

Academic Anxiety and Self Efficacy among Adolescents of Kashmir

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ABSTRACT

The present research study was conducted to investigate the academic anxiety and self efficacy among adolescents of Kashmir. Descriptive survey method was used in the present study and the sample was selected through stratified random sampling technique. For this purpose, 400 secondary school students were selected as adolescents (200 males and 200 females) among them 200 each from government and private schools of Kulgam and Baramullah district. The tools used for data collection were academic anxiety scale by Siddiqui and Rehman (2017) and self-efficacy scale by Ganie and Ganai (2020). The statistical techniques used were percentage, t-test and persons product movement correlation method to analyze the data. The results revealed that 11.50%, 23.25% and 65.25% of low, moderate and high academic anxiety were found among adolescents of Kashmir respectively. Whereas 66.50%, 22.75% and 10.75% of low, moderate and high self efficacy was found among adolescents of Kashmir respectively. A significant difference was found between male and female adolescents of Kashmir on academic anxiety. Also, a significant difference was found between government and private school students on academic anxiety. A significant negative correlation was found between academic anxiety and self efficacy among secondary school students of Kashmir.

Keywords: *Academic Anxiety, Self-Efficacy, Adolescents*

Adolescence is marked by a long transitional period from childhood to adulthood in the modern industrial societies. This stage of life is generally considered to begin with puberty- the process of the ability to reproduce. Adolescence lasts from about age 11 or 12 until the late teens or early twenties, and it entails major, interrelated changes in all realms of development. Before the 20th century, adolescence was of no concept; children in European countries entered the adult world upon reaching the physical maturity or when they began to perform any vocation. Today entry into adulthood takes longer and it is less clear cut. Puberty begins earlier than it was used and entry into vocation tends to later occur, since complex societies need longer time of education or vocational training before a young person can lead the adult responsibilities. It is not amazing that Ann Frank in her confinement took an antidepressant in view of desperate situation in which she

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found herself. But even in normal environment, the prevalence of depression increases during the time of adolescence. It was reported as 2.5% of children and 8.3% of adolescents have major depression at a specific time (USDHHS, 1999c), and 15% to 20% may experience an episode sometime during adolescence (Petersen et al., 1993). Adolescent girls, specifically early maturing girls- like that of adult women are prone to depression (Birmaher et al., 1996; Cicchetti & Toth, 1998; Ge, Conger, & Elder, 2001; Stice & Bearman, 2001). This type of gender difference may be related to biological changes associated with puberty or the way girls are socialized (Birmaher et al., 1996) and there larger vulnerability to stress in social relationships (Ge et al., 2001; USDHHS, 1999c). Body-image and eating disturbances can alleviate symptoms of depression (Stice & Bearman, 2001).

In comparison to panic and fear, anxiety is a mixture of unpleasant emotions and cognitions that is both more future oriented and much more vague than fear (Barlow, 1998, 2002a). Anxiety means apprehension, tension, or uneasiness characterized by fear, dread, or uncertainty about something the source of which is largely unknown or unrecognized by the individual. But like fear anxiety has not only cognitive/subjective components but also physiological and behavioral components. At subjective level anxiety involves negative mood, worry about possible future danger and a desperate situation to control it. At biological level anxiety creates over arousal, though there is no mechanism of activation of fight or flight response in fear but anxiety does prepare so. At a very behavioural level anxiety does create a strong tendency to avoid the anxious situations (Barlow, 1998, 2002a). The help for this idea that anxiety is functionally and descriptively separate from panic and anxiety comes both from subjective reports, statistical analysis and neurobiological evidence (Bouton, Mineka, & Barlow, 2001; Gorman et al., 2000).

