सत्यमेव जयते

GOVERNMENT OF WEST BENGAL
GOVERNMENT GENERAL DEGREE COLLEGE, SINGUR, ESTD:2013
OFFICE OF THE PRINCIPAL
JALAGHATA, SINGUR, HOOGHLY, W.B.:712409
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1.3.3 - Number of students undertaking project work/field work/ internships

Name of the Student	Name of the Course	Course code	Year
ANIKET SANTRA	DSE-4 : PROJECT WORK / DISSERTATION	DSE 4	2024
ANIRBAN SANTRA	DSE-4 : PROJECT WORK / DISSERTATION	DSE 4	2024
ASISH KOLEY	DSE-4 : PROJECT WORK / DISSERTATION	DSE 4	2024
DEBAYAN KUMAR ADAK	DSE-4 : PROJECT WORK / DISSERTATION	DSE 4	2024
KRISHNENDU GHOSH	DSE-4 : PROJECT WORK / DISSERTATION	DSE 4	2024
NELAY KARMAKAR	DSE-4 : PROJECT WORK / DISSERTATION	DSE 4	2024
SOUMYADIP GHOSH	DSE-4 : PROJECT WORK / DISSERTATION	DSE 4	2024
SUBHRA SHAW	DSE-4 : PROJECT WORK / DISSERTATION	DSE 4	2024
SUBHRADEEP KUNDU	DSE-4 : PROJECT WORK / DISSERTATION	DSE 4	2024
SUVANKAR GHOSH	DSE-4 : PROJECT WORK / DISSERTATION	DSE 4	2024
TANISA PARUI	DSE-4 : PROJECT WORK / DISSERTATION	DSE 4	2024
TISHA BARUI	DSE-4 : PROJECT WORK / DISSERTATION	DSE 4	2024
SHREYA BHATTACHARYYA	DSE 4: Dissertation paper	DSE 4	2024
SHUMON GHOSH	DSE 4: Dissertation paper	DSE 4	2024
SAYANI MUKHERJEE	DSE 4: Dissertation paper	DSE 4	2024
KRISHNENDU HALDAR	DSE 4: Dissertation paper	DSE 4	2024
SOUMITA DEY	DSE 4: Dissertation paper	DSE 4	2024
SOHINI BANERJEE	DSE 4: Dissertation paper	DSE 4	2024
ANANYA KOLEY	DSE-3: Dissertation/ Project	DSE 3	2024
BIKRAMJIT DEY	SEC2: Stress Management	DSE 4	2024
ISHIKA DAS	DSE-3: Dissertation/ Project	DSE 3	2024
SANDHITA DUTTA	SEC2: Stress Management	DSE 4	2024
SHREYASI MUKHERJEE	DSE-3: Dissertation/ Project	DSE 3	2024
SHUBHAJIT DEY	SEC2: Stress Management	DSE 4	2024
SPANDAN NAG	DSE-3: Dissertation/ Project	DSE 3	2024
SUNIPA MODAK	SEC2: Stress Management	DSE 4	2024
TOSHMINA KHATUN	DSE-3: Dissertation/ Project	DSE 3	2024
ANANYA BHATTACHARJEE	SEC2: Stress Management	DSE 4	2024
ANANYA PAL	DSE-3: Dissertation/ Project	DSE 3	2024
ARCHITA NAGA	SEC2: Stress Management	DSE 4	2024
ESHITA CHAKRABORTY	DSE-3: Dissertation/ Project	DSE 3	2024
LIPI PAL	SEC2: Stress Management	DSE 4	2024
MOUPIYA PRAMANIK	DSE-3: Dissertation/ Project	DSE 3	2024
MOUSUMI DEBNATH	SEC2: Stress Management	DSE 4	2024
RIMILA CHAKRABORTY	DSE-3: Dissertation/ Project	DSE 3	2024

RIYA ADHIKARY	SEC2: Stress Management	DSE 4	2024
SHREEPARANA GHOSH	DSE-3: Dissertation/ Project	DSE 3	2024
SRIJITA BOSE	SEC2: Stress Management	DSE 4	2024
TRIPTI MUKHERJEE	DSE-3: Dissertation/ Project	DSE 3	2024
ARITRA DAS	DSE-P5: Animal Behaviour Lab	DSE-P5	2024
NILANJAN DE	DSE-P5: Animal Behaviour Lab	DSE-P5	2024
SANCHITA MALLICK	DSE-P5: Animal Behaviour Lab	DSE-P5	2024
SANJIBON HAMBIR	DSE-P5: Animal Behaviour Lab	DSE-P5	2024
SATHI JYOTI	DSE-P5: Animal Behaviour Lab	DSE-P5	2024
TUFAN SOREN	DSE-P5: Animal Behaviour Lab	DSE-P5	2024
Amrita Orang	Value Added Course	VAC	2024
Jiya Dolui	Value Added Course	VAC	2024
Pritha Ghosh	Value Added Course	VAC	2024
Ananya Sadhukhan	Value Added Course	VAC	2024
Sayan Koley	Value Added Course	VAC	2024
Sk Afrid Ali	Value Added Course	VAC	2024
Rupanjan Ghosh	Value Added Course	VAC	2024
Aniket Jaiswal	Value Added Course	VAC	2024
Biswajit Chakraborty	Value Added Course	VAC	2024
Ritika Das	Value Added Course	VAC	2024
Anushree Mondal	Value Added Course	VAC	2024
Sithi Koley	Value Added Course	VAC	2024
Sneha Bhakta	Value Added Course	VAC	2024
Ipshita Pakira	Value Added Course	VAC	2024
Ankita Kar	Value Added Course	VAC	2024
Sanjana Samanta	Value Added Course	VAC	2024
Bidisha Mal	Value Added Course	VAC	2024
Srija Neya	Value Added Course	VAC	2024
Shreya Maity	Value Added Course	VAC	2024
Koyel Mishra	Value Added Course	VAC	2024
Priyanka Bera	Value Added Course	VAC	2024
Mon Mallik	Value Added Course	VAC	2024
Rupsa Bera	Value Added Course	VAC	2024
Woomme Kulsum	Value Added Course	VAC	2024
Tithi Sana	Value Added Course	VAC	2024
Pritha Ghosh	Value Added Course	VAC	2024
Bidisha Sing	Value Added Course	VAC	2024
Pritha Maity	Value Added Course	VAC	2024
Jayashree Giri	Value Added Course	VAC	2024
Julfa Tabassum Khanam	Value Added Course	VAC	2024
Amisha Sarkar	Value Added Course	VAC	2024
Sneha Das	Value Added Course	VAC	2024
Rema Patra	Value Added Course	VAC	2024
Parna Kaley	Value Added Course	VAC	2024
Jasmina Khatun	Value Added Course	VAC	2024
Anub Kumar Ash	Value Added Course	VAC	2024
Subhadip Das	Value Added Course	VAC	2024

Priti Ghorui	Value Added Course	VAC	2024
Ananya Roy	Value Added Course	VAC	2024
Arindam Ghosh	Value Added Course	VAC	2024
Tarapada Das	Value Added Course	VAC	2024
Sampurna Chatterjee	Value Added Course	VAC	2024
ABHI SHAW	Value Added Course	VAC	2023
AFROOZA KHATUN	Value Added Course	VAC	2023
BITHIKA DAS	Value Added Course	VAC	2023
DEBOLINA GHOSH	Value Added Course	VAC	2023
NOWRIN ABBASI	Value Added Course	VAC	2023
POULAMI SARKAR	Value Added Course	VAC	2023
PRITAM GHANTI	Value Added Course	VAC	2023
SOHA PAL	Value Added Course	VAC	2023
TRISHA MANDI	Value Added Course	VAC	2023
UMASANKAR GHARUI	Value Added Course	VAC	2023

Principal,
GGDC, Singur

SAMPLE PROJECT REPORTS

Students List

Project Report on Nesting Behavior of a Bird

SEM- VI, Paper – DSE-P3 (CBCS)

During: March, 2024

Department of Zoology

Government General Degree College, Singur

NAME	ROLL NO.	REGISTRATION NO	TITLE OF THE FIELD PROJECT
ARITRA DAS	210342000008	202101067666 of 2021-22	PROJECT REPORT ON STUDY OF NEST AND NESTING HABIT OF A BIRD (RED WATTLED LAPWING)
NILANJAN DE	210342000034	202001053992 of 2020-21	PROJECT REPORT ON STUDY OF NEST AND NESTING HABIT OF A BIRD (ORIENTAL SKYLARK)
SANCHITA MALLICK	210342000042	202101067702 of 2021-22	PROJECT REPORT ON STUDY OF NEST AND NESTING HABIT OF A BIRD (INDIAN PIED MYNA)
SANJIBON HAMBIR	210342000044	202101067704 of 2021-22	PROJECT REPORT ON STUDY OF NEST AND NESTING HABIT OF A BIRD (JUNGLE BABBLERS)
SATHI JYOTI	210342000046	202101067706 of 2021-22	PROJECT REPORT ON STUDY OF NEST AND NESTING HABIT OF A BIRD (RED WHISKERED BULBUL)
TUFAN SOREN	210342000076	202101067742 of 2021-22	PROJECT REPORT ON STUDY OF NEST AND NESTING HABIT OF A BIRD (PURPLE-RUMPED SUNBIRD)

THE UNIVERSITY OF BURDWAN

SUBJECT- ZOOLOGY

PAPER- DSE –P3

ROLL NO. – 210342000076

REGISTRATION NO. – 202101067742 of 2021-22

NESTING PROJECT OF PURPLE RUMPED SUNBIRD

THE UNIVERSITY OF BURDWAN

SUBJECT – ZOOLOGY

PAPER – DSE-P5 (ANIMAL BEHAVIOUR)

ROLL NO. – 210342000046

REGISTRATION NO.- 202101067706 OF 2021-22

PROJECT REPORT ON STUDY OF NEST AND NESTING HABIT OF A BIRD

THE UNIVERSITY OF BURDWAN

SUBJECT- ZOOLOGY

PAPER-DSE-P5 (ANIMAL BEHAVIOR)

ROLL NO. –210342000034

REG. NO. –202001053992 Of 2020-21

PROJECT REPORT –

Study of nest and nes ng habit of a bird

THE UNIVERSITY OF BURDWAN

PROJECT REPORT-

Study of nests and nesting habit of a bird

SUBJECT: ZOOLOGY

PAPER-DSE-P5(ANIMAL BEHAVIOUR)

ROLL NO: 210342000044

REG. NO: 202101067704

of 2021-22

THE UNIVERSITY OF BURDWAN

SUBJECT- ZOOLOGY

PAPER- DSE –P5 (ANIMAL BEHAVIOUR)

ROLL NO. – 210342000042

REGISTRATION NO. – 202101067702 of 2021-22

PROJECT REPORT ON STUDY OF NEST AND NESTING HABIT OF A BIRD

THE UNIVERSITY OF BURDWAN

SUBJECT- ZOOLOGY

PAPER- DSE-P5 (ANIMAL BEHAVIOR)

ROLL NO. – 210342000008

REG. NO. – 202101067666 Of 2021-22

PROJECT REPORT –

Study of nest and nesting habit of a bird

Students List

Excursion Field Report

SEM- VI, Paper – DSE-P5 (CBCS)

During: November, 2023

Department of Zoology

Government General Degree College, Singur

NAME	ROLL NO.	REGISTRATION NO	TITLE OF THE FIELD PROJECT
ARITRA DAS	210342000008	202101067666 of 2021-22	STUDY OF COLONIAL BEHAVIOUR OF **RED BREASTED PARAKEET**
NILANJAN DE	210342000034	202001053992 of 2020-21	STUDY OF COLONIAL BEHAVIOUR OF **RED BREASTED PARAKEET**
SANCHITA MALLICK	210342000042	202101067702 of 2021-22	PROJECT REPORT ON FORAGING BEHAVIOUR OF **ORIENTAL PIED HORNBILL**
SANJIBON HAMBIR	210342000044	202101067704 of 2021-22	STUDY OF GROUP FORAGING STRATEGY OF SELECTED BIRD SPECIES (**1. BLUE- WINGED MINLA 2. GREEN BACKED TIT 3. GRAY-HOODED WARBLER 4. WHITE RUMPED MUNIA 5. EURASIAN TREE SPARROW**)
SATHI JYOTI	210342000046	202101067706 of 2021-22	PROJECT REPORT ON FORAGING BEHAVIOUR OF **ORIENTAL PIED HORNBILL**
TUFAN SOREN	210342000076	202101067742 of 2021-22	FEEDING BEHAVIOUR OF **GREY BACKED SHRIKE**

During:

THE UNIVERSITY OF BURDAWAN

SUBJECT: ZOOLOGY

PAPER: DSE P3

ROLL NO: 210342000076 REG NO: 202101067742 OF 2021-22

EXCURSION REPORT: FEEDING BEHAVIOUR OF GREY BACKED SHRIKE

THE UNIVERSITY OF BURDWAN

SUBJECT: ZOOLOGY

PAPER: DSE P3

ROLL NO.: - 210342000034

REG. NO.: - 202001053992 OF 2020-21

EXCURSION REPORT:

STUDY OF COLONIAL BEHAVIOUR OF RED BRESTED PARAKEET

(***Psittacula alexandri***)

PROJECT REPORT

STUDY OF GROUP FORAGING STRATEGY OF SELECTED BIRD SPECIES

THE UNIVERSITY OF BURDWAN

Subject: Zoology
Paper: DSE-P3

ROLL NO: 210342000044

REG. NO: 202101067704

of 2021-22

THE UNIVERSITY OF BURDWAN

SUBJECT- **ZOOLOGY**

PAPER- **DSE -P5 (ANIMAL BEHAVIOUR)**

ROLL NO. – **210342000042**

REGISTRATION NO. – **202101067702 of 2021-22**

PROJECT REPORT ON FORAGING BEHAVIOUR OF ORIENTAL PIED HORNBILL

THE UNIVERSITY OF BURDWAN

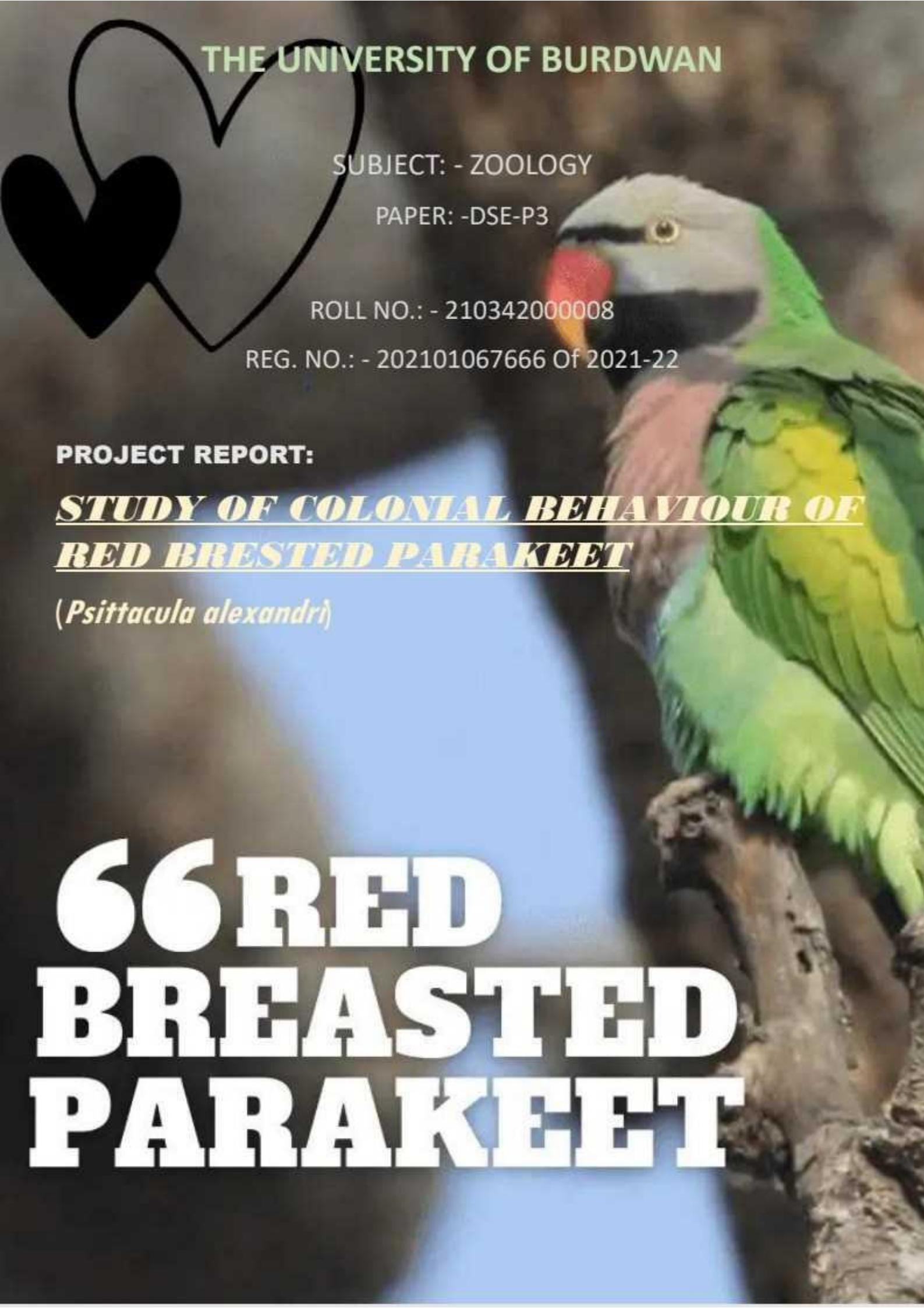
SUBJECT- ZOOLOGY

PAPER- DSE -P5 (ANIMAL BEHAVIOUR)

ROLL NO. – 21034200004

REGISTRATION NO. – 2021010770 OF 2021-22

PROJECT REPORT ON FORAGING BEHAVIOUR OF ORIENTAL PIED HORNBILL



THE UNIVERSITY OF BURDWAN

SUBJECT: - ZOOLOGY

PAPER: -DSE-P3

ROLL NO.: - 210342000008

REG. NO.: - 202101067666 Of 2021-22

PROJECT REPORT:

STUDY OF COLONIAL BEHAVIOUR OF RED BRESTED PARAKEET

(*Psittacula alexandri*)

"RED BREASTED PARAKEET

Report on visit to a vermicomposting farm

Kalyani, west bengal

L 

THE UNIVERSITY OF BURDWAN

Reg No. – 202301050211 of 2023-24

Roll No. – 230342040052

REPORT ON A VISIT TO VERCOMPOSTING FARM KALYANI WEST BENGAL

THE University Of Burdwan

ROLL NO: 230342040048

REGISTRATIONO NO: 202301050206 of 2023-24

Students List

Project Report on

Vermicomposting Farm Visit

SEM- I, Paper – SEC-1 (NEP)

During: September, 2023

Department of Zoology

Government General Degree College, Singur

Sl. no.	Name	University Roll Number	Title of the project
1	Baishakhi Sadhukhan	230342040007	PROJECT REPORT ON A VISIT TO VERMICOMPOSTING FARM, KALYANI, WEST BENGAL
2	Debjyoti Ghosh	230342040011	Do
3	Debopam Manna	230342040013	Do
4	Rimi Das	230342040030	Do
5	Ritika Ghosh	230342040034	Do
6	Riya Hazra	230342040036	Do
7	Srishti Sinha	230342040048	Do
8	Sumana Ghosh	230342040051	Do
9	Tamanna Islam Molla	230342040052	Do
10	Tinni Bhowmik	230342040054	Do

Project Title

"FUTUREP@TH: STUDENTS' ONE-STOP SOLUTION"

The University of Burdwan

Presented By

Krishnendu Ghosh
Uni. Roll - **210342000028**

Tanisa Parui
Uni. Roll - **210342000073**

Suvankar Ghosh
Uni. Roll - **210342000071**

Tisha Barui
Uni. Roll - **210342000074**

Department of Computer Science
Government General Degree College Singur

Guided By –

Mr. Sandipan Basu
Assistant Professor
Department of Computer Science
Government General Degree College Singur

Acknowledgement

Special thanks to

Prof. Mr. Sandipan Basu

for the guidance and support throughout our project. Sir's expertise and insights have been invaluable to us.

In the accomplishment of this project successfully, many people have bestowed upon us their blessing and the heart pledged support, this time we are utilising to thank all the people who have been concerned with the project (***Futurep@th***).

Primarily we would thank God for being able to complete this project with success. Then we would like to thank all our Department of Computer Science teachers, whose valuable guidance has been the ones that helped us patch this and make it full proof of this suggestion and their instruction has served as the major contributor towards the completion of the project.

We would like to thank our parents and friends who helped us with their valuable blessing, suggestion and guidance and have been helpful in various phases of the completion of the project.

Last but not the least we would like to thank all our classmates who helped us a lot in this project.

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Project Guide Signature

Table of Content

❖ Introduction:

In a world brimming with endless possibilities, navigating the terrain of career options, scholarships, and job opportunities can often feel like traversing a labyrinth. But fear not, for our FutureP@th is here to illuminate your path and empower you on your journey toward professional fulfilment and success.

Whether you're a student embarking on the exhilarating quest of choosing a career path, a seasoned professional seeking new horizons, or someone in search of financial assistance to fuel your educational aspirations, our app is your trusted companion.

Through a seamless blend of cutting-edge technology, curated resources, and personalized guidance, we aim to revolutionize the way you explore, discover, and achieve your career aspirations.

So, join us as we embark on this transformative adventure together. Let's unlock the doors to opportunity, uncover hidden potentials, and sculpt the future of your dreams. Welcome to your personalized roadmap to success with our FutureP@th.

❖ Certificate:

Embark on a journey of self-discovery and empowerment with our comprehensive Career Guidance program. Explore diverse career options, discover scholarships tailored to your interests and abilities, and gain insights into job opportunities across various industries.

Equip yourself with the knowledge and resources to make informed decisions about your future. Whether you're a student exploring career paths or a professional seeking new opportunity, our certificate will guide you towards success.

