

PERCEIVED SOCIAL SUPPORT, SELF-EFFICACY, AND ACADEMIC STRESS



A STUDY OF THE RELATIONSHIP BETWEEN PERCEIVED SOCIAL SUPPORT,  
SELF-EFFICACY, AND ACADEMIC STRESS AMONG UNDERGRADUATE  
STUDENTS IN MALAYSIA

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A RESEARCH PROJECT

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# PERCEIVED SOCIAL SUPPORT, SELF-EFFICACY, AND ACADEMIC STRESS

A study of the relationship between perceived social support, self-efficacy, and academic stress among undergraduate students in Malaysia.

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This research project is submitted in partial fulfilment of the requirements for the Bachelor of Social Science (Hons) Guidance and Counselling, Faculty of Arts and Social Science, University Tunku Abdul Rahman. It was submitted on APRIL 2023.

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AMANDA LIM XIN YI

# PERCEIVED SOCIAL SUPPORT, SELF-EFFICACY, AND ACADEMIC STRESS

## Approval Form

This research paper attached here, entitled “A study of the relationship between perceived social support, self-efficacy and academic stress among undergraduate students in Malaysia”, prepared and submitted by Amanda Lim Xin Yi in partial fulfilment of the requirements for the Bachelor of Social Science (Hons) Guidance and Counselling is now accepted.

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Supervisor

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

### Abstract

In recent years, academic stress among undergraduate students has gained scholarly attention in Malaysia. The research aimed to study the relationship between perceived social support, self-efficacy, and academic stress among undergraduate students in Malaysia. A quantitative cross-sectional study through a purposive sampling method was conducted across Malaysia. The survey questionnaires were distributed through various social media platforms such as WhatsApp, Instagram, WeChat, Microsoft Teams, and Facebook. The current research reached out to a sample of respondents from universities across several states in Malaysia, including Sarawak, Perak, Selangor, Kuala Lumpur, and Kedah. A total of 123 responses were aged between 18 through 26 years old ( $M = 22$ ,  $SD = 1.55$ ). There were more female respondents ( $n = 67$ , 54.47%) than male respondents ( $n = 56$ , 45.53%). Social Cognitive Theory was used as the theoretical framework in this study. Additionally, the instruments applied in this study are the Brief Perceived Social Support Questionnaire (PSS), Academic Self-efficacy Scale (ASE) and Perception of Academic Stress Scale (PAS). PPMC was used to test the hypotheses. The findings reported that academic stress indicated a significant negative relationship between self-efficacy and perceived social support while self-efficacy and perceived social support were significantly positively correlated. The results of this study would provide practical insight for students, parents, educators, and professionals to design effective interventions to reduce academic stress, and it could be further explored with different variables.


*Keywords* : Perceived social support, Self-efficacy, Academic stress, Social cognitive theory, Undergraduate students

**Declaration Form**

I declare that the material contained in this paper is the result of my work and that due acknowledgement has been given in the bibliography, and references to ALL sources be they printed, electronic, or personal.

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Date : 18<sup>th</sup> April 2023

**Table of Contents**

Abstract	I
Declaration Form	III
List of Tables	VII
List of Figures	VIII
List of Abbreviations	IX
Chapters	
1	Introduction 1
	Background of Study 1
	Problem Statement 3
	Significance of the study 5
	Theoretical Significance 5
	Practical Significance 6
	Research Objectives 7
	Research Questions 7
	Research Hypotheses 8
	Definition of Terms 8
	Conceptual Definition of Terms 8
	Operational Definition of Terms 9
2	Literature Review 11
	Academic Stress 11
	Perceived Social Support 12

PERCEIVED SOCIAL SUPPORT, SELF-EFFICACY, AND ACADEMIC STRESS	IV
Self-Efficacy	14
Perceived Social Support and Self-Efficacy	15
Academic Stress and Self-Efficacy	15
Academic Stress and Perceived Social Support	17
Perceived Social Support, Self-Efficacy and Academic Stress	18
Theoretical Framework	19
Conceptual Framework	22
3 Methodology	23
Research Design	23
Research Participants	24
Sampling Procedures	24
Sampling Method	24
Research Location	25
Ethical Clearance Approval	25
Sample Size, Power, and Precision	26
Sample Size Calculation	26
Actual Sample Size	26
Power Analysis	27
Research Data Collection Procedures	27
Inclusion and Exclusion Criteria	27
Procedures for Obtaining Consent	28



	Procedures of Data Collection Procedures	29
	Pilot Study	29
	Actual Study	30
	Instruments	31
	Data Analysis	33
4	Result	34
	Descriptive Statistics	34
	Demographic Characteristics	34
	Descriptive Statistics of Topic-Specific Characteristics	36
	Data Diagnostic and Missing Data	37
	Frequency and Percentages Missing Data	37
	Methods for Addressing Missing Data	38
	Criteria for Post Data-Collection Exclusion of Participants	38
	Criteria for Imputation of Missing Data	39
	Analyses of Data Distributions	39
	Data Analysis	41
	Pearson Product-Moment Correlation	41
5	Discussion & Conclusion	44
	Discussion	44
	Perceived Social Support and Self-Efficacy	44
	Academic Stress and Self-Efficacy	45

PERCEIVED SOCIAL SUPPORT, SELF-EFFICACY, AND ACADEMIC STRESS	VI	
Academic Stress and Perceived Social Support	46	
Implication	47	
Theoretical Implication	47	
Practical Implications	48	
Limitations of Study & Recommendations for Future Research	50	
Conclusion	53	
References	54	
Appendices	76	
Appendix A	Sample Size Calculation	76
Appendix B	JASP 0.16.4 Output for Pearson’s Correlation	80
Appendix C	Descriptive Statistics	83
Appendix D	Boxplots for Each Distributions with Outliers	85
Appendix E	Instruments	87
Appendix F	Turnitin Report	90
Appendix G	Supervisor Comment on Originality Report	91
Appendix H	Ethical Approval	93
Appendix I	Marking Rubrics	95
Appendix J	Submission Sheet for Thesis	100
Appendix K	Action Plan	101
Appendix L	Oral Presentation Evaluation Rubric	102

**List of Tables**

<b>Table</b>	<b>Page</b>
Table 3.1 <i>Reliability of Instruments in the pilot study (n=30) and actual study (n=123)</i>	30
Table 4.1 <i>Demographic Data of Participants (n=123)</i>	35
Table 4.2 <i>Distribution of Topic-Related Characteristics (n=123)</i>	37
Table 4.3 <i>Result of the Normality Test</i>	40
Table 4.4 <i>Correlations between perceived social support and self-efficacy (n=123)</i>	41
Table 4.5 <i>Correlations between self-efficacy and academic stress (n=123)</i>	42
Table 4.6 <i>Correlations between perceived social support and academic stress (n=123)</i>	43

**List of Figures**

<b>Figure</b>	<b>Page</b>
Figure 2.1 : <i>Theoretical framework model</i>	21
Figure 2.2 : <i>Social Cognitive Theory Framework</i>	21
Figure 2.3 : <i>Conceptual framework model</i>	22

**List of Abbreviations**

PAS	Perception Academic Stress
PSS	Perceived Social Support
ASE	Academic Self-efficacy
SCT	Social Cognitive Theory
PPMC	Pearson's Product-Moment Correlation

## **Chapter I**

### **Introduction**

#### **Background of Study**

Academic stress is unavoidable in psychology due to the fast-paced learning environment (Ganesan et al.,2018). Academic stress has become an issue to be discussed in today's society. It is a common issue dealt with by students throughout their academic life. Several possible reasons could increase student academic stress, including the competitive university environment (Fauzi et al.,2021) and parental expectations (Banerjee & Chatterjee, 2016) for their children, which could prove stressful, which grow into heavier burdens that undergraduate students can no longer bear. That being said, academic stress is indeed problematic, as it has been shown to have a negative impact and symptoms on undergraduate students (Rajoo et al.,2019). However, most undergraduate students remain unaware of how academic stress affects their ability to learn effectively and their overall well-being.

Recently, online learning has significantly impacted students' academic stress (Jia & Lin, 2020). Perhaps, students must learn to adapt to the new norm of education style, an online learning method with various online platforms (Abdul Rashid et al.,2020; Pajarianto et al.,2020). This new social reality has introduced different stressors for students, such as integration face-to-face difficulties due to students not knowing their classmates and lecturers, particularly among first-year students, and limitations on social experimentation in university life (Abdullah et al.,2021) can generally contribute to academic stress. Examples of problematic issues that students might have experienced are the inability to obtain the required equipment to follow online sessions, lack of confidence in sharing, self-discipline, or skills to engage in virtual learning activities. In short, these factors can result in an increasingly stressful learning environment that generates uncertainty, anxiety, depression,

stress, and a loss of confidence among undergraduate students. Thus, it can be concluded that academic stress can occur when students cannot regulate and cope with the situation.

Moreover, few research studies suggest that self-efficacy plays an important role in determining the level of students' academic stress. According to Ye et al. (2018), students with higher levels of self-efficacy, including student skills and competencies, are less likely to experience academic stress. Literature by Pajarianto et al. (2020) reviewed that students who believe they can confidently complete all their assignments will likely experience lower academic stress. Conversely, students with low self-efficacy levels are more likely to experience higher levels of academic stress. The recent shift to online learning due to the pandemic has presented unique student challenges, further contributing to academic stress. Therefore, family members who provide sufficient support can motivate students to complete their tasks and help to reduce their academic stress (Madjid et al.,2021).

In short, academic stress has been identified as a potential threat to students' overall well-being and health (Villani et al.,2021; Wahed & Hassan,2017). To provide society with more practical knowledge about academic stress among undergraduate students in Malaysia and to contribute to future studies, the study aims to study the relationship between the three variables among undergraduate students in Malaysia.

## **Problem Statement**

Nowadays, students at all academic levels encounter stressors from personal and environmental factors (Son et al.,2020). Transitioning from high school to university is significant and can lead to psychological distress (Fasaro et al.,2019). A local study by Fauzi et al. (2021) found that academic stress was reported at 65% among 449 undergraduate students in Malaysia. Nevertheless, people nowadays tend to normalise academic stress, which is still an issue that should be given attention as it could lead to various negative outcomes, such as suicidal ideation, poor physical health, anxiety, depression, and alcohol addiction (Dada et al.,2019; Omar et al.,2020).

As previously mentioned, academic stress can adversely affect students' mental health. A study in Malaysia reported the highest prevalence of academic stress among students from 16 to 25 years old (Hamzah et al.,2019). According to the statistics published, 1.8% of students commit suicide due to failing examinations in Bureau (Saha,2017). Apart from that, Jia and Loo (2018) reported that 37.7% of undergraduate students in Malaysia experience a high degree of academic stress, indicating that 1/3 of undergraduates in Malaysia experience high levels of academic stress. It showed that academic stress was the primary factor behind these alarming figures.

Besides, Hamzah et al. (2019)'s study emphasised that undergraduate students reported high depressive symptoms even before the pandemic. The report found that 21% of undergraduate students were either moderately or highly depressed. Likewise, varied prevalence rates of depression due to academic stress among Malaysian undergraduates have been recorded, ranging from 28.2% (Ahmed et al.,2020) to 47.4% (Yusof et al.,2020). Moreover, Choi et al. (2019) have revealed that undergraduate students would experience high levels of academic stress and proved that academic stress has been shown to have a



negative effect on students. However, most of the research on the academic stress of undergraduate students focused only on the negative effects but not the positive impact of academic stress. Nonetheless, there is a kind of stress that is said to be positive and could bring about motivation and improvement (Mesurado et al.,2016). Considering all of this evidence, there is a need to highlight the factors that increase students' academic stress.

Academic stress and self-efficacy are interrelated (Hechenleitner-Carvallo et al.,2019). When students are more confident in their intellectual abilities, they are less stressed, and vice versa. Literature by Soncini et al. (2021) revealed that self-efficacy is a protective factor that can protect students from mental and psychological issues. However, research on academic stress and self-efficacy is scarce in Malaysia. Hence, there is a need to investigate the relationship between self-efficacy and academic stress among undergraduate students in Malaysia.

Research demonstrates an inverse relationship between perceived social support and students' psychological disorders, such as anxiety (Alsubaie,2019). Perceived social support during the first year of study is consistently associated with enhanced well-being (Brailovskaia et al.,2020). Indeed, perceived social support is an effective stress management strategy for undergraduate students as they can adapt and cope better with their surroundings with the help of others (Reynosa et al.,2018). That being said, the more social support they receive from their parents, peers, or lecturers, the less academic stress they will experience (Charalambous,2020). Thus, undergraduate students must comprehend the significance of the stress-inducing effects of perceived social support and self-efficacy (Gustems-Carnicer et al., 2019). Therefore, research on this area of interest is also important, as developing a more in-depth understanding of this would be advantageous.

Academic stress leads to various negative outcomes, including anxiety, depression, and suicidal ideation. However, much-existing research focuses on first-year university students instead of all years of university students. Therefore, the results could not represent the population of university students (Abdul Rashid et al.,2020). To address this gap, studying academic stress among students at different stages and years of study is important. Therefore, there is a need to conduct research in Malaysia to examine the relationship between self-efficacy, perceived social support and academic stress among undergraduate students in Malaysia.

### **Significance of the study**

#### ***Theoretical Significance***

In this modern era, undergraduate students understand academic stress as a pressured lifestyle (Banerjee & Chatterjee,2016). Most undergraduate students encounter multiple stressors, including high self-expectations, inadequate coping skills, social support, and academic challenges (Sani,2018). With this study, undergraduate students' awareness of academic stress can be raised. The findings of this study could resolve the gaps in the literature in Malaysian studies. Additional research is required to understand this topic, which has been observed in several contexts. Furthermore, this current research could provide more helpful information for understanding theoretical significance by affirming the relationship between perceived social support, self-efficacy, and academic stress.

### *Practical Significance*

Social support is important in providing emotional and practical assistance to students from their families, friends, and school (Kaniasty,2020). This research is particularly relevant to students, parents, educators, social workers, and other professionals. For instance, the university's guidance and counselling department can demonstrate its concern for students by developing on-campus programmes or interventions. These programmes can provide students with the necessary tools to cope with academic stress, as counsellors offer. Furthermore, the findings of this research suggest that contextual factors and supportive behaviours are essential for assisting students in managing academic stress. Therefore, the community can contribute to raising awareness of academic stress and its impact on students' mental health by supporting intervention programmes.

