Chapter 1

INTRODUCTION
Introduction

Adolescence is a very important period of one’s life. It is the stage in human life when rapid changes take place. The individual’s physical, mental, social, moral and spiritual outlooks undergo revolutionary changes. Such changes during adolescence are more rapid than during infancy or childhood. Due to this growth, human personality develops new dimensions.

According to Psychologists adolescence starts at the age of 12 or 13 years. The dawn of adolescence is comparatively earlier in girls than in boys. Symonds (1936) has made a comparative study to find out the difference between various likings of adolescent boys and girls. He has found that their likings and problems are almost of the same type. Only there are differences in their degrees. Their most difficult problems are related to health, economic independence, taste in studies and personal-physical appearance. Needless to say, these problems make his/her adjustment in his/her environment more difficult.

EMOTIONAL MATURITY:

Emotions are great motivating forces throughout the span of human life; affecting the aspirations, actions and thoughts of the individual. Thus, necessitating the rationale to realize the importance of values and emotions which contribute greatly in the development of an influential personality. Emotions are important in every stage of life, but they play the maximum role during the adolescence period. Teens reach cognitive maturity far more quickly than they reach emotional maturity according to new research that examined teenagers’ development (John, 2009).

Emotional maturity simply means, “Healthy self concept, not thinking too highly or too lowly of one self”. An Emotionally mature person has the capacity to withstand delay in satisfaction of needs. He has the ability to tolerate a reasonable amount of frustration. He has belief in long-term planning and is capable of delaying or revising his expectations in terms of demands of situations. An emotionally mature person has the capacity to make effective adjustment with himself, with members of his family, his peers in school / work place, society and culture. Emotional immaturity leads to general unhappiness as seen in the feelings of fear, failure, disappointments, frustration, stress and adjustment problems. Such negative feelings affect the individual’s performance.
L.S. Hollingworth (1928) mentions some characteristics of emotionally mature person in the following points:-

1. He is capable of responding in gradation or degree of emotional responses. He does not respond in all or none fashion.
2. He is also able to delay his responses as controlled with the impulsiveness of young child.
3. Handling of self pity, instead of showing unrestrained self pity, he tries to feel for him.

According to another author Seoul (1951), if the emotional development of the individual is relatively complete, his adaptability is high. His regressive tendencies are low, and his vulnerability is minimal.

An emotion is a strong feeling accomplished by marked physiological changes inside the body leading to changes in behavior in the form of overt responses in an organism. Emotional instability would be harmful to the body and mind as many physical and mental ailments result from it. But it would be equally harmful to suppress them in an effort to control them. Psychoanalysis has thus proposed that it would be best to express rather than repress emotions.

The concept of 'mature emotional behaviour' at any level is that which reflects the fruits of normal emotional development. An emotionally mature person is one whose emotional life is well under control. An emotionally stable child has a capacity to make effective adjustments with himself, members of the family, and his peers (Smitson, 1974). Therefore, the most outstanding mark of emotional maturity is ability to deal with the situations purposefully and to keep emotions stable and under control even in extreme situations.

Adolescence is the stage where extreme emotions are expressed or experienced with the intensity of adulthood but devoid of adult perspective. At no stage this emotional energy is as strong and dangerous as in adolescence. It is very difficult for an adolescent to exercise control over his emotions. The sudden functioning of sexual glands and tremendous increase in physical energy makes him restless. Moreover, adolescents are not consistent in their emotions.
Maturity as defined by Covey (1997) is the balance between courage and consideration. If a person can express his feelings and convictions of other persons, he is considered as mature, particularly if the issue was very important to both the parties. Maturity is a relative freedom from the well-known constellation of inferiority, egotism and competitiveness. The important attribute of maturity was a sense of reality. Its characteristic would be flexibility and adaptability. The more mature an individual is the more stable and flexible he is in adjustment. Emotional maturity of rural and urban undergraduates, emotional maturity of students of upper and lower socio-economic status (SES) and emotional maturity of football players have been studied (Singh and Singh 1993). But no study has been reported in respect of emotional maturity of Junior College students and its effect on Academic Stress and Coping.

SELF-EFFICACY

Dr. Albert Bandura (1993), an influential social psychologist, coined the term "self-efficacy" to describe people's internal beliefs about their ability to have an impact on events that affect their lives. Self-efficacy is one's belief in his/her own effectiveness as a person, both generally in terms of managing their life, and specifically with regard to competently dealing with individual tasks.

Self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Such beliefs produce these diverse effects through four major processes. They include cognitive, motivational, affective and selection processes. The survey of social science (1993) defines self efficacy as “the perception or judgment of one's ability to perform a certain action successfully or to control one’s circumstances”.

In 1986, Bandura published his work entitled “Social Cognitive Theory”. He proposed the theory of human functioning that emphasizes the role of self-beliefs. Human thought and human action are viewed as the product of a dynamic interplay of personal, behavioral and environmental influences. This is illustrated as a Triadic reciprocal causation model.
People generally rely partly on their somatic and emotional states in judging their capabilities. They interpret their stress reactions and tension as signs of vulnerability to poor performance. Mood and emotions also affects people's judgments of their personal efficacy. Positive mood enhances perceived self-efficacy, despondent mood diminishes it. The way of modifying self-beliefs of efficacy is to reduce people's stress reactions and alter their negative emotional proclivities and interpretations of their physical states.

Belief in one's efficacy is a key personal resource in self-development, successful adaptation, and change. It operates through its impact on cognitive, motivational, affective and decisional processes. Efficacy beliefs affects whether individuals think optimistically or pessimistically in self enhancing or self deliberating ways. Such beliefs affect people's goals and aspirations, how well they motivate themselves, and their perseverance in the face of difficulties and adversity. Efficacy beliefs also shape people's outcome expectations-whether they expect their efforts to produce favorable outcomes or adverse ones. In addition, efficacy beliefs determine how environmental opportunities and impediments are viewed.

People of low efficacy are easily convinced of the futility of effort in the face of difficulties. They quickly give up trying. Those of high efficacy view impediments as surmountable by self development and perseverant effort. They stay the course in the face of difficulties and remain resilient in adversity.
Introduction

Efficacy beliefs also affect the quality of emotional life and vulnerability to stress and depression. Efficacy beliefs determine the choices people make at important decisional points. A factor that influences choice behavior can profoundly affect the course the lives take. This is because, the social influences operating in the selected environments continued to promote certain competencies, values and lifestyles.

The growth and reduction of Self-Efficacy is influenced over time by social comparison with peer and is therefore more pronounced as one grows older. There is much evidence documenting the significant relationship between self efficacy beliefs and achievement in academic settings (Bandura, 1997) athletics (Zimmerman and Kit Santas, 1996), Dyadic parent-child relationship (Bandura, 1997), Marital relationship and parenting (Williams et.,al,1987), maternal attachment and child behavior problems (Gross.,Fogg and Tucker, 1995, Sufrooff and Farbotko, 2002), career choice(Bandura, Barbaranelli, Caprara and Pastorelli,1996,2001), development and cultivation of child potential ( Ardelt and Eccles,2001), spousal relationship ( Ozer,1995, Cox and Paley,2003. Sameroff, 1995), internet based instruction (Joo, Bong and Choi, 2001) and creativity (Debowski, Wood and Bandura, 2000).

A strong sense of efficacy enhances human accomplishment and personal well being in many ways. People with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided. Such an efficacious outlook fosters intrinsic interests and deep engrossment in activities. They set themselves challenging goals and maintain strong commitment to them. They heighten and sustain their efforts in the face of failure. They quickly recover their sense of efficacy after failure or setbacks. They attribute failure to insufficient effort or deficient knowledge and skills which are acquirable. Such an efficacious outlook produces personal accomplishments, reduces stress and lower vulnerability to depression.
Perceived self-efficacy exerts its influence through four major processes. They include cognitive, motivational, affective, and selection processes. There are three different levels at which perceived self-efficacy operates as an important contributor to academic development. Students' beliefs in their efficacy to regulate their own learning and to master academic activities determine their aspirations, level of motivation, and academic accomplishments. Teachers' beliefs in their personal efficacy to motivate and promote learning affect the types of learning environments they create and the level of academic progress their students achieve. Faculties' beliefs in their collective instructional efficacy contribute significantly to their schools' level of academic achievement. Student body characteristics influence school-level achievement more strongly by altering faculties' beliefs in their collective efficacy than through direct affects on school achievement (Bandura, 1993).

Researchers investigated correlates of self-efficacy have consistently found a relationship with several variables. A positive association has been found between self-efficacy and self-esteem (Bacchini & Magliulo, 2003), information-seeking effectiveness (Brown et al., 2001), internal locus of control (Leganger et al., 2000), subjective well-being (Tong, 2003), academic success (Pajares, 2003), adoption of healthy behaviors (Leganger et al., 2000), motivation (Stajkovitch & Luthans, 1998). Conversely, a negative association has been found between self-efficacy and pessimism (Leganger et al., 2000), low economic status (Tong, 2003), helplessness (Lennings, 1994), and low self-esteem (Leganger et al., 2000). Furthermore, low levels of self efficacy have been found to be related to the maintenance of depression, as levels of self efficacy determine "whether an individual's coping behavior will be initiated, how much task-related effort will be expended, and how long that effort will be sustained despite discontinuing evidence" (Stajkovitch & Luthans, 1998, P. 240).

The initial efficacy experiences for a child are centered in the family. But as the growing child's social world rapidly expands, peers become increasingly important in children's developing self-knowledge of their capabilities. It is in the context of peer relations that social comparison comes strongly into play.
Children's efficacy-testing experiences change substantially as they move increasingly into the larger community. It is in peer relationships that they broaden self-knowledge of their capabilities. Peers serve several important efficacy functions. Those who are most experienced and competent provide models of efficacious styles of thinking and behavior. A vast amount of social learning occurs among peers. In addition, age-mates provide highly informative comparisons for judging and verifying one's self-efficacy.

School environments, and peer group affiliations, and these changes can have profound effects on adolescents' motivation and learning. One of the type of cognitive factor—self-efficacy, defined as one's perceived capabilities for learning or performing actions at designated levels (Bandura, 1997). The changes in self-efficacy as adolescents develop have important implications for their school performances, friendships, and career and vocational choices.

Each period of development brings with it new challenges for coping efficacy. With growing independence during adolescence some experimentation with risky behavior is not at all uncommon. Adolescents expand and strengthen their sense of efficacy by learning how to deal successfully with potentially troublesome matters in which they are unpracticed as well as with advantageous life events. Youngsters who enter adolescence beset by a disabling sense of inefficacy transport their vulnerability to distress and debility (exhaustion) to the new environmental demands. The ease with which the transition from childhood to the demands of adulthood is made similarly depends on the strength of personal efficacy built up through prior mastery experiences. The most reliable guides for gauging self-efficacy; effects of the other sources are more variable. In general, successes raise and failures lower self-efficacy, although an occasional failure (success) after some successes (failures) is unlikely to have much impact.
Introduction

Learners acquire self-efficacy information from knowledge of others' performances through social comparisons. Similar others offer the best basis for comparison. Students who observe similar peers learn a task may also believe that they can learn it. Such vicarious information typically has a weaker effect than actual performance because vicariously-induced self-efficacy can be negated by subsequent performance failure.

One's sense of self-efficacy can play a major role in how one approaches goals, tasks, and challenges. The concept of self-efficacy lies at the center of Bandura's social cognitive theory, which emphasizes the role of observational learning and social experience in the development of personality. The main concept in social cognitive theory is that an individual's actions and reaction in almost every situation is influenced by the actions which that individual has observed in others. Self-efficacy represents the personal perception of external social factors. According to Bandura's theory, people with high self-efficacy—that is, those who believe they can perform well—are more likely to view difficult tasks as something to be mastered rather than something to be avoided.

Self-efficacy is not the only influence on learning and achievement, nor is it necessarily the most important one. No amount of self-efficacy will produce a competent performance if requisite knowledge and skills are lacking.

Outcome expectations, or beliefs about the anticipated consequences of actions, also are critical. Students are apt to engage in activities that they believe will result in favorable outcomes and avoid those with perceived negative consequences. Values also are important; learners will engage in activities that they believe are important or which have desired outcomes (Eccles et al., 1983; Meece, Wigfield, & Eccles, 1990; Wigfield & Eccles, 1992). Students may engage in an activity because they value it or its outcomes even if they do not feel highly self-efficacious about succeeding.
CONTEXTUAL FACTORS AFFECTING ADOLESCENTS’ SELF-EFFICACY:

Adolescents’ school experiences help shape their self-efficacy beliefs. With cognitive maturity, adolescents are better able to interpret and integrate multiple sources of information about their competencies, and they have a much more differentiated view of their abilities (Eccles et al., 1998). There often is a stronger relation between performance feedback and competence beliefs for adolescents than for younger children. Additionally, as identity processes unfold, adolescents tend to compare themselves with others to find their unique place within their peer group. When an adolescent is not performing as well as his or her peers within a specific academic or interpersonal domain, social comparisons can have a negative impact, especially when performance in this area is valued by the adolescent, peers, or family members. Studies across different content domains (e.g., reading, writing, mathematics) using children and adolescents have yielded significant and positive correlations between self-efficacy and academic achievement (Lent, Brown, & Larkin, 1986; Multon, Brown, & Lent, 1991; Pajares, 1996a; Schunk, 1995). Bouffard-Bouchard, Parent, and Larivée (1991) found that high school students with high self-efficacy for problem solving demonstrated greater performance-monitoring and persistence than did students with lower self-efficacy.

Young adolescents often experience declines in their competence and efficacy beliefs as they make the transition from elementary to middle school (Anderman et al., 1999; Anderman & Midgley, 1997; Eccles et al., 1983; Harter, Whitesall, & Lowalski, 1992; Urdan & Midgley, 2003; Wigfield et al., 1991); however, negative changes in self-perceptions are not inevitable and may result from changes in the school environment. Classroom environments that emphasize the importance of effort, meaningful learning, self-improvement, collaboration, and student interests help adolescents maintain positive perceptions of their efficacy and competence (Anderman & Midgley, 1997; Anderman & Young, 1994; Greene, Miller, Crowson, Duke, & Akey, 2004; Meece, 1991, 1994; Meece, Herman, & McCombs, 2003; Roeser et al., 1996; Urdan & Midgley, 2003).
Adolescence brings important changes in young people's peer relations. A growing body of research suggests that adolescents' self-efficacy is strongly influenced by peers (Schunk & Miller, 2002). Observations of peers accomplishing a task can raise observers' self-efficacy and lead them to believe that they also can perform the task. When peers are unsuccessful, observers' self-efficacy may decrease. Vicarious effects are aided by perceived similarity in areas such as academic or athletic ability, grades, ease or difficulty in learning, background experiences, gender, ethnicity, and interests.

Key social influences on adolescents' self-efficacy are friends and peer networks. Students tend to select their friends and peer groups on the basis of similarity (Ryan, 2000), which enhances the potential influence of modeling. Networks help to define students' opportunities for interactions and observations of peers' interactions. Conversations between friends influence their choices of activities, and friends often make similar choices (Berndt & Keefe, 1992). Peer groups promote motivational socialization (Schunk & Miller, 2002).

Adolescents acquire much self-efficacy information from their families and home environments (Schunk & Miller, 2002). Family influences that promote effective interactions with the environment enhance self-efficacy and competence beliefs. More specifically, parents and caregivers help children build a sense of competence when they provide an environment that offers some challenges, encourages, sets high but realistic aspirations, contains positive role models, provides and supports mastery experiences, and teaches how to deal with difficulties. These effects are reciprocal, because children who are curious and partake of new experiences promote parental responsiveness. Parents who are most successful in promoting positive competence perceptions are able to modify their expectations and demands according to the changing needs, abilities, and dispositions of children as they develop (Eccles et al., 1998).

In the context of stress, self-efficacy describes one's beliefs about one's ability to handle stressful situations. A large amount of research has demonstrated quite convincingly that possessing high levels of self-efficacy acts to decrease people's potential for experiencing negative stress feelings by increasing their sense of being in
Introduction

control of the situations they encounter. The perception of being in control is an important buffer of negative stress. Another reason that people feel stressed is when they feel out of control because they do not possess the appropriate coping skills, resources, etc. to adequately cope with the situation.

When a given demand (e.g., passing an exam, winning a race) is perceived as something one can handle because one expects he/she will do well based on preparation or past experience (e.g., because you have studied for the exam or trained for the race), he is likely to perceive the demand as a challenge and as an exhilarating experience. After the event is over, one may even have a resulting boost in self-esteem because one worked hard to meet the demand and succeeded. If, however, the demand seems beyond his/her abilities, one will likely experience distress. Across time, feeling unable to respond effectively to stressful situations can further decrease his/her sense of self-efficacy, making one even more prone to experience distress in the future (Harry, Natalie and Mark, 2008).

In short, it is viewed that Emotional Maturity and self-efficacy plays a crucial role in determining life success. Similarly, in the field of education, it can be assumed that the quality of educational programs which is a function of effective learning depends upon the level of emotional maturity of the students and teachers. Hence, the present investigation aimed to study the Impact of Emotional Maturity and Self-efficacy on Academic stress and coping strategies of Junior college students.

ACADEMIC STRESS:

Children and adolescents today face a plethora of stressful problems, including family and relationship conflict, death of close family members or friends, and academic and social pressures. Such problems have been found to contribute to an increased risk of various emotional-social-cognitive difficulties in adolescence. These include academic failure, social misbehavior, interpersonal problems, and depression.

Psychological stress is one of the most insidious phenomena of our time and it affects in all walks of life. Stress implies pressure, tension of worrying resulting in problems in life. Some amount of moderate stress is necessary and is always with us. The intensity of stress varies from person to person or in the same person depending on the situation. Stress acquires importance because of its damaging consequences.
Thus, though stress causes both positive and negative effects, excessive stress produces not only psychological disturbances but also several harmful effects on the bio-system. Academic stress demands an effective adjustment not only on the part of students but also on the part of teachers and parents especially in the modern ever changing competitive world.

It is natural for a fresh intermediate (+2) student hailing from different social background with vast and varied cultural diversities to have some stress in situations upon his immediate entry from school background to college atmosphere. The college provides enlarged spheres of self-directed activity and self-dependence to the student. But the demands upon him are greater now, than in his earlier social life, because of specific directions by parents. Fresh college students face heavy pressure from Private college managements, teachers and peer competitions and followed by heavy expectations from parents' on their children regarding academic success. The change from high school and home to college and hostel is sharp and abrupt. A part from the thrill the fresh intermediate student has, when he first enters the portals of the college, he may have many problems, regarding how he is going to get along in the college, with his peer group, new teachers, (especially for Telugu medium students), new curriculum, new management demands and parental expectations and most of other factors confront him.

Most of the freshman's problems are often transitory in nature as they largely arise out of the novelty of the situation in which he finds himself on one hand, and his ignorance of the demands and possible solutions for them, on the other. In the contemporary Intermediate academic climate, in the wake of mad rush for professional courses, parents, teachers, management and the vital component student community are facing a lot of problems. Therefore, the situation warrants empirical investigations to help all concerned to cope effectively with situation for better academic adjustment. But if student is let alone by the end of first year he would have achieved satisfaction and adjust to the natural course of events, provided if he has given adequate training and planning for realistic goals in life. Unfortunately the situation is different in reality. Therefore, students' academic failures often result in failure to adjust themselves to the academic situations adequately.
Introduction

Academic stresses take many forms and can affect students in different ways. Procrastination is a common stumbling block for many personality types. Research shows that poor prioritization and time management often sabotage undergrads, mentally, physically and academically. Numerous studies prove that there is a strong correlation between time management and academic performance. Keeping tight control over time - or even feeling in control of time - leads to high levels of life satisfaction. This type of person typically has a positive view of self, performs better on exams, and generally feels less stressed.

Academic stress is associated with a variety of negative health outcomes, including depression and physical illness. College requires significantly more effort from students than high school. Once a student enters college, he will probably find that the fellow students are more motivated, the instructors are more demanding, the work is more difficult, and one is expected to be more independent. As a result of these new demands, it is common for college students to experience greater levels of stress related to academics.

Misra and Mckean (2000) found a disturbing trend in college student health. There was reported increase in student stress nationwide (Sax, 1997). Stressors affecting students could be categorized as academic, financial, time or health related and self-imposed (Goodman, 1993; Le Roy, 1988). Academic stressors included the student’s perception of an inadequate time to develop it (Carveth, Gerse and Moss, 1966). Students reported experiencing academic stress at predictable times, each semester with greatest sources of academic stress, resulting from taking and studying for examinations, grade competitions and the large amount of content to master in a small amount of time. When stress was perceived negatively or becomes excessive, students experience physical and psychological impairment. Methods to reduce stress by students often included effective time management, social support, positive reappraisal and engagement in leisure.
INTRODUCTION

COPING RESOURCES:

A coping skill is a behavior or technique that helps a person to solve a problem or meet a demand.

People who have learned a variety of different coping skills are able to handle demands and solve problems more easily and efficiently than people who are not as knowledgeable about how to cope. Because they are more easily able to meet demands, people with good coping skills are less likely to experience negative stress reactions than the people with more poorly developed coping skills. In addition, people with well-developed coping skills typically develop a higher sense of self-efficacy than do their peers who have poorer coping skills, and thus are less likely to suffer the negative impact of stress reactions.

Coping skills are something that can be learned. If you don’t have good coping skills, you can study techniques that will allow you to get better at coping over time. In essence, they are tools that you can learn and then "carry around" in your personal toolbox to help you become better at managing your stress (Harry, Natalie and Mark, 2008).

Coping with stress is a fundamental life skill. Adjustment is an important criterion of mental health. A growing individual is confronted with series of developmental tasks to which an individual has to make adjustments (Kavitha, 2012).

Coping has been defined as “efforts to reduce the negative impacts of stress on individual well-being” (Edwards 1988). Coping, like the experience of work stress itself, is a complex, dynamic process. Coping efforts are triggered by the appraisal of situations as threatening, harmful or anxiety producing (i.e., by the experience of stress). Coping is an individual difference variable that moderates the stress-outcome relationship.

Coping resources encompass trait-like combinations of thoughts, beliefs and behaviors that result from the experience of stress and may be expressed independently of the type of stressor. The distinction between the two is one of generality or level of abstraction. Examples of such styles, expressed in broad terms, include: monitor-blunter (Miller 1979) and repressor-sensitizer (Houston and Hodges...
1970). Individual differences in personality, age, experience, gender, intellectual ability, Self efficacy, emotional maturity and cognitive style affect the way an individual copes with stress. Coping styles are the result of both prior experience and previous learning.

The term “coping” broadly refers to efforts to manage environmental and internal demands and conflicts among demands (Lazarus 1981). The term ‘coping’ has been used interchangeably with concepts such as mastery, defense, adjustment and adaptation. A research definition proposed by Pearlin and Schooler (1978) refers to it as any response to external life strains that serves to prevent, avoid and control external distress. Folkman and Lazarus (1980) defined coping as the cognitive and behavioral effort made to amster, tolerate or reduce external and internal demands and conflicts among them. Several investigators attempted to classify the coping styles of individuals to work stress (Burke and Belcourt, 1974; Folkman and Lazarus 1980, Hall, 1972; Pearlin and Schooler, 1978, Menaghan and Merves, 1984), but no single and unanimously accepted method has yet emerged.

Shanan (1967) offered an early perspective on what he termed an adaptive coping style. This “response set” was characterized by four ingredients: the availability of energy directly focused on potential sources of the difficulty; a clear distinction between events internal and external to the person; confronting rather than avoiding external difficulties; and balancing external demands with needs of the self. Antonovsky (1987) similarly suggests that, to be effective, the individual person must be motivated to cope, have clarified the nature and dimensions of the problem and the reality in which it exists, and then selected the most appropriate resources for the problem at hand.

The most common typology of coping style (Lazarus and Folkman 1984) includes problem-focused coping (which includes information seeking and problem solving) and emotion-focused coping (which involves expressing emotion and regulating emotions). These two factors are sometimes complemented by a third factor, appraisal-focused coping (whose components include denial, acceptance, social comparison, redefinition and logical analysis).
Moos and Billings (1982) distinguish among the following coping styles:

- **Active-cognitive.** The person tries to manage their appraisal of the stressful situation.
- **Active-behavioral.** This style involves behaviour dealing directly with the stressful situations.
- **Avoidance.** The person avoids confronting the problem.

Greenglass (1993) has recently proposed a coping style termed social coping, which integrates social and interpersonal factors with cognitive factors. Her research showed significant relationships between various kinds of social support and coping forms (e.g., problem-focused and emotion-focused). Women, generally possessing relatively greater interpersonal competence, were found to make greater use of social coping.

In addition, it may be possible to link another approach to coping, termed preventive coping, with a large body of previously separate writing dealing with healthy lifestyles (Roskies 1991). Wong and Reker (1984) suggest that a preventive coping style is aimed at promoting one’s well-being and reducing the likelihood of future problems. Preventive coping includes such activities as physical exercise and relaxation, as well as the development of appropriate sleeping and eating habits, and planning, time management and social support skills.

Another coping style, which has been described as a broad aspect of personality (Watson and Clark 1984), involves the concepts of negative affectivity (NA) and positive affectivity (PA). People with high NA accentuate the negative in evaluating themselves, other people and their environment in general and reflect higher levels of distress. Those with high PA focus on the positives in evaluating themselves, other people and their world in general. People with high PA report lower levels of distress.

These two dispositions can affect a person’s perceptions of the number and magnitude of potential stressors as well as his or her coping responses (i.e., one’s perceptions of the resources that one has available, as well as the actual coping strategies that are used). Thus, those with high NA will report fewer resources
available and are more likely to use ineffective (defeatist) strategies (such as releasing emotions, avoidance and disengagement in coping) and less likely to use more effective strategies (such as direct action and cognitive reframing). Individuals with high PA would be more confident in their coping resources and use more productive coping strategies.

Coping styles can be described with reference to dimensions of complexity and flexibility (Lazarus and Folkman 1984). People using a variety of strategies exhibit a complex style; those preferring a single strategy exhibit a single style. Those who use the same strategy in all situations exhibit a rigid style; those who use different strategies in the same, or different, situations exhibit a flexible style. A flexible style has been shown to be more effective than a rigid style.

Coping styles are typically measured by using self-reported questionnaires or by asking individuals, in an open-ended way, how they coped with a particular stressor. The questionnaire developed by Lazarus and Folkman (1984), the “Ways of Coping Checklist”, is the most widely used measure of problem-focused and emotion-focused coping. Dewe (1989), on the other hand, has frequently used individuals’ descriptions of their own coping initiatives in his research on coping styles.

There are a variety of practical interventions that may be implemented with regard to coping styles. Most often, intervention consists of education and training in which individuals are presented with information, sometimes coupled with self-assessment exercises that enable them to examine their own preferred coping style as well as other varieties of coping styles and their potential usefulness. Such information is typically well received by the persons to whom the intervention is directed, but the demonstrated usefulness of such information in helping them cope with real life stressors is lacking. In fact, the few studies that considered individual coping (Shinn et al. 1984; Ganster et al. 1982) have reported limited practical value in such education, particularly when a follow-up has been undertaken (Murphy 1988).

Matteson and Ivancevich (1987) outline a study dealing with coping styles as part of a longer programme of stress management training. Improvements in three coping skills are addressed: cognitive, interpersonal and problem solving. Coping skills are classified as problem-focused or emotion-focused. Problem-focused skills
Introduction

include problem solving, time management, communication and social skills, assertiveness, lifestyle changes and direct actions to change environmental demands. Emotion-focused skills are designed to relieve distress and foster emotion regulation. These include denial, expressing feelings and relaxation.

Programs that promote coping with normative stress, delivered to the whole population, have been considered to represent a promising direction for the prevention of social emotional difficulties. The Best of Coping: Developing Coping Skills Program (Frydenberg & Brandon, 2002) was introduced in two school settings on four separate occasions. Evaluation of the results provides modest support for coping skills enhancement but provide a warning about the need for caution when implementing and evaluating the Program. First, it appeared to have some opposing effects on males and females. Second, improvements in students' coping responses were apparently related to the authenticity of implementation of the Program. The findings are discussed with regard to the need to implement programs through which we can teach adolescents coping responses, which include optimism and problem-solving skills, so that they may handle problems and stressors more effectively.

