RELATIONSHIP BETWEEN ACADEMIC STRESS AND SELF-EFFICACY AMONG SCHOOL STUDENTS

Dissertation submitted to Christ College (Autonomous) in partial fulfilment of the requirements for the award of the degree of Bachelor of Science in Psychology

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BONA-FIDE CERTIFICATE

This is to certify that the dissertation entitled, **"RELATIONSHIP BETWEEN ACADEMIC STRESS AND SELF-EFFICACY"** is a bona-fide record of research work carried out by Ms. **ANN SNEHA SHAJ**, Register no: **CCASSPY007**, during the sixth semester of B.Sc. Psychology of the academic year 2018-2021.

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INTERNAL EXAMINER   **EXTERNAL EXAMINER**

DECLARATION

I hereby declare that the dissertation work entitled **"RELATIONSHIP BETWEEN ACADEMIC STRESS AND SELF-EFFICACY AMONG SCHOOL STUDENTS"** submitted to the University of Calicut, in partial fulfilment of the requirement for the award of the Degree of Bachelor of Science in Psychology is the record work done by me under the supervision of Ms. Ann Maria Vincent, Assistant Professor, Department of Psychology, Christ College (Autonomous) Irinjalakuda. This is not formed as the basis for the award of any degree/diploma (Associate ship) fellowship or other similar title to any candidate of any university.

Place :   Irinjalakuda

Date :

Signature of the candidate

Ms. Ann Sneha Shaj

CCASSPY007

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"Gratitude is the healthiest of all human emotions. The more you express gratitude for what you have, the more likely you will have even more to express gratitude for"

I take this opportunity to express my gratitude to every person from whom I was fortunate enough to get valuable guidance and help. First, I would like to thank the **God Almighty**, for showering His blessings to make this dissertation a success.

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-**Ann Sneha Shaj**

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CHAPTER I
INTRODUCTION

Adolescence is when the very worst impulses in the human social struggle against each other for possessions- say the famous American psychologist Granville Stanely Hall. Adolescence is a period of change, enthusiasm, which is usually thrilling, exciting and confusing. This includes every sphere of the person which led to growth and development. This stage there will be an experience and self-knowledge. The changes take place in various psychological, biological, historical, sociological, education, sexual, emotional dimensions.

This is the transitional period from childhood to adulthood. Preparation of children for the adult roles. In the development, the physical transition is marked which is indicated by the onset of puberty that is defined biologically, which includes changes in the structural and functional aspects. This presented as changes happens in height, weight, muscle mass, sex organs and brain. Other than the biological changes cognitive advances also emphasize which lead to increments in knowledge and ability to think abstractly and to reason more effectively. There will be psychological development which leads to character building and further plays an important role for social development also. This will lead to the achievement of self-efficacy and confidence in their ability to complete a task or to achieve goal.

DEVELOPMENTAL CHARACTERISTICS OF ADOLESCENES
BIOLOGICAL DEVELOPMENT

Biological development includes bodily changes including growth and maturity which is attained in age between 11 to 14 in girls and 12to 16 in boys. This mainly depends in the environmental health and heredity.

COGNITIVE DEVELOPMENT

During adolescence the developing teenagers gains ability to think systematically about all logical relationships within a problem. The transition from concrete thinking to formal logical operation which has the area of attention, memory, organization processing.

PSYCHOLOGICAL DEVELOPMENT
The most important psychological change during adolescence are the emergency of abstract thinking, the growth ability of absorbing the perspectives or viewpoints of others, an increased ability of introspective development of personal and sexual identity occurs. Mood changes frequently with confusion.

SOCIAL DEVELOPMENT

During teenage there will be changes in the social and emotional development. They show independence, responsibility, quench for new experiences and values. Influence of media may also effect the social development during the age.

SELF-EFFICACY

Adolescence is a critical period where an individual is exposed to drive of life experience. Hence self-efficacy is a protective component that enhances healthy development and social functioning. Self-efficacy refers to an individual belief in his or her capacity to execute behaviors necessary to produce specific performance attainment. Self-efficacy reflects confidence in the ability to exert control over one's own motivation, behavior and social environment. It is well executed leads to successful outcomes. Self-efficacy can be improved for struggling students by difficult tasks, use peer models, teach specific learning strategies, allow to make their own choices, encourage students to try, giving focused feedback.

