

To Study the Influence of Gender on General Self-Efficacy Among Collegiates

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ABSTRACT

Self-efficacy is confidence in one's abilities to organize and execute the courses of action necessary to manage future situations (Bandura.A, 1997). The study adopts a between group design to determine whether there is an influence of gender on general Self-Efficacy. Non Probability purposive sampling technique was used to select a sample of 150 participants. Descriptive Statistics and t-test were employed for Statistical Analysis. The results revealed that there was a significant difference between males and females with respect to general Self-efficacy.

Keywords: Self-Efficacy, Collegiates

Self-efficacy is "confidence in one's abilities to organize and execute the courses of action necessary to manage future situations". In other words, a person's confidence in their ability to achieve self-efficacy in a particular situation. Bandura set these beliefs as a way for people to think, behave and feel. According to Bandura, a person's attitudes, abilities, and cognitive skills include what is known as the self-system. This system plays a major role in how we view situations and how we behave in response to different situations. Self-efficacy is an essential part of this self-system (Bandura.A, 1997). Self-efficacy is one of the most powerful predictors of health behavior (K. A. Wallston, 1992). General self-efficacy refers to our overall confidence in our ability to succeed, but at the same time there are more specific forms of self-efficacy (eg: academic, upbringing, sports) (Ackerman, 2019). Self-efficacy is perceived as a kind of general or overall feeling of one's worth or value (Neill, 2005).

Bandura (1995) suggests the following four sources. A mastery experience: Achieving success in situations where there are high levels of demand. Usually over time, effort and sufficient challenge successfully met, self-efficacy develops. Vicarious experience: Observing people demonstrating mastery; If a learner believes that they have similar knowledge and skills, a vicarious experience can lead the learner to feel more self-reliant. Verbal persuasion: Encouragement and positive feedback can contribute to self-efficacy. The encouragement that is important in self-efficacy is the recognition of proper effort and persistence rather than getting the correct answer. Physical and emotional states affect self-

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efficacy: The person who deals with mathematics with apprehension will not feel self-efficacious and conversely, helping someone overcome their concerns makes them more self-efficacious.

Bandura also said that people can be persuaded to believe that they have the skills and abilities to succeed. Getting verbal encouragement from others helps people overcome self-doubt and instead they focus on giving their best effort in the task (Bandura., 1997). It is true that when a person maintains self-efficacy through the experience of success, they are still small, but they are generally promoted in motivation to learn and progress (Mayer, 2010). Our own reactions and emotional responses to situations also play an important role in self-efficacy. Mood, emotional state, physical response and stress levels can all affect how a person feels about their personal abilities in a particular situation. Self-efficacy can play an important role in health psychology and how people manage their health, nutrition, and disease (Bandura.A., 1997).

One's belief in the possibility of accomplishing the goal may be motivated in itself (Van der Bijl & Shortridge-Baggett, 2002). "Self-efficacy refers to people's decisions about their ability to perform specific tasks. Work-related self-efficacy increases effort and persistence for challenging tasks; therefore, the likelihood that they will be completed is increasing". (Barling & Beattie, 1983, cited in Axtell & Parker, 2003, p. 114). Self-efficacy is what a person believes he / she can accomplish using their skills in certain circumstances (Snyder & Lopez, 2007). Self-efficacy has been shown to be a task-specific version of self-esteem (Lunenburg, 2011). A strong sense of self-efficacy enables learners to view challenging problems as tasks are mastered; Deep interest in and commitment to activity and the ability to overcome failures quickly (Hoffman, 2010). Bandura (1991) argues that the effect of outcome expectations on intentions and behavior is partially controlled by self-efficacy expectations; Even if outcome expectancy is high, behavioral performance is unlikely when self-efficacy is low. According to Gecas (2004), people behave in a way that performs their initial beliefs; thus, self-efficacy serves as a self-fulfillment predictor. People's learning ability, their motivation, and self-efficacy have an effect on their performance, as people will often attempt to learn and perform only those tasks for which they believe they will succeed (Lunenburg, 2011). Verbal persuasion can affect one's self-efficacy. People who appear trustworthy or attractive, or who appear to be experts, are more likely to influence your self-efficacy than are people who do not possess these qualities (Petty & Brinol, 2010). Fantasy performance is an effective way to increase your self-efficacy. For example, imagining yourself doing well on a job interview actually leads to a more effective interview (Knudstrup, Segrest, & Hurley, 2003).

