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Self-Regulation, Self-Efficacy and Duration in an Institute as Contributory Factors in Academic Cynicism

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Abstract: *This study investigates how students' academic self-efficacy is impacted by self-regulation and academic cynicism. A simple random selection strategy was used to select 384 undergraduate students from Pakistani public and private universities. The Cynical Attitudes towards College Scale (CATCS), the Student Self-Efficacy (SSE) Scale, and the Short Self-Regulation Questionnaire (SSRQ) were among the tools utilized. The primary results showed that academic cynicism had a significant detrimental effect on self-efficacy, emphasizing the need to address unfavorable perceptions of academic institutions. On the other hand, self-regulation significantly increased self-efficacy, highlighting its significance in improving students' academic performance. According to the study, encouraging self-regulation techniques and developing a welcoming learning atmosphere are crucial for fostering successful academic results.*

Keywords: Self-Regulation, Academic Cynicism, Academic Self-Efficacy, Learning Environment

Introduction

The academic environment has a significant impact on how people think, behave, and develop. Students benefit greatly from academic life experiences in several ways, including increased self-worth and confidence, the development of logical problem-solving techniques, and possibly even improved self-efficacy and self-regulation in various spheres of life. However, adjusting to new experiences in university life can make the transition stressful due to significant social and educational adjustments (Cuberos et al., 2018; Michels et al., 2020).

As students begin their academic careers, they form preconceived notions about university life; when these conceptions diverge from their actual campus experiences, they become distrustful and dissatisfied. Academic cynicism is the term used to describe students' negative and antagonistic attitude towards their institution due to these feelings of mistrust and frustration. People tend to view things critically, display suspicious, pessimistic, and negative attitudes, and search for flaws in everything they encounter (Dean et al., 1998). Nearly two-thirds of undergraduate students in Long's research (1977) reported feeling pessimistic about their university overall or about fundamental academic ideals.

Students with a cynical attitude may experience a range of negative consequences, including low psychological well-being, discontent, negative thoughts and feelings, and even the decision to drop out of college (Abraham, 2000; Brockway et al., 2002; Tinto, 1987). Becker and Geer (1958) tracked medical students' attitudes during their training, conducting the first study on this topic. Ten years later, Fulmer (1968) and Pollay (1968) conducted separate studies on business students and found that they had pessimistic views of the business sector as a whole. A few years later, Long (1977) investigated cynical opinions among his undergraduate sample. The

substantial impacts of cynicism on students' perceptions of their efficacy in handling academic problems remain largely unexplored despite these attempts.

There is evidence in the literature suggesting that students who are cynical about themselves may find it more difficult to reach their goals, negatively impacting their mental and physical health and impairing their decision-making abilities. Academic cynicism is one of the significant indicators, according to Pociūtė and Pečiūra (2014). It is favorably correlated with academic burnout and negatively correlated with professional commitment. Cynical attitudes among students are inversely correlated with life happiness; they also directly and indirectly predict academic progress (Atalayin et al., 2015; Xie et al., 2011). According to Aslam and Sohail (2015), there is a direct and significant association between general self-efficacy beliefs and burnout-cynicism. Research has shown that students' self-efficacy in starting and finishing their studies plays a critical role in determining how well they will execute tasks connected to their academic performance (Klassen & Usher, 2010; Odaci, 2011). Self-efficacy is the conviction held by pupils that they can overcome obstacles and finish a task (Akhtar, 2008). Furthermore, according to Aguayo et al. (2011), it is regarded as the main source influencing new students who are finding it difficult to adjust to the new college environment. Students' learning and performance are more heavily influenced by their personal ideas, attitudes, and perceptions of the academic environment than by reinforcement or observation (Bandura, 1986).

Research by Charkhabi et al. (2013) revealed a strong inverse link between students' levels of self-efficacy and cynicism. Similarly, Duru et al. (2014) found that students' academic performance and academic efficacy are negatively impacted by higher levels of cynicism. Similar findings were reported by other theorists, including Atalayin et al. (2015) and Schaufeli et al. (2002), who hypothesized that academic cynicism is positively correlated with lower academic self-efficacy, which in turn has a detrimental impact on academic accomplishment.

