

Student unrest in relation to their self-efficacy

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ABSTRACT

This study was aimed to find out the relationship between self-efficacy of the students and the level of student unrest in them. The sample size for this study was 782 students of both graduation and master courses of Aligarh Muslim University, Aligarh. Student Unrest Measuring -Scale (Dr. Vineeta Khanna, 1980) and Self-Efficacy Scale (Arun Kumar Singh and Shruti Narain, 2014) were used for measurement. It was observed that there is a strong negative correlation between self-efficacy and student unrest ($r = -.624$), meaning students with high self-efficacy had low levels of unrest and vice versa. It was also seen that there was a significant prediction of student unrest by all the four dimensions of self-efficacy (40.6%). The result also showed that 'gender' did not have any mediation effect but 'age' and 'course that the student is admitted to' were having a significant mediation effect on the relationship between self-efficacy and student unrest.

Keywords: *Self-Efficacy, Student Unrest, Gender, Age, Course Of Study Students Are Admitted To*

This quote by John Dewey effectively tells us about the importance of education in one's life. As it is well-known fact which was given by John Locke, that child's mind is like a clean slate or a 'Tabula Rasa'. Education, knowledge, and experiences fill this slate and help in overall development. It is a basic right of every individual irrespective of their caste, creed, or religion to get educated. Education is not only a promise for the better, brighter, and prosperous future of any nation but of the individual itself. The present study is centered to understand, 'Student unrest in relation to their self-efficacy.' This research will try to investigate the role of self-efficacy in causing unrest among students of Aligarh Muslim University, Aligarh. Every student is unique and has self-efficacy, i.e. belief in themselves whether they can perform a particular task or not, but they differ in their levels of self-efficacy. This study tends to find out what relationship does self-efficacy has with student unrest and why.

Desai (1989) defined student unrest "as the expression that the students give to his bottled up feelings of dissatisfaction and disillusion which, why not entirely totally devoid of justification, often erupts into a war of destruction and damage." Nowadays psychological distress is the most common problem among student population because of which they face a number of difficulties in the way of their learning period, it may be in form of financial

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problems, academic pressure, professional or career choice, parental pressure, etc. as a result of which 75% students complain very common symptoms of psychological distress such as headaches, sleeplessness or insomnia, physical pain, etc. One major factor which affects psychological distress is lack of self-efficacy. Bandura (1997) defines self-efficacy, "as faith in one's capability to organize and execute the course of action required to manage a prospective situation. It constitutes a faith about one's ability to fulfill a particular task pattern". While Evers, Brouwers, and Tomic (2002) define self-efficacy, "as faith that one is able to do certain things. So, self-efficacy includes one's competencies and beliefs in terms of well-being, able to operate successfully". It has been seen generally that people who have high self-efficacy possess good determinant, positive thinking, and live healthier life rather than those who have low self-efficacy who possess weak determinants, negative thinking, and lead bothered life. A large amount of literature on self-efficacy with various aspects of health, well-being, and functioning are available. High self-efficacy expectations have been related to subjective well-being, positive emotions and good physical condition in the general population (Bandura, 1997; Creed, Muller & Patton, 2003; Lent, Sheu, Singley, Schmidt, Schmidt & Gloster, 2008) on the contrary, low self-efficacy has been related to anxiety and depression (Kashdan & Robert, 2004) and low subjective well-being (Caprara, Steca, Gerbino, Paciello & Vecchio, 2006). Another consideration that motivated the present research is the fact that there is no substantial body of evidence suggesting a close relationship between self-efficacy and many behavioral patterns including student behavior especially 'Student Unrest'.

Sources of Self-Efficacy

According to Bandura (1992), the development of self-efficacy begins from early childhood as children deal with lots of experiences in their lives through different tasks and situations. And the growth of self-efficacy does not end during youth too but also continues to evolve throughout life as people acquire new skills, experiences, and understanding throughout their life. There are 4 sources which affect the self-efficacy of an individual (Bandura & Wood, 1989).

Mastery Experience - According to Bandura (1994) the most effective way of developing a strong sense of self-efficacy is through mastery experiences which can be described as past experiences of failure or success. These experiences help the individual in the formation of their expectations that they generalized to other situations also. Past experiences provide direct consequences to our level of abilities and competence of present situations. Experiences can be similar or substantially different from the original experiences that the individual had undergone. Strong senses of self-efficacy expectations are developed through repeated successful behavior of an individual, for example, previous accomplishments signify an individual's ability and make their self-efficacy stronger or in simple words, it can be said that whenever an individual performs a task successfully it strengthens their sense of self-efficacy. Similarly, earlier successive defeats lower the self-efficacy of the individual again in simple words it can be said that, if the individual fails to complete the task or challenge then his sense of self-efficacy is weakened, especially if it appears on the earlier stage of the learning experience of an individual. Although we can increase the personal mastery for a particular behavior through several ways like performance desensitization, performance exposure former participating modeling, and self-instructed performances. It is seen that receiving feedback on one's progress or one's fulfillment in a particular performance helps in the future performance of that individual.

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Vicarious Experiences or Social Modelling - This is the second most influential way of creating or strengthening self-efficacy in an individual. Self-efficacy can be affected vicariously through experiences which are provided by social models meaning if an individual witnesses another individual to successfully complete a task then that individual's self-efficacy is increased as he will believe that he can also complete that particular task successfully. According to Bandura (1994), seeing people similar to oneself succeed by the continuous attempt raises an observer's belief or level of self-efficacy that they possess and the capability to master similar activities to succeed in a task. It is like saying to oneself, "if they can do it, so can I". Similarly, witnessing others failing in a particular task reduces the observer's self-efficacy as they might say, "if they can't do it, neither can I". It is a simple process of comparison of another person to oneself. Although social modeling is not as influential as past experiences but nevertheless has a powerful influence when a person is predominantly on certain of his/her capabilities.

Social or Verbal Persuasion - These involve a verbal judgment that the others provide to an individual either in the form of encouragement or discouragements. According to Bandura (1977), people could be persuaded to believe that they have the skills and capabilities to succeed by getting verbal encouragements from others which significantly alter their level of self-confidence, self-evaluation and help people to overcome from self-doubt and instead focus on giving their best effort to the task at hand. For example, if someone said something positive and encouraging to an individual it has a strong influence to help the individual in achieving a goal and that increases their level of self-efficacy to succeed in other tasks also. Similarly, if someone said something negative and discouraging to an individual, it will also have a strong influence on the individual as he/she will start doubting his/her capability and does decrease the level of self-efficacy of an individual even if the task could be successfully completed by that individual. The more significant the other person is, encouraging or discouraging, the stronger the effect on self-efficacy of an individual. For example, parents, partners, friends, spouses and children's encouragement and discouragement will have more effect on the self-efficacy of an individual than of a neighbor's or unknown person.

