

Research Paper

Effect of Self-Efficacy, Happiness and Perceived Social Support on Academic Performance

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ABSTRACT

Academic Performance is better when an adolescent receive enough amount of support from his parents and peers, when they consider him efficient and when he is happy and satisfied with his life. Review of Literature suggests that there are very few researches to demonstrate effect of Happiness, Self-efficacy and Perceived Social Support on Academic Performance. Due to dearth of researches on an Indian sample the researcher decided to analyse the effect of these three variables - Happiness, Self-efficacy, and Perceived Social Support on the Academic Performance among adolescents. The purpose of the study is to find out the effect of Self-Efficacy, Happiness, and Perceived Social Support on Academic Performance of Students. This study explores Self-efficacy by using Self-Efficacy Scale by Mark and James, Happiness by using Oxford Happiness Questionnaire by Argyle and Hills and Perceived Social Support by using Perceived Social Support Scale of Family and Friends by Mary and Heller. Sample of 100 girls of class IX from Lucknow were taken. Results showed that the support of parents do effect the Academic Performance of students: but for Self,-efficacy, Happiness, Perceived Social support of Friend the results are not significant. On the other hand a positive correlation was also seen in between of Self-efficacy, Happiness and Perceived social support which shows that problem with any one the variable will create problem for other two.

Keywords: *Self-Efficacy, Happiness, Perceived Social Support, Academic Performance*

“**A**dolescence” is derived from the Latin verb “adolecere”, which directly translates to mean, “to grow to maturity”. Erikson (1902) was the first who invented the term “identity crises” and did a lot of work in the stages of human identity development.

Adolescence describes the teenage years between 13 and 19 and can be considered the transitional stage from childhood to adulthood. However, the physical and psychological changes that occur in adolescence can start earlier, during the preteen or "tween" years (ages

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9-12). Adolescence can be a time of both disorientation and discovery. The transitional period can bring up issues of independence and self-identity. Many of the time, adolescents are disregarded, stereotyped, and misjudged based on their nature and age (Erik Erikson, 1968).

Two of Erikson's eight stages of development "industry vs inferiority" and "identity versus confusion" pertain directly to the concept of adolescence. Once this stage "industry vs inferiority" is completed, a child becomes more involved with social systems and peer groups. This leads into Erikson's stage of "identity versus confusion", which occurs all through puberty and into early adulthood. This is the time in adolescence when attitudes about sex, love, marriage, gender roles, and other important life issues are formed and become part of the individual's identity. Identity versus role confusion is the most important component and event of adolescence, and is widely determined by varying cultural and social aspects.

While performing various cultural and social things many adolescents today have problems and are getting into trouble. After all, there are a lot of pressures for them to deal with among friends and family. For some adolescents, pressures include poverty, violence, parental problems, and peer group. They may also be concerned about significant issues such as religion, gender roles, values, or ethnicity (Glass, J. S., & Benshoff, J. M., 2000).

Children or adolescents have different personalities. One child may be sensitive, another talkative, a third shy, and so forth. In determining whether behavior is normal, they should not only consider the adolescent's peer group, but also the individual child. For example, a teenager who has never been very talkative and who tends to bottle up her emotions may display this behavior to a higher degree when she reaches adolescence. A stubborn, strong-willed child may show more rebellion during adolescence than one who is compliant and passive, these problems with them leads to score the low self-esteem and they always have conflicts with own identity and this problem with own identity can affect the adolescent's self-efficacy which can leads to many problem in their lives.

Another concept undertaken in the present research is that of Self-efficacy is described by Bandura (1978) as the individual conviction that one can successfully execute the behaviour required to produce the outcome that is expected or desired. Self-efficacy beliefs influence how people think, feel, motivate themselves, and act. Self-efficacy is concerned about the perception or judgment of being able to accomplish a specific goal and cannot be sensed globally. In order to gain a sense of self-efficacy, a person can complete a skill successfully, observe someone else doing a task successfully, acquire positive feedback about completing a task, or rely on physiological cues. This can be seen as the ability to persist and a person's ability to succeed with a task. As an example, self-efficacy directly relates to how long someone will stick to a workout regimen or a diet. High and low self-efficacy determines whether or not someone will choose to take on a challenging task or "write it off" as impossible.

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Bandura (1997) debates that self-efficacy is a constructive power which effectively organizes the cognitive, social, emotional and behavioral skills of humans to achieve different subjects. In his opinion, having knowledge, skills and forgone people's achievements are not appropriate predictors for their future performance, but the people's beliefs about their abilities influence the quality of their performance. There is a clear difference between having different skills and the ability to combine them with appropriate method for doing duties in different conditions. "People completely know, what duties must they do and for which they have necessary skills, but often they are not successful in using the skills appropriately."

Students with poor self-efficacy experience frustration and develop emotional problems such as low self-esteem as a result of repeated failures. They have difficulty in making decisions, exhibit low tolerance for frustration and poor adjustment with family and peers too which can cause lack of happiness which is one of the important emotions of person's life.

