

Summary

Academic self-efficacy and school achievement

Ina Reić Ercegovac
Morana Koludrović
Faculty of Philosophy, University of Split, Croatia
Department of Pedagogy

The aim of this study was to examine the relationship between school achievement and academic self-efficacy of adolescents and their relationship with their mother. It was assumed that the quality of mother-child interaction, as well as parental competence and the pleasure of parenthood the mothers experience, would contribute to higher academic self-efficacy of adolescents and their better school achievement. The total of 435 participants in the study included high school students from first and fourth grade and their mothers. The questionnaires used in the study included questionnaires for the quality of mother-child interaction (evaluation of mothers and adolescents), the academic self-efficacy questionnaire for students and the questionnaire for parental competence. General data about the participants was also gathered, as well as data on adolescents' academic achievement at the end of the first semester of the current academic year. The results have shown that academic achievement and perceived academic self-efficacy depend on students' age and gender, where girls generally displayed better achievement and higher academic self-efficacy. Furthermore, important correlations have been found between school achievement and academic self-efficacy on the one hand and the quality of interaction between mother and child on the other. The most significant predictor of academic outcomes in adolescents was the mothers' assessment of the quality of interaction with their child.

Key words: academic self-efficacy, school achievement, mother-adolescent interaction quality.