

**LOCUS OF CONTROL, SELF EFFICACY AND OPTIMISM
AMONG YOUNG ADULTS**

**By
NIVEDITHA N
(20PAP014)**

A Project submitted to



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In Partial Fulfillment of the Requirement for the Degree of

Master of Science

In

Applied Psychology

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ABSTRACT

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The study on Locus of Control, Self Efficacy and Optimism among Young Adults was conducted in several cities. Two hundred and five youngsters including one hundred and eight (n-108) males and ninety seven (n-97) females were selected by random sampling method in the age range of 18-25 years. All the participants of the study were assessed using Multidimensional Locus of Control Scale by Hanna Levenson; General Self Efficacy Scale by Matthias Jerusalem and Ralf Schwarzer; and Life Orientation Test by Michael Scheier. Pearson's correlation was used to analyze the collected data and independent sample t-test was administered. The results were analyzed and found to state that there is a significant relationship between Locus of Control, Self Efficacy and Optimism among Young Adults.

Key words: *Locus of Control, Self Efficacy, Optimism, Young Adults*

INTRODUCTION

CHAPTER I

INTRODUCTION

Locus of Control

Locus of Control is a concept about human behavior which has been created to define a group of attitudes and behaviours. The term locus means “location”. It is a person’s opinion about the fundamental main causes of occasions in their life. It is an idea about whether the consequences of events are unintentional on what people perform or on incidents outside their own control.

Locus of Control is a construct that deals with personal orientations or beliefs regarding the reinforcement that follows behaviour. Though the theory was initially established in clinical psychology, it has been explored around several fields including education, health, and clinical practice, and so on.

Locus of Control research was initiated in the mid-1950s, during the development of social learning theory. Rotter highlighted that a person’s potentials for reinforcement supposed through a variety of situations, which is called as generalized expectancies.

Types

Internal Locus of Control

People who have Internal Locus of Control believe that they are responsible for their own success and their behaviour is directed by their own choices and efforts.

Characteristics of Internal Locus of Control

- ❖ Individuals with internal locus of control will usually take charge for their activities
- ❖ Someone’s opinion will not influence the individual with an internal locus of control
- ❖ Internal locus of control individuals are more strong and healthy, and they are excited to live on their own and complete a task to their satisfaction

- ❖ Individuals with internal locus of control are independent with a strong sense of self-dependency
- ❖ People with an internal locus of control complete any task given to them better when they are allowed to work according to their willpower
- ❖ Individuals with internal locus of control used to work extremely hard to make things work in their favour and achieve the things they wish
- ❖ Individuals with internal locus of control have lot of self-confidence, and this quality makes them strong to face any challenge directly
- ❖ Individuals with internal locus of control can achieve success in their professional career as they believe in doing things and not expecting about actions and their results
- ❖ Individuals with internal locus of control believe that they can increase the possibility of good results and can decrease the possibility of unfavourable results

The Big Five Functions

The Internals intensely consider that their behaviours and outcomes are linked and inspire them to deal with their life hitches and challenges in disparate ways to Externals. Each feature of the Big Five functions brings them forward to find the best solutions to their problems. Internals are used to be the kinds as follows than Externals to be:

1. Take charge for what they have done.

Internals are more likely to look back over their behaviour to see what they did right and what they did wrong, a process that increases the chance of learning from both their successes and their failures.

2. Be determined in their efforts to solve problems and meet challenges.

Internal locus of control individuals believe that personal actions are linked with personal consequences, and are more likely to endure to increase their apparent possibilities of success.

3. Delay gratification.

Internals believe they are more able to control what happens to them, they are more likely to trust that rewards for their effective behaviours will be given later. Whereas, externals depend on luck or fate to determine how they are rewarded, tend to give up if a reward is not presented quickly. This leads the External people to be very spontaneous and less serious than Internals.

4. Gather information.

Individuals with internal locus of control are like human information vacuum cleaners; they constantly suck up information wherever they go. They know whatever they learn will be useful in the future, even if not immediately.

5. Resist coercion.

The internals change their minds about a topic, belief, or attitude when they are presented with material that encourages them to change.

External Locus of Control

Individuals with External Locus of Control believe the external forces. These externals believe that their behaviour is guided by fate, luck, or other external circumstances.

Characteristics of external locus of control

- ❖ External locus of control individual will blame others for their fault or for their good and bad results
- ❖ Externals can easily affected by an impact
- ❖ Individuals with external locus will not do any work up to the mark and are often lag with their work because externals do not believe in hard work
- ❖ Individuals with external locus will not be sure of themselves. They acknowledge to chance or luck for any victory which they achieved

- ❖ Individuals with external locus of control often feel helpless over and over again as they are controlled by uncontrollable forces
- ❖ Individuals with external locus of control often feel weak and bad in any challenge they face or during opposing situations
- ❖ Externals are not able change the outcome as they don't have enough confidence

Theories of Locus of Control

- ❖ **Attributional styles and locus of control**

Attributional style is a theory of behaviour that includes locus of control as one of three potential causes (Weiner, 1986). Attribution theory also includes other factors such as the global cause or a specific cause is stable or unstable and to what people have control over.

When a person believes that the reason of the happening is constant through all the situations, it is said to be a global attribution. The opposite of global attribution is specific attribution which happens only in a specific situation. If it is reliable across time or only attributable to a point at a time, it is said to be stable or unstable outcome.

Weiner (1986) provided the examples that the capability of doing any work is said to be internal and stable, whereas the feeling is said to be internal and unstable. Difficulty in task may be understood as stable and external, while luck is seen as unstable and external. From person to person the supposed quantity of control over each may differ.

He asserts that the casual stability dimension influences expectancy for success and that the locus of control dimensions influences affective responses to success and failure.

Therefore, Weiner's analysis is couched in an attributional, expectancy into value theoretical framework. Most locus of control research assumes ability and effort under internal control, and luck under external control. While task difficulty could be either internal or external depending upon the control of task difficulty lies.

❖ **Locus of control and personality theories**

The big five personalities such as neuroticism, extraversion, openness, agreeableness, and conscientiousness was said to have a fluctuating levels of influence on the results in these areas. The relationships with locus of control with each of these traits have been studied and also examined how the communication affects the work-life and health.

In general, neuroticism and conscientiousness have strong positive relationships with an internal locus of control. Believing that their behaviour contributes directly to the outcome of a situation will naturally lead to hard work if the individual also has the desire.

High levels of stress and depression have been seen in people who have external locus of control. These kinds of people used to think that their life is not in their hands and often used to feel that they are at the pity of some external forces, which lead them to anxiety and learned helplessness. The concept of learned helplessness and its correlation with an external locus of control was introduced by Martin Seligman (1975). He provided the theory that depressive people will have a weak state of mind, as they used to think that their activities will have a negative effect on the result of their lives. The external locus of control people do not have any faith or belief in them, as a result this type of thinking can be seen in them.

Self Efficacy

The term 'Self Efficacy' was given by Albert Bandura (1977) who is a Canadian-American psychologist and a professor at Stanford University. He originally proposed the concept, in his own words, as a personal judgment of "how well one can execute courses of action required to deal with prospective situations".

Self Efficacy is the belief in one's own abilities, especially the ability to face the challenges that comes in a person's life and an ability to complete a task successfully. General self efficacy refers to a general belief in the ability to achieve, but there are also some more specific forms of self-efficacy present. For example, academic self efficacy, self-efficacy on parenting and, self-efficacy in sports.

Self Efficacy is a person's specific set of beliefs that determine how well one can perform an idea of action in potential situations. In more simple terms, Self Efficacy is a person's belief in their own ability to succeed in a particular situation. It includes how an individual think, act and feel about their place in the world. Self Efficacy beliefs define how people used to think, sense, behave and, motivate themselves. Such belief creates a different result through four main processes. They are cognitive process, motivational process, affective process and selection process.

The Role of Self Efficacy

Every single person can recognize the goals they want to achieve, the stuffs they wish to change, and ideas they like to execute and succeed. But mostly, some people also realize that executing these ideas is not practically easy. Bandura and others have found that a person's self-efficacy plays an important role in how targets, duties, and tasks are tackled.

A great feel of efficacy improves human achievement and an individual's well-being in several ways. People with high confidence in their skills and ability can handle hard tasks as challenges than considering as threats. Such an active view stimulates an innate interest and a deep obsession in each person's action. They set challenging targets for themselves and upholds a strong promise to them. They used to improve and maintain their efforts even when they face failure. They recover their self efficacy very rapidly after failures. They ascribe failure to a lacking attempt or to poor information and abilities which are obtainable. They come up to dark situations with a declaration that they can apply a control over them. Such an effective view creates own activities, decreases stress and reduces weakness to depression.

People with a strong sense of self-efficacy:

- ❖ Improves intense interest in the activities they participate
- ❖ Create a strong sense of dedication to their welfares and actions
- ❖ Recover quickly from failures and disappointments
- ❖ Views a challenging problem as a tasks

In contrast, people who don't believe their capabilities will avoid and go away from the difficult tasks which they see as a own fear or risks. They choose to pursue goals with very low

hope and they used to have poor dedication. When they perform any hard task, they reside on their own faults, on the problems they meet, and all types of opposing results than thinking on how exactly to perform successfully. They relax from putting so many efforts and used to give up very soon when they face any difficulties. They are not able to come out from failures and they are very slow in improving their self efficacy because they see an unsatisfactory performance as a defective ability. They will often be an easy target to anxiety, pressure and depression.

People with a weak sense of self efficacy:

- ❖ Escape from a challenging tasks
- ❖ Believes that hard chores and circumstances are beyond their abilities
- ❖ Focus on their own faults and negative results
- ❖ Quickly lose confidence in personal abilities

Sources of Self Efficacy

Four sources of self efficacy have been suggested by bandura (2000). These are discussed below

❖ Mastery Experiences

The initial source of self-efficacy is over mastery experiences. However nothing is more powerful than having a direct experience of mastery to improve self-efficacy. Mastery experiences are the very powerful source of efficacy because they provide the most reliable sign. Success develops a healthy belief in an individual's self efficacy. Whereas, failures weaken it, particularly if failures arise before a sense of efficacy is strongly recognized. To have a strong sense of self efficacy, it involves experience in affecting problems through exertion and persistence.

❖ Vicarious Experiences

Social models provided the second important source of self-efficacy which is through vicarious experiences. Detecting someone experiencing success in completing any given task can be seen in vicarious experiences. Individuals who admire and follow someone or having positive role models in their life can be more likely to change their self in a positive manner and used to engross at least some self-belief in a positive way.

Social role models comprises of elder sibling, elder friends, counsellors, parents, aunts and uncles, grandparents, teachers, coaches, and employers.

❖ **Verbal Persuasion**

Verbal Persuasion is getting a positive verbal response while assuming a difficult task that encourages a person to be certain of that they have the abilities and competences to succeed. People like teachers, relatives, parents, managers or trainers have an important role in our life. They are considered to be the most influential people in our lives who can increase our beliefs towards success. Being influenced that we have the ability to control certain actions denotes that they are more likely to put energy and withstand it when the problem ascends. Verbal persuasion can be seen in any age people, but previously it is directed a lot it is likely to inspire the constructing or improving of self-efficacy.

❖ **Emotional & Physiological States**

An individual's perspective on their own ability in a particular situation can be influenced by the emotional, physical, and psychological well-being. Bandura states that it is not the power of emotional and physical reactions which is important but how they are observed and understood quite reasonably. People with high self efficacy are more likely to see their state of emotional enthusiasm as an inspiring aid of their own performance, whereas those who are affected by self-doubts concern their understanding as a helpless person. An individual's condition which they experience will influence how they estimate their self-efficacy. Depression, for example, it can reduce confidence in their skills. The stress effects or pressure are taken as the symptom of weakness to a very weak functioning whereas positive feelings can improve the confidence in people's ability.

❖ **Imaginal Experiences**

Psychologist James Maddux has suggested the fifth source of self-efficacy through "imaginal experiences", which is the art of visualising their own behaviour either effectively or successfully in a given situation. Imaginal experiences are basically someone attempting to portray their goals as achievable. Visualization is about putting oneself in a pole position to being capable of achieving anything one sets their mind to. By painting oneself or others in a favourable position, Maddux hypothesized that the

levels of self-efficacy in said individual would rise given that they are now more susceptible after portraying themselves at the finish line to believe in them.

