Study of Academic Stress In Relation To Self Confidence of College Students
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Abstract

In this study an attempt has been made to identify the level of academic stress and self confidence among college students and to examine the relationship between academic stress and self confidence. A sample of 200 college students of Ludhiana district of Punjab state was selected randomly. The sample was administered through Academic stress scale developed and standardized by Bisht; & Agnihotri’s Self Confidence Inventory developed and standardized by Gupta. Mean, Standard Deviation (S.D), and Correlation were used for analysis and interpretation of the data. The findings of the study revealed that -

a) There exists a significant negative relationship between academic stress and self-confidence of college students.

b) There exists a significant negative relationship between academic stress and self-confidence of male college students.

c) There exists a significant negative relationship between academic stress and self-confidence of female college students.

KEYWORDS: Academic Stress, Self confidence, College Students

INTRODUCTION

Life is a continuous process of facing challenges. These Challenges are different each time because the situation as well as the individual keeps on changing. One of the very important factors which significantly contribute to facing challenges in life and ensuring a more successful life is to possess sufficient self-confidence. In order to build self-confidence one needs to experience successful challenges. Tasks having an appropriate amount and degree of difficulty, when faced successfully develop self-confidence. Self-confidence is an important antecedent to good performance. It tends to act as a self fulfilling prophecy. If one does not believe in his ability to perform well, probably will fall short of his goal whereas if he thinks he can do well then he is more likely to come through. Confidence is characterized by a high expectancy of success. It involves thoughts and images. Reflecting the beliefs that you have and having the capacity to perform the action is highly required for attaining the success.
Thus there is a high probability that success will result from these actions. In other words, when you feel confident, you know you can do it, you predict you will do it and you predict that doing it will lead to success.

ACADEMIC STRESS

In present era, the phenomenon of stress is not confined to adults alone but also affects children and students. There are many situations in educational field which are stressful to the child like negative consequences of failures, worries about future life, too much homework, cut throat competition etc. which leads to academic stress. Academic stress is becoming increasingly more common and widespread among students these days. In fact it is inevitable in any educational institution. In optimal limits it mobilizes the potentialities of the students to perform more effectively. However, increasing amounts of academic stress for prolonged periods may create over-whelming frustration and anxiety in the students which may adversely affect their morale, academic achievement, mental health, study habits and adjustment styles. The source of academic stress may vary from institution to institution and individual to individual. Excessive academic stress may lead to a burnout, which is characterized by emotional exhaustion, feeling of low accomplishment and depersonalization of students.

Firman (1992) stated that academic stress is anything that imposes an extra demand on a person’s ability to cope, often with something that is new and different in academics.

Carveth et al. (1996) Academic stress is the student’s perception of the extensive knowledge base required and the perception of inadequate time to develop it.

Erkutlu and Chafra (2006) opine that the pressure to perform well in the examination or test is Academic stress.

Wilks (2008) is of view that academic stress is the product of a combination of academic-related demands that exceeds adaptive resources available to an individual.

SELF CONFIDENCE

Self-confidence is not just one thing. It means different thing to different people. Some define it as ‘trust or firm belief in self’ while some refer to it as ‘self-reliance’ and some others equate it with ‘boldness’. Self confidence is an attitude which allows individuals to have positive yet realistic views of themselves
and their situations. Self confident people trust their own abilities, have a general sense of control in their lives, and believe that, within reason, they will be able to do as per their wish, plan, and expectations. Two main things contribute to self-confidence are self-efficacy and self-esteem. Self-esteem refers to general feelings of self-worth or self-value whereas Self-efficacy is belief in one’s capacity to succeed at tasks. Self-efficacy according to Neill (2005) can be general or specific. General self-efficacy refers to beliefs about one’s ability to perform specific tasks in certain things. Self-efficacy is also sometimes used to refer to situation specific self-confidence as academic self-confidence.

Besavanna (1975) opined that self confidence refers to an individual’s perceived ability to act effectively in a situation to overcome obstacles and to get things go all right. Sieler (1998) stated that self-confidence is an individual’s characteristic (a self-construct) which enables people to have a positive or realistic view of themselves or situations that they are in. Cox (2001) defined Self-confidence as a belief in yourself and your abilities, a mental attitude of transiting or relying on yourself. Neil (2005) stated that self-confidence refers to belief in one’s personal worth and likelihood of succeeding. Self-confidence is a combination of self-esteem and general self-efficacy. Rubio (2007) stated that self confidence is a feeling of self competence required to handle basic problems in life and be happy.

JUSTIFICATION OF THE STUDY

Self Confidence is related with success in general and with academic achievement in particular. A confident attitude, a belief and a faith in one’s capacities and ideals are essentials for success. Self-confidence grows with success but upon entering higher education stage, students in addition to physical, psychological and emotional changes, often encounter higher levels of competition, and rigid academic achievements. Academic demands and the complexity of the school structure make the task of academic success more difficult for students and resulting stress in them leading to lowering their level of confidence. Many a times, dedicate students show lack of interest in studies due to less confidence to face the tough situations. This results in lack of concentration, attention, recall, procrastination, improper study habits and thus educational reduction. Subsequently, children constantly feel over – loaded with academic stress at all stages. Many researchers have studied academic stress in relation to various variables but since self confidence is the prime factor that can be helpful in overcoming all kinds of stress and difficulties in life, the investigator, therefore, felt necessary to study academic stress in relation to Self-confidence in college students.
OBJECTIVES OF THE STUDY

1. To find out the relationship between academic stress and self confidence of college students.
2. To find out the relationship between academic stress and self confidence of male college students.
3. To find out the relationship between academic stress and self confidence of female college students.