Additionally, an important feature of such programs is a focus on the reduction of the use of non-productive coping skills. With an increase in psychosocial problems, there is need to provide school-based programs, with emphasis placed on program implementation. In particular, the probable need for ongoing involvement of psychologically trained school counselors with teachers, through the life of the program (Frydenberg and Lewis et.al, 2004). Studies also support the feasibility of implementing low-cost, non-intrusive programs in school settings that address the emotional health of all young people. Support is also provided for theories that suggest attributions for events and coping efficacy influence the selection of coping strategies (Cunningham et.al, 2002, Neetha (2005) and Eksin (2010).

Subramanyam (2007) opines that Educators have studied many success stories and discovered that most students feel a sense of frustration and self – denial because for many years “success” has been the sole indicator of their value and has distorted and debilitated their capacity to assess their other inherent qualities. This in turn has resulted in the experience of stress which led to health problems and also deprived them of the chance to acquire psychological self-esteem or to understand and apply
practical social skills. Such students function adequately under smooth uneventful circumstances, but once they encounter frustration or adversity, may react with excessive "counter measures". Hence the present-day students should follow certain strategies to cope up with 'stress' in their personal and academic lives.

The males and females had significant differences in learning related stressors, academic related stressors, drive and desire related stressors. The male students had significant coping rather than the females showing gender variations. This warrants need to bring about changes in the sources of stress and need for interventions to improve their ways of coping (Kannappan, 2012).
Chapter 2

REVIEW OF LITERATURE
REVIEW ON EMOTIONAL MATURITY:

In the present circumstances, Youth as well as children are facing difficulties in life. These difficulties are giving rise to many psycho-somatic problems such as anxiety, tensions, frustrations and emotional upsets in day to day life. So, the study of emotional life is now emerging as a descriptive science, comparable with anatomy. It deals with an interplay of forces with intensities and quantities.

Actually, emotional maturity is not only the effective determine of personality pattern but it also helps to control the growth of adolescent’s development. The concept, “Mature” emotional behaviour of any level is that which reflects the fruits of normal emotional development. A person who is able to keep his emotions under control. Who is able to broke delay and to suffer without self-pity, might still be emotionally stunned and childish. Morgan (1934) stated the view that an adequate theory of emotional maturity must take account of the full scope of the individuality, powers and his ability to enjoy the use of his powers.

Emotions are great motivating forces throughout the span of human life; affecting aspirations, actions and thoughts of an individual. Emotional maturity is the ability of the person to assess a situation or relationship and to act according to what is best for oneself and for the other person in the relationship. Emotional maturity is not only one of the effective determinants of personality pattern, but it also helps in adolescent development. According to Walter et.al (1976) emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intra-psychically and intra-personally. So, the study of emotional maturity is now gaining recognition.

Kaplan and Baron (1986) elaborate the characteristics of an emotionally mature person. They say that he has the capacity to withstand delay in satisfaction of needs. He has the ability to tolerate a reasonable amount of frustration. He has belief in long-term planning and is capable of delaying or revising his expectations in terms of demands of situations.
Childhood emotional stresses influence the infant’s congenital heredity plus physical and emotional forces acting upon sperm and egg. (prior to conception and until birth) endowment and developmental forces, the child being most formative up to the age of about six.

Many criteria have been suggested to evaluate the concept of maturity. A few of them are being mentioned below:

According to Bernard (1954) following are the criteria of mature emotional behaviour.

1. Inhibition of direct expression of negative emotions.
2. Cultivation of positive, up building emotions.
3. Development of higher tolerance for disagreeable circumstances.
4. Increasing satisfaction from socially approved responses.
5. Increasing dependence of actions.
6. Ability to make a choice and not broad about other choices.
7. Freedom from unreasonable fear.
8. Understanding and action in accordance with limitations.
9. Awareness of the ability and achievement of others.
10. Ability to err without feeling disgraced.
11. Ability to carry victory and prestige with grace.
12. Ability to delay the gratification of impulses.
13. The enjoyment of daily living.

The most outstanding mark of emotional maturity according to Cole (1944) is ability to bear tension. Other mark is indifference toward certain kinds of stimuli that affect the child or adolescent and he develops moodiness and sentimentality. Besides. Emotionally mature person persists the capacity for fun and recreation. He enjoys both play and responsibility activities and keeps them in proper balance.

Therefore, the emotionally mature is not one who necessarily has resolved all conditions that aroused anxiety and hostility but it is continuously in process of seeing himself in clearer perspective, continually involved in a struggle to gain healthy integration of feeling, thinking, action.
There is growing interest in positive aspects of the stress process, including positive outcomes of stress and antecedents that dispose individuals to appraise stressful situations more as a challenge than as a threat. Less attention has been given to the adaptational significance of positive emotions during stress or to the coping processes that sustain positive emotions. The study review evidence for the occurrence of positive emotions under conditions of stress, discuss the functional role that positive emotions play under such conditions, and present three types of coping that are associated with positive emotion during academic stress.

In the following pages, an attempt is made to review some of the relevant studies related to emotional maturity.

Deepa Muley, Visala Patnam and Jaya Vasekaar (2003) found that the slum children differ in their emotional maturity from the urban children, which was tested in their study. The sample consisted of 120 children, of which 60 were from slum and 60 from urban areas. The emotional maturity scale developed by Singh & Bhargava was administered. Significant positive correlation was found between urban children's emotional maturity and their chronological age, ordinal position, abilities, size and type of family, parenting, and academic performance, number of friends as was well as their parental age, education and employment. While no significant correlation was found between slum children's emotional maturity and their background variables.

Chauhan and Bhodnagar Tithi (2003), in their study found out the Emotional Quotient among adolescents (M = 120). The results indicated that post adolescent males have higher emotional maturity than females and the stages of adolescence play a significant role upon emotional maturity. Gender plays a significant role in determining the skill for emotional expression. The post – adolescents possessed a higher degree of emotional quotient than their male counterparts. The findings envisaged the rationale to channelize emotional expression skills of adolescents for their effective mental health and personality development in the twenty – first century.
Divya Sandhu (2003) assessed the level of emotional maturity in university and school students as related to their Gender and educational status. For this purpose on incidental sample of 60 subjects (30 males and 30 females) (university and school students) was taken and a self-report inventory Emotional scale (1990) was administered to all subjects in a group situation. The 't' values were found significant at 0.05 level on 4 factors of emotional maturity such as emotional instability, emotional regression, social maladjustment, personality disintegration and lack of independence. Therefore it could be concluded that on these factors of emotional maturity both the educational and gender differences were found.

Talukdar (2004) aimed at investigating the emotional maturity of female undergraduate nursing students of urban and rural background of North-East Region of India. The sample consisted of 50 undergraduate nursing students of urban background and 50 undergraduate nursing students of rural background. (Age group of 18 to 26 years). Emotional Maturity Scale was used to study the emotional maturity of the students. Findings of this research study indicate that personality disintegration was significantly higher in the students of urban background than in the students of rural background.

Aleem and Sheema (2005) have reported a significant difference between the mean scores of male and female students on emotional stability and further found that female students are emotionally less stable than male students.

Nanda et.al (2005) have reported that familial variable, family type and personal variable, age had an impact on emotional maturity of urban adolescent girls.

Katyal and Nirwani (2005) reported that their study was an endeavor to compare self-concept, emotional maturity and personality in delinquency prone and non-delinquency prone adolescents. A sample of 200 subjects was selected randomly from Government Model High Schools of Chandigarh. The subjects were administered Self-concept Questionnaire [Saraswath (1984)], Emotional Maturity Scale [Singh and Bhargava (1990)] and Eysenck's M.P.I. (1978). Results showed that majority of delinquency prone subjects were average on self-concept, extremely emotionally unstable, moderate in neuroticism and highly extrovert. On the other
Review of Literature

hand majority of non-delinquency prone subjects were above average on neuroticism and extroversion.

Ramganesh and Alex Raj (2006) reported that emotional maturity as a process in which the personality is continuously striving for greater sense of emotional health. This probed into emotional maturity of B.Ed trainees. The study was conducted on 135 B.Ed trainees studying in a college of Education at Pondicherry. The emotional maturity scale (Singh and Bhargava, 1990) was used. The study analysed the emotional maturity of the trainees with respect to gender, Locale, level of education, demographic – minority and non-minority status.

Geeta and Vijaylakshmi (2006) studied the impact of emotional maturity of adolescents on their stress and self confidence. Sample of the study consists of 105 adolescents studying in XI and XII class at Dharwad city Karnataka State, India. The findings revealed that the adolescents with high emotional maturity have significantly high stress ($t=10.44; p<0.001$) and self-confidence ($t=-2.92; p<0.01$) when compared to those with low emotional maturity. Adolescents with more number of siblings have shown significantly higher level of self-confidence ($t = 2.96; p<0.01$) than their counter parts. It is also found that educational level of father has significantly influenced stress of their adolescent children ($F= 5.303; p<0.01$). Adolescent boys tend to have significantly higher stress than girls ($t=1.72$) and girls tend to have significantly high self confidence ($t=1.83$).

A study by Suneetha and Aminbhavi (2007) assessed the impact of maternal employment on the selfconcept, emotional maturity and achievement motivation of adolescents. The sample consisted of 75 adolescents of employed mothers and 75 adolescents of homemakers, studying in 8th and 9th standards in Hubli-Dharwad cities of North Karnataka. The results revealed that the adolescent children of homemakers have significantly higher selfconcept. It was also noticed that children of employed mothers have high emotional maturity and female children of employed mothers are highly achievement oriented.

Girls and Boys study in either co-educational or unisex-educational environment. Whether the presence of both sex and single sex affects the
development of emotional maturity, anxiety and security - insecurity in adolescence? In order to find its answer, a study was conducted by Charu Vyas (2008) on girls and boys studying in class XI in the schools of Muzzafarnagar. No significant difference was found in anxiety, emotional maturity and security - insecurity of boys and girls coming from coeducation and unisex education school.

Hussain (2008) conducted a study to examine the effect of parenting styles and emotional maturity and study its relationship with academic achievement. The results of the study shows that only father's parenting style has been found to be associated significantly with emotional maturity of their children. The IX class adolescents stay in school for a longer period of time and spend more time with peer group than with their parents. The influence of VCR's, cable TV and other media also affect the culture values of the students.

A study was conducted to examine the emotional maturity of Mizo adolescents a distinct tribe of North-East India by Rai and Pandey (2009) on a sample of 100 Mizo adolescents (50 boys and 50 girls) from the schools of Aizawl city. Emotional Maturity Scale by Singh and Bhargava (1990) was used to collect the data. The results revealed that female adolescents have shown significantly higher score on all the dimensions as well as on the total score of emotional maturity scale, which indicates poor emotional maturity among female adolescents than male Mizo adolescents.

In a study Hameed and Tharia (2010) examined emotional maturity and social adjustment of student teachers. 600 student teachers were selected from different teacher training institutes of Malapuram district of Kerala. The results indicated that male student teachers were more emotionally matured and socially adjusted than female student teachers. There is a positive relationship between emotional maturity and social adjustment of student teachers.

Lakshmi and Krishnamurthy (2011) studied the Emotional Maturity of Higher Secondary Students in Coimbatore District. By using the purposive random sampling technique 220 Higher Secondary Students were selected from various schools in Coimbatore District and utilized as subjects of this study. The study revealed that the
majority of Higher Secondary Students in Coimbatore District are in Emotionally Unstable condition. There exists significant difference between all the sub-samples except the age group of Higher Secondary Students. The finding of this study was an eye opening to the researchers, curriculum practitioners and parents.

Emotional maturity is a personality trait, the result of emotional development and the display of emotion appropriate to ones chronological age. An adolescent can possess almost all types of emotions, positive or negative and is able to express them at the appropriate time in an appropriate degree in their day to day life. In this regard Nidhi Kaul (2011) conducted a study to (i) understand the nature and differences in emotional maturity in boys and girls; ii) to find if there is any significant difference in emotional maturity between the boys and girls of high school; iii) to examine the criteria of Emotional Maturity; iv) to provide some counseling tips and methods to help students improve emotional maturity. The sample of this study was 50 students (25 girls and 25 boys) in the age group of 15-18 years. Results showed that there is no difference in emotional maturity between high school boys and girls.

The Emotional maturity becomes important in the behavior of individuals. As the students are the pillars of the future generations their Emotional maturity is vital one. Studies show that the emotional maturity of college students is extremely unstable. The sex, community and the family type did not play any role in the emotional maturity of the college students. The college students belongs to different religions shows significant difference in their emotional maturity (Subbarayan and Viswanathan, 2011).

The study by Sukhdeep (2011) focuses on (i) to compare the emotional maturity and locus of control of the gifted children, (ii) to find out the significant differences on emotional maturity and locus of control on the basis of sex, (iii) to establish the relationship between the different components of emotional maturity and internal and external locus of control of the gifted children and non-gifted children, (iv) to find out the significant differences on different aspects of emotional maturity among the gifted and non-gifted children with external and internal locus of control. The sample of the study consisted of 1000 school children in the age group of 12-18 years (adolescent period); out of which 200 were identified as gifted children out of
the larger sample and 200 were non-gifted children. 200 gifted children were those who have an I. Q. of more than 120 and have good academic record above 80% marks in their final Board examination and also found gifted on the basis of teachers' ratings. The average children were those whose I. Q. was between 90-110 and were average in studies. 50% of the whole sample was males and 50% females (100 male gifted and 100 female gifted; 100 male average and 100 female average). They were administered: (i) S.S. Jalota’s intelligence test, (ii) Locus of control scale (LCS) by Dr. H. Hasnain & Dr. D.D. Joshi, (iii) Emotional Maturity scale by Dr. Yashvir Singh, (iv) Emotional competencies by H.C. Sharma and R. Bharadwaj (1995). The results of the study show that (i) gifted and normal students did not differ on all the factors of emotional maturity. But sex differences on emotional maturity were observed; where males were less emotionally matured; (ii) gifted students have been proved to be more emotionally competent than the normal children; though males and females have almost the same level of emotional competency, (iii) Gifted children differed with normal children on the internal and not on external locus of control; where gifted students were better on the internal LOC than the non-gifted students, No sex differences were there on either external or internal LOC; (iv) the students with internal LOC were more emotionally matured and have high emotional competencies than the students with external LOC.

A study by Ramesh and Jadhav (2011) was conducted to know the emotional maturity of adolescents in relation to some personal background variables. The sample of the study consisted of 200 undergraduates (100 arts and 100 science students) studying in Dharward city. Yashvir Singh and Mahesh Bhargava’s (1990) Emotional Maturity Scale was administered on them to measure the emotional maturity. The findings show that science students are having significantly high emotional maturity than the arts students. Whereas there are no significant difference in emotional maturity of boys and girls for students those who are from rural and urban area and also those who belong to scheduled caste and scheduled tribes and general merit.

Surjit and Parveen (2011) designed a study to investigate the relationship of Emotional Maturity with Academic Achievement of high school students and also to see the sex and regional differences on the basis of their Emotional Maturity. The
study was conducted over a sample of 400 (200 boys and 200 girls) high school students studying in X class in 8 different schools (4 urban and 4 rural) affiliated to CBSE, New Delhi. The results revealed that there exists no significant relationship between Emotional Maturity and Academic Achievement. No significant differences were observed between Boys and Girls as well as Rural and Urban students on the basis of their Emotional Maturity.

Niranjana, Mythili & Veerapandian (2012) believe that in the present circumstances, youth as well as children are facing difficulties in life. These difficulties are giving rise to many psychosomatic problems. Considering the Adolescent stage as a crucial stage of emotionality. Psychological intervention which consisted of various Life Skills needed for a good Quality of Life, and had influenced the Adolescents in the Experimental Group on Emotional Maturity and also on its dimensions.

Asha (2012) opines that emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, and a continual process of clarification and evaluation, an attempt to integrate feelings, thinking and behaviour. A growing individual is confronted with series of developmental tasks to which an individual has to make adjustments. Getting adjusted to different demands of circumstances is life skills development.

Armin (2012) studied the adjustment level of the post graduate Students of Yasouj city. Emotional maturity was measured by Singh’s emotional maturity Scale (EMS) while Asthenia’s Adjustment inventory was used to measure the adjustment Level of the students. For the study a sample of 160 female students of age range 18-22 years studying in post graduate courses were selected from different colleges of Yasouj city. High Positive correlation was obtained between emotional maturity and overall adjustment.

A study was undertaken by Saima and Neeru (2012) to study the levels of emotional maturity and gender based differences in emotional maturity among 300 adolescents in the age group of 12 -18 yrs selected from five districts of Kashmir. Further the association of emotional maturity with familial and personal factors of
these adolescents was analyzed. ‘Emotional maturity scale’ was administered on the selected sample to assess emotional maturity and ‘socio demographic data sheet’ was used to elicit personal and familial information. The obtained responses were scored and subjected to statistical analysis. The findings reveal that majority (37%) of adolescents are emotionally unstable. Gender wise differences reveal that there is significant difference in the overall emotional maturity of boys and girls with majority of boys being moderately stable and majority of girls emotionally unstable. Also significant gender based differences were found in the components of emotional instability and lack of independence. All the studied familial and personal variables were found to be significantly associated with emotional maturity of adolescents. Mother’s qualification was found to have higher contribution to emotional maturity of adolescents followed by their own education levels.

Youth is of utmost importance as they are full of energy and enthusiasm and this is to be tapped for the betterment of society. Especially with their high emotionality, this is sole cause for their behaviour. This is the time to see that their emotions are under control and that they behave in days to come. Also better judgment of one’s self or one’s own capabilities has firm bearing on their emotional maturity. Geetha and others (2012) examined the impact of emotional maturity on self-efficacy of adolescent students. The results revealed that adolescents with lower emotional immaturity have shown high self-efficacy. This infers the importance of highlighting on the development of emotional maturity of adolescents through life skill training programmes to enhance ultimately their self-efficacy.

Deepali and Bhardwaj (2012) attempted to explore the relationship between Perceived Parental Behavior and Emotional Maturity among 120 adolescents of middle Socio-economic group. Findings of the study showed that there is a positive relationship between Perceived Parental Care Behavior and Emotional maturity of Adolescents and there is a negative relationship between Perceived Parental Control Behavior and Emotional maturity of adolescents. The study revealed that Perceived parental behavior significantly affected emotional maturity of the adolescents.
REVIEW ON SELF EFFICACY:

During adolescence there are important changes in young people's family, school, and peer environments. Influences associated with each of these social contexts may have profound effects on adolescents' beliefs about their capabilities of succeeding in and out of school. Beginning in infancy, families provide experiences that influence children's self-efficacy. Families differ in capital, such as financial or material resources (e.g., income), human or nonmaterial resources (e.g., education), and social resources (e.g., social networks and connections) (Bradley & Corwyn, 2002; Putnam, 2000). In general, families with greater capital provide richer experiences that raise children's self-efficacy. Families also differ in the types of trajectories onto which they launch their children, such as by enrolling them in classes or camps where they receive academic and social benefits and by shaping children's perceptions of their ability to succeed in school. Families differ in how well they motivate their children to attempt challenges and to achieve, the types of models available to children, and the extent to which they teach children strategies to cope with difficulties. Self-efficacy will be enhanced when children are motivated to achieve, when they are exposed to positive academic and social models, and when they are taught strategies that they can use to overcome challenges.

Schooling contains many potential influences on adolescents' self-efficacy including how instruction is structured, the ease or difficulty of learning, feedback about performance, competition, grading practices, amount and type of teacher attention, and school transitions. Classrooms with much competition and social comparison can decrease self-efficacy among students who feel they are deficient. Teacher assistance can aid learning, but when teachers provide too much help students may believe that the teachers think they lack the ability to learn, which lowers self-efficacy. School transitions (e.g., middle to high school) bring many changes in teacher relations, peer groups, classes, and grading practices—any of which can affect self-efficacy. The influence of peers is especially potent among adolescents because peers contribute significantly to their socialization and views of themselves. With development peers assume much of the socialization function formerly carried out by parents and caregivers. Peer influence operates extensively through peer networks, or large groups of peers with whom students associate.
Self-efficacy differs from many other expectancy beliefs in that self-efficacy is both more task- and situation-specific and individuals make use of self-efficacy beliefs in reference to some type of goal (Pajares, 1997; Schunk & Pajares, 2002). Self-efficacy generally is assessed at a more situationally-specific level than are other expectancy constructs (e.g., self-concept), which form more global and general self-perceptions.

Due to their greater specificity, self-efficacy beliefs often are stronger predictors of achievement outcomes when compared with other competence-related perceptions (Bandura, 1997; Bong & Clark, 1999; Pajares, 1996; Valentine, DuBois, & Cooper, 2004).

A number of studies have shown that mastery experiences strengthen self-efficacy expectancies that are specific to the mastery situation. In the following pages, an attempt is made to review some of the relevant studies related to self-efficacy.

In a study Smith (1989) assessed the effects of cognitive-behavioral coping skills training on generalized expectancies concerning self-efficacy and locus of control in test-anxious college students. Compared with a waiting-list control group, the trained subjects exhibited significant decreases on trait and state measures of test anxiety and a higher level of academic performance on classroom tests, as well as changes in specific self-efficacy expectancies relating to test anxiety management and academic performance. Consistent with generalization predictions derived from self-efficacy theory, the coping skills group also exhibited decreases in general trait anxiety and increased scores on a trait measure of generalized self-efficacy.

Sud, Anup and Prabha, Indu (1994), in their study on “Test anxiety and academic performance: efficacy of cognitive / relaxation therapies”, found that only no training was effective in the case of self rapport measure of state test anxiety and academic achievement.

Jeffery B. Vancouver and Charles M. Thompson and Amy A. Williams (2001) in their study on “The changing signs in the Relationships Among Self-efficacy, Personal Goals, And Performance”, interpreted the positive correlation among self-
efficacy, personal goals and performance. Using Self efficacy theory (A. Bandura, 1977), it was predicted that cross sectional correlations results were a function of past performance's influence on the self-efficacy, and control theory (W. T. Powers, 1973), it was predicted that self-efficacy could negatively influence subsequent performance. These predictions were supported with 56 undergraduate participants, using a within-person procedure. Personal goals were also positively influenced by the self-efficacy and the performance but negatively related to subsequent performance. A second study involving 185 undergraduates found that manipulated goals level positively predicted performance and self-efficacy positively predicted performance in the difficult-goal condition. The discussion focuses on the conditions likely to affect the sign of the relationship among self-efficacy, goals and performance.

The authors Steve, Shankar and Gautam (2001) assessed previously unexplored processes by which information seeking and self-efficacy contribute to self-regulatory effectiveness in industrial selling. They assessed the synergistic interaction of inquiry and monitoring with respect to role clarity and tested whether this interaction was further moderated by self-efficacy. Results indicated that the role-clarifying effects of feedback inquiry and monitoring were contingent rather than independent. Role clarity increased as the combination of inquiry and monitoring increased. Furthermore, these joint effects were moderated by self-efficacy, such that high-self-efficacy employees were able to effectively use the combination of inquiry and monitoring to clarify role expectations, whereas low-self-efficacy employees were not.

Jeffery B. Vancouver and Charles M. Thompson, E. Casey Tischner, And Dan J. Putka (2002) has done research on “Two studies examining the Negative effect of self-efficacy on the performance”, Two studies are presented to (a) confirm the causal role of self-efficacy and (b) substantiate the explanation. In study-1, self-efficacy was manipulated for 43 of 87 undergraduates on an analytic game. The manipulation was negatively related to performance on the next trial. In study-2, 104 undergraduates played the analytic game and reported self-efficacy between each game and confidence in the degree to which they had assessed previous feedback. As expected,
self efficacy led to overconfidence and hence increased the likelihood of committing logic errors during the game.

Pajares, F. (2003) examined the contribution made by the self-efficacy component of Bandura’s (1986) social cognitive theory to the study of writing of academic settings, and found that students confidence in their writing capabilities influence their writing motivation as well as various writing outcomes in the school.

As a result of the eruption of technological advances, careers in the fields of engineering have become areas of high employment opportunities and this trend is expected to remain strong in the future. Engineering skills are now considered basic tools for acquiring knowledge, managing systems, and solving complex problems in our society. The influence of these two areas is becoming so way. Moreover, reports from the College Placement Council indicate that the demand for engineers far exceeds the supply. However, in order to take advantage of the numerous career opportunities, students must first complete the educational requirements for engineering and its allied fields and self efficacy plays a crucial role in the prediction of Academic performance of Engineering students (Chun-Ling Huang, 2003).

Anjali Ghosh (2007) examined similarities and differences in Academic Self-efficacy beliefs and Achievement with respect to arithmetic and reading comprehension in a group of sibling dyads (n=105) studying in different primary schools of West Bengal. Results revealed significant positive relationship between siblings with respect to their Self-efficacy beliefs in arithmetic, achievement in arithmetic and reading comprehension. Linear regression analyses indicated that for this group of students, achievement in arithmetic and reading comprehension can be efficiently predicted by one’s perception of Self-efficacy. Different groups of sibling dyads revealed more or less similar pattern of relationships between Efficacy judgment and arithmetic, but the relationship is stronger for arithmetic and mixed-sex sibling dyads. The findings indicated that older sibling’s characteristics like Efficacy judgments and achievement influence younger sibling’s personal Efficacy and academic performance. Proficient modeling by parents, siblings, peers and teachers can play an important aspect of school learning.
Adeyemo, (2007) examined the moderating influence of emotional intelligence on the link between self-efficacy and achievement among University students. The participants in the study were 300 undergraduate students at the University of Ibadan, Nigeria. Their age ranged between 16 years and 30 years with mean age of 19.4 years. Two valid and reliable instruments were used to assess emotional intelligence and academic self-efficacy while participants' first semester result was used as a measure of academic achievement. Descriptive statistics, Pearson Product Moment Correlation and hierarchical regression analysis were used to analyse the data. The result demonstrated that emotional intelligence and academic self-efficacy significantly correlated with academic achievement.

Rath's (2007) study was meant to test the significance of difference between control and competence of boys and girls (both tribals and non-tribals) from schools and colleges. For this study 174 students were randomly selected from five schools and two colleges in Orissa. College students were from 2nd year class with an age range of 19 to 21 years. The findings of this study reflected that in almost all variables males show higher mean score about their belief than females except luck as an agency or means and their link with powerful others as means yielding no significant difference across sex groups.

The relationship between emotion, self-efficacy, identification with academics, self-presentation, motivation, and academic outcomes among urban, alternative school students was investigated by Rausch, John and others (2009). The results showed that self-efficacy and identification with academics produced significantly positive correlations with intrinsic motivation and academic outcomes. Significantly negative correlations were found between self-efficacy and identification with academics and depression, public self-consciousness, anxiety, and hostility when taking exams. Multiple regression analyses demonstrated significant predictors between emotion and self-efficacy, motivation and emotion with meaningful processing, meaningful processing with academic outcomes, and direct predictions between motivation and academic outcomes.
Ghaderi, Venkatesh and Sampath Kumar (2009) presented a comparison study to determine the level of self-efficacy and gender difference between the Indian and the Iranian students studying at University of Mysore. The data collected from among population of 160 students (80 Indian and 80 Iranian) studying in graduate and PhD degree programs from different departments of University of Mysore. The students groups composed 40 male and 40 female students from Iran, and 40 male and 40 female students from India. Self-efficacy scale developed by Jerusalem and Roulf Schwazer, with 10 items, was used to classify the subjects. The findings study show that the self-efficacy of Iranian students is higher than that of Indian students. Furthermore, the results show that the self-efficacy of male and female does not differ significantly.

In a study Elizabeth (2010) compared two interventions to increase math self-efficacy among undergraduate students. Ninety-nine first-year undergraduate students participated in an intervention involving performance accomplishment or an intervention combining performance accomplishment and belief-perseverance techniques in which participants constructed a rationale for their future success in math/science university courses. As hypothesized, participants in the combined intervention immediately demonstrated higher math self-efficacy than did the Performance-Accomplishment only group. Data convey that this effect was sustained at a 6-week follow-up. No differences were found between the groups in interest in technical careers, confidence in successfully completing math/science courses, and willingness to enroll in math/science courses. Data analyses by gender indicated that male participants but not female participants in the combined intervention immediately demonstrated higher math self-efficacy than their counterparts. Findings suggest that self-persuasion activities may make an important contribution to enhancing math self-efficacy at least for men.