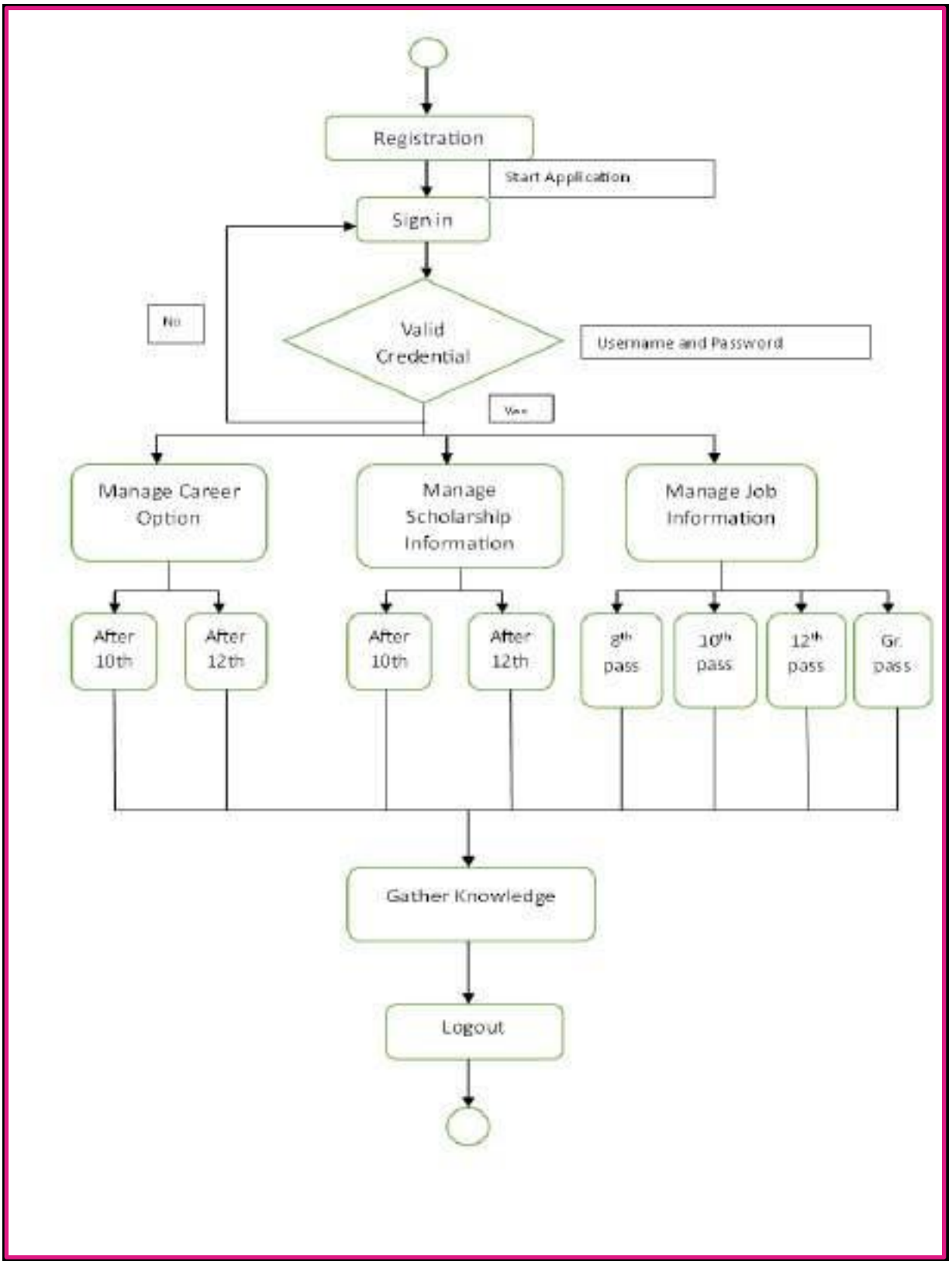
This certificate acknowledges your dedication to exploring career options, scholarships, and job opportunities through our FutureP@th app. May this journey lead you to success and fulfilment in your chosen path. Best wishes for your future endeavours.

❖ Problem Statement:

Navigating the maze of career options, scholarship opportunities, and job markets can be daunting. Our app aims to simplify this process by providing a user-friendly platform that addresses the common challenges faced by career seekers.

From indecision about career paths to lack of awareness about available scholarships and job openings, our app aims to bridge the gap between aspirations and opportunities. Through personalized recommendations, insightful guidance, and streamlined access to resources, we strive to empower users to make informed decisions and achieve their professional goals.

Design:



Flowchart of the overall process

❖ Tools/ Platform used:

1. AppSheet

An AppSheet is a no-coding platform of Google Workspace Tool. An AppSheet database is a first-party, native data source for organizing and managing data powering AppSheet apps. An AppSheet database provides an easy and efficient way to build data models for any AppSheet app without needing to use an external data source solution such as cloud-based spreadsheets or databases. We use it in our app in the Back End to retrieve the data of course, scholarship & jobs etc.

2. Google Sheets

Google Sheet is an online spreadsheet editor provided by Google. Google Sheets is a spreadsheet application included as part of the free, web-based Google Docs Editors suite offered by Google. Google Sheets is available as a web application; a mobile app for: Android, iOS, and as a desktop application on Google's ChromeOS. The app is compatible with Microsoft Excel file formats. The app allows users to create and edit files online while collaborating with other users in real-time. Edits are tracked by which user made them, along with a revision history. Where an editor is making changes is highlighted with an editor-specific color and cursor. We use it in our app for information Database and it also stores the data of login information of users.

3. Apps Script

App Script is a rapid light-weight application development platform developed by Google. It’s designed to make it fast and easy to create business applications that integrate with Google Workspace. We use it to check user validation in Sign up and Login.

4. Google Sites

Google Sites is a website and page creation tool developed by Google. It’s part of the Google Workspace productivity suite and is available as a web-based application. If you're familiar with other website platforms like WordPress , you can think of Google Sites as something that's somewhat similar, but perhaps more specialized for businesses and web-based teams. We use it for the Front End of our app.

❖ Implementation:

- **User Registration:** Create a seamless registration process where users can sign up and create their profiles, providing information about their education, skills, interests, and career goals.

- **Career Assessment:** Develop a comprehensive assessment tool that helps users identify their strengths, interests, and values, guiding them towards suitable career options.

- **Career Exploration:** Provide a searchable database of various career options, including detailed information about job roles, industries, required qualifications, and potential growth prospects.

- **Scholarship Database:** Curate a database of scholarships available for different fields of study, academic levels, and demographics. Implement filters and search functionalities to help users find relevant scholarships easily.

- **Job Listings:** Aggregate job listings from various sources and categorize them based on industry, location, experience level, and job type. Allow users to create job alerts and apply directly through the app.

- **Personalized Recommendations:** Utilize machine learning algorithms to analyse user data and provide personalized recommendations for career paths, scholarships, and job opportunities.

- **Educational Resources:** Offer access to educational resources such as articles, videos, webinars, and online courses to help users enhance their skills and knowledge in their chosen field.

- **Networking Opportunities:** Facilitate networking by connecting users with mentors, industry professionals, and peers who can provide guidance, advice, and support in their career journeys.

- **Progress Tracking:** Implement features to track users' progress in their career exploration, scholarship applications, and job search efforts, providing insights and suggestions for improvement.

- **User Support:** Offer responsive customer support through various channels such as chat, email, and FAQs to assist users with any issues or queries they may have while using the app.

❖ Screenshots of Output:

Fig 1: Home page of the website

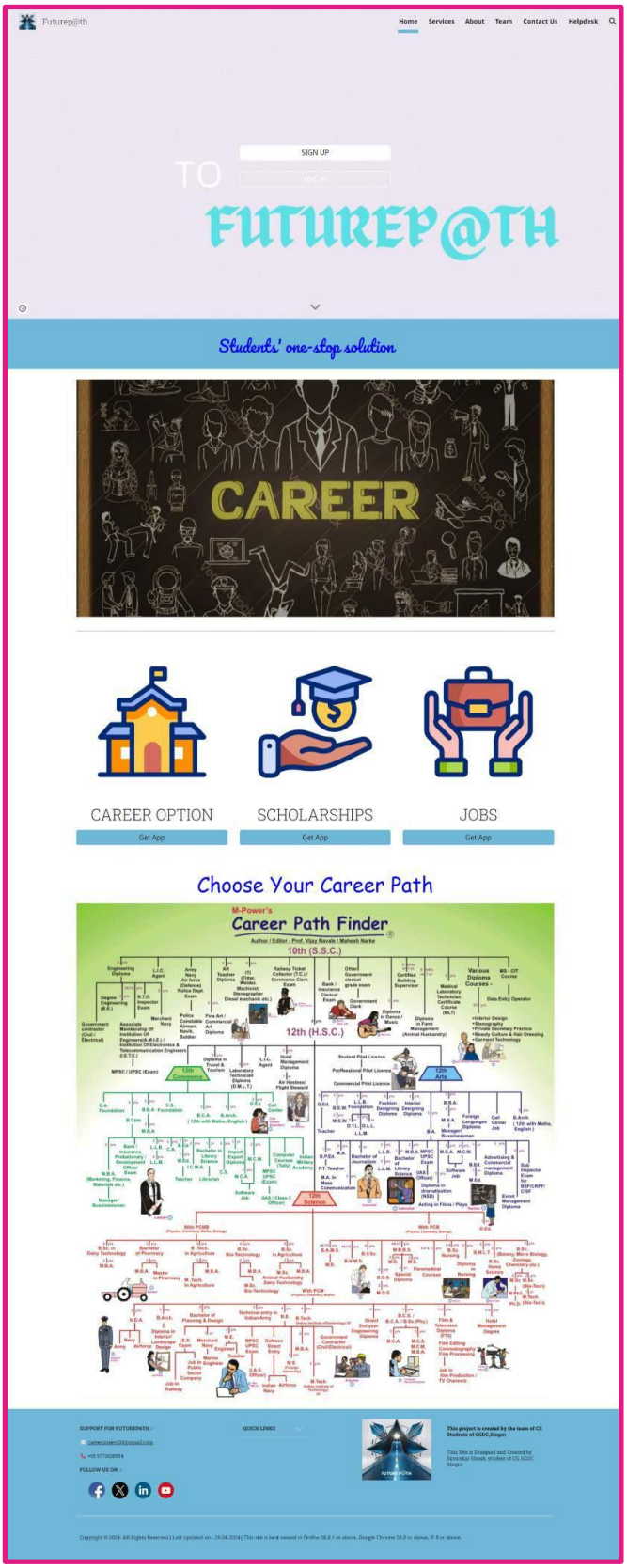


Fig 2: Sign up, Login & Welcome Page

Fig 3: Homepage of the Futurep@th App

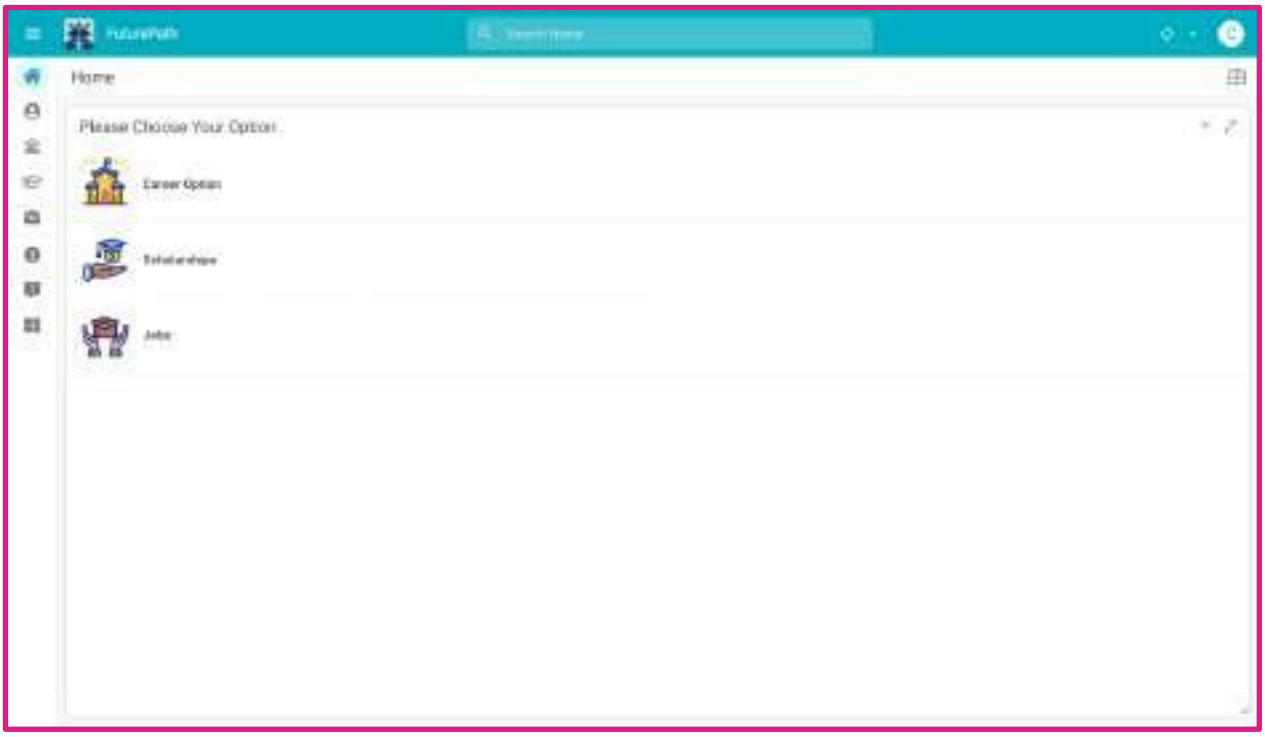


Fig 4: Search a Career Option

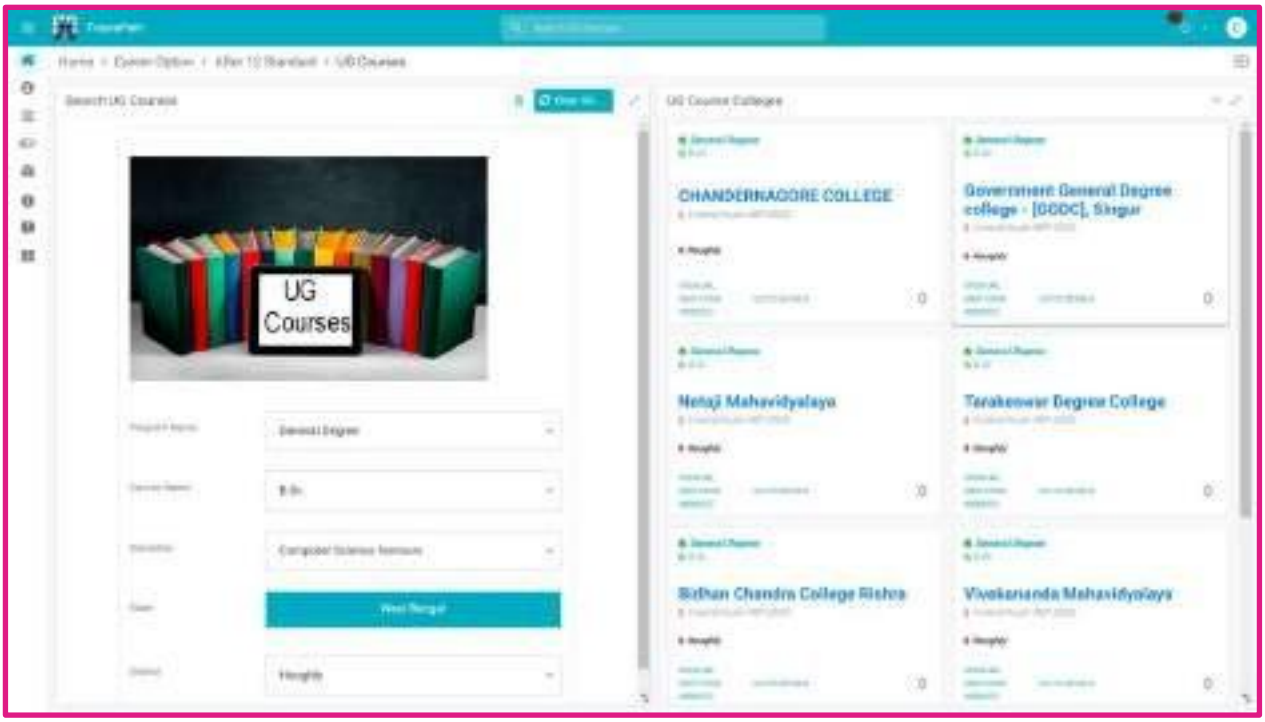


Fig 5: Search a Scholarship

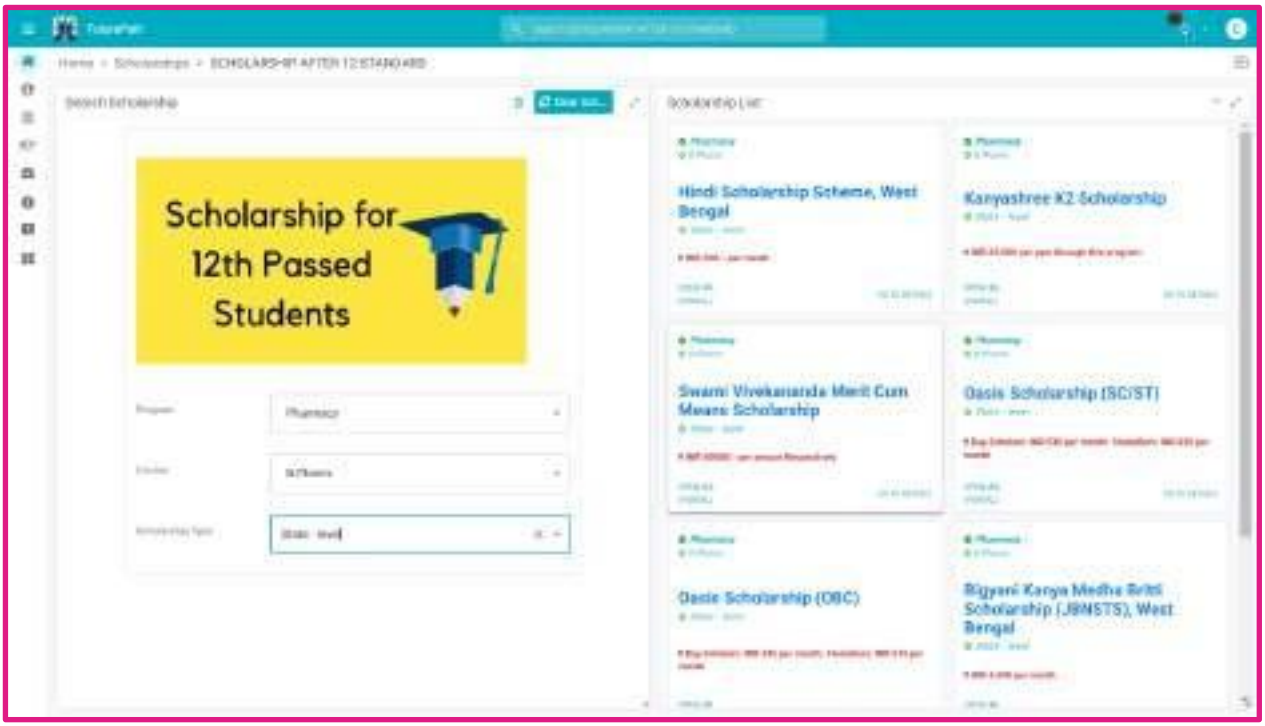


Fig 6: Search a Job

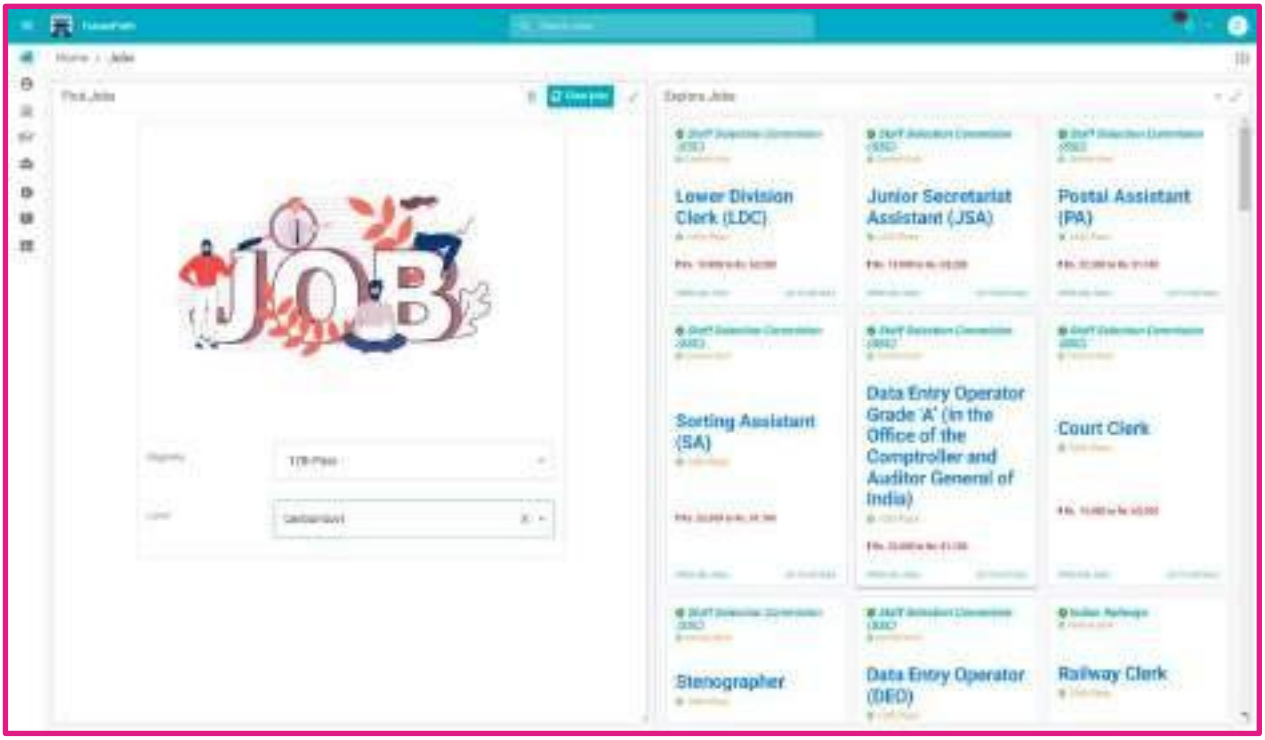


Fig 7: Contact Form

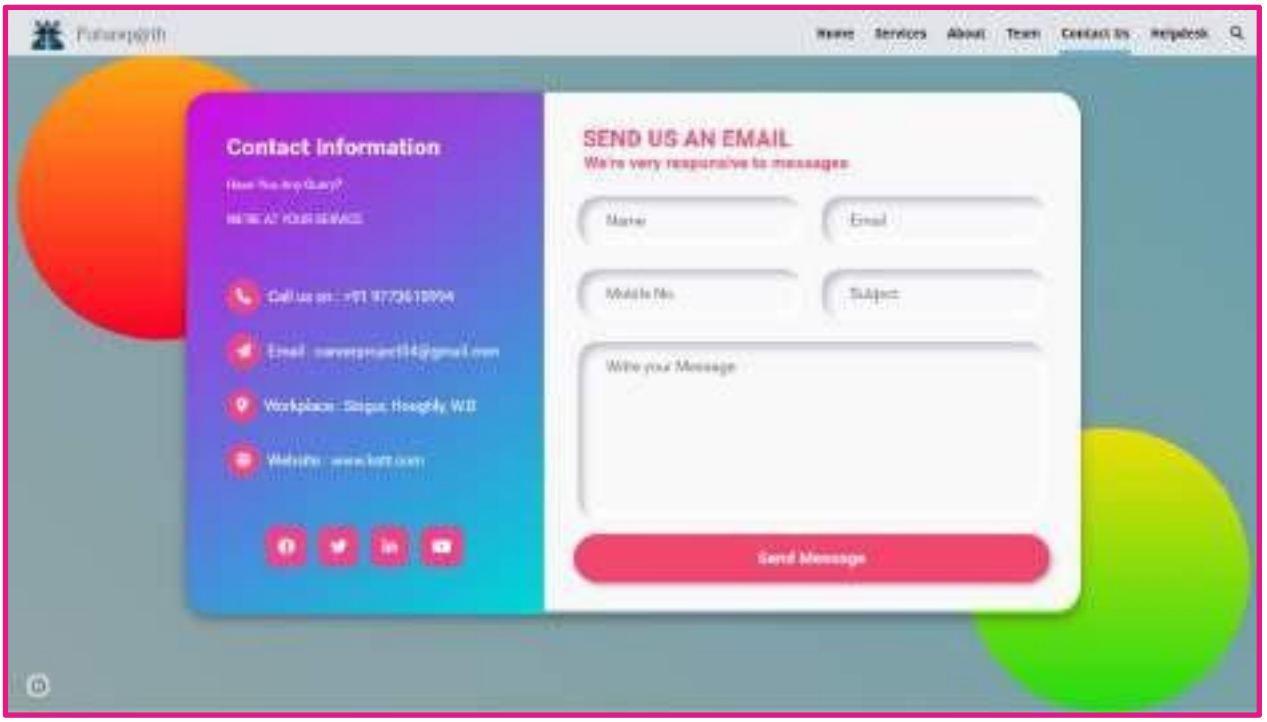


Fig 8: Our Team Members

❖ Future Scope:

- **Continuous upgradation:** Continuous upgrade according to the future education system.

- **Virtual Reality (VR) Career Exploration:** Develop VR-enabled features that allow users to virtually explore different career environments, gaining insights into job roles and workplace cultures to make more informed career decisions.

