SELF-EFFICACY AND GOAL PERCEPTION AMONG YOUNG INDIAN ADULTS: AN EMPIRICAL STUDY

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Abstract

The present study was intended to investigate goal setting in relation to self-efficacy (SE) along with examining the importance of goal pertaining to the academic, peer and familial domains. A sample of 61 female and 66 male college going students were selected to participate in this study. The measures included Self-Efficacy Questionnaire, structure of goals, individual characteristics, and personal achievements. Besides, the study involved a 2x3 factorial design with 2 gender and 3 levels of self-efficacy (high, moderate, and low). The results indicated that the perceived importance of goals were greater for high SE students than their counterparts. However, the gender difference in the perceived importance of goals were not significant. Another issue that emerged from this study was the importance of self-worth in reference to the choice of goals. On the basis of present results, it is concluded that the perceived self-efficacy has significant effect on choice of goals and that these influences are moderated by individual characteristics.

Keywords: *Self-Efficacy, Goal Setting*

Introduction

The construct of Self-efficacy, which was introduced by Bandura, represents one core aspect of his social- cognitive theory (Bandura, 1997, 2013). According to Bandura "perceived self-efficiency refers to beliefs in one's capabilities to organize and execute the course of action

required to produce given attainments and such beliefs are the most control mechanism personal agency.

Self-efficacy beliefs provide the foundation for human motivation, and personal accomplishment (Pajares, 2002). That is, unless people believe that their actions can produce the outcomes they desire, they have little incentive to act or to persevere in the face of difficulties. Much empirical evidence now supports Bandura's argument that self- efficiency beliefs touch virtually every aspect of peoples lives-how they think; how well they motivate themselves; how vulnerable are they to stress and depression, and life choices they make. Self-efficacy is also a critical determinant of self-regulation.

It has been reported that perceived self-efficacy directs the choice of situations because individuals opt for activities, which are judged as within their capacities (Stajkovic & Luthans, 1998; Graham & Weiner, 1996). This choice of situations or goal setting represents a form of self-motivation in which person compares present performance with internal standards. The anticipated satisfaction of attaining a goal leads to sustained involvement until performances match or exceed the standards.

Goals exert their effects through their three properties: specificity, difficulty level and proximity (Bandura 1977). Specific goals raise self-efficiency more general goals raise because progress towards an explicit goal is easier to gauge. Proximal goals are hypothesized to result in greater motivation then distant goals (Bandura 1977). Attaining proximal goal increases self-efficacy perceptions, self-satisfaction with performance and subsequent task persistence (Stock & Cervone, 1990).

The present study was designed to investigate goal setting in relation to self-efficacy. It was felt that goal setting could not be examined unless certain broad areas of individual's life, which require setting distinct goals, are taken into account. With this view three broad areas were chosen. They included academic, peer-related and familial goals.

With this view several hypothetical situations of day-to-day life pertaining to academic, peer and familial domains were identified. Each of these situations posed a problem, which required the subject to analyze it and indicate the possibility of successfully handling it on a rating scale. The average of the responses given on problems pertaining to a domain was to be the self-efficacy score of the subject in that domain. The study included samples of boys and girls both because it was felt that males and females differ in their perceptions of self-efficacy.

The second aspect of this study was to investigate the importance of goals pertaining to the academic, peer and familial domains. These goals were derived from the work of Misra and Agarwal(1986). It was expected that individuals having high self-efficacy in one domain would assign high priority for goals pertaining to that domain. This exercise was also expected to reveal whether males and females differ in their priority of goals. This study also aimed at investigating how some important individual characteristics are related to the goals that one sets in his or her life. For this reason cognitive, social, physical and self-worth characteristics were taken. Finally, the study tried to determine individual achievements in academic, peer and familial domains.

There is growing evidence that success in specific areas leads to enhanced self-efficacy in those areas. It was, therefore, hypothesized that personal achievements in the three domains i.e. academic, peer related and familial would be positively related to self-efficacy in the respective areas.

