



Reviewing the relationship between locus of control and self-efficacy among students

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ABSTRACT: Self-efficacy and locus of control are two significant psychological concepts that have been thoroughly researched in connection to student motivation and academic success. This review explores the connection between these two variables among undergraduates. Locus of control pertains to an individual's perception of the factors that influence events in their life, varying from a belief that their own actions drive events (internal locus) to attribute events to external forces (external locus). On the contrary, self-efficacy is a reflection of an individual's confidence in their capacity to achieve success in a specific task or area. This review compiles findings from various studies, examining the possible mechanisms that contribute to the relationship between locus of control and self-efficacy. It also discusses the implications of this relationship for educational interventions and strategies aimed at promoting student success. Through a thorough examination of the current literature, this review seeks to deepen our comprehension of how these psychological factors interact and influence students' learning and academic performance.

Keywords: *Self-efficacy, Locus of control, Undergraduate*

INTRODUCTION

1.1. SELF-EFFICACY

Our ideas, actions and sentiments about our place in the world are influenced by how we see our own capacity for success.

Self-efficacy refers to an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments (Bandura, 1977, 1986, 1997).

Self-efficacy is an opinion we believe in our own strengths, especially in our ability to beyond challenges and complete a task successfully (Akhtar, 2008). Our overall confidence in our capacity to succeed is known as general self-efficacy. Self-efficacy is the degree to which you firmly feel that you can use your talents to strive towards goals, not your ability level. People have views about their own abilities in a variety of areas, including academics, problem-solving, and self-regulation.

Self-efficacy is not a single concept or attribute. Higher levels of self-efficacy are associated with better academic achievement, enhanced athletic performance, happier, romantic relationships and a happier way of living (James E Maddux, Evan Kleiman, 2024). Self-efficacy is one of the most researched subjects in psychology since Bandura's groundbreaking 1977 paper, "Self-Efficacy: Towards a Unifying Theory of Behavioural Change," was released.

According to study, for instance, people with high self-efficacy approach challenging activities with a sense of peace or tranquilly, whereas others with low self-efficacy may see a work as being more difficult than it actually is, which could lead to anxiety.

It encompasses an individual's confidence in their capacity to control their behaviour, influence their environment, and stay motivated while pursuing their goal. In many different contexts and domains, such as relationships, the job, education, and other important areas, self-efficacy might be present.

Self-efficacy is important since it influences how you see yourself and how likely you are to reach your goals in life. Self-efficacy is at the core of Albert Bandura's social cognitive theory, which highlights the role that social experience, reciprocal determinism, and observational learning play in the development of personality.

Bandura claims that self-efficacy is a part of the self-system, which is composed of a person's aptitudes, dispositions, and mental capacities. This system significantly affects how we perceive and respond to different situations. Self-efficacy is a vital part of this self-system.

Bandura and other researchers have demonstrated the influence of self-efficacy on motivation, conduct, and psychological states. Our degree of self-efficacy affects our ability to set goals, how we accomplish them, and how we assess our own performance.

Believing in your ability to follow through on the activities required to achieve a desired outcome is a key component of self-efficacy. For instance, maintaining injury-free health requires regular running, a healthy diet, and strength and stretching exercises if you wish to run a marathon. If you believe you can achieve all of those goals, you have a high level of self-efficacy.

Almost everybody can identify things they would like to change, things they would like to do, and goals they would like to reach. But most individuals also understand that it's not exactly so easy to carry out these plans. Bandura and colleagues' research indicates that an individual's self-efficacy has a major impact on how they approach tasks, goals, and barriers.

Being highly self-sufficient is beneficial. Strong self-efficacy leads to increased engagement in activities, a stronger sense of dedication to interests and pursuits, quick recovery from failures and disappointments, and the perception that difficult problems are challenges to be conquered.

Low self-efficacy, on the other hand, can lead to a number of detrimental outcomes. People with poor self-efficacy frequently shy away from challenging occupations, believe they can't handle challenging circumstances and tasks, focus on their flaws and negative results, and quickly lose faith in their own abilities.

Self-efficacy is the belief in one's own power to influence motivation, behaviour, and social surroundings. These cognitive self-evaluations impact every aspect of the human experience, such as the objectives people pursue, the amount of effort they put out to reach those objectives, and the probability of achieving specific behavioural performance levels. Self-efficacy beliefs, in contrast to conventional psychological notions, are thought to change based on the functioning domain and the environment in which a behaviour occurs (Michael P. Carey, Andrew D. Forsyth, 2009).