- **Globalization and Localization:** Expand the app's reach by catering to an international audience with localized content, including information on career opportunities, scholarships, and job markets specific to different regions and countries.

- **Continuous Learning and Upskilling:** Offer ongoing support for users to continue their learning and upskilling journey throughout their careers, with features such as personalized learning paths, microlearning modules, and access to professional development resources.

- **Integration with Emerging Technologies:** Stay at the forefront of technological advancements by integrating with emerging technologies such as blockchain for secure credential verification, decentralized job market platforms, and tokenized incentives for skills development.

- **Data-driven Insights and Research:** Leverage user data and analytics to generate valuable insights into career trends, skills demand, and employment patterns, enabling policymakers, educators, and employers to make informed decisions and shape future workforce development strategies.

❖ Conclusion:

In conclusion, our Futurep@th stands as a beacon of empowerment in the ever-evolving landscape of professional development. Through innovative features, personalized support, and a commitment to excellence, we strive to revolutionize the way individuals explore career options, pursue educational opportunities, and navigate the job market.

By leveraging cutting-edge technologies, fostering a sense of community, and forging strategic partnerships, our app not only equips users with the tools and resources they need to succeed but also inspires confidence and self-discovery on their career journeys.

As we continue to evolve and adapt to the changing needs of our users and the dynamic nature of the workforce, we remain steadfast in our mission to empower individuals to unlock their full potential, achieve their aspirations, and thrive in the careers of tomorrow.

Join us on this transformative journey towards a brighter, more fulfilling future, where every individual has the opportunity to chart their own path to success. Together, we can shape the future of work and create a world where everyone can pursue their dreams with confidence and determination.

❖ References:

❖ We collect many images from several websites for our application, the sites are:

- *Favicon Icons & Symbols (flaticon.com)*
- *Microsof t Designer - Stunning designs in a flash*
- *Ideogram*
- *https://www.bing.com/search*

❖ To Design and Customise our Google AppSheet and Google Sites we get help from several popular Youtubers and Websites, that's are:

- *Google Workspace | Business apps and collaboration tools*
- *GravityWrite: Top AI Writer, Content Generator & Assistant*
- *www.youtube.com/@AppSheetApps*
- *www.youtube.com/@sheetomatic*
- *www.youtube.com/@aris_azhar*
- *www.youtube.com/@TechGyanamit*
- *www.youtube.com/@JoeTayactac*
- *www.youtube.com/@lundeveloper*
- *www.youtube.com/@WebsiteLearners*
- *www.youtube.com/@SaveThisTutorial*
- *www.youtube.com/@CodeBari1*
- *www.youtube.com/@tavakessler*
- *https://www.university.youth4work.com/*

❖ We collect the data for Colleges, Scholarships and Job from many websites, which are:

- *Discover Colleges, Courses & Exams for Higher Education in India (shiksha.com)*
- *Collegedunia: Top Colleges, Universities & Institutes in India | Admission, Fees, Rankings of Top Management, Engineering, Medical Colleges*
- *Courses After 10th - Courses & Career Guidance*
- *https://banglaruchchashiksha.wb.gov.in/*
- GeeksforGeeks | A computer science portal for geeks
- Careers360: Explore Exams, Colleges, Courses and Latest News about Education
- https://www.freshersworld.com/
- Testbook.com - India's No.1 Govt Exam Preparation Site | Online Course | Mock Test

❖ To collect job related data, we read newspapers like **Karmaketro** and **Employment News**

UNVEILING THE ISSUES AND CHALLENGES OF CLOTH MERCHANTS OF SONAJHURI HAAT OF SANTINIKETAN, BIRBHUM, WEST BENGAL

B.Sc. SEM -VI (hons.) CBCS Practical Examination, 2024

in Anthropology, DSE – 4

The University of Burdwan, Burdwan

Work Done Under the Supervision

of

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Topics. **Page no.**

CHAPTER – 1: INTRODUCTION

Anthropology, the study of humankind, is a discipline that encompasses a rich tapestry of knowledge about human societies, cultures, behaviours, and biological adaptations. Its history stretches back to ancient times, with early scholars like Herodotus and Ibn Khaldun making observations about different cultures and societies. However, anthropology as a formal academic discipline began to take shape in the 19th century, particularly with the work of figures like Franz Boas, often considered the father of American anthropology, who emphasized the importance of fieldwork and cultural relativism.

The importance of anthropology lies in its ability to provide insights into the diversity of human experiences across time and space. By studying different cultures, languages, and social structures, anthropologists gain a deeper understanding of what it means to be human. Anthropological research helps to challenge stereotypes, promote cultural understanding, and inform policies and interventions in areas such as public health, development, and environmental conservation. Anthropology offers a unique perspective on the human experience, drawing on diverse methods and theories to explore the complexities of human diversity. Its holistic approach, combining insights from the social sciences, natural sciences, and humanities, makes it a dynamic and interdisciplinary field with far-reaching implications for understanding and addressing the challenges facing humanity.

Anthropology encompasses four main subfields: cultural anthropology, which examines the beliefs, practices, and social structures of contemporary societies; physical anthropology, which investigates human evolution, variation, and adaptation; archaeology, which studies past human societies through material remains; and linguistic anthropology, which explores the role of language in shaping human culture and cognition.

Social cultural anthropology is a field of study within anthropology that examines human societies and cultures. It seeks to understand the diverse ways in which people around the world organize themselves, create meaning, and interact with one another within their social and cultural contexts. At its core, social cultural anthropology explores the intricacies of human behaviour, beliefs, customs, and institutions. Anthropologists in this field often conduct ethnographic research, which involves immersing themselves in a particular community or culture to observe and understand its practices first-hand. Key areas of focus in social cultural anthropology include kinship systems, economic structures, political organization, religion, language, and symbolic systems. By studying these aspects, anthropologists aim to uncover the underlying patterns and dynamics that shape human societies.

Moreover, social cultural anthropology emphasizes the importance of reflexivity, acknowledging the researcher's role in shaping and interpreting the data collected. This awareness helps anthropologists navigate the complexities of cross-cultural research and avoid imposing their own biases on their findings. It also provides valuable insights into the diversity of human experience,

challenging ethnocentric perspectives and fostering greater understanding and appreciation for different ways of life. It is a dynamic and evolving field that continues to contribute to our understanding of the complexities of the human condition.

Fieldwork in anthropology is the immersive, first-hand study of a particular culture or society by anthropologists. It is a fundamental methodological approach that allows researchers to gather data, make observations, and gain insights into the social and cultural dynamics of a community. During fieldwork, anthropologists typically spend an extended period living among the people they are studying, participating in their daily activities, and building relationships with community members. This immersive experience enables researchers to gain a deep understanding of the intricacies of the culture, including its customs, beliefs, values, and social structures.

Fieldwork requires anthropologists to be reflexive, acknowledging their own biases and subjectivities and considering their impact on the research process. It also involves ethical considerations, such as obtaining informed consent and ensuring the well-being and confidentiality of participants. Overall, it is essential for generating rich, contextually grounded data in anthropology, allowing researchers to develop nuanced understandings of the cultures and societies they study. It is a dynamic and iterative process that shapes anthropological knowledge and contributes to the discipline's ongoing dialogue about human diversity and social change.

Fieldwork in anthropology has evolved significantly throughout history, reflecting changes in theoretical perspectives, methodological approaches, and ethical considerations.

Early Exploratory Expeditions (19th Century): Anthropology's early days were marked by expeditions to distant lands by scholars like Lewis Henry Morgan and Franz Boas. These explorers documented the customs, languages, and cultures of indigenous peoples, often with a focus on classification and comparison.

Participant Observation (Early to Mid-20th Century): Bronislaw Malinowski's work in the Trobriand Islands revolutionized fieldwork with his emphasis on participant observation. Living among the people being studied became a hallmark of anthropological research, allowing for a deeper understanding of culture from within.

Functionalism and Structuralism (Mid-20th Century): The mid-20th century saw the rise of functionalist and structuralist approaches to anthropology. Influential figures like A.R. Radcliffe-Brown and Claude Lévi-Strauss focused on uncovering the underlying social structures and symbolic systems that shape cultures.

Reflexivity and Postmodernism (Late 20th Century): By the late 20th century, anthropologists began emphasizing reflexivity in fieldwork. They acknowledged the subjective nature of knowledge production and the role of the researcher's positionality in shaping research outcomes, influenced by postmodernist thought.

UNFOLDING THE ISSUES AND CHALLENGES OF THE SELLERS OF SONAJHURI HAAT OF SANTINIKETAN, BIRBHUM, WEST BENGAL

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THE CONTENTS

Government General Degree College, Singur

Affiliated to the Burdwan University

Dissertation work on

Association between Sense of Belonging, Academic Self Efficacy and Academic Performance: A Comparative Study of male and female College Students

Work Done Under the Supervision of

Dr. Sumona Datta

Assistant Professor

Department of Psychology Government General Degree College, Singur

Submitted by

Ananya pal

Roll No :210142000008

REG. No.: 202101067439

Program: BA (H) Psychology

To Whom It May Concern

This is to certify that the dissertation entitled to"Association between Sense of Belonging, Academic Self Efficacy and Academic Performance: A Comparative Study of male and female College Students" submitted by Miss Ananya pal of the B. A (Honours) dissertation in psychology, Government General Degree College, Singur is a bonafide work and may be placed before the Board of Examiners, for their consideration.

…… …… ……..

Sumona Datta

(Dissertation Supervisor)

TABLE CONTENTS

ACKNOWLEDGEMENTS

I am beyond grateful to my mentor Dr. Sumona Dutta for her enthusiastic encouragement and useful critiques of this research work. This study would not have been possible without her continuous guidance at all stages of this research. I am extremely thankful to her as my mentor.

I would also like to thank every participant who took their time out to fill the questionnaires over the internet. This work would not have been done without their cooperation.

Lastly, I like to thank my friends and family who have been a pillar of support and encouragement for me since day one.

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ROLL NO – 210142000008

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Place- Department of Psychology, Singur, Government General Degree

ABSTRACT

This study examines the relationship between Sense of Belonging, Academic self-efficacy and academic performance among college students, along with gender differences in these variables. Out of 150 participants, 45 were male and 105 were female college and university students, who completed the Sense of Belonging Scale, Academic self-efficacy Scale, and Academic Performance Scale. Finding releaved Academic Self Efficacy shows negative correlation with Sense of Belonging that indicates high score on self efficacy may leads to high Self Efficacy may leads to no social interaction, which generally result low score of sense of belonging.

On the other hand negative correlation with Academic self-efficacy and academic performance that indicates high score on self efficacy may leads to overconfidence which decreases actual effort and may impact negatively on academic performance. Gender analysis showed no significant differences in Sense of belonging and academic performance between males and females.However, males reported significantly higher Academic Self Efficacy compared to females.., Those results highlights the importance of sense of belonging and academic self-efficacy in improving academic success. The implications for the educational and academic fields suggest , Positive correlation between sense of belongingness & Academic Self Efficacy with academic performance results in more encouragement which helps to achieve high score on academic performance.

Key words

1 .Sense Of Belonging

2. Academic self efficacy

3. Academic Performance

4. Young Adult

5. College Student

CHAPTER -I

INTRODUCTION

A sense of belonging can also boost students' self-efficacy—the belief in their ability to succeed. When students feel like they are part of a supportive community, they are more likely to believe in their potential and confidently take on academic challenges. This positive self-efficacy can have a cascading effect on their motivation and academic performance. Research demonstrated that students who felt a sense of belonging exhibited higher levels of self-efficacy, leading to improved academic outcomes. Highly self-efficacious students experience more positive emotions while studying and learning, which can, in turn, lead to better academic performance.

Sense of Belonging

A sense of belonging is a need for human beings to affiliate themselves with another group of people and have their acceptance. It is a feeling of support when a person observes inclusion and identity as a particular group member. This sense could indicate different things as the need to belong could be for various reasons in different groups, i.e., to be part of a religious group, a peer group in an institution, or a member of a club.

Sense of belonging is a crucial psychological need that significantly influences individual well-being, motivation, and performance in various contexts, such as education, work, and social settings. It encompasses feeling accepted, valued, and connected within a group or community. Here are the key aspects and implications of sense of belonging:

Definition and Component:

Acceptance and Inclusion: Sense of belonging involves being accepted and included by a group, whether it's peers, colleagues, or community members. This acceptance creates a secure and supportive environment.

Value and Recognition: Feeling valued for one's contributions and unique characteristics is essential. Recognition from others fosters a sense of importance and self-worth within the group.

Connectedness: Building meaningful relationships and emotional bonds within a group enhances the feeling of connectedness. This includes mutual respect, trust, and support.

Importance in Various Context

Education

Students who feel a strong sense of belonging are more engaged in learning activities, participate actively in class, and contribute to discussions.A robust sense of belonging can mitigate feelings of loneliness, anxiety, and depression, promoting overall emotional well-being.Students with a high sense of belonging are more motivated to succeed and are more likely to persist through academic challenges, leading to better outcomes.

Workplace

Employee Engagement: Employees who feel they belong are more engaged, productive, and committed to their organization.

Job Satisfaction: A strong sense of belonging correlates with higher job satisfaction and lower turnover rates.

Team Cohesion: Belonging fosters team cohesion and collaboration, improving overall performance and innovation.

Factors Influencing Sense of Belonging

Social Support: Support from peers, teachers, supervisors, and family is crucial in fostering a sense of belonging. This includes emotional support, encouragement, and practical help.

Inclusive Environment: Creating an inclusive environment that celebrates diversity and ensures everyone feels respected and valued enhances the sense of belonging.

Participation Opportunities: Opportunities for individuals to participate in group activities, clubs, or projects help build connections and a sense of community.

Enhancing Sense of Belonging

Positive Relationships: Encouraging positive interactions and relationships among group members strengthens the sense of belonging. This can be achieved through team-building activities, collaborative projects, and social events.

Inclusive Practices: Implementing inclusive practices and policies that promote diversity and equity is vital. Ensuring that everyone's voice is heard and valued helps in fostering a sense of belonging.

Support Systems: Establishing robust support systems, such as counselling services, mentorship programs, and peer support groups, provides individuals with the necessary resources to feel connected and supported.

Recognition and Appreciation: Regularly acknowledging and appreciating individual contributions and achievements helps individuals feel valued and enhances their sense of belonging

Academic Self Efficacy

Academic self-efficacy refers to a student's belief in their ability to succeed in academic tasks. It is a critical component of academic motivation and performance, rooted in Bandura's Social Cognitive Theory. Here are the key elements and implications:

Belief in Abilities: It involves confidence in performing specific academic tasks, such as solving problems, writing essays, and understanding new concepts. High self-efficacy leads to setting challenging goals and persisting through difficulties, employing effective learning strategies, and maintaining motivation despite setbacks. Students with strong self-efficacy effectively plan, monitor, and adjust their learning strategies to meet academic objectives.

Sources of Academic Self-Efficacy:

Mastery Experiences: Success in academic tasks builds self-efficacy, while repeated failures can undermine it. Positive experiences reinforce the belief in one's abilities.

Vicarious Experiences: Observing peers succeed through effort can enhance one's own self-efficacy. Role models and mentors are significant in this regard.

Social Persuasion: Encouragement from teachers, parents, and peers can bolster self-efficacy. Constructive feedback and positive reinforcement play key roles.

Emotional and Physiological States: A student's perception of their emotional and physical state impacts self-efficacy. Stress and fatigue can diminish confidence, whereas a calm and energized state can enhance it.

Impact on Academic Performance:

Motivation and Engagement: Students with high self-efficacy are more motivated and engaged in their studies, actively participating in class, and completing assignments.

Academic Achievement: There is a positive correlation between self-efficacy and academic performance, including better grades and higher test scores.

Coping Mechanisms: High self-efficacy equips students with effective coping strategies, enabling them to manage academic stress and challenges.

Enhancing Academic Self-Efficacy

Positive Learning Environment: Supportive and encouraging classrooms help build self-efficacy. Teachers can provide positive feedback and opportunities for success.

Skill Development: Teaching study skills, time management, and goal-setting techniques empower students and enhance self-efficacy.

Modelling and Mentorship: Providing role models and mentors who demonstrate effective academic behaviours can bolster self-efficacy.

Incremental Challenges: Gradually increasing task difficulty allows. students to build confidence through successive

Academic Performance –

Academic performance refers to the extent to which a student achieves their educational goals, commonly assessed through grades, test scores, and other academic achievements. It serves as a primary indicator of a student's learning progress and proficiency in various subjects.

Key factors influencing academic performance include cognitive abilities, such as intelligence and memory, and non-cognitive factors like motivation, perseverance, and time management. Students with strong organizational skills and a high level of motivation often perform better academically. Additionally, socioeconomic status plays a significant role; students from affluent backgrounds typically have access to more educational resources, such as private tutoring, technology, and a conducive learning environment at home.

The quality of teaching Is another critical determinant of academic . Continuous assessment and constructive feedback from teachers can help students understand their strengths and weaknesses, fostering a growth mind-set and encouraging improvement.Environmental factors, such as a supportive family environment and a positive school climate, also contribute to academic success. Parental involvement in a child's education can boost confidence and motivation, leading to better performance. Schools that promote a culture of

learning and provide emotional and psychological support tend to have students who perform better academically.

Technological advancements have reshaped the landscape of academic performance. Online learning platforms and educational software offer personalized learning experiences and additional resources, helping students to achieve better results. However, disparities in access to technology can widen the achievement gap between different socioeconomic groups.

CHAPTER II

LITERATURE REVIEW

Sense of Belonging

1. **Sense of belonging in college freshmen at the classroom and campus levels**

   Tierra M Freeman, Lynley H Anderman, Jane M Jensen

   The Journal of Experimental Education 75 (3), 203-220, 2007

   In this study, the authors examined associations between undergraduate students' sense of class belonging and their academic motivation in that class, their sense of class belonging and perceptions of their instructors' characteristics, and their class and campus-level sense of belonging. They distributed questionnaires to students at a south-eastern university; freshmen (N = 238) completed the questionnaire. The authors found associations between (a) students' sense of class belonging and their academic self-efficacy, intrinsic motivation, and task value; (b) students' sense of class-level belonging and their perceptions of instructors' warmth and openness, encouragement of student participation, and organization; and (c) students' sense of university-level belonging and their sense of social acceptance. The authors found smaller effects on students' sense of university-level belonging for faculty pedagogical caring and for class-level sense of belonging.

2. **A sense of belonging in a university community: A study of undergraduate students**

K Krafona

International journal of psychology and behavioral sciences 4 (1), 16-20, 2014

The purpose of the study was to investigate the extent to which students felt they belonged to the university and also determine the utility of the sense of community index instrument in this population. The original 12-item sense of community index developed by Perkins, Florin, Rich, Wandersman & Chavis was used. The results indicated: 1) a low sense of belonging, 2) a weak internal consistency of the scale r=. 63 and 3) a two-factor structure. The findings are discussed in relation to the students' perception of what their involvement in university administration should be, the nature of the scale itself and the sample in general. A major limitation is that only a small set of students from one department was involved and therefore caution should be exercised in its interpretation and generalisation. A need for future work is delineated.

3. **An examination of self-efficacy and sense of belonging on accounting student achievement**

Nicola Beatson, Paul de Lange, Meredith Tharapos, Brendan O'Connell, Jeffrey Smith, Stephen Scott, Richard Greatbanks

Accounting & Finance 64 (1), 723-738, 2024

The study was conducted by Nicola Beatson, Paul de Lange, Meredith Tharapos, Brendan O'Connell, Jeffrey Smith, Stephen Scott, Richard Greatbanks. This study exposed student success is impacted by many factors, both individual and institutional. We examine Tinto's (Journal of College Student Retention: Research, Theory & Practice, 2017, 19, 254) theoretical model of achievement by surveying students enrolled in an introductory

accounting subject (n = 132) at a New Zealand university twice and relating their responses to their levels of achievement in the subject. We find that both self-efficacy beliefs and a sense of belonging to the university are significantly related to academic success. This study builds on the body of work examining non-cognitive factors in accounting education and provides practical implications for accounting educators.

4. A sense of belonging at university: Student retention, on motivation and Enjoyment

Megan Louise Pedler, Royce Willis, Johanna Elizabeth Nieuwoudt

Journal of Further and Higher Education 46 (3), 397-408, 2022

This article presents findings from a questionnaire (n = 578) that was developed to explore the relationships between university students' sense of belonging and student retention. The current study found a significant difference in the level of belonging between first-generation students and students whose parents had both completed university. Additionally, students who frequently considered leaving university without completing their degree (i.e. dropping out) had a significantly lower sense of belonging than students who did not. Finally, university students with a higher sense of belonging reported higher motivation and enjoyment in their studies whereas students who reported lower levels of belonging reported lower levels of motivation and enjoyment. This study highlights that university students' sense of belonging is of high importance to higher education institutions as it increases students' academic motivation and enjoyment in their studies, which can impact on student achievement and reduces the likelihood of students considering leaving university before completing their studies, thus contributing to student retention.

5. **Sense of belonging and student engagement: A daily study of first-and continuing-generation college students**

Cari Gillen-O'Neel

Research in Higher Education 62 (1), 45-71, 2021

In the current study, first- and continuing-generation college students (N = 150) reported their sense of belonging and their emotional and behavioral engagement in college every evening for a week. These data were used to examine both person-level and daily dynamics of sense of belonging and student engagement. With few exceptions, sense of belonging was associated with all types of student engagement at both the person and the daily levels. At the person level: replicating previous research, students with a higher sense of belonging than their peers tended to also have higher emotional and behavioral engagement. At the daily level: regardless of students' typical sense of belonging, if they experienced especially high sense of belonging on a particular day, their emotional and behavioral engagement on that same day tended to be higher than usual. For two measures of student engagement—feelings toward school and in-class engagement—first-generation college students were especially sensitive to day-to-day fluctuations in sense of belonging. There were, however, few other effects of student generation. Overall, results suggest that sense of belonging is an important resource for maintaining student engagement among all students, but especially among first-generation students. In addition, because sense of belonging operates at both person and daily levels, schools can work at both levels to improve students' belonging.

SELF EFFICACY

1. **Self-efficacy in university students: A person-centered approach**

Carlos Freire, María del Mar Ferradás, Bibiana Regueiro, Susana Rodríguez, Antonio Valle, José Carlos Núñez

Frontiers in psychology 11, 530329, 2020

This current study had two objectives: (a) to examine the existence of different profiles of university students based on how they combined different approach coping strategies (positive reappraisal, support seeking, and planning) and (b) to determine the existence of differences in general expectations of self-efficacy between those coping profiles. A total of 1,072 university students participated in the study. The coping profiles were determined by latent profile analysis (LPA). The differences in the self-efficacy variable were determined using ANCOVA, with gender, university year, and degree type as covariates. Four approach coping profiles were identified: (a) low generalized use of approach coping strategies; (b) predominance of social approach coping approaches; (c) predominance of cognitive approach coping approaches; and (d) high generalized use of approach coping strategies. The profile showed that a greater combination of the three strategies was related to higher general self-efficacy expectations and vice versa. These results suggest that encouraging flexibility in coping strategies would help to improve university students' self-efficacy.

