



A study on impact of Academic Stress on Self-Efficacy among the Late Adolescents

¹Trisha Chowdhury, Master's in arts, Psychology, Amity Institute of Psychology and Allied

Sciences, Noida, India

trisha.chowdhury377@gmail.com

²Dr. Shivani Bhambri, Assistant Professor, Amity Institute of psychology and Allied

sciences, Noida, India

Sbhambri@amity.edu

Abstract

The study aimed to investigate the level of academic stress on self-efficacy among the late adolescents. It focused on assessing the relationship between the level of academic stress and self-efficacy among the university students and how they affect their mental health. The study uses the quantitative approach by standardized tools; Perceived Stress Scale (PSS) and New General Self-Efficacy Scale (NGSE) respectively. The study was conducted on a population of 120 students in the age range of 18-24 years which comprised of 88 females (73.4%) and 32 males (26.6%). Participants completed the perceived stress scale and new general self-efficacy scale to assess the correlation between the academic stress and self-efficacy among

the late adolescents. A correlational study was done to analyze the correlation between the academic stress and self-efficacy among the late adolescents. Analysis revealed a low negative correlation between these variables. The correlation between academic stress and self-efficacy was found to be negative ($r = -0.58$). Overall, the results highlight the significance of providing support for late adolescent's well-being and academic success and contribute to our understanding of the complex relationship between academic stress and self-efficacy.

Keywords: *Academic stress, Self-efficacy, Late adolescents*

Introduction

Stress is an upsetting condition of profound and physiological change that people feel in circumstances that are threatening to their prosperity (Auerbach & Grambling, 1998). Stress has become piece of understudies' scholastic life because of the different inward and outer assumptions put upon their shoulders. Young people are especially defenseless against the issues related with scholastic pressure as advances happen at an individual and social level. Scholastic pressure is the uneasiness and stress that comes from tutoring and instruction. Particularly severe with school understudies are teenagers.

Among late adolescents, this study investigates the connection between academic stress, and self-efficacy. The significance of adaptive coping mechanisms in maintaining confidence and resilience is emphasized by the findings, which suggest that certain coping strategies mediate the relationship between academic stress and self-efficacy. Adolescents' concern conduct refers to conduct that digresses from the ordinary norm of society expected while young people are growing up (Markova & Nikitskaya, 2014). As a negative social way of behaving, it is normally used to quantify teenagers' physical and emotional well-being and

social capability improvement (Kenneth et al., 2003).

The appearances of adolescents' concern conduct incorporate an improper learning demeanor, poor relational connections, and terrible living propensities (Kremer et al., 2016). Pertinent exploration shows that teenagers' concern conduct is industrious, which can fundamentally influence grown-up drinking, brutality, and in any event, carrying out wrongdoings (Pol et al., 2012; Evans et al., 2020). This influences young people's conduct wellbeing, yet in addition isn't helpful for the agreeable and stable improvement of society. This review tries to check the arrangement component and way of impact of juvenile issue ways of behaving from the four degrees of individual, family, school, and society, beginning from the outside climate and inner execution, through to primary condition displaying, to find ways diminish young adult issue conduct and advance the improvement of positive social capabilities.

Academic self-efficacy (i.e. a person's belief regarding their capabilities to perform academically: Bandura, 1997) might constitute an explanatory mechanism in the relationship between academic stress and psychological distress (Lazarus, 2006). When people perceive their school-and homework as stressful, their academic self-efficacy might decrease due to the adverse affective state that characterizes the negative evaluation (Bandura, 1997). In support of this assumption, studies indicate that school-related stress negatively impacts academic self-efficacy (McKay et al., 2014; Ye et al., 2018).

Further, low academic self-efficacy has been established as a predictor of psychological distress cross-sectionally (Karademas & Kalantzi-Azizi, 2004) and longitudinally (Bandura et al., 1999). A reduction in academic self-efficacy might impede individuals' ability and drive to handle the academic pressures, demands, and difficulties that instigated stressful feelings in the first place, which could result in negative emotions. If

individuals do not believe in their academic capabilities enough to cope with their perceived academic stress, feelings of hopelessness and anxiety are promoted (Flett et al., 2011).

