

Original Research Article

The Role of Self-Efficacy in Adolescent Development: An Empirical Study in Assam

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Abstract: *Background:* Adolescence is a pivotal developmental phase characterized by rapid physical, cognitive, socio-emotional, and psychological transformations. Self-efficacy—an individual's confidence in their ability to take the steps necessary to succeed—is essential for handling the academic and personal challenges of growing up. Framed within Albert Bandura's Social Cognitive Theory, this study, titled "*The Role of Self-Efficacy in Adolescents' Development: An Empirical Study in Assam*," investigates the distribution of self-efficacy among secondary school students in Assam, North-East India. Specifically, through this research work it examines whether significant differences in overall self-efficacy of Adolescents exist across gender (Boys vs. Girls) and Types of school (Provincialized High Schools vs. Private Jatiya Vidyalaya). *Material and Method:* Descriptive Survey Method has been employed in this study. The study was carried in four Provincialized High School and Jatiya Vidyalaya of Srijangram Block of Bongaigaon District, Assam under SEBA. The sample of the present study consists of 200 High School Students studying Class IX, which includes both Boys and Girls. A self developed standardized scale was used to collect data from the sample students. *Statistical Technique Used:* Simple Percentage, t-test has been used in this study. *Result:* The findings of the study indicate that vast majority of students have high level of Self-Efficacy. It is also found that there is no significant difference of Self-Efficacy between boys and girls and adolescent student studying at Provincialized High School and Jatiya Vidyalaya. The observed result suggests that Gender and Types of School does not have a significant effect on self-efficacy in adolescents. *Conclusion:* By analyzing the interplay between institutional frameworks and demographic variables in a unique regional ecosystem, the findings aim to provide empirical evidence to inform pedagogical practices, institutional structures, and educational planning aimed at fostering psychological empowerment among youth in Assam.

Keywords: Adolescent Development, Self-Efficacy, Gender Differences, Provincialized High Schools, Private Jatiya Vidyalaya, Assam.

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INTRODUCTION

Adolescence is a pivotal transitional phase of human development characterized by rapid physical, cognitive, socio-emotional, and psychological transformations (Lerner & Steinberg, 2009). During this critical period, individuals navigate increasing academic demands, evolving social dynamics, identity formation, and future career choices (Eccles & Roeser, 2011). A vital construct that governs how adolescents manage these developmental challenges is self-efficacy—a

concept rooted in Albert Bandura's (1997) Social Cognitive Theory. Self-efficacy refers to an individual's belief in their capability to organize and execute the courses of action required to produce given attainments (Bandura, 1997, 2006). Rather than serving merely as a reflection of actual skills, self-efficacy acts as a cognitive engine that dictates motivation, goal-setting, task persistence, emotional regulation, and overall psychological resilience (DiBenedetto & Schunk, 2021; Schunk & DiBenedetto, 2016).

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In the contemporary educational landscape, building self-efficacy among adolescents has emerged as a cornerstone of positive youth development (Schunk & DiBenedetto, 2016). Adolescents with a strong sense of self-belief tend to view academic and personal obstacles as tasks to be mastered rather than threats to be avoided (Bandura, 1997). Conversely, low self-efficacy can lead to learned helplessness, academic anxiety, and diminished aspirations (DiBenedetto & Schunk, 2021). While self-efficacy is an internal cognitive belief system, its development is heavily mediated by environmental influences, including family support, peer interactions, pedagogical practices, institutional structures, and broader socio-cultural frameworks (Kleppang, 2023; Waddington, 2022).

Assam, located in North-East India, presents a unique socio-cultural and educational ecosystem for examining adolescent development. The State's secondary education system is characterized by a dual structure comprising state-supported Provincialized High Schools and privately managed vernacular institutions, most notably Private Jatiya Vidyalaya (Baruah, 2018; Sharma & Sarmah, 2020). Both types of institutions play a vital role in imparting education, yet they differ in governance, fee structure, administrative models, and resource allocation (Board of Secondary Education Assam [SEBA], 2021; Sharma & Sarmah, 2020). Alongside institutional management, gender remains a vital demographic variable in developmental psychology, as historical socio-cultural norms have often created disparities in self-perceived agency between male and female youth (Choi, 2005; Huang, 2013). Understanding whether these structural and demographic factors influence an adolescent's self-belief is essential for educational planning in the region.