The personal determinants of academic achievement and success have captured the attention of many scholars for the last decades. Among other factors, personality traits and self-efficacy beliefs have proved to be important predictors of academic achievement. Caprara et.al (2010) examined the unique contribution and the pathways through which traits (i.e., openness and conscientiousness) and academic
self-efficacy beliefs are conducive to academic achievement at the end of junior and senior high school. Openness and academic self-efficacy at the age of 13 contributed to junior high-school grades, after controlling for socio-economic status (SES). Junior high-school grades contribute to academic self-efficacy beliefs at the age of 16, which in turn contributed to high-school grades, over and above the effects of SES and prior academic achievement. In accordance with the posited hypothesis, academic self-efficacy beliefs partially mediated the contribution of traits to later academic achievement. In particular, conscientiousness at the age of 13 affected high-school grades indirectly, through its effect on academic self-efficacy beliefs at the age of 16. These findings have broad implications for interventions aimed to enhance children's academic pursuits. Whereas personality traits represent stable individual characteristics that mostly derive from individual genetic endowment. Social cognitive theory provides guidelines for enhancing students' efficacy to regulate their learning activities.

Samuel (2010) examined how emotional intelligence, self-efficacy, and psychological well-being contribute to students' behaviours and attitudes. Two hundred and forty-two students from a college of education, in Kwara State, Nigeria responded to a set of questionnaires consisting of measures of emotional intelligence (EI), self-efficacy, psychological well-being (i.e. happiness, life satisfaction and depression) and students' behaviours and attitudes. Hierarchical regression analyses conducted for each dependent variable showed that emotional intelligence, self-efficacy, happiness and life satisfaction over and above depression predicted students' behaviours and attitudes. The research indicates the need to emphasise positive psychology in improving the positive elements in students proactively rather than retroactively trying to solve problems that emerge in order to improve the quality of higher education.

Sid and Julie (2010) investigated the role of teacher support and its influence on middle school student’s self-efficacy beliefs. A statewide survey of 9,702 urban and rural middle school students found that teacher support declined across the middle school years and that this had negative effects on student self-efficacy beliefs. The data do show that girls received more support than did boys and that girls also had generally higher self-efficacy beliefs than did boys. Overall, the results show that
middle school teachers can do more in fostering self-efficacy, particularly in boys, and maintaining support throughout a student’s middle school experience. The study of student’s perceptions of teacher support over the middle school years is an important step in our ability to understand the complex ways in which teachers influence student’s self-efficacy beliefs.

Royce et al. (2010) assessed the extent student self efficacy acts as a determinant of performance and how information gained about this link can be used to guide accounting education reform. Two measures of self efficacy were assessed: 1) a student’s perception about his/her skills relative to the accounting cycle; and 2) a student’s expectation about his/her grade in Intermediate. Results indicate after controlling for demographic and environmental variables, a student’s perception about his/her skills does not impact first exam performance. In contrast, a student’s perception of grade is significantly associated with test performance. These confounding results indicate student perceptions of ability are not always accurate but motivations about grades play a significant role in performance.

The strategies students adopt in their study are influenced by a number of social-cognitive factors and have impact upon their academic performance. Mercè Prat-Sala and Pau (2010) examined the interrelationships between motivation orientation (intrinsic and extrinsic), self-efficacy (in reading academic texts and essay writing), and approaches to studying (deep, strategic, and surface). The results showed that both intrinsic and extrinsic motivation orientations were correlated with approaches to studying. The results also showed that students classified as high in self-efficacy (reading and writing) were more likely to adopt a deep or strategic approach to studying, while students classified as low in self-efficacy (reading and writing) were more likely to adopt a surface approach. More importantly, changes in students’ approaches to studying over time were related to their self-efficacy beliefs, where students with low levels of self-efficacy decreased in their deep approach and increased their surface approach across time. Students with high levels of self-efficacy (both reading and writing) demonstrated no such change in approaches to studying. The study demonstrates the important role of self-efficacy in understanding both motivation and learning approaches in undergraduate students.
An increasing emphasis on students' academic achievement puts pressure on students to excel. Sud Shonali (2010) examined the effect of self-efficacy on academic stress of 200 college students studying for a professional degree in Shimla. Results show that self-efficacy enhanced students' problem-solving ability. It also moderated effects of stress. Although stress was a precursor of poor performance in testing situations, self-efficacy as a coping mechanism had the strongest influence on improving problem-solving ability in comparison to academic achievement or classroom tests. Males showed greater self-efficacy and comparatively less stress. A few semi-structured interviews with students revealed that positive thinking and high level of confidence were able to counteract the negative impact of stress at all stages during academic session.

Social systems are found in hierarchies in our society, wherein the scheduled castes in general and their children in particular undergo from serious trauma of prolonged socio-cultural deprivation that lower their belief system and in turn influence their cognitive abilities. A study by Roshan, Negi and Reeta (2011) has been made to appraise cognitive functioning among high and low self-efficacious socially disadvantaged high school students of District Kinnaur, on a sample of N=160 socially disadvantaged self-efficacious students those were tested in terms of cognitive abilities. The main effect of Self-efficacy was found as statistically significant $F(1,152)=8.05, p<.05$. Similarly in problem solving task, the main effects of Caste $F(1,152)=5.68, p<.01$ and Self efficacy $F(1,152)=3.68, p<.05$ appeared as statistically significant. The high self-efficacious tribal students outperformed low self-efficacious tribal students and the general category tribal students outperformed scheduled castes students living in tribal areas. Further boys outperformed girls in such executive functioning.

The influence of vocational interest, self-efficacy beliefs, and academic achievement on choice of educational pathway is described for a cohort of Australian students by Lyn Patrick and others (2011). Participants were 189 students aged 14—15 years, who were considering either academic or applied learning pathways and subject choices for the final 3 years of secondary school. Using Holland's interest model within a social cognitive career theory (SCCT) framework, logistic regression
analyses indicated that all three constructs were significant predictors of pathway and subject selection and enrolment. The best predictive models for students with strong Realistic interests were an interaction of self-efficacy and interest. For Investigative students, both self-efficacy and achievement were best predictors and for Artistic, Social, and Conventional, achievement was the best predictor of future course enrolment.

Venkatesh and Lissamma (2012) examined the effectiveness of Cognitive Behavioural Therapy (CBT) on Self efficacy and the Academic achievement in the adolescents. The sample consisted of 200 adolescents (100 Experimental, and 100 Control) attending two English medium schools in Trivandrum and had scored low scores on General Self Efficacy scale (GSE) and low grades in their first two terminal examinations. The study hypothesised that CBT will have positive impact on the self-efficacy and the academic achievement of adolescents. After the selection of the sample, CBT was administered to the Experimental group over a span of 90 days. After the intervention, post-test on GSE was conducted for both experimental and control groups and grades of final term was obtained. Findings of the study revealed that the experimental group exhibited significant enhancement in their self-efficacy and Academic achievement.

Deepa and Sunetha (2012) examined the self-efficacy and happiness in youth. A sample comprising 200 undergraduate and post graduates from Hubli, Karnataka, were administered Generalized Self-efficacy Scale (Schwarzer, R. & Born, A.) and Happiness Scale (Krishnan & Meenakshi, Sndaram). Results indicated a positive relationship between self-efficacy and happiness in youth.

Md. Mahmood Alam (2012) examined the relationship between career maturity, emotional intelligence and self efficacy of adolescents. The sample consisted of 500 high school students (250 girls and 250 boys) selected from government and public schools of Hyderabad city. Tools for collecting the data included Crites Career Maturity Inventory, Mangal’s Emotional Intelligence Inventory and Schwarzer’s Self Efficacy Scale. The major findings were that, there are significant relationship between career maturity, emotional intelligence and self efficacy of adolescents. The two groups namely, government school students and
public school students differed on their selected variables with the later showing higher levels of career maturity, emotional intelligence and self efficacy.

Jeorge and Thomas (2012) report the impact of study abroad experiences on self-efficacy perceptions among foreign language (FL) learners. Thirty-nine American college students taking part in both short-term and semester-long academic programs in France and Spain completed self-efficacy surveys at the beginning and at the end of their foreign sojourns. Students were also asked to complete a questionnaire documenting the nature and extent of their interactions with members of the host country. Statistical analysis of the self-efficacy measures in this investigation revealed that participation in a study abroad program (regardless of its length or destination) had a significant impact on self-efficacy perceptions in all FL subskills (reading, writing, listening, and speaking). Furthermore, the extent of self-efficacy gains was found to be associated with the extent and type of interaction with members of the host country.

A study by Mariola (2013) focuses on entrepreneurial self-efficacy, general self-efficacy, and global self-esteem and on their role in the entrepreneurial process. Apart from providing evidence of the relationship between these self-beliefs and entrepreneurial intention, it also demonstrates how they are related to actual business start-up. Longitudinal data were obtained from 332 unemployed individuals. After 1 year, official confirmations of new firm registrations were collected. Multivariate analyses showed that entrepreneurial and general self-efficacy beliefs were important predictors of this intention.

Roger et al., (2013) examined the relationship between self-efficacy and not wanting help to change health behavior. All employees in the Danish police department were invited to respond to an electronic questionnaire. All respondents expressing a desire to change health behaviors in relation to smoking \((n = 845)\), alcohol \((n = 684)\), eating \((n = 4431)\), and physical activity \((n = 5179)\) and who subsequently responded to questions on self-efficacy were included. Results showed that all four specific self-efficacy scores were positively related to reporting that one did not want help. A high belief in one’s own ability to change lifestyle behaviors in
relation to smoking, alcohol, eating, and physical activity may lead to avoidance of help offers in a workplace setting.

Drawing on data from observations and interviews, Wyatt (2013) presents a case study of one teacher’s efforts to overcome low self-efficacy beliefs in teaching English to young learners in a Middle Eastern context. It provides insights into the growth processes involved, highlighting how the teacher drew reflectively upon her experiences to develop deeper practical knowledge and stronger self-efficacy beliefs with regard to the particular task, while supported by a constructivist teacher education program.

Jungart et al. (2013) examined the achievement and self-efficacy in mathematics and native and foreign language literacy in children with specific mathematic learning disability (LD), children with co-morbid mathematic and reading difficulties, and compare them with children without LD (controls), as well as to explore gender differences. Participants were 143 fifth-graders in Sweden who completed National Tests and measures of self-efficacy in mathematics and literacy. The LD children displayed lower self-efficacy in all subjects compared to the controls, even when controlling for achievement. The LD children displayed lower self-efficacy in mathematics, completely accounted for by their lower mathematic achievement. The lower self-efficacy for children with learning disabilities may primarily be explained by their history of low achievement interpreted as failures and their emphasis on negative appraisals.

REVIEW ON ACADEMIC STRESS:

The phenomenon of “stress” has been studied from the purview of stress as a ‘cause’ as a ‘consequence’ and as an ‘experience’. Stress does not exist in the “event” but rather is a result of appraisal of the event that is producing stress (Lazarus & Folkman 1984). Stress itself is not important, but how we deal with the situation determines the intensity of stress. Harmful effects of stress can be mitigated if we are able to cope with it well. It can be achieved by changing thoughts and behaviors to manage distress (emotion focused-coping) or by managing the problems underlying distress (problem-focused-coping) in context of stressful situations (Folkman 1997a).
Stress is the “wear and tear” that our bodies experience as we adjust to our continually changing environment; it has physical and emotional effects on us and can create positive or negative feelings. As a positive influence, stress can help compel us to action; it can result in a new awareness and an exciting new perspective. As a negative influence, it can result in feelings of distrust, rejection, anger, and depression, which in turn can lead to health problems such as headaches, upset stomach, rashes, insomnia, ulcers, high blood pressure, and stroke. With the death of a beloved one, the birth of a child, a job promotion, or a new relationship, we experience stress as we readjust our lives. In adjusting to different circumstances, stress will help or hinder us depending on how to react to it. Although we tend to think of stress as caused by the external events, events in themselves are not stressful. Rather, it is the in which we interpret and react to events that makes them stressful. Thus, stress is a particular pattern of disturbing psychological and physiological reactions that occur when an environment event threatens important motives and taxes one’s ability to cope.

In the following pages, an attempt is made to review some of the relevant literature related to Academic stress.

Jant (1995) studied perceived stressors and coping strategies of occupational therapy students. A questionnaire was used to survey 1095 occupational therapy students (O.T) about perceived stress and coping strategies. The results suggested that at least 86% of the subjects reported their top stressors to be examinations, amount of class work, lack of free time, long hours of study and grades.

Misra (2000) investigated the interrelationship among academic stress, anxiety, time management, and leisure satisfaction among 249 university undergraduates by age and gender. Time management behaviors had a greater buffering effect on academic stress than leisure satisfaction activities. Significant gender differences existed among all the measures. Females had more effective time management behaviors than males, but also experienced higher academic stress and anxiety. Males benefited more than females from leisure activities. Freshmen and sophomore students had higher reactions to stress than juniors and seniors. Anxiety, time management, and leisure satisfaction were all predictors of academic stress in the
Review of Literature

multivariate analysis. Anxiety reduction and time management in conjunction with leisure activities may be an effective strategy for reducing academic stress in college students.

Teens face many different sources of stress navigations, but two of them are found more at school than elsewhere. Peer pressure and academic stress were encountered by almost every teen at same point, but through involvement and communication, parents can help (Mc Cormack, 2004).

Erina, Wendey and Seth (2005) in a study found that there is positive association between academic stress and depression decreases as informational support increases. In addition, emotional support was negatively associated with depression across levels of academic stress.

Magaya and others (2005) reported on the coping strategies of Zimbabwean adolescents and highlights some major stressors they face. The interplay among stress, social support and the coping strategies of Zimbabwean adolescents are also reported. Zimbabwean adolescents experienced slight stress as measured by the Perceived Stress Scale. Major stressors included schoolwork, relationships, social life and financial hardship. Females reported a higher level of perceived stress than males. Zimbabwean adolescents reported having fewer social provisions than the norm group. Results from the Ways of Coping Scale indicated that Zimbabwean adolescents use emotion-focused strategies more frequently than problem-solving strategies.

Prathiba (2006) aimed to survey the stress among adolescents. It is based on data collected from 100 adolescents and their respective parents. It identified some of the stressful events young people experience, described how they deal with stress, and indicates coping strategies available for young people most vulnerable to stress and depression. The study also explored that there was association between parenting styles and stress experienced by adolescents.

Latha and Reddy (2006) assessed the nature of stress, social support systems and coping styles among 100 students in Pre University College (II year) of both genders in the age range of 16-19 years with the Adolescent Stress Scale, a semi-
structured interview to elicit social support, and a self-report coping scale. The main sources of stress in both genders were getting up early in the morning, pressure to study, having to concentrate for too long during college hours, not having enough money to buy things, and long college hours. Prayer was the main coping strategy used by both genders. Males had larger social network than females.

Jose (2007) studied the stressor intensity, coping efforts, and adjustment among Japanese adolescents. A new measure of Japanese adolescent coping was created, and psychometric analyses confirmed a reliable four-factor structure. Mean group difference analyses showed that girls reported higher levels of self-image and peer relations stress, and reported using isolation and problem-solving coping more and externalising coping less than males. Younger adolescents (5th/8th grades) reported higher stress in the domains of school, peer relations, and family relations, whereas older adolescents (10th grade) reported higher self-image problems. Females were found to be more responsive to appearance, family, and peer difficulties. Affiliation coping by females operated as a buffer between appearance anxiety and dissatisfaction with appearance. Externalizing coping was not associated with peer relations satisfaction for males, but it was negatively associated for females.

Vijay Lakshmi (2007) in a study aimed to identify the stressors among the university students and also to examine which category of stressors were more prevalent in the representative sample. A survey was conducted on first 120 students who showed high anxiety on the global factor as per the Cattell’s 16 Personality Factor Questionnaire which is administered as part of the curriculum. These students were asked to mention the list of stressors they were experiencing in the last one month. The stressors listed by the students were grouped into four broad categories such as intrapersonal, interpersonal, Academic and Environmental stressors. Descriptive statistics i.e. frequency distribution and percentages calculated for the responses given by the students showed that there were more intrapersonal stressors listed as compared to the other three categories. The most common stressors reported in the total sample was found to be overload of assignments (66.7%), followed by inability to manage time effectively (50%), pre-placement fear (43.3%) and homesickness (40%).
Review of Literature

Sudha (2007) investigated the influence of yoga on academic stress of high school children. The study was conducted on 139 students to examine the effect of yoga practice on academic stress using Student’s Academic Stress Scale (SASS). The study is a combination of within subjects design and between subjects design. Students of the experimental group were given yoga practice for one hour a day, for a continuous period of 90 days. After the 90-day period, the Students Academic Stress Scale was administered again to students of both the experimental and the control groups to assess the differences in performance. The results of the study for the pretest and post test conditions of the experimental group showed a significant decrease in all the five areas as far as academic stress is concerned.

Janardharam and Kumar (2008) viewed that gender differences occur related to academic stress and emotional intelligence but not related to types of coping styles. In a study conducted on professional and non-professional students, the results show that nature of course has significant impact on academic stress as well as its components namely personal inadequacy, fear of failure, interpersonal difficulties with teachers, teacher – pupil relationship and inadequate study facilities. Nature of course also influences the use of appraisal focused coping but does not have any impact on either emotional focused or problem focused coping.

Anna Hui (2009) compared the students in Hong Kong their mainland counterpart. The moderating effect of academic self-efficacy was examined. Result showed that Hong Kong students were more stressful, and there is a negative relationship between stress and health. Neither the mediating effect of coping nor the moderating effect of academic self-efficacy was proved significant, but coping was proved to exert mediating effect on the relationship between place of birth and health.

Radhika Kapoor (2009) views that when expectations of academic performance increase, children feel stress. All children have to take adjustments at times of transition. Many kids, not just those with learning difficulties, experience setbacks when they have to perform independently. It is for parents to assess whether their child can adapt to these challenges and learn new strategies within a normal period of time.
Many studies document that household economic problems have a negative influence on adolescents' emotions and behaviors. The study done by Anna Bokszczanin and Dawid Mokowskii (2010) examined the relationship between family economic stress, and parental support with social anxiety symptoms in adolescents. Parents and their one adolescent child participated in the study (199 pairs). Parents were interviewed about the economic situation of their family, whereas children filled out questionnaires. Results indicated that increased economic stress was associated with a higher level of social anxiety in the youth and higher level of parental support was associated with a lower level of social anxiety. A two-way interaction of sex and parental support showed that girls with low support from their parents had a higher level of social anxiety than boys.

Mahmood Alam (2010) examined the interrelationship between Emotional intelligence, Academic stress and Academic success. A representative sample of 250 adolescents, 125 boys and 125 girls, from different Kendriya Vidyalayas of Hyderabad city were selected. The findings revealed a significant relationship between variables for total boys and girls.

Miny Chandra and Mishra (2011) viewed that there is a relationship between positive thinking and stress. Positive thinkers will appraise the stressful situation as less threatening and cope with it effectively compared to negative thinkers'. Therefore, positive thinking is a mental attitude that admits into the mind; thoughts, words and images that are conducive to growth, expansion and success.

Pranayam has been used as a coping strategy during a study by Deepty Sharma (2011). The objective of Pranayama is to simulate, communicate, regulate and control the vital life force that exists in the body. Objectives of the study are to study the stress among adolescents, to study coping strategies of stress with special emphasis on Pranayam and to study affect of Pranayam on stress. A sample of students from Vivekananda College and Amity University, Noida were taken for the study. Perceived Stress Scale (PSS) was used during the study. Questionnaire was filled and the respondents were asked about their feelings and thoughts during the one
Kimberley and Tara (2011) examined potential predictors of the academic related stress experienced by college students. In the study, the relationships among the coping strategies, Social support, parenting style, experience of anxiety and academic – related stress were examined. Results suggested that anxiety, problem-focused coping and social support from significant others served as potentially important predictors of the academic – related stress experienced by college students.

Bishakha Majumdar (2012) indicated a negative relation between academic stress and mental health; with high self esteem being predictive of positive mental health and adaptive coping strategies. Institutional variables such as teaching style, equipments and facilities and opportunities for career development were found to be related to academic stress. Since interventions mostly focus on psychological guidance and counseling, the acceptability of psychological interventions among students were investigated – revealing only a limited acceptability among students for mental health services.

In a study by Uma and Kumar (2011) on Academic stress and coping styles among Secondary School Pupils concluded that Gender has no significant influence on Academic stress as well as coping styles adopted by students. However, Locality of residence and type of management does influence the academic stress perceived by tenth class students. Girls of urban locality studying in private schools use more coping styles than their counterparts.

Raju and Rama Rao (2012) examined the academic stress among intermediate students in a sample of 276 students and observed significant difference between academic stress with class, medium, income and types of institutions.

Today youth are the most vulnerable group as they are suffering from many problems (suicide, unemployment, peer pressure, emotional dissonance) and other general adjustment problem. Neha (2012) views the causes of stress, and solve related problem with the help of positive psychology. The common conception is that stress
impedes happiness; it seems an important way to increase positive psychology would reduce stress levels.

REVIEW ON COPING RESOURCES:

In last two decades there has been an explosion of research in the area of stress, coping and consequent strains. It has been well established that stress results in a variety of psychological and somatic pathologies. It has also been recognized how a focal person copes with the stress situations is more important than the experience of stress itself in determining the severity of the consequent strains. Biologists use the term coping to refer to the adjustment of a tissue system or the body to noxious agents as in Selye's (1956) “General Adaptation Syndrome”. However, coping has long been ascribed as a central role in human adaptation. Coping is primarily a psychological concept. The coping process in its broadest sense refers to any attempt to deal with stressful situation when a person feels he must do something about it.

Lazarus and Folkman (1984) have defined coping at psychological level of analysis as “the process of managing (mastering, tolerating or reducing) external or internal demands that are appraised as taxing or exceeding the resources of the person”. The definition has several important functions, such as “process” as distinguished from trait or style, “management” rather than mastery”, “appraisal” indicating the central role of psychological mediation. Coping has been viewed as initialing the mobilization of the effort. The ultimate function of the coping is to get relief from the pressure of the feeling of stress.

There are many ways by which students cope or adjust with academic stress. In the ultimate analysis the typical manner in which a particular individual copes with the academic stress may be unique to him. It is perhaps unlikely that several students put under similar academic stress situations may always react in identical ways. Nevertheless, there have been a large number of attempts at classifying the ways or methods by which students cope with academic stress. These methods are referred to as coping or adjustment styles.
Billings and Moose (1981) examined the dimensions of coping into three domains according to their primary focus on organizing a situation, dealing with the reality of the situation, and handling the emotions aroused by the situation, as follows:

1. **Appraisal – Focused Coping**:

   This type involves attempts to define the meaning of a situation and includes such strategies as logical analysis, cognitive redefinition and cognitive avoidance.

   **Logical Analysis**: Strategies in this category include trying to identify the cause of the problem, paying attention to one aspect of the situation at a time, drawing on relevant past experiences and mentally rehearsing possible actions and their consequences.

   **Cognitive Redefinition**: This category includes cognitive strategies by which an individual accepts the reality of the situation but restructures it to find something favorable.

   **Cognitive Avoidance**: Here are such strategies as denying fear or anxiety under stress, trying to forget the whole situation, refusing to believe the problem really exists and engaging in wishful fantasies instead of thinking realistically about the problem.

2. **Problem focused Coping**:

   This involves attempts to modify or eliminate the source of stress, to deal with the tangible consequences of a problem or activity to change the self and to develop a more satisfying situation.

   **Seeking Information or Advice**: Responses in this category involve seeking more information about the situation, obtaining direction and guidance from an authority, talking with someone else about the problem and asking someone to provide a specific kind of help.

   **Taking Problem Solving Action**: These strategies include making alternative plans, taking specification to deal directly with the situation, learning more skills directed at the problem and negotiating and compromising to try to resolve the issue.
Developing Alternative Rewards: This strategy involves attempts to deal with the problematic situation by changing one’s activities and creating new sources of satisfaction.

3. Emotional Focused Coping:

This category includes responses whose primary function is to manage the emotions aroused by stressors and thereby to maintain affective equilibrium.

Affective Regulation: This method includes the direct efforts to control the emotions aroused by a problem by conspicuously postponing paying attention to an impulse, experiencing and working through one’s feelings, trying not to be bothered by conflicting feelings, maintaining a sense of pride and keeping a stiff upper lip, and tolerating ambiguity by with – holding immediate action.

Resigned Acceptance: This category includes the following responses: waiting for the time to remedy the problem, expecting the worst, accepting the situation as it is, deciding that nothing can be done to change things and submitting to fate.

In the following pages, an attempt is made to review some of the relevant studies related to coping resources.

A study by Halstead and Cunningham (1993) revealed that Adolescents typically identified stressful situations involving school, family, and social contexts, whereas they infrequently depicted issues related to health and recreational activities. Adolescents commonly identified issues concerning themselves or their parents and less frequently described stressful situations regarding a boyfriend/girlfriend, peer, or supervisor. Females tended to employ Social Support and Wishful thinking coping strategies, whereas males used more Avoidance. African-American children used more coping strategies than did Caucasian children and more frequently appraised a stressful episode as one that could be changed.
Review of Literature

A short-term longitudinal study was conducted by Herman, Stimmier and Peterson (1995) to examine the structure of coping behavior and the relationship between coping style and depression during adolescence. Approach copers reported the fewest symptoms of depression, while avoidant copers reported the most.

Both the capacity to generate alternative solutions to cope with stressful events and the strategies actually used to cope with interpersonal and academic stressors were examined in a sample of junior high school age youngsters by Compas (1998). Subjects were moderately consistent in the generation and use of problem- and emotion-focused coping with the two types of events, and they adjusted the number of problem-focused alternative solutions they generated to match their appraisals of the controllability of the cause of interpersonal stressors. The number of alternative solutions generated and strategies used for interpersonal stressors was related to both self-reports and maternal reports of internalizing and externalizing emotional/behavioral problems. Specifically, the problem-focused alternatives generated and strategies used were negatively related to emotional/behavioral problems, whereas the emotion-focused alternatives generated and strategies used were positively related to emotional/behavioral problems. Coping with academic stress was not related to emotional/behavioral problems. Self-reported emotional/behavioral problems varied as a function of the match between perceived control and the generation of problem-focused alternatives for coping with social stressors but did not vary as a function of the match between perceived control and other coping strategies.

In a study by Dumant and Provost (1999), 297 adolescents (141 eighth graders and 156 eleventh graders) were classified into 3 groups created from crossing scores of depressive symptoms and frequency of daily hassles: well adjusted, resilient, and vulnerable. A discriminant function analysis was performed to investigate group differences on self-esteem, social support, different strategies of coping, and different aspects of social life. The analysis revealed that self-esteem, problem-solving coping strategies, and antisocial and illegal activities with peers helped to discriminate groups: Well-adjusted adolescents had higher self-esteem than adolescents in the 2 other groups; in addition, resilient adolescents had higher self-esteem than vulnerable
adolescents. For the second significant discriminating variables, antisocial and illegal activities with peers, both resilient and vulnerable adolescents had higher scores than well-adjusted adolescents. Finally, resilient adolescents had higher scores on problem-solving coping strategies than adolescents in the 2 other groups.

The impact of different types of coping styles on adolescents' depressive symptoms was investigated in a prospective study by Sieffge and Klessinger (2000). One hundred and ninety-four adolescents participated in 4 annual assessments of coping styles and depressive symptoms. Longitudinal analyses revealed long-term differences in depressive symptoms, depending on coping style. Adolescents with an approach-oriented coping style reported the fewest depressive symptoms at Time 3 and Time 4, whereas avoidant copers reported the most at both times. Higher levels of depressive symptoms 2 years later were found in all adolescents who used avoidant coping, irrespective of whether they used avoidant coping consistently at Time 1 and Time 2 or changed from approach-oriented coping to avoidant coping at Time 2. This effect was independent of gender and time. The results suggest that most adolescents show an overall adaptive way of coping, but a small subgroup shows a fairly rigid use of avoidant coping. They further suggest that all forms of avoidant coping, whether stable or not, were linked with high levels of depressive symptoms even 2 years later.