IMPORTANCE OF SELF-EFFICACY

Self-efficacy act as an adrenaline for motivation of students. Self-efficacy increases as students not progress, attain goals and set new challenges. Self-efficacy reflects confidence in the ability to exert control over one's own motivation, behavior and success.

Self-efficacy has considerable influence on research reduction. Unhappy childhood where the parents or significant people such as teachers were extremely critical may lead to low self-efficacy. Poor academic performance in school resulting in a lack of confidence, ongoing stressful life event such as relationship breakdown or financial trouble can lead to poor self-efficacy.

According to Bandura's theory people with high self-efficacy, that is those who believe they can perform well are more likely to view difficult tasks as something to be avoided.

SOURCES OF SELF-EFFICACY

Albert Bandura names four sources of efficacy beliefs.

1. MASTERY EXPERIENCES

Nothing is more powerful than having a direct experience of mastery to increase self-efficacy. A success, for example in mastering a task or controlling an environment, will build self-belief in the area whereas a failure will undermine that efficacy belief.

2. VICARIOUS EXPERIENCES

Seeing people similar like we succeed by their sustained effort raises our beliefs that we too possess the capabilities to master the activities needed for success in that area.

3. VERBAL PERSUASION

Influential people in our lives such as parents, teachers, managers or coaches can strengthen our beliefs that we have what it takes to succeed. Being persuaded that we possess the capabilities to maser certain activities means that we are more likely to put in the effort and sustain it when problem arise.

4. EMOTIONAL AND PSYCHOLOGICAL STATUES

The state you are in will influence how you judge your self-efficacy. Stress reactions or tension are interpreted as signs of vulnerability to poor performance whereas positive emotions can boost our confidence in our skills.

5. IMAGINABLE EXPERIENCES

 The art of visualizing you behaving effectively or successfully in each situation can increase self-efficacy.

ACADEMIC STRESS

            Teen academic stress is an important health issue the early teen years are marked by rapid changes physical cognitive emotional. Young people also face other challenges such as homework, exams, pressure, to do will, relationship with friends, boyfriends and girlfriend, life changes like leaving school, getting into universities or getting job.

            Academic stress is often the result of feeling trapped and over whelmed by the problem in our lives. Students are sometimes immobilized by their inability to see a positive outcome for a difficult situation. Academic stress can also help you to meet challenge. It is what keeps you on your toes during presentation at work sharpens your concentration when you are attempting the game-winning free throw, or drives you to study for an exam.

CAUSES OF ACADEMIC STRESS

There are many factors that students commonly cite as causes of academic stress. They are examination deadlines, returning to study, pressure of combining paid works and study, poor

true management, learning assignments to last. Academic Stress causes hormonal respiratory, cardiovascular and nervous system changes.

Academic stress can be interval or self-generated. When you worry excessively about something that may or may not happen or have irrational passionate thoughts about life. Being under lots of pressure facing by changes, worrying about something not having much or any control over the outcome of a situation, not having enough work, activities or changes in your life and times of uncertainty are the main cause of academic stress.

WARNING SIGNS OF ACADEMIC STRESS

- Dizziness or general feeling of "being out of it".
- General aches and pain.
- Increase in or loss of appetite.
- Problems sleeping.
- Racing heart.
- Tiredness, exhaustion.
- Weight gain or loss

NEED AND SIGNIFICANCE

Self-efficacy is important for students. Self-efficacy is the confidence to do the work and complete the task. The school students have high academic stress due to many other activities related to their lives. The completion between the children, their parents, and teachers and even between schools is the prime cause for the stress among students.

In boys and girls the level of self-efficacy is different. As the maturity is attained by girls first in the adolescent age. Boys give more emphasis on their other activities like sports, productive activities etc. They have higher self-efficacy compared with girls which result significantly more physical activities. Gender roles influence adolescents' self-efficacy and stress management. Boys are more likely to be in situations that encourage, completion, conflict, and excitement, whereas girls are more likely to encounter situations of intimacy, self-disclosure,

support and co-rumination. Girls tend to develop emotions related to internalizing problems; boys tend to develop emotion related to externalizing problems.

Researchers at Stanford University found there is a large difference in management in boys and girls have significant structural difference.