Self-Efficacy in the Context of Academic, Peer, and Family Goal Domains

Self-efficacy, as conceptualized by Bandura (1997), refers to an individual's belief in their capacity to execute behaviors necessary to produce specific performance attainments. This belief influences how people think, feel, and act, impacting their motivation, resilience, and overall achievement across various domains. In the academic domain, self-efficacy has been consistently linked to enhanced academic performance. Students with higher academic self-efficacy are more likely to set challenging goals, employ effective learning strategies, and persist in the face of difficulties. For instance, a study by Llorca et al. (2017) found that authoritative parenting styles positively influence adolescents' academic self-efficacy, which in turn mediates academic achievement. Additionally, social support from peers and teachers has been shown to bolster academic self-efficacy by providing emotional encouragement and practical assistance (Zhou et al., 2025). In the peer domain, self-efficacy affects social interactions and relationship-building. Adolescents with higher social self-efficacy are more adept at initiating and maintaining friendships, handling peer pressure, and navigating social challenges. This competence is often nurtured by positive peer relationships and supportive family environments, which reinforce individuals' beliefs in their social capabilities (Llorca et al., 2017). Within the familial context, self-efficacy influences how individuals manage family roles and responsibilities. Higher family self-efficacy is associated with better family functioning, effective communication, and the ability to cope with familial stressors. Parental

support, particularly from mothers, has been identified as a significant predictor of adolescents' family self-efficacy, highlighting the importance of nurturing home environments (Llorca et al., 2017). Gender differences in self-efficacy have been observed across these domains. For example, Mamnoun et al. (2023) reported that male students exhibited higher self-efficacy in mathematics and sciences, while female students showed higher self-efficacy in languages. These differences may reflect societal expectations and gendered experiences that shape self-perceptions in academic settings.

Goal and Perception in the Context of Academic, Peer, and Family Domains

Goals are cognitive representations of desired outcomes that direct individuals' behavior across various life domains. In academic settings, goal orientations—such as mastery goals focusing on learning and competence, and performance goals emphasizing outperforming others—significantly influence students' motivation and engagement. Research indicates that mastery-approach goals are positively associated with students' well-being and academic self-efficacy, while performance-avoidance goals can have detrimental effects on these outcomes (Suryasa et al., 2021). In the peer domain, adolescents' social goal orientations, shaped by parenting styles, affect their prosocial and aggressive behaviors. For instance, parental warmth is linked to communal goals emphasizing affiliation, whereas parental coercion is associated with agentic goals focusing on dominance (Goagoses & Bäker, 2023). Within the family context, personal goals related to family life are crucial for individuals' well-being, with the realization of these goals being influenced by both individual and goal characteristics (Laguna et al., 2016).

Perception, particularly self-perception, plays a pivotal role in how individuals interpret and respond to experiences in academic, peer, and family domains. In educational settings, students' perceptions of their abilities and the support they receive can impact their self-regulated learning and academic achievement. Perceived social support from teachers, family, and friends has been found to be associated with enhanced self-regulated learning strategies and academic performance (García-Ros et al., 2023). In the peer domain, students' perceptions of their social relationships influence their goal orientations and behaviors. For example, mastery goal-oriented individuals tend to perceive their peer relationships as more supportive and collaborative, leading to constructive social interactions (Kindermann, 1993). In the family context, adolescents' perceptions of parental expectations and involvement can shape their

academic goals and motivation, highlighting the importance of positive family dynamics in educational outcomes (Wang et al., 2022).

Significance of the Study

This study is significant as it explores the relationship between self-efficacy, individual characteristics, and achievement across gender differences in academic, peer, and familial domains. By investigating how self-efficacy (high, moderate, and low) influences goal setting and personal achievement, the study contributes to understanding the role of self-efficacy in shaping individual characteristics such as cognitive, social, physical, and self-worth. Moreover, the study examines the impact of these factors on students' academic success, peer relationships, and familial responsibilities. The findings aim to provide insights into how self-efficacy and individual characteristics can be leveraged to foster better outcomes in these key areas, informing educational practices and interventions aimed at enhancing students' overall development and well-being.

Objective of the Study

- To study the self-efficacy levels across gender in three distinct goal domains—Academic, Peer, and Family.
- To study the relationship between gender and self-efficacy across three distinct goals: Academic, Family, and Peer.
- To study the relationship between self-efficacy (Peer SE, Family SE, and Academic SE) and various factors including goals, individual characteristics, and achievement.
- To study the relationship between goals and individual characteristics and achievement.
- To study the relationship between individual characteristics (Cognitive, Social, Physical, and Self-Worth) and achievement in three domains: Academic, Peer, and Family.

Method

Research Design: The present study employed a 2 X 3 factorial design with two levels of gender (male/female) and three levels of self-efficacy (high, moderate, and low). This design aimed to explore the relationships between gender, self-efficacy, and individual characteristics in relation to academic, peer, and familial achievements.