Social workers can also utilise social networking platforms to disseminate awareness regarding academic stress among Malaysian undergraduates. The primary objective of this study is to highlight that perceived social support and self-efficacy are indicators of academic stress among Malaysian undergraduates. This awareness will enable society to develop effective intervention programmes that help reduce academic stress among undergraduates. On the other hand, educators can play an important role in guiding students towards a better understanding of how self-efficacy and social support impact academic stress. Students can better cope with academic stress when they know their self-efficacy and perceived social support. Undergraduates can benefit from this study by gaining insight into the factors influencing their stress levels. This knowledge will enable undergraduates to adjust and avoid academic stress, which may negatively impact their academic performance. Additionally, this study gives undergraduate students a new perspective on connecting with others, which is crucial for maintaining good mental health.

Mental health practitioners need to recognize the importance of highlighting the significance of examining this study. The study would increase the public's awareness of the factors contributing to undergraduate students' academic stress. In addition, other researchers could better understand the topic by referring to the current study. The study aims to examine the impact of perceived social support and self-efficacy on academic stress, thereby providing valuable insights into the selected variables. By highlighting these findings, mental health practitioners can develop effective interventions and approaches to support students' mental health and well-being. Overall, this study is a significant contribution to the mental health and education field, and its implications should be acknowledged and disseminated.

### **Research Objectives**

The objective of this study is to investigate the relationship between self-efficacy, perceived social support, and academic stress among undergraduate students in Malaysia. Therefore, this study suggested a few research objectives below reach the purpose of the research :

*RO*<sub>1</sub> : To identify the relationship between perceived social support and self-efficacy.

*RO*<sub>2</sub> : To identify the relationship between self-efficacy and academic stress.

*RO*<sub>3</sub> : To identify the relationship between perceived social support and academic stress.

### **Research Questions**

*RQ*<sub>1</sub> : Is there a relationship between perceived social support and self-efficacy?

*RQ*<sub>2</sub> : Is there a relationship between self-efficacy and academic stress?

*RQ*<sub>3</sub> : Is there a relationship between perceived social support and academic stress?

## Research Hypotheses

$H_1$  : There is a relationship between perceived social support and self-efficacy.

$H_2$  : There is a relationship between self-efficacy and academic stress.

$H_3$  : There is a relationship between perceived social support and academic stress.

## Definition of Terms

### *Conceptual Definition of Terms*

***Self-Efficacy.*** Bandura (1997) recognised self-efficacy as an important factor in determining an individual's future ability to handle a situation. Self-efficacy refers to an individual's perceived capability to accomplish a task and may be seen as a precursor to motivation, which is expected to influence one's behaviour (Holzberger & Prestele,2021). Students with higher levels of self-efficacy tend to have greater confidence when encountering obstacles, viewing them as tasks rather than threats. Conversely, students with low self-efficacy experience significant anxiety or concerns regarding their abilities, making overcoming barriers challenging (Wilde & Hsu,2019). In this study, self-efficacy is considered an individual's self-belief in accomplishing a task.

***Perceived Social Support.*** Social support can be defined as the emotional or practical assistance that an individual receives from their social environment, including family and friends (Ferreira et al.,2020). Perceived social support also refers to an individual's perception of their social circle's ability to provide help and support when needed (Mohebi et al.,2018). This concept encompasses the resources and conditions available to individuals through their social networks and supportive relationships (Ioannou et al.,2019).

**Academic Stress.** Academic stress is the body's response when a student faces academic demands that exceed their adaptive capabilities (Alsulami et al.,2018). The causes of academic stress include high parents expectations, increased workload, and stress in completing the work to a high standard in a short amount of time (Song & Park,2019). Academic stress can lead to emotional effects such as tension, irritability, restlessness, anxiety, inability to relax, sadness, and depression. It can also cause academic task avoidance, sleep disturbance, difficulty completing tasks, changes in mood and appetite, and social withdrawal (Crosswell & Lockwood,2020).

**Undergraduate Student.** Undergraduate students are typically individuals who have enrolled in an introductory university degree or college course, such as foundation studies, a Diploma, an Advanced Diploma, an STPM, or a Bachelor's degree and are typically aged 18 years or older. However, it should be noted that undergraduate students may be of any age. While undergraduate students can choose to major in any course that interests them, they are generally required to have a pre-university credential to enrol in a university or college. Undergraduate students are primarily students enrolled in a school learning to acquire knowledge, develop professions and achieve easy employment in a particular field, and it requires at least 1 year or more to complete (Peralta & Klonowski,2017).

### ***Operational Definition of Terms***

**Academic Stress.** The Perception of academic stress scale (PAS) was utilized to measure the construct of academic stress in this study (Bedewy & Gabriel,2015). This scale comprises 18 items and employs a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The total score of the PAS is obtained by summing up all the items, with higher scores indicating higher levels of perceived academic stress. It should be noted that items 1 to 5 in the PAS are reverse-items. The PAS has demonstrated good internal

consistency, with a Cronbach's alpha of  $\alpha = .90$  (Bedewy & Gabriel,2015). The subscales demonstrated good convergent validity (Fransca & Dias,2021).

***Self-efficacy.*** The academic self-efficacy scale was developed by Sachitra and Bandara (2017), adapting and modifying the instruments developed by Byrne (2014) and Matoti (2011). It comprises 20 items, one reverse-scored (item 17). The scale adopts a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The reliability of this instrument is demonstrated by its Cronbach's alpha coefficient of  $\alpha = .96$ , and it is considered acceptable. In accordance with Sachitra and Bandara's (2017) study, higher scores on this scale signify a greater degree of academic self-efficacy. This scale demonstrates good construct, convergent, and discriminant validity (Sachitra & Bandara,2017).

***Perceived Social Support.*** Lin et al. (2019) developed a brief perceived social support scale and aimed to measure the extent to which respondents receive social support from others. It consists of 6 items, with no reverse item included. The responses ranged from 1 (not true at all) to 5 (very accurate) on a five-point Likert scale. The final score is computed by summing up all the items. Therefore, the minimum score on the scale is 6, while the maximum score is 30. Hence, a higher total score indicates greater levels of perceived social support. The scale showed high reliability with a Cronbach's alpha of  $\alpha = .79$ . This scale showed excellent construct and discriminant validity (Lin et al.,2019).

## Chapter II

### Literature Review

#### Academic Stress

According to Jia and Loo (2018), academic stress impacts most undergraduate students in Malaysia. In simple words, academic stress can be caused by academic expectations that exceed students' adaptive abilities, are associated with impending academic problems, or even the fear of academic failure. A study by Alsulami et al. (2018) found that academic stress can be caused by academic expectations that exceed students' adaptive abilities, associated with impending academic problems, or even the fear of academic failure. Furthermore, Hj Ramli et al. (2018) conducted a study about undergraduate students who experience high levels of academic stress due to the social expectations they have to perform numerous inconsistent and unrealistic responsibilities in societal environments. Furthermore, Omar et al. (2020) claimed that cultural beliefs would influence students when parents tend to believe that graduating with good grades will lead to better employment opportunities. The results, in line with Ramachandiran and Dhanapal (2018)'s findings, indicate that the sources of academic stress that undergraduate students may encounter include self-expectation, high parental expectations and peer competition. When parents set excessively high academic expectations and continuously express their concerns over the grades, the students' academic stress increases.

Recent studies have shown that most Malaysian undergraduate students lack self-efficacy and stress management abilities when they experience high academic stress (Faleel et al., 2021). Students who experience high levels of academic stress may isolate themselves and avoid socializing with their peers, which may cause negative emotions to continue



affecting them for a prolonged period (Ramon-Arbues et al.,2020). A study by Tangiisuran et al. (2020) in Malaysia focused on the prevalence and variables of academic stress among undergraduate students in a public university. The research found academic stress is a significant issue, particularly among first-year students adapting to a new environment. The sudden transition from two years of online to physical mode has caused academic stress among first-year students (Sandra & Amy,2022). The study revealed that first-year students might struggle to cope with the teaching methods, educational requirements, and relationships among students, resulting in academic stress (Cassady et al.,2019).

Interestingly, there is a negative correlation between academic stress and physical health among undergraduate students (Subramani & Kadiravan,2017). It implies that parents and schools place excessive pressure on students to achieve high grades, which discourages students. Academic stress can be caused by insufficient support from parents and schools regarding guidance, which causes students to experience high academic stress and, consequently, mental health issues (Mishra,2018). Based on the articles reviewed, the factors that cause academic stress could be the parents and the student. Nevertheless, it mainly contributed to negative effects and outcomes for the students as they usually perceived academic stress as a negative issue.

### **Perceived Social Support**

According to Coyle and Malecki (2018), social support can also be understood as the behaviour perceived as supportive by a student's social network, which may increase a person's overall functioning. Perceived social support can be students' peers and family members (Zhao et al.,2021). As for the research direction of Zamani-Alavijeh et al. (2017), the study reported that students who receive sufficient support when working on assignments

would be able to think positively and achieve their goals effectively compared to students who did not receive emotional support when working on the tasks or projects.

Past research has demonstrated the benefits of social support for undergraduates. Huang and Zhang (2021) emphasised the importance of social support for students' positive attitudes toward academic stuff. The study reveals that with perceived social support, students' overall functioning is enhanced by their ability to overcome problems and challenges in life, as opposed to students with low perceived social support. The result is congruent with a study by Zhao et al. (2021), who revealed that undergraduate students with more excellent social support could increase their cognitive, emotional, and behavioural abilities to cope with stressful experiences.

Surprisingly, Poots and Cassidy (2020) hypothesis that excessive perceived social support increases students' academic stress. The finding is unique from previous research. Zhang et al. (2018) also supported that excessive social support can create overwhelming expectations for students. They may feel as though they need to meet the high expectations of their supporters, which can lead to increased stress levels. In conclusion, an evidence gap regarding the excessive social support and academic stress in undergraduates needs to be addressed. While some studies have suggested that social support can benefit students, there is limited research on the potential negative effects of excessive social support. Additionally, there is a lack of consensus on what constitutes "excessive" social support, making it difficult to compare findings across studies.

However, undergraduate students receiving social support while pursuing their goals are happier, more driven, and less stressed (Coyle & Malecki,2018). In the meantime, the research highlighted that perceived social support would assist students in handling stressful circumstances more favourably (Maymon et al.,2019). To conclude the previous articles, the

studies indicate that when students are encouraged by their environment, students will view the academic stress associated with their assignments in a more positive light. Therefore, social support is essential for undergraduate students since it can provide emotional and social support when in need (Zamani-Alavijeh et al.,2017). As an environmental factor, perceived social support influences students' overall functioning. Therefore, providing students with the necessary support to manage academic stress, such as social support and guidance from parents and schools, is essential.

### **Self-Efficacy**

Self-efficacy refers to an individual's confidence in their ability to accomplish tasks, achieve goals, and take action to develop skills (Wilde & Hsu,2019). It significantly influences academic success by shaping students' decisions and actions (Malkoc & KesenMutlu,2018). Self-efficacy can affect a student's motivation, engagement, and academic achievement. Furthermore, self-efficacy significantly impacts a student's academic behaviour (Sadoughi,2018).

Self-efficacy is a belief that one can successfully perform a specific task or academic activity. Self-efficacy can be a motivational, cognitive, and affective driver of a student's behaviour, significantly impacting involvement, effort, self-regulation, and achievement (Zumbrunn et al.,2019). High self-efficacy would allow students to confront challenges confidently, generate solutions, be confident in their ability to learn and engage in self-directed learning. In contrast, students with low self-efficacy may struggle to believe in their abilities and experience negative academic outcomes. (Saefudin et al.,2021a).

According to Mao et al. (2019), a student's low self-efficacy is correlated with academic behaviour, such as viewing challenging tasks as something terrible, and leads to

psychological problems such as stress and anxiety (Ye et al.,2018). Therefore, in recent years, identifying the factors that influence a student's self-efficacy has become an essential academic and psychological objective. As such, the findings suggest that the factors impacting a student's self-efficacy have been a significant research focus.

### **Perceived Social Support and Self-Efficacy**

Perceived social support and self-efficacy are both important factors in determining an individual's well-being and ability to cope with academic stress. According to Social Cognitive Theory, perceived social support and self-efficacy have a positive relationship. High social support would stimulate more active learning behaviour in students, which will increase students' confidence. When parents pay more attention and show more support, children result from having higher self-efficacy, which can help them feel more capable of handling stressors and achieving their goals (Abomah,2021). This point of view indicates the importance of perceived social support in improving a student's self-efficacy. This is also consistent with Grigaite and Soderberg (2021)'s finding; the literature revealed that social support influences a student's self-efficacy. When individuals feel supported and connected to others, they may be better able to cope with academics since they have self-confidence. Students with greater self-efficacy and social support will believe they can solve academic difficulties and attain what they set out to do (Fernandez-Lasarte et al.,2019).

Prior research emphasised that the environment factor would affect students' cognition of social morality which also supports that perceived social support can influence self-efficacy (Abomah,2021). This is also in line with the hypotheses in the current research, as perceived social support and self-efficacy show a relationship. Most studies only address the positive relationship between perceived social support and self-efficacy. Hence, there is

much less information about the negative relationship between perceived social support and self-efficacy. Additional studies are required to understand the variables comprehensively.

### **Academic Stress and Self-Efficacy**

Self-efficacy significantly reduces academic stress as it empowers students with the confidence to complete assignments and overcome the fear of failure. Academic stress and self-efficacy showed a negative relationship, which means academic stress tends to decrease when self-efficacy increases. This is consistent with a study by Ashrafi et al. (2019), the researchers revealed that self-efficacy and academic stress are closely related, with a student's belief in their ability to handle a particular situation that can determine whether a task is seen as challenging or stressful. That said, self-efficacy is an important factor in coping with academic stress, acting as a buffer against day-to-day stressors faced by undergraduate students (Freire et al.,2020).

Laninn et al. (2018) found that self-efficacy acts as a buffer against the effects of day-to-day stressors faced by undergraduate students. Students with high self-efficacy are more confident, motivated and resilient, which allows them to cope with academic stress better (Abbas et al.,2019). Conversely, low self-efficacy students may feel overwhelmed, leading to poor academic performance. Therefore, it can be concluded that high self-efficacy is a personal factor that can help students reduce academic stress (Schoenfeld et al.,2016). Thus, the objective is to provide light to examine the relationship between self-efficacy and academic stress among undergraduate students.

### **Academic Stress and Perceived Social Support**

Family social support has been found to have a significant impact on reducing academic stress among undergraduate students. According to Wistarini and Marheni (2019), when students receive assistance or help from their families, they feel accepted, respected, loved, and happier. Consistent with Jiang and Luo (2021) findings, family and parental social support have been found to influence students' academic stress. Students who receive less social support from their family, friends, or peers find it hard to cope with the academic stress they experience. The literature reviewed by Wistarini and Marheni (2019) shows that family social support relates to students' academic stress levels. Students who seldom interact with their parents tend to be more stressed as they must not receive any support from their support system (Charalambous,2020). However, excessive social support can increase academic stress, suggesting that the quality and type of support received are crucial factors.