Physiological and Emotional Responses - According to Bandura (1982, 1986) physiological and emotional responses are represented by physical and emotional reactions towards a situation by an individual. The physiological and emotional arousal responses indicate the fearfulness and the quietness in a stressful condition. This information indicates the coping mechanism which the individual uses or applies in a given situation. In simple words, it can be said that moods, physical reaction, emotional as well as the stress level of an individual impact how an individual feels about their personal abilities and capabilities in a particular situation. For example, a person who is extremely nervous before on public speaking or stage speaking may develop a lower sense of self-efficacy for these similar situations. However, according to Bandura (1994), self-efficacy is not the absolute intensity of emotional and physical reactions that is important but rather how the situation is perceived and interpreted by that individual. For example, a person getting a feeling of 'butterflies in the stomach' before public speaking shows his low self-efficacy and that person might take this as a sign of his own inability to perform, thus decreasing his self-efficacy further; while a person with high self-efficacy is likely to interpret such physiological signs as normal and unrelated to his or her actual ability and will continue to be seen as high regardless of trembling hands. Thus, it is the person's belief in the implication of the physiological responses that alter his self-efficacy rather than the sheer power of the response. According to Bandura (1977, 1982, 1986, 1994), a higher level of

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physiological and emotional arousal shows in the lower level of self-efficacy while lower physiological and emotional arousal shows higher self-efficacy of an individual.

Importance of Self-Efficacy in Individual's Functioning

Self-efficacy can enhance a person's accomplishment and well-being in many ways. Some of the most important ways are:

Choices Regarding Behaviour - Self-efficacy influences choices people make in life and the course of actions that they take to pursue them. An individual tends to select those tasks and activities in which they feel confident and competent enough to complete them and they try to avoid those tasks in which they do not feel confident to complete successfully. It is important for an individual to believe that his action will have the results and consequences that they desire to approach and complete any given task otherwise they will avoid that task.

Motivational Efforts - Individuals with high self-efficacy towards a task are more likely to try the harder task and put in longer efforts than those with lower self-efficacy. In simple words, we can say that if an individual has full confidence and motivation in completing the task he is more likely to put longer efforts to complete the task while an individual who has low motivation and confidence will try to avoid the task altogether. It is sometimes seen that low self-efficacy people try to learn more about the task so that they could complete it successfully while sometimes someone with high self-efficacy may not be prepared significantly enough for that particular task.

Facilitative Thought Patterns and Emotional Reactions - Efficacy influences self-task meaning Individuals having high self-efficacy helps them in creating a feeling of serenity in approaching the difficult task and activities while people with low self-efficacy might believe that things are tougher than they really are and thus their anxiety, stress, depression increase; which again narrows the vision of those individuals of how best to solve the problem at hand. In simple words, we can say that those individuals who have high self-efficacy might think, " I know I can figure out how to solve this problem" while those having low self-efficacy might think, " I knew I couldn't do it as I didn't have the ability". Self-efficacy beliefs can have a powerful influence on the level of accomplishment that the individual desires and achieves.

The Destiny Idea - According to Bandura (1993), people of different self-efficacy perceives the world in fundamentally different ways, high efficacy individuals are generally of opinion that they are in control of their own lives and that their own actions and decisions shape their life while on other hand people with low self-efficacy may see that their lives are somewhat out of their hands and control.

Perseverance and Vulnerability to Stress - Individuals with strong self-efficacy will be more resilient when faced with problems and failures while those with low self-efficacy will be scared and full of anxiety. It is seen that people with high or strong self-efficacy face stressful experiences with confidence and assurance and they are able to resist worries and failures whereas people with low self-efficacy experience more stress and burnt out feeling because of the high levels of failures expectations.

Types of Self-Efficacy

There are 5 types of Self-efficacy and they are as follows:

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Academic Self-Efficacy - This refers to the belief that one can successfully complete the course-specific academic task like accomplishing course aims, satisfactory completing assignments achieving good grades, and meeting the requirements to continue the same one's major course of study. According to Bandura (1993), academic self-efficacy refers to an individual's confidence in his or her ability to succeed in academic tasks and pursuits. While according to Zimmerman (1995), self-efficacy has been defined as personal judgments of one's capabilities to organize and execute courses of action to attain designated types of educational performances. Researchers have shown that academic self-efficacy is predictive of student's ability to succeed and students with higher academic self-efficacy work harder (Bandura, Barbaranelli, Caprara & Pastorelli, 2001), are more persistent (Pajares, 1996) and develop better goal setting and time monitoring strategies than other students (Zimmerman, 2000). Researchers have observed a direct positive relationship between academic self-efficacy and academic achievement (Chemers, Hu, & Garcia, 2001; Greene, Millers, Crowson, Duke, & Akey, 2004; Sharma & Silbereisen, 2007).

Clinical Self-Efficacy - This self-efficacy was first used to analyze changes achieved in the behaviors of an individual. Psychotherapeutic treatments such as desensitization, symbolic modeling, and first-hand mastery experience helped in forming a change in the behavior of the individual.

Self-Regulatory Self-Efficacy - This efficacy deals with the ability to resist peer pressure and avoid high-risk oriented activities by an individual. According to Bandura (1977), this efficacy not only involves the exercise of control over action but also the self-regulation of various personal determinants of learning such as thought processes, determinants of learning processes, and motivation. According to Caprara, Barbaranelli, Pastorelli, and Cervone (2004), self-regulatory self-efficacy concerns people's perception of relating their actions in accordance with personal norms when they are faced with peer pressure for engaging in anti-social conduct. It has been observed that good self-regulation does better academically early than poor self-regulators (Zimmerman & Schunk, 2006), and those students who are considered as good self-regulator use their own performance as a guide for assessing their self-efficacy (Schunk, 1995). Bandura, Caprara, Barbaranelli, Gerbino, and Pastorelli (2003) found that high self-regulatory efficacy was related to the ability to effectively manage one's academic development.

Social Self-Efficacy - This type of self-efficacy deals with the belief of an individual in their abilities to form and maintain relationships and to be assertive and engage in leisure time activities. According to Sherer and Adams (1983), social self-efficacy refers to a willingness to initiate behavior in social situations. It is the ability to establish friendships for sustaining relationships, receive positive peer praises, be socially acceptable, and behave in a prosocial manner at school. These are all important tasks for success at school and have been found to be directly related to academic achievements (Patrick, Hicks & Ryan, 1997)

Group Efficacy or Collective Self-Efficacy - According to Bandura (1997), 'collective self-efficacy is groups shared belief in its joint capabilities to organize and execute the courses of action required to produce given levels of attainment'. People often pool their resources, knowledge, and mutual support to solve a particular problem. Hecht (2002) found a strong positive relation between potential and performance and this was particularly important when the group faced a complex task that required the efforts of every group member. According to Bandura's decades of researches, self-efficacy belief plays an

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important role in both individual and group motivation since people have to rely at least to some extent on others to accomplish the task.

Occupational Self-efficacy - It refers to the individuals who believe in their abilities and skills to perform and fulfill the requirements of the workplace.

