

Self-Efficacy, Social Anxiety and Academic Adjustment in Undergraduate Students

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Abstract

The goal of this study is to determine how students' perceptions of their own academic aptitude and degree of social discomfort affect their capacity to manage the rigors of college life. Self-report questionnaires, such as the GSE, LSAS, and AAS, are used in cross-sectional surveys to examine relationships, specifically if higher levels of self-efficacy are linked to better academic adjustment and lower levels of social anxiety. This study used stratified sampling, selecting participants from multiple population strata to ensure a representative and objective sample. The study consisted of 16–25-year-old male and female undergraduate students from both urban and rural locations. After the study was formally approved and the researcher's institutional connection was confirmed by Faisalabad government colleges, eligible subjects provided their informed permission. Participants got a confidentiality guarantee, were told the purpose of the study, and had the chance to ask questions both before and during the completion of the evaluation scales.

Keywords: Self-efficacy, social anxiety and academic adjustment

Introduction

Self-efficacy is the ability to plan and execute a specific course of action to solve a problem or finish a task (Eccles & Wigfield, 2002). The theory states that academic self-efficacy may differ in degree as a mechanism. Some people believe that demanding jobs are the best for them, while others believe that challenging jobs are the best for them. Others simply accept easier assignments (Nasa & Sharma, 2014).

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Since The ideas (i.e., perceptions, expectations) that people have about their capacity to plan and carry out the actions required to accomplish predetermined goals are known as perceived self-efficacy, or simply self-efficacy (Bandura, 1995). In the educational setting, self-efficacy refers to students' perceptions of their ability to learn or complete a particular activity, which involves identifying relevant possibilities and challenges (Schunk, 1991).

An excessive dread of being ridiculed, ashamed, or humiliated in social contexts is the hallmark of social anxiety, generally referred to as social anxiety disorder (SAD). Because they are so afraid of being judged poorly by others, people with social anxiety may avoid social situations and public places (Parveen, et al., 2020; ul haq, 2019; Ali & Haq 2017). Academic progress, career growth, and interpersonal ties can all be significantly impeded by this disease. Often recognized as a chronic and incapacitating disorder, it can also be treated with methods such as cognitive-behavioral therapy (American Psychiatric Association, 2013). Fear of social interactions and events can lead to social anxiety. People who are socially anxious tend to steer clear of uncomfortable situations that could negatively impact their relationships with others, as well as their prospects of succeeding in school and the career (Stein & Stein, 2008). Because of this, people who struggle with social interaction frequently have low self-esteem, which can have a big effect on their general well-being and academic performance (Morrison & Heimberg, 2013). Social anxiety can result from a fear of social situations and interactions. People who are socially anxious usually avoid awkward circumstances that could harm their relationships with others, as well as their chances of doing well in school and at work. As a result, people with social interaction anxiety often have low self-esteem, which has an impact on their academic performance. People who suffer from social anxiety deliberately steer clear of social situations because they are uncomfortable, nervous, and fear judgment (Jaleel, & Sarmad, 2024; Jalil, Sarmad, & Shafi, 2023; Muhammad, et al., 2020). The primary characteristic of social anxiety disorder, commonly referred to as social phobia, is an overwhelming dread of embarrassment, which is frequently followed by an avoidance of social or public events (Naseer, et al., 2024; Shah et al., 2023; Aurangzeb, & Haq, 2012). In the past 20 years, social anxiety disorder has been recognized. Over the past 20 years, social anxiety disorder has been identified as a separate condition from other anxiety disorders (Azhar, 2024; Azhar & Imran, 2024; Azhar, et al., 2022). It is a common, usually chronic, often incapacitating, and treatment-responsive disorder. Social anxiety can manifest itself in a variety of ways, such as extreme and overwhelming nervousness while

speaking in front of an audience or when dining in public. Typically, it is interpreted as stress (Comer, 2005).