Self-efficacy magnitude measures the difficulty level (e.g.,: easy, medium, and difficult) a person finds necessary to perform a certain task (Van der Bijl & Shortridge-Baggett, 2002). Self-efficacy power refers to the amount of trust a person has about performing successfully at various levels of difficulty (Van der Bijl & Shortridge-Baggett, 2002). Normality of self-efficacy refers to the "indicates the degree to which generalization is expected across conditions (Lunenburg, 2011)." Individuals with higher levels tend to act harder as a challenge to master rather than challenge difficult tasks of self-efficacy (Williams & Williams, 2010, p.455). Three assessment procedures for self-efficacy are work requirements analysis, consequential analysis of experience, and assessment of personal and situational resources / constraints (Gist & Mitchell, 1992). Very high self-efficacy can sometimes cause a decline in performance of a particular task. The reason for this is that high self-efficacy can lead to over-confidence in one's competence, which leads to

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misinterpretation of competence. Overconfidence can lead to wrong strategy implementation, making mistakes, denials to take responsibility for mistakes, and to reject corrective feedback (Clark, 2001).

Earley has studied employee beliefs in their abilities, and the impact on their productivity in manufacturing organizations in the United States and England. (Earley, 1986; as cited in Bandura, 1988) found that when employees are taught better production technology and are given production goals, confidence in their abilities increases. Consequently, as an employee increases his / her self-confidence of efficacy, he or she more strongly accepts production goals and has a higher level of productivity (Earley, 1986; as cited in Bandura, 1988).

Self-efficacy begins in childhood and is an essential part of self-knowledge. As children gain new experiences and gain new knowledge, they gain a better understanding of themselves and others. Their experiences with different tasks, people and situations help contribute to this growing and evolving sense of self-efficacy (Kendra Cherry, 2018). Self-efficacy begins to develop in very young children. Once self-efficacy is developed, it does not remain constant - it can change and grow as a person experiences different experiences throughout their lifetime. When children are very young, self-reliance of their parents is important (Jones & Prinz, 2005). Children of parents who have high parental self-efficacy tend to perceive their parents as more sensitive to their needs (Gondoli & Silverberg, 1997). Around the age of 12 to 16, teenage friends also become an important source of confidence for self-efficacy. Adolescents who are associated with peer groups are not motivated to experience a decline in academic self-efficacy (Wentzel, Barry & Caldwell, 2004). Those who see their peers succeed, however, experience an increase in educational self-efficacy (Schunk and Miller, 2002). One study found that greater social and educational self-efficacy measured in people between 14 and 18 years of age led to greater life satisfaction than five years later (Vecchio, Gerbino, Pastorelli, Del Bove, & Caprara, 2007).

While there is much research on how self-efficacy is beneficial for school children, college students can also benefit from self-efficacy. Freshmen with high self-reliance about their ability to do well in college are better suited for their first year in college than those with low self-efficacy (Chemers, Hu, & Garcia, 2001). Educational self-efficacy affects every possible area of educational achievement (Pajares, 1996). Students with a strong sense of efficacy are more likely to challenge themselves with difficult tasks and be intrinsically motivated. These students will strive to a higher level to fulfill their commitments, and instead of blaming external factors. Self-dominant students also recover quickly from failures, and are likely to eventually achieve their personal goals. Students with low self-efficacy, on the other hand, believe that they cannot succeed and are thus less likely to make a concerted, extended effort and that challenging tasks may be perceived as threats that have to be avoided. Thus, students with poor self-efficacy have low aspirations, resulting in the art of a self-sufficient feedback cycle in academic performances. (Bandura, Margolis and McCabe, 2006). Fencel and Scheel point out that teaching methods that showed a moderately positive effect share the common feature of engaging students in a casual or constructive way. In addition, collaborative learning and inquiry-based activities such as academics have also been shown to have a strong correlation with how well students learn physics (Fencel and Scheel, 2005). Students who believe in the ability to do well academically are more motivated at school (Schunk, 1991). When self-reliant students achieve their goals, they set even more challenging goals (Schunk, 1990). Self-efficacy influences self-regulation in many ways to produce better performance and greater success (Maddux & Volkmann, 2010). People with strong self-efficacy have greater motivation to perform in the field for

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which they have strong self-efficacy (Bandura and Locke, 2003). People with strong self-efficacy are more likely to persevere through challenges in achieving goals (Vancouver, More, & Yoder, 2008).