Girls are more likely than boys to develop post-traumatic stress. They have a tougher time than boys. Girls are excelling academically and achieving accomplishments we have never seen before- but at the same time nothing come of their plates.

The developmental sequence of pubertal timing is substantially less well understood in boys than girls. In studies it is found that early maturation predicted stable high depression in girls while early maturing boys showed low initial level of depression. There is two different measure of pubertal timing for both boys and girls. Boys usually manage stress making time for play, doing exercise, eating and sleeping well. While girls reduce the stress by building a support system keep a posture attitude.

PROBLEM

A Study of relationship between self-efficacy and academic stress among school students

OBJECTIVES

- To understand the relationship between self-efficacy and academic stress among school students.
- To understand the relationship between self-efficacy and academic stress among boys.
- To understand the relationship of self-efficacy and academic stress among girls.

HYPOTHESIS

- There is no significant difference between self-efficacy and stress among students.
- There is no significant difference in self-efficacy among school students.
- There is no significant difference in academic stress among school students.

KEY TERMS

ACADEMIC STRESS: Stress is a [feeling](#) of emotional strain and pressure.[] Stress is a type of [psychological pain](#). Small amounts of stress may be desired, beneficial, and even healthy. Positive stress helps improve athletic performance. Academic stress is defined as the body's response to academic-related demands that exceed adaptive capabilities of students.

- SELF-EFFICACY: Self-efficacy is, according to psychologist [Albert Bandura](#) who originally proposed the concept, a personal judgment of "how well one can execute courses of action required to deal with [prospective](#) situations".

- Self-efficacy affects every area of human endeavour. By determining the beliefs a person holds regarding their power to affect situations, it strongly influences both the power a person actually has to face challenges competently and the choices a person is most likely to make. These effects are particularly apparent, and compelling, with regard to investment behaviours such as in [health](#), [education](#), and [agriculture](#).

- SCHOOL STUDENTS: A student is primarily a person enrolled in a [school](#) who is under learning with goals of acquiring knowledge, developing professions and achieving easy [employment](#) at a particular field. In the broader sense, a student is anyone who applies themselves to the intensive intellectual engagement with some matter necessary to master it as part of some practical affair in which such mastery is basic or decisive.

CHAPTER II
REVIEW OF LITERATURE

Selcuk R Sirin, Lauren Rogers Sirin, Jessica Cressen, Taveeshi Gupta, Sammy F. Ahmed, and Alfredo D. Novoa. (2015) studied Discrimination-Related Stress Effects on the Development of Internalizing Symptoms Among Latino Adolescents. The sample consisted of 173 Latino adolescents. SAFE-revised short form and Youth self-report were the tools used. The results revealed that immigration status moderated these relations such that discrimination-related stress was significantly related to these outcomes for Latino youth whose parents were born in the United States, while this relation was not significant for Latino children of immigrants.

Richard C. Cervantes, Amado M. Padilla, Lucy E. Napper, and Jeremy T. Goldbach. (2013) studied Acculturation-Related Stress and Mental Health Outcomes Among Three Generations of Hispanic Adolescents. The sample comprised of 1637 Hispanic adolescents. The measures used were Hispanic stress inventory-adolescent version (HSI-A) and youth self-report. The results indicated that experiences of different categories of stress were significantly related to generation status.

Linda Bloomfield and Sally Kendall. (2012) investigated Parenting self-efficacy, parenting stress and child behaviour before and after a parenting programme. The sample comprised of 63 parents who had a child under the age of 10 years. Tool to measure parenting self-efficacy (TOPSE), The parenting stress index (PSI) short form, the strength and difficulties questionnaire (SDQ), Demographic questionnaire were the tools used to collect the data. The findings clearly suggest a relationship between parenting self-efficacy and parenting stress; parents who are feeling less efficacious experience higher levels of stress, whereas greater parenting self-efficacy is related to less stress.

Elvira Cicognani. (2011) studied Coping strategies with minor stressors in adolescence: Relationship with social support, self-efficacy and psychological well-being. The sample consisted of 342 adolescents aged between 14 to 19 years. The tools used were coping across situations questionnaire (CASQ) and multidimensional scale of perceived social support (MSPSS). Results showed that adolescents' coping strategies differed according to problem domain. The most frequently used strategies were active and internally focused. Females used a wider range of coping strategies than did males. Significant correlations were found among

coping strategies and coping resources.

