

ASSOCIATION BETWEEN ACADEMIC SELF-  
EFFICACY, ACADEMIC MOTIVATION AND  
COPING SKILLS AMONG GRADUATE  
STUDENTS



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## CERTIFICATE OF APPROVAL

It is certified that the Research Thesis titled "Association Between Academic Self-Efficacy, Academic Motivation and Coping Skills Among Graduate Students" carried out by Aymun Iqbal Malik, Reg. No. BSP193058, under the supervision of Ms. Rabia Batool, Capital University of Science & Technology, Islamabad, is fully adequate, in scope and in quality, as a Research Thesis for the degree of BS Psychology.

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Association between Academic Self-Efficacy, Academic Motivation and Coping  
Skills among graduate students

By

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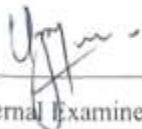
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## DECLARATION

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## ABSTRACT

Association between Academic Self-efficacy, Academic motivation and coping skills has been among graduate students has been reported, but it has barely been assessed. Coping skills are considered to be predictor for Academic Self-efficacy and along with Academic Motivation. The current study was focused to assess the role of academic self-efficacy, academic motivation and coping skills in a graduate student's life. The correlational research design was used for this study. For this research 300 participants were taken and convenient sampling was used. Data was collected through questionnaires i.e., General self-efficacy, Academic motivation, and Brief-COPE. Further, the data was analyzed using SPSS-26. The present study revealed that there is an association between Academic self-efficacy, Academic motivation and coping skills. Furthermore, relationship between the variables and gender differences were also explored through statistical analysis by using SPSS-21. Data was collected from 300 graduate students including (male=150 and female=150) of age from 23 or above and have completed questionnaires assessing. Findings revealed that there is a significant Positive correlation (.22\*\*) which indicates that there is strong connection between these two variables and that as one variable's value rises, the other variable's value tends to rise as well. For checking the mean difference of variables Mann Whitney was carried out. It results that gender does not play a role in academic self-efficacy ( $p>0.05$ ), academic motivation ( $p>0.05$ ) and coping skills( $p>0.05$ ). This study will help the institution to improve and help students with low coping skills to enhance students' academic performance, motivation, and overall well-being.

**Keywords:** Academic Self-Efficacy, Academic Motivation, Coping Skills and gender differences

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## Chapter 1

### Introduction

Many duties and stressors come with the transition from a bachelor's life to a graduate one. Due to a variety of factors, including the fact that many postgraduates must juggle family obligations, rigorous coursework, managing their money, and managing their careers all at once, graduate students are more likely to experience stress. However, academic self-efficacy, motivation, and coping skills play crucial roles in managing this stress. Graduate students with high self-efficacy approach their coursework confidently, while academic motivation keeps them focused. Strong coping skills help them deal with overwhelming emotions and time management effectively. Thus, these factors serve as a foundation for graduate students to navigate their new life with less stress (Allen, Barrall, Vincent & Arria, 2022). This chapter discusses the importance of academic motivation and self-efficacy and coping skills in a graduate student's life.

Concerns about the mental health of university students have grown in recent years. It is now understood that stress and problems are no longer limited to specific developmental stages but affect everyone as a lifestyle dilemma. In this context, academic self-efficacy, academic motivation, and coping skills play crucial roles. Developing a belief in one's academic abilities, maintaining motivation, and employing effective coping strategies become essential for managing stress and promoting mental well-being in university students, regardless of their developmental stage (Gazder, Ali, Naqvi, Zehra, Memom & Rafay, 2022).

Numerous studies have highlighted the prevalence of psychological problems among graduate students, with stress being a prominent issue in the academic environment. The diverse range of commitments and responsibilities that graduate

students juggle on a daily basis, including academic and extracurricular activities, can have a significant impact on their well-being. Recognizing the negative consequences of these pressures, it has become crucial to emphasize the importance of developing individual psychological resources such as academic self-efficacy, academic motivation, and coping skills. By cultivating a belief in their abilities, maintaining motivation, and effectively managing stress, graduate students can better navigate their academic journey while safeguarding their mental health. These resources serve as a protective shield against the potential adverse effects of the demanding academic environment (Freire, Ferradas, Regueiro, Rodriguez, Valle & Nunez, 2020).

In recent years, there has been an increase in interest in how people might combine different coping strategies and how it affects their ability to adapt (Freire et al., 2020).

Study characteristics like academic motivation and self-efficacy, and coping skills also have an influence on the graduate student's life, in addition to academic stress and extracurricular activities. The effects of self-efficacy, academic motivation, and coping skills have barely been explored in studies.

### **Academic Self-Efficacy**

Bandura's self-efficacy theory serves as the foundation for academic self-efficacy, which says a person's belief that one can successfully finish an academic work at the designated level or that one can accomplish a particular academic goal. It refers to people's knowledge and opinions about themselves in situations involving academic success. Academic self-efficacy is the idea that one can perform particular academic tasks at predetermined levels. For instance, a student who is sure they can master the material and perform well on a test. High self-efficiency is demonstrated by students

who are confident with fixing issues or completing tasks at a specific level of proficiency (Anike, Marire-Nwankwo & Ezeanya, 2020).

It has been studied how factors including gender and academic self-efficacy are correlated with academic motivation and academic accomplishment. In a study, Husain looked at the connection between motivation and academic self-efficacy. 135 individuals from different business schools in Karachi participated in the data collection process using a random sample technique. According to the findings, that higher levels of academic self-efficacy are associated with increased academic motivation and adaptive coping strategies. Students with higher self-efficacy tend to set challenging goals, persevere in the face of difficulties, and use effective coping mechanisms to manage academic stress (Husain, 2014).

### **Academic Motivation**

Academic motivation is the term used to describe a student's love of academic subjects as shown by their approach, persistence, and degree of interest when their proficiency is assessed against a standard of performance or excellence. A person who is academically motivated has a strong desire to learn, enjoys doing things that involve learning, and appreciates education. A research found that intrinsic motivation, which stems from personal interest and enjoyment of learning, is positively associated with academic self-efficacy and adaptive coping skills (Steinmayr et al., 2019).

The two basic areas into which motivation is separated are internal motivation and external motivation. When the individual is influenced by external motivation and has a distinct goal, internal motivation provides the required incentive for acting. Due to its strong connections to new learning, abilities, methods, and behaviors, it was observed by psychologists that education must include motivation. As one of the

preliminary constructions for characterizing this form of motivation, they have presented motivation for academic accomplishment (Malkoc & Mutlu, 2018).

### **Coping Skills**

Coping skills are techniques that we can use to help us avoid or at least lower the intensity of our negative feelings. Coping is the ideas and actions used to control stressful conditions internally and externally.

Despite the existence of more than 400 documented coping mechanisms, they fall within the emotionally focused or problem-focused (Salimzadeh, Hall & Saryon, 2017). Wishful thinking is an example of an emotion-focused coping strategy that attempts to manage difficult emotions in the midst of difficulty in order to decrease the psychological impacts of stress. On the other hand, problem-focused coping entails making an effort to solve the issue by modifying or removing the stressor. Engagement coping attempts to physically and mentally distance oneself from unpleasant circumstances and accompanying emotions are made when engaging in support-seeking. In contrast to disengagement coping, engagement coping involves making active attempts to directly address a stressful circumstance or related sentiments (Salimzadeh et al., 2017). A research has shown that students with higher academic self-efficacy and motivation tend to utilize adaptive coping strategies such as problem-solving, seeking social support, and positive reframing. These strategies help individuals navigate academic demands and maintain a positive mindset (Algorani & Gupta, 2023).

Combining problem-focused and emotion-focused coping skills allows students to effectively manage stress and reduce its impact. Problem-focused coping involves finding practical solutions and taking action to address the stressor directly. Emotion-focused coping focuses on managing and regulating emotions associated with the



stressor. By using both approaches, students can predict and prepare for stressors, perceive and understand their emotions, manage stress in the moment, react in a balanced manner, and alter their behavior over time to build resilience and improve well-being. This comprehensive approach equips students with practical tools to address the stressor while also managing their emotional well-being (Freire et al., 2020).