REVIEW OF LITERATURE

Luszczynska., Gutie´rrez-Don˜a & Schwarzer (2005) conducted research on General Self Efficacy in various domains of human functioning. The study aimed at exploring the relations between GSE and a variety of other psychological constructs (personality, well-being, stress appraisals, social relations, and achievements) across several countries. It was examined among 8796 participants from Costa Rica, Germany, Poland, Turkey, and the USA. the findings provide evidence for associations between perceived general self-efficacy and the selected variables. (psychometry).

Chen., Gully & Eden (2004) studied research to test whether General Self Efficacy and Self-Esteem relate differently to motivational and affective constructs. Results suggest that GSE is more highly related to motivational variables than is Self-esteem, whereas Self-esteem is more highly related to affective variables than is GRE.

Atoum & Al-Momani (2018) conducted a study to explore the relationship between perceived self-efficacy and academic achievement among a sample of Jordanian secondary stage students. To achieve the study aims, the researchers applied the perceived self-efficacy scale on (356) secondary stage students and collected information on students' gender and academic achievement. The results of the study showed that the majority of students hold a moderate level of perceived self-efficacy. the results showed a significant effect of academic achievement on perceived self-efficacy in favor of higher achievement students. the results showed no significant effect for gender or the interaction of academic achievement and gender on perceived self-efficacy.

Arvind Hans et. al, (2017) studied the relationship amongst Self efficacy, Locus of Control & Commitment in select private management colleges in Oman. 50 teachers participated in the study. The statistical analysis used was Correlation & multiple Regressions. Results indicate that Self Efficacy & Locus of Control was negatively affecting commitment and the relationship was not significant. Result on Self Efficacy showed that faculty members had a strong belief to succeed in their future endeavors.

Holden., Barker., Kuppens & Rosenberg (2015) studied Self Efficacy regarding Social Work Competencies. The overall sample was 550 students. Cronbach's infinite and item-rest correlations, Pearson's correlation, were computed. Results indicate that it seems more likely that the SERWCS items tap into closely related but distinct, indicators of Self-Efficacy regarding social work.

Machmud (2018) studied the influence of Self-efficacy on satisfaction, work perception, and task performance. Employees being the sample, 69 was the sample size. They were selected by Purposive Sampling Technique. Data analysis of this study is a Partial Least Squares approach (PLS). The results indicate that there is a significant positive effect of self-efficacy on satisfaction and employee's job perception that impact on the work-related performance. The results of the study recommend that the Self-efficacy improves satisfaction and work perception.

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Ansari & Khan (2015) investigated Self-efficacy, as a predictor of Life Satisfaction among Undergraduate students. A sample of 120 under-graduate students from Faculty of Social Science was drawn by using purposive sampling technique. The data analysis applied was Simple Linear Regression. The findings of this study showed that Self-efficacy and Life Satisfaction significantly correlated with each other and Self-Efficacy had its significant impact on Life Satisfaction among under-graduate students.

Toros., Kesilmiş & Başhan (2018) examined the relationship between self-efficacy and life satisfaction according to exercise participation in obese female university students. The sample consisted of over 18 years of age, 145 obese that were regularly exercising and 136 obese sedentary. The Kolmogorov-Smirnov test, Descriptive statistics, independent sample t test and Pearson's correlation analysis were applied for the Statistical Analysis. There was a significant positive correlation between life satisfaction and total self-efficacy scores. As a result, there was significant difference in life satisfaction between two groups. Obese female students with high self-efficacy perceptions may be aware of their abilities and thus rely on their abilities. In this case, it can be concluded that they are happy and generally enjoy life.