Happiness has been defined as the appraisal, both affective and cognitive, of one's own life, consisting of general satisfaction with life, the presence of positive affects and the absence of negative ones (Diener et al., 1999). Happiness as a feeling of human varies in wide range from severe sorrow to severe happiness. Happiness is the most important desired feeling that many equivalents have been used for it including joy, happiness, euphoria, well-being and etc. The happiness of adolescents is well suited to study because these children are old enough to have a comprehensive and mature grasp of the concept of emotions, including happiness.

The RICH theory (Kehle, 1999; Kehle et al., 2002) defines happiness as a synonym of psychological health and, accordingly, happy people have four characteristics: resources (feeling of independence or control over one's life), intimacy (friendship, empathy, and capacity to enjoy the company of other people), competence (capacities and awareness of these skills), and health (being aware of and practicing healthy behaviours). However, subjective well-being comprehends a broad range of components such as happiness, life satisfaction, hedonic balance, and realization, consisting of the affective and cognitive appraisal of one's own life (Kim-Prieto et al., 2005).

Argyle, Martin and Crossland (1989) believe that happiness is composed of three related components- positive effects, absence of negative effects and satisfaction with life as a whole. The successful pursuit of happiness is vital to our life satisfaction. All of us want to lead meaningful and fulfilling lives, want to enhance our experiences of love and relationship. Happiness is commonly defined as a state of well-being, it is commonly associated with feeling good or experiencing pleasures. It is an emotional or affective state that is characterized by feelings of enjoyment and satisfaction. As a state and a subject, it has been pursued and commented on excessively throughout world history. This reflects universal importance that humans place on happiness. Freud (1930/1961) has stated that there is no doubt that man sought happiness above all other goals in life. He defined happiness as criteria excellence in the art of living.

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“Happiness is the meaning and the purpose of life, the whole aim and end of human existence”. – Aristotle. Human happiness has appeared again and again, as the most valued of all human quests. It appeared to be the central concern of almost all psychological, philosophical and theological thinking. It is the ultimate blessing of life and ultimate goal in life. Happiness is the key to mental health and subjective well-being. In this era of insatiable materialism and sophistication people yearn for happiness. Social relations and social support may increase happiness because sharing an experience can increase the enjoyment.

Perceived social support is described as the perception that a person has about being cared, loved and appreciated, and also about the fact of belonging to a network of people that the individual can count on in case of need. Support seeking results from appraisals that there is a threat to which one must respond, that information or help is needed to adequately deal with the threat, and that aid is perceived to be available within one’s support network. While the perception of support depends upon the availability of supportive structures in the environment, perceived support and support provided by networks are not identical. PSS probably is influenced by within – person factors, including both long-standing traits on the one hand, and temporal changes in attitude or mood on the other. Both of these may influence the perception of whether support is available or has been provided.

Perceived social support is a term encompassing a variety of characteristics of an individual’s social world and the relationship between the individual and the social environment. Although definitions vary, social support can be defined as those social interactions that provide individuals with actual assistance or embed them into a web of social relationships perceived to be caring and readily available in times of need. The distinction between friend support and family support is considered important. Different populations may rely on or benefit from friend or family support to different extents. The support of both family and friend is also plays an important role in the academic performance and achievement of the adolescents. If networks provide support, information, and feedback are fulfilled. Heller and Swindle (in press) suggest that the perception of social support is one element in an individual’s appraisal of and subsequent coping with stress (Lazarus, 1966; Lazarus, Averill, & Opton, 1974).

Academic performance is considered as a key criterion to judge one’s total potentialities and capabilities. Therefore it is more pressing for the individual students to have high academic achievement. The term achievement refers to the degree or the level of success attained in some specific school tasks especially scholastic performance. In this sense academic achievement means the attained ability to perform school tasks, which can be general or specific to a given subject matter. Academic achievement generally indicates the learning outcomes of pupil. Achievement of those learning outcomes requires a series of planned and organized experiences. Good(1973), has defined, academic achievement as knowledge attitude or skill developed in the school subject usually designed by test scores or by marks assigned by teacher or by both.

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The various psychological processes through which self-efficacy beliefs exert their influence are intimately involved in the development of cognitive competencies. Children's beliefs in their efficacy to regulate their own learning activities and to master difficult subject matters affect their academic motivation, interest, and scholastic achievement (Bandura, 1993; Schunk, 1989; Zimmerman, 1995). These lines of theorizing and research integrate the cognitive, metacognitive, and motivational mechanisms of self-regulation (Bandura, in press; Schunk & Zimmerman, 1994). Moreover, efficacy beliefs shape career aspirations and pursuits during early formative years. The stronger the students' beliefs in their efficacy, the more occupational options they consider possible, the greater the interest they show in them, the better they prepare themselves educationally for different career pursuits, and the greater their persistence and success in their academic coursework (Betz & Hackett, 1986; Lent, Brown, & Hackett, 1994).