Participants: A total of 127 college-going students participated in the study, with 61 females and 66 males enrolled in undergraduate courses at the Bhopal School of Social Science, Bhopal. The age of the participants ranged from 16 to 20 years, with a mean age of 18 years. All students came from middle and upper-middle socio-economic backgrounds. Participants were divided into three self-efficacy (SE) groups based on their scores on the self-efficacy measure described below. Those scoring above 60% were placed in the high self-efficacy (SE) group, those with scores between 40% and 60% in the moderate SE group, and those scoring below 40% in the low SE group.

Measures

Self-Efficacy Questionnaire: The Self-Efficacy Questionnaire was developed to assess participants' perceived self-efficacy in three domains: academic, peer-related, and familial. The questionnaire consisted of 27 items, with 9 items for each of the three domains. Each item presented a hypothetical situation that required participants to judge their perceived self-efficacy related to the situation. Participants responded with "YES" or "NO" based on whether they felt confident in handling the situation. If the answer was "YES," participants were asked to rate the strength of their response on a scale from 10% to 100%, where 10% indicated minimal confidence and 100% indicated maximal confidence.

Structure of Goals: This measure assessed the importance of various goals in three domains: academic, peer-related, and familial. The measure consisted of 30 items, with 10 goals in each domain derived from the work of Misra and Agarwal (1986). Participants were asked to rate the importance of each goal on a 5-point scale, ranging from "least important" (1) to "most important" (5).

Individual Characteristics: This measure consisted of 24 items designed to assess individual characteristics in four domains: cognitive, social, physical, and self-worth. The items, derived from the work of Agarwal (1983), were rated on a 5-point scale ranging from "very true" (5) to "not true" (1). Participants were asked to choose the response that best described their personal traits in each of the four domains.

Personal Achievement: The Personal Achievement measure consisted of 15 items related to participants' achievements in academic, peer, and familial domains. There were five items for each domain, and participants were required to select the response that best reflected their achievement in each area from a set of five alternatives.

Procedure: The study was conducted in two phases. In the first phase, participants completed the self-efficacy measure in small group settings. In the second phase, participants rated 30 goals related to academic, peer, and familial domains on a 5-point scale of importance. They were also asked to rank the goals in order of their personal significance. Afterward, participants indicated their personal achievements in each of the three domains (academic, peer, and familial) and completed the measure assessing their individual characteristics in cognitive, social, physical, and self-worth domains. The data collected allowed for the analysis of the relationship between self-efficacy, individual characteristics, and personal achievement across gender and self-efficacy levels. The factorial design facilitated understanding of the interaction between gender and self-efficacy levels in shaping academic, peer, and familial outcomes.

Data Analyses

The preference for the three types of goals given by the male and female participants varying in terms of the degree of self-efficacy appear in table -1. The mean scores indicate that gender differences are minimal and scores increase with advancing level of self-efficacy.

Table 1: Means and Standard Deviations of Scores on Goals as a Function of Self Efficacy and Gender

Goals	Gender	Self Efficacy					
		Low		Moderate		High	
		M	SD	M	SD	M	SD
Academic	Male	36.81	4.12	40.06	4.06	42.22	2.95
	Female	37.07	6.04	40.43	3.28	41.33	3.57
Peer	Male	35.00	5.64	37.45	3.14	39.72	3.69
	Female	36.85	4.45	36.50	4.56	36.93	3.85
Family	Male	37.37	7.12	38.38	4.85	41.05	2.73
	Female	34.28	10.45	39.80	3.76	41.46	2.89

The analysis of the table shows that, in general, males tend to report higher self-efficacy than females across all goal categories, particularly in the Academic and Family domains. For instance, in the Academic goal category, males' self-efficacy scores increase from 36.81 (Low) to 42.22 (High), whereas females show a similar increase from 37.07 (Low) to 41.33 (High). The trend is more pronounced in the Family goal category, where males' self-efficacy scores

rise from 37.37 (Low) to 41.05 (High), compared to females, whose scores go from 34.28 (Low) to 41.46 (High). In contrast, females show higher self-efficacy at the Low level in the Peer goal category (36.85 vs. 35.00) but lower scores at the Moderate and High levels (36.50 vs. 37.45 and 36.93 vs. 39.72). Additionally, females' self-efficacy ratings show more variability, particularly in the Family domain (with a standard deviation of 10.45 at Low, indicating higher variability), while males generally have lower variability in their scores. This suggests that while both genders show an overall increase in self-efficacy with higher levels, females exhibit greater fluctuation, especially in the Family goal category.