In terms of research, teaching, and clinical practice, Self-Efficacy Theory (SET) has had a major impact. For instance, the concept of self-efficacy has been used in the field of health psychology to describe a variety of behaviours, including eating, controlling pain, exercising, quitting smoking, quitting alcohol, and managing chronic diseases on one's own.

Bandura gave the following summary of the significance of self-efficacy:

'People use mechanisms of personal agency to contribute causally to their own psychosocial functioning. Personal efficacy beliefs are one of the most fundamental and widespread forms of agency. People are not very motivated to behave unless they think their actions will result in the intended outcomes. Hence, a key tenet of action is efficacy belief. People's views on their own efficacy serve as a compass for living' (Anthony R. Artino, 2012).

1.1.1. Sources of Self-efficacy

According to the self-efficacy hypothesis, people obtain knowledge from four main sources in order to assess their efficacy beliefs:

(a) enactive mastery experiences (actual performances); (b) observation of others (vicarious experiences); (c) forms of persuasion, both verbal and otherwise; and (d) physiological and affective states from which people partly judge their capableness, strength, and vulnerability to dysfunction (Anthony R. Artino, 2012).

Enactive mastery experiences are the most powerful source of efficacy information among these four types, according to studies, since they offer the most genuine and direct proof that a person can successfully assemble their own personal resources. The impact of performance triumphs and setbacks, however, is a little more nuanced than this. For instance, "the negative impact of occasional failures is likely to be reduced after strong efficacy expectations are developed through repeated success". Therefore, an individual's current efficacy beliefs and the timing of their failures in relation to their overall performance experiences determine how much of an impact failure has on their personal efficacy (Anthony R. Artino, 2012).

It has been shown that experienced mastery has the biggest influence on efficacy beliefs, but it is also possible to learn from observing the strengths and weaknesses of others. Bandura contends that so-called vicarious experiences might lead observers to develop efficacy beliefs that they, too, can succeed through hard work and perseverance. However, it is hypothesised that experiencing mastery provides more reliable information about one's own talents than such vicarious experiences, which rely on social comparisons and modelling (Anthony R. Artino, 2012).

Another way to get knowledge about efficacy is through verbal persuasion from others. This type of social persuasion is widely used in educational settings to give students the idea that they can handle difficult situations. According to Bandura, 'verbal persuasion alone may not be able to result in sustained increases in perceived efficacy, but if the positive appraisal is kept within appropriate bounds, it can aid in self-change'. However, overly optimistic persuasive remarks are usually useless, especially if the person being convinced ultimately fails—a circumstance that serves to undercut the recipient's conviction in the persuasiveness of the message and discredit the source (Anthony R. Artino, 2012).

The last and fourth source of efficacy data is the individual's own physiological and emotional responses to performance, especially when it involves physical exertion. Specifically, when faced with challenging activities, people tend to interpret stress reactions—signs of susceptibility include high heart rate, sweating, hyperventilation, and feelings of fear and worry. When they are not experiencing extreme stress reactions, people like to expect success more than when they are "tense and viscerally agitated," as high physiological and emotional arousal can frequently have a detrimental impact on performance. Ultimately, people cognitively evaluate the information provided by physiological reactions, and depending on their cognitive assessment and arousal level, this information can either positively or negatively impact efficacy views (Anthony R. Artino, 2012).

1.1.2. Academic Self Efficacy

Academic self-efficacy is the conviction that one can effectively complete an academic task at a given level or reach a particular academic objective.

The degree to which a person feels confident in their capacity to plan, carry out, and control performance in order to resolve an issue or complete a task at a certain level of competence. Academic self-efficacy is the conviction that one can achieve at a particular level in a particular academic subject area (Kevin McGrew, 2008).

People usually avoid activities and tasks in which they don't feel competent and choose those in which they do. Students exhibiting high self-efficacy are those who have faith in their ability to plan, carry out, and control their problem-solving or task performance at a specified level of competence.

Many individuals agree that self-efficacy is a multifaceted concept that is distinct in a variety of functional domains. The idea of self-efficacy contributes to the explanation of the observation that people's behaviour is not always well anticipated by their capacity to do a given task. A person's perception of their own performance is frequently more significant.

Academic self-efficacy is one of the major variables influencing academic accomplishment. Students' attitudes and perceptions about their potential for academic success, particularly their confidence in their ability to finish their studies, are referred to as academic self-efficacy (Kevin McGrew, 2008).

Self-efficacy beliefs increase dedication, effort, and tenacity, which results in exceptional achievement. Students with low self-efficacy think that their shortcomings stem from their lack of talent, whereas students with strong self-efficacy attribute their failures to lower attempts rather than lower aptitude.

