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Literature Study: The Correlation between Self-Efficacy and Academic Anxiety in College Student

Rachma Kusuma Wardani[1], Hayyu Nur Larasati[2], Sherli Sasmita[3] and Erlina Dwi Agustia[4]

[1234]S1 Psikologi, Universitas Negeri Surabaya, Ketintang, Surabaya, Indonesia

rachma.21038@mhs.unesa.ac.id; hayyu.21114@mhs.unesa.ac.id; sherli.21122@mhs.unesa.ac.id; erlina.21145@mhs.unesa.ac.id

Abstract: This study aims to determine the relationship between self-efficacy and academic anxiety in college students. The method used in this research is a literature study. The data collection technique involves collecting several studies to answer the analysis technique used, which is the content analysis technique. To maintain the integrity of the assessment and prevent incorrect information in the data analysis, bibliography checks and literature re-reading were conducted. The results of this study as well as the conclusion are that there is a strong negative relationship between self-efficacy and academic anxiety in students. The higher the self-efficacy, the lower the academic anxiety of students. The conclusion of this research is evident from several other research results that have been carried out previously that are relevant to the topic we take.

Keywords: self-efficacy, academic anxiety, student

1 INTRODUCTION

In education, students face many challenges that can affect their academic performance and well-being. Students are required to play an active role in dealing with all their assignments, both in lectures and activities outside lectures (Riani & Rozali, 2014). In completing each task that is obtained, students need the ability, skill, and confidence. If a student does not feel confident in actually using every ability and skill, then it can be said that he has failed to complete each of his assignments (Johanda et al., 2019). Self-confidence in the ability that is owned is called self-efficacy. Self-efficacy is a person's belief in his or her ability to achieve the desired results (Green, 2022). Low self-efficacy makes them avoid the tasks and obligations they should be doing and lose confidence in their own abilities, thereby increasing their anxiety level. Typical academic-related anxiety (e.g., experiencing fear while attending class, worrying about lower performance than one's classmates performance, worrying about managing academic responsibilities, and feeling stressed about schoolwork) Academic anxiety is considered a general form of certain types of anxiety (e.g., test or evaluation anxiety, foreign language anxiety, and mathematics anxiety) in the school context. According to the APA, anxiety is a feeling that includes tension, worry, and excessive fear of certain situations. Academic anxiety is considered to be a generalized representation of the perceived threat posed by the stressor faced in an academic task, setting, or academic context. This anxiety is often accompanied by physical symptoms such as a fast heartbeat, nausea, and fast breathing.

(Nevid et al., 2005) said that anxiety can affect the self-efficacy of individuals who are unsure when faced with stressful challenges in their lives, so these individuals will feel increasingly anxious about these challenges. Academic self-efficacy represents students' confidence in their ability to perform such academic activities as: (1) asking questions, (2) responding to questions, (3) approaching teachers for help, (4) engaging in academic discussions, (5) following and making sense of material covered in class, (6) meeting assignment and project deadlines, (7) consulting friends for help, (8) producing the best work in exams, (9) making sense of feedback from teachers on assignments, (10) being able to study independently, and (11) passing the semester in the first attempt. This conclusion was further strengthened by research with UNY student subjects from 7 faculties and the 2016-2018 batch program conducted by Purwanti et al. (2020) who said that if self-efficacy in students is high, anxiety in students will have low scores. At the conclusion of the study, it was also found that there was a relationship between self-efficacy variables and anxiety variables in

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students. Based on literature studies and research that has been done previously, this is the basis for researchers to conduct research using literature studies with the topic "Relationship of Self-Efficacy with Student Academic Anxiety.

2 MATERIALS AND METHODS

This research uses an approach in the form of a literature study or literature review. Literature studies are obtained from various sources, including books, libraries, journals, and the internet. The literature study for this research includes several series of activities including literature data collection, reading and recording, and systematic, critical, objective, and analytical data processing. The form of writing used is a literature study that emphasizes the results of research that have a relationship with the topic or variable that has been chosen, namely self-efficacy and academic anxiety in students. In this study, the data used and analyzed are secondary data obtained from research results that have been conducted previously and have been published in national and international articles, journals, or books. Researchers get references by searching the internet using search engines such as Google Scholar, Researchgate, the National Library (Perpusnas), and Google Book. The data analysis method used in this research is the content analysis technique. This analysis is used to get valid information and can be reanalyzed on the basis of context (Krippendoff, 1993). In analyzing the data, first analyze the results of significant research. Next, choose the year of publication of the journal or book with the most recent edition. The researcher also reads the abstract to see if the content of the source is related to the topic the researcher wants to raise.