2. Academic self-efficacy, coping, and academic performance in college

Mehjabeen Khan

International Journal of undergraduate research and creative activities 5 (1), 3, 2023

This study serves as a pilot study for a possible future study including the same variables. The purpose of the pilot study was to find a relationship in the college academic setting between academic self-efficacy, stress coping skills, and academic performance. Sixty-six undergraduate students, 17 male and 49 female, from a university in northwestern United States participated in the study. Stress was measured using the COPE Inventory (Carver, Scheier, & Weintraub, 1989). Self-efficacy was measured using the Academic Self-

Efficacy Scale (Chemers, Hu, & Garcia, 2001). Academic performance was measured using the participants' college GPA. Academic Self-Efficacy and the Planning subscale of the COPE Inventory were positively correlated with GPA (r=. 49, p<. 01 and r=. 32, p<. 05). Academic self-efficacy was positively correlated with the COPE Inventory subscales Positive Reinterpretation and Growth (r=. 36, pr=. 35, p<. 01), Acceptance (r=. 46, p<. 01), and Planning (r=. 25, p<. 05). Academic self-efficacy was negatively correlated with the COPE Inventory subscale Substance Use (r=-. 32 at p< 0.1). Faculty Sponsor: Heath Marrs, Ed. D

3. Grit, self-efficacy, achievement orientation goals, and academic performance in University students

Amal Alhadabi, Aryn C Karpinski

International Journal of Adolescence and Youth 25 (1), 519-535, 2020

The current study investigated the relationships between grit, self-efficacy, achievement orientation goals, and academic performance in parallel and serial mediation models. University student participants (N = 258) responded to an online survey containing demographic items and scales measuring the non-cognitive factors noted above. The results demonstrated that 'grit' (i.e. perseverance of effort and consistency of interest) positively associates with academic performance through a sequential pathway of mediators including self-efficacy and achievement orientation goals. Findings supported the positive relationships between mastery, approach goals, and academic performance, as well as the negative association between avoidance goals and academic performance. The model revealed that self-efficacy may play supportive and protective roles by increasing the positive effect of mastery and performance-approach goals and reducing the negative effect of avoidance goals on academic performance, respectively. These novel findings support the contribution of 'grit' in predicting various academic outcomes.

4. Academic self-efficacy and academic performance among university undergraduate student .

Musa Matovu

Open Access Publishing Group, 2020

This study analyzed the relationship between academic self-efficacy and academic performance among university undergraduate students. The study was conducted to attest the relationship and differences between academic self-efficacy and academic performance among university undergraduate students. The sample was drawn from two universities (public and private) on which the questionnaire to measure academic self-efficacy and the Cumulative Grade Point Average (GPA) was distributed to participants (140 females and 153 males) selected from three faculties (Education, humanities, science) using stratified sampling. The universities were selected purposively. Descriptive and inferential statistics were used to analyze the differences and relationship between academic self-efficacy and academic performance among university undergraduate students. The results obtained revealed that there is a statistically significant relationship between academic self-efficacy and academic performance among university undergraduate students ($r (293) = .816, p < .01$). There were differences noted as regards gender in the students' academic self-efficacy ($t (291) = 2.76, p < .01$), and academic performance ($t (291) = 1.56, p < .05$). From the results of this study it is recommended that universities institute measures to enhance students' academic self-efficacy as it has been noted that it is related to their academic performance

<u>Academic performance</u>

1. **Impact of Perceived Stress on Academic Performance Among College Students During Covid-19 Outbreak**

G Ponselvakumar, Mr S ALAGURAJA

Journal of Positive School Psychology 6 (8), 3605-3613, 2022

The covid-19 outbreak became a pandemic and substantially affects the education field and its routine work. It made the education system to adapt the technology aspect and students along with teachers started to relay on electronic gadgets for teaching-learning process. Spending prolonged time in front of the laptop, mobile or other electronic gadgets in an isolated manner will cause stress and anxiety among the students. This may impact their academic performance. This study aims to measure the perceived stress among college students and its impact on their academic performance. The Perceived Stress Scale PSS-10 (1988) standardized by Sheldon Cohen and Willamson was used to collect data for this study. Students' academic performances were obtained from their percentage of marks in the semester examination. A stratified random sampling technique was used to select 168 students as samples for the study. The result shows that about 77% of students were having Moderate perceived stress levels and 7% of students had a high level of perceived stress further it has been noted that perceived stress and academic achievement were negatively correlated.

2. Exploring academic performance and learning style of undergraduate students in English Education program

Melani Dwi Ariastuti, Achmad Yudi Wahyudin

Journal of English Language Teaching and Learning 3 (1), 67-73, 2022

Exploring students' learning style has drawn attention of practitioners and teachers. Previous reported studies have noted that learning styles have been one of successful factor in promoting learning and achievement for students. This study aimed to explore the students' academic performance and its relation to different learning style preference at undergraduate level. Survey has been conducted to capture the students' learning style preferences (visual, auditori, and kinaesthetic) and their learning achievement (GPA and EPT Score). A small group of respondents consisting of 39 students majoring in English Education participated in this study. The result shows that 49% of

students preferred visual learning style, 31% of students preferred in Kinesthetic learning style and 20% of students preferred Auditory learning style. The Correlation was 0,697, and the t-table was less than the T-test. So, it is entirely feasible to determine that learning style has a statistically significant effect on students' performance.

3. The relationship between sleep quality, stress, and academic performance among medical students

Abdullah D Alotaibi, Faris M Alosaimi, Abdullah A Alajlan, Khalid A Bin Abdulrahman

Journal of Family and Community Medicine 27 (1), 23-28, 2020

BACKGROUND:

Sleep is essential for the body, mind, memory, and learning. However, the relationship between sleep quality, stress, and academic performance has not been sufficiently addressed in the literature. The aim of this study was to assess the quality of sleep and psychological stress among medical students and investigate the relationship between sleep quality, stress, and academic performance.

MATERIALS AND METHODS:

This cross-sectional study targeted all medical students in their preclinical years at a Saudi medical college in …

4. **Self-regulated learning training programs enhance university students' academic performance, self-regulated learning strategies, and motivation: A meta-analysis**

Maria Theobald

Contemporary Educational Psychology 66, 101976, 2021

The present meta-analysis tested the effects of extended self-regulated learning training programs on academic performance, self-regulated learning strategies, and motivation of university students. The literature search revealed 49 studies (5,786 participants) that met the inclusion criteria. A three-level meta-analysis based on 251 effect sizes revealed an overall effect size of g = 0.38. The largest effect sizes were obtained for metacognitive strategies (g = 0.40) and resource management strategies (g = 0.39) followed by academic performance (g = 0 …

5. **Emotional intelligence predicts academic performance: A meta-analysis.**

Carolyn MacCann, Yixin Jiang, Luke ER Brown, Kit S Double, Micaela Bucich, Amirali Minbashian

Psychological bulletin 146 (2), 150, 2020

. The current meta-analysis examines the degree to which student EI is associated with academic performance. We found an overall effect of ρ=. 20 using robust variance estimation (N= 42,529, k= 1,246 from 158 citations). The association is significantly stronger for ability EI (ρ=. 24, k= 50) compared with self-rated (ρ=. 12, k= 33) or mixed EI (ρ=. 19, k= 90). Ability, self-rated, and mixed EI explained an additional 1.7%, 0.7%, and 2.3% of the variance, respectively, after controlling for intelligence and big five personality. Understanding and management branches of ability EI explained an additional 3.9% and 3.6%, respectively. Relative importance analysis suggests that EI is the third most important predictor for all three streams, after intelligence and conscientiousness. Moderators of the effect differed across the

three EI streams. Ability EI was a stronger predictor of performance in humanities than science. Self-rated EI was a stronger predictor of grades than standardized test scores. We propose that three mechanisms underlie the EI/academic performance link☹a) regulating academic emotions,(b) building social relationships at school, and (c) academic content overlap with EI. Different streams of EI may affect performance through different mechanisms. We note some limitations, including the lack of confidence for a causal direction.(PsycInfo Database Record (c) 2023 APA, all rights reserved)

Objectives:

1. To examine the association between Sense of Belonging, Academic Self Efficacy and Academic Performance among College Students.

2. To check if there exist any gender differences with respect to the Sense of Belonging, Academic Self Efficacy and Academic Performance of College Students.

Hypotheses:

H0: There exists no significant relationship between the Sense of Belonging, Academic Self Efficacy and Academic Performance among College Students.

H0: There is no significant gender differences with respect to the Sense of Belonging of College Students.

H0: There is no significant gender difference with respect to the Academic Self Efficacy of College Students.

H0: There is no significant gender difference with respect to the Academic Performance of College Students.

CHAPTER III

METHOD

Participants:

A total of 150 individuals (105 female.45 male) participated and the age range was maintained. Between 18 to 25. Because this study aims to investigate the population of young adults.

Inclusion Criteria-

1. Participants must be enrolled in College for a graduate or postgraduate degree.

2. Participants should be enrolled in a regular course and attending college on a regular basis.

3. Participants should be aged between 18 – 25 years so as to belong to the young adult age group.

Exclusion Criteria-

1. Participants should not be suffering from any psychological disorder or organic brain disorder.

2. Participants should not be having any physical or mental disability.

3. Participants should not be employed.

4. Participants should not be enrolled in school at the time of data collection.

SENSE OF BELONGING

The Sense of Belonging Scale – Revised (SOB-R), developed by Marybeth Hoffman, Janet Richmond, Jennifer Morrow, and Kristin Salomone between 2002 and 2003, is a robust instrument designed to assess students' sense of belonging within academic environments. This 26-item scale captures the multifaceted nature of belonging, encompassing social integration, academic inclusion, and personal feelings of acceptance within the campus community.

Structure

The scale consists of 26 statements rated on a Likert scale ranging from 1 (Strongly Disagree) to 7 (Strongly Agree). The items are designed to reflect various aspects of belonging, such as:

Peer Relationships: I have friends at this institution

Faculty Interaction: I am treated with respect by faculty.

Campus Community: I feel like a member of the campus community.

Personal Comfort: I feel comfortable in my classes.

Isolation: “I feel isolated when I’m on campus.(reverse-scored)

Scoring

Responses to the scale are scored to yield an overall sense of belonging score. Negatively worded items are reverse-scored, and higher overall scores indicate a stronger sense of belonging.

Applications

The SOB-R is widely used in educational research and practice to:

Identify At-Risk Students: Low scores can help pinpoint students who may feel marginalized or disconnected, facilitating targeted interventions.

Evaluate Programs: The scale assesses the impact of initiatives designed to enhance student engagement and integration.

Research: Provides data for studies on the relationship between belonging and academic outcomes, mental health, and student

SELF EFFICACY

The 40-item Academic Self-Efficacy Scale by Abdul Gafoor K. and P. Muhammed Ashraf was developed in 2006. This scale is designed to measure students' beliefs in their capabilities to successfully perform a range of academic tasks and responsibilities. It encompasses a comprehensive set of items that assess various dimensions of academic self-efficacy, including learning, study habits, exam performance, and class participation.

The 40-item Academic Self-Efficacy Scale by Abdul Gafoor K. and P. Muhammed Ashraf provides a detailed measure of students' self-efficacy in an academic context. This scale is structured to cover a wide range of academic activities and challenges that students face. It uses a Likert-type scale, typically ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), to assess the degree "of confidence students have in their academic abilities.

Dimensions and Example Items Self-Confidence in Learning" I can understand the most difficult material presented in my textbooks.""I am confident in my ability to grasp complex concepts taught in class. "Study Habits and Effort" I can effectively manage my study time even when I have multiple assignments.""I am capable of concentrating on my studies for extended periods. "Examination and Performance" I am confident I can achieve high grades even in challenging subjects.""I can perform well on tests even if they are unexpected. "Class Participation" I feel comfortable participating in class discussions.""I can ask questions in class when I need clarification on the material. "Assignment Completion" I can complete my assignments accurately and on time.""I am confident in my ability to write clear and organized essays. "Handling Academic Stress" I can remain calm when facing difficult academic challenges.""I am capable of handling the pressure of upcoming deadlines."

ACADEMIC PERFORMANCE

The 8-item academic performance scale, developed by Carson Birchmeier, Emily Grattan, Sarah Hornbacher, and Christopher McGregory at Saginaw Valley State University in 2011, is a concise instrument designed to assess students' academic performance. This scale is utilized primarily in educational research to measure various aspects of academic achievement and student success. The scale includes eight items, each addressing different dimensions of academic performance, such as grades, study habits, and engagement in academic activities.

The simplicity and brevity of the scale make it a practical tool for both researchers and educators. It can be easily administered in various educational settings, from primary schools to universities. The scale's development involved rigorous testing and validation processes to ensure its reliability and validity. The items were carefully selected based on their relevance and contribution to a comprehensive understanding of academic performance.

By capturing a range of performance indicators, the 8-item scale provides a holistic view of students' academic achievements. It can be used to identify areas where students excel and where they may need additional support, making it a valuable resource for educators aiming to enhance educational outcomes. Overall, the scale is a significant contribution to the field of educational assessment.

PROCEDURE

Data from the 150 participants (105 female and 45 male) was collected with the help of a google form, which was distributed through various social media platforms. The google form included the questionnaires and collected other data such as age and gender along with their informed consent.

Results:

Table 1. Descriptive Statistics Sense of belonging, Academic self-efficacy and Academic Performance among College Students (N=150).

Statistical Analysis:

The data was processed through the science Statistical Package of Social Sciences (SPSS), descriptive statistics (Mean and Standard deviation), correlation (Pearson Product Moment Correlation), Normality test (Kolmogorov – Smirnov and Shapiro-Wilk)

CHAPTER IV

RESULTS

Table 1. Descriptive Statistics of Sense of Belonging, Academic Self Efficacy and Academic Performance among College Students (N=150).

	Mean	Std. Deviation.	Skewness		Kurtosis	
			Statistic	Statistics	Statistics	Std. Error
SENSE OF BELONGING	87.767.	15.327	.110.	.198	.114	.394
Perceived Peer Support	28.180.	5.505	.003	.198	-.629	.394
Classroom Comfort	14.6873	.917	-.639	.198	.041	.394
Perceived Isolation	9.740	3.474	.744	.198	.423	.394
Faculty Support	35.160	7.819	-.327	.198	.156	.394

Academic Self Efficacy.	99.933	19.301	-.238	.198	.148	.394
Academic Performance	30.460	5.639	-.588	.198	1.003.	.394

Findings

In the 1st table study variables are Sense of Belonging, Academic Self Efficacy and Academic Performance, over here mean, SD, Skewness and Kurtosis values are given of these variables. Mean of Sense of Belonging is 87.767, and Std. Deviation is 15.327. Mean of perceived peer support is 28.180 and Std. Deviation is 5.505. Mean of classroom comfort is 14.687 and Std.deviation is 3.917 .Mean of Perceived Isolation is 9.740 and Std.deviation is 3.474 .Mean of Faculty Support is 35.160 and Std.deviation is 7.819. Mean of Academic Self-Efficacy 99.933 and Std.deviation is 19.301 .Mean of Academic performance 30.460 and Std.deviation is 5.639, respectively.

Table 2. Correlation among Sense of Belonging, Academic Self Efficacy and Academic Performance among College Students (N=150).

.

	1	`2	3	4	5	6	7
1. Perceived Peer Support	1.00						
2. Classroom Comfort	572**	1.00					
3. Perceived Isolation	-.071	-.052.	1.00				
4. Faculty Support	.583**	.702**	.044.	1.00			
5. SENSE OF BELONGING	.787**	.807**	.210**	.909**	1.00		
6. Academic Self Efficacy	-.249*	-.478**	.289**	-.391*	-.345**	1.00	
7. Academic Performance	.162*	.360**	.047	.307	.317**	-.522**	1.00

***p<.01; *p<.05*

Findings

Table 2 displays the correlation among Sense of Belonging, Academic Self Efficacy and Academic Performance among College Students (N=150) Correlation between variables is significant at 0.05 and 0.01 is shown in this table. Coefficient marked with ** are statistically significant at the 0.01 level .While those marked with * are significant at the 0.05 level. Perceived peer support shows highly significant & moderate – high correlation with Classroom Comfort *(r= .572 ; p= 0.01*) . Perceived peer support has no significant correlation with perceived Isolation *(r= - .071*) . Perceived peer support shows high correlation with faculty support *(r= 0.583 ; p= 0.01*) . Perceived peer support shows strong positive correlation with Sense of Belonging *(r= 0.787 ;p= 0.01*) Perceived peer support shows negative

correlation with Academic self-efficacy (*r= -0.249 ; p= 0.01*) Perceived peer support shows slightly significant & low correlation with Academic performance. Academic self-efficacy shows negative correlation with Classroom Comfort *(r= -.478 ; p= 0.01*) . Academic self-efficacy shows moderate positive correlation with Perceived Isolation *(r= .289 p= 0.01*) . Academic self-efficacy shows negative correlation with faculty support (*r= -.391 p = 0.01*) .Academic self-efficacy shows negative correlation with Sense of Belonging*(r= -.345 p= 0.01*) . Academic performance shows low - moderate high correlation with Classroom Comfort *(r= .36 p= 0.01*). Academic performance has no correlation with Perceived Isolation *(r = .047*) . Academic performance shows low- moderate high correlation with faculty support *(r= .307 p= 0.01*) . Academic performance shows low- moderate high significant with Sense of Belonging *(r= .317 p = 0.01*) . Academic performance negative association with Self efficacy *(r = -.522 p= 0.01).*

Table 3. Normality Test of Sense of Belonging, Academic Self Efficacy and Academic Performance among College Students (N=150).

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
SENSE OF BELONGING	.052	150	.200*	.995.	150	.867
Perceived Peer Support	.090	150	.005	.981	150	.032

Classroom Comfort	.091	150	.004	.946	150	.000
Perceived Isolation	.130	150	.000	.952	150	.000
Faculty Support	.071	150	.061	.985	150	.111
Academic Self Efficacy	.069	150	.075	.980	150	.030
Academic Performance	.088	150	.007	.963	150	.000

Findings

Table 3 displays the data was purposely taken . So,we didn't normality check if the data distribution follows normality or not .In that case Kolmogorov- Smirnov test and Shapiro-Wilk test were done and we can see that without Sense of Belonging, all 'p' values are significant , which indicates distribution are non- normal distribution, so it doesn't follow normality. Therfore we see gender differences we are using non parametric statistics as we can't use parametric T- test .

Table 4. Mann Whitney U test for Sense of Belonging, Academic Self Efficacy and Academic Performance with respect to gender (N=150).

		Median	Mann Whitney. U Test Significance.	Decision
Sense of Belonging	Male (n=45)	86.00	.60	Insignificant
	Female (n=105)	89.00		
Academic Self Efficacy	Male (n=45)	107.00	.04	Significant at .05 level
	Female (n=105	99.00		
Academic Performance.	Male (n=45)	29.00	.07	Insignificant
	Female (n=105)	32.00		

Findings

Since the data here does not follow normality. We cannot use parametric statistics T- test here. So to see the gender difference,we have used the non-parametric version of the Independent samples t-test Mann Whitney U Test In Mann Whitney U Test we can see that Sense of belonging and Academic Performance has insignificant differences in male and female ,in the same time we can see the median value of Sence of belonging male is (86 .00) and female value (89.00),it is slightly higher than the scores often by the males

students but definitely not significant . Median value of Academic performance male (29.00) and female (32.00),the score often by the females higher than the males but again insignificant. We can see there is a significant gender difference in median scores is statistically significant at the 0.05 level,

Indicating that males (107.00) report higher Self Efficacy compared to females (99.00)students.

CHAPTER IV

Discussion

In this findings. In this study we looked into the association between Sense of Belonging, Academic Self Efficacy and Academic performance variables also the gender differences among male and female college students With respect to above three variables. After data collection we conducted anotherStatistical analysis and we interpreted

From the study we can see that there is a positive correlation between perceived peer support and classroom comfort .Perceived peer support shows a highly significant and moderate to high positive correlation with classroom comfort. This suggests that students who feel supported by their peers are more likely to feel comfortable in the classroom. Perceived peer support has no significant correlation with perceived isolation. This indicates that peer support alone may not be sufficient to reduce feelings of isolation among students, suggesting that other factors may play a more crucial role in addressing isolation, such as individual personality traits or external social factors. There is a high positive correlation between perceived peer support and faculty support. This could imply that environments fostering strong peer support also tend to have supportive faculty, or that supportive peer networks. Perceived peer support shows a strong positive correlation with sense of belonging.

This relationship highlights the importance of peer interactions in fostering a student's sense of belonging to the academic community, which is essential for their overall well-being and academic success. Perceived peer support shows a negative correlation with academic self-efficacy. This might suggest that students who heavily rely on peer support could have lower confidence in their own academic abilities, possibly due to a dependency on their peers for academic assistance.Perceived peer support shows a slightly significant and low correlation with academic performance. While peer support is beneficial for social integration and comfort, it may not directly translate into improved academic outcomes, indicating that academic performance is influenced by a combination of factors beyond peer interactions.Academic self-efficacy shows a negative correlation with classroom comfort. Students with high academic self-efficacy may feel less reliant on the classroom environment for their academic success, potentially feeling less need for comfort and more focus on their own capabilities.There is a moderate positive correlation between academic self-efficacy and perceived isolation. This could indicate that students with high self-efficacy might isolate themselves, believing they do not need much support from peers or faculty to succeed academically.Academic self-efficacy negatively correlates with faculty support. Students with high self-efficacy might feel less need for faculty support, perceiving themselves as capable of managing their academic tasks independently.Academic self-efficacy shows a negative correlation with sense of belonging. High self-efficacy might lead to a reduced need for social belonging, as these students might prioritize their academic goals over social integration. Academic performance has a low to moderate positive correlation with classroom comfort. Comfortable classroom environments can facilitate better learning and engagement, positively impacting academic outcomes. Academic performance shows no significant correlation with perceived isolation. This suggests that isolation does not directly impact academic performance, or its effect may be mediated by other factors such as self-efficacy or faculty support. There is a low to moderate positive correlation between academic performance and faculty support. Supportive faculty can provide guidance and resources that enhance students' academic achievement. Academic performance shows a low to moderate positive correlation with sense of belonging. Feeling a part of the academic community can motivate students to perform better academically. There is a significant negative correlation between academic self-efficacy and academic performance. This surprising result may suggest that while

self-efficacy is generally expected to enhance performance, it could also lead to overconfidence, reducing effort and negatively impacting actual performance. These findings underscore the complexity of the relationships between social and psychological factors in academic settings. While peer and faculty support, as well as a sense of belonging, play crucial roles in enhancing students' comfort and engagement, their direct impact on academic performance is more nuanced. Academic self-efficacy, while generally positive, must be balanced to ensure it translates into actual academic success. These insights can inform interventions aimed at improving academic outcomes by fostering supportive and inclusive environments while promoting realistic self-assessment and effort among students.

In this study we performed normality test to see the mean difference. Kolmogorow-Smimov and Shapiro-Wilk scale were used to test the nornality of Sense of Belonging, Academic Self Efficacy and Academic Performance. In this case most of the variable data is not following normality.Only Sense of Belonging is following normality but overall data is not following normality so we will say that the data is not in normal distribution so we have used non parametric statistics here.

We used the Manin-Whitney U Test to look for group differences,. In the

Mann Whitncy U Test (N-150) as the data was purposively taken . we can see that there is no significant gender differences between male and female in Sense of belonging and Academic Performance. But in Academic Self-Efficacy can see that there is a significant gender difference between male and female in median valve. We can say that there is a tendency that males goesthrough more Academic self-efficacy females. There are some reasons for gender differences in Academic Self Efficacy:1.Cultural and societal norms often perpetuate stereotypes about gender roles and capabilities. For example, the stereotype that males are naturally better at mathematics and sciences can undermine girls' confidence in these subjects.2.Peer support and social networks are crucial in college. Women in male-dominated fields might feel isolated or less supported, which can impact their self-efficacy. Conversely, strong peer support can enhance confidence.3.In contrast, men in traditionally female-dominated fields (such as nursing or education) might experience

lower self-efficacy due to similar reasons.The reason for the gender difference being insignificant in the case of other variables is :Coping Mechanisms- Men and women might employ different strategies to cope with low belongingness, which can affect their persistence and engagement in a given context. It can explain the insignificant differences In Sense of belonging and academic performances in our study.Based on these findings, the following hypotheses are accepted: There is no significant gender differences with respect to the Sense of Belonging of College Students.There is no significant gender differences with respect to the Academic Performance of College Students.

CHAPTER V

Implications and limitations of the study

Implications

The study on “Sense of Belonging, Academic Self-Efficacy, and Academic Performance among College Students” indeed has critical implications. .From the present study we can say that it can be most useful in career counseling where students can use these findings to develop their academic performance.We can use these findings to develop suggestions for students about what they need to achieve better results in academic performance.

