

A STUDY OF ACADEMIC ANXIETY AND SELF – EFFICACY AMONG ADOLESCENTS

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ABSTRACT

The present study aimed to investigate a study of academic anxiety and self – efficacy among adolescents. For this study, a total of 120 male and female Science and Arts faculty were selected from in Yashwantrao Chavan college Karad and Venutai Chavan college Karad. Out of these, 30 male and 30 female Science faculty were randomly selected as well as 30 male and 30 female Arts students were randomly selected for the study. The age group of the student was between 13 to 18 years. Purposive sampling technique has been used for selection of the sample. In these study Academic Anxiety scale developed by Dr. Mohd. Abid Siddiqui and Dr. Atieq Ul Rehman and Self – efficacy scale developed by Dr. Arun Kumar Singh and Dr. Shruti Narain was used. For Statistical analysis the study descriptive statistics such as mean, standard deviation, ANOVA WAS used. Result: There was significant difference in academic anxiety among Arts and Science college students, with Arts students showing higher academic anxiety than Science students. There was significant difference in self-efficacy among Arts and Science college students, with science students showing higher self-efficacy than Arts students. The interaction effect of faculty and gender on academic anxiety and self-efficacy was not significant among college students.

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INTRODUCTION

College life is an important developmental stage where students experience academic, social, and emotional demands. The academic environment today has become increasingly competitive, and students are expected to perform well in examinations, manage multiple assignments, participate in various academic activities, and meet institutional expectations. These challenges often lead to psychological pressure, one of the most common forms being academic anxiety. Academic anxiety refers to the feelings of stress, fear, worry, and tension experienced by students when they face academic tasks such as tests, examinations, presentations, or deadlines. It may manifest in both physical and emotional ways, including restlessness, difficulty concentrating, negative thoughts, and reduced confidence. High levels of academic anxiety are associated with poor academic performance, low motivation, and diminished overall well-being. Therefore, understanding the factors associated with academic anxiety is crucial for improving the educational experience of college students.

Self-efficacy refers to an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments (Bandura, 1977, 1986, 1997). Self-efficacy reflects confidence in the ability to exert control over one's own motivation, behavior, and social environment. These cognitive self-evaluations influence all manner of human experience, including the goals for which people strive, the amount of energy expended toward goal achievement, and likelihood of attaining particular levels of behavioral performance. Unlike traditional psychological constructs, self-efficacy beliefs are hypothesized to vary depending on the domain of functioning and circumstances surrounding the occurrence of behavior.

Albert Bandura defined self-efficacy as "the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations."¹ Put simply, it is a person's belief in their ability to succeed in a particular situation. Such beliefs play a role in determining how people think, behave, and feel. Self-efficacy is a person's belief in their ability to complete a task or achieve a goal. It encompasses their confidence in themselves to control their behavior, exert an influence over their environment, and stay motivated in the pursuit of their goal. People can have self-efficacy in different situations and domains, such as school, work, relationships, and other important areas.

OBJECTIVE

1. To study the effect of faculty (Arts and Science) and gender (Male and Female) on academic anxiety among college students.
2. To study the effect of faculty (Arts and Science) and gender (Male and Female) on self-efficacy among college students.
3. To study the interaction effect of faculty (Arts and Science) and gender (Male and Female) on academic anxiety and self-efficacy among college students.

IMPORTANCE OF THE STUDY

1. This study helps identify how academic anxiety affects college students' emotional and academic well-being.
2. This study help It explains how students' confidence levels influence their motivation, performance,

and ability to handle stress.

3. The study provides valuable information about differences in anxiety and self-efficacy between both academic streams.
4. It explores whether male and female students experience anxiety and self-efficacy differently, which is important for counselling.
5. This study help understanding these factors, institutions can take steps to enhance students' academic success.
6. The study can guide colleges in creating workshops, mentorship programs, and stress-management sessions.

HYPOTHESIS

1. There will be a significant difference of faculty (Arts and Science) and gender (Male and Female) on academic anxiety among college students.
2. There will be a significant difference of faculty (Arts and Science) and gender (Male and Female) on self-efficacy among college students.
3. There will be a significant interaction effect of faculty (Arts and Science) and gender (Male and Female) on academic anxiety and self-efficacy among college students.