Efficacy-Activated Processes

Many researches have been conducted on these four major psychological processes through which self-beliefs of efficacy affect human functioning.

1. Cognitive Processes

The effects of self-efficacy beliefs on cognitive processes take a variety of forms. Much human behaviour, being purposive, is regulated by forethought embodying valued goals. Personal goal setting is influenced by self-appraisal of capabilities. The stronger the perceived self-efficacy, the higher the goal challenges people set for themselves and the firmer is their commitment to them.

2. Motivational Processes

Self-beliefs of efficacy play a key role in the self-regulation of motivation. Most human motivation is cognitively generated. People motivate themselves and guide their actions anticipatorily by the exercise of forethought. They form beliefs about what they can do. They anticipate likely outcomes of prospective actions. They set goals for themselves and plan courses of action designed to realize valued futures. People who regard themselves as highly efficacious attribute their failures to insufficient effort, those who regard themselves as inefficacious attribute their failures to low ability. Self-efficacy beliefs contribute to motivation in several ways: They determine the goals people set for them; how much effort they expend; how long they persevere in the face of difficulties; and their resilience to failures.

3. Affective Processes

People's beliefs in their coping capabilities affect how much stress and depression they experience in threatening or difficult situations, as well as their level of motivation. Perceived self-efficacy to exercise control over stressors plays a central role in anxiety arousal. People who believe they can exercise control over threats do not conjure up disturbing thought patterns. But those who believe they cannot manage threats experience high anxiety arousal. They dwell on their coping deficiencies. They view many aspects of their environment as fraught with danger. They magnify the severity of

possible threats and worry about things that rarely happen. Through such inefficacious thinking they distress themselves and impair their level of functioning. Perceived coping self-efficacy regulates avoidance behaviour as well as anxiety arousal. The stronger the senses of self efficacy, the bolder people are in taking on taxing and threatening activities.

4. Selection Processes

The discussion so far has centred on efficacy-activated processes that enable people to create beneficial environments and to exercise some control over those they encounter day in and day out. People are partly the product of their environment. Therefore, beliefs of personal efficacy can shape the course lives take by influencing the types of activities and environments people choose. People avoid activities and situations they believe exceed their coping capabilities. But they readily undertake challenging activities and select situations they judge themselves capable of handling. By the choices they make, people cultivate different competencies, interests and social networks that determine life courses. Any factor that influences choice behaviour can profoundly affect the direction of personal development. This is because the social influences operating in selected environments continue to promote certain competencies, values, and interests long after the efficacy decisional determinant has rendered its inaugurating effect.

Ways to improve Self Efficacy

Many researchers have suggested that self-efficacy should be slightly above an individual's actual capacity for achieving goals. A slightly above-average level of self-efficacy ensures that an individual will always strive for bigger and better things, without shooting too high or aiming too low. A low sense of self-efficacy often results in people who underachieve and are easily discouraged, even when they are otherwise talented. Too high a level of self-efficacy, meanwhile, often leads people to overestimate their own competence. Here are a few tips for increasing self-efficacy:

- ❖ **Setting goals:** Setting and achieving reasonable goals is an important component of building self-efficacy. Since self-efficacy builds on mastery and success, regularly setting and achieving goals can be a great way to gradually gain a new understanding of what an individual is capable of. It's important that the goals are within their reach since failing at

a task can decrease self-efficacy. The more goals they achieve, the more likely they are to view their own capabilities in a different light.

- ❖ **Maintaining perspective:** Getting a look at the bigger picture is also often helpful when trying to increase self-efficacy. Taking the time to listen to the advice of those who know the individual well will help them to gain perspective on their situation and see things in a different light. Since verbal persuasion has been shown to increase self-efficacy, even a quick pep talk can have positive effects.
- ❖ **Managing stress:** Stress-management can be the key to overcoming difficult situations and persevering in the face of obstacles. Since low self-efficacy is often correlated with higher stress levels, it makes sense to think about reducing stress as a way of increasing self-efficacy. Whether by practicing a few minutes of mindfulness, by taking a day off to reset, or taking a walk to clear their head, strategies for reducing stress can have a positive impact on self-efficacy and can help to achieve the goals.
- ❖ **Celebrating successes:** No matter what the subject, an ambitious goal can often feel insurmountable and far away. It can be easy to get discouraged and give up when it doesn't seem to make any progress. An individual can mitigate this feeling by celebrating the little victories, whether that means a solid eight hours of work toward their goal, a small milestone recently achieved, or even just words of praise from a supervisor or friend. Turning these smaller stepping stones into reasons to celebrate will help to increase self-efficacy and move them further along to achieve goal.

Self Efficacy Theory

- ❖ **Albert Bandura and his model**

Bandura proposed that perceived self-efficacy influences what coping behaviour is initiated when an individual is met with stress and challenges, along with determining how much effort will be expended to reach one's goals and for how long those goals will be pursued. He posited that self-efficacy is a self-sustaining trait, when a person is driven to work through their problems on their own terms; they gain positive experiences that in turn boost their self-efficacy even more.

❖ **Social Cognitive Theory**

The Social Cognitive Theory is also based on the work of Albert Bandura and incorporates the idea of self-efficacy. This theory posits that effective learning happens when an individual is in a social context and able to engage in both dynamic and reciprocal interactions between the person, the environment, and the behaviour. It is the only theory of its kind with this emphasis on the relevance of the social context and the importance of maintenance behaviour in addition to initiating behaviour.

Social Cognitive Theory is based on six constructs:

1. Reciprocal Determinism: The dynamic interaction of person and behaviour
2. Behavioural Capability: The individual's actual ability to perform the appropriate behaviour
3. Observational Learning: Learning a new skill or piece of knowledge by observing others
4. Reinforcements: The external responses to the individual's behaviour that either encourage or discourage the behaviour
5. Expectations: The anticipated consequences of behaviour
6. Self-efficacy: The person's confidence in his or her ability to perform behaviour

Optimism

Optimism is a tendency among the people who always believe in good things and expect the good things to be happening in the future. It is a mind-set that is illustrated by hope and confidence. The optimist will be happy with half glass of water and will not think about another empty half glass. In other words, they believe that the actual world is the best of all possible worlds.

History of optimism

Optimism is a concept that includes happiness, hope, health and achievement. In the early days of philosophy and psychology, optimism was said to be as innocence or a shallow denial of suffering. Health practitioners viewed positive mental health as the absence of optimism. Mental health experts, from the 1930s to the 1960s, often defined mental health as

complete 'reality testing' such that the person holds only uncertain prospects about the future and has a more precise or stable outlook of the world. However, since then, scholars have found a rising indication to propose that optimism is not just a form of rejection but an essential module for resilient and high spirit individuals

Types

- ❖ Dispositional optimism is defined as an overall belief that more good things than bad will happen in the future
- ❖ Unrealistic optimism defines the actual difference between the expectations of dispositional optimism and actuarial evidence about probability of life events occurring
- ❖ Comparative optimism introduces relativity of expectation of good outcomes for the self-compared with a similar other
- ❖ Strategic optimism is a domain specific denial of risk based on a belief in having control
- ❖ Realistic optimism is defined as the tendency to maintain a positive outlook within the constraints of the available measurable phenomena situated in the physical and social world
- ❖ Optimism bias refers to the way knowledge evaluation has been shown to be skewed in predictable, positive and self-serving ways

Characteristics

- ❖ Optimists experience less distress than pessimists when dealing with difficulties in their lives. For example, they suffer much less anxiety and depression.
- ❖ Optimists adapt better to negative events (including coronary artery bypass surgery, breast cancer, abortion, bone marrow transplantation and AIDS).
- ❖ Optimism protects new mothers against developing depression following the birth of their baby.
- ❖ Optimism is conducive to problem-focused coping, humour, and making plans, positive reframing and, when the situation is uncontrollable, accepting the reality of the situation.

Optimists are capable of learning lessons from negative situations. Thus optimists have a coping advantage over pessimists.

- ❖ Perhaps surprisingly, optimists don't tend to use denial, whereas pessimists often attempt to distance themselves from the problem. Optimists are not simply people who stick their heads in the sand and ignore threats to their well-being. For example, they attend to health warnings and usually discover potentially serious problems earlier rather than later.
- ❖ Optimists exert more continuous effort and tend not to give up, possibly assuming that the situation can be handled successfully in one way or another. Pessimists, on the other hand, are far more likely to anticipate disaster and, as a result, are more likely to give up.
- ❖ Optimists report more health-promoting behaviours like eating a healthy diet or having regular medical check-ups and enjoy better physical health than pessimists.
- ❖ Optimists seem to be more productive in the workplace

Assets

There has been a great deal of research on optimists and pessimists. Research has shown that an optimistic worldview carries certain advantages.

❖ **Better Health**

Studies regularly show that optimists are more likely to maintain better physical health than pessimists, including a 50% lower risk of cardiovascular disease and greater survival rates when fighting cancer. Some studies have also linked a pessimistic explanatory style with higher rates of infectious disease, poor health, and earlier mortality.

❖ **Greater Achievement**

Psychologist Martin Seligman, the founding father of positive psychology, analysed sports teams and found that the more optimistic teams created more positive synergy and performed better than the pessimistic ones. Another study showed that pessimistic swimmers who were led to believe they'd done worse than they had were prone to future poor performance. Optimistic swimmers didn't have this vulnerability.

❖ Persistence

Optimists don't give up as easily as pessimists, and they are more likely to achieve success because of it. People with optimistic attitudes are more likely to continue working toward their goals, even in the face of obstacles, challenges, and setbacks. Such persistence ultimately means that they are more likely to accomplish their goals.

❖ Emotional Health

Research suggests that cognitive therapy can be as effective as or more effective than antidepressant medications in the treatment of clinical depression. Such improvements also tend to be long-lasting, suggesting that they are more than a temporary fix. People who have this training in optimism appear to become better able to effectively handle future setbacks.

❖ Increased Longevity

In a retrospective study of 34 healthy Hall of Fame baseball players who played between 1900 and 1950, optimists lived significantly longer. Other studies have shown that optimistic breast cancer patients had a better quality of life than pessimistic and hopeless patients.

❖ Less Stress

Optimists also tend to experience less stress than pessimists or realists. Because they believe in themselves and their abilities, they expect good things to happen. They see negative events as minor setbacks to be easily overcome and view positive events as evidence of further good things to come. Believing in themselves, they also take more risks and create more positive events in their lives.

Liabilities

Optimism is generally a positive characteristic that confers a number of physical and mental health benefits. But this does not mean that it doesn't have a few potential pitfalls. Some ways that optimism can be detrimental include:

- ❖ **Optimism bias:** Sometimes excessive optimism can lead people to overestimate the likelihood that they can experience good things while avoiding bad things. The optimism bias suggests that people often underestimate their risk of experiencing negative

outcomes. This can sometimes lead people to engage in risky behaviours that actually increase their chances of having a bad outcome.

- ❖ **Poor risk assessment:** When people are overly optimistic about something, they may be less likely to think about all of the potential risks and take steps to mitigate those issues. This can ultimately make it more likely that their efforts might fail, or at least run into major problems along the way.
- ❖ **Toxic positivity:** Sometimes people tend to overvalue positive feelings while ignoring or even repressing negative ones. It can also cause people to invalidate the emotional experiences of people who are going through difficult times.

Theories of optimism

There are two fundamental models or approaches that explain optimistic personality – the dispositional model and the explanatory model.

The Dispositional Theory of Optimism

The Dispositional Model of Optimism was the first wave of research which explored the impact of hopefulness on better lifestyle and mental health. Psychologists following this approach highlighted optimism as a crucial aspect of humans' success in evolution.

Charles Carver and Michael Scheier introduced the term 'dispositional optimism.' They argued that it is the presence of positive traits that increases the chances of something good happening to us. The dispositional theory of optimism suggests that optimism leads to positive consequences in life, and pessimism leads to stressful outcomes and increased dissatisfaction.