According to Marhamah and Hamzah (2017), perceived social support can significantly lower academic stress experienced by undergraduate students regardless of their years of study. In a study involving 364 undergraduate students in Malaysia, students with greater perceived social support were less stressed than those with lower perceived social support, which can enhance their academic performance (Lopez-Angulo et al.,2020). This is because students with access to social support are more likely to have someone to turn to for solutions and support when facing academic problems or difficult situations. Parents, friends, and lecturers are examples of individuals who can provide support to undergraduate students. It is believed that the greater the perceived social support from parents, friends, or teachers, the less academic stress students experience. Such support can be emotional or informational assistance, which can aid students in dealing with academic stress. Social support is

beneficial in regulating and reducing stress among undergraduate students, allowing them to adapt and cope better with the help of others (Cassady et al.,2019).

Perceived social support appears to have a relationship between academic stress and the well-being of undergraduate students. To date, the study mostly relied only on first-year university students, but study on all years of undergraduate students has received less attention in the research literature (Marhamah & Hamzah,2017). The previous studies were limited to study on all years of university students, and the results may not accurately represent the population of undergraduate students. As a result, studying academic stress among undergraduate students in different years of study is important. Therefore, examining academic stress and social support among undergraduate students is important for comprehensively understanding these two variables.

### **Research on Perceived Social Support, Self-Efficacy and Academic Stress**

In Malaysia, research is scarce on the relationship between these three variables. Self-efficacy is important for students, and self-efficacy is the confidence to do and complete the task. Undergraduate students have high academic stress due to many other activities related to their lives. The completion between the students, their parents, and teachers and even between schools is the prime cause for the stress among undergraduates. The literature has shown that social support and self-efficacy can impact students' mental health in online learning during a pandemic. The relationship between perceived social support, self-efficacy, and academic stress is complex and interrelated.

With a 71.9% accuracy, a show of perceived social support and self-efficacy can predict students' mental health throughout online learning. High levels of perceived social support can enhance self-efficacy, leading to lower levels of academic stress. In contrast, low

levels of perceived social support and self-efficacy can lead to increased levels of academic stress. A cross-sectional online survey of 155 Malaysian guidance and counselling students indicated that perceived social support and self-efficacy are mutually related to student learning (Laila, 2016). According to Laila (2016), self-efficacy influences students' efforts and accomplishments compared to students who doubt their learning abilities. In contrast, social support can provide individuals with the resources, encouragement, and guidance they need to enhance their self-efficacy beliefs, leading to lower academic stress levels.

According to Wang et al. (2021), high social support will boost an individual's sense of self-efficacy, but discouragement from social support would decrease a person's self-efficacy and increase academic stress. A person with high self-efficacy and a high level of social support might assist students in coping with academic obstacles associated with troubled student life and limited social interaction. That being said, a decrease in social support and low self-efficacy will have a negative impact on students' academic performance (Szkody et al., 2020). As a result, previous findings are consistent. The current research aims to determine the relationship between undergraduate students' perceived social support and self-efficacy with academic stress.

## **Theoretical Framework**

**Social Cognitive Theory (SCT).** Bandura (1991) adopted the social cognitive theory in conceptualising a framework for the present study. According to Bandura (1991), the core of this theory is a reciprocal relationship, which is the relationship of personal, environmental, and behavioural factors. In this study, the personal factor is self-efficacy, the environmental factor is perceived social support, and the behavioural factor is academic stress. According to Liu et al. (2017), SCT has also been utilised in academic stress among undergraduate students. This theory has been applied in various contexts, including

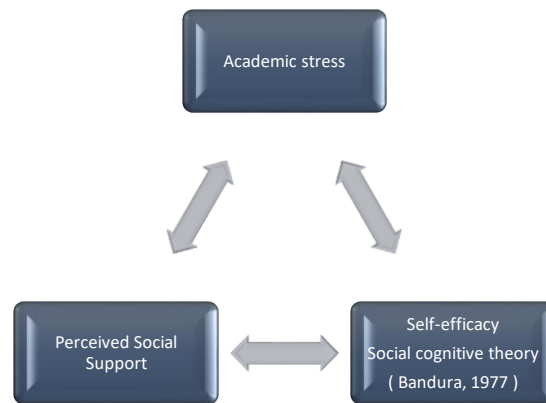


perceptions of cheating (Burnett et al.,2016) in education. For example, in education, SCT suggests that educators should model behaviours they want their students to emulate, provide feedback and reinforcement, and create an environment that supports learning.

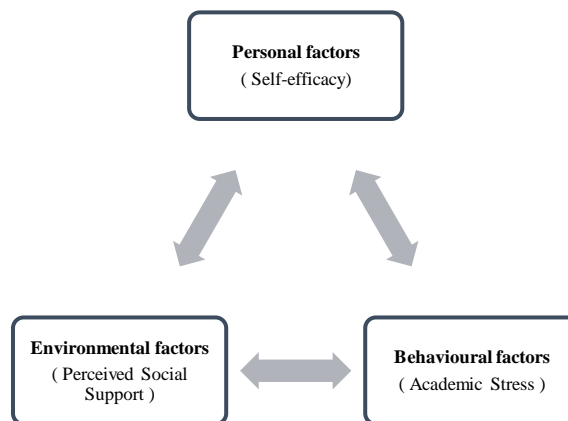
Moreover, SCT emphasizes the importance of cognitive, behavioural, and environmental factors in shaping a person's behaviour (Bandura,2019). SCT gives an individual the idea to understand how a person's perceptions are formed, how the environment is shaped, and how the behaviour changes are utilised to explain a person's behaviour. In Burnett et al. (2016)'s study, SCT is a guide in determining how personal and environmental factors influence a person's behaviour. People's behaviours are important in determining their thoughts, actions, and emotions (Bandura,1997). For example, an individual's self-efficacy will be influenced when he feels stressed because his parents scolded him for not meeting their expectations. The student will slowly become less confident and participate less in class because he fears doing the tasks. Environmental and personal factors will directly affect a person's behaviour. This indicates that every factor has a relationship (Schunk & DiBenedetto,2019).

In SCT, personal factor refers to an individual's affective and cognitive characteristics, such as a student's feelings, emotions, and thoughts. Examples of personal factors such as a person's self-efficacy (Voo et al.,2018). According to Guldberg et al. (2017), an educator's teaching styles are one of the determining factors for students to learn pieces of knowledge from the learning process. It can be said that observational learning suggests that the connection is made between a person's behaviour, environment, and personal factors, leading to the acquisition of knowledge (Tri Harinie,2017). Environment factors focus on the external factors that affect students' performance. Khudzari et al. (2019) have applied SCT to link environmental factors to behavioural factors wherein the student's

failure is influenced by the syllabus, the relevancy of tasks, and assignment comments. Consequently, a study by Hwang and Ho (2020) supported that personal and environmental factors will impact a person's behaviour. The model includes the triangular relationship between personal, environmental, and behavioural factors (Steins & Behravan,2017). The personal, behavioural and environmental factors interact closely with one another. Thus, it may affect students to perform a certain behaviour, such as academic stress.



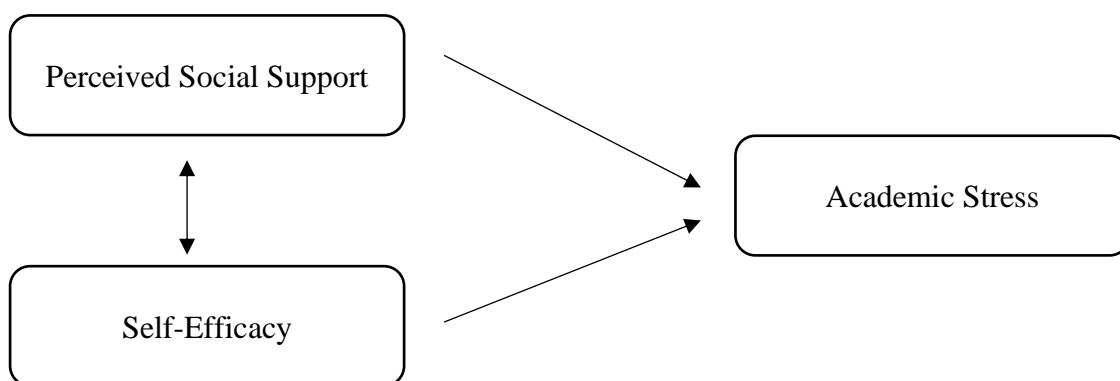
**Figure 2.1 : Theoretical framework model**



**Figure 2.2 : Social Cognitive Theory Framework**

### Conceptual Framework

Figure 2.3 shows the relationship between perceived social support, self-efficacy and academic stress in this study. In this framework, independent variables are perceived social support and self-efficacy, whereas academic stress is a dependent variable. The current study utilised SCT theory whereby self-efficacy is a personal factor, perceived social support is an environmental factor, and academic stress is a behavioural factor. Undergraduate students experience lower academic stress when they have higher self-efficacy and high perceived social support. Meanwhile, students with lower self-efficacy and poor social support will likely experience high academic stress. This application of SCT in this study aims to find out the relationship between perceived social support, self-efficacy and academic stress among undergraduates in Malaysia.



*Figure 2.3 : Conceptual framework model*

### **Chapter III**

#### **Methodology**

##### **Research Design**

The present study was quantitative to analyse the data and draw statistical conclusions. A correlational research design was used to identify the relationship between variables, as the study aimed to identify the relationship between perceived social support, self-efficacy, and academic stress among undergraduate students in Malaysia. Quantitative studies are also used to test the social cognitive theory in this present study. A previous study by Liu et al. (2022) also used quantitative studies to determine Social Cognitive Theory (SCT).

The present study utilised cross-sectional research designs to generate hypotheses regarding the relationships between the variables. The selection of a cross-sectional design was based on the inclusion and exclusion criteria (Watson,2015). This study collected primary data on perceived social support, self-efficacy, and academic stress among undergraduate students in Malaysia. The Google Forms platform administered self-reported survey questionnaires to respondents to obtain the data. According to Kenton (2020), self-reported survey questionnaires can be quantitative and descriptive to collect data. Additionally, the questionnaire was appropriate to identify data patterns and trends and draw meaningful insights from statistical analysis (Apuke, 2017). This data collection method was appropriate for its user-friendly and reliable nature in gathering responses. This method is suitable for the current study as it was accessible even to large samples.

An online survey questionnaire containing the questionnaire, consent form, demographic information form and three scales, which included the Perceptions of Academic Stress Scale (PAS), Academic Self-Efficacy Scale (ASE), and Brief Perceived Social Support Questionnaire (PSS), all of which were Likert scales that required respondents to select based on their degree of perceived relevance of the items to themselves that was created using Google Form.

### **Research Participants**

The research participants of the current study were undergraduates in Malaysia aged between 18 and 26 and currently pursuing their studies in Malaysia. Undergraduates were chosen as the sample of the present study because they have a high prevalence of academic stress, which reported that 88% of undergraduate students had moderate to severe stress (Meng Chuan et al.,2022). Academic stress has significantly impacted undergraduate students' confidence and overall well-being (Villani et al.,2021). Therefore, this study aimed to analyse the relationship between perceived social support, self-efficacy, and academic stress among undergraduate students in Malaysia. By doing so, the study aimed to provide insights into the factors contributing to academic stress and explore potential strategies for mitigating its adverse effects on students.

### **Sampling Procedures**

#### ***Sampling Method***

A purposive sampling method was used in this study to achieve the research objectives. Purposive sampling is a non-probability sampling technique to select respondents with specific inclusion criteria. This approach was utilised to ensure that the respondents selected for the study were representative of the target population and could provide the

necessary data required to achieve the research objectives. Additionally, the purposive sampling method was cost-efficient and time-efficient, allowing the researcher to focus on the respondents who could contribute the most to the research. By employing this method, the researcher could target individuals with experience with the research topic, resulting in more meaningful and accurate data. This approach ensured that the research objectives were met effectively, providing valuable insights into the topic of interest. Therefore, the purposive sampling method was a suitable choice for this study.

### ***Research Location***

The data collection for this study involved the distribution of a self-administered survey questionnaire via Google Forms to undergraduate students in Malaysia. The current study reached out to a sample of respondents from universities across several states in Malaysia, including Sarawak, Perak, Selangor, Kuala Lumpur, and Kedah. The researcher also approached a number of respondents from Universiti Tunku Abdul Rahman, Kampar Campus. The link and QR code of the survey questionnaire was posted through various social networking platforms, including WhatsApp, Instagram, WeChat, Microsoft Teams, and Facebook, to maximise the number of respondents. By utilising these platforms, the survey reached more potential respondents and ensured that the data collected was comprehensive and representative of the target population.

### ***Ethical Clearance Approval***

The current research adhered to the university's ethical clearance protocol, which involved obtaining approval from the appropriate authorities before commencing data collection. Upon the completion of Project Paper I, ethical clearance was obtained from the UTAR Scientific and Ethical Review Committee, and through the Supervisor of this research

(Puan Anisah Zainab Musa), Head of Department of Psychology Programme (Dr Pung Pit Wan), Dean of Faculty of Art and Social Science (Dr Lee Lai Meng). Ethical clearance approval was done to ensure that the research was ethical. The ethical clearance approval was obtained on 26<sup>th</sup> January 2023, which then led to the commencement of the data collection procedure for the pilot study (Re: U/SERC/18/2023).

## **Sample Size, Power, and Precision**

### ***Sample Size Calculation***

To calculate the sample size for this research, G\*Power 3.1.9.7 version was used. G\*Power is a statistical tool that allows for the computation of statistical power analyses for various tests, calculation of effect size and graphical display of the results of power analyses (Faul et al., 2007). Hence, G\*Power was suitable for the current research, and it suggested a sample size of 100 for Pearson's Product-Moment Correlation (PPMC). However, to account for missing data, outliers, and incomplete data, the researcher decided to increase the sample size by 50%, which can enhance the accuracy of the results (Salim & Abdullah, 2017). Therefore, the final proposed sample size by adding 50% for this research was 150 respondents ( $n = 150$ ).

### ***Actual Sample Size***

At the beginning of this research, 150 responses were collected at the end of the data collection period. After the data analysis, any standard deviation less than 0.5 is considered an unengaged response. It showed 27 unengaged responses and was subsequently removed from the analysis as the respondents did not fit this research's inclusion or exclusion criteria. Unengaged responses refer to responses that do not demonstrate a genuine effort to engage

with the research question. This may include responses that appear random or inconsistent (Soland et al.,2019).