As we can see that self-efficacy is a person's evaluation of his or her ability or competency to perform a task, reach a goal, or overcome an obstacle (Bandura, 1977). This evaluation may vary greatly across situations (Cervone, 2000). Performance in both physical (McAuley & Courneye 1993) and academic (Sanna & Pusecker, 1994) tasks, performance on the job (Huang, 1998), and ability to deal with anxiety and depression (Cheung & Sun, 2000) is enhanced by strong feelings of self-efficacy. Taking the idea of self-efficacy further, Bandura (2000) proposes collective self-efficacy – the shared belief by each member of a group that collective actions will produce the desired effects. Those who don't believe in such self-efficacy assume that they can't change things, so they give up and become apathetic. For example, if the present governing system is perceived as trustworthy, collective self-efficacy leads to positive political activism while if the system is perceived as untrustworthy, the collective behavior leads to confrontational and coercive activism such as riots and protests. It is also seen that people with low self-efficacy towards a task are more likely to avoid it, while those with high self-efficacy are not only more likely to attempt the task but they also will work harder and persist longer in the face of difficulties. Thus, it is seen that, self-efficacy influences:

1. What activities the does student select?
2. How much effort do they put forth?
3. How persistent they are when faced with difficulties?
4. What the difficulty level of goals students set?

Students with low self-efficacy do not expect to do well, and they often do not achieve at a level that is commensurate with their abilities. They do not believe that they have the skills to do well so they don't try at all. The connection between self-efficacy becomes stronger as the student advances through classes and schools. And by the time students are in college, their self-efficacy beliefs are more strongly related to their achievement than any other measures of their ability. It was found that the self-efficacy of the students was also one of the reasons for student unrest. Self-efficacy is positively related to better academic performance (Jahanian & Majhoubi, 2013) which is important as low-performance level leads to frustration in a student which is one of the main causes of student unrest. It has been observed that high self-efficacy students had higher motivation to attain knowledge and skills (Gebara, 2010), uses more cognitive and metacognitive strategies (Pintrich & Garcia, 1991), has high academic goal-setting (Mone, Baker & Jeffries, 1995), persisted longer when faced with academic demands or task (Schunk & Zimmerman, 2007), had high satisfaction in college and learning (DeWitz & Walsh, 2002; Gebara, 2010) and a purpose in life (DeWitz, Woolsey & Walsh, 2009). It was observed that high self-efficacy students not only try to improve themselves but also rely on their own initiative rather than help from others to find solutions to their problems (Hamill, 2003; Schunk & Zimmerman, 2007). Moreover, they consider their belief system as a source of their strength (Hamill, 2003; Schunk & Zimmerman, 2007). It was noted that self-efficacy is negatively correlated to stress, anxiety (Newby-Fraser & Schlebusch, 1997; Zimmerman, 2000; Willis, 2002; Khodarahimi, 2010), frustration and aggression (Willemse, Smith & Wyk, 2011; Ojewola, 2014) but positively correlated to tolerance of frustration (Xinghang, 2013). Self-efficacy for controlling behavior is positively correlated to problematic behavior including rule-breaking

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(Samson, 2009) while emotional self-efficacy is positively related to verbal aggression and hostility (Willemse, Smith & Wyk, 2011) in adolescents. It is also observed that low academic self-efficacy students were more likely to be involved in problematic behavior like delinquency, bunking classes, abandoning or failure in the school which not only endangers their chances of academic success (Bandura, Barbaraneli, Caprara & Pastorelli, 1996) but also hampers any future employment prospects, while high self-efficacy students had low obsessive-compulsive disorder, depression, paranoid ideation, interpersonal sensitivity, psychopathology and hostility (Willis, 2002).

Given all these characteristics, it seems only reasonable that, low self-efficacy students would tend to be more aggressive than high self-efficacy students. In view of all the above studies, it would be logical to assume that low self-efficacy students will indulge more aggressively in unrest than high self-efficacy students. It was seen that there was a lack of studies on self-efficacy in relation to student unrest, but studies dealing with many aspects of student unrest like student aggression, student activism, impulsivity, frustration, anxiety, student indiscipline, etc. were available.

Research Objectives

1. To investigate the relationship between student unrest and self-efficacy among students of graduation and master courses of Aligarh Muslim University, Aligarh.
2. To predict whether self-efficacy has any effects on the level of student unrest among students of graduation and master courses of Aligarh Muslim University, Aligarh.
3. To find out whether gender has any moderating effect on the relationship that Student Unrest has with Self-Efficacy among students of graduation and master courses of Aligarh Muslim University, Aligarh.
4. To find out whether age has any moderating effect on the relationship that Student Unrest has with self-efficacy among students of graduation and master courses of Aligarh Muslim University, Aligarh.
5. To find out whether courses students are enrolled in have any moderating effect on the relationship that Student Unrest has with self-efficacy among students of graduation and master courses of Aligarh Muslim University, Aligarh.

Hypotheses

- H1a:** There will be negative correlation between Self-Efficacy and its dimensions with Student Unrest and its dimensions among students of graduation and master courses of Aligarh Muslim University, Aligarh.
- H1b:** There will be a significant prediction of Student Unrest and its dimensions by Self-Efficacy and its dimensions (other than zero) among students of graduation and master courses of Aligarh Muslim University, Aligarh.
- H1c:** Gender will moderate the relationship between Student Unrest and Self-Efficacy among.
- H1d:** Age will moderate the relationship between Student Unrest and Self-Efficacy among students of graduation and master courses of Aligarh Muslim University, Aligarh
- H1e:** Student's Enrolment to Course will moderate the relationship between Student Unrest and Self-Efficacy among students of graduation and master courses of Aligarh Muslim University, Aligarh.

METHODOLOGY

Research Design

The present study uses a quantitative approach method where primary data is collected using a convenience sampling technique. It has one dependent/criterion variable, namely Student Unrest and one independent/predictor variables, namely Self Efficacy. Both these variables are used in continuous form, i.e. interval scale. First of all, the correlation was used to find out what relationship Student Unrest has with Self-Efficacy, then Multiple Linear Stepwise Regression Analysis was used to find out the best predictive dimension of Self-Efficacy. Finally, Moderation Analysis was used to know whether the effect of a predictive variable, Self-Efficacy, on criterion variable, Student Unrest, is due to predictive variables only and not due to the moderators like gender, age, or course in which the student is enrolled in.

Sample

The initial sample consists of 1000 students of Aligarh Muslim University, Aligarh. Out of 1000, only 782 were selected for the final study as 218 failed to complete the full questionnaire. Participants belonged to both genders and from both professional and non-professional courses of the university. The age range of all the participants was from 17 to 24. The convenience sampling method was used to collect the data.

