

**INFLUENCE OF SELF-EFFICACY AND LOCUS OF CONTROL ON
SUBJECTIVE WELL-BEING**

A

Thesis submitted

In the partial fulfillment of the requirement for the degree of

MASTER OF ARTS

IN

PSYCHOLOGY

(Clinical)



THAPAR INSTITUTE
OF ENGINEERING & TECHNOLOGY
(Deemed to be University)

Submitted by

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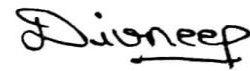
School of Humanities & Social Sciences

Thapar Institute of Engineering and Technology (Deemed to be University), Patiala

June, 2018

CERTIFICATE

This is to certify that this thesis entitled “**Influence of Self-efficacy and Locus of Control on Subjective well-being**” being submitted in partial fulfillment of requirements for the award of degree of **Master of Arts in Psychology** in the **School of Humanities and Social Sciences, Thapar Institute of Engineering and Technology, Patiala** is a bona fide work carried out by **Ms. Divneep Kaur Grewal** under the supervision of **Dr. Sangeeta Yadav**, Lecturer, School of Humanities and Social Sciences, Thapar Institute of Engineering and Technology, Patiala and that no part of this project has been submitted for the award of any other degree.



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This is to certify that above statement made by the student concerned is correct and true to the best of my knowledge.



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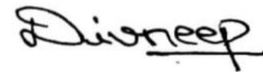
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I, Divneep Kaur Grewal, hereby affirm that work presented in the thesis entitled **“Influence of Self-efficacy and Locus of Control on Subjective well-being”** being submitted in partial fulfillment of requirements for the award of degree of **Master of Arts in Psychology, in the School of Humanities and Social Sciences, Thapar Institute of Engineering and Technology, Patiala** is authentic record of my own work carried under the supervision of **Dr. Sangeeta Yadav**, Lecturer, School of Humanities and Social Sciences, Thapar Institute of Engineering and Technology, Patiala and refers other researcher's work which are duly listed in the reference section.

The matter embodied in the thesis has not formed the basis for the award of any other degree of this or any other university.

Date: June, 2018

Place: Patiala



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This is to certify that above declaration made by the student concerned is correct and true to the best of my knowledge.



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ACKNOWLEDGEMENTS

First of all, I would like to extend my sincere gratitude to my research guide, Dr. Sangeeta Yadav (Lecturer, Thapar Institute of Engineering and Technology, Patiala) for her continuous support and help. Without her able guidance, this wouldn't have been possible. Her observations and comments helped me to establish the overall direction of the research. Working under her has been a great privilege for me.

I also want to express my thanks to all the faculty members in the department especially, Dr. Santha Kumari (Professor and Head, School of Humanities and Social Sciences, Thapar Institute of Engineering and Technology, Patiala) for never-ending guidance and numerous opportunities she provided us with.

I would also like to express my heartfelt gratitude to my brother Guntaj Singh, my sister-in-law Gagandeep Kaur, and my grandmother who have been a constant source of strength and support for me throughout the entire process. I would also like to thank my dear friend, Amarpreet Kaur for her generous help and support that she provided me with whenever I needed it. She was always beside me during the happy and hard moments to motivate me.

Lastly, I would like to dedicate this thesis to my mother, Mrs. Kulwinder Kaur, for her endless love, support and encouragement. She has always shown faith in me and given me the liberty to choose what I desired. She was always around at times, when I felt that it was impossible to continue. She kept me motivated and helped me to keep things in perspective. Without her faith and support this work would never had been possible.

Abstract

The present study had been designed to investigate the influence of self-efficacy and locus of control on subjective well-being. For this purpose, a sample of 150 students (75 males and 75 females) of the age range 18-25 years from Thapar Institute of Engineering and Technology, Patiala took part in this study. General Self-Efficacy scale by Shere et.al, Rotter's internal- external locus of control scale, and Ryff's Psychological well-being scales were used to assess self-efficacy, locus of control and subjective well-being respectively. The data was analyzed using descriptive statistics, correlation, regression and ANOVA. The results indicate that self-efficacy and subjective well-being share a positive association, while subjective well-being is inversely related to external locus of control. To understand the relation in more depth, the relations between sub-components of self-efficacy and subjective well-being were explored and it was found that most of the sub-components of subjective well-being and self-efficacy share a positive relationship. All the sub-components of subjective well-being share an inverse relationship with external locus of control. Lastly, no gender differences were found in subjective well-being.

Keywords: Self-Efficacy, Locus of Control, Subjective Well-Being, Gender.

List of Abbreviations

SE Tt	Self-efficacy overall total score
In	Initiation
E	Efforts
P	Persistence
SWB	Subjective Well-Being
Swb Tt	Subjective Well-being overall total score
A	Autonomy
EM	Environmental Mastery
PG	Personal Growth
PR	Positive Relations
PL	Purpose in Life
SA	Self-acceptance
RPWBS	Ryff's Psychological Well-Being Scales
Int Loc	Internal Locus of Control
Ext Loc	External Locus of Control

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Chapter 1

INTRODUCTION

1.1. Self-Efficacy

Self-efficacy can be explained as one's own self-evaluation of how effectively one can deal with a particular situation or perform a certain task. Self-efficacy basically refers to how much faith or confidence one has in their own capabilities. This judgment of one's capabilities influences person's each and every life experience such as one's motivation to do certain thing, how much effort and energy one puts in a task to make it successful and also calculates one's chances of success. People scoring high on self-efficacy usually tend to take difficult task as an opportunity rather than a threat, whereas people having low self-efficacy tend to perceive difficult tasks as threat. Self-efficacy refers to person's opinion about "how well one can execute courses of action required to deal with prospective situations." (Albert Bandura, 1994, p. 71)