The process by which students adjust to the academic requirements of a new learning environment, like college or university, is referred to as academic adjustment. Effective time management, creating fresh study techniques, fulfilling academic requirements, and controlling academic stress are all included in this. Persistence in higher education and overall academic performance depend on successful academic adjustment (Baker & Siryk, 1984). In this process of addressing each person's needs while managing stress, tension, and disagreements is called adjustment. Students must adjust their behavior to fit in at a new school because they come from diverse backgrounds with their own standards and beliefs (Robinson, 2009). Academic adjustment is a critical driver of academic achievement that can be influenced by a variety of psychological and social factors (Danish, Akhtar & Imran, 2025; Mankash, et al., 2025; Hafeez, Yaseen & Imran, 2019).

The person tries to establish and preserve a cordial contact with its surroundings during the adjustment phase. The process through which students, particularly those relocating to a college or university, become used to the academic standards and requirements of a new learning environment is known as academic adjustment. Among the most crucial elements of this shift are the development of effective study habits, time management skills, academic motivation, and the ability to cope with academic pressure. Pupils need to learn how to manage new teaching techniques in the classroom, take on more work, and become more independent (Khan & Haq, 2025; Haq & Khan, 2024). Nearly all new students experience an adjustment period as they acclimate to their unique developmental pace in a university setting. Academic adjustment refers to a student's capacity to handle the academic demands of a new learning environment, particularly when they are relocating to a college or university. Academic effort, learning motivation, classroom satisfaction, and performance outcomes like grades are only a few of its components.

Student Adaptation to College Questionnaire (SACQ), which offers an organized method of evaluating these components, has been crucial in determining which students might require further assistance. Institutions may play a significant role in fostering healthy academic adjustment by offering academic advising, orientation programs, and counseling services that are customized to the needs of incoming students (Iqbal, Shah & Abid, 2025; Ivascu, et al., 2022; Ghulam, et al., 2019). This is

because it is essential for student retention and overall academic performance. Students must adapt to new teaching strategies, increased workloads, time management requirements, and increased learning autonomy. While persistence and academic success in higher education are linked to excellent adjustment, academic adjustment problems can lead to stress, subpar performance, and even dropout (Baker & Siryk, 1989).

Every student has a distinct level of adjustment based on their age and developmental stage (Dyson & Renk, 2006). Students may encounter several difficulties when they move from college to university, such as adjusting to a new setting, new teachers, new acquaintances, a different style of life, and a different course of study. In order to cope with a range of new academic problems, including lengthy class hours, a variety of teaching philosophies, and an excess of homework, students are expected to alter their study habits and put in more effort when they attend college. Every college graduate acknowledges that transition is difficult for students on many levels (Conley, 2008).

Bandura introduced the Social Cognitive Theory, and the idea of self-efficacy has been relevant to psychological research (Bandura, 1997). Self-efficacy is the conviction that one can effectively do given activities or deal with particular circumstances (Bandura, 1997). This idea is essential for controlling motivation, behavior, and emotional reactions. The severity and persistence of anxious sensations in social situations can be greatly influenced by low self-efficacy when it comes to social anxiety (Khan, Haq, & Naseer, 2022; Shaukat, Rehman, & ul Haq, 2021). People with social anxiety frequently question their capacity to communicate with others, expect unfavorable opinions, and feel embarrassed, all of which erode their self-esteem and encourage avoidance tactics.

According to Bandura, this type of self-doubt reduces opportunities to become socially competent and feeds the anxiety cycle by making people less likely to attempt social interaction. Therefore, social anxiety and self-efficacy are correlated, according to Bandura's theory: low self-efficacy contributes to social anxiety, whereas excessive anxiety prevents the development of self-efficacy by causing people to avoid challenging social situations. Thus, boosting self-efficacy through mastery experiences and progressive exposure is an essential therapy strategy for social anxiety (Bandura, 1997).