The study looks at how late-adolescent academic stress and self-efficacy are influenced by social support from peers, family, and teachers. The findings emphasize the significance of social networks in fostering adolescents' confidence and well-being by indicating that social support significantly mitigates the negative effects of academic stress on self-efficacy.

Academic stress among Late Adolescents

Academic stress among late adolescents alludes to the mental tension and strain experienced by people during their progress into advanced education and all through their scholarly interests. Late adolescence is a crucial developmental period marked by higher expectations, increased academic demands, and the need to navigate complex social and educational environments. There are a variety of causes of academic stress, including:

- a) High expectations:** Late adolescents frequently experience social, educational, and parental pressure to excel academically and succeed in their chosen fields. The heaviness of assumptions to perform well in tests, get high grades, and secure admission to esteemed colleges can add to sensations of stress and nervousness.
- b) Fear of failure:** Late adolescents may be frightened and anxious about falling short of their own standards or academic expectations. The possibility of scholarly disappointment, whether genuine or saw, can get pressure reactions and sabotage trust in one's capacities.

Late adolescence is a crucial developmental period marked by a plethora of difficulties and shifts, particularly in education. They frequently encounter significant stressors related to

academic performance, expectations, and prospects as young adults navigate higher education, career exploration, and increasing independence. Academic stress, originating from elements like requesting coursework, approaching cutoff times, cutthroat conditions, and the apprehension about disappointment, can apply significant consequences for late adolescents' mental prosperity and academic results.

The research aims to investigate the impact of academic stress on late-adolescent self-efficacy considering these considerations. In the end, this research aims to inform evidence-based interventions that support student's psychological resilience and academic success by expanding our knowledge of how late-adolescents' self-efficacy is affected by academic stress.

Review of Literature

Hamdan-Mansour et al. (2018), observed that, students find it difficult to adjust to university or college because of the shifts in their social and psychological demands and needs. A variety of internal and external factors, including academic responsibility, financial constraints, social issues, health related issues, and the university environment, contribute to stress among college students.

A study by Philips et al. (2017) investigated that clinical preparation is recognized as loaded with pressure and it is likewise seen that throughout the various years of, students experience a lot of stress clinical preparation.

Fawaz, (2016) in his study examined that, university student's academic performance is hampered by increased levels of stress. Al- Zahrani et al. (2016) investigated a small number of studies in Saudi Arabia have examined the connection between medical students' academic performance, stress, and sleep quality. Their findings on the impact of sleep on

academic performance are inconsistent, though 76% of students had poor sleep quality. A study by Alsaggaf et al. (2016) examined that by the by, most of Saudi clinicalunderstudies believe that the nature of their rest is great.

Azad et al. (2015) emphasized the prevalence of poor-quality sleep varies by nation. It has been reported to be as low as 19% in a Chinese study and as high as 55.8% in an Ethiopian study using the Pittsburgh Sleep Quality Index (PSQI). Academic performance has been found to suffer because of both a delayed circadian rhythm and poor-quality sleep.

Civitci (2015) examined that self-efficacy was additionally found to affect pressure and understudy's capacity to oversee tasks and clinical obligations connected with patient's consideration. Yan et al. (2014) investigated the connection between adolescent academic stress, quality of sleep, and to examine how burnout and depression act as mediators based on this relationship, to provide empirical evidence for enhancing the sleep of adolescent's quality. Van de (2014), revealed that, adjusting college plan, getting ready for tests, and overseeing individual psychosocial life are seen as expected stressors among college understudies.

Pender et al. (2013), suggested that stress can be harmful to people who are unable to balance their demands and needs, while it can be beneficial to those who are able to do so. The degree of severity, duration of stress, level of self-efficacy, family and peer support, and university regulations may all affect students differently (Artino, 2013). Student's academic performance has been linked to higher levels of stress, but appropriate coping mechanisms have been shown to help them deal with the negative effects of psychological distress (Sohail, 2013).

Shaban et al. (2013) explored that, nursing students are more likely to experience elevated levels of stress and mental health issues, which are likely to have an impact on their academic and social performance. Overpowered nursing understudies found to report lower

levels of scholarly execution and insufficient clinical capability. Suresh et al. (2013) from his studies revealed that, student's academic success, optimism, and problem-solving abilities all benefit from self-efficacy.