Consequently, self-efficacy may influence the selection of tasks and the perseverance with which they are carried out. Put another way, students with low self-efficacy are more likely to avoid, postpone, and finally give up on their assignments because they believe they won't be completed to a high enough standard.

On the other hand, high self-efficacy individuals tend to rely more on their own skills to handle challenging situations. In addition, they typically work harder, are more patient, and endure longer to get things done. Thus, it would appear that Self-efficacy is one of the most important factors in a student's academic success. For example, Chemers and Garcia found that a student's self-efficacy in their first year of college is a reliable indicator of how well they will perform in the future.

In a study including 214 university students, Alyami et al. (2017) found that academic self-efficacy significantly and favourably affects students' academic performance. Additional research has demonstrated the significant impact academic self-efficacy has on students' academic performance, motivation, and learning.

Academic self-efficacy, which may be defined as a student's belief and confidence in their ability to succeed in academic endeavours, is an essential subset of self-efficacy. It reflects the student's perception of their potential success or failure in academic-related tasks. It consistently shows up as a good predictor of academic success. The theory of social cognition states that changes in students' academic self-efficacy, which can result from the influence of external circumstances, may have an impact on their academic performance. This hypothesis is supported by the observation of a strong correlation between academic accomplishment and self-efficacy, which has been found to be positive in empirical study. We postulate that there is a positive correlation between academic accomplishment and academic self-efficacy in light of these data.

1.2. LOCUS OF CONTROL

Do you think you have influence over the result of a challenge you are facing in life, or do you think you are at the mercy of other forces? Your locus of control is included in your response to this question.

Our locus of control influences our behavior and how we respond to the things that happen in life. If you believe that you are in charge of your fate, you are more likely to make the required adjustments to your situation. Conversely, if you think that you have no influence over the outcome, you might be less inclined to make adjustments (Kendra Cherry, 2022).

Locus of control is a spectrum concept, much like other concepts in personality psychology. Both an individual's locus of control and their early experiences—especially the attitudes and behaviours exhibited by their early caregivers—can be influenced by genetic variables.

Your locus of control is the extent to which you feel that events that impact your life are under your control. Put another way, it is described as "a belief about whether the outcomes of our actions are contingent on what we do (internal control orientation) or on events outside our personal control (external control orientation)," (Philip Zimbardo).

Julian B. Rotter, an American psychologist who is specialized in social learning theory, was the first who proposed the concept of Locus of Control. The concept of "locus of control" describes an individual's perceived level of control over their own actions. An individual may possess an external or internal locus of control (Rotter, 1954).

The degree to which people believe they are in charge of their own activities rather than that outside factors are causing life's events is known as their locus of control. From "high internal" to "high external," it is measured along this dimension.

Numerous studies have been conducted in a range of psychological fields regarding locus of control. The construct is useful in the domains of clinical psychology, industrial and organisational psychology, health psychology, and educational psychology.

The phenomena has been studied in depth by disciplines including educational psychology, clinical psychology, and even health psychology in an effort to learn more about how people might enhance or manage their locus of control.

In practically every area of psychology, locus of control is a crucial concept to understand. This is mostly because it can be used in a variety of contexts in everyday life, regardless of the locus's internal or exterior nature.

Numerous studies have come to the conclusion that academic achievement and locus of control are related. According to the results of these investigations, individuals with an internal locus of control performed better academically than those with an external locus of control. The internals' increased academic performance is a result of their conviction that they can achieve good marks by working hard and studying. They thus frequently study for longer periods of time and devote more effort to their homework. Conversely, externals feel that their grade is beyond their control. This idea might have been brought about by their repeated attempts at school tasks failing, which made them expect little from their studies and education. Any success they do have will be explained away as chance or as being too simple. They now anticipate little success, and any objectives they do establish are irrational.

1.2.1. ROLE OF LOCUS OF CONTROL

Let's look at what a locus of control looks like in both personal and professional settings.

It could appear that having an internal centre of control is always preferable at first. An internal locus of control isn't always beneficial, though. An external centre of control isn't always a negative thing, either. Everything is based on the situation. The way in which a person exhibits a locus of control depends heavily on their other personality characteristics. For instance, a person having a strong internal locus of control, could be extremely straightforward and concise. In the workplace, this can help with effective communication, but it can also result in tactlessness. It is simple to bully someone who aren't as clear.