### **Statement of the Problem/ background**

In every student's life academic self-efficacy, academic motivation and coping skills play a vital role. Students suffer from a number of stressful situations when they got into a master's or Ph.D. life but due to individual differences, everyone has different levels of self-efficacy, academic motivation and coping skills and uses different types of coping strategies. This study has explored the role of academic self-efficacy, academic motivation and coping skills in graduate life.

### **Theoretical Framework**

The concept of academic self-efficacy, academic motivation and coping skills is closely related to "Albert Bandura's social cognitive theory" (Nickerson, 2022). The social cognitive theory places an emphasis on how people learn in social contexts. This viewpoint holds that people are active agents who have the capacity to be both influenced and affected by their surroundings. Social cognitive theory aims to explain how people regulate and reinforce their behavior to produce goal-directed behavior that can be maintained over time (Nabavi, 2012). The core idea of social cognitive theory is reciprocal determinism, which describes the dynamic and reciprocal interaction between individuals with a variety of learned experiences, the environment, the external social context, and behavior, or the way one responds to stimuli to achieve goals. Its

core theme is that people need a sense of empowerment and control over the significant events in their lives.

This sense of agency and control is influenced by a number of factors, including self-efficacy, outcome expectancies, objectives, and self-evaluation (Wood & Bandura, 2014). As an illustration of how reciprocal determinism operates, consider the following: If a student has self-efficacy or the belief that they can pass an exam, they are more likely to put out the necessary effort to study (behavior). If they don't believe they can do well on the test, they won't study as hard. Their test results will therefore either confirm or disprove what they believe about their aptitudes (self-efficacy) (outcome) (Nickerson, 2022).

The social cognitive theory developed by Bandura in 1986 includes the self-efficacy theory. The two main factors influencing behavior, according to this strategy, are perceived self-efficacy and outcome expectations (Wong & Monaghan, 2020). According to studies, adolescents acknowledge the effect of role models in peer imitation to support the growth of their self-efficacy. Peer collaboration also affects one's sense of self-worth (Lee, Kwon & Ahn, 2021). It is thought that adolescent self-efficacy is positively correlated with peer relationships (Shao & Kang, 2022).

Coping skills, or strategies used to manage stress, are closely related to social cognitive theory. According to this hypothesis, people pick up knowledge by watching others and developing expectations for their own behavior or responses. Individuals learn how to cope through these observations and expectations. The social cognitive theory offers a framework for comprehending how people learn and build the abilities to deal with stress, anxiety, and challenging emotions in this way (Andrade & Yoo, 2019).

In academic motivation, individuals are driven to pursue academic goals by their own expectations and beliefs. But the encouragement and reinforcement they receive from their social surroundings such as family, friends, teachers, and other important adults are included in social cognitive theory. The social environment can give rewards and punishments, which can impact how individuals view their academic goals and the work they are ready to devote to reaching them (Wang, Kiuru, Degol & Aro, 2018).

### **Literature Review**

In 2022, a study was conducted on undergraduate academic self-efficacy and achievement across gender and educational pathways. The study's subjects were 120 undergraduate boys and girls who were enrolled in the Arts, Commerce, and Science areas of study. An academic self-efficacy scale was used to gather primary data. The results showed a significant relationship between student performance and academic self-efficacy. The outcomes showed that academic self-efficacy had a significant impact on students' academic progress. Further findings showed that undergraduates in the scientific stream who had strong academic self-efficacy outperformed their peers in terms of academic performance. The result showed that science students have more self-efficacy compared to other students, and their academic performance is significantly higher (Bhati, Baral & Meher, 2022).

In contrast to task significance, academic self-efficacy and interest have a more desired motivational effect, according to a study by Bai, Nie, and Lee that was done in Asia in 2020. The three motivating factors were negatively correlated with avoidance coping, although they were positively correlated with class participation and metacognitive self-regulation. Multiple regression analysis revealed that academic self-efficacy, interest, and task relevance were all highly correlated with in-class

involvement. Only academic self-efficacy and curiosity, but not task relevance, substantially predicted metacognitive self-regulation and avoidance coping. The findings held true for both males and girls (Bai, Nie & Lee, 2020).

In a 2022 study by Hitches, Woodcock, and Ehrich, 305 students were surveyed to determine their academic self-efficacy levels and explore potential gender differences. The findings suggested that female students may exhibit lower levels of academic self-efficacy compared to their male counterparts, highlighting the need for targeted interventions to support female students in building their academic confidence (Hitches, Woodcock & Ehrich, 2022). The present study is also focused on determining the role of gender differences in academic self-efficacy.

The purpose of this study was to look into how academic self-efficacy and problem-solving abilities were affected by recommendations and guidance based on learning analytics. A mixed-methods approach and an experimental design with a pretest-posttest control group were used to conduct the study. For this investigation, the experimental group and the control group were randomly assigned to groups of 44 university students. The outcome showed that by getting analytical data and giving advice and counseling based on them, students' academic self-efficacy and problem-solving abilities are improved. One drawback was that pupils with low academic self-efficacy were unable to develop their problem-solving abilities (Yilmaz, 2021).

A study in 2019, investigated the connection between university students' academic motivation and learning environment (autonomy supported). Additionally, it sought to support the notion that the learning environment plays a moderating role in the connection between the intrinsic drive and academic boredom among students enrolled in Pakistani universities. 399 university students provided the data that were gathered. The result indicated a conflict between classroom-related boredom and

intrinsic motivation and the learning environment. However, it was discovered that boredom connected to classes had a favorable association with intrinsic and external motivation. The relationship between the learning environment) and intrinsic motivation was favorable (Khan, Sadia, Hayat & Tahir, 2019).

A study was conducted to analyze the degree of academic motivation among Azad Kashmir, Pakistan, undergraduate medical students. This cross-sectional study included 378 Poonch Medical College (PMC) students in total. This study examined the average motivation level of PMC students and compared the average differences by gender and medical year. The study found that students were frequently motivated to pursue medical education because they believed it would enable them to make better decisions about their career trajectories. To compare the conclusions of our study, more comparable research is required (Javaeed, Asghar, Allawat, Haider, Mustafa & Ghauri, 2019).

A study on college students' self-leadership and stress examined the moderating effects of coping mechanisms. Data from 643 undergraduates enrolled full-time at a public 4-year university. The results demonstrate that self-leadership strategies indeed reduce students' stress levels, but that this relationship is moderated by coping strategies (Maykrantz & Houghton, 2018).

### **Academic Self-Efficacy and Academic Motivation**

An individual is more likely to be driven to finish tasks and accomplish goals if they have faith in their potential to succeed. On the other hand, a person who lacks self-efficacy could be less motivated to finish academic assignments. To put it another way, self-efficacy can be a driving force for academic success. Academic motivation is the drive to finish academic activities and achieve goals, whereas academic self-efficacy is confidence in one's capacity to succeed in an academic environment.

A person's impression of their academic talents is related to Academic Self-efficacy. It has a particular self-evaluative element that establishes how high or low one's level of self-efficacy is. It has been demonstrated that individual differences in perceived self-efficacy are a more reliable predictor of performance than prior accomplishment or talent, and it appears to be especially important when people are dealing with difficulty (Cassidy, 2015) whereas motivation is the key factor in everyone's actions, needs, and desires. The reasons for a man's actions or moral disposition are determined by his motives. Motivation is a crucial aspect of a student's academic readiness and desire to learn. These driven pupils are curious and eager to understand the value of education. In addition, by encouraging pupils to be dedicated and driven, parents and teachers may foster an environment where learning will be structured and accomplished (Mehndroo & Vandana, 2020).

Academic motivation is the force behind behaviors that are somehow related to academic functioning and success, such as the amount of effort students put forth, their capacity to manage their workload, the activities they choose to engage in, and their tenacity in the face of difficulties. Academic motivation and academic self-efficacy are related to one another in this way (Kotera, Conway & Green, 2019). Students who are more academically motivated perform better in classes and on standardized tests.

