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Relating identity processing styles and self-efficacy to academic achievement in first-year university students.

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Abstract

The purpose of the current study was to investigate the relationship between identity processing styles and self-efficacy to academic achievement in first-year university students. The sample included one hundred and twenty-seven first-year university students (*n=127).* Non-probability purposive sampling was used to select the participants on the basis of their status as first-year university students. Participants completed a Demographic Questionnaire, Identity Style Inventory Revised (ISI3) and General Self-Efficacy Scale (GSE). The research findings indicated a non-significant relationship between the *normative* and *diffuse-avoidant* identity processing styles to academic achievement. However, a significant relationship was found between the *informational* identity processing style and academic achievement. More specifically, a weak, negative correlation between the informational identity processing style and academic achievement was noted. With regard to General Self-Efficacy, a significant relationship between identity processing styles and General Self-Efficacy was indicated. With reference to previous research studies, the results of the current research study are discussed.

Keywords: identity, identity processing styles, academic achievement, self-efficacy.