Against this backdrop, the present study, titled *"The Role of Self-Efficacy in Adolescents' Development: A Study in Assam,"* investigates the distribution of self-efficacy among secondary school students in Assam and examines whether significant variations exist across school types (Provincialized High Schools and Private Jatiya Vidyalaya) and gender (Boys and Girls). By analyzing these empirical relationships, the study aims to provide concrete evidence on whether institutional management and gender constrain or foster psychological empowerment among adolescents in Assam.

Rationale of the Study

Adolescence is a critical period of development, marked by significant physical, emotional, and social changes. During this stage, individuals face numerous challenges, including intellectual, psychological, emotional, and social hurdles. To navigate these challenges successfully, adolescents need to develop essential skills, such as self-efficacy. It is a critical component of personal development, as it influences motivation, behavior, and overall well-being. According

to Bandura (1991), perceived self-efficacy can affect every phase of personal change, from considering changing health habits to maintaining achieved changes. In a social context, self-efficacy beliefs play a vital role in adolescents' ability to interact successfully with their peers. Self-efficacy plays a vital role in shaping an adolescent's confidence in their ability to learn and perform academically; it affects emotional regulation, stress management and overall mental health and also helps to build healthy social relationship with peers and adults.

The significance of this study lies in its capacity to address critical institutional, social, and policy dimensions within Assam's educational landscape. By empirical investigation, the study deconstructs long-held institutional assumptions, directly evaluating the common societal belief that private, fee-paying institutions automatically foster higher self-confidence and self-worth in students compared to state-supported provincialized schools. Furthermore, by assessing self-efficacy across boys and girls adolescents, it promotes gender equality, offering valuable insights into gender equity and psychological empowerment within the unique socio-cultural context of Assam. The findings of the present study will be of immense importance for parents, teachers as well as the adolescents themselves by knowing the importance of self-efficacy in adolescence stage in present context. Ultimately, these findings serve a vital role in informing educational policy and counseling, providing actionable data for education planners, school administrators, and counselors to design standardized, universal life-skills and career guidance modules that cater effectively to adolescents across diverse school governance models.

REVIEW OF LITERATURE

The review of literature forms a critical component of any empirical investigation, providing the theoretical foundation, identifying research gaps, and situating the present study within the existing body of knowledge. The present chapter synthesizes relevant theoretical and empirical literature related to "The Role of Self-Efficacy in Adolescents' Development: A Study in Assam."

The literature reviewed below is organized chronologically and thematically, focusing on the conceptualization of self-efficacy, its relationship with demographic variables such as gender and school type, its association with emotional and social maturity, and its impact on adolescent development.

Bandura (1997) established the foundational theoretical framework of self-efficacy within Social Cognitive Theory. He defined self-efficacy as an individual's belief in their capability to organize and execute the courses of action required to produce given attainments. Bandura posited that self-efficacy beliefs are developed through four primary sources: mastery

experiences, vicarious experiences, verbal persuasion, and physiological or emotional states. During adolescence—a developmental phase characterized by rapid cognitive, physical, and socio-emotional transitions—self-efficacy functions as a primary cognitive engine that regulates human agency, motivation, perseverance, and emotional resilience. Bandura emphasized that adolescents with high self-efficacy view difficult tasks as challenges to be mastered rather than threats to be avoided.

Ogedegbe *et al.*, (2003) investigated the psychometric development and evaluation of self-efficacy measurement tools in clinical and behavioral settings. Their empirical findings demonstrated that self-efficacy is a highly valid, domain-specific construct that directly predicts an individual's capacity for behavioral adherence, self-regulation, and task persistence. The study underscored that robust self-efficacy scales measure an individual's internal locus of control and perceived confidence when encountering situational barriers. This research established the necessity of applying rigorous, standardized psychometric scales to assess self-belief across diverse demographic and regional cohorts.

Choi *et al.*, (2012) conducted a comprehensive meta-analysis examining career decision-making self-efficacy across diverse student populations. Their analysis revealed that historical gender disparities in self-efficacy are significantly diminishing in modern educational environments. The researchers identified that contextual variables, including academic preparation, social encouragement, and institutional support systems, account for a substantially greater proportion of variance in self-efficacy than gender itself. The study concluded that male and female adolescents exhibit comparable levels of self-perceived capability when provided with equal access to educational resources and encouragement.