It could also be challenging for someone with a strong internal locus of control to delegate. Things are no longer in their control after they delegate. Excessive focus on control can also result in burnout. The road to overworking can be dangerous since they think they are the only ones who can do what they set out to do. Self-esteem and mental health may suffer as a result.

However, there are a number of advantages to having an external locus of control. These people might be better team players because, for example, they are more aware of their surroundings and more intuitive of the other members of the team.

They also have an easier time letting go of stuff. That can lead to their happiness, particularly in terms of surrendering control over outside influences that are actually beyond of their control. That "let go" mentality, though, has its advantages and disadvantages. For some, it might bring about serenity, while for others, it might bring about apathy.

Social loafing can result from both an external and internal locus of control, but for different reasons. If an internal locus of control person doesn't care sufficiently about the group's objective, they may start to slack off. An external locus of control person may be a slacker because they think everything will work out in the end and that their participation is meaningless.

While each type is unique, under certain situations they might provide results that are comparable. The key insight is that there are several kinds of loci of control, not all of which are good or bad, internal or external.

A person's "locus" can be either internal, signifying that they think they are in control of their life, or external, signifying that they think life is constrained by forces outside of their control, or that their lives are determined by chance or possibility.

1.2.2. INTERNAL LOCUS OF CONTROL

People with high levels of internal control also feel that they have considerable control over their behavior, which makes them more inclined to take personal responsibility for it since they see it as their own doing.

People with an internal locus of control believe they have control over the things that happen in their daily life. More accurately, this shows that people are able to recognize circumstances in which they have control over fate. For example; A person is sitting for a driving licence exam. An individual possessing an internal locus of control will ascribe their exam results to their own talents, whether they succeed or fail. If someone was taking a test to obtain a driving licence, they would commend themselves for their skills if they passed and acknowledge the need for them to get better at driving if they failed.

When you have an internal locus of control, you feel that you have personal agency over your own life and behaviors. These individuals typically have higher levels of self-efficacy as a result.

People who possess internal locus of control are more inclined to accept accountability for their deeds and have a tendency to be less influenced by other people's viewpoints. They often, when given the freedom to complete activities at their own pace, they perform better. They usually put in a lot of effort to get what they want, have self-assurance when facing difficulties, usually have better physical health, declare themselves to be content and self-sufficient, and frequently experience more success at employment (Gabriel Lopez-Garrido, 2023).

1.2.3. EXTERNAL LOCUS OF CONTROL

When control is externally derived, it is said to have an external locus of control. If you think that circumstances outside of your control determine what you do and how things turn out, you are said to have an external locus of control. High external consider that their behavior is more influenced by chance or other external variables.

With an external locus of control, when you win a game, you'll think that your luck had something to do with it. Alternatively, you can think that you prevailed because the other players weren't skilled enough. If you don't win, though, you'll believe that luck has run out. On the other hand, you may believe that the other players are just too good for you to have any chance at all.

Rather than acknowledging that they bear some of the guilt, the incident is ascribed to factors beyond their control. When someone has an external locus of control, they usually think that other factors—like fate, environment, or other people's deeds—are more responsible for the events in their lives.

Consider your self-talk as a means of conquering external locus of control. Remind yourself that you always have choices when you hear yourself saying things like "I have no choice" or "There's nothing I can do." Establish objectives for yourself and track the ways in which working towards and accomplishing these goals is bringing about positive improvements in your life. You'll discover that your confidence grows rapidly.

If you have an external locus of control, you most likely believe that events are determined by chance, fate, or even higher authority. When things don't "go your way", you could be prone to giving up because you don't think you can make a difference in your life.

People with external locus of control, put the blame for their situation on external factors, often, success is attributed to chance or luck, they don't think that they can use their own initiative to improve their circumstances, feeling helpless or despairing under challenging circumstances on a regular basis, and have a higher likelihood of encountering acquired helplessness.

It can be beneficial to have an external locus of control, especially in situations where one's self-esteem is at risk or when one is truly powerless over an event. For instance, when losing a sport game and they have a strong external locus of control, this person believes that "The sun was in my eyes" or "We were not lucky enough to get matched with such strong team", they will undoubtedly feel less anxious and more at ease (Gabriel Lopez-Garrido, 2023).

1.2.4. INTERNAL vs. EXTERNAL LOCUS OF CONTROL

A person who has a center of control inside themselves feels that their own decisions and hard work define their opportunities in life. They believe that their failures in several endeavors are the result of their lack of effort. An example of this would be if a student who has an internal locus of control failed his exam. Thus, he comes to the conclusion that he did not prepare sufficiently for the test. He understands that his efforts contributed to the grade and that he needs to work harder the next time.