HYPOTHESIS OF THE STUDY

1. There is no significant relationship between academic stress and self confidence of college students.
2. There is no significant relationship between academic stress and self confidence of male college students.
3. There is no significant relationship between academic stress and self confidence of female college students.

DELIMITATIONS OF THE STUDY

1. The study will be delimited to 200 (100 male and 100 female) college students of Ludhiana district of Punjab State.

Review of Literature

Huan et.al. (2008) found that only the scores on the Personal Concerns subscale were positively associated with the academic stress arising from self and other expectations, in both adolescent boys and girls. For the girls, school-related concerns were also predictive of academic stress arising from other expectations. They also obtained significantly higher scores on the Academic Expectations Stress Inventory than boys did.

Grover, J (2011) conducted a study on topic entitled ‘A Study of Impact of Parental Involvement and Teacher-Taught Relationship on Academic Stress’ and found that the students with high parental involvement scored low on academic stress as compared to students with low parental involvement. Similarly, the students with high teacher-taught relations scored low on academic stress.

Panday and Deshpande (2012) in their research entitled ‘A study on Impact of Academic Stress on MBA Students of Gujarat Technological University’ concluded that stress in academic institutions can have both
positive and negative consequences if not well managed.

Lal, K. (2013) in his study, ‘Academic Stress among Adolescents in relation to Intelligence and Demographic Factors’ found that there exists no significant difference in academic stress of average and low I.Q. students, male and female students, rural and urban institution students and Government and Private senior secondary school students.

Goel and Aggarwal (2012) in their research entitled, ‘A Comparative Study of Self Confidence of Single Child and Child with Sibling.’ Revealed that the children with sibling have more self-confidence than single children. There is significant negative relationship between sense of alienation and lack of self-confidence.

Mohammad, S. (2012) did study entitled, ‘The Correlation between General Self-Confidence and Academic Achievement in the Oral Presentation Course.’ The results revealed a positive, significant correlation between general self-confidence and academic achievement.

Kumari, S. et al. (2014) in her study, ‘Level of Stress and Coping Strategies among Adolescents’ found that there was a high prevalence of stress in academic area among secondary school students. Singh, N. (2014) in his work, ‘Study of Academic Stress in School Students in relation to their Self Esteem’ found that there is significant difference in the level of academic stress students in govt. and private school student but there is insignificant difference in the level of academic stress in male and female school students.

Verma (2014) in his study, ‘Relationship between Self Confidence & Sports Achievement of Post Graduate Students of Knipss, Sultanpur (U.P.)’ concluded that there was a positive relationship between self-confidence and sports achievements of the students. It is concluded that sports achievement improve through self-confidence.

Tomer and Agrawal (2014) did study, ‘Effect of Parental Deprivation on Self Confidence of Students. The results revealed that parental deprivation and gender significantly affect the self-confidence of students. Males have higher self confidence than the females.

Bisht and Mishra (2015) in their research, ‘A Study of Aggression and self Confidence among the different Disciplines of College Students’ found that the male students of science stream are more
aggressive than Physical Education and Commerce students and also that male students of Physical Education stream have more Self-confidence than students of other streams.

**METHODOLOGY**
In the present study, Descriptive survey method was employed

**SAMPLE**
In order to achieve the objective stated earlier and to test the corresponding hypotheses, district Ludhiana, Punjab state was planned.

**VARIABLES**
Academic Stress and Self Confidence

**TOOLS USED**
- Academic Stress Scale developed and standardized by Bisht; & Agnihotri
- Self Confidence Inventory developed and standardized by Gupta

**STATISTICAL TECHNIQUES USED**
The statistical techniques were employed to concise picture of the data, so that it can be easily comprehend. It was employed to test the hypotheses in the study. Mean, S.D., and Coefficient of Correlation were calculated in the present study.

**ANALYSIS AND INTERPRETATION**
As the present study is intended to find out the relationship between academic stress and self-confidence of college students, Pearson’s Product Moment correlation technique was employed.

**Table Showing Coefficient of Correlation between Academic stress and Self-confidence of College students.**

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Variable</th>
<th>r</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total students</td>
<td>200</td>
<td>Academic stress</td>
<td>-0.64</td>
<td>Sig. at .01</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Self-confidence</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table shows that:

1. The coefficient of correlation between academic stress and self-confidence of college students as -0.64 which is negative and significant at .01 level of confidence which shows that there exists a significant negative relationship between academic stress and self-confidence of college students. Therefore, hypothesis 1 stating, ‘There will be no significant relationship between academic stress and self-confidence of college students’ stands rejected.

2. The coefficient of correlation between academic stress and self-confidence of male secondary school students as -0.65 which is negative and significant at .01 level of confidence which shows that there exists a significant negative relationship between academic stress and self-confidence of male college students. Therefore, hypothesis 2 stating, ‘There will no significant relationship between academic stress and self-confidence of male college students’ stands rejected.

3. The coefficient of correlation between academic stress and self-confidence of female secondary school students as -0.46 which is negative and significant at .01 level of confidence which shows that there exists a significant negative relationship between academic stress and self-confidence of female college students. Therefore, hypothesis 3 stating, There will be no significant relationship between academic stress and self-confidence of female college students, stands rejected.

References:


Panday and Deshpande (2012) A study on impact of Academic stress on MBA students of Gujarat Technological University Researchers world. 3(3).