Bandura specified some factors that influence self-efficacy; experiences, modeling, social persuasion and physiological factors. Firstly, experiences have crucial part in effecting self-efficacy. The good and successful experiences often boost the self-efficacy. Negative experiences or failures hinder the self-efficacy. But sometimes the person who has been experiencing easy successes when faces a big task and fails, he is likely to become more discouraged by the failure and that might hinder his self-efficacy more. Second is modeling, where we see someone and get inspired and try to copy them. For example, when we observe someone inspiring or hear a powerful and motivational speech, we get a boost of energy and start to believe in our self and think if they can do it, so can I. In other words, having successful idols

increases our self-efficacy. In contrast, seeing someone fail can also have a negative impact on our self-efficacy. Social persuasion is another important aspect that affects self-efficacy. For example, when we are at peak of giving up on something but suddenly someone encourages us and shows faith in our abilities then it boosts our confidence and helps us to hang in there and not give up and put our best effort to succeed. Positive social persuasion can really help in increasing and boosting one's self-efficacy, whereas negative remarks and discouragement are really powerful in affecting self-efficacy negatively. Through the negative remarks of others, one may start doubting oneself that results in a reduced self-efficacy. Fourth is our mood, emotional reaction, physiological state that impacts our self-efficacy in a particular situation. For example, a person is going through an emotionally difficult phase and is not able to give his best effort and fails in the situation in which he earlier succeeded. The mood, emotional reactions and physiological states actually affect how person thinks about their own potentials and capabilities in that particular situation. In case of positive mood and positive emotional state a person may have a greater sense of self-efficacy.

Self-efficacy affects human functioning in several ways like our choices regarding behavior and health, motivation, work performance and thought patterns. People having higher rates of self-efficacy put in more efforts and are likely to persist longer than people having lower rates of self-efficacy. Individual's rating low on self-efficacy tend to hold the belief that tasks they are facing are more difficult than they truly are and they tend to give up easily, while people with high self-efficacy get fascinated by harder task.

1.2. Locus of Control

Locus of control can be described as individual's belief about whether they can control the outcomes as well as the situations that occur in their lives or not. "Locus of control is defined as belief about whether the outcomes of our actions are contingent on what we do (internal control orientation) or on events outside our personal control (external control orientation)" (Zimbardo, 1975, p. 275).

Locus of control is said to be of two types; Internal and External. Internal locus of control refers to the level to which one thinks that their life outcomes are the result of their own personal behavior, action and characteristics. Internals have been seen to hold themselves accountable for their actions irrespective of the fact that those actions lead to a successful outcome or failure. For example, when someone with high internal locus of control gets good marks in their academics, that person will attribute good marks to the hard work that he has done. In a similar manner when someone with high internal locus of control gets poor marks they will attribute that to their poor performance and will take the responsibility of their actions rather than blaming teachers, or attributing it to the other external factors. On the other hand, external locus of control refers to level to which one thinks the outcomes are related to factors external to them such as fate, luck, timing etc. For instance, when someone having high external locus of control gets good marks they tend to attribute that to luck, fate etc. Similarly, if the same person gets poor marks they tend to blame external factors like teachers for bad or strict evaluation and being biased.

There are certain drawbacks of both internal as well as external locus of control. Internals can sometimes be hard on themselves because they feel responsible for their life outcomes and tend to analyze each and every action, they take, very

carefully. In a similar manner, in the time of failures externals are the first ones to attribute the failure to external factors that are outside their control. The people who scored high on external locus of control may never accept any charge for their actions.

Rotter (1975) explained internal locus of control and external locus of control to be two ends of the same continuum. Internals firmly believe that they have full control over the situation that led to the outcome. Externals think they cannot exercise control over the events that happen in their lives that is why externals often feel more stressed than internals.

Our locus of control has an impact on our life experiences from how we handle situations to taking responsibility of things that happen in life. However, we cannot say which locus of control (internal or external) is good. In certain situations, having a greater internal locus of control may prove to be really good as believing one's actions have an impact and taking responsibility of one's action, give a person a sense of control over life. In other situations, external locus of control may be better. For instance, when an individual scoring high on external locus of control does not perform well at a particular task and fails, he would attribute his failure to external factors rather than blaming himself and would feel less disappointed unlike a person with internal locus of control. So in such situations being an external is really helpful. Though several findings indicated that high external locus of control is linked with low self-efficacy and high level of stress.

1.3. Subjective Well-Being

Subjective well-being can be explained as how one experiences and evaluates their life experiences. “Subjective well-being (SWB) is defined as person’s cognitive and affective evaluations of his or her life.” (Diener, Lucas and Oishi, 2002, p.63) This cognitive evaluation is basically about how much a person feels and thinks he is satisfied with his life as whole and the affective evaluation is basically feelings, mood and emotions a person experiences. Kahnemann and Riis (2005) define as subjective well-being as a “hybrid concept with two components, which can be labeled experienced well-being and evaluated well-being.” (p. 285)

Subjective well-being has been brought to focus by Positive psychology. For a long time, the main focus of Psychology has been the mental disorders and illnesses. Positive psychology brought a shift in focus and suggested that focus should be on the optimal functioning and flourishing rather than only on the illnesses. Diener (1984) gave a tripartite model of subjective well-being. In which he stated that subjective well-being comprises of three aspects; frequent positive emotions, infrequent negative emotions, and lastly life satisfaction. In other words, having more frequent positive affect means having more positive and pleasant experiences and infrequent negative affect means experiencing less of negative experiences, events and emotions in life. The third aspect is life satisfaction which is a personal measure of contentment with life experiences, relationship with others, self-worth, achievements in life and acceptance of one's life situations. Life satisfaction is a multidimensional judgment of overall life experiences and this judgment is totally up to the person, the way he perceives his life situation and how meaningful he thinks his life is. Life Satisfaction does not depend upon how long one lives, rather it depends on how much contented a

person feels with their life. Usually people who have a positive view of their own life have an optimal life satisfaction.

