

# Academic Self-Efficacy and School Family Conflict Among University Students in the Maloti Mountain Community of Qwaqwa, South Africa.

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## Abstract

This study aims to extend work-family research to the school-family context using a sample of students from a South African rural University in the mountain region. It has been stated that disadvantaged students, particularly females, continue to exit the school system more than their male peers. Higher educational attainment and the quality of life for women are crucial in opening labour market possibilities previously inaccessible to them. As a result, women will be more equipped to make appropriate decisions for themselves and their dependents. Higher education encourages learning, imparts knowledge, and develops skills, all contributing to a higher standard of living. Individual and societal economic and social rewards to education are considered essential rewards of learning. This research aims to promote the Agenda 2063 SDGs, which include gender equality, poverty reduction, and fair and inclusive quality education for all. A quantitative methodology will be employed for this study. Data will be analyzed using path analysis, t-tests and ANOVA tests. It is essential to understand how students cope, especially females, in their multiple roles and tasks to, set up and maintain evidence-based policies, initiatives, and resources that can alleviate the problems and constraints faced by this often-overlooked population.

**Keywords:** self-efficacy, school-family conflict, university, gender, rural, South Africa

\*School in this document refers to the University