Research Paper

Self-efficacy and Perceived stress among young adults

Heena kamnani

ABSTRACT
Self-efficacy refers to a person's particular set of beliefs that determine how well one canexecute a plan of action in prospective situations. Perceived stress is defined as Experiencingdifficulty in meeting demands within important life domains. Sources of Self-efficacy includePerformanceAccomplishmentsorEnactiveMastery,VicariousExperience,SocialPersuasion,Physiological and Emotional States. Numerous studies have reported the importance of self-efficacy onindividual'smental healthand its relation with Perceivedstress.This studyexaminedtherelationshipbetweenSelf-efficacyandPerceivedstressamongyoungadults.Thestudy involves 125 samples among which 59 are males and 66. The samples completed theSelf-efficacyScaleandPerceivedStressScale.Correlation,t-testwereperformedusingSPSS.The results revealed that there exists a significant relationship between Self-efficacy andPerceived stress. When Self-efficacy increases, Perceived Stress decreases and vice-versa. Inaddition, the study also examined the gender differences among the variables. Results showthatFemalesarehigher inboth Self-efficacyandPerceivedstress.
KEYWORDS:Self-efficacy,PerceivedStress, Enactivemastery,SocialPersuasion

INTRODUCTION

Numerous studies have examined Self-efficacy and Perceived stress among adults, tosuch an extent that by now it is widely recognized as an important indicator of adults' well-being and successful development. During the past, the construct of "stress" has receivedsignificantattentionasanimportantfactorandpredictorofpsychologicalandhealthoutcomes.Oneofthemostimportantfactorsthataffectmentalhealthstatusandappropriateresponsestostressors is high self-efficacy. Some studies have reported the importance of self-efficacy onadolescent's mental health (Muris, Schmidt, Lambrichs & Meesters. 2001; Muris,2002). Self-efficacy is a focal determinant because it affects health behavior, both directly and by itsinfluenceonthe otherdeterminants. Self-efficacybeliefs influencegoals andaspiration.

1.1 Self-efficacy

Self-Efficacy, a concept given by Albert Bandura, defined as "a persons' particular set ofbeliefsthat determinehowwellonecanexecute aplan ofaction inprospectivesituations".
In other words, Self-efficacy can be defined as a person's belief in their ability to succeed in aparticulartaskoranysituation.Self-efficacytheoryfocusesuponsignificanceofanindividualand their perceptions of their own potential as a central determinants of successful end result.(Schunk & DiBenedetto, 2021) The Self-efficacy theory, and the broader social cognitivetheory which encompasses self efficacy, also emphasises that individuals are efficient andcapable of achieving success when they're given a chance and have self-efficacy required inorder to pursue those goals. The theory spotlights on how people can be encouraged that willhavethem attain goals.
Although,theconceptofSelf-efficacywasgivenbyAlbertBandura,ithasbeenstudiedfromseveral perspectivesby psychologists.KathyKolbe(2009) thinks thatbelieving inone's

---

own abilities can be vital in measuring cognitive strength. According to her, the concept ofself-efficacyalsoinvolvesdeterminationandperseverance,seeingashowithelpsoneovercomeobstacle that wouldinterfere with utilizingthoseinnateabilitiesto achievegoals.

The primary idea behind the Self-Efficacy theory is that individuals are probable toengageineventswhichthey'vehighSelf-efficacyforandlessprobabletoengageinthosetheydon'thave. (Van der Bijl & Shortridge-Baggett,2002).

TherearethreebasicscalesalongwhichJudgementofSelf-efficacyareusuallymeasured.

➢ Self-efficacymagnitude:Itmeasurestheleveldifficultythatapersonthinkisessentialinorder toexecute aparticular task.Forexample-Easy, Moderate,Hard.

➢ Self-efficacyStrength:Itisanamountofbelieforopinionthatapersonhasaboutexecutingaparticulartask successfully at variousdifficulty level.

➢ GeneralityofSelf-efficacy**:**Itreferstotheextenttowhichtheexpectationisgeneralisedduringvarious situations.

1.1.1 SourcesofSelf-efficacy:

1. PerformanceAccomplishmentsorEnactiveMastery:AccordingtoBandura,stronglytackling first hand experiences refers to one of the finest sources of self-efficacy. It is becausean individual gets authentic evidence of whether they can assemble what it takes to besuccessful.

2. Vicarious Experience: This refers to gaining vicarious experience by watching people orobserving people, especially when an individual observes their role model or someone, theyfeelsimilartoperformingthattaskandexcelingatit.Thisobservationallearningplaysacrucialrolein developing Self-efficacy.

3.   SocialPersuasion:Thisiswhenanindividualisencouragedthroughpositiveverbalencouragementthatthey've theabilityorwhatittakesforthemtosucceed ataparticulartask,also called Verbal Persuasion. Coaching and giving them feedback so that they can improvearetypes ofSocial Persuasion.

4.   Physiological and Emotional States: When an individual is judged based on their potentialto complete a particular task, people focus on their physiological and emotional states. Stresslevels, emotions, arousal levels, etc play a crucial role in determining their ability to completea challenge. Emotional reactions like anxiety may lead to negative judgements of their abilityto completethe task.

1.1.2   Self-efficacyandRelatedideas

Althoughself-efficacyisrelatedtooursenseofself-worthorvalueasahumanbeing,thereis at least one important distinction.

Self-EfficacyandPerformance

TheSelf-Efficacytheorystatesthatthefour-factorcombinationofdevelopingself-efficacyalong   with   the   three assessment processes used to expound self-efficacy will ascertain theextent to which self-efficacy that directly has   an   effect   on   performance   result.   The   threeassessmentprocessesforself-efficacyareAnalysisoftaskrequirements,attributionalanalysisofexperienceas wellasassessment ofpersonal and situationalresources.
➢   AnalysisofTaskrequirements:Thisreferstoaperson'swilltowardsperformingatask.

➢   AttributionalAnalysisofExperience:Thisreferstoaperson'sdiscernmenttowardstheoccurrenceof performancelevel.
➢   AssessmentofPersonalandSituationalResources/Constraints:Thisreferstoaperson'sthoughtofpersona laswellassituationalfactors.Here,thepersonalfactorsarethose

likeskilllevelandavailableeffort.Ontheotherhand,Situationalfactorsarethoselikecompetingdemands.

Self-efficacyandAcademicSuccess

TheAcademicsuccessrevolvesaroundthreeassessmentprocessesofSelf-efficacy.

➢ AnalysisofTaskRequirements**:**Thisreferstoastudent'swilltowardsperformingatask.

➢ AttributionalAnalysisofExperience:Thisreferstostudent'sperceptionandtheirunderstandingtowardsaccomplishing acertain performancelevel.

➢ AssessmentofPersonalandSituationalResources/constraints:Thisreferstostudent's

thoughtofpersonalandsituationalfactorsthatmayimpact theireducation.

Self-Efficacyvs.Self-Esteem

According to Neill (2005), Self-esteem refers to a very general and overall feeling ofone'sworth,ithasmoretodowith'being'likethefeelingthattheyareacceptablejustas theyare. Whereas, Self-efficacy is more towards 'doing' like the feeling that they are up to achallenge.

Self-EfficacyandSelf-Regulation

While Self-efficacy refers to an individual's perceived abilities, Self-regulation hasmore to do with an Individual's self-generated thoughts, actions or feelings designed to affecttheirlearning.

Self-efficacyandMotivation

Motivation refers to an individual's desire to achieve and Self-efficacy refers to anindividual'sbeliefintheirownabilitytoachieve.Individualswithhighself-efficacyoftenhavehighmotivation and viceversa.

Self-EfficacyandResilience

ResilienceisimpactedbySelf-efficacy.Individualswithhighlevelofself-efficacyarenotjustmorelikelytosucceed,althoughexperiencestosomeextentsdocontributetodevelopment of self-efficacy, there are also chances of failure and the ability to bounce backandrecover from failureis whatis called as Resilience.

Self-EfficacyandConfidence

Self-efficacy is positively related to confidence but they are different. According toAlbertBandura,Self-efficacyisanindividual'scapabilitiesthat theycanproducegivenlevelsof attainment whereas Confidence refers to strength or belief that they have but isn't alwaysspecificabout what the certainty is about.

1.1.3   Development

AccordingtoMaddux&Kleiman,Self-efficacystartstodevelopwhenachildisyoung.Self-efficacyisn'tconstant,itchangesdependingonvariousexperiencesthroughouttheirlivesas they grow as an individual. Parents greatly influence a child's perception of self-efficacy.Thosewhoparentswhohavehighself-efficacytheirchildrenperceivethemasbeingresponsive to their needs. Along with it, during the age of 12-16 years, when adolescents startto make friends, their self-efficacy as well plays a major role. Adolescents who connect withpeople who don't perform academically, may experience a decrease themselves in academicself-efficacy (Wentzel, Barry & Caldwell, 2004). On the other hand, those who are associatedwithindividualswhoperformwellandareveryactive,theythemselvesexperienceanincreaseintheiracademicself-efficacy.ThiscanalsobecalledasanexampleofVicariousperformances.Although,self-efficacyofindividualschangesdependingontheexperiences

throughout their lives, the effects of self-efficacy that they evolve with in adolescence, areenduring.

A study measuring individuals within the age groups of 14 to 18 reported that anindividual with higher academic and social self-efficacy foretell higher life satisfaction afterfiveyears (Vecchio, Gerbino, Pastorelli, Del Bove&Caprara, 2007)

1.1.4 Collectiveefficacy

Collective efficacy is an associated notion to self-efficacy. According to Bandura(1997) Collective efficacy are the common beliefs among à groups of people about theirgroup'spotentialtoconstructivelyexecutetasksrequiredtoreachagoal.Naturally,groupsandteams with higher collective efficacy perform better as compared to groups and teams withlower collective efficacy. Collective efficacy plays a major role when the given task needs lotof teamwork which definitely requires every member of the group or team to participate andbeactiveinexecutingthetask,whichleadstoabettergroupperformance.Italsoplaysacrucialrole in Relationships. Couples who believe in their potential to fulfil their shared goals arehappierascomparedtocoupleswithweakercollectiveefficacybeliefs.AlongwithCollectiveefficacyplayingamajor roleingrouporteam'sperformance,Self-efficacyplaysanimportantroleinteamsituations,wherebetterdecision-makingselfefficacypredictsbetterperformanceinteam sports likebaseball

1.1.5 ApplicationsofSelf-Efficacy

AlbertBandura'stheoryofself-efficacyalsohasvariousapplications,theseareincreasingacademicachievement, treatingphobias anddevelopmentofhealth behaviors.