Diener (1984) stated two major models of subjective well-being; top-down perspective and bottom-up situational influences/perspective. According to top-down perspective, a person's hereditary traits determine their subjective well-being. It states that person's stable personality traits decides how they perceive events and whether they would be happy or not about that event. Whereas in bottom-up situational perspectives, external events, situations and demographic influence subjective well-being. Bottom-up approach states that every person has certain basic needs and if these needs are met, the person experiences happiness and has higher subjective well-being.

People with good health tend to experience more subjective well-being than those with poor health. The culture one lives in also affects subjective well-being. It has been seen that people who live in more individualistic culture tend to be higher on subjective well-being. In eastern culture, judgement of how satisfied one is with their life depends on other's estimate of their life. In Western culture, the judgement of satisfaction with life depends on personal contentment with life.

Chapter 2

LITERATURE REVIEW

2.1. Self-Efficacy and Subjective Well-Being

Leary and Tangney (2003) in their book “Handbook of Self and Identity” claimed that adolescents who scored high on self-efficacy are generally more satisfied with their life. Whereas, adolescents having low self-efficacy are seen to experience more depressed mood and are more susceptible to engage in drug abuse and other delinquent behavior. Luszczynska, Gutiérrez-Doña, and Schwarzer (2005) showcased similar results stating that adolescents with low self-efficacy have lower subjective well-being and they find it really hard to deal with stressful situations and are expected to experience depressed and negative emotions than teenagers having higher self-efficacy. Caprara, et al., (2006) stated that adolescents that rated high on self-efficacy tend to have higher life satisfaction and are happier than adolescents that rated low on self-efficacy. The ones with higher self-efficacy were seen to deal with stressful events more calmly and they easily overcome negative emotions. Similarly, Tangeman (2008) also found that adolescents who scored higher on self-efficacy were observed to be happier than adolescents having lower levels of self-efficacy. Tamannaefar and Motaghedifard (2014) found a significant relationship among self-efficacy and SWB and its various sub-scales. Guo (2018) found that lower level of self-efficacy and lower level of peer attachment are related with low levels of subjective well-being.

2.2. Locus of Control and Subjective Well-Being

Sonstroem and Walker (1973) found individuals having higher internal locus of control have a more favorable outlook towards manual activity. Internals were also noted to score significantly better on fitness and voluntarily participate in physical activities more than externals. Chassie and Bhagat (1980) found internals perform better, are well-adjusted in life and have greater task-role satisfaction compared to people having external locus of control. Molinari and Khanna (1981) reported externality had a statistically significant positive relationship with depression as well as anxiety while internality had a statistically significant negative relationship with depression and anxiety. Gerrard, Reznikoff and Riklan (1982) observed a positive relation between having an increased life satisfaction and internal locus of control. Parkes (1984) investigated the effectiveness of locus of control on coping processes and found that internals tend to be more adaptive than externals. Hauri (1991) conducted a study to explore the psychological and motivational factors that predicted successful performance and found that successful performance can be strongly influenced by an internal locus of control. Gerend (2004) observed that older females having high internal locus of control were more comfortable while dealing with health threats and tended to perceive them as controllable. On the other hand, older women with high external locus of control perceived health problems as unpreventable and uncontrollable. Gifford, Briceno-Perriott and Mianzo (2006) observed individuals having high external locus of control obtain significantly less grades than the ones having high internal locus of control. Moore (2007) reported that a sense of control and life satisfaction depends on internal locus of control.

2.3. Gender Differences in Subjective Well-Being

Diener and Fujita (1995) conducted an investigation to find out resources that males and females rely on while evaluating life satisfaction and found that social resources i.e. relationship with family, friends and others are significant predictors of life satisfaction for both, men and women, especially women. Whereas, personal goals were found to be more related to men than women while, evaluating life satisfaction. Pinquart and Sorensen (2000) found that males and females derive satisfaction from different sources. They also found that males tend to look at the financial status and income as an index for measuring life satisfaction. Gropel (2001) found that females incline to score higher on life satisfaction and emotional well-being than males. In contrast, numerous research studies report no gender differences in life satisfaction. Plagnol and Easterlin (2008) found no major differences in the life satisfaction with respect to gender, but they also stated that males and females rely on different resources in evaluation of life satisfaction and also stated that men tend to evaluate their life satisfaction on the basis of their financial status. Eryilmaz (2010) conducted an investigation to determine the role of gender, age and financial status on adolescent's subjective well-being and reported no significant effect of gender of the individual. On the other hand, he reported that there is a significant effect of age and socio-economic status on SWB. In contrast, Derdikman-Eiron, et al., (2011) reported that SWB is significantly affected by gender. Ma, Zeng and Ye (2015) conducted an exploratory study on subjective well-being of Chinese adolescents with respect to gender. The results showed that adolescent girls showed low self-efficacy, which led to them having lower subjective well-being than adolescent boys.

2.4. Research Gap

From the above review of literature, we can see that there is a dearth of studies that directly deal with the influence of self-efficacy and locus of control on subjective well-being. Especially if we search for such studies in Indian context, I have not come across such research on this topic. Hence, I decided to explore the influence of locus of control and self-efficacy on subjective well-being of college students.

Chapter 3

MOTIVATION, OBJECTIVES, RATIONALE AND HYPOTHESES AND SIGNIFICANCE OF THE STUDY

3.1. Motivation of the Study

The purpose of this study is to explore how subjective well-being and its sub components are being influenced by self-efficacy and locus of control. The construct SWB got popularized since the emergence of Positive psychology. Most of the studies related to subjective well-being, self-efficacy and locus of control are either done individually or with two of these variables together. According to best of my knowledge, none of those studies have explored the relationship of various sub-components of subjective well-being with self-efficacy and locus of control.

3.2. Objectives

- 1.** To examine the influence of self-efficacy and its sub components on subjective well-being and its sub-components.
- 2.** To study the influence of internal and external locus of control on subjective well-being and its sub-components.
- 3.** To study the effect of gender and self-efficacy on subjective well-being.
- 4.** To investigate the effect of gender and locus of control (internal and external) on subjective well-being.