Research Hypothesis

- There will significant relationship in Self-Efficacy, Social Anxiety and academic adjustment in undergraduate students.
- There will positive relationship between self-efficacy and academic adjustment in undergraduate students.
- Academic Self-efficacy and social anxiety will significant predictor of academic adjustment in undergraduate students

Review of the Literature

Self-efficacy is a key component in predicting kids' academic performance. However, regardless of their mediating effects on self-efficacy beliefs, attitude and gender are important for some persons. Students who perform well academically are more likely to get admitted to colleges and universities as well as have preferences for higher education (Shah, Qazi & Khan, 2025; Naseer, Rehan & Shah, 2024; Malik, Hanif & Elahi, 2025). It is also known that girls are encouraged to undervalue their aptitude for science courses starting in the seventh grade (Pajares, 2000). A key component of academic success is self-efficacy, which provides students with the foundation for explaining their actions in the context of their entire life (Shaukat, et al., 2020; ul Haq & ur Rehman, 2017). The idea of self-efficacy is closely related to one's perceptions of one's own competence and efficacy. A person with strong self-efficacy feels good about themselves and is confident in their ability to complete difficult tasks (Khosro, et al., 2024; Sultana & Imran, 2024; Ahmad, Bibi & Imran, 2023). There is a high correlation between academic achievement and self-efficacy, and the association between academic performance and self-efficacy has been well documented in the literature (Reasoner, 2004).

Numerous studies have found a favorable correlation between academic achievement and self-efficacy and self-esteem (Lockett & Harrell, 2003; Verkuyten & Brug, 2002). Test scores and math grades were favorably connected with math self-concept (Marsh et al., 2005). There are notable distinctions between the levels of self-efficacy and self-esteem that successful and failed seventh-grade pupils experience (Martin et al., 2002). According to the findings of a longitudinal study, self-efficacy continues to rise over the course of six years of university education, reaching a respectably high level by the end of the program (Salmela Aro, 2006).

Numerous student psychosocial issues and their effects on academic achievement are well known (Jaleel, Rabbani, & Sarmad, 2025; Ali, et al., 2020; Ahmad, 2018). Students' performance is negatively impacted by psychological issues including anxiety and depression; particularly, high levels of anxiety have a greater detrimental effect on students' academic performance. It has been shown that among schoolchildren with anxiety, there is a substantial correlation between academic performance and depressive symptoms (Kayani, et al., 2023; Khan, et al., 2021; Naseer, et al., 2021; Khan & Khan, 2020). Additionally, schoolchildren's academic performance is said to improve when their anxiety levels are reduced (Wood, 2006).

Self-efficacy is the conviction that one can accomplish particular tasks or reach objectives (Bandura, 1977). It has a significant impact on human motivation, behavior, and thought processes and is a fundamental component of social cognitive theory. Self-efficacy has been repeatedly associated with students' psychological health, motivation, perseverance, and academic success. These results lend credence to the idea that self-efficacy serves as a safeguard against academic stress and burnout as well as a motivating factor. It is consequently a crucial psychological tool for undergraduate students to have a smooth academic transition. Self-efficacy is a crucial psychological tactic for undergraduates adjusting to college life. Academic self-efficacy was found to be a strong predictor of students' GPA, optimism, and stress management skills in college settings (Chemers et al., 2001).

Academic adjustment, social anxiety, and self-efficacy all interact dynamically and reciprocally (Sohail-Rehan, & Ul-Haq, 2018; Haq, 2017; ul Haq, 2012). Studies have shown that social anxiety and self-efficacy are negatively correlated, thus students who think they can succeed academically are less likely to suffer from terrible social anxiety (Lent et al., 1987). This link is particularly important since social anxiety might limit opportunities to develop self-efficacy by impeding the development and expression of academic ability. Furthermore, the association between academic adjustment and self-efficacy is mediated by social anxiety. Furthermore, the association between academic adjustment and social anxiety is mediated by self-efficacy. Children who experience social anxiety but have high levels of self-efficacy may still be able to adjust and thrive academically (Pajares, 2006).

Furthermore, long-term studies suggest that early academic success may strengthen views about one's own abilities, which may eventually protect against the negative emotional impacts of social anxiety (Komarraju & Nadler, 2013).

Methodology

❖ Research Design

Either a regression-based methodology, like mediation or moderation analysis, or a purely correlational methodology were used in this study.

❖ Population of the Study

The study, which involved college students, looked at their academic adjustment, social anxiety, and self-efficacy levels. The participants covered a broad spectrum of ages, backgrounds, and teaching experiences and were chosen from a number of educational institutions.