Minchekar (2017) explored the interrelationships among self-efficacy, emotional intelligence, and social maturity among secondary school adolescents. The empirical results demonstrated a strong positive correlation between emotional intelligence and self-efficacy ($r > 0.50$), indicating that emotionally grounded adolescents possess greater confidence in their personal and academic capabilities. Importantly, the study found no statistically significant difference in overall self-efficacy between adolescent boys and girls, suggesting that emotional regulation and psychological confidence develop symmetrically across genders during secondary schooling.

Mandava (2019) and Neelima (2019) evaluated the relationship between emotional maturity and self-efficacy among female students enrolled in regional residential Gurukula institutions in Andhra Pradesh. The findings indicated that a structured educational

atmosphere, coupled with consistent peer support and community-oriented values, nurtures high self-efficacy among adolescent girls. The authors concluded that regional and non-metropolitan educational setups do not hinder psychological development, provided the school climate fosters a strong sense of security, social persuasion, and mastery experiences.

Kilic *et al.*, (2020) investigated career decision-making self-efficacy among young adolescent students in Turkey. Their study highlighted that early adolescence represents a critical developmental window during which task-oriented confidence is formed. The authors noted that institutional support structures across various school management models serve as vital platforms for building self-efficacy. Students who developed high self-efficacy during lower secondary education demonstrated greater career adaptability, higher goal orientation, and significantly lower levels of academic anxiety.

K. J. (2020) examined the relationship between emotional intelligence and self-efficacy among secondary school students. The empirical data revealed that emotional intelligence serves as a direct predictor of self-efficacy beliefs. Students who effectively monitor and manage their emotional states exhibited significantly higher self-confidence when confronting academic challenges. Furthermore, the analysis revealed no significant gender-based differences in self-efficacy scores, indicating that male and female adolescents possess equal potential for psychological empowerment when exposed to supportive classroom environments.

DiBenedetto and Schunk (2021) synthesized contemporary literature on the role of self-efficacy in human motivation and academic achievement. They established that self-efficacy directly dictates an individual's choice of activities, level of effort expenditure, and degree of persistence in the face of obstacles. The authors observed that high self-efficacy protects adolescents against feelings of learned helplessness and academic burnout. They concluded that educational systems that systematically incorporate mastery experiences foster a generalized self-belief that transfers across academic, social, and future vocational domains.

Negriz (2021) evaluated self-efficacy and empowerment levels among urban high school adolescents. The study revealed a strong positive association between elevated self-efficacy and active student engagement, problem-solving autonomy, and health-promoting behaviors. Adolescents exhibiting high self-efficacy demonstrated greater resilience when navigating environmental stressors and displayed higher initiative in community activities. The study emphasized the importance of fostering self-efficacy to promote holistic positive youth development.

Faridi (2022) investigated the interaction between self-efficacy and social intelligence in student populations. The findings revealed that interpersonal competence and social adaptability strongly correlate with high self-efficacy. Adolescents with elevated social intelligence were better equipped to seek social support, engage in collaborative problem solving, and navigate peer dynamics, which in turn reinforced their belief in their own capabilities. The study concluded that non-academic and co-curricular engagement plays a vital role in building generalized self-efficacy.

Waddington (2022) analyzed the impact of pedagogical structures, school culture, and teacher expectations on learner identity and confidence. The study concluded that inclusive educational practices that respect students' linguistic, cultural, and regional backgrounds significantly build self-efficacy. When students feel their native language and cultural identity are valued within the school environment, they develop a stronger sense of personal agency and self-worth that persists throughout their secondary school years.

Honick *et al.*, (2023) conducted a longitudinal investigation into the reciprocal relationship between self-efficacy and academic performance trajectory, controlling for task difficulty and baseline achievement. Their findings confirmed a dynamic feedback loop: baseline self-efficacy significantly determines how learners approach challenging tasks, which leads to successful mastery experiences, thereby further elevating self-efficacy over time. The authors argued that establishing high baseline self-efficacy early in adolescence is essential for long-term academic and personal success.