Karaçam & Pular (2017) examined the Relationship between Referee Self-efficacy and General Self-efficacy Levels of Football, Basketball and Handball Referees in the present study. The data was collected by 195 Referees (27-Female, 168-Male). SPSS 21, AMOS programs, Pearson Product Moment Correlation Coefficient, t-test and one-way variance analysis (ANOVA) were applied for the Statistical Analysis. There is a positive and significant relationship between football, basketball and handball referees' physical fitness, game knowledge, decision making, pressure, communication, total scores in GES and REFS.

Chabok., Kashaninia & Haghani (2017) studied the relationship between Spiritual Health and Self-efficacy in Iranian Elders. This descriptive correlational study was conducted on 822 elderly people, who were chosen by Multistage method. The data was analyzed using Pearson's correlation and t-test by SPSS version:20.0. The results of the current study showed that general Self-efficacy is related to Religious, Existential and Spiritual health.

Garza., Bain & Kupczynski (2014) investigated the relationship between Resiliency, Self-efficacy, and Persistence of college seniors. The study utilized data from first- and continued generation college seniors from a four-year academic institution in South Texas. A quantitative and qualitative method was utilized. One hundred and sixty students participated in this study. The results of this study revealed that success factors such as resiliency, self-efficacy, and persistence were similar without any significant difference between students with parents who have a college degree and students with parents who do not have a college degree.

Khan., Fleva & Qazi (2015) determined the Role of Self-Esteem and General Self-Efficacy in Teachers' Efficacy in Primary schools. In the current study, 200 teachers participated from various public schools. Multivariate analysis of variance and correlational analysis were employed to analyze the data. The results indicated significant relationship between teachers' efficacy and general self-efficacy and self-esteem.

Yeo & Neal (2006) examined the dynamic relationship between Self-Efficacy and Performance across levels of analysis and levels of specificity. The sample consisted of 93 undergraduate psychology students. The analysis of this study was conducted using

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Hierarchical Linear Modeling (Bryk & Raudenbush, 1992). The key findings from this research relate to dynamic effects—these results show that self-efficacy effects can change over time, but it depends on the level of analysis and specificity at which self-efficacy is conceptualized.

Shkullaku (2013) explored gender differences in Self-efficacy and Academic Performance among Albanian students from two major universities. 180 students (102-Females, 78-Males) took part in this study. The data was analyzed using Pearson's correlation and T-test. The results of the study showed that there was a significant difference between males and females in self-efficacy. There was no difference between males and females in academic performance. Also, a significant relationship was found between the students' self-efficacy and academic performance.

Hashemnejad., Zoghi & Amini (2014) examined the relationship between the learners' self-efficacy and their writing performance across genders. The data was selected from 120 learners between the ages 20-29. The data was analyzed using Pearson's correlation and T-test. Results revealed that there was no significant relationship between male and female students' Self-efficacy and Writing Performance.

METHODOLOGY

Research Design

The present study adopts a between group design to study the influence of gender on General Self-efficacy among Collegiates.

Research Objective

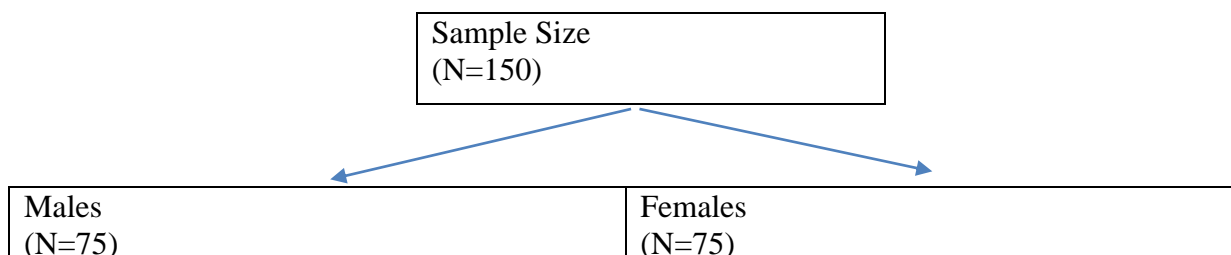
1. To study the Self-Efficacy levels among collegiates.
2. To study whether there is any significant difference between Males and Females with respect to General Self-Efficacy.

