Research Paper

A Study between Academic Self-Efficacy and Stress among College Going Female Students

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ABSTRACT

Academic self-efficacy and stress have emerged important variables in psychological research. Studies revealed that the both variables are highly correlated to each other. The present study was conducted with the purpose to find out the study between academic self-efficacy and stress among college going female students. The study was conducted on a sample of 160 students. The collected data was analysed with the help of mean, SD, 't', and Pearson correlation coefficient. The Result of the present study showed that high correlation between academic self-efficacy and stress among college going females. Further result revealed that here is significant difference between married and unmarried college going female students in term academic self -efficacy and stress.

Keywords: *Academic self-efficacy, Stress, female students*

Women are the foundation of all social systems. The world cannot exist without women It works, but almost no one remembers it, and the woman is completely exploited in all area. This leads to more stress in women. Women today aren't just busy with their free time It plays other roles in society, not just household chores. Role and existence of Women today have changed. Their areas of application are not limited to the four walls of the house. 21th century generation described the enormous group of students in history.

Educational life is an essential aspect of every one's life that incredibly impacts other aspects of her life. At the same time various challenges that students have faced to achieve their educational and academic goals are among canonic issues of the complication. Educational and academic lives of mankind and education procedure of each country. When students people come into an academic situation, due to numerous factors, they have go to amid a high pressure term. Whereas attending classes bring about positive experiences for many students, educational materials such as test, assignments, online classes, projects, online examinations that increased stress in students life.

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Concept of academic self-efficacy
Self-efficacy is defined as the belief in one's own ability to execute task and obtain goals, and it affects every area of human endeavor.

 The concept of self-efficacy was first proposed by Bandura in an effort to contribute a affiliated theory to change behaviours. As a part of general self-efficacy beliefs, perceived academic self-efficacy beliefs are not connected with the number of a particular skills. although, they refer to various beliefs, such as an ability to study, regulate research activities, ask questions in the classroom, successfully collaborate with teachers, make familiar relations with other students, get a superior grade, engage in class discussions, etc., which a person has about his/her ability to accomplish educational success under an established condition. People who have high levels of self-efficacy can benefit from utilizing appropriate solutions to solve their problems with curiosity and manifesting great endurance in solving their educational and academic problems (Bandura, 1977).

Academic self-efficacy refers to an individual's persuasion that they can successfully achieved a denominated level on an academic task or attain a precise academic goal (bandura, 1997; Eccles & Wigfield, 2002; Elias & loomis 2002; Linenbrink & Pintrich, 2002a; Schunk & Pajares, 2002). Self- efficacy is closely related to acting properly in the educational field and doing tasks by the students (i.e., people who believe that they can perform well on a task), will act better than those who don't, and and educational success can have a positive effect on his/her educational life.

Concept of stress
Stress is the because of that an individuals' perception that a situation seems consuming without having sufficient resources to suffer. Stress can have both positive and negative consequences on his/her physical and psychological well-being if not creditably managed. In psychology, stress is a feeling of strain, distortion and pressure.

Contrastingly, stress refers to feeling a enhancing need for knowledge and, at the identical time, a perception of not having enough time to achieve that knowledge (Muris, 2012). In defining academic stress, Klink, Byars–Winston, and Bakken (2014) emphasized an individual's judgement made based on experiencing paradox between perceptions of academic requests and interpersonal resources. It was expressed that academic stress can source disorders in performance and similarity, physical and mental diseases, and guide to low levels of the quality of life among students (Ryan & Twibell, 2015).

LITRATURE REVIEW
According to Barraza and Hernandez, (2015). Recognized positive correlation between these variables in technological higher education students in Mexico, presenting a medium level academic self-efficacy and academic stress a high level.

Showed in their study Self-efficacy is a factor that protects against the experience of stress at work and therefore becomes less likely the presence of the burnout effect. (Schwarzer, R.& Hallum, S. (2008).