Goal-setting and effort regulation are two intrinsic motives proposed by several theorists as key factors in the relationship between self-efficacy and academic achievement (Pajares, 1996; Payne et al., 2007). According to Bandura (1991), students can better manage and cope with environmental stressors by using self-regulatory strategies, including self-monitoring and self-regulation, to govern their motivation, behavior, feelings, and cognition. Self-regulation refers to pupils' inclination to control their behavior (Bell, 2016), which could facilitate the accomplishment of academic objectives and produce improved academic achievements (Kitsantas & Zimmerman, 2009).

To achieve goals, gain skills, and control one's emotions and thoughts, one must actively engage in self-directive processes, emotions, and behaviors (Abar & Loken, 2010). In many situations, having strong self-regulation is crucial for improved psychological health (Allard, 2007; Caprara & Steca, 2006). Pupils possessing strong self-regulation abilities go above and beyond to solve extra problems, do extra work via online tutorials, understand the material covered in class, and refrain from unsettling thoughts and actions (Green et al., 2006). According to Murphy and Alexander (2000), self-regulated learners possess particular academic learning skills that facilitate their learning process and exhibit high levels of self-control and motivation for learning. Additionally, individuals' self-efficacy beliefs can be reinforced if they actively manage and structure both their internal and external environments (Laurillard, 2002).

According to Poropat (2009), students who take somewhat difficult courses in school learn how to control and monitor their effort through the use of metacognitive skills, which may lead to better performance in later years of their degree program. Research on the relationship between self-regulation and academic performance indicates that students' achievement from early childhood to adulthood is predicted by their capacity for self-regulation, which includes the ability to focus, manage, and sustain attention (Duckworth et al., 2009). Self-regulation

abilities enable students to assess their performance and sustain intense focus and drive, all of which enhance the learning process. High self-regulating pupils don't give up; instead, they learn from mistakes and criticism (Perry & Vandekamp, 2000).

Self-regulation is a substantial predictor of self-efficacy, according to Borkowski et al. (2000), who also proposed a considerable relationship between the two. In a similar vein, Duckworth et al. (2009) found that students with strong self-regulation skills, both high and low achievers, tend to have a strong feeling of self-efficacy. "Regulatory focus," which refers to two fundamental orientations that guide goal-oriented behaviors such as promotion focus and preventive focus, is a significant factor that influences self-efficacy (Higgins, 1997). Liu et al. (2019) investigated the relationship between regulatory focus and learning engagement to support this theory. Their findings demonstrated that students with high promotion-focus and low prevention-focus had higher academic self-efficacy and lower depression, both of which are indicators of higher learning engagement.

In relation to academic cynicism, it will be interesting to note the time spent in an institute and its relation with academic cynicism. As students join higher education with lots of aspirations, the type of experiences there can bear a relation to cynicism. Generally, public sector universities lack facilities needed at a higher level, which may turn students more cynical towards the institute they are studying in. Kachel et al. (2020) reported an increase in academic cynicism with the passage of time in medical students. Probably in initial years in the university, students are hopeful of things turning better, but each added year increases their cynicism. Due to very limited findings in this area, in the present study, it was hypothesized that years spent in an institute will bear an association with academic cynicism.

Another important phenomenon to study is to find whether there exists any significant difference among students studying in private or public sector universities in self-regulation. Due to different facilities and infrastructure differences in public and private sector universities, it is important to see their influence on self-regulation of students studying there. Research conducted at the school level (Shehzadi, Batool, Kulsoom, 2022) revealed that students studying at private schools scored higher on self-regulation compared to public schools. But looking at the nature of the university with higher studies, it seems that students will self-regulate more where there are fewer facilities, due to which in the present study, the assumption holds high scores in self-regulation for students of public sector universities. It is also an important aspect ignored by researchers in the past. Due to scant studies on the said comparison, the present study tried to see the differences in self-regulation among students studying in the two universities.

In Pakistan, it has been consistently observed that females outperform males in board examinations, so it is interesting to study gender differences in self-efficacy. There are mixed findings related to gender differences in self-efficacy. For example, Yu and Deng (2022) studied self-efficacy related to electronic learning introduced during COVID-19 time and found that females scored higher than males in it. Whereas, Fallan and Opstad (2016) gave contrary findings, showing females studying Economics reported lower self-efficacy. Chan (2022) also found that females reported fewer efficacies in STEM learning. He explained this finding by referring to social cognitive theory, specifying that our culture and traditions foster communal and altruistic values in females compared to males. On the contrary, males are inculcated with competitive values; this is why females show less preference for such fields. Similarly, Huang (2023) found variations in self-efficacy based on the type of subject studying, with females reporting high efficacy in arts and linguistics, while males scoring high on computers, mathematics, and social sciences. He also showed that variations in gender differences also occur more with growing age. Contrary to the above-mentioned studies, Baji (2020) found no gender difference among Nigerian students in their academic self-efficacy, although the mean value for female students was slightly higher but non-significant. Keeping in view these diverse

findings as well as the scenario perceived in Pakistan, in the present study, it was assumed that females will score high in academic self-efficacy compared to males.