Happiness is one of the variables that are related to academic achievement. According to research, the people who have a high sense of happiness are more active in academic performance and progress of higher education (Fritz, 1984). Academic achievement is of the topics which has been paid attention to from educational and psychological point of view. Research findings have shown academic achievement is affected not only by the structures of knowledge and information processing but it is also related to the motivational factors such as beliefs, attitudes and values (Bassant, 1995).

Modern educational system places a lot of demand on student achievement. Perceived Social support has been pointed out as a variable related to students' achievement in every educational level. Therefore, it should be useful to describe the way students perceive social support, determine if it is related to academic achievement and if so, how. Successful navigation of schools depends on parental assistance. Especially now in the fast paced world it is important that parents make their children academically competent. The communication methods used by parents with their children play a vital role in their mental development and personal performance (Webster, 2002). Therefore if parents adopt the right style of bringing up children they could become academically competent.

Rationale

Every year in the month of may the news flashes 98-99% is the cut off for under graduate programmes in the top most university of the country established in Delhi. Thousands of dream crashes when students can't make it there because of sky rising cut-offs. Adolescents often considered themselves as a failure when they can't achieve their dreams because there are heap loads of expectations lingering behind. Multiple cases of depression and suicides are reported everyday because of excess academic pressure and social perseverance. On this context, the researcher decided to look into the multiple facets that lie behind the cause of death, depression and poor academic performance. There are also many a people who do not want to pursue their future in academics but in some other career of their interest. But they have to do so in academic field because of lack of social support from their families as well as others. Therefore, the researcher wants to explore three key factors due to paucity of time

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that why adolescents are not capable of academic achievement as they are expected to be. Adolescents will be studied on three main variables – self- efficacy, happiness and perceived Social Support. The researcher has keen interest in positive psychology, hence she decided to find out how much happy and satisfied are the adolescents with their lives. Also, the researcher wants to survey how efficient the adolescents think they are in terms of achieving their goals. Lastly, she also wants to explore whether they receive adequate amount of social support from their parents and peer groups in fulfilling their dreams. She wants to find out whether these three factors have a serious impact on the academic achievement of the adolescents.

REVIEW OF LITERATURE

Adolescence is the peak period of positive human development (Piaget, 1932; Piaget & Inhelder, 1973) as well as a period of sudden changes in physical, intellectual, and psychosocial development. Some adolescents may adjust to the puberty period well, whereas some may not. Encountering adolescents' maladaptive behaviors such as poor decision making, lack of empathy, lack of problem-solving skills, and lack of the sense of responsibility is not shocking news anymore. It is reported that during adolescence, disruptive behaviors related to school and social relationships increase due to difficulties of puberty-related mood regulation (Marcus, 2007). Changes in intellectual and biological abilities may conflict within adolescents and make it difficult for them to deal with intrapersonal and interpersonal issues.

Self-Efficacy

The first step in Rodger's concept analysis model is to identify and define the concept of interest. The concept of interest is self-efficacy. The history of self-efficacy begins within Bandura's (1977) social learning theory that was renamed social cognitive theory in 1986. One of Bandura's major concepts in his theory is self-efficacy. According to theory and research (Bandura, 1995), self-efficacy makes a difference in how people feel, think, behave, and motivate themselves. In terms of feeling, a low sense of self-efficacy is associated with stress, depression, anxiety, and helplessness.

Self-efficacy is the extent or strength of one's belief in one's own ability to complete tasks and reach goals. Psychologists have studied self-efficacy from several perspectives, noting various paths in the development of self-efficacy; the dynamics of self-efficacy, and lack thereof, in many different settings; interactions between self-efficacy and self-concept; and habits of attribution that contribute to, or detract from, self-efficacy. Self-efficacy contributes to well-being and adjustment in the face of life adversity (Hoeltje, 1996). There is emerging evidence of an association between a child's self-efficacy and increased abilities with regards to peer sociability, self-reliance, scholastic achievement, behavioural conduct, and less anxiety (Hoeltje, 1996).

Self-efficacy levels can increase or hamper motivation. People with high self-efficacy approach difficult tasks as challenges and do not try to avoid them. "People's self-efficacy

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beliefs determine their level of motivation, as reflected in how much effort they will exert in an endeavour and how long they will persevere in the face of obstacles” (Bandura, 1989). Low self-efficacy is also associated with the use of maladaptive strategies, which in turn are associated with maladjustment towards college, teachers and peers and the coping strategies that students deploy are reflected not only in their college adjustment, but also in their overall problem behavior (Luszczynska, Gutierrez, Schwarzer, 2005).