A research study by Yusoff et al. (2013) found that the extreme measure of pressure in clinical preparation inclines understudies toward be enticed to undermine tests and to struggle to resolve interpersonal disagreements, diminished focus, decreased objectivity, an increase in the number of errors and inappropriate behavior, like carelessness. Sulaiman et al. (2009) investigated in a study that students of all genders experience different degree of stress, and a clarification may be because women tend to be more emotional than male's responses to their surroundings.

Bugay (2007) in his study found the connection among depression and fulfillment level among 291 college students. The study revealed that loneliness is influenced by gender and the students' levels of life satisfaction. Accordingly, male understudies announced altogether less dejection and essentially more noteworthy life fulfillment than female understudies. Extremely negative Both variables were found to be correlated.

Kohler et al. (2006) in his research examined that stress is a dynamic interaction in which a person perceives demands, constraints, and opportunities as threats to their capabilities. Similarly, Jiminez et al. (2006) explored that, in addition to the before mentioned stressors, nursing students must also manage a heavy course load and long hours of clinical training and requirements.

Dost (2006) in his research looked at 700 college students to see how the relationship between emotional prosperity to orientation, saw financial status, saw parental mentalities, fulfillment with actual appearance, strict conviction, and locus of control. The research showed no critical distinction in sexual orientation in the abstract prosperity levels of the understudies. The student's levels of subjective well-being differed significantly. based on

their perceptions of their parents' attitudes, satisfaction, and financial standing with actual appearance, strict conviction, and locus of control. Dusselier et al. (2005) examined that among university students, major areas of strength are found between upsetting life altering situations and decreased intellectual performance in addition to the connection between health-related life satisfaction and stress. Williamson et al. (2005) reported that a stressful life in an anxious and depressed youth events are extremely high, which ultimately leads in low performance in academics.

A study conducted by Dwyer and Cummings (2001) observed that the most prevalent factor was stress among the undergraduate students among all health factors that affect their academic performance, as stress has a negative impact on one's physical and mental wellbeing. Misra et al. (2000) explored in his study that distinctions in sexual orientation likewise impact an understudy's discernment and response to academic stressors.

Studies such as those by Abouserie (1994) and Kohn (1986) have emphasized that predictably, students report experiencing academic stress, with the most common sources of anxiety associated with taking and studying for exams and in relation to grade competition and the large amount of material to learn in a short amount of time.

Bandura (1993) depicts that self-efficacy beliefs influence college outcomes by fostering the effective use of acquired skills and increasing student's motivation and persistence to complete challenging academic tasks. information and abilities. Bandura (1997) in his study, stated that the standard technique utilized in self-efficacy research is to evaluate confidence certainty toward explicit errands and examine the accuracy with which these perceptions predict the very tasks. Additionally, Williams (1983) explored that loneliness is felt more intensively in adolescence and late adolescence rather than the other developmental stages of life.

Methodology

Aim

The aim of the study is to assess the level of academic stress on self-efficacy among the late adolescents via administering the Perceived Stress Scale and the New General Self-Efficacy Scale.

Research Objectives

- To understand how academic stressors impact late adolescents' beliefs in their capacity to academically succeed.
- To determine how cultural factors, coping mechanisms, social support, and academic stress affect self-efficacy.

Hypothesis

- There is no significant relationship between academic stress and self-efficacy among the late adolescents.

Variables

Academic Stress, Self-Efficacy, Late adolescents

Sample

A sample of 120 students, within the age range of 18-24 was collected. The sample comprised of 88 females and 32 males.