As a result, this research's sample size consisted of 123 undergraduates, who were retained for further analysis. This final sample size was deemed appropriate for conducting statistical analyses to investigate the relationships between the variables of interest in this research. The actual response rate of the responses was 82%, though 100% of the sample size ( $n = 123$ ) was achieved. The final 123 undergraduate students ranged between aged 18 to 25 ( $M = 22$  years;  $SD = 1.55$  years). Among the 123 respondents, there were 54.47% female respondents ( $n = 67$ ) and 45.53% of male respondents ( $n = 56$ ).

### ***Power Analysis***

To investigate the relationship between social support, self-efficacy, and academic stress using Pearson's Product-Moment Correlation (PPMC), the sample size required was determined using G\*Power 3.1.9.7. In G\*Power 3.1.9.7., the "Exact" test family of "Correlation: Bivariate normal model" was selected, with the medium effect size of 0.3 that was chosen of selecting a conventional effect size for bivariate correlational research (Cohen et al.,2013). The power analysis determined a power of 0.95, indicating a 95% chance of obtaining significant results and a margin of error of .05. The suggested sample size was 100.

### **Research Data Collection Procedures**

#### ***Inclusion and Exclusion Criteria***

In order to collect data that for the current research, the sampling of research respondents was done based on a few inclusion and exclusion criteria. These inclusion criteria ensure that the research's respondents are representative of the population the research aims to investigate in the Malaysian context. Furthermore, the research respondents must be



undergraduate students aged between 18 and 26 who reported having academic stress. The research inclusion criteria include respondents who must be studying in a higher institution located in Malaysia and respondents who must be Malaysian and aged between 18 and 26.

These exclusion criteria were implemented to ensure that the research objectives were achieved within the context of undergraduate students in Malaysia. Respondents were excluded if they were under 18 or above 26 years old, inactive students, postgraduate students, non-Malaysian students, and those studying abroad. Additionally, the respondents were part of the population for the pilot study, as the data might not be appropriate for the research.

### ***Procedures for Obtaining Consent***

The consent form was located at the forefront of the online survey (Google Form), and entailed the declaration of voluntary participation in the research. Before participating in the research, respondents were required to agree with the informed consent form. Those who willingly consented will proceed to the survey questionnaire. Conversely, those who disagreed with the informed consent form had the right to withdraw from participating in the research. Furthermore, respondents retained the right to withdraw their participation in the research without experiencing any negative ramifications. The informed consent form also contained the purpose of the research, emphasised the privacy and confidentiality of the collected data, voluntary participation, the researcher's contact number, and email address. The data collection period begins from the 7<sup>th</sup> of February to the 1<sup>st</sup> of March 2023.

### *Procedures of Data Collection Procedures*

In the second section of the online survey, the research respondents who had agreed to participate were required to fill up their particular information, including age, gender, race, nationality, current university, location of the university, course of study, and year of study. The collection of demographic information was important as it helped to illustrate the diverse backgrounds of all the research respondents, which added to the researcher's understanding and the research findings. The final section was the questionnaire, consisting of three scales and their instructions. The three scales were the Perception of Academic Stress (PAS), Academic Self-efficacy Scale (ASE), and Brief Perceived Social Support Questionnaire (PSS).

### *Pilot Study*

A pilot study was conducted to ensure practicality and feasibility before initiating the study. The pilot study involved collecting data from 30 respondents who were from UTAR Guidance and Counselling students, using various social networking platforms, particularly Microsoft Teams and WhatsApp. A pilot study was conducted after obtaining ethical clearance approval from 30<sup>th</sup> January 2023 to 7<sup>th</sup> February 2023 to ensure that the research method and instruments used were appropriate before the actual study's commencement. The data collected was then analysed to assess the instruments' reliability. The results showed that the instruments used were reliable for collecting data within the range of .70 (Table, 2018). Moreover, the results indicated that the instruments had excellent reliability, as demonstrated in Table 3.1. The reliability of the Academic Self-efficacy Scale (ASE) and Brief Perceived Social Support Scale (PSS) was  $\alpha = .90.$ , which showed excellent reliability. The reliability of the Perception of Academic Stress Scale (PAS) was  $\alpha = .89.$  The researcher decided not to make any adjustments and changes after the pilot test. The researcher utilised the same format as the survey questionnaire from the pilot test to collect the data in the actual study.

*Actual Study*

The data collection for the actual study started upon confirming that the instruments were appropriate to be used based on their reliability from 13<sup>th</sup> February 2023 to 06<sup>th</sup> March 2023, while the analysis started right after the completion of data collection. The instruments were employed from the pilot study, and no modifications were made in the actual study. According to Taber (2018), the instruments demonstrated a satisfactory range of Cronbach's alpha at .70. To obtain the necessary number of respondents; the researcher employed several platforms, including WhatsApp, Instagram, Facebook, Microsoft Teams, and WeChat, to distribute the questionnaires. Despite initially recruiting 150 respondents, 27 unengaged responses were excluded from the research. As a result, a total of 123 valid responses were utilised. Additionally, the instruments employed in the study showed excellent Cronbach alpha values exceeding .70, as demonstrated in Table 3.1.

**Table 3.1**

*Reliability of Instruments in the pilot study (n=30) and actual study (n=123)*

Instruments	Number of Items	Cronbach's alpha	Cronbach's alpha
		Pilot Study	Actual Study
ASE	20	.90	.96
PSS	6	.90	.96
PAS	18	.89	.90

*Note.* ASE = Academic Self-Efficacy Scale, PSS = Brief Perceived Social Support Questionnaire, PAS = Perception of Academic Stress Scale

## Instruments

*Academic Stress.* The perception of Academic Stress (PAS) scale was developed by Bedwey and Gabriel (2015). It is utilised in this study to assess the academic stress experienced by undergraduate students. It consists of 18 items on a five-point Likert scale ranging from 1= strongly disagree to 5 = strongly agree. A minimum score is 18, while the maximum is 72. The psychometric properties of the PAS scale indicate reliability with a Cronbach's alpha of  $\alpha = .90$  in this study. Of the 18 items, 5 are reverse-scored, including items 1 to item 5. The instrument comprises three subscales, including four items for academic expectations, eight for workload and examinations, and six for students' academic perceptions. These subscales demonstrate good content validity, as the items are unambiguous and do not overlap with other constructs (Franca & Dias, 2021). Sample items from the PAS scale include "I am confident I will be a successful student". The score is categorised into two levels, which are ( $<54$ ) shows low academic stress, and ( $\geq 54$ ) shows high academic stress.

*Self-efficacy.* The academic self-efficacy scale was developed by Sachitra and Bandara (2017) to evaluate the confidence level in asking and answering questions, their desire to seek guidance from teachers, their capacity to create their study plans, and their readiness to engage in academic discussion and note-taking with classmates. This scale consists of 20 items rated on a five-point Likert scale, with responses ranging from 1 = strongly disagree to 5 = strongly agree. Scores on the scale range from a minimum of 20 to a maximum of 100, with higher scores indicating greater academic self-efficacy. Internal reliability for the academic self-efficacy scale was found to be satisfactory, with Cronbach's alpha  $\alpha = .96$  in this study. This scale showed good construct, convergent, and discriminant validity (Sachitra & Bandara, 2017). An example item from this scale is "I express my opinion when I do not understand the lectures," with item 17 serving as the reverse item for

the academic self-efficacy scale. The score range from ( $<59.72$ ) indicates low self-efficacy, and ( $\geq 59.72$ ) indicates high self-efficacy.

*Perceived Social Support.* Brief Perceived Social Support Questionnaire was developed by Lin et al. (2019) and aimed to measure the extent to which respondents perceive social support from others. It consists of 6 items, with no reverse item included. The responses ranged from (1) not true at all to (5) very accurate on a five-point Likert scale. Therefore, the minimum score on the scale is 6, and the maximum score is 30. The scale showed high reliability with a Cronbach's alpha of  $\alpha = .96$ . This scale showed excellent construct validity and discriminant validity, as it was not significantly correlated with measures of depression and anxiety, indicating that it is measuring a distinct construct. An example of the item from this scale is "I experience a lot of understanding and security from others". The final score is obtained by summing up all the items. The score of the subscale, ( $<18.44$ ) indicates low perceived social support, and ( $\geq 18.44$ ) indicates high perceived social support.

## Data Analysis

In this study, the data collected from the Google Form was analysed using Jeffrey Statistics Program (JASP) version 16.0.2 and Microsoft Excel. The raw data set was obtained through Google Forms and exported to Microsoft Excel for further computation. Descriptive statistics were used to summarise the demographic data, including gender, age, educational institution, programme, and year of study. This approach gave a clear and concise description of the collected data set. The "Data Analysis" and "Descriptive Data" functions in Excel were used to calculate the descriptive statistics of the collected data, such as the n-value, mean, standard deviation, percentage, minimum value, maximum value, as well as skewness, kurtosis, and Shapiro-Wilk of the three variables. The “=COUNTIF” formula in Excel was used to compute the descriptive data of the demographic data, while the “=SUM” formula was used to calculate the sum of the data. The “=AVERAGE” formula calculated the mean of the data, and the “=STDEV.S” formula computed the standard deviation. Assumptions of data normality were applied in the current research. PPMC was applied in the data analysis to investigate the relationship between self-efficacy and perceived social support with academic stress for Hypotheses 1, 2, and 3. This approach allowed for a comprehensive investigation of the research questions and provided insights into the relationships between the variables under research.

## Chapter IV

### Result

#### Descriptive Statistics

##### *Demographic Characteristics*

Table 4.1 reported the demographic information of respondents in the current study. In the current study, the sample size consisted of 123 undergraduate students aged between 18 and 25 ( $M = 22$ ,  $SD = 1.55$ ). Among all the respondents, the results showed more female respondents ( $n = 67$ , 54.47%) than male respondents ( $n = 56$ , 45.53%). Moreover, the respondents were primarily Chinese ( $n = 66$ , 53.66%), followed by Malay ( $n = 36$ , 29.27%), Indian ( $n = 7$ , 5.69%) and Iban ( $n = 14$ , 11.38%).

The respondents were from 22 different public and private universities across Malaysia, where the majority of them are currently studying at Universiti Tunku Abdul Rahman UTAR ( $n = 45$ , 36.59%), followed by the University of Malaysia Sarawak UNIMAS ( $n = 11$ , 8.94%), and ( $n = 7$ , 4.67%) were from SMK Baru and TARUMT. In addition, 4.07% ( $n = 5$ ) were from UM, USM, Fajar College, and Taylor's University, respectively, and 3.25% ( $n = 4$ ) were from Heriot-Watt University, UiTM, and UTM, respectively. Moreover, 2.44% ( $n = 3$ ) of the total respondents reported studying at Sunway University, and 1.63% ( $n = 2$ ) were from UCSI, Technology College Sarawak, University of Nottingham, UTP, UNIMAP, and UUM, respectively. The minority of the respondents currently study at Riam Technology and Help University, 0.81% ( $n = 1$ ), respectively. Furthermore, the majority of the respondents are currently in year 3 ( $n = 48$ , 39.02%) of their study, followed by Year 2 ( $n = 28$ , 22.76%), Year 1 ( $n = 26$ , 21.14%), Year 4 ( $n = 11$ , 8.94%), and Foundation ( $n = 10$ , 8.13%).

**Table 4.1***Demographic Data of Participants (n = 123)*

	<i>n</i>	%	<i>M</i>	<i>SD</i>	Min	Max
<b>Gender</b>						
Male	56	45.53				
Female	67	54.47				
<b>Age</b>						
			22	1.55	18	25
18	1	0.81				
19	6	4.88				
20	27	21.95				
21	22	17.89				
22	26	21.14				
23	24	19.51				
24	12	9.76				
25	5	4.07				
<b>Ethnicity</b>						
Malay	36	29.27				
Chinese	66	53.66				
Indian	7	5.69				
Iban	14	11.38				
<b>University</b>						
UTAR	45					
UM	5					
UCSI	2					
Taylor	5					
TCS	2					
SMK Baru	7					
Heriot-Watt	4					
TARUMT	7					
UNIMAS	11					
USM	5					
UKM	4					
UTP	2					
Fajar College	5					
UNIMAP	2					
Riam Tec	1					
UiTM	4					
Help	1					
Nottingham	2					
Sunway	3					
UTM	4					
UUM	2					
<b>Year of Study</b>						
Year 1	26	39.02				
Year 2	28	22.76				
Year 3	48	39.02				
Year 4	11	8.94				
Foundation	10	8.13				

*Note:* *n* = Number of the respondents; % = Percentage; *M* = Mean; *SD* = Standard deviation; Min = Minimum value; Max = Maximum value



*Descriptive Statistics of Topic-Specific Characteristics*

The frequency distribution scores of the respondents on self-efficacy, perceived social support, and academic stress were reported in Table 4.2. Perceived social support ( $M = 18.44$ ;  $SD = 3.44$ ), self-efficacy ( $M = 59.72$ ;  $SD = 19.97$ ), and academic stress ( $M = 57.56$ ;  $SD = 15.08$ ). According to Lin et al. (2019), a brief perceived social support questionnaire was used to examine the degree of perceived social support. The higher the score from the mean, the greater the social support. There were 43.09% of respondents ( $n = 53$ ) reported having a low degree of perceived social support, and 53.91% ( $n = 70$ ) reported having a high degree of perceived social support. According to Sachitra and Bandara (2017), the Academic self-efficacy scale is used to test the student's self-efficacy. The higher score from the mean indicates higher self-efficacy. There were 40.65% of the respondents ( $n = 50$ ) reported having a low degree of self-efficacy, and 59.35% ( $n = 73$ ) reported having a high degree of self-efficacy. Furthermore, there are 58 respondents (47.15%) reported low academic stress. The 65 respondents (52.85%) reported high academic stress. The total scores for PAS were categorised into two levels, which are low ( $\leq 53$ ) and high ( $\geq 54$ ). The categories were suggested in research by Cayson et al. (2020).

**Table 4.2***Distribution of Topic-Related Characteristics (n=123)*

	<i>n</i>	%	<i>M</i>	<i>SD</i>	Min	Max
Perceived Social Support			18.44	3.44	7	30
Low (<18.44)	53	43.09				
High ( $\geq$ 18.44)	70	53.91				
Academic Self-Efficacy			59.72	19.97	25	88
Low (<59.72)	50	40.65				
High ( $\geq$ 59.72)	73	59.35				
Perception of Academic Stress			57.56	15.08	29	79
Low (<54)	58	47.15				
High ( $\geq$ 54)	65	52.85				

*Note:* *n* = Amount of the respondents; % = Percentage; *M* = Mean; *SD* = Standard deviation; Min = Minimum value; Max = Maximum value

### Data Diagnostic and Missing Data

#### *Frequency and Percentages Missing Data*

As the survey questionnaire was created using Google Forms, all the items were set as compulsory to be answered before the respondents could proceed to the following sections and submit their responses. Therefore, this feature of Google Forms has helped to exclude missing data in the three scales. After the data arranging and filtering, no missing data existed in this study. However, there were 27 unengaged responses that were removed before proceeding to the statistical analyses. Therefore, 123 responses were included in the further data analysis process in the current research.