Beth K. Attar, Nancy G Guerra, Patrick H. Tolan (2010) investigated Neighbourhood disadvantage, stressful life events and adjustments in urban elementary-school children. The sample consisted of 384 adolescents. The tools used were stress index with three subscales circumscribed events, life transitions and exposure to violence. The results showed that total number of stressful events and exposure to violence significantly interacted with neighbourhood disadvantage, such that effects were only apparent under conditions of high neighbourhood disadvantage.

Raphael Trouillet, Kamel Gana, Marcel Lourel, Isabelle Fort. (2009) studied Predictive value of age for coping: the role of self-efficacy, social support satisfaction and perceived stress. The sample of the study were community dwelling and aged between 22 and 88 years old. The tools used were General Self Efficacy Scale, the Social Support Questionnaire, the Perceived Stress Scale, the Geriatric Depression Scale, the Social Readjustment Rating Scale (life-events) and the Way of Coping Checklist. The researchers have found that problem-focused coping is predicted by self-efficacy and social support satisfaction; emotion-focused coping is predicted by social support satisfaction and perceived stress.

Rajesh Kumar, Roshan Lal. (2006) studied The Role of Self-Efficacy and Gender Difference among the Adolescents. A random sample of 200 students (100 Boys & 100 Girls) studying in I, II and III year of under-graduation was selected for the study. The tools used to collect the data were generalized perceived self-efficacy scale and general mental ability test. The findings suggest there is significant gender differences were female scored higher than their male counterparts and no interaction was found in self-efficacy and gender.

Deborah A. Ellis, Maureen A. Frey, Sylvie Naar-King, Thomas Templin, Phillippe B. Cunningham and Nedim Cakan. (2005) investigated The Effects of Multisystemic Therapy on Diabetes Stress Among Adolescents with Chronically Poorly Controlled Type 1 Diabetes: Findings from a Randomized, Controlled Trial. The study was conducted on a sample of 127 adolescents with type 1 diabetes mellitus and chronically poor metabolic control. The measure used was Diabetes stress questionnaire. The findings suggest that intensive, home-based psychotherapy reduces diabetes-

related stress among adolescents with chronically poorly controlled type 1 diabetes.

Terje A. Murberg, Edvin Bru (2004) studied School-Related Stress and Psychosomatic Symptoms among Norwegian Adolescents. The sample consisted of 531 adolescent pupils. The tools used to collect the data were ursin health inventory and perceived stress scale. Findings suggest that frequency of psychosomatic symptoms might be related to how well or otherwise pupils adapt to the demands of school and to the interpersonal climate of the school. Gender seems to play a differentiating role here. Girls reported significantly more stress that was related to worries about school achievement, whereas boys reported significantly more stress arising from conflicts with parents and/or teachers.

Emilie Philips Smith, Katrina Walker, Laurie Fields, Craig C. Brookins, Robert C. Seay. (1999) studied Ethnic identity and its relationship to self-esteem, perceived efficacy and prosocial attitudes in early adolescence. The sample included 100 male and female early adolescents, ranging from 11 to 13 years old. The Bronstein-Cruz child/adolescent self-concept and adjustment Scale, the Multi-group ethnic identity measure and the Perceived academic and career efficacy measure. The findings suggested that ethnic identity and self-esteem are distinct but related contributors to young people's perceptions of their ability to achieve academically, to find meaningful careers and to value prosocial means of goal attainment.

Ann C Hurley, Carole A Shea. (1992) studied Self-Efficacy: Strategy for Enhancing Diabetes Self-Care. The study was made on a sample of 142 adults. The tools used were the insulin management diabetes self-efficacy scale and the diabetes self-care scale. This study found that the concept of self-efficacy was associated with diabetes self-care behaviours for individuals with complex insulin requirements.

CHAPTER III

METHOD

METHOD

This chapter describes about the research design, the sample and the sampling procedure employed, the tools used, the procedure adopted for data collection, and the statistical methods used for analysis of collected data.

AIM: A Study of relationship between self-efficacy and academic stress among school students.

SAMPLE

The sample for the research consists of 60 students of age ranging from 13-17 years. The samples were drawn from educational institutions.

