

The role of academic performance in the relationship between self-efficacy and life satisfaction

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Self-efficacy and life satisfaction are pivotal factors in adolescent development, with their positive correlation well-established in existing literature. However, further exploration of the underlying mechanisms driving this relationship is needed. This study aimed to investigate whether academic performance could serve as a mediator in this relationship. A total of 321 high school students (average age 16.27 years, range 15-18 years) participated in this study. Self-efficacy was measured using the Self-Efficacy Questionnaire for Children (SEQ-C; Muris, 2001), academic performance was assessed with a single item querying the average grade students received in all classes over the past three months, and life satisfaction was evaluated using the Satisfaction with Life Scale (SWLS; Diener, 1985). The findings indicated a positive relationship between self-efficacy and academic performance ($\beta = .01, p < .01$), between academic performance and life satisfaction ($\beta = .68, p < .01$), and a direct positive relationship between self-efficacy and life satisfaction ($\beta = .18, p < .01$). Furthermore, the mediation analysis revealed that academic performance positively mediates the relationship between self-efficacy and life satisfaction (indirect effect $\beta = .01, p < .01$), highlighting the critical role of academic performance in translating self-efficacy into enhanced life satisfaction. These results highlight the importance of fostering self-efficacy in adolescents not only to improve academic outcomes but also to enhance overall life satisfaction.

Are you currently an Early Career Researcher?

Yes, I am still a student or have not yet received my Ph.D.

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