



Relationship between Fear of Failure, Self-efficacy and Academic Performance among college students

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ABSTRACT

The current research investigates the complex link between fear of failure, self-efficacy, and academic achievement among college students. The study uses a correlational approach and quantitative analysis to evaluate the effects of fear of failure and self-efficacy on students' academic performance. The sample includes 160 college students aged 18 to 25 from Delhi NCR, primarily Haryana, who are studying at both undergraduate and graduate levels. The results found a small and statistically negligible link between fear of failure and academic achievement, implying that, while fear of failure may influence students' feelings, it may not have a direct impact on their overall performance in school. However, a substantial negative link is discovered between fear of failure and self-efficacy, showing that persons with greater levels of fear of failure tend to have lesser confidence. The study's findings underscore the necessity of personalized interventions aimed at reducing fear of failure and increasing self-

efficacy in order to increase student accomplishment. Educators and politicians can use these data to develop policies that promote students' emotional well-being and academic growth. Despite its contributions, the study recognizes several drawbacks, including the correlational design's failure to demonstrate causality and the small sample size, which may restrict the generalizability of the findings. Nonetheless, this study provides important insights into the complicated relationships of fear of failure, self-efficacy, and learning outcomes, paving the way for future research and interventions aimed at improving student achievement in a variety of educational settings.

Key words: *Fear of failure, self-efficacy, Academic performance*

INTRODUCTION

FEAR OF FAILURE

Fear is a primitive feeling that elicits strong individual emotional reactions. The body reacts in particular ways when one is faced with imagined threats. An individual would sweat, heart rate would go up, and the adrenaline levels shoot up, making an individual hypervigilant in response to terror. The body prepares for either fighting or fleeing with this physical reaction, which is often referred to as the "fight or flight" response. It is likely an evolutionary development that this biological response is. Our ability to survive depends on this instinctive reaction.

A fear of not succeeding is an emotional reaction that is a part of each person's life path and has an impact on intellectual and personal development, which in turn causes college students to fall short of their performance and academic goals. It further reduces confidence and has an impact on an individual's ability to learn; nonetheless, fear gives rise to another force known as self-efficacy. There are behavioural and emotional signs associated with a fear

of failing. Typical indications of this phobia include the following are avoiding anxiety, having a sense of helplessness etc.

A fear of failing can cause physical symptoms such as light-headedness, rapid heartbeat, tightness in the chest, shaking, and digestive issues in addition to emotional and behavioural ones. A person's fear of failing can have many different origins, including past failures, social pressures, perfectionism, low self-esteem, or the fear of being judged by others. Reducing the fear of failure can be achieved by setting reasonable and attainable goals. Larger goals can be less daunting and have a higher chance of achievement if they are divided into smaller, more doable activities. By establishing realistic and doable objectives, one might lessen their fear of failing. Divided into smaller, more manageable tasks, larger goals can be less intimidating and have a higher possibility of being accomplished. Fearful of failing, these people may talk badly to themselves all the time, doubting their skills and concentrating on their weaknesses rather than their advantages. The fear of failing can be lessened by pushing oneself to venture outside of comfort zones and take measured risks. People can develop resilience and self-confidence by accepting difficulties and seeing failures as chances for improvement.

EFFECTS OF FEAR OF FAILURE

- **Low self-esteem:** Individuals who are afraid of failing can also talk badly to themselves or lack confidence, which makes it hard for them to pursue their objectives.
- **Low motivation:** Individuals who fear failing may also have low motivation, which makes it challenging to begin tasks and make progress toward objectives. When something appears excessively difficult or necessitates acquiring novel abilities, individuals can quit up or decline to participate.

- ***Self-sabotage:*** Individuals who are afraid of failing frequently self-handicap in ways that make it harder for them to succeed. For instance, studies have shown that students who are afraid of failing frequently self-handicap, which actually hinders and prolongs academic failure.

SELF EFFICACY

Self-efficacy involves knowing and strengthening your own belief in yourself, as well as having the inner fortitude to accomplish the task at hand or get beyond obstacles. result in less anxiety and improved performance increased self-belief and motivation are also related to increased academic performance, which is related to raising academic standards and performance as one of the crucial aspects of a person's life since exams and tests are a major source of academic performance. We are determining the association between these three factors because academic success is defined as a student's capacity to meet particular learning objectives in a learning environment. Self-efficacy can be reinforced or undermined by feedback regarding performance (grades).