Inclusion criteria

- Students belonging to 13-17 years of age.
- Males and Females are included.
- Both rural and urban are included.

Exclusion criteria

- Students below the age of 13 years and above17 years.

TOOLS USED FOR THE STUDY

Academic Stress Scale and Students Self-efficacy Scale were used for this study. A personal Data Sheet was also used to collect relevant information about the participants.

1. Academic Stress Scale

The academic stress scale was developed by Kim (1970). It consists of 40 items. The respondents answered these statements on a 5-point scale from 0 to 4 as no stress, slight stress, moderate stress, high stress and extreme stress respectively.

Scoring

The scoring for each respondent is done by summing up the total ratings given to all situation experienced by respondent. The total score ranges from 0 to 160. The higher the value of the score the more academic stress.

Reliability and validity

The Academic stress scale has test-retest reliability. The test-retest correlation within an interval of 20 days has been found to be 0.82.

2. Student self-efficacy scale

The Student self-efficacy scale was developed by Schmitz and Schwarzer. It consists of 10 items. The scale answered on a 4-point response format from 1 to 4 as not at all true, hardly true, moderately true and exactly true respectively.

Scoring

The scores corresponding to each statement is summed up to get a student self-efficacy score. The resulting scores range from 10 to 40 with higher score representing higher student self-efficacy.

Reliability and validity
The Student self-efficacy scale maintained a good internal consistency correlation of 0.84. A good validity is also maintained.

PROCEDURE
After choosing the questionnaire, these questions are provided to school students who are studying in various schools. All of them of the category of age 13 to 17 years old. All of them are willing to share their information. It administrated individually. After providing the questionnaires, given the instruction and ensure that their information is confidential.

STATISTICAL ANALYSIS
The following statistical techniques were employed to test the hypothesis of the study.
t-test
The t-test is one of many tests used for the purpose of hypothesis testing in statistics. A t-test is used for the comparison of the differences between the means of two groups. It is suitable for testing whether the mean of two sets of scores are significantly different or not. The t-test is based on t-distribution and is considered as an appropriate test for finding the significance of difference between the means of two samples in case of small sample when population sis variance is not known. If the value exceeds a cut-off point depending on degree of freedom, the difference in mean is considered significant, when the t-value is below the cut-off point, the difference is said to be not significant.
Correlation analysis
Correlation is a measure of relationship between two variables. In terms of strength of relationship, the value of correlation coefficient varies between +1 and -1. A value of +or- 1 indicates a perfect degree of association between the two variables. As the correlation coefficient value goes towards 0, the relationship between two variables will be weaker. The sign of the correlation indicates the direction of relationship. If both variables tend to increase or decrease together, the coefficient is positive. If one variable tends to increase as the order decreases, the coefficient is negative.

CHAPTER IV
RESULT AND DISCUSSION

The aim of the study was to understand the relationship between self-efficacy and academic stress among school students. General self-efficacy scale and academic stress scale are the inventory used in this study. This study contains 30 samples of boys and 30 samples of girls among adolescent school students. The data is collected and analysed using SPSS. Pearson's correlation was used to determine the relationship between self-efficacy and academic stress. Independent sample T-test is used to understand the difference between self-efficacy and academic stress among adolescents.

Hypothesis 1 states that there will be no significant relationship between academic stress and self-efficacy among adolescents. The results in the Table 4.1 indicates that there is no significant relationship between academic stress and self-efficacy. So, the hypothesis is accepted.

Table 4.1

Correlation between the variable's academic stress and self-efficacy.

VARIABLES		ACADEMIC STRESS	SELF-EFFICACY
ACADEMIC STRESS	PEARSONS CORRELATION	1	-.131
	SIGNIFICANCE		.318
	N	60	60
SELF-EFFICACY	PEARSONS CORRELATION	-.131	1
	SIGNIFICANCE	.318	
	N	60	60

**significant at 0.01 level (2 tailed)

The result in the table 4.1 shows that there is statistically no significant relationship between academic stress and self-efficacy. (Pearson correlation coefficient =-.131, N= 60).

For school students, as academic stress increases there may be chances of increasing self-efficacy or not. Here the result shows that the academic stress and self-efficacy does not have

any relation. And also shows that the academic stress does not depend upon the self-efficacy among students. Self-efficacy and academic stress are correlated. When the academic stress increases the self-efficacy may decrease. Hence they are dependent to each other.