FacingFears

Bandura conducted a study on understanding the role 0f self-efficacy in assisting facefears.Inoneofhisstudies,heapproachedparticipantswhohadsnakephobiaanddividedtheminto two groups. The participants of first group were given hands-on activities related to thefearwhichreferstoholdingthesnakeintheirhands,lettingthesnakeslitheronthem,etc.Theparticipants of second group were observing another individual who was interacting with thesnake but they themselves did not participate. After completing an assessment in order tounderstand if participants were still fearful of snakes, he found that those who interacted withthesnakedirectlyshowedhigherself-efficacyandlessavoidance.Thissuggeststhatpersonallyexpectingsomethingprovestobeeffectivethanobservingother swhenitcomestodevelopingself-efficacyan facing our fears.

AcademicAchievement

MartVanDintheralongwithhiscolleaguesinareviewofresearchonself-efficacyandeducation mentioned about Self-efficacy being associated with several factors like the goalswhich are chosen by student themselves, their strategies that they plan on using aa well theiracademicachievement.

1.2   Stress

The term Stress was coined by Hans Selye in 1936. He defined stress as "the non-specificresponseofthe body toany demand forchange."
Stress refers to a normal reaction that our body exhibits to everyday pressures or adjustivedemands. These are called Stressors, the effect it creates is called stress and the effort that anindividualtakes inorderto dealwith thesedemandsrefers toas coping strategies.
AccordingtoNeufeld(1990)Stressis by-productofpoororinadequatecoping.

Roz Brody, R and D Dwyer (2002) in their definition of Stress define it as, "a state ofphysiologicalandphysicaltensionproduced,accordingtothetransactionalmodel,wherethereis a mismatch between the perceived demands of a situation (the stressor) and the individual'sperceivedability to cope. AccordingtoHansSelye,therearetwo categories ofStress:

1.   Eustress (Positive stress) It refers to what motivates an individual to make a change. Itdirects an individual to be able to make a change and overcome the obstacle. It increases self-efficacy and productivity of an individual. For example, Stress during Wedding, Stress duringvacation,etc.
2.   Distress (Negative stress) It refers to an unpleasant emotion, feeling, thought, conditionorbehavior.Sometimes,itmayaffectanindividual'sdailyfunctioningandleadingtoFatigue,headaches, feeling overwhelmed. For example, Stress during Funeral, Deadlines, Financialcrisis,Abuseor feeling neglected. Stresscanbelooked atintermsofexternalandinternalstressors.

External stressors are sources of stress from outside of a person that an individual isawareofaroundthem.Thesecanincludetraumas,lifeexperiences,Marriageordivorce,Birth,Deathor simply daily hassles.
Internal stressors are the sources of stress that originate from within a person that anindividualisawareareinsidethemandareoftenthemostcommonsourcesofstress.Theyreferto thoughts and feelings that come to their minds maybe due to unease and can also includeunrealisticexpectations, uncertainties, low self-esteemand apprehensions.

1.2.1 VariousPerspectivesofStress

A) Physiologicalperspectiveofstress

HansSelye,gaveatheoryofGAS,GeneralAdaptationSyndrome,athree-stageprocessthatdescribes the physiological changesoccurringin thebodyduring stress.
ThethreestagesSelyegaveareAlarm,Resistance andExhaustion.

1.   TheAlarmStage:Theinitialstageisthealarmstagewhichreferstofightorflight

response,aphysiologicalresponseofbodytostress.Duringstress,thisreactionpreparesbodytoeitherfightorfleefromthe stressfulsituation.There'sanincreaseinactivityofsympatheticnervoussystem which prepares thebody forany emergencyactivity.

2.   The Resistance stage: After the fight of flight reaction, this stage includes where bodyrepairs itself. The sympathetic nervous system declines, adrenal cortex secrets cortisol andother hormones that enable body to be alert, fight infections and heal wounds. Signs of theresistancestageareIrritability,Frustration and Poor concentration.

3.   Exhaustion stage: After prolonged or chronic stress, in this stage, the individual is tired,inactiveandvulnerablebecausethenervoussystemandimmunesystemnolongerhaveenergytofightstress.Signsof exhaustioninclude,fatigue,burnout,depression,anxietyanddecreasesstresstolerance.

B) Behavioralperspectiveofstress

Meyer Friedman and Ray Rosenman, two cardiologists conducted a study to indicatehow heart diseases depend on individual differences in vulnerability to stress. They gave twopersonalitytypes,whichareTypeAandTypeB.TypeApersonalityreferstobeingcompetitive,ambitious,impatient, restlessandpressured.TypeBpersonalityreferstoabsenceoftheseabove-

mentionedtraits,ratherthey'remorerelaxed,duringpressureaswell.FriedmanandRosenmanin1959,testedhypothesist hatTypeAindividualswerepronetocoronaryheartdisease(CHD)ascomparedtoType   Bindividuals.Resultsindicated thattherewasa positive

correlation between both Type behaviour and CHD was sought. They concluded that Type Abehavior is associated to CHD. It was also found that Type A behavior pattern is associatedwith individual's experience of stress, which leads to an increase in physiological reactivityandvulnerability to CHD.

C) **CognitivePerspectiveofstress**

Marmotetal.(1997)intheirstudy,exploredtherelationbetweenworkplacestressandstress-relatedillness.Theysoughttotestthejob-strainmodelwhichproposedthatthere aretwowaysinwhichworkplacecreatesstressandillnesswhicharehighdemandan dlowcontrol.Totalof7372menandwomeninLondonparticipatedintheirstudy.They alsomadeanoteofanysignsofcardiovasculardisease,andwerereassessedfiveyearslater.Resultsshowedthatlowjobcon trolisassociatedwithhighstressandcardiovasculardisorder.Ontheotherside,highjobdemandisnotlinkedtostressandill ness,whichdoesnotsupportthejob-strainmodel.

These three perspectives, Physiological Cognitive & Behavioral, indicated that stresscan impact us in our daily lives. In addition, individuals can get ill through a combination ofcognitive and behavioral, which leads to physiology of stress in the body creating a harmfuleffect.

Lazarus and Folkman (1984) defined stress as "a pattern of negative physiologicalresponse occurring in situations where people perceive threats to their wellbeing which theymay beunable to meet."

Lazarus and Folkman (1984) gave the transactional model of Stress and Coping.They've mentioned two important phases 1) Cognitive appraisals and 2) Coping. Cognitiveappraisal is defined as "process of categorising an encounter, and it's various facets, withrespect to its significance for well-being". There are two types of appraisals, primary andsecondary. Primary appraisals involve questions like "am I in trouble or being benefited, noworinthefuture,andinwhatways?"Iftheanswerisyes,thenthesituationisconsideredasa

threatorchallenge.Secondaryappraisalinvolvesquestionslike"CanIcopewiththissituation?" It encourages and leads to confidence in one's potential to cope with the stressfulsituation. Coping is defined as "Cognitive and behavioral efforts to master, reduce, or toleratethe internal and external demand created by stressful transaction" According to Lazarus andFolkman, coping has two major functions, Emotion focused coping- this refers to regulatingthe emotions and distress that comes with stressful situation. Problem focused coping- thisrefers to managing the problem which causes stress by changing the elements of the stressfulsituation.

1.2.2   ApproachestoTheStudyofStress:

Therearemanyapproachestothestudyofstress.Generally,researchershaveconceptualized stress in three Ways. In one approach, stress is seen as a stimulus, and studiesfocus on the impact of stressors (events). Another approach   treats   stress   as   a   response andexaminesthestrainsthatthestressorsproduce(e.g.,thephysiologicalconsequences).Thethirdapproach   views stress as a process that involves continuous interaction and adjustment- ortransaction-betweentheperson and theenvironment.

1.2.3   ModelsofStress:

TheStimulus-BasedModelofStress

Holmes and Rahes have advanced the Stimulus-based model of stress. This theorystates that any changes in life, any life events of stressors, which can be either positive ornegative, are those stressors that test an individual's adaptation capacity along with causingphysiologicaland psychologicalstrains thatlead tohealth problemsfor anindividual.

Holmes and Rahes developed a Social Readjustment Rating Scale (SRRS) For the scale, theyhypothesised that individuals   who   score   high   in   SRRS   are   likely   to   experience   physical ormentalillness.Somesupportingevidencetothistheoryexists,howevercorrelationalislow

which has also led to this theory being criticised for ignoring the cognitive aspect of effects ofstress.
TheResponse-BasedModelofStress

This model focuses on the common physiological outcome of any stressful situation.This is represented in the well-known theory of Hans Selye referring to the Fight or Flightresponseinsituationsthatanindividualperceivesasthreatening.TheResponseisaphysiologicalresponsewherein arousalofSympatheticnervoussystemleadstomanyphysiological and somatic changes along with disruption of homeostasis. This idea, by HansSelye was developed in theoretical model of stress General Adaptation Syndrome theory. Heproposed that different types of stimuli result in similar physiological responses. The GAStheoryofHans Selyeisbased uponthreephases:Initial, ResistanceandExhaustion stage.

1.3   PerceivedStress

Perceived stress is defined as Experiencing difficulty in meeting demands withinimportantlifedomains (Willemen,Koot, Ferdinand, Goossens,& Schuengel,2008).

Perceived stress, as the name suggests, refers to the feelings and thoughts that a person has inregardstohowmuchstressthey'reunderinacertainamountoftime.Itincorporatesfeelingofone's life being out of control and unpredictable, how often an individual has to deal withhassles,orthechangethatoccursandtheconfidencewhiledealingwithproblemsordifficulties.Perceivedstressdoes n'tmeasure thestressfuleventsbuthowanindividualperceivedthe generalstressful eventsand their ability to handlethe stressfulevents.

Perceived stress is when an individual's thoughts spiral into what could happen, andthey decide that awful things are inevitable. Perceived stress may cause headaches, pain,fatigue, lack of focus and motivation, etc. some of these are effects of stress and some areunhealthycoping mechanisms.