A previous study in 2019 suggested that the career route adolescents choose when they transition from youth to adulthood is significantly influenced by academic-related reasons e.g., academic motivation and academic self-efficacy (Yokoyama, 2019). Another study determined how much the self-efficacy and perfectionism scores of Turkish middle school pupils reflected their motivation for academic work. Findings demonstrate that self-centered perfectionism beliefs were linked to low stages of

motivation, low stages of extrinsic motivation, and high stages of intrinsic motivation. Secondly, Middle school students' outcomes continue to be significantly influenced by self-efficacy, which supports earlier research linking it to kids' perseverance, achievement, and resilience (Karaman, Vela & Esici, 2020).

### **Academic Self-Efficacy and Coping Skills**

When faced with academic challenges, people who have a positive attitude and believe they can finish tasks and achieve their goals are said to have self-efficacy. People who have a positive outlook and high levels of self-efficacy may find it easier to cope with life's challenges. The techniques a person employs to control stress, anxiety, and other difficult emotions are referred to as coping skills. By being able to handle the stress and anxiety that come with academic demands, people who have developed excellent coping skills are better able to manage their academic obstacles. Therefore, having a high sense of self-efficacy can aid people in creating more useful coping mechanisms, which can aid them in managing obstacles in the classroom.

In a study, coping skills and self-efficacy were investigated among undergraduate students. It was proposed that the usage of coping mechanisms by students, such as asking for help and time management, may improve their academic self-efficacy. The outcomes supported the existence of a strong link between active coping and self-efficacy (Akram & Ghazanfar, 2014). Another study showed enhancing coping flexibility might improve the self-efficacy of university students. The aim of the study was to determine the potential influence of coping mechanisms on expectations of self-efficacy in the community. For this purpose, 1,085 undergraduate students from the University served as the study's sample (Spain) (Freire et al., 2020).

### **Academic Motivation and Coping skills**

Coping mechanisms and academic motivation are tightly intertwined. Academic motivation is the desire and dedication to do well in school, whereas coping mechanisms are the techniques a student employs to deal with pressure and challenging circumstances. The desire to succeed academically affects a student's capacity to employ efficient coping mechanisms. A student who is highly driven is more likely to employ effective coping mechanisms to deal with stress or challenging circumstances and accomplish their goals. In contrast, a student who lacks motivation may find it challenging to employ appropriate coping mechanisms, which makes it challenging for them to meet their academic objectives.

A correlation study was conducted to investigate whether various achievement emotions (both positive and negative) affect the link between coping mechanisms (both proactive and preventive coping) and academic motivation in a sample of the adult population from the Czech Republic. For this purpose, 1025 participants were taken. The findings showed that motivation to study and positive future-oriented coping behaviors are effectively moderated by positive achievement emotions (Vaculikova, 2021).

A study was conducted, to investigate association between study methods and academic motivation, including the involvement of approaches to studying with mediating role of coping strategies during the examinations. 331 participants were taken for this research. The findings demonstrated a favorable association between internal motivation, coping mechanisms, and the deep study technique, as well as a negative relationship with the surface study approach. Additionally, there was a favorable correlation between external motivation, avoidance coping mechanisms, and the surface approach study. The link between internal motivation, avoidance coping



mechanisms, and surface study technique was not statistically significant. Additionally, there was a positive correlation between internal motivation via coping mechanisms and students' deep and strategic study techniques, as well as a positive correlation between external motivation via avoidance coping mechanisms and students' surface study methodologies. The findings confirm that encouraging students' intrinsic drive to adopt coping mechanisms strengthens their depth and strategic study methods (Behroozi, Rezaie & Alipoor, 2018).

### **Rationale**

The activities of the individual are affected by self-efficacy and motivation. A person with high self-efficacy and high motivation will participate readily in activities in which he may feel competent whereas a person with low motivation and low self-efficacy will avoid that task (Orakci & Durnali, 2022). Previous research shows that a lot of work has been done on academic self-efficacy and academic motivation but insufficient work done related to coping skills in academic self-efficacy and academic motivation (Freire et al., 2020). Besides self-efficacy and motivation, coping skills also play a vital role in human life. Throughout life, humans experience a number of stressful situations and these situations are dealt with the use of coping skills (Salimzadeh, Saryon & Hall, 2017).

In Pakistan, challenges are even more for graduate students due to brain drain (Khwaja, Zafar & Faize, 2022). According to a study, the majority of graduate students who responded to the poll said they were under a lot of stress, with their workload, finances, assistantships, and jobs being the main sources (Oswalt & Riddock, 2006). Sometimes students are unaware of the coping skills they are using to handle stressful situations in academia.

Furthermore, each person has a unique set of coping mechanisms that are influenced by their experiences, abilities, and strengths. Numerous research has demonstrated the link between self-efficacy and academic motivation in the academic setting. According to studies, students who feel more confident in their abilities or have high self-efficacy will do better in school., independent of age, gender, domain, discipline, or nation. Even though there were disparities in the amount of self-efficacy by gender in young adolescents taking mathematics and science, it was still found to be a good predictor of accomplishment scores (Meera & Jumana, 2015). A study was done in 2021 to look at stress, coping strategies, and gender disparities in undergraduate students as the semester came to end. The outcome did show how various coping processes varied depending on gender and the coping mechanisms pupils employ. Finding particular gender variations in students' coping techniques were suggested (Graves, Hall, Karch, Haischer & Apter, 2021).

Besides individual differences, the nature of the program being studied and the institution in which it is studied matters a lot in the development of coping skills. Burkholder, Hwang & Wieman conducted a study that looked into the problem-solving abilities of chemical engineering graduates. The findings revealed that students in this study had difficulty identifying critical aspects of the issue, spotting flaws in the proposed solution, and making suggestions for how to make the solution better (Burkholder, Hwang & Wieman, 2021). Another study compared the constructs among students in psychology and those studying other human sciences to determine the connections between social skills, problem-solving, coping, and resilience. The study discovered that although psychology students scored lower on social skills, they scored higher overall on the problem-solving skills scale (Santos & Soaresb, 2018). Another study (Meera & Jumana, 2015) looked at how gender and previous formal physics

training affected the students' level of physics self-efficacy. They discovered that both factors had a considerable impact on the effectiveness of physics. However, throughout the trial, women displayed poorer self-efficacy than men did.

An investigation was made into the coping mechanisms. 31 universities in Kenya were included in the survey, including 22 full-fledged universities and 9 university colleges. The findings show that grand plans and Porter's generic competitive strategy are among the coping mechanisms used by public universities in Kenya. Finding out if private universities use the same coping mechanisms as public universities were advised by the study (Mathooko & Ogutu, 2014).

Young, middle-aged, and older persons go through a number of life stages, according to Erikson's Psychosocial Theory (Erikson, 1982). They experience many life events at every stage of their lives. Approximately 70 to 90 percent of seniors have experienced trauma at some point in their lives, according to the U.S. department of veteran affairs. Age-related role changes and functional deterioration might make dealing with trauma more challenging. In comparison to younger adults, older adults reported lower levels of positive affect and used problem-focused coping techniques less frequently (Chen, Peng, Xu & Brien, 2017). This study serves as bases to explore the age difference in the development of coping skills and to determine which type of coping skills is being used by adults.

Thus, the current study would identify the role of academic self-efficacy, academic motivation, age, gender, nature of degree and type of institution in coping skills. This study will be beneficial to know about the factors which lead to low coping skills in students

**Objectives**

1. To find out the association between academic self-efficacy, academic motivation and coping skills.
2. To explore the effect of gender differences on academic self-efficacy, academic motivation and coping skills.

**Hypotheses**

1. There would be a significant relationship between academic self-efficacy, academic motivation and coping skills.
2. There would be significant gender differences among academic self-efficacy, academic motivation and coping skills.