Empirical evidence suggests that a domain-specific coping style may play an important role in the way students manage stressful academic events and perform at college. The academic coping style and motivation can mediate the academic stress and performance. A structural equation analysis showed that the relationship between college students' academic stress and course grade was influenced by problem-focused coping and motivation but not emotion-focused coping. Greater academic stress covaried with lower course grades; however, students who engage in problem-focused coping are more likely to be motivated and perform better than students who engaged in emotion-focused coping (Ward et al., 2000).

Andrea (2001) examined the relationship of self-efficacy, social support, and coping strategies with stress levels of University students. Significant correlations were found for stress with total number of coping strategies and the use of avoidance-focused coping strategies. As well, there was a significant correlation between social
support from friends and emotion-focused coping strategies. Gender differences were found, with women reporting more social support from friends than men.

Shari Buzzell and Jessica Primeau (2001) conducted a study to examine whether coping style influences the impact of self-efficacy on stressor-strain relations. It was hypothesized that high self-efficacy would weaken stressor-strain relations when accompanied by frequent use of active coping and infrequent use of avoidance coping. Data collected from 2,293 members of the U.S. Army revealed 3-way interactions among self-efficacy, role clarity, and active coping and among self-efficacy, work overload, and avoidance coping. As predicted, self-efficacy mitigated the effects of low role clarity on strain only when active coping was high. Also as expected, strain levels were lower for participants with high self-efficacy than for participants with lower self-efficacy when work overload was low but avoidance coping was high.

Yeh et.al (2001) examined Japanese aspects of identity and coping attitudes, sources, and practices among a sample of 240 college students in Japan. Participants reported that they tended to use family members and friends when coping with personal difficulties. Study also found that collective identity was a significant predictor of seeking help from family members.

Neetha George and Anita Ravindran (2005) studied Academic Achievement in relation to Time perception and Coping styles in adolescent students. 19 male and 2 female students of XIth standard were administered Albert Einstein College of Medicine Coping style Questionnaire (AECOM-CSQ). Perception of time was measured by production method. Marks scored by the subjects in S.S.L.C examination was used as an indicator of Academic Achievement. One-way ANOVA and correlation analysis revealed that; 1) high achievers are lower on coping styles: suppression and minimization when compared to low achievers and higher in seeking succorance; 2) the Coping pattern and time perception of both boys and girls are similar; 3) low achievers tend to overestimate time and more likely to use suppression and blame it as coping style; 4) accuracy in time perception is correlated to seeking succorance as coping style. While providing counseling to adolescents, emphasis
should be laid on accuracy of time perception and adequacy of coping styles to enhance academic achievement and adjustment.

A study conducted by Seema Kashyap and Ravi Sidhu (2005) aims to assess the level of different stresses with regard to their frequency and amount among the adolescents studying science and commerce. The Bisht Battery of Stress Scale developed by Bisht Abha Rani (1987) was used to assess the level of frequency and amount of stress. It further examined the correlation between various defense mechanisms adopted by these adolescents to cope with stress. The Defense Mechanism Inventory developed by Mrinal and Singhal (1981) was used to assess the defense mechanisms adopted to cope with stress by adolescents under study. The sample size was 100, which consists of 50 boys and 50 girls. The results revealed different levels of amount and frequency of stress among adolescents of both the streams.

A study conducted by Viswanath and Srikanth (2005) focused on stress and coping strategies of school going children. The multiple regression analysis revealed that intelligence level, gender and social factors contributed to stress in school children. Regarding coping styles boys and students of Secondary level school frequently used appraisal focused coping. However, gender did not contribute much to the usage of problem focused or emotional focused coping, as both boys and girls equally preferred these coping styles.

Relationships between self-efficacy, coping and retention among first-year undergraduate students were investigated by Tracey (2006). Qualitative methods were used to develop a self-efficacy measure assessing confidence to achieve those competencies required to successfully complete the first year of an undergraduate degree. Results indicated that the coping strategies of planning and seeking social support for instrumental purposes significantly related to more than one self-efficacy factor and that self-efficacy scores taken at the start of the course could correctly classify 81.3% of students who subsequently withdrew. Findings lend insight into the association between strategies used to cope with environmental and interpersonal demands, and self-efficacy to cope with the demands of an undergraduate degree.
Singh and Balakoteswari (2006), reported that survival in today's competitive business world is something, which could not be determined by the intellect alone. Continued existence in such an unpredictable environment calls for the mutual functioning of the intellect, emotions and the method of coping adopted. The study was conducted to explore the relationship between emotional intelligence and the types of coping resources of stress among project managers (N = 50) belonging to different information technology companies in Hyderabad city of India. The major findings of the study were; a) There is significant positive correlation between emotional intelligence and the total coping resources of stress. B) Emotional intelligence and coping resources of stress are found to positively increases with age.

Leila and Mehrnaz (2007) in this study investigated the relationship between ego identity styles and coping styles of female pre-university students in Tehran. Three-hundred and twenty-seven participants who selected by cluster sampling completed Berzonsky’s Identity Style Inventory (1990), and Andler and Parker’s Coping Inventory (1990). A Chi-square test was used to investigate the relationship between identity styles and coping styles. A Phi-coefficient of congruence indicated, correlations between identity style and coping style at the 0.99 confidence interval. Results showed that students who had the informational and normative identity styles used problem-solving style and those with diffuse/avoidance identity style used avoidance as a style in coping.

Batool Pashang and Mridula Singh (2008) studied the relationship of Emotional Intelligence (E.I) with Coping strategies, in adults (n=599). The mean scores on problem solving, distraction positive and acceptance strategies showed that the subjects with high levels of Emotional intelligence used these strategies more than those with low levels of Emotional intelligence. On the other hand, the subjects with the lowest levels of Emotional intelligence coped with their anxiety through distraction negative, religion, denial or social support more than other strategies.

Joshi and Tomar (2009) explored the differences between Optimist and Pessimist adolescents on Emotional Maturity, Depression and Coping Strategies. The data was collected on 144 (86 optimists and 58 pessimist) adolescents. The result of
the present study revealed a significant difference between Optimists and Pessimists on Emotional Maturity and its dimensions. On Depression, Optimists and Pessimists did not differ on Sleep Disturbance and the feeling of Sadness. Optimists were found to possess a tendency of using Planful Problem Solving and Positive Reappraisal more as compared to Pessimists when in a stressful situation.

In a study Parameswari (2010) focuses on relationship between self-esteem and stress coping strategies; gender difference in self-esteem and stress coping strategies among adolescents. The results show that there is a relationship between self-esteem and stress coping strategies, there is no significant gender difference in self-esteem but there is a significant gender difference in certain coping strategies-positive refocusing, refocus on planning and positive reappraisal.

Ramya and Parthasrathy (2009) examined the coping patterns followed by the junior college students and gender differences in coping patterns used by the students. The study was conducted in Christ College, Bangalore, on the first and second-year students of pre-university studying in either of the branches (Bachelor of Arts, Science, or Commerce). A total of 120 samples were collected from study population of junior college students using the random sampling method. The study findings revealed that majority of the students adopted emotion- and problem-focused coping strategies. Most of the female students adopted emotion-focused coping strategies, whereas the male students mostly used problem-focused coping strategies.

In a study conducted by Sitara and Reddy (2010), to examine the stress, Anxiety, Depression and coping strategies among 400 professional students including both medical and Engineering streams, concluded that compared to girls, boys experience more academic stress. Similarly rural students undergo more stress than the urban professional students. Differences do occur in the use of coping styles. Female prefer appraisal focused and problem focused coping than boys. However, there is no significant difference between boys & girls with regard to use of emotional focused coping styles.
The relationship between coping and personality traits was examined by Eksin (2010) with 237 students (53.2% male; mean age = 22.22 years old) who were enrolled in classes at Marmara University in Istanbul, Turkey. The participants responded to the Ways of Coping with Stress Scale (WCSS) and the NEO Five Factor Inventory (NEO-FFI). The canonical correlation analysis showed that those who were high in conscientiousness tend to use more self-confident, optimistic, and turning to religion coping strategies whereas those who were high in extraversion were more likely to use self-confident and seeking of social support strategies in stressful situations.

Surekha Chousalkar (2011) opines that teenagers face a multitude of ongoing stressful problems including relationship difficulties, illness or death of family and friends, family pressures and expectations placed on them for academic success, and so on. These life stressors have been shown to contribute to an increased risk of emotional, cognitive and behavioral difficulties in teenagers such as depression. Teenagers face a number of external and internal stressors that in extreme circumstances are perceived as both overwhelming and disabling, leading in some cases to severe depression and suicide. Teenagers who choose death do so because they cannot cope at a time when they are vulnerable to increasing pressures and uncertainties. In recent decades suicide and suicide attempts have increased and it is now among the top three causes of death in teenagers. This represents a massive loss to societies on a global scale.

Augustine et al. (2011) in a theoretical framework recently proposed for stress research involves a bio-psychological model which includes environmental factors and individual processes of perception and coping with stress. The adolescent students of both Government and Private schools showed similar stress perception, though the former tend to have a higher mean score. The scores were significantly higher on avoidance coping ($P<0.05$).

Sudhakar and Govinda Reddy (2011) studied the effects of Meditation and Hypnotism in coping with stress among elderly. The findings of the study are a) Gender, age-group and education level show significant impact on perception of
Review of Literature

stress, b) Gender differences do not occur with respect to coping behavior and c) Meditation, and hypnotism reduce the stress levels significantly and enhances coping behavior.

Kannappan (2012) assessed stressors and ways of coping and gender difference among undergraduate homeopathic students. The stressors and ways of coping were high among female and male students respectively. The males and females had significant differences in learning related stressors, academic related stressors, drive and desire related stressors. They did not have significant stressors in inter and intrapersonal related stressors, social related stressors, and group activities related stressors. The male students had more stressors in learning related stressors. The female had more academic related stressors and drive and desire related stressors. The male students had significantly more ways of coping than the females.

Haseena and Reddy (2012) in a study on Self-efficacy and Coping styles among adolescents in a sample of 120 adolescent girls and boys of age group between 14-16 years found that gender has no significant impact on the coping styles adopted by the Adolescents. Self efficacy has a significant impact on the coping styles adopted by the Adolescents. The adolescents with higher self efficacy adopted the problem focused coping irrespective of their gender. Low self-efficacious adolescents preferred emotional focused coping. There is no significant difference between the low self - efficacious and high self efficacious boys and girls with regard to their appraisal coping style.

Kanae et.al, (2012) examined the stress and coping styles in Japanese nursing students. The principal measures of the stress and coping styles were the General Health Questionnaire (GHQ)-12 and Brief Coping Orientations to Problems Experienced scale. In a cross-sectional analysis, 1324 students completed the anonymous self-administered questionnaires including the scales earlier. Feeling stress, living with family, not eating breakfast every day, having no regular exercise and poor sleep were associated with GHQ responder (psychological distressed group). The most commonly reported source of stress was taking examinations, followed by relationships with friends, engaging in clinical practice and presenting reports. The three most common coping styles adopted by the nursing students were acceptance,
Review of Literature

self-distraction and using instrumental support. By logistic regression analysis of coping styles with GHQ responder, self-blame, active coping, acceptance and behavioral disengagement were highly associated with GHQ responder. The nursing school educators as well as students should be aware of stress management strategies (e.g. using active coping and avoiding self-blame) that may help prevent depression.

APPRAISAL

India is a developing country in the throes of urbanization, industrialization, technical growth, migration and other changes. These developments demand better competitive abilities and thus, affect the education system, thereby affecting the students and their competence. These changes either directly or indirectly affect the +2 or Junior College education level, as this is supposed to be a turning point in their lives to decide the future course or career.

To stand and move forward in this competitive world, the student has to compete and also excel in Academics. This imposes abundance of stress and anxiety on students. Students also try to cope with stress and use various means in this course.

In recent years, there has been a growing interest in the role that emotions play in the educational settings (Mayer and Salovey (2001); Katyal (2005); Pandit Bansibihari and Lata Surwade (2006); Amritha and Kadhiran (2006)). Emotional maturity of students of upper and lower Self-efficacies, and “Emotional maturity of foot ball players have been studied (Singh.R.P, 1993). But studies related to Impact of emotional maturity on academic stress and coping styles of the Junior College going students are limited. Hence, the present study has been taken up.

The foregoing review of related investigations showed that a very large number of studies have been made in the field of Academic stress, Self efficacy of high school and higher level learning students. However, Academic stress of adolescents studying at Junior college level has not been studied thoroughly and intensively. Students at this stage of life are often subjected to a lot of academic stress and adjustment problems. Studies concerning impact of non-cognitive factors on Academic stress of students at Junior college level assume a vital importance. Emotional Maturity helps not only management and parents but also students. Studies
Review of Literature

attempted in the area of personality dimensions of Emotional Maturity and Self efficacy often pointed out that emotionally stable and high self efficacious students excelled in Academic success as they suffered less due to Academic stress and used better ways of coping with stress.

Therefore, rightly in the present investigation an attempt is made to study the impact of Emotional Maturity and Self efficacy on Academic Stress and Coping resources of students studying at Junior college level. The differences in Academic stress levels and coping resources used among the students are studied by dividing the students as Emotionally stable and Emotionally Unstable based on the obtained data. Similarly, the subjects are classified as High self efficacious and Low Self efficacious. The study chiefly focuses on the impact of Self-efficacy and emotional maturity on the five components of Academic stress namely; Personal inadequacy (F1), Fear of failure (F2), Interpersonal difficulties with teachers (F3), Teacher-pupil relationship / teaching methods (F4) and Inadequate study facilities (F5) and the total Academic stress, as well as the three resources of Coping namely; Appraisal Focused, Emotional Focused and Problem Focused.

The percentage contribution of demographic variables such as Gender (Boys and Girls), Type of College (Private and Government), Group of study (sciences and arts), birth order (1st child and 2nd/3rd/4th child), caste (Forward caste and Backward caste) and parental education (up to primary and higher education) on the Independent and dependent variables in the study are also focused.
Chapter 3

METHODOLOGY
Methodology

The foregoing review of literature had brought out the importance of self-efficacy and emotional maturity in perception of Academic stress and decide the kind of coping styles adopted by adolescents to cope with stress.

STATEMENT OF THE PROBLEM:

The aim of the present investigation is to study, "THE IMPACT OF EMOTIONAL MATURITY AND SELF-EFFICACY ON ACADEMIC STRESS AND COPING RESOURCES OF JUNIOR COLLEGE STUDENTS".

RATIONALE OF THE STUDY:

In India, stress appraisal per se is not a well explored area especially among adolescents and, therefore, the available literature is very meager. Stress studies done in India are mostly based on sources of stress and objective measurements of stress. One study conducted among undergraduates has reported the major source of stressor appraised by the individual being interpersonal problems. Other studies emphasize on stress per se are done on individuals with an already known stressor.

Psychologists are faced with many difficulties in the study of adolescent behavior. For the study of problems related to adolescents good material is available only in educational institutions because a fairly good number of adolescents of different types are found there. Unfortunately managers and other officials of educational institutions do not extend the necessary cooperation. They do not consider such studies important and useful. They think that conducting such a study will affect the daily routine of the school or college. They further think that during investigation, if a questionnaire contains questions relating to sex, religion, friends and family relations, the boys may come to know certain undesirable things which will not have beneficial effect on their character. The parents and guardians, too, do not evince a cooperative attitude towards this.

Thus, the researcher felt the need to explore certain areas where the adolescents at the Junior College level face the stressful situations, also how the students at +2 level cope with such situations. As certain personality characteristics such as self-efficacy and emotional maturity levels influence the perception of stress of adolescents and further decide the suitable coping resources, the investigator is
interested to study the impact of these two factors namely emotional maturity and self efficacy, on academic stress and coping styles of Junior College students.

Keeping these in view, the present study is planned with the following objectives,

1. To assess the impact of Emotional maturity and Self-efficacy on Academic stress of Junior College students.
2. To study whether there is any significant interaction between Emotional maturity and Self-efficacy with regard to Academic stress among Junior College students.
3. To assess the impact of Emotional maturity and Self-efficacy on Coping resources of Junior College students.
4. To study whether there is any significant interaction between Emotional maturity and Self-efficacy with regard to Coping resources among Junior College students.
5. To study the influence of certain socio-demographic factors on Emotional maturity, Self efficacy Academic stress and Coping resources among Junior College students.

For the purpose of present study, in order to gain a comprehensive understanding of various causes of Academic stress and the resources used to cope with stress, it is thought worthwhile to empirically assess the Academic stress and coping styles among Junior college students.

Academic stress may be caused due to student’s personal Inadequacy, fear of failure, Interpersonal difficulties with teachers, poor teacher-pupil relationship or also due to inadequate study facilities. Since, it is viewed that Academic stress may be influenced by levels of self-efficacy (Jungert, 2013) and emotional maturity (Pastery, Geetha and Vijayalakshmi, 2006), it is thought useful to examine the self efficacy of the students that is the belief in their capabilities to face a problem. Self-efficacy beliefs and also the levels of emotional maturity act as great motivating forces and prepares them to adjust to a stressful situation and feel less stressed. To test this possible association it is hypothesized that;

There would be significant impact of Emotional maturity and Self-efficacy on Academic stress among Junior college students.
Methodology

Self-efficacy beliefs influence through patterns and emotions that enable actions in which the students expend substantial efforts and face the adversity. Efficacy beliefs also affect the quality of emotional life and vulnerability to stress (Geetha, 2012). Such interactions between self efficacy and EM may help to adjust better in Academic setting and reduces the level of stress. To test this empirically it was hypothesized that;

There would be significant interaction between Emotional maturity and Self-efficacy of Junior college students with regard to their Academic stress.

Do emotional maturity and self-efficacy influence the coping skills in Junior College students? Studies by Andrea and Shari (2001) reveal that people with a higher sense of self-efficacy develop better coping skills and thus are less likely to suffer the negative impact of stress reactions. On contrary a few studies (Joshi and Tomar (2009) also reveal that coping with academic stress is not related to emotional or behavioral aspects. In order to test this surmise, it is hypothesized that;

There would be significant impact of Emotional maturity and Self-efficacy on coping resources among Junior College students.

We are familiar that a coping resource is a dispositional variable. Coping resources are fairly stable over time and situations and are influenced by personality traits, and the adolescent stage within the academic settings. Emotional maturity and Self-efficacy together may be the major determinants of the coping skills used by them. Accordingly, it is hypothesized that;

There would be significant interaction between Emotional maturity and Self-efficacy of Junior college students with regard to their Coping resources.

From the earlier studies it is viewed that, rapid modernization has deep impact on the academic sector. Thus, demographic variables as well as social status of incumbent show influence on the academic performance, levels of academic stress and the skills to cope with the stress. Therefore, it is hypothesized that;
Methodology

*Socio demographic variables namely gender, type of management, nature of course, caste, birth order and Father's education influence academic stress, coping resources, emotional maturity and self-efficacy of Junior college students.*

The objectives of the present investigation and the hypotheses to be tested necessitated an assessment of the following,

1. Emotional maturity of Junior College students
2. Self-efficacy of Junior College students.
3. Academic stress levels of Junior College students.
4. Coping resources used by Junior College students.
5. Information regarding certain individual characteristics like gender, type of management, nature of course, caste, birth order and details of parental education etc.

Thus, the variables in the study are as follows,

**Independent variables:**

1. Emotional maturity
2. Self-efficacy

**Dependent variable:**

1. Academic stress
2. Coping resources

Apart from studying the Impact of Emotional maturity and Self-efficacy on Academic stress and Coping resources, an attempt was also made to examine whether demographic variables such as:

1. Gender (Boys/ Girls)
2. Type of management (Government/private)
3. Nature of course (Science / Arts)
4. Caste (Forward castes/ Backward caste)
5. Birth order (1<sup>st</sup> / 2<sup>nd</sup> or 3<sup>rd</sup>)
6. Father's education (Primary / Higher); have any significant contribution to the Academic stress, Coping resources, Emotional maturity and Self-efficacy of Junior College students.
Methodology

TOOL USED:
Following tools were used for the data collection.

Socio demographic data sheet:
This data sheet elicits information about the various personal and familial variables of the sampled adolescents. The variables listed in the data sheet are age, education, type of family, monthly household income of the family. Also listed is information regarding father's education and mother's education and their respective occupation (Appendix -I).

General Self-Efficacy Scale:
The Generalized Self Efficacy Scale originally developed by Schwarzer and Jerusalem (1992). The scale is designed for general adult population, including adolescents. The scale is a self administered comprehensive questionnaire. The scale consists of 10 items. It requires four minutes on average to answer the items in the scale. The responses are made on a 4-point scale. Each item has a four choice response pattern ranging from 'Not at all true' which scores '1' to 'Exactly true' which scores '4'. The scores of each of the ten items are summed to give a total score.

Thus, the range of possible scores for this instrument could vary from a minimum score of 10 to a maximum score of 40. In the test samples the Cronbach's alphas ranged from 0.76 to 0.90, with the majority in the high 0.80s. The scale is unidimensional (Appendix -II).

Emotional Maturity Scale:
Emotional maturity scale devised in 1990 by Dr. Yashvir Singh from Department of Psychology, St. John's College, Agra and Dr. Mahesh Bhargava, ex-Director, National Psychological Council (N.P.C) was used to assess the emotional maturity of adolescents. The scale has a total of 48 items under five different categories: Emotional Instability, Emotional Regression, Emotional Maladjustment, Personality Disintegration and Lack of Independence. EMS is a five point standardized scale and items of the scale are in question form. The scale was standardized for adolescents and the interpretation of scores were established as (50-
Methodology


Assessment of Academic stress (ASS):

Academic Stress of the subjects was assessed by using Academic Stress Scale developed by P.B. Sreenivas and B.S. Kumar (1999), which consists of 40 items divided into five components.

- Personal inadequacy (F-1)
- Fear of failure (F-2)
- Interpersonal difficulties with teachers (F-3)
- Teacher – Pupil relationship / Teaching methods (F-3)
- Inadequate study facilities (F-4)

Among 40 statements, eight are related to each component. Each statement has five options varying from the response of “No Stress” to “Extreme Stress” with regard to the degree of stress. A response of ‘No Stress’ is given a score of 0, a score of 1 is given to a response of ‘Slight Stress’ a score of 2 is given to a response of ‘Moderate Stress’ a response of ‘High Stress’ is given a score of 3 and a score of 4 is given to a response of ‘Extreme Stress’. Therefore 160 (4x40) is the maximum possible score and the highest score on each factor would be 32. Each factor has equal number of items. High score indicates high academic stress. The reliability of the instrument was established by test – retest method and it is 0.84 (Appendix – IV).

Assessment of Coping Resources:

Coping resources of the subjects was assessed by using coping styles scale developed by P.B. Sreenivas and B.S. Kumar (1999). It consists of 40 statements divided into three components.

- Appraisal focused (12 items)
- Emotional focused (13 items) and
- Problem focused (15 items)
Methodology

The extent to which the students react to academic stress is indicated on a five point scale varying from the response of "Never to Always". A response of 'Always' is given a score of 4, a score of 3 is given to a response of 'Very Often', a score of 2 is given to 'Sometimes', a score of 1 is given to 'Very Rarely' and a response of 'Never' is given a score of 0. The maximum possible score is 160(4 x 40). The higher the score the more the student has used that particular style of coping. The reliability of the instrument was established test – retest method and it is 0.86 (Appendix – V).

SAMPLE OF THE STUDY:

The population of the study constituted students in various Junior colleges, in and around Tirupati of Chittoor district of Andhra Pradesh State. A random sample of 800 students, both boys and girls, studying science and arts group subjects in Junior colleges was taken.

The required data for the present study was collected by using the above mentioned standard self reporting questionnaires. The four questionnaires were administered to the sample of junior college students in two phases. The first phase was conducted in the morning session, where a group of selected 20-30 adolescents were administered the questionnaires regarding Socio-Demographic data sheet, Self Efficacy and Emotional maturity. Instructions for filling the questionnaires were clearly explained to the subjects. Sufficient time of about 45-60 minutes was given to the subjects so as to answer the items in the tools. The same procedure was followed with the same subjects in the Afternoon session for the second phase.

In the second phase the questionnaires for Academic stress and Coping resources was administered to the same sample of Junior college students. Sufficient time of about 90 minutes was given to the subjects in order to complete the questionnaire with satisfaction. All the doubts raised by the subjects during the two phases were satisfactorily cleared and clarified. Same procedure was repeated with other groups of adolescents to obtain the data from the required sample of 800 junior college students.
Methodology

Based on the scores, by using Probabilistic sampling technique i.e Systematic random sampling, the subjects are divided in such a way, that they fit into four categories namely extremely stable and extremely unstable with respect to Emotional maturity and High and Low with respect to self- efficacy (100 each) as shown in Table - 1.

<table>
<thead>
<tr>
<th>EMOTIONAL MATURITY</th>
<th>SELF-EFFICACY</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HIGH</td>
<td>LOW</td>
</tr>
<tr>
<td>Extremely Stable</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Extremely Unstable</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>TOTAL</td>
<td>200</td>
<td>200</td>
</tr>
</tbody>
</table>

RESEARCH DESIGN:

As there are two independent variables – Emotional maturity and Self – efficacy and each varies in two ways (extremely stable and extremely unstable; High and low), a $2 \times 2$ factorial design is employed in the study.

STATISTICAL ANALYSIS:

Descriptive Statistics such as Means and Standard deviation and Inferential statistics such as Analysis of variance, 't' tests and Multiple regression analysis are applied to the data to test the hypotheses.
Chapter 4

RESULTS AND DISCUSSIONS
Results and Discussions

As the present investigation aims at the study of the impact of Emotional maturity and Self efficacy on the Academic stress and choice of Coping resources, the collected data is subjected to descriptive statistics; whereas inferential statistics are applied to the data to test the hypotheses.

In this section, Means and Standard deviation of the dependent variable viz., Academic stress and its five factors namely Personal inadequacy, Fear of failure, Interpersonal difficulties with teachers, Teacher – Pupil relationship, Teaching methods, Inadequate study facilities and the three Coping resources namely, Appraisal focused, Emotion focused and Problem focused are presented and discussed. The data is further subjected to higher statistics such as Analysis of variance and 't' test, and presented in this section.

RESULTS OF ACADEMIC STRESS AMONG JUNIOR COLLEGE STUDENTS

The mean values and standard deviation scores on Academic stress among Junior College students are given in Table 2.

<table>
<thead>
<tr>
<th>EMOTIONAL MATURITY</th>
<th>SELF EFFICACY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HIGH</td>
</tr>
<tr>
<td>Extremely Stable</td>
<td>Mean : 60.33</td>
</tr>
<tr>
<td></td>
<td>S.D : 31.33</td>
</tr>
<tr>
<td>Extremely Unstable</td>
<td>Mean : 65.61</td>
</tr>
<tr>
<td></td>
<td>S.D : 25.63</td>
</tr>
</tbody>
</table>

Grand means:

High Self efficacy : 62.97
Low Self efficacy : 71.93

From Table-2, it is clear that highest mean (76.81) is obtained by students with low self-efficacy and emotionally unstable whereas least mean value (60.33) is obtained by students with high self-efficacy and emotionally stable. As, higher the mean value, more is the Academic stress, it can be inferred from the table that high
Results and Discussions

Self efficacious and emotionally stable students experience least Academic stress than emotionally unstable and low efficacious students.

The grand mean scores of 62.97 for high self efficacy, 63.69 for emotional stability, 71.93 for low self efficacy and 71.21 for emotionally unstable group indicate that subjects who are highly self efficacious and extremely stable experience lower Academic stress than low self-efficacious and emotionally unstable groups.

There are mean differences among the groups in Academic stress. However, in order to test whether there are significant differences, the data is further subjected to Analysis of variance and the obtained ‘F’ values are tabulated in Table-3.

