Introduction: In order to assure success in any system, the fundamental elements of the system should act together (Yüksel & Alcı, 2012). Among those investigated, one can refer to self-efficacy (Tschannen-Moran & Johnson, 2011). Some studies found that many different environmental and personal factors are affected the development of self-efficacy. One of these factors is Critical thinking (Dehghani, Jafari sani, Pakmehr, Malekzadeh, 2011).

Objectives: The purpose of this study was prediction of academic Self-Efficacy based on Critical thinking in adolescents.

Method and Materials: The subjects included 200 females high school students that were selected randomly by cluster sampling method. Instruments were: B form of Critical thinking skills test (Facion & Facion, 1990) and self-efficacy questionnaire (Jinks and Morgan, 1999).

Results: The result of this research showed significant positive correlation between Critical thinking (β=-0.15, p<0.05) and academic self-efficacy. In other words, females with high CT were more inclined to have high scores in academic self-efficacy.

Conclusion: This study revealed that developing critical thinking in adolescent girls is important to improve self-efficacy of them. So students do not able to interpretation from reality and think of replaced realities unless they think critically.

Keywords: Critical thinking, academic self efficacy, adolescents