### ***Methods for Addressing Missing Data***

The missing data detection was conducted to detect the missing data by using the MS Excel function. In order to ensure reliability and reduce the likelihood of high standard error, cases with less than 80% completion were removed from the present research (Gyasi et al., 2017). This was because incomplete data could potentially affect the reliability of the results. To address missing data, cases with more than 20% of missing data were also removed. If missing data were present, the median of the ordinal level data would have been imputed relatively. However, in the present research, there was no missing data detected. All the collected data was sorted in ascending order from the smallest to the largest to address missing data. The "COUNTBLANK" function was used to detect missing data. For instance, the formula of "=COUNTBLANK(A2:AZ2)" in Microsoft Excel was used in the detection process, and the A2 to BE2 represented the data for this study. If the outcome of the data computation for missing data was 0, there are no missing data. In addition, Google Forms could help avoid missing data in the current research. This is due to the fact that the Google Form setting requires respondents to answer all questions in the survey before proceeding to the next section. Therefore, there were no missing data in the present research.

### ***Criteria for Post Data-Collection Exclusion of Participants***

The unengaged response throughout the research will be excluded based on the following exclusion criteria. The formula using excel of "=STDEV.S(I2:AZ2)" was used to exclude the data that showed unengaged responses in this study. The unengaged response in the data set was detected when it was scored under .50 (Pamu,2017). Hence, the 27 unengaged responses were excluded to prevent them from affecting the data analysis. The missing data that more than 20% form each response will bring bias to the research (Gyasi et

al.,2017). There were 27 unengaged responses in this study. The current research filtered out and removed the unengaged responses from considering the research's accuracy.

Gyasi et al. (2017) suggest that outliers can have a negative impact on the normality of data. A boxplot was created using JASP 0.12.2.0 to detect potential outliers in the current research. As a result, no outliers were detected by using JASP. Additionally, kurtosis, skewness, and the Shapiro-Wilk test were computed to identify any potential abnormalities in the data distribution.

### ***Criteria for Imputation of Missing Data***

After the data collection process, the data exclusion was done by removing the invalid responses. According to Gyasi et al. (2017), data will be deleted if the respondents have more than 20% of missing data. The respondents with less than 80% completion will be deleted to avoid bias to the research result and ensure the reliability of this research. Lastly, this research was not conducted with the imputation of missing data since no missing data was detected after the detection process.

### **Analyses of Data Distributions**

*Normality of Variables.* According to Gupta et al. (2019), the normality test can help to determine and recognise the collected data properly distributed and enables the data to use in further data statistical analysis procedures. This research included skewness, kurtosis, Shapiro-Wilk and JASP boxplots for all the variables. Before conducting the data analysis, the researcher checked the data's normality, and the researcher could evaluate the central tendency and choose which statistical test should be used to analyse the data (Mishra et al.,2019).

*Skewness and Kurtosis.* To assess the normality of the data, skewness and kurtosis tests were performed in this study to determine the distributional characteristics of the variables. Table 4.3 lists the value of skewness and kurtosis. Based on Table 4.3, the skewness of self-efficacy, perceived social support and academic stress is -0.321, -0.226, and -0.322, respectively. The kurtosis of self-efficacy, perceived social support and academic stress is -1.446, -1.578, and -1.160, respectively. The skewness and kurtosis of the variables were within an acceptable range between  $\pm 2.00$ . The negative skewness and kurtosis also indicates that the data set's distribution was more horizontal and distributed in light-tailed (platykurtic).

*Shapiro-Wilk.* It is used to test data normality. If the  $p$ -value is below .05, the null hypothesis is rejected. As a result, the data is non-normal. Hence, the assumption of the parametric test is not fulfilled. In this study, the Shapiro-Wilk test of self-efficacy, perceived social support, and academic stress is 0.888, 0.871, and 0.925, respectively. The  $p$ -value above .05 showed that the data are normal.

**Table 4.3** *Result of the Normality Test*

	Skewness	Kurtosis	Shapiro Wilk	P-value of Shapiro-Wilk
Self-Efficacy	-0.321	-1.446	0.888	< .001
Perceived Social Support	-0.226	-1.578	0.871	< .001
Academic Stress	-0.322	-1.160	0.925	< .001

**Boxplot and Outliers.** In this study, outliers are defined as data points that significantly deviate from the rest of the dataset, potentially causing biases in the analysis. Notably, no outliers were identified in the current research, as shown in Appendix C. Therefore, a valid response of 123 from the data set was used in further data analysis procedures.

## Data Analysis

### *Pearson Product-Moment Correlation*

#### **$H_1$ : There is a relationship between perceived social support and self-efficacy.**

The assumption of Pearson Product-Moment Correlation (PPMC) was observed to examine the relationship between social support and self-efficacy. In this study, the assumptions of Pearson's Product-Moment Correlation (PPMC), including both univariate and bivariate normality (refer appendix B), and normality distribution based on skewness and kurtosis, as shown in Table 4.3, and random sampling from the population. The bivariate normality was also tested using the Shapiro-Wilk Test, which showed a  $p$ -value of .007, indicating that the assumptions of PPMC were met.

The result showed that  $r(123) = .923, p < .001$ . The direction of the correlation was positive, which means the higher the self-efficacy, the higher degree of perceived social support. Therefore,  $H_1$  was supported. There is a significant positive relationship between social support and self-efficacy. In this study, the effect size of the relationship between perceived social support and self-efficacy was large ( $r = .923 > .2$ ). Using Guilford's rule of thumb, the effect size indicated that the strength of the relationship is strong since the  $r$  value falls between  $\pm .7$  to  $\pm .9$ .

**Table 4.4** *Correlations between perceived social support and self-efficacy (n=123)*

Variable	ASE
PSS	Pearson's r
	0.923***
	$p$ -value
	< .001

Note: \* $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$

**$H_2$  : There is a relationship between self-efficacy and academic stress**

The Pearson Product-Moment Correlation (PPMC) assumption was observed to investigate the relationship between self-efficacy and academic stress, including both univariate and bivariate normality (refer appendix B), and normality distribution based on skewness and kurtosis, as shown in Table 4.3, and random sampling from the population. The Shapiro-Wilk Test for bivariate normality showed  $p < .001$ , which was smaller than .05, indicating that the assumptions of PPMC were met.

Based on Table 4.5, the result showed a strong and negative correlation between self-efficacy and academic stress, which was  $r(123) = -.859, p < .001$ . Therefore,  $H_2$  was supported. The direction of the correlation was negative, which means the higher the self-efficacy, the lower degree of academic stress and vice versa. In this study, the effect size of the relationship between self-efficacy and academic stress was large ( $r = -.859 > .2$ ). Using Guilford's rule of thumb, the effect size indicated that the strength of the relationship is strong since the  $r$  value falls between  $\pm.7$  to  $\pm.9$ .

**Table 4.5** *Correlations between self-efficacy and academic stress (n=123)*

Variable		AS
ASE	Pearson's r	-0.859***
	p-value	< .001

Note: \* $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$

**$H_3$  : There is a relationship between perceived social support and academic stress**

To investigate the relationship between social support and academic stress, the assumption of Pearson Product-Moment Correlation (PPMC) was observed, including both univariate and bivariate normality (refer appendix B), and normality distribution based on skewness and kurtosis, as shown in Table 4.3, and random sampling from the population. The Shapiro-Wilk Test for bivariate normality showed  $p < .001$ , which was smaller than .05, indicating that the assumptions of PPMC were met.

Based on Table 4.6, the result showed a negative correlation between perceived social support and academic stress, which was  $r(123) = -.841, p < .001$ . Therefore,  $H_3$  was supported. The direction of the correlation was negative, which means the higher level of academic stress, the lower level of perceived social support and vice versa. In this study, the effect size of the relationship between social support and academic stress was large ( $r = -.841 > .2$ ). Using Guilford's rule of thumb, the effect size indicated that the strength of the relationship is strong since the  $r$  value falls between  $\pm.7$  to  $\pm.9$ .

**Table 4.6** *Correlations between perceived social support and academic stress (n=123)*

Variable		AS
PSS	Pearson's r	-0.841***
	p-value	< .001

Note: \* $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$



## Chapter V

### Discussion & Conclusion

#### Discussion

The objectives of the present research aimed to examine the relationships between perceived social support and self-efficacy, and academic stress among undergraduate students in Malaysia.

#### *Perceived Social Support and Self-Efficacy*

The  $H_1$  of the research posited that there is a relationship between perceived social support and self-efficacy. According to the findings of PPMC, the result showed a significant positive relationship between perceived social support and self-efficacy. The research findings are consistent with the findings from previous studies (Abomah,2021; Grigaityte, 2021). Therefore, these results could provide evidence that undergraduate students with higher levels of perceived social support are likely to have high levels of self-efficacy. Undergraduate students with high levels of self-efficacy and perceived social support are more likely to be resilient and able to navigate the challenges of academic life. In turn, this can help students to reduce academic stress. This can be explained by the fact that perceived social support can give students the encouragement and resources they need to overcome challenges and achieve their goals (Yang & Wang,2018). Therefore, students will feel less stressed and more capable of dealing with challenges if the students have greater social support (Mishra,2020).

Besides that, the current research was consistent with a study by Narayanan and Alexius (2016) conducted with undergraduate students in Malaysia revealed that self-efficacy and perceived social support are both important factors for developing a student's ability to cope with academic stress. The results fit with Social Cognitive Theory (SCT) which showed that personal and environmental factor is the variables that can contribute to behavioural factor. This point of view indicates the importance of social support and self-efficacy in contributing to academic stress. According to Fernandez-Lasarte et al. (2019), higher social support will affect a student's ability to cope with academic stress and challenging situation. The findings may claim that greater social support and self-efficacy could help undergraduates achieve better academic performance and reduce academic stress. The results lead to a similar conclusion to the past findings, where perceived social support and self-efficacy showed a significant positive relationship (Abomah,2021; Grigaityte & Soderberg,2021; Yang & Wang,2018).

### *Academic Stress and Self-Efficacy*

The  $H_2$  of the research posited that there is a relationship between academic stress and self-efficacy. The research findings lead to a similar conclusion from the past findings, which indicate a negative relationship between academic stress and self-efficacy (Abbas et al.,2019; Freire et al.,2020; Laninn et al.,2018). The finding supports that undergraduate students with higher self-efficacy will experience lower academic stress. This was because students with high academic self-efficacy believed they could finish the academic tasks, leading to low academic stress. Meanwhile, students with low academic self-efficacy will feel incapable of completing their academic tasks, leading to high academic stress (Freire et al.,2020).

Students with poor self-efficacy have low aspirations, which may result in academic stress becoming part of a self-fulfilling feedback cycle. Through the findings, the research also noted that self-efficacy is an important factor that would help students to reduce stress. The result of the finding can be explained using Social Cognitive theory, which focuses on a person's personal factor that will affect the behavioural factor (Voo et al.,2018). Consistent with past studies in Malaysia, self-efficacy is a personal factor that could help students reduce academic stress (Ashrafi et al.,2019). Specifically, undergraduate students who experience high levels of academic stress may begin to doubt their abilities and lose confidence in their academic skills, leading to decreased self-efficacy (Schoenfeld et al.,2016). Conversely, when students feel confident in their ability to manage environmental stressors, they are less likely to view such stressors as negative and will employ healthy coping mechanisms to moderate the emotional impact of stressful situations (Piergiovanni & Depaula,2018). From the discussion, these results indicated that a high level of self-efficacy is a factor that can act as a buffer against academic stress, while low self-efficacy can contribute to an increase in academic stress (Arias-Chavez et al.,2020).

### ***Academic Stress and Perceived Social Support***

The  $H_3$  of the research posited that there is a relationship between academic stress and perceived social support. The findings of Pearson Product-Moment Correlation (PPMC) revealed a significant negative correlation between academic stress and perceived social support. The higher the degree of perceived social support, the lower the academic stress. The findings are consistent with most previous studies' findings (Jiang & Luo,2021; Marhamah & Hamzah,2017). The research findings from Jiang and Luo (2021) showed that undergraduate students who experience high levels of academic stress might feel overwhelmed and isolated, decreasing their perception of social support. Conversely, when students feel supported by

others, they may be better able to cope with academic stressors (Cassady et al.,2019). The result now provides evidence of perceived social support, which can be an environmental and protective factor against academic stress (Charalambous,2020).

Significantly, female students who reported higher levels of social support reported lower levels of academic stress, while they also reported higher levels of academic stress. When students perceive that they have support from their social network, they can better cope with academic stressors (Marhamah & Hamzah,2017). In order to deal with stressful situations, students require trustworthy people from their support system to whom they can externalise their emotions, problems, or difficulties. Students may react positively to stressful events if they know someone is there to support them and listen to their opinions (Coyle et al.,2019). Undergraduate students may seek advice, guidance, or emotional support from their support system, which can help them to improve their confidence and feel less overwhelmed (Suwinyattichaiorn & Johnson,2020). The results have shown that undergraduate students with greater perceived social support will have low academic stress.

## **Implication**

### ***Theoretical Implication***

Social Cognitive Theory (SCT) was the theory that was used to formulate a theoretical framework in the current research (Bandura,1986). Based on the results, it was shown that the current research also provided further knowledge on understanding the three variables and contributed to validating the theory under the context of undergraduate students in Malaysia. The findings of the current research support SCT which emphasises the importance of the personal and environmental factors among Malaysian undergraduate students in improving students' behavioural factors, which supports that self-efficacy and

perceived social support can influence academic stress. SCT emphasises that self-efficacy is a personal factor and a key determinant of academic stress. Based on the findings, personal and environmental factors had a significant relationship with behavioural factors. The findings have broadened awareness to society and provide new insight into perceived social support, self-efficacy and academic stress among undergraduate students in Malaysia.

In the past research, the results are consistent with the present findings, which supported personal and environmental factors with behavioural factors. Self-efficacy is a personal factor that refers to a person's belief in their ability to achieve a desirable outcome. Students with high levels of self-efficacy may be more likely to engage in positive academic behaviours, such as studying regularly and seeking help when needed. This results in leading to lower levels of academic stress. According to Okechukwu et al. (2022), students who perceive high levels of social support from friends, family, and other sources may be better equipped to cope with academic challenges and stressors. This can lead to lower levels of academic stress and better academic outcomes.