3.3. Rationale and Hypotheses

Subjective well-being is a term referred to as how one experiences emotions and evaluates their life experiences in terms of satisfaction. Self-efficacy is person's own estimate of how effectively he can deal with a particular situation. Subjective well-being and self-efficacy are said to relate positively. So, based on the literature review, the following hypotheses were formulated:

H₁: Self-efficacy positively contributes to the subjective well-being.

H₂: Initiation has a positive impact on all the sub-components of subjective well-being.

H₃: Efforts positively contribute to all the sub-components of subjective well-being.

H₄: Persistence has a positive impact on all the sub-components of subjective well-being.

As mentioned earlier in the literature review, there are numerous studies which state that internals tend to adjust better and have higher life satisfaction, whereas, externals are expected to experience negative mood, anxiety and depression comparatively more. So, the following hypotheses were formulated:

H₅: Internal locus of control positively affects the subjective well-being and its sub-components.

H₆: External locus of control negatively contributes to the subjective well-being and its sub-components.

As mentioned in the literature review, there are various studies which stated how gender, self-efficacy and locus of control affect subjective well-being. So, the following hypotheses were formulated:

H₇: Self-efficacy and gender have an effect on subjective well-being.

H₈: Locus of control (internal and external) and gender have an effect on subjective well-being.

3.4. Significance of the Study

The present study focuses on determining the influence of self-efficacy and locus of control on subjective well-being and its sub-components. The study findings will help us to understand better how each sub-components of subjective well-being is associated with self-efficacy's sub-components and locus of control. In addition, gender differences are also being examined.

Chapter 4

METHOD

4.1. Sample

The sample was chosen using purposive sampling. A total of 150 (75 males and 75 female) participants of the age range of 18-25 years took part in this study. The participants in the study were graduation and post-graduation students of Thapar Institute of Engineering and Technology, Patiala.

4.2. Design

Independent variable: Self-Efficacy, Locus of Control and Gender

Dependent variable: Subjective well-being

4.3. Procedure

The present research had been designed to study the influence of self-efficacy and locus of control on subjective well-being. For this purpose, the participants were presented with a consent form, which they were required to sign. Then the participants were provided with the questionnaires and were asked to mark the option which they felt was true for them.

The responses of all participants were carefully scored and the statistical analysis was done.

4.4. Tools used

Rotter Internal–External Locus of Control Scale: Julian Rotter (1966) developed this scale. The scale contains 29 items out of which only 23 items are

scored and the remaining 6 are filler items. There are two statements for every item and the participants need to select one statement which they feel is true for them. Cronbach alpha of this scale was 0.68.

General self-efficacy scale: Mark Sherer and James E Maddux developed this scale in 1982. It is a five point Likert scale with seventeen items. This scale ranges from strongly disagree to strongly agree. The scale consists of three sub scales namely, Initiation (8 items; item no- 2, 4, 5, 10, 11, 14, 16 and 17), Efforts (5 items; item no-1, 3, 9, 13 and 15) and Persistence (4 items; item no- 6, 7, 8 and 12). The Cronbach's alpha for this scale was 0.76.

Ryff's Psychological Well-Being Scales (RPWBS): Ryff and Keyes developed this scale in 1995. This is a six point Likert scale with forty-two items. There are twenty reverse scored items in the scale. This scale comprises of six sub scale comprising of 7 items each; Autonomy, Environmental mastery, Personal growth, Positive relations with others, Purpose in life and Self-acceptance. The test-retest reliability of this scale is 0.82.

4.5. Statistical Analysis

Statistical Package for Social Science (SPSS-20) was used to analyze the data. Mean, Standard Deviation, Correlation, Linear Regression and ANOVA were used.

Chapter 5

RESULTS

Table 1: Mean and standard deviation for males and females for self-efficacy, locus of control, and subjective well-being

Participants	Variables	Mean	Standard deviation
	Self-efficacy (overall)	48.50	6.08
	Initiation	19.22	5.08
	Efforts	18.92	3.14
	Persistence	10.36	2.30
	Internal Locus of control	6	1.12
	External Locus of control	11.84	2.02
Males	Subjective well-being (overall)	175.08	22.53
	Autonomy	29.38	4.84
	Environmental Mastery	27.50	3.84
	Personal Growth	30.98	5.63
	Positive Relations	29.52	5.64
	Purpose in Life	27.89	5.47
	Self-acceptance	29.78	5.28

	Self-efficacy	48.14	5.19
	Initiation	19.53	4.41
	Efforts	18.12	3.83
	Persistence	10.49	3.09
	Internal Locus of control	7	0.84
	External Locus of control	12.31	2.5
Females	Subjective well-being (overall)	175.20	25.72
	Autonomy	27.81	5.91
	Environmental Mastery	26.13	4.62
	Personal Growth	30.45	6.02
	Positive Relations	30.69	5.59
	Purpose in Life	29.60	6.05
	Self-acceptance	30.50	6.47

. The mean of self-efficacy for males came out to be 48.5 and standard deviation came out to be 6.08. For females, the mean and standard deviation values for self-efficacy came out to be 48.14 and 5.19 respectively. The mean of subjective well-being (overall) for males came out to be 175.08 and standard deviation came out to be 22.53. For females, the mean and standard deviation of SWB came out to be 175.20 and 25.27 respectively. With respect to internal locus of control, the mean for males came out to be 6 and standard deviation came out to be 1.12. The mean of

internal locus of control for females came out to be 7 and standard deviation came out to be 0.84. The mean of external locus of control for males came out to be 11.84 and standard deviation came out to be 2.02. The mean and standard deviation of external locus of control for males came out to be 12.31 and 2.5 respectively.