## Chapter 2

### Method

#### Research Design

The correlational research design was used. To gather data from the participants, questionnaires were used. With the use of this research design, the correlations between the three factors that are academic motivation, academic self-efficacy, and coping skills were determined.

#### Ethical Considerations

For this research, consent was taken from each participant. At any stage of the research, the participant has the right to withdraw from the research. This study assured confidentiality and transparency.

#### Population and Sample

The sample would comprise 300 participants (Deng, Zeng, Liang, and Qin, 2021) and would have a distribution of males and females. The study's subjects were chosen randomly. The study's participation was voluntary. The data was collected from private universities, government universities and the semi-government of Rawalpindi and Islamabad.

#### Inclusion Criteria

1. Graduate students who were currently enrolled in any university were part of the research.
2. Participants with age 25 years or above.

#### Exclusion Criteria

1. The students of schools, colleges and undergraduates were not part of the research.

2. Individuals with any physical disability which hinders their participation.
3. Individuals who took less than 2 minutes to solve the questionnaire were excluded.

### **Sampling Technique**

The data was gathered through convenient sampling.

### **Measures**

The following scales were used to collect the data:

#### ***The General Self-Efficacy Scale***

General Self-Efficacy Scale (GSES) was invented in 1981 (Schwarzer, R., & Jerusalem, M.,1981). It was created to measure perceived self-efficacy and the capacity to deal with a range of challenging life circumstances. Goal-setting, effort commitment, perseverance in the face of obstacles, and recovery from failures are all made easier by perceived self-efficacy. It can be viewed as a beneficial resource for resistance. To access this concept, a brief 10-item psychometric instrument is constructed. Each statement suggests an internal-stable attribution of success and alludes to successful coping. The overall score on the GSE runs from 10 to 40, with a higher score indicating greater self-efficacy. Cronbach's alpha is typically in the high.80s and spans from.76 to.90.

#### ***Brief-COPE***

In the year 2018, Carver, Scheier, and Weintraub created the initial version of this scale. This scale was created to evaluate how well or poorly people cope with stressful life events. There are three sub-scales: problem-focused, emotional-focused, and avoidant coping. It comprises 28 items in total. The Brief COPE consists of fourteen dimensions, each with two items (for a total of 28 items), and includes both healthy and unhealthy coping mechanisms. Healthy coping mechanisms include active coping,

planning, positive reframing, acceptance, humor, religion, and seeking out emotional and practical support. Items are graded using a Likert-style scale from 0 to 4. Cronbach's alpha is 0.70.

#### *Academic Motivation Scale (AMS)*

University students' levels of academic motivation were assessed using the Academic Motivation Scale, which was created by Bozanolu (2004). It includes a 28-item, seven-point Likert scale with seven subscales for measuring amotivation, three types of extrinsic motivation (external, introjected, and identified regulation), and three types of intrinsic motivation (intrinsic motivation to know, to accomplish things, and to experience stimulation). Cronbach's alpha is 0.84 whereas subscales' Cronbach's alpha coefficients were found to range from .71 to .84. The composite reliability of the AMS subscales, which showed values between .73 and .86, further validated the scale's dependability.

#### **Procedure**

Permission was taken from the authors for the use of instruments. For this research, 300 participants were taken from the age of 25 or above. The sample was taken through convenient sampling and this research used a correlation research design. Data was collected from the universities of Islamabad and Rawalpindi through prescribed questionnaires.

It was communicated to the individuals that their participation in this study would be completely voluntary. Obtained information would be kept confidential and used for only research purposes. After their endorsement, they filled consent form and demographic information sheet. The General Self-Efficacy Scale (GSES), Brief-COPE and Academic Motivation Scale (AMS) were used to evaluate the variables. Participants were instructed to choose the best suitable option describing their problem.

If they find any difficulty regarding words/statements they could ask for guidance. They were told that there are no right or wrong answers so they have to give responses on all the items. No time limit was given for the completion of the questionnaires, however, the average time taken by the participants was 10-15 minutes.

### **Statistical Analysis**

The data were analyzed using SPSS-26. Initially, descriptive statistics which includes frequency, mean and percentages for the various demographic variables were calculated. Afterward, Bivariate correlation, one-way ANOVA and s t-test analysis were used to analyze the data.



**Chapter 3****Results**

In the results section a frequency table for the categorical variables was created and included. The frequency table contains the frequency and its percentages. Calculations were made for the continuous variable's skewness, kurtosis, mean, standard deviation, and range. The reliability of the scales is shown in a reliability table together with the number of items, Cronbach's alpha, mean, and standard deviation. Since the data was not regularly distributed, non-parametric testing was done in order to determine the correlation and Mann-Whitney test. Mann Whitney's two independent samples test was used, and its mean value, Mann Whitney-U, and p value were presented in its table. The Spearman correlation coefficient has been utilized using the correlation table. Two-tailed test of significance and value no. of participants, mean, standard deviation and their relation with all scales has been reported in which \*\* shows that the scales are having highly significant relation with each other. Further results have been shown in tables below along with explanation.

**Table 1*****Demographic Characteristics of Academic Self-Efficacy, Academic Motivation and Coping skills (N=300)***

<b>Variables</b>	<b>Categories</b>	<b><i>f</i></b>	<b><i>%</i></b>
Gender	Male	150	50
	Female	150	50
Marital status	Single	205	69.3
	married	95	31.7
Occupation	Working	271	90.3
	Students	29	9.7
Institute	Public	89	29.7
	Private	129	42.7
	Semi-government	83	27.7
Father's Education	Under FSC	49	16.3
	Above FSC	251	83.7
Mother's Education	Under FSC	48	16
	Above FSC	252	94
Father's occupation	Working	267	99
	Retired	33	11
Mother's occupation	Working	44	14.7
	Non-working	256	85.3
Family system	Joint	58	19.3
	Nuclear	242	80.7
Socioeconomic status	Lower	29	9.7
	Middle	197	65.6

Upper

74

24.7

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*Note. f= frequency, %= percentage*

Table 1 demonstrates the frequency and percentage of demographic variables. The variables include gender, marital status, occupation, education level, father education, mother education, and father's occupation, mother's occupation, family system, socio-economic status having the total sample size of 300. Table shows that gender is divided into two categories male and female, for that the frequency of male is (f=150) and percentage is (%= 50) and for female the frequency is (f=150) and percentage is (%= 50). For marital status there are two categories single and married. The frequency for single is (f=205) and percentage is (%= 69.3) and for married (f=95) and percentage is (%= 31.7).

For occupation there are two levels working and students, the frequency of working (f=271) and percentage is (%= 90.3) and the frequency of students is (f=29) and percentage is (%= 9.7). For institutes, there are three categories public, private and semi-government. For public (f=89) and percentage is (%= 29.7), for private (f=129) and percentage is (%= 42.7) and for semi-government (f=83) and percentage is (%= 27.7). For Father's education there are 2 categories under FSC and above FSC. For the frequency of under FSC frequency is (f=49) and percentage is (%=16.3), for above FSC frequency is (f=251), percentage is (%=83.7), For Mother's education there two categories under FSC and above FSC. For under FSC frequency is (f=48) and percentage is (%=16), for above FSC frequency is (f=252), percentage is (%=94) For father's occupation there are two categories that are working and retired. The frequency of working is (f=267) and percentage is (%=99). The frequency of retired is (f=33) and percentage is (%=11).

For mother's occupation there are two categories that are working and non-working. The frequency of working is (f=44) and percentage is (%=14.7). The frequency of non-working is (f=256) and percentage is (%=85.3). For Family system there are two levels i.e., Nuclear system and Joint system, the frequency of Nuclear system is (f=242) and percentage is (%=80.7), the frequency of joint system is (f=58) and percentage is (%=19.3). For Socioeconomic status there are three categories that are lower middle and upper. For lower the frequency is (f=29) and percentage is (%=9.7), frequency of middle is (f=197) and percentage is (%=65.6) and frequency of upper is (f=74) and the percentage is (%=24.7).