An external locus of control person feels that "luck, chance, or powerful others" determines their fate or results in life. When they fail at something, they attribute their failure to circumstances outside of their control. An illustration of this would be if a student who has an external locus of control failed his exam. He draws the conclusion that the teacher lacked competence and that the test was badly written. He doesn't think he needs to strive harder because he attributes the grade to outside circumstances that were beyond his control.

1.2.5. SELF-EFFICACY & LOCUS OF CONTROL

Another psychological concept related to locus of control is self-efficacy. Self-efficacy, according to psychologist Albert Bandura, is the belief that one can (or cannot) finish tasks and accomplish goals (Bandura, 1977).

As one might expect, People who believe they have control over the course of events are more likely to have high levels of self-efficacy in that particular domain. For example, Bart and Sue are enrolled in the same math class. Sue has a high level of math self-efficacy, but Bart has a low one. They are getting ready for a math test. Due to her high degree of math self-efficacy, Sue is more likely to believe

that she has control over whether or not she does well on the test. On the other hand, because of his low level of self-efficacy in this area, Bart may feel that he will fail the upcoming test regardless of how much studying he does.

Locus of control is the belief about one's ability to influence the course of events. Individuals with an internal locus of control are those who feel in control of a situation, while those with an external locus of control are those who think external forces are in charge of a situation more than they are.

Going back to the maths test example once more, Sue has an internal locus of control if she thinks she can alter her performance, for example, by studying more. If Bart believes that something else, like the test's difficulty, will determine whether or not he performs well, then he has an external locus of control.

Those with high levels of self-efficacy in a certain domain also frequently have an internal locus of control, according to numerous studies. However, there is one exception to this. People who have a high degree of self-efficacy often have an external locus of control when it comes to failure.

Returning to our example, Sue will have an internal locus of control if she has strong self-efficacy for maths, unless she performs poorly on an exam. Sue is more likely to blame anything external to herself, such a particularly difficult test or an illness that day, if she has a high level of self-efficacy in maths and fails a maths test. It is then that she has an external locus of control when it comes to maths failure.

Conversely, this is also true. When it comes to a task, Bart will have an internal locus of control for failure and an external locus of control for success if he has poor self-efficacy. Let's examine the maths test case one again. Due to his poor self-efficacy in maths, Bart is more likely to blame his own incompetence for his test failure and claim that his success on a maths test was due to the test's ease.

Numerous studies have examined the connection between locus of control and self-efficacy, demonstrating how both influence an individual's capacity to adapt in a particular circumstance. According to some study, internal locus of control and self-efficacy are positively correlated. This means that those who feel they have power over what will happen in the future are more likely to use that control to their advantage and enjoy improved wellbeing. Therefore, the dimensions that assist a person in meeting the requirements of the circumstance they are dealing with are internal locus of control and self-efficacy.

Even though they are distinct ideas, they frequently come together. Because they think they can affect outcomes with their activities, those who have an internal locus of control are more likely to have high levels of self-efficacy.

On the other hand, those who have an external locus of control may experience difficulties with self-efficacy because they believe that outside factors mostly dictate their results, which lowers their motivation and effort.

It's crucial to remember that there may be subtle differences in the two's interaction and that people's levels of possession of each characteristic might vary.

Furthermore, even though they frequently correlate, a person may have a strong sense of self-efficacy in some domains (like academics) but an external locus of control in others (like relationships).

Both locus of control and self-efficacy are important factors in determining people's beliefs, motives, and actions. Higher self-efficacy is generally linked to an internal locus of control, though there are exceptions and variances depending on the circumstances and individual.

DISSCUSSION:

Aijaz Ahmed Gujjar, Rukhma Aijaz, (2014) conducted a research on “ **A study investigate the relationship between locus of control and academic achievement of students**” to measure the locus of control of the students. The data has been collected from 466 students out of which 205 were boys and 261 were girls using tool locus of control questionnaire. The result shows that most of the students have more internal than external locus of control and locus of control and academic achievement are positively correlated to each other.

Dr. C. P. Labhane, Prof. H .R. Nikam, Mr. Pravin, A. Baviskar, (2015) study on “ **A study of locus of control and achievement motivation among students of Jalgaon Dist.**” to investigate the relation of locus of control and achievement motivation among school students. The data has been collected from 120 students of age range 14-18 using tools locus of control and achievement motivation test. The result showed both the internal and external locus of control and the achievement motivation of male and female students are not significantly different from one another.