RATIONALE

A student's experiences in school constitute one of the most significant aspects of their lives. Experiences in academic life have a significant influence on students. The number of academic institutions growing daily in the modern era has led to rivalry and a compromise in educational quality. Lack of facilities, stress from switching from an annual to a semester system, financial difficulties brought on by increases in the semester price, and other issues seem to be the main complaints from students. All of these elements have a detrimental impact on their effectiveness and motivation level, and they can also lead to irritation, mistrust, and other mental and physical health problems such as stress, anxiety, insomnia, and drug addiction. The current study has attempted to investigate the reasons behind these concerns in light of the issues that students claim to have. The pupils' pessimistic outlook is one of the causes that has been discovered. Research has shown that students' cynical attitudes about their academic institution and their experiences in general are linked to a lack of motivation and disinterest in academic pursuits (Schaufeli et al., 2002), which may lead to subpar academic performance. According to research, having a negative attitude towards organizations can hinder people's and organizations' ability to fulfill their goals (Kaya et al., 2014).

Additionally, students who exhibit high levels of cynicism may experience depersonalization, emotional weariness, and a sense of personal failure (Wei et al., 2015). Their pessimistic views may therefore result in discontent and intentional psychological and physical retreat (Brockway et al., 2002; Clark, 1994). It might also have a detrimental effect on their self-efficacy, or belief in their own abilities, which is crucial for achieving academic objectives. Consequently, research on the substantial impacts of academic cynicism on students' academic self-efficacy is imperative.

Additional research revealed a strong correlation between academic self-efficacy and self-regulation (Borkowski et al., 2000), but little is known about how self-regulation functions in connection to academic success and self-efficacy. Research indicates that students who are more adept in cognitive self-regulation will be able to better control their emotions and the influences they receive, which will improve their academic performance (Sahranavard, 2018). Furthermore, research has shown that poor levels of self-efficacy cause students to overestimate the difficulty of their assignments, which can lead to illness, anxiety, and difficulties solving problems (Pajares, 2002), all of which have an impact on students' general productivity. As a result, the current study also concentrated on how one might overcome the negative impacts of academic self-inefficacy on academic performance and achieve higher levels of academic achievement by using self-regulation abilities.

Objectives

1. To study the impact of academic cynicism and self-efficacy on academic self-efficacy.
2. To explore the role of the type of university and years spent there in academic cynicism.
3. To find gender differences in self-efficacy.

Hypotheses

1. Self-regulation will positively predict self-efficacy, whereas academic cynicism will have a negative impact on self-efficacy.
2. There will be an association between years spent in an institution and academic cynicism.
3. Students of public sector universities will score high on self-regulation compared to students of private sector universities.
4. Females will score high on self-efficacy compared to males.

METHOD

Sample

A sample of 384 undergraduate students enrolled in public or private universities in KP was chosen using the sample size calculator

provided by Raosoft (Raosoft, 2004). The sample's age range was 19 to 25 years (M=21 years).The University of Peshawar, University of Malakand, Kohat University of Science and Technology, Shaheed Benazir Bhutto Women University, Gomal University Dera Ismail Khan, Abdul Wali Khan University Mardan, Abasyn University Peshawar, Hazara University Mansehra, Sarhad University of Science & Information Technology Peshawar, and CECOS University Peshawar were among the universities chosen due to the high enrollment ratio of undergraduate students. A straightforward random sampling technique was used to choose the universities for the sample. Students who worked full-time jobs in addition to their education were not included in the sample.

Instruments

The following tools were utilised in addition to the Demographic Information Sheet, which requested information on gender, age, kind of institution (public or private), number of years spent at an institution, and topic of study.