Using the present study, we can analyze the problems of students who are falling behind in their academic performance and their mental development through these findings and give better suggestions to them.

Limitations

1 .The number of male (45) and female(105) participants is not equal.

2. In this study, since we have taken the data purposively , we can see that the data is in non-normal distribution, so it is not following normality.

3. In the case of this study, data was taken from a particular group setting for time constraint, it was not possible to take it from diverse group setting

4 In this study we have used three specific variables (Sense of belonging ,Academic self-efficacy , Academic performance), but in literature review we can see that other variables were also related with this variables ,for future study they may consider this variable

Future research

Future research on the association between sense of belonging, academic self-efficacy, and academic performance, with a focus on comparing male and female college students, could delve into several key areas:

- Investigate how male and female students perceive their sense of belonging within academic settings.
- Explore how a strong sense of belonging influences academic self-efficacy differently in male and female students.
- Analyze the direct and indirect effects of sense of belonging and academic self-efficacy on academic performance for both genders.
- Consider how cultural backgrounds and institutional policies impact the sense of belonging and academic self-efficacy in male and female students.

- Develop and test targeted interventions aimed at improving the sense of belonging and academic self-efficacy among male and female students.

- Conduct longitudinal studies to track changes in sense of belonging, academic self-efficacy, and academic performance over time.

- Investigate how other identity factors (e.g., race, socioeconomic status, sexual orientation) intersect with gender to influence sense of belonging, academic self-efficacy, and academic performance.

CHAPTER VI

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CHAPTER VIII

CONCLUSION

In our study, we have seen the relationship between Sense of Belonging, Academic self-efficacy and academic performance and checked whether there is any gender difference between them. Our study found that Negetive correlation between Sense of Belonging and Academic self-efficacy. While

Academic Self Efficacy negatively impacts academic outcomes among college students.No significant gender differences were observed in Sense of belonging and academic performance,but males reported significantly higher Academic Self Efficacy. Positive correlation between sense of belongingness & Academic Self Efficacy with academic performance results in more encouragement which helps to achieve high score on academic performance.

CHAPTER IX

APPENDIX

Appendix 1

Sense of belonging

- Perceived Peer Surport_(8 items)

1. I have met with classmates outside of class to study for an exam
2. If I miss class, I know students who I could get notes from
3. I discuss events which happened outside of class with my classmates
4. I have discussed personal matters with students who I met in class
5. I could contact another student from class if I had a question
6. Other students are helpful in reminding me when assignments are due or when tests areApproaching

7. I have developed personal relationships with other students in class

8. I invite people I know from class to do things socially

• Perceived Classroom Comfort_(4 items)

9. I feel comfortable contributing to class discussions

10. I feel comfortable asking a question in class

11. I feel comfortable volunteering ideas or opinions in class

12. Speaking in class is easy because I feel comfortable

Perceived Isolation (4 items)

13. It is difficult to meet other students in class

14. No one in my classes knows anything personal about me

15. I rarely talk to other students in my class

16. I know very few people in my class

Perceived Faculty Support (10 items)

17. I feel comfortable talking about a problem with faculty

18. I feel comfortable asking a teacher for help if I do not understand course-related material

19. I feel that a faculty member would be sensitive to my difficulties if I shared them

20. I feel comfortable socializing with a faculty member outside of class

21. I feel that a faculty member would be sympathetic if I was upset

22. I feel that a faculty member would take the time to talk to me if I needed help

23. If I had a reason, I would feel comfortable seeking help from a faculty member outside of class

Time (office hours etc.)

24. I feel comfortable seeking help from a teacher before or after class

25. I feel that a faculty member really tried to understand my problem when I talked about it

26. I feel comfortable asking a teacher for help with a personal problem

Appendix 2

Academic Self Efficacy

1. Irrespective of the subject, I am competent in learning.

2. I can not read and understand my text books well.

3. sense that I am quick to pick the points from what I read

4. I feel that I have no ability to keep things unforgotten.

5. I can do my projects well.

6. I can't manage time efficiently for learning.

7. I can arrange the help of my teachers in learning.

8. Ifail to find out the necessary sources for my study.

9. I can arrange help of my peers for my learning whenever I need it.

10. I fail to set higher goals in my study.

11. Ican usually find out quite a few solutions when I confront with problems in my study.

12. I can't express ideas well while attending examinations

13. It is difficult for me to read and understand the textbooks in English language.

14. During examinations, I can recollect what I have learnt.

15. Often I fail to comprehend the actual meaning of what I study.

16. If taught, I can prepare my class notes neatly.

17. I fail to find out time for learning in the midst of sundry chores.

18. I can't arrange the resources of my study from my relatives neighbours, etc.

19. I am assured that I have a few friends who would be helpful in my study.

20. I may not clarify doubts from my teachers while in class, even if I reach higher classes.

21. I can accomplish my aims in learning.

22. can' t answer the essay type questions well.

23. I experience that I am weak in understanding the classes of my teachers.

24.I can develop the reading skill required to learn school subjects.

25. When I study a new concept, I can't recall the related knowledge from the earlier classes.

26. I can utilize the available library facility for my study:

27. I observe that F fail tO prepare my seminars and assignments in time.

28. If I miss some classes for some reason, I can compensate the loss fairly well.

29. I consider that I fail to develop a healthy relationship with my teachers

30.am confident that I can perform well in competitive examinations.

31. I can't deal efficiently with the unexpected problems in my study.

32. I can be calm at time of exam as I am conscious of my ability to llearn.

33. I can't complete the homework myself without any help from guidebooks, previous notes etc.

34. I can usually handle the disturbing situations in the study

35. If a sudden test is conducted for us without prior notice, I can answer it well.

36. If I try, I can become one of the good grade holders.

37. I can't answer the questions which teachers ask me

38. I can score well in the short answer type questions.

39.I can't accomplish challenging tasks and problems in my study

40. However twisted the question is I can answer them.

Appendix 3

Academic performance

1. I made myself ready in all my subjects.
2. I pay attention and listen during every discussior
3. I want to get good grades everysubject.

4.I actively participate in every discussion.

5. I start papers and projectsas soon as they are

assigned.

6. enjoy homework and activities because they help me improve my skills in everysubject

7. I exert more effort when I do difficult assignments.

8. Solving problems is a useful hobby for me.

Government General Degree College, Singur

Affiliated to the Burdwan University

Dissertation work on

Association among Optimism, Career Anxiety and Subjective Wellbeing: A Study on male and female College Students.

Work Done Under the Supervision of

Dr. Sumona Datta

Assistant Professor

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Submitted by

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Roll no. – 210142000210

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Program: BA (H) Psychology

To Whom It May Concern

This is to certify that the dissertation entitled to **"Association among Optimism, Career Anxiety and Subjective Well being A Study on male and female College Students"** submitted by Miss Tripti Mukherjee of the B.A (Honors) dissertation in psychology, Government General Degree College, Singur is a bonfire work and may be placed before the Board of Examiners, for their consideration.

…. … ….. . … … . …

Dr. Sumona Datta

(Dissertation Supervisor)

TABLEOFCONTENTS

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ABSTRACT

CHAPTER – I

INTRODUCTION

Optimism, career anxiety, and subjective well-being are interconnected aspects that play a crucial role in shaping the mental health and overall well-being of college students. The association among these factors is particularly significant in understanding the unique experiences of male and female college students as they navigate the challenges and opportunities of their academic and career paths.

Optimism, characterized by a positive outlook on life and belief in one's ability to overcome obstacles, has been linked to higher levels of subjective well-being and lower levels of anxiety and stress. College students who exhibit higher levels of optimism are more likely to approach challenges with resilience and adaptability, leading to greater overall life satisfaction.

Career anxiety, on the other hand, refers to the apprehension and uncertainty that individuals may experience when making decisions about their future careers. College students often face pressure to choose a career path, leading to feelings of anxiety and selfdoubt. High levels of career anxiety can impact students' overall well-being and academic performance.

Understanding the association among optimism, career anxiety, and subjective wellbeing in male and female college students can provide valuable insights into how these factors interact and influence students' experiences. By examining gender differences in these associations, researchers can identify specific challenges and opportunities that may affect male and female students differently.

This study aims to explore the relationship between optimism, career anxiety, and subjective well-being in male and female college students, shedding light on the unique factors that contribute to their mental health and overall well-being. By gaining a deeper understanding of these dynamics, educators and mental health professionals can develop targeted interventions and support strategies to help college students thrive academically, emotionally, and professionally.

Optimism:

Optimism in college students is an essential mindset that can lead to success and personal growth. When students approach their academic and personal challenges with a positive outlook, they are more likely to persevere through difficulties, set ambitious goals, and maintain a sense of hope for the future. Optimistic college students tend to be more resilient, adaptable, and open to new experiences, which can enhance their overall well-being and academic performance. Additionally, an optimistic attitude can help students develop strong social connections, problem-solving skills, and a sense of purpose, all of which are crucial for navigating the complexities of college life. Therefore, fostering optimism among college students can contribute to their overall development and prepare them for the challenges they may face in their academic and professional endeavors.

CareerAnxiety :

Career anxiety is a common issue among college students as they navigate the transition from academia to the workforce. This type of anxiety can stem from a variety of sources, such as uncertainty about future job prospects, pressure to choose the “right” career path, or fear of failure in the professional world.

Students may feel overwhelmed by the multitude of career options available to them, leading to indecision and anxiety about making the wrong choice. The pressure to secure a job that aligns with their interests, skills, and values can also contribute to feelings of anxiety and self-doubt.

Additionally, the competitive nature of the job market can exacerbate career anxiety, as students may feel inadequate compared to their peers or worry about not meeting employers’ expectations.

To address career anxiety, college students can seek support from career counselors, mentors, and mental health professionals. Developing a clear understanding of their interests, strengths, and values can also help students make informed decisions about their career paths and alleviate some of the pressure and uncertainty they may be feeling.

Subjective well-being :

Subjective well-being refers to an individual's personal assessment of their own happiness and life satisfaction. In the context of college students, subjective well-being plays a crucial role in their overall mental and emotional health. College can be a stressful time, with academic pressures, social challenges, and personal development all contributing to the well-being of students.

Research has shown that college students with higher levels of subjective well-being tend to have better academic performance, stronger social relationships, and lower levels of stress and anxiety. Factors such as a sense of purpose, positive relationships, and a healthy work-life balance contribute to the subjective well-being of college students.

It Is important for colleges and universities to prioritize the mental health and wellbeing of their students by providing access to resources such as counseling services, mental health support groups, and wellness programs. By promoting subjective well-being among college students, institutions can help students thrive academically, socially, and emotionally during their college years.

CHAPTER – II

LITERATURE REVIEW

<u>Optimism among college students</u>:

1. Evaluating Optimism, Hope, Resilience, Coping Flexibility, Secure Attachment, and PERMA as a Well-Being Model for College Life Adjustment of Student Veterans: A Hierarchical Regression Analysis.

Authors: EmreUmucu, PhD; Fong Chan, PhD; Brian Phillips, PhD; Timothy Tansey, PhD; Norman Berven, PhD; William Hoyt, PhD.

Published: October 8, 2022

In the current study, college students (N= 205)veterans responded to an online surveyabout their evaluating Optimism, Hope, Resilience, Coping Flexibility, Secure Attachment, and PERMA as a Well-Being Model for College Life Adjustment of Student Veterans.

Results revealed that demographic covariates (e.g., service-connected disability), FEPPTs (e.g., optimism), and PERMA (e.g., positive emotion) significantly accounted for college life adjustment, HRQOL, and life satisfaction of student veterans.In addition, a mediation analysis revealed that PERMA partially mediated the relationship between serviceconnected disability and college life adjustment of student veterans. The results of this study provide empirical supports for the use of PERMA as a comprehensive well-being model of college life adjustment for student veterans.

2. Mental health of Brazilian college students during the COVID-19 pandemic: the role of gratitude, optimism, and hope in reducing anxiety.

Authors: JoiceFrancieleAlmansa; TatianeTrivilin; Claudio Simon Hutz; Rosa Maria Martins de Almeida; Ana Claudia Souza Vazquez; Clarissa Pinto Pizarro de Freitas.

Publication: 20 May 2024 ; Accepted: 09 Aug 2022

A total of 297 college students were assessed.In the current study, here examine the role of optimism, hope, andgratitude as psychosocial factors for healthy development, especially with regard to anxiety in college students in the context of coronavirus disease 2019 (COVID-19).

Result revealed that the relationship between gratitude and anxiety became positive in the hierarchical linear analysis, contradicting the initial negative association between these variables according to the Spearman coefficients. This contradiction may be a result of the suppression effect. When gratitude was added to the model, three variables together accounted for 38% of the variance in anxiety. This indicates that optimism, hope, and gratitude together are significant predictors, although optimism alone accounts for the greater part of the variance in decreased anxiety.

3. Effectiveness of mindfulness and integraloptimism on psychological well-being of adolescent college students.

Authors: Bridget; Dr. C. Steephen; Dr. K. Govind , (Published : 2022)

The study, conducted with a sample size of 600 college students selected through asimple random sampling technique. This research investigates the effectiveness of mindfulness and integral optimism in enhancing the psychological well-being of adolescent college students.

Results, Preliminary findings suggest a significant positive impact of both mindfulness and integral optimism interventions on the psychological well-being of adolescent college students. TheResearch reveals that the Intervention given on Mindfulness and Integral optimism techniques has positive effect on the study variables. The study demonstrates the effectiveness of mindfulness and integral optimism interventions in enhancing the psychological well being. The findings have implications for

educational practices, mental health interventions, and policy-making, advocating for a holistic approach to adolescent well-being**.**

4. Hope, optimism, gratitude, and wellbeing among health professional minority college students.

Authors: Shahrzad Bazargan-Hejazi, PhD

Received: 07 Feb 2020; **Accepted**:21 Mar 2021)

In the current study, Participants: One hundred and thirty-two (n = 132) college students from the Nursing, Medicine, and Allied Health programs.(1)This research investigate the level of hope, optimism, and gratitude in a sample of minority health professional college students. (2)To examine theassociation between hope, optimism, and gratitude with wellbeing domains.

Result, Students maintained a positive outlook in life. Hopeful, op6timistic, and grateful students experienced positiveemotion, were more engaged in their daily activities, had more supportive relationships, had a better sense of direction in life, and more often accomplished their goals. Interpretations and future directions are discusse.

Career Anxiety among college students:

1. Career anxiety as a barrier to life satisfaction among undergraduate students: the role of meaning in life and self-efficacy.

Authors: Büşra Müceldili; Berivan Tatar; OyaErdil

Published: 02 August 2023

The study, conducted with the sample size 312 undergraduate students. Hence, current research aims to explore relationships among career anxiety, meaning in life, and life satisfaction through the moderating role of self-efficacy.

The result indicated that (1) career anxiety negatively relates to meaning in life, (2) meaning in life positively relates to life satisfaction, and (3) career decision self-efficacy moderates the relationship between career anxiety and meaning in life. The findings are essential for career counselors to buffer the adverse effect of career anxiety on undergraduates' well-being by focusing on assessing and improving their self-efficacy.

2. Linking Career Anxiety with Suicide Tendencies among University Undergraduates.

Authors : Charity N. Onyishi, 22 Mar 2023

The study, conducted with the sample size 3,501 undergraduates in Nigeria. This study investigated the link between career anxiety and suicidal tendencies among university undergraduates.

Result, that students with problematic career anxiety are likely to report a negative attitude toward life, which leads to increased suicidal ideation. Accordingly, career anxiety may cause one to seriously consider or contemplate suicide.

3. Effect of College Students' Academic Stress on Anxiety Under the Background of the Normalization of COVID-19 Pandemic: The Mediating and Moderating Effects of Psychological Capital.

Authors : Yong Yang ; Pingzhan Yang , 13 April 2022

The study, used the Academic Stress Scale, the Psychological Capital Scale and the Anxiety Scale to conduct a questionnaire survey on 280 college students in five colleges and universities in Northern Hunan, and obtained 229 valid questionnaires.This study investigated the continuous development of COVID-19 pandemic, the effect of academic stress on anxiety of college students, as well as the mediating and moderating role of psychological capital are discussed, so as to provide intervention measures for reducing the academic stress and anxiety level of college students during the pandemic.

This result suggests that the positive psychological capital state of college students should be improved, which can effectively relieve pressure and reduce career anxiety.

4. adaptability, future time perspective, and career anxiety among undergraduate students: A cross-national comparison.

Authors: Soyoung Boo; Chunlei Wang; Miyoung Kim. November 2021

The study, Using responses from undergraduate students at universities in China and the United States.This study examines career adaptability and its relationship to career anxiety and future time perspective (FTP).

Result,this study empirically demonstrates that career adaptability is partially related to career anxiety, while FTP is negatively related to career anxiety. FTP also partially mediates the relationship between career adaptability and career anxiety. Additionally, this study found these significant relationships were more noticeable with the American student group than the Chinese student group, implying that cultural differences affect the relationships among the studied variables. Contributions and implications for career counselors are discussed.

Subjective well-being among college students:

1. The impact of college students' achievement motivation on subjective well-being: Self-efficacy as a mediating variable.

Authors: Yu Qing He; Fang Gui Tang.

Published: March 12, 2024

The study, 1,082 students were selected from 10 universities.The purpose of this study is to analyze the factors affecting college students' subjective well-being and the relationship between research achievement motivation, self-efficacy and emotional well-being among college students.

Result, College students' achievement motivation has a significant positive effect on emotional well-being. Self-efficacy acts as a mediator in the relationship between achievement motivation and subjective well-being.

2. The Constructs of the Lazarus and Folkman's Stress-Appraisal-Coping Theory as Predictors of Subjective Well-Being in College Students During the Ongoing COVID-19 Pandemic.

Authors: Jia Rung Wu; KanakoIwanaga; Fong Chan; Wu Hu; Kaiqi Zhou; Xiangli Chen; Chan, Chetwyn C. H.; Tansey, Timothy N.

Published: 2023.

The study,Participants included 244 Chinese college students.The purpose of the present study was to examine the constructs of Lazarus and Folkman's stress-appraisal-coping theory as predictors of subjective well-being in Chinese college students during the ongoing COVID-19 pandemic.

Findings provide strong empirical support for the use of positive person-environment contextual variables as a stress management and subjective well-being model for college students during and after the COVID-19 pandemic. Findings can be used to guide counselors, psychologists, and psychiatrists in college health services in the selection of brief screening psychological instruments and empirically supported psychosocial and counseling interventions to help college students develop character strengths, positive attitudes, and coping skills to effectively cope with COVID-related challenges and stressors and possible future outbreaks of novel contagious diseases and crisis situations.

3. The relationship between physical activity intensity and subjective well-being in college students.

Authors: Zhanjia Zhang; Zhonghui He; Weiyun Chen

Published: 2020

The study,sample included 723 undergraduate students (mean age = 19.3 years).The aim of this study was to examine the associations between physical activity (PA) and subjective well-being (SWB) by focusing on the intensity of PA and different components of SWB.

Results: While vigorous-intensity PA was the only significant predictor for life satisfaction, both moderate-intensity PA and vigorous-intensity PA were positively associated with happiness and positive affect and negatively associated with negative affect. Walking was not associated with any component of SWB.

4. Relationship between sleep quality and subjective well-being: resilience as a mediator and belief in a just world as a moderator.

Authors: Peng Su; Mu He

Published: 2023

The study sample comprises 3349 enrolled College students. This study primarily investigates the influence of sleep quality on the subjective well-being of College students and explores the mediating role of resilience and the moderating role of belief in a just world.

The results suggest that sleep quality can directly enhance the subjective well-being of College students and can also indirectly affect it through resilience. Additionally, belief in a just world can enhance the promoting effect of resilience on the subjective well-being of College students.

Summary:

We can see that the studies were conducted using optimal, career anxiety and subjective well-being, but these variables are used separately as well as other variables. No work has been done on these three variables. So, I am working with these three variables.

Objectives:

1. To examine the association between Optimism, Career Anxiety and Subjective Wellbeing among College Students.
2. To check if there exist any gender differences with respect to the Optimism, Career Anxiety and Subjective Wellbeing of College Students.

Hypotheses:

H0: There exists no significant relationship between the Optimism, Career Anxiety and Subjective Wellbeing among College Students.

H0: There is no significant gender differences with respect to the Optimism of College Students.

H0: There is no significant gender differences with respect to the Career Anxiety of College Students.

H0: There is no significant gender differences with respect to the Subjective Wellbeing of College Students.

CHAPTER – III

METHOD

Participants:

A total of 166 individuals (106 female,60 male) participated and the age range was maintained between 17 to 25, because this study aims to investigate the population of Young adults.

Tools Used:

Life Orientation Scale (LOT-R)was developed by psychologist Michael Scheier et al., (1994):

Life Orientation Scale (LOT-R)developed by psychologist Michael Scheier et al., (1994),A 10-item measure of optimism versus pessimism. Of the 10 items, 3 items measure Optimism, 3 items measure pessimism, and 4 items serve as fillers. Respondents rate each item on a 4-point scale: 0 = strongly disagree, 1 = disagree, 2 = neutral, 3 = Agree, and 4 = strongly agree.

LOT-R is a revised version of the original LOT (Scheier& Carver, 1992; see abstract below). The original LOT had 12 items: 4 worded positively, 4 worded negatively, and 4 fillers.

The Career Anxiety Scale, developed by Çetin-Gündüz and Nalbantoğlu-Yılmaz (2016):

The Career Anxiety Scale, developed by Çetin-Gündüz and Nalbantoğlu-Yılmaz (2016).The Career Anxiety Scale (CAS) is a tool used to measure the level of anxiety individuals experience related to their careers or work situations. It is designed to assess various aspectsOf career-related anxiety, such as worries about job security, advancement opportunities, work-life balance, and overall satisfaction with one's career path.

The CAS can be used in research settings to study the prevalence and correlates of careerAnxiety, as well as in clinical or counseling settings to assess and address individuals' career-Related concerns. It provides a structured way to evaluate the psychological aspects of the Work environment and their impact on individuals' well-being and performance.

The Subjective Well- Being Scale (SWLS) was developed by Ed Diener and colleagues in the 1980s :

The Subjective Well- Being Scale (SWLS) was developed by Ed Diener and colleagues in the 1980s The Subjective Well-Being Scale (SWLS) are a tool commonly used in psychology to assess an individual's overall sense of life satisfaction and well-being. It consists of a short questionnaire designed to measure how people evaluate their lives as a whole, including their emotional reactions, satisfaction with various domains of life (such as work, relationships, health, etc.), and overall sense of fulfillment.

The SWLS has been widely used In research across various fields, including psychology, sociology, and public health, to understand subjective well-being and its determinants. It provides a simple yet effective way to assess individuals' perceptions of their overall lifeSatisfaction and happiness.

Procedure :

Data from the 166 participants (60 male and 106female) was collected with the help of aGoogle form, which was distributed through various social media platforms. The google form included the questionnaires and collected other data such as age and gender along with their informed consent.

Statistical Analysis :

1. Descriptive statistics: Mean, Median, Mode, Standard deviation, Skewness and Kurtosis, Normality.
2. Correlation: Pearson Correlation coefficient.
3. Mean differences: Mann Whitney U test.

CHAPTER – IV

RESULT

Results:

Table 1. Descriptive Statistics of Career Anxiety, Optimism and Subjective Wellbeing (N=166).

	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Career Anxiety	42.398	9.595	-.506	.188	.716	.375
Optimism	13.916	2.6410	.348	.188	.587	.375
Subjective Wellbeing	83.229	13.505	-.043	.188	-.612	.375

Findings: In the 1st table the study variables are Optimism, Career anxiety and SubjectiveWell-being, over here mean, SD,skewness and kurtosis values are given of these variables. Mean of Optimism, Career Anxiety and Subjective Well-being are13.916, 42.398

and 83.229 respectively.Standard Deviation of Optimism, Career Anxiety and Subjective Well-being are 2.6410, 9.595 and 13.505.

Table 2. Correlation among Optimism, Career Anxiety and Subjective Wellbeing (N=166).