Table – 3: Summary of ANOVA of scores on Academic Stress:

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of squares (SS)</th>
<th>Df</th>
<th>Mean sum of squares(MSS)</th>
<th>“F” value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (self efficacy)</td>
<td>8037.12</td>
<td>1</td>
<td>8037.12</td>
<td>12.33**</td>
</tr>
<tr>
<td>B (emotional maturity)</td>
<td>5647.52</td>
<td>1</td>
<td>5647.52</td>
<td>8.66**</td>
</tr>
<tr>
<td>A X B</td>
<td>499.52</td>
<td>1</td>
<td>499.52</td>
<td>0.76@</td>
</tr>
<tr>
<td>Within SS</td>
<td>258124.93</td>
<td>396</td>
<td>651.80</td>
<td>–</td>
</tr>
<tr>
<td>Total</td>
<td>272309.10</td>
<td>399</td>
<td>–</td>
<td>–</td>
</tr>
</tbody>
</table>

** - significant at 0.01 level.
@ - Not significant

The obtained ‘F’ values of 12.33 for impact of self-efficacy and 8.66 for impact of emotional maturity on Academic stress are significant at 0.01 level. This implies that both self-efficacy and emotional maturity has significant impact on the Academic stress among Junior College students. However, the obtained ‘F’ value of 0.76 for the interaction effect is not significant, thus, it can be interpreted that there is no significant interaction between self-efficacy and emotional maturity with respect to the Academic stress among Junior college students.
**Results and Discussions**

As, some of the three ‘F’ values are significant, the data are further subjected to ‘t’ test, in order to find out whether there are any significant difference among the four groups of subjects in their Academic stress, and the results are presented in Table – 4

<table>
<thead>
<tr>
<th>Table – 4: ‘t’ values of Academic stress among Junior College Students.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Means</strong></td>
</tr>
<tr>
<td>G1 (60.33)</td>
</tr>
<tr>
<td>G2 (65.61)</td>
</tr>
<tr>
<td>G3 (67.06)</td>
</tr>
<tr>
<td>G4 (76.81)</td>
</tr>
</tbody>
</table>

** - significant at 0.01 level.
@ - Not significant

**G1 – Extremely Stable - High Self-Efficacy**

**G2 – Extremely Unstable - High Self-Efficacy**

**G3 – Extremely Stable - Low Self-Efficacy**

**G4 – Extremely Unstable - Low Self-Efficacy**

From the above table, it is clear that the ‘t’ values for G1-G4, G2-G4 and G3-G4 are significant at 0.01 level. Thus, these groups significantly differ from each other in their Academic stress. The remaining ‘t’ values are not significant.

From, the above results it can be inferred that self-efficacy and emotional maturity have a significant impact on the Academic stress among Junior college students, also the four groups of subjects, under study differ significantly with regard to their Academic stress.
Fig. 2 - Graphical representation of Means of Academic stress of Junior College students

- High
- Low

<table>
<thead>
<tr>
<th></th>
<th>Self Efficacy</th>
<th>Emotional Maturity</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>62.97</td>
<td>71.21</td>
</tr>
<tr>
<td>Low</td>
<td>71.93</td>
<td>63.69</td>
</tr>
</tbody>
</table>
Results and Discussions

Results of Academic stress – Factor – I – Personal Inadequacy

The mean scores and standard deviation scores on Personal Inadequacy factor of Academic stress among Junior college students, with high and low self-efficacy and extremely stable and extremely unstable with regard to emotional maturity are presented in Table-5.

Table – 5: Means and SDs of scores on Personal Inadequacy component of Academic Stress.

<table>
<thead>
<tr>
<th>EMOTIONAL MATURITY</th>
<th>SELF EFFICACY</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HIGH</td>
<td>LOW</td>
</tr>
<tr>
<td>Extremely Stable</td>
<td>Mean : 12.31</td>
<td>Mean : 13.46</td>
</tr>
<tr>
<td>S.D : 7.03</td>
<td>S.D : 5.11</td>
<td></td>
</tr>
<tr>
<td>Extremely Unstable</td>
<td>Mean : 13.20</td>
<td>Mean : 15.78</td>
</tr>
<tr>
<td>S.D : 6.80</td>
<td>S.D : 5.57</td>
<td></td>
</tr>
</tbody>
</table>

Grand means:

High Self efficacy : 12.75
Low Self efficacy :14.62

Emotional maturity (Extremely stable): 12.88
Emotional maturity (Extremely unstable): 14.48

As higher the mean value, higher is the academic stress perceived by the subjects, from the above table it can be interpreted that among the four groups, highest Academic stress is perceived by low self efficacious students who are extremely unstable with respect to emotional maturity (mean = 15.78), whereas least stress regarding personal inadequacy is observed by extremely stable and highly self efficacious students. (mean = 12.31).

The grand mean scores indicate that low self-efficacious (mean = 14.62) and emotionally unstable students (mean = 14.48) suffer from personal inadequacy than compared to other group.

There are mean differences among the groups in Academic stress. However, in order to test whether there are significant differences, the data is further subjected to Analysis of variance and the obtained ‘F’ values are tabulated in Table-6.
Results and Discussions

Table – 6: Summary of ANOVA of scores on Personal Inadequacy component of Academic Stress

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of squares (SS)</th>
<th>Df</th>
<th>Mean sum of squares(MSS)</th>
<th>“F” value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (self efficacy)</td>
<td>347.74</td>
<td>1</td>
<td>347.74</td>
<td>9.08**</td>
</tr>
<tr>
<td>B (emotional maturity)</td>
<td>257.60</td>
<td>1</td>
<td>257.60</td>
<td>6.73*</td>
</tr>
<tr>
<td>A X B</td>
<td>51.21</td>
<td>1</td>
<td>51.21</td>
<td>1.33@</td>
</tr>
<tr>
<td>Within SS</td>
<td>15153.39</td>
<td>396</td>
<td>38.26</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>15809.94</td>
<td>399</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

** - significant at 0.01 level.
* - Significant at 0.05 level.
@ - Not significant

Regarding self-efficacy of the students, the ‘F’ value of 9.08 is significant at 0.01 level. This indicates that self-efficacy has a significant impact on Personal inadequacy Factor of Academic Stress among Junior College students.

The ‘F’ value of 6.73 regarding emotional maturity of Junior college students is significant at 0.05 level indicating emotional maturity also has a significant impact on personal inadequacy factor of Academic stress among Junior college students.

However, the ‘F’ value of 1.33 for interaction effect is not significant. This shows that there is no significant interaction between self efficacy and emotional maturity with regard to personal inadequacy factor of Academic stress among Junior college students.

As some of the ‘F’ values are significant, the data are further subjected to ‘t’ test, in order find out whether there are any significant differences among the four groups of the subjects in their Personal Inadequacy component of Academic stress and the results are presented in Table-7.
Results and Discussions

Table 7: ‘t’ values for Personal Inadequacy component of Academic stress.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>G1 (12.31)</td>
<td>-</td>
<td>0.91@</td>
<td>1.33@</td>
<td>3.89**</td>
</tr>
<tr>
<td>G2 (13.20)</td>
<td>-</td>
<td>-</td>
<td>0.31@</td>
<td>2.96**</td>
</tr>
<tr>
<td>G3 (13.46)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>3.09**</td>
</tr>
<tr>
<td>G4 (15.78)</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** - significant at 0.01 level.
* - Significant at 0.05 level.
@ - Not significant

G1 – Extremely Stable - High Self-Efficacy
G2 – Extremely Unstable - High Self-Efficacy
G3 – Extremely Stable – Low Self-Efficacy
G4 – Extremely Unstable - Low Self-Efficacy

For the Academic stress component, Personal inadequacy, the obtained ‘t’ values of 3.89, is significant at 0.01 level. This shows that there is significant difference between the G1-G4. Similarly the ‘t’ values between the groups G2-G4 and between G3-G4 are also significant (2.96 and 3.09) at 0.01 level, indicating a significant difference between these groups with regard to the personal inadequacy component of Academic stress.

The obtained ‘F’ values and ‘t’ values indicate that self-efficacy and emotional maturity has significant impact on Personal Inadequacy component of Academic stress among Junior college students. Also the result implies that the groups differ from each other, with regard to their Academic stress.
Results and Discussions

Results of Academic Stress - Factor -2 – Fear of Failure

The mean scores and standard deviation values of the four groups of subjects on Fear of Failure component of Academic stress are presented in Table-8.

Table – 8: Means and SDs of scores on Fear of Failure component of academic stress.

<table>
<thead>
<tr>
<th>EMOTIONAL MATURITY</th>
<th>SELF EFFICACY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HIGH</td>
</tr>
<tr>
<td>Extremely Stable</td>
<td>Mean : 12.37</td>
</tr>
<tr>
<td></td>
<td>S.D : 6.73</td>
</tr>
<tr>
<td>Extremely Unstable</td>
<td>Mean : 13.59</td>
</tr>
<tr>
<td></td>
<td>S.D : 5.79</td>
</tr>
</tbody>
</table>

Grand means:

High Self efficacy : 12.98
Low Self efficacy : 15.39

Emotional maturity (Extremely stable): 13.37
Emotional maturity (Extremely unstable): 15.01

From the above table, it can be interpreted that students who have high self efficacy as well as emotionally stable exhibit low Academic stress (Mean = 12.37). On the contrary, students with low self efficacy as well as emotionally unstable perceive higher academic stress (Mean = 16.41) with regard to the Fear of failure component.

The grand mean scores also follows similar pattern where less Academic stress is perceived by students with high self efficacy (Mean = 12.98) and emotionally stable (Mean = 13.37) where as higher Academic stress pertaining to Fear of failure was observed in students who have low self efficacy (Mean = 15.39) and emotionally unstable (mean = 15.01).

Since, there are two independent variable that is emotional maturity and self-efficacy and each variable varies in two ways (extremely stable and extremely unstable emotional maturity and high and low self-efficacy), the data are subjected to Analysis of variance and the results for Fear of failure component of Academic stress are presented in Table 9.
Results and Discussions

Table - 9: Summary of ANOVA of scores on Fear of Failure component of Academic Stress.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of squares (SS)</th>
<th>Df</th>
<th>Mean sum of squares (MSS)</th>
<th>“F” value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (self efficacy)</td>
<td>505.14</td>
<td>1</td>
<td>505.14</td>
<td>15.72**</td>
</tr>
<tr>
<td>B (emotional maturity)</td>
<td>264.06</td>
<td>1</td>
<td>264.06</td>
<td>8.21**</td>
</tr>
<tr>
<td>A X B</td>
<td>94.49</td>
<td>1</td>
<td>94.49</td>
<td>2.94@</td>
</tr>
<tr>
<td>Within SS</td>
<td>12727.25</td>
<td>396</td>
<td>32.13</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>13590.94</td>
<td>399</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

** - significant at 0.01 level.
@ - Not significant

With regard to self-efficacy, the obtained ‘F’ value of 15.72 is significant at 0.01 level. This implies that self efficacy has significant impact on the Academic stress perceived by Junior college students with regard to fear of failure. Low self efficacious students suffer from higher Academic stress due fear of failure than compared to the high self efficacious students.

Similarly, Emotional maturity also has significant impact on the Academic stress among Junior college students, as the obtained ‘F’ value of 8.21 is also significant at 0.01 level. Students who are emotionally stable experience less stress due to fear of failure than the students who are emotionally unstable.

However the obtained ‘F’ value of 2.94 for the interaction effect is not significant. This implies that there is no significant interaction between self efficacy and emotional maturity with regard to fear of failure component of Academic stress among Junior College students.

As some of the ‘F’ values are significant, the data are further subjected to ‘t’ test in order to find out whether there are any significant difference among the four groups of the subjects in their Fear of failure component of Academic stress and the results are presented in Table - 10.
Results and Discussions

Table – 10: ‘t’ values for Fear of Failure component of Academic stress.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>G1 (12.37)</td>
<td>-</td>
<td>1.38@</td>
<td>2.45*</td>
<td>4.86**</td>
</tr>
<tr>
<td>G2 (13.59)</td>
<td>-</td>
<td>-</td>
<td>1.06@</td>
<td>3.71**</td>
</tr>
<tr>
<td>G3 (14.38)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2.94**</td>
</tr>
<tr>
<td>G4 (16.41)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

** - significant at 0.01 level.
* - Significant at 0.05 level.
@ - Not significant

G1 – Extremely Stable - High Self-Efficacy
G2 – Extremely Unstable - High Self-Efficacy
G3 – Extremely Stable - Low Self-Efficacy
G4 – Extremely Unstable - Low Self-Efficacy

The obtained ‘t’ values for the groups G1-G3, G1-G4, G2-G4 and G3-G4 are significant. This indicates that these groups differ significantly with respect to Fear of Failure and thus perceive more Academic stress.

Junior college students who are either emotionally unstable or low self-efficacious or both suffer from greater Fear of failure in their academic challenges, thus, experience more stress in academic settings.
Results and Discussions

Results of Academic stress – Factor-3-Interpersonal difficulties with Teachers.

The mean scores and standard deviation values on Interpersonal difficulties with Teacher-factor of Academic stress among Junior college students are presented in Table – 11.

Table – 11: Means and SDs of scores on Interpersonal difficulties with Teachers component of Academic stress.

<table>
<thead>
<tr>
<th>EMOTIONAL MATURITY</th>
<th>SELF EFFICACY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HIGH</td>
</tr>
<tr>
<td>Extremely Stable</td>
<td>Mean: 12.14</td>
</tr>
<tr>
<td></td>
<td>S.D: 7.18</td>
</tr>
<tr>
<td>Extremely Unstable</td>
<td>Mean: 13.90</td>
</tr>
<tr>
<td></td>
<td>S.D: 4.98</td>
</tr>
</tbody>
</table>

Grand means:

High Self efficacy: 13.20

Low Self efficacy: 15.10

Emotional maturity (Extremely stable): 13.15

Emotional maturity (Extremely unstable): 14.95

The above table shows highest mean (16.01) value for low self efficacious – emotionally unstable students and least mean value (12.14) for high self efficacious and emotionally stable students. As, higher mean indicates more Academic stress, Junior College Students who have higher self efficacy as well emotionally stable experience less stress in the Academic setting with respect to Interpersonal difficulties with their teachers (mean = 12.14). They feel free and confident to have conversation with their teachers, share ideas and express their view and thus, experience less stress.

On the other hand, the low efficacious students who are emotionally unstable experience greater range of Interpersonal difficulties with their teachers (mean = 16.01) they lack confidence, hesitate or feel shy to face the teachers or get their doubts clarified, as a result the stress levels in this groups of students is higher with regard to Interpersonal difficulties with the teachers in Academic settings.
However, students who have low self efficacy but emotionally stable or high self efficacy but emotionally unstable, experience almost similar levels of Academic stress in this component of Academic stress (Mean = 14.19 and 13.90).

The grand means of self efficacy and emotional maturity also show similar trends. The scores for Interpersonal difficulty with teachers is comparatively low for students with High self efficacy and emotional stability (Means = 13.2 and 13.15) than compared to students with low self efficacy and emotionally unstable (Means = 15.1 and 14.95).

There are mean differences among the groups in Academic stress. However, in order to test whether there are significant differences, the data is further subjected to Analysis of variance and the obtained ‘F’ values are tabulated in Table – 12.

Table – 12: Summary of ANOVA of scores on Interpersonal difficulties with teachers component of Academic Stress:

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of squares (SS)</th>
<th>Df</th>
<th>Mean sum of squares(MSS)</th>
<th>“F” value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (self efficacy)</td>
<td>432.64</td>
<td>1</td>
<td>432.64</td>
<td>12.76**</td>
</tr>
<tr>
<td>B(emotional maturity)</td>
<td>320.40</td>
<td>1</td>
<td>320.40</td>
<td>9.45**</td>
</tr>
<tr>
<td>A X B</td>
<td>0.1</td>
<td>1</td>
<td>0.1</td>
<td>0.003@</td>
</tr>
<tr>
<td>Within SS</td>
<td>13417.42</td>
<td>396</td>
<td>33.88</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>14170.56</td>
<td>399</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

** - significant at 0.01 level.
@ - Not significant.

A look at Table – 12, indicates significant ‘F’ values of 12.76 for self efficacy 9.45 for emotional maturity are significant at 0.01 level for the Academic stress factor 3 – Inter personal difficulties with teachers.
Results and Discussions

This implies that both self efficacy and emotional maturity have significant impact on Academic stress among Junior college students with regard to their interpersonal difficulties with Teachers.

However, the obtained 'F' value of '0.003' for the interaction effect is not significant. This implies that there is no significant interaction between self-efficacy and emotional maturity with regard to Interpersonal difficulties with teachers - component of Academic stress among Junior college students.

As some of the 'F' values are significant, the data are further subjected to 't' test, in order to find out whether there are any significant differences among the four groups of the subjects in Interpersonal difficulties with Teachers and the results are presented in Table – 13.

Table – 13: ‘t’ values of Interpersonal Difficulties with teachers of Academic stress.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>G1 (12.14)</td>
<td>-</td>
<td>2.04*</td>
<td>2.27*</td>
<td>4.25**</td>
</tr>
<tr>
<td>G2 (13.90)</td>
<td>-</td>
<td>-</td>
<td>0.39@</td>
<td>2.85**</td>
</tr>
<tr>
<td>G3 (14.19)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2.33*</td>
</tr>
<tr>
<td>G4 (16.01)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

** - significant at 0.01 level.
* - Significant at 0.05 level.
@ - Not significant

G1 – Extremely Stable - High Self-Efficacy
G2 – Extremely Unstable - High Self-Efficacy
G3 – Extremely Stable - Low Self-Efficacy
G4 – Extremely Unstable - Low Self-Efficacy

Of the obtained ‘t’ values between the groups show significant values the 2.04 (G1-G2), 2.27 (G1-G3), 4.25 (G1-G4), 2.85 (G2-G4) and 2.33 (G3-G4), indicating significant difference among these groups with regard to the Academic stress in the factor – Interpersonal difficulties with Teacher.
Results and Discussions


The mean values and standard derivation scores of the Junior College students regarding the Teacher pupil Relationship and Teaching methods component of Academic stress are given in Table – 14.

Table – 14: Means and SDs of scores on Teacher Pupil Relationship / Teaching methods component of Academic stress.

<table>
<thead>
<tr>
<th>EMOTIONAL MATURITY</th>
<th>SELF EFFICACY</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HIGH</td>
<td>LOW</td>
<td></td>
</tr>
<tr>
<td>Extremely Stable</td>
<td>Mean : 10.85</td>
<td>Mean : 12.97</td>
<td></td>
</tr>
<tr>
<td></td>
<td>S.D : 6.75</td>
<td>S.D : 12.41</td>
<td></td>
</tr>
<tr>
<td>Extremely Unstable</td>
<td>Mean : 12.15</td>
<td>Mean : 13.82</td>
<td></td>
</tr>
<tr>
<td></td>
<td>S.D : 6.54</td>
<td>S.D : 5.93</td>
<td></td>
</tr>
</tbody>
</table>

Grand means:

High Self efficacy : 11.50 Emotional maturity (Extremely stable): 11.91
Low Self efficacy : 13.39 Emotional maturity (Extremely unstable): 12.98

The mean scores for the Teacher Pupil relationship factor of Academic stress show similar trends as the earlier three components. As higher the mean value, higher is the Academic stress experiential by the subjects, it can be inferred that emotionally stable students with high self efficacy perceive least stress (mean – 10.85) among the four groups with regard to teacher pupil relationship and Teaching methods. Whereas, emotionally unstable and low efficacious students perceive greater Academic stress (mean – 13.82) for the same factor.

The grand mean scores indicate highest Academic stress in the subjects who have low self-efficacy (mean = 13.39) followed by emotionally unstable group (mean = 12.98), emotionally stable students (mean = 11.91) and least in High self efficacious students with a grand mean of 11.5.
Results and Discussions

Since, there are two independent variable (Emotional maturity and self-efficacy) and each varied in two ways (extremely stable and extremely unstable emotional maturity and high and low self-efficacy), the data are further subjected to Analysis of variance, in order to find out, whether there is any significant impact of these variables on Academic stress and the obtained ‘F’ values are summarized in Table – 15.

Table – 15: Summary of ANOVA of scores on Teacher Pupil relationship/Teaching methods component of Academic Stress:

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of squares (SS)</th>
<th>Df</th>
<th>Mean sum of squares(MSS)</th>
<th>“F” value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (self efficacy)</td>
<td>359.10</td>
<td>1</td>
<td>359.10</td>
<td>5.17*</td>
</tr>
<tr>
<td>B(emotional maturity)</td>
<td>115.56</td>
<td>1</td>
<td>115.56</td>
<td>1.66@</td>
</tr>
<tr>
<td>A X B</td>
<td>5.07</td>
<td>1</td>
<td>5.07</td>
<td>0.07@</td>
</tr>
<tr>
<td>Within SS</td>
<td>27505.17</td>
<td>396</td>
<td>69.45</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>27984.90</td>
<td>399</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

* - Significant at 0.05 level.
@ - Not significant

The obtained ‘F’ value of 5.17 for impact of self-efficacy on Academic stress is significant at 0.05 level. This implies that self-efficacy has a significant impact on the teacher – Pupil relationship and Teaching methods component of Academic stress among Junior college students.

The other two ‘F’ values for emotionally maturity (F = 1.66) and the interaction effect (0.07) are not significant. Thus, it can be interpreted that emotional maturity does not has any significant impact on the Academic stress among the subjects, with regard to the Teacher-pupil relationship and Teaching methods.

Similarly there is no significant interaction between self efficacy and emotional maturity on the Academic stress among Junior College students regarding the Teacher-pupil relationship and teaching methods.
Results and Discussions

As, one of the ‘F’ values is significant, the data are further subjected to ‘t’ test, in order to find out whether there are any significant difference among the four groups of the subjects in their teacher-pupil relationship and Teaching methods component of Academic stress, and the results are presented in Table – 16.

Table – 16: ‘t’ values of Teacher Pupil Relationship / Teaching Methods component of Academic Stress;

<table>
<thead>
<tr>
<th>Means</th>
<th>G1 (10.85)</th>
<th>G2 (12.15)</th>
<th>G3 (12.97)</th>
<th>G4 (13.82)</th>
</tr>
</thead>
<tbody>
<tr>
<td>G1 (10.85)</td>
<td>-</td>
<td>1.39@</td>
<td>1.51@</td>
<td>3.30**</td>
</tr>
<tr>
<td>G2 (12.15)</td>
<td>-</td>
<td>-</td>
<td>0.58@</td>
<td>1.91@</td>
</tr>
<tr>
<td>G3 (12.97)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0.65@</td>
</tr>
<tr>
<td>G4 (13.82)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

** - significant at 0.01 level.
@ - Not significant

*G1 – Extremely Stable - High Self-Efficacy*

*G2 – Extremely Unstable - High Self-Efficacy*

*G3 – Extremely Stable - Low Self-Efficacy*

*G4 – Extremely Unstable - Low Self-Efficacy*

The obtained ‘t’ values of 3.30 between two extreme groups G1-G4 is significant at 0.01 level thus these two groups differ significantly in their Academic stress levels regarding Teacher – pupil relationship and Teaching method.

However, the ‘t’ values between the other groups are not significant (1.39, 1.51, 0.58, 1.91, 0.65). This implies that these groups do not differ in the Teacher – pupil relationship and Teaching methods component of Academic stress among Junior College students.

Thus, both self-efficacy and emotional maturity play an important role in the Academic settings and has effect on the Academic stress perceived by the subjects. Higher the self-efficacy and emotional stability, less is the perception of Academic stress among the students.
Results and Discussions

Results of Academic stress - Factor 5 – Inadequate study facilities

Table 17 shows the mean values and the standard deviation scores of the Junior college students regarding inadequate study facilities factor of Academic stress.

Table – 17: Means and SDs of scores on Inadequate Study Facilities component of Academic stress.

<table>
<thead>
<tr>
<th>EMOTIONAL MATURITY</th>
<th>SELF EFFICACY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HIGH</td>
</tr>
<tr>
<td>Extremely Stable</td>
<td>Mean: 12.66</td>
</tr>
<tr>
<td></td>
<td>S.D.: 6.88</td>
</tr>
<tr>
<td>Extremely Unstable</td>
<td>Mean: 12.77</td>
</tr>
<tr>
<td></td>
<td>S.D.: 6.40</td>
</tr>
</tbody>
</table>

Grand means:

High Self efficacy: 12.71   Emotional maturity (Extremely stable): 12.91
Low Self efficacy: 13.98    Emotional maturity (Extremely unstable): 13.78

From the above table, it can be interpreted that among the four groups, emotionally unstable – low self efficacious subjects perceive highest Academic stress regarding inadequate study facilities, as the mean value is highest (14.80) for this group. Emotionally stable and high self efficacious students experience less academic stress as their mean values is least i.e. 12.66.

The grand mean scores of the subjects for inadequate study facilities component of Academic stress lower mean for High self efficacy (12.71) and Emotional stability (12.91). This shows that compared to high self efficacious students, low self efficacious subjects suffer higher Academic stress due to inadequate study facilities. Similarly students who are emotionally unstable also perceive higher levels of Academic stress due to inadequate study facilities than emotionally stable students.
Results and Discussions

Thus, Emotional maturity and self-efficacy affect the Academic stress perceived by the Junior college students due to inadequate study facilities. There are mean differences among the groups in Academic stress. However, in order to test whether there are significant differences, the data is further subjected to Analysis of variance and the obtained ‘F’ values are tabulated in Table -18.

Table – 18: Summary of ANOVA of scores on Inadequate Study Facilities component of Academic Stress:

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of squares (SS)</th>
<th>Df</th>
<th>Mean sum of squares(MSS)</th>
<th>“F” value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (self efficacy)</td>
<td>161.28</td>
<td>1</td>
<td>161.28</td>
<td>4.19*</td>
</tr>
<tr>
<td>B(emotional maturity)</td>
<td>75.68</td>
<td>1</td>
<td>75.68</td>
<td>1.96@</td>
</tr>
<tr>
<td>A X B</td>
<td>57.78</td>
<td>1</td>
<td>57.78</td>
<td>1.5@</td>
</tr>
<tr>
<td>Within SS</td>
<td>15234.26</td>
<td>396</td>
<td>38.47</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>15529</td>
<td>399</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

* - Significant at 0.05 level.
@ - Not significant

The obtained ‘F’ value of 4.19, for the impact of self efficacy on Academic stress among Junior College students is significant at 0.05 level. This shows that there is a significant impact of self-efficacy on the Inadequate study facilities component of Academic stress among Junior college students.

However, the obtained ‘F’ value of 1.96 for impact of emotional maturity and ‘F’ value of 1.5 for the interaction effect are not significant. Thus, emotional maturity of subjects does not has any significant impact on the Academic stress among them due to Inadequate study facilities.
**Results and Discussions**

Similarly, there is no significant interaction between self efficacy and emotional maturity of the subjects with regard to Academic stress levels, due to Inadequate study facilities, as the obtained 'F' value of 1.5, for interaction is not significant.

As, one of the 'F' values is significant, the data are further subjected to 't' test, in order to find out whether there are any significant difference among the four groups of the subjects in their Inadequate study facilities component of Academic stress, and the results are presented in table – 19.

**Table – 19: ‘t’ values of Inadequate study facilities component of Academic Stress.**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>G1 (12.66)</td>
<td>-</td>
<td>0.12@</td>
<td>0.56@</td>
<td>2.45*</td>
</tr>
<tr>
<td>G2 (12.77)</td>
<td>-</td>
<td>-</td>
<td>0.46@</td>
<td>2.44*</td>
</tr>
<tr>
<td>G3 (13.17)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2.03*</td>
</tr>
<tr>
<td>G4 (14.80)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

* - Significant at 0.05 level.
@ - Not significant

G1 – **Extremely Stable - High Self-Efficacy**
G2 – **Extremely Unstable - High Self-Efficacy**
G3 – **Extremely Stable - Low Self-Efficacy**
G4 – **Extremely Unstable - Low Self-Efficacy**

Three of the obtained 't' values i.e. 2.45 (G1-G4), 2.44 (G2-G4) and 2.03(G3-G4) are significant at 0.05 levels. Thus, these groups differ significantly with regard to the Academic stress levels due to inadequate study facilities.
Results and Discussions

Fig. 3- Graphical representation of Means of Components of Academic stress with respect to Self-efficacy

- HIGH SELF EFFICACY
- LOW SELF EFFICACY

<table>
<thead>
<tr>
<th>Factor</th>
<th>HIGH SELF EFFICACY</th>
<th>LOW SELF EFFICACY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factor-1</td>
<td>12.75</td>
<td>12.17</td>
</tr>
<tr>
<td>Factor-2</td>
<td>14.62</td>
<td>13.98</td>
</tr>
<tr>
<td>Factor-3</td>
<td>12.98</td>
<td>13.39</td>
</tr>
<tr>
<td>Factor-4</td>
<td>15.39</td>
<td>15.1</td>
</tr>
<tr>
<td>Factor-5</td>
<td>13.2</td>
<td>11.5</td>
</tr>
</tbody>
</table>
Results and Discussions

Fig. 4- Graphical representation of Means of Components of Academic stress with respect to Emotional maturity.