❖ Sampling Techniques

The stratified sampling strategy was used to collect data for this investigation.

❖ Inclusion and Exclusion Criteria

Inclusion Criteria

- Participants in the study included both males and women.
- The age range of study participants was 16–25 years old.
- Only undergraduate college students were included in the study.
- Students enrolled in F.A., I.C.S., B.A., and B.SC. programs made up the study's sample.
- The study only included students who were psychologically sound.
- Students from both urban and rural areas participated in the study.

Exclusion Criteria

- This study did not include schoolchildren.
- The study did not include students less than twelve or older than twenty-five.
- The study did not include transgender people.
- Participants with mental or physical difficulties were excluded from the study.

- Students with any form of substance addiction were also prohibited from participating in order to avoid any potential impact on the study's results.

❖ **Instruments**

▪ **Demographic Sheet**

The researcher created a demographic sheet to collect data on the demographics of the participants. Name, age, gender, marital status, education, and other personal information are all included in demographics.

▪ **General Self-Efficacy Scale (GSES)**

The General Self-Efficacy Scale (GSES) was presented in 1995 (Jerusalem & Schwarzer, 1995). The GSES consists of 10 items that assess an individual's self-efficacy beliefs. Each item is rated on a 4-point Likert scale. Their General Self-Efficacy Scale has been widely used in research studies and has been translated into many languages. It is considered a reliable and valid measure of general self-efficacy. The General Self-Efficacy Scale (GSES) is a psychological tool used to measure an individual's general self-efficacy, which refers to their confidence in their ability to perform tasks and achieve goals. The General Self-Efficacy Scale (GSES) is a widely used instrument for assessing an individual's confidence in their ability to manage a variety of difficult situations (Schwarzer & Jerusalem, 1995).

▪ **The Liebowitz Social Anxiety Scale (LSAS)**

The Liebowitz Social Anxiety Scale (LSAS) is a psychological test designed to assess the severity of social anxiety disorder (SAD). It was developed in 1987 by Dr. Michael R. Liebowitz. Michael R. Liebowitz is a well-known expert in anxiety disorders, namely social anxiety disorder. The LSAS's twenty-four items gauge social anxiety and avoidance. A Likert scale with four points is used to rate each item. Social anxiety is a severe psychological condition that commonly affects undergraduate students' ability to interact socially and academically. Because of its sensitivity to different social circumstances, the LSAS is particularly well-suited for determining the level of social anxiety that may obstruct academic adjustment and self-efficacy beliefs.

▪ **The Academic Adjustment Scale (AAS)**

The Academic Adjustment Scale (AAS) was introduced in 1984 and later revised in 1989 (Baker & Siryk, 1984, 1989). The Academic Adjustment Scale (AAS) is a self-

report questionnaire designed to assess students' adjustment to academic life, including their academic motivation, academic satisfaction, and academic anxiety. The Academic Adjustment Scale (AAS) is a self-report questionnaire designed to assess students' adjustment to academic life. It measures students' academic motivation, academic satisfaction, academic anxiety, and academic commitment. The AAS consists of 9 items that assess students' academic adjustment. A five-point Likert scale is used to rate each item. The academic Adjustment Scale (AAS) is a comprehensive tool for evaluating how well students have adapted to the academic and social demands of college life.

❖ **Procedures**

The psychology department initially sent the letter to confirm the researcher's institutional relationship with the department and to confirm that the study is being carried out in part to meet the requirements for the M.Phil. in clinical psychology certification. As soon as the department head's consent letter arrived, data collecting got underway. Based on the selected demographics, several colleges were visited. A contract was drafted with the relevant authorities to obtain formal authorization to collect data from the chosen colleges. The nature, objectives, and purpose of the study were explained to the participants in order to build rapport. Those who met the inclusion requirements were asked to continue after being questioned about them. The willing participants were informed that the data collected would be kept private and used only for study. Participants were given an informed consent form. Before and after the individuals completed the scale, the researcher responded to their inquiries. Although it took participants 25 to 30 minutes to complete the scale, there was no time limit on the study. For giving their time and participating in the study without expecting reward, the volunteers were thanked by the researcher.