The basic tenets of the dispositional theory of optimism are:

1. Optimism is a built-in trait or personality disposition
2. Optimism is directly associated with reduced depression, anxiety, and stress
3. Optimistic individuals are overall healthy – both physically and emotionally
4. Optimism calls for increased resilience and coping strategies

5. A positive outlook helps people to accept themselves unconditionally. Optimistic individuals are less likely to engage in denial or avoidance defence mechanisms

The Explanatory Model of Optimism

Martin Seligman derived the explanatory model of optimism from his famous concept of 'learned helplessness.' This approach explained optimism as the way people perceive and interpret events more than their in-built personal traits.

According to the explanatory theory of optimism, people who perceive failure or stressful life events as personal shortcomings are pessimists. Optimism, as Seligman explained, is the cognitive ability to understand the current situation as it is, and work for changing things in favour of ourselves.

Need for the Study

As we are persuading towards a confronting world with more negativity, indecision and disputes, we have to be more certain about the life situations we meet. Every individual do face problems in various fields. To overcome life hitches and to achieve the goals, an individual should improve an optimistic way of thoughts and their own self-efficacy, which are the most prominent components in one's life. Self-efficacy is an individual's trust in their own potency and capability. Optimism provides a positive way of thinking and handling the situations. A person with high Self-efficacy and Optimism creates possibilities to move forward faster towards success in life, whereas Locus of Control is an individual's perception on the causes of events in their life. People with internal Locus of Control believe in their own success and those with external Locus of Control believe the external forces like luck and fate. This study will investigate the role of Locus of Control and shows how it affects an individual's self-efficacy and optimism.

REVIEW OF LITERATURE

CHAPTER II

REVIEW OF LITERATURE

Imeri et al (2022) examined the correlation between patient activation and health locus of control among 300 U.S. adults, with at least one chronic condition by using Patient Activation Measure and the Multidimensional Locus of Control. The result shows that participants with higher scores in Internal Multidimensional Locus of Control were unemployed and reported to have been affected by COVID-19-related worry or fear to manage their Chronic Condition, had lower Patient Activation.

Lee et al (2022) aimed a study on association between optimism and mortality rate in African-Americans. Data were collected from 2652 African-American women and 1444 men in the United States. Optimism was measured using the Life Orientation Test scale and mortality data were obtained. Result revealed that participants with higher optimism were more likely to be married, educated, financially affluent, and healthier, and to have better health behaviours than lower optimism participants.

Rahman et al (2022) assessed a study on the associations of ethnic discrimination, distress tolerance, and optimism with psychological stress and the moderating effects of distress tolerance and optimism. Data were drawn from 200 Hispanic adults ages 18–25. The tools used were Perceived Stress Scale, Distress Tolerance Scale, Life Orientation Test-Revised and Ethnic Discrimination Subscale. The result revealed that both distress tolerance and optimism moderated the association between ethnic discrimination and psychological stress.

Reizer, Munk and Frankfurter (2022) conducted a study on the contribution of optimism and humour styles to well-being during the COVID-19 lockdown period. The sample of 356 participants was participated in this study. The tools used were Life Orientation Test, Fear of COVID-19 scale, WHO Well-Being Index and Humour Styles Questionnaire. The result shows that both optimism and adaptive humour revealed a positive and direct effect on well-being and indicated that both fear of COVID-19 and work-family interface mediated the direct associations between optimism and well-being, as well as the direct associations between maladaptive humour and well-being.

Slatinsky et al (2022) carried a research on relations among locus of control, religiosity, and resiliency in collegiate football players. The participants were 91 male collegiate football players. The data was assessed by using Rotter's Locus of Control Scale, Santa Clara Strength of Religious Faith Questionnaire and Conner-Davidson Resilience Scale. As a result, statistically significant correlations were found between locus of control and resiliency as well as religiosity and resiliency.

Yu et al (2022) conducted a study on the influence of opioid taking self efficacy and social support on pain management satisfaction in outpatients with cancer pain. Data was collected from 123 cancer patients via convenience sampling. The instruments used were the Opioid Taking Self Efficacy Scale, the Inventory of Socially Supportive Behaviour, and the Chinese version of the Pain Treatment Satisfaction Scale. The result found a significant and negative correlation between opioid taking self efficacy and pain management satisfaction and between social support and pain management satisfaction.

Zhao (2022) examined the association between loneliness, mindfulness, and optimism with self-directed learning. The study included 568 nursing students. Data collection instruments included the Self Directed Learning Scale, the Loneliness Scale, the Five Facet Mindfulness Questionnaire, and the Life Orientation Test. The result indicated that optimism did not significantly moderate the relationship between loneliness and self-directed learning, and between optimism and self-directed learning.

Abdullah, Ismail, Alnoor and Yaqoub (2021) analysed a study on effect of perceived support on employee's voice behaviour through the work engagement and a moderator role of locus of control. The participants were 333 government employees. The tools used were Work Engagement Scale and Locus of Control Scale. The result showed that work engagement fully mediates the relationship between perceived support and employee voice behaviour, while external locus of control moderated the relationship between perceived support and work engagement.

Akunne and Anyanmene (2021) aimed a study on the relationship between locus of control, academic interest and academic achievement in English and Mathematics. The data were collected from 2,160 students by using standardized Locus of Control Scale, Student's Academic

Interest Scale. The result concluded that the relationship between locus of control, academic interest and academic achievement is statistically significant.

Arslana and Yildirim (2021) studied the relationship between coronavirus stress, meaningful living, optimism, and depressive symptoms. The sample of this study included 475 undergraduate students. The tools used were meaning in Life Scale and Optimism/Pessimism Instrument. The result revealed that meaning in life and optimism–pessimism mediated the relationship between coronavirus stress and depressive symptoms and also indicates that the relationship between coronavirus stress and depressive symptoms can be well assumed by life’s meaning and optimism.

Brivio et al (2021) conducted a research on the role of family resilience, coping flexibility, and locus of control on affective responses among patients living with breast cancer during the coronavirus pandemic. The samples were 154 female patients with breast cancer. The tools used were Family Resilience Questionnaire, Cope with Trauma Scale, Mini Locus of Control Scale and Positive and Negative Affect Schedule Scale. The research concluded that family resilience is responsible for mitigating the negative affect perceived during the pandemic and is enhanced by external locus of control.

Costantini et al (2021) determined a study on locus of control and negative cognitive styles in adolescence as risk factors for depression onset in young adulthood. Locus of control was assessed with Nowicki-Strickland Internal-External Scale among 5101 participants and negative cognitive style was assessed with the Cognitive Style Questionnaire among 4171 participants. The result was concluded that having an external locus of control and holding negative cognitive styles in mid- to late adolescence is associated with an increased likelihood of probable depression in young adulthood.

Cuze and Aleksic (2021) conducted a study on student well-being and explored the role of locus of control and optimism. Sample of 187 university students were participated. The tools used were WHO General Wellbeing Index, Locus of Control Scale and Life Orientation Test. It was found that both locus of control and optimism correlated with well-being and the results revealed that optimism moderated the relationship between external locus of control and well-being.

Genc and Arslan (2021) researched about the optimism and dispositional hope to promote college student's subjective well-being in the context of the COVID-19 pandemic. The Samples of 331 college students were participated in this study. The data was collected by using Satisfaction with Life Scale, Optimism Scale and Wellbeing Scale. The result indicated that young adults with a high level of stress due to coronavirus have lower optimism and hope, which in turn have less subjective well-being.

Hammer, Scheiter, and Sturmer (2021) carried a research on Parent's Beliefs and Behaviour Affect Students Digital Media Self Efficacy. The data were drawn from 1206 students and their parents. The tools used were Parent and Student Questionnaire, Parent's Belief Scale and Digital Media Self Efficacy. The result shows while parent's beliefs are related to student's digital media self efficacy, only parent's provision of smart phones mediates this relation.

Hejazi et al (2021) explored a study on the association between hope, optimism, and gratitude with wellbeing domains. The participants were 132 college students. The data collected tools used were Hope Scale, Life Orientation Scale, Gratitude Scale and General Wellbeing Index. The result revealed that hope, optimism, and gratitude were positively associated with domains of wellbeing, controlling for gender and age.

Jondani (2021) researched about locus of control in college students with and without visual impairments, and the visual characteristics that affect it. 15 out of the 20 college students with visual impairments were selected for the study. The Rotter Locus of Control Scale was used to measure locus of control. The result indicated no significant difference between locus of control of college students with and without visual impairments.

Kim and lee (2021) investigated the mediating effect of optimism on the relationship between grit and learning flow in nursing college students. To measure grit, optimism and learning flow, self-structured questionnaires were used. The participants were 200 nursing students. Significant relationships were found between learning flow and grit, between learning flow and optimism, and between grit and optimism. The result concluded that an intervention to increase the level of grit along with optimism is necessary in order to increase the level of nursing college students' learning flow.

Li, Ren and Yu (2021) conducted a research on exploration on the structure of college student's optimism and development of questionnaire. 692 valid questionnaires are obtained from the subjects with the self designed questionnaire. The Life Orientation Questionnaire is used to test the validity of the criterion. The result revealed that all sub-dimensions of the questionnaire are positively correlated with the total scores of the life orientation.

Liu et al (2021) examined the trajectory of psychological distress from 1 to 2 years after esophageal cancer surgery, and whether dispositional optimism could predict the risk of postoperative psychological distress. The study included 192 patients who had survived for 1 year after esophageal cancer surgery and the data were collected by measuring dispositional optimism with the Life Orientation Test-Revised and Hospital Anxiety and Depression Scale. The result showed that higher dispositional optimism predicted a lower probability of self-reported psychological distress.

Nowak, Slizien and Renke (2021) compared the health locus of control between employed and unemployed patients after kidney transplantation (KT), and investigated the relationship between health locus of control and the quality of life. The study group consisted of 101 KT patients and the control group of 60 haemodialysis patients. The tools used were the Multidimensional Health Locus of Control Questionnaire and WHO Quality of Life Questionnaire. The result concluded that the employed KT patients have a higher level of independence and indicating a strong internal type comparing to unemployed patients.

Nuutila et al (2021) examined the Mutual Relationships between the levels of and changes in interest, self-efficacy, and perceived difficulty during task engagement. The data were collected from 1024 sixth grade students by using Dynamic Problem Solving Scale and Self Efficacy Scale. The research concluded that, the levels of and changes in interest and self-efficacy correlated positively with each other, but negatively with perceived difficulty.

Sany et al (2021) investigated a study on the association of quality of life with life satisfaction, subjective norms, general health, optimism, and attitude among university students. Respondents were 632 university students. The instruments used were Quality Of Life Scale, Life Satisfaction Scale and Life Orientation Test. The result indicated that efforts to improve life

satisfaction by targeting general health, subjective norms, optimism, and attitudes may provide promising ways to improve quality of life.

Tagini et al (2021) conducted a research on attachment, personality and locus of control. The sample of 964 volunteers was participated in the study. The scales used were Attachment Scale, Locus of Control Scale and Personality Scale. The result indicated that focusing on the psychological predictors of risk perception, high levels of anxiety, an anxious attachment, and an external locus of control predicted higher perceived risk.

Venkatesh, Boehm, and Jenkins (2021) examined how college student's financial situation during the coronavirus pandemic is related to mental and physical health, as well as how optimism moderates this relationship. The sample of 300 students self-reported their financial situation, depression, anxiety, physical symptoms and optimism. The tools used were Depression and Anxiety Self-Assessment, Optimism Scale. The result indicated that, a worsening financial situation and an increase in worry about paying for school were significantly associated with higher levels of depression, anxiety, and physical symptoms among the students.

Abood et al (2020) aimed a study on the relationship between personality traits according to the big five personality factors model, academic self efficacy and academic adaptation among Hashemite University students. The purposive sample consisted of 546 under graduated students, 258 males and 306 females. Three scales were used: the Five Factor Model, for Academic Self Efficacy Scale and Academic Adjustment Scale. The result showed statistically significant differences in the average of participant's degrees attributed to efficacy and academic adaption in favour of females and scientific specializations.