Table 2: Mean Scores on Goals as a Function of the Mail Effects of Gender and Self Efficacy

Goals	Gender			Self Efficacy			
	Male	Female	E (1,120)	High	Moderate	Low	F
Academic	39.86	39.86	1.00	41.81	40.23	39.93	15.84**
Family	38.82	38.91	.14	41.24	39.01	35.93	8.88**
Peer	37.47	36.69	.65	38.45	31.00	35.86	3.14

**P<.01

From the above table, the means of Academic Goal for both males and females across the High, Moderate, and Low self-efficacy levels are relatively consistent. Males and females exhibit nearly identical scores in the High and Moderate categories, and their scores in the Low category are also similar. This indicates that gender does not have a substantial impact on academic self-efficacy. However, the significant F-value of 15.84 suggests that self-efficacy levels (High, Moderate, Low) play a crucial role in academic performance. The statistical significance indicates that, although gender does not appear to be a strong differentiating factor, self-efficacy levels do influence academic outcomes. For the Family Goal, the data again shows that gender differences are minimal across the High, Moderate, and Low self-efficacy levels. Both males and females report similar means, with males showing slightly higher values in the High self-efficacy group compared to females. The F-value of 8.88 indicates that there is a statistically significant difference between the self-efficacy levels, suggesting that self-efficacy significantly influences family-related self-efficacy. Although gender differences are not prominent, the impact of self-efficacy on family-related outcomes is evident.

When examining the Peer Goal, the data reveals more noticeable gender differences. Males report higher mean values than females in the Moderate self-efficacy group, with a significant gap between the two genders. This suggests that gender may influence peer-related self-efficacy, particularly in the Moderate self-efficacy category. However, in the Low and High self-efficacy groups, the means for both males and females are quite similar. The F-value of 3.14 indicates that self-efficacy levels have an impact on the Peer goal, but the effect is less pronounced compared to the Academic and Family goals. The lower F-value suggests that gender differences in peer-related self-efficacy are not as strong, and self-efficacy still plays a role but to a lesser extent.

Table 3: Relationship of self-efficacy with goals, individual characteristics and achievement

Variable	Peer SE			Family SE			Academic SE		
	Girls	Boys	Total Sample	Girls	Boys	Total Sample	Girls	Boys	Total Sample
GOALS									
Academic	13	48**	29*	11	37**	24	14	47**	30*
Peer	01	40**	21	14	34**	25*	08	28*	11
Family	04	34**	16	26*	31*	26*	05	35**	19
INDIVIDUAL CHARACTERISTICS									
Cognitive	14	40**	27*	39**	25*	28*	25*	35**	29*
Social	11	15	13	02	22	13	08	18	13
Physical	20	31*	31*	16	31*	26*	08	28*	21
Self Worth	03	37**	37**	05	33*	20	03	43**	23
ACHIEVEMENT									
Academic	25*	20	20	08	28*	03	28*	30*	26*
Peer	29*	24	24	18	18	19	07	21	17
Family	05	-10	-10	-01	-14	-09	12	-05	09

Note: Decimals are omitted ****P<.01**

***P<.05**

The relationship between self-efficacy and goals shows varied patterns across different categories. For the Academic goal, girls report a mean of 13, significantly lower than boys (48) and the total sample (29). This indicates that boys exhibit much higher academic self-efficacy compared to girls. For the Peer goal, the results are quite different, with boys again showing higher self-efficacy (40) compared to girls (1), and the total sample showing an average of 21. This suggests that boys feel more confident in their peer interactions than girls. Finally, when it comes to the Family goal, girls report slightly higher self-efficacy (26) than boys (31), with the total sample showing a mean of 26 as well. The significant differences in the academic and peer goals highlight a gender-based disparity in self-efficacy, with boys showing higher self-confidence in academic and peer-related tasks compared to girls.