Table 3.1: Distribution of Sample according to Gender, Age Groups, and Course Students are Enrolled In

Distribution of Sample According to		No. of Participants	%	Total
Gender	Male	532	68	782
	Female	250	32	
Age	Adolescence	414	52.9	782
	Early Adulthood	368	47.1	
Course	Non-Professional	439	56.1	782
	Professional	343	43.9	

The sample size of the present study is 782 out of which the total number of males who participated was 532 making 68% of the total sample while the number of female participants in the current study was 250 making 32% of the total sample.

The mean age of our participants is 20.96, while the median and mode ages are 20. The division of the sample is also done on the basis of age categories. This category distribution was done by Erik Erickson in his ‘Theory of Development of Personality through 8 Psychosocial Stages’ which emphasizes social and cultural forces of development. The participants from ages 17 to 20 years are categorized into Adolescence while from 21 to 24 years into the Early Adulthood category. The lowest age of our participants is 17, while the highest age is 24 years. 52.9% (414 out of 782) of our participants fall in the age category of Adolescence while 47.1% (368 out of 782) falls in the Early Adulthood category. More than half of our participant falls under the age group of Adolescence i.e. 52.9%.

The division of the participant was also done on the basis of the courses in which they were enrolled. Courses were divided into non-professional and professional categories. Courses like B.A., M.A., B.Sc., M.Sc., were categorized as non-professional courses while courses like MBBS, B.Tech., B.A.L.L.B, Diploma, etc. were categorized as professional courses. A total of 439 participants were enrolled in non-professional courses which constitute 56.1%

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of our sample while a total of 343 participants forming 43.9% of our sample were enrolled in professional courses.

Inclusion Criteria

1. Students from Aligarh Muslim University, Aligarh.
2. Students from Diploma, Graduation, and Masters.
3. Students from all the professional and non-professional courses.
4. Age: 17 to 24.
5. Both residents (hosteller) and non-residents (day-scholars) Students

Exclusion Criteria

1. Students from any other university except AMU, Aligarh.
2. Students below 17 and above 24.
3. Ph.D. and PDF students

Tools

1. **Personal Data Sheet** - Personal datasheet includes information related to the subjects like their names, age, gender, courses students are enrolled in, etc.
2. **Student Unrest Measuring Scale** Student Unrest Measuring -Scale developed by Dr. Vineeta Khanna (1980) is used. It consists of 50 items divided into five dimensions of college life namely – Fellow Students, Teachers, Physical Amenities in the college, College Administration, and Curriculum & Examination system. There are 10 items for each dimension. The subjects have to give their responses to a 3-point Likert scale ranging from ‘Yes’, ‘Doubtful’, and ‘No’. The split-half reliability coefficient of this test is 0.76, which is considered satisfactory for our study. The validity of this scale is 0.51.
3. **Self-Efficacy Scale (SES–SANS)** Self-Efficacy Scale (SES – SANS) was developed by Arun Kumar Singh and Shruti Narain (2014). This scale is applicable for individuals of 12 years and above age. It consists of 20 items measuring four dimensions: – Self Confidence, Efficacy Expectation, Positive Attitude, and Outcome Expectation. There are 5 items in each dimension. Out of these 20 items, 16 are positive items and 4 are negative items. The responses to this scale are given on a 5-point Likert scale from strongly agree to strongly disagree. The test-retest reliability is found to be .82 while split-half reliability is .74. Concurrent Validity is found to be .92.

Procedure

Prior to data collection, the investigator explained the purpose of the study to all the subjects. The investigator also established a rapport with the subjects and explained to them that there are no right or wrong answers and as far as possible they should answer truthfully. The subjects were assured that all their responses would be kept strictly confidential and would be utilized for research purposes only. After establishing rapport, data were collected both individually and in groups. After the completion of the questionnaire, all the participants were thanked and given contact numbers in case they wished to know the individual results of a questionnaire administered on them.

The convenience sampling method was used to collect the sample from Aligarh Muslim University, Aligarh. The total number of participants was 1000 on which the questionnaires were administered, but 218 questionnaires were excluded because they were either partially or totally incomplete. Therefore, the final sample on which the data analysis was performed was 782.

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Statistical Techniques

Data are analyzed using the Statistical Package for Social Sciences (SPSS) version 20.0. In order to answer the research questions, the following statistics were used in our study.

Test of Normality was used by calculating z-value (Skewness & Kurtosis) for each variable. Cronbach's Alpha was used to determine the reliability and internal consistency of both the questionnaire of the current sample.

Pearson's Product-Moment Correlation Coefficient was used to find out the strength, magnitude, and direction of the relationship between the criterion variable, Student Unrest, and the predictor variable, Self-Efficacy along with their dimensions.

Stepwise Multiple Linear Regression Analysis (MLRA) was used to predict the relationship between student unrest (criterion variable) and self-efficacy (predictor variable).

Finally, Moderation Analysis was used to determine the moderation effects of gender, age, and courses students are enrolled in on the relationship of student unrest with self-efficacy.

Ethical Consideration

1. The written informed consent in the form of their signature was taken from all the participants on the questionnaire provided to them for the study.
2. Confidentiality of the participants and their results were taken utmost care of.

Statistical Analysis

Many statistical analysis tools were used to arrive at the results, which are not only reliable but can also be generalized.

Normality of The Tests

The normality of all the scales was done using SPSS (Version-20.0) software package. There are 1 predictor variable and 1 dependent or criterion variable in the present study. The criterion variable is Student Unrest, while the predictor variable is Self-Efficacy. When the normality of all the data on all the scales was measured and the z-score was calculated, it was found that both the variables were in the approx. normal range (± 1.96).

Reliability of the Tests

The reliability of the test was done using Cronbach's Alpha. Cronbach's Alpha helps in measuring the internal consistency of items in the scale. The range of Cronbach's Alpha should be between 0 to 1. The closer the alpha is to 1 the greater the internal consistency of the items in that particular questionnaire.

Table 1: Reliability (Cronbach's Alpha)

Scales	No. of Items	Cronbach's Alpha Reliability	Original Reliability of Scales
Student Unrest	50	.829	.760
Self-Efficacy Scale	20	.710	.820

Table 1 shows the number of items each of the scales has, their internal consistency i.e. Cronbach's Alpha value with the present sample, and the original reliability of the scales. All the values are close to 1 which shows that the internal consistency of all the scales or questionnaire are highly significant on the present sample thus all these tests are reliable.

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Pearson Product Moment Correlation Coefficient (Variables only)

Correlation helps in measuring the association or relationship between two continuous variables. It measures both the strength and direction of the relationship that two variables share. It is denoted by 'r' and its value ranges from -1 to $+1$. The '-' shows that the relationship between two variables is inverse meaning the increase in one variable will decrease the other variable while '+' shows that the relationship between two variables is direct meaning the increase in one will increase the other variable. '0' means that there is no relationship or association between the two variables.

Table 2: Descriptive Statistics for Overall Student Unrest and Self-Efficacy (N = 782)

Overall Variables	Mean	Std. Deviation
Student Unrest	33.53	13.268
Self-Efficacy	71.41	12.815

Table 2 shows the mean scores and SD of the overall variables. The mean score of overall Student Unrest is 33.53 and SD is 13.268 while the mean score of overall Self-Efficacy is 71.41 and SD is 12.815.