The findings suggest that self-efficacy and perceived social support play important roles in undergraduate students' academic stress experience. These results have important theoretical implications for SCT, as they further support the idea that self-efficacy and social support are key determinants of student behaviour. Understanding how personal and environmental factors contribute to academic stress can help educators and mental health professionals develop effective interventions to promote student well-being and academic success. Overall, this research highlights the utility of Social Cognitive Theory (SCT) as a framework for understanding the personal and environmental factors contributing to undergraduate students' academic stress. At the same time, it was concluded that SCT was validated in the current study, and the results were significant.

### *Practical Implication*

This research can help to provide knowledge on the relationship between the variables. With the findings of this research, students will be more aware of the impact of academic stress. This can help students recognise the importance of seeking social support, developing self-efficacy beliefs, and managing academic stress. Also, students can seek resources to help them improve their academic performance. The undergraduates could seek assistance from mental health professionals or their support system to reduce academic stress. Based on the current research findings, it can empower students to take proactive steps to improve their academic performance. With improved self-efficacy and social support, undergraduates can perform better academically.

Parents could have a better understanding of how support from the parents can have negative effects on their academics. Therefore, through these findings, parents can be aware of the academic workload of their children and provide them with emotional support to help them cope with academic stress. Moreover, parents can work to encourage their children to build and maintain supportive relationships with their peers and to participate in extracurricular activities that promote social connections.

For counsellors, the research findings can help better understand the factors that impact academic performance and overall well-being. Counsellors can use these findings or information to develop interventions and support strategies that can help students to improve their sense of social support, increase their self-efficacy, providing them with resources to cope and reduce their academic stress. The professionals could incorporate the findings into their treatment plans. For instance, if a counsellor is dealing with a client who faces academic stress, the counsellor can help the client look at the personal and environmental factors, self-efficacy and social support to reduce academic stress. By understanding the relationship

between perceived social support and self-efficacy, counsellors could provide targeted interventions to assist undergraduate students in uplifting their self-efficacy and widening academic success.

Moreover, lecturers can apply the findings from this research to their teaching practices. For example, educators can use the findings to identify strategies to reduce academic stress among students, such as providing clear instructions and feedback on assignments or offering student support (Casapulla et al.,2020). They can also use the findings to identify strategies to promote self-efficacy among students, such as assigning challenging but achievable tasks, providing positive feedback on students' work, or encouraging them to take on leadership roles in group assignments (Hayat et al.,2020).

For society, the study of perceived social support, self-efficacy, and academic stress can help improve educational outcomes, reduce the burden of mental health issues, and promote overall health and well-being. Investing in research ,and interventions that address these factors can create a more supportive and resilient society. By identifying the factors contributing to academic stress ,and poor academic performance, society can provide better support for students and improve educational outcomes. This can have far-reaching benefits for individuals, communities, and society.

### **Limitations of Study & Recommendations for Future Research**

One concern about the findings was that the students had misunderstood the meaning of the items in the survey questionnaire as the researchers could not give detailed explanations physically. English language in Malaysia is less used in public universities or schools, and English will not be the mother tongue of public undergraduate students (Hawa et al.,2021). Thus, the students might randomly answer questions they do not truly understand.

The future researcher might consider using dual language in the survey questionnaire. Dual language surveys can help ensure that all respondents understand and respond to the questions regardless of their primary language. This approach can be particularly important when researching areas with diverse linguistic populations (Anderson et al.,2017).

An additional limitation is the use of purposive sampling. This approach has a limitation in the generalisability of findings to a wider population, and there may be difficulty in identifying possible biases that could affect the results (Berndt, 2020). This study's sampling method is purposive, which may lead to a biased result. Examples of bias such as sampling bias or selection bias. For example, the data collected from the research mainly were Chinese who were studying in UTAR. The researchers selected respondents for their online survey based on their subjective assumptions. As a result, the biases might lead to an invalid finding. It is recommended that future researchers use the probability sampling method to increase the generalizability of research findings, and it can remove any sampling bias while having higher validity on the findings.

An apparent limitation in this study is an imbalance of the respondents' race ratio in the current study, as there is a large gap between the ethnicities. In the research, the Chinese ratio is more than the other ethnicity, making up Chinese (53.66%), followed by Malay (29.27%), Indian (5.69%) and Iban (11.38%). Therefore, the finding might not represent a multicultural society. Addressing the issue of an imbalance of respondents' ratio of race or ethnicity is essential to ensure that the representative of target population in research (Bourdin & Vetschera, 2018). Future research can use stratified sampling to ensure that an appropriate proportion of respondents from each racial or ethnic group is included (Bhardway,2019). This can help ensure that each group is represented adequately and can help reduce the potential for bias.



Furthermore, the limitation of this research is the self-reported questionnaire, and respondents may be more likely to agree or disagree with items on a self-reported measure and not always be honest or accurate in their responses, resulting in bias and potentially distorting the results (Mazza et al.,2020). Self-reported survey questionnaires may not capture the full complexity of an individual's experiences or emotions, limiting the depth of understanding that can be gained from the data. To address this limitation, a qualitative study could be a useful complement to a self-reported survey. Qualitative studies such as interviews allow researchers to gather more in-depth information about respondents' experiences and emotions and to explore more that may not be captured by self-reported survey questionnaires (Tomaszewski et al.,2020).

The sample population in the research area is a significant limitation that can be found in this study. With a small sample size, it is difficult to generalize the findings to a larger population (Kim & Park,2019). The smaller the sample size, the less likely the results will be representative of the entire population. In this study, the researcher approached most of the respondents from Perak. Hence, it will limit the generalizability of the findings as they could not represent Malaysia, and the results may not apply to an individual not included in the study. To address this limitation, the future researcher can consider increasing the sample size to represent the population better. Researcher could reach out more respondents across Malaysia ,and provide more accurate results.

## **Conclusion**

The current research aimed to examine the relationship between perceived social support, self-efficacy, and academic stress among undergraduate students in Malaysia. The objectives had been achieved. The findings indicated that academic stress significantly negatively correlates with self-efficacy and perceived social support. Additionally, self-efficacy and perceived social support have a significant positive relationship. The current study has shed some light on the concept of Social Cognitive Theory (SCT), as is supported by the current findings in which the relationship between personal, environmental, and behavioural factors is interrelated. This research has filled in the literature gaps in the Malaysian context by studying perceived social support, self-efficacy, and academic stress among Malaysian undergraduates.

Overall, this research strengthens the idea that self-efficacy and perceived social support significantly reduce academic stress among undergraduate students. The insights gained from this research calls the undergraduates, parents, educators, professionals, and mental health practitioners to develop or improve intervention programme or training that helps to reduce academic stress. The findings suggest a direction for future local research on similar topics or to further examine other variables that can affect academic stress among undergraduate students in the Malaysian context. This would be a fruitful area for further work.

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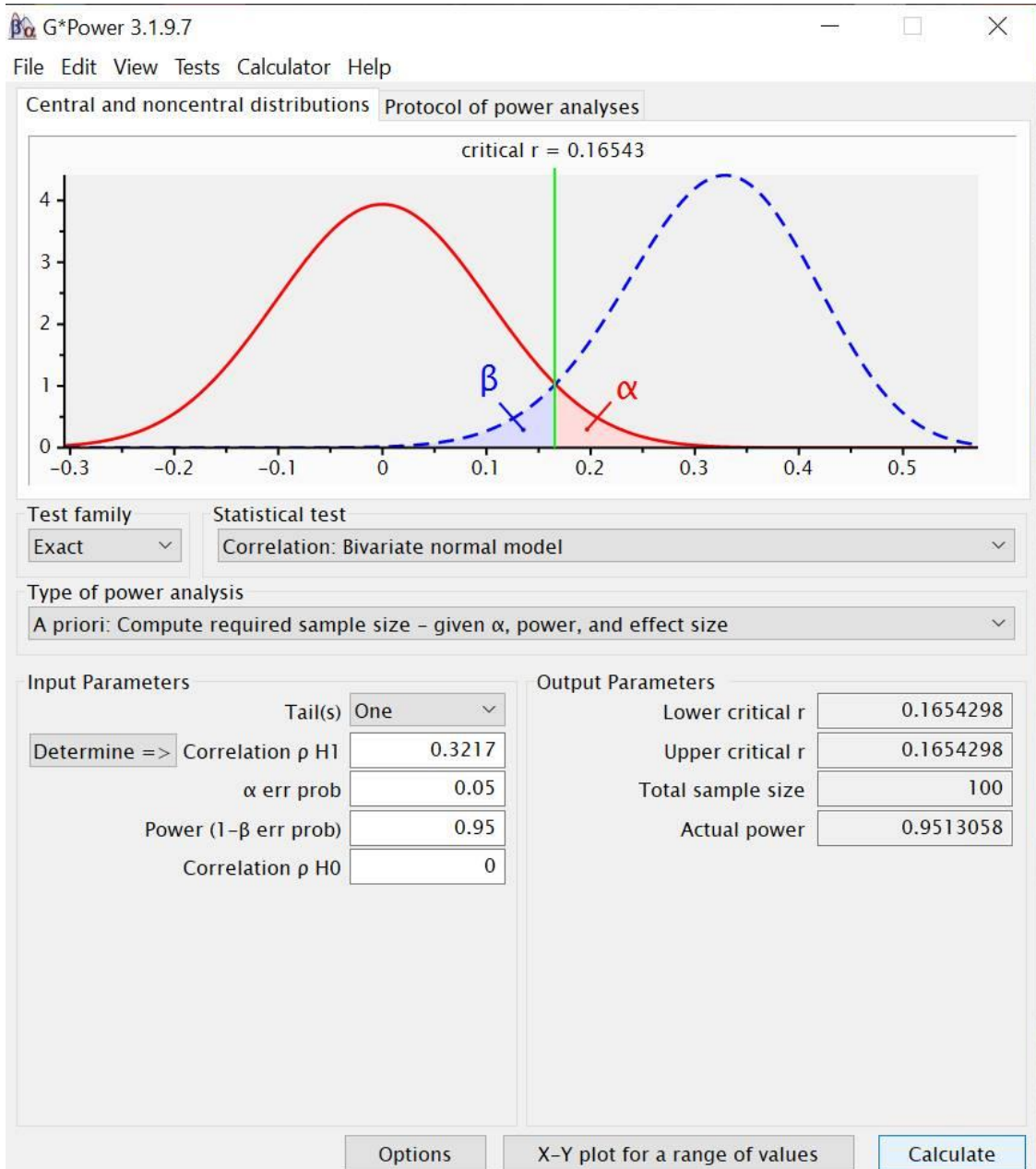
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## Appendices

### Appendix A

#### Sample Size Calculation



*Self-efficacy and Academic Stress***Effect Size**

$$f^2 = \frac{R^2}{1-R^2}$$

$$f^2 = \frac{(0.414)^2}{1-(0.414)^2}$$

$$f^2 = \frac{(0.1714)}{1-0.1714}$$

$$f^2 = 0.2069$$

Table 7.

*Pearson Correlations between Variables and Psychological Health*

		1	2	3	4
1	Psychological Health	-	-.081 <sup>b</sup>	-.357 <sup>a</sup>	-.466 <sup>a</sup>
2	Gender	-.081 <sup>b</sup>	-	.031 <sup>c</sup>	.174 <sup>d</sup>
3	Academic Self-Efficacy	-.357 <sup>a</sup>	.031 <sup>c</sup>	-	.414 <sup>a</sup>
4	Academic Stress	-.466 <sup>a</sup>	.174 <sup>d</sup>	.414 <sup>a</sup>	-

<sup>a</sup>  $p < .001$  <sup>b</sup>  $p = .166$  <sup>c</sup>  $p = .355$  <sup>d</sup>  $p = .018$

*Perceived Social Support and Academic Stress*

$$f^2 = \frac{R^2}{1-R^2}$$

$$f^2 = \frac{(0.29)}{1-(0.29)}$$

$$f^2 = \frac{0.29}{1-0.29}$$

$$f^2 = 0.4085$$

**Table 2: Summary of Multiple Regression Analysis  
for the Contribution of Social Support and  
Adjustment Aspects in Academic Stress**

	<i>B</i>	<i>R</i> <sup>2</sup>	$\beta$	<i>F</i>	<i>p</i>
Academic Stress	213.19	.29		49.22	.001
Friend Support	-1.36		-.13		.010
Significant Other Support	-2.01		-.22		.001
Social Adjustment	-.93		-.29		.001

*Self-Efficacy and Social Support*

$$f^2 = \frac{R^2}{1-R^2}$$

$$f^2 = \frac{(0.509)^2}{1-(0.509)^2}$$

$$f^2 = \frac{0.2591}{1-0.2591}$$

$$f^2 = 0.3497$$

**Table 2**

	1	2	3	4	5	6	7
1. Gender	-						
2. Residence	0.024	-					
3. Type of school	-0.073	0.037	-0.078				
4. Year level	0.046	-0.008	0.089				
5. Social support	0.089	-0.077	-0.175**	-0.005			
6. Professional identity	0.222**	0.008		0.035	0.684**		
7. ASE	0.128*	0.019	-0.061	0.141*	0.509**	0.670**	
Mean	1.81	1.59	1.60	2.66	3.777	3.705	3.378
SD	0.395	0.492	0.491	1.106	0.500	0.577	0.480

*N* = 302; \*\**p* < 0.01; \**p* < 0.05.

TABLE 2. Descriptive statistics and intercorrelations among variables.