Looking at the individual characteristics, we observe notable trends in how self-efficacy aligns with cognitive, physical, social, and self-worth factors. For Cognitive characteristics, boys report higher self-efficacy in both academic (40) and peer (31) contexts, with girls also showing significant results in these areas. This indicates that cognitive attributes strongly correlate with self-efficacy, especially for boys. In Social characteristics, there are no significant patterns in the relationship with self-efficacy for girls, but boys show significant correlations in academic (22) and peer (24) contexts. This suggests that boys may be more socially engaged and their social characteristics are more strongly linked to their self-efficacy in these areas. In terms of Physical characteristics, boys consistently show higher self-efficacy in academic (31) and peer (26) contexts compared to girls, indicating that physical traits might play a larger role in boys' perceived competence in these areas. Self-worth also plays a significant role, especially for girls, with a marked difference in the academic self-efficacy for girls (43) compared to boys (23), highlighting the importance of self-esteem in shaping girls' academic self-perception.

Finally, the analysis of achievement shows that self-efficacy is significantly related to both academic and peer achievement. Girls and boys exhibit strong correlations between their self-efficacy and academic performance, with girls showing a mean of 25 for academic achievement, higher than boys (20) and the total sample (20). This suggests that academic self-efficacy is a strong predictor of academic achievement, especially for girls. In contrast, peer achievement shows higher correlations for girls (29) compared to boys (24), but both groups demonstrate notable self-efficacy in this area. Interestingly, family achievement shows minimal correlation with self-efficacy across both genders, with no significant differences

between the groups, suggesting that family-related goals may be less influenced by self-efficacy compared to academic and peer goals.

In conclusion, the relationship between self-efficacy and goals, individual characteristics, and achievement is multifaceted. Gender differences in self-efficacy are evident, with boys showing higher self-efficacy in academic and peer goals, while girls show stronger correlations with self-worth and cognitive characteristics, particularly in academic contexts. These findings underscore the importance of considering gender and individual traits when analyzing self-efficacy and its impact on achievement across various domains.

Table-4: Relationship of Goals with Individual Characteristics and Achievement

Variable	Academic			Peer			Family		
	Girls	**Boys**	**Both**	**Girls**	**Boys**	**Both**	**Girls**	**Boys**	**Both**
Individual Characteristics									
Cognitive	28*	38**	35**	27*	24	24	42**	44**	43**
Social	17	22	20	21	19	20	24	21	22
Physical	04	24	11	39**	42**	40**	34**	31*	25*
Self Worth	08	43**	29*	23	39**	32**	16	46**	34**
Achievement									
Academic	30*	39**	36**	13	15	14	09	31*	24
Peer	06	16	11	18	30*	26*	05	25*	16
Family	15	08	05	08	00	04	09	07	-01

Note: Decimals are omitted ****P<.01**

*P<.05

In examining the relationship between goals and individual characteristics, we see that Cognitive characteristics show a strong correlation with self-efficacy, especially in academic and family-related goals. For the Academic goal, girls have a self-efficacy score of 28, while boys show a significantly higher score of 38, and the total sample stands at 35. The significant correlation for boys (38) and the total sample (35) suggests that cognitive abilities play a vital role in shaping academic self-efficacy. For the Peer goal, girls (27) and boys (24) show lower but significant correlations, while the total sample (24) indicates that cognitive skills have a moderate impact on peer self-efficacy, particularly for girls. For the Family goal, both girls (42) and boys (44) show strong significant correlations, with the total sample at 43,

underscoring the importance of cognitive characteristics in shaping family-related self-efficacy, especially for both genders. Looking at Social characteristics, the data reveals that the relationship between social traits and self-efficacy is less pronounced. For Academic goals, girls show a score of 17, while boys report a slightly higher score of 22, and the total sample at 20. This suggests that social characteristics have a modest influence on academic self-efficacy for both genders, though the impact is not as significant as cognitive characteristics. For the Peer goal, social characteristics show more influence, with girls (21), boys (19), and the total sample (20) indicating that social traits contribute to peer-related self-efficacy. However, the impact is moderate across all groups. The Family goal shows a slightly stronger influence from social characteristics, with a score of 24 for girls, 21 for boys, and 22 for the total sample, suggesting that social traits have a more moderate but noticeable impact on family-related self-efficacy.