Cynical Attitudes Toward College Scale (CATCS; Brockway et al., 2002)

The 18-item CATCS, created by Brockway et al. (2002), measures students' cynicism in four areas: academic, social, policy, and institutional. The four subscales collectively assess students' cynical attitudes towards various aspects of academic institutions. There are six items in the academic subscale, four in the social subscale, six in the policy subscale, and four in the institutional subscale. The Likert scale has five response options: strongly disagree (1), disagree (2), neither agree nor disagree (3), agree (4), and strongly agree (5).The overall score is calculated by adding up all of the answers for every question. A high score indicates that the responder has a pessimistic view of their academic institution. The results showed that all of the sub-scales had strong internal consistency: institutional cynicism had $\alpha = .84$, the social dimension has $\alpha = .75$, the academic cynicism has $\alpha = .70$, and the policy cynicism has $\alpha = .75$. Additionally, the general cynical worldview scale and the organisational cynicism scale exhibit strong correlations (range from.40 to.72) with this scale, indicating its high validity (Zuffo et al., 2013).

Student Self-Efficacy (SSE) Scale (Rowbotham & Schmitz, 2013)

Rowbotham and Schmitz (2013) suggested a ten-item scale. It covers four aspects of a student's academic life: academic performance, social interactions with teachers, knowledge and skill acquisition, and stress management. The scale has four response options: 1 for not at all true, 2 for hardly true, 3 for somewhat true, and 4 for exactly true. A high degree of self-efficacy is indicated by higher scores. The student self-efficacy scale has a good validity, as evidenced by its significant correlation ($r = 0.70$) with the general self-efficacy scale and its internal consistency of $\alpha = 0.84$.

Short Self-Regulation Questionnaire (SSRQ; Carey et al., 2004)

The 31-item scale, created by Carey et al. (2004), evaluates self-regulation abilities.On a five-point Likert scale, the participants must rate. The sum of the responses for each item determines the final score. A high score on this scale indicates a great degree of self-regulation ability in the person. The scale's overall alpha is quite high, at $\alpha = .92$. This scale has a strong correlation ($r = .96$) with the Self-Regulation Questionnaire's original complete version, demonstrating the validity of the SSRQ as a tool for assessing self-regulation abilities.

Procedure

Universities with a high undergraduate enrollment rate were chosen from the whole list of KP universities in order to gather statistics. Then, a small number of departments were picked at random from each designated university. With the consent of the relevant department's management, enrollment data were acquired in order to create the sample of students. The pupils were then selected from the list using the fishbowl approach, a straightforward random sampling procedure. Following that, the professors granted permission to collect the email addresses of the chosen pupils in order to gather the necessary

data, as it was not possible to have face-to-face contact with the responders due to the COVID scenario. Following this preliminary process, the chosen students were sent a link to an online form for collecting data. Participants were first taken to the informed consent form, which included information on the nature and goal of the study as well as an agreement to participate, after clicking the link. The participant indicated that he or she understood the information provided and was willing to participate by signing the informed consent form. After that, they were taken to a demographic information page that included details on their age, gender, kind of institution, length of time there, and discipline.

Each scale provided guidelines on how to attempt the questions, and respondents were asked to complete the questionnaires truthfully. Respondents were thanked for taking part at the conclusion.

Table 1

Descriptive Statistics, reliability and inter scale correlation of the Study Variables along with Age (N=384)

Variables		*M*	*SD*	Range	α	1	2	3	4
1	Cynical Att	47.85	11.01	18-85	.80	--			
2	Self-efficacy	32.12	5.19	17-40	.80	-.28**	--		
3	Self_Reg	110.79	12.40	75-143	.80	-.21**	.47**	-.43**	--
4	Years spent	2.27	1.10	1-4		.117*	-.03	-.01	--

Note. *N*=384. M=Mean; SD= Standard Deviation; Cynical Att = Cynical Attitudes Toward College Scale; Self-efficacy = Student Self-Efficacy scale; Self_Reg = Short Self-Regulation Questionnaire; ***p<.01, *p<.05*

Table 1 indicates that the psychometric properties of all the study scales are psychometrically sound. It also shows the amount of years spent in an institute bears a positive correlation with academic cynicism.

Table 2

Multiple Regression Analyses of Academic Cynicism and Self Regulation on Self-Efficacy

Variables	*B*	*β*	*SE*
Constant	40.14***		2.598
Academic Cynicism	-.090	-.190***	.021
Self-Regulation	.185	.429***	.020
R^2		.253	

Note. CI= 95%; **p<.01, ***p<.001

Table 2 shows that academic cynicism and self-regulation are significant predictors of self-efficacy explaining 25 % of variation together in self-efficacy.