“Self-efficacy is the belief that one can successfully perform in a given situation.” Peths and Dhar (1999), “Individuals influence their own behavior through self-regulatory mechanism”. Pajaras (2002) considers the knowledge and the skills and even the outcomes that people have experienced and expected may be precursors to and creators of their self-efficacy beliefs, but the filtering effect of the created belief ultimately screens, redefines, distorts, or reshapes subsequent efforts and new information.

Self-efficacy beliefs affect academic performance by influencing a number of behavioral and psychological processes (Bandura, 1986, 1997). In science, students who have a strong belief that they can succeed in science tasks and activities will be more likely to select such tasks and activities, work hard to complete them successfully, persevere in the face of difficulty, and be guided by physiological indexes that promote confidence as they meet obstacles. Alternatively, students who do not believe that they can succeed in science-related activities will avoid them if they can, and will put forth minimal effort if they cannot. When confronted with the typical challenges that science involves, they will be more likely to give up and to experience the stresses and anxieties that help ensure the erosion of their efforts.

The cognitive, physical, and social changes associated with adolescence have important implications for how young people view their capabilities. Research has shown that adolescents’ self-descriptions tend to be more abstract, multidimensional, and hierarchical. These changes are believed to be due in part to adolescents’ increased abilities for cognitive abstraction, reflection, and social comparison (Harter, 1998). As teens become more skilled at coordinating conflicting information and expectations, they form more stable and integrated views of their capabilities, values, and attributes.

Researchers have documented several interesting changes in young people’s competence and efficacy beliefs during adolescence. Research using academic or domain-specific measures of competence shows that self-perceptions of competence begin to decline in Grade 7 or earlier (Eccles, Wigfield, & Schiefele, 1998; Wigfield et al., 1997). Declines in competence beliefs are particularly evident at the transition to middle school—especially in mathematics—and continue into high school (Jacobs, Lanza, Osgood, Eccles, & Wigfield, 2002).

Happiness

Happiness has been defined as the appraisal, both affective and cognitive, of one’s own life, consisting of general satisfaction with life, the presence of positive effects and the absence of negative ones (Diener et al., 1999). Lyubomirsky et al. (2005) define happiness as a

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subjectively assessed phenomenon that is determined both by positive and negative effects, and by life satisfaction.

Several theories, supported by empirical studies, have emphasized the role of social relations in happiness. Tkach and Lyubomirsky (2006) suggested that the consistently strong relation between extraversion and happiness was mediated by social affiliation. They report that the most frequently used strategy of undergraduates to promote happiness was social affiliation, which included behaviours such as helping others and communicating with friends. In particular, social people (people rated high in extraversion and agreeableness) were happier if they pursued highly social goals McGregor et al. (2006). Everybody in the world is after money so as to have material pleasures and thereby thinking that it might lead to happiness and tranquillity (Srikala, 2010).

Research with adolescents and university students has underlined that happiness is positively related to friendship (Demir and Davidson, 2013), social skills (Demir et al., 2012), cooperation (Rigby et al., 1997), academic success, and self-esteem (Salmela, Tuominen, 2010; Sato, Yuki, 2014). Recent studies (Cheung et al., 2014) also suggest that people with higher self-control are happier possibly because they are: (1) more promotion-focused on acquiring positive gains thereby facilitating more approach-oriented behaviours, and (2) less prevention-focused on avoiding losses thereby reducing avoidance-oriented behaviours.

Being happy is of great importance to most people, and happiness has been found to be a highly valued goal in most societies (Diener, 2000). Happiness, in the form of joy, appears in every typology of “basic” human emotions. Feeling happy is fundamental to human experience, and most people are at least mildly happy much of the time (Diener & Diener, 1996). Philosophers and social researchers have defined happiness in a variety of ways (Kesebir & Diener, 2008). The largest divide is between hedonic views of happiness as pleasant feelings and favorable judgments versus eudemonic views of happiness involving doing what is virtuous, morally right, true to oneself, meaningful and/or growth producing (Ryan & Desi, 2001; Ryff & Singer, 2008). Altson and Dudley (1987) proposed that happiness is the ability to enjoy one’s experiences accompanied by degree of excitement.

Various research groups, including positive psychology, interested on happiness, according to Lyubomirsky, King, and Diener (2005) happy persons, for example, are successful across multiple life domains, including marriage, friendship, income, academic and job performance, and health “not only because success makes people happy, but also because positive affect engenders success”.

After a meta-analysis of 245 studies in 32 countries, Veenhoven (1991) identifies the following factors as ones associated with happiness rather than unhappiness –living in an economically prosperous country where freedom and democracy are respected; political stability; being a part of a majority rather than a minority; being toward the top of the social ladder; being married and having good relationships with family and friends; being mentally

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and physically healthy; being active and open minded; feeling in control of one's life; having aspirations in social and moral matters rather than money-making and being politically conservative.