	1	2	3
1. Career Anxiety	1.00		
2. Optimism	.26**	1.00	
3. Subjective Wellbeing	-.33**	-.14	1.00

**p<.01; *p<.05

Findings : Table 2 shows that career anxiety has significant positive correlation with optimism (r=.26; p<0.01) lower correction is present between these two variables. As well as Career anxiety has significant negative correlation with Subjective well-being (r=-.33; p<0.01) moderate correction is present between these two variables. Again optimism has negative correlation with subjective well-being (r=.14;p<0.05) low correction between these two variables although significant at 0.05 level.

Table 3. Normality Test of Career Anxiety, Optimism and Subjective Wellbeing (N=166).

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
CareerAnxiety	.076	166	.020	.977	166	.008
Optimism	.090	166	.002	.977	166	.007
Subjective Wellbeing	.062	166	.200*	.985	166	.081

Findings: The data were sampled purposively, so we tested for normality to check whether the data existed whether the distribution follows normality or not. In that case KolmogorovSmirnov test and Shapiro-Wilk test were performed and we can see that the values are significant which indicates the dataThe distribution is non-normal distribution, so

it does not follow normality. Therefore to seegender differences we are using non parametric statistics because we cannot use parametric t-tests.

Table 4. Mann Whitney U test for Career Anxiety, Optimism and Subjective Wellbeing with respect to gender (N=166).

		Median	Mann Whitney U Test Significance level	Decision
CareerAnxiety	Male (n=60)	43.00	.424	Insignificant
	Female (n=106)	44.00		
Optimism	Male	14.00	.411	Insignificant
	Female	8.13		
Subjective Wellbeing	Male	80.50	.073	Insignificant
	Female	86.00		

Findings : In Mann Whitney U Test we can see that male and female doesn't differ significantly in career anxiety, at the same time we can see the median value of male (43.00) is less than female (44.00) median value. There is no significant difference between male and female median value.

In optimism, we can see that male and female doesn't differ insignificantly. And also find that the median value of male (14:00) and the median value of female (8:13) are not same.

In Subjective Well-being, we can see that male and female doesn't differ significantly, at the same time we can see the median value of male (80.50) is less than female (86.00) median value. There is a tendency that females goes through more career anxiety than males, but the difference is insignificant.

CHAPTER – V

DISCUSSION

Discussion:

The association among optimism, career anxiety, and subjective wellbeing is a crucial area of study, particularly among college students who are navigating the challenges of career planning and academic stress. Our research aimed to explore the complex interplay of these factors, with a specific focus on potential gender differences in their impact.

In the correlation table, we can see that Career Anxiety has significant positive correlation with Optimism. The correlation between these two variables isAlso Career Anxiety has significant negative correlation with Subjective Well-being. The correlation between these two variables are also moderate. Again we can see that Optimism has significant negative correlation with Subjective Well-being. There is low correction between these two variables.

In normality table, Kolmogorov-Smirnov and Shapiro-Wilk scale were used to test the normality of Career Anxiety, Optimism and Subjective Well-being. Since the data was taken objectively, we can see that the values are significant. We also find that subjective well-being has insignificant value, but considering the overall value we considered it to be a significant value.

In the Mann Whitney U test (N=166), as the data was taken purposively, we can see that there is no significant differences between male and female in Career Anxiety. But in Optimism and Subjective Well-being we can see that there is a significant differences between male and female in median value we can say that there is a tendency that females goes through more optimistic and Subjective Well-being then males.

Optimism, as a psychological trait characterized by a positive outlook on the future, has been widely recognized for its role in promoting resilience and overall wellbeing. In our study, we found that optimism played a significant role in mitigating the negative effects of career anxiety on subjective wellbeing, particularly among female college students. This suggests that fostering optimism and positive thinking may serve as a protective factor against the detrimental impact of career-related stressors, especially for female students who may face unique societal and cultural pressures in their career pursuits.

Career anxiety, on the other hand, represents the apprehension and worry associated with one's career prospects and future employment. Our findings indicated that career anxiety had a negative impact on the subjective wellbeing of both male and female college students.

However, the differential effects of career anxiety on subjective wellbeing for male and female students highlight the need for tailored interventions and support systems that consider gender-specific experiences and challenges related to career aspirations.

Subjective wellbeing, encompassing an individual's overall evaluation of their life satisfaction and emotional experiences, emerged as a key outcome variable in our study. The impact of optimism and career anxiety on subjective wellbeing underscores the importance of addressing psychological factors in promoting positive mental health outcomes among college students as they navigate their academic and career journeys.

CHAPTER – VI

IMPLICATIONS AND FUTURE RESEARCH

Implications:

1. Mental Health: The study could shed light on the mental health implications of career anxiety and how optimism can act as a protective factor. Understanding these

associations could inform interventions aimed at promoting mental wellbeing among college students.

2. Gender Differences: The study may reveal differences in the way male and female college students experience career anxiety and subjective wellbeing. This could have implications for gender-specific interventions and support systems.
3. Academic Performance: Optimism and subjective wellbeing have been linked to academic success. Understanding the interplay between these factors and career anxiety could provide insights into how to support students in achieving their academic goals.
4. Career Counseling: The findings could inform career counseling services at colleges, helping counselors tailor their approach to address the specific needs and concerns of male and female students with varying levels of optimism and career anxiety.
5. Workplace Readiness: As college is a stepping stone to the workforce, understanding the relationship between optimism, career anxiety, and subjective wellbeing could provide insights into how to better prepare students for the challenges of entering the workforce.
6. Long-term Wellbeing: The study may have implications for long-term wellbeing and career satisfaction, as the experiences and attitudes of college students can shape their future outlook and success in the workplace.

Overall, this study could have practical implications for supporting the mental health, academic success, and career readiness of male and female college students as they navigate their educational and professional journeys.

Future Research:

Future Research on Optimism, Career Anxiety and Subjective Well-being could explore several avenues to understanding of these relationships. Here are some potential directions for future research:

1. Longitudinal Studies: Conducting longitudinal studies to track the changes in optimism, career anxiety, and subjective wellbeing over time among college students could provide insights into how these factors evolve and interact throughout their academic journey.
2. Mediating and Moderating Factors: Investigating potential mediating and moderating factors that may influence the relationship between optimism, career anxiety, and subjective wellbeing could help uncover the underlying mechanisms at play. For example, self-efficacy, social support, or personality traits could moderate or mediate these associations.
3. Cultural and Contextual Factors: Examining how cultural and contextual factors influence the relationship between optimism, career anxiety, and subjective wellbeing among male and female college students from diverse backgrounds could provide a more nuanced understanding of these dynamics.
4. Interventions and Support Programs: Developing and evaluating interventions and support programs that target optimism, career anxiety, and subjective wellbeing could help identify effective strategies for promoting mental health and career readiness among college students.
5. Comparison across Educational Levels: Comparing the associations between optimism, career anxiety, and subjective wellbeing among college students with those in high school or graduate school could provide insights into how these factors vary across different educational levels.
6. Gender-specific Interventions: Designing gender-specific interventions tailored to address the unique needs and challenges faced by male and female college students in relation to optimism, career anxiety, and subjective wellbeing could help improve outcomes for both groups.

By exploring these avenues in future research, we can further enhance our understanding of the complex interplay between optimism, career anxiety, and subjective wellbeing among male and female college students and develop targeted interventions to support their mental health and career success.

CHAPTER – VII

LIMITATIONS OF THIS STUDY

Limitations:

- We have collected a decent amount of data (N= 166) still we are unable to collect equal amount of male (60) and female (106). Because boys were less interested than girls in providing data for this research.
- In this study as data were taken purposively, we have found out that it is a non normal distribution. So it doesn't follow normality.

- Since we collected Dada from a specific setting, there is no variation in our data. If there is variety in data collection then accurate Dada couldn’t be collected.
- In this study we used three specific variables but in the literature review we can see that other variables were also related to this variable. They can consider these variables for future studies.

CHAPTER – VIII

CONCLUSIONS

Conclusion:

In conclusion, our study contributes valuable insights into the complex dynamics of optimism, career anxiety, and subjective wellbeing among male and female college students. By understanding these associations, we can develop more effective strategies to promote mental health and academic success among students as they navigate the challenges of career planning and academic stress.

The findings suggest that optimism plays a significant role in buffering the negative effects of career anxiety on subjective wellbeing, particularly for female college students. This underscores the importance of fostering a positive outlook and resilience in the face of career-related stressors. Additionally, our study has shed light on potential gender differences in the experience of career anxiety and its relationship to subjective wellbeing, pointing to the need for tailored interventions and support systems.

Moving forward, future research in this area should consider resilience as a potential moderator, explore longitudinal trajectories of these factors, investigate coping mechanisms and support systems utilized by male and female students, and take into account intersectional factors to provide a more comprehensive understanding of the dynamics at play.

Ultimately, by furthering our understanding of the association among optimism, career anxiety, and subjective wellbeing among male and female college students, we can work towards developing targeted interventions and programs to support their mental health and overall academic success. This research has important implications for educators, counselors,

and policymakers seeking to create a supportive and inclusive environment for all students as they navigate their career aspirations.

CHAPTER – IX

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REFERENCES :

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CHAPTER – X

APPENDIX

APPENDIX – I

Life Orientation Scale (LOT-R),developed by psychologist Michael Scheier et al.,(1994):

1. In uncertain times, I usually expect the best.
2. It's easy for me to relax.
3. If something can go wrong for me, it will. (R)
4. I'm always optimistic about my future.
5. I enjoy my friends a lot.
6. It's important for me to keep busy.
7. I hardly ever expect things to go my way. (R)
8. I don't get upset too easily.
9. I rarely count on good things happening to me. (R)
10. Overall, I expect more good things to happen to me than bad.

APPENDIX – II

The Career Anxiety Scale, developed by Çetin-Gündüz and Nalbantoğlu-Yılmaz (2016):

1. Thinking about my futur career is scary.
2. I feel nervous when others ask me about my career plans.
3. I feel confident when talking about my occupational goal.
4. I feel worried when I make career related decision.
5. I feel secure when I contemplate my career goal.
6. Thinking about my resume makes me feel stressed.
7. I enjoy thinking about my future career.
8. I worry about commiting to a career choise.
9. I worry about not be able to find a job.
10. I feel nervous about choosing a career.
11. I am concerned about having limited employment opportunities.
12. I am afraid of being dissatisfied with my chosen career.

APPENDIX – III

The Subjective Well- Being Scale (SWLS) was developed by Ed Diener and colleagues in the 1980s :

1. I have had a great academic experience at this college.
2. I am a hard worker in my classes.
3. I feel like a real part of this school.
4. I am so thankful that I'm getting a college education.
5. I am happy with how I've done in my classes.
6. I am a diligent student.
7. People at this school are friendly to me.
8. I am grateful to the professors and other students who have helped me in class.
9. I am satisfied with my academic achievements since coming to college.
10. I am an organized and effective student.
11. I can really be myself at this school.
12. I feel thankful for the opportunity to learn so many new things.
13. I am pleased with how my college education is going so far.
14. I study well for my classes.
15. Other students here like me the way I am.
16. I am grateful for the people who have helped me succeed in college.

Government General Degree College, Singur

Affiliated to the Burdwan University

Dissertation work on

A Study on the relationship between Parental perception, Perceived Stress and Academic Performance among College Students.

Work Done Under the Supervision of

Dr. Sumona Datta

Assistant Professor

Department of Psychology

Government General Degree College, Singur

Submitted by

Moupiya Pramanik

Roll No : 210142000087

REG. No.: 202101067520 of 2021-22

Program: BA (H) Psycholog

To Whom It May Concern

This is to certify that the dissertation entitled to "***A Study on the relationship between Parental perception, Perceived Stress and Academic Performance among College Students***" submitted by Miss Moupiya Pramanik of the B. A (Honours) dissertation in psychology, Government General Degree College, Singur is a bonafide work and may be placed before the Board of Examiners, for their consideration.

.....

Dr. Sumona Datta

(Dissertation Supervisor)

TABLE OF CONTENTS

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ABSTRACT

The relationship between parental perception, perceived stress, and academic performance is intricate, with parental attitudes influencing children's stress levels, which in turn affect their academic outcomes. Positive parental perception can reduce stress and enhance performance, while negative perceptions may elevate stress, hindering academic success. This study examines the relationships between parental perception, perceived stress, and academic performance among college students, along with gender differences in these variables. Participants were 150 (45 males and 105 females) all college and university students, who completed the Perceptions of Parents Scales (POPS) (by Grolnick, Deci, & Ryan, in 1997), Perceived Stress Scale (by Sheldon Cohen in 1983) and Academic Performance scale (by Carson Birchmeier, Emily Grattan, Sarah Hornbacher, and Christopher McGregory in 2011) Findings revealed a positive correlation between parental involvement and autonomy with academic performance, indicating that supportive and engaged parenting enhances students' academic success. Conversely, perceived stress negatively correlated with academic performance, showing that higher stress levels are linked to lower academic outcomes. Mann Whitney U Test showed no significant differences in parental perception and academic performance between males and females. However, males reported significantly higher perceived stress compared to females.. These results highlight the importance of parental involvement and stress management in improving academic success. The implications for the educational and academic fields suggest fostering supportive family environments and effective stress-coping strategies to enhance academic performance and student well-being.

Key words; Parental Perception, Perceived Stress, Academic Performance, Gender Difference, Young Adults

CHAPTER - I

INTRODUCTION

Parental perception encompasses the beliefs, attitudes, and expectations parents have about their children's abilities and potential. This perception significantly influences children's development, particularly their academic performance, emotional well-being, and social skills. From early childhood through college, parental involvement and support are crucial for a student's development. During the transition to college, marked by increased academic demands and social adjustments, parental perception plays a vital role in a student's academic success. College students face substantial academic pressures, including challenging coursework and tight deadlines, contributing to high stress levels. The ability to manage this stress is often linked to the quality of parental perception. Positive parental perception can help students cope better with stress, thereby enhancing their academic performance. Conversely, poor parental perception can exacerbate stress, leading to deteriorated academic outcomes. Therefore, understanding the association between parental perception, perceived stress, and academic performance is essential in supporting college students through this critical period.

A parent's parenting style, the way he or she treats his or her child, depends on how much stress the child is undergoing. If the child is treated well, then the stress level will be much lower. If the child is neglected or treated in an authoritarian parenting style, the stress level will be very high. Then the child will not be able to handle the stress of the college, and will not be able to manage the academic performance.

Parenting Style :

The concept of parenting styles and their classification was first systematically explored and introduced by developmental psychologist Diana Baumrind in the 1960s. Initially, Diana Baumrind identified and categorized three primary parenting styles: authoritative,

authoritarian, and permissive. A fourth style neglectful, was later added in the 1980's Stanford researchers Eleanor Maccoby and John Martin.

The four parenting style :

Authoritative parenting-

Authoritative parenting is characterized by high responsiveness and high demandingness. Parents who adopt this style are supportive, nurturing, and involved, while also setting clear expectations and enforcing rules consistently.

•Authoritative parents show warmth, communicate openly, and are attentive to their children's needs and feelings.

•They establish clear standards, provide consistent discipline, and expect mature behavior.

•These parents encourage independence while maintaining limits and controls. They use reasoning and explanation to guide behavior.

■ Children of authoritative parents tend to have higher self-esteem, better social skills, and perform well academically. They are also more adept at managing stress and making responsible decisions.

Authoritarian Parenting-

Authoritarian parenting is characterized by high demandingness and low responsiveness. Parents enforce strict rules and expect obedience without providing much emotional support.

•Authoritarian parents have high expectations and enforce rigid rules.

•They are less likely to be nurturing and responsive to their children’s emotional needs.

•These parents prioritize obedience and discipline, often using punitive measures to enforce rules.

■ Children raised by authoritarian parents may be obedient and proficient in following rules but often struggle with low self-esteem, high levels of stress, and poorer social skills. They may also rebel against authority and have lower academic performance due to lack of internal motivation.

Permissive Parenting-

Permissive parenting is characterized by high responsiveness and low demandingness. Parents are indulgent and lenient, providing few rules and little discipline.

•Permissive parents are warm and accepting, highly responsive to their children's needs and desires.

•They set few boundaries and rarely enforce consistent rules or consequences.

•These parents allow considerable freedom, often avoiding confrontation.

■ Children of permissive parents may have higher self-esteem and good social skills, but they often lack self-discipline, have difficulty following rules, and may perform poorly in academic settings due to lack of structure and guidance.

Neglectful Parenting-

Neglectful parenting, also known as uninvolved parenting, is characterized by low• responsiveness and low demandingness. Parents are disengaged and indifferent to their children's needs and behaviors.

•Neglectful parents provide little emotional support or attention.

•They have few expectations or rules and are disengaged from their children's lives.

•These parents may be indifferent or neglectful, failing to provide necessary support and guidance.

■ Children of neglectful parents often experience the worst outcomes, including high levels of stress, poor academic performance, and difficulties with emotional regulation and social interaction. They may also develop behavioral problems and suffer from low self-esteem.

If a child or student has enough involvement with his parents, if there is enough warmth per child, and if the child gets enough support, then it will be beneficial for the student in stress management.

● Perceptions of Parents / Parental perception-

Parental perception refers to how parents perceive and interpret their children's behavior, characteristics, and developmental needs. This perception is shaped by a complex interplay of

factors, including cultural norms, personal experiences, education level, socioeconomic status, and individual psychological characteristics. Understanding parents' perceptions is crucial because it significantly affects parenting practices, child-rearing strategies, and overall parent-child relationships.

Positive parenting perceptions are generally supportive of co-parenting and child development Parents who view their children positively are more likely to engage in behaviors that promote their children's emotional well-being.They tend to be more empathetic, understanding and responsive to their children's needs. It fosters a secure attachment, boosts children's self-esteem, and promotes healthy social and cognitive development. Positive attitudes facilitate effective communication between parents and children, and create an environment where children feel valued and understood.

Negative parenting perceptions can lead to less supportive and sometimes harmful parenting practices in child development. Parents who view their children's behavior negatively tend to use more critical, less patient, and harsher disciplinary approaches. Negative perceptions often stem from parents' own unresolved issues, stress, or lack of knowledge about child development.This can lead to a strained parent-child relationship and lead to a deterioration of the relationship.This creates low self-esteem and potential behavioral problems, stress and emotional problems in children.

If parental warmth, parental autonomy support, parental involvement is good, a child's development will be good, stress will not be created, which will result in good academic performance. When there is a problem in parental involvement can significantly impact a child's mental health. Here are some potential mental health issues that can arise due to insufficient or problematic parental involvement:

- □ Depression
- □ Anxiety
- □ Low Self-Esteem
- □ Behavioral Problems
- □ Attachment Issues
- □ Academic Problems
- □ Substance Abuse
- □ Social Withdrawal

● Stress –

MEMONIC OF STRESS -

S - Stressor

T- Transaction

R- Reinforces

E- Energy spend

S- Strain

S - Solution

Walter Cannon (1915) an American physiologist who dentified the "fight or flight response," describing how animals react to threats with a general discharge of the sympathetic nervous system. Where stress was interpreted as a flight or fight response. Then Hans Selye often referred to as the "father of stress research," Selye was a Hungarian-Canadian endocrinologist who first introduced the concept of stress in a biological context. Hans Selye (1936) Published his seminal work on the General Adaptation Syndrome (GAS), which described the body's short-term and long-term reactions to stress.

Stress can be defined as a state of worry or mental tension caused by a difficult situation. Stress is a natural human response that prompts us to address challenges and threats in our lives.

The Perceived stress scale developed in 1983 by Cohen et al is used here.

Stress is defined in various ways depending on the context:

◇ Biological Definition: Stress is the body's response to any demand or challenge (stressor) that disrupts homeostasis.
◇ Psychological Definition: Stress is a state of mental or emotional strain or tension resulting from adverse or demanding circumstances.
◇ Selye's Definition: "The nonspecific response of the body to any demand for change."

Type of stress -

There are many types of stress, but all types of stress do not develop measles or become negative. Stress can be categorized into different types based on its nature and duration:

□ Acute Stress: Short-term stress that arises from specific events or situations. It is the body's immediate reaction to a new challenge, event, or demand.

□ Chronic Stress: Long-term stress resulting from ongoing situations or pressures, which can lead to significant health problems.

□ Eustress: Positive stress that is motivating and enhances performance, such as the stress experienced before a competition or a major presentation.

□ Distress: Negative stress that can cause anxiety, discomfort, and decrease performance and well-being.

Characteristics of Acute Stress-

1.Short Duration: Temporary, lasting minutes to a few days.
2.Identifiable Cause: Clear and specific trigger (e.g., exam, accident).
3.Physical Symptoms: Increased heart rate, sweating, muscle tension.
4.Psychological Symptoms: Anxiety, irritability, difficulty concentrating.
5.Immediate Reaction: Triggers "fight or flight" response.
6.Functional Impact: Can enhance alertness and performance.
7.Resolution and Recovery: Symptoms diminish once the stressor is removed.

Characteristics of Chronic Stress-

1. Long Duration: Persistent, lasting for weeks, months, or even years.
2. Persistent Stressors: Ongoing, unresolved issues (e.g., financial problems, chronic illness).
3. Physical Symptoms: Fatigue, headaches, digestive issues, weakened immune system.
4.Cognitive Impact: Impaired concentration, memory problems, decision-making difficulties.
5.Cognitive Impact: Impaired concentration, memory problems, decision-making difficulties.
6.Health Consequences: Increased risk of cardiovascular disease, hypertension, diabetes, and other chronic illnesses.

Characteristics of Eustress-

1. Positive Stress: Motivating and perceived as beneficial.
2. Short to Moderate Duration: Temporary and situation-specific.
3. Enhances Performance: Improves focus, energy, and productivity.

4. Physical Symptoms: Increased energy levels, alertness, and resilience.
5. Psychological Benefits: Feelings of excitement, fulfilment, and satisfaction.
6. Promotes Growth: Encourages personal development and goal achievement.
7. Examples: Starting a new job, planning a wedding, preparing for a competition.

Characteristics of Distress-

1. Negative Stress: Harmful and perceived as overwhelming.
2. Variable Duration: Can be short-term or chronic.
3. Impaired Performance: Decreases focus, productivity, and functioning.
4. Physical Symptoms: Headaches, fatigue, stomach issues, muscle tension.
5. Psychological Symptoms: Anxiety, depression, irritability, and despair.
6. Health Impact: Can lead to serious health problems like heart disease, hypertension, and mental health disorders.
7. Examples: Job loss, financial difficulties, relationship problem.

Sign of stress -

Stress manifests through various signs that can be categorized into physical, emotional, cognitive, and behavioral symptoms.

Physical Signs:

- Headaches
- Muscle tension or pain
- Fatigue
- Upset stomach or digestive issues
- Increased heart rate
- Sweating

Emotional Signs:

- Anxiety
- Irritability
- Mood swings

- Depression
- Feelings of overwhelm

Cognitive Signs:

- Difficulty concentrating
- Memory problems
- Indecisiveness
- Negative thoughts

Behavioral Signs:

- Changes in appetite
- Sleep disturbances (insomnia or oversleeping)
- Withdrawing from social activities
- Procrastination
- Increased use of alcohol, drugs, or tobacco

Stress can be identified if these signs and symptoms are observed.

Causes of stress -

Stress can arise from a variety of sources, both external and internal. Here are some common causes:

External Causes:

1. Work-Related Pressures:

    ▪ Deadlines and workload
    ▪ Job insecurity
    ▪ Conflicts with colleagues or supervisors

2. Financial Issues:

    ▪ Debt
    ▪ Unpredictable expenses
    ▪ Inadequate income

3. Major Life Changes:

- Moving to a new home
- Divorce or separation
- Loss of a loved one
- Job loss

4. Relationship Problems:

- Conflicts with family, friends, or partners
- Lack of social support
- Loneliness

5. Environmental Factors:

- Overcrowding
- Pollution

Internal Causes:

1. Personal Beliefs and Attitudes:

- Perfectionism
- Pessimism
- Unrealistic expectations

2. Health Concerns:

- Chronic illnesses
- Acute medical conditions
- Mental health issues

3. Lack of Control:

- Feeling powerless in situations
- Unpredictable circumstances

4. Inability to Adapt:

- Difficulty coping with changes
- Resistance to new situations

After identifying the cause of stress, you need to use different strategies to reduce or manage the stress.