The data was collected from several Faisalabad government colleges such as Government degree college Jhumra city are used stratified sampling method. Prior collection, participant provided informed permission.

Furthermore, as researchers frequently select samples that are available and eager to engage in studies, the viability of data collecting is essential to guaranteeing accurate and effective data collection.

❖ **Ethical Considerations**

It is essential to ensure that participation is completely voluntary and free from coercion, particularly in educational settings where power dynamics may affect students' decisions. Researchers should also provide participants with choices for psychological assistance in case the study causes them any emotional hardship. Prior to data collection, an ethics evaluation and approval from the relevant Institutional evaluation Board (IRB) are required to ensure adherence to these ethical standards. The quantitative investigation was conducted in accordance with the applicable ethics (prior authorization, informed consent, secrecy, and anonymity), as advised by the US Psychological Association. Maintaining participant confidentiality throughout the subsequent process was the investigator's responsibility.

❖ **Statistical Analysis**

The data was analyzed using the Statistical Package for Social Sciences (SPSS, version 26). Because of its intuitive design, SPSS was selected over alternative statistical tools, making it usable even by individuals with no background in statistics. In contrast to programming-intensive programs like R or Python, SPSS offers a graphical user interface that makes data analysis easier. It is appropriate for a variety of research objectives since it provides a wide range of statistical procedures, such as factor analysis, ANOVA, and regression. Descriptive statistics, such as the frequency, percentage, mean, and standard deviation of demographic attributes, are calculated for the full sample. For the complete sample, inferential statistics were also calculated. The study hypothesis was evaluated using the independent sample t-test, regression analysis, and Pearson correlation.

❖ **Results**

Table 1

Demographic Characteristics of Research Participants (N=240)

Variables	N	%	Cumulative
<u>Gender</u>			
Male	120	50.0	100.0
Female	120	50.0	100.0
<u>Education</u>			
1 st year	36	14.3	15.0
2 nd year	80	31.7	48.3

3rd year	91	36.1	86.3
4th year	33	13.1	100.0
Marital status			
Unmarried	240	100.0	100.0
Family System			
Nuclear	141	58	58.8
Joint	99	41	100.0
Residence			
Rural	128	53.3	53.3
Urban	112	46.7	100.0

Note. F = Frequency, % = Percentage

The participant demographics ($n = 240$) is shown in Table 1. There were 120 (50.0%) male and 120 (50.0%) female participants in the sample, representing an equal number of male and female individuals. 14.3% were in their first year ($n = 36$), 31.7% were in their second year ($n = 80$), 36.1% were in their third year ($n = 91$), and 13.1% were in their fourth year ($n = 33$) in terms of educational status. According to this, most of the participants were in their second or third year of study. The fact that all participants (100.0%) were single suggests that marital status was uniform. Regarding the family system, 141 participants (58.8%) belonged to nuclear families, while 99 participants (41.3%) came from joint families. Finally, with respect to residence, 128 participants (53.3%) resided in rural areas, and 112 participants (46.7%) were from urban settings.

Table 2
Variable's Descriptive Statistic ($N=240$)

Variables	Means	S. D	Skewens	Kurtosis
Self-efficacy	29.73	5.16	-.155	-.462
Social anxiety	108.52	9.24	-.055	.391
Academic adjustment	28.20	3.71	-.810	-.386

NOTE: The Table 2 Presents the Descriptive Statistics for three Variables: Self-efficacy, Social Anxiety, and Academic Adjustment. For Self-efficacy, the average score is 29.73, with a standard deviation of 5.17, indicating moderate variation among participants. The distribution of scores is slightly skewed to the left, but not drastically, and the shape of the distribution is slightly flatter than normal. For Social Anxiety, the average score for social anxiety is 108.53, with a standard deviation of 9.25. This indicates that participants' feelings on social anxiety vary somewhat. The distribution is little more peaked than a normal distribution and is

almost symmetrical. For Academic Adjustment, the distribution is slightly tilted to the left and flatter than usual, and the average score for Academic Adjustment is 28.20 with a standard deviation of 3.72, indicating that participants' scores are more closely concentrated around the mean.