To found a negative relationship between the level of stress generated by the teachers, following the attention of students with special educational needs and the level of self-efficacy expectations presented by the same teachers on the proper care of these students, Barraza, A.; Cárdenas, T. y Ceceñas, P. (2014).

Found that self-efficacy with the pros, cons of stress management and the pros of stress, mainly at the stages of precontemplation and preparation. There were few gender differences. Female reported a less positive perception of the pros of stress management than males when closer to adopt a behaviour of stress management. (Evangelia. K., & Spiridon. K, (2011).

Alemany-Arrebola. I., Rojas-Ruiz. G., Granda-Vera. J. & Mingorance-Estrada. A. (2020). To examined a stressful situation (pandemic and confinement) together with a critical event (illness and death of a relative/friend due to covid-19) increases anxiety levels and influences the perception of academic self-efficacy.

Concluded that adopting additional method to increase self-efficacy and decrease stress among medical students in the academic population will lead to improved mental and physical health, which can help national improvement of science. Vahedi. L., Tabrizi.N., Kolahdouzan. K., Chavoshi. M., Rad .B., Soltani .S.,& Ghojazadeh .M,(2014).

Alyami. M.,et al. (2017). showed academic performance was not correlated with perceived stress levels.

Brian D. Brausch. (2011). Perceived significant positive correlations between: high school GPA and semester GPA; self-efficacy and semester GPA, ACT and semester GPA, ACT and high school GPA, self-efficacy and stress, and mindfulness and stress.

To found that the students had an average level of perceived academic self-efficacy and a moderate level of academic stress, concluding that it was not possible to establish statistically significant correlation between the two variables. (Jacquez .L. 2016)

Hee-Sook Sim.,et al (2015).assesed the mediating effects of academic self-efficacy and to develop programs that would promote self-efficacy are suggested in order to improve college life adjustment.

To explained about increasing academic self-efficacy in reducing the academic stress of first year students. Putra. A. & Ahmad. R.(2020).

Kandemir. M., et al (2014). To determined that the academic procrastination behaviour of students is explained by academic self-efficacy, self-esteem and coping with stress strategies in scope of a model.

Grotan. K. & Sund Erik R., Bjerkeset. O., (2019) they found improved help-seeking and psychological treatment can promote students mental health and ultimately improve academic self-efficacy and study progress.

Jung. I.,et al (2015) examined The positive correlation between academic stress and academic burnout was well documented by this study. On the other hand, both academic stress and academic burnout showed a negative correlation with academic self-efficacy. The model shows that school effectiveness is partially mediated and directly affects the relationship between school stress and school burnout. As a result, school stress and school burnout were significantly reduced when self-efficacy at school was higher. In the field of education and curricula, these results can be applied to restructuring or developing the

Chinese middle school curriculum using methods that are useful to adolescents in order to develop own academic self-efficacy.

Fooladvand. k., Farzad. V., Shahraray. M. &Sangari. A., (2018). Found that a higher level of mental and physical health was accompanied with both by higher level of social support and academic self-efficacy, and low level of academic stress. Also, the relationship between social support and mental and physical health was mediated by academic self-efficacy and academic stress. The relationship between academic self-efficacy and mental and physical health was mediated by academic stress. All of the relations between the variables were statistically significant, and model's predictors' variables accounted for 0.194 of the mental and physical health variance. Results and implications are discussed.

Mahmoodi. H.,et al., (2019). Assessed and highlighted the role of 'academic self-efficacy', 'academic stress', and 'interest in college' in predicting happiness among university students. The university healthcare providers should take into account these factors while designing mental health promotion programs aiming at happiness promotion among university students.

Jung. M. & Jeong. E. (2018). To examined the multiple regression indicates the major satisfaction, academic self-efficacy, academic stress and grade point average predict 22.5% of grit. Therefore, it is necessary to develop an intervention program to improve the grit of nursing students.