1.4 *Significanceof thestudy*

In recent times of Covid-19, a lot of factors have led to stress among individuals. Be itfromthefearofCovid-19,unemployment,shifttoremoteworking,onlineeducation,lockdowns, etc have contributed towards stress. In addition, this may sometimes lead todoubting themselves and their abilities. The current study is about Self-efficacy which referstoanindividual'sownbeliefsintheirabilitiesandPerceivedstresswhichreferstothefeelingsandthoughtsofanindividualaboutthestressthey'reunderduringatime.Thisstudywillhelpto understand what is the relationship between Self-efficacy and Perceived stress amongindividuals. It is important to understand whether perceived stress contributes towards high orlow self-efficacy among individuals. The aim is to understand what exactly is the relationshipbetweenSelf-efficacy and Perceived stressand thegender differences.

 *Corresponding Author: Heena kamnani

REVIEWOFLITERATURE
This chapter focuses on various studies and literature reviews conducted on Self-efficacy and Perceived stress by various authors. This review of literature is done based uponthe variables Self-efficacy and Perceived stress. Self-efficacy refers to the belief an individualhas about their own abilities. Perceived stress refers to feelings and thoughts an individual hasabout how much stress they're under. Various studies focusing on various aspects related toSelf-efficacy and Perceivedstress-their results,conclusionsandfindingsarediscussedhere.

Ng et.al., (2003) in their study on *"Relationships between Perceived stress and healthbehaviors in working adults"* explored the associations between perceived stress and healthbehaviors like fat intake, exercise, alcohol consumption and smoking behaviors. The data forthe study was from 12,110 individuals from 26 worksites who participated in the SUCCESSproject, a study on smoking cessation interventions. Results indicated that High stress amongmen and women associated with a higher fat diet, less frequent exercise, cigarette smoking,lessself-efficacytoquitsmokingandlessself-
efficacytonotsmokewhenstressed.Inaddition,thestudyalsosuggestedthattheassociationbetweenstressanddiseasemi ghtbemoderatedinpartby unhealthy behaviors.

A Zajacovaet.al., (2005) conducted a study on *"Self-efficacy, stress and academicsuccess in college students"* and examined the effects of academic self-efficacy and stress onacademic performance. They developed a survey instrument to measure the level of academicself-efficacyandperceivedstressassociatedwith27college-relatedtaskandestimatedstructural equation models to assess the relative importance of stress and self-efficacy inpredicting three academic performance outcomes: first-year college GPA, the number ofaccumulated credits, andcollegeretention afterthefirst year.A total of 107 participants,non-

traditional,immigrantandminority,collegefreshmenatinstitutionfilledthesurveyinstrument.Findingssuggestthataca demicself-efficacyismorerobustandconsistentpredictorthan stress of academic success.

R Mahyuddinet.al., (2006) in their study on *"The relationship between students' selfefficacyandtheirEnglishlanguageachievement"*exploredtherelationshipbetweenstudents'self efficacy and their English language achievement. A descriptive-correlational study wasconducted on 1,146 students from eight secondary schools in the Petaling district, Selangor.The instruments used to measure self efficacy were the Self Efficacy Scale developed byBandura (1995) and the Self Efficacy Scale developed by Kim and Park (1997). The resultsshowed that 51 percent of the students reported high self-efficacy and 48% showed low selfefficacy.FindingsreportedthatachievementinEnglishlanguageimproveswhenstudentshavehighselfefficacy in thelanguage.

A Luszczynska et., al (2007) in their study on *"Received social support, self-efficacy,andfindingbenefitsindiseaseaspredictorsofphysicalfunctioningandadherencetoantiretroviral therapy"* explored whether received social support, self-efficacy and benefits indisease are related to physical functioning and adherence to antiretroviral medication amongmen and women infected with HIV. A total of 104 patients participated in the study andmeasures included self-efficacy scale, Berlin social support scales, questionnaire on takingmedication. Results indicated that finding benefits and self-efficacy were directly related toboth adherence and physical functioning. In addition, finding benefits mediated the relationbetweenpatients' self-efficacyandadherenceaswell asphysical functioning.

SShonali(2009)conductedastudyon*"AcademicSelf-EfficacyofCollegestudentsinShimla"* The aim of the study was to understand whether self-efficacy help counteract stressas a coping mechanism, and if there are any gender differences in Indian culture in Self-efficacy,academicachievementandstress.Atotalof200participants,116womenand84men

participatedinthestudy.ResultsindicatethatSelf-efficacyincreasesstudentsproblemsolvingability and moderates stress effects. Performance of the students was measured in 3 contexts,their problem-solving ability, academic achievement and classroom tests. Results show thatalthough stress was a reason of poor performance, self-efficacyas a coping mechanisminfluenced on improving problem solving ability as compared to academic achievement andclassroomtests. Males showed greaterself-efficacy and lessstress.

S Kumar et.al., (2009) in their study on *"Perceived sources of stress amongst Indiandentalstudents"*exploredtheperceivedsources ofstressamongdentalstudents.Toassessthelevels of stress, modified dental environment stress (DES) questionnaire consisting of 38questions was used. The first major stressor for all the students was examination and gradeswithameanscoreof2.86andSD1.06followedbyfullworkingday,receivingcriticismfromsupervisors about academic or clinical work, amount of cheating in dental faculty, rules andregulationsofthefacultyandfearofunemploymentafter graduation.Amongstthe sixhigheststressors in each year, at least three were dental faculty related.There was a significantdifferencein stress perception between genders.

KCaldwell et.al.,(2010)intheirstudyon*"DevelopingMindfulnessinCollegeStudents Through Movement-Based Courses: Effects on Self-Regulatory Self-Efficacy, Mood,Stress,andSleepQuality"*exploredofmindfulnessisincreasedbyparticipatinginmovement-based courses and if any changes in self-regulatory self efficacy, mood and perceived stressmediatesthe relationshipamongincreasedmindfulnessandbetter sleep.A totalof 166participantsenrolledin15-weekclasseslikePilates,Taijiquanorgryokinesis.Theparticipantscompleted measures of mindfulness, self-regulatory self efficacy, mood, perceived stress andsleepqualityduringthebeginning,middleandendofthesemester.Resultsindicatedthattherewerechangesmindfulness,directlyrelatingtobettersleepquality.Findingsconcludedthat

Movement based courses do increase mindfulness, and an increase in mindfulness leads tochangesin perceived stress which eventuallyleadsto quality of sleep.

S Petrie (2010) conducted a study on *"The relationship between Perceived stress andResilience among adolescents with Cystic Fibrosis"* The aim of the study is to investigate therelationship between perceived stress and resilience among individuals with cystic fibrosis,focusingontheresearchquestionwhatistherelationshipbetweenthetwovariables.Atotalof19 adolescents participated in the study within the age group of 15-23 years. Perceived stressscale (PPS-10) and Resilience Scale (RS-14) and convenience sampling were used. Pearson'scorrelationshowedastatisticallysignificantrelationshipbetweenperceivedstressandresilience. Findings indicate that higher resilience level leads to lower perceived stress amongadolescentswith CysticFibrosis.

YM.Yusoff(2011)conductedastudyon*"Self-efficacy,perceivedsocialsupportandpsychological adjustment"* to assess the relationship between self-efficacy, perceived socialsupportandpsychologicaladjustment.185internationalstudentsparticipatedinthestudy.TheGeneral Self-Efficacy Scale (Schwarzer & Jerusalem, 1995) was administered to assess theinternational students' self-beliefs to cope with a variety of difficult demands in life. TheMultidimensional Scale of Perceived Social Support (Zimet et al., 1988) was used to assessinternationalstudents'socialsupport.PsychologicaladjustmentwasmeasuredwiththeSatisfactionwithLifeScale.Resultsindicatedthatselfefficacyandonedimensionofperceivedsocialsupport(supportfromfriendsandsignificantothers)haveasignificantrelationshipwithpsychologicaladjustment.

SMishra&VShanwal(2014)conductedastudyon*"RoleofFamilyEnvironmentinDevelopingSelfEfficacyofAdolescents"*.Thepurposeofthestudyistounderstandtheroleoffamily environment in developing self-efficacy. The samples of 130 respondents with the agerangeof13-18(averageageof14.91)wereevaluatedinthisstudytoinvestigatethe

relationshipbetweenfamilyenvironmentandselfefficacy.Theresultsshowedpositiveassociationbetween family environment and self efficacy.

R Varghese et.al., (2015) conducted a study on *"Perceived Stress and Self EfficacyamongCollegestudents".*Thisarticlegivesanemphasisonstudiesavailableworldwideaboutimpact of Perceived stress among college students.The currentreview found that, highperceived stress results in low academic performance and vice versa. Different researchfindingsalsosuggestthat,levelofperceivedstressdiffersdependingonthecourses whichthestudentsarelearningandalsotherearegenderrelateddifferences.Femalestudentswerefoundtohavegreaterlevels ofstress and morehealth problems.

NJaiswal&RDhar(2015)intheirstudyon*"Transformationalleadership,innovation climate, creative self-efficacy and employee creativity".* The purpose of the studyis to explore the role of innovation climate and creative self efficacy. A total of 372 peopleparticipated in the study. Findings of the study show that transformational leaders can foster aclimate for innovation that promotes employee creativity. In addition, role of creative self-efficacywasfoundinrelationshipbetweeninnovationclimateandemployeecreativity.Findingssuggestthatemployees whohavehighcreativeself-efficacyresorttocreativebehaviourwhen they receive asupportive innovation climate.

P Gajendran & Y Nagle (2016) conducted a study on *"Self-Efficacy and Locus ofControl in Indian Youth".* The aim of the study was to find out role of self efficacy and locusof control and study the gender differences. A total of 465 job aspirants- 264 males and 201females participated in the study between the age range of 20-27 years. General Self-efficacyScale by Jerusalem & Schwarzer and Locus of Control by Rotter, J. B was used along withdescriptive statistics (mean & S.D) and ANOVA was used for the study. Results showed nosignificant difference in their self-efficacy and no gender differences were found in self-efficacy.Although,therewasasignificantdifferenceintheirLocusofcontrol.Inaddition,the

studyalsoreportedthatHighself-efficacywithinternallocusofcontrolinfluencesparticipantsperformanceto attain success.

SPatil et.al.,(2016)conductedastudyon*"ImpactofSocialSupportandSelfEfficacyon Stress levels in Students"*. The aim of the study is to assess the correlation among self-efficacy, social support and stress. A total of 250 students within the age range of 18-22 yearsparticipated in the study. To assess the relationship between academic self efficacy, socialsupport and stress Pearson's correlation was used. Results indicated a consistent moderatenegative correlation of social support with stress among the students. Perceived self efficacywasnegatively associated with selfperceived stress among allthe students.