*Effect Size*

$$f^2 = \frac{0.2069+0.4085+0.3497}{3}$$

$$f^2 = \frac{0.9651}{3}$$

$$f^2 = 0.3217$$

## Appendix B

### JASP 0.16.4 Output for Pearson's Correlation

#### $H_1$ : Correlation

#### Pearson's Correlations

Variable	SUM ASE	SUM PSS
1. SUM ASE Pearson's r	—	
<i>p</i> -value	—	
2. SUM PSS Pearson's r	0.923 ***	—
<i>p</i> -value	< .001	—

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$

#### Assumption checks

#### Shapiro-Wilk Test for Multivariate Normality

Shapiro-Wilk	<i>p</i>
0.969	0.007

#### Shapiro-Wilk Test for Bivariate Normality

	Shapiro-Wilk	<i>p</i>
SUM ASE - SUM PSS	0.969	0.007

**$H_2$  : Correlation****Pearson's Correlations**

Variable	SUM PAS	SUM ASE
1. SUM PAS Pearson's r	—	
<i>p</i> -value	—	
2. SUM ASE Pearson's r	-0.859***	—
<i>p</i> -value	< .001	—

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$

**Assumption checks****Shapiro-Wilk Test for Multivariate Normality**

Shapiro-Wilk	<i>p</i>
0.944	< .001

**Shapiro-Wilk Test for Bivariate Normality**

	Shapiro-Wilk	<i>p</i>
SUM PAS - SUM ASE	0.944	< .001

**$H_3$  : Correlation****Pearson's Correlations**

Variable	SUM PSS	SUM PAS
1. SUM PSS Pearson's r	—	
<i>p</i> -value	—	
2. SUM PAS Pearson's r	-0.841 ***	—
<i>p</i> -value	< .001	—

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$

**Assumption checks****Shapiro-Wilk Test for Multivariate Normality**

Shapiro-Wilk	<i>p</i>
0.915	< .001

**Shapiro-Wilk Test for Bivariate Normality**

	Shapiro-Wilk	<i>p</i>
SUM PSS - SUM PAS	0.915	< .001

## Appendix C

### Descriptive Statistics

	<b>ASE</b>
Valid	123
Missing	0
Mean	59.724
Std. Deviation	19.969
Skewness	-0.321
Std. Error of Skewness	0.218
Kurtosis	-1.446
Std. Error of Kurtosis	0.433
Shapiro-Wilk	0.888
P-value of Shapiro-Wilk	< .001

*Note. ASE = Academic Self-Efficacy*

	<b>SUM PSS</b>
Valid	123
Missing	0
Mean	18.439
Std. Deviation	7.262
Skewness	-0.226
Std. Error of Skewness	0.218
Kurtosis	-1.578
Std. Error of Kurtosis	0.433
Shapiro-Wilk	0.871
P-value of Shapiro-Wilk	< .001

*Note. PSS = Perceived Social Support*



---

	<b>SUM PAS</b>
Valid	123
Missing	0
Mean	58.000
Std. Deviation	17.245
Skewness	-0.322
Std. Error of Skewness	0.218
Kurtosis	-1.160
Std. Error of Kurtosis	0.433
Shapiro-Wilk	0.925
P-value of Shapiro-Wilk	< .001

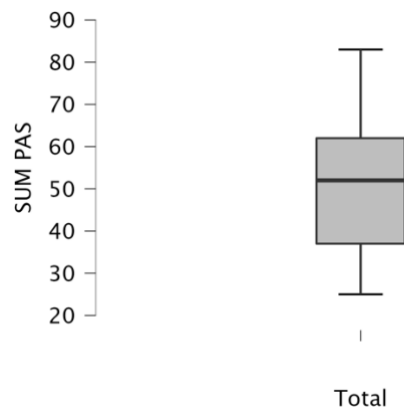
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*Note. PAS = Perception of Academic Stress*

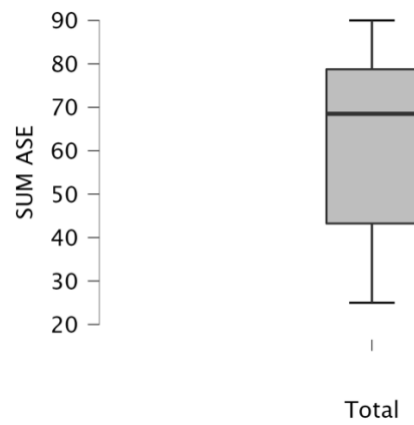
**Appendix D**

**Boxplots for Each Distributions with Outliers**

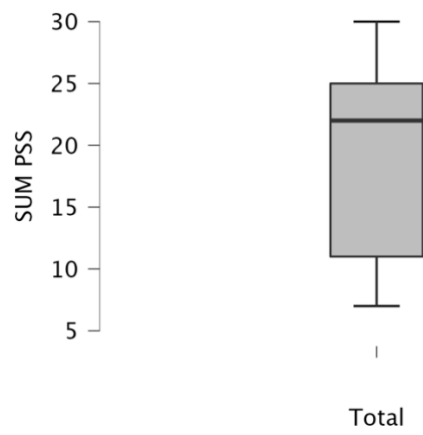
Perception of Academic Stress



Academic Self-Efficacy



Perceived Social Support



## Appendix E

### Instruments

#### Academic Self-Efficacy Scale

Please read each statement carefully before answering. Select how accurate these statements describe you from 1 (strongly disagree) to 5 (strongly agree).

1. I ask questions in lectures
2. I respond to questions asked in lectures
3. I draw up a study plan
4. I ask help from my lecturers
5. I write up additional notes
6. I plan my time for examinations
7. I ask help from my friends when I have issues in subjects matters
8. I produce my best work in examinations
9. I engage in academic discussions with my friends
10. I make sense of feedback on my assignments
11. I explain subject matters to my friends
12. I make good attempt to answer questions in advance
13. I meet my deadlines for my assignments
14. I make an attempt to meet the deadline for group assignments
15. I pay attention during every lecture
16. I express my opinion when I do not understand the lectures
17. I feel nervous when I am doing presentations
18. I come forward to do presentation in group assignments
19. I feel confident that I can complete the degree within 4 years
20. I make sense of feedback on my examinations

**Brief Perceived Social Support Questionnaire**

Please read each statement carefully before answering. Select how accurate these statements describe you from 1 (not true at all) to 5 (very true).

1. I experience a lot of understanding and security from others.
2. I know a very close person whose help I can always count on.
3. If necessary, I can easily borrow something I might need from neighbors or friends.
4. I know several people with whom I like to do things.
5. When I am sick, I can without hesitation ask friends and family to take care of important matters for me.
6. If I am down, I know to whom I can go without hesitation.

**Perception of Academic Stress Scale (PAS)**

Please read each statement carefully before answering. Select how often you behave in the stated manner on the scale from 1 (strongly disagree) to 5 (strongly agree).

1. Am confident that I will be a successful student.
2. Am confident that I will be a successful in my future career.
3. I can make academic decisions easily.
4. The time allocated to classes and academic work is enough.
5. I have enough time to relax after work.
6. My teachers are critical of my academic performance.
7. I fear failing courses this year.
8. I think that my worry about examinations is weakness of character.
9. Teachers have unrealistic expectations of me.
10. The size of the curriculum (workload) is excessive.
11. I believe that the amount of work assignment is too much.
12. Am unable to catch up if getting behind the work.
13. The unrealistic expectations of my parents stresses me out.
14. Competition with my peers for grades is quite intense.
15. The examination questions are usually difficult.
16. Examination time is short to complete the answers.
17. Examination times are very stressful to me out
18. Even if I pass my exams, am worried about getting a job

## Appendix F

## Turnitin Report

## Turnitin check

## ORIGINALITY REPORT

14%

SIMILARITY INDEX

10%

INTERNET SOURCES

7%

PUBLICATIONS

3%

STUDENT PAPERS

## PRIMARY SOURCES

1	<a href="https://eprints.utar.edu.my">eprints.utar.edu.my</a> Internet Source	3%
2	<a href="https://www.ncbi.nlm.nih.gov">www.ncbi.nlm.nih.gov</a> Internet Source	2%
3	Rosa Alfaro Vasquez, Renzo Felipe Carranza Esteban, Oscar Mamani-Benito, Tomás Caycho-Rodríguez. "Examining Academic Self-Efficacy and Perceived Social Support as Predictors for Coping With Stress in Peruvian University Students", <i>Frontiers in Education</i> , 2022 Publication	1%
4	Submitted to Machakos University Student Paper	1%
5	<a href="https://etd.lib.metu.edu.tr">etd.lib.metu.edu.tr</a> Internet Source	1%
6	Ahmet Hakan Özkan. "Organizational justice perceptions and turnover intention: a meta-analytic review", <i>Kybernetes</i> , 2022 Publication	<1%

## Appendix G

## Supervisor Comment on Originality Report

<b>Universiti Tunku Abdul Rahman</b>			
<b>Form Title : Supervisor's Comments on Originality Report Generated by Turnitin for Submission of Final Year Project Report (for Undergraduate Programmes)</b>			
Form Number: FM-IAD-005	Rev No.: 0	Effective Date: 01/10/2013	Page No.: 1 of 1



## FACULTY OF ARTS AND SOCIAL SCIENCE

<b>Full Name(s) of Candidate(s)</b>	AMANDA LIM XIN YI
<b>ID Number(s)</b>	19AAB03195
<b>Programme / Course</b>	Guidance and Counselling
<b>Title of Final Year Project</b>	A STUDY OF THE RELATIONSHIP BETWEEN PERCEIVED SOCIAL SUPPORT, SELF-EFFICACY, AND ACADEMIC STRESS AMONG UNDERGRADUATE STUDENTS IN MALAYSIA

Similarity	Supervisor's Comments (Compulsory if parameters of originality exceeds the limits approved by UTAR)
<b>Overall similarity index: <u>14%</u></b>  <b>Similarity by source</b> Internet Sources: <u>10</u> % Publications: <u>7</u> % Student Papers: <u>3</u> %	
<b>Number of individual sources listed of more than 3% similarity: <u>2</u></b>	
<b>Parameters of originality required and limits approved by UTAR are as follows:</b> (i) Overall similarity index is 20% and below, and (ii) Matching of individual sources listed must be less than 3% each, and (iii) Matching texts in continuous block must not exceed 8 words <i>Note: Parameters (i) – (ii) shall exclude quotes, bibliography and text matches which are less than 8 words.</i>	

Note Supervisor/Candidate(s) is/are required to provide softcopy of full set of the originality report to Faculty/Institute

*Based on the above results, I hereby declare that I am satisfied with the originality of the Final Year Project Report submitted by my student(s) as named above.*



*Anisah*

\_\_\_\_\_

Signature of Supervisor

Name: Anisah Zainab Musa

Date : 10/04/2023

\_\_\_\_\_

Signature of Co-Supervisor

Name: \_\_\_\_\_

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

## Appendix H

### Ethical Approval



**UNIVERSITI TUNKU ABDUL RAHMAN** DU012(A)  
Wholly owned by UTAR Education Foundation Co. No. 578227-M

Re: U/SERC/18/2023

10 January 2023

Dr Pung Pit Wan  
Head, Department of Psychology and Counselling  
Faculty of Arts and Social Science  
Universiti Tunku Abdul Rahman  
Jalan Universiti, Bandar Baru Barat  
31900 Kampar, Perak.

Dear Dr Pung,

#### Ethical Approval For Research Project/Protocol

We refer to the application for ethical approval for your students' research project from Bachelor of Social Science (Hons) Guidance and Counselling programme enrolled in course UAPC3083/UAPC3093. We are pleased to inform you that the application has been approved under Expedited Review.

The details of the research projects are as follows:

	Research Title	Student's Name	Supervisor's Name	Approval Validity
1.	Emotion Regulation Among Undergraduates in Malaysia: Distress Tolerance, Mindfulness, and Positive Reappraisal	Ching Kai Xuan	Mr Ho Khee Hoong	10 January 2023 – 9 January 2024
2.	A Study of Smartphone Addiction, Fear of Rejection, and Interpersonal Communication Skills as Predictors of Social Connectedness Among Malaysian Undergraduate Students	Dewayne Kuek Hui En		
3.	Help-seeking Behaviour Among Male University Students: Mental Health Literacy, Self-stigma and Conformity Towards Masculine Norms	Mah Jin Sheng		
4.	A study of depression, stress, and pornography consumption among undergraduate students in Malaysia	Chua Jing Yi	Mr Lee Wei Rong	
5.	The Relationship between Spiritual Intelligence, Cognitive Flexibility and Perceived Stress among Undergraduates in Malaysia	Tanita Sadiq		
6.	The Effects of Different Cooperative Communication Mechanics on the Problem-Solving Skills and Creativity Levels of University Students	Jeremy Lam Yew Kong	Ms Kavitha a/p Nalla Muthu	
7.	The Effectiveness of CBT on Big Five Personality Traits and Internet Aggression in Undergraduate Students: A Single Subject Study	Teoh Wen Qi		
8.	The Effectiveness of Acceptance and Commitment Therapy (ACT) on Social Appearance Anxiety and Self-Compassion Among Malaysian Undergraduate Students: A Single Case Study	Wong Yik Theng		
9.	Understanding the Psychological Well Being of Covid-19 Survivors	Legasree a/p Ravi Chandran	Ms Komathi a/p Lokithasan	
10.	A Phenomenological Exploration of Counselling Students' Experiences with Group Counselling Sessions	Ng Jia Wei		

**Kampar Campus** : Jalan Universiti, Bandar Barat, 31900 Kampar, Perak Darul Ridzuan, Malaysia

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Website: www.utar.edu.my



	Research Title	Student's Name	Supervisor's Name	Approval Validity
11.	A Study of the Relationship Between Perceived Social Support, Self-Efficacy, And Academic Stress Among Undergraduate Students in Malaysia	Amanda Lim Xin Yi	Pn Anisah Zainab Binti Musa	10 January 2023 – 9 January 2024
12.	Post Covid-19 Pandemic: Motivation, Autonomy, Relatedness, Self-competence Among Malaysian Undergraduate Students	Chai Jow Yee		

The conduct of this research is subject to the following:

- (1) The participants' informed consent be obtained prior to the commencement of the research;
- (2) Confidentiality of participants' personal data must be maintained; and
- (3) Compliance with procedures set out in related policies of UTAR such as the UTAR Research Ethics and Code of Conduct, Code of Practice for Research Involving Humans and other related policies/guidelines.
- (4) Written consent be obtained from the institution(s)/company(ies) in which the physical or/and online survey will be carried out, prior to the commencement of the research.

Should the students collect personal data of participants in their studies, please have the participants sign the attached Personal Data Protection Statement for records.

Thank you.

Yours sincerely,



**Professor Ts Dr Faiz bin Abd Rahman**

Chairman

UTAR Scientific and Ethical Review Committee

c.c Dean, Faculty of Arts and Social Science  
Director, Institute of Postgraduate Studies and Research



## Appendix I

### Marking Rubrics

UNIVERSITI TUNKU ABDUL RAHMAN

FACULTY OF ARTS AND SOCIAL SCIENCE

DEPARTMENT OF PSYCHOLOGY AND COUNSELLING

UAPC3093 PROJECT PAPER II

### Quantitative Research Project Evaluation Form

**TURNITIN:** ‘In assessing this work you are agreeing that it has been submitted to the University-recognised originality checking service which is Turnitin. The report generated by Turnitin is used as evidence to show that the students’ final report contains the similarity level below 20%.’

Project Title :	
A study of the relationship between perceived social support, self-efficacy, and academic stress among undergraduate students in Malaysia	
Supervisor : Puan Anisah Zainab Musa	
Student’s Name : Amanda Lim Xin Yi	Student’s ID : 19AAB03195

#### **INSTRUCTIONS:**

Please score each descriptor based on the scale provided below:

1. Please award 0 mark for no attempt.
2. Please mark only **3(A) or 3(B)** for **Proposed Methodology**.
3. For criteria **7**:  
Please retrieve the marks from “**Oral Presentation Evaluation Form**”.