Jenaabadi. H., Nastiezaie .N. & Safarazaie .H.,(2017). Determined that learning burnout was significantly related to student self-efficacy, with an increase in student burnout leading to a decrease in student performance. In addition, academic stress was significantly related to self-study performance, in which an increase in academic stress among students led to a decrease in their self-study efficiency.

Objectives of the study
1. To examine the level of academic self-efficacy among married female students.
2. To examine the level of academic self-efficacy among unmarried female students.
3. To examine the level of academic self-efficacy among married and unmarried female students.
4. To examine the level of stress among married women.
5. To examine the level of stress among unmarried women.
6. To examine the level of stress among married and unmarried female students.
7. To examine the significant relationship between academic self-efficacy and stress among married female students.
8. To examine the significant relationship between academic self-efficacy and stress among Unmarried female students.
9. To examine the significant relationship between academic self-efficacy and stress among married and unmarried female students.

Hypotheses
The following null hypotheses have been formulated in this paper:
Ho1: married female students would not differ significantly in term of academic self-efficacy.
Ho2: unmarried Female students would not differ significantly in term of academic self-efficacy.

Ho3: There would not differ significantly in term of academic self-efficacy between married and unmarried female students.

Ho4: married female students would not differ significantly in term of stress.

Ho5: unmarried female students would not differ significantly in term of stress.

Ho6: There would not differ significantly in term of stress between married and unmarried female students.

Ho7: There would not significant relationship between academic self-efficacy and stress among married female students.

Ho8: There would not significant relationship between academic self-efficacy and stress among unmarried female students.

Ho9: There would not significant relationship between academic self-efficacy and stress among married and unmarried female students.

METHODOLOGY

Sample

Sample of the Study The study is conducted on 160 female students drawn from Jamshedpur adopting purposive sampling technique.

Tools and techniques

In the present investigation for measuring using Academic Self-Efficacy Scale and School-Image Scale. Based on Albert Bandura's (1977) self-efficacy theory, a prepared and standardized academic self-efficacy scale for high school students is based on the idea that high school students' performance in each aspect of their studies will contribute to their overall academic self-efficacy. Construct validity was assured through the expert judgments of the face validity and inclusion of representative items from all dimensions of the construct (Learning process, Reading, Comprehension, Memory, learning activities, time management, teacher-student relationships, peer relationships, resource use, goal orientation, coordination and testing) to obtain sample validity. Test-retest coefficient of correlation was 0.85 (N=30) indicating stability of score over time. Split-half reliability is 0.90 (N=370). Concurrent validity with the criterion 'General Self-efficacy scale' (Matthias & Ralf Schwarzer; 1979] is 0.43 (N=58).

For analysing the stress used students stress scale developed by Dr. Zaki Akhtar (2011) Jamshedpur. The scale consisted of 51 statements related to the major kind of stress prevalent in students, and all kinds of situations faced by students.

Statistical Analysis

After the data was congregate and processed by SPSS software, the research hypotheses were investigated using the descriptive statistical method. Addition mean, standard deviation, and t-test and coefficient correlation has been applied in descriptive statistical techniques are used to analysed data and assessment of the hypotheses.

RESULTS

Table No -1   Academic Self-efficacy of college going female students

Variable	Categories	Numbers of the sample	Means	SD	SED	DF	t-ratio
Academic self-efficacy	**Married female students**	**80**	**130.25**	**8.460**			
	Unmarried female students	**80**	**158.88**	**14.620**	**1.8875**	**158**	**15.165 ****

*Significant at .05 level, **Significant at .01 level

Table 1 indicates level of academic self-efficacy among married and unmarried female students. Both the group differed significantly. Unmarried female students seem to be high academic self-efficacy as compared to married female students, which are evident from their mean score 158.88 and 130.25 respectively.