THEORIES OF SELF EFFICACY

Bandura's Self-Efficaciousness Theory

Albert Bandura observed that an individual's perception of their capacity to complete a task influences their approach to it. To account for this finding, he developed a novel theory called "Self-Efficacy: Toward a Unifying Theory of Behavioural Change" (Bandura, 1977). Bandura defined this concept and listed the four main factors that affect self-efficacy: verbal persuasion, mastery experiences, vicarious experiences, and emotional and physiological states. Let's examine each of these influencing factors in more detail (Bandura,1977).

The Social Cognitive Theory of Self-Regulation and Self-Efficacy

When Bandura first described self-efficacy, he did it primarily as a stand-alone concept. But Bandura later integrated his self-efficacy construct into the social cognitive theory, acknowledging that a comprehensive social framework was necessary for a thorough understanding of self-efficacy (Bandura, 1986). According to Pajares (1997), the social cognitive theory places special emphasis on how people pick up and stick with particular behaviours in social settings that affect their ability to control their behaviour. Self-observation, self-evaluation, and self-reaction, in addition to self-efficacy (Bandura, 1986; Bandura, 1991), are the components of self-regulation, which is a complicated process that depends on the interplay of numerous components to impact behaviour (Maddux & Volkman, 2010).

ACADEMIC PERFORMANCE

Academic performance is a multidimensional notion that includes a student's ability to acquire knowledge and skills in an educational setting (Chamorro-Premuzic, 2008). It demonstrates a student's ability to comprehend and apply course information, think critically and solve problems, and effectively communicate their understanding.

Academic performance is often evaluated using a combination of official and informal assessments. Formal assessments involve: Grades on assignments and exams are a standardized measure of a student's understanding of specific course content. Standardized examinations are designed to examine a student's expertise and abilities in comparison to a national or regional norm. Informal assessments enable educators to acquire a more comprehensive view of their students' progress. These could include: Active participation in discussions and exercises in class displays a student's commitment to the content and Projects and Display where evaluations allow students to demonstrate their comprehension and ability to use information in a creative way.

Academic achievement is a crucial indicator of student success since it provides access to higher education and well-paying employment. frequently, they consider an individual's GPA or CGPA. Still, a number of indicators point to a student's academic achievement. Some students may not have been the best in their class, but they may be leaders in multiple student organizations or have achieved high scores on standardized assessments like the CAT, GATE etc. And this study aims on how the fear of failure, self-efficacy effects the academic performance on a college student. As to find the relationship in between them. how academic performance get effected on fear of failure and self-efficacy.

A child in first few years make a family relationship and then they make a social relationship with like (neighbours, relatives, friends), then, they make a social relationship in educational context where they find a different level of competition in academic areas. Early childhood is a critical period for language and social skill development in children. In these areas, school readiness aids children in acclimating to academic expectations. It's common knowledge that social ties play a significant role in educational settings, especially when it comes to how these relationships affect academic performance and learning. This deal with all these 3 variables which are fear of failure, self-efficacy and academic performance. This study is done in Delhi NCR and Haryana.

REVIEW OF LITERATURE

Nair (2023) investigated the link between fear of failure, academic self-efficacy, and academic performance among college students. The study was conducted in Bangalore. The study sought to determine whether there was any interaction between these variables, as well as differences in fear of failure and academic self-efficacy based on gender and level of education. The following surveys were used: the performance failure appraisal inventory and the Academic self-efficacy scale. Correlation, linear regression, and the independent sample t-

test were the tests employed. The findings demonstrated a substantial relationship between academic self-efficacy and fear of failure, as well as academic self-efficacy and performance.

Shofiah (2023) seek to determine the direct, indirect, and total effects of academic self-efficacy as a mediator between academic motivation and achievement. This study employed college students and health workers as examples. Academic motivation was assessed using the academic motivation scale, while academic self-efficacy was assessed using the learning self-efficacy scale. This study's analysis technique uses the Robust Bootstrap Test for Mediation Analysis. This study found that academic self-efficacy mediates the association between academic motivation and academic accomplishment.

Meng's (2023) study sought to gain a thorough understanding of the link between academic self-efficacy and academic accomplishment among university students, as well as the mediating role of academic engagement in the relationship between them. A cross-sectional study was conducted with participants. They calculated Pearson correlation coefficients. A mediation analysis was used to investigate academic engagement's role as an intermediary in the relationship between academic self-efficacy and academic success. This study demonstrated a positive and substantial association between academic self-efficacy, academic engagement, and academic achievement. Academic self-efficacy can predict academic accomplishment both directly and indirectly through the intermediary influence of academic engagement. The study confirms the mediation impact of academic engagement between Self-efficacy and academic performance.