Psychologist Martin Seligman (2004) asserts that happiness is not solely derived from external, momentary pleasures, and provides the acronym PERMA to summarize Positive Psychology's correlational findings: humans seem happiest when they have *-Pleasure* (tasty food, warm baths, etc.), *Engagement* (or flow, the absorption of an enjoyed yet challenging activity), *Relationships* (social ties have turned out to be extremely reliable indicator of happiness), *Meaning* (a perceived quest or belonging to something bigger), and *Accomplishments* (having realized tangible goals).

Perceived Social Support

Perceived Social support is the perception and actuality that one is cared for, has assistance available from other people and that one is part of a supportive **social network**. These supportive resources can be emotional (e.g., nurturance), tangible (e.g., financial assistance), informational (e.g., advice), or companionship (e.g., sense of belonging) and intangible (e.g. personal advice). Social support can be measured as the perception that one has assistance available, the actual received assistance, or the degree to which a person is integrated in a social network. Support can come from many sources, such as family, friends, pets, neighbours, co-workers, organizations, etc.

The perception of support is a cognitive and subjective appraisal that allows a person to have the confidence of depending on someone else's help under given circumstances (Barrera, 1986). At a given time, there might be more change in an individual's friend network or family network. Friend relationships are often of relatively shorter duration than family relationships. And, while an individual's social competence probably plays a role in the maintenance of her/his support network (Heller, 1979), this is probably true for friend relationships than family relationships since some of the latter are, by definition, ours by birth. Furthermore, advice and encouragement from sources of support may also increase the likelihood that an individual will rely on active problem solving and information seeking. These techniques may assist students in dealing with various stressors in the environment and facilitate a positive adjustment process (Holahan, Valentiner, & Moos, 1995). To measure social support, individuals' perceptions are commonly studied. Perceived social support refers to a person's perception of readily available support from friends, family, and others. It also shows the complex nature of social support including both the history of the relationship with the individual who provides the supportive behavior and the environmental context (Hobfoll & Vaux, 1993).

Heller and Swindle (in press) suggest that the perception of social support is one element in an individual's appraisal of and subsequent coping with stress (Lazarus, 1966; Lazarus, Averill & Opton, 1974). Support seeking results from appraisals that there is a threat to which one must respond, that information or help is needed to adequately deal with the threat, and

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that aid is perceived to be available within one's support network. While the perception of support depends upon the availability of supportive structures in the environment, perceived support and support provided by networks are not identical. PSS probably is influenced by within-person factors, including both long-standing traits on the one hand, and temporal changes in attitude or mood on the other. Both of these may influence the perception of whether support is available or has been provided.

Perceived social support has also been shown to relate positively to students' satisfaction with their schooling experience (DeSantis King et al. 2006). Research consistently indicates that youth derive perceived social support from a number of sources (e.g., parent/family, peers/classmates, and teachers), and perceived social support from each source is associated with beneficial outcomes (Malecki & Demaray 2003).

In early childhood, parent support seems to be most salient to development. Perceptions of supportive family relationships have been linked with increase in indicators of wellness such as life satisfaction and subjective well-being (i.e., happiness; Edwards & Lopez 2006; Suldo & Huebner 2006). Peer support has also been shown to correlate inversely with other indicators of internalizing psychopathology in adolescents and co-occur with psychological wellness among adolescents (e.g., Suldo & Schaffer 2008). Likewise, researchers have begun to illustrate how positive perceptions of teacher support can promote mental wellness, such that greater perceptions of teacher support are associated with higher levels of life satisfaction (Suldo et al. 2008)

Academic Performance

Academic performance is one of the most important indicators to assess progress in education and it is the only goal for the entire educational system to achieve. In other words, the society is interested and worried about the fate of the individual, his successful development and status in the community, and expects him to exceed in various aspects, including cognitive skills and abilities, and grow different dimensions of personality, emotional and behavioral development and excellence (Farahani, 1994).

Studies have been conducted which sees the effect of self-efficacy on academic performance Pajares (2002) believes that the people who have weak self - efficacy see the duties and jobs difficultly, so they are more stressful while powerful self -efficacy beliefs cause calmness and success. Thus, self-efficacy can be a powerful predictor for people's achievements .Self-efficacy also is effective on learning and development. Students who have high self -efficacy are more successful than those who have low self –efficacy. Moreover, Eydiyan (2006) studied the relationship between students' compatibility, self-respect and their academic achievements and showed that they are meaningfully correlates with each other. Seif, Dibaet al. (2008) also demonstrated that self-efficacy is the most powerful element for predicting educational performance and the aspects of cognitive perceptions' beliefs through self-efficacy mainly predict the educational performance of students in experiential sciences.

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Understanding individual differences in school achievement is central to designing educational environments which maximize each student's learning and success (TanhayeReshvanloo & Hejazi, 2014). One of the variables that explain these individual differences is happiness. The pursuit of happiness or mental well-being is the foundation of human behaviour. Human beings have always been in search of happiness and other variables such as General Health, psychological and social wellbeing (Mahdian, TanhayeReshvanloo., Zahmatkesh, & Javidi, 2014).