**Table 2**

*Demographic Characteristics of Continuous Variables i.e., age and semester (N=300)*

<b>Variables</b>	<b>Mean</b>	<b>Median</b>	<b>Mode</b>	<b>Skewness</b>	<b>Kurtosis</b>
Age	28.31	27	26	1.74	4.00
Semester	3.34	3	2	1.55	2.28

Table 2 explains the mean, median, mode, skewness and kurtosis of continuous variables. The mean of age is 28.31, median is 27, mode is 26, the value of skewness is 1.74 and for kurtosis is 4.00. The mean of semester is 3.34, median is 3, mode is 2, the value of skewness is 1.55 and for kurtosis is 2.28.

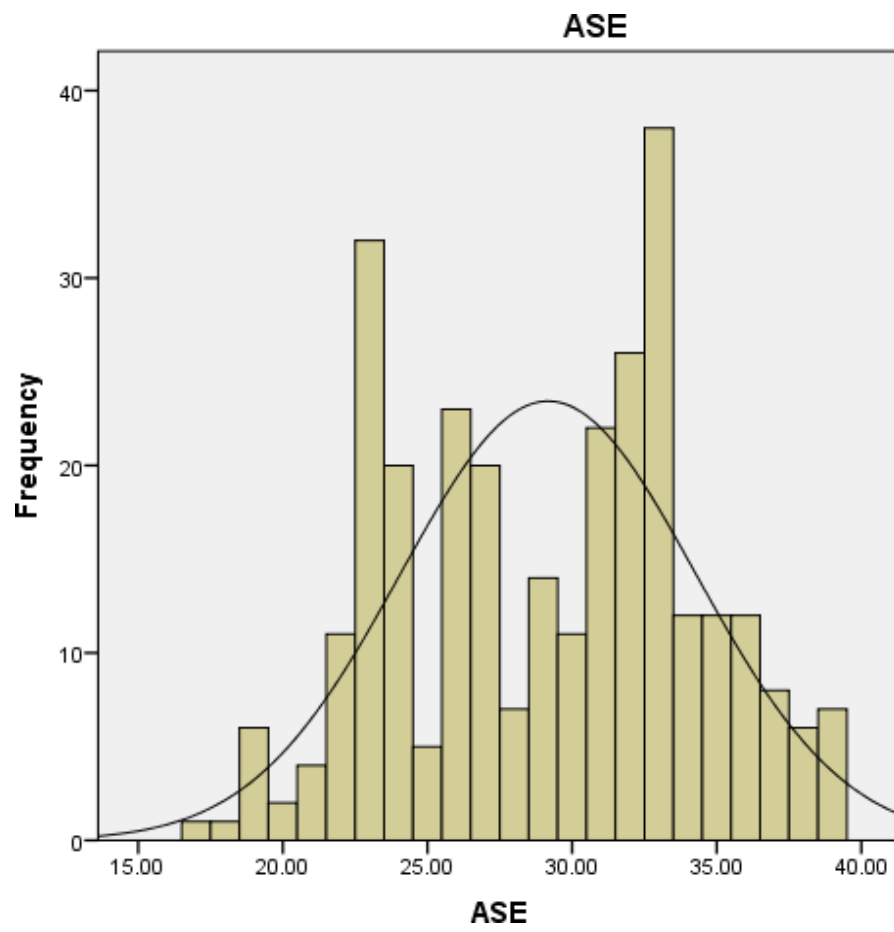
**Table 3*****Reliability analysis of academic self-efficacy, academic motivation and coping skills******(N=300)***

Scales	n	SD	$\alpha$	Range	
				Actual	Potential
GSES	10	5.10	.79	17-39	4-40
BCS	28	12.91	.87	34-101	4-112
AMS	28	26.39	.90	69-190	7-196

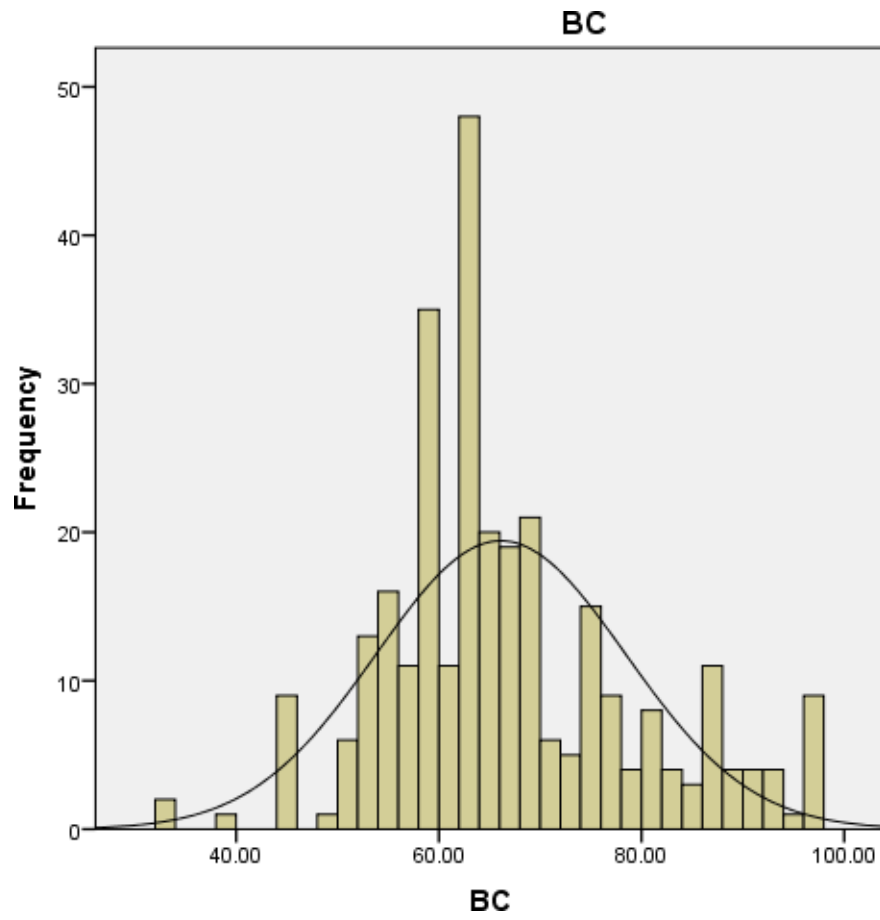
*Note. In the above table GSES (General Self-Efficacy Scale), BCS (Brief COPE scale) and AMS (Academic Motivation Scale).*

Table 2 explains the reliability of the scales used in this study. For General Self-Efficacy Scale the total no. of items is 10, the value of Cronbach's alpha is .79, the mean is 29.17, standard deviation is 5.10, skewness is -.09, kurtosis is -.94 and K-S is .11 and  $p$  is .00. For Brief COPE the total no. of items is 28, the value of Cronbach's alpha is .87, the mean is 87, standard deviation is 12.91, skewness is -.56, kurtosis is -.15 and K-S is .13 and  $p$  is .00. For Academic Motivation Scale the total no. of items is 28, the value of Cronbach's alpha is .90, the mean is 127.08, standard deviation is 26.39 skewness is -.29, kurtosis is -.63 and K-S is .13 and  $p$  is .00.