The purpose of the study by Hidajat (2023) was to reconsider the significance of self-efficacy in motivating students to pursue academic goals. This study was motivated by theoretical gaps about the positive and negative influence of self-efficacy elements on

academic motivation, as well as the need to examine the role of self-efficacy on student academic motivation. The study employed structural equation modelling and covariance analysis. This study used a robust and reliable adaptation of the academic motivation scale to assess self-efficacy for learning pupils. The findings revealed that self-efficacy plays a role in enhancing student academic motivation.

RATIONAL OF THE STUDY

The purpose of this study is to explore the relationship between fear of failure and self-efficacy on academic performance among college students. As the time passes the education system changes the mode of paper changes from short answer questions to long answers question now to MCQ (multiple choice questions) which also increases competition in the students and with the increasing competition the pressure of study also increases which increases the fear of failure. The purpose is to find relationship of fear of failure with the academic performance and self-efficacy with fear to failure. This study shows the corelation between these variables. In this area studies are very less and this study also support the education system to know the competition level which enhances the fear of failure. Also, this study was not being done in Delhi NCR and Haryana college students. And this study needs a more concentration due to the more increase in fear of failure which also lead to more suicidal case and mental health problems such as depression, anxiety, substance abuse and mood disorder. So, it also helps the students to cope with these mental health problems which help the individual to reach his or her goals and make his/her life better. Which lead to less fear of failure.

METHODOLOGY

Aim

To explore the relationship between fear of failure and self-efficacy and academic performance among college students

Research Objectives

- To examine the relationship between fear of failure and academic performance.
- To examine the relationship between self-efficacy and fear of failure.

Hypothesis

- There will be no significant relationship with Fear of Failure and Academic performance
- There will be a significant correlation between self-efficacy and fear of failure.

Research Design

The study involves using a correlational approach to examine the correlation between self-efficacy, and fear of failure and academic performance. It is a quantitative study. The correlation approach is useful for investigating relationships between variables and detecting potential patterns or trends in data.

Variables

The current study involves studying the relationship among fear of failure, self-efficacy and academic performance.

Sample

The current study involves 160 participants which consist of 80 male and 80 female college students of age 18 to 25-year-old were the sample of the study. This sample contains both undergraduate and post graduate students with their consent. It is a purposive sampling which is a non-probability sampling technique where researchers intentionally choose participants based on specific criteria relevant to their research question. This sample was selected from Delhi NCR, particularly Haryana. It includes participants from the age 18-year-old to 25 year old and not more than 25 or below 18 considering all courses students. No particular course is being selected in this study. Working professionals are exclude from this study.

Measures

Academic Self-Efficacy Questionnaire

The eight items that made up the academic self-efficacy questionnaire were modified from Muris (2001). These are the scale's dimensions for self-efficacy are Efficiency in addressing problems, achieving objectives, flexibility, coping, and solution-focused. The Likert scale was used for all of the questions, with responses ranging from 1 (not at all) to 5 (very well) are commonly used to rate each item and provide respondents the option to express how much they agree or disagree with each statement. more scores indicate more perceived self-efficacy. The scale scores can then be added up or averaged to get an overall assessment of self-efficacy. The items' Cronbach's alpha was 0.82.

Performance Failure Appraisal Inventory

The scale was developed by Conroy, Willow, and Metzler in 2002, is a multidimensional questionnaire consisting of 25 items that assesses cognitive, emotional, and relational aspects of fear of failure). The Performance Failure Appraisal Inventory dimensions are as follows: The concepts of global failure include unstable failure, stable failure, internal and external attribution. The inventory names the following five unpleasant outcomes: i) fear feeling guilty and embarrassed; ii) fear feeling one's worth is diminished; iii) fear facing an unclear future; iv) fear fearing the disinterest of significant others; and v) fear of upsetting significant others. Responses from the PFAI are on a 5-point Likert scale ranging from 1 denoting strongly disagree and 5 denoting strongly agree. The instrument has a reliability index of 0.893 and a Cronbach's Alfa coefficient reliability of 0.798 (Rawat et al., 2019).

Academic performance

It is taken as CGPA stands for "Cumulative Grade Point Average." A student's cumulative grade point average (CGPA) is determined by summing the grade points they received in all of the courses they finished within a given time frame, usually a semester or academic year. It is frequently used to evaluate students' academic achievement in educational settings and to establish a student's eligibility for honours, awards, scholarships, or admission to postsecondary education programs. With the help of the CGPA, academic accomplishment may be evaluated uniformly across courses and institutions, facilitating consistency and comparability in grading schemes.