RESEARCH METHODOLOGY:

VARIABLES –

A) INDEPENDENT VARIABLES

I. Types of Faculties - 1.Science 2.Arts

II. Types of Gender - 1.Male 2.Female

B) DEPENDENT VARIABLES -

1. Academic Anxiety

2. Self – efficacy

RESEARCH DESIGN:

Table No.1 Shows the 2X2 Factorial Design-

B	A		Total
B1	30	30	60
B2	30	30	60
Total	60	60	120

A .TYPES OF FACULTYB. TYPES OF GENDER -

A 1 - Science

B 1 - Male

A 2 - Arts

B 2 - Female

SAMPLE SELECTION:

The Present study is on Science and Arts faculty. For this study, a total of 120 male and female Science and Arts students were selected form in Yashwantrao Chavan College Karad and Venuti Chavan

college Karad. Out of these, 30 male and 30 female Science students were selected as well as 30 male and 30 female Arts students were randomly selected for the study. The age group of the student was between 13 to 18 years. The study purposive sampling technique has been used for selection of the sample.

DATA COLLECTION TOOLS:

1. Academic Anxiety Test

For the present study, the Academic Anxiety scale developed by Dr. Mohd. Abid Siddiqui and Dr. Atieq Ul Rehman was used. This test consists of a total of 44 statements, of which 17 are positive statements and 27 are negative statements. Each statement has three response options: 'Agree', '?', and 'Disagree'. For positive statements, scores of 1, 2, and 3 are assigned respectively, while for negative statements, scores of 3, 2, and 1 are assigned respectively. This test is available in English language. This test is used for adolescents. The test reliability and validity is satisfactory.

2. Self – efficacy test

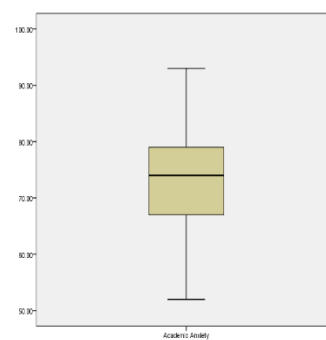
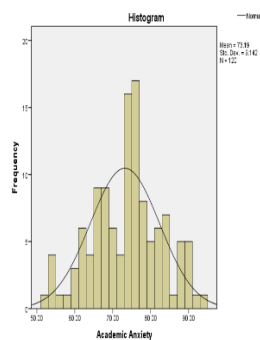
For the present study, the Self – efficacy scale developed by Dr. Arun Kumar Singh and Dr. Shruti Narain was used. This test consists of a total of 20 statements, of which 16 are positive statements and 4 are negative statements. Each statement has five response options: 'Strongly agree, Agree , Neutral ,Disagree , Strongly Disagree .For positive statements, scores of 5,4,3,2,1 are assigned respectively, while for negative statements, scores of 1,2,3,4,5 are assigned respectively. This test is available in hind language. This test is used for adolescents and above. The test reliability and validity is satisfactory.

STATISTICAL ANALYSIS AND RESULT:

In the study, statistical analysis has been done based on the information obtained on basis of Academic anxiety scale.

Table No.2 Shows the statistical normality of Academic anxiety among adolescents.

			Statistic	Std. Error
Academic Anxiety	Mean		73.1917	.83451
	95% Confidence Interval for Mean	Lower Bound	71.5393	
		Upper Bound	74.8441	
	5% Trimmed Mean		73.3056	
	Median		74.0000	
	Variance		83.568	
	Std. Deviation		9.14155	
	Minimum		52.00	
	Maximum		93.00	
	Range		41.00	
	Interquartile Range		12.00	
	Skewness		-.127	.221
	Kurtosis		-.299	.438



The descriptive analysis showed that the overall mean score of Academic Anxiety among college students was 73.19 with a standard deviation of 9.14, indicating a moderate level of academic anxiety in the sample. The 95% confidence interval for the mean ranged from 71.54 to 74.84, suggesting that the true population mean of academic anxiety is likely to fall within this range. The median score (74.00) and the 5% trimmed mean (73.31) were very close to the mean, indicating that the data were not unduly influenced by extreme scores. Further examination revealed that the minimum score was 52 and the maximum score was 93, yielding a range of 41, which reflects noticeable variation in academic anxiety levels among students. The interquartile range (12) indicates a moderate spread of the middle 50% of scores. The obtained skewness value (-0.127) suggests an almost symmetrical distribution, while the kurtosis value (-0.299) indicates a slightly platykurtic distribution. Overall, the distribution of academic anxiety scores approximates normality, thereby justifying the use of parametric statistical techniques for further analysis.