According to a theory (Salovey and Mayer 1990) Academic success of the students has a positive relation to higher level of emotional and social competencies (Parker, Evangelou & Eaton, 2005). Obtaining high scores, means that students are more likely to adopt reflection, appraisal, social, interpersonal, organization and time management skills, but if they obtain low, they will be more likely to engage in health-damaging behaviours (Rajaeepour & Mohammadi, 2014).

Different studies found that a high perception of perceived social support favors academic achievement. In elementary students, for example, academic performance was better when perceived support from parents, teachers, friends and social support in general was higher (Chen & Rubin, 1992; Dubow & Tisak, 1989; Elias & Haynes, 2008; Garcia D'Avila-Bacarji, Marturano, & dos Santos Elias, 2005; Levitt, Guacci-Franco, & Levitt, 1994; Murray & Zvoch, 2011; Rosenfeld, Richman, & Bowen, 2000). These same types of analyses conducted with high school students, showed improved academic accomplishments when the perception of support from all sources was higher (Crean, 2004; Domagała-Zyśk, 2006; Jun-Li Chen, 2005; Konishi et al., 2010; Lee & Smith, 1999; Malecki & Demaray, 2003; Perry, Liu, & Pabian, 2010; Rosenfeld et al., 2000). Despite of the scarcity of research with college students, similar results were found: a better academic achievement was linked to a higher perceived support from teachers and parents (Bordes- Edgar et al., 2011; Cutrona, Cole, Colangelo, Assouline, & Russell, 1994).

METHODOLOGY

Purpose: To find out the effect of Self-Efficacy, Happiness, and Perceived Social Support on Academic Performance of Students.

Hypotheses:

1. There will be a significant difference in the level of academic performance of the respondents on the basis of Self-efficacy.
2. There will be a significant difference in the level of academic performance of the respondents on the basis of Happiness.
3. There will be a significant difference in the level of academic performance of the respondents on the basis of Perceived Social Support.
4. There will be a positive correlation between Self-efficacy and Happiness.
5. There will be a positive correlation between Happiness and Perceived Social Support.
6. There will be a positive correlation between Perceived Social Support and Self-efficacy.

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Variable

Independent Variable: - Self-Efficacy, Happiness, Perceived Social Support,

Dependent Variable: - Academic Performance

Research Design: Ex post Facto research

Sample Profile: 100 adolescents girls between age of 14-15 years of CBSE board school in Lucknow.

Sampling Techniques: Incidental Sampling

Tools

1). SELF-EFFICACY SCALE

Authors:- Mark Sherer, James E. Maddux, Blaise Mercandante, Steven Prentice-Dunn, Beth Jacobs, and Ronald W. Rogers.

The SES is a 30-items instrument that measures general expectations of self-efficacy that are not tied to specific situations or behavior.

Reliability: - The SES has fairly good internal consistency, with alphas of .86 for the general subscale and .71 for the social subscale. No test-retest data was reported.

Validity: - The SES was shown to have good criterion-related validity by accurately predicting that people with higher self-efficacy would have greater success than those who score low in self-efficacy in past vocational, educational and monetary goals. The SES also has demonstrated construct validity by correlating significantly in predicted direction with a number of measures such as the Ego Strength Scale, the Interpersonal Competency Scale, and the Rosenberg Self-esteem Scale.

2). PERCEIVED SOCIAL SUPPORT

Authors: - Mary E. Procidano and Kenneth Heller

The PSS-Fr and PSS-Fa are two 20-items instruments designed to measure the degree one perceives his/her needs for support as fulfilled by friends and family.

Reliability: -The PSS has excellent internal consistency, with an alpha of .90. The test- retest coefficient of stability over a one-month period was .83. The reliability data are based on the original 20-item PSS before the items were anchored for separate perceived support from friends and family. Alphas for the final PSS-Fa ranged from .88 to .90 and .84 to .90 for the PSS-Fr.

Validity: - Both, the PSS-Fr and PSS-Fa have good concurrent validity. Scores are correlated with psychological distress and social competence. Both measures were associated with psychological symptoms. Scores on the PSS-Fr were predicated by length of time one was a member of one's social network and the degree of reciprocity in the relationship. Scores on the PSS-Fa were predicted by intangible and tangible support from family members. Correlations also were noted with the California Personality Inventory and Interpersonal

dependency. Subjects categorized as high and low in perceived support differed in the verbal disclosure which supports the instruments' known-groups validity. Clinical and nonclinical samples also differed on both measures.

3). OXFORD HAPPINESS QUESTIONNAIRE

Authors: - Michael Argyle and Peter Hills

The OHQ is 29-items scale is concerned with measuring personal happiness. It is scored on a six-point Likert scale ranging from 'agree strongly' (1) to 'disagree strongly' (6).