Research Hypotheses

H There will be a significant difference between Males and Females with respect to General Self-Efficacy.

Sample

A Non-probability Purposive sampling technique was employed to collect a sample of 150 students pursuing Degree. Out of 150 students, it was 75 Females and 75 Males who participated in the present study. The sample division is shown in figure 1.



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Table 1 represents the Demographics, Frequency and Percentages of the Sample

	Demographics	Frequency	Percentage
Males	17	12	16
	18	25	34
	19	16	22
	20	10	14
	21	9	12
	22	1	1
	23	0	0
	24	1	1
Females	17	6	8
	18	30	40
	19	20	27
	20	14	19
	21	5	6

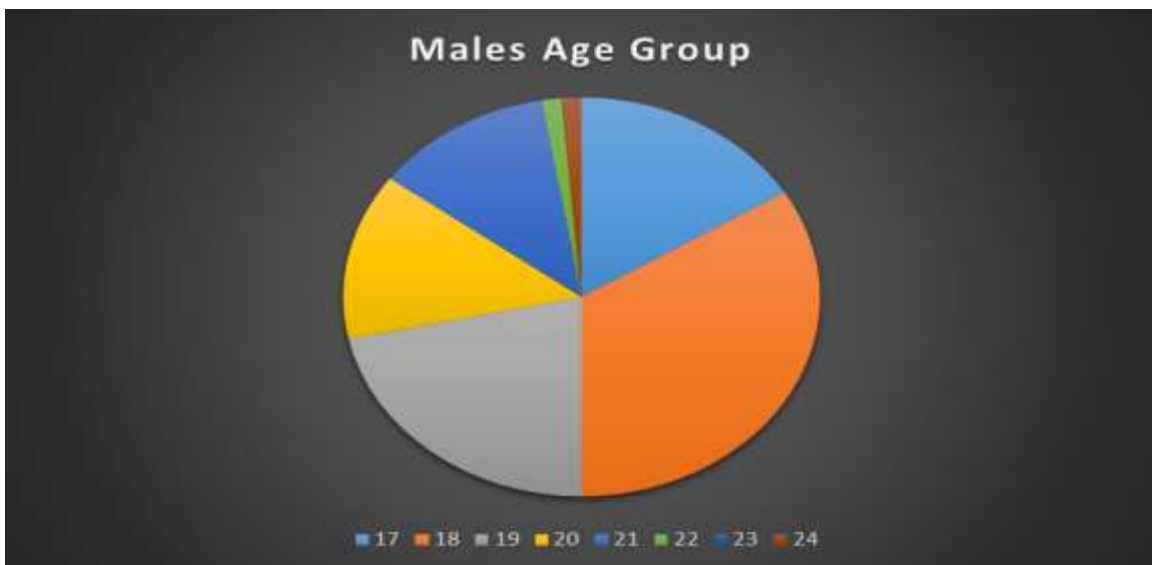


Figure 1 showing the age group of Males.