Table No. 3 Shows Descriptive statistics of the Academic anxiety on the basis of each cell.

Type of Faculty	Type of Gender	Mean	Std. Deviation	N
Science	Male	71.0333	8.88425	30
	Female	72.0000	8.14523	30
	Total	71.5167	8.46427	60
Arts	Male	75.7667	10.08476	30
	Female	73.9667	9.06484	30
	Total	74.8667	9.54999	60
Total	Male	73.4000	9.72015	60
	Female	72.9833	8.60132	60
	Total	73.1917	9.14155	120

Table no. 3 is very useful as it provides the mean and standard deviation for the groups that have been split by both independent variables (Types of Faculty and Types of Gender). In addition, the table also provides "Total rows, which allows means and standard deviations for groups only split by one independent variable or none at all to be known.

Table No. 4 Shows summary of ANOVA of the dependent variable Academic anxiety

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Type of Faculty	336.675	1	336.675	4.091	0.05	.034
Type of Gender	5.208	1	5.208	.063	NS	.001
Type of Faculty X Type of Gender	57.408	1	57.408	.698	NS	.006
Error	9545.300	116	82.287			
Total	652787.000	120				
Corrected Total	9944.592	119				
a. R Squared = .040 (Adjusted R Squared = .015)						

Significance level df (196) 0.05 = 3.89 0.01 = 6.76

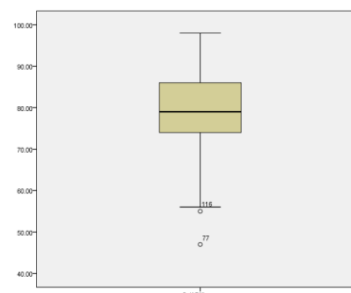
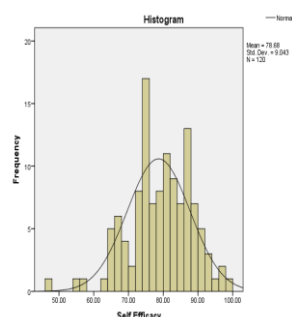
From table no. 4 a two-way ANOVA was conducted that examined the effect of type of faculty and gender on an individual's Academic anxiety. Our dependent variable Academic anxiety was normally distributed for the groups formed by the combination of type of faculty, such as Science faculty and Arts faculty and type of gender distributed of male and female were two groups. The results indicated a significant main effect of faculty on Academic Anxiety ($F = 4.091$, $p = 0.05$). Arts students reported higher levels of academic anxiety ($M = 74.86$) compared to science students ($M = 71.51$). This finding suggests that students enrolled in Arts faculty experience greater academic stress and apprehension than their counterparts in science faculty. The main effect of gender was not significant ($F = 0.063$, $p > 0.05$), indicating that male and female students do not differ significantly in their levels of academic anxiety. Therefore, hypothesis no.1 "There was a significant effect of faculty (Arts and Science) on academic anxiety among college students, and therefore the hypothesis related to faculty was **accepted**. However, there was no significant effect of gender (male and female) on academic anxiety, and hence the hypothesis related to gender was **rejected**."

Furthermore, the interaction effect between faculty and gender was also non-significant ($F = 0.698$, $p > 0.05$), suggesting that the influence of faculty on academic anxiety does not vary across gender. Therefore, hypothesis no. 3 There was a significant interaction effect of faculty (Arts and Science) and gender (Male and Female) on academic anxiety among college students was **rejected**.

Table No.5 Shows the statistical normality of Self-efficacy among adolescents.