Biber, Melton and Czech (2020) assessed a study on the relationship between college student anxiety, optimism, gratitude, and perception of the physical activity and lifestyle program instructional response following COVID-19. Data were collected from 1640 students. Participants responded to a web based survey that included Optimism Scale, Gratitude Questionnaire, Anxiety Scale and perceptions of COVID-19 academic response. The result of this study revealed a significant, negative relationship between anxiety and optimism, gratitude, and perceived instruction following COVID-19.

Demirtas (2020) established a study on relationships among optimism, cognitive flexibility, adjustment to university life and happiness by proposing a multiple mediation model. A total of 386 undergraduates (64% female and 36% male) between 18-22 years participated in the study. The members were selected from a small university in Turkey. The tools used were LOT-R Test, Cognitive Flexibility Inventory, Life in University Scale, and Happiness Questionnaire from oxford. Positive correlations were found between optimism, cognitive flexibility, college life adjustment and happiness.

Jdaitawi et al (2020) analysed a study on the relationships between leisure attitudes, self-efficacy and achievement motivation among first year university students and examined the mediating role of self efficacy. The participants were 190 university students. The tools used for this study were Self Efficacy Scale, Leisure Attitude Measure and Achievement Motivation test. The result revealed that there were significant positive relationships between the study variables and the result also showed that self efficacy partially mediated the achievement motivation leisure attitude relation.

Jia, Hou and Wang (2020) examined career locus of control as a moderator in calling and career commitment among 481 Chinese college students by using Career Locus of Control Scale. Four clusters were identified by person-centered cluster analysis, i.e., high internal and external, low internal and external, high internal and low external, and low internal and high external. Positive correlation between calling and career commitment were found between the individuals in clusters 1 and 2, and the correlations were not significant in clusters 3 and 4.

Kim and kuan (2020) carried a research on the relationship between drinking behaviour and drinking refusal self efficacy among university students, with a focus on the influential roles of sports type and gender. 354 college students were participated in this study. The Korean Alcohol Use Disorders Identification Test, the Korean Drinking Refusal Self Efficacy Questionnaire-Revised, and a questionnaire measuring participation in sports activities were administered to measure student's alcohol drinking behaviours, refusal self efficacy and sport-related activities, respectively. The result indicated that, there was a significant relationship between sports type and drinking behaviour, but only for male students and drinking refusal self efficacy subdomains have negative influences on binge drinking.

Rand et al (2020) conducted a study on hope and optimism as predictors of academic performance and subjective well-being in college students. The data were drawn from 334 undergraduate students. The data collection tools were Adult Hope Scale, Life Orientation Scale, and Well-Being Scale. The result of this study was concluded that hope significantly predicted increases in positive affect and life satisfaction over the semester whereas, optimism predicted decreases in negative affect.

Holden et al (2019) analysed sport locus of control and perceived stress among college students. There were 126 participants. The tools used were the Perceived Stress Scale and the Sport Locus of Control. The result concluded that perceived stress scores increased and locus of control scores decreased and indicated a significant negative relationship between the two variables.

Khumalo and plattner (2019) explored a study on the relationship between locus of control and depression among undergraduate students. A sample of 272 students was surveyed through a self-administered questionnaire, which included the Levenson's Multidimensional Locus of Control Scale, Beck Depression Inventory-II. The result indicated that students with internal locus of control were less likely to present with depressive symptoms, while students with external locus of control were more likely to have high depression scores.

Kim (2019) examined the effect of optimism intervention consisting of writing and mental imagery about best possible self and implementation intention on depression, optimism, subjective well-being, self-efficacy in college students. 60 depressive college students were randomly assigned. Depression, optimism, emotional well-being, cognitive well-being, self-efficacy were measured by Depression Scale, Life Orientation Test, Emotional Well Being Scale, Cognitive Well Being Scale and General Self Efficacy Scale. The result concluded that compared to the control intervention, BPS intervention led to significantly larger decrease in depression and significantly larger increase in optimism, emotional well-being, cognitive well-being, and self-efficacy.

Konaszewski, Kolemba and Niesiobedzka (2019) assessed a study on resilience, sense of coherence and self efficacy as predictors of stress coping style among university students. The study was conducted among 632 students. The tools used were Stress Coping Inventory,

Resilience Scale RS-14, Generalized Self Efficacy Scale and Sense of Coherence SOC-13. The result demonstrates a positive relationship between both self efficacy and resilience with a task-oriented style of coping.

Millstein et al (2019) researched on development of the state optimism measure among 136 healthy populations, 96 people with cardiac disease and 265 persons recovering from problematic substance use. Unidimensional State Optimism Measure was used to measure optimism. The result shows a high internal reliability across samples, and strong convergent validity correlations in hypothesized directions.

Sari and Fakhruddiana (2019) studied the relationship between internal locus of control and social support with student's academic procrastination in completing their thesis. The sample consists of 80 college students. The tools used were Academic Procrastination Scale, ILOC Scale and Social Support Scale. The result revealed a very significant correlation between internal locus of control and social support with academic procrastination of the students in completing the thesis and negative correlation between internal locus of control with academic procrastination.

Soner (2019) investigated a study on the relations between self-control and self-management, academic motivation and academic self-efficacy levels of university students. The group of 588 students at a state university in Turkey participated in this study. The tools used were Academic Motivation and Self Efficacy Scale, Self Control and Management Scale and a Personal Profile Form. The result concluded that academic self-efficacy is a significant predictor of both academic motivation and self-control and self-management of university students but academic motivation does not predict self-control and self-management.

Vizoso, Gundin and Rodríguez (2019) established a study on relationship between coping strategies, dispositional optimism, academic burnout and academic performance. 532 Spanish UG students were participated in this study. Participants completed a battery of questionnaires including the LOT-R to assess optimism, CSI for the measurement of coping, and MBI-SS to evaluate academic burnout. The result indicated that academic burnout was directly and positively associated with maladaptive coping but directly and negatively explained by adaptive coping.

Zhang et al (2019) explored the impact of optimism on social creativity and the mediating roles of hope and creative self efficacy in this relationship. Participants were 766 college students, who completed the Social Creativity Questionnaire for College Students, the Life Orientation Test-Revised, the Adult Dispositional Hope Scale, and the Short Scale of Creative Self. The result shows that optimism was not a significant predictor of the social creativity of college students, but its effect could be indirectly predicted through the individual mediators of creative self efficacy and hope, as well as the chain mediating effect of creative self efficacy and hope.

Abdullah (2018) investigated a study on the gender differences and evolving period differences in optimism and locus. The samples of 340 students were participated in this study. The tools used were Optimism-Pessimism Scale and Locus of Control Scale. The result indicated that, there was a significant gender difference for optimism. Regarding the correlation between optimism-pessimism and subscale of locus of control, there was a significant and positive correlation between optimism and Internal control and there was a significant and negative correlation between pessimism and Internal control.

Kurtovic, vukovic and gajic (2018) researched the effect of locus of control on university student's mental health and examined possible mediational roles of self-esteem and coping. A total of 418 university students were participated and completed Rotter's locus of control Scale, Self Competence Scale, Coping with Stressful Situations Scale and Depression, Anxiety and Stress Scale. The result shows that external locus of control, lower self liking and self-competence, as well as less problem-focused and more emotion-focused coping predict more symptoms of depression, anxiety, and stress in university students.

Selcuk, Dilek and Mercan (2018) determined a study on smoking addiction among university students and the willingness and self efficacy to quit smoking. The sample consisted of 301 students studying in a nursing department. Data were collected using the Personal Information Form, Nicotine Dependence Test, and Self efficacy/Incentive Factors Scale. The result revealed that those whose mothers had primary school or lower education and those who smoked more cigarettes per day obtained significantly lower scores in the Self Efficacy/Incentive Factors Scale.

Zyl and Dhurup (2018) examined the relationship between self efficacy and satisfaction with life and happiness among university students in South Africa. The sample comprised of 334 students. The students completed General Self Efficacy Scale, Satisfaction with Life Scale and Subjective Happiness Scale. The result indicated a higher self efficacy scores which is used to predict both life satisfaction and happiness in both males and females.

Brown, Rosnick and Segrist (2017) investigated the relationship between internalized racial oppression, higher education values, academic locus of control, and gender among a sample of African Americans. The participants were 156 African Americans. All participants completed measures of Internalized Racial Oppression, Perceived Value of Higher Education, and Academic Locus of Control Scale. The result indicated that greater internalized racial oppression correlated with a lower valuing of higher education and a more external academic locus of control.

Tas et al (2017) explored a study on meaning in life, satisfaction with life, self-concept and locus of control among 363 teachers by several variables. The data were collected with Meaning in Life Scale, Satisfaction with Life Scale, Social Comparison Scale, and Rotter's Locus of Control Scale. As a result, a positive relationship was found between experienced meaning in life and satisfaction with life and self-concept while a negative relationship was found between experienced meaning in life and locus of control.

Blank et al (2016) conducted a study on alcohol use, mental well-being, self-esteem and general self efficacy among final-year university students. The samples of 5082 Participants were enrolled in their final year of a bachelor degree. The measuring tools were wellbeing scale by Warwick–Edinburgh, Alcohol Use Identification Test, Rosenberg Self-esteem Scale and General Self efficacy Scale. The result indicates that lower mental well-being was associated with a moderate or hazardous drinking pattern for men and a hazardous pattern for women, compared to abstaining participants. Higher self-esteem was related with heavy drinking men and low self-esteem for heavy drinking women.

Cenk and Demir (2016) examined the relationship between parenting style, gender and academic achievement with optimism among Turkish adolescents. The data is collected from consisted 1353 students, among them 708 were male, and 645 were female. The tools used to

collect data were LOT measure and Parental Attitude Scale. The result indicated that the adolescents who had higher academic achievement had higher levels of optimism than those who had lower academic achievement and exhibited that the authoritative parents of adolescents had relatively higher optimism level than authoritarian parents.

Cepni and kitis (2016) investigated the relationship between the healthy lifestyle behaviours, the health locus of control and health specific self efficacy among 572 undergraduate students of a university in Turkey. The data were collected with the Health-Promoting Lifestyle Profile II, the Multidimensional Health Locus of Control Scale, and the Perceived Health Competence Scale. The research revealed that the internal health locus of control influences the healthy lifestyle behaviours through health specific self efficacy whereas the external health locus of control affects healthy lifestyle behaviours, both directly and indirectly, through health specific self efficacy.

Fan (2016) explored a study on role of thinking styles in career decision making self efficacy among university students. The sample of 926 university students responded to a questionnaire consisting of the Thinking Style Inventory Revised II, Career Decision Making Self Efficacy Scale Short Form, and a demographic sheet. Results indicated that creativity generating thinking styles played a positive role in student's career decision making self efficacy and no significant relationship was found between norm-conforming thinking styles and career decision-making self-efficacy.

Hosseini et al (2016) determined a study on locus of control and self-esteem and established the best predictor of academic achievement among college students. 300 college students were participated in the study and the data collection tools were Rotter's Locus of Control Scale and Coppersmith's Self-Esteem Inventory. The research concluded that there was a significant correlation between self-esteem, locus of control and academic achievement of the students.

Mesurado, Richaud and Mateo (2016) analysed a study on engagement, flow, self-efficacy, and eustress of university students and examined a cross national comparison between the Philippines and Argentina. The sample of 176 Filipinos and 171 Argentinean students participated in the study by completing inventories using the Utrecht Student Engagement Scale,

Optimal Experience Survey, Self-efficacy Scale, and Eustress Scale. Result shows that self efficacy has a positive effect on flow and engagement, whereas eustress has a significant positive relationship with flow but is not directly associated with engagement.

Jain and Singh (2015) conducted a study on locus of control and its relationship with mental health and adjustment among adolescent females. The participants consisted of 50 adolescent females. The tools used were Rotter's Locus of Control Scale and Adjustment Inventory for college students. The findings of the study revealed that adolescent females who possess internal locus of control showed better mental health and adjustment than those who possess external locus of control.

Naik (2015) explored locus of control and the difference in it among different demographic variables such as gender, course of study and locality among 171 college students. Rotter's Locus of Control Scale was used to collect the data. From the findings, no significant difference was found in locus of control among the gender, course and locality of the students.