In summary, all three variables have fairly normal distributions, with some minor variations, and they are ready for further analysis.

Table 3
Scale's Reliability Analysis (N=240)

Scale	Means	SD	Range	Cronbach's Alpha
Self-efficacy	29.73	5.16	.604	.705
Social anxiety	108.52	9.24	1.35	.728
Academic adjustment	28.20	3.71	2.59	.702

NOTE: Table 3 presents the Cronbach's alpha coefficients for all three measures ranged from .702 to .728 and showed acceptable internal consistency. A reliability value of .70 or above is deemed appropriate for the majority of social science research, according to Nunnally (1978). Thus, the assessments of academic adjustment ($\alpha = .702$), social anxiety ($\alpha = .728$), and self-efficacy ($\alpha = .705$) were all judged appropriate for use in future research.

Table 4
The Correlation between General Self-Efficacy Scale, Liebowitz Social Anxiety Scale and Academic Adjustment Scale, N= (240)

Variables	M	SD	1	2	3
GSESScale	29.73	5.16	--	.147*	-.157*
LSEScale	108.52	9.24		--	.194**
AASScale	33.05	5.20			--

Note. * $p < .05$ (Statistically Significant), ** $p < .01$ (More Significant)

Table 4 Presents the means, standard deviations, and Pearson correlation coefficients among Self-Efficacy, Social Anxiety, and Academic Adjustment for a sample of 240 participants. The findings reveal a strong positive relationship between social anxiety and self-efficacy ($r = .147, p < .05$), suggesting that social anxiety is marginally correlated with self-efficacy. Interestingly, there is a substantial and negative correlation between self-efficacy and academic adjustment ($r = -.157, p < .05$), indicating that academic adjustment tends to decline, if slightly,

as self-efficacy rises. Furthermore, a strong positive connection was discovered between academic adjustment and social anxiety ($r = .194, p < .01$), suggesting that better academic adjustment is linked to higher levels of social anxiety. These findings imply complicated interrelationships among the variables, with implications for understanding how self-perceptions and emotional factors may influence academic outcomes.

Table 5

The Model Summary for predicting Academic Adjustment based on Self-Efficacy using Linear Regression Analysis (N=240)

Predictor	R	R ²	ΔR ²	F	Sig	Sig.
	.157 ^a	.025	.021	6.045	.015	

NOTE: ***p < .001, Dependent variable= Academic adjustment

Table 5: Presents the findings of a linear regression study that looked at 240 participants' self-efficacy as a predictor of academic adjustment are shown in Table 4.5. Only **2.5% of the variance** in academic adjustment was explained by self-efficacy ($R^2 = .025$), according to the study, which showed a statistically significant but weak positive connection ($R = .157, **p = .015^{**}$). The tiny impact size indicates that self-efficacy alone is a limited predictor of academic adjustment, despite the fact that the model was significant ($F = 6.045$). This suggests that other factors besides self-efficacy also play a role.

Table 6

Coefficients of Linear Regression Analysis for Self-efficacy and Social anxiety (N=240)

Variable	B	SE B	β	T	Sig.
LSASScale	37.760	1.944		19.419	.000
GSESScale	-0.158	0.064	-0.157	-2.459	.015

Note. **p < .01, B = Understandardized Coefficient

To investigate the predicted link between social anxiety and self-efficacy in a sample of 240 participants, a linear regression analysis was performed. The findings showed that social anxiety was significantly predicted negatively by self-efficacy as assessed by the GSES scale. In particular, self-efficacy had a standardized beta (β) of -0.157, a standard error (SE B) of 0.064, and an unstandardized regression coefficient (B) of -0.158. This implies that there was a 0.158-unit drop in social anxiety levels for every

unit improvement in self-efficacy. The predictor's t-value of -2.459 and matching p-value of 0.015 showed that the relationship was statistically significant at the $p < .05$ level. The expected value of social anxiety at 0% self-efficacy, represented by the model's constant (intercept), was 37.760. These results imply that in this demographic, lower levels of social anxiety are linked to higher levels of self-efficacy.

