

## Self-Efficacy and Locus of Control Among School Students

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### ABSTRACT

According to Bandura the concept of observational learning new responses is learned by observing other people's behaviour and can be through vicarious learning. Philip Zimbardo in 1985 stated that locus of control orientation is 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). The purpose of the study self-efficacy and locus of control among school students. A total of 260 students from classes 11th and 12th from Kottayam district of Kerala was chosen for the study. The tools used for the study was General self-efficacy scale and Locus of control scale. The data was analysed using Spearman correlation test and Mann-Whitney U test. The results indicate that there is no significant relationship between self-efficacy and locus of control among school students. No gender difference was observed in the levels of Self-efficacy and Locus of Control.

**Keywords:** *Self-efficacy, Locus of control, School students*

The term self-efficacy was put forward by Albert Bandura. He introduced the concept of observational learning; new responses are learned by observing the other people's behavior and can be through vicarious learning. Rather, the self could be a set of psychological feature processes and structures involved with thought and perception. Two vital aspects of the self-square measure self-reinforcement and self-efficacy (Schultz & Schultz, 2017). Self-efficacy is our feeling of adequacy, efficiency, and competence in coping with life (Bandura 1977).

The self-efficacy finds an important role in different time periods of an individual can be during the childhood, adolescence adult and old age. During the childhood times the self-efficacy increases when the child starts to grow and interaction with the social environment begins. Also, the parental influence is very much greater within the child it can affect a child negatively and positively. When the child becomes to adolescent the transitional experiences of adolescence involve coping with new demands and pressures, from a growing awareness of sex to the choice of college and career. Adolescents need to be established a competency and appraisal of their own abilities.

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The locus of control was derived from social learning by Rotter, also he suggested that our behaviors can be controlled by rewards or punishment (Strickland, 2014). Locus of control orientation is a belief about the outcomes of our actions that are contingent on what we do (internal control orientation) or the events that are outside our personal control (external control orientation) (Wallston et al., 1978). Rotter has introduced locus of control and he developed the concept of internal and external locus of control. Internal locus of management is that the belief that reinforcement is led to by our own behavior and external locus of management is that the belief that reinforcement is brought by the management of others, luck or fate etc. People with internal locus of control are a lot of probably to require responsibility for his or her actions. Externally locus of control is typically credit luck or likelihood for any successes. Based on these two factors we can measure locus of control of an individual with help of different self-report inventories developed by Rotter and Levenson. The locus of control can be developed from the childhood and its be can be related to the parental behavior also.

School typically providing general, technical, vocational, or college-preparatory courses. The school students can be primary and secondary level. The primary level includes students of classes 1 to 7 and the secondary level includes 8 to 12. Secondary education, the second stage historically found in formal education, starting regarding age eleven to thirteen and ending sometimes at age fifteen to eighteen. The categorization between instruction and instruction has step by step dwindle marked, not solely in curricula however additionally in organization. This can be again classified into lower secondary education from 12 to 15 years and upper secondary education from 15 to 18 years. the upper secondary education is the final stage of formal education and it prepares the or educate them for an employment. It is important to understand the problems with school satisfaction among students. This can create many problems in their life also affects their studies and personality. Self efficacy are the beliefs about the outcomes of life (Bandura 1977) so it is important to find the level of academic achievement, level of interest etc.

### **REVIEW OF LITERATURE**

There were significant correlations between mental health and self-efficacy beliefs, problem-oriented coping strategy, emotion-oriented coping strategy, external locus of control, and internal locus of control (Bavojdan et al., 2011).

The internal academic locus of control was positively by social self-efficacy. Also, internet addiction was explained negatively by social self-efficacy and internal academic locus of control and positively by external academic locus of control (Iskender & Akin., 2010).

Perfectionism and locus of control predicted self-handicapping; and perfectionism, but not external locus of control, predicted low self-efficacy. The mediation analyses found no support for self-efficacy as a mediator of the relationship between perfectionism, locus of control, and self-handicapping (Stewart & Walker., 2014).

The internal locus of control and high level of general self-efficacy are associated with high scores on subjective well-being. This implies that a shift in locus of control towards internal dimension and an improvement in the level of general self-efficacy, can enhance the subjective well-being Dave et al., (2011).

The study showed that participants who endorse higher levels of stress also endorse higher levels of illness, higher levels of external locus of control, and lower levels of self-efficacy.

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There are direct relationships between stress and illness and between illness and the utilization of health services Roddenberry & Renk, (2010).