Anxiety is one of the most widely experienced emotion and one of the most essential constructs of all human behaviour. It is a displeasing feeling of uneasiness, nervousness, apprehension, fear, concern or worry (Barlow, 2002). In today's cut throat competitive environment, anxiety is a common phenomenon of everyday life. It plays a crucial role in human life, because most of the individuals are the victims of anxiety in different ways (Lenka & Kant, 2012). In the present study academic anxiety is a kind of anxiety which is related to the impending danger from the environment of the academic institutions including teacher in certain subjects like Mathematics, English. It is a mental feeling of uneasiness or distress in reaction to a school situation that is perceived negatively. Researchers generally agree that academic anxiety is not always bad. An average level of anxiety is useful in keeping people motivated and responsible and also helpful for people in having a more sustainable and prosperous life (Kahan, 2008 in Dordi Nejad, Hakimi, Ashouri, Dehghani, Zeinali, Daghighi, & Bahrami, 2011; Donnelly, 2009). Without any anxiety most of the people would lack the motivation to do anything in life. Therefore, moderate level of academic anxiety is essential to motivate students to study for examination and may incline them for better achievements. It has been observed that a high level of anxiety interferes with concentration power and also affects memory. In this way high academic anxiety may be one of the obstacles to academic achievement. Academic anxiety cannot be ignored at any cost, if we are concerned about students' performance. If it is not properly addressed it can have serious and long lasting consequences such as causing a student to procrastinate, perform poorly in school work, and withdraw from socializing with peers or from other situations (Mattoo, & Nabi, 2012).

Self-efficacy means the personal beliefs or an individual's confidence in his/her own ability to perform effectively specified tasks. Perceived self-efficacy refers to people's judgments

of their capabilities to organize and executive courses of action needed to attain designated types of performances (Bandura, 1986). Self-efficacy theory focused on that human action and success depend on relatively how deep the interactions between one's personal thoughts and a given task (Bandura 1986, 1997). Social cognitive theory as formulated by Albert Bandura is originated from the view of human agency which consider individual as agents who are involved in their own development and through their actions, they are able to make things happen. According to agency view, other than personal elements, people have self-beliefs through which they franchisee some control over their thoughts, emotions, and actions. Therefore, people are outcome of their own both environment and social system (Pajares, 2002). Of all the thoughts that influence people's performance and functioning, self efficacy beliefs are at the center of social cognitive theory (Pajares, 2002) Individuals who possess a low sense of self-efficacy will have negative thoughts and think of task's demands as threatening not as challenging and consequently therefore set low objectives for themselves (Aid Suraya & Wan Ali 2009; Bandura 1994). Bandura (1977) defined perceived self-efficacy as the individuals' judgments of their capabilities to arrange and implement courses of action to achieve desired targets, and he framed three dimensions of efficacy expectations as level, generality and strength. The level or magnitude refers to the dependence of efficacy expectations on the difficulty of a given task, such as spelling words of increasing difficulty; generality is related with the transference of self efficacy beliefs across various activities, such as from algebra to statistics; strength is related to the extent of certainty one possesses to perform a specific task (Zimmerman, 2000). Self- efficacy presents individuals beliefs about their capacities to perform in different situations and functions, as a multi-level and multi-faceted set of beliefs that effect how people feel, think, motivate themselves and behave during various tasks. Also, based upon Animasahun & Ojo (2012), Self-efficacy is and individuals belief in his/her capacity to change the behavior. The recent time have witnessed a reoccurrence of interest in the self processes by through which human agency is exercised. Among the mechanisms of personal agency, people's beliefs in their abilities to exercise control over their level of functioning and environmental demands frame the centre of attention. Unless people have the faith that they can produce desired effects by their achievement they have little incentive to act. Social cognitive theory as formulated by Albert Bandura is originated from the view of human agency which consider individual as agents who are involved in their own development and through their actions, they are able to make things happen. The findings of vast lines of research suggest that efficacy beliefs exert considerable impact on human development and adaptation (Bandura, 1992, 1995, in press; Schwarzer, 1992). Self efficacy provides the foundation of human motivation, well-being and personal achievement. If people have a firm faith that their endeavors can generate the desired results, they have enough incentive to resist in the face of adversities (Pajares, 2002). Enormous research findings suggest that nearly every dimension of people's lives is touched with self-efficacy beliefs (Pajares, 2002) and educational environments are not an exception. With respect to teaching learning situations teacher self-efficacy is defined as a teacher's "judgment about their capabilities to bring about specific results of student engagement and learning, even among slow learners or unmotivated" (Sutton & Wheatley, 2003: 783). Such beliefs influence people's aspirations and strength of goal commitments, level of motivation and perseverance in the way of difficulties and setbacks, resilience to adversity, quality of analytic thinking, causal attributions to win and fail, and vulnerability to stress and depression. The various psychological processes through which self-efficacy beliefs put their influence are deliberately involved in the development of cognitive competencies. Student's beliefs in their efficacy to regulate their own learning actions and master difficult subject matters affect their academic motivation, interest, and scholastic achievement (Bandura, 1993; Schunk, 1989; Zimmerman, 1995). These lines of