Kleppang (2023) analyzed the sources of variance in adolescent self-efficacy, focusing on the relative contributions of mastery experiences, social support, and institutional factors. The empirical analysis demonstrated that social support from parents, teachers, and peers accounts for the largest proportion of variance in adolescent self-efficacy scores. Crucially, the study revealed that school management types (e.g., public vs. private) exert a negligible influence on student self-efficacy compared to the presence of consistent social encouragement and mastery opportunities within the immediate learning environment.

Mahreen (2024) conducted a comparative study examining emotional maturity and self-efficacy among male and female residential students at Kashmir University. The empirical findings indicated no statistically significant difference in self-efficacy levels between male and female students living in similar institutional settings. The researcher concluded that shared environmental conditions and equal educational access promote symmetrical psychological growth, directly challenging traditional assumptions regarding

gender-based disparities in self-efficacy within regional contexts.

Research Gap

Despite extensive research framing self-efficacy as a core driver of adolescent development, emotional regulation, and social competence (Bandura, 1997; Minchekar, 2017; DiBenedetto & Schunk, 2021), existing studies remain geographically skewed toward Western contexts or specific regions in India (Mandava, 2019; Mahreen, 2024), leaving the distinct socio-cultural and educational landscape of Assam unexamined. Additionally, the literature reveals contradictory evidence regarding the influence of school management structures on student confidence (Kilic *et al.*, 2020; Kleppang, 2023) and rarely analyzes emotional and social maturity as interconnected dimensions of self-efficacy within a single framework. This study fills these empirical and contextual divides by investigating how self-efficacy interacts with demographic variables, institutional structures, and socio-emotional maturity among secondary school adolescents in Assam.

OBJECTIVES OF THE STUDY

In association with the background and statement of the problem, the present study sets forth the following formal research objectives:

1. To study the overall level of Self-Efficacy among Adolescents.
2. To find out whether there exists any significant difference in overall Self-Efficacy among adolescents in relation to their-Gender (Boys/Girls)
3. To find out whether there exists any significant difference in overall Self-Efficacy among adolescents in relation to their-Types of Schools (Provincialized High School/ Private Jatiya Vidyalaya)

HYPOTHESES

On the basis of Objective 2 and objective 3 researcher has formulate the following hypotheses-

H₀₁: There exists no significance difference in Self-efficacy of adolescents on the basis of gender.

H₀₂: There exists no significant difference in Self-Efficacy of adolescents on the basis of types of Schools (Provincialized High School/ Private Jatiya Vidyalaya).

OPERATIONAL DEFINITIONS OF TERMS

For the purpose of the present study, the key constructs and terms are operationally defined as follows:

- **Self-Efficacy:** Operationally defined as the total quantitative score obtained by a secondary school student on a standardized Self-Efficacy Scale. It measures an adolescent's self-perceived confidence in their ability to organize actions, overcome situational barriers, cope with academic stressors, and achieve desired outcomes across personal, academic, and socio-emotional domains.

- **Provincialized High Schools:** Operationally defined as secondary educational institutions in Assam that are fully funded, state-regulated, and managed under the direct administrative jurisdiction of the Department of School Education, Government of Assam (governed by SEBA/AHSEC guidelines). In these institutions, teacher salaries, infrastructural grants, and administrative oversight are provided by the state government, offering free or highly subsidized education to students.
- **Private Jatiya Vidyalaya:** Operationally defined as non-governmental, community-supported, or privately managed secondary schools operating in Assam under the administrative framework of local school committees or trusts (such as the Asom Jatiya Bidyalay Education Council). These institutions rely primarily on tuition fees for operational expenditure, follow Assamese/vernacular medium instruction with an emphasis on regional cultural identity, and maintain independent institutional governance.
- **Gender:** Operationally defined as the self-reported binary demographic classification of secondary school adolescents as either Boy (Male) or Girl (Female) on the demographic profile sheet of the data collection tool, used to evaluate potential socio-cultural and psychological variances in self-efficacy scores.

MATERIAL AND METHODS

Study Design and Setting

The research was a descriptive survey research. It was conducted in four different high schools in Bongaigaon District of Assam, India. Data have been collected by using one standardized tool to 200 adolescents studying in Class IX. The investigator visited the schools and after taking necessary permission administered the tool to the students of class IX.