Description of the Tool

- ***Perceived Stress Scale***

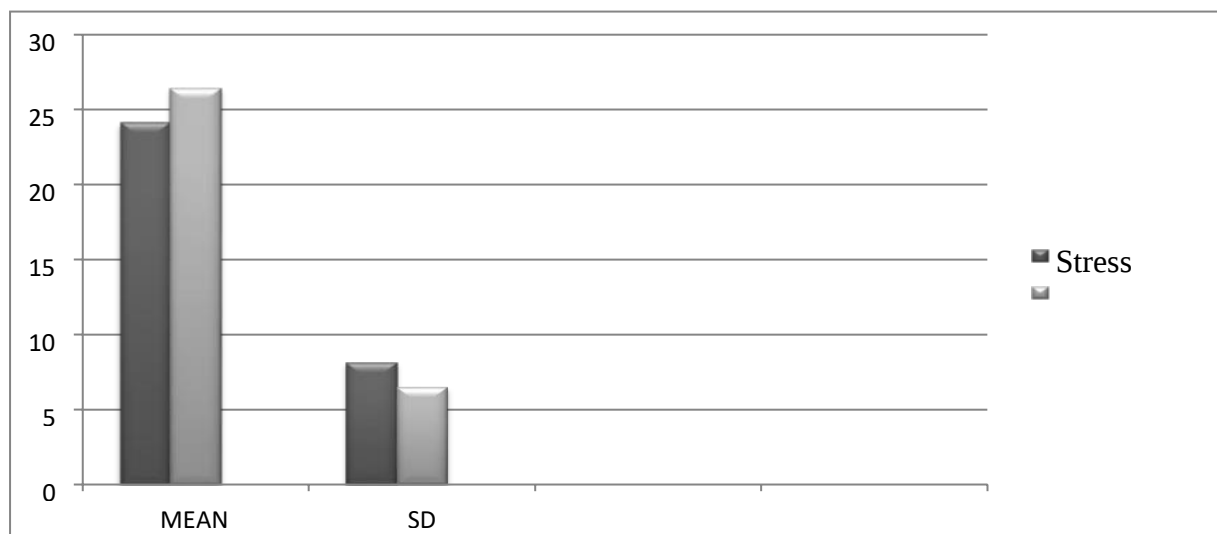
The perceived stress scale (PSS) is a classic stress assessment instrument. This tool, originally made in 1983, remains a popular option that helps us understand how different situations affect our feelings and our perceived stress. Things are designed to address how unpredictable, uncontrollable, and overweight respondents will find their lives. The measure also addressed several immediate issues regarding the current level of perceived stress.

- ***New General Self-Efficacy Scale***

The New General Self Efficacy (NGSE; Chen, Gully, & Eden, 2001) scale was developed to measure individual's perception of their ability to perform across a variety of different situations. The NGSE scale was scored on a 5-point Likert-type scale from strongly disagree (1) to strongly agree (5).

Result

About 120 students, belonging to the age group of 18-24 participated in this study. Out of them 88% were females and 32% were males. Figure 1 shows the level of stress and self-efficacy respectively. The mean and standard deviation of the perceived stress scale is found out to be 24.09 and 8.13 respectively and the correlation was found out to be -0.58 for both the scales. While the mean and the standard deviation of the new general self-efficacy scale is found out to be 26.43 and 6.49 respectively and the correlation was found out to be -0.58. This indicates that the lower the stress the higher the self-efficacy is and it also indicates low negative correlation.

**Figure 1**

Shows the level of stress and self-efficacy respectively

Table 1

Mean and Standard Deviation between Stress and Self Efficacy

Scales Used	Mean	Standard Deviation
Perceived Stress Scale	24.09	8.13
New General Self-Efficacy Scale	26.43	6.49

Table 2*Correlation between academic stress and self-efficacy*

Scales	Correlation
Academic Stress	-0.58
Self-Efficacy	-0.58

Discussion

In general, the mean of the perceived stress scale is found out to be 24.09 and the new general self-efficacy scale is found out to be 26.43 respectively and the correlation was found out to be -0.58 which indicates low negative correlation. In a study on stress and depression in students it was found that more stress management self-efficacy was corporate with lower depression scores for university students whose stress impeded their academic performance, irrespective of their gender and age. The relationship between stress and depression was mediated partially by using stress management self-efficacy (37% to 55% mediation, depending on the severity of stress) (Sawatzky et al., 2012).