Further female students on academic self-efficacy mean score in married women Mean is 130.25 and SD is 8.460. like unmarried students mean is 158.88 and SD 14.620. SED is 1.8875. the calculate "t" value is 15.165, which is significant at .01 level.

Hence hypothesis "There would not differ significantly in term of academic self-efficacy between married and unmarried female students is **REJECTED".**

Table No- 2: Stress of college going female students

Variable	Categories	Numbers of the sample	Means	SD	SED	DF	t-ratio
Stress	**Married female students**	**80**	**149.25**	**22.59**			
	Unmarried female students	**80**	**146.13**	**23.24**	**3.623**	**158**	**0.8611**

*Significant at .05 level, **Significant at .01 level

Table 2 shows the level of stress among married or unmarried college going female students. Table 2 indicates both groups not differed significantly. But married women are seeming to be high level of stress as compared to unmarried women, which are evident from their mean score 149.25 and 146.13 respectively.

Further married and unmarried women did not differ significantly in the term of stress. Stress mean score in married students is 149.24 and SD is 22.59 like unmarried students mean score 146.13 and SD is 23.24. SED is 3.623. The calculated "t" value is 0.8611, which is not significant difference at any level.

Hence hypothesis "There would not differ significantly in term of stress between married and unmarried female students is "**ACCEPTED**".

Table No-3 Correlation between academic self-efficacy and stress among married college going female students

Sr.no	Variables	N	R	Interpretation
1.	**Academic self-efficacy**	**80**	.296	**Higher**
2.	**Stress**	**80**		**correlation**

It is described from the table 3 that correlation between academic self-efficacy and stress of college going married female students is .296. Since 'r' is higher correlation between Academy self-efficacy and stress of married female students.
Hence hypothesis "There would not significant relationship between academic self-efficacy and stress among married female students is "**REJECTED".**

Table no-4 Correlation between academic self-efficacy and stress among unmarried college going female students

Sr.no	Variables	N	R	Interpretation
1.	**Academic self-efficacy**	**80**	0.944	**Higher**
2.	**Stress**	**80**		**correlation**

It is described from the table 4 that correlation between academic self-efficacy and stress of college going unmarried female students is .944. Since 'r' is higher correlation between Academy self-efficacy and stress of unmarried female students.

Hence hypothesis "There would not significant relationship between academic self-efficacy and stress among unmarried female students is **REJECTED".**

Table no-5 Correlation between academic self-efficacy and stress among married and unmarried college going female students

Sr.no	Variables	N	R	Interpretation
1.	**Academic self-efficacy**	**160**	**0.602**	**Higher**
2.	**Stress**	**160**		**correlation**

It is described from the table 5 that correlation between academic self-efficacy and stress of college going married and unmarried female students is .0.602. Since 'r' is higher correlation between Academy self-efficacy and stress of married and unmarried female students.

Hence hypothesis "There would not significant relationship between academic self-efficacy and stress among married and unmarried female students is **REJECTED".**

CONCLUSION

Results of the present study reveal that there is significant relationship between academic self-efficacy and stress. It means that Academic self-efficacy directly and indirectly influences the stress among married and unmarried female students. Hence The findings underline the importance of academic self-efficacy in the effect of stressors on perceived stress for college students and also in predicting academic success in college.

The education that we communicate today centre of attention much on the psychological and cognitive aspects and we unusually give important to the intuitive part of women life.it has been admitted by all that education should help the females student enhance Academic achievement, and solve the challenges of life's problems and construct fortunate success in life. So, this study is greatly beneficial for the female learner who are cannot high level of stress in come to be high Academic self -efficacy and achieve their life's goal.

The universities are recommended to revisit their current regulations on educating their students on how to have a healthy and happy lifestyle and how to promote their own level of mental health. Such efforts may be implemented through designing health promotion programs and Stress management programmes. The adoption of health promotion environmental strategies by academic healthcare providers may be useful when designing such health promotion programs in universities.

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