S Shinde et.al., (2016) in their study on *"The relationship between self efficacy,hardiness and perceived stress amongst professional dancers"* assess the correlation betweenself-efficacy,hardinessandperceivedstress.Professionalswithintheagerangeof25-35wereassessed with General Self Efficacy, Hardiness scale and Perceived stress scale. The findingsrevealedasignificantcorrelationbetweenallthethreevariablesamongstprofessionaldancers.The r value was found to be significant at 0.01 level. Positive correlation among self efficacyand hardiness along with Negative correlation among self efficacy and perceived stress wasalso found.

S Sarkar et.al., (2017) in their study *"A systematic review of depression, anxiety, andstress among medical students in India"* attempted to collate the findings relating to theprevalence of depression, anxiety and stress among medical students in India. The studiesconducted in India that reported prevalence of depression, anxiety and stress among themedical students were included and pooled prevalence rate was calculated for depression,anxiety and stress. The prevalence rate of depression varied from 8.7% to 71.3%, while thepooled prevalence rate of depression from 16 studies (n = 3882) was 39.2% (95% confidenceinterval:29.0%−49.5%).Similarly,thepooledprevalencerateofanxietyfromfourstudies($n=$

686)was34.5%(95%confidenceinterval:10.1%−58.9%),andthepooledprevalencerateof

stress from 28 studies (*n* = 5354) was 51.3% (95% confidence intervals: 42.8%−59.8%).Results show that female students had higher rates of depression and stress as compared tomalesanddepression,anxietyandstressaffectaconsiderableproportionofstudentsinIndia.

K Vishwanath & S. V Reddy (2017) conducted a study on *"Impact of EmotionalIntelligence,MentalhealthandSelfefficacyonAcademicachievement".*Theaimofstudywastoassesstheemotionalintelligence,mentalhealthandself-efficacyamongteachertrainees.Atotalof 360teacher traineesparticipatedinthe studyandwereadministeredEmotionalIntelligenceScalebyMangalandMangal,MentalHealthStatusInventorybyReddyandSelf-EfficacyScalebyNazarethAmalrajandMohan.Resultsindicatedthatthereexistsasignificantinfluence of emotional intelligence, mental health and self efficacy on academic achievementamongteacher trainees.

K Parthi& S Rohilla (2017) conducted a study on *"Mental health, Perceived Stress,andSelf-Esteem amongStudentsinHigherEducation".*The purposeof the studyistounderstand mental health status and the contributing factors for students to drop out of highereducation.Atotalof200students,100fromPh.D.programsand100frompost-Graduatewithequal number of males and females were randomly selected and administered General HealthQuestionnaire-12 (GHQ-12), Perceived Stress Scale and Self-Esteem Scale. Results showsignificantdifferenceson mentalhealthamongresearchstudentsandpostgraduatestudents.

MHossain(2020)conductedastudyon*"Perceivedstressamongyoungadultsduringsocial isolation".* The aim of the study is to discover perceived stress among young adultsduring social isolation. A total of 100 participants within the age range of 18-25 participatedandweresenttwoversionsofPSSIteminventory,(PerceivedStressScalebySheldonCohen) -PSS 10 and PSS-14. The scores were then calculated after which the Mean and StandardDeviation was compared between males and females; students and working

individuals.Results indicated females having higher perceived stress than males in bothversions.Itwasalsoreportedthatworkingindividualshavemoreperceivedstressascomparedto students. They suggested that some stress relieving techniques like yoga and exercise,engaging in art or a hobby, meditation, staying connected with loved ones virtually, keeping ajournalcan help people during isolation.

SJain&TDesai(2020)conductedastudyon*"Adolescent'sself-efficacyandgeneralwell-being".* The aim of this study was to understand the impact of Self-efficacy on generalwell-being. A total of 100 adolescents, 50 girls and 50 boys participated in the study, selectedby purposive sampling method. Tools used for Self-efficacy was Self Efficacy Scale by A.K.Singh and Shruti Narain, for Well-Being General Well-being scale by Ashok K. Kalia andAnitaDeswalwasused.Correlationandt-testwasused,andtherewasnosignificantdifferenceinself-efficacyofadolescentgirlsandboysfoundandnosignificantdifferenceofgeneralwell-beingofadolescentboysandgirlswasfound.Inaddition,CorrelationshowedthatSelf-efficacyhasan impact on General well-being of adolescents.

KSharma&DKour(2021)conducted astudyon*"Self-efficacyasaMediatorintheRelationship between Meaning in life and Mental Health in Young Adults".* The aim of thestudy is to investigate the link among meaning in life and self-efficacy, as well the mediatingrole of self-efficacy in the relationship between meaning in life and mental health. A total of150 young adults participated in the study, 93 females and 57 males. Results indicated asignificant relationship between meaning in life and self-efficacy and that self-efficacy doesplay a statistically significant mediator role of the relationship between meaning in life andmentalhealth. Inaddition,theimportantroleofself-efficacyforhealthdevelopmentandwell-beingof young adults is also highlighted in theirstudy.

R Garg et.al., (2021) conducted a study on *"Perceived stress among doctors workinginadedicatedcovid-19hospital".*Thepurposeofthestudyistoassesslevelofperceivedstress

amongdoctorsandtheassociationof   stressinrelationtotime   spentinward,ageanddesignation.Itwasacross-sectional,Google-basedsurveyconductedinOctoberandNovember2002.Theformwascirculatedandrecordedthesociodemographicdata,timespentin the COVID-19 ward, etc. The perceived stress scale (PSS) was used to assess the level ofstress. Appropriate statistical analysis was used and all ethical considerations were followed.A total of 250 doctors participated in the study. Results indicated that Perceived stress hassignificantly negative correlation with age and significantly positive Correlation with hoursspentin Covid ward.

B Chhetri (2021) conducted a study on *"Prevalence of stress among Indian studentsduringCovid-19".*This studyfocusesonexploringthestresslevelsofIndianstudents,psychological imbalances if any and major hurdles faced during Covid-19 lockdown. UsingsnowballsamplingmethodanonlinesurveyofthePerceivedStressScale (PSS)wasconductedon students across India. A total of 450 students responded to the PSS survey and levelsindicated by PSS were compared, variance and regression analyses was performed. ResultsindicatethatStudentsweregenerallystressedduringthelockdown,inwhichFemalesreportedtobe   morestress than Males.

N. Dagli& R. Dagli (2021) conducted a study on *"Perceived stress during lockdowndue to Corona pandemic in Indian Urban Population".* The study focuses on the effect oflockdown on stress level of Indian urban population. Using Snowball sampling method, aPerceived Stress Questionnaire (PSQ), a total of 120 questionnaires were sent through socialmedia. The Shapiro-Wilk test was applied, independent t-test to find the difference betweenmales and females, One-way analysis of variance (ANOVA) to find difference in various agegroups and post hoc Tukey's honest significant difference test was used. A total of 100 filledresponseswereanalysed.Resultsindicatedthatprevalenceofmoderatestresslevelinstudied

sample population. Females showing more stress level than males, but the difference was notstatisticallysignificant. Stresswas negativelycorrelated with ageof participants.

AGautamandUKumar(2021)intheirstudyon*"Perceivedstress,SelfefficacyandReasons for living as Predictors of Suicidal Ideation"* investigated the relationship amongPerceived stress, self-efficacy and reasons for living with suicidal ideation. A total of 130students were randomly drawn. The Scales used were Perceived Stress Scale, Self Efficacy,Reasons for Living Inventory and Beck Scale for Suicide Ideation, along with Pearson'scorrelation & stepwise multiple regression analyses. Results indicated Perceived stress waspositively significantly correlated and a very potent predictor of suicidal ideation. In addition,the study also revealed that self efficacy and reasons for living were negatively significantlyassociatedwith suicidal ideation.

Overall, few previous studies on Self-efficacy report that there's no significant genderdifferences in Self-efficacy. Few studies on Self-efficacy showed greater in men as comparedtowomen.Self-efficacyhasalsobeenreportedtohaveaninfluenceonacademicachievement,anditplaysamediatorroleofrelationshipbetweenmeaningin lifeandmentalhealth. Perceived Stress is reported higher in females than in males. In regards with Covid-19,several studies reported that students were stressed during lockdown. One study indicatedPerceived stress having a negative correlation with age and positive correlation with hoursspent in a Covid ward. Perceived self efficacy was negative associated with Self perceivedstressamong students, was found.

RESEARCHMETHODOLOGY

The methodological procedure used in the study are introduced in this chapter. Thetopics are the samples, data collection instrument, the data collection procedure and the dataanalysis techniques. The aim, objective and hypothesis are included in the first part. Theinstrumentusedinthestudyareexplainedinthesecondpart.Variableisgiveninthethirdpart.The data collection procedure is explained in the Fourth part. Data Analysis procedure wasexplainedinthefifthsection.Thefollowingsectionembodiesthestatisticaltechniquesfortheanalysisof thedata.

3.1   Aim:

TostudytherelationshipbetweenSelf-efficacyandPerceivedstressandalsotounderstandgender differences among youngadults.

3.2   Objectives:

1.   ToassesstherelationshipbetweenSelf-efficacyandPerceivedstressamongyoungadults.

2.   Tostudy thegender differencesin maleand femaleSelf-efficacy.

3.   Tostudythegenderdifferencesin maleandfemale Perceivedstress.

3.3   Hypotheses:

H1:TherewillbeapositiverelationshipbetweenSelf-efficacyandPerceivedstressamongyoung adults.
H2:TherewillbeasignificantdifferencebetweenMaleandFemaleinSelf-efficacyamongyoung adults.

H3:TherewillbeasignificantdifferencebetweenMaleandFemaleinPerceivedstressamong youngadults.

3.4 VariablesIndependentvariables

Gender: Gender refers to the attitudes, feelings and behaviours that a given culture associateswithaperson's biologicalsex.

Dependentvariable

Perceived Stress: Perceived stress refers to the degree to which events in a person's life areassessed as stressful, unpredictable and uncontrollable (Cohen, Kamarck, &Mermelstein,1983;Phillips, 2012)

Self-efficacy: Self-Efficacy is a person's particular set of beliefs that determine how well onecan execute a plan of action in prospective situations (Bandura, 1977) Self-efficacy reflectsconfidence in the ability to exert control over one's own motivation, behavior, and socialenvironment. These cognitive self-evaluations influence all manner of human experience,including the goals for which people strive, the amount of energy expended toward goalachievement,andlikelihood ofattaining particularlevels ofbehavioral performance.