1. ABSTRACT (5%)	Max Score	Score
a. State the main hypotheses/research objectives.	5%	
b. Describe the methodology: <ul style="list-style-type: none"> <li>• Research design</li> <li>• Sampling method and sample size</li> <li>• Location of study</li> <li>• Instruments/apparatus/outcome measures (if applicable)</li> <li>• Data gathering procedures</li> </ul>	5%	
c. Describe the characteristics of participants.	5%	
d. Highlight the outcomes of the study or intervention, target behaviour and outcomes.	5%	
e. Conclusions, implications, and applications.	5%	
<i>Sum</i>	25%	/25%
<b>Subtotal (Sum/5)</b>	5%	/5%
Remark:		
2. (A) METHODOLOGY (25%)	Max Score	Score
a. Research design/framework: <ul style="list-style-type: none"> <li>• For experiment, report experimental manipulation, participant flow, treatment fidelity, baseline data, adverse events and side effects, assignment method and implementation, masking (if applicable).</li> <li>• For non-experiment, describe the design of the study and data used.</li> </ul>	5%	
b. Sampling procedures: <ul style="list-style-type: none"> <li>• Justification of sampling method/technique used.</li> <li>• Description of location of study.</li> <li>• Procedures of ethical clearance approval.</li> </ul>	5%	
c. Sample size, power, and precision: <ul style="list-style-type: none"> <li>• Justification of sample size.</li> <li>• Achieved actual sample size and response rate.</li> <li>• Power analysis or other methods (if applicable).</li> </ul>	5%	
d. Data collection procedures: <ul style="list-style-type: none"> <li>• Inclusion and exclusion criteria.</li> <li>• Procedures of obtaining consent.</li> <li>• Description of data collection procedures.</li> <li>• Provide dates defining the periods of recruitment or repeated measures and follow-up.</li> <li>• Agreement and payment (if any).</li> </ul>	5%	
e. Instruments/questionnaire used: <ul style="list-style-type: none"> <li>• Description of instruments</li> <li>• Scoring system</li> <li>• Meaning of scores</li> <li>• Reliability and validity</li> </ul>	5%	
<b>Subtotal</b>	25%	/25%
Remark:		

3. RESULTS (20%)	Max Score	Score
a. Descriptive statistics/Sequence completed: <ul style="list-style-type: none"> <li>• Demographic characteristics</li> <li>• Topic-specific characteristics</li> <li>• For single-case study, report the sequence completed by each participant, trial for each session for each case, dropout and reason if applicable, adverse events if applicable</li> </ul>	5%	
b. Data diagnostic and missing data (if applicable): <ul style="list-style-type: none"> <li>• Frequency and percentages of missing data (compulsory).</li> <li>• Methods employed for addressing missing data.</li> <li>• Criteria for post data-collection exclusion of participants.</li> <li>• Criteria for imputation of missing data.</li> <li>• Defining and processing of statistical outliers.</li> <li>• Data transformation.</li> <li>• Analyses of data distributions.</li> </ul>	5%	
c. Appropriate data analysis for each hypothesis or research objective.	5%	
d. Accurate interpretation of statistical analyses: <ul style="list-style-type: none"> <li>• Accurate report and interpretation of confidence intervals or statistical significance.</li> <li>• Accurate report of <i>p</i> values and minimally sufficient sets of statistics (e.g., <i>dfs</i>, <i>MS</i>, <i>MS error</i>).</li> <li>• Accurate report and interpretation of effect sizes.</li> <li>• Report any problems with statistical assumptions.</li> </ul>	5%	
<b>Subtotal</b>	20%	/20%
Remark:		
4. DISCUSSION AND CONCLUSION (20%)	Max Score	Score
e. Discussion of findings: <ul style="list-style-type: none"> <li>• Provide statement of support or nonsupport for all hypotheses.</li> <li>• Analyze similar and/or dissimilar results.</li> <li>• Justifications for statistical results in the context of study.</li> </ul>	5%	
f. Implication of the study: <ul style="list-style-type: none"> <li>• Theoretical implication for future research.</li> <li>• Practical implication for programs and policies.</li> </ul>	5%	
g. Relevant limitations of the study.	5%	
h. Recommendations for future research.	5%	
<b>Subtotal</b>	20%	/20%
Remark:		

<b>5. LANGUAGE AND ORGANIZATION (5%)</b>	<b>Max Score</b>	<b>Score</b>
a. Language proficiency	3%	
b. Content organization	1%	
c. Complete documentation (e.g., action plan, originality report)	1%	
<b>Subtotal</b>	5%	/5%
Remark:		
<b>6. APA STYLE AND REFERENCING (5%)</b>	<b>Max Score</b>	<b>Score</b>
a. 7 <sup>th</sup> Edition APA Style	5%	/5%
Remark:		
<b>*ORAL PRESENTATION (20%)</b>	<b>Score</b>	
<b>Subtotal</b>	/20%	
Remark:		
<b>PENALTY</b>	<b>Max Score</b>	<b>Score</b>
Maximum of 10 marks for LATE SUBMISSION, or POOR CONSULTATION ATTENDANCE with supervisor.	10%	
<b>**FINAL MARK/TOTAL</b>	/100%	

**\*\*\*Overall Comments:**

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

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

**Notes:**

1. **Subtotal:** The sum of scores for each assessment criterion
2. **FINAL MARK/TOTAL:** The summation of all subtotal score
3. Plagiarism is **NOT ACCEPTABLE**. Parameters of originality required and limits approved by UTAR are as follows:

- (i) Overall similarity index is 20% or below, and
- (ii) Matching of individual sources listed must be less than 3% each, and
- (iii) Matching texts in continuous block must **not exceed 8 words**

Note: Parameters (i) – (ii) shall exclude quotes, references and text matches which are less than 8 words.

Any works violate the above originality requirements will NOT be accepted. Students have to redo the report and meet the requirements in **SEVEN (7)** days.

\*The marks of “Oral Presentation” are to be retrieved from “**Oral Presentation Evaluation Form**”.

\*\*It is compulsory for the supervisor/examiner to give the overall comments for the research projects with A- and above or F grading.



**Appendix J****Submission Sheet for Thesis**

<b>Universiti Tunku Abdul Rahman</b>			
Form Title : <b>Sample of Submission Sheet for FYP/Dissertation/Thesis</b>			
Form Number : <b>FM-IAD-004</b>	Rev No: <b>0</b>	Effective Date: <b>21 June 2011</b>	Page No: <b>1 of 1</b>

**FACULTY OF ARTS AND SOCIAL SCIENCE  
UNIVERSITI TUNKU ABDUL RAHMAN**

Date :

**SUBMISSION OF FINAL YEAR PROJECT**

It is hereby certified that Amanda Lim Xin Yi (ID No.: 19AAB03195) has completed this final year project titled "A study of the relationship between perceived social support, self-efficacy and academic stress among undergraduate in Malaysia" under the supervision of Pn. Anisah Zainab Binti Musa (Supervisor) from the Department of Psychology and counselling, Faculty of Arts and Social Science.

I understand that University will upload softcopy of my final year project in pdf format into UTAR Institutional Repository, which may be made accessible to UTAR community and public.

Yours truly,



\_\_\_\_\_  
Name: Amanda Lim Xin Yi

## Appendix K

### Action Plan of UAPC3083 Project Paper II

Supervisee Amanda Lim Xin Yi

Supervisor Puan Anisah Zainab Binti Musa

Task Description	Date	Supervisee's Signature	Supervisor's Signature	Supervisor's Remarks	Next Appointment Date/Time
<b>Methodology</b> Submit Chapter 3: Methodology Amend Chapter 3: Methodology	14.02.2023	<i>Amanda</i>	Anisah	The chapter has been reviewed and revised. The student has completed the amendments.	28.03.2023
<b>Results &amp; Findings</b> Submit Chapter 4: Results Amend Chapter 4: Results	28.03.2023	<i>Amanda</i>	Anisah	The chapter has been reviewed and revised. The student has completed the amendments.	07.04.2023
<b>Discussion &amp; Conclusion</b> Submit Chapter 5: Discussion Amend Chapter 5: Discussion	28.03.2023	<i>Amanda</i>	Anisah	The chapter has been reviewed and revised. The student has completed the amendments.	07.04.2023
<b>Abstract</b>	28.03.2023	<i>Amanda</i>	Anisah	The abstract has been reviewed and revised. The students has completed the amendments.	07.04.2023
<b>Turnitin Submission</b>	05.04.2023	<i>Amanda</i>	Anisah	Generate similarity rate from Turnitin.com	-
<b>Amendment</b>	05.04.2023	<i>Amanda</i>	Anisah		-
<b>Submission of final draft</b>	21.04.2023	<i>Amanda</i>	Anisah	Submission of hardcopy and documents	-

- Notes:
1. Deadline for submission cannot be changed, mark deduction is as per faculty standard.
  2. Supervisees are to take the active role to make appointments with their supervisors.
  3. Both supervisors and supervisees should keep a copy of this action plan.
  4. This Action Plan should be attached as an appendix in Project Paper 2.

**Appendix L**

**UNIVERSITI TUNKU ABDUL RAHMAN  
FACULTY OF ARTS AND SOCIAL SCIENCE  
DEPARTMENT OF PSYCHOLOGY AND COUNSELING**

**INDIVIDUAL ORAL PRESENTATION EVALUATION FORM (FACE TO FACE/VIRTUAL PLATFORM)**

**UAPC3093 PROJECT PAPER II**

Student's Name	ID	*Total (40%)	**Final score (20%)
Amanda Lim Xin Yi	19AAB03195		

\*\*Final Score: (            ) / 40 marks ÷ 2 = (            ) / 20 marks  
\*to be converted into 20%

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

Time: \_\_\_\_\_

SCORE TRAITS	SCORE	EXCELLENT 4	GOOD 3	AVERAGE 2	LACKING 1
<b>POSTER PRESENTATION PREPARATION</b>					
<b>Organisation</b>		Title/author of paper clearly displayed. Concise presentation of introduction, review of literature, methodology, findings and conclusions.	Shows title/author. Adequately presents introduction, review of literature, methodology, findings and conclusions.	Shows title/author. Presents main ideas of introduction, review of literature, methodology, findings and conclusions.	Title/author are missing. Insufficient coverage of main points of introduction, review of literature, methodology, findings and conclusions.
<b>Competency</b>		Student demonstrates competent knowledge of the subject by explaining the subject with details. Able to answer questions posted by the	Student is able to provide sufficient information to enable audience to understand main ideas. Able to answer questions posted by the	Student is able to provide basic information with vague and disjointed ideas. Student tried to answer the questions posted by the audience/examiner using	Student is unable convey the information fluently to the audience/examiner. Student is not able to answer the questions posted by the audience/examiner.

		audience/examiners fluently with confidence.	audience/examiners with noticeable interval.	common-sense rather than evidence-based answer.	
<b>Visual Presentation</b>		Visually appealing poster with appropriate colours, organization, and font sizes enhance readability. Strategically positioned graphics and text.	Overall visually appealing. Organisation of content enhances readability. Appropriate font size enhances readability. Content arrangement easily understood. Graphics enhances text.	Visual appeal is adequate. Colours and layout somewhat cluttered. Font size affects readability. Confusing content arrangement. Graphics help to highlight some content.	Visuals lack appeal. Colours and layout cluttered. Hinders readability. Inconsistent font sizes and content arrangement Mismatch of graphics and text.
<b>Mechanics</b>		The slides are flawless with no misspelling, punctuation, or grammatical errors. Provide essential sources and citations using 7 <sup>th</sup> edition APA style.	2 – 3 misspelling, punctuation and/ or grammatical errors in the slides. Provided excessive and cluttered sources and citations.	4 misspelling, punctuation and/ or grammatical errors detected in the slides. Inconsistent citation styles detected.	Slides are riddled with multiple spelling, punctuation and/ or grammatical errors. Does not cite sources.
<b>SCORE</b> <b>TRAITS</b>	<b>SCORE</b>	<b>EXCELLENT</b> <b>4</b>	<b>GOOD</b> <b>3</b>	<b>AVERAGE</b> <b>2</b>	<b>LACKING</b> <b>1</b>
<b>VERBAL SKILLS</b>					
<b>Enthusiasm</b>		Demonstrates a strong, positive feeling about topic during entire presentation.	Occasionally shows positive feelings about topic.	Shows little positive feelings toward topic presented.	Shows absolutely no interest in topic presented.
<b>Delivery</b>		Uses a clear voice and speaks at a good pace so audience can hear presentation. Does not read off slides.	Presenter’s voice is clear. The pace is a little slow or fast at times. Audience can hear presentation.	Presenter’s voice is low. The pace is much too rapid/slow. Audience has difficulty hearing presentation.	Presenter mumbles or talks very fast and speaks too softly for audience to hear and understand.
<b>Language</b>		Excellent and competent use of subject-related vocabulary and correct pronunciation.	Presentation shows competent use of subject-related vocabulary and correct pronunciation.	Some parts of lapse into colloquialism with inappropriate vocabulary and pronunciation.	Mostly inappropriate vocabulary and pronunciation.
<b>NON-VERBAL SKILLS</b>					
<b>Eye Contact</b>		Student maintains eye contact with audience, seldom returning to notes.	Student maintains eye contact most of the time but frequently returns to notes.	Student occasionally uses eye contact, but still reads most of report.	Student reads all of report with no eye contact.

<b>Body Language &amp; Facial Expression</b>		Movements seem fluid. Displays relaxed, self-confident nature about self, with no-mistakes. Appropriate facial expression without a zoned-out or confused expression.	Made movements or gestures that enhance articulation. Makes minor mistakes, displays little or no tension. Occasionally demonstrate either a zoned-out or confused expression during presentation.	Rigid movement or descriptive gestures. Displays mild tension; has trouble recovering from mistakes. Occasionally demonstrate both zoned-out or confused expressions during presentation.	No movement or descriptive gestures. Tension and nervousness are obvious; has trouble recovering from mistakes. Consistently zoned-out or displays confused expression during presentation.
<b>Timing</b>		Within 10 to 15 minutes of allotted time.	Within 17 minutes of allotted time OR too short (<10 minutes).	Within 20 minutes of allotted time OR too short (<5 minutes).	Too long (>20 minutes) or too short (<3 minutes).
<b>*TOTAL</b>					

Comments:

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Evaluated by:

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(NAME OF EVALUATOR: \_\_\_\_\_)

Department of Psychology and Counseling  
Faculty of Arts and Social Science  
UTAR Perak Campus