Ramezani and Gholtash (2015) observed the relationship between happiness, self-control and locus of control. A sample of 200 college students ranging from 18 to 28 years of age was studied. The instruments used to collect data were the Oxford Happiness Inventory, self-control scale and Rotter's Locus of Control. The results of this study indicated that, happiness is positively and significantly related to self-control and also suggested that self-control is positively and significantly related to locus of control.

Moradi and parent (2014) explored a study on self objectification and condom use self efficacy among women. Data were collected from 595 college women. Participants completed measures of Perceived Control over Sexual Activity, Acceptance of Sexuality Scale, and Condom Use Self Efficacy Scale. Results indicated that body shame was associated with lower condom use self-efficacy both directly and indirectly through the partial mediation of perceived control over sexual activity and acceptance of sexuality was associated directly with high condom use self-efficacy and found that it is not a significant mediator.

Onyekuru and Ibegbunam (2014) investigated the relationship among test anxiety, locus of control and student's academic achievement. Samples of 364 student volunteers were participated. The instruments used for data collection were College Student's Test Anxiety Scale

(CSTAS) and College Student's Locus of Control Scale (CSLCS). The result of this study revealed a significant negative relationship between test anxiety and student's academic achievement and significant positive relationship found between internal locus of control and student's academic achievement.

Rinn et al (2014) conducted a study on locus of control, academic self-concept, and academic dishonesty among high ability college students. A total of 357 high ability college students were enrolled. The tools used were the Rotter Internal-External Locus of Control Scale, the Self-Description Questionnaire III, and a scale to measure academic dishonesty based on the work of Geddes. The result indicates that locus of control does not significantly predict academic dishonesty for the non-honours group, but several relationships were found among variables for the aggregate group and for the honours and non-honours groups.

Zhang et al (2014) conducted a study on the impacts of attributional styles and dispositional optimism on subject wellbeing among a sample of 384 college students. Participants completed a questionnaire containing Life Orientation Test-Revised, Multidimensional-Multi attributional Causality Scale, and Subjective Well-Being Scale. The results revealed that both dispositional optimism and attributional styles were significantly correlated with subjective well-being and also revealed that both dispositional optimism and attributional styles were significantly correlated with subjective well-being.

Morton, Mergler and Boman (2013) examined the role of optimism and self efficacy for first year Australian University Students. 84 students from the Queensland University of Technology (60 female, 24 male) were participated. The questionnaires used were Life Orientation Test, Self Efficacy Scale, Depression and Anxiety Measure, and Perceived Level of Life Stress. The results showed that optimism, depression, and anxiety each had a significant relationship with student's perceived level of stress.

Singh and Jha (2013) researched on anxiety, optimism and academic achievement among students of private medical and engineering colleges. A total of 346 students 171 from medical and 175 from engineering college were participated in the study. Academic results of the latest two semesters were considered as academic achievement of the students, whereas anxiety and optimism were tested using Sinha's Comprehensive Anxiety Test and Learned Optimism

Scale respectively. The results indicated that anxiety was negatively significant with optimism and academic achievement, and a positive significant relationship was found between optimism and academic achievement.

Zaidi and Mohsin (2013) researched locus of control in graduation students. Sample of 200 individuals (100 men and 100 women) were selected from different academic institutes. Rotter's Locus of Control questionnaire was used to measure locus of control. Result of this research indicated that men has internal locus of control and women scored high on external locus of control.

Khan et al (2012) conducted a study on the role of locus of control in mediating or coping on various degree of stress among the college teachers of Bahawalpur. A sample of 200 college teachers was selected by convenient sampling. Research tools used were Locus of control by Julian Rotter and Stress questionnaire by International Stress Management Association. The results revealed that the teachers with internal locus of control show a low level of stress while teachers with external locus of control have high level of stress.

Parameswari and Shamala (2012) examined a study on the level of academic motivation and locus of control among engineering students of Salem and also examined the relationship between academic motivation and locus of control and the gender difference in the two variables. The randomly selected sample consisted of 470 first year engineering students among which 292 were male and 178 were female. The tools used were Academic motivation scale AMS-C28 and Rotter's locus of control scale. The results indicated that academic motivation and locus of control had no significant relationship with each other and there was no gender difference in these two variables.

Schlarb, Kulesa, and Gulewitsch (2012) conducted a study on Sleep characteristics, sleep problems, and associations of self efficacy among German university students. A total of 2196 university students were participated in the study. Sleep characteristics, sleep problems, insomnia, and self-efficacy were assessed using Sleep Characteristics Scale, and General Self Efficacy Scale. Results revealed that short sleep was significantly associated with a considerably increased rate of insomnia and Insomniacs showed lower self efficacy than students without sleep problems.

Unuvar, Avsaroglu and Uslu (2012) determined a study on evaluation of optimism and life satisfaction of undergraduate students in the school of tourism and hotel management. A total of 479 volunteers were participated in the study. Optimism Scale was used to measure student's optimism, and Life Satisfaction Scale was used to measure student's life satisfaction. Results showed that female students were more optimistic and satisfied than male students and there was a positive correlation between student's optimism and life satisfaction.

Amandeep and Davinder (2011) investigated the personality characteristics, locus of control and hostility among alcoholics and non-alcoholics. The sample of 200 people was participated in this study and among them 100 was alcoholics and 100 were non-alcoholics between the ages of 18-30. The measures used for this study were Sixteen Personality Factor Questionnaire, Levenson's Locus of control and Covert and Overt Hostility Scale. The result reveals that significant differences were found on personality characteristics, locus of control and hostility between alcoholics and non-alcoholics.

Yalcin (2011) determined a study on social support and optimism as predictors of life satisfaction of college students. The sample of 133 students completed the Satisfaction with Life Scale, Perceived Social Support Scale-Revised, and Life Orientation Test. The result indicated that, significant relationships were found among the variables, with regression analysis indicating that perceived support from family, perceived faculty support, and optimism were statistically significant predictors of life satisfaction.

Iskender and Akin (2010) assessed a study on the relationship of internet addiction, social self efficacy, and academic locus of control. 311 university students were participated in this study and the data was collected using Cognition Scale, the Academic Locus of Control Scale, and the Perceived Social Self Efficacy Scale. According to the result, internal academic locus of control was predicted positively by social self-efficacy and internet addiction was explained negatively by social self efficacy.

METHOD

CHAPTER III

METHOD

The methodology pertaining to the study on “Locus of Control, Self Efficacy and Optimism among Young Adults” was carried out in the following steps:

- ❖ Objective
- ❖ Hypotheses
- ❖ Sample and Sampling
- ❖ Inclusion Criteria
- ❖ Exclusion Criteria
- ❖ Tools
- ❖ Procedure
- ❖ Analysis of data

Objective

- ❖ To assess the level of Locus of Control, Self Efficacy and Optimism among Young Adults.
- ❖ To determine the relationship between demographic variables Locus of Control, Self Efficacy and Optimism among Young Adults.
- ❖ To explore the gender difference between demographic variables Locus of Control, Self Efficacy and Optimism among Young Adults.

Alternative Hypotheses

H1: There will be a significant relationship between Locus of Control and Self Efficacy among Young Adults.

H2: There will be a significant relationship between Locus of Control and Optimism among Young Adults.

H3: There will be a significant relationship between Self Efficacy and Optimism among Young Adults.

H4: There will be a significant gender differences in Locus of Control, Self Efficacy and Optimism among Young Adults.

Sample and Sampling Procedure

The study was collected from young adults. The motive for the selection of this particular age group is due to the following reasons:

- ❖ Availability of the sample
- ❖ Easy accessibility
- ❖ Approached to have complete cooperation for the conduct of the research

A sample of 205 consisting of both male (108) and female (97) were the participants. By using the simple random sampling method, the data was collected. The targeted samples were young adults from the age group of 18-25, which includes participants who are students, working professionals (farmers, businessmen, corporate and private employees, professor, accountant, engineers, and entrepreneurs) and home maker.

Inclusion Criteria

- ❖ Age ranges from 18-25 years
- ❖ Both male and female participants
- ❖ Samples from degree pursuing students, working professionals and homemaker

Exclusion Criteria

- ❖ The participants below the age of 18 and beyond the age of 25
- ❖ The participants who are not willing to participate

Tools

The following tools were used for data collection

❖ Informed Consent Form

The informed consent is provided to all the participants to obtain their willingness to participate in the study.

❖ Socio-Demographic Status Profile

This profile consisted of the basic information pertaining to the age, gender, location, qualification, socio-economic status, marital status, family type and occupation.

❖ **Levenson Multidimensional Locus of Control**

The Multidimensional Locus of Control IPC Scale was developed by Hanna Levenson which consists of 24 items that measure an individual's locus of control. All items are scored on a six-point Likert scale, ranging from -3 (Strongly disagree) to +3 (Strongly agree). The scale yields three distinct factors. The Internality subscale I consists of eight items (items 1, 4, 5, 9, 18, 19, 21, 23), measuring the degree of a person's faith in their own abilities and capacity to control the outcome of their life's events (e.g., "Whether or not I get to be a leader depends mostly on my ability."). The Powerful Others subscale P also contains eight items (items 2, 6, 7, 10, 12, 14, 16, 24) which assess the extent to which a person feels that his/her course of life is steered by people of power who usually control the fate of the weak (e.g., "I feel like what happens in my life is mostly determined by powerful people."). The Chance subscale C consists of eight items (items 3, 8, 11, 13, 15, 17, 20, 22), estimating the perceptions according to which luck and fate determine a person's life, thus leaving a person with limited if any control in various life situations (e.g., "To a great extent my life is controlled by accidental happenings."). Each subscale produces a unique score by adding up the eight responses on it and adding to the sum a constant of +24 to eliminate negative sums. Therefore, each respondent receives three scores (each one ranging from 0 to 48) indicative of his/her relative view on each of the three dimensions. An individual could score high or low on all three dimensions. Internal consistency estimates are only moderately high, but since the items sample from a variety of situations, it is expected. For a student sample Kuder-Richardson reliabilities yielded 0.64 for I Scale, 0.77 for P Scale, and 0.78 for C Scale. For adult sample reliabilities yielded 0.51, 0.72, and 0.73, respectively. The validity of I, P, and C Scales has been demonstrated chiefly through convergent and discriminant methods that are designed to show significant low order correlations with other measures of the general construct as well as a pattern of theoretically expected positive and negative relationships with other variables.

❖ **General Self Efficacy Scale**

The General Self Efficacy Scale is a psychometric scale developed in German by Matthias Jerusalem and Ralf Schwarzer in 1981. It consists of 10 items; Responses are

made on a 4-point scale where the ratings are (not at all true-1, hardly true-2, moderately true-3, exactly true-4). Sum up the responses to all 10 items to yield the final composite score with a range from 10 to 40. No recoding. The scale was designed for the general adult population, including adolescents. The scale 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 construct of Perceived Self-Efficacy reflects an optimistic self-belief (Schwarzer, 1992) that one can perform a novel or difficult tasks, or cope with adversity in various domains of human functioning. Perceived self-efficacy facilitates goal-setting, effort investment, persistence in face of barriers and recovery from setbacks. It can be regarded as a positive resistance resource factor. Ten items are designed to tap this construct. Each item refers to successful coping and implies an internal-stable attribution of success. In samples from 23 nations, Cronbach's alphas ranged from 0.76 to 0.90, with the majority in the high 0.80s. The scale is unidimensional. Criterion-related validity is documented in numerous correlation studies where positive coefficients were found with favourable emotions, dispositional optimism, and work satisfaction. Negative coefficients were found with depression, anxiety, stress, burnout, and health complaints. In studies with cardiac patients, their recovery over a half-year time period could be predicted by pre-surgery self-efficacy.