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theorizing and study findings integrate the cognitive, metacognitive, and motivational mechanisms of self-regulation (Bandura, in press; Schunk & Zimmerman, 1994). Moreover, strong efficacy beliefs shape career aspirations and pursuits during early formative years of children's. Besides there are four major sources of enhancing self-efficacy beliefs are actual performances, vicarious experiences, forms of persuasion and physiological responses (Bandura, 1997).

Albert Bandura has categorized the self efficacy into three main type's i.e. Academic self efficacy- personal judgments of abilities to organize and execute actions to meet designated educational outcome (Zimmerman, 1995). Academic self efficacy increases academic achievement and aspirations (Bandura et al. 1996). Social self- efficacy- willingness of an individual to initiate behavior in social situations (Sherer and Adams, 1983). The social skill and behave in a pro social manner at school have a direct impact to academic achievement (Patrick, Hicks, and Ryan, 1977). Student's belief that they have the social efficacy to form and sustain good peer relationships enables them to have academic success (Bandura et al. 1996). Self- regulatory self efficacy- It refers to the people's perceptions for associating their actions in accord with personal norms when they are faced with peer pressure for engaging in anti-social conduct. Research findings suggest that good self regulators do better academically than poor self regulations (Zimmerman and Schunk, 1989), and those students who were treated as good self regulators use their own performances as a guide for assessing their self efficacy (Schunk, 1995).

Self-efficacy beliefs regulate human functioning through four major ways: cognitive, motivational, emotional, and selection processes (Bandura, 2009). Much of the human behavior, being purposive, is regulated by forethought embodying cognized goals. Personal goal setting is determined by self-appraisal of capabilities. If the perceived self-efficacy is stronger, the higher the goal challenges people set for them and the firmer their commitment is to meet them. Initially most courses of behavior are shaped in thought. People's beliefs about their efficacy impacts the types of anticipatory scenarios they construct and rehearse. In addition to cognitive factors perceived self-efficacy also contributes in several ways to motivation by means of goal systems (Bandura, 1991; Locke & Latham, 1990). It is partly on the basis of efficacy beliefs that people select what challenges to undertake, how much endeavor to expend, and how long to persevere in the face of barriers and failures. People's beliefs in their coping abilities also play a critical role in the self-regulation of emotional states (Bandura, 1997). The final way in which self efficacy beliefs donate efficacy to human adaptation and change concerns selection processes (Bandura, 1995). Career choice and development one of the example of the power of self-efficacy beliefs to affect the path of life through choice-related processes (Hackett, 1995; Lent, Brown, & Hackett, 1994; Pajares & Urda, 2006). Individuals' performances are the most reliable channels for judging self-efficacy beliefs. In general, successes reinforce and failures weaken self-efficacy beliefs (Schunk & Meece, 2005). Students that were able to initiate their study activities with self efficacy and develop applicable self learning strategies are more likely to progress and achieve better because non self-regulated students are not really involved in learning process and consequently they might be subjected to any kind of shallow knowledge and low academic achievement (Pintrich and Schraben 1992; Zimmerman 1986). Consistently, extensive evidence from empirical research has proven the effects of self-efficacy on students' academic accomplishments (Bandura 1997; Chemens et al. 2001; Eastin and LaRose 2000; Khorrami-Arani 2001; Maimunah Ismail et al. 2005; Tamara and Koufteros 2002).

