IJNRD.ORG ISSN : 2456-4184
INTERNATIONAL JOURNAL OF NOVEL RESEARCH AND DEVELOPMENT (IJNRD) | IJNRD.ORG
An International Open Access, Peer-reviewed, Refereed Journal

Relationship between Locus of Control and Self-efficacy among Adolescents

[1]Reshmi V R, [2]Aswini A S,[3]Anamika R,[4]Divya Varshini J N,[5]Namratha Ramesh R

[1]Assistant Professor, [2]Student, [3]Student,[4]Student,[5]Student
[1]Department of Psychology,
[1]Christ Nagar College, Thiruvananthapuram, India

Abstract: The study focuses on finding the relationship between Locus of Control and Self-Efficacy among Adolescents. One hundred and eighty adolescents (90 males and 90 females) were chosen as samples by applying the simple random sampling method. The General Self-Efficacy Scale (1995) was used for examination, and a one-item rating scale for Locus of Control was developed in the socio-demographic data sheet. The questionnaires were administered to the subjects, and the scoring was done based on the scoring key. The data were analysed through t-test, one-way ANOVA, and post-hoc test. The results of the study showed that gender has no significant difference with respect to self-efficacy. Additionally, individuals with a higher internal locus of control had higher self-efficacy.

Keywords **- Locus of control, Self-efficacy, Adolescents.**

INTRODUCTION

Adolescence is a time of change, exploration, exuberance, and youthful searching, it is a period that is heavily influenced by previous experiences and it will continue to impact their present and future. It is defined by a similar rate of attitude and behaviour change, which is reflected by the physical changes that take place during the same process (Coon & Mitterer, 2007; Hurlock, 1980). According to the World Health Organization (2014), adolescence refers to the age of 10 years to 19 years of age, which is the transition between childhood and adulthood, and it entails development and self-discovery.

Self-efficacy and locus of control are two important psychological concepts that have a significant influence on adolescence development. Self-efficacy, according to Bandura (1977), refers to a person's belief in their ability to plan and perform the actions needed to reach specific goals. These perceptions influence the motivation, effort, persistence, and resilience to deal with challenges (Bandura, 1997; Schunk & DiBenedetto, 2020). Research indicates that teenagers who have high levels of self-efficacy have improved academic achievement, goal-setting behaviour and effective coping skills (Kamil & Al-Hadrawi, 2022; Auliya et al., 2023).

Locus of control, proposed by Rotter (1966), is a concept that is used to explain the degree to which an individual feels the result of their life is determined by their efforts (internal locus) or external influences such as luck or other humans (external locus). The theoretical models facilitate the importance of these concepts in adolescence. The psychosocial theory by Erikson emphasizes also that identity formation is the primary activity of this stage, which implies that it is impossible to build a clear sense of self without learning how to manage personal agency and competence (Erikson, 1950; UK Essays, 2018). One of the theories is the social cognitive theory by Bandura, which suggests that the effectiveness of self-efficacy beliefs, as well as behavior and emotional reactions, affects the behavior of adolescents, particularly those with academic and social problems (Bandura, 1977; Cherry, 2023).Furthermore, the locus of control theory of Rotter relates the impact of feelings of control on motivation, coping, and adjustment in general (Rotter, 1966; Schunk & DiBenedetto, 2020).

Studies have been conducted on these concepts during adolescence, and a few studies have been done on their combined effect. As an example, the study by Kamil & Al-Hadrawi (2022) established a positive relationship between perceived self-efficacy and psychological well-being among adolescents due to the protective effect of self-efficacy. Alex et al. (2023) demonstrated that an internal locus of control was associated with increased levels of resilience and motivation among high school students. Moreover, the studies of self-efficacy among adolescents also indicate that these beliefs are shaped by social support, peer pressure, and the environment (Studocu, 2023). The relationship between self-efficacy and locus of control may be understood and used to explain how to help adolescents adjust and achieve success.

The paper will examine the connection between self-efficacy and locus of control among adolescents and the way the two concepts interact in influencing psychological adaptation and academic motivation. This research aims to illuminate developmental theory

and research studies to make inferences on how teenagers can develop confidence, independence, and coping skills in adolescence. As adolescence is one of the most important periods of determining long-term personal and academic careers, the analysis of these concepts has theoretical and practical significance (Bandura, 1997; Rotter, 1966; Erikson, 1950).