Procedure

For the given study, purposive sampling was used, the participants chosen were young adults falling between the age group of 18-25. Informed consent was taken from all

participants. The purpose of the research was explained. The questionnaires were forwarded to the respondents fulfilling the inclusion criteria and the responses were recorded with participant's consent. The form contains the demographic details in form with the questionnaires. Offline and online data was collected from the participants. Pearson product moment coefficient of correlation using SPSS analyses was completed and the results were studied by the researcher to conclude the study.

Statistical analysis

The statistical analysis of the data includes finding the correlation between fear of failure, self-efficacy of academic performance among college students. The data will be analysed in SPSS where Pearson product moment correlation will be run on the data to get results.

RESULT

Table 1

Pearson correlation Among Fear of failure and cumulative grade point

Correlations			
		PFAI	CGPA
PFAI	Pearson Correlation	1	.094
	Sig. (2-tailed)		.238
	N	160	160
CGPA	Pearson Correlation	.094	1
	Sig. (2-tailed)	.238	
	N	160	160

Table 1 The correlation between Fear of Failure and the Cumulative grade point was found to be positive but not significant $r(160) = .094$, $p = .238$. This suggest that there is no significant relationship between Fear of Failure and the Cumulative grade point among the participants. the correlation coefficient suggests a positive but weak correlation, but the p-value is above the threshold for significance ($p > .05$). Therefore, the result suggest that fear of failure is not associated with cumulative grade point in this sample.

Table 2

Pearson Corelation Among Fear of Failure and Academic Self Efficacy

Correlations			
		PFAI	ASC
PFAI	Pearson Correlation	1	-.274**
	Sig. (2-tailed)		.000
	N	160	160
ASC	Pearson Correlation	-.274**	1
	Sig. (2-tailed)	.000	
	N	160	160

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

The correlation between Fear of Failure and the self-efficacy was found to be a significant negative corelation $r(160) = .274$, $p = .000$. This suggest that the relationship between Fear of Failure and the Academic self-efficacy was statistically significant at .001 level (2-tailed). the correlation coefficient suggests a negative correlation.

DISCUSSION

The aim of the study was to investigate the relationship between fear of failure and self-efficacy and academic performance among college students. The three variables are fear of

failure, Self-efficacy and academic performance of the college students. Correlation was used to study relationship between variable It is a quantitative study. The tools used are the performance failure appraisal (PFAI), Academic self-efficacy questionnaire (ASC) and the Cumulative grade point for the academic performance of the college students. The results were analysed by conducting Pearson product moment correlation in SPSS to find the corelation between the variables. The results were as follows:

The first hypothesis stated that there will be no relationship with Fear of Failure and Academic performance and the finding supports the hypothesis that there is no relationship found between Fear of Failure and the Cumulative grade point among the participants. The correlation coefficient suggests a positive but weak correlation. As there might be many factors which influence the relationship between fear of failure and self-efficacy which can be motivation, self-efficacy and coping strategies or may be the other who are more dominant on the academic performance which can be the strong support systems, effective teaching methods, or a particular learning environment could have overshadowed the impact of fear of failure.

These results are similar to the study that there is no relationship between fear of failure and academic performance in contrast to the previous researches which showed that there is a correlation between fear of failure and academic performance (Alkhazaleh & Mahasneh, 2016; Stuart, 2013)

The second hypothesis was the negative relationship among Fear of Failure and Academic Self-Efficacy. The findings support that there is a negative relationship between Fear of Failure; and Achievement of academic. therefore, Fear of failure decreases with the increase in academic self-efficacy. This finding aligns with research by Chuang et al. (2022) on the correlation between motivation, fear of failure, career adaptability, and personal significance.

The study focused on vocational school pupils in Taiwan. Researchers discovered that vocational school students' self-efficacy negatively impacts their fear of failure. Self-efficacy beliefs help students cope with tough situations, reducing their fear of failure.

These results are similar to the study conducted by Nair (2023) who study the relationship between fear of failure, academic self-efficacy and academic performance among the college students in Bangalore. Results revealed shows that there is a negative relationship between Fear of Failure and Academic Self-efficacy.

Future implications of the study

This study aimed to investigate the impact of self-efficacy and fear of failure on college students' academic performance. Over time, the educational system undergoes changes. Short answer questions give way to long answer questions and finally to multiple choice questions (MCQs). This increase in competition among students leads to increased study pressure and a heightened fear of failing. The goal is to investigate how academic success and self-efficacy are related to fear of failure. There isn't many research in this field, and this one helps the educational system understand how much competition increases students' dread of failing. Additionally, Haryana and the Delhi NCR were not the study's locations. And because there is a greater fear of failing, this study requires more focus.

