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SELF-EFFICACY OF STUDENT YOUTH AS A FACTOR OF ACADEMIC AND LIFE SUCCESS IN A GLOBALIZED WORLD

In today's globalized world, individuals operate under conditions of high uncertainty, information overload, and constant competition. Education and professional activity are no longer confined to local contexts; instead, they require continuous adaptation, self-regulated learning, and the ability to participate in lifelong development. Within this framework, self-efficacy emerges as a key psychological resource: an individual's belief in their ability to organize and execute the actions necessary to achieve desired goals (Bandura, 1997).

Self-efficacy is considered a central mechanism of social cognitive theory, influencing motivation, behavior, and personal achievement. It determines not only academic performance but also an individual's capacity to cope effectively with the broader challenges of global society. In other words, it shapes how students approach learning tasks, respond to difficulties, and construct their long-term life trajectories.

According to Bandura's theory, self-efficacy develops throughout life through four main sources: mastery experiences, social modeling, verbal persuasion, and emotional states (Bandura, 1997). Among these factors, mastery experiences are the most powerful determinant. Success in academic or professional tasks strengthens confidence in one's abilities, while repeated failures without adequate support can weaken it. It is important to emphasize that not only the objective outcome matters, but also how the individual interprets that experience.

Social modeling plays a particularly important role in the globalized world, where access to examples of success has expanded significantly through digital platforms and media. Observing others, particularly those perceived as similar to oneself, successfully complete tasks can strengthen confidence in one's abilities. However, constant comparison with highly successful individuals can also have ambivalent effects,

potentially motivating growth or undermining self-confidence, depending on personal psychological resilience.

Verbal persuasion, such as encouragement from teachers, peers, or family members, can temporarily improve self-efficacy. However, its impact is often less stable unless reinforced by real-world experiences of success. Emotional and physiological states also significantly influence the formation of self-efficacy: positive emotions tend to strengthen confidence in one's abilities, while chronic stress and anxiety weaken it (Schunk & DiBenedetto, 2020).

Globalization has fundamentally transformed the educational environment by increasing the demand for autonomy, flexibility, and self-regulated learning. In this context, self-efficacy becomes a strong predictor of academic success. Research indicates that students with higher levels of self-efficacy are more likely to set complex, long-term learning goals, demonstrate greater persistence on difficult tasks, use more effective learning strategies, and adapt more successfully to changing educational conditions (Pajares, 2021; Zimmerman, 2000). Conversely, students with low self-efficacy tend to avoid challenging tasks, give up more easily after failure, and demonstrate weaker self-regulation skills, ultimately reducing their competitiveness in the global job market.

Beyond academic performance, self-efficacy plays a crucial role in overall life success. It influences how people cope with challenges, make decisions, and build their professional and personal trajectories. People with high self-efficacy tend to recover more quickly from setbacks, demonstrate greater psychological resilience, and maintain stronger motivation to achieve long-term goals. In contrast, those with low self-efficacy are more likely to perceive difficulties as uncontrollable, which can lead to passivity, emotional exhaustion, and lower life satisfaction.

In the realm of health, self-efficacy is also a key determinant of behavioral change. It promotes the adoption of healthy lifestyles, adherence to preventive behaviors, and the ability to overcome harmful habits. People with low self-efficacy are more likely to perceive risks as uncontrollable and, therefore, resort to avoidance strategies or maladaptive coping..

It is important to distinguish between self-efficacy and self-esteem and general self-confidence. Self-efficacy is a specific belief, related to a specific task and situation, about one's ability to perform a particular action. Self-esteem reflects a global perception of one's own worth, whereas self-confidence is a broader and less specific concept that does not necessarily correspond to actual competence. Therefore, self-efficacy has the most direct and measurable connection to real-world performance and achievement, making it particularly relevant in the context of general competence.

Increasing self-efficacy is a critical component of personal development in a globalized world. Effective strategies include setting achievable goals that allow for incremental progress, reframing failures as part of the learning process rather than as indicators of incompetence, seeking social support and constructive feedback, managing stress through psychological and behavioral techniques, and consciously recognizing even small achievements as significant steps in personal growth.

In conclusion, self-efficacy is one of the most important psychological determinants of academic and life success in a globalized world. It significantly influences motivation, learning behavior, resilience to stress, and goal achievement. In a global context characterized by rapid change and fierce competition, self-efficacy functions as a fundamental internal resource that allows people to remain adaptive, competitive, and psychologically resilient. Therefore, its development is important not only for educational systems but also for long-term individual success and well-being.

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