Table 3: Inter-Correlation Matrix of Student Unrest and Self-Efficacy (N=782)

Variables	Self-Efficacy	Student Unrest
Self-Efficacy	1	-.624**
Student Unrest		1

**Correlation is significant at 0.01 level (2-tailed)

From the above table 3, the correlation matrix, it is seen that there are 2 variables – Student Unrest and Self-Efficacy and their data for 782 students. Pearson's Product-Moment Correlation Coefficient is used to measure the correlation between both the scales.

It is seen that Self-Efficacy is significantly and inversely correlated with Student Unrest, with $r = -.624$ at $p < .001$ level of significance. It means that when the scores of Self-Efficacy increases than the scores of Student Unrest decrease. It also means that student who has high Self-Efficacy tends to have lower Student Unrest than students with Low Self-Efficacy.

Pearson Product Moment Correlation Analysis (Variables with their Dimensions)

The correlation analysis is done with Pearson Product-Moment Correlation. Table 4 its dimensions with the predictor variable and its dimensions. The criterion variable Student Unrest has 5 dimensions namely Fellow Students, Teachers, Physical Amenities, College Administration, and Curriculum & Examination System. While the predictor variable, Self-Efficacy, has 4 dimensions namely – Self-Confidence, Efficacy Expectations, Positive Attitude, and Outcome Expectations.

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Table 4: Inter-Correlation Matrix of Student Unrest and Self-Efficacy (along with their dimensions) (N=782)

		X1	X2	X3	X4	X5	Y1	Y2	Y3	Y4	Y5	Y6
Self-Efficacy	X1	1	.734	.637	.251	.860	-.078	-.064	-.096	-.129	-.057	-.117
	X2		1	.678	.495	.902	-.202	-.152	-.137	-.151	-.074	-.194
	X3			1	.376	.859	-.167	-.147	-.135	-.144	-.036	-.172
	X4				1	.731	-.263	-.249	-.209	-.223	-.159	-.300
	X5					1	-.195	-.161	-.147	-.170	-.067	-.201
Student Unrest	Y1						1	.417	.398	.323	.269	.641
	Y2							1	.400	.403	.412	.708
	Y3								1	.490	.442	.800
	Y4									1	.488	.736
	Y5										1	.721
	Y6											1

X1 = Self-Confidence, X2 = Efficacy Expectations, X3 = Positive Attitude, X4 = Outcome Expectations, X5 = Overall Self-Efficacy, Y1 = Fellow Students, Y2 = Teachers, Y3 = Physical Amenities, Y4 = College Administration, Y5 = Curriculum & Examination System, Y6 = Overall Student Unrest.

Table 4 shows that there is a negative and significant correlation between all the dimensions of Student Unrest (fellow students, teachers, physical amenities, college administration, and curriculum and examination systems) and all the dimensions of self-efficacy (self-confidence, efficacy expectation, positive attitude, and outcome expectation). It is also observed that the correlation between overall Student Unrest and overall self-efficacy is also negative and significant ($r = -.62, p < .001$). Therefore, our hypothesis H1a which states that there will be negative correlation between Self-Efficacy and its dimensions with Student Unrest and its dimensions among students of graduation and master courses of Aligarh Muslim University, Aligarh, is also proven and supported at $p < .001$. This indicates that students who have low levels of self-efficacy will be high on Student Unrest and those with high self-efficacy will have a low Student Unrest level in them.

Multiple Linear Regression Analysis (MLRA)

For performing multiple linear regression there are many assumptions that are to be seen. Some of the most important assumptions are – Linearity, Multi-Collinearity, Heteroscedasticity, Normality, and Independence which should be passed by all the independent variables.

Table 5: Robustness Assumptions Checks for Multiple Regression

Criterion Variable	R ²	Test of Robustness					Whether Robustness Verified
		Linearity Residual Plots	Homoscedasticity	Multi-Collinearity Tolerance & VIF (Range: Tol- 0-1, VIF-0-9)	Normality PP Plots	Independence Durbin-Watson (Range: DW< 3)	
		1	2	3	4	5	
Student Unrest	.704	Satisfied	Satisfied	Tol: .253 - .826 VIF: 1.210 – 3.952	Satisfied	1.959	All are satisfied.

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It is seen in Table 5, that the robustness checks of all the 5 important assumptions namely Linearity, Homoscedasticity, Multi-collinearity, Normality, and Independence are satisfied by student unrest. Step-wise linear regression method, which is the most commonly used method for selecting a predictor variable is used. In this method, the choice of the predictive variable is carried and in each step, a variable is considered for addition to or subtraction from the set of explanatory variables based on some pre-specified criterion.

Multiple Linear Regression Analysis – Self-Efficacy and its Dimensions as a Predictor of Student Unrest.

There are 4 dimensions of Self-Efficacy – Self-Confidence, Efficacy expectation, Outcome Expectation and Positive Attitude. All these 4 dimensions will be tested by Multiple Linear Regression Analysis (MLRA) by the stepwise method to know which are the strongest and most significant predictors of the criterion variable - Student Unrest.

Table 6: MLRA of the Most Predictive Dimensions of Self-Efficacy Variable with Student Unrest

Predictors	β	R	R ²	ΔR^2	F	df	p	f ²
Dimensions of Self-Efficacy								
(Model $Y_1 = a + \beta_{15}X_{15} + \beta_{17}X_{17} + \beta_{16}X_{16} + \beta_{14}X_{14}$)								
X2	-.721	.533	.284	.283	308.828	(1,780)	.000	.396
X4	-.997	.589	.347	.345	206.785	(1,779)	.000	.531
X3	-.448	.626	.392	.389	166.914	(1,778)	.000	.644
X1	-.595	.637	.406	.403	132.628	(1,777)	.000	.683
Constant	82.792							

X2 = Efficacy Expectations, X4= Outcome Expectations, X3= Positive Attitude, X1 = Self-Confidence, Y1 = Student Unrest

Table 6 shows the stepwise MLRA (Multiple Linear Regression Analysis) of the most significant predictive dimensions of Self-Efficacy. All the dimensions of Self-Efficacy were able to significantly predicting Student Unrest. These dimensions were Efficacy Expectations, Outcome Expectations, Positive Attitude, and Self-Confidence.

The dimension which had the most significant effect on Student Unrest was Efficacy Expectation with R = .533, R² = .284 and ΔR^2 = .283. The F-value or value of ANOVA was 308.828 with df (1,780) was significant (p < .001). It was observed that Efficacy Expectation alone could explain 28.4% Student Unrest in an individual student. The Cohen's effect size (f² = .396) suggested a medium association of Efficacy Expectation dimension of Self-Efficacy with Student Unrest.