Table 3

t test showing differences between Public and Private university students in self-regulation

Variable	Public Sector		Private Sector				
	M	*SD*	*M*	*SD*	T (382)	p	Cohen's *d*
Self-Regulation	111.75	11.84	108.42	12.81	1.91	.02	0.26

Table 3 shows that there exist significant (p< .02) difference between students studying in private or public universities in their self-regulation, with students of public universities scoring high in it.

Table 4

t test showing differences between males and females in academic self-efficacy

Variable	Males		Females				Cohen's d
	M	*SD*	*M*	*SD*	t(382)	P	
Self-Efficacy	31.23	5.20	32.83	5.09	3.03	.000	0.31

Table 4 shows that there exist significant (p< .000) difference between males and females in self-efficacy, with females scoring than males.

Discussion

The aim of the present study was to find out the impact of academic cynicism and self-regulation on academic self-efficacy. Furthermore, differences were also sought on self-regulation between students studying in public or private universities along with the gender difference in self-efficacy. The first hypothesis assumed a significant negative impact of academic cynicism on self-efficacy of the students, whereas a significant positive impact of self-regulation on self-efficacy.The hypothesis was confirmed by the results, which indicated that academic cynicism had a considerable detrimental influence on students' self-efficacy, while self-regulation had a beneficial effect. Additionally, Charkhabi et al. (2013) discovered that students' self-efficacy beliefs are adversely affected by academic cynicism. According to Duru et al. (2014), students who exhibit high levels of cynicism tend to become less engaged, irritated, and uninterested in academic activities. Furthermore, students who possess strong self-regulation abilities actively seek out information when necessary and take action to master it; as a result, these skills enable them to effectively overcome challenges like unfavorable study environments, a lack of resources, unclear instructors, etc. (Weimer, 2002). According to Boekaerts and Niemivirta (2000), self-regulation also gives students motivation, directs their efforts and methods, helps them comprehend the difficulties they will encounter while mastering the material, and enables them to evaluate their performance (Raaijmakers, 2018).

The findings also showed that self-efficacy was positively influenced by self-regulation. According to Bandura's (1991) theory, self-regulation is composed of three subfunctions. This involves affective self-reaction, self-monitoring of behavior, its causes, and effects, and evaluating behavior in relation to one's environment and personal standards. People can regulate and control their feelings, motivation, thoughts, and behaviors thanks to these self-

reactive and self-reflective capacities (Bandura, 1991). Students can acquire adaptive coping methods that may help them minimize their stress and negative feelings, thus boosting their self-efficacy because they have control over their cognition and emotions (Perry et al., 2001).

While Saroughi (2019) maintained that self-efficacy is a favorable predictor of self-regulation, Kitsantas et al. (2008) and Zimmerman and Kitsantas (2002) found a positive relationship between self-efficacy and academic self-regulation. According to Saroughi (2019), self-efficacy is a cognitive facet of self-regulation that has strong predictive power over the behavioral aspects of self-regulated learning. According to earlier studies, self-regulation is a dynamic learning process that calls for consistent action to strengthen one's capacity to overcome a variety of learning predictors (Gandomkar & Sandars, 2018; Perry et al., 2017). Additionally, research has shown that students with higher levels of self-regulation will strive to control their emotions to enhance the learning process and learning outcomes, as well as a greater awareness of the value of learning (Lin, 2018; Muis et al., 2018).

According to Bandura (1986, 1997), kids who possess high levels of self-efficacy and self-regulation abilities are more equipped to handle environmental demands and deal with the pressures and obstacles of both their social and academic lives. These kids possess the ability to manage negative emotions and affect (Bandura, 1986, 1997). They keep an eye on and control their behavior, which facilitates learning and may help them meet their academic objectives (Kitsantas & Zimmerman, 2009; Pintrich, 2003). According to Wolters (2003), students' propensity for procrastination is correlated with their degree of self-efficacy and self-regulation. Pupils with high levels of self-efficacy and self-regulation abilities are less prone to put off assignments than those with low levels of these abilities. Students that procrastinate excessively may experience issues with motivation, which could hinder their ability to succeed academically (Senécal et al., 1995). For better performance, it is crucial to concentrate on students' self-efficacy beliefs and teach them self-regulation techniques.

Keeping in view the tricky nature of academic cynicism, the second hypothesis of the study was kept bi-directional to see the relationship between academic cynicism and years spent in an institute. The results revealed a significant positive correlation between the two. The findings can be explained through the aspirations people hold for higher education; if they are not met in the institute, it may give rise to cynicism. Similarly, the courses one is studying and the teachers assigned for it, facilities needed and proper schedules ensure better attitudes toward the institute, whereas contrary to these will increase cynicism in the students. In the initial phase of university, students may like the new atmosphere and are not clear about the policies of the university, but with increasing experience there, each semester may yield a different picture of the institute and hence enhance cynicism.