Population and Sampling

The population of the study consists of all the students of Class IX of Provincialized High Schools and Jatiya Vidyalaya of Srijangram Block of Bongaigaon district, Assam.

Stratified Random Sampling Method has been used as sampling technique. Through this sampling technique, the researcher divides his/her population in strata on the basis of some characteristics i.e. boys girls, Provincialized High School and Jatiya Vidyalaya and from each of these smaller homogeneous strata draws at random a predetermined number of units.

DATA COLLECTION TOOL AND TECHNIQUE

Tool Used

One Standardized tool have been used in this study i.e. Self-Efficacy Scale. It is developed by the researcher consisting 30 total items on total six dimensions. The scale has a good reliability and confirmed content validity.

Procedure for Data Collection

1. **Institutional Permissions:** Formal administrative clearance is obtained from school principals and local education authority officials in the selected districts.
2. **Informed Consent:** Written consent is obtained from school authorities, and informed assent is secured from participating adolescent students.
3. **Administration:** The standardized questionnaire is administered in person during regular school hours in small group sessions (20–30 students per batch) under the direct supervision of the researcher.
4. **Instructions:** Instructions are explained orally in Assamese to minimize response bias and confusion.
5. **Completion Time:** Participants are given approximately 30–45 minutes to complete the questionnaire of Self-Efficacy.

Data Analysis Plan

Collected data will be digitized, screened for missing values, and analyzed using statistical software (IBM SPSS Statistics).

Analysis and Result: After collection of data, analysis and interpretation have been done according to the objectives of the study.

Objective 1. To study the overall level of Self-Efficacy among Adolescents.

Table 1: Distribution of the levels of Self-Efficacy among Adolescents

Category	Range of Row Score / Z Score	No. of Students (Provincialized High School +Jatiya Vidyalaya)	Percentage
High	67-100 / 1.5 or higher	83+88= 170	85%
Average	34-66 / -1.5 to 1.5	17+13=30	15%
Low	0-33 / -1.5 or lower	0	0

The data of the table 1 is graphically presented with bar diagram in figure no 1.

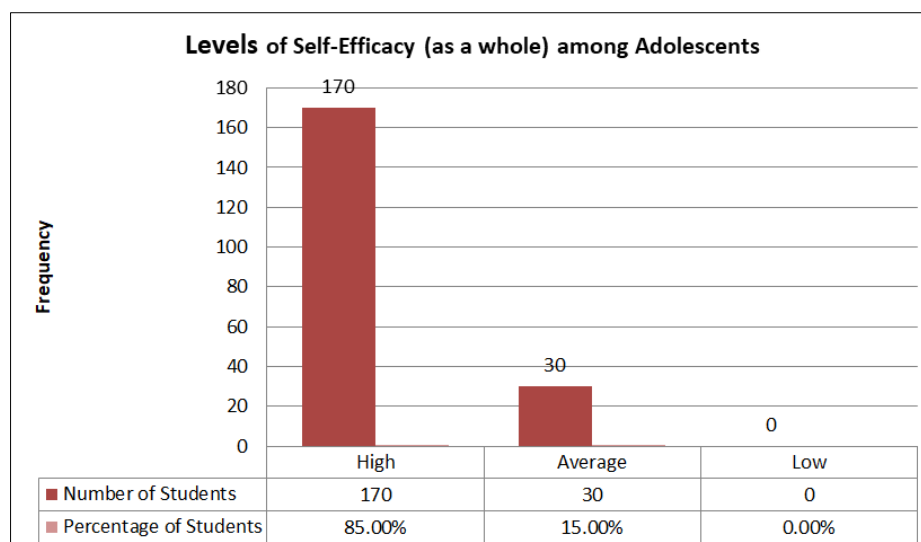


Figure 1: Distribution of the levels of Self-Efficacy among Adolescents

Interpretation:

The result of table 1; shows that - A vast majority of the adolescent students i.e. 85.5%, demonstrated a High level of self-efficacy. A small proportion of students 15%, exhibited an Average level

of self-efficacy. None of the students 0% fell into the Low self-efficacy category.