Academic Anxiety and Self-Efficacy

Anxiety is a psychological state in which the person's sense of uneasy suspense and worry is activated by ambiguous circumstances (Zeidner & Matthews, 2011). It is made up of biological, behavioral and cognitive components. The term *trait anxiety* refers to long-term anxiety and endures with the individual where in comparison *state anxiety* is activated by a specific event. Academic Anxiety is a state anxiety type which has become an important topic in the educational context. Many researchers in the field of educational psychology have carried out studies on Academic Anxiety and negative outcomes for different levels of study. They are of the opinion that the topic needs more attention (Anderson, 2007). Academic Anxiety in Academic institutions can have adverse impact on the students if not well managed (Chang & Lu, 2007).

Academic Anxiety is viewed as a state of distress induced by a student's appraisal of excessive academic demands (i.e. overloaded homework, examinations (Lee & Larson, 2000). Anxiety is the primary function of Academic Anxiety represented by the cognitive avoidance of threat (Brenda & Tillson, 2010). Academic Anxiety in educational institutes is not only due to the lack of student's motivation, or insufficient skills but also due to their misperception of courses and negative events in previous study classes. Students with high level of Academic Anxiety show significantly less motivation in classrooms perceived as highly evaluative compared to students with low level anxiety (Hancock, 2001). Research findings suggested that the students with high level of anxiety achieved low academic performance and that Academic Anxiety can become more harmful over time (McCarty, 2012). Furthermore, it was found that student's academic performance declines upon the increase of the anxiety level related to certain academic tasks (Harris, 2012). If we look into deep the various researches studies and evaluate to find that though an optimal level of anxiety is good to improve the overall performance of students. We may call that this optimal level actually keeps the students on their toes not be lazy with reference to their studies, but once this base level of anxiety is crossed the students now poor become its brutal victims. At this juncture students try their best recourses to mitigate the consequences of anxiety and one of them is their perceived self efficacy beliefs. A significant relationship has been found by various studies between academic anxiety and self efficacy, more the self efficacy less is the academic anxiety and vice versa (Iretor, 2016). A significant negative relation was found between academic stress and self efficacy among students (Kour, 2018), (Nazir, 2017), (Maqbool, 2019), (Bashir, 2014), (D'Souza, 2003), (Mohammadyari, 2012), (Numan, 2017), (Usher, 2008), (Hassan, 2015), (Griggs, 2013), (Pajares, 2007), (Anyadubalu, 2010), (Khemka, 2016).

Objectives of the study

- To explore the levels of academic anxiety among adolescents of Kashmir.
- To explore the levels of self efficacy among adolescents of Kashmir.
- To compare male and female secondary school students of Kashmir on academic anxiety.
- To compare government and private secondary school students of Kashmir on academic anxiety.
- To find the relation between academic anxiety and self efficacy among adolescents of Kashmir.

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Hypotheses

- H0₁** There is no significant difference between male and female secondary school students of Kashmir on academic anxiety.
- H0₂** There is no significant difference between government and private secondary school students of Kashmir on academic anxiety.
- H0₃** There is no significant relationship between academic anxiety and self efficacy among adolescents of Kashmir.

Sample

Adolescents in the study under investigation were secondary school students of Kashmir division. The sample of the present study entitled Academic Anxiety and Self Efficacy among adolescents of Kashmir consisted of 400 secondary school students who had appeared in annual examination 2020 held by JKBOSE. The required sample was obtained through stratified random sampling from two districts of Kashmir (Kulgam representing South Kashmir and Baramullah representing North Kashmir).