Reliability: -Both the OHI and the OHQ demonstrated high scale reliabilities with values $a(167)=0.92$ and $a(168)=0.91$ respectively. The inter-item correlations for the OHI ranged from $-.003$ to 0.58 , mean 0.28 , and the corresponding values for the OHQ were $-.04$ to 0.65 , mean 0.28 . These virtually identical results show that the multiple-choice items of the OHI can be replaced with the more compact single choice items of the OHQ without detriment. The observation that the maximum inter-item correlations within the two scales, $r=0.65$ and $r=0.58$, suggests that no two items are so alike that they are measuring the same facet of happiness; in other words, no items are semantically redundant. The questionnaires used in this study were administered in two versions in which the OHI was completed either first or last. A comparison of means (independent samples t-tests) showed that the order of presentation resulted in no significant differences between versions for either of the scales. The OHI and OHQ scores aggregated over all items were strongly and significantly related, $r(163)=0.80$, $P<0.001$, which shows that both scales provide very similar results.

Validity: - Past research has established relationships between the OHI and a variety of trait and cognitive variables that are associated with psychological well-being. Argyle and Lu (1990) found a strong positive association with extraversion, which was confirmed by Furnham and Brewin (1990), who also identified a strong negative association with neuroticism. Substantial positive associations have also been reported between the OHI and self-esteem, the life regard Index and the life orientation test (Hills & Argyle, 2001a), and satisfaction with life (Hills & Argyle, 2001b). Joseph and Lewis (1998) found a strong positive association between the OHI and the depression-happiness Scale.

Procedure

Prior appointment with school Principal was taken for permission. Group setting scale was given. "I am giving you all 4 questionnaires which are related to the topic Self-Efficacy (see Appendix - A), Happiness (see Appendix - B), Perceived Social Support (Family and Friend) (see Appendix - C.1 and C.2). I want this data for my research work. You have to answer these questions honestly. There is no right or wrong answer; I just want to know your discretion. Your responses will be kept strictly confidential". It took 45-50 minutes in filling all 4 questionnaires. The data collection was completed in 4 days.

Data Analysis

1. t-test between Self-efficacy and Academic Performance.
2. t-test between Happiness and Academic Performance.

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3. t-test between Perceived Social Support (Family & Friend) and Academic Performance.
4. Correlation between Self-efficacy and Happiness.
5. Correlation between Happiness and Perceived Social Support.
6. Correlation between Perceived Social Support and Self-efficacy.

RESULTS AND DISCUSSION

Table 1: Group Statistics of Self-efficacy

	low_high_ses	N	Mean	Std. Deviation	Std. Error Mean	t
percentage	Low	53	70.1509	13.43703	1.84572	.192
	High	47	69.6383	13.22124	1.92852	

*p<.05 **p<.01

Table 1 shows the group statistics of Self-efficacy. From table 1 clearly reflected that in self-efficacy scale the mean, of low on Self-efficacy scale is 70.15 and of high on self-efficacy is 69.63; and for the same SD is 13.43 and 13.22; SE_D is 1.84 and 1.92 respectively. The t-test is not significant at .01 levels.

The effect of Self-efficacy is not significant on Academic Performance because it may be possible that the participants were not interested in the subjects they are studying or they are forced to study thing which are not of their interest and they don't have belief that they can succeed in that particular subject. As in (Bandura 1986, 1997) it was found out those students who have a strong belief that they can succeed in science tasks and activities will be more likely to select such tasks and they will show their interest in science.

Table 2: Group Statistics of Happiness

	low_high_ohq	N	Mean	Std. Deviation	Std. Error Mean	t
percentage	Low	52	69.2692	13.97353	1.93778	-.501
	High	48	70.6042	12.57613	1.81521	

*p<.05 **p<.01

Table 2 shows the group statistics of Happiness. From table 2 clearly reflected that in Oxford Happiness Questionnaire the mean, of low on Happiness scale is 69.29 and of high on Happiness is 70.60; and for the same SD is 13.97 and 12.57; SE_D is 1.93 and 1.81 respectively. The t-test is not significant at .01 levels.

The effect of Happiness is not significant on Academic Performance because may be possible that they having some emotional, social and interpersonal issues or lack of time management skills. It may also possible that at the participant is being suffering from emotional turmoil, and there were some of the participants who were not happy with their study but they were doing just because their parents forcing them. As given in the theory of (Salovey and Mayer

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1990) Academic success of the students has a positive relation to higher level of emotional and social competencies (Parker, Evangelou & Eaton, 2005). Obtaining high scores, means that students are more likely to adopt reflection, appraisal, social, interpersonal, organization and time management skills, but if they obtain low, they will be more likely to engage in health-damaging behaviours (Rajaeepour & Mohammadi, 2014). But in the present research the finding shows no such relationship between Happiness and Academic Performance.