- Emotionally Stable
- Emotionally Unstable

<table>
<thead>
<tr>
<th>Factor</th>
<th>Emotionally Stable</th>
<th>Emotionally Unstable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factor-1</td>
<td>12.88</td>
<td>14.48</td>
</tr>
<tr>
<td>Factor-2</td>
<td>13.37</td>
<td>15.01</td>
</tr>
<tr>
<td>Factor-3</td>
<td>13.15</td>
<td>14.95</td>
</tr>
<tr>
<td>Factor-4</td>
<td>11.91</td>
<td>12.98</td>
</tr>
<tr>
<td>Factor-5</td>
<td>12.91</td>
<td>13.78</td>
</tr>
</tbody>
</table>
Examining the foregoing discussion, it can be concluded that emotional maturity and self-efficacy have significant impact on Personal inadequacy, Fear of failure, and Interpersonal difficulties with teachers; components of Academic stress, but not all of them.

Hence, the first hypothesis which states that there would be significant impact of Emotional maturity and Self-efficacy on Academic stress among Junior college students is accepted except for Teacher-Pupil relationship and Inadequate study facilities components of Academic stress.

For the interaction effect between emotional maturity and self-efficacy on Academic Stress and its components; none of the obtained ‘F’ values are significant. This indicates that there is no interaction between emotional maturity and self-efficacy with regard to their Academic stress.

Thus, the second hypothesis which predicts that there would be significant interaction between Emotional maturity and self-efficacy of Junior College students with regard to their Academic stress is not accepted as warranted by the results.

We observed that both Emotional maturity and Self-efficacy have significant impact on the perception of Academic stress among Junior College students.

Several studies already carried out have also reflected similar results (Geetha & Vijayalakshmi (2006); Rausch & John (2009); Caprara et. Al (2010); Roshan, Negi and Reeta (2011). Study by Sud Shonali (2010) reflected the view that greater self-efficacy helps improve the academics among college students and thus, feel less stressed. They also opine that, students with higher self-efficacy heighten and sustain their efforts in the face of failure. They quickly recover their sense of efficacy after failure or setbacks. They attribute failure to insufficient effort or deficient knowledge and skills which are acquirable. Such an efficacious outlook produces personal accomplishments, reduces stress and lower vulnerability to depression.
Results and Discussions

Self-efficacy also has significant impact on all the five components of Academic stress namely – Personal Inadequacy (F1); Fear of failure (F-2); Interpersonal difficulties with Teachers (F-3); Teacher-pupil relationship and Teaching Methods (F-4); and Inadequate study facilities (F-5).

Students with a strong sense of efficacy approach stressful situations with assurance that they can exercise control over them. Such an efficacious outlook produces personal accomplishments and thus, reduces stress.

In contrast, students who doubt their capabilities; have low aspirations and weak commitments to the goals they choose to pursue. Students with high self efficacious and Emotional maturity have better and healthy Teacher – pupil relationship. They follow the teaching methods used in the Academic settings. The teachers also have a positive attitude regarding such students.

As Bandura (1998) opines that low-efficacious students are slow to recover their sense of efficacy following failure or setbacks, thus fall easy victim to stress and depression. Bandura, Adams and Beyer (1977) view that enactive experience is a highly influential source of efficacy information. Successful experiences raise self-efficacy with regard to the target performance and lowers fear of failures.

Low self-efficacy also reflects personal inadequacy in students as it leads to the belief that tasks are harder than they actually are. This often results in poor task planning, as well as increased stress. Classroom structures, Inadequate study facilities and poor teaching methods affect the development of self-efficacy thus leads to stress.

Results reveal that emotional maturity has significant impact on Academic stress perceived Junior College students. Also there is significant impact of Emotional maturity on the components of Academic stress, viz., personal inadequacy (F-1); Fear of failure (F-2); and Interpersonal difficulties with teachers (F-3). However, Emotional maturity does not significantly influence teacher-pupil relationship (F-4) and Inadequate study facilities (F-5) component of Academic stress.
Results and Discussions

Emotional maturity allows the individual to gain perspective of a situation before reacting impulsively, this allows for achievement of goals. A greater Emotional Maturity strengthens the ability to sustain and value intimate relationships, thus lowers personal Inadequacy and overcome Interpersonal difficulties with Teachers. Emotional stability maintains a sense of symmetry and equanimity in time of stress and anxiety and thus such students perceive less stress.

The subjects of the study who have extreme emotional stability and high self-efficacy adjust well to the available study facilities, materials and other necessities and try to excel in their Academics, thus experience least stress.

On the other hand subjects who are extremely unstable and have low self-efficacy cannot perform in Academics if their demands regarding adequate study facilities are not met with. They cannot study unless properly guided, motivated or materials are provided for study. In the absence or deprivation of such study facilities they feel stressed thus their performance is affected.

A higher self efficacy and an emotionally stable nature helps the students to perform better in their Academics, thus perceive less stress. On the other hand, low self-efficacy deteriorates the confidence in students, also emotionally unstable nature act as a hindrance in their performance thus; they either fail or scoreless in Academics and thus, subjected to Academic stress.
Results and Discussions

RESULTS OF COPING RESOURCES AMONG JUNIOR COLLEGE STUDENTS

Results of Appraisal Focused coping resources among Junior College students.

The mean scores and standard deviation scores of Appraisal Focused coping resources among Junior College students are tabulated in Table 20.

Table – 20: Means and SDs of scores on Appraisal Focused coping resources.

<table>
<thead>
<tr>
<th>EMOTIONAL MATURITY</th>
<th>SELF EFFICACY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HIGH</td>
</tr>
<tr>
<td>Extremely Stable</td>
<td>Mean : 20.05</td>
</tr>
<tr>
<td></td>
<td>S.D : 6.40</td>
</tr>
<tr>
<td>Extremely Unstable</td>
<td>Mean : 22.29</td>
</tr>
<tr>
<td></td>
<td>S.D : 5.31</td>
</tr>
</tbody>
</table>

Grand means:

High Self efficacy: 21.17  Emotional maturity (Extremely stable): 20.28
Low Self efficacy: 21.90  Emotional maturity (Extremely unstable): 22.79

For the appraisal coping resources, higher mean values indicate frequent use of the coping resource. A look at the above table reveals that emotionally unstable – low self efficacious students most often use the appraisal coping resource to overcome the stressful situation. (Mean = 23.30). Among the four groups, the appraisal coping is least used by both high self-efficacious-emotionally stable subjects (Mean = 20.05) and low self efficacious – emotionally stable subjects (Mean = 20.15).

The grand means also indicate that emotionally unstable subjects adopt the appraisal focused coping resources more frequently than compared to emotionally stable group. Similarly, low self efficacious students prefer appraisal resource to cope with stress than the students with higher self efficacy.
Results and Discussions

There are mean differences among the groups in Appraisal focused Coping resources. However, in order to test whether there are significant differences, the data is further subjected to Analysis of variance and the obtained ‘F’ values are tabulated in Table- 21.

Table – 21: Summary of ANOVA for scores on Appraisal Focused coping resources:

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of squares (SS)</th>
<th>Df</th>
<th>Mean sum of squares(MSS)</th>
<th>“F” value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (self efficacy)</td>
<td>54.02</td>
<td>1</td>
<td>54.02</td>
<td>1.45@</td>
</tr>
<tr>
<td>B (emotional maturity)</td>
<td>632.52</td>
<td>1</td>
<td>632.52</td>
<td>17.00**</td>
</tr>
<tr>
<td>A X B</td>
<td>7.56</td>
<td>1</td>
<td>7.56</td>
<td>0.2@</td>
</tr>
<tr>
<td>Within SS</td>
<td>14749.33</td>
<td>396</td>
<td>37.20</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>15443.43</td>
<td>399</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

** - significant at 0.01 level.
@ - Not significant

The obtained ‘F’ value of 1.45 for the impact of self-efficacy is not significant. Thus, it can be interpreted that self – efficacy does not has any significant impact on the choice of appraisal focused coping resources by the subjects to deal with stress.

The obtained ‘F’ value of 17.00 for emotional maturity is significant at 0.01 level. This implies that emotional maturity has a significant impact on the use of appraisal focused coping among Junior College Students. Students who are emotionally unstable use appraisal coping resources more frequently than emotionally stable students.

However, the ‘F’ value of 0.2, for interaction is not significant. Thus, there is no significant interaction between self efficacy and emotional maturity of Junior college students with regard to use appraisal coping resources.
Results and Discussions

As, one of the ‘F’ values is significant, the data are further subjected to ‘t’ test, in order to find out whether there are any significant differences among the four groups of subjects in their Appraisal focused coping resources, and the results are presented in Table – 22.

Table – 22: ‘t’ values of Appraisal focused coping resources.

<table>
<thead>
<tr>
<th>Means</th>
<th>G1 (20.05)</th>
<th>G2 (20.51)</th>
<th>G3 (22.29)</th>
<th>G4 (23.30)</th>
</tr>
</thead>
<tbody>
<tr>
<td>G1 (20.05)</td>
<td>-</td>
<td>0.51@</td>
<td>2.73**</td>
<td>3.69**</td>
</tr>
<tr>
<td>G2 (20.51)</td>
<td>-</td>
<td>-</td>
<td>2.17*</td>
<td>3.17**</td>
</tr>
<tr>
<td>G3 (22.29)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1.24@</td>
</tr>
<tr>
<td>G4 (23.30)</td>
<td></td>
<td></td>
<td></td>
<td>-</td>
</tr>
</tbody>
</table>

** - significant at 0.01 level.
* - Significant at 0.05 level.
@ - Not significant

G1 – Extremely Stable - High Self-Efficacy
G2 – Extremely Stable - Low Self-Efficacy
G3 – Extremely Unstable - High Self-Efficacy
G4 – Extremely Unstable - Low Self-Efficacy

The obtained ‘t’ values between the groups G1-G3, G1-G2, G2-G3 and G2-G4 are significant. This implies that all the above groups differ significantly regarding the appraisal coping resource to cope with stress.

However, the ‘t’ value of 1.24 between G3-G4 is not significant, thus, these groups do not differ significantly with respect to the use of appraisal focused coping during a stressful situation.

From, the results it can be inferred that self-efficacy and emotional maturity play an important role in the preference of coping resources among Junior College students to cope with stress.
Results and Discussions

Results of Emotional Focused Coping Resources among Junior College Students

The mean scores and the standard deviation values of Emotional Focused coping resources among Junior College students are tabulated in Table – 23.

Table – 23: Means and SDs of scores on Emotional Focused coping resources

<table>
<thead>
<tr>
<th>EMOTIONAL MATURITY</th>
<th>SELF EFFICACY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HIGH</td>
</tr>
<tr>
<td>Extremely Stable</td>
<td>Mean: 18.24</td>
</tr>
<tr>
<td></td>
<td>S.D: 6.47</td>
</tr>
<tr>
<td>Extremely Unstable</td>
<td>Mean: 20.31</td>
</tr>
<tr>
<td></td>
<td>S.D: 6.33</td>
</tr>
</tbody>
</table>

Grand means:

High Self efficacy: 19.27
Low Self efficacy: 20.67

Emotional maturity (Extremely stable): 18.64
Emotional maturity (Extremely unstable): 21.30

For the Emotional Focused coping, higher the mean value, more frequent is the use of coping resources to overcome stressful situations.

A look at the above table reveals that highest mean value 22.30 is for the low self efficacious – emotionally unstable group of subjects, thus they have higher preference for emotional focused coping style than the other three groups. The emotionally stable – high self efficacious students have least preference for the emotional coping, than the remaining groups in the study (Mean-18.24).

The grand mean scores on Emotional coping are 19.27 for High self efficacy group, 20.67 for lower self efficacy group, 18.64 for emotionally stable subjects and 21.30 for emotionally unstable subjects. The grand mean scores indicate that students with low self efficacy opt for emotional coping more frequently than high self efficacious students. Similarly, subjects who are emotionally unstable show more preference towards emotional coping to cope with stress than the subjects who are emotionally mature.
Results and Discussions

There are mean differences among the groups in Emotional focused Coping resources. However, in order to test whether there are significant differences, the data is further subjected to Analysis of variance and the obtained ‘F’ values are tabulated in Table— 24.

Table – 24: Summary of ANOVA for scores on Emotional focused coping:

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of squares (SS)</th>
<th>Df</th>
<th>Mean sum of squares(MSS)</th>
<th>“F” value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (self efficacy)</td>
<td>195.99</td>
<td>1</td>
<td>195.99</td>
<td>3.98*</td>
</tr>
<tr>
<td>B(emotional maturity)</td>
<td>707.55</td>
<td>1</td>
<td>707.55</td>
<td>14.38**</td>
</tr>
<tr>
<td>A X B</td>
<td>34.83</td>
<td>1</td>
<td>34.83</td>
<td>0.71@</td>
</tr>
<tr>
<td>Within SS</td>
<td>19471.38</td>
<td>396</td>
<td>49.17</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>20409.75</td>
<td>399</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

** - significant at 0.01 level.
* - Significant at 0.05 level.
@ - Not significant

The obtained ‘F’ value of 3.98 for self-efficacy is significant at 0.05 level, indicating a significant impact of self-efficacy on the Emotional focused coping among Junior College Students.

The ‘F’ value of 14.38 for emotional maturity is significant at 0.01 level, indicating a significant impact of Emotional Maturity on the preference for emotional focused coping in Junior College students.

However, the ‘F’ value of 0.71 for the interaction effect is not significant. This implies that there is no significant interaction between self efficacy and emotional maturity, with regard to Emotional focused coping style in Junior College students.
Results and Discussions

As, some of ‘F’ values are significant, the data are further subjected to ‘t’ test, in order to find out whether there are any significant difference among the four groups of the subjects with regard to emotional focused coping resources and the results are presented in Table – 25.

Table – 25: ‘t’ values of Emotional focused coping resources.

<table>
<thead>
<tr>
<th>Means</th>
<th>G1 (18.24)</th>
<th>G2 (19.05)</th>
<th>G3 (20.31)</th>
<th>G4 (22.30)</th>
</tr>
</thead>
<tbody>
<tr>
<td>G1 (18.24)</td>
<td>-</td>
<td>0.81@</td>
<td>2.3**</td>
<td>4.18**</td>
</tr>
<tr>
<td>G2 (19.05)</td>
<td>-</td>
<td></td>
<td>1.27@</td>
<td>3.06**</td>
</tr>
<tr>
<td>G3 (20.31)</td>
<td>-</td>
<td></td>
<td></td>
<td>2.07**</td>
</tr>
<tr>
<td>G4 (22.30)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** - significant at 0.01 level.
@ - Not significant

G1 – Extremely Stable - High Self-Efficacy
G2 – Extremely Stable - Low Self-Efficacy
G3 – Extremely Unstable -High Self-Efficacy
G4 – Extremely Unstable - Low Self-Efficacy

The above table shows significant ‘t’ values between G1-G3, G1-G4, G2-G4 and G3-G4. Thus, it can be interpreted that the above said groups differ significantly with each other with regard to the frequent use of emotional focused coping style by Junior College Students. The remaining ‘t’ values are not significant.
Results and Discussions

Results of Problem Focused Coping Resource among Junior College student

The mean scores and standard deviation scores of Problem Focused coping resources among Junior college students are presented in Table – 26.

Table – 26: Means and SDs of scores on Problem Focused coping resources.

<table>
<thead>
<tr>
<th>EMOTIONAL MATURITY</th>
<th>SELF EFFICACY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HIGH</td>
</tr>
<tr>
<td>Extremely Stable</td>
<td>Mean : 35.66</td>
</tr>
<tr>
<td></td>
<td>S.D : 7.32</td>
</tr>
<tr>
<td>Extremely Unstable</td>
<td>Mean : 35.03</td>
</tr>
<tr>
<td></td>
<td>S.D : 7.61</td>
</tr>
</tbody>
</table>

Grand means:

*High Self efficacy: 35.34  Emotional maturity (Extremely stable): 35.34

*Low Self efficacy: 34.32  Emotional maturity (Extremely unstable): 34.33

For problem focused coping, higher the mean value, more frequent is the use of problem focused coping resources by Junior college students to cope with stress.

The above table shows the mean values of the four groups of subjects in the study. Highest mean value of 35.66 for emotionally stable – High self efficacious group indicates that the subjects opt for problem coping resource more frequently when in stressful situation. They analyze the problem and try to come up with a more practical solution and thus cope better.

However, the mean value of 33.63 for emotionally unstable – low self efficacious group is the least of all the four groups under study. This indicates that emotionally unstable and low Self-efficacious students make use of problem focused coping method less frequently than the other groups under study.
Results and Discussions

The grand mean scores are 35.34 for higher self efficacy group and 34.32 for lower self efficacy group. This suggests that students who have higher self efficacy use the problem focused coping more frequently than the students with low self – efficacy.

For emotional maturity, the grand mean score for extremely stable subjects is higher (35.34) than the extremely unstable subjects (34.33), this suggests that emotionally stable students opt for the problem focused coping style more frequently than the emotionally unstable students, to cope with stress.

There are mean differences among the groups in problem focused Coping resources. However, in order to test whether there are significant differences, the data is further subjected to Analysis of variance and the obtained ‘F’ values are tabulated in Table – 27

Table – 27: Summary of ANOVA for scores on Problem focused coping scores:

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of squares (SS)</th>
<th>df</th>
<th>Mean sum of squares(MSS)</th>
<th>“F” value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (self efficacy)</td>
<td>104.03</td>
<td>1</td>
<td>104.03</td>
<td>1.77@</td>
</tr>
<tr>
<td>B (emotional maturity)</td>
<td>102.01</td>
<td>1</td>
<td>102.01</td>
<td>1.74@</td>
</tr>
<tr>
<td>A X B</td>
<td>14.45</td>
<td>1</td>
<td>14.45</td>
<td>0.24@</td>
</tr>
<tr>
<td>Within SS</td>
<td>23200.62</td>
<td>396</td>
<td>58.58</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>23421.11</td>
<td>399</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

@ - Not significant

A look at the above table shows that all the ‘F’ values, 1.77, for impact of self efficacy, 1.74 for impact of Emotional maturity and 0.24 for interaction effect of self-efficacy and emotional maturity on use of problem focused coping resources, are insignificant.
Results and Discussions

This implies that there is no significant impact of self-efficacy on the use of problem focused coping style by Junior college students. Similarly, Emotional maturity also does not have any significant impact on the use of problem focused coping by Junior College Students.

Also, there is no significant interaction between Emotional maturity and self-efficacy on the choice of problem-focused coping by Junior College students, to cope with stressful situations. Examining the foregoing discussion; indicates that Emotional maturity and Self-efficacy have significant impact on use of only emotional focused the coping resources by the subjects and does not significantly influence the choice of the other two namely appraisal focused and problem focused coping resources, thus,

*The third hypothesis which predicts that there would be significant impact of Emotional maturity and Self-efficacy on coping resources among Junior College students is accepted only for emotional focused coping resources as warranted by the results.*

With regard to interaction effect of Emotional maturity and Self-efficacy; none of the obtained ‘F’ values are significant, indicating no significant interaction between the independent variables with regard to coping resources among the subjects.

Hence, *the fourth hypothesis that predicts that there would be significant interaction between Emotional Maturity and self-efficacy of Junior College students with regard to their coping resources is not accepted as warranted by the results.*

The findings of the present study are corroborated with earlier research work by Magaya (2005) and Latha and Reddy (2006). The present study is consistent with earlier study by Andrea (2001) and Reddy (2012) who also brought out the relationship of self-efficacy and coping strategies with stress and concluded that there is significant correlation between social support, self-efficacy & emotional coping strategies.
Results and Discussions

The foregoing results reveal that the emotional maturity and self-efficacy influence the choice of coping resources by Junior college students. Coping skills are problem-solving techniques or tools; they make it possible to solve problems or meet demands more easily and efficiently than might otherwise be impossible. Self-efficacy has significant impact on use of emotional focused coping resources by Junior College students, but self-efficacy does not significantly influence the Appraisal coping and Problem focused coping among the subjects. Low self-efficacious students who perceive higher stress opt for emotional focused coping more frequently than high-efficacious students.

On the other hand, Emotional maturity has significant impact on the Appraisal focused, and Emotional focused coping resources among Junior College students. Mean values indicate that emotionally stable subjects opted for problem focused coping whereas, emotionally unstable subjects opted for appraisal and emotional focused coping resources more often than their counterparts. Emotionally stable students cope with stress by seeking information or Advice, developing alternative rewards or by taking problem and going for solving it, whereas emotionally unstable students prefer cognitive avoidance, resigning from situation or problem and submitting to fate. There are several studies in the literature such as Dumant and Provost (1999) and Sitara and Reddy (2010) who gave similar conclusions. The results of the present study are also in tune with research work of Bishakha (2012) and Reddy (2012) who also viewed that differences occur among the adolescents with respect to their choice of kind of coping resource, its practice and applicability to overcome the stress.

It has been observed that the vast majority of people are stuck in their emotional growth process somewhere in their adolescent years. Emotional maturity and self efficacy in the recent times has emerged as one of the crucial components of emotional adjustment, personal well-being and life success in different contexts of everyday life and accounts for about 80% of a person’s success in life. Stress, on the other hand, is a necessary and unavoidable concomitant of daily living-necessary because without some stress we would be listless and apathetic creatures. Therefore, adolescents with a greater ability to manage their emotions and stress are more able to cope with them in their academic life.
Results and Discussions

Fig. 5 - Graphical representation of means of Coping resources with respect to self-efficacy

- **HIGH SELF EFFICACY**
- **LOW SELF EFFICACY**

<table>
<thead>
<tr>
<th>COPING RESOURCE</th>
<th>HIGH SELF EFFICACY</th>
<th>LOW SELF EFFICACY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appraisal Focused</td>
<td>21.17</td>
<td>21.9</td>
</tr>
<tr>
<td>Emotional Focused</td>
<td>19.9</td>
<td>20.67</td>
</tr>
<tr>
<td>Problem Focused</td>
<td>35.34</td>
<td>34.32</td>
</tr>
</tbody>
</table>
Fig. 6 - Graphical representation of Means of Coping resources with respect to Emotional maturity.

- EMOTIONALLY STABLE  - EMOTIONALLY UNSTABLE

<table>
<thead>
<tr>
<th></th>
<th>EMOTIONAL FOCUSED</th>
<th>PROBLEM FOCUSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPRAISAL FOCUSED</td>
<td>20.28</td>
<td>35.34</td>
</tr>
<tr>
<td>EMOTIONAL FOCUSED</td>
<td>18.64</td>
<td>34.33</td>
</tr>
<tr>
<td>PROBLEM FOCUSED</td>
<td>21.3</td>
<td></td>
</tr>
</tbody>
</table>
SECTION – II: MULTIPLE REGRESSION ANALYSIS (MRA) 
STEPWISE OF DEPENDENT VARIABLES.

As the impact of various demographic variables on the Academic stress and choice of coping styles cannot be overlooked, apart from the main study, the investigator is also interested to study the contribution of demographic variables and also self-efficacy and emotional maturity towards the dependent variables in the study. Thus, a stepwise multiple regression analysis (MRA) is carried out regarding demographic variables such as Gender (Boys and Girls), Type of management (Government or private), Nature of course (Science or Arts), Caste to which the Subjects belong (Backward Castes and Forward castes), Birth order (First child or 2\textsuperscript{nd} / 3\textsuperscript{rd} child) and father’s education (Primary or Higher education).

In this section, the regression of the dependent variable viz., Academic stress and its five factors and the three Coping styles namely, Appraisal focused, Emotion focused and Problem focused and also Self efficacy and Emotional maturity of Junior college students are presented and discussed.

Firstly, the MRA (Step-wise) of Academic stress and its five factors namely, Personal Inadequacy (F1), Fear of failure (F2), Interpersonal difficulties with Teachers (F3), Teacher-pupil relationship and Teaching methods (F4) and Inadequate study facilities (F5), is carried out. They are presented in Tables 28 through 33.

Table 28: Summary Table of MRA stepwise of Academic stress.

<table>
<thead>
<tr>
<th>Step. No.</th>
<th>Variable Entered</th>
<th>$R^2$</th>
<th>PV</th>
<th>‘F’ value to enter or remove</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Self-efficacy</td>
<td>0.029</td>
<td>3.32</td>
<td>25.7</td>
</tr>
<tr>
<td>2.</td>
<td>Nature of Course</td>
<td>0.061</td>
<td>2.72</td>
<td>25.3</td>
</tr>
<tr>
<td>3.</td>
<td>Emotional Maturity</td>
<td>0.081</td>
<td>2.07</td>
<td>25.1</td>
</tr>
</tbody>
</table>
### Results and Discussions

Table 29: Summary Table of MRA stepwise of Personal Inadequacy (Factor-1) of Academic stress.

<table>
<thead>
<tr>
<th>Step No.</th>
<th>Variable Entered</th>
<th>$R^2$</th>
<th>PV</th>
<th>‘F’ value to enter or remove</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Self-efficacy</td>
<td>0.022</td>
<td>2.47</td>
<td>6.23</td>
</tr>
<tr>
<td>2.</td>
<td>Nature of Course</td>
<td>0.043</td>
<td>1.91</td>
<td>6.17</td>
</tr>
<tr>
<td>3.</td>
<td>Emotional Maturity</td>
<td>0.061</td>
<td>1.62</td>
<td>6.12</td>
</tr>
</tbody>
</table>

Table 30: Summary Table of MRA stepwise of Fear of Failure (Factor-2) of Academic stress.

<table>
<thead>
<tr>
<th>Step No.</th>
<th>Variable Entered</th>
<th>$R^2$</th>
<th>PV</th>
<th>‘F’ value to enter or remove</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Self-efficacy</td>
<td>0.042</td>
<td>4.29</td>
<td>5.71</td>
</tr>
<tr>
<td>2.</td>
<td>Emotional Maturity</td>
<td>0.062</td>
<td>1.92</td>
<td>5.66</td>
</tr>
</tbody>
</table>

Table 31: Summary table of MRA stepwise of Interpersonal Difficulties with Teachers (Factor-3) of Academic stress.

<table>
<thead>
<tr>
<th>Step No.</th>
<th>Variable Entered</th>
<th>$R^2$</th>
<th>PV</th>
<th>‘F’ value to enter or remove</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Self-efficacy</td>
<td>0.029</td>
<td>3.20</td>
<td>5.95</td>
</tr>
<tr>
<td>2.</td>
<td>Emotional Maturity</td>
<td>0.051</td>
<td>2.20</td>
<td>5.89</td>
</tr>
<tr>
<td>3.</td>
<td>Nature of course</td>
<td>0.073</td>
<td>1.88</td>
<td>5.82</td>
</tr>
</tbody>
</table>
Results and Discussions

Table 32: Summary Table of MRA stepwise of Teacher – pupil relationship (Factor – 4) of Academic Stress.

<table>
<thead>
<tr>
<th>Step. No.</th>
<th>Variable Entered</th>
<th>$R^2$</th>
<th>PV</th>
<th>‘F’ value to enter or remove</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Self-efficacy</td>
<td>0.012</td>
<td>1.62</td>
<td>8.33</td>
</tr>
<tr>
<td>2.</td>
<td>Type of Management</td>
<td>0.031</td>
<td>1.40</td>
<td>8.26</td>
</tr>
</tbody>
</table>

Table 33: Summary Table of MRA stepwise of Inadequate study facilities (Factor – 5) of Academic Stress.