Tools Used

- Academic Anxiety Scale (Siddiqui, M.A. and Rehman, A.U. 2017). The tool is a three point likert scale, consisting of 44 items measuring six dimensions of academic anxiety.
- Self Efficacy Scale (Ganie, A.H. and Ganai, M.Y. 2020). The self constructed tool is a five point scale having 30 items measuring four dimensions of self efficacy among students.

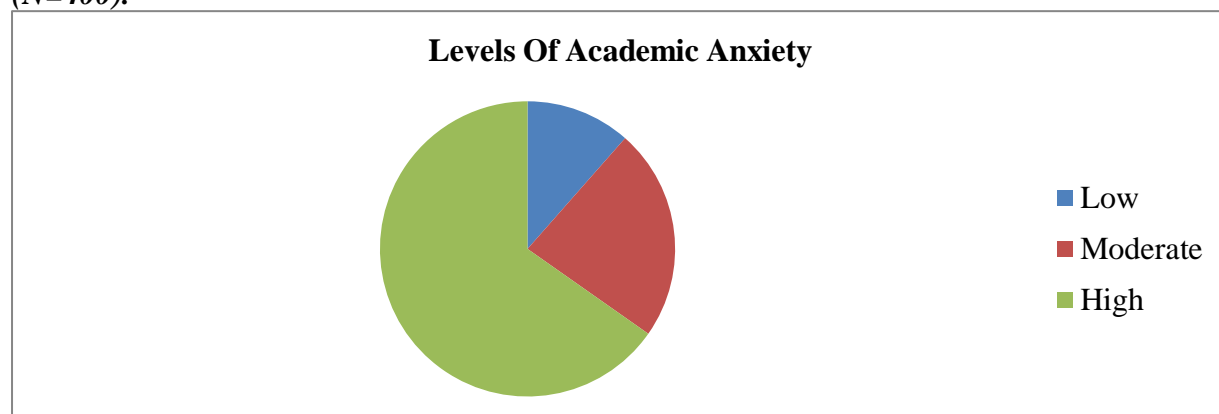
Analysis and interpretation of data

Table 1. Frequency and percentage of different levels of Academic Anxiety.

S.No.	Levels of Academic Anxiety	Frequency	Percentage
1.	Low	46	11.50%
2.	Moderate	93	23.25%
3.	High	261	65.25%
Total		400	100%

The Table 1 reveals that 11.50% of total respondents have shown low academic anxiety, 23.25% falls in moderate level of academic anxiety and 65.25% possess high academic anxiety. (Bartwal, 2011), (Joshi, 2012), (Jain, 2000) support the result.

Figure 1. Pie Chart showing different levels of Academic Anxiety of total respondents (N=400).



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Table 2. Frequency and percentage of different levels of Self Efficacy.

S.No.	Levels of Self Efficacy	Frequency	Percentage
1.	Low	266	66.50%
2.	Moderate	91	22.75%
3.	High	43	10.75%
Total		400	100%

The Table 2 reveals that 66.50%, 22.75% and 10.75% of respondents have shown low, moderate and high self efficacy respectively.

Figure 2. Pie Chart showing different levels of Self Efficacy of total respondents (N=400).