3 RESULTS

Students are integral to the educational system, and their experiences are undeniably intertwined with academic pursuits as well as the apprehension associated with these endeavors. Each student, undoubtedly, possesses a unique level of self-efficacy. To fulfill the objectives of our study, we have compiled previous research that delves into the intricate relationship between self-efficacy and students' academic anxiety. Our findings from this compilation reveal a consistent pattern of interconnection between self-efficacy and academic anxiety. (Barrows et al., 2013) conducted empirical research, providing concrete evidence of a correlation between self-efficacy, examination anxiety, and overall academic achievement. From their work, we posit that a student's self-assurance is directly proportional to their levels of academic anxiety. This perspective aligns with the research conducted by (Yeşilyurt, 2014), who emphasizes the significant explanatory power of academic anxiety regarding self-efficacy. Although Yeşilyurt's study focuses on educators as subjects, we contend that educators and students share a common thread as key actors within the education system, inherently linked to the academic domain. Furthermore, the (Nie et al., 2011) study delves into the issue of student assignments, highlighting the potential for increased academic anxiety when not balanced with adequate self-efficacy. Based on our current understanding, it is evident that self-efficacy and student academic anxiety have a positive and interconnected relationship.

4 DISCUSSIONS

Based on the extensive literature review we've compiled, it becomes evident that self-efficacy is intricately linked to the academic anxiety experienced by college students. Students with high self-efficacy tend to have a reduced likelihood of experiencing significant academic anxiety, whereas those with lower self-efficacy often grapple with higher levels of academic anxiety. Several studies provide empirical support for the relationship between self-efficacy and academic anxiety.

One such study, focusing on student self-efficacy and persistence while working on their theses in the context of academic anxiety, reveals a notable connection between self-efficacy, anxiety, and persistence (Mugiarso et al., 2018). The findings indicate that self-efficacy significantly influences anxiety levels and persistence among students. Furthermore, another research endeavor exploring self-efficacy and student academic anxiety establishes a negative and significant correlation, with higher self-efficacy among students resulting in lower levels of academic anxiety (Purwanti et al., 2020). This finding underscores the pivotal role of self-efficacy in mitigating academic anxiety. Conversely, data stemming from research on the relationship between academic anxiety and self-efficacy reveals that academic anxiety is significantly linked to self-efficacy, whereby heightened academic anxiety is associated with diminished self-efficacy (Fitri & Firman, 2020). This interrelation underscores how academic anxiety can erode students' belief in their ability to

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succeed. It is important to note that our research, while informative, has limitations. We conducted a literature study and did not directly engage with student subjects. To further advance this field of study, we recommend future research to expand the number of sources, incorporate direct research with student participants, and continue to unravel the complex relationship between self-efficacy and academic anxiety.

The General Self-Efficacy Scale was developed by Sherer et al. in 1982 (Kordzanganeh et al., 2021). Despite being developed many years ago, this scale continues to be frequently used to measure self-efficacy levels. The scale comprises 17 statements that assess three aspects of behavior: the desire to initiate an action, sustained effort in completing an action, and resilience in the face of obstacles. The evaluation of this scale employs a Likert scale with five options, ranging from 1 to 5. Questions 1, 3, 8, 9, 13, and 15 are rated with scores of 5 (indicating strongly agree), 4 (indicating agree), or 3 (indicating disagree), while the other items are rated with inverse scores.

5   CONCLUSIONS

Based on the literature study discussed in the previous chapter regarding the relationship between self-efficacy and academic anxiety in students, it can be concluded that there is an inverse relationship between self-efficacy and academic anxiety in students. The higher the self-efficacy, the lower the academic anxiety that will be experienced. Vice versa, the lower the self-efficacy, the higher the academic anxiety.

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