*Figure 1- Distribution of Scores for Academic Self-Efficacy (ASE)*

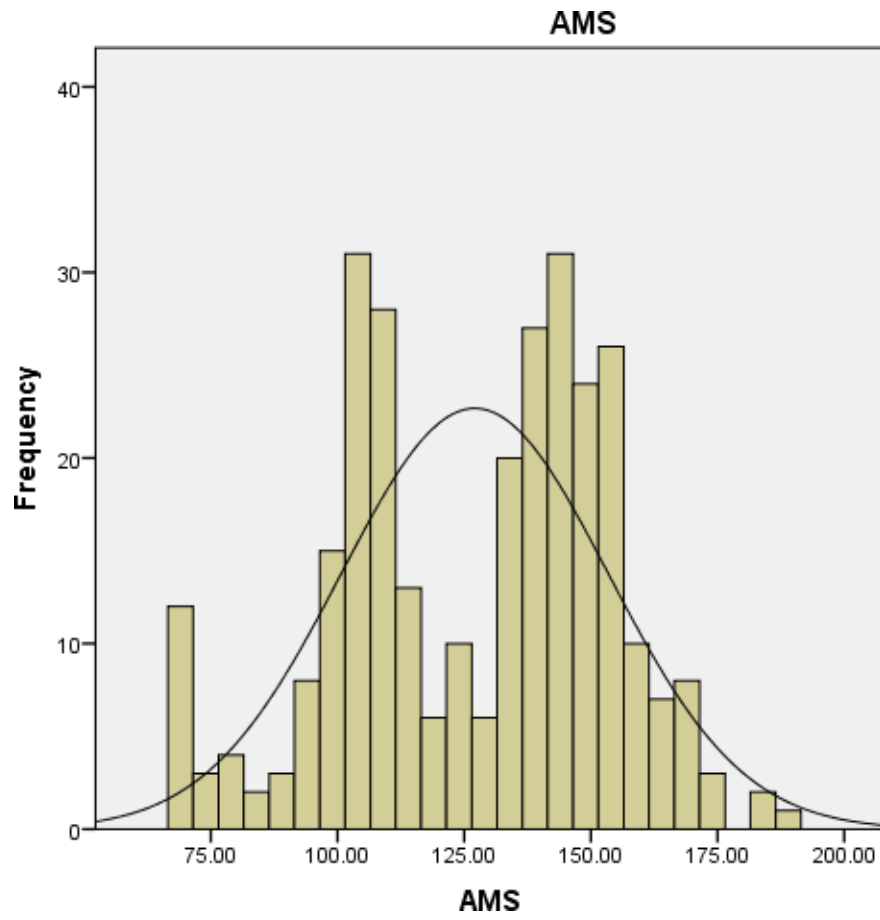


*Figure 2- Distribution of scores of Brief-COPE (BCS)*





*Figure 3- Distribution of scores of Academic Motivation scale*



**Table-4***Correlation analysis of study variables (N=300)*

<b>Variables</b>	<b>1</b>	<b>2</b>	<b>3</b>
GSES	-	.22**	.42**
BCS	-	-	.45**
AMS	-	-	-

*Note. In the above table GSES (General Self-Efficacy Scale), BCS (Brief COPE scale) and AMS (Academic Motivation Scale).*

Table 4 shows between all the General Self-efficacy scale, Brief-COPE and Academic motivation. Results indicate for that General Self- Efficacy scale has the mean of 29.17 and standard deviation of 5.10. It has positive correlation of ( $r=.227 < .01$ ) with Brief-COPE scale.

Results has also indicated that Brief-COPE scale has mean of 68.47 and standard deviation of 12.91. It has positive correlation of ( $r=.458, p < .01$ ) with Academic Motivation Scale. The Academic Motivation Scale has mean of 127.08 and standard deviation of 26.39. It has positive correlation of ( $r=.423, p < .01$ ) with General Self-Efficacy Scale.

**Hypothesis-1: There would be a significant relationship between academic self-efficacy and academic motivation and coping skills.**

From the above-mentioned table of correlation results indicate that there is positive correlation between academic self-efficacy, academic motivation and coping skills. A positive correlation means that as one variable's value rises, the other variable's value tends to rise as well. In other words, the three variables move in the same direction because of a systematic link between them.

**Table-5*****Mann-Whitney test along with gender(N=300)***

Variable	Male		Female		U	p
	N	M	N	M		
GSES	150	149.71	150	151.29	11131.50	.87
BCS	150	151.73	150	149.27	22456.50	.81
AMS	150	148.43	150	152.57	10939.00	.68

*Note. In the above table GSES (General Self-Efficacy Scale), BCS (Brief COPE scale) and AMS (Academic Motivation Scale), N= no. of participants M= Mean, U= Mann-Whitney-U and p= significance value.*

Table 5 shows total no. of participants, mean, Mann-Whitney-U and p value across the gender i.e., male and female. Results indicate non-significant mean difference of GSES with gender along with  $p > 0.05$  and value of Mann Whitney-U=11131.50. For the results of BCS non-significant mean difference with gender along with  $p > 0.05$  and value of Mann Whitney-U= 22456.50 is found. For the results of AMS non-significant mean difference with gender along with  $p > 0.05$  and value of Mann Whitney-U=10939.00.

**Hypothesis-2: There would be significant gender differences among Academic self-efficacy, Academic motivation and coping skills.**

From the above-mentioned table of Mann Whitney test of two independent samples test, explains the mean difference of Academic Self-efficacy, Academic motivation and Coping skills along Gender differences. For Academic Self-efficacy the mean of males is 149.71, and for females the mean is 151.29 and value of Mann Whitney-U=11131.500. The value of  $p = .874$ . These values result that gender difference does not play a role in the Academic Self-efficacy because the value of  $p > 0.05$ .

For Coping skills, the mean of males is 151.73, for females the mean is 149.27 and value of Mann Whitney-U=.22456.500. The value of  $p=.806$ . These values result that gender difference does not play a role in Coping skills the because the value of  $p>0.05$ .

For Academic Motivation, the mean of males is 148.43, for females the mean is 152.57 and value of Mann Whitney-U=.10939.000. The value of  $p=.679$ . These values result that gender difference does not play a role in Academic motivation the because the value of  $p>0.05$ .

## Chapter 4

### Discussion

The aim of the current study was to explore the role of academic self-efficacy, academic motivation and coping skills in graduate life. Moreover, it has also determined the role of gender differences in academic self-efficacy, academic motivation and coping skills.

Academic self-efficacy was assessed by using (GSES) General Self-Efficacy Scale (Schwarzer, R., & Jerusalem, M.,1981). The General Self-Efficacy Scale (GSES) is a widely used instrument that measures individuals' beliefs in their ability to cope with a variety of challenges and situations in life. It has a total 10 items. The alpha reliability is high typically in the high .80s and spans from .76 to .90. Correlations exist between the General Self-Efficacy Scale and feelings of optimism and job satisfaction. The Coping skills were measured using Brief COPE scale (Carver, Scheier & Weintraub, 2018). Problem-focused, emotional-focused, and avoidant coping are the three subscales of Brief COPE. There are 28 items in all and items are graded using a Likert-style scale from 0 to 4. Cronbach's alpha is 0.70. For measuring Academic motivation (AMS) Academic Motivation Scale was used (Bozanolu, 2004). There are three types of extrinsic motivation—external, introjected, and identified regulation—as well as three types of intrinsic motivation—intrinsic motivation to know, to accomplish things, and to experience stimulation—measured by the 28-item, seven-point Likert scale. 0.84 is Cronbach's alpha.

For the study, the sample was 300 graduate students either of master's or Ph.D. out of which 150 were males and 150 were females (see Table 1). Sample characteristics were made on various demographic variables i.e., age, gender, marital status, occupation, Institute, Program name, Education, Semester, Father's education,

Mother's Education, Father's occupation, Mother's occupation, Family system, and Socioeconomic status. The age range of the participant was which includes young adults and adults.

Inter scale correlation (see Table 4) was carried out to find the relationship among three study variables i.e. General Self-Efficacy Scale (GSES) for Academic Self-Efficacy, Brief COPE Scale for Coping skills and Academic motivation scale (AMS) for Academic motivation. Results showed that there is a significant relation between Academic Self-efficacy and Academic motivation and Coping skills (see Table 4). For checking the mean difference of Gender among these study variables (see Table 5) and for Mann-Whitney two independent sample tests were used.

Based on the preceding literature, it was hypothesized that there would be a significant relationship between academic self-efficacy, academic motivation and coping skills. Further, there would be significant gender differences among Academic Self-Efficacy and Academic motivation. During the statistical analysis of the inter scale correlation, proposed hypotheses were accepted. Utilizing demographic information, mean differences and independent sample t-tests were computed.