Table 2: Correlation between self-efficacy (initiation, efforts, persistence), locus of control (external & internal) and subjective well-being and its sub-components

	SE Tt	In	E	P	Swb Tt	A	EM	PG	PR	PL	SA	Int Loc	Ext Loc
SE Tt	1												
In	.72**	1											
E	.12	.46**	1										
P	.65**	.36**	.22**	1									
Swb Tt	.27**	.59**	.65**	.37*	1								
A	.15	.39**	.51**	.29**	.60**	1							
EM	.13	.43**	.54**	.22**	.76**	.46**	1						
PG	.32**	.49**	.47**	.42**	.68**	.20*	.35**	1					
PR	.21**	-.40**	.37**	.21**	.77**	.34**	.57**	.45**	1				
PL	.23**	.47**	.46**	.24**	.79**	.37**	.53**	.46**	.53**	1			
SA	.13	.40**	.49**	.20*	.77**	.29**	.54**	.48**	.48**	.55**	1		
Int Loc	-.11	-.12	.07	-.07	.21	.09	-.02	-.17	.18	.45**	.20	1	
Ext Loc	.01	.17	-.41**	.19*	-.38**	-.21*	-.38**	-.22*	-.17	-.31**	-.37**	.74**	1

* $p < .05$; ** $p < .01$

SE Tt- Self-efficacy (overall score), In - Initiation, E - Efforts, P - Persistence, Swb Tt - Subjective Well-Being (overall score), A - Autonomy, EM - Environmental

Mastery, PG - Personal Growth, PR - Positive Relations with Others, PL - Purpose in Life, SA - Self-Acceptance, Int Loc – Internal locus of control and Ext Loc – External locus of control.

Table 2 indicates the correlation among self-efficacy and its sub-scales, internal locus of control, external locus of control and subjective well-being and its sub-scales. It can be seen that self-efficacy (overall score) positively and significantly associates with subjective well-being. Thus, our first hypothesis, i.e., self-efficacy positively contributes to the subjective well-being has been accepted. It can also be seen that initiation associates positively with most of subjective well's being except one (i.e. positive relations with others). So, our second hypothesis has been partially rejected because of inverse association between initiation and positive relations with others. Efforts and persistence correlates with every sub-component of subjective well-being positively. Thus, our third and fourth hypotheses are accepted that efforts and persistence positively contribute to all the sub-components of subjective well-being. From the Table 2, it is apparent that internal locus of control doesn't significantly correlate with the overall self-efficacy score and overall subjective well-being score. It only correlates positively with just one of the sub-component of subjective well-being (purpose in life). Thus, our fifth hypothesis has been rejected. The present findings also show that external locus of control shares statistically significant inverse relationship with subjective well-being and its sub-components besides one sub-component (positive relations with others). But it was also found that external locus of control and positive relations with others shared a negative relationship with each other but it didn't turn out to be statistically significant. So, our sixth hypothesis, i.e., external locus of control negatively contributes to the subjective well-being and its sub-components have been accepted.

Table 3: Linear regression analysis of self-efficacy, locus of control and subjective well-being

Independent Variable	Dependent Variable	B	Std. Error	Beta	t-value	Adjusted R ²
Self-efficacy (overall)	Subjective well-being (overall)	1.17	.34	.27	3.48**	.07
Internal locus of control		3.44	2.49	.21	1.38	.02
External locus of control		-4.1	.95	-.39	-4.31**	.15
Initiation	Autonomy	.45	.09	.39	5.24**	.15
Efforts		.79	.10	.51	7.26**	.26
Persistence		.59	.16	.30	3.81**	.08
Internal Locus of control		.34	.57	.09	.60	.01
External locus of control		-.55	.24	-.22	-2.31*	.04
Initiation	Environmental Mastery	.39	.07	.43	5.88**	.18
Efforts		.67	.08	.55	7.94**	.29
Persistence		.36	.13	.23	2.83*	.04
Internal locus of control		-.06	.38	-.03	-.17	.001
External locus of control		-.78	.18	-.39	-4.3**	.14
Initiation	Personal Growth	.60	.09	.49	6.88**	.24
Efforts		.79	.12	.48	6.63**	.22
Persistence		.92	.16	.43	5.78**	.18
Internal locus of control		-.79	.71	-.17	-1.11	.01
External locus of control		-.57	.24	-.22	-2.35*	.04

Independent Variable	Dependent Variable	B	Std. Error	Beta	t-value	Adjusted R ²
Initiation		-.48	.09	-.41	-5.40**	.16
Efforts		.60	.12	.38	4.96**	.14
Persistence	Positive	.45	.17	.22	2.69*	.04
Internal locus of control	Relations with Others	.71	.58	.19	1.23	.01
External locus of control		-.42	.23	-.17	-1.80	.02
Initiation		.58	.09	.48	6.62**	.22
Efforts		.77	.12	.46	6.38**	.21
Persistence	Purpose in	.53	.17	.25	3.08**	.05
Internal locus of control	Life	2.35	.71	.46	3.29**	.19
External locus of control		-.78	.23	-.31	-3.38**	.09
Initiation		.51	.09	.41	5.44**	.16
Efforts		.83	.12	.49	6.91**	.24
Persistence	Self-	.45	.17	.21	2.58*	.04
Internal locus of control	Acceptance	.89	.65	.21	1.36	.02
External locus of control		-.99	.24	-.37	-4.11**	.13

* $p < .05$; ** $p < .01$

Table 3 shows linear regression analysis of self-efficacy, locus of control and subjective well-being. It can be seen that 7% of variation in subjective well-being (overall score) can be attributed to self-efficacy. The t-value and the B value, both are significant. The B value specifies that 1 unit increase in self-efficacy will lead to 1.17 units increase in subjective well-being (overall score). While, 15% of variation in subjective well-being (overall score) can be attributed to external locus of control. The t-value came out to be significant. The B value specifies that 1 unit increase in

external locus of control will result in 4.1 units decrease in subjective well-being (overall score).