<table>
<thead>
<tr>
<th>Step. No.</th>
<th>Variable Entered</th>
<th>$R^2$</th>
<th>PV</th>
<th>‘F’ value to enter or remove</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Nature of Course</td>
<td>0.03</td>
<td>3.01</td>
<td>6.12</td>
</tr>
<tr>
<td>2.</td>
<td>Type of Management</td>
<td>0.05</td>
<td>2.14</td>
<td>6.08</td>
</tr>
<tr>
<td>3.</td>
<td>Self efficacy</td>
<td>0.06</td>
<td>1.52</td>
<td>6.04</td>
</tr>
</tbody>
</table>

MRA of the Academic stress (Table – 28) brought out self-efficacy as a major contributor to Academic stress, which accounted for 3.32 percent of variance. The next important variable was Nature of course accounting about 2.72 percent and emotional maturity followed with 2.1 percent. Together these variables accounted for 8.1 percent of variance in dependent variable. The other variables are insignificant.

The MRA pertaining to Personal Inadequacy component of Academic stress brought out self-efficacy of the students as the important contributor to Personal Inadequacy (Table – 29). It accounted for 2.5 percent of the variance. Next in order is “Nature of course” which accounted for 2.00 percent and “emotional maturity” accounted for 1.62 percent of variance. Together these variables accounted for only 6 percent of variance in the dependent variable. The other variables are insignificant.
Results and Discussions

In the Fear of failure (Table – 30) component of Academic stress, the MRA brought into focus the self efficacy of the Junior college students as a major contributor to the Academic stress accounting about 4.3 percent of variance. Emotional maturity is next in importance contributing nearly 2.0 percent of variance. Together these variables contributed only 6.3 percent of variance. The other variables are insignificant.

The MRA pertaining to Interpersonal difficulties with teachers (Table – 31) shows that self-efficacy accounted for variance of 3.2 percent in the dependent variable, Academic stress. Emotional maturity is the next important factor accounting for 2.2 percent followed by the Nature of course which accounts for about 2 percent of variance. Totally, all these three variables account for 7.28 percent of the variance in dependent variable. The other variables are insignificant.

Regarding the Teacher-pupil relationship component of Academic stress (Table – 32), the variable self efficacy of the students accounted for 1.6 percent of variance followed by Type of management (Government – private) which accounts for 1.4 percent of variance in the dependent variable. Together these variables account for only 3 percent of variance in the dependent variable.

In the Inadequate study facilities component of Academic stress (Table – 33) the MRA brought into focus the Nature of course (Science / Arts) as a major contributor to the Academic stress accounting about 3.01 percent. The type of management is next in importance contributing 2.14 percent of variance whereas self-efficacy of the students contributed about 1.5 percent of variance, together these variables accounted for only 6.7 percent of variance in the dependent variable.

After examining the MRA (Step-wise) of Academic stress and its component and the contribution of the independent variables, carried out for the total sample (N = 400) shows that self efficacy, emotional maturity, Nature of course and Type of management are the most important variables accounting for the percent of variance. The other variables are insignificant.
Results and Discussions

As a next step, the MRA of coping resources is taken up. Table 34 through 36 given the summary of MRA data of the coping resources pertaining to Appraisal focused coping, Emotional focused coping and Problem focused coping resources among Junior College Students.

The MRA for Appraisal focused coping (Table – 34) shows that only three independent variable put together account for 7.6 percent of the variance in coping resources of this, emotional maturity account for 4 percent of variance, type of management account for 3 percent and self-efficacy accounts only for 0.6 percent of variance. The remaining variables are not significant.

The MRA belonging to Emotional focused coping (Table – 35) among Junior College students brought out the fact that in this coping style it is the Type of management which accounted maximum (13.5 percent) to the variance in the dependent variable, nature of course followed suit with 6.1 percent. Emotional maturity and self-efficacy contributed 3.2 and 2 percent respectively. Together, these variables account for 25 percent variance in the dependent variable, Emotional focused coping among Junior college students. The other variables are insignificant.

MRA of Problem focused coping (Table – 36) revealed that only gender contribute nearly 1 percent to the variance in Problem focused coping styles among Junior college students. All the other variables are insignificant.

Table – 34: Summary Table of MRA stepwise of Appraisal Focused Coping Style

<table>
<thead>
<tr>
<th>Step No.</th>
<th>Variable Entered</th>
<th>$R^2$</th>
<th>PV</th>
<th>‘F’ value to enter or remove</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Emotional maturity</td>
<td>0.041</td>
<td>3.99</td>
<td>6.10</td>
</tr>
<tr>
<td>2.</td>
<td>Type of Management</td>
<td>0.064</td>
<td>2.75</td>
<td>6.03</td>
</tr>
<tr>
<td>3.</td>
<td>Self-efficacy</td>
<td>0.073</td>
<td>0.57</td>
<td>6.01</td>
</tr>
</tbody>
</table>
Results and Discussions

Table – 35: Summary Table of MRA stepwise of Emotional focused Coping style.

<table>
<thead>
<tr>
<th>Step. No.</th>
<th>Variable Entered</th>
<th>$R^2$</th>
<th>PV</th>
<th>‘F’ value to enter or remove</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Type of management</td>
<td>0.15</td>
<td>13.53</td>
<td>6.59</td>
</tr>
<tr>
<td>2.</td>
<td>Nature of Course</td>
<td>0.18</td>
<td>6.09</td>
<td>6.47</td>
</tr>
<tr>
<td>3.</td>
<td>Emotional Maturity</td>
<td>0.21</td>
<td>3.23</td>
<td>6.35</td>
</tr>
<tr>
<td>4.</td>
<td>Self-efficacy</td>
<td>0.24</td>
<td>1.88</td>
<td>6.24</td>
</tr>
</tbody>
</table>

Table – 36: Summary table of MRA stepwise of Problem Focused coping style.

<table>
<thead>
<tr>
<th>Step. No.</th>
<th>Variable Entered</th>
<th>$R^2$</th>
<th>PV</th>
<th>‘F’ value to enter or remove</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Gender</td>
<td>0.01</td>
<td>1.06</td>
<td>7.6</td>
</tr>
</tbody>
</table>

Nextly, MRA of the ‘self efficacy’ and “Emotional Maturity” is carried out to assess the contribution of each demographic variable under study. Table 37 and 38 provide the MRA data for self-efficacy and emotional maturity.

The summary table for MRA pertaining to self-efficacy (Table – 37) brought into focus, caste as the important variable with a 4 percent contribution to self-efficacy of Junior College students. Father’s education and Type of management are the next important contributor with 3 percent each. Gender contributed 2.3 percent. Together, all these variables account for nearly 12 percent of the variance in self-efficacy. The other variables are unimportant.
Results and Discussions

Table – 37: Summary Table of MRA stepwise of self-efficacy of Junior college students.

<table>
<thead>
<tr>
<th>Step. No.</th>
<th>Variable Entered</th>
<th>$R^2$</th>
<th>PV</th>
<th>'F' value to enter or remove</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Caste</td>
<td>0.048</td>
<td>4.035</td>
<td>5.20</td>
</tr>
<tr>
<td>2.</td>
<td>Father’s education</td>
<td>0.081</td>
<td>2.895</td>
<td>5.12</td>
</tr>
<tr>
<td>3.</td>
<td>Type of management</td>
<td>0.106</td>
<td>2.640</td>
<td>5.05</td>
</tr>
<tr>
<td>4.</td>
<td>Gender</td>
<td>0.118</td>
<td>2.262</td>
<td>5.02</td>
</tr>
</tbody>
</table>

Table – 38: Summary Table of MRA stepwise of Emotional Maturity of Junior College students.

<table>
<thead>
<tr>
<th>Step. No.</th>
<th>Variable Entered</th>
<th>$R^2$</th>
<th>PV</th>
<th>'F' value to enter or remove</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Gender</td>
<td>0.049</td>
<td>5.26</td>
<td>23.39</td>
</tr>
<tr>
<td>2.</td>
<td>Caste</td>
<td>0.072</td>
<td>1.76</td>
<td>23.13</td>
</tr>
<tr>
<td>3.</td>
<td>Father’s education</td>
<td>0.086</td>
<td>1.59</td>
<td>23.01</td>
</tr>
</tbody>
</table>

Table – 38 provides MRA of Emotional maturity. The results indicate that Gender contributes 5.3 percent, caste contributes 1.8 percent and Father’s education contributes 1.6 percent of variance in emotional maturity. The other variables are insignificant.

The foregoing results of MRA of the dependent variables viz., Academic stress and coping resources among Junior College students give us a somewhat comprehensive understanding of some of the determinants of the status of Junior college students. For, the aforementioned dependent variables may be considered, in a broad sense, to indicate how the self-efficacy, emotional maturity and some of the demographic variables influence the perception of Academic stress and choice of coping resources among Junior College students.
Results and Discussions

The sample, as far as this study is considered, is composed of adolescent boys and girls studying in Government and Private Junior College of rural and urban background belonging to various castes and birth order and with parents having varied educational qualifications who constitute a sizeable portion of the population.

Considering the first of these variables i.e., Academic stress, it was observed that Self-efficacy and Emotional maturity are the major determinants, followed by nature of course and type of management, which also contribute to the levels of Academic stress, as well as its five components viz., Personal inadequacy, fear of failure, Interpersonal – difficulties with teachers, teacher-pupil relationship and Inadequate study facilities. However, gender, caste, birth order and father’s education of the subjects are not important variables.

Hence, the fifth hypothesis which states that socio demographic variables namely gender, type of management, nature of course, caste, birth order and Father’s education influence academic stress, coping resources, emotional maturity and self-efficacy of Junior college students is partially accepted by the results.

The results of the present investigation are in tune with earlier studies by Rao (2007); Janardharam and Kumar (2008); Uma and Kumar (2011) and Raju and Rao (2012), who also concluded that type of management and nature of course significantly, affect the Academic stress perceived by the Adolescents.

The self-efficacy as a major contributor to stress has been highlighted in earlier studies by Geetha (2006), Caprara et.al (2010) and Sud Shonali (2010). Similarly, literature regarding Emotional maturity has been earlier cited by Rao (2007) and Reddy (2012).

Considering the percent contribution of self-efficacy and Emotional maturity and the socio-demographic variables in the study, towards coping resources among the subjects, it is clear from MRA, that Emotional Maturity, self-efficacy and type of management are major contributors for appraisal focused coping and Emotional focused coping resources; whereas, gender is brought out to be the only contributor for problem focused coping resources among Junior College students. The results are
Results and Discussions

in tune with studies by Janardharam and Kumar (2008); Andrea (2001); Viswanath and Srikanth (2005); Sitara and Reddy (2010); Ramya & Parathasarathy (2009) and Kannappan (2012). However, the other variables, such as birthorder, caste, and father’s education are not significant contributors for choice of coping resources by the subjects.

Regarding, self-efficacy and emotional maturity, the demographic variables such as, gender, caste and parental educational proved to be potent contributors. The above said results are consistent with earlier studies for gender (Aleem and Sheema (2005); Rai and Pandey (2009); Sharma (2009); Saima and Neeru (2012); Sud Shonali (2012); towards parental educational (Geetha (2006); Saima & Neeru (2012); family type (Nanda (2005); Suneetha (2007); and for caste (Subbarayan & Viswanathan (2011) and nature of course (Ramesh and Jadhav, 2011), who viewed that science students are having relatively high emotional maturity than the arts students.
Chapter 5

SUMMARY & CONCLUSIONS
Summary and Conclusions

The present investigation is an attempt to study the impact of Emotional maturity and Self-efficacy on Academic stress and Coping resources among Junior college students.

Subjects of the present study are 400 students both boys and girls, studying science and arts groups in various Government and Private Junior colleges in and around Tirupati of Chittoor District, Andhra Pradesh.

In the present study, Emotional maturity and Self-efficacy are the independent variables and Academic stress and Coping resources are taken as dependent variables. The investigator met the students in their respective Junior colleges, with the permission of the Principals and administered the questionnaires pertaining to their Personal data, Emotional maturity, Self-efficacy, Academic stress and Coping resources.

A 2 X 2 Factorial design is employed in the study to assess the impact of Emotional maturity and Self-efficacy on Academic stress and Coping resources among Junior college students. Analysis of variances, MRA and 't' test are applied, wherever necessary to test the hypotheses. The objectives of the present study are as follows:

1. To assess the impact of Emotional maturity and Self-efficacy on Academic stress of Junior College students.
2. To study whether there is any significant interaction between Emotional maturity and Self-efficacy with regard to Academic stress among Junior College students.
3. To assess the impact of Emotional maturity and Self-efficacy on Coping resources of Junior College students.
4. To study whether there is any significant interaction between Emotional maturity and Self-efficacy with regard to Coping resources among Junior College students.
5. To study the influence of certain socio-demographic factors on Emotional maturity, Self-efficacy, Academic stress and Coping resources among Junior College students.
Summary and Conclusions

Keeping in view the above objectives, the following hypotheses are formulated:

1. There would be significant impact of Emotional maturity and Self-efficacy on Academic stress among Junior college students.
2. There would be significant interaction between Emotional maturity and Self-efficacy of Junior college students with regard to their Academic stress.
3. There would be significant impact of Emotional maturity and Self-efficacy on coping resources among Junior College students.
4. There would be significant interaction between Emotional maturity and Self-efficacy of Junior college students with regard to their Coping resources.
5. Socio demographic variables namely gender, type of management, nature of course, caste, birth order and Father’s education influence academic stress, coping resources, emotional maturity and self-efficacy of Junior college students.

FINDINGS OF THE STUDY:

1. Study shows that, Emotional maturity and Self-efficacy have significant impact on the Academic stress among Junior College students. Students who are highly self efficacious and extremely stable experience lower Academic stress than low self - efficacious and emotionally unstable groups.
2. It is found that; Emotional maturity has a significant impact on the use of appraisal focused and emotional coping among Junior College Students. Emotionally unstable subjects opt for the appraisal focused coping resources more frequently than compared to emotionally stable group.
3. Study results establish that; Self – efficacy does not has any significant impact on the choice of appraisal focused and problem focused coping resources by the subjects to deal with stress.
4. Study shows that; Self-efficacy and Emotional maturity are the major contributor for Academic stress, followed by nature of course and type of management.
5. Emotional Maturity, self-efficacy and type of management are major contributors for appraisal focused coping and Emotional focused coping resources; whereas, gender is the major contributor for problem focused coping resources among Junior College students.
LIMITATIONS:

What do the foregoing results mean? What implications could be inferred from the results? These questions would come to the mind of any Research Investigator. Before seeking answers to these, it is desirable to keep in mind some limitations of this study. The sample of the study is small though by using systematic randomization procedure is still small. A single individual could not help this because this is an investigation undertaken under the constraints of resources and time. A similar study on a larger sample may be attempted before the results could be generalized to all the Junior college students. Yet, the results can be considered a pilot study that has opened possibilities of a more intense investigation.

IMPLICATIONS:

The present investigation is an attempt to examine the impact of Emotional Maturity and Self-efficacy on Academic stress and Coping resources of Junior College students. The relationship of demographic variables such as Gender (Boys and Girls), Type of College (Private and Government), Group of study (sciences and arts), birth order (1st child and 2nd/3rd/4th child), caste (Forward caste and backward caste) and Father’s education (up to primary and higher education) are also focused.

Emotional Maturity and Self-efficacy has significant impact on the Academic Stress and Coping resources of Junior college students. Emotional Maturity and Self-efficacy are made up of skills and these skills can be improved through education. Thus it is not surprising that we should look to college as the prime location for the promotion of Emotional Maturity and Self efficacy. It is important to remember that exhibiting emotional maturity will have a far-reaching impact on those around you. Parents who integrate emotional maturity into their interactions with their children are being excellent role models, for they are providing their children with some of the necessary tools for living a rewarding and satisfying life.

Goleman (1998), considered college as one place, which can turn to compensate student’s deficiencies in emotional and social competence. As such colleges face the challenge to teach as well as nurturing the capabilities and emotional skills of students. Thus, the challenge can be met by infusing self-efficacy and
emotional literacy into the standard curriculum as well as creating college climate that fosters the development and applications of their inherent capabilities and emotional skills.

Next in the institution of family, parents have a lot of responsibility and should care about emotional stability and self-efficacy of their children. They need to carefully monitor their capabilities, emotions, skills, impulses, feelings and moods and teach them to withhold and exercise themselves to become emotionally stable and cope with the problems. Children are totally different, and every wise parent will recognize this. Rightly training skills in Emotional Maturity and Self-efficacy should start from the institution of family, school and society in this order.

Curriculum to impart Self-efficacy Skills may be introduced at intermediate college levels to reduce Academic Stress and prepare them to use effective coping skills.

**Implications for Teaching and Parenting**

- Understand the multiple influences on self-efficacy
- **Structure curricular and social experiences:** As the child grows, the individual differences in his character also develop. There is a greater similarity in the character of young children, while it is not so in the case of adolescents. Besides heredity, the social and economic status is also responsible for many differences in their behavior. The curriculum should also be based in accordance with such variations in the behavior.
- **Involve parents:** Teachers and parents can structure curricular and social experiences to aid the development of adolescents’ self-efficacy. With respect to the curriculum, students will feel more emotionally stable and self-efficacious about learning when they understand how the new learning builds on what they know. Although self-efficacy and emotional maturity is a domain-specific construct, it is plausible that self-efficacy for learning will generalize to other situations when students understand.
- Ensure smooth transitions during adolescent stage.
- Create supportive home and classroom environments to curb negative emotions.
Summary and Conclusions

- Teach effective life skills, how the new learning relates to the old.
- Involve Health care professionals to tackle the stress experiences at the +2 level.

SUGGESTIONS FOR FUTURE RESEARCH:

The investigation as we have explained earlier is limited to the students studying at Junior college level owing to problems of practicability as the research was made for the Ph.D. Degree.

- It would, therefore be worthwhile to investigate into the problems of academic stress and its relation to emotional maturity and self-efficacy among students of different levels by employing a longitudinal method. This would help focus on the origins of emotional immaturity, academic stress, lower self-efficacy and use of inefficient coping resources, and the course of their development and thus would help identify suitable remedial measures.
- Another study could be made to investigate academic stress, emotional maturity, self-efficacy and coping styles of the socially disadvantaged pupils and socially non-disadvantaged pupils.
- Emotional maturity and self-efficacy among professional and non-professional groups may be probed.
- Academic stress and coping resources are largely the resultant effect of the integration of personality characteristics with environmental forces. The problem of how individual differences in personality interact with characteristics of the environmental situation to affect Academic stress and coping styles is not properly probed. Studies of this type should be attempted by the Researchers in future.
- Fifth and not least important is to study the effect of remedial measures. A remedial program could be suitably worked out and implemented for lowering the Academic stress at Junior college level and motivate them to opt for more effective coping resources under stressful conditions. This would be a kind of action oriented research mainly aimed in the form of individual / group counseling and imparting social skills such as self efficacy and emotional maturity etc.
- Replications of this study could be made to check the results of the study.
References


References


Anna Bokszczanin and Dawid Mokowskii. Stress In Childhood and Adolescence Family Economic Hardship, Parental Support and Social Anxiety In Adolescents Stress and Anxiety Research Society 6, Sp Nr 15 Opole, Poland.


References


References


References


References


References


References


References


References


References


References


References


References


References


References


Dear students,

As a part of my research work to pursue Ph. D degree, I want to collect some of the details regarding your academics and your personal data. Answer as honestly as possible, what is true of you. The information required is purely for academic purpose and the responses given by you will be kept strictly confidential.

1. Name : 
2. Age : 
3. Gender : Boy / Girl
4. Group : Bipc / Mpc / Ccc / Hecs / Other
5. Year Of Study (Inter) : I Year / II Year / Long Term
6. Nature Of Residence : Day Scholar / Hostel
7. Type Of College : Government / Private / Aided
8. Locality : Rural / Urban
9. Religion : Hindu / Muslim / Christian / Others
10. Caste : Oc / Bc / Sc / St
11. Previous Exam Marks : 10th Class :
   Inter 1st Year :
   Inter 2nd Year :
12. Type Of Family : Joint / Nuclear
13. Birth Order : 1st / 2nd / 3rd / ----
14. Father Occupation : 
15. Father Education : 
16. Family Annual Income : Below Rs. One Lakh / 1 To 5 Lakh / Above 5 Lakh
APPENDIX – II

GENERAL SELF EFFICACY SCALE

Instructions:

Some statements are given on the next page regarding the way we think, feel and act. Against each statement there are four boxes shown under the options ranging from Not at all true, to Mostly true. Please read each statement and select anyone option for each statement. Please tick mark (✓) the selected option for each statement in the box under that option. The entire scale usually does not take more than a few minutes to answer. Be sure not to omit any statement. This is not a test of your intelligence or ability but simply a measure of your level of self-efficacy (i.e., a belief in one’s ability to perform a specific action). Your answers will be kept confidential and will be used for research purpose only.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Not at all true</th>
<th>Somewhat true</th>
<th>Almost true</th>
<th>Mostly True</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I can always manage to solve difficult problems if I try hard enough.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>2. If someone opposes me, I can find means and ways to get what I want.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>3. It is easy for me to stick to my aims and accomplish my goals.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>4. I am confident that I could deal efficiently with unexpected events.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>5. Thanks to my resourcefulness, I know how to handle unforeseen situations.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>6. I can solve most problems if I invest the necessary effort.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>7. I can remain calm when facing difficulties because I can rely on my coping abilities.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>8. When I am confronted with a problem, I can usually find several solutions.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>9. If I am in trouble, I can usually think of something to do.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>10. No matter what comes my way, I am usually able to handle it.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>
Dear students,

Here are 48 questions about you. Five possible responses are provided, such as; VM: very much, M: much, UD: undecided, P: probably and N: never. Read each question carefully and mark (√) in any one of the five responses that indicates your level of agreement with particular content of the question. Do not think too much while answering, whatever you feel may be indicated.

<table>
<thead>
<tr>
<th>S.N</th>
<th>ITEMS</th>
<th>VM</th>
<th>M</th>
<th>UD</th>
<th>P</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Are you involved in mental botherations?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Do you get frightened about the coming situation?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Do you stop in the middle of any work before reaching the goal?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Do you take the help of other persons to complete your personal work?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Is there any difference between your desires and objectives?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Do you feel within yourself that you are short-tempered?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Do you feel that you are very stubborn?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Do you feel jealous of other people?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Do you get wild due to anger?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Do you get lost in imagination and daydream?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>If you fail to achieve your goal, do you feel inferior?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Do you experience a sense of discomfort and lack of peace of mind?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Do you tease against others?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Do you try to put the blame on other for your</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
lapses?
15 When you do not agree with others, do you start quarrelling with them?
16 Do you feel yourself as exhausted?
17 Is your behavior more aggressive than your friends and others?
18 Do you get lost in wool gathering (imagination)?
19 Do you feel that you are self-centered?
20 Do you feel that you are dissatisfied with yourself?
21 Do you have a strained companionship with your friends?
22 Do you hate others?
23 Do you praise yourself?
24 Do you avoid joining in social gatherings?
25 Do you spend much of your time for your own sake?
26 Do you lie?
27 Do you bluff?
28 Do you live very much too alone?
29 Are you proud by nature?
30 Do you shirk from work?
31 Even though you know some work, do you pretend as if you do not know?
32 Even if you do not know about some work, do you pose as if you know it?
33 Having known that you are at fault, instead of accepting it, do you try to establish that you are right?
34 Do you suffer from any kind of fear?
35 Do you lose mental balance?
36 Are you in the habit of stealing of any kind?
<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you indulge freely without bothering about moral codes and conduct?</td>
<td>[ ] [ ] [ ] [ ] [ ] [ ]</td>
</tr>
<tr>
<td>Are you pessimistic towards life?</td>
<td>[ ] [ ] [ ] [ ] [ ] [ ]</td>
</tr>
<tr>
<td>Do you have a weak will?</td>
<td>[ ] [ ] [ ] [ ] [ ] [ ]</td>
</tr>
<tr>
<td>Are you intolerant about the views of others?</td>
<td>[ ] [ ] [ ] [ ] [ ] [ ]</td>
</tr>
<tr>
<td>Do people consider you as undependable?</td>
<td>[ ] [ ] [ ] [ ] [ ] [ ]</td>
</tr>
<tr>
<td>Do people disagree with your views?</td>
<td>[ ] [ ] [ ] [ ] [ ] [ ]</td>
</tr>
<tr>
<td>Would you like to be a follower?</td>
<td>[ ] [ ] [ ] [ ] [ ] [ ]</td>
</tr>
<tr>
<td>Do you disagree with the opinions of your group?</td>
<td>[ ] [ ] [ ] [ ] [ ] [ ]</td>
</tr>
<tr>
<td>Do people think of you as an irresponsible person?</td>
<td>[ ] [ ] [ ] [ ] [ ] [ ]</td>
</tr>
<tr>
<td>Do you show interest in others work?</td>
<td>[ ] [ ] [ ] [ ] [ ] [ ]</td>
</tr>
<tr>
<td>Do people hesitate to take your help in any work?</td>
<td>[ ] [ ] [ ] [ ] [ ] [ ]</td>
</tr>
<tr>
<td>Do you give more importance to your work than others work?</td>
<td>[ ] [ ] [ ] [ ] [ ] [ ]</td>
</tr>
</tbody>
</table>
APPENDIX – IV

STUDENT'S ACADEMIC STRESS SCLAE

Instructions:

There are 40 items describing the stress in your college life from various sources. The level of stress you feel for each item can be indicated by making circle on the given number.

0-Never 1- Very Rarely 2- Sometimes 3- Very Often 4- Always

ITEMS

1. Teachers make too many extra demands on students. 0 1 2 3 4
2. Poor interest in some subjects. 0 1 2 3 4
3. Progress reports to parents. 0 1 2 3 4
4. The teacher is not humorous towards us. 0 1 2 3 4
5. Lack of concentration during study hours. 0 1 2 3 4
6. Difficulty in remembering all that is studied. 0 1 2 3 4
7. Worrying about examination. 0 1 2 3 4
8. Lack of self confidence. 0 1 2 3 4
9. The teachers do not listen to our ideas. 0 1 2 3 4
10. Conflict with friends/ college authorities. 0 1 2 3 4
11. Teachers give more punishment in the class. 0 1 2 3 4
12. Worry about results after the exams. 0 1 2 3 4
13. Hesitate to ask the teacher for detailed explanation. 0 1 2 3 4
14. Biased attitude of the teacher. 0 1 2 3 4
15. Inadequate space or room for study at home. 0 1 2 3 4
16. Not knowing how to prepare for the examination. 0 1 2 3 4
17. Lack of assertiveness (confidence) in the class. 0 1 2 3 4
18. Lack of opportunity to meet teachers during leisure time. 0 1 2 3 4
19. Teachers show socio-economic status on students. 0 1 2 3 4
20. Slow in getting along with the curriculum. 0 1 2 3 4
21. Exam papers are tough and not corrected well. 0 1 2 3 4
<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>Unable to complete the assignment in time.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>23</td>
<td>Lack of communication between teacher and students.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>24</td>
<td>Monotonous (boring or tedious) teaching style by the teacher.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>25</td>
<td>Not enough discussion in the class.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>26</td>
<td>Lack of mutual help among classmates.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>27</td>
<td>Lack of fluency while speaking the language other than the mother tongue.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>28</td>
<td>Difficulty in public speaking.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>29</td>
<td>The teacher is fast and does not use Blackboard legibly.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>30</td>
<td>Teachers lacking interest in the students.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>31</td>
<td>Examination syllabus too heavy in some subjects.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>32</td>
<td>Feeling of inferiority.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>33</td>
<td>Unable to discuss Academic failures with the parents.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>34</td>
<td>Not able to grasp the subject matter.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>35</td>
<td>Incomplete and confusing study material.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>36</td>
<td>Eleventh hour preparation for the examination.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>37</td>
<td>Importance of the subject being studied.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>38</td>
<td>Difficulty in adjusting with the opposite gender.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>39</td>
<td>Inadequate subject knowledge of the teacher.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>40</td>
<td>Inadequate lab and library facilities.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
APPENDIX – V

COPING STYLES QUESTIONNAIRE

Instructions:
When some unhappy events happen, people behave in different ways to adjust to it. Listed below are some such ways of managing distressing events, by an ordinary person. Read each statement carefully and indicate with a circle around, if it applies to you. Also indicate the extent to which you behave, on a five point scale (0, 1, 2, 3, 4).