The study supports a multidimensional conceptualization of locus of control and the utility of the I-SEE. There were statistically significant differences between schools for motivation and achievement and also a mediating effect between locus of control and school-type suggesting that interactional models are required in investigations of motivation and achievement. Furthermore, moderate levels of locus of control and self-efficacy appear to be more adaptive than either extremely high or low levels Anderson et al., (2005).

The recent researches focus on self-efficacy and locus control among adults, but a few studies have been conducted with the school students. During this stage there are many changes happening in their life. In this study the researcher focuses on the relationship of self-efficacy and locus of control among school students. Here we can evaluate how an individual is able to relate his/her life with these factors. Also, we can find out how the variables are being varied among the gender.

### **METHODOLOGY**

#### *Research Question*

- Is there any significant relationship between self-efficacy and locus of control among school students?
- Is there is any significant gender difference in self-efficacy among school students?
- Is there is any significant gender difference in locus of control among school students?

#### *Objectives*

- To find the relationship between self-efficacy and locus of control among school students.
- To examine the gender difference in self-efficacy among school students
- To examine the gender difference in locus of control school students.

#### *Hypotheses*

**H<sub>0</sub> 1** – There is a significant relationship between self-efficacy and locus of control among school students.

**H<sub>0</sub> 2** – There is no significant gender difference in self-efficacy among school students

**H<sub>0</sub> 3** – There is no significant gender difference in locus of control school students.

#### *Design of the study*

The study of self-efficacy and locus of control among school students was a quantitative study. A correlational study is used to study the relationship between self-efficacy and locus of control among school students. Also, in the study, a comparison in self-efficacy and locus of control between gender is carried out.

#### *Sample*

The sample was the students studying in class 11<sup>th</sup> and 12<sup>th</sup> standard. The schools from Kottayam, Kerala was selected for the study. Purposive sampling technique was used for the present study. A total of 260 samples were chosen for the study in the study.

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### *Tool used for the study*

Variable	Tool	Developer	Likert type	Validity/ Reliability
Self-Efficacy	The generalized self-efficacy scale (GSES)	(Schwarzer & Jerusalem, 1995)	4-point scale	The Cronbach's alpha- 0.76 and 0.90
Locus of control	Levenson's Locus of control scale	(Levenson 1981)	6-point scale	Cronbach's alpha of the subscales ranged from 0.56 to 0.67

## RESULTS AND DISCUSSION

The data collected was scored, tabulated and also the descriptive statistics was calculated. The outcomes or results were interpreted hypothesis wise with the help of inferential statistics. The results obtained are presented as well as discussed as follows:

### **H<sub>0</sub> 1: There is no significant relationship between self-efficacy and locus of control among school students.**

The data related to this objective was analyzed with the help of spearman correlation. Spearman correlation was calculated between self-efficacy and locus of control among school students.

**Table 1. Correlation between self efficacy and locus of control among school students.**

	N	p	p
Self-efficacy and locus of control	260	.113	.069

An analysis of the above table indicates that there was 260 school students. The correlation coefficient and the significance value are 0.113 and 0.069. The spearman correlation coefficient 'r' = 0.113 which shows a positive correlation between self efficacy and locus control among the school students. The significance value was found out to be 0.069 at significance level of 0.05, since  $p > 0.05$  the null hypothesis is being accepted and there is no significant difference in self-efficacy and locus of control among school students. This can be supported by a study done by Mahi. S., 2020 found no significant relationship in the mean scores of locus of control, self-concept and self-efficacy of socially disadvantaged students of Government and Private schools. There is a strong positive correlation between locus of control & self-efficacy and locus of control & self-concept of socially disadvantaged students. Thus, the researcher believed that since the students are able manage themselves about their beliefs about the outcome and the locus of control so that may be reason for no significant relationship between self-efficacy and locus of control.

### **H<sub>2</sub> – There is a significant gender difference in self-efficacy among school students**

The data related to this objective was analyzed with the help of Mann – Whitney U test. Mann – Whitney U test was calculated for gender difference in self-efficacy among school students.