Our third hypothesis about students of public sector universities scoring high on self-regulation was also supported by the findings. There are very few researches conducted on this topic, which is why in the current study this aspect was assessed. Asim and Farooq (2021) suggested that students of private school perform better on self-regulation than public school children. As it is evident that studies at university level are difficult than school as well as mostly teachers assume students to take responsible behavior, self-regulation is more needed there. There can be two reasons that in our data students of public universities scored higher on self-regulation. Firstly, due to more demanding syllabi and probably less contact with teachers they need to regulate their studies more. Secondly, private sector universities may be either exercising more control over the academic calendar and timetable and have checks on teachers due to which things are going more smoothly hence less need of self-regulation on the part of the learners. Puntularb, Yippikun and Pinchunsri (2021) considered that motivation and positive beliefs correlate with self-regulation. A less structured environment may make learners more motivated to work themselves, and the positive beliefs about

bringing a change can make them more regulated.

The fourth assumption of the study stated a gender difference favoring females as scoring high on self-efficacy, which was also supported. As mentioned earlier previous research has a mix of findings some favoring females while others males (Saeed, & Ahmad, 2020; Fatima, Ali, & Saad, 2022). We can explain the findings in the light of Social Learning Theory by Bandura (1986). This theory suggested that self-efficacy is influenced by social factors such as role modeling, social persuasion, and social support. In the Pakistani context, cultural and societal norms may contribute to females developing higher self-efficacy due to encouragement, support, and opportunities provided to them.

In our study, female students in Pakistan demonstrated higher levels of academic self-efficacy compared to males, likely attributable to several factors. Firstly, females gained the right to education later than males, fostering a strong desire for learning and a drive to prove themselves academically. Additionally, the increased educational opportunities for females in recent years have granted them greater access to resources, support, and encouragement, consequently leading to enhanced self-efficacy beliefs. The shift in Pakistani society towards promoting female education and empowerment, along with access to strong female role models, cultural changes valuing education for both genders, and parental emphasis on daughters' education, further contribute to the higher self-efficacy observed in female students.

Furthermore, overcoming unique challenges and barriers, combined with a conducive educational environment and supportive educational practices, also play a pivotal role in fostering female students' confidence and academic success.

Conclusion

To sum up, our research investigated the complex relationships between academic self-efficacy, academic cynicism, and self-regulation. We demonstrated the beneficial effects of self-regulation in boosting students' confidence and achievement while confirming the detrimental effects of academic cynicism on self-efficacy. Based on theoretical frameworks such as Bandura's Social Learning Theory, our focus was on how social influences impact students' motivation and beliefs. Better academic results can result from addressing cynicism and encouraging self-regulation in educational environments. This can also yield important insights for next studies and initiatives.

Limitations and Suggestions

Longitudinal research with a larger sample size and a more diverse population should be conducted on academic cynicism, self-efficacy, and self-regulation instead of relying solely on cross-sectional correlational studies. Subsequent investigations should focus on identifying the characteristics of students and their academic environments that contribute to the development of cynicism. It is recommended that administrations take significant action to bridge the gap between students' expectations and their actual experiences at university in order to prevent cynicism during the early stages of university life. Admissions brochures and other materials should accurately represent the university, as a mismatch between students' expectations and their actual campus experiences could lead to academic cynicism (Brockway et al., 2002).

Implications

This study explores how students' strong self-control and skepticism mitigate the negative impacts of low academic self-efficacy, affecting their academic success.
Cynical attitudes among students may lead to apathy, indifference, and a physical or mental retreat from activities specific to their academic program.Research has shown that students' social and academic disengagement can lead to a sense of dissatisfaction with their academic experiences, which in turn can lead to decisions to drop out of college (Astin, 1993; Long, 1977). Therefore, identifying students with high levels of cynicism is crucial; this study provides valuable insights for institutional reform.

The study also confirms a strong correlation

between self-efficacy and self-regulation, suggesting that students with high scores in either measure are likely to succeed academically. Research indicates that while improving self-efficacy directly in academic contexts is challenging, self-regulation can be enhanced through appropriate training (Bandalos et al., 2003), highlighting the importance of teachers focusing on developing students' self-regulation skills.

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