Nkechi Okeke, Okeke Nkechi Uzochukwu, (2005) study on “ **Locus of control: Influence on students academic performance and achievement**” to determine the perceptions of the students how they explain their successes and failures in their academic performance. The data has been collected from 300 students. The result showed that gender has significant influence on locus of control of students and academic performance significantly differs on internal and external locus of control of male and female students.

Onyinyechi Rita Chinedu, Chikaodili Benedine Nwizuzu, (2021) study on “ **Relationship between locus of control and academic achievement of secondary school students in Abia state**” to investigate the connection between secondary school pupils’ locus of control and academic success. The data has been collected from 388 students using LOC scale and pupils' CRS, maths and English exam results. The findings showed a strong correlation between male and female students' locus of control and academic success.

Prangya Paramita Priyadarshini Das, Puspita Pattanaik, (2013) study on “ **Self-esteem, locus of control and academic achievement among adolescents**” to find the role of self-esteem and locus of control on students’ academic achievement. The data has been collected from 120 adolescents using self-esteem scale and locus of control scale. The result demonstrated adolescents’ academic achievement is significantly impacted by both locus of control and self-esteem.

Shaini Suraj, Rucha Lohi, Pradeep Patil, (2023) study on “**Self-esteem and locus of control as predictor of academic achievement: A study among graduate students**” to determine how self-esteem and locus of control affect academic achievement at graduation and in relation to other demographic characteristics. The data has been collected from 200 MBA students of age group 21-27 years using self-esteem scale and locus of control scale. The findings showed a strong relationship between academic success, locus of control and self-esteem.

Smriti Goyal, (2000) study on “ **The relationship between locus of control and academic achievement and the role of gender**” to examine the relationship between locus of control and academic achievement among students. The data has been collected from 77 students using internal-external scales. The result revealed a significant relationship between locus of control and academic achievement.

G. Kumaravelu, (2018) study on “ **Locus of control in school students and its relationship with academic achievement**” to find the relationship between locus of control and academic achievement among high school

students. The data has been collected from 380 students using LOC scale. The result revealed a strong correlation between male and female student' locus of control and academic success.

Estelita Arellano Villa, Mildred Arellano Sebastian, (2021) study on “ **Achievement motivation, locus of control and study habits as predictors of mathematics achievement of new college students**” to examine the achievement motivation, locus of control and study habits as predictors of mathematics achievement of students. The data has been collected from 258 students using LOC scale and achievement motivation test. The findings showed that the majority of children have average drive for achievement, an internal locus of control, good study habits, and average math achievement. The findings additionally demonstrated a statistically significant correlation between mathematics achievement and achievement motivation, with achievement motivation being the sole predictor of mathematics achievement.

Dr. K. P. Meera Jumana. M. K (2015) study on “**Self-efficacy and academic performance in English**” to investigate the role of self-efficacy in academic performance of language learning students. The data has been collected from 520 secondary school students using self-efficacy scale and achievement performance test in language. The result showed that students in rural and urban areas differ significantly in their scholastic achievement in English and self-efficacy.

Safaria Triantoro, (2013) study on “ **Effects of self-efficacy on students' academic performance**” to find the relationship between self-efficacy and students' academic performance. The data has been collected from 15 boys of 5th grade students by giving them mathematical problems. The result revealed that students who have high self-efficacy planned to study difficult subjects in future.

Ali Asghar Hayat, Karim Shateri, Mitra Amini, Nasrin Shokrpour, (2020) study on “**Relationships between academic self-efficacy, learning-related emotions, and metacognitive learning strategies with academic performance in medical students: a structural equation model**” to investigate the relationship between academic self-efficacy with academic performance in medical students. The data has been collected from 279 medical students using academic emotions questionnaire, self-efficacy questionnaire and metacognitive learning strategies. The result demonstrated that the emotions and metacognitive learning strategies of students are influenced by their level of self-efficacy.

Qin Luo, Lunchao Chen, Dongfang Yu, Ke Zhang, (2023) study on “ **The mediating role of learning engagement between self-efficacy and academic achievement among Chinese college students**” to find the link between academic achievement and self-efficacy among college students in China. The data has been collected from 1158 students using academic self-efficacy, academic achievement and learning engagement scale. The result showed that there is a positive correlation between academic self-efficacy, academic achievement and learning engagement among college students.

Nader Hajloo, (2014) study on “ **Relationship between self-efficacy, self-esteem and procrastination in undergraduate psychology students**” to review the relationship between procrastination and self-efficacy and self-esteem among psychology students. The data has been collected from 140 undergraduate psychology students completed the self-esteem (SES), general self-efficacy (GSE) and general procrastination scale (GP-S). The result revealed a significant relationship between procrastination and self-efficacy and self-esteem.