Hypothesis 2 states there is no significant gender difference in academic stress. Here, the Table 2 also indicates that there is no significant difference. Therefore, the null hypothesis is accepted.

TABLE 4.2:

Mean, standard deviation, level of significance and t value obtained by school students in academic stress

VARIABLE	GROUP	NUMBER	MEAN	STANDARD DEVIATION	t-value	SIGNIFICANCE
ACADEMIC STRESS	MALE	30	69.8667	27.43360	-.995	.324
	FEMALE	30	76.6000	24.92001		

The result in the table 2 shows that there is no significant gender difference in academic stress (t= -.995) mean and standard deviation in academic stress for males (mean=69.866, standard deviation=27.43360) and for females (mean=76.600, standard deviation=24.92001).

The result thus indicates that the academic stress of male and female students are not same. The result shows that both boys and girls show almost same level academic stress . Adolescence is the period of rigorous emotional, psychological and biological growth. As both boys and girls go through this period of change, they may showcase similar level of academic stress. Academic stress is the ability to understand, use, and manage our own academic in ways to relieve emotion, communicate properly, empathize with others, overcome challenges, solve problems and to avoid conflict. Thus, during the period of adolescence, academic stress is a characteristic that is being incorporated into the children as they develop and thus, there may be no gender differences.

Hypothesis 3 states that there is no significant gender difference in self-efficacy. Table 3 indicates that there is no significant gender difference in self-efficacy. Therefore, the null hypothesis is accepted.

Table 4.3

Means, SD, t-value and level of significance obtained by school students in self-efficacy.

Variable	Group	Number	Mean	Standard deviation	t-value	Significance
Self-Efficacy	Male	30	28.3333	5.71346	-.731	.468
	Female	30	29.4000	5.58693		

The result in the table 3 shows that there is no significant gender difference in self-efficacy (t= -.731) mean and standard deviation in self-efficacy for males (mean=28.3333, standard deviation=5.71346) and for females (mean=29.4000, standard deviation=5.58693)

The result thus indicates that the both boys and girls have same self-efficacy. The result shows that both boys and girls show almost same level self-efficacy. Adolescence is the period of rigorous emotional, psychological and biological growth. As both boys and girls go through this period of change, they may showcase similar level of self-efficacy. Thus, during the period of adolescence, self-efficacy is a characteristic that is being incorporated into the children as they develop and thus, there may be no gender differences.

In a study conducted by Selcuk R Sirin, Lauren Rogers Sirin, Jessica Cressen, Taveeshi Gupta, Sammy F. Ahmed, and Alfredo D. Novoa. (2015) investigates the Discrimination-Related Stress Effects on the Development of Internalizing Symptoms Among Latino Adolescents. The sample consisted of 173 Latino adolescents. SAFE-revised short form and Youth self-report were the tools used. The results revealed that immigration status moderated these relations such that discrimination-related stress was significantly related to these outcomes for Latino youth whose parents were born in the United States, while this relation was not significant for Latino children of immigrants

Another study conducted by Elvira Cicognani. (2011) investigated on Coping strategies with

minor stressors in adolescence: Relationship with social support, self-efficacy and psychological well-being. The sample consisted of 342 adolescents aged between 14 to 19 years. The tools used were coping across situations questionnaire (CASQ) and multidimensional scale of perceived social support (MSPSS). Results showed that adolescents' coping strategies differed according to problem domain. The most frequently used strategies were active and internally focused. Females used a wider range of coping strategies than did males. Significant correlations were found among coping strategies and coping resources.

CHAPTER V
SUMMARY AND CONCLUSION

Many studies were done among students which throw light into the knowledge and learning of students. This study was conducted to find out the students' academic stress and self-efficacy among male and female schools. The sample of the study included 60 students. The respondents were of the age ranged between 13-17 years. Student's academic stress scale and Student's self-efficacy scale were the measures used in the study. Collected data were analysed using statistical technique such as t-test and Pearson correlation coefficient.