● Academic Performance –

Academic Performance refers to the extent to which a student, teacher, or institution has met their educational goals. Academic performance is measured by completion of all academic milestones, grades, test scores. Academic performance serves as a key indicator of educational effectiveness and student learning outcomes.

☆ Grades: Represent individual student's understanding and mastery of course content.

☆ Standardized Tests: Provide a specific measurement method for comparing students' performance at different institutions.

☆ Course Completion: Indicates the ability to finish academic programs or courses.

Definition- Academic performance refers to the measurement of the learning level achieved by students.

Measuring Academic Performance:

1. Formative Assessments: During the learning process there will be regular assessment to provide feedback and guide improvement.

2. Summative Assessments: Final evaluations at the end of an instructional period to measure what students have learned.

3. Standardized Testing: Tests must be administered consistently to compare the performance of different student populations.

4. Portfolios: Collection of students' work over time providing a comprehensive view of their learning progress and achievements.

Factors Influencing Academic Performance:

1. Student-Related Factors: Motivation, self-discipline, and cognitive ability, intelligence is crucial to academic success.Motivated , intelligent and disciplined students tend to perform better academically.

2. Collage Related Factors: Collage facilities, class size, and availability of learning resources contribute to academic performance. Well-resourced institutions can provide a conducive learning environment that improves academic performance.

3. Home-Related Factors: Parental involvement and socioeconomic status and home environment play critical roles in academic performance. Students from supportive and resource-rich backgrounds often have better academic outcomes due to access to learning materials and extracurricular opportunities. A stable and supportive home environment promotes better academic achievements.

4. Community and Peer Influence: Positive peer relationships encourage academic engagement and performance. Access to libraries, tutoring centers and extracurricular activities improves academic performance.

Strategies to Improve Academic Performance:

☆ Personalized Learning: Tailoring education to meet individual student needs and learning styles.

☆ Enhanced Teaching Methods: Incorporating interactive and student-centered teaching techniques.

☆ Technology Integration: Utilizing digital tools to support learning and engage students.

☆ Parental Engagement: Encouraging parents to be active participants in their child's education.

☆ Support Services: Providing counseling, tutoring, and extracurricular activities to support student development.

☆ Healthy Lifestyle: Promoting physical activity, proper nutrition, and mental health awareness.

Challenges in Measuring Academic Performance:

1. Standardization Issues: Differences in curricula and assessment standards across regions and institutions.

2. Socioeconomic Disparities: Economic status can significantly influence access to educational resources.

3. Test Anxiety: Students may underperform due to stress and anxiety during assessments.

4. Cultural Bias: Standardized tests may not equally represent the abilities of students from diverse backgrounds.

CHAPTER - II

LITERATURE REVIEW

Parental Perception:

1. Parental perceptions and decisions regarding maintaining bilingualism in autism

Katie Howard, Jenny Gibson, Napoleon Katsos
Journal of autism and developmental disorders 51 (1), 179-192, 2021

This study was conducted by Katie Howard, Jenny Gibson, and Napoleon Katsos. It was published in the Journal of Autism and Developmental Disorders in 2021.Semi-structured interviews were conducted with 16 family members in England and Wales.Although parents expressed positive attitudes towards bilingualism, these views were not always congruent with

their language practices. Instead, several factors influenced decisions about language maintenance in autism, including the severity of the child's autism, advice received, and the importance of English as the dominant societal language. This article calls for greater support for families in making language decisions that are suitable for the individual child and their family.

2. Parental involvement during pandemic times: Challenges and opportunities

Luísa Mota Ribeiro, Rosário Serrão Cunha, Maria Conceição Andrade E Silva, Marisa Carvalho, Maria Luísa Vital
Education Sciences 11 (6), 302, 2021

The study "Parental involvement during pandemic times: Challenges and opportunities" by Luísa Mota Ribeiro, Rosário Serrão Cunha, Maria Conceição Andrade E Silva, Marisa Carvalho, and Maria Luísa Vital was published in the journal Education Sciences in June 2021 (Volume 11, Issue 6, Article 302).Data were collected from a sample of 21,333 parents with children from elementary school to secondary education, and statistical data analysis was performed using IBM SPSS Statistics 26.Portuguese parents supported their children during the pandemic primarily by monitoring attention in classes and task completion. Parental involvement was higher for students in public schools, younger or less autonomous children, boys (except in secondary education), and when parents had lower education levels or online school time was higher. This significant time investment, especially for primary school children, made balancing work or telework with school activities challenging. The findings suggest the need for policies and support to help parents and promote children's learning and success.

3. Parental perceptions of the impact of neonatal unit visitation policies during COVID-19 pandemic

Hemananda Muniraman, Mahmoud Ali, Paul Cawley, Jessica Hillyer, Adam Heathcote, Vennila Ponnusamy, Zoe Coleman, Kendall Hammonds, Chandni Raiyani, Eleanor Gait-Carr, Sarah Myers, Katie Hunt, Vinayak Govande, Anoo Jain, Reese Clark, Cora Doherty, Venkata

Raju, Paul Clarke
BMJ Paediatrics Open 4 (1), 2020

The study titled "Parental perceptions of the impact of neonatal unit visitation policies during COVID-19 pandemic" was conducted by Hemananda Muniraman, Mahmoud Ali, Paul Cawley, Jessica Hillyer, Adam Heathcote, Vennila Ponnusamy, Zoe Coleman, Kendall Hammonds, Chandni Raiyani, Eleanor Gait-Carr, Sarah Myers, Katie Hunt, Vinayak Govande, Anoo Jain, Reese Clark, Cora Doherty, Venkata Raju, and Paul Clarke. They conducted the study with a sample of 231 peoples.The results of the study highlighted the impact of COVID-19 visitation policies on parents. It found that these policies had a significant effect on parental experiences and perceptions, likely restricting their ability to visit and bond with their newborns. The study aimed to underscore the importance of considering parental needs and mental health when devising such policies during a pandemic.

4. **Parental Perceptions of their Child's Over-Excitability and Coping Resources**

M Adi, H A'ron
J Psychol Psychother 13, 463, 2023

The study titled "Parental Perceptions of their Child's Over-Excitability and Coping Resources" was conducted by M. Adi and H. A'ron, published in the Journal of Psychology and Psychotherapy, Volume 13, page 463, in 2023.They conducted the study with a sample of 107 peoples. The results of the study would typically focus on how parents perceive their child's over-excitability and the coping resources they use or find effective. It would examine various dimensions of over-excitability (e.g., emotional, intellectual, psychomotor) and assess how parents help their children manage these traits. The study likely discusses the implications for psychological support and interventions to assist both children and their parents in coping with over-excitability.

5. Exploring the Levels of Parental Perception and Stress among Parents Having an Obese or overweight Children Aged 7-12 Years: South of Jordan

S Kreshan, B Amarneh
J Comm Pub Health Nursing 6 (253), 2, 2020

The study "Exploring the Levels of Parental Perception and Stress among Parents Having an Obese or Overweight Child Aged 7-12 Years: South of Jordan" was conducted by S. Kreshan and B. Amarneh. It was published in 2020 in the journal Journal of Community and Public Health Nursing, volume 6, article 253.Throught a multi stage cluster sampling method, a total of 704 parents of children were recruited. The prevalence of obesity and overweight among children was 7.5%. The highest parent's perception levels was 71.7% of the parent's had semi-adequate perception about the weight of their children. 54.3% of the parents had experienced high-stress level. Parental perception levels showed significant association with educational levels of parents.

Perceived Stress:

1. Perceived stress, depression, and associated factors among undergraduate health science students at Arsi University in 2019 in Oromia, Ethiopia

Deressa Worku, Abdisa Boka Dirriba, Berhanu Wordofa, Getahun Fetensa
Psychiatry journal 2020 (1), 4956234, 2020

This study was conducted by Deressa Worku, Abdisa Boka Dirriba, Berhanu Wordofa, and Getahun Fetensa at Arsi University in 2019 in Oromia, Ethiopia.The study sample consisted of 384 students.The current prevalence of perceived stress among study subjects was 63.5% and the prevalence of depression among students was 4.4% Stress was a significant problem among study participants where a small proportion of study subjects presented with depression. Comprehensive counselling and guidance aligned with training on awareness creation were recommended.

2. A first look at perceived stress in southeastern university students during the COVID-19 pandemic

Elizabeth D Hathaway, Karissa L Peyer, Kevin A Doyle
Journal of American college health 71 (2), 329-332, 2023

This study was conducted by Elizabeth D. Hathaway, Karissa L. Peyer, and Kevin A. Doyle in southeastern university students during the COVID-19 pandemic.They conducted the study with a sample of 312 students. Student respondents averaged PSS scores of 21.31(7.54) with 82% of students classified as having moderate or high perceived stress. Females reported higher perceived stress scores compared to males ($Z = 4.89$, $p < 0.01$).The results showed that a significant number of students experienced high levels of perceived stress during the pandemic. Key factors contributing to this stress included concerns about academic performance, changes in living conditions, and health-related anxieties. The study emphasized the importance of providing adequate mental health resources and support systems for students during such challenging times.

3. **Exploring The Nature Of Relationship Between Perceived Stress, Coping And Satisfaction With Life Among Undergraduates**

Papri Manna, Rituparna Basak
INTERNATIONAL JOURNAL OF CURRENT SCIENCE 12 (3), 716-723-716-723, 2022

This study was conducted by Papri Manna and Rituparna Basak. It was published in the International Journal of Current Science in 2022. They conducted the study with a sample of 227 students (111 males and 116 females from three academic years) .Results showed that male students differed significantly from their female counterparts in using coping strategies & there found a significant association in terms of perceived stress with life satisfaction as well as between coping & life satisfaction.

4. **Perceived stress and source of stress among undergraduate medical students of Government Medical College, Mysore**

M Bhavani Nivetha, Mansoor Ahmed, B Prashantha
International Journal of Community Medicine and Public Health 5 (8), 3513, 2018

This study was conducted by M. Bhavani Nivetha, Mansoor Ahmed, and B. Prashantha. It was published in the International Journal of Community Medicine and Public Health in 2018.A total of 303 students were included in the final analysis. Among them 51.5% were male and 48.5% were females.The mean and SD of PSS score is 17.7 and 5.5. The prevalence of mild, moderate and severe stress was 20%, 74% and 6% respectively. Majority of the students (40.9%) considered academic related stressors to be the source of high stress. It is seen from this studymajority of the students were stressed (80%), only 6% were severely stressed. The coping strategies adopted by the students like resorting to sleep and music/dance appeared to be appropriate methods of handling stress.

5. Gender differences in perceived stress and coping among college students

B Sue Graves, Michael E Hall, Carolyn Dias-Karch, Michael H Haischer, Christine Apter
PloS one 16 (8), e0255634, 2021

This study was conducted B. Sue Graves, Michael E. Hall, Carolyn Dias-Karch, Michael H. Haischer, and Christine Apter. It was published in PLoS One in 2021..They conducted the study with a sample of 448 students. Overall, females indicated higher levels of stress than their male counterparts. Gender differences were evident in both coping dimensions and individual coping strategies used. Females were found to utilize the emotion-focused coping dimension and endorsed the use of four coping strategies more often than males. These included self-distraction, emotional support, instrumental support, and venting.

Academic performance:

1. Hope and optimism as predictors of academic performance and subjective well-being in college students

Kevin L Rand, Mackenzie L Shanahan, Ian C Fischer, Sarah K Fortney
Learning and Individual differences 81, 101906, 2020

This study was conducted by Kevin L. Rand, Mackenzie L. Shanahan, Ian C. Fischer, and Sarah K. Fortney. It was published in Learning and Individual Differences in 2020. They conducted the study with a sample of 334 students. The results demonstrated that both hope and optimism were significant predictors of academic performance and subjective well-being among college students. Specifically, students with higher levels of hope and optimism tended to achieve better academic outcomes and reported higher levels of subjective well-being. The study highlighted the importance of fostering hope and optimism in educational settings as a means to improve both academic success and overall life satisfaction among students.

2. Academic self-efficacy, coping, and academic performance in college

Mehjabeen Khan
International Journal of undergraduate research and creative activities 5 (1), 3, 2023

This study was conducted by Mehjabeen Khan. It was published in the International Journal of Undergraduate Research and Creative Activities in 2023. Sixty-six undergraduate students, 17 male and 49 female, from a university in northwestern United States participated in the study.The results indicated that academic self-efficacy was positively correlated with academic performance. Students who had higher confidence in their academic abilities tended to achieve better academic outcomes. Furthermore, the study found that effective coping strategies, particularly problem-focused coping, mediated the relationship between academic self-efficacy and academic performance. This means that students with high academic self-efficacy who employed effective coping strategies performed better academically. The findings emphasized the importance of enhancing students' self-efficacy and teaching effective coping mechanisms to improve academic success.

3. Grit, self-efficacy, achievement orientation goals, and academic performance in University students

Amal Alhadabi, Aryn C Karpinski
International Journal of Adolescence and Youth 25 (1), 519-535, 2020

This study was conducted by Amal Alhadabi and Aryn C. Karpinski. It was published in the International Journal of Adolescence and Youth in 2020.They conducted the study with a sample of 258 students. The results demonstrated that 'grit' (i.e. perseverance of effort and consistency of interest) positively associates with academic performance through a sequential pathway of mediators including self-efficacy and achievement orientation goals. Findings supported the positive relationships between mastery, approach goals, and academic performance, as well as the negative association between avoidance goals and academic performance. The model revealed that self-efficacy may play supportive and protective roles by increasing the positive effect of mastery and performance-approach goals and reducing the negative effect of avoidance goals on academic performance, respectively. These novel findings support the contribution of 'grit' in predicting various academic outcomes.

4. The relationship between sleep quality, stress, and academic performance among medical students

Abdullah D Alotaibi, Faris M Alosaimi, Abdullah A Alajlan, Khalid A Bin Abdulrahman
Journal of Family and Community Medicine 27 (1), 23-28, 2020

This study was conducted by Abdullah D. Alotaibi, Faris M. Alosaimi, Abdullah A. Alajlan, and Khalid A. Bin Abdulrahman. It was published in the Journal of Family and Community Medicine in 2020. They conducted the study with a sample of 282 students. The results revealed that poor sleep quality and high levels of stress were significantly associated with lower academic performance. Specifically, medical students who reported poor sleep quality tended to experience higher stress levels, which in turn negatively impacted their academic outcomes. The study emphasized the critical need for addressing sleep issues and stress management among medical students to enhance their academic performance and overall well-being.

5. **The impact of environmental factors on academic performance of university students taking online classes during the COVID-19 Pandemic in Mexico**

Arturo Realyvásquez-Vargas, Aidé Aracely Maldonado-Macías, Karina Cecilia Arredondo-Soto, Yolanda Baez-Lopez, Teresa Carrillo-Gutiérrez, Guadalupe Hernández-Escobedo Sustainability 12 (21), 9194, 2020

This study was conducted by Arturo Realyvásquez-Vargas, Aidé Aracely Maldonado-Macías, Karina Cecilia Arredondo-Soto, Yolanda Baez-Lopez, Teresa Carrillo-Gutiérrez, and Guadalupe Hernández-Escobedo. It was published in the journal Sustainability in 2020. They conducted the study with a sample of 206 students. Results showed that temperature, lighting, and noise have significant direct effects on university students' academic performance.

From the above studies, it can be seen that there is no study on the relationship between these three variables, parental perception, perception stress and academic performance, so we are conducting this study to see the relationship between these three variables.

Objectives of the Study-

1. To examine the association between Parental perception, Perceived Stress and Academic Performance among College Students.

2. To check if there exist any gender differences with respect to the Parental perception, Perceived Stress and Academic Performance of College Students.

Null Hypotheses-

1. There exists no significant relationship between the Parental perception, Perceived Stress and Academic Performance among College Students.

2. There is no significant gender differences with respect to the Parental perception of College Students.

3. There is no significant gender differences with respect to the Perceived Stress of College Students.

4. There is no significant gender differences with respect to the Academic Performance of College Students.

CHAPTER – III

METHOD

Participants:

A total of 150 individuals (105 female,45 male) participated and the age range was maintained between 18 to 25, because this study aims to investigate the population of young adults.

Inclusion Criteria-

1. Participants must be enrolled in College for a graduate or postgraduate degree.
2. Participants should be enrolled in a regular course and attending college on a regular basis.
3. Participants should be aged between 18 – 25 years so as to belong to the young adult age group.

Exclusion Criteria-

1. Participants should not be suffering from any psychological disorder or organic brain disorder.
2. Participants should not be having any physical or mental disability.
3. Participants should not be employed.
4. Participants should not be enrolled in school at the time of data collection.

Tools used:

● Perceptions of Parents Scales (POPS) by Grolnick, Deci, & Ryan, (1997):

The Perception of Parents Scales (POPS) is a psychological assessment tool designed to measure how individuals, particularly college students, perceive their parents' behaviors and attitudes towards them. Developed within the framework of Self-Determination Theory (SDT) by researchers such as Edward L. Deci and Richard M. Ryan, the POPS focuses on three main dimensions of parenting:

1. Autonomy Support: This dimension assesses the extent to which parents encourage independent decision-making, respect their child's opinions, and provide opportunities for self-initiation. High scores in this dimension reflect a perception of parents who support the child's sense of agency and personal growth.

- Example- "My parents encourage me to decide things for myself."

2. Involvement: This dimension evaluates the degree of parental engagement in the child's life. It includes the amount of time, attention, and emotional support parents provide. High scores indicate that the child perceives their parents as being actively involved and attentive to their needs and activities.

- Example- "My parents show interest in my daily activities."

3. Warmth: This dimension measures the emotional warmth and affection parents display towards their child. It reflects the supportive and nurturing aspects of the parent-child relationship. High scores suggest that the child feels loved and cared for by their parents.

- Example- "My parents make me feel loved."

There are two types of this scale. 1.The Child Scale, 2.The College-Student Scale. Here we have used the college student scale because this study is being done on college students.

The Child Scale : The child POPS was developed, by Grolnick, Ryan, and Deci (1991). It has 22 items, 11 mother items and then the same 11 items for fathers. These items form an autonomy support subscale for each parent and an involvement subscale for each parent. Because the scale is used with children as young as 8 years old, and often in classroom settings, we have the children respond right on the questionnaire by circling a letter in front of the one (out of four) description of a parent that is most like their own parent.

The child version of the POPS assesses children's perceptions of the degree to which their parents are autonomy supportive and the degree to which their parents are involved. Involvement concerns devoting resources to their children--that is, being available to them, knowledgeable about their lives, and concerned about what is going on for them. Thus, mothers and fathers each get a score on the degree to which they are perceived as autonomy supportive and involved by their children. Factor analysis of the scale has revealed a clear four-factor solution with factors labeled mother involvement, mother autonomy support, father involvement, and father autonomy support.

The College-Student Scale : This questionnaire was designed as part of a doctoral dissertation titled, " An assessment of perceptions of parental autonomy support and control: Child and parent correlates," done by Robert J. Robbins in the Department of Psychology at the

University of Rochester under the supervision of Richard M. Ryan. The Robbins (1994) dissertation provided preliminary evidence for the reliability and validity of the scale. This study linked parental autonomy support to autonomy-related child outcomes, including self-esteem, self-regulation, mental health, and causality orientations. It also showed that high perceived parental autonomy support was associated with greater vitality and self-actualization, while low perceived parental autonomy support was associated with greater separation-individuation difficulty.

The college-student version of the POPS is intended for use with participants who are late adolescents or older. It also assesses children's perceptions of their parents' autonomy support and involvement, but in addition it assesses the degree to which the children perceive their parents to provide warmth. The scale has 42 items: 21 for mothers and 21 for fathers. From these items, 6 subscale scores are calculated: Mother Autonomy Support, Mother Involvement, and Mother Warmth, as well as Father Autonomy Support, Father Involvement, and Father Warmth.

Instruction- Please answer the following questions about your mother and your father. If you do not have any contact with one of your parents (for example, your father), but there is another adult of the same gender living with your house (for example, a stepfather) then please answer the questions about that other adult.

If you have no contact with one of your parents, and there is not another adult of that same gender with whom you live, then leave the questions about that parent blank.

Please use the following scale:

1	2	3	4	5	6	7
Not at all true			Somewhat true			Very true

• Perceived Stress Scale by Sheldon Cohen (1983):

A more precise measure of personal stress can be determined by using a variety of instruments that have been designed to help measure individual stress levels. The first of these is called the Perceived Stress Scale.

The Perceived Stress Scale (PSS), developed by Sheldon Cohen and his colleagues in 1983, is a widely used psychological instrument for measuring the perception of stress. The PSS is

grounded in the understanding that stress is not merely the result of external events, but rather the individual's perception of those events and their ability to cope with them.

The PSS is designed to assess the degree to which situations in an individual's life are appraised as stressful. It specifically measures the extent to which respondents find their lives unpredictable, uncontrollable, and overloaded—key components of the experience of stress. This focus on perception is crucial because the same external stressors can be experienced differently by different people based on their personal resources, resilience, and coping strategies.

Cohen and Williamson (1988) reported that scores on the PSS - 10 demonstrated adequate internal consistency reliability; moderate concurrent criterion validity with the amount of stress experienced during an average week. Since then, other studies have similarly reported that the PSS- 10 has good internal consistency reliability and adequate convergent validity based on associations with measures of physical and mental health.

Instruction- The questions in this scale ask about your feelings and thoughts during the last month. In each case, you will be asked to indicate how often you felt or thought a certain way. Although some of the questions are similar, there are differences between them and you should reat each one as a separate question. The best approach is to answer fairly quickly. For each question choose from the following alternatives:

0 - never 1 - almost never 2 - sometimes 3 - fairly often 4 - very often

• Academic Performance scale developed by Carson Birchmeier, Emily Grattan, Sarah Hornbacher, and Christopher McGregory in 2011:

The 8-item academic performance scale was developed by Carson Birchmeier, Emily Grattan, Sarah Hornbacher, and Christopher McGregory at Saginaw Valley State University in 2011. This scale is designed to measure students' self-reported academic performance through a series of statements that participants rate on a five-point Likert scale, ranging from "strongly disagree" to "strongly agree."

This scale has been utilized in various studies to assess how students perceive their academic efforts and performance. It boasts an internal consistency reliability (Cronbach's alpha) of 0.89, indicating good reliability. The scale is beneficial for researchers and educators who aim to

understand and improve students' academic behaviors and outcomes. This scale aims to measure various aspects of academic performance and related behaviors among students.

The APS comprises eight items, each designed to assess different dimensions of academic performance. These items include attendance, punctuality, classroom engagement, participation, assignment completion, preparedness, attitude towards learning, and overall academic achievement.

1. Attendance: This item evaluates the student's regularity in attending classes, which is crucial for academic success as it ensures exposure to course content and opportunities for interaction with instructors and peers.

2. Punctuality: Being on time for classes, meetings, and deadlines reflects a student's commitment, responsibility, and organizational skills, all of which contribute significantly to academic performance.

3. Classroom Engagement: Active involvement in classroom activities, such as asking questions, participating in discussions, and contributing to group work, indicates a student's interest and understanding of the subject matter.

4. Participation: This item assesses the student's willingness and eagerness to actively participate in various academic activities beyond regular class attendance, such as seminars, workshops, and extracurricular projects.

5. Assignment Completion: Timely and thorough completion of assignments, projects, and assessments demonstrates a student's dedication, comprehension, and ability to apply learned concepts.

6. Preparedness: Being adequately prepared for classes, including having required materials, notes, and pre-reading done, is essential for effective learning and academic success.

7. Attitude towards Learning: This item gauges the student's attitude, motivation, and approach towards learning, including their resilience, curiosity, and receptiveness to feedback and improvement.