From the same Table it is evident that 15% of variation in autonomy can be attributed to initiation. The t-value is significant. The B value specifies that 1 unit increase in initiation will lead to 0.45 units increase in autonomy. 26% of variation in autonomy can be attributed to efforts. The t-value is significant. The B value specifies that 1 unit increase in efforts will lead to 0.79 units increase in autonomy. 8% of variation in autonomy can be attributed to persistence. Both, the B value and t value are significant. The B value specifies that 1 unit increase in persistence will lead to 0.59 units increase in autonomy. Lastly, 4% of variation in autonomy can be attributed to external locus of control. The B value and t value are significant and the B value specifies that 1 unit increase in external locus of control will lead to 0.55 units decrease in autonomy.

18% of variation in environmental mastery can be attributed to initiation. The B value specifies that 1 unit increase in initiation will lead to 0.39 units increase in environmental mastery. 29% of variation in environmental mastery can be attributed to efforts and the B value is significant which means that if efforts will increase then environmental mastery will also increase. i.e., 1 unit increase in efforts will lead to 0.67 units increase in environmental mastery. 4% of variation in environmental mastery can be attributed to persistence. The B value specifies that 1 unit increase in persistence will lead to 0.36 units increase in environmental mastery. 14% of variation in environmental mastery can be attributed to external locus of control. The B and t value are significant and the B value specifies that 1 unit increase in external locus of control will lead to 0.78 units decrease in environmental mastery.

24% of variation in personal growth can be attributed to initiation. The B and t value are significant and the B value states that any increase in initiation will lead to increase in personal growth. So, if initiation increases by 1 unit then personal growth will increase by 0.60 units. 22% of variation in personal growth can be attributed to efforts and the B value states that if efforts will increase by 1 unit then personal growth will increase by 0.79 units. 18% of variation in personal growth can be attributed to persistence. The B value states that 1-unit increase in persistence will lead to 0.92 units increase in personal growth. 4% of variation in personal growth can be attributed to external locus of control. Both B and t value are significant and the B value specifies that 1 unit increase in external locus of control will lead to 0.57 units decrease in personal growth.

16% of variation in positive relations with others can be attributed to initiation. The B value claims that 1-unit increase in initiation will lead to 0.48 units decrease in positive relations with others. 14% of variation in positive relations can be attributed to efforts. The B and t value are significant. The B value states that 1 unit increase in efforts will lead to 0.60 units increase in positive relations with others. 4% of variation in positive relations with others can be attributed to persistence. The B value claims that 0.45 units of positive relations with others will increase with 1-unit increase in persistence. 2% of variation in positive relations with others can be explained by external locus of control. The B value states that 1 unit increase in external locus of control will lead to 0.42 units decrease in positive relations with others.

22% of variation in purpose of life can be explained by initiation. The B value specifies the 1 unit increase in initiation will lead to 0.58 units increase in purpose in

life. 21% of variation in purpose of life can be explained by efforts. The B and t-value are significant. The B value specifies there would be 0.77 units rise in purpose in life with 1-unit rise in efforts. 5% of variation in purpose in life can be explained by persistence. The B value specifies that 1 unit increase in persistence will lead to 0.53 units increase in purpose in life. 19% of variation in purpose of life can be attributed to internal locus of control. The B value suggests that there will be 2.35 units rise in purpose of life with 1-unit increase of internal locus of control. 9% of variation in purpose of life can be attributed to external locus of control. The B value is significant which suggests that 1-unit increase in external locus of control will lead to 0.78 units decrease in purpose in life.

16% of variation in self-acceptance can be attributed to initiation. The B and t value are significant. The B value specifies that 1 unit increase in initiation will lead to 0.51 units increase in self-acceptance. 24% of variation in self-acceptance can be explained by efforts and 0.83 units of self-acceptance will rise with 1 unit increase in self-acceptance. 4% of variation in self-acceptance can be attributed to persistence. The B value is significant. The B value specifies that 0.45 units of self-acceptance will increase with 1-unit increase in persistence. 13% of variation in self- acceptance can be attributed to external locus of control. Both B and t value are significance. The B value suggested that 1 unit increase in external locus of control will lead to 0.99 units decrease in self-acceptance.

Table 4: ANOVA results showing the interaction between gender (male and female) and self-efficacy (low and high) on subjective well-being

Dependent Variable	Source	Sum of Squares	df	Mean Square	F	Partial Eta Squared
	Gender	31.26	1	31.26	.054	.000
Subjective Well-Being	Self-efficacy	10900.23	1	10900.23	21.29**	.12
	Gender	556.52	1	556.52	.96	.007
	*Self-efficacy					
	Error	84126.15	146	576.20		

* $p < .05$; ** $p < .01$

Table 4 shows the summary of ANOVA between gender and self-efficacy to see their effect on subjective well-being. It can be seen that main effect of gender proved to be non-significant. While, the main effect of self-efficacy came out to be significant. The interaction effect of gender and self-efficacy is non-significant. Thus, our seventh hypothesis, i.e., self-efficacy and gender have an effect on subjective well-being has been partially rejected as no effect of gender was found.

Table 5: ANOVA results showing the interaction between gender (male and female) and locus of control (internal and external) on subjective well-being

Dependent Variable	Source	Sum of Squares	df	Mean Square	F	Partial Eta Squared
Subjective Well-Being	Gender	226.00	1	226.00	.43	.003
	Locus of control	10876.90	1	10876.90	20.99**	.12
	Gender *	118.34	1	118.34	.228	.002
	Locus of control					
	Error	75666.23	146	518.26		

* $p < .05$; ** $p < .01$

Table 5 contains the summary of ANOVA between gender and locus of control to see their effect on subjective well-being. The main effect of gender proved to be non-significant, whereas, significant effect of locus of control was found on SWB. The interaction effect of gender and locus of control came out to be non-significant. Thus, our eighth hypothesis has been partially rejected.