			Statistic	Std. Error
Self-Efficacy	Mean		78.6750	.82555
	95% Confidence Interval for Mean	Lower Bound	77.0403	
		Upper Bound	80.3097	
	5% Trimmed Mean		78.9074	
	Median		79.0000	
	Variance		81.784	
	Std. Deviation		9.04346	

	Minimum	47.00	
	Maximum	98.00	
	Range	51.00	
	Interquartile Range	12.00	
	Skewness	-.486	.221
	Kurtosis	.587	.438



The descriptive analysis revealed that the overall mean score of Self-Efficacy among college students was 78.67 with a standard deviation of 9.04, indicating a generally high level of self-efficacy in the sample. The 95% confidence interval for the mean ranged from 77.04 to 80.31, suggesting that the true population mean of self-efficacy lies within this interval. The median score (79.00) and the 5% trimmed mean (78.91) were very close to the mean, indicating minimal influence of extreme scores and good stability of the data. Further analysis showed that the minimum score was 47 and the maximum score was 98, resulting in a range of 51, which reflects considerable variability in self-efficacy levels among students. The interquartile range (12) indicates a moderate spread of the central scores. The obtained skewness value (-0.486) suggests a slightly negatively skewed distribution, while the kurtosis value (0.587) indicates a mildly leptokurtic distribution. Overall, the distribution of self-efficacy scores approximates normality, thereby supporting the application of parametric statistical tests for further analysis.

Table No.6 Shows Descriptive statistics of the Self-efficacy on the basis of each cell.

Type of Faculty	Type of Gender	Mean	Std. Deviation	N
Science	Male	81.3000	8.53451	30
	Female	82.7333	7.08536	30
	Total	82.0167	7.81023	60
Arts	Male	75.7333	9.25103	30
	Female	74.9333	8.90925	30
	Total	75.3333	9.01349	60
Total	Male	78.5167	9.25989	60
	Female	78.8333	8.89709	60
	Total	78.6750	9.04346	120

Table no. 6 is very useful as it provides the mean and standard deviation for the groups that have been split by both independent variables (Types of Faculty and Types of Gender). In addition, the table also provides "Total rows, which allows means and standard deviations for groups only split by one independent variable or none at all to be known.

Table No. 7 Shows summary of ANOVA of the dependent variable Self-efficacy

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Type of Faculty	1340.008	1	1340.008	18.611	0.01	.138
Type of Gender	3.008	1	3.008	.042	NS	.000
Type of Faculty X Type of Gender	37.408	1	37.408	.520	NS	.004
Error	8351.900	116	71.999			
Total	752503.000	120				
Corrected Total	9732.325	119				
a. R Squared = .142 (Adjusted R Squared = .120)						

Significance level df (196) 0.05 = 3.89 0.01 = 6.76

From table no.7 a two-way ANOVA was conducted that examined the effect of type of faculty and gender on an individual's Self-efficacy. Our dependent variable Self-efficacy was normally distributed for the groups formed by the combination of type of faculty, such as Science faculty and Arts faculty and type of gender distributed of male and female were two groups. The analysis revealed a highly significant main effect of faculty on Self-Efficacy ($F = 18.611$, $p < 0.01$). Science students demonstrated significantly higher self-efficacy ($M = 82.01$) compared to Arts students ($M = 75.33$). This indicates that Science students possess stronger beliefs in their academic capabilities and confidence in handling academic challenges. The main effect of gender was not significant ($F = 0.042$, $p > 0.05$), indicating no meaningful difference between male and female students in self-efficacy. Therefore, hypothesis no.2 "There was a significant effect of faculty (Arts and Science) on self-efficacy among college students, and therefore the hypothesis related to faculty was **accepted**. However, there was no significant effect of gender (male and female) on self-efficacy, and hence the hypothesis related to gender was **rejected**."

Additionally, the interaction effect of faculty and gender was non-significant ($F = 0.520$, $p > 0.05$), suggesting that faculty differences in self-efficacy are consistent across genders. Therefore, hypothesis no. 3 There was a significant interaction effect of faculty (Arts and Science) and gender (Male and Female) on self-efficacy among college students was **rejected**.

CONCLUSION:

1. There was significant difference in academic anxiety between Arts and Science college students, with Arts students showing higher academic anxiety than Science students.
2. There was significant difference in self-efficacy between Arts and Science college students, with science students showing higher self-efficacy than Arts students.
3. The interaction effect of faculty and gender on academic anxiety and self-efficacy was not significant among college students.

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