When Efficacy Expectation was combined with the second most significantly effecting variable – Outcome Expectation the values changed. The new values were R = .589, R² = .347 and ΔR^2 = .345. The F-value was (1,779) = 206.785 which was significant at p < .001. It was also observed that their combined effect on Student Unrest increased to 34.7%. The Cohen's effect size (f² = .531) suggested a large or strong association of Efficacy Expectation and Outcome Expectation dimensions of Self-Efficacy with Student Unrest.

Similarly, when both these (Efficacy Expectation & Outcome Expectation) were combined with the third strongest predictor Positive Attitude the values changed to R = .626, R² = .392, ΔR^2 = .389 and F (1,778) = 166.914 which was also significant (p < .001). And their combined effect on Student Unrest raised to 39.2%. The Cohen's effect size (f² = .644)

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suggested a large or strong association of Efficacy Expectation, Outcome Expectation, and Positive Attitude dimensions of Self-Efficacy with Student Unrest.

Finally, the last strongest variable Self-Confidence when combined with these three gave the values of $R = .637$, $R^2 = .406$, $\Delta R^2 = .403$ with $F(1,777) = 132.628$ significant at $p < .001$. Thus again increasing the effect on criterion variable Student Unrest to 40.6%. The Cohen's effect size ($f^2 = .683$) suggested a large or strong association of Efficacy Expectation, Outcome Expectation, Positive Attitude, and Self-Confidence dimensions of Self-Efficacy with Student Unrest.

β -value or beta value shows the variables which have the most effect on the criterion variable Student Unrest i.e., which are the strongest predictor of the criterion variable. Efficacy Expectation is having the most effect on Student Unrest followed by Outcome Expectation, Positive Attitude, and Self-Confidence. In other words, the best and the strongest predictor of Student Unrest in Self-Efficacy is the dimension of Efficacy Expectation with β -value of -1.951.

All the 4 dimensions of Self-Efficacy were able to predict a significant amount of Student Unrest in an individual. Efficacy Expectation, Outcome Expectation, Positive Attitude and Self-Confidence passed on the criteria to predict Student Unrest with $R^2 = .406$, $F(1,777) = 132.628$, $p < .001$. Therefore, it was inferred that these 4 dimensions combined together were able to explain about 40.6% of Student Unrest in an individual. Therefore, hypothesis H1b which states that there will be a significant prediction of Student Unrest and its dimensions by Self-Efficacy and its dimensions (other than zero) among students of graduation and master courses of Aligarh Muslim University, Aligarh, is proven and supported at $p < .001$ level of significance meaning that the slope of the regression line is not zero. It also indicates that any change in predictor variable Self-Efficacy will result in changes in the criterion variable i.e. Student Unrest.

Moderation Analysis

Moderation analysis is a kind of regression analysis that explains the impact of the predictor variable on the criterion variable through or under the influence of a moderator variable which is the third variable. In other words, the moderating variable is one that specifies a particular condition under which a predictor variable is related to the criterion variable. It explains the 'When' of the predictor and criterion variable relationship. It involves an interaction effect, whereby presenting moderating variable changes the direction or magnitude of the relationship between two variables. A moderation effect could be seen in three ways:

1. Enhancing – When any increase in moderator will increase the effect that a predictor variable is having on the criterion variable.
2. Buffering – When any increase in moderator would decrease the effect of the predictor variable on the criterion variable.
3. Antagonistic – When an increase in moderator would actually reverse the effect that predictor variable is having on the criterion variable.

To test the moderation, interaction effect between the predictor variable (X) and the moderator variable (M) and whether this effect is significantly predicting the criterion variable (Y).

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There are 3 moderator variables in this study, all dichotomous in nature – Gender (Male & Female), Age (Adolescence & Early Adulthood), and Course Enrolled In (Professional & Non-Professional).

Moderation Analysis: Gender as Moderator of Relationship Between Self-Efficacy and Student Unrest.

In order to better understand what is moderation effect and whether moderator variable – Gender (M), when interacted with the predictor variable – Self-Efficacy (X), will have any significant effect on criterion variable (Y) – Student Unrest the following conceptual diagram is given in Fig 1.

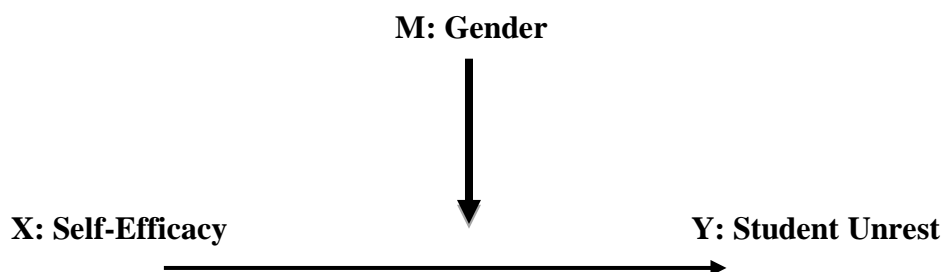


Figure 1: Conceptual Diagram for Gender as Moderator between Self-Efficacy and Student Unrest

Table 7: Model Summary for Moderation Effect of Gender on the relationship between Self-Efficacy and Student Unrest.

Model	R	R ²	Change Statistics				Sig. F Change
			R ² Change	F Change	df1	df2	
1	.651	.424	.424	286.614	2	779	.000
2	.651	.424	.000	.010	1	778	.920

Model 1: Predictor: Gender, Self-Efficacy

Model 2: Predictors: Gender, Self-Efficacy, Interaction Between Gender & Self-Efficacy

It is seen that in Table 7, there are 2 models. Model 1 has the values without the interaction between Gender and Self-Efficacy, while Model 2 has values with the interaction effect of Gender and Self-Efficacy. It had been observed that there is a significant amount of variance in Student Unrest in Model 1 with $R^2 = .424$, $F(2,779) = 286.614$, $p < .001$. This clearly shows that Self-Efficacy is a strong predictor of Student Unrest.

Model 2 which shows the values with the interaction effect of Self-Efficacy with Gender shows there is no significant amount of variance in Student Unrest as the value of $R^2 = .000$, $F(1,778) = .010$, $p = .920$. This clearly indicates that there is no moderating effect of Gender on the relationship of Self-Efficacy with Student Unrest, hence interaction plot was not made. Therefore, H1c which stated that Gender will moderate the relationship between Student Unrest and Self-Efficacy among students of graduation and master courses of Aligarh Muslim University, Aligarh, is not supported by our findings.

Moderation Analysis: Age as Moderator of Relationship Between Self-Efficacy and Student Unrest.

In order to better understand what is moderation effect and whether moderator variable – Age (M), when interacted with the predictor variable – Self-Efficacy (X), will have any

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significant effect on criterion variable (Y) – Student Unrest the following conceptual diagram is given in Fig 2.