❖ **Revised Life Orientation Test**

The Life Orientation Test-Revised LOT-R developed by psychologist Michael Scheier and colleagues in 1994 is a self-report questionnaire, measuring dispositional optimism. The questionnaire consists of 10 items, of which three positively formulated items (1, 4, and 10), three negatively formulated items (3, 7, and 9), and four "filler" items (2, 5, 6, and 8). Respondents indicated the extent to which they agreed with each item on a 5-point Likert scales ranging from strongly agree to strongly disagree. The optimism score was calculated as the sum of the three positively formulated items. The pessimism score was calculated as the sum of the three negatively formulated items. The scale was designed to measure how optimistic or pessimistic people feel about the future. The Life Orientation Test (LOT) was developed to assess individual differences in

generalized optimism versus pessimism. This measure, and its successor the LOT-R, have been used in a good deal of research on the behavioural, affective, and health consequences of this personality variable. Internal reliability is acceptable, with a Cronbach's Alpha of 0.82 (Scheier et al., 1994). For this study, the validated Dutch adult version of the LOT-R (Klooster et al., 2010), was adapted by a psychologist to a target group of Dutch adolescents, by rephrasing incomprehensible and difficult words to improve clearness.

Procedure

The research was conducted using simple random sampling method. The participants were administered by Locus of Control Scale, General Self Efficacy Scale, and Life Orientation Test-Revised (LOT-R) Questionnaire. Scoring is done according to the scoring key and the data is analysed.

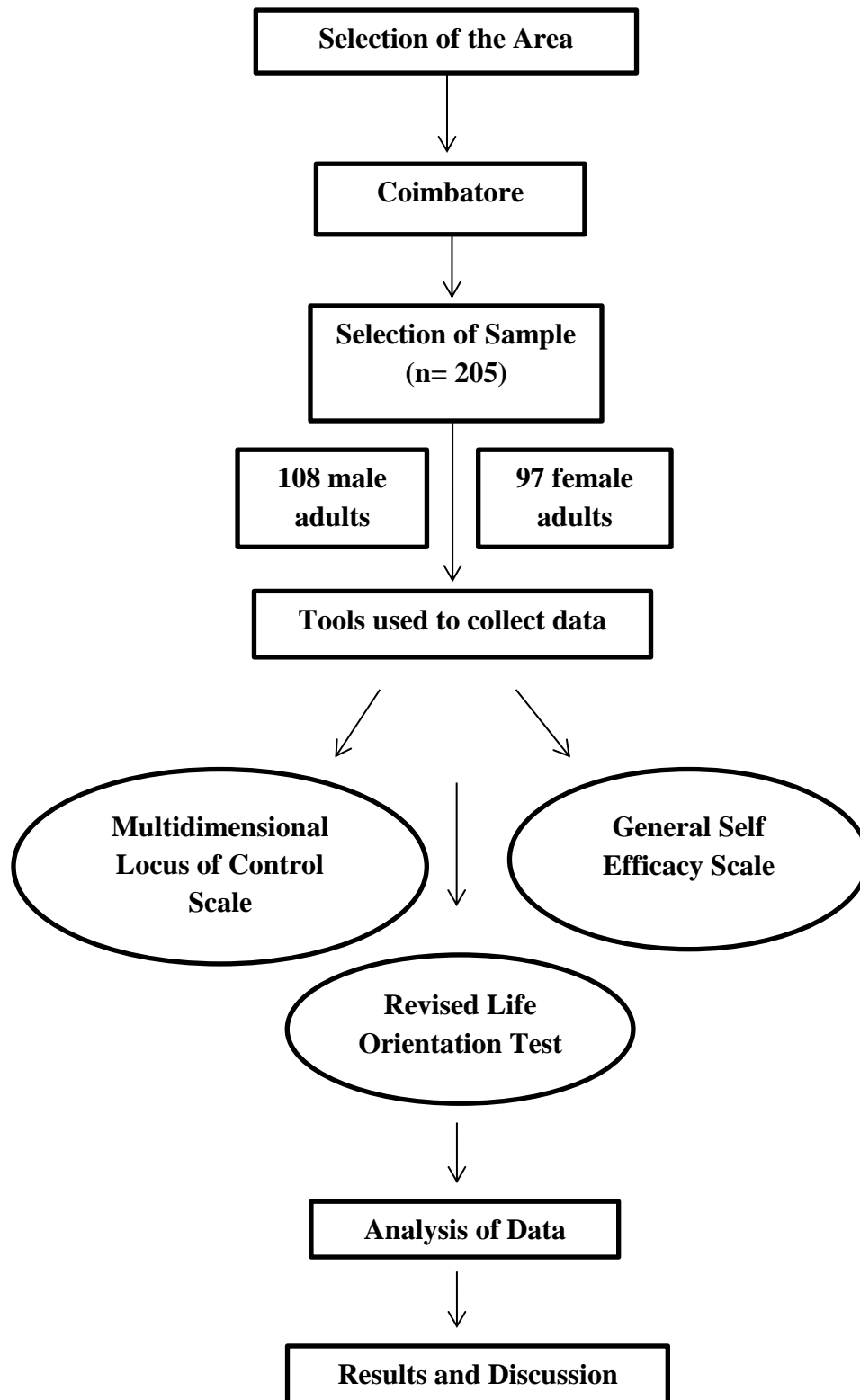
Analysis of Data

The data was analysed using the SPSS software (Statistical Package for Social Science). Pearson's correlation was used to find the relationship between Locus of Control, Self Efficacy and Optimism among Young Adults and Independent Sample Test was computed.

Institutional Humans Ethics Committee

The project entitled on Locus of Control, Self Efficacy and Optimism among Young Adults was submitted to Institutional Human Ethics committee, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore. The approval number is **AUW/IHEC/A.PSY-21-22/XPD-11.**

Flow Chart



RESULTS AND DISCUSSION

CHAPTER VI

RESULTS AND DISCUSSION

The results for the study on “Locus of Control, Self Efficacy and Optimism among Young Adults” are given below. The sample consists of 205 young adults aged between 18 to 25 years among which 108 of them are males and 97 are females. The data was analyzed using SPSS software.

The distribution of the presence of Locus of Control, Self Efficacy and Optimism was analyzed.

Table I

Socio-Demographic of the samples

(N=205)

| | | Number | Percent (%) |
|---------------|--------|--------|-------------|
| Gender | Male | 108 | 53 |
| | Female | 97 | 47 |

Percentage are rounded off

Table I shows the socio-demographic data of the samples. In this study, 108 males participated and their percent was 53% and 97 females participated and their percent was 47%. Out of the 205 respondents, 55% were in the 18-21 age group and 45% were in the 22-25 age group as shown in the table.

Table II**Level of Locus of Control among Young Adults****(N=205)**

| Locus of Control | Number | Percent (%) |
|-------------------------|---------------|--------------------|
| Internal | 147 | 72 |
| External | 58 | 28 |

Percentage are rounded off

Table II shows the level of Locus of Control among young adults. It clearly shows that 72% of the participants have strong internal locus of control. From this finding it is known that maximum number of people who participated in the study possess internal locus of control which can be helpful for successful behavior change. People who have strong internal locus of control will be independent with a strong sense of self-dependency, they have high will power, they have lot of self-confidence, and this quality makes them strong to face any challenge directly. 28 % of the participants have strong external locus of control. They used to feel helpless over and over again as they are controlled by uncontrollable forces, they often feel weak and bad in any challenge they face or during opposing situations see difficult tasks as treats. They will always blame others for their fault or for their good and bad results and they can easily affected by an impact. They are not able change the outcome as they don't have enough confidence.

Figure 1 Level of Locus of Control among Young Adults

■ Internal ■ External

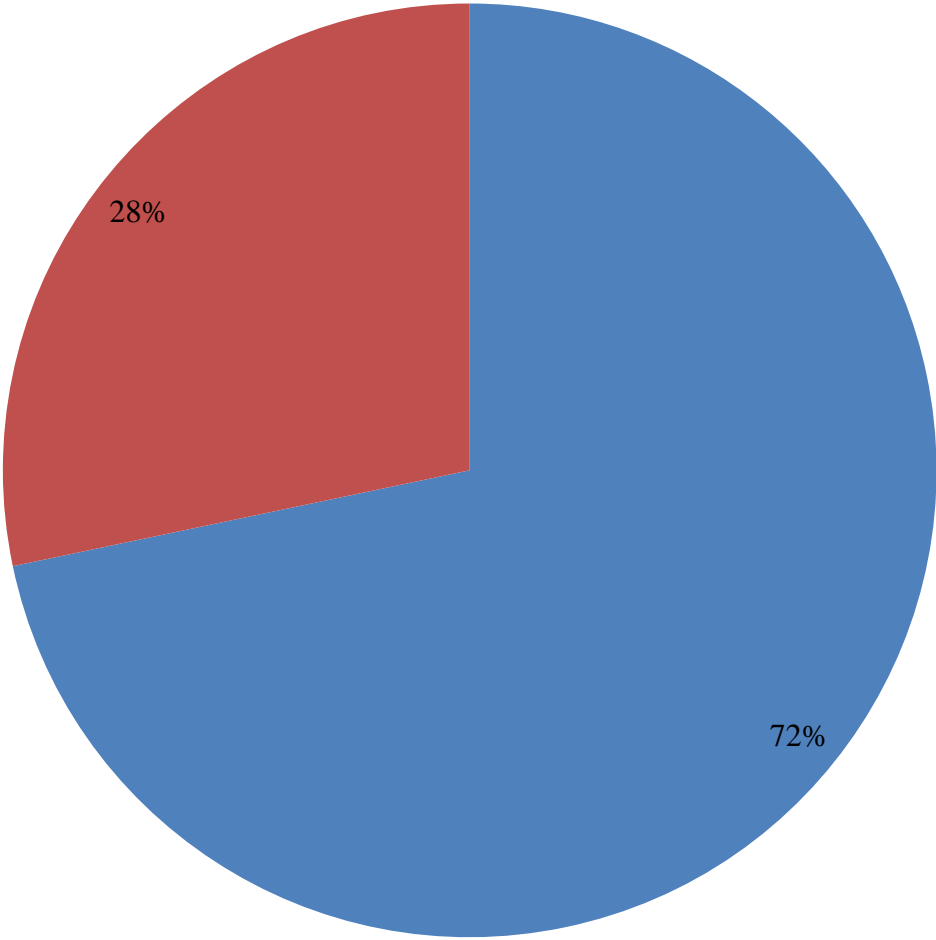


Table III**Level of Self Efficacy among Young Adults****(N=205)**

| Self Efficacy | Number | Percent (%) |
|----------------------|---------------|--------------------|
| Low | 11 | 5 |
| Medium | 76 | 37 |
| High | 118 | 58 |

Percentage are rounded off

Table III shows the level of self efficacy among young adults. It clearly shows that 58% of the participants are high in their self efficacy. From this finding it is known that maximum number of people who participated in the study possess at most of noble values. People who have strong sense of self efficacy will have high self-confidence, high willingness to take risk, develops interest in each activity they participate, they believe in their self and most importantly they love their self. 37% of the participants are medium in their self efficacy. They always try to sense a strong self efficacy and also experiences low self efficacy. They oscillate between the low and high range. 5% of the participants are low in their level of self efficacy. They used to see difficult tasks as treats. They avoid setting goals. They believe that everything they do will result in failure. This is because of the problems and insults they have faced in their past. In order to improvise they could practice simple tasks on daily basis, always should talk with people who encourages them, they should identify what they are good at, always should use positive affirmations and maintain a gratitude journal.