Chapter 6

DISCUSSION

The present research had been designed to determine how self-efficacy and locus of control influence subjective well-being. The present study findings indicate self-efficacy to be positively associated with SWB. There are various studies supporting the idea that people scoring high on self-efficacy tended to have a high subjective well-being score. In a research done on by Tong and Song (2004) on sample consisting of 266 Chinese students, the findings indicate that general self-efficacy positively correlates with life satisfaction, general affect and an index of well-being. Rey (2009) found that SWB and general self-efficacy are positively correlated. The findings of the present study are similar to the previous findings, hence, our first hypothesis, i.e., self-efficacy positively contributes to the subjective well-being has been confirmed.

From the Table 3, it can be seen that initiation has a positive relation with all the sub-components of subjective well-being expect for positive relations with others. Efforts and persistence have a positive association with all the sub-components of subjective well-being. Tamannaefar and Motaghedifard (2014) found that, “there is a significant relationship between self-efficacy and subjective well-being and its sub-scales.” (p.37)

The present study findings indicate that initiation is positively associated with autonomy. The reason behind this could be that the people who like taking initiatives are usually self-determining and independent and they act according to their own will rather than acting under any social pressure. Initiation is also positively associated

with environmental mastery this might be due to the reason that person who likes taking new initiatives try to make use of every opportunity to fulfill their personal need and values. Similarly, initiation is also positively associated with personal growth. The reason for that could be that taking initiatives and being open to new experiences provide us with a sense of independence and growth. It helps us to realize our potentials and make us better person over time. Our findings also show that initiation is negatively associated with positive relations with others. This can be explained by an example like if there is a person who is determined about pursuing a certain goal but his interpersonal relationships are stopping him to take initiative to work towards those goals. However, the person is not willing to give up upon his goals just to sustain his relationship with others. In situations where a person feels that he is not able to do something that they want due to his relationship with others, initiation would be negatively associated with positive relations with others. Initiation is also positively related with purpose in life. The reason for that could be that a person who has a goal or purpose in life, they definitely take initiatives to achieve those goals. So the initiative one takes towards their goal accomplishment is positively associated with purpose in life. Initiation is also positively associated with self-acceptance. The reason for that could be that the people who have a positive attitude towards themselves tend to acknowledge even the bad qualities and don't shy away from taking initiatives to improve themselves. Thus, our second hypothesis i.e., initiation has a positive impact on all the sub-components of subjective well-being has been partially rejected because of negative association between initiation and positive relations with others.

The present study findings indicate that efforts have a positive association with autonomy. The reason for this could be that every effort that led to a successful

outcome provides people with a feeling of independence and sense of control over things in life. The findings also indicate that efforts are also positively associated with environmental mastery. This can be explained as some efforts are essential to gain certain control over the surrounding opportunities. The results also suggest that efforts and personal growth are positively linked to each other. The reason for that could be that the efforts done to better ourselves and increase our knowledge leads to personal growth. Similarly, efforts are also positively associated with positive relations with others and the reason could be that efforts like taking care of others, helping others out are really essential to form positive relations with others. The findings suggest that efforts are also positively associated with purpose in life. Efforts and hard work are the keys to achieve the goals that we set in life. Efforts are also positively associated with self-acceptance. Knowing one's flaws and acknowledging the efforts that are made to lessen the flaws leads to better self-acceptance. This finding confirms our third hypothesis, i.e., efforts positively contribute to all the sub-components of subjective well-being.

Our study findings also indicate that persistence is positively associated with autonomy. The reason for that could be that persistence is needed to show resistance and determination in situation where there is tremendous pressure from external sources to blend with the majority's opinions. Persistence is also positively related to environmental mastery and this can be explained as, in order to gain control over something, a persistent course of action is needed. Persistence is also positively associated with personal growth. The reason for that could be that after realizing one's potential, the spirit of not giving up and showing persistence despite the difficulties one has to face leads to personal growth and development. Persistence is positively associated with positive relations with others. This could be explained as that only if

there is a lot of persistence then only relationship works. The findings of the study also indicate that persistence is positively associated with purpose in life. The reason for that could be that to achieve the aims and goals in life continuous effort and persistence is must. From the Table 3, it can also be seen that persistence is also positively associated with self-acceptance and the reason for that could be that believing in oneself despite knowing the flaws and working persistently to overcome the bad qualities leads have a better acceptance of self. Thus, our fourth hypothesis, i.e., persistence has a positive impact on all the sub-components of subjective well-being has been confirmed.

The findings of the present study suggest that internal locus of control does not have a statistically significant relation with subjective well-being. In contrast, Chassie and Bhagat (1980) found internals perform better, are well-adjusted in life and have greater task-role satisfaction compared to people having external locus of control. But, our findings don't show any evidence for that. Thus, our fifth hypothesis, i.e., internal locus of control positively influences the SWB and its sub-components have been rejected. The reason for that could be that sample size was small. Out of sample of 150, only 43 participants scored higher on internal locus of control which could be the reason why significant results were not found.

A hypothesis was formulated to test if external locus of control negatively contributes to the SWB and its sub-components. The present study results indicate that external locus of control is inversely linked with subjective well-being and its sub-components except with one sub-component (positive relations with others). Though external locus of control and positive relations with others share a negative relationship but it didn't turn out to be statistically significant. External locus of

control shares an inverse relationship with autonomy. The reason for that could be that externals don't like taking responsibility for their actions that is why they conform to the views of others. External locus of control and environmental mastery are negative associated. The reason for this could be that the externals hold the belief that they don't have any kind of control over the events that take place in their life. They attribute every outcome and event to external forces like luck, fate etc. External locus of control shares an inverse relation with personal growth. The reason for that could be externals feel they have no control over things and that make them feel vulnerable and stressed. They tend to give up very easily and are unable to improve over time. External locus of control and purpose in life are inversely associated. The reason for that could be that externals tend to give up easily in face of difficult task, so they lack a sense of purpose in life. External locus of control and self-acceptance are inversely related. The reason for this could be that externals always attribute their life occurrences to external factors; they don't acknowledge their own capabilities and flaws. Stocks, April and Lynton (2012) conducted a cross-cultural investigation and reported that Chinese people yielded a significantly negative relation among external locus of control and SWB. Ye and Lin (2015) found that external locus of control is negatively correlated with SWB. The findings of this study are also similar to these studies findings. Thus, our sixth hypothesis has been confirmed.