M: Age

X: Self-Efficacy

Y: Student Unrest

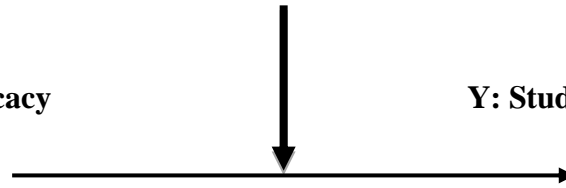


Figure 2: Conceptual Diagram for Age as Moderator between Self-Efficacy and Student Unrest

Table 8: Model Summary for Moderation Effect of Age on the relationship between Self-Efficacy and Student Unrest.

Model	R	R ²	Change Statistics				
			R ² Change	F Change	df1	df2	Sig. F Change
1	.627	.393	.393	251.872	2	779	.000
2	.629	.396	.003	3.965	1	778	.047

Model 1: Predictor: Age, Self-Efficacy

Model 2: Predictors: Age, Self-Efficacy, Interaction Between Age and Self-Efficacy

It is seen that in Table 8, there are 2 models. Model 1 has the values without the interaction between Age and Personality Type A, while Model 2 has values with the interaction effect of Age and Self-Efficacy.

It had been observed in Model 1 that there is a significant amount of variance in Student Unrest in Model 1 with $R^2 = .393$, $F(2,779) = 251.872$, $p < .001$. This clearly shows that Self-Efficacy is a strong predictor of Student Unrest.

Model 2 shows the values with the interaction effect of Self-Efficacy with Age shows there is a significant amount of variance in Student Unrest as the value of $R^2 = .000$, $F(1,778) = .701$, $p = .403$. This clearly indicates that there is a moderating effect of Age on the relationship of Self-Efficacy with Student Unrest.

Further, for visualizing the conditional effect of Self-Efficacy (X) on Student Unrest (Y) interaction plot is given below as Fig.3.

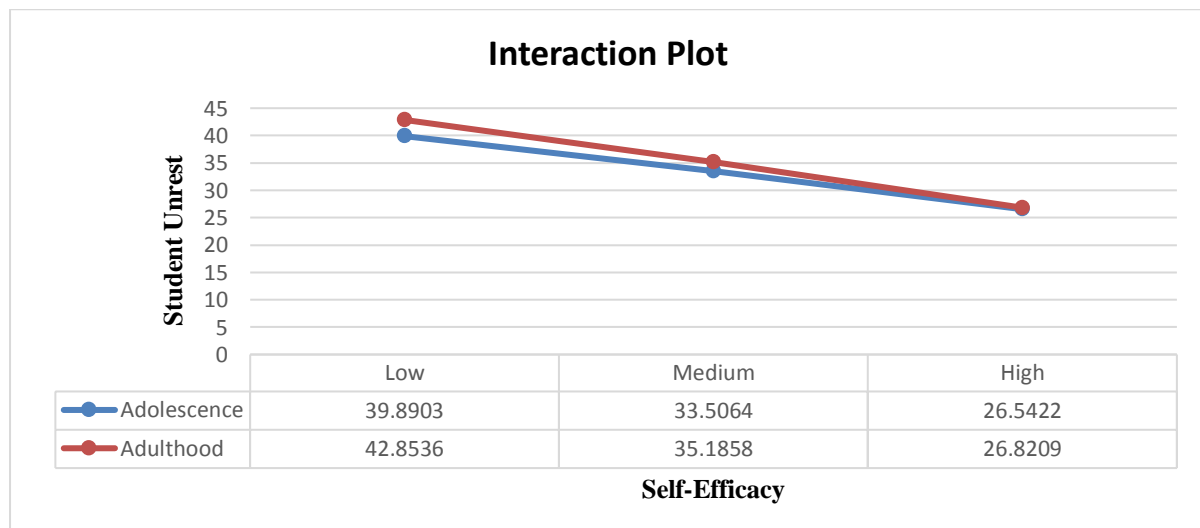


Figure 3: Interaction Plot of Age as a moderator between Self-Efficacy and Student Unrest

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It is clearly observed by examining an interaction plot in Fig. 3, that an interaction effect. It is seen that when the scores of Adolescence increases with the scores of Self-Efficacy there is a decrease in Student Unrest. On the other hand, even when scores of Adulthood increases with the increase in scores of Self-Efficacy there is a decrease in the scores of Student Unrest. It is seen that scores of both Age Groups – Adolescence and Adulthood, however different with low, medium, and high Self-Efficacy, will interact with each other at High Self-Efficacy on Student Unrest. Therefore, H1d which stated that Age will moderate the relationship between Student Unrest and Self-Efficacy among students of graduation and master courses of Aligarh Muslim University, Aligarh, is supported by our findings at $p < .05$ level of significance.

Moderation Analysis: Course as Moderator of Relationship Between Self-Efficacy and Student Unrest.

In order to better understand what is moderation effect and whether moderator variable – Course students are enrolled in (M) when interacted with the predictor variable – Self-Efficacy (X), will have any significant effect on criterion variable (Y) – Student Unrest the following conceptual diagram is given in Fig 4.

M: Course

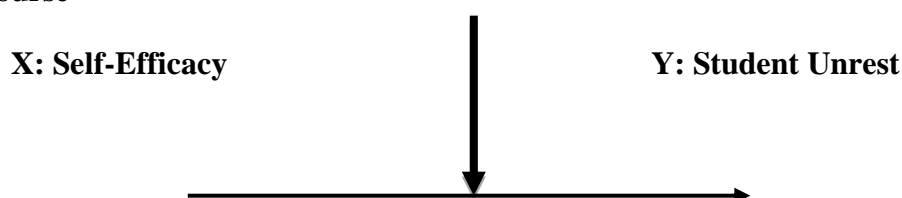


Figure 4: Conceptual Diagram for Course as Moderator between Self-Efficacy and Student Unrest

Table 9: Model Summary for Moderation Effect of Course on the relationship between Self-Efficacy and Student Unrest.

Model	R	R ²	Change Statistics				
			R ² Change	F Change	df1	df2	Sig. F Change
1	.641	.411	.411	272.237	2	779	.000
2	.649	.421	.010	13.371	1	778	.000

Model 1: Predictor: Course, Self-Efficacy

Model 2: Predictors: Course, Self-Efficacy, Interaction between Course and Self-Efficacy

It is seen that in Table 9, there are 2 models. Model 1 has the values without the interaction between Course students are enrolled in and Self-Efficacy, while Model 2 has values with the interaction effect of Course students are enrolled in and Self-Efficacy.

It had been observed in Model 1 that there is a significant amount of variance in Student Unrest in Model 1 with $R^2 = .411$, $F(2,779) = 272.237$, $p < .001$. This clearly shows that Self-Efficacy is a strong predictor of Student Unrest.

Model 2 which shows the values with the interaction effect of Self-Efficacy with Course shows there is a significant amount of variance in Student Unrest as the value of $R^2 = .010$, $F(1,778) = 13.371$, $p < .001$. This clearly indicates that there is a moderating effect of Course on the relationship of Self-Efficacy with Student Unrest. Further, for visualizing the

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conditional effect of Self-Efficacy (X) on Student Unrest (Y) interaction plot is given below as Fig.5.