Firstly, it was hypothesized that there would be a significant relationship between academic self-efficacy, academic motivation and coping skills. Statistical analysis was carried out to test the proposed hypothesis. Results proved the hypothesis and showed that there is a positive relationship between academic self-efficacy, academic motivation and coping skills. The finding is consistent with previous research Social cognitive (Bandura, 1997) theory suggests that individuals with higher self-efficacy beliefs are more likely to set challenging goals, exhibit greater effort, and persevere in the face of obstacles. This implies that graduate students who have confidence in their ability to succeed academically are more likely to be motivated to

engage in academic tasks, persist in their studies, and strive for excellence. The present study supports these claims by demonstrating a positive correlation between academic self-efficacy and academic motivation among graduate students.

Moreover, the positive association between academic self-efficacy and coping skills aligns with the literature on stress and coping. Lazarus and Folkman's (1984) transactional model of stress and coping suggest that individuals with higher self-efficacy are better equipped to manage and cope with academic challenges. Graduate students with a strong belief in their academic capabilities are more likely to employ effective coping strategies, such as problem-solving, seeking social support, and positive reframing when faced with academic stressors. This study's findings further support the notion that academic self-efficacy plays a crucial role in the development of adaptive coping skills among graduate students (Walinga, 2014).

Self-efficacy is linked to how university students feel, think, and behave in a classroom setting. Low levels of self-efficacy in these students may be brought on by their inability to complete academic work or assignments due to a lack of personal resources such as inefficient coping mechanisms and low emotional intelligence (Shankland, Genolini, Franca & Guelfi, 2010). Furthermore, a study found links between general perceived self-efficacy, trait and state anxiety, problem-solving abilities, emotional expression, cognitive rewiring, social retreat, and coping mechanisms, as well as the emotional intelligence subcomponents of emotional clarity and mood repair. Anxiety, problem-solving, emotional expressiveness, social withdrawal, and emotional clarity were also taken into consideration by a model that could predict 39% of the variation in self-efficacy (Rodriguez & Marmol, 2019).

Second hypothesis was that there would be significant gender differences among academic self-efficacy, academic motivation and coping skills. Results revealed

that the proposed hypothesis was not approved for all three variables which were academic self-efficacy, academic motivation and coping skills. Statistical analysis of Mann Whitney (two independent samples tests) and mean difference of gender was carried out to test this proposed hypothesis. Results showed that gender does not play a role in Academic Self-efficacy. The results are aligned with the study of Stajkovic, Bandura, Locke, Lee & Sergent, which concluded that age plays significant role in academic self-efficacy but gender has no significant role (Stajkovic, Bandura, Locke, Lee & Sergent, 2018). According to a study, as students adapt to the new academic expectations they encounter in their general education and major-related courses, their self-efficacy may vary irrespective of gender (Han, Usher & Brown, 2021).

Results showed gender does not play a role in coping skills. In order to manage stressful events, both internally and externally, people use mental processes and behaviors known as coping (Graves, Hall, Karch, Haischer & Apter, 2021). The findings of the current study are in line with those of Sinha and Latha, who observed a high association between stress depression and problem-focused coping, but a lower association between stress depression and emotion-focused coping, and who came to the conclusion that there is no gender difference in coping mechanisms (Sinha & Latha, 2018). Moosa and Munaf came to the conclusion that coping is important in people's life, particularly in terms of psychological health. Healthy people utilised problem-focused coping mechanisms to deal with stress, but neuropsychiatric patients preferred emotion-focused ones. They have therefore proposed that coping mechanisms could be the subject of attention and intervention in those who are under stress (Moosa & Munaf, 2018).

The present study shows that there is no significance of gender on academic motivation. The results are consistent with the study of Zaccoletti, Camacho, Correia,



Augiar, Mason, Alves & Daniel. The study suggested that the rate of change in motivation was positively and strongly correlated with students' age. However, student's gender was not associated with change in motivation (Zaccoletti et al., 2020).

### **Conclusion**

From the current study, it is found that there is a strong positive relation between academic self-efficacy, academic motivation and coping skills, which indicates that there is strong connection between these variables. It means that they tend to vary in the same direction. A positive correlation occurs when changes in one variable cause changes in the other. This study also endorses this phenomenon that coping skills are a reliable predictor of academic self-efficacy. This study also clarifies that gender do not play a role in academic self-efficacy, academic motivation and coping skills

### **Limitations**

The study has a few limitations. This study is conducted on students of Masters and Ph.D. and the sample size was limited, due to which results were not generalized properly. Secondly, that data was self-reported which might not be valid. Lastly lack of control over extraneous variables such as academic performance, personal characteristics, or external stressors.

### **Recommendations and Implications**

The future recommendation for the researchers is future studies should include academic performance with these variables. The data in the future should be collected by using a mix-method approach. Future researchers could include undergraduate students and can investigate the methods to improve coping skills. Future researchers might use this study to know how students use coping skills, which gender has more coping skills and use which type of coping skills more, which universities have better coping skills either private, government, or semi-government. Lastly it has discovered

the impact of degree programs on coping skills. This study will help the institution to improve and help students with low coping skills. Understanding the association between academic self-efficacy, academic motivation, and coping skills has important implications for educational interventions and support systems. Promoting self-efficacy beliefs, fostering intrinsic motivation, and teaching effective coping skills can enhance students' academic performance, motivation, and overall well-being.

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## **Appendices**

### **Informed Consent Form**

I am a student of BS Psychology at Capital University of science and technology, Islamabad. I am conducting a research study that aims to find the “Association between Academic Self-efficacy, Academic Motivation, and Coping Skills among Graduate Students”. You are invited to participate in this study. Your participation in this study would be entirely voluntary. Your identity will be kept confidential and data will only be used for research purposes.

By signing this statement, you indicate that you understand the purpose, nature and details of your participation and are willing to participate in this study.

If you have any queries, you can contact me at [aymunikbal326@gmail.com](mailto:aymunikbal326@gmail.com).

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Demographic Form**

Age

---

Gender

1) Male 2) Female 

Marital Status

---

Occupation

---

Institute

1) Public 2) Private 3) semi-government 

Program name

---

Education

1) Masters 2) Ph.D. 

Semester

---

Father's education

---

Mother's Education

---

Father's occupation

---

Mother's occupation

---

Family system

1) Joint 2) Nuclear 

Socioeconomic status

1) Lower 2) Middle 3) Upper

### Scale 1

**Please respond to the following statements using these response categories:**

<b>Not at all true True</b>	<b>Hardly true</b>	<b>Moderately True</b>	<b>Exactly</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

Item	1	2	3	4
1. I can always manage to solve difficult problems if I try hard enough.				
2. If someone opposes me, I can find the means and ways to get what I want.				
3. It is easy for me to stick to my aims and accomplish my goals.				
4. I am confident that I could deal efficiently with unexpected events.				
5. Thanks to my resourcefulness, I know how to handle unforeseen situations				
6. I can solve most problems if I invest the necessary effort.				
7. I can remain calm when facing difficulties because I can rely on my coping abilities.				
8. When I am confronted with a problem, I can usually find several solutions.				
9. If I am in trouble, I can usually think of a solution.				
10. I can usually handle whatever comes my way.				

## Scale 2

We are interested in how people respond when they confront difficult or stressful events in their lives. There are lots of ways to try to deal with stress. This questionnaire asks you to indicate what you generally do and feel, when you experience stressful events. Obviously, different events bring out somewhat different responses, but think about what you usually do when you are under a lot of stress.

Each of us deals with things in different ways; I'm interested in how you've tried to deal with things. Each item says something about a particular way of coping. I want to know to what extent you've been doing what the item says. How much or how frequently. Don't answer on the basis of whether it seems to be working or not—just whether or not you're doing it. Try to rate each item separately in your mind from the others. Make your answers as true FOR YOU as you can. This information is confidential/belongs to you; you may share if you choose.