Figure 2 Level of Self Efficacy among Young Adults

■ low ■ medium ■ high

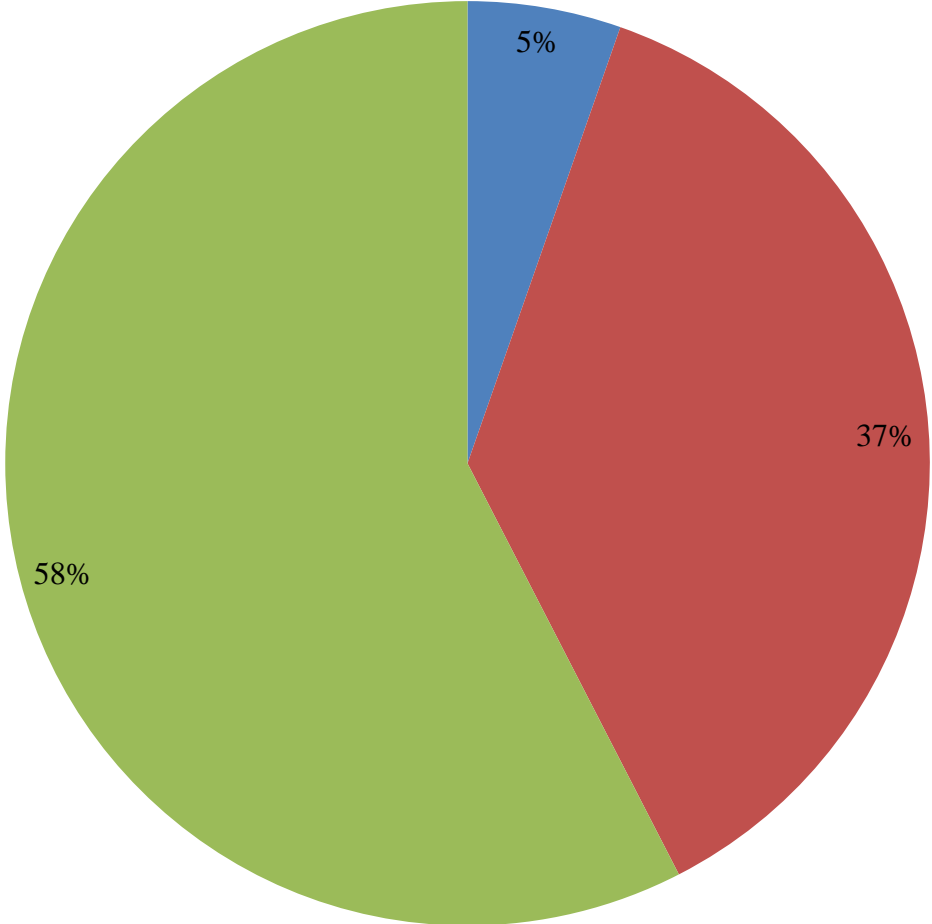


Table IV
Level of Optimism among Young Adults

| (N=205) | | |
|----------|--------|-------------|
| Optimism | Number | Percent (%) |
| Low | 98 | 48 |
| Moderate | 103 | 50 |
| High | 4 | 2 |

Percentages are rounded off

Table IV shows the level of optimism among young adults. It clearly shows that 50% of the participants are moderate in their level of optimism. From this finding it is known that maximum number of people who participated in the study possesses a balancing state of optimism. 2% of the participants have high level of optimism. In the sense, they expect the best outcome from any task or situation. They will always live and think in a positive way. They feel good about their future. They get more satisfied with their life. Optimistic people have high level of hope. They tend to feel happier in general. 48% of the participants have low level of optimism or high pessimism. These people will feel surprised when things work out well. This is because they normally don't expect the good things to be happen. They are quite negative and used to focus on wrong things in the situation. They don't go after what they want and will always expect only failure. They tend to feel less happy. In order to improvise the level of optimism they could start writing positive notes about themselves and can always read it aloud. They should let go of negative thoughts and should stay away from negative people. They can learn something new, can practice mindfulness, watch good feel movies, and can explore places.

Figure 3 Level of Optimism among Young Adults

■ low ■ moderate ■ high

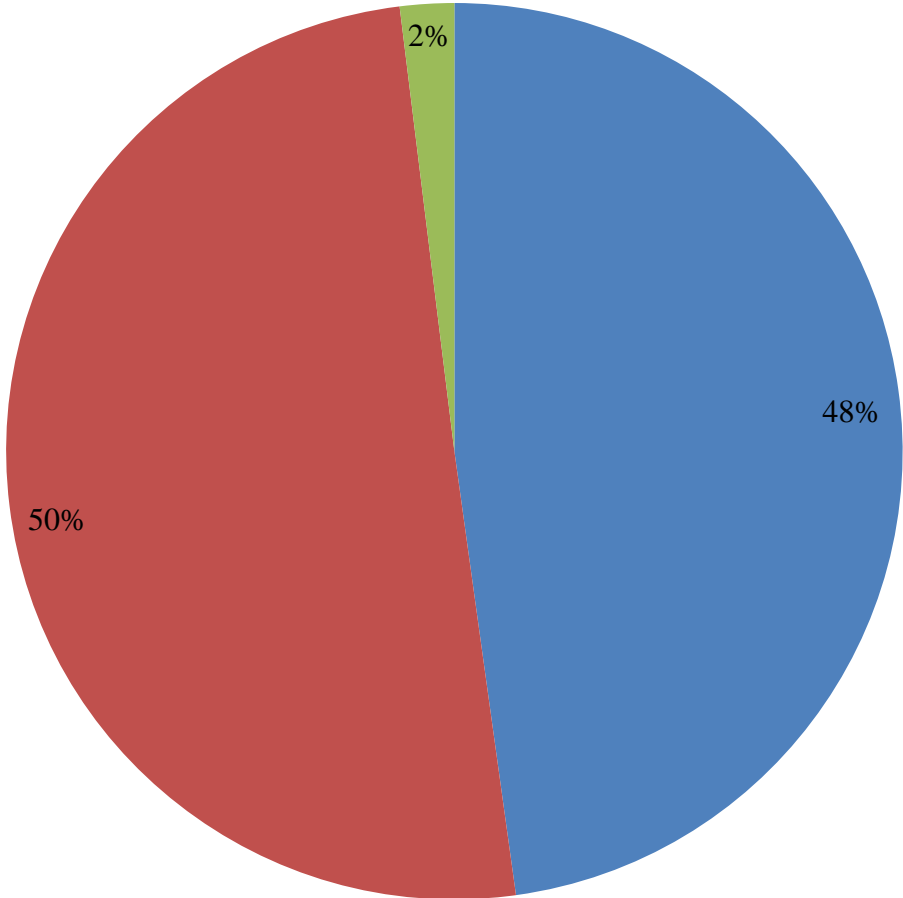


Table V**Correlation between Locus of Control and Self Efficacy among Young Adults**

(N=205)

| Variables | | Internal Locus of Control | Powerful Others | Chance | Self Efficacy |
|--|---------------------|---------------------------------|--------------------|--------|------------------|
| Internal Locus of Control | Pearson correlation | 1 | 0.18** | 0.01 | 0.60** |
| | Sig. (2-tailed) | | 0.00 | 0.80 | 0.00 |
| Powerful Others | Pearson correlation | 0.18** | 1 | 0.73** | 0.29** |
| | Sig. (2-tailed) | 0.00 | | 0.00 | 0.00 |
| Chance | Pearson correlation | 0.01 | 0.73** | 1 | 0.11 |
| | Sig. (2-tailed) | 0.80 | 0.00 | | 0.10 |
| Self Efficacy | Pearson correlation | 0.60** | 0.29** | 0.11 | 1 |
| | Sig. (2-tailed) | 0.00 | 0.00 | 0.10 | |

** Correlation is significant at the 0.01 level (2-tailed)

Table V shows the correlation between the subscales of locus of control and self efficacy among young adults, in which internal locus of control and powerful others were found to be significant at 0.01 level whereas chance subscale was not found to be significant. The chance and powerful others subscales together comes under external locus of control. The findings indicate that self efficacy has a significant relationship with both internal and external locus of control. This reveals a fact that locus of control is related to self efficacy. People with an internal locus of control believe that they are responsible for their own success and externals believe that external forces, like luck and powerful others, determine their outcomes. Self Efficacy is the belief that a person can produce a result they want in a specific area. It includes how an individual think, act and feel about their place in the world. People with high self

efficacy tend to have an internal locus of control and when faced with failure, people with high self efficacy tend to have an external locus of control for failure in that area. The relationship between locus of control and self efficacy implies that, if the young adults who are yet to be the future pillars of the society tend to have strong self efficacy that would pave the path for their opinion about the occasions in their life in a favorable and encouraging manner.

Hence the Hypothesis 1 stating, **“There will be a significant relationship between Locus of Control and Self Efficacy among Young Adults”** is accepted.

Table VI**Correlation between Locus of Control and Optimism among Young Adults****(N=205)**

| Variables | | Internal Locus of Control | Powerful Others | Chance | Optimism |
|--|---------------------|--------------------------------------|----------------------------|---------------|-----------------|
| Internal Locus of Control | Pearson correlation | 1 | 0.18** | 0.01 | 0.17* |
| | Sig. (2-tailed) | | 0.00 | 0.80 | 0.01 |
| Powerful Others | Pearson correlation | 0.18** | 1 | 0.73** | 0.39** |
| | Sig. (2-tailed) | 0.00 | | 0.00 | 0.00 |
| Chance | Pearson correlation | 0.01 | 0.73** | 1 | 0.34** |
| | Sig. (2-tailed) | 0.80 | 0.00 | | 0.00 |
| Optimism | Pearson correlation | 0.17* | 0.39** | 0.34** | 1 |
| | Sig. (2-tailed) | 0.01 | 0.00 | 0.00 | |

**** Correlation is significant at the 0.01 level (2-tailed)***** Correlation is significant at the 0.05 level (2-tailed)**

Table VI shows the correlation between the subscales of locus of control and optimism among young adults, in which optimism and internal locus of control was found to be significant at 0.05 level, and external locus of control was found to be significant at 0.01 level. The findings signify that optimism has a significant relationship with locus of control. This reveals a fact that locus of control is directly proportional to optimism. Optimism is a tendency among the people who always believe in good things and expect the good things to be happening in the future. Locus of control is an individual's perception about the main causes of events in their life. The relationship between locus of control and optimism implies that, the young adults who have an optimistic nature would overlay the path for their opinion about the occasions in their life either success or failure in an optimistic way, notices the expected things happening around them, assess the social and physical environment in a positive manner and possess great wellbeing with

the fellow being in the community and to the self.

Hence the Hypothesis 2 stating, **“There will be a significant relationship between Locus of Control and Optimism among Young Adults”** is accepted.

Table VII

Correlation between Self Efficacy and Optimism among Young Adults

(N=205)

| Variables | Spiritual Personality | | Well-being |
|----------------------|------------------------------|--------|-------------------|
| Self Efficacy | Pearson correlation | 1 | 0.32** |
| | Sig.(2-tailed) | | 0.00 |
| Optimism | Pearson correlation | 0.32** | 1 |
| | Sig.(2-tailed) | 0.00 | |

**** Correlation is significant at the 0.01 level (2-tailed)**

Table VII shows the correlation between the variables of self efficacy and optimism among young adults, which was found to be significant at 0.01 level. The findings indicate that self efficacy has significant relationship with optimism. Self efficacy is the source of positive expectations for successful goal attainment, whereas optimism focuses on many situational factors including being in a positive environment, the availability of help from others, and a belief in the effectiveness of an action. The relationship between self efficacy and optimism indicates that, optimistic young adults who experiences success in completing certain goals builds their confidence and self efficacy and also increases their motivation to achieve at higher levels.

Hence the Hypothesis 3 stating, **“There will be a significant relationship between Self Efficacy and Optimism among Young Adults”** is accepted.

Table VIII**Level of Significance among the Psychological Variables based on Gender**

(N=205)

| Variables | Gender | N | Mean | Standard Deviation | t |
|----------------------------------|---------------|----------|-------------|---------------------------|----------|
| Internal Locus of Control | Male | 108 | 34.20 | 9.18 | 0.90 N.S |
| | Female | 97 | 35.27 | 7.49 | |
| Powerful Others | Male | 108 | 22.70 | 10.58 | 0.13 N.S |
| | Female | 97 | 22.52 | 10.15 | |
| Chance | Male | 108 | 25.19 | 9.33 | 0.09 N.S |
| | Female | 97 | 25.06 | 9.69 | |
| Self Efficacy | Male | 108 | 31.47 | 6.20 | 0.93 N.S |
| | Female | 97 | 32.25 | 5.62 | |
| Optimism | Male | 108 | 13.51 | 2.51 | 0.68 N.S |
| | Female | 97 | 13.74 | 2.33 | |

N.S – Not Significant

Table VIII shows the gender differences in locus of control, self efficacy and optimism among young adults. The statistical values indicate that there are no major gender differences in locus of control, self efficacy and optimism. Locus of control helps to explain behavior in terms of internal or external elements. The locus of control is gained either through one's life experiences or personal opinions regardless of the gender. Self efficacy is comprised of a person's attitudes, abilities and self-confidence. It mediates relationship between knowledge and action. It is based on an individual's capabilities and own belief regardless of gender. Both male and female possess a strong self efficacy depends on the situation. Optimism is an attitude of being positive and characterized by hope and confidence in success and an affirmative future. People become more and more optimistic depends on life's good and bad circumstances. Whether a male or female, if they possess a positive perception towards life, then it would obviously lead to a desirable level of optimism.