Objective 2: To find out whether there exists any significant difference in overall Self-Efficacy among adolescents in relation to their- Gender (Boys/Girls)

Table 2: Difference in the Self-Efficacy among Adolescents in relation to Gender (Boys and Girls)

Variables	Mean	SD	t- value	Mean Difference	Std. Error Mean	Hypothesis Accept/ reject
Boys	74.45	9.19	-1.39	-1.93	1.39	NS Accepted (0.05 and 0.01 level of sig.)
Girls	76.38	9.06				

The data of the table 2 is graphically presented with bar diagram in figure no 2.

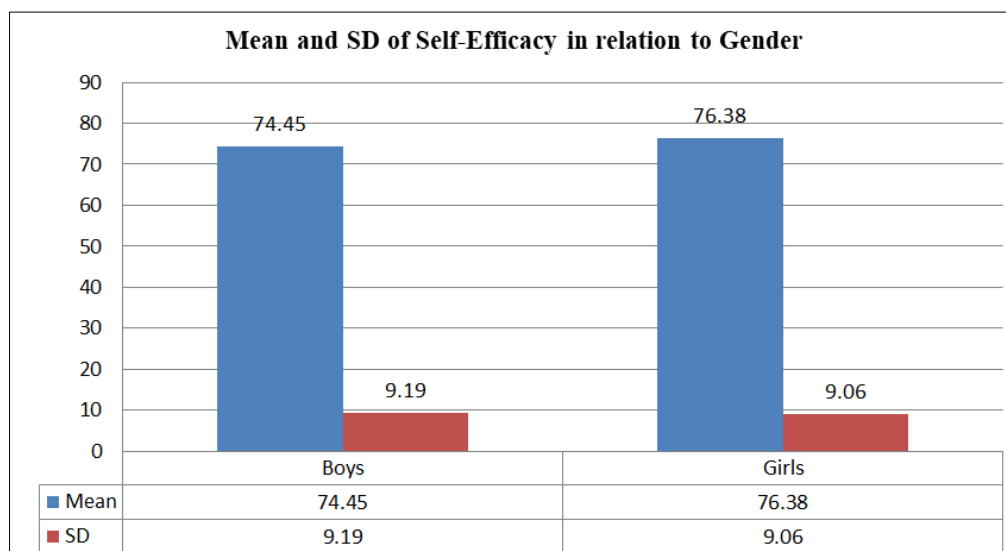


Figure 2: Graphical representation of Mean and SD of SE in relation to Gender (Boys and Girls)

Analysis:

To study the significant difference in the Self-Efficacy among Adolescents in relation to Gender (Boys and Girls), from the Table 2, it is clear that Adolescents in boys and girls, where $t = -1.39$ in the mean scores of

boys (Mean=74.45, SD=9.19) and girls (Mean=76.38, SD=9.06). The mean difference is -1.93.

It can be observed that calculated t value of Boys and Girls is -1.39; which is less than the critical values 1.95 and 2.58 at both the level i.e. 0.05 and 0.01

level of significance. Therefore, the result is not significant and null hypothesis cannot be rejected at both the level of significance. So it can be said that there is no significant difference of Self-Efficacy between boys and girls. The observed result suggests that gender does not have a significant effect on self-efficacy in adolescents.

The self-efficacy levels of boys and girls adolescents are similar.

Objectives 3:

To find out whether there exists any significant difference in overall Self-Efficacy among adolescents in relation to their- Types of Schools (Provincialized High School/ Private Jatiya Vidyalaya)

Table 3: Difference in the Self-Efficacy among Adolescents in relation to their-Types of Schools (Provincialised High School/Private Jatiya Vidyalaya)

Variables	Mean	SD	t- value	Mean Difference	Std. Error Mean	Hypothesis Accept/ reject
Provincialized High School	74.36	8.78	-1.46	-2.11	1.44	NS Accepted (0.05 and 0.01 level of sig.)
Jatiya Vidyalaya	76.47	9.42				

The data of the table 3 is graphically presented with bar diagram in figure no 3.