A few variables might add to the observed weak negative relationship between academic pressure and self-efficacy. Late adolescents' might utilize versatile survival methods that assist with moderating the effect of scholastic weight on their self-viability convictions (Brown & Wilson, 2020). Moreover, individual contrasts in strength, adapting styles, and character attributes might direct the relationship, prompting changeability in how late adolescents perceive and answer academic pressure (Johnson & Johnson, 2018).

The findings highlight the intricate idea of the connection between scholarly pressure and self-viability among late young people. Some people's self-efficacy may be impacted negatively by academic stressors, but others may view stress as a motivating challenge, leading to increased determination and resilience (Taylor & Clark, 2020). The interaction between academic stress and self-efficacy is impacted by different interior and outer variables, featuring the requirement for a nuanced comprehension of young adolescent's encounters.

In a study on perceived stress and self-efficacy among university students, the university students in many nations are at uplifted chance of serious health issues, substance abuse problems from anxiety and depression. It is very important the elements that relate to academic performance. Mild stress can be useful in cognitive tasks and overall performance, while at the same time consistently excessive stress can cause anxiety and depression. The current review found that, high perceived stress results in low academic performance and vice versa. Different research findings additionally suggest that, the level of perceived stress differ depending at the courses which the students are learning and additionally there are gender related differences. A study led in china, in the year 2018 uncovered that academic self-efficacy and academic stress are negatively correlated.

Conclusion

In conclusion, the study implied that there is an association between academic stress and self-efficacy. However, the strength of the association is modest, suggesting that while academic stressors may influence self-efficacy to some extent, the relationship is not that strong. The significant implications for intervention persist despite the weak correlation, late adolescents who are experiencing academic stress may still benefit from targeted interventions that

strengthen self-efficacy and build resilience. Positive coping mechanisms, social support networks, and stress management techniques can help adolescent students in their late adolescents overcome academic obstacles and feel in control of their education. The correlation between the variables was found out to be low negative.

References

- Abouserie, R. (1994). Sources and levels of stress in relation to locus of control and self esteem in university students. *Educational psychology*, 14(3), 323-330.
- Al-Zahrani, J. M., Aldossari, K. K., Abdulmajeed, I., Al-Ghamdi, S. H., Al-Shamrani, A. M., & Al-Qahtani, N. S. (2016). Daytimesleepiness and academic performance among medical students. *Health Science Journal*, 10(3), 1.
- Almojali, A. I., Almalki, S. A., Alothman, A. S., Masuadi, E. M., & Alaqeel, M. K. (2017). The prevalence and association of stress with sleep quality among medical students. *Journal of epidemiology and global health*, 7(3), 169-174.
- Alsaggaf, M. A., Wali, S. O., Merdad, R. A., & Merdad, L. A. (2016). Sleep quantity, quality, and insomnia symptoms of medical students during clinical years: relationship with stress and academic performance. *Saudi medical journal*, 37(2), 173.
- Alsofyani, M. A., Almalki, A. A., Alqarni, A. B., & Alzahrani, N. J. (2018). The interaction between sleep quality and academic performance among the medical students in Taif university. *The Egyptian Journal of Hospital Medicine*, 70(12), 2202-2208.
- Artino, A. R. (2013). Academic self-efficacy: from educationaltheory to instructional practice. *Perspectives on medical education*, 1, 76-85.
- Azad, M. C., Fraser, K., Rumana, N., Abdullah, A. F., Shahana, N., Hanly, P. J., & Turin, T. C. (2015). Sleep disturbances among medical students: a global perspective. *Journal of clinical sleep medicine*, 11(1), 69-74.

- Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational psychologist*, 28(2),117-148.
- Bandura, A. (1997). Self-efficacy: The exercise of control. New York: WH. Freeman. *DEVELOPING MOTIVATION*, 3(1), 9.
- Bugay, A. (2007, September). Loneliness and life satisfaction of Turkish university students. In *Education in a changing environment conference proceedings* (pp. 371-376).
- Busari, A. O. (2012). Evaluating the relationship between gender, age, depression and academic performance among adolescents. *Scholarly Journal of Education*, 1(1), 6-12.
- Çivitci, A. (2015). The moderating role of positive and negative affect on the relationship between perceived social support and stress in college students. *Educational Sciences: Theory and Practice*, 15(3), 565-573.
- Conner, M. (2015). Self-Efficacy, Stress, and Social Support in Retention of Student Registered Nurse Anesthetists. *AANA journal*, 83(2).
- DOST, Meliha Tuzgöl. "Subjective well-being among university students." *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi* 31, no.31 (2006): 188-197.
- Dusselier, L., Dunn, B., Wang, Y., Shelley iI, M. C., & Whalen, D. F. (2005). Personal, health, academic, and environmental predictors of stress for residence hall students. *Journal of American college health*, 54(1), 15-24.