3.5 Samplingandsamplingtechniques

ThestudyaimedtodiscovertherelationshipbetweenSelf-efficacyandPerceivedstressamongyoungadultsandalsofindthegenderdifferencesinSelf-efficacyandPerceivedstress.The participants of the study were 150 (73 Males and 77 Females) which was collected basedon the purposive sampling method using google forms. After which the method of simplerandomsamplingwasusedforthecollectedsamples.Thetotalsamplesatthefinalphasewere

125amongwhich59areMalesand66areFemales.Thesampleswerecollectedfromvariousgeographic area in and around Maharashtraand Karnataka.
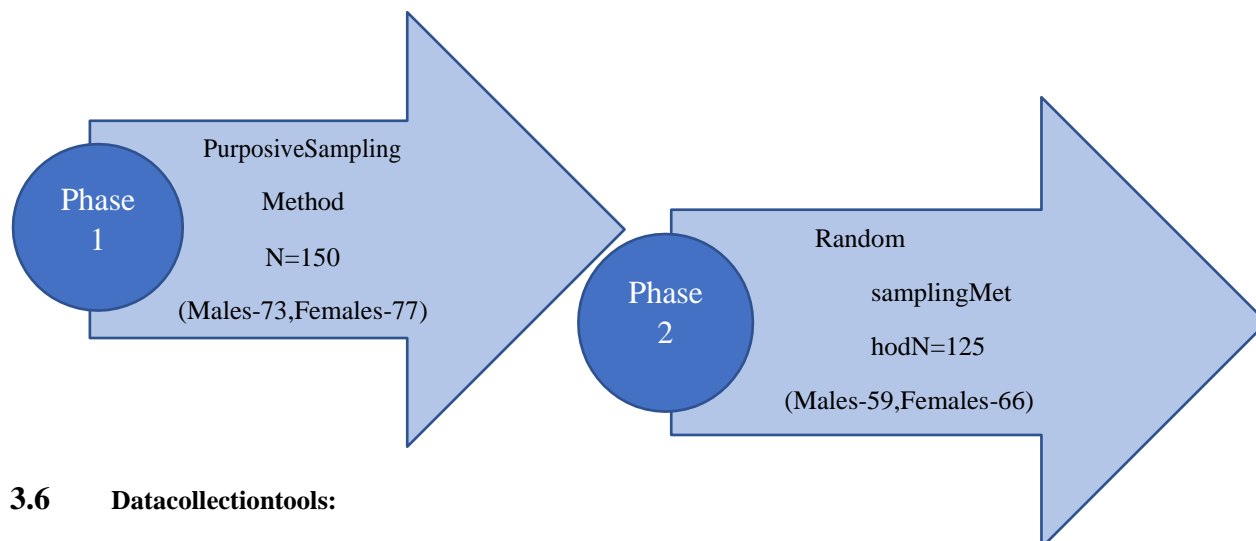
3.6   Datacollectiontools:

The data of this study was obtained by the following scales such as The Self-efficacyScale(SES) and ThePerceived Stress scale (PSS).

3.6.1   Self-efficacy Scale: The Self-efficacy Scale (SES) developed by Mark Sherer. James E.Maddux. Blaise Mercandante, Steven Prentice-Dunn, Beth Jacobs, and Ronald W. Rogers is afive-point rating scale consisting of 30-items that measures general expectations of self-efficacy that are not tied to specific situations or behavior. The SES consists of two subscales,generalself-efficacywhichhastotal17items andsocialself-efficacywhichhastotal 6items.

Norms: The initial studies of the SES involved 376 undergraduate students in introductorypsychology classes and 150 inpatients from a Veterans Administration alcohol treatment unit.Noother demographic data wereprovidednorwereactual normsfor thesegroups.

Reliability: The SES has fairly good internal consistency, with alphas of.86 for the generalsubscaleand .71forthesocialsubscale.No test-retest datawerereported.

Validity: The SES was shown to have good criterion-related validity by accurately predictingthatpeoplewithhigherself-efficacywouldhavegreatersuccessthanthosewhoscorelowin

self-efficacyinpastvocational.educational,andmonetarygoals.TheSESalsohasdemonstrated construct validity by correlating significantly in predicted directions with anumber of measures such as the Ego Strength Scale, the Interpersonal Competency Scale, andtheRosenberg Self-Esteem Scale.

3.6.2 **Perceived Stress Scale:** The Perceived Stress scale (PSS) developed by Cohen, S.,Kamarck,T.,&Mermelstein,R.isafive-pointratingscaleconsistingof14items.Itistoassessthedegreetowhichpeopleperceivetheirlivesasstressful.Highlevels ofstressare associatedwithpoor self-reportedhealth,elevated bloodpressure,depression,andsusceptibilitytoinfection.

Subjectsindicatehowoftentheyhavefoundtheirlivesunpredictable,uncontrollable,and overloaded in thelast month. *Norms:*ThePSSwasadministeredoncollegestudentsattwotimepointsincludingatbaselineandthenagain6weekslater. Sampleoneconsistedofn=332,ameanof23.18andSDof7.31wasreported.Sampletwoconsisted ofn=114, a mean of23.67 andSD of7.79 wasreported.

*Reliability:*TheReliability ofPSSisalpha=.78

*Validity:*ValidityCorrelatesinapredictedwaywithothermeasureofstress (JobResponsibilitiesScale, lifeevents scales).

3.7 **Procedure:**

To collect data, the inventories were converted into google forms and were distributedtothesamplesofthestudy.Thesubjectswereaskedfortheirpermissionandaftertheirconsent,the form was shared. They were given the questionnaire set, including the explanation of thestudy, confidentiality issues, contact information of the researches, demographic informationandthe scales. Theadministration ofthe scaleapproximately 10 minutes.

3.8   Ethicalconsiderations:

All the participants were provided with the informed consent. The participants wereapproachedindividuallyandgiven anexplanationof the purpose of the studyanddatacollectionprocess.Theyweregivenappropriatetimetoaskquestionsandaddressanyconcerns.Oncetheya greewiththeprocess,theywereaskedtosigntheinformedconsentformbefore the data was collected from them. An explanation was clearly given to potentialparticipants that they have a right to withdraw from the study at any time even after theinformed consent had been signed. The anonymity and confidentiality of the participants waspreserved by not revealing their names, identity in the data collection, analysis and reportingof thefindings of the study.

3.9   Statisticalanalysis:

For the current study, qualitative data was gathered by reviewing the article to get anidea and the quantitative data were collected and analyzed using SPSS.Scores of the SocialMedia addiction were calculated. To calculate the scores, the sum of the responses to 30-itemscale of the Self-efficacy scale were computed for each participant. Higher values state highlevel of Self-efficacy. Similarly, the Scores of Perceived Stress was calculated. SubsequentlyMean, Standard Deviation and frequency were computed for the scores and responses of thedemographic information form. Correlational analysis was performed for the variables and t-testwas performed in order to find thegender differences.

RESULTSANDDISCUSSION

Inthischapter,resultsandinterpretationofthestudyarepresented. Inthefirstsection,the result of the frequencies of gender of the samples were presented. In the second partdescriptivestatisticsincludingMeanandStandarddeviationregardingtotheSelf-efficacyandPerceivedstressquestionnairescoredofthesamplesarepresented.InthethirdpartcorrelationalanalysisofSelf-efficacyandPerceivedstresswerepresented.Inthefourthpartt-testwere covered in order tofind the significant gender differences.
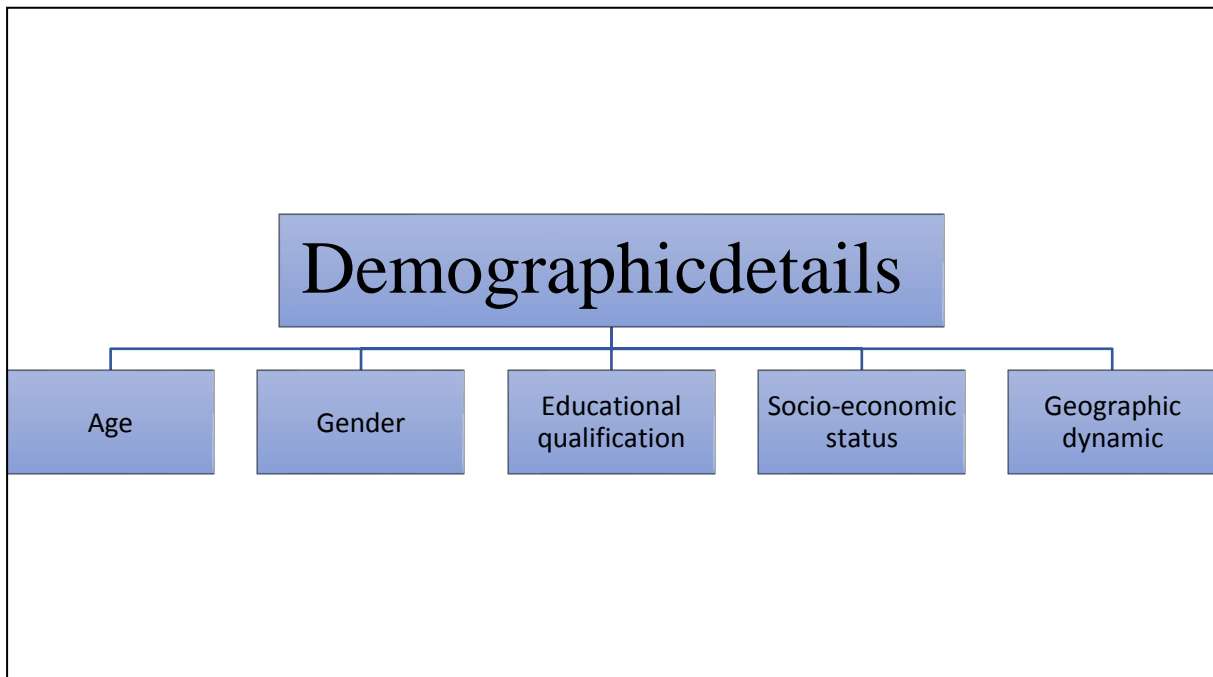
Theflowchartrepresenting thedemographicdetails:

Table4.1

ShowingtheFrequencypercentage ofAgeandGender

Variable	N=125	Frequency	Percentage
Age	18-20	41	34.2
	21-22	53	44.2
	23-25	31	24.8
Gender	MaleFemale	59	47.2
		66	52.8
	2ndyear		
	2nd year studentCA		
EducationalQualification	aspirantGraduate	1	.8
	High schoolPost-	1	.8
	graduateUndergraduate	1	.8
		85	68
	Lower	20	16.7
	middleMiddleUpper	16	13.3
	Uppermiddle	1	.8
	RuralSemi-rural	5	4.2
Socio-economicstatus	Semi-urban	79	63.2
	Urban	5	4.2
		36	30.0
Geographicdynamic		3	2.5
		3	2.5
		25	20.8
		94	75.2

*Corresponding Author: Heena kamnani

The frequency and the frequency percentage of the samples based on the gender wasperformed. On the total the number of samples were 125 whose frequency percentage wasfound to be 100%. Among the respondents, the frequency of males was found to be 59 andfemaleswasfoundtobe66.Accordingly,thepercentageofmalesandfemalesis47.2and52.8respectively.