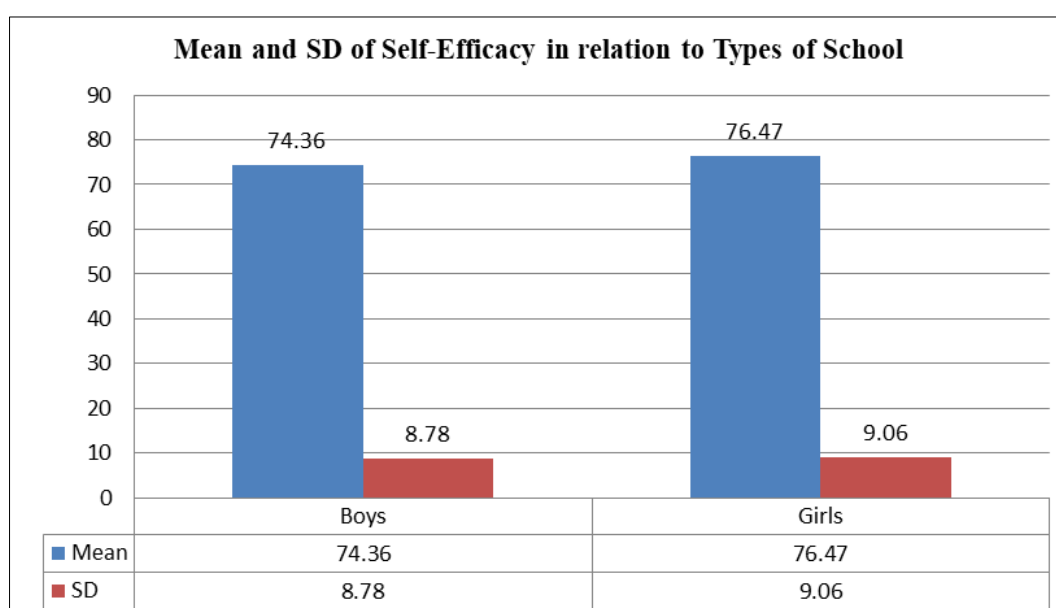


Figure 3: Graphical representation of Mean and SD of SE in relation Types of School (Provincialized High School and Jatiya Vidyalaya)

Analysis:

To study the significant difference in the Self-Efficacy among Adolescents in relation to Types of School (Provincialized High School and Jatiya Vidyalaya), from the Table 3, it is clear that Adolescents in boys and girls, where $t = -1.42$ in the mean scores of boy Papers (Mean=74.36, SD=8.78) and girls (Mean=76.47, SD=9.06). The mean difference is -2.11.

It can be observed that calculated t value of Boys and Girls is -1.42; which is less than the critical values 1.95 and 2.58 at both the level i.e. 0.05 and 0.01 level of significance. Therefore, the result is not significant and null hypothesis cannot be rejected at both the level of significance. So it can be said that there is no significant difference of Self-Efficacy among Adolescents in relation to their-Types of Schools (Provincialized High School/ Jatiya Vidyalaya)

FINDINGS AND DISCUSSION

The findings of the present study have been given below according to the analysis of collected data. The combined empirical evidence presents three interconnected conclusions about the studied adolescent cohort:

- **High Overall Self-Efficacy:** From the result it was found that a vast majority of students across both school types demonstrate High levels of self-efficacy (with 0% falling in the Low category).
- **Institutional Parity:** There is no statistically significant difference in self-efficacy between adolescents attending Provincialized High Schools and Private Jatiya Vidyalaya.
- **Gender Parity:** There is no statistically significant difference in self-efficacy between male and female adolescents.

DISCUSSION OF RESULTS

➤ **High Baseline Self-Efficacy across Cohorts**

Strong Basis of Psychological Empowerment:

Overall baseline of high self-efficacy indicates that adolescents in this region possess a resilient psychological foundation, characterized by a firm belief in their agency and capability to navigate complex developmental demands. Rather than viewing personal and academic challenges as insurmountable obstacles, these youth exhibit a master-oriented mindset—approaching difficult tasks, competitive examinations, and socio-emotional stressors with confidence and determination. Effective Socio-Cultural Support Systems: According to Albert Bandura's Social Cognitive Theory, self-efficacy is built through *mastery experiences*, *vicarious modeling*, and *social persuasion*. The high scores suggest that local family structures, teachers, and peer networks successfully foster these supportive conditions.