- Dwyer, A. L., & Cummings, A. L. (2001). Stress, self-efficacy, social support, and coping strategies in university students. *Canadian Journal of Counselling and Psychotherapy*, 35(3).
- Fawaz, M. A., & Hamdan-Mansour, A. M. (2016). Impact of highfidelity simulation on the development of clinical judgment and motivation among Lebanese nursing students. *Nurse*
- Hamaideh, S. H., & Hamdan-Mansour, A. M. (2014). Psychological, cognitive, and personal variables that predict college academic achievement among health sciences students. *Nurse education today*, 34(5), 703-708.
- Hamdan-Mansour, A. M., Mahmoud, K. F., Al Shibi, A. N., & Arabiat, D. H. (2018). Impulsivity and sensation-seeking personality traits as predictors of substance use among university students. *Journal of Psychosocial Nursing and Mental Health Services*, 56(1), 57-63.
- Kohn, J. P., & Frazer, G. H. (1986). An academic stress scale: Identification and rated importance of academic stressors. *Psychological reports*, 59(2), 415-426.
- Misra, R., McKean, M., West, S., & Russo, T. (2000). Academic stress of college students: comparison of student and faculty perceptions. *College Student Journal*, 34(2).
- Pender, N. J., Murdaugh, C. L., & Parsons, M. A. (2006). *Health promotion in nursing practice*.
- Phillips, A. J., Clerx, W. M., O'Brien, C. S., Sano, A., Barger, L. K., Picard, R. W., ... & Czeisler, C. A. (2017). Irregular sleep/wake patterns are associated with

poorer academic performance and delayed circadian and sleep/wake timing.

Scientific reports, 7(1), 3216.

Rahman, A. A., Al Hashim, B. N., Al Hiji, N. K., & Al-Abbad, Z. (2013). Stress among medical Saudi students at college of medicine, King Faisal University. *Journal of Preventive Medicine and Hygiene*, 54(4), 195.

Sohail, N. (2013). Stress and academic performance among medical students. *J Coll Physicians Surg Pak*, 23(1), 67-71.

Sulaiman, T., Hassan, A., Sopian, V. M., & Abdullah, S. K. (2009). The level of stress among students in urban and rural secondary schools in Malaysia. *European journal of social sciences*, 10(2), 179-184.

Suresh, P., Matthews, A., & Coyne, I. (2013). Stress and stressors in the clinical environment: a comparative study of fourth-year student nurses and newly qualified general nurses in Ireland. *Journal of clinical nursing*, 22(5-6), 770-779.

Van de Grift, W., Helms-Lorenz, M., & Maulana, R. (2014). Teaching skills of student teachers: Calibration of an evaluation instrument and its value in predicting student academic engagement. *Studies in educational evaluation*, 43, 150-159.

Williams, E. G. (1983). Adolescent loneliness. *Adolescence*, 18(69), 51.

Williamson, D. E., Birmaher, B., Dahl, R. E., & Ryan, N. D. (2005). Stressful life events in anxious and depressed children. *Journal of Child & Adolescent Psychopharmacology*, 15(4), 571-580.

- Yan, Y., Lin, R., Tang, X., He, F., Cai, W., & Su, Y. (2014). The relationship between worry tendency and sleep quality in Chinese adolescents and young adults: The mediating role of state–trait anxiety. *Journal of health psychology, 19*(6), 778-788.
- Yusoff, M. S. B., Rahim, A. F. A., Baba, A. A., Ismail, S. B., & Pa, M. N. M. (2013). Prevalence and associated factors of stress, anxiety and depression among prospective medical students. *Asianjournal of psychiatry, 6*(2), 128-133