Hypothesis1. TherewillbeapositiverelationshipbetweenSelf-efficacyandPerceivedstressamong youngadults.
**Table4.2**

CorrelationbetweenSelf-efficacyandPerceivedstress

Variable	n	M	SD	Self-efficacy	Perceived stress
Self-efficacy	125	83.98	11.1	1	
Perceivedstress	125	28.81	3.8	-0.138 (0.126)	1

Pearson correlation was performed to find out the relationship between Self-efficacyand Perceived stress. The total number of samples used in the study is 125. The mean of Self-efficacy was found to be 83.98 and Standard deviation was found to be 11.1. For Perceivedstress, the Standard deviation was found to be 3.8 and Mean was found to be 28.81. Thecorrelationcoefficientof Self-efficacy andPerceivedstresswas-0.138,this showedthatthere

is a negative correlation between Self-efficacy and Perceived stress. The significance wasfound to be 0.126, which shows that there is a weak correlation between Self-efficacy andPerceived stress. It can be concluded that when Self-efficacy increases, there is a decrease inPerceivedstress and vice-versa.

Figure4.1

ScatterplotofSelf-efficacyandPerceivedstress
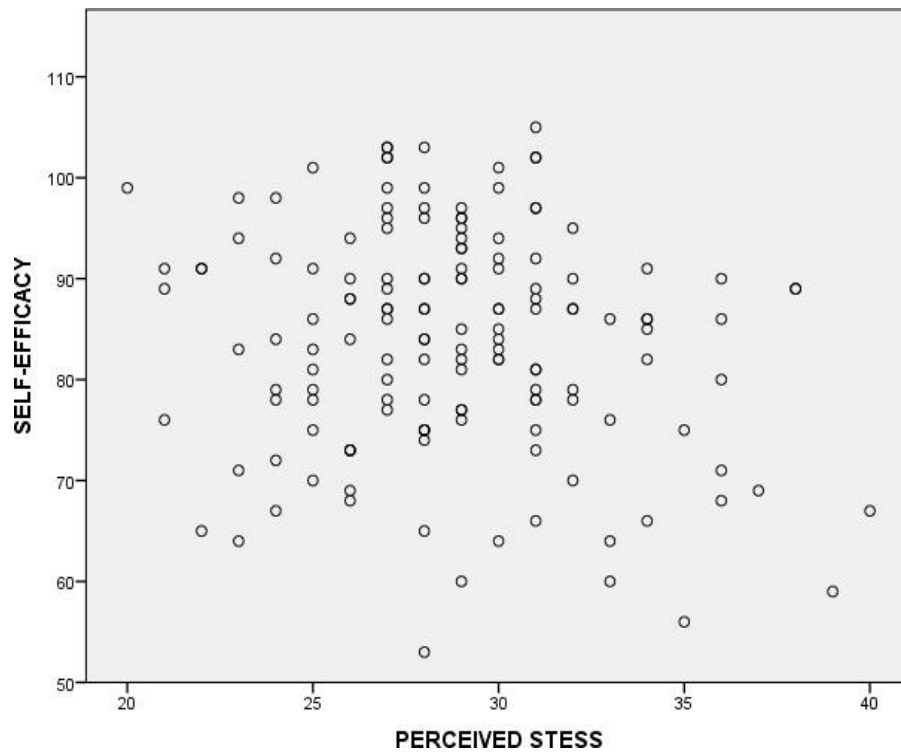
Theabovefigurerepresentsthescatterplotdistributionofself-efficacyandperceivedstressofthesamples taken into the study.

Hypothesis2. TherewillbeasignificantdifferencebetweenMaleandFemaleinSelf-efficacyamong youngadults.
Table4.3

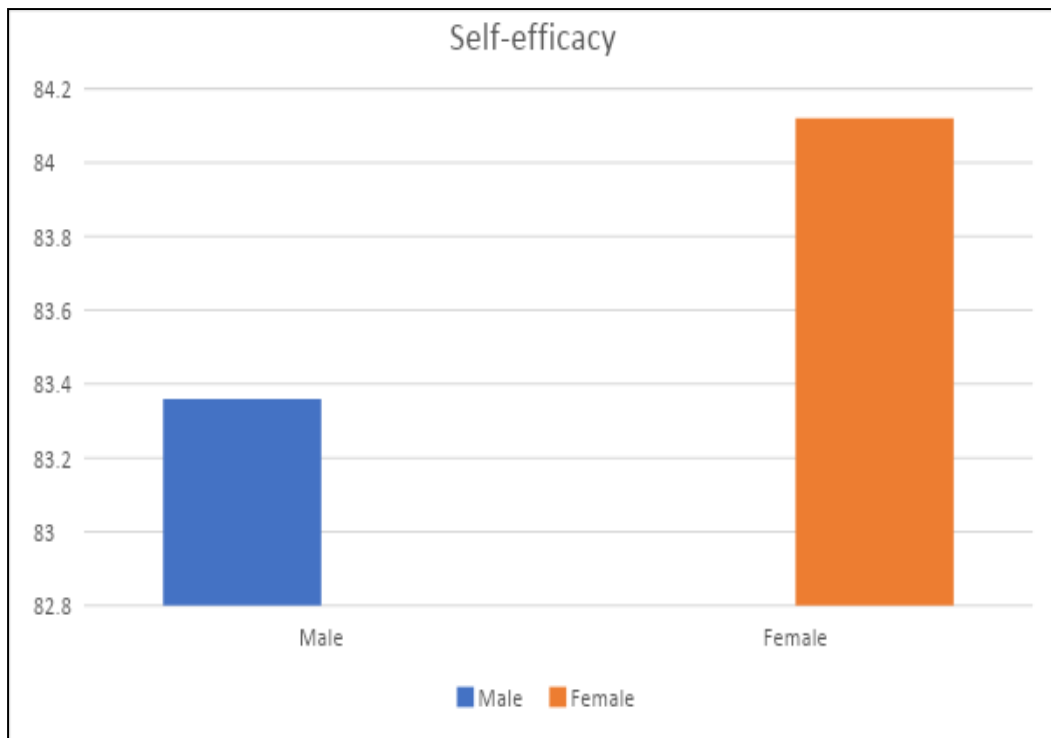*t-testofSelf-efficacywithrespecttogender*

Variable	Male		Female		t	Sig
	M	SD	M	SD		
Self-efficacy	83.36	10.707	84.12	11.606	-.382	0.640

Thet-testisperformedonSelf-efficacywithrespecttogender.Theabovetablerevealsthe results. When Self-efficacy isconsidered, it was found that the Meanand StandarddeviationofMalewas83.36and10.707respectively.Andforfemalemeanwasfoundtobe 84.12andstandarddeviationwas11.606.Thet-valuewas-.382whosesignificancewasfoundto be 0.640. From the analysis it was found that there exists a significant difference betweenmaleand female, wherefemales arehigh in self-efficacycompared tomales.

Figure4.2

Bardiagramofself-efficacywithrespecttogender

Theabovefigurerepresentsthedifferencesinself-
efficacywithrespecttomaleandfemale.Fromthat,itwasfoundthatfemalesarehighinself-efficacycomparingtomales.

Hypothesis3. TherewillbeasignificantdifferencebetweenMaleandFemaleinPerceivedstressamong young adults.
Table4.4

t-testofPerceivedstresswithrespecttogender

Variable	Male		Female		t	Sig
	M	SD	M	SD		
PerceivedStress	28.20	3.899	29.55	3.655	-1.986	0.581

The t-test is performed on Perceived stress with respect to gender. The above tablereveals the results. When Perceived stress is considered, the mean and standard deviation ofmaleswas28.20and3.899respectively.Themeanandstandarddeviationoffemaleswas29.55and 3.655 respectively. The t-value was -1.986 and significance was 0.581. This shows thatthere exists a significant difference when considering gender, which shows that Perceivedstress is high in females. It is concluded that both Self-efficacy and Perceived are high infemalescomparing to males.

Figure4.3

BardiagramofPerceivedstresswithrespecttogender
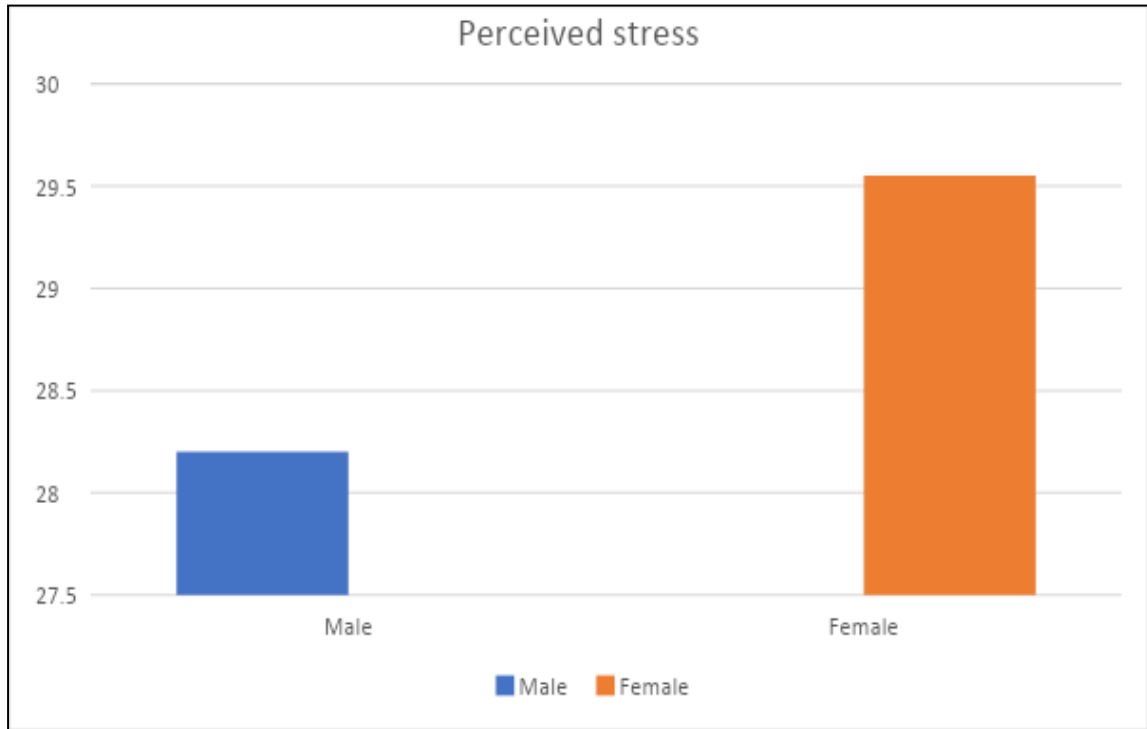
The above figure represents the differences in perceived stress with respect to male and female. From that, it was found that females are high in self-efficacy comparing to males.