Hypothesis	Tenability
There is no significant difference between self-efficacy and stress among students.	Accepted
There is no significant gender difference in self-efficacy among school students.	Accepted
There is no significant gender difference in stress among school students.	Accepted

IMPLICATIONS OF THE STUDY

In school life students face many challenges from academics and personal life. As a result they have to experience different kind of academic stress in their life. So for avoiding such situations we have to implement many awareness programmes among schools students which helps them to understand about the importance of self-efficacy and the harmful effects of academic stress that they may experience. Here the result reveals that the self-efficacy is not a factor that results academic stress among students. But in many other studies shows a clear relationship between these two factors. we can implicate this study in other population if necessary.

LIMITATIONS OF THE STUDY

- Major limitation of the study was that the samples were through online due to the pandemic situation of COVID 19.
- The accuracy of the answers given by the samples might be compromised due to questionnaire given through the Google form.
- Lack of interest to fill the Google form.
- Sample size was comparatively small.

SCOPE FOR FURTHER RESEARCH

The sample size of the present study is small. Hence further studies can be conducted by increasing the size of the sample and adding more variables and also changing the population according to our convenience would help to get more results.

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APPENDICES

ACADEMIC STRESS SCALE

1. Teachers make too many extra demands on students.
   a) No stress
   b) Slight stress
   c) Moderate stress
   d) High stress
   e) Extreme stress

2. Poor interest in some subjects.
   a) No stress
   b) Slight stress
   c) Moderate stress
   d) High stress
   e) Extreme stress

3. Progress reports to parents.
   a) No stress
   b) Slight stress
   c) Moderate stress
   d) High stress
   e) Extreme stress

4. The teacher is not humours towards us. No stress
   a) No stress
   b) Slight stress
   c) Moderate stress
   d) High stress
   e) Extreme stress

5. Lack of concentration during study hours.
   a) No stress
   b) Slight stress
   c) Moderate stress
   d) High stress
   e) Extreme stress

6. Difficulty in remembering all that is studied.
   a) No stress
   b) Slight stress
   c) Moderate stress
   d) High stress
   e) Extreme stress

7. Worrying about the examinations.
   a) No stress
   b) Slight stress

c) Moderate stress
d) High stress
e) Extreme stress

8. Lack of self-confidence.
   a) No stress
   b) Slight stress
   c) Moderate stress
   d) High stress
   e) Extreme stress

9. The teachers do not listen to our ideas.
   a) No stress
   b) Slight stress
   c) Moderate stress
   d) High stress
   e) Extreme stress

10. Conflict with friends/college authorities.
    a) No stress
    b) Slight stress
    c) Moderate stress
    d) High stress
    e) Extreme stress

11. Teachers give more punishment in the class.
    a) No stress
    b) Slight stress
    c) Moderate stress
    d) High stress
    e) Extreme stress

12. Worry about results after examinations.
    a) No stress
    b) Slight stress
    c) Moderate stress
    d) High stress
    e) Extreme stress

13. Hesitate to ask the teacher for detailed explanation.
    a) No stress
    b) Slight stress
    c) Moderate stress
    d) High stress
    e) Extreme stress

14. Biased attitude of the teacher.

a) No stress
b) Slight stress
c) Moderate stress
d) High stress
e) Extreme stress

15. Inadequate space or room for study at home.
    a) No stress
    b) Slight stress
    c) Moderate stress
    d) High stress
    e) Extreme stress

16. Not knowing how to prepare for the examinations.
    a) No stress
    b) Slight stress
    c) Moderate stress
    d) High stress
    e) Extreme stress

17. Lack of assertiveness (confidence) in the class.
    a) No stress
    b) Slight stress
    c) Moderate stress
    d) High stress
    e) Extreme stress

18. Lack of opportunity to meet teachers.
    a) No stress
    b) Slight stress
    c) Moderate stress
    d) High stress
    e) Extreme stress

19. Teacher shows socio-economic status on students.
    a) No stress
    b) Slight stress
    c) Moderate stress
    d) High stress
    e) Extreme stress

20. Slow in getting along with the curriculum.
    a) No stress
    b) Slight stress
    c) Moderate stress

d) High stress
e) Extreme stress

21. Exam papers are tough and not valued well.
    a) No stress
    b) Slight stress
    c) Moderate stress
    d) High stress
    e) Extreme stress

22. Unable to complete the assignment in time.
    a) No stress
    b) Slight stress
    c) Moderate stress
    d) High stress
    e) Extreme stress