8. Overall Academic Achievement: This final item provides an overall assessment of the student's academic performance based on the aforementioned factors, offering a comprehensive view of their strengths and areas for development.

The APS is a valuable tool for educators, researchers, and policymakers as it provides a structured and reliable means to evaluate and monitor students' academic performance and behaviors. Its multi-dimensional nature allows for a holistic understanding of factors contributing to academic success or challenges, enabling targeted interventions and support strategies.

Instructions- Please answer each question using the 5- point scale to answer each question so that it accurately reflects what you do or have done as a student. Be as honest as possible because the information can be utilized to discover areas of strength.

For each question choose from the following alternatives.:

SA- Strongly agree
A- Agree
N- Neutral
D- Disagree
SD - Strongly Disagree

Procedure:

Data from the 150 participants (105 female and 45 male) was collected with the help of a google form, which was distributed through various social media platforms. The google form included the questionnaires and collected other data such as age and gender along with their informed consent.

Statistical Analysis:

The data was processed through the science Statistical Package of Social Sciences (SPSS), descriptive statistics (Mean , Standard deviation, Skewness, Kurtosis), correlation (Pearson

Correlation coefficient), normality test (Kolmogorov-Smirnova, Shapiro-Wilk) , gender differences (Mann Whitney U Test) were analyzed.

CHAPTER - IV

RESULTS

Table 1. Descriptive Statistics of Parental perception, Perceived Stress and Academic Performance among College Students (N=150).

	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Mother_Involvement	25.740	6.126	.475	.198	.303	.394
Mother_Autonomy	43.720	8.769	-.343	.198	.297	.394
Mother_Warmth	28.800	5.719	-.203	.198	.578	.394
Father_Involvement	25.987	6.842	.571	.198	.230	.394
Father_Autonomy	43.380	10.521	-.580	.198	.135	.394
Father_Warmth	27.813	6.225	.035	.198	.200	.394
Perception_Mother	98.260	18.867	-.008	.198	.721	.394
Perception_Father	97.180	21.242	.034	.198	.439	.394
Perceived Stress	18.580	5.428	.140	.198	.353	.394
Academic Performance	30.460	5.639	-.588	.198	1.003	.394

Findings- Table 1 shows the mean, standard deviation, skewness, kurtosis of the three study variables (parental perception, perceived stress, academic performance). According to this table mean and SD value of mother involvement respectively M-25.740 and SD- 6.126 . Mean and SD value of mother autonomy respectively M- 43.720 and SD- 8.769 . Mean and SD value of mother warmth respectively M- 28.800 and SD- 5.719 . From this table it can be seen that the mean and SD values of father involvement are 25.987 and 6.842 respectively. The mean

and SD values of father autonomy are 43.380 and 10.521 respectively. The mean and SD values of father warmth are 27.813 and 6.225 respectively. The mean and SD values of Perception_mother are 98.260 and 18.867 respectively. The mean and SD values of Perception_father are 97.180 and 21.242 respectively. From the above table it can be seen that the mean and SD values of perceived stress are 18.580 and 5.428 respectively. Table 1 shows that the mean and SD values of academic performance are 30.460 and 5.639 respectively.

Table 2. Correlation among Parental perception, Perceived Stress and Academic Performance among College Students (N=150).

	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
1.Mother_Involvement	1.00									
2.Mother_Autonomy	.73**	1.00								
3.Mother_Warmth	.75**	.77**	1.00							
4.Father_Involvement	.65**	.51**	.52**	1.00						
5.Father_Autonomy	.62**	.68**	.66**	.66**	1.00					
6.Father_Warmth	.57**	.58**	.70**	.68**	.78**	1.00				
7.Perception_Mother	.89**	.94**	.91**	.60**	.72**	.67**	1.00			
8.Perception_Father	.68**	.67**	.70**	.85**	.94**	.90**	.75**	1.00		
9.Perceived Stress	-.04	-.08	-.15	-.10	-.16*	-.13	-.09	-.15	1.00	
10.Academic Performance	.27**	.31**	.29**	.14	.27**	.25**	.32**	.26**	-.37**	1.00

**p<.01; *p<.05

Findings- Table 2 displays the correlations among parental perception, perceived stress, and academic performance among college students (N=150). Correlation between variables is significant at 0.05 and 0.01 level is shown in this table. Coefficients marked with ** are statistically significant at the 0.01 level, while those marked with * are significant at the 0.05 level. Mother Involvement shows strong positive correlations with Mother Autonomy (r = .73 ; p < 0.01), Mother Warmth (r = .75 ; p < 0.01), and Perception of Mother (r = .89; p < 0.01)

and moderate positive correlation with Father Involvement (r = .65 ; p < 0.01), Father Autonomy (r = .62 ; p < 0.01), Father Warmth (r = .57 ; p < 0.01) , Father perception (r = .68 ; p < 0.01) and Academic performance (r = .27 ; p < 0.01). Mother Involvement has no significant correlation with perceived stress (r= -.04). Mother Autonomy shows strong positive correlations with Mother Warmth (r= .77; p <0.01) , Mother perception (r = .94; p < 0.01) ,father autonomy (r = .68 ; p <0.01) and moderate positive correlations with Father Involvement (r = .51; p < 0.01) , Father Warmth (r = .58 ; p <0.01), Father perception (r = .67; p < 0.01) and Academic Performance (r = .31; p < 0.01). Mother Autonomy has no significant correlation with perceived stress (r = -.08). Mother Warmth shows Strong positive correlations with Perception Mother (r = .91; p < 0.01), Father Warmth (r = .70; p < 0.01) and Father perception (r = .70; p < 0.01) and moderate positive correlations with Father Involvement (r = .52; p < 0.01), Father Autonomy (r = .66; p < 0.01) and Academic Performance (r = .29; p < 0.01). Mother Warmth has no significant correlation with Perceived Stress (r = -.15). Father Involvement shows Strong positive correlations with Father Autonomy (r = .66; p < 0.01), Father Warmth (r = .68; p < 0.01), and Father perception (r = .85; p < 0.01) and moderate positive correlations with Mother Perception (r = .60; p < *0.01*) and Academic Performance (r = .14). Father Involvement has no significant correlation with Perceived Stress (r = -.10). Father Autonomy shows strong positive correlations with Father Perception (r = .94; p < 0.01), Father Warmth (r = .78; p < 0.01), and Mother perception (r = .72; p < 0.01) and moderate positive correlations with Academic Performance (r = .27; p < 0.01). Father Autonomy has no significant correlation with Perceived Stress (r = -.16). Father Warmth shows strong positive correlations with Father Perception (r = .90; p < 0.01), and Mother Perception (r = .67; p < 0.01) and moderate positive correlations with Academic Performance (r = .25; p < 0.01). Father Warmth has no significant correlation with Perceived Stress (r = -.13). Mother perception shows strong positive correlations with Father Perception (r = .75; p < 0.01) and moderate positive correlations with Academic Performance (r = .32; p < 0.01). Mother perception has no significant correlation with Perceived Stress (r = -.09). Father perception has moderate positive correlations with Academic Performance (r = .26; p < 0.01). Father perception has no significant correlation with Perceived Stress (r = -.15). Perceived stress has negatively correlated with Academic performance (r = -.37; p < 0.01) . Academic Performance shows Positive correlations with various parental perception dimensions, particularly with Mother Perception (r = .32; p < 0.01), Mother Autonomy (r = .31; p < 0.01), and Mother Warmth (r =

.29; $p < 0.01$). Academic Performance has significant inverse relationship with Perceived Stress ($r = -.37$; $p < 0.01$).

Table 3. Normality Test of Parental perception, Perceived Stress and Academic Performance among College Students (N=150).

	Kolmogorov-Smirnov[a]			**Shapiro-Wilk**		
	Statistic	**df**	**Sig.**	**Statistic**	**df**	**Sig.**
Mother_Involvement	.132	150	.000	.969	150	.002
Mother_Autonomy	.089	150	.006	.985	150	.099
Mother_Warmth	.111	150	.000	.978	150	.016
Father_Involvement	.131	150	.000	.956	150	.000
Father_Autonomy	.137	150	.000	.953	150	.000
Father_Warmth	.096	150	.002	.976	150	.009
Perception_Mother	.062	150	.200*	.986	150	.134
Perception_Father	.083	150	.013	.977	150	.013
Perceived Stress	.072	150	.053	.987	150	.155
Academic Performance	.088	150	.007	.963	150	.000

Findings- This table presents the results of normality tests for various variables related to parental perception, perceived stress, and academic performance among college students (N=150). The data was purposely taken, so we did normality test to check if the data distribution follows normality or not. In that case Kolmogorov-Smirnov[a] test and Shapiro-Wilk test were done and we can see that the values are significant which indicates the data distribution are non normal distribution, so it doesn't follow normality. Therefore to see gender difference we are using non parametric statistics as we can't use parametric T-test .

Table 4. Mann Whitney U test for Parental perception, Perceived Stress and Academic Performance with respect to gender (N=150).

		Median	**Mann Whitney U Test Significance level**	**Decision**
Perception_Mother	Male (n=45)	100.00	.44	Insignificant
	Female (n=105)	98.00		
Perception_Father	Male (n=45)	99.00	.52	Insignificant
	Female (n=105)	99.00		
Perceived Stress	Male (n=45)	20.00	.03	Significant at .05 level
	Female (n=105)	18.00		
Academic Performance	Male (n=45)	29.00	.07	Insignificant
	Female (n=105)	32.00		

Findings- Since the data here does not follow normality, we cannot use parametric statistics T-test here. So to see the gender difference, we have used the non-parametric version of the independent samples t-test Mann Whitney U Test. In Mann Whitney U Test we can see that Mother perception has insignificant difference in male and female, in the same time we can see the median value of male (100.00) is higher than female (98.00) median value. There is no significant difference between male and female value median value. Father perception has insignificant difference in male and female, but the median value of male and female are same (99.00) . For Perceived Stress, the difference in median scores is statistically significant at the 0.05 level, indicating that males (20.00) report higher perceived stress compared to females (18.00) . For Academic Performance, the difference in median scores is not statistically significant, although females (32.00) have a slightly higher median score than males (29.00) .

CHAPTER-V

DISCUSSION

In this study we looked into the association between Parental perception , Perceived stress and Academic performance variables also the gender differences among male and female college students with respect to above three variables. After data collection we conducted another statistical analysis and we interpreted the findings.

From our study we can see that there is a positive correlation of parental involvement and parental autonomy with academic performance. High levels of parental involvement and autonomy likely create a nurturing environment that promotes self-efficacy, independence, and motivation, all of which are critical for academic success. Supportive and engaged parents can provide the necessary resources and encouragement for students to excel academically. Emotional support from parents, reflected in warmth, fosters a sense of security and well-being in students, enhancing their ability to focus and perform academically. Warmth from parents can help children develop a positive self-concept and resilience, which are important for academic success. Positive perceptions of parents likely reflect a harmonious family environment, which can translate into better academic performance due to reduced familial conflict and enhanced support. Students who perceive their parents positively are likely to feel more supported and valued, which can boost their academic motivation and performance. Here we can see that there is no significant correlation of perceived stress with parental involvement, autonomy and warmth. Since parental involvement, autonomy and warmth are high here, a child will perceive himself as more emotionally secure and motivation will increase, self-efficacy will increase as a result of which stress level will decrease and it will be easier to manage stress. Perceived stress has a significant negative correlation with academic performance. This indicates that higher stress levels are associated with lower academic performance, emphasizing the importance of stress management for better academic outcomes. The negative impact of stress on academic performance is well-documented. Stress can impair concentration, memory, and cognitive function, leading to poorer academic outcomes. High stress levels can also affect students' mental and physical health, further hindering their academic performance. Here we see that there is a positive association of parental perception with academic performance and a negative association of perceived stress with academic performance. So in this case we 'There exists no significant relationship between the Parental perception, Perceived Stress and Academic Performance among College Students' Rejecting these Hypotheses.

In this study we performed normality test to see the mean difference. Kolmogorov-Smirnov[a] and Shapiro-Wilk scale were used to test the normality of Perental Perception, Perveived Stress and Academic Performance. In this case most of the variable data is not following normality only mother perception is following normality but overall data is not following normality so we will say that the data is not in normal distribution so we have used non parametric statistics here.

We used the Mann-Whitney U Test to look for group differences. In the Mann Whitney U Test (N = 150) as the data was purposively taken , we can see that there is no significant gender differences between male and female in Perception Mother , Perception Father and Academic Performance. But in Perceived Stress we can see that there is a significant gender difference between male and female in median value. We can say that there is a tendency that males goes through more perceived stress than females. There are some reasons for gender differences in perceived stress: 1. Males and females have different hormonal responses to stress, which can affect their perceived stress levels. For example, higher levels of cortisol in response to stress are often found in females, while males may have a more pronounced adrenaline response. 2. Males may experience stress differently due to societal expectations to be more stoic and less expressive about their emotions. This can lead to higher internalized stress. 3. Males and females often use different coping strategies. Studies have shown that females are more likely to use social support and emotional expression, while males may use more problem-solving or avoidance strategies, which can influence their perceived stress levels. The reason for the gender difference being insignificant in the case of other variables is : 1. The way children perceive their parents might not differ significantly between genders if the parental behaviors and attitudes are consistent towards all children regardless of gender. 2. In many cultures, parental roles and expectations can be similar for both male and female children, leading to no significant differences in perception. 3. Modern educational environments often strive for equality, providing the same resources and opportunities to all students, which can result in similar academic performances across genders. 4. Standardized testing and grading systems do not typically favor one gender over another, leading to insignificant differences in median academic performance scores. ‘Cohen, S., Kamarck, T., & Mermelstein, R. (1983). A global measure of perceived stress. Journal of Health and Social

Behavior, 24(4), 385-396.' - in this study Cohen et al. found that stress perception varies significantly with different stressors and coping abilities. This aligns with our finding that males report higher perceived stress, potentially due to differing stressors and coping mechanisms. 'Grolnick, W. S., & Ryan, R. M. (1989). Parent styles associated with children's self-regulation and competence in school. Journal of Educational Psychology, 81(2), 143-154.' – in this study Grolnick & Ryan noted that children's perceptions of parental involvement and support are critical to their academic and personal development. If parental behaviors are consistent across genders, it can explain the insignificant differences in parental perception and academic performance in our study. Based on these findings, the following hypotheses are accepted: 1. There is no significant gender differences with respect to the Parental perception of College Students. 2. There is no significant gender differences with respect to the Academic Performance of College Students. And the hypothesis that there are no significant gender differences in perceived stress is rejected.

CHAPTER-VI

IMPLICATIONS AND FUTURE RESEARCH

Implications :

The study on the relationship between parental perception, perceived stress, and academic performance among college students has critical implications. It reveals that positive parental perception can reduce student stress and enhance academic performance. Educational institutions should develop support systems and workshops for parents and students to foster better communication and realistic expectations. Clinically, it suggests that practitioners should consider family dynamics in stress assessments and incorporate family therapy and stress reduction techniques in interventions. Preventative measures like resilience-building programs for students and educational programs for parents on the impacts of their expectations are essential. An integrated, collaborative approach between educators, mental health professionals, and parents can create a supportive environment, promoting better mental health and academic outcomes for students.

Future Research:

Future research on the relationship between parental perception, perceived stress, and academic performance among college students can delve into several promising areas to enhance understanding and develop effective interventions. Here are some key directions for future research:

- Investigate causal relationships by tracking students and their academic outcomes over multiple years to determine how changes in parental perception and student stress levels impact academic performance.
- Explore how cultural backgrounds influence parental perceptions and stress levels, examining variations across different ethnic and socio-economic groups.
- Develop and assess communication strategies that foster positive and supportive interactions between parents and students.

- Study the physiological and psychological responses to stress in students, examining how these responses correlate with academic outcomes and parental perceptions.
- Evaluate how varying levels of institutional support (e.g., counseling services, academic advising) influence the impact of parental perception and student stress on academic outcomes.
- Examine how modern communication technologies (e.g., social media, texting) impact parental perception, student stress, and academic performance.

CHAPTER -VII

LIMITATION

1. The number of male (45) and female(105) participants is not equal.

2. In this study, since we have taken the data purposively , we can see that the data is in non-normal distribution, so it is not following normality.

3. In the case of this study, data was taken from a particular group setting for time constraint, it was not possible to take it from diverse group setting.

4. In this study we have used three specific variables (Parental Perception, Perceived stress, Academic performance), but in literature review we can see that other variables were also related with this variables ,for future study they may consider this variable.

CHAPTER -VIII

CONCLUSION

In our study, we have seen the relationship between Parental Perception, Perceived stress and academic performance and checked whether there is any gender difference between them. Our study found that positive parental perception correlates with higher academic performance, while perceived stress negatively impacts academic outcomes among college students. No significant gender differences were observed in parental perception and academic performance, but males reported significantly higher perceived stress. These findings underscore the importance of parental involvement and stress management in fostering academic success, highlighting the need for supportive family environments and effective stress-coping strategies for students.

CHAPTER – IX

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CHAPTER - X

APPENDIX

APPENDIX – I

Perception of Parents Scales (POPS) by Grolnick, Deci, & Ryan, (1997):

The College-Student Scale-

First, questions about your mother.:

1. My mother seems to know how I feel about things.
2. My mother tries to tell me how to run my life.

3. My mother finds time to talk with me.
4. My mother accepts me and likes me as I am.
5. My mother, whenever possible, allows me to choose what to do.
6. My mother doesn't seem to think of me often.
7. My mother clearly conveys her love for me.
8. My mother listens to my opinion or perspective when I've got a problem.
9. My mother spends a lot of time with me.
10. My mother makes me feel very special.
11. My mother allows me to decide things for myself.
12. My mother often seems too busy to attend to me.
13. My mother is often disapproving and unaccepting of me.
14. My mother insists upon my doing things her way.
15. My mother is not very involved with my concerns.
16. My mother is typically happy to see me.
17. My mother is usually willing to consider things from my point of view.
18. My mother puts time and energy into helping me.
19. My mother helps me to choose my own direction.
20. My mother seems to be disappointed in me a lot.
21. My mother isn't very sensitive to many of my needs.

Now questions about your father.

22. My father seems to know how I feel about things.
23. My father tries to tell me how to run my life.
24. My father finds time to talk with me.
25. My father accepts me and likes me as I am.
26. My father, whenever possible, allows me to choose what to do.
27. My father doesn't seem to think of me often.
28. My father clearly conveys his love for me.

29. My father listens to my opinion or perspective when I've got a problem.
30. My father spends a lot of time with me.
31. My father makes me feel very special.
32. My father allows me to decide things for myself.
33. My father often seems too busy to attend to me.
34. My father is often disapproving and unaccepting of me.
35. My father insists upon my doing things his way.
36. My father is not very involved with my concerns.
37. My father is typically happy to see me.
38. My father is usually willing to consider things from my point of view.
39. My father puts time and energy into helping me.
40. My father helps me to choose my own direction.
41. My father seems to be disappointed in me a lot.
42. My father isn't very sensitive to many of my needs.

APPENDIX – II

The Perceived Stress Scale By Sheldon Cohen (1983) :

1. In the last month, how often you have been upset because of something that happened unexpectedly?
2. In the last month, how often have you felt that you were unable to control the important things in your life?
3. In the last month, how often have you felt nervous and stressed?
4. In the last month, how often have you felt confident about your ability to handle your personal problems?
5. In the last month, how often have you felt that things were going your way?
6. In the last month, how often have you found that you could not cope with all the things that you had to do?
7. In the last month, how often have you been able to control irritations in your life?
8. In the last month, how often have you felt that you were on top of things?
9. In the last month, how often have you been angered because of things that happened that
   were outside of your control?
10. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?

APPENDIX - III

Academic Performance scale by Carson Birchmeier, Emily Grattan, Sarah

Hornbacher, and Christopher McGregory in 2011:

1. I made myself ready in all my subjects.
2. I pay attention and listen during every discussion.
3. I want to get good grades in every subject.
4. I actively participate in every discussion.
5. I start papers and projects as soon as they are assigned.
6. I enjoy homework and activities because they help me improve my skills in every subject.
7. I extert more effort when I do difficult assignments.
8. Solving problems is a useful hobby for me.

Report file

The Study was conducted in different areas of Hooghly District in 2024. There were five field surveys conducted during the study. The identification of medicinal plants and their medicinal uses were investigated. *Bacopa monnieri, Eupatorium ayapana, Asparagus racemosus, Ipomea paniculata, Wedelia calendulacea, Withania somnifera, Abroma augusta, Ocimum sanctum, Piper longum, Phylanthus niruri, Adhatoda vasica, Plumbago zeylanica, Clerodendrum indicum, Curcuma aromatic, Gloriosa superb, Solanum nigrum, Mentha sp., Kaempferia galangal, Tagetes minuta* and *Vetiveria zizanioides* were studied in the project.

Student list of VAC project guided by Dr. Selima Khatun in 2024

SL. No.	Name of the Student	Department
1	Amrita Orang	Botany
2	Jiya Dolui	Botany
3	Pritha Ghosh	Botany
4	Ananya Sadhukhan	Botany
5	Sayan Koley	Botany
6	Sk Afrid Ali	Botany
7	Rupanjan Ghosh	Botany
8	Aniket Jaiswal	Botany
9	Biswajit Chakraborty	Botany
10	Ritika Das	English
11	Anushree Mondal	English
12	Sithi Koley	English
13	Sneha Bhakta	English
14	Ipshita Pakira	English
15	Ankita Kar	English
16	Sanjana Samanta	English
17	Bidisha Mal	English
18	Srija Neya	English
19	Shreya Maity	English
20	Koyel Mishra	English
21	Priyanka Bera	English
22	Mon Mallik	English

23	**Rupsa Bera**	**English**
24	**Woomme Kulsum**	**English**
25	**Tithi Sana**	**English**
26	**Pritha Ghosh**	**English**
27	**Bidisha Sing**	**English**
28	**Pritha Maity**	**English**
29	**Jayashree Giri**	**English**
30	**Julfa Tabassum Khanam**	**English**
31	**Amisha Sarkar**	**English**
32	**Sneha Das**	**English**
33	**Rema Patra**	**English**
34	**Parna Kaley**	**English**
35	**Jasmina Khatun**	**English**
36	**Anub Kumar Ash**	**English**
37	**Subhadip Das**	**English**
38	**Priti Ghorui**	**English**
39	**Ananya Roy**	**English**
40	**Arindam Ghosh**	**English**
41	**Tarapada Das**	**English**
42	**Sampurna Chatterjee**	**English**

Report file

The Study was conducted in and surrounding areas of Singur in 2023. There were five field surveys conducted during the study. The identification of common medicinal plants and their medicinal uses were investigated. *Bacopa monnieri, Asparagus racemosus, Ipomea paniculata, Withania somnifera, Ocimum sanctum, Piper longum, Phylanthus niruri, Adhatoda vasica, Clerodendrum indicum, Curcuma aromatic, Solanum nigrum, Mentha sp., Azadirachta indica, Calotropis procera, Leucas aspera, Aloe vera, Catharanthus roseus, Solanum nigrum* and *Cassia sofera* were studied in the project.

Student list of VAC project guided by Dr. Selima Khatun in 2023

SL. No.	Name of the Student	Department
1	ABHI SHAW	Botany
2	AFROOZA KHATUN	Botany
3	BITHIKA DAS	Botany
4	DEBOLINA GHOSH	Botany
5	NOWRIN ABBASI	Botany
6	POULAMI SARKAR	Botany
7	PRITAM GHANTI	Botany
8	SOHA PAL	Botany
9	TRISHA MANDI	Botany
10	UMASANKAR GHARUI	Botany

Students conducting field work at the Gorumara Reserve Forest.

Students conducting field work at the Gorumara Reserve Forest.

Students conducting field work at the Gorumara Reserve Forest.

Students conducting field work at the Gorumara Reserve Forest.

Session with ADFO, Gorumara Forest Division, who explained students about the forest ecosystem.

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