Diane L. Witt-Rose, (2003) study on “**Student self-efficacy in college science: An investigation of gender, age, and academic achievement**” to investigate the relationship between self-efficacy, gender, age, and academic achievement in two-year college students. The data has been collected from 216 students using self-efficacy scale. The result revealed that there is a significant relationship between academic achievement and self-efficacy.

JiHoon, (2018) study on topic “ **Job Performance in the Learning Organization: The mediating impacts of Self-Efficacy and Work Engagement**” the structural relationship between self-efficacy and work engagement of teachers at 21 Korean workforce-education schools and its effects on learning-organization culture and teachers’ work performance. The data has been collected from 481 teachers using structural equation modeling and the sobel test. The outcome demonstrated that teachers’ work performance was positively impacted by their sense of self-efficacy and there was a statistically significant correlation between work engagement and job performance.

“**Effect of Training and Development Programmes on Self-Efficacy on banking professionals**” research done by Mohanraj, Panchanatham, (2017) among 150 bank employees from five different private banks such as HDFC bank, Yes bank, Kotak bank, Mahindra bank, Karur Vysya bank, and RBL bank at Chennai. The experiment used structural equation modeling (SEM) to analyze the data. The result showed a positive relation between perception of self-efficacy and proper training.

Adedeji, (2009) conducted study on “**Locus of control, interest in schooling, self-efficacy and academic achievement**” to examine the relationship between self-efficacy and academic achievement of junior secondary school students where locus of control and interest in schooling as predictor. The data has been collected from 500 students from twenty five secondary schools through stratified modeling. The result showed that self-efficacy contribute significantly to the prediction of academic achievement of the students.

Sharon Jemima Julius, (2022) study on “ **A study on the relationship between self-esteem and self-efficacy among college students**” to measure the relationship between self-esteem and self-efficacy among college students. The data has been collected from 120 students from both genders using self-esteem and self-efficacy scale. The findings showed that students’ level of self-esteem and self-efficacy are high and that these two constructs are positively correlated.

Cetin and Aşkun (2018) study on “ **The effect of occupational self-efficacy on work performance through intrinsic work motivation**” to find a relation between occupational self-efficacy on work performance. The data has been collected from 76 employees from diverse industrial organizations in Turkey. The result revealed that self efficacy is positively correlated with work performance in diverse organizations.

Shaari, (2014) conducted study on “**Self-Efficacy as a determined factor for knowledge sharing awareness**” to analyze the relation between self-efficacy and knowledge sharing among academics in public universities in Malaysia. The data has been collected from 725 academics participants from 20 public universities. The study revealed that there were significant differences on the knowledge sharing awareness across designation.

Kalkan, (2011) conducted study on “**Self-Efficacy, coping with stress and goal-oriented in nurse managers**” to investigate the relation between self-efficacy and factors like coping with stress, and goal-orientation among nurse managers. The primary finding of the study was a favourable correlation between nurse managers’ self-efficacy scores and their learning goal orientation. The findings indicated inverse relationships between coping styles with stress scale and self-efficacy scores. This study demonstrated a favourable correlation between the self-efficacy of nurse managers and their attitude towards performance improvement and learning goals.

“ **A study of locus of control among distance learning pursuing professionals in bangalore**” by Nita Choudhary, Niranjana Kumar Singh, Dr. S Sudarshan, (2014) the centre of power for men and women doing an MBA remotely while working at executive levels in a variety of industries. The data has been collected from 74 male and female employees. The result revealed that men are more internal than women.

Dustin P. Griffin, (2014) conducted study on “**Locus of control and psychological well-being: separating the measurement of internal and external constructs – A Pilot Study**” to determine the relationship between locus of control and psychological well-being among university students. The data has been collected from 577 university students using LOC scale. The result revealed that whereas internal LOC had no correlation with psychological well-being, exterior LOC predicted distinct variance in stress, despair, and self-esteem.

“**Locus of control moderates the relationship between exposure to bullying behaviours and psychological strain**” study done by Iselin Reknes, Gintare Visockaite, Andreas Liefoghe, Andrey Lovakov, Ståle V. Einarsen, (2019) to find out if the association between bullying and mental health is mediated by internal and external locus of control. The information was gathered from 1474 Russian employees between 2014- 2015 using Mplus and SEM modelling. The results revealed a positive relationship between exposure to bullying behaviours and psychological strain.