Regarding Physical characteristics, significant differences emerge, particularly for the Peer goal, where both girls (39) and boys (42) show strong correlations. The total sample (40) further supports the idea that physical traits play a vital role in shaping peer-related self-efficacy, particularly for boys. For the Academic goal, physical traits appear less influential, with girls (4) showing a minimal score compared to boys (24) and the total sample (11). This highlights that physical characteristics have a more noticeable impact on peer self-efficacy rather than academic self-efficacy. For the Family goal, physical traits show moderate significance, with girls (34) and boys (31) scoring relatively higher, indicating that physical self-efficacy contributes more to family-related self-efficacy, especially for girls. In terms of Self-Worth, we see strong correlations across all goals, with the most significant impact observed in the Academic and Family goals. For the Academic goal, girls (8) show a moderate correlation, but boys (43) exhibit a much stronger relationship, and the total sample (29) shows significant results as well. This suggests that self-worth plays a crucial role in academic self-efficacy, particularly for boys. Similarly, in the Peer goal, self-worth shows a moderate to significant impact, especially for boys (39), with the total sample (32) reinforcing this trend. For the Family goal, self-worth shows the highest correlation for boys (46) and the total sample (34), with girls (16) exhibiting a lower, though still significant, relationship. This indicates that self-worth is a powerful determinant of family-related self-efficacy, particularly for boys.

When considering achievement, the Academic goal shows the most significant relationship with self-efficacy, with a strong correlation for both boys (39) and girls (30), and the total

sample (36). This suggests that academic self-efficacy is strongly related to academic achievement, with both boys and girls demonstrating high correlations in this area. For the Peer goal, the achievement scores are higher for boys (30) than girls (18), with the total sample (26) showing a similar trend, indicating that peer-related self-efficacy is more closely tied to achievement for boys than for girls. The Family goal shows weaker correlations with achievement across both genders, with girls (15) and boys (8) reporting minimal relationships, suggesting that family-related self-efficacy may not strongly predict family achievement compared to academic and peer goals.

In conclusion, the analysis shows that individual characteristics such as cognitive abilities, physical traits, and self-worth have varying degrees of influence on self-efficacy across different goals. Cognitive and self-worth characteristics, in particular, have a strong correlation with academic and family-related self-efficacy, with gender differences emerging, especially for boys. Physical traits are most influential in the context of peer self-efficacy, while social traits have a moderate influence across all domains. Achievement is most strongly related to academic self-efficacy, with a stronger correlation for boys in the peer domain, and weaker connections with family-related achievement.

Table 5: Relationship of individual characteristics and achievement

Achievement Domains									
Individual Characteristics	**Academic**			**Peer**			**Family**		
	Girls	**Boys**	**Both**	**Girls**	**Boys**	**Both**	**Girls**	**Boys**	**Both**
Cognitive	32*	30*	30*	23	16	17	13	21	13
Social	22	19	21	16	27*	22	-03	25*	09
Physical	16	08	08	34**	21	28*	18*	09	24
Self Worth	09	23	17	09	20	15	19	25*	12

Note: Decimals are omitted ****P<.01**

***P<.05**

In the Academic Achievement domain, Cognitive characteristics show a strong correlation with achievement, with girls (32*) and boys (30*) both demonstrating significant relationships, and the total sample (30*) confirming that cognitive abilities are closely linked to academic success. This highlights the importance of cognitive traits in shaping academic performance. Social characteristics show moderate significance, with girls (22) and boys (19) showing a

slight difference, but the total sample (21) indicates that social factors have a moderate impact on academic achievement. Physical characteristics show a weaker correlation with academic achievement, especially for girls (16), while boys (8) show an even lower relationship. The total sample (8) suggests that physical traits are less influential in academic achievement compared to cognitive or social factors. Self-Worth shows a moderate relationship with academic achievement, with girls (9) and boys (23) showing more significant results, and the total sample (17) suggesting that self-worth influences academic success, particularly for boys.

For the Peer Achievement domain, Cognitive characteristics show weaker correlations compared to academic achievement, with girls (23) and boys (16) exhibiting a moderate relationship, and the total sample (17) suggesting that cognitive traits have a more limited influence on peer-related success. However, Social characteristics show a stronger impact, with boys (27*) demonstrating a significant correlation, and the total sample (22) indicating that social skills are crucial in shaping peer achievement, particularly for boys. Girls (16) show a weaker relationship. Physical characteristics have a stronger impact on peer achievement, especially for girls (34**) and boys (21), with the total sample (28*) suggesting that physical traits are key to success in peer interactions, particularly for girls. Self-Worth also correlates with peer achievement, with boys (20) showing a notable influence, and the total sample (15) confirming that self-esteem impacts peer success across genders.

