among the adolescent groups almost 72% have high total self-efficacy. While 28% have a medium total self-efficacy. The total low self-efficacy among the population is nil. The total self-efficacy is determined as the sum of their academic self-efficacy, social efficacy and their emotional efficacy. In the selected respondent there is no a child or adolescent with very low self-efficacy that is below the range 40.

- The academic self-efficacy of the adolescent group that is of 60 respondents is determined. Among them there is 74% of the respondent have high academic efficacy. While 26% of the respondents have medium academic efficacy. While almost no respondent is with very low academic efficacy. The minimum range of low academic self-efficacy is 14. While the maximum academic self-efficacy range is 40. Among the respondent 17 is the minimum academic self-efficacy range obtained. That is just above the low academic self-efficacy level. The adolescent age children have many changes and other interesting factors that can reduce their academic efficacy. Especially in recent times the social media peer groups and other sources can hinder the children from the academic achievements.

- The 85% of the respondents have high social efficacy. Also 15% of the respondent shows a medium social self-efficacy. Almost there is no respondent with low social efficacy level. The maximum range of social efficacy is also 40 similar to the academic efficacy. The medium social efficacy range is from 15-27. While the minimum social efficacy level is 14. The adolescents are well able to maintain the peer groups and their friendship and also other relations. Mostly all the respondents have a social efficacy range more than 20. This indicates they are well able to manage themselves in social situations.

- Among the respondent the 55% of the population have a high emotional efficacy. While 43% of the population shows medium emotional efficacy. While 2% of the population shows a very low emotional self-efficacy. This show there is some respondent with very low emotional efficacy. Adolescent is an age in which individual develop various emotions which are due to the change in their hormone. As well as the adolescent have varied emotions and sometimes they are unable to control their emotional outburst. The lowest range of emotional self-efficacy is 13.

- The respondents have high social and academic efficacy. But the emotional efficacy is comparatively less for the adolescents. Since adolescent is an age undergoing many changes they are unable to control their emotions properly in a social situations.
IX. CONCLUSIONS

Based on the study the academic efficacy, social efficacy and emotional efficacy of the respondents is determined. Also their total efficacy is calculated using the three efficacy. Based on the results the percentage of each efficacy is obtained. The result indicates that the academic efficacy among the adolescent is high as well as their social efficacy of the adolescent age group is also high. This indicating the adolescent groups are able to accomplish their academic tasks properly. Also they are very well able to manage the social relations with their family peer and others. Among the three efficacy the adolescents have low emotional efficacy only 55% among the respondent is having a high emotional efficacy. Also 2% is having only very low emotional efficacy in their adolescence. This clearly indicates that the adolescent age is a transitional period in which they are in a doubtful situation regarding their existence that they are between the childhood and adulthood. So they might be confused regarding their age. Also due to the hormonal changes occurring in adolescence they are unable to control their emotions sometimes resulting in emotional outburst. So this study provides the importance for providing essential care in adolescents especially in developing the emotional efficacy.

X. REFERENCES


XI. APPENDIX

Self-Efficacy Questionnaire for Children (SEQ-C)

Brief Survey on Academic, Social and Emotional Self-Efficacy

<table>
<thead>
<tr>
<th>Serial No.</th>
<th>Questionnaire</th>
<th>Not at all</th>
<th>Hardly</th>
<th>Moderately</th>
<th>Well</th>
<th>Very well</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>How well can you get teachers to help you when you get stuck on schoolwork?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<td>2</td>
<td>How well can you express your opinions when other classmates disagree with you?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>3</td>
<td>How well do you succeed in cheering yourself up when an unpleasant event has happened?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<td>4</td>
<td>How well can you study when there are other interesting things to do?</td>
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<td>5</td>
<td>How well do you succeed in becoming calm again when you are very scared?</td>
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<td>6</td>
<td>How well can you become friends with other children?</td>
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<tr>
<td>7</td>
<td>How well can you study a chapter for a test?</td>
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<td>8</td>
<td>How well can you have a chat with an unfamiliar person?</td>
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<td>9</td>
<td>How well can you prevent to become nervous?</td>
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<td>10</td>
<td>How well do you succeed in finishing all your homework every day?</td>
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<td>11</td>
<td>How well can you work in harmony with your classmates?</td>
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<tr>
<td>12</td>
<td>How well can you control your feelings?</td>
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<tr>
<td>13</td>
<td>How well can you pay attention during every class?</td>
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<td>14</td>
<td>How well can you tell other children that they are doing something that you don’t like?</td>
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<td>15</td>
<td>How well can you give yourself a pep-talk when you feel low?</td>
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<td>16</td>
<td>How well do you succeed in understanding all subjects in school?</td>
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<td>17</td>
<td>How well can you tell a funny event to a group of children?</td>
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<td>18</td>
<td>How well can you tell a friend that you don’t feel well?</td>
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<td>19</td>
<td>How well do you succeed in satisfying your parents with your schoolwork?</td>
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<td>20</td>
<td>How well do you succeed in staying friends with other children?</td>
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<td>21</td>
<td>How well do you succeed in suppressing unpleasant thoughts?</td>
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<td>22</td>
<td>How well do you succeed in passing a test?</td>
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<td>23</td>
<td>How well do you succeed in preventing quarrels with other children?</td>
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<td>24</td>
<td>How well do you succeed in not worrying about things that might happen</td>
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</tbody>
</table>

**Scoring**

A total self-efficacy score can be obtained by summing across all items.

- Items 1, 4, 7, 10, 13, 16, 19, and 22 = Academic self-efficacy
- Items 2, 6, 8, 11, 14, 17, 20, and 23 = Social self-efficacy
- Items 3, 5, 9, 12, 15, 18, 21, and 24 = Emotional self-efficacy

**TO CITE THIS PAPER**