Hence the Hypothesis 4 stating, **“There will be a significant gender differences in Locus of Control, Self Efficacy and Optimism among Young Adults”** is rejected.

SUMMARY AND CONCLUSION

CHAPTER V

SUMMARY AND CONCLUSION

A study on “Locus of Control, Self Efficacy and Optimism among Young Adults” was carried out involving the following objectives:

- ❖ To assess the level of Locus of Control, Self Efficacy and Optimism among Young Adults.
- ❖ To determine the relationship between demographic variables on Locus of Control, Self Efficacy and Optimism among Young Adults.
- ❖ To explore the gender difference between demographic variables Locus of Control, Self Efficacy and Optimism among Young Adults.

The current study on understanding relation between Locus of Control, Self Efficacy and Optimism among young adults proposed to find the gender difference and relationship among the chosen variables. The researchers reviewed various related literatures and understood the concept related to three variables and considered gender to be a grouping variable, locus of control as the independent variable and self efficacy and optimism to be the dependent variables. The study was conducted in Coimbatore by Random sampling method. The participants were the young adults. Two hundred and five participants were selected for this present study. The participants were in the age group of 18 to 25 years. The tools used for the study were Multidimensional Locus of Control IPC Scale developed by Hanna Levenson; General Self Efficacy Scale developed by Matthias Jerusalem and Ralf Schwarzer; and Life Orientation Test-Revised LOT-R developed by Michael Scheier. The survey was done through Google forms. Participants were asked to click Yes or No in the consent form in the agreement of participating in the study on “Locus of Control, Self Efficacy and Optimism among Young Adults” and they are requested to fill each statement according to the instructions provided to them. Thus the data collected from the samples were subjected to statistical analysis. The data was analyzed using SPSS (statistical package for the social science). Statistical methods such as product moment correlation, t-test and descriptive statistic were used to find the results of the study.

Conclusion

From this research study the following conclusions have been arrived.

- ❖ The level of locus of control among young adults showed that 72% of the participants have strong internal locus of control. 28 % of the participants have strong external locus of control.
- ❖ The level of self efficacy among young adults showed that 58% of the participants had high level of self efficacy 37% of the participants had moderate level of self efficacy and 5% of the participants had low level of self efficacy.
- ❖ The level of optimism among young adults revealed that 2% of the participants had high level of optimism, 50% of the participants possess moderate level of optimism and 48% of the participants are low in their level of optimism.
- ❖ There is a significant relationship between locus of control and self efficacy, which is significant at 0.01 level.
- ❖ There is a significant relationship between internal locus of control and optimism, which is significant at 0.05 level; and between external locus of control and optimism, which is significant at 0.01 level.
- ❖ There is a significant relationship between self efficacy and optimism, which is significant at 0.01 level.
- ❖ There is significant difference between genders in the levels of locus of control, self efficacy and optimism.

Implications

- ❖ The upshot acquired through this study is to have the variables (locus of control, self efficacy and optimism) taped and improvise it.
- ❖ Both internal and external locus of control can be a good thing. Internal locus means believing that own actions have an impact. If people tend to have more of an external locus of control, they might find it helpful to start actively trying to change how they view situations and events. Rather than viewing them as an onlooker who often thinks about actions they can take that will have an impact on the outcome.

- ❖ Life is full of challenges and self-efficacy can help an individual to deal better with these difficulties more effectively. The belief in the abilities can predict how motivated an individual feel, how to feel about self, and the amount of effort in achieving goals.
- ❖ An optimistic attitude helps a person to be happier, more successful, and healthier. Optimism can protect against depression even for people who are at risk for it. By challenging negative self-talk and replacing pessimistic thoughts with more positive ones, people can learn how to become more optimistic.

Limitations

- ❖ The sample consisted of only the age group 18-25 years and the selected population is smaller in size.
- ❖ The tools used for the study consisted of 44 items in total due to which the participants slightly felt difficult to perform the test till the end.

Suggestions for the further research

- ❖ The study can include additional variables like emotional stability, life satisfaction, resilience and hope.
- ❖ The research can be expanded to diversified and cross cultural samples and may include other age groups.

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ANNEXURES

ANNEXURE I

STUDENT CONSENT FORM

Use of questionnaires for students

You are being invited to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. Please take the time to read the following information carefully. Please ask the researcher if there is anything that is unclear or if you need more information. The purpose of the research is to study on “Locus of Control, Self Efficacy and Optimism among Young Adults”.

Study Procedure

You will be given three tests along with socio-demographic profile. We request you to kindly participate. If you are in the age between 18 and 25 your responses would be appreciable. Read each questions properly and choose any one of the alternatives given. Please give your honest responses which are more valuable. I hereby inform you that the details and the responses you are about to provide will be kept confidential and it will be used only for research purposes. Therefore I request you to kindly furnish all the needed information and answer all the questions asked in the following pages. Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. You are free to withdraw at any time and without giving any reason. There are no costs to you for your participation in this study.

Consent

“By endorsing this consent form, I confirm that I have read and understood the information which is true to the best of my knowledge. I understand that my participation is voluntary and I am free to withdraw at any time, without giving a reason and without cost. I voluntarily agree to take part.”

ANNEXURE II
SOCIO DEMOGRAPHIC DATA

INITIALS :
GENDER : MALE/FEMALE
AGE :
RESIDENCE : RURAL/SEMI-URBAN/URBAN
SOCIO-ECONOMIC STATUS : LOW/MODERATE/HIGH
OCCUPATION :
MARITAL STATUS : MARRIED/UNMARRIED
FAMILY TYPE : JOINT/NUCLEAR

ANNEXURE III

LEVENSON MULTIDIMENSIONAL LOCUS OF CONTROL SCALE

Few statements are given below that describe your behaviour. Rate on a given scale that best describes you the degree to which you agree or disagree with each statement.

| S.NO | Statement | Strongly disagree | Somewhat disagree | Slightly disagree | Slightly agree | Somewhat agree | Strongly agree |
|------|--|-------------------|-------------------|-------------------|----------------|----------------|----------------|
| 1 | Whether or not I get to be a leader depends mostly on my ability. | | | | | | |
| 2 | To a great extent my life is controlled by accidental happenings. | | | | | | |
| 3 | I feel like what happens in my life is mostly determined by powerful people. | | | | | | |
| 4 | Whether or not I get into a car accident depends mostly on how good a driver I am | | | | | | |
| 5 | When I make plans, I am almost certain to make them work. | | | | | | |
| 6 | Often there is no chance of protecting my personal interests from bad luck. | | | | | | |
| 7 | When I get what I want, it's usually because I'm lucky | | | | | | |
| 8 | Although I might have good ability, I will not be given leadership responsibility without appealing to those in positions of power | | | | | | |

| | | | | | | | |
|----|--|--|--|--|--|--|--|
| 9 | How many friends I have depends on how nice a person I am. | | | | | | |
| 10 | I have often found that what is going to happen will happen. | | | | | | |
| 11 | My life is chiefly controlled by powerful others. | | | | | | |
| 12 | Whether or not I get into a car accident is mostly a matter of luck | | | | | | |
| 13 | People like myself have very little chance of protecting our personal interests when they conflict with those of strong pressure groups. | | | | | | |
| 14 | It's not always wise for me to plan too far ahead because many things turn out to be a matter of good or bad fortune. | | | | | | |
| 15 | Getting what I want requires pleasing those people above me. | | | | | | |
| 16 | Whether or not I get to be a leader depends on whether I'm lucky enough to be in the right place at the right time. | | | | | | |
| 17 | If important people were to decide they didn't like me, I probably wouldn't make many friends. | | | | | | |

| | | | | | | | |
|----|---|--|--|--|--|--|--|
| 18 | I can pretty much determine what will happen in my life. | | | | | | |
| 19 | I am usually able to protect my personal interests. | | | | | | |
| 20 | Whether or not I get into a car accident depends mostly on the other driver. | | | | | | |
| 21 | When I get what I want, it's usually because I worked hard for it. | | | | | | |
| 22 | In order to have my plans work, I make sure that they fit in with the desires of people who have power over me. | | | | | | |
| 23 | My life is determined by my own actions. | | | | | | |
| 24 | It's chiefly a matter of fate whether or not I have a few friends or many friends. | | | | | | |

ANNEXURE IV

GENERAL SELF-EFFICACY SCALE

Please indicate to what degree you agree with the following statement.

| S.NO | Statement | Not at all true | Hardly true | Moderately true | Exactly true |
|------|---|-----------------|-------------|-----------------|--------------|
| 1 | I can always manage to solve difficult problems if I try hard enough | | | | |
| 2 | If someone opposes me, I can find the means and ways to get what I want. | | | | |
| 3 | It is easy for me to stick to my aims and accomplish my goals. | | | | |
| 4 | I am confident that I could deal efficiently with unexpected events. | | | | |
| 5 | Thanks to my resourcefulness, I know how to handle unforeseen situations. | | | | |
| 6 | I can solve most problems if I invest the necessary effort. | | | | |
| 7 | I can remain calm when facing difficulties because I can rely on my coping abilities. | | | | |
| 8 | When I am confronted with a problem, I can usually find several solutions. | | | | |
| 9 | If I am in trouble, I can usually think of a solution. | | | | |
| 10 | I can usually handle whatever comes my way. | | | | |

ANNEXURE V

LIFE ORIENTATION TEST

Please be as honest and accurate as you can throughout. Try not to let your response to one statement influence your responses to other statements. There are no "correct" or "incorrect" answers. Answer according to your own feelings, rather than how you think "most people" would answer.

Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D), Strongly Disagree (SD)

| S.NO | Statement | SA | A | U | D | SD |
|------|--|----|---|---|---|----|
| 1 | In uncertain times, I usually expect the best. | | | | | |
| 2 | It's easy for me to relax. | | | | | |
| 3 | If something can go wrong for me, it will. | | | | | |
| 4 | I'm always optimistic about my future. | | | | | |
| 5 | I enjoy my friends a lot. | | | | | |
| 6 | It's important for me to keep busy. | | | | | |
| 7 | I hardly ever expect things to go my way. | | | | | |
| 8 | I don't get upset too easily. | | | | | |
| 9 | I rarely count on good things happening to me. | | | | | |
| 10 | Overall, I expect more good things to happen to me than bad. | | | | | |

INSTITUTIONAL HUMAN ETHICS COMMITTEE



Avinashilingam

Institute for Home Science and Higher Education for Women
(Deemed to be University under Category 'A' by MHRD, Estd. u/s 3
of UGC Act 1956) Re-accredited with 'A++' Grade by NAAC.
Recognised by UGC Under Section 12 B
Coimbatore-641 043, Tamil Nadu, India

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Dr.A.R.SudamaniRamasamy
Dr.G.Victoria Naomi
Dr. Judith Justin
Dr.AnithaSubash

26th Febraury 2022

To
Ms.Niveditha.N
Department of Applied Psychology
Avinashilingam Institute for Home Science and
Higher Education for Women
Coimbatore – 641 043

Dear Niveditha.N,

Ref: Your proposal No. IHEC/21-22/A.PSY-11 entitled
“Locus of Control, Self Efficacy and Optimism among Young
Adults” submitted for approval of IHEC on 23.11.2021.

The Institutional Human Ethics Committee of our University
hereby grants approval to your research proposal No. IHEC/21-22/
A.PSY-11 entitled “Locus of Control, Self Efficacy and Optimism
among Young Adults” submitted by you. The Approval number for
the same is AUW/IHEC/A.PSY-21-22/XPD-11.

We wish you all the best in your research endeavours.

Regards,

S. Uma Mageshwari
Dr.S.Uma Mageshwari
Member Secretary