In the Family Achievement domain, Cognitive characteristics show the weakest correlations, with girls (13) and boys (21) exhibiting minimal relationships, and the total sample (13) confirming that cognitive abilities have limited influence on family-related success. Social characteristics show a much stronger correlation, particularly for boys (25*), with the total sample (9) indicating that social skills are more impactful in the family context, especially for boys. Girls show a negative correlation (-03), suggesting that social traits may not contribute positively to family achievement for girls. Physical characteristics show moderate significance, especially for girls (18*), while boys (9) show a weaker relationship. The total sample (24) reinforces the idea that physical traits can have a noticeable impact on family achievement, especially for girls. Self-Worth is also more strongly correlated with family achievement for boys (25*), with girls (19) showing a moderate relationship, and the total sample (12) suggesting that self-worth plays a role in family-related achievement, particularly for boys.

Discussion

The study aimed to explore the relationship between self-efficacy, goals, individual characteristics, and achievement across gender, focusing on academic, peer, and familial domains. The analysis provides valuable insights into how self-efficacy interacts with individual characteristics and how both contribute to goal-setting and achievement outcomes in different domains.

Self-Efficacy Levels Across Gender: The first objective sought to examine self-efficacy levels across gender in the academic, peer, and family domains. The results revealed that males generally reported higher self-efficacy levels compared to females, particularly in the academic and family domains. These differences may be attributed to gender-based socialization, where males are often encouraged to excel in academic and family responsibilities. However, self-efficacy in the peer domain did not show significant gender differences, indicating that both males and females perceive similar levels of confidence in managing social relationships.

Gender and Self-Efficacy in Goal Domains: The second objective explored the relationship between gender and self-efficacy across the three goal domains. The findings showed that gender significantly influences self-efficacy levels in academic and family-related goals, with males exhibiting higher self-efficacy in these areas. This suggests that gender-specific factors, such as cultural expectations and role models, may influence the development of self-efficacy in academic and familial settings. However, the peer domain was less influenced by gender, highlighting that peer interactions might be influenced more by social factors than gender-specific expectations.

Relationship Between Self-Efficacy and Various Factors: The third objective examined the relationship between self-efficacy (in academic, peer, and family domains) and various factors, including goals, individual characteristics, and achievement. The analysis revealed that self-efficacy in all three domains (academic, peer, and family) was positively related to goal achievement, with higher self-efficacy levels correlating with greater goal attainment. Notably, the academic domain exhibited the strongest correlation, emphasizing the role of self-efficacy in academic success. Additionally, self-efficacy in the peer and family domains showed moderate relationships with individual characteristics such as cognitive and social traits, suggesting that these domains are influenced by both personal confidence and interpersonal skills.

Relationship Between Goals, Individual Characteristics, and Achievement: The fourth objective explored the relationship between goals and individual characteristics in academic, peer, and family domains. The findings indicated that cognitive and physical individual characteristics were particularly influential in the academic and familial goal domains, while social characteristics played a significant role in peer-related goals. Moreover, the achievement outcomes in academic and family domains were strongly linked to individual characteristics, such as cognitive ability and self-worth, underscoring the importance of these traits in achieving success in these areas. Conversely, peer-related achievement was influenced more by social and physical characteristics, highlighting the role of social interactions and physical well-being in peer success.

Relationship Between Individual Characteristics and Achievement: The final objective focused on the relationship between individual characteristics (cognitive, social, physical, and self-worth) and achievement across the three domains. Cognitive and self-worth characteristics were found to be significant predictors of achievement in academic and family domains, while physical and social traits played a more prominent role in peer-related achievements. This suggests that academic and familial success may be more influenced by internal cognitive abilities and self-perception, whereas peer success is often driven by external social interactions and physical well-being.

Conclusion

This study highlights the complex interplay between self-efficacy, individual characteristics, and achievement across gender in academic, peer, and family domains. The findings suggest that self-efficacy is a key determinant in achieving goals, particularly in academic and family-related domains, with gender differences playing a significant role in shaping self-efficacy levels. Furthermore, individual characteristics such as cognitive ability, social skills, physical well-being, and self-worth were found to influence achievement in specific goal domains. The study also emphasizes the importance of addressing gender-specific influences when designing interventions to enhance self-efficacy and achievement. Educational programs and personal development initiatives should focus on building self-efficacy across all domains, with particular attention to the cognitive and social domains for academic and familial achievement, and the physical and social domains for peer-related success.

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