➤ **Institutional Equity (Private vs. Provincialized Jatiya Vidyalaya)**

Equivalency in Vernacular Pedagogy and Values:

In Assam, both private Jatiya Vidyalaya and Provincialized High Schools place a strong emphasis on grounded cultural values and mother-tongue/vernacular instruction. Regardless of school governance or fee structure, psychological confidence seems to be similarly nourished by this common educational culture.

➤ **Gender Equality (Boys and Girls)**

Erosion of Gendered Confidence Gaps:

In the past, sociocultural forces frequently supported boys' perceptions of their own agency and autonomy. Adolescent girls in the area perceive their own skills on an equal basis with boys, which suggest a favorable trend in society.

Equal Access to Reinforcement:

Adolescents of both sexes are given equal opportunity for success at home and in school, as well as encouragement and responsibility.

EDUCATIONAL IMPLICATION OF THE STUDY

➤ **Implementation of Universal Programs:**

Education departments can design standard life-skills, career guidance, and mental health programs that apply to all students, eliminating the need for separate models based on gender or school type.

➤ **Correction of Public Perception:** The results provide clear evidence that government-supported (provincialized) schools foster student confidence just as effectively as private Jatiya Vidyalaya, challenging the common belief that private education builds more self-assured students.

➤ **Smarter Resource Allocation:** Policy planners can focus funding on improving classroom technology, libraries, science laboratories, and

teacher training rather than altering school governance structures.

➤ **Maintenance of Gender Parity:** Schools must continue to provide equal access for boys and girls in leadership positions, sports, and co-curricular activities to preserve equal levels of self-confidence.

➤ **Cross-Institutional Collaboration:** Because students in both Provincialized High Schools and Private Jatiya Vidyalaya share high levels of self-efficacy, schools can organize joint workshops, debate competitions, and peer-mentorship networks to build stronger community ties.

FUTURE PERSPECTIVES & RECOMMENDATIONS

In the present study, investigator carried the investigation only on general Self-Efficacy of Adolescents. Therefore, investigator felt the necessity of further research work and accordingly put forwarded the following suggestions:

➤ **Domain-Specific Investigation:** While general self-efficacy is uniformly high, researchers should investigate whether disparities exist within specific sub-domains as Academic Self-Efficacy which helps in developing Subject-specific confidence (e.g., Mathematics and Science vs. Languages), Career Decision-Making Self-Efficacy for development of Confidence in navigating higher education choices and vocational paths, Emotional & Social Self-Efficacy for Coping mechanisms for stress, anxiety, and social peer dynamics.

➤ **Exploring Underlying Variables:** A comprehensive study can be conducted on how self-efficacy interacts with other demographic factors, such as Socio-Economic Status (SES), Parental Education Levels, and Rural vs. Semi-Urban locations.

➤ **Longitudinal Tracking:** Follow these high-efficacy adolescents as they transition into higher education institutes or the workforce to see if their high self-belief translates into sustained academic achievement and career success.

CONCLUSION

The empirical findings of this study offer vital insights into "The Role of Self-Efficacy in Adolescents' Development: A Study in Assam." Self-efficacy—an individual's belief in their capability to execute actions required to achieve specific performance attainments—serves as a core cognitive engine during the critical transitional phase of adolescence. The overwhelming concentration of adolescent students in the high self-efficacy category, alongside a total absence of low scores, demonstrates that adolescents in Assam possess a robust sense of personal agency, self-confidence, and adaptability fostered by supportive family, community, and regional educational structures. Crucially, the

statistical acceptance of both null hypotheses—revealing no significant difference in self-efficacy across types of school (*Provincialized High Schools vs. Private Jatiya Vidyalaya*) or gender (*Boys vs. Girls*)—highlights a strong framework of psychological parity. In Assam's secondary education landscape, an adolescent's internal belief in their capabilities is neither restricted by gender nor determined by whether they attend a state-supported or private vernacular institution. This indicates that the shared foundation of regional instruction, grounded cultural values, and community expectations exerts a stronger, unifying influence on adolescent development than school governance or fee structures. Ultimately, self-efficacy acts as a universal equalizer among adolescents in Assam, providing an elevated foundation of self-belief that enables educators and policymakers to implement standardized, universal life-skills and career guidance programs without needing separate, remedial confidence-building interventions for specific sub-groups.

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Conflict of Interest: The authors have not reported any conflicts of interest.

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