0-Never 1- Very Rarely 2- Sometimes 3- Very Often 4- Always

ITEMS

1. Hope that the things will get better. 0 1 2 3 4
2. Try to maintain some control over the situation. 0 1 2 3 4
3. Find out more about the situation so that you can handle it better. 0 1 2 3 4
4. Think through different ways to handle the situation. 0 1 2 3 4
5. Look at the problem objectively. 0 1 2 3 4
6. Eat, smoke or chew gum. 0 1 2 3 4
7. Try out different ways of solving the problem to see which works the best. 0 1 2 3 4
8. Draw on past experience to help you handle the situation. 0 1 2 3 4
9. Try to find the meaning in the situation. 0 1 2 3 4
10. Pray: trust in God. 0 1 2 3 4
11. Get nervous. 0 1 2 3 4
12. Worry. 0 1 2 3 4
13. Break the problem down into smaller pieces. 0 1 2 3 4
14. Seek comfort or help from family or friends. 0 1 2 3 4
15. Set specific goals to help solve the problem. 0 1 2 3 4
16. Accept the situation as it is. 0 1 2 3 4
17. Want to be alone. 0 1 2 3 4
18. Laugh it off, figuring that things could be worse. 0 1 2 3 4
19. Try to put the problem out of your mind. 0 1 2 3 4
20. Day dream, fantasize. 0 1 2 3 4
21. Get prepared to expect the worst. 0 1 2 3 4
22. Talk the problem over someone who has been in the 0 1 2 3 4
same type of situation.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>Actively try to change the situation.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>24</td>
<td>Get mad; curse; swear.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>25</td>
<td>Cry; get depressed.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>26</td>
<td>Go to sleep, figuring things will look better in the morning.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>27</td>
<td>Don’t worry about it; everything will probably work out fine.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>28</td>
<td>Withdraw from the situation.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>29</td>
<td>Work off tension with physical activity.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>30</td>
<td>Settle for the next best thing.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>31</td>
<td>Take out your tensions on someone or something.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>32</td>
<td>Drink alcoholic beverages.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>33</td>
<td>Resign yourself to the situation because things look hopeless.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>34</td>
<td>Do nothing in the hope that the problem will take care of itself.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>35</td>
<td>Resign yourself from the situation because it is your fate.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>36</td>
<td>Do anything just to do something.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>37</td>
<td>Blame someone else for your problems.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>38</td>
<td>Meditation, yoga or bio-feedback.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>39</td>
<td>Let someone else solve the problem.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>40</td>
<td>Take drugs.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Thank you for your kind co-operation.

Yours sincerely,

(S. HASEENA)
M.Sc, M.Phil
ISSN: 2319-5282

EDU CARE
A Peer Reviewed Journal

AN INTERNATIONAL JOURNAL OF EDUCATION & HUMANITIES

Vol. I, Number - 1 January - December, 2012

Chief Editor
Dr. N.V.S. Suryanarayana

Co-Editor
S.B. Nangia

APH Publishing Corporation
4435-36/7, Ansari Road, Darya Ganj
New Delhi-110002
Self Efficacy and Coping Styles among Junior College Students
S. Haseena* and Dr. L.K. Reddy**

ABSTRACT
Coping is the process of managing taxing circumstances, expending effort to solve personal and interpersonal problems and seeking “to master, minimize, reduce or tolerate stress” or conflict. Different people cope with their schemas in different ways. In coping with stress, people tend to use one of the three main coping strategies: Appraisal-focused, problem-focused, or emotion-focused coping. Typically, people use a mixture of all three types of coping and coping skills will usually change over time. Adolescence is a formative time in developing coping skills, due to the many demands on teenagers. Self-efficacy makes a difference in how people feel, think and act. Believing in one’s coping reservoir assists in making sound judgments and in initiating adaptive coping responses.

The present research work is aimed to study the impact of self-efficacy on coping styles among the junior college students. The study consists of a sample of 60 boys and 60 girls of First and Second year Intermediate students from different Junior Colleges. The self-efficacy of the subjects was measured by using Self-Efficacy Scale developed by Sonali Sud (2001) and the three types of coping styles—Appraisal focused, Emotional focused and Problem focused coping were assessed using the Coping styles inventory by Reddy and Reddy (1990). The data collected was subjected to statistical analysis such as mean, S.D., ANOVA and t-test. Results revealed that self efficacy has a significant impact on the coping styles adopted by the Adolescents. The junior college students with higher self efficacy adopted the problem focused coping irrespective of their gender. Low self-efficacious students preferred emotional focused coping. However, there is no significant difference between the low self-efficacious and high self efficacious boys and girls with regard to their appraisal coping style.

INTRODUCTION
Adolescence is a very important period of one’s life. It is the stage in human life when rapid changes take place. The individual’s physical, mental, social, moral and spiritual outlooks undergo revolutionary changes. Such changes during adolescence are more rapid than during infancy or childhood. Due to this growth human personality develops new dimensions.

Dr. Albert Bandura (1993), an influential social psychologist, coined the term “self-efficacy” to describe people’s internal beliefs about their ability to have an impact on events that affect their lives. Your self-efficacy is your belief in your own effectiveness as a person, both generally in terms of managing your life and specifically with regard to competently dealing with individual tasks.

When a given demand (e.g., passing an exam, winning a race) is perceived as something you can handle because you expect you will do well based on preparation or past experience (e.g., because you have studied for the exam or trained for the race), you are likely to perceive the demand as a challenge and as an exhilarating experience.

The growth and reduction of self-efficacy is influenced over time by social comparison with peer and is therefore more pronounced as one grows older. There is much evidence documenting the significant relationship between self-efficacy beliefs and achievement in academic settings (Bandura, 1997), athletics (Zimmerman and Kit Santas, 1996), Dyadic parent-child relationship (Bandura, 1997), Marital relationship and parenting (Williams et al, 1997), maternal attachment and child behaviour

*S. Haseena (Research Scholar) Dept. of Psychology, S.V.University, Tirupati.
**Dr. L.K. Reddy (Associate Professor) Dept. of Psychology, S.V.University, Tirupati.
Adolescents acquire much self-efficacy information from their families and home environments (Schunk and Miller, 2002). Family influences that promote effective interactions with the environment enhance self-efficacy and competence beliefs. More specifically, parents and caregivers help children build a sense of competence when they provide an environment that offers some challenges, encourages, sets high but realistic aspirations, contains positive role models, provides and supports mastery experiences and teaches how to deal with difficulties.

The relationship between emotion, self-efficacy and identification with academics, self-presentation, motivation and academic outcomes among urban, alternative school students was investigated by Rausch, John and others (2009). The results showed that self-efficacy and identification with academics produced significantly positive correlations with intrinsic motivation and academic outcomes. The strategies students adopt in their study are influenced by a number of social-cognitive factors and impact upon their academic performance. Merce Prat-Sala and Pau (2010) examined the interrelationships between motivation orientation (intrinsic and extrinsic), self-efficacy (in reading academic texts and essay writing) and approaches to studying (deep, strategic and surface). The results showed that both intrinsic and extrinsic motivation orientations were correlated with approaches to studying.

Deepa and Sunnetha (2012) examined the self-efficacy and happiness in youth. Results indicated a positive relationship between self-efficacy and happiness in youth.

Coping is the process of managing taxing circumstances, expending effort to solve personal and interpersonal problems and seeking "to master, minimize, reduce or tolerate stress" or conflict. Individual differences in personality, age, experience, gender, intellectual ability and cognitive styles affect the way an individual copes with stress.

Coping styles are the result of both prior experience and previous learning. Coping skills are something that can be learned. If you don’t have good coping skills, you can study techniques that will allow you to get better at coping over time. All of the stress-reduction techniques that we will shortly be presenting in this document (in the sections below covering Stress Management and Stress Prevention strategies) can be thought of as coping skills. In essence, they are tools that you can learn and then “carry around” in your personal toolbox to help you become better at managing your stress (Harry, Natalie and Mark, 2008). Metterson and Ivanovich (1987) outline a study dealing with coping styles as part of a longer programme of stress management training.

Improvements in three coping skills are addressed: Cognitive, interpersonal and problem solving. Coping skills are classified as problem-focused or emotion-focused. Problem-focused skills include problem solving, time management, communication and social skills, assertiveness, lifestyle changes and direct actions to change environmental demands. Emotion-focused skills are designed to relieve distress and foster emotion regulation. These include denial, expressing feelings and relaxation.

Batool Pashang and Mridua Singh (2008) the relationship of Emotional Intelligence (E.I.) with Coping strategies, in adults (n=599). The mean scores on problem solving, distraction positive and acceptance strategies showed that the subjects with high levels. E1 used these strategies more than those with low levels of E1. On the other hand, the subjects with the lowest levels of E1 coped with their anxiety through distraction negative, religion, denial or social support more than other strategies.

Parameswari (2010) focuses on relationship between self-esteem and stress coping strategies; gender difference in self-esteem and stress coping strategies among adolescents. The result shows that there is a relationship between self-esteem and stress coping strategies, there is no significant gender difference in self-esteem but there is a significant gender difference in certain coping strategies: positive refocusing, refocus on planning and positive reappraisal.
Surekha Chousalkar (2011) opines that teenagers face a multitude of ongoing stressful problems including relationship difficulties, illness or death of family and friends, family pressures and expectations placed on them for academic success and so on. These life stressors have been shown to contribute to an increased risk of emotional, cognitive and behavioural difficulties in teenagers such as depression.

The males and females had significant differences in learning related stressors, academic related stressors, drive and desire related stressors. The male students had significant coping rather than the females showing gender variations. This warrants need to bring about changes in the sources of stress and need for interventions to improve their ways of coping (Kannappan, 2012).

Following are the objectives of the present study;
1. To study the impact of gender on the Coping styles adopted by the Adolescents.
2. To study the impact of Self Efficacy on the Coping styles adopted by the Adolescents.

TOOLS USED IN THE STUDY
1. The Generalized Self Efficacy Scale originally developed by Schwarzer and Jerusalem (1992), was adapted by Shonali Sud in 2002 for Indian Sample. The scale is designed for general adult population, including adolescents. The scale is a self-administered comprehensive questionnaire. The scale consists of 10 items. The responses are made on a 4-point scale. In the test samples the Cronbach's alphas ranged from 0.76 to 0.90, with the majority in the high 0.80s. The scale is unidimensional.
1. Appraisal focused (12 items)
2. Emotional focused (13 items)
3. Problem focused (15 items)
The test-retest correlation of 50 individuals with an interval of 20 days is found to be 0.85.

SAMPLE
The sample of the study comprises 120 Junior college students which includes 60 adolescent boys and 60 adolescent girls of age group 15 – 17 years. The subjects of the study belonged to both Government and Private Junior colleges in and around Tirupati, Chittoor district, Andhra Pradesh. The students belonged to various streams of study such as sciences, arts and vocational courses.

RESULTS
Table-1: Means and SDs of Appraisal Focused, emotional focused and Problem focused coping style among Junior college students

<table>
<thead>
<tr>
<th>Self-efficacy</th>
<th>Appraisal focused coping</th>
<th>Emotional focused coping</th>
<th>Problem focused coping</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BOYS</td>
<td>GIRLS</td>
<td>BOYS</td>
</tr>
<tr>
<td>High Mean</td>
<td>23.7</td>
<td>23.4</td>
<td>22.8</td>
</tr>
<tr>
<td>S.D</td>
<td>7.2</td>
<td>5.0</td>
<td>6.0</td>
</tr>
<tr>
<td>Low Mean</td>
<td>23.8</td>
<td>23.1</td>
<td>27.1</td>
</tr>
<tr>
<td>S.D</td>
<td>6.8</td>
<td>6.2</td>
<td>7.7</td>
</tr>
</tbody>
</table>

Table 1 illustrates the means and standard deviation values of the subjects on the three coping styles – appraisal focused, emotional focused and problem focused. Gender wise, boys make use of
their Appraisal and problem focused coping styles more than the girls during stressful conditions. The mean values of boys for appraisal focused (23.7, 23.8) and problem focused (35.2, 32.5) are higher than that of the girls in the respective coping styles. However, girls show higher mean values of 23.9 and 24.9 for the emotional focused coping style than the boys. This indicated that boys of Junior colleges make use of their appraisal or problem focused coping styles most of the times during stressful conditions rather than emotional focused coping. But, girls at the Junior college levels exhibit more of the emotional focused coping under the stressful conditions, rather than adopting the appraisal or problem focused coping styles. It is obvious as by birth, it is considered that the female child is more sensitive and emotional by nature. Even the peer group of the adolescent girls support and sympathize the emotional behaviour compared to the other two resources of coping such as, appraisal and problem focused coping styles.

With regard to self-efficacy, table 2 reveals that both adolescent boys and girls who have a higher self-efficacy (mean values - 35.2 and 34.7) prefer problem focused coping style compared to the low efficacious students. The mean values of the subjects on emotional focused coping shows the students with low self-efficacy (mean values - 27.1 and 24.9) select emotional coping compared to the high self-efficacious students. This shows that self-efficacy of a student affects his/her choice and adoption of the style of coping resources during stressful conditions. A higher self efficacy makes the person to take any challenging situation in a positive manner and thus, the person adopts new methods of looking at the problem, search various means to solve the problem and come up with some satisfactory solution. Self-efficacy is people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave.

On the other hand low self-efficacious students adopt an emotional focused coping resource. As self-efficacy describes one's beliefs about his/her ability to handle stressful situation, possessing high levels of self-efficacy tends to decrease people's potential for experiencing negative stress feelings by increasing their sense of being in control of the situations they encounter. The perception of being in control (rather than the reality of being in or out of control) is an important buffer of negative stress. When people feel that they are not in control, they start feeling stressed and this leads to emotional outbursts.

However, self-efficacy mean values for the appraisal focused coping does not show much variations for both boys and girls indicating that both high efficacious and low efficacious students does not adopt the appraisal focused coping much during any stressful events.

Table 2: Summary of Anova for Coping Styles in Junior College Students

<table>
<thead>
<tr>
<th>SOURCE OF VARIANCE</th>
<th>APPRAISAL FOCUSED</th>
<th>EMOTIONAL FOCUSED</th>
<th>PROBLEM FOCUSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>GENDER</td>
<td>0.19 @</td>
<td>0.17 @</td>
<td>0.22 @</td>
</tr>
<tr>
<td>SELF EFFICACY</td>
<td>0.01 @</td>
<td>4.02 *</td>
<td>4.40 *</td>
</tr>
<tr>
<td>GENDER X SELF EFFICACY</td>
<td>0.03 @</td>
<td>1.53 @</td>
<td>0.1 @</td>
</tr>
</tbody>
</table>

@ - Not Significant
* - Significant At 0.05 Level

Table 2 shows the F values for the gender and self-efficacy of the Junior college students. There is no significant difference between the boys and girls of junior colleges with regard to their use of the three types of coping resources – appraisal focused, emotional focused and problem focused. However, self-efficacy has a significant impact on the choice of the coping styles by the subjects. A significant 'F' value of 4.02 for the emotional focused coping style indicates that lower
self-efficacious resort to these types of coping styles than compared to the high self-efficacious students. The "F" value of 4.40 for the problem focused coping is also significant and indicated that a higher self efficacy in the students make them to select a problem solving method and come out of the stressful situation rather than appraisal and emotional outburst.

The results of the present research are in tune with the earlier studies of Surekha Chousalkar (2011) and Kannappan (2012) who studied the gender differences and their impact on the method of adopting various coping strategies. Tracey Devonport (2006), John (2009), Sala and Pau (2010) and Afia Saleem and Attaullah Shah (2011) studied the self-efficacy of adolescents and confirmed that high levels of self-efficacy motivated the person and enhances his/her inner capabilities so that he can tackle any stress situation positively and effectively.

CONCLUSIONS

- Gender has no significant impact on the coping styles adopted by the Adolescents.
- Self-efficacy has a significant impact on the coping styles adopted by the Adolescents.
- The adolescents with higher self-efficacy adopted the problem focused coping irrespective of their gender.
- Low self-efficacious adolescents preferred emotional focused coping.
- There is no significant difference between the low self-efficacious and high self-efficacious boys and girls with regard to their appraisal coping style.

IMPLICATIONS

A strong sense of self-efficacy enhances human accomplishment and personal well being in many ways.
- Making the adolescents aware of the importance of perceived self-efficacy in coping with stress.
- Strengthening the four factors influencing the self-efficacy of an individual namely- enactive, exhortative, vicarious and emotive, helps them cope better with stress.

SUGGESTIONS FOR FUTURE RESEARCH

- This study is conducted at the micro level. Therefore its findings cannot be generalized. There is need to conduct the study at macro level. This study is restricted to the students of Junior college students. It may be extended to other areas of education such as students of secondary schools, colleges and Universities.
- Apart from the gender other variables such as area of residence, type of school, family structure, socio-economic background and factors such as learning skills, training programs may be attempted in the future. Students at all levels are now subjected to academic stress. Therefore, the future studies may be attempted to examine the level of Students academic stress and emotional intelligence in relation to gender, age streams of study and educational level.

LITERATURE CITED

6 S. Haseena and Dr. L.K. Reddy


RESULTS

![Figure-1: Means of Adolescent Boys and Girls on Coping Styles](image)

![Figure-2: Means of High Self Efficacious and Low Self Efficacious Adolescents on Coping Styles](image)
ISSN: 2319-8265

EDUCATION TIMES
A Peer Reviewed Journal
AN INTERNATIONAL JOURNAL OF EDUCATION & HUMANITIES
Vol. I, Number - 1 January - December, 2012

Chief Editor
Dr. S. Sabu

Co-Editor
S.B. Nangia

APH Publishing Corporation
4435-36/7, Ansari Road, Darya Ganj
New Delhi-110002
Impact of Emotional Maturity and Self-efficacy on Academic Stress of Junior College Students

S. Haseena*

ABSTRACT

The present study is aimed to study the impact of Self-efficacy and emotional maturity on Academic stress among the Junior College Students. The study consists of a sample of 200 boys and 200 girls of First and Second year Intermediate students from different Junior colleges. The Self-efficacy of the subjects was measured by using Self Efficacy Scale developed by Sonali Sud (2001), the levels of emotional maturity were assessed by using Emotional Maturity Scale developed by Yashvir Singh and Mahesh Bhargava (1990) and the Student Academic Stress Scale developed by Reddy (1999) was used to find the levels of Academic stress. The data collected was subjected to statistical analysis such as mean, S.D and ANOVA. Results revealed that self-efficacy has a significant impact on the academic stress. The junior college students with higher self-efficacy have lower academic stress levels than the low self-efficacious students. Emotional Maturity has significant impact on the Academic stress factors such as - Personal inadequacy, Fear of failure and Interpersonal Difficulties with Teachers. There is no significant impact of both Self-efficacy and emotional maturity on the Academic stress among Junior College Students.

INTRODUCTION

Self-efficacy is a key cognitive process contributing to healthy human functioning. Factors associated with schooling, peers and families affect self-efficacy development in adolescents. Adolescence is a challenging time and there are multiple ways that negative influences can lower students' self-efficacy. Theory and research suggest strategies that teachers and parents can use to help promote self-efficacy in adolescents. Individuals who develop a resilient sense of self-efficacy during adolescence are in a better position to withstand the normal challenges of development and are well positioned for learning into adulthood.

Pajares, F. (2003) examined the contribution made by the self-efficacy component of Bandura's (1986) social cognitive theory to the study of writing of academic settings, and found that students confidence in their writing capabilities influence their writing motivation as well as various writing outcomes in the school.

The relationship between emotion, self-efficacy and identification with academics, self-presentation, motivation and academic outcomes among urban, alternative school students was investigated by Rausch, John and others (2009). The results showed that self-efficacy and identification with academics produced significantly positive correlations with intrinsic motivation and academic outcomes. Venkatesh and Lissamma (2012) examined the effectiveness of Cognitive Behavioural Therapy (CBT) on Self efficacy and the Academic achievement in the adolescents. Findings of the study revealed that the experimental group exhibited significant enhancement in their self-efficacy and Academic achievement.

Emotional Maturity plays a crucial role in determining life success. Similarly, in the field of education, it can be assumed that the quality of educational programs which was a function of effective learning upon the level of emotional maturity of the students and teachers. Further, the findings of few studies revealed that the importance of channelizing emotional expression skills among adolescents would lead to their effective mental health and personality development.

*Research Scholar, Department of Psychology, S.V. University, Tirupati.
Findings reported that disintegration of personality among adolescents among urban pupils are owing to poor emotional maturity. Therefore, the social climate at +2 level demands the need for promotion of social skills especially social intelligence and social maturity among adolescent boys and girls.

The findings of few studies reported that stress and strain among adolescent pupils need development of coping strategies with good emotional maturity. The present investigation aimed to study the impact of Emotional Maturity on Academic Adjustment. Geeta and Vijaylakshmi (2006) studied the impact of emotional maturity of adolescents on their stress and self-confidence. The findings revealed that the adolescents with high emotional maturity have significantly high stress ($t=10.44; \ p<0.001$) and self-confidence ($t=-2.92; \ p<0.01$) when compared to those with low emotional maturity. Adolescents with more number of siblings have shown significantly higher level of self-confidence ($t = 2.96; \ p<0.01$) than their counter parts.

The Emotional maturity becomes important in the behaviour of individuals. As the students are the pillars of the future generations their Emotional maturity is vital one. Studies show that the emotional maturity of college students is extremely unstable. The sex, community and the family type did not play any role in the emotional maturity of the college students. But, the college students belong to different religious shows significant difference in their emotional maturity (Subbaraya and Viswanathan, 2011).

Geetha and others (2012) examined the impact of emotional maturity on self-efficacy of adolescent students. The results revealed that adolescents with lower emotional immaturity have shown high self-efficacy. This infers the importance of highlighting on the development of emotional maturity of adolescents through life skill training programmes to enhance ultimately their self-efficacy.

Academic stresses take many forms and can affect students in different ways. Procrastination is a common stumbling block for many personality types. Research shows that poor prioritization and time management often sabotage undergrads, mentally, physically and academically. Numerous studies prove that there is a strong correlation between time management and academic performance. Keeping tight control over time - or even feeling in control of time - leads to high levels of life satisfaction. This type of person typically has a positive view of self, performs better on exams, and generally feels less stressed. Many studies document that household economic problems have a negative influence on adolescents' emotions and behaviours. The study done by Anna Bokszczanin and Dawid Mokowskii (2010) examined the relationship between family economic stress, and parental support with social anxiety symptoms in adolescents.

Miny Chandra and Mishra (2011) The phenomenon of "stress" has been studied from the purview of stress as a 'cause' as a 'consequence' and as an 'experience'. Stress does not exist in the "event" but rather is a result of appraisal of the event that is producing stress (Lazarus and Folkman 1984). Stress itself is not important, but how we deal with the situation determines the intensity of stress. Harmful effects of stress can be mitigated if we are able to cope with it well. It can be achieved by changing thoughts and behaviours to manage distress (emotion focused-coping) or by managing the problems underlying distress (problem-focused-coping) in context of stressful situations (Folkman 1997a). Life skills are "abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life" (WHO 1993).

The phenomenon of "stress" has been studied from the purview of stress as a 'cause' as a 'consequence' and as an 'experience'. Stress does not exist in the "event" but rather is a result of appraisal of the event that is producing stress (Lazarus and Folkman 1984). Raju and Rama Raja (2012) examined the academic stress among intermediate students in a sample of 276 students and observed significant difference between academic stress with class, medium, income and types of institutions.
Table-2: ‘F’ values of Academic stress among Junior College Students

<table>
<thead>
<tr>
<th>Source of variance</th>
<th>Factor-1</th>
<th>Factor-2</th>
<th>Factor-3</th>
<th>Factor-4</th>
<th>Factor-5</th>
<th>Academic stress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self efficacy</td>
<td>9.08 **</td>
<td>15.72 **</td>
<td>12.76 **</td>
<td>5.17 *</td>
<td>4.19 *</td>
<td>12.33 **</td>
</tr>
<tr>
<td>Emotional maturity</td>
<td>ee6.73**</td>
<td>8.21 **</td>
<td>9.45 **</td>
<td>1.66 @</td>
<td>1.96 @</td>
<td>8.66**</td>
</tr>
<tr>
<td>interaction</td>
<td>1.33 @</td>
<td>2.94 @</td>
<td>0.003 @</td>
<td>0.07 @</td>
<td>1.5 @</td>
<td>0.76 @</td>
</tr>
</tbody>
</table>

Note: @ - not significant  
* - significant at 0.05 level  
** - significant at 0.01 level

Table-2 gives the ‘F’ values obtained by Analysis of Variance regarding the five various factors of Academic Stress. The ‘F’ values regarding impact of Self-efficacy on all the five factors of Academic stress viz. - Personal Inadequacy, Fear of failure, Interpersonal Difficulties with Teachers, Teacher- Pupil relationship and Inadequate Study facilities are highly significant (9.08, 15.72, 12.76, 5.17 and 4.19). This indicates that Self-efficacy has a significant impact on the Academic stress among Junior College students.

A strong sense of efficacy enhances human accomplishment and personal well-being in many ways. People with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided. Such an efficacious outlook fosters intrinsic interest and deep engrossment in activities. They set themselves challenging goals and maintain strong commitment to them. They heighten and sustain their efforts in the face of failure. They quickly recover their sense of efficacy after failures or setbacks. They attribute failure to insufficient effort or deficient knowledge and skills which are acquirable. They approach threatening situations with assurance that they can exercise control over them. Such an efficacious outlook produces personal accomplishments, reduces stress and lowers vulnerability to depression (Bandura, 1994).

In contrast, people who doubt their capabilities shy away from difficult tasks which they view as personal threats. They have low aspirations and weak commitment to the goals they choose to pursue. When faced with difficult tasks, they dwell on their personal deficiencies, on the obstacles they will encounter, and all kinds of adverse outcomes rather than concentrate on how to perform them successfully. They slacken their efforts and give up quickly in the face of difficulties. They are slow to recover their sense of efficacy following failure or setbacks. Because they view insufficient
performance as deficient aptitude it does not require much failure for them to lose faith in their capabilities. They fall easy victim to stress and depression (Bandura, 1998).

The 'F' values regarding Emotional Maturity (6.73, 8.21, 9.45) for three academic stress factors - Personal Inadequacy, Fear of failure and Interpersonal Difficulties with Teachers, are highly significant, whereas the 'F' values of 1.66 and 1.96 for impact of Emotional maturity on the Academic stress factors - Teacher-Pupil relationship and Inadequate Study facilities, are not significant. This indicates that Emotional maturity has significant impact on the Personal Inadequacy, Fear of failure and Interpersonal Difficulties with Teachers among Junior College Students, whereas, no significant impact of Emotional maturity on Teacher-Pupil relationship and Inadequate Study facilities factors of Academic stress.

However, none of the 'F' values are significant for the interaction effect of both Self efficacy and Emotional maturity on Academic stress among Junior College Students.

The results of the present study are in tune with earlier research work by Chandra and Mishra (2011), Amin (2012) and Geetha (2012), who also opined that self-efficacy, positive thinking and emotional maturity tend to decrease the stress among adolescents and help better adjustment and coping with the stressful situations and environmental demands.

CONCLUSIONS
1. There is significant impact of self-efficacy on the academic stress among Junior college Students.
2. Emotional Maturity has significant impact on the Academic stress factors such as - Personal Inadequacy, Fear of failure and Interpersonal Difficulties with Teachers.
3. There is no significant impact of Both Self efficacy and emotional maturity on the Academic stress among Junior college Students.

SUGGESTIONS AND IMPLICATIONS
Seeking out the services of a counselor or therapist has been found to be a very effective tool for learning techniques to increase your emotional maturity. Teachers and parents can structure curricular and social experiences to aid the development of adolescents' self-efficacy.

Implications for Teaching and Parenting
- Understand the multiple influences on self-efficacy
- Structure curricular and social experiences
- Involve parents
- Ensure smooth transitions
- Create supportive home and classroom environments
- Teach effective life skills how the new learning relates to the old.

LITERATURE CITED
4. Pajares, F. (2003). Self Efficacy Beliefs, Motivation, And Achievement In Writing ; A Review Of The Literature. Reading And Writing Quarterly, 19, 139-158.