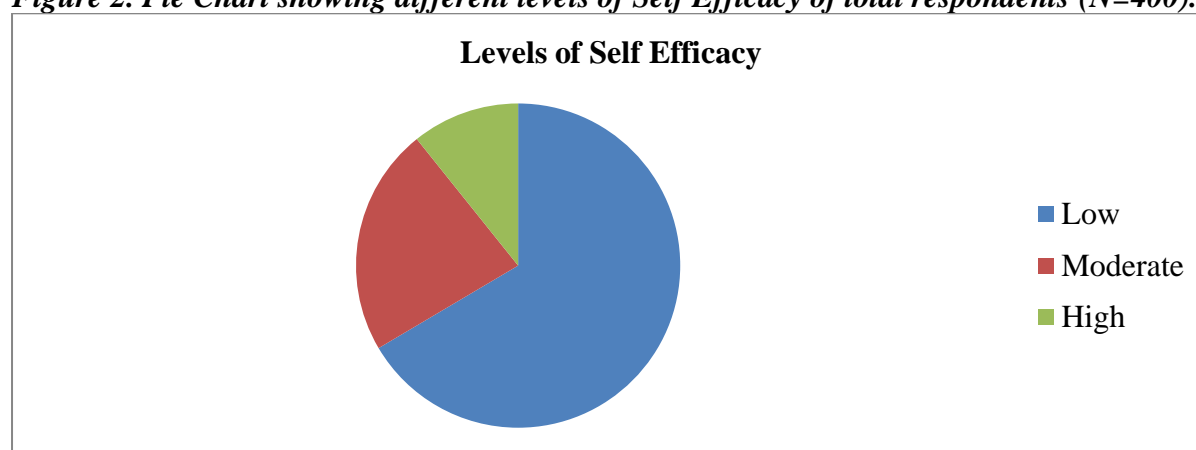


Table 3. Mean comparison of male and female secondary school students on academic anxiety (N=200 in each group).

Gender	N	M	S.D	df	t-value
Male	200	72.07	7.86	398	10.62*
Female	200	80.57	8.25		
N=400					

**Significant at 0.01 level*

The Table 3 reveals that there is a significant difference in academic anxiety between male and female students ($t=10.62 > 2.58$). Thus, the null hypothesis H_0 which states that “there is no significant difference between male and female secondary school students of Kashmir on academic anxiety” stands rejected. From the table mean difference of females is higher than males so it evident that females have higher academic anxiety than male students.

The result is in conformity with earlier studies of (Trivedi, 2008), (Deb, 2008), (Neel, 2011), (Nabi, 2012), (Jha, 2013), (Bryne, 2000), (Gautam, 2011).

Table 4. Mean comparison of government and private secondary school students on academic anxiety (N=200 in each group).

School	N	M	S.D	df	t-value
Government	200	78.64	7.66	398	3.40*
Private	200	81.23	7.87		
N=400					

**Significant at 0.01 level*

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The Table 4 reveals that there is a significant difference in academic anxiety between government and private secondary school students ($t=3.40>2.58$). Thus, our null hypothesis Ho2 which states that, “there is no significant difference between government and private secondary school students of Kashmir on academic anxiety” stands rejected. From the table it is evident that private school students have higher academic anxiety than government school students. The result is in conformity with earlier studies of (Dhull, 2013), (Sharma, 2019), (Mahajan, 2015), (Subramani, 2017).

Table 5. Showing the Pearson’s correlation coefficient(r) between academic anxiety and self efficacy.

Variables	r
Academic anxiety	-0.212*
Self-Efficacy	

*Significant at 0.01 level

The Table 5 reveals that there is a significant negative correlation between academic anxiety and self efficacy ($r = -0.212$), indicating “more the academic anxiety less is the self efficacy”. Thus our null hypothesis Ho3 which states that, “there is no significant relationship between academic anxiety and self efficacy among secondary school students of Kashmir” stands rejected. (Nelson, 2010), (Mulkey, 1999), (Adewuyi, 2010), (Yildirim, 2012), supports the result findings.

CONCLUSION

A 11.50%, 23.25% and 65.25% of low, moderate and high levels of academic anxiety were found while as 66.50%, 22.75% and 10.75% of low, moderate and high levels of self efficacy have been observed among the secondary school students of Kashmir respectively. A significant difference was found between male and female secondary school students of Kashmir on academic anxiety, female students were found to be more academically anxious than male counterparts. Also, a significant difference was found between government and private secondary school students on academic anxiety. A significant negative correlation was found between academic anxiety and self efficacy among secondary school students of Kashmir.

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Conflict of Interest

The author declared no conflict of interest.

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