To conclude, self-efficacy and locus of control are crucial to adolescent development, which has an influence on motivation, behaviour, and emotional wellness. A combined analysis of these notions gives more insights into how adolescents confront difficulties and develop resilience, which later helps them to enter the world of successful and independent adulthood (Cherry, 2023; Schunk & DiBenedetto, 2020). The study fills a gap in the literature on their jointly associated effects, particularly in non-Western adolescent populations, and creates potential ways of intervention and support.

METHOD

Hypotheses

1. There will be a significant difference in Self-efficacy among Adolescents with respect to Gender.
2. There will be a significant difference in Self-efficacy among Adolescents with respect to Locus of control.

Objectives

1. To find out whether there is any gender difference among adolescents with respect to self-efficacy.
2. To observe the effect of the Locus of control on self-efficacy.

Sample

A total of 180 adolescents (N = 180) participated in the study using a simple random sampling method. The sample size was 90 males and 90 females with ages between 10 and 19 years old, and these are categorized as adolescents by the World Health Organization (WHO). The participants were selected from various schools in Thiruvananthapuram (Kerala, India) in the tenth and twelfth grades.

Research design

Quantitative and Descriptive research design were used to conduct the study

Statistical analysis

The data were analysed using SPSS (Statistical Package for Social Science) software. The Statistical techniques used in the study include t-test, One-way ANOVA and Post hoc analysis.

Instruments

1. General Self-Efficacy Scale (GSE): The General Self-Efficacy Scale (GSE) was created and standardized by Schwarzer and Jerusalem in 1995. It aims to assess an individual's overall sense of self-efficacy, reflecting their belief in their ability to manage various circumstances effectively. The scale includes 10 items, each relating to successful coping and suggesting a stable internal belief in success. Participants answer using a 4-point Likert scale: 1 – Not at all true, 2 – Hardly true, 3 – Moderately true, and 4 – Exactly true. The total score is found by adding up all the items, with scores ranging from 10 to 40; higher scores indicate a high self-efficacy. Completing the questionnaire takes about 4 minutes. This scale shows good reliability and validity. Cronbach's alpha coefficient, determined based on the data obtained in 23 countries, is between 0.76 and 0.90, with most studies recording high values between 0.80s. For validity, criterion-related validity has been established through several correlation studies. These studies show positive links with emotions, general optimism, and job satisfaction, while showing negative links with depression, anxiety, stress, burnout, and health issues.

2. Single-Item Locus of Control Scale (Researcher-Developed): Locus of Control was measured using a single-item rating scale developed for the present study and included in the personal data sheet. The item was: “How much do you think you have control over the events that happen in your life?” The responses were recorded on a 3-point ordinal scale: 1- Sometimes, 2- Often, and 3- Always. Increased scores denote an increase in perceived control over life events. Since it is a single-item measure, it is not possible to compute the internal consistency reliability; nevertheless, single-item measures tend to be utilized in the studies when the construct is simple and when the emphasis is put on brevity and clarity.

Procedure

A total of 180 respondents (N=180), including 90 males and 90 females, were selected using the Simple Random Sampling Method. The population was comprised of adolescents aged 10 to 19 years, and were selected from different schools located in Thiruvananthapuram, Kerala, India. Data collection was carried out over five days, with the required consent from the school and the respondent. The General Self-Efficacy Scale, as well as a One-Item Rating Scale for Locus of Control, was developed for the current study. Following data collection, the responses were scored and tabulated. The data was later analysed using SPSS software. The statistical methods used in the study were t-test, One-way ANOVA and Post Hoc Test.

Data Collection

The data were collected from schools after obtaining permission. Consent was taken from the participants before filling out the questionnaires. The form included a consent form, demographic details, the General Self-Efficacy Scale, and a one-item rating scale for locus of control. Participants were assured that their responses would be kept confidential.