The research on the relationship between fear of failure, self-efficacy, and academic achievement among college students has important implications for both academics and student support services. First, the findings shed light on the complex relationship between psychological aspects and academic outcomes, emphasizing the significance of treating students' emotional well-being in addition to academic help. Understanding how fear of failure affects self-efficacy and, as a result, academic performance enables educators and counsellors

to design tailored treatments geared at boosting students' confidence and resilience in the face of a difficulty.

Furthermore, the study emphasizes the importance of a comprehensive approach to student performance, understanding that academic progress is influenced by a wide range of factors beyond intellectual capacity. By recognizing the impact of psychological variables such as fear of failure and self-efficacy, educational institutions can adjust their support services to build a pleasant learning environment that promotes students' emotional and academic growth. This could include introducing ways to improve kids' coping skills, encouraging a growth mentality, and giving resources for mental health and well-being.

The study's conclusions have a number of applications for educators, counsellors, and legislators. First, in order to support both academic achievement and psychological health, treatments targeted at strengthening students' self-efficacy beliefs could be put into practice. Techniques like giving constructive criticism, establishing realistic goals, and creating a welcoming learning environment can all assist students in becoming more self-assured. Furthermore, even if students' fear of failing might not have a direct effect on their academic achievement, it is crucial to address their worries and anxiety about it. To assist children overcome obstacles and deal with disappointments, educators can promote a growth mindset and resilience techniques. Causal inferences are precluded by the correlational nature of the research design, and the results might not apply to other academic contexts or people in general. In order to determine causal links and investigate the efficiency of interventions aimed at reducing fear of failure and increasing self-efficacy in academic contexts, future research may utilize experimental or longitudinal methods.

In terms of future research, the study provides up new options for investigating the underlying mechanisms that relate fear of failure, self-efficacy, and academic achievement.

Longitudinal research could shed light on how these constructs evolve over time and how interventions aimed at increasing self-efficacy can reduce the negative impacts of fear of failure on academic achievements. Furthermore, study on the impact of contextual factors, such as cultural differences and socioeconomic level, on students' perceptions of fear of failure and self-efficacy could provide a more complete picture of these phenomena.

Limitations of the study

Several limitations are evident in this study, despite the thorough investigation of the relationship among college students' academic achievement, self-efficacy, and fear of failure. First of all, the capacity to determine causal relationships between variables is limited by the dependence on correlational design. Although correlations shed light on relationships, they are unable to establish causality. Second, the findings may not be as broadly applicable as they may be given the small sample of 160 individuals, which may not accurately reflect the wide community of college students. Furthermore, the study mostly ignored qualitative insights that could offer a deeper understanding of students' experiences and perspectives in favour of quantitative metrics. Furthermore, response bias and subjective interpretations are possible when using self-reported measures such the Academic Self-Efficacy Scale and Performance Failure Appraisal Inventory. Moreover, the study's narrow geographic focus—specific regions may not have accurately represented larger cultural or educational contexts. Finally, significant factors influencing academic achievement may be missed if potential confounding variables such as socioeconomic background or teaching methodologies are excluded. Notwithstanding these drawbacks, the research provides insightful information about the relationships among academic achievement, self-efficacy, and fear of failure, opening the door for more studies and interventions aimed at promoting student success in learning environments.

CONCLUSION

To summarize, this study investigated the complex link between fear of failure, self-efficacy, and academic achievement among college students. Several significant discoveries were discovered using correlational design and quantitative analysis. First, contrary to the initial premise, fear of failure had a modest and statistically negligible connection with academic achievement. This implies that, while fear of failure may affect students' emotional states, it may not have a direct impact on their overall academic performance. Second, there was a substantial negative link between fear of failure and self-efficacy, showing that people who are more afraid of failure have lower levels of confidence in their abilities. This highlights the necessity of tackling fear of failure, which can weaken students' confidence in their own talents.

The value of this study stems from its contribution to the current knowledge on student motivation and performance. Educators and policymakers can develop more tailored interventions to assist student achievement by better understanding the subtle interplay between fear of failure, self-efficacy, and academic performance. Furthermore, the study emphasizes the need for additional research in this area, particularly in diverse educational environments like Haryana and the Delhi NCR, where increased competitiveness may compound students' fear of failure. Finally, by creating a supportive learning environment that fosters students' self-belief and resilience, educational institutions may help students traverse academic hurdles with confidence and reach their full potential.

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