DISCUSSION

This chapter presents the discussion of the study based on the findings of statisticalanalysis.Theresearchfindingsindicatethatthisstudyhasconsiderablycontributedtowardsanimproved understanding of Self-efficacy and Perceived stress among young adults. For longtime, the researchers have been attempting to the research, the relation between self-efficacyandPerceivedstressandthisstudyexploredthecertainimportantfactorthatisrelatedandhasexploredthe significanceand relationship between each.

Fromthestatisticalanalysisitwasfoundthatthefrequencyandthefrequencypercentageofthesampleswithrespecttogen derwas analysed.Amongtherespondents,whenconsidering gender, the frequency of the male was found to be 59 and 66 and female waswhose,percentagewasfoundtobe47.2and52.8respectively.Thewholefrequencypercentagewasfound to be100%.

Hypothesis 1: There will be a positive relationship between Self-efficacy and Perceivedstressamong young adults.

Correlational analysis was performed for finding the strength and significance of thevariables.TheMeanofSelf-efficacywasfoundtobe57.63andStandarddeviation(SD)was
6.189 and finally for Perceived stress Mean=53.42 and Standard deviation=5.033. WhenconsideringtherelationshipbetweenSelf-efficacyandPerceivedstressthePearsoncoefficientwas found to be 0.348 and the significance (2 tailed) was 0.006 which shows that there existsa significant relationship. From the correlation table it can be concluded that there exists asignificantrelationship between Self-efficacyandPerceived stress.

In one study on Perceived stress, self-efficacy and its relations to psychological well-beingstatus,resultsrevealedthatGreaterstresswasassociatedwithlowergeneralself-efficacyand lower mental health status. A significant inverse relationship between self-efficacy andgeneralhealth was foundamong students**(Moeiniet.al., 2008)**

Hypothesis 2: There will be a significant difference between Male and Female in Self-efficacyamong young adults

t-test was performed to find the significant gender differences in Self-efficacy. The t-test is performed on Self-efficacy with respect to gender. The above table reveals the results.When Self-efficacy is considered, it was found that the Mean and Standard deviation of Malewas 83.36 and 10.707 respectively. And for female mean was found to be 84.12 and standarddeviation was 11.606. The t-value was -.382 whose significance was found to be 0.640. Fromthe analysis it was found that there exists a significant difference between male and female,wherefemalesarehigh in Self-efficacycomparedto Male.

Levelofperceivedstressdiffersbasedongenderdifferences,whereinfemalesreportedhighlevelofstressandmorehealth problemsascomparedtomales**(Vargheseet.al.,2015)**Inanother study, results indicated Female students had higher rates of depression and stress ascomparedto males,reported inoneof thestudies.**(Sarkaret.al., 2017)**

Hypothesis3:TherewillbeasignificantdifferencebetweenMaleandFemaleinPerceivedstress among young adults.

The t-test is performed on Perceived stress with respect to gender. When consideringPerceived stress with respect to gender, the mean and standard deviation of males was 28.20and 3.899 respectively. The mean and standard deviation of females was 29.55 and 3.655respectively. The t-value was -1.986 and significance was 0.581. this shows that there exists asignificantdifferencewhenconsideringgender,whichshowsthatPerceivedstressishighin

females. It is concluded that both Self-efficacy and Perceived stress are high in femalescomparingto males.

In a study on Perceived Stress in a Gender Perspective, results indicated that femalesreportedhighperceivedstressvalues.Theresultshighlightthatthefemalegenderisassociatedwithhigherstressle vel,pointingouttherelevanceofspecificanddesignedinterventionsinthecontextofhealth promotion programs.**(Costaet.al., 2021)**

From the analysis, it was found that there exists a relationship between Self-efficacyand Perceived stress. Statistical analysis also revealed that there exists a gender difference inmales and females in both Self-efficacy and Perceived stress. Females are higher in the levelofSelf-efficacy and in Perceived stressas comparedto males.

CONCLUSION

This chapter presents the conclusion and proving the hypotheses. First section presents theconclusion above the results of this study. In the second section proving the hypotheses areproposed.

The purpose of the study was to investigate the relationship between Self-efficacy andPerceivedstress;andtofindthegenderdifferencesintheSelf-efficacyandPerceivedstressinmalesand females. Correlationand t-test was usedforanalysis ofthe result.

The Self-efficacy Scale and Perceived Stress scale were administered to 125 youngadults in and around Karnataka and Maharashtra to gain insight about Self-efficacy andPerceived stress. Before the result of the correlational analysis, the findings of descriptiveanalysis of Self-efficacy and Perceived stress of participants are discussed. The descriptivestatistics revealed that the mean value for the participants in Self-efficacy was 83.98 with astandard deviation of 11.1. On the other hand, statistical results of Perceived stress scoreshowedthat mean was 28.81 (SD=3.8).

A correlational analysis helped in studying the relationship between the variables, andanalysing the strength of the relationship. It was found that there exists the relationshipbetweentheSelf-efficacyandPerceivedstress,whichshowsthatwhenoneincreasestheotherincreases and vice-versa. T-test was also done to find the gender differences among thevariables. The results of t-test showed that females were high in both Self-efficacy andPerceivedstress.

✓ There will be a positive relationship between Self-efficacy and Perceived stress amongyoung adults, the Mean of Self-efficacy was found to be 57.63 and Standard deviation (SD)was 6.189 and finally for Perceived stress Mean=53.42 and Standard deviation=5.033. WhenconsideringtherelationshipbetweenSelf-efficacyandPerceivedstressthePearsoncoefficientwas found to be 0.348 and the significance (2 tailed) was 0.006 which shows that there existsasignificant relationship.and thehypothesis H1isaccepted.

✓ There will be a significant difference between Male and Female in Self-efficacy amongyoung adults. The Mean and Standard deviation of Male was 83.36 and 10.707 respectively.And for female mean was found to be 84.12 and standard deviation was 11.606. The t-valuewas-.382whosesignificancewasfoundtobe0.640.Fromtheanalysisitwasfoundthatthereexists a significant difference between male and female, where females are high in Self-efficacycompared to Male. HenceH2 is accepted.

✓ There will be a significant difference between Male and Female in Perceived stress amongyoungadults.WhenconsideringPerceivedstresswithrespecttogender,themeanandstandarddeviation of males was 28.20 and 3.899 respectively. The mean and standard deviation offemaleswas29.55and3.655respectively.Thet-valuewas-1.986andsignificancewas
0.581.this shows that there exists a significant difference when considering gender, whichshowsthatPerceived stress is highin females.HenceH3 isaccepted.

From the study, it was found that there exists a relationship between Self-efficacy andPerceived stress. When Perceived stress tend to increase, there is a decrease in Self-efficacy.And is vice-versa. In addition, when considering the gender differences in Self-efficacy andPerceivedstress both of themwas found to behigh in females comparing tomales.
From the study, it can be concluded that the analysis measured what it intended tomeasure-Self-efficacyandPerceivedstressamongyoungadults.Frequencypercentageof

Gender wereanalysed among which 47.2% were males and 52.8% were females. Test ofnormality was done to find out the distribution of the variables. Pearson correlation betweenSelf-efficacy and Perceived stress shows that there is a weak correlation. It also showed thatwhenSelf-efficacyincreases,thereisadecrease inPerceivedstressandvice versa. AnIndependent sample t-test to analyse the significant difference in the variables with respect togender.TheanalysisrevealedthatbothSelf-efficacyandPerceivedstressishighinfemales.InPrinciple,thesefindingscouldassistfurtherresearchesdoingstudyonD epression,personalityon young adults to examine their Self-efficacy. This study can be helpful in understanding thefactorsrelated to Self-efficacy.

IMPLICATIONS,LIMITATIONSANDSUGGESTIONS

This chapter presents the implication, limitations and recommendations of the studybasedonthefindingsofstatisticalanalysis.Firstsectionpresentstheresearchimplications.Inthesecondsectionlimitations,andinthethirdsectionrecommendationsforfutureresearchareproposed.

7.1   ResearchImplications

These findings assist further researches doing study on Depression, personality onyoung adults to examine their Self-efficacy. This study can be helpful in understanding thefactorrevealedtoSelf-efficacyandalsootherfactorsrelatedtoSelf-efficacy.   Itcreatesawarenessamongindividualabouttheirownself-efficacyandperceivedstress.Thesefindingshelp to know how self-efficacy interventions may address stress, helping to counteract theadverseeffectsperceivedstresshasonyoungadults.Italsohelpstounderstandandinvestigatethe impact of stress on young people's life satisfaction. Ultimately, helping people to enhancetheir self-efficacy through youth empowerment programs and psychological interventions atschool, which not only have a strong impact on individual level well-being, but also on publichealthlevels moregenerally.

7.2   Limitations:

WhilecontributingimportantinsightstoSelf-efficacyandPerceivedstress,theresearchhassome limitations:

- ThedatawerecollectedonlyinfewstatesinIndiaandthusthesamplewasgeographicallylimited. Data fromother cities mayproducedifferent results.
- Thestudywasrestrictedtoonlyindividualsbetweentheage-rangeor18-25focusedoncollegestudents and theresearch should beextendedto other individuals.
- The presentstudyisfocusedoncollege studentsandsimilar researchshouldbeconductedon other populations such as childrenand adults.
- The findings of the research are based on self-reported inventories data, rather thanofflineobservationoftheindividual.Althoughtheresearchshowedsignificantrelation,itis important to takethis limitation intoaccount.