Table 7

An Independent Sample T-test was used to compare the Self-Efficacy, Social Anxiety and Academic Adjustment of 240 Undergraduate Students.

	Male N=120			Female N=120			95 %CI		
V	M	SD	M	SD	T	P	UL	LL	Chnsd
GSE	30.68	4.91	28.78	5.26	2.89	.004	3.19	.60	0.37
LSA	107.60	8.23	109.4	10.10	-1.56	.12	.48	-4.20	0.19
SSA	30.708	5.03	35.39	4.23	-7.79	.00	-3.49	-5.86	1.00

NOTE: The Independent Sample T-Test results in Table 4.7 examine gender differences in academic adjustment, social anxiety (LSA and SSA), and self-efficacy (GSE) among undergraduate students (N = 240), with equal numbers of male and female participants (n = 120 each). Male and female students' general self-efficacy (GSE) differed statistically significantly, according to the analysis ($t(238) = 2.890, p = .004$). Self-efficacy scores were considerably higher for male students (M = 30.68, SD = 4.91) than for female students (M = 28.78, SD = 5.27), suggesting that male students are generally more confident in their capacity to handle tasks and obstacles. A small to moderate practical significance is suggested by the effect size (Chnsd = 0.373), and the difference's confidence interval varied from 0.61 to 3.19. There was no statistically significant difference in low social anxiety (LSA) between males (M = 107.60, SD = 8.23) and females (M = 109.40, SD = 10.11); $t(238) = -1.561, p = .120$. This indicates that there was no practically significant difference in the two groups' reported levels of low social anxiety (Chnsd = 0.195).

However, there was a significant difference in the social-specific anxiety (SSA) levels, with females scoring substantially higher than males (M = 35.39, SD = 4.24; $t(238) = -7.795, p < .001$). This suggests that female pupils are more socially nervous than their male counterparts. The mean difference's confidence interval is from -5.87 to -3.50, and the effect size (Chnsd = 1.006) indicates a high practical significance.

Overall, the results indicate that there is no discernible gender difference in overall levels of low social anxiety, although female students tend to express higher social-specific anxiety while male students exhibit stronger self-efficacy.

Discussion

According to the study's initial hypothesis, "undergraduate students' academic adjustment, social anxiety, and self-efficacy will be significantly correlated." The means, standard deviations, and Pearson correlation coefficients for academic adjustment, social anxiety, and self-efficacy are displayed for the 240 participants in the sample. The findings indicate a minimal relationship between social anxiety and self-efficacy, but a substantial positive correlation ($r = .147, p < .05$) between the two. Remarkably, academic adjustment and self-efficacy have a substantial negative connection ($r = -.157, p < .05$), suggesting that academic adjustment tends to decline, if little, as self-efficacy increases. Additionally, a significant positive correlation between social anxiety and academic adjustment was found ($r = .194, p < .01$), indicating that higher levels of social anxiety are associated with better academic adjustment. These results suggest complex relationships between the factors, which may help us comprehend how emotions and self-perceptions may affect academic performance. Several research in Western countries have found a high correlation between undergraduates' academic adjustment, social anxiety, and self-efficacy. Additionally, the transition to academia might be easier for people with low self-efficacy.

In the second hypothesis "There will positive relationship between academic adjustment and self-efficacy in undergraduate students," was the second prediction. demonstrating the positive correlation between self-efficacy and social anxiety. Thus, the idea that academic adjustment positively affects self-efficacy is supported by the correlation between higher academic adjustment and lower levels of self-efficacy. The findings indicate that social anxiety and academic adjustment are somewhat positively correlated. This implies that the two variables have a poor association with one another. According to a survey, 62% of students endure severe stress, 13.5% experience light stress, and 80.20 percent experience moderate stress. Among the individuals, 6% had low self-esteem and 82.30% had normal self-efficacy. The idea that social anxiety predicts academic adjustment is supported by prior studies. Stress has a negative effect on academic performance by inducing certain anxiety symptoms including insomnia, and the study's findings indicate a

relationship between stress and academic adjustment (Azhar, 2024; Azhar & Imran, 2024; Azhar, et al., 2022). Second, individuals on the edge of early adulthood usually move away from home, develop new acquaintances, and balance academic obligations throughout the potentially taxing transition from high school to college. Previous studies have shown that young people who self-harm are more likely to experience stress and anxiety, which may have a detrimental effect on college students' academic performance.