Vahideh Fatemi, Dr. Simin Hoseiniyan, (2016) study on “ **Study of locus of control in female and male MSC students**” to measure the locus of control of university students. The data has been collected from 360 students from 5 universities using LOC scale. The result demonstrated that male students' locus of control was more internalized than that of female pupils.

Hassan Fahim Devin, Faranak Ghahramanlou, Ahmad Fooladian, Zahra Zohoorian, (2012) study on “**The relationship between locus of control (internal-external) and happiness in pre-elementary teachers in Iran**” to investigate the relationship between locus of control and happiness among teachers. The data has been collected from 84 teachers using LOC scale and happiness scale. The result revealed that there is significant negative relationship between locus of control and happiness of teachers.

Sangeeta Sidola, Sarita Saini, Tejpreet K. Kang, (2020) study on “ **Locus of control and its relationship with mental health among college students**” to investigate the relation of locus of control with mental health among college students. The data has been collected from 400 undergraduate students using LOC scale and mental health battery. The result revealed that a large percentage of the respondents reported medium level mental health and internal locus of control was found to have a considerable favourable impact on both the respondents' overall adjustment dimension and mental health in general.

“**Self-efficacy, satisfaction, and academic achievement: The mediator role of students' expectancy-value beliefs**” study done by Fernando Domenech-Betoret, Laura Abellan-Rosello, Amparo Gomez-Artiga, (2017) to examine the links between students' expectancy-value beliefs, academic achievement, teaching process satisfaction, and academic self-efficacy. The data has been collected from 797 Spanish secondary education students from three schools using self-efficacy and expectancy-value beliefs scale. The results revealed that students' expectancy-value beliefs as a mediator role between academic self-efficacy and the achievement/satisfaction relationship.

Amir Tiyuri, Behzad Saberi, Mohammadreza Miri, Ehsan Shahrestanaki, Beyram Bibi Bayat, Hamid Salehiniya, (2018) study on “**Research self-efficacy and its relationship with academic performance in postgraduate students of Tehran University of medical sciences in 2016**” to investigate the relationship between research self-efficacy and academic performance in postgraduate students. The data has been

collected from 320 postgraduate students using self-efficacy questionnaire, demographic questions, and grade point average (GPA). The result showed that there was a substantial direct correlation between students' research self-efficacy score and GPA, and there was no discernible variation in the students' score based on gender or school.

Isabelle Capron Puozzo, Catherine Audrin, (2021) study on “ **Improving self-efficacy and creative self-efficacy to foster creativity and learning in schools**” to find the significance of student self-efficacy and creative self-efficacy within the framework of a creative education. The data has been collected from 23 students through questionnaires and interviews. The result revealed that the intervention did not have a significant impact on self-efficacy.

Dr. Abdulnaser Fakhrou, Dr. Laith Hazem Habib, (2021) study on “ **The relationship between academic self-efficacy and academic achievement in students of the department of special education**” to assess the relationship between academic self-efficacy and academic achievement. The data has been gathered from 43 students of the Department of Special Education through questionnaire. The result revealed that there is a positive correlation between academic self-efficacy and academic achievement.

Siti Sara Mohd Ariff, Sarikka Vijaya Kumar, Mohd Nazrul Bin Azizi, Firdaus hilmi, (2022) study on “ **Relationship between self-efficacy and academic motivation among university and college students enrolled in Kuala Lumpur during movement control period (MCO)**” to investigate the relationship between self-efficacy and academic motivation among university and college students. The data has been collected from 120 undergraduate students using general self-efficacy scale (GSE) and academic motivation scale (AMS). The result showed that undergraduate students' level of academic desire are higher than their levels of self-efficacy and that there is a statistically significant positive association between the two.

CONCLUSION

The studies reviewed consistently show a positive correlation between an internal locus of control and higher self-efficacy among students across educational settings. Those with an internal locus who attribute outcomes to their own efforts tend to have stronger beliefs in their capabilities. However, the relationship strength varies across factors like academic domain and cultural influences. Understanding this locus of control-self-efficacy link can inform interventions promoting student success. Cultivating an internal locus and self-efficacy beliefs may enhance achievement, motivation, and persistence. Future research should explore mediating/moderating factors, longitudinal effects on academic trajectories, and diverse contexts beyond traditional settings.

Overall, this review highlights considering both constructs when designing educational interventions and support systems. Empowering an internal locus of control and strong self-efficacy can help students take ownership of their learning journeys and develop resilient beliefs in their abilities to succeed academically.

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