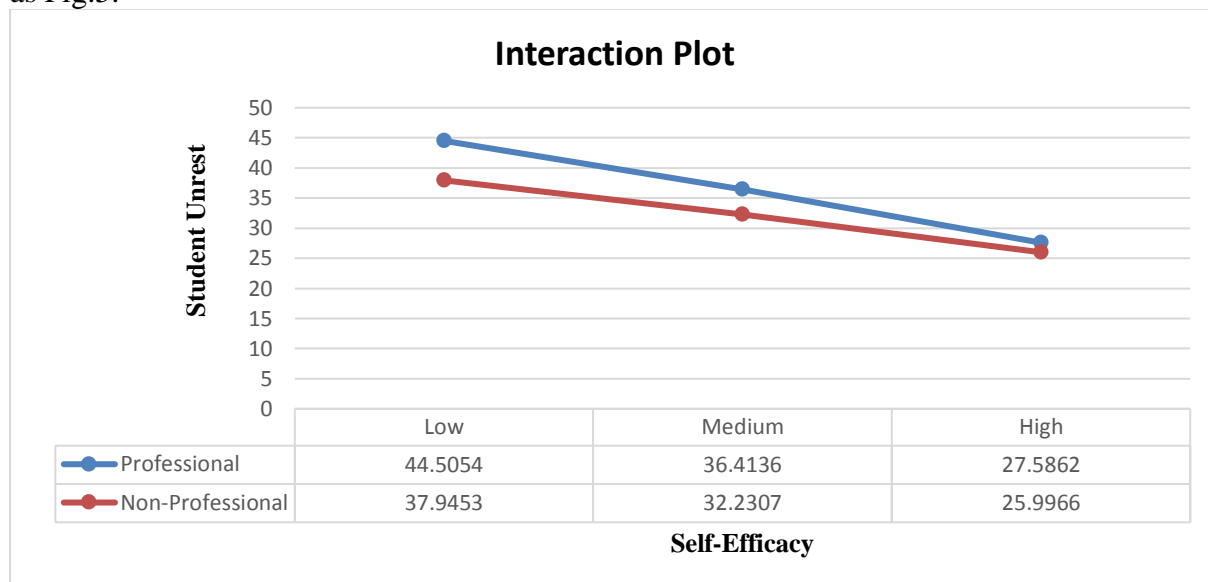


Figure 5: Interaction Plot of Course as a moderator between Self-Efficacy and Student Unrest

It is clearly observed by examining an interaction plot in Fig. 5, that there is an interaction effect as when the scores of students admitted in Professional Courses decreases with the increase in Self-Efficacy, there is a decrease in the scores of Student Unrest. On the other hand, even when scores of student admitted to Non-Professional Courses decreases with the increase in Self-Efficacy, there is a decrease in scores of Student Unrest. It is seen that scores of both Courses – Professional and Non-Professional, however different with low, medium, and high Personality Type B, do not interact fully now but at some point will interact with each other on Student Unrest as they are approaching closure. Therefore, H5c which stated that Student’s enrolment to courses will moderate the relationship between Student Unrest and Self-Efficacy among students of graduation and master courses of Aligarh Muslim University, Aligarh, is supported by our findings at $p < .001$ level of significance.

DISCUSSION OF THE RESULTS

It is observed that Self-Efficacy is significantly inversely correlated with Student Unrest which means that students with higher levels of Self-Efficacy are less likely to be in unrest. It is also observed that Efficacy Expectations, Outcome Expectations, Positive Attitude, and Self-Confidence dimensions of Self-Efficacy are significant predictors of Student Unrest with Efficacy Expectations as the strongest predictor. As there are no direct studies of Self-Efficacy and Student Unrest, therefore, studies with Self-Efficacy and different dimensions of Student Unrest were reviewed and it was seen that students who had low academic self-efficacy were involved in problematic behavior (Bandura, Barbaraneli, Caprara & Pastorelli, 1996), It was also seen that high self-efficacy was negatively correlated with stress, anxiety (Zimmerman, 2000; Willis, 2002), indiscipline (Bhalla, 1970) and aggression (Willis, 2002; Willeme, Smith & Wyk, 2011; Ojewola, 2014), and positively correlated with tolerance to frustration (Xinghang, 2013). Therefore, all these studies support our finding that students with high Self-Efficacy are less likely to be in unrest when compared to students with low Self-Efficacy. This can be attributed to the fact that students with high self-efficacy have accurate knowledge about themselves - their abilities, their limitations, and enjoy real social

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life. They are, thus, capable to control and manage their behaviors and emotions especially negative behavior and emotion like aggression and anger (Tahmasian & Gholamrezaei, 2009). While students with low self-efficacy perceive the situation more complicated than it is and this increases their frustration and stress which ultimately leads to aggression (Khosroshahi & Nosrat Abad, 2012). It is a known fact that people with aggressive behaviors are not able to control and manage their emotions (Khazaie, Shairi, Heidari-Nasab & Jalali, 2014) and self-efficacy helps the person to develop the ability to control and manage emotions (Dehghani & Hosseinchari, 2012) and it also helps in increasing awareness about oneself which helps in decreasing aggression in an individual (Yoosefi, 2011).

It is observed that Age has a moderating effect on the relationship between self-efficacy and student unrest. This can be attributed to the fact that as age increases, an individual becomes more mature and develop a better understanding of himself, his abilities, his limitations thus increasing his self-efficacy. When a child is small, he is not able to understand himself or manage his emotions as better as an adult therefore a child's self-efficacy is lower than that of an adult.

It is observed that Course students are enrolled in is having a moderating effect on the relationship between Self-Efficacy and Student Unrest and this can be attributed to the fact that students with high Self-Efficacy tend to choose and get enrolled in professional courses unless their interest lies in careers related to unprofessional courses. It is commonly observed that students with high self-efficacy tend to score higher grades (Brown & Larkin, 1984; Bouffard-Bouchard, Parent & Larivee, 1991; Multon, Brown & Lent, 1991; Mone, Baker & Jeffries, 1995; Jahanian & Majhoubi, 2013) because they know their capabilities and limitations, thus they try to work on their limitations and thus score higher and it is also seen that students who score higher grades tend to choose professional courses when opting for their further studies for e.g. MBBS, Engineering, Law, etc. instead of Arts and Social Science subjects because they know that they can qualify the entrance tests and study harder to achieve success than their counterparts (low self-efficacy students). According to Farjad (1973), students of technical and law college tend to be more in unrest as compared to their counterparts – students of arts and humanities, because these students especially law students know more about their rights, human society and laws thus they tend to question injustice and partiality. These studies support our findings that Course students are enrolled in having a moderating effect on the relationship between Self-Efficacy and Student Unrest.

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Conflict of Interest

The author declared no conflict of interest.

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