



Examining the relationship between academic optimism and academic self-efficacy Students of the second year of high school in Abpakhsh city

Seyedeh Habibeh Hedayat¹, Seyyed Mohsen Mohammadi*²

Type of article: Research

Date Received: 2022-12-22

Date Accepted: 2023-03-06

Abstract

The present study was conducted with the aim of investigating the relationship between academic optimism and academic self-efficacy of second year high school students in Abpakhsh city. The type of this research was applied in terms of purpose and descriptive-correlation in terms of data collection. The statistical population of the present study was made up of 471 second year high school students in Abpakhsh city. The sample size of this research included 212 people, which was obtained through random cluster sampling. In order to collect information, Moran et al.'s academic optimism questionnaires (2013) and Jing and Morgan's (1999) academic self-efficacy questionnaires were used. The results of the findings showed that there is a positive and significant relationship between trust and academic self-efficacy of second year high school students in Abpakhsh city, in the sense that the higher the level of trust, the stronger the students' academic self-efficacy. There is a positive and significant relationship between academic emphasis and academic self-efficacy of second year high school students in Abpakhsh city, in the sense that the higher the academic emphasis, the stronger the students' academic self-efficacy. There is a positive and significant relationship between academic unity and academic self-efficacy of second year high school students in Abpakhsh city, in the sense that the higher the level of academic unity, the stronger the students' academic self-efficacy.

Keywords: Academic optimism, academic self-efficacy, students.

1. MA of Department of Curriculum planning, Boushehr Branch, Islamic Azad University, Boushehr, Iran

2. Ph.D. Department of Psychology, Farhangian University, Bushehr, Iran Sayedmohsen447@gmail.com

References

- Agha Mohammadian, Hamid Reza, Hosseini, Seyed Mehran. (2018). Psychology of Puberty and Adolescence, Mashhad, Ferdowsi University Publications. [in persian].
- Amouzgar, Mohammad Hasan. (2012). Islamic ethics and education, Tehran: Parents' Association and Teachers' Publishing. [in persian].
- Azfendak, Kajal., Azad Abdullapour, Mohammad., (2017), the relationship between academic optimism and academic self-efficacy with academic engagement in students, Journal of Sociology of Education, No. 7. [in persian].
- Behtoui, Majid., Nasri, Sadegh., (2017), Modeling the relationship between self-discipline and happiness through resilience, self-efficacy and academic optimism, 5th National School Psychology Conference. [in persian].
- Biranvand, Kulthum., (2016), the relationship between academic self-efficacy, academic resilience and metacognitive self-discipline with students' academic procrastination, M.A., Mohaghegh Ardabili University. [in persian].
- Chen, J. H., Björkman, A., Zou, J. H., & Engström, M. (2019). Self-regulated learning ability, metacognitive ability, and general self-efficacy in a sample of nursing students: A cross-sectional and correlational study. *Nurse education in practice*, 37, 15-21.
- Feldman, D. B., & Kubota, M. (2015). Hope, self-efficacy, optimism, and academic achievement: Distinguishing constructs and levels of specificity in predicting college grade-point average. *Learning and Individual Differences*, 37, 210-216.
- Gouveia, V. V. (2018). Optimism scale: Evidence of psychometric validity in two countries and correlations with personality. *Personality and Individual Differences*, 134, 245-251.
- Gharmani, Jafar. (2015). Investigating the relationship between identity styles and religious attitudes with mental health in secondary school female students, World Conference on Psychology and Educational Sciences, Law and Social Sciences at the beginning of the third millennium, Shiraz. [in Persian].
- Garcia, P. R. J. M., Restubog, S. L. D., Bordia, P., Bordia, S., & Roxas, R. E. O. (2015). Career optimism: The roles of contextual support and career decision-making self-efficacy. *Journal of Vocational Behavior*, 88, 10-18.



- Hamidi Nesab, Sadegh., Asgari, Ali., (2017), investigating the relationship between scientific optimism and motivation to progress with regard to the mediating role of academic self-efficacy, *Journal of Education and Learning Research*, No. 13. [in Persian].
- Kostagiolas, P., Lavranos, C., & Korfiatis, N. (2019). Learning analytics: Survey data for measuring the impact of study satisfaction on students' academic self-efficacy and performance. *Data in brief*, 25, 104051.
- Kolovelonis, A., & Goudas, M. (2018). The relation of physical self-perceptions of competence, goal orientation, and optimism with students' performance calibration in physical education. *Learning and Individual Differences*, 61, 77-86.
- Moghari, E. H., Mas'oud, G. L., Bagherian, V., & Afshari, J. (2011). Relationship between perceived teacher's academic optimism and English achievement: Role of self-efficacy. *Procedia-Social and Behavioral Sciences*, 15, 2329-2333.
- McLennan, B., McIlveen, P., & Perera, H. N. (2017). Pre-service teachers' self-efficacy mediates the relationship between career adaptability and career optimism. *Teaching and Teacher Education*, 63, 176-185.
- Moradi, Kivan., Vaezi, Mozafaruddin., Farzaneh, Mohammad., Mirzaei, Mohammad., (2014), the relationship between academic optimism among male secondary school students in districts 6 and 9 of Tehran. *Quarterly Journal of Research in School Learning*, 2, 5, 80-70. [in Persian].
- Samimi Kariani, Ali., (1397), investigating the relationship between the use of cognitive and metacognitive strategies and academic self-efficacy of first secondary students in Minab city, *National Conference on Learning Disorders and Psychological Issues of Students*. [in Persian].
- Tagvai Yazdi, Maryam., Astana., Rosita., (2018), investigating the effect of teaching metacognitive strategies on the academic self-efficacy of the first year students of the second year of Noorabad secondary school, the third national conference of cognitive educational psychology. [in Persian].