The study's third Hypothesis was "Self-efficacy and social anxiety will significant predictor of academic adjustment in undergraduate students." Results shows a significant predictor of academic adjustment, with undergraduates reporting significantly lower self-efficacy With male and female students' general self-efficacy (GSE) differed statistically significantly, according to the analysis ($t(238) = 2.890, p = .004$). Self-efficacy scores were considerably higher for male students ($M = 30.68, SD = 4.91$) than for female students ($M = 28.78, SD = 5.27$), suggesting that male students are generally more confident in their capacity to handle tasks and obstacles. A small to moderate practical significance is suggested by the effect size ($Chnsd = 0.373$), and the difference's confidence interval varied from 0.61 to 3.19. There was no statistically significant difference in low social anxiety (LSA) between males ($M = 107.60, SD = 8.23$) and females ($M = 109.40, SD = 10.11$); $t(238) = -1.561, p = .120$. This indicates that there was no practically significant difference in the two groups' reported levels of low social anxiety ($Chnsd = 0.195$). Suggest that students are better adjusted cognitively than graduates and have lower levels of self-efficacy. In line with our findings, prior research has demonstrated that college students—especially undergraduates—face higher stress levels and are more likely to suffer from psychological problems like low self-efficacy and academic challenges. This illustrates the substantial impact social anxiety has on mental health. Undergraduate students may experience greater pressure than graduate students when they first enroll in college, which can worsen feelings of inadequacy and lower self-efficacy. Although they are not immune to social anxiety, graduate students may be less affected by it due to their age and prior experiences, which may improve their coping mechanisms and psychological resilience (Azhar, 2024; Azhar & Imran, 2024; Azhar, et al., 2022).

These differences in coping strategies and anxiety levels could have an impact on the groups' differences in self-efficacy. There is strong evidence that academic adjustment and low self-efficacy are associated because research shows that people

with low self-efficacy are more prone to adopt academic adjustment as a maladaptive coping method. The psychological stress caused by academic pressure can either promote or worsen these behaviors in people with low self-efficacy; this association is especially strong for students, who may not yet have completely established adaptive coping strategies (Barlow et al. 2018).

As a result, it is clear from the literature that graduate students and undergraduates experience social anxiety, low self-efficacy, and academic adjustment at quite different degrees. Undergraduates tend to report higher levels of stress, poorer levels of self-efficacy, and more academic adjustment activities. The results of the study demonstrate the complex relationships among academic adjustment, social anxiety, and self-efficacy among undergraduate students. Social cognitive theory states that students who felt more confident in themselves performed better academically (Bandura, 1997). This suggests that individuals are more likely to be resilient and persistent in their academic environments if they have confidence in their ability to manage activities and overcome challenges. One important motivating factor that affects both academic performance and emotional well-being is self-efficacy (Zimmerman, 2000).

Conclusion

The study's findings indicate a significant relationship between undergraduate students' academic adjustment, social anxiety, and self-efficacy. It has been shown that academic stress negatively impacts self-efficacy, with lower levels of self-efficacy being linked to higher levels of stress. Additionally, a strong correlation was found between academic adjustment activities and social anxiety, indicating that high levels of stress play a major role in the deterioration of academic adjustment. Undergraduates in particular showed significantly lower levels of self-efficacy and greater academic adjustment than graduates, even though they shared the same levels of social anxiety.

Recommendations

If college students are to succeed academically and transfer smoothly overall, academic self-efficacy needs to be encouraged. One effective tactic is to organize skill-building workshops that focus on time management, goal-setting, and study methods. Classroom settings must be made accessible and safe in order to support

great academic experiences and accommodate children with social anxiety. Training on how to design inclusive classrooms that celebrate diversity, encourage participation, and reduce psychological risks should be provided to teachers.

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