7.3   Suggestions:

- ThesamestudycouldbeconductedinmajorityofstatesinIndiafocusingonbothurbanandrural parts.
- Theagedistributionwasnotequal,wheremajorityofpeoplewere20and21years.

Further researchcouldbe doneinmoreevenagedistribution.

- Theresearchshouldbeextendedtotheindividualofotheragegroupsratherthanbeingspecific.
- TheresearchshouldalsobeextendedtotheindividualswhodohavefluencyinEnglish.

REFERENCES

Ackerman, C. (2019). What is Self-Efficacy Theory in Psychology? Definition & Examples(+PDF).Retrievedfromhttps://positivepsychology.com/self-efficacy/

Berjot,S.,&Gillet,N.(2011).StressandCopingwithDiscriminationandStigmatization.

FrontiersinPsychology,*2*.https://doi.org/10.3389/fpsyg.2011.00033

Caldwell, K., Harrison, M., Adams, M., Quin, R. H., & Greeson, J. (2010). DevelopingMindfulness in College Students Through Movement-Based Courses: Effects on Self-RegulatorySelf-Efficacy,Mood,Stress,andSleepQuality.*JournalofAmericanCollegeHealth*, *58*(5), 433–442.https://doi.org/10.1080/07448480903540481

Cherry, K. (2019). Self-Efficacy: Definition and Examples - Explore Psychology. Retrievedfromhttps://www.explorepsychology.com/self-efficacy-definition-examples/

Chhetri, B., Goyal, L. M., Mittal, M., &Battineni, G. (2021). Estimating the prevalence ofstress among Indian students during the COVID-19 pandemic: A cross-sectional studyfromIndia.*JournalofTaibahUniversityMedicalSciences*.https://doi.org/10.1016/j.jtumed.2020.12.012

Dagli, N., &Dagli, R. (2021). Perceived stress during lockdown due to corona pandemic inIndianurbanpopulation:Aquestionnaire-basedstudy.*JournalofHealthResearchandReviews*,*8*(1), 23. https://doi.org/10.4103/jhrr.jhrr_1_21

Gajendran,P.,&Nagle,Y.(2016).*Self-EfficacyandLocusofControlinIndianYouth*.

Retrievedfromhttp://oaji.net/articles/2016/1170-1461519855.pdf

Gallagher,M.W.(2012).Self-Efficacy.*EncyclopediaofHumanBehavior*,314–320.https://doi.org/10.1016/b978-0-12-375000-6.00312-8

Garg,R.,Singla,A.,&Garg,J.(2021).PerceivedstressamongdoctorsworkinginadedicatedCOVID-19hospitalinNorthIndia.*IndianJournalofMedicalSciences*,*0*,1–4.https://doi.org/10.25259/ijms_94_2021

Gautam, A., & Kumar, U. (2014). Perceived Stress, Self Efficacy and Reasons for Living asPredictorsofSuicidalIdeation.*Journalof PsychosocialResearch*, *9*(2),351–359.

Hossain,M.(2020).*Astudyonperceivedstressamongyoungadultsduringsocialisolation*.

8(2).https://doi.org/10.25215/0802.040

Higuera,V.(2017).WhatIsGeneralAdaptationSyndrome?Retrievedfromhttps://www.healthline.com/health/general-adaptation-syndrome#definition

Hopper, E. (2019). Self-Efficacy: An Essential Ingredient to Achieve Your Goals. Retrievedfromhttps://www.thoughtco.com/self-efficacy-4177970

Jain, S. A., & Desai, D. T. R. (2020). A study of adolescent's self-efficacy and generalwellbeing.*InternationalJournalofIndianPsychology*,*8*(1).https://doi.org/10.25215/0801.088

Jaiswal,N.K.,&Dhar,R.L.(2015).Transformationalleadership,innovationclimate,creativeself-efficacy and employee creativity: A multilevel study. *International Journal ofHospitalityManagement*,*51*, 30–41.https://doi.org/10.1016/j.ijhm.2015.07.002

Joseph,N.,Joseph,N.,Panicker,V.,Nelliyanil,M.,Jindal,A.,&Viveki,R.(2015).Assessment and determinants of emotional intelligence and perceived stress amongstudents of a medical college in south India. *Indian Journal of Public Health*, *59*(4),310.https://doi.org/10.4103/0019-557x.169666

K.Viswanath,&S.Viswanath.(2017).IMPACTOFEMOTIONALINTELLIGENCE,MENTALHEALTHANDSELFEFFICACYONACADEMICACHIEVEMENT-IJAR - Indian Journal of Applied Research. Retrieved fromhttps://www.worldwidejournals.com/indian-journal-of-applied-research-(IJAR)/fileview/September_2017_1504179510178.pdf

Kumar, S., Dagli, R. J., Mathur, A., Jain, M., Prabu, D., & Kulkarni, S. (2009). PerceivedsourcesofstressamongstIndiandentalstudents.*EuropeanJournalofDentalEducation*,*13*(1), 39–45.https://doi.org/10.1111/j.1600-0579.2008.00535.x

Luszczynska, A., Sarkar, Y., & Knoll, N. (2007). Received social support, self-efficacy, andfinding benefits in disease as predictors of physical functioning and adherence toantiretroviraltherapy.*PatientEducationandCounseling*,*66*(1),37–42.https://doi.org/10.1016/j.pec.2006.10.002

Lopez-Garrido, G. (2020). Self-Efficacy Theory. Retrieved fromhttps://www.simplypsychology.org/self-efficacy.html

Mahyuddin,R.,Elias,H.,Cheong,L.S.,Muhamad,M.F.,Noordin,N.,&Abdullah,M.C.(2006).THERELATIONSHIP BETWEENSTUDENTS'SELFEFFICACYAND THEIRENGLISHLANGUAGEACHIEVEMENT.*JurnalPendidikDanPendidikan*,*21*, 61–71.

Mishra,S.,&Shanwal,V.K.(2014).RoleofFamilyEnvironmentinDevelopingSelfEfficacyof Adolescents. *Integrated Journal of Social Sciences*, *1*(1), 28–30. Retrieved fromhttp://www.pubs.iscience.in/journal/index.php/ijss/article/view/149

Ng, D. M., & Jeffery, R. W. (2003). Relationships Between Perceived Stress and HealthBehaviorsinaSampleofWorkingAdults.*HealthPsychology*,*22*(6),638–642.https://doi.org/10.1037/0278-6133.22.6.638

Parthi, K., &Rohilla, S. S. (2017). A Study of Mental Health, Perceived Stress, and Self-EsteemamongStudentsinHigherEducation.*InternationalJournalofIndianPsychology*,*4*(4). https://doi.org/10.25215/0404.016

Patil,S.,Acharya,S.,Samuel,R.,&Srinivasan.(2016).*IMPACTOFSOCIALSUPPORTANDSELF EFFICACY ON STRESS LEVELS IN*. Retrieved from https://www.journalcra.com/sites/default/files/issue-pdf/12761.pdf

perceived-stress.(2019).Retrievedfromhttps://www.healthassured.org/blog/perceived-stress/

Petrie, S. (2010). Abstract the relationship between perceived stress and resilience amongadolescents with cystic fibrosis. Retrieved fromhttps://minds.wisconsin.edu/bitstream/handle/1793/47124/S%20Petri e%20CP.pdf?sequence=1&isAllowed=y#:~:text=Lazarus%20and%20Folkman%E2%80%9Fs%20theory

Phillips, A. C. (2013). Perceived Stress. *Encyclopedia of Behavioral Medicine*, 1453–1454.https://doi.org/10.1007/978-1-4419-1005-9_479

Sarkar, S., Gupta, R., & Menon, V. (2017). A systematic review of depression, anxiety, andstressamongmedicalstudentsin India.*India.JMentalHealthHumBehav*, *22*(2),88–96.

Sharma, K., &Kour, D. (2021). Self-efficacy as a Mediator in the Relationship betweenMeaning in Life and Mental Health in Young Adults. *International Journal of IndianPsychology*,*9*(1). https://doi.org/10.25215/0901.190

Shinde,S.,Verma,V.,&Patki,A.(2016).TheRelationshipBetweenSelfEfficacy,HardinessAndPerceivedStressAmo ngstProfessionalDancers.*IndianJournalofMentalHealth(IJMH)*,*3*(4), 419.https://doi.org/10.30877/ijmh.3.4.2016.419-425

Shonali, S. (2009). Academic Self-Efficacy of College Students in Shimla: A PreliminaryStudy-IndianJournals.Retrievedfromwww.indianjournals.comwebsite:https://www.indianjournals.com/ijor.

Self-EfficacyandSocialCognitiveTheories-PSYCH484:WorkAttitudesandJobMotivation

- Confluence. (2011). Retrieved fromhttps://wikispaces.psu.edu/display/PSYCH484/7.+Self-Efficacy+and+Social+Cognitive+Theories

Self-EfficacyTheory:Bandura's4SourcesofEfficacyBeliefs.(2018).Retrievedfromhttps://www.iedunote.com/self-efficacy-theory

Three ways psychologists have defined stress. (2017). Retrieved fromhttps://www.ukessays.com/essays/psychology/analyzing-three-ways-psychologists-have-defined-stress-psychology-essay.php

Varghese,R.,Norman,T.S.,&Thavaraj,S.(2015).PerceivedStressandSelfEfficacyAmongCollegeStudents:AGlobal Review.Retrievedfromhttps://papers.ssrn.com/sol3/papers.cfm?abstract_id=2703908

WhatIsDistress?(2020).Retrievedfromhttps://www.cancer.org/treatment/treatments-and-side-effects/physical-side-effects/emotional-mood-changes/distress/what-is-distress.html

Yusoff,Y.Mohd.(2011).Self-Efficacy,PerceivedSocialSupport,andPsychologicalAdjustment in International Undergraduate Students in a Public Higher EducationInstitutioninMalaysia.*JournalofStudiesinInternationalEducation*,*16*(4),353–371.https://doi.org/10.1177/1028315311408914

Zajacova, A., Lynch, S. M., &Espenshade, T. J. (2005). Self-Efficacy, Stress, and AcademicSuccessinCollege.*ResearchinHigherEducation*,*46*(6),677–706.https://doi.org/10.1007/s11162-004-4139-z