RESULTS

Table 1 t-test of 'self-efficacy' based on 'Gender'

Variable	Gender	N	Mean	Std. Deviation	t	Sig(2 tailed)
Self-Efficacy	Male	90	28.86	5.410	.098	0.922
	Female	90	28.78	5.253		

Nb: No significance as p>0.05 level (2-tailed).

Table 1 shows that t-test results of self-efficacy among adolescents with respect to Gender. The table shows that there is no significant difference in self-efficacy between males and females (p>0.05). The mean scores for males (M=28.86) and mean scores for females (M=28.78) doesn't show much difference. As there is no significance, the hypothesis that there will be a significant difference in self-efficacy among adolescents with respect to gender is rejected.

Table 2 One-way ANOVA of 'Self-efficacy' based on 'Locus of Control'.

Variable	Locus of control	N	Mean	Std. Deviation	F	Sig.
Self-Efficacy	sometimes	87	28.09	5.367	6.260	0.022*
	Always	66	28.45	5.121		
	Often	27	32.04	4.578		

Table 2 shows the ANOVA results of self-efficacy with respect to locus of control. The p-value is found to be 0.002 which is statistically significant and its corresponding F-value is 6.260. As there is significance, post hoc tests were employed to find the group differences of Locus of control with respect to Self-efficacy.

Table 2.1 Post Hoc Test of 'Locus of Control' based on 'Self-efficacy'.

Self-efficacy			
Scheffe[a,b]			
Locus of control	N	Subset for alpha = 0.05	
		1	2
Sometimes	87	28.09	
Always	66	28.45	
Often	27		32.04

Table 2.1 shows the post hoc results of self-efficacy and locus of control. Adolescents who reported having a high internal locus of control, that is, individuals who chose 'often' as their response in internal locus of control, have significantly high levels of self-efficacy as compared to people who reported having high and low self-efficacy. That is, adolescents who reported having an average internal locus of control have significantly high levels of self-efficacy. Therefore, the hypothesis that there will be a significant difference in self-efficacy among adolescents with respect to Locus of Control is accepted.

DISCUSSION

The results of the study revealed that there is no significant difference between self-efficacy among male and female adolescents. The t-test findings showed that there was no difference in the mean score of males (M = 28.86) and females (M = 28.78), and the difference was not statistically significant (p > 0.05). This means that it is not the gender that determines the self-efficacy. Personal experiences, social interaction, and individual traits may have more influence on self-efficacy, which is described as the conviction of being in a position to accomplish tasks and goals. The lack of gender variations in self-efficacy could also be due to the changing of societal norms, the expansion of education, and exposure to diverse roles that have reduced gender differences in self-confidence and goal-setting. Although all the previous studies had shown that male adolescents possessed better self-efficacy rates as compared

to females, the present results are similar to the recent studies by showing that gender does not directly affect self-efficacy. As a result, the hypothesis of the significant gender difference in self-efficacy between adolescents is rejected.

The result of the ANOVA showed that there was a difference of self-efficacy in locus of control ($p = 0.002$, $F = 6.260$). Further comparison showed that adolescents whose internal locus of control was average showed significant self-efficacy levels compared to the low and high. It means that teenagers who believe that there is an intermediate degree of control over their lives can develop more confidence in their strengths and cope with the results without giving in to too high self-expectations. Conversely, a very high internal locus of control may mean that one experiences increased feelings of pressure to perform, which can damage self-efficacy when an individual doubts her or his own capabilities.

The relationship between self-efficacy and locus of control is also observed, as it is reported by other researchers (Corrado et al., 2021; Alias et al., 2012; Takaki & Yano, 2006) that have reported positive correlations between these two variables. When people think that they can control their lives, they will be more likely to continue achieving positive effects and have better well-being. Therefore, the current research supports this interdependence and proves that self-efficacy is significantly different according to locus of control. On that note, the hypothesis that a significant difference in self-efficacy will be present in the group of adolescents with respect to locus of control is accepted.

CONCLUSION

The study examined the connection between locus of control and self-efficacy in adolescents. The results showed that a strong internal locus of control is linked to higher self-efficacy. This means that adolescents who believe that they can control their actions and outcomes tend to have more confidence in their abilities. In contrast, participants who had an external locus of control recorded low self-efficacy. The study also found no significant differences in self-efficacy based on gender. This indicates that both male and female adolescents have similar beliefs about their capabilities. These results underline the necessity to promote an internal locus of control and enhance the self-efficacy and mental health of adolescents.