Table.3: Group Statistics of Perceived Social Support (Family)

	low_high_pss-fa	N	Mean	Std. Deviation	Std. Error Mean	t
percentage	low	56	66.4107	11.97691	1.60048	-3.101**
	high	44	74.3636	13.62981	2.05477	

*p<.05 **p<.01

Table .3 shows the group statistics of Perceived Social Support (Family). From table 3 clearly reflected that in Perceived Social Support (Family), the mean of low on Perceived Social Support (Family) scale is 66.41 and of high on Perceived Social Support (Family) is 74.36; and for the same SD is 11.97 and 13.62; SE_D is 1.60 and 2.05 respectively. The t-test is significant at .01 levels.

The effect of PSS-Fa is significant on Academic Performance because parent support seems to be most salient to development. Perceptions of supportive family relationships have been linked with increase in indicators of wellness such as life satisfaction and subjective well-being (i.e., happiness; Edwards & Lopez 2006; Suldo& Huebner 2006). It may also be possible that in Indian culture support from family is always valued more than any other support. The appreciation from parent side is always have a greater impact on the child's mind and he/she always try to improve more and do well in his/her studies which results in good academic performance.

Table 4: Group Statistics of Perceived Social Support (Friend)

	low_high_pss-fr	N	Mean	Std. Deviation	Std. Error Mean	T
percentage	low	54	70.2222	13.11296	1.78445	.254
	high	46	69.5435	13.59037	2.00379	

*p<.05 **p<.01

Table 4 shows the group statistics of Perceived Social Support (Friend). From table 4 clearly reflected that in Perceived Social Support (Friend), the mean of low on Perceived Social Support (Friend) scale is 70.22 and of high on Perceived Social Support (Friend) is 69.54; and for the same SD is 13.11 and 13.59; SE_D is 1.78 and 2 respectively. The t-test is not significant at .01 levels.

The t value of PSS-Fr is not significant because may be they are not satisfy with their school experiences and it may also possible they are not satisfied with their peer group or peers. It is

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generally presumed that peer group plays an important role in various dimension of life for adolescent but the present findings suggest that this may not be the case for Academic Performance. A possible reason could be choice of friends. Another reason could be that during adolescent's relationship and other social behaviour may become more influenced by peer and Academic Performance may not be influential so much by it.

Table 5: Correlation between Self-efficacy, Happiness and Perceived Social Support

	ses	pss_fr	pss_fa	ohq
ses	1	.501**	-.038	.251*
pss_fr		1	.067	.151
pss_fa			1	-.038

**p<.01 *p<.01

In table 5 it is given that the correlation between Self-efficacy, Perceived social Support (Friend) and Happiness has a positive correlation. This positive correlation indicate that all three variables i.e. Self-efficacy, Happiness, and Perceived Social Support (Friend) are inter related with each other, increments and decrements in any one of the variable can affect the other variables too. As if there is someone who is having high self-efficacy, then he/ she will be more motivated towards his/her work, because he/she having belief that he/she can achieve any of the possible targets. At same time if he/she getting emotional or social supports from his/her friend then it make their work easy and give motivation to the person which will automatically make him/her happy and increase the happiness part of the life. One of the practical implication of the result could be intervention programme on anyone can help increase other two. If intervention programme is planned for Happiness, it may also help in increasing Self-efficacy and Perceived Social Support. This may more important for schools and organizations that plan to work towards improvement of their stakeholders.

CONCLUSION

From the present study the following conclusion were made that Self-efficacy, Happiness, Perceived Social Support (Family and Friend) do effect Academic Performance. It was seen that the students who were forced to study the particular subject because of parents pressure in which they are not interest was not able to deal with the work pressure and the lack of confidence was also there. The Perceived Social Support from Family make a huge difference in the academic performance of any child, whether Perceived Social Support from friend side was not valued that much. It was also seen that Happiness is a variable which has not given much importance by one self, there were some students who were not happy with their

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studies but they have to do because of their parent's pressure. A positive correlation also seen between all three variables i.e. Self-efficacy, Happiness, and Perceived Social Support (Friend) are inter related with each other, increments and decrements in any one of the variable can affect the other variables too. As if there is someone who is having high self-efficacy, then he/ she will be more motivated towards his/her work, because he/she having belief that he/she can achieve any of the possible targets. At same time if he/she getting emotional or social supports from his/her friend then it make their work easy and give motivation to the person which will automatically make him/her happy and increase the happiness part of the life. One of the practical implication of the result could be intervention programme on anyone can help increase other two. If intervention programme is planned for Happiness, it may also help in increasing Self-efficacy and Perceived Social Support. This may more important for schools and organizations that plan to work towards improvement of their stakeholders.

Limitation

1. The sample size for research was small.
2. The data was collected from Lucknow only.
3. The entire respondents were from one school of CBSE board.
4. The entire respondents are girls only.
5. Socio Economic Status was not studied.

Suggestions

Schools can make some intervention plans so that if students lack in the any of the thing which is affecting her/his academic performance then that can be improved. Researcher suggests intervention programs on various contents like Self-efficacy and Happiness for students as they are positively related.

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