There are no “right” or “wrong” answers! We’re looking for a general pattern, not a specific “score”

<b>Not at all A lot</b>	<b>Little Bit</b>	<b>Medium Amount</b>	<b>Doing</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

**Using this scale, respond to the following:**

Item	1	2	3	4
1. I've been turning to work or other activities to take my mind off things.				
2. I've been concentrating my efforts on doing something about the situation I'm in.				
3. I've been saying to myself "this isn't real."				
4. I've been using addictive behaviors or substances to make myself feel better.				
5. I've been getting emotional support from others.				
6. I've been giving up trying to deal with it.				
7. I've been taking action to try to make the situation better.				
8. I've been refusing to believe that it has happened.				
9. I've been saying things to let my unpleasant feelings escape.				
10. I've been getting help and advice from other people.				
11. I've been using alcohol or other drugs to help me get through it.				



12. I've been trying to see it in a different light, to make it seem more positive.				
13. I've been criticizing myself.				
14. I've been trying to come up with a strategy about what to do.				
15. I've been getting comfort and understanding from someone				
16. I've been giving up the attempt to cope.				
17. I've been looking for something good in what is happening.				
18. I've been making jokes about it.				
19. I've been doing something to think about it less, such as going to movies, watching TV, reading, daydreaming, sleeping, or shopping.				
20. I've been accepting the reality of the fact that it has happened.				
21. I've been expressing my negative feelings.				
22. I've been trying to find comfort in my religion or spiritual beliefs.				
23. I've been trying to get advice or help from other people about what to do.				
24. I've been learning to live with it.				
25. I've been thinking hard about what steps to take.				
26. I've been blaming myself for things that happened.				
27. I've been praying or meditating.				
28. I've been making fun of the situation.				

### Scale 3

Using the scale below, indicate to what extent each of the following items presently corresponds to one of the reasons why you go to university.

Does not correspond	Corresponds Corresponds a little	Corresponds Corresponds moderately	Corresponds Corresponds a lot	exactly		
1	2	3	4	5	6	7

#### WHY DO YOU GO TO UNIVERSITY?

Items	1	2	3	4	5	6	7
1. Because with only a high-school degree I would not find a high-paying job later on.							
2. Because I experience pleasure and satisfaction while learning new things.							
3. Because I think that a college education will help me better prepare for the career I have chosen.							
4. For the intense feelings I experience when I am communicating my own ideas to others.							
5. Honestly, I don't know; I really feel that I am wasting my time in school.							
6. For the pleasure I experience while surpassing myself in my studies							
7. To prove to myself that I am capable of completing my college degree.							
8. In order to obtain a more prestigious job later on.							
9. For the pleasure I experience when I discover new things never seen before.							
10. Because eventually it will enable me to enter the job market in a field that I like.							

11. For the pleasure that I experience when I read interesting authors.							
12. I once had good reasons for going to college; however, now I wonder whether I should continue							
13. For the pleasure that I experience while I am surpassing myself in one of my personal accomplishments.							
14. Because of the fact that when I succeed in college I feel important.							
15. Because I want to have "the good life" later on							
16. For the pleasure that I experience in broadening my knowledge about subjects that appeal to me.							
17. Because this will help me make a better choice regarding my career orientation.							
18. For the pleasure that I experience when I feel completely absorbed by what certain authors have written.							
19. I can't see why I go to college and frankly, I couldn't care less.							
20. For the satisfaction I feel when I am in the process of accomplishing difficult academic activities.							
21. To show myself that I am an intelligent person.							
22. In order to have a better salary later on.							
23. Because my studies allow me to continue to learn about many things that interest me.							
24. Because I believe that a few additional years of education will improve my competence as a worker.							
25. For the "high" feeling that I experience while reading about various interesting subjects.							
26. I don't know; I can't understand what I am doing in school.							
27. Because college allows me to experience a personal satisfaction in my quest for excellence in my studies.							
28. Because I want to show myself that I can succeed in my studies.							

## Permission of Academic Motivation Scale (AMS)

**Sam Tiro, Michael** msam\_tiro@uwaterloo.ca  
 20:04

Thu, Nov 12, 2020, 10:01 AM

Hello Ajman,

Please find the different versions of the AMS on our website: <http://www.uwaterloo.ca/its/scales/> (including the High School version) or attached for the College version.

You will see that the Scoring key is at the end of the scale (document). The articles attached will help you understand and interpret the scale so feel free to have a good look at them.

For your information, if you want to calculate a person's score on the AMS, you need to find the mean response for each of the subscales. These means will vary between 1 and 7 (or between 1 to 3). You then insert these means in the following formula which will allow you to calculate a self-determination index:

$$2((know+acc+stim/3) + iden - ((intro+reg/2) + 2amot) = \text{self-determination index}$$

know= intrinsic motivation to know  
 acc= intrinsic motivation to accomplishments  
 stim= intrinsic motivation to experience stimulation  
 iden= identification  
 intro= introjected regulation  
 reg= external regulation  
 amot= amotivation

This formula will give you scores ranging from -18 (very little self-determination) to +18 (autonomous self-determination). Most of the people we have tested with this scale obtain scores around 10.

Also, I would like to mention that this scale has not been normalized. This index is only used for research purposes. Nevertheless, we noticed that a high index is associated with positive consequences and, on the opposite, a low index is associated with negative consequences for the person.

We would really appreciate if you use the appropriate reference in your work.

Thank you very much. Take good care.

Activate Windows

## Permission of General Self-Efficacy Scale

Permission to use General Self-efficacy Scale 00000

**Ayman Iqbal** aymaniqbal2@ignited.com  
to: ralf.schwarzer@ucl.ac.uk Thu, Nov 10, 2022, 1:07 PM ☆ ↻

Dear Dr. Ralf Schwarzer

I hope the email finds you well. I am Ayman Iqbal Malik from the Capital University of Science and Technology Islamabad Pakistan, Majoring in Psychology with a bachelor's degree.

As a part of my studies, I am working on a research thesis that is the Association between Academic Self-Efficacy, Academic Motivation, and Coping Skills. The General Self-Efficacy Scale is of great value and insight to me.

With all humbleness, I request you please grant me permission to use the scale.

I'm looking forward to your valuable response.

Thank you.

Sincerely,

Ayman Iqbal Malik  
 Capital University of Science and Technology  
 Islamabad

**Schwarzer, Ralf** ralf.schwarzer@ucl.ac.uk  
to: aymaniqbal2@ignited.com Thu, Nov 10, 2022, 5:04 PM ☆ ↻

<http://www.psych.ucl.ac.uk/wordpress/wp-content/uploads/2012/08/General-Self-Efficacy-Scale.pdf>

Activate Windows

## Permission of Brief-COPE Scale

### Brief COPE

The items below are an abbreviated version of the COPE Inventory. We have used it in research with breast cancer patients, with a community sample recovering from Hurricane Andrew, and with other samples as well. The citation for the article reporting the development of the Brief COPE, which includes information about factor structure and internal reliability from the hurricane sample is below. The Brief COPE has also been translated into several other languages, which have been published separately by other researchers (see below).

We created the shorter item set partly because earlier patient samples became impatient at responding to the full instrument (both because of the length and redundancy of the full instrument and because of the overall time burden of the assessment protocol). In choosing which items to retain for this version (which has only 2 items per scale), we were guided by strong loadings from previous factor analyses, and by item clarity and meaningfulness to the patients in a previous study. In creating the reduced item set, we also "tuned" some of the scales somewhat (largely because some of the original scales had dual focuses) and omitted scales that had not appeared to be important among breast cancer patients. In this way the positive reinterpretation and growth scale became positive reframing (no growth); focus on and venting of emotions became venting (focusing was too tied to the experiencing of the emotion, and we decided it was venting we were really interested in); mental disengagement became self-distraction (with a slight expansion of mentioned means of self-distraction). We also added one scale that was not part of the original inventory--a 2-item measure of self-blame--because this response has been important in some earlier work.

You are welcome to use all scales of the Brief COPE, or to choose selected scales for use. Feel free as well to adapt the language for whatever time scale you are interested in.

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