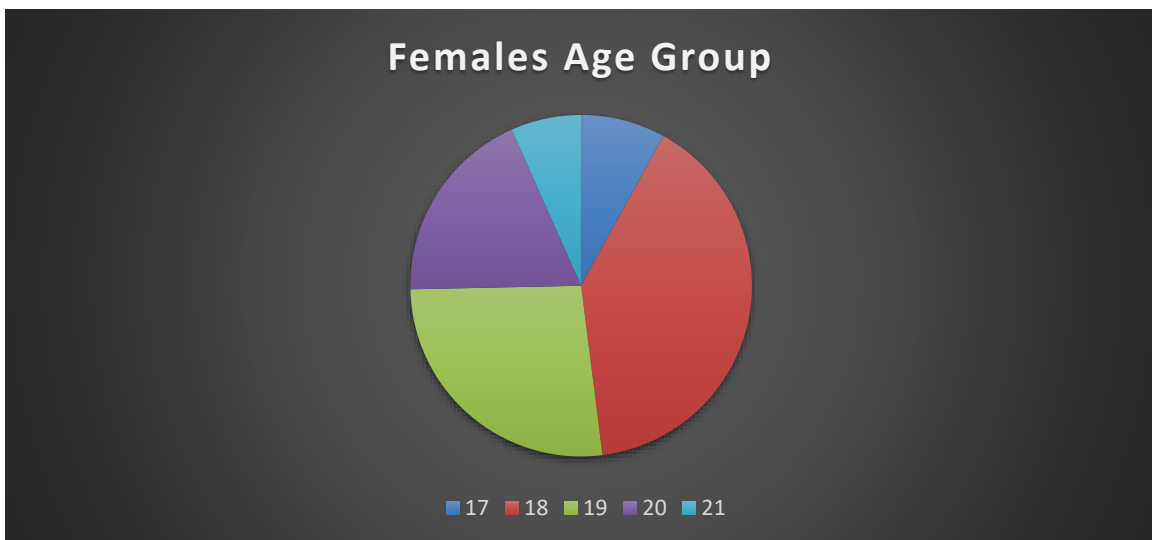


Figure 2 showing the age group of Females.

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Table 1 shows that the total sample consists of 150 students. 50% are Males (N = 75) and 50% are Females (N = 75).

Table 1 also indicated the age group of all the participants (N = 150).

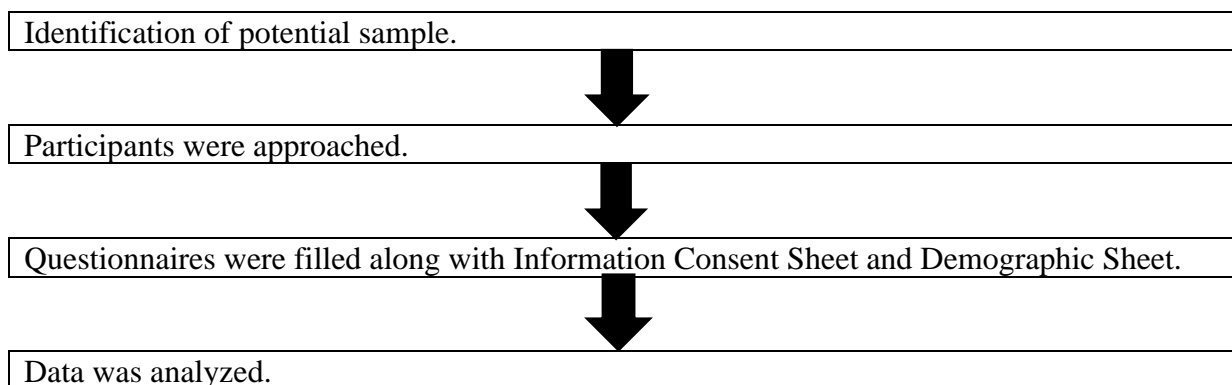
Instruments

The study employs the following instruments.

- **Information Schedule:** The participants were asked to fill an Information Schedule which included their general demographic details consisting of their age, gender and educational qualification.
- **General Self-Efficacy Scale (GSE):** The General Self-Efficacy Scale (GSE) developed by Schwarzer, R., & Jerusalem, M. (1995) was created to assess a general sense of perceived self-efficacy with the aim in mind to predict coping with daily hassles as well as adaptation after experiencing all kinds of stressful life events. The GSE is a short, 10-item scale. The total score is calculated by finding the sum of the all items. For the GSE, the total score ranges between 10 and 40, with a higher score indicating more self-efficacy. The Validity of the General Self-Efficacy Scale is correlated to emotion, optimism, work satisfaction. Negative coefficients were found for depression, stress, health complaints, burnout, and anxiety. The scale has adequate reliability (Cronbach's alphas ranging from .76 to .90).

