

Self-Efficacy and Academic Stress as Predictors of Student's Life Satisfaction – With Reference to Management Faculty Students of University of Kelaniya

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This research was conducted to identify the Self-Efficacy and Academic Stress as Predictors of Student's Life Satisfaction – With Reference to Management Faculty Students in Kelaniya University. It was followed by positivist philosophy; the study employs a quantitative approach with a cross-sectional design. A sample of 217 participants was analyzed using the Morgan Table sampling technique. IBM SPSS software is used to analyze the collected data.

The findings from the analysis and interpretation of the data underscored the importance of self-efficacy and its positive correlation with student satisfaction. It represented the high Cronbach's alpha coefficient for selected variables. The multiple regression analysis further confirmed the individual contributions of self-efficacy and academic stress to student satisfaction. Both predictors were found to be statistically significant, with standardized coefficients (Beta) of 0.688 and 0.796, respectively. Hypothesis testing affirms that higher self-efficacy positively influences life satisfaction, as does increased academic stress. These relationships provide nuanced insights into the psychological dimensions of student well-being. The study emphasizes the need for tailored interventions to enhance self-efficacy and mitigate academic stress, promoting overall student satisfaction. And all four hypotheses were accepted. While the research contributes valuable insight to the growing body of literature on student well-being, particularly in the Sri Lankan context, and provides a foundation for further exploration and intervention development.

Key Words: *Self-Efficacy, Academic Stress, Student's Satisfaction*

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