23. Lack of communication between teachers and Student.
    a) No stress
    b) Slight stress
    c) Moderate stress
    d) High stress
    e) Extreme stress

24. Monotonous (boring or tedious) teaching style by the teacher.
    a) No stress
    b) Slight stress
    c) Moderate stress
    d) High stress
    e) Extreme stress

25. Not enough discussion in the class.
    a) No stress
    b) Slight stress
    c) Moderate stress
    d) High stress
    e) Extreme stress

26. Lack of mutual help among classmates.
    a) No stress
    b) Slight stress
    c) Moderate stress
    d) High stress
    e) Extreme stress

27. Lack of fluency while speaking the language other than the mother tongue.

a) No stress
b) Slight stress
c) Moderate stress
d) High stress
e) Extreme stress

28. Difficulty in public speaking.
    a) No stress
    b) Slight stress
    c) Moderate stress
    d) High stress
    e) Extreme stress

29. The teacher is fast and does not use blackboard legibly.
    a) No stress
    b) Slight stress
    c) Moderate stress
    d) High stress
    e) Extreme stress

30. Teachers lacking interest in students.
    a) No stress
    b) Slight stress
    c) Moderate stress
    d) High stress
    e) Extreme stress

31. Examination syllabus is too heavy in some subjects.
    a) No stress
    b) Slight stress
    c) Moderate stress
    d) High stress
    e) Extreme stress

32. Feeling of inferiority.
    a) No stress
    b) Slight stress
    c) Moderate stress
    d) High stress
    e) Extreme stress

33. Unable to discuss Academic failures with parents.
    a) No stress
    b) Slight stress
    c) Moderate stress

d) High stress

e) Extreme stress

34. Not able to grasp the subject matter.
   a) No stress
   b) Slight stress
   c) Moderate stress
   d) High stress
   e) Extreme stress

35. Incomplete and confusing study material.
   a) No stress
   b) Slight stress
   c) Moderate stress
   d) High stress
   e) Extreme stress

36. Eleventh hour preparation for the examinations.
   a) No stress
   b) Slight stress
   c) Moderate stress
   d) High stress
   e) Extreme stress

37. Importance of the subject matter.
   a) No stress
   b) Slight stress
   c) Moderate stress
   d) High stress
   e) Extreme stress

38. Difficulty in adjusting with opposite gender.
   a) No stress
   b) Slight stress
   c) Moderate stress
   d) High stress
   e) Extreme stress

39. Inadequate subject knowledge of the teacher.
   a) No stress
   b) Slight stress
   c) Moderate stress
   d) High stress
   e) Extreme stress

40. Inadequate lab and library facilities.

a) No stress
b) Slight stress
c) Moderate stress
d) High stress
e) Extreme stress

General Self-Efficacy Scale (GSE)

1. I can always manage to solve difficult problems if I try hard enough
   a) Not at all true
   b) Hardly true
   c) Moderately true
   d) Exactly true

2. If someone opposes me, I can find the means and ways to get what I want.
   a) Not at all true
   b) Hardly true
   c) Moderately true
   d) Exactly true

3. It is easy for me to stick to my aims and accomplish my goals.
   a) Not at all true
   b) Hardly true
   c) Moderately true
   d) Exactly true

4. I am confident that I could deal efficiently with unexpected events.
   a) Not at all true
   b) Hardly true
   c) Moderately true
   d) Exactly true

5. Thanks to my resourcefulness, I know how to handle unforeseen situations.
   a) Not at all true
   b) Hardly true
   c) Moderately true
   d) Exactly true

6. I can solve most problems if I invest the necessary effort.
   a) Not at all true
   b) Hardly true
   c) Moderately true
   d) Exactly true

7. I can remain calm when facing difficulties because I can rely on my coping abilities.
   a) Not at all true
   b) Hardly true

    c) Moderately true
    d) Exactly true

8. When I am confronted with a problem, I can usually find several solutions.
    a) Not at all true
    b) Hardly true
    c) Moderately true
    d) Exactly true

9. If I am in trouble, I can usually think of a solution
    a) Not at all true
    b) Hardly true
    c) Moderately true
    d) Exactly true

10. I can usually handle whatever comes my way.
    a) Not at all true
    b) Hardly true
    c) Moderately true
    d) Exactly true