Procedure

After selecting the measures, the potential sample was identified and approached. After seeking their permission, a rapport was established. An information consent sheet was filled by the participants before filling the questionnaire. A demographic sheet was also filled by the participants which consists of their demographic details. The questionnaires were handed over to them with written and oral instructions regarding the answering of questionnaire. They were asked to clarify their doubts, if any. The participants were well-read that there is no time limit; however, they were asked to try and complete the questionnaire at the earliest. After the questionnaires were filled by the participants, the data was collected and later analyzed using descriptive statistics and t-test and conclusions were drawn. The following chart shows the procedure followed.



Statistical Analysis

The data collected was analyzed using Descriptive Statistics and t-test. Independent sample t-test was used to analyze the influence of Gender on General Self-Efficacy.

RESULTS & DISCUSSION

Results

The obtained data was analyzed using Descriptive Statistics and t-test. t-test was employed to observe whether there is a significant difference between Males and Females with respect to General Self-Efficacy.

Table-2 shows Mean, Standard Deviation and t-test of General Self-Efficacy between Males and Females.

Variable	Males (75)	Females (75)	
	Mean (SD)	Mean (SD)	t
General Self-Efficacy	30.04 (4.91)	31.66 (3.28)	5.22**

Note: ** $p < 0.01$; * $p < 0.05$

Table 2 revealed that there was a significant difference between Males and Females with respect to General Self-Efficacy ($p <$). Thus, hypothesis **H** was accepted.

DISCUSSION

The present study was aimed to investigate if there was an influence of Gender on General Self-efficacy among collegiates. Results obtained through statistical analysis indicated that there was a significant influence of Gender on General Self-Efficacy.

Supporting this finding, Luszczynska., Dona & Schwarzer (2005) conducted a research to examine whether self-efficacy is a universal construct that accounts for variance with various domains of human functioning. Results indicated that the findings provide evidence for associations between perceived general self-efficacy and the selected variables. Similarly, Chen., Gully & Eden (2004) tested whether general self-efficacy and self-esteem relate differently to motivational and affective constructs. These results confirm the theoretical distinction between general self-efficacy and self-esteem and suggest that failure to distinguish between them might exact a price in terms of precision, validity, and understanding of determinants of performance.

Upholding this finding, Atoum & Momani (2018) aimed at exploring the relationship between perceived self-efficacy and academic achievement among students and identifying the effect of gender and academic achievement on self-efficacy. The results showed a significant effect of academic achievement on perceived self-efficacy in favor of higher achievement students.

Contrary to this finding, Hans et al, (2017) investigated the relationship amongst self-efficacy, locus of control & commitment in select private management colleges. Correlation analysis reported that Locus of Control and Commitment were weakly related and the relationship was also insignificant. Result showed that Locus of Control and self-efficacy was negatively affecting commitment and relationship was not significant.

Machmud (2018) conducted a research which aims to know the influence of self-efficacy on satisfaction, work perception and task performance. The result shows that there is a significant positive effect of self-efficacy on satisfaction and employee's job perception that impact on the work-related performance. Similarly, Ansari & Khan (2015) studied self-efficacy satisfaction among undergraduate students. The findings of the present study showed that Self-efficacy and Life Satisfaction significantly correlated with each other and Self-Efficacy had its significant impact on Life Satisfaction among under-graduate students.

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Similarly, Hashemnejad., Zoghi & Amini (2014) examined the relationship between the learners' self-efficacy and their writing performance across genders. Results revealed that there was no significant relationship between male and female EFL students' self-efficacy and writing performance.

CONCLUSION

The present study reveals that gender has an influence on general self-efficacy. The study has its own limitations. As the sample comprises collegiate, who are Indians and are under a lot of parental pressure and peer pressure in regards to academics and competition, they come to lose the meaning of self-efficacy for themselves and may not have the right way to express it or may not have their own knowledge or opinion rather influenced of others such as parents and peers.

It suggests that mastery, modeling, persuasion and physiological factors are few ways to increase one's self-efficacy. Significant studies have shown a positive learning environment can play a crucial role in building self-efficacy among students of all ages. Research on teaching methods and self-efficacy found that when teachers followed a more interactive and collaborative learning approach, students had a higher self-efficacy score than when they learned in strict or closed classroom situations.

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Conflict of Interest

The author declared no conflict of interest.

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