**Table 2. Mann – Whitney U test for gender difference in self-efficacy among school students.**

Variable	Gender	N	Mean Rank	U	p
Self-efficacy	Males	130	129.77	8354.500	.874
	Females	130	131.23		

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An analysis of the above table indicates that there was 260 school students. The U and the significance value are 8354.500 and 0.874. The mean rank of self-efficacy between males and females was found to be 129.77 and 131.23. By analyzing the significance value  $0.874 > 0.05$  which shows that the null hypothesis is accepted and there is no significant gender difference in self efficacy among school students. When comparing the mean values, the females tend to have higher self efficacy than males. In the study is to probe self-efficacy, educational aspiration and academic achievement among secondary school students. It was found out that girls had statistically significant higher scores in self-efficacy, educational aspiration and academic achievement than boys (Ahuja 2016). The results of the present study shows similarity with the earlier study. The self-efficacy beliefs can be influenced by past performance, vicarious experiences (observing others perform), verbal persuasion, physiological cues (Vahidi, 2015).

### H3 – There is a significant gender difference in locus of control among school students

The data related to this objective was analyzed with the help of Mann – Whitney U test. Mann – Whitney U test was calculated for gender difference in locus of control among school students.

**Table 2. Mann – Whitney U test for gender difference in locus of control among school students.**

Variable		N	Mean Rank	U	p
Locus of Control	Males	130	133.50	8060.500	.520
	Females	130	127.50		

An analysis of the above table indicates that there was 260 school students. The U and the significance value are 8060.500 and 0.520. The mean rank of self-efficacy between males and females was found to be 133.50 and 127.50. By analyzing the significance value  $0.520 > 0.05$  which shows that the null hypothesis is accepted and there is no significant gender difference in locus of control among school students. When comparing the mean values the males tend to have higher locus of control than females. A recent study found that positive association between academic burnout and loneliness and a moderating impact of internal locus of control on academic burnout and student engagement relationship. Loneliness acted as a partial mediator for the moderated relationship between the academic burnout-student engagement relationship (Singh, L.B., Kumar. A., & Srivastava. S 2020). Locus of control is more or less stable like any other trait of personality. But some changes may occur depending upon the situations. In childhood internality increases with age. Also, with increase in administrative experience internality increases.

## SUMMARY AND CONCLUSION

### Summary

The aim of the research was to study self- efficacy and locus of control among school students. The research question was is there any significant relation between self-efficacy and locus of control among school students? Also, to find the gender difference within self efficacy and locus of control among school students. The study measures self-efficacy and locus of control among school students studying in class 11<sup>th</sup> and 12<sup>th</sup>. A total 260 samples were collected 130 females and 130 males from the schools of Kottayam district. The consent from the principal and parents was taken. The data collected was scored according to manual and was analyzed using Statistical Package for the Social Science (SPSS). Firstly,

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the normality was checked and identified the data was not normal and used the non-parametric test i.e., spearman correlation and Mann-Whitney U test.

### *Conclusion of the study*

From the above results and discussion, it can be concluded that;

- There is no significant relationship between self-efficacy and locus of control among school students.
- There is no significant gender difference in self efficacy among school students. The mean rank shows males tend to have higher self-efficacy than females.
- There is no significant gender difference in locus of control among school students. The mean rank shows females tend to have higher locus of control than males.

### *Implications of the study*

From the present study we can find out that there is influence of self-efficacy and locus of control among gender. In males the self-efficacy shows a higher of mean rank and in females the locus of control shows. In future more kind of learning practices can be introduced so that the self-efficacy can be increased and it helps in their studies as well. If easy learning practices are brought up then these students can make apply in to their studies. Also, in case of locus of control influence personality. So, to develop the personality of individuals the school and the management can do some kind of programs, well-being programs, counselling sessions etc. So that the individuals can develop a good personality. Since these are 11<sup>th</sup> and 12<sup>th</sup> standard students after one or two years, they will have to decide their career, for that they should able to take a decision for themselves they need to have good personality too.

### *Limitations*

The limitations of the study can be,

- This study focus only the school students as a sample and hence the results may not hold good for the other parts or segments of the population.
- In this study the students of age group 15-17 were only considered; thus, the findings may not be applicable to students of other age groups.
- The sample students were from Kerala and thus, the findings may not be true for the students from other states in India.
- This study was based on a self-report questionnaire, so there might be a response bias, which cannot be ignored.

### *Suggestions for future research*

Some contribution has been made by this study; these findings are only limited to a particular age group. Further research is needed on other samples from other states and countries as well. Studies should also be conducted among college schools of age group 18-25 years to further determine whether there is support for the findings of this research or not. In future studies, other measurements can be used to determine the different aspects of stress levels, burnout, self-esteem as well as other sociodemographic variables can be compared to determine the significant difference. A mixed approach of qualitative and quantitative methods can be used which will help to explore more possibilities in the study.

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### ***Conflict of Interest***

The author(s) declared no conflict of interest.

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