ACKNOWLEDGEMENT

A heartfelt thanks to Ms. Reshmi V. R., an Assistant Professor in the Department of Psychology at Christ Nagar College, who provided an invaluable guidance, support and encouragement throughout this research. I would also like to express my special thanks to Sneha S. S. for her help, cooperation, and encouragement during the completion of this study.

REFERENCES

[1] Alex, A., Arjunan, N. K., & Sherlin, S. (2023). Mental health, locus of control, and self-efficacy of secondary school students from broken and intact families. *Research and Reflections on Education*, 21(1), 5-12. https://doi.org/10.23916/0020230841810

[2] Alias, M., Akasah, Z. A., & Kesot, M. J. (2012). Self-efficacy, locus of control and attitude among engineering students: Appreciating the role of affects in learning efforts. *Procedia - Social and Behavioral Sciences*, 56, 183-190. https://doi.org/10.1016/j.sbspro.2012.09.645

[3] Auliya, N. N., Zaharuddin, Z., & Darmayanti, K. K. (2023). Internal locus of control and academic self-efficacy influence on academic adjustment among college students. COUNS-EDU:*The International Journal of Counseling and Education*, 8(1). https://doi.org/10.23916/0020230841810

[4] Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191-215. https://doi.org/10.1037//0033-295x.84.2.191

[5] Bandura, A. (1997). Self-efficacy: *The exercise of control*. Macmillan.

[6] Cherry, K. (2023, August 28). *Understanding self-efficacy and its impact*. Verywell Mind. https://www.verywellmind.com/self-efficacy-2795954

[7] Coon D., & Mitterer, J. O. (2007). Introduction to psychology*: Gateways to mind and behavior* (11th ed.). Belmont, CA: Cengage Learning.

[8] Di Corrado, D., Coco, M., Guarnera, M., Maldonato, N. M., Quartiroli, A., & Magnano, P. (2021). The influence of self-efficacy and locus of control on body image: A path-analysis in aspiring fashion models, athletes and students. *International Journal of Environmental Research and Public Health*, 18(11), 6128. https://doi.org/10.3390/ijerph18116128

[9] Erikson, E. H. (1950). *Childhood and society*. New York, NY: W. W. Norton & Company.

[10]Hurlock, E. B. (1980). Developmental psychology: *A life-span approach*. New York, NY: McGraw-Hill.

[11]Kamil, A. A., & AL-Hadrawi, H. H. (2022). Perceived self-efficacy and the psychological well-being of adolescents.*International journal of health sciences*, 9447-9456. https://doi.org/10.53730/ijhs.v6ns3.8843

[12] Nowicki, S., & Duke, M. P. (2016). The Nowicki-Strickland internal-external locus of control scale: A manual for researchers and practitioners. *Lutz, FL: Psychological Assessment Resources*.

[13]Rotter, J. B. (1966). Generalized expectancies for internal versus external control of reinforcement. *Psychological Monographs: General and Applied*, 80(1), 1-28. https://doi.org/10.1037/h0092976

[14] Schunk, D. H., & DiBenedetto, M. K. (2020). Motivation and social cognitive theory. *Contemporary Educational Psychology*, 60, 101832. https://doi.org/10.1016/j.cedpsych.2019.101832

[15] Schwarzer, R., & Jerusalem, M. (1995).General self-efficacy scale. *PsycTESTS Dataset*. https://doi.org/10.1037/t00393-000

[16] Studocu. (2023). *The development of self-efficacy in adolescence*. Studocu Research Reports.. https://www.studocu.com

[17]Takaki, J., & Yano, E. (2006). Possible gender differences in the relationships of self-efficacy and the internal locus of control with compliance in hemodialysis patients. *Behavioral Medicine*, 32(1), 5-11. https://doi.org/10.3200/bmed.32.1.5-11

[18]UK Essays. (2018, November). Impacts and importance of new product development marketing essay. - *References – Scientific research publishing*. SCIRP Open Access. https://www.scirp.org/reference/referencespapers?referenceid=3113753