

ACADEMIC SELF-EFFICACY: PREDICTIVE ROLES OF POSITIVE AND NEGATIVE AFFECT

Psikolojik Danıřman Abdullah Yalınz
MEB
abdullahyalniz@gmail.com

Abstract

The purpose of this study is to examine the relationships between academic self-efficacy and positive-negative affect. Participants were 286 university students. In this study, the Turkish version of the Academic Self-efficacy Scale and the Turkish version of the Positive-Negative Affect Scale (PANAS) were used. The relationships between academic self-efficacy and positive-negative affect were examined using correlation and stepwise regression analysis. Academic self-efficacy was found positively associated with positive affect ($r = .37, p < .01$) and negatively associated with negative affect ($r = -.32, p < .01$). Final stepwise analyses revealed that positive affect ($\beta = .31$) and negative affect ($\beta = -.25$) all significantly influencing academic self-efficacy, accounting for 19% of the variance collectively. These findings indicate that positive and negative affect are important determinant of academic self-efficacy.

Key Words: Academic self-efficacy, positive affect, negative affect, stepwise regression.