For testing the seventh hypothesis, i.e., self-efficacy and gender have an effect on subjective well-being, ANOVA was computed. From the Table 4, it can be seen that the gender and interaction effect of gender and self-efficacy didn't have any significant effect on subjective well-being. Plagnol and Easterlin (2008) found no major differences in the life satisfaction with respect to gender, but males and females rely on different resources in evaluation of life satisfaction and also stated that men

tend to assess their life satisfaction based on their financial status. The results obtained by means of this research are parallel to this study. The main effect of self-efficacy came out to be significant, in support of this there are numerous studies that show that if a person has high self-efficacy then he would have high subjective well-being. Such as Caprara, et al., (2006) stated that adolescents that rated high self-efficacy tend to have higher life satisfaction. Our results also show evidence for that. Our seventh hypothesis has been partially rejected because gender didn't show any effect on subjective well-being.

ANOVA was computed to test the eighth hypothesis. From the Table 5, it can be noted that locus of control shows a statistically significant effect on SWB. Gender and interaction of gender and locus of control did not have an effect on SWB. Singh and Udainiya (2009) found no statistically significant influence of gender on well-being. Similarly, Sood and Gupta (2012) found gender doesn't have a significant effect on SWB. The findings of the present research are similar to the findings of the above mentioned studies. Moore (2007) stated that a sense of control and life satisfaction depends on internal locus of control. Gerrard, Reznikoff and Riklan (1982) found that locus of control and high levels of life satisfaction to be directly linked. Both of these studies show how locus of control is having a significant effect on a person's subjective well-being. The results obtained from this research also depict a statistically significant effect of locus of control on subjective well-being. Thus, our eighth hypothesis has been partially rejected as no gender differences were found.

6.2. Conclusion

The present study findings indicate that overall subjective well-being is directly related to self-efficacy. The sub-components of self-efficacy share a positive relation with most of the sub-components of subjective well-being. The findings also indicate that external locus of control has a negative relationship with subjective well-being and its sub-components. Lastly, no gender differences were found in subjective well-being.

6.3. Implications

This research has implications for mental health professionals, as it would help in making them aware about the influence that self-efficacy and external locus of control might have on subjective well-being while they work with college student with issues concerning life satisfaction and affective response.

6.4. Limitations

The participants may not be representative of the population as a whole, as purposive sampling was used. It may lead to decrease generalizability of the results. All measures are self-reported and there is a chance that participants might have manipulated certain answers. Number of sample was not adequate as the general rule of thumb for sample size is 350.

6.5. Scope for Future Research

- (1) Longitudinal research design should be used because it will shed more light on relationship between these variables.
- (2) Different samples of different age groups and different social strata need to be examined to extend the external validity of the findings.

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APPENDIX A: Ryff's Psychological Well-being Scale

Put a tick mark in the appropriate box.

SD – Strongly disagree

MD – Moderately disagree

SL D – Slightly disagree

SL A – Slightly agree

MA – Moderately agree

SA – Strongly agree

	Please indicate your degree of agreement (using a score ranging from 1 - 6) to the following sentences:	SD	MD	SL	SL	M	SA
		1	2	3	4	5	6
1	I am not afraid to voice my opinions, even when they are in opposition to the opinions of most people.						
2	In general, I feel I am in charge of the situation in which I live.						
3*	I am not interested in activities that will expand by horizons.						
4	Most people see me as loving and affectionate.						
5*	I live life one day at a time and don't really think about the future.						
6	When I look at the story of my life, I am pleased with how things have turned out.						

7	My decisions are not usually influenced by what everyone else is doing.						
8	The demands of everyday life often get me down.						
9	I think it is important to have new experiences that challenge how you think about yourself and the world.						
10*	Maintaining close relationships has been difficult and frustrating for me.						
11	I have a sense of direction and purpose in life.						
12	In general, I feel confident and positive about myself.						
13*	I tend to worry about what other people think of me.						
14*	I do not fit very well with the people and the community around me.						
15*	When I think about it, I haven't really improved much as a person over the years.						
16*	I often feel lonely because I have few close friends with whom to share my concerns.						
17*	My daily activities often seem trivial and unimportant to me.						
18*	I feel like many of the people I know have gotten						

	more out of life than I have.						
19*	I tend to be influenced by people with strong opinions.						
20	I am quite good at managing the many responsibilities of my daily life.						
21	I have a sense that I have developed a lot as a person over time.						
22	I enjoy personal and mutual conversations with family members or friends.						
23*	I don't have a good sense of what it is I'm trying to accomplish in life.						
24	I like most aspects of my personality.						
25	I have confidence in my opinions, even if they are contrary to the general consensus.						
26*	I often feel overwhelmed by my responsibilities.						
27*	I do not enjoy being in new situations that require me to change my old familiar ways of doing things.						
28	People would describe me as a giving person, willing to share my time with others.						
29	I enjoy making plans for the future and working to make them a reality.						

30*	In many ways, I feel disappointed about my achievements in life.						
31*	It's difficult for me to voice my own opinions on controversial matters.						
32*	I have difficulty arranging my life in a way that is satisfying to me.						
33	For me, life has been a continuous process of learning, changing and growth.						
34*	I have not experienced many warm and trusting relationships with others.						
35	Some people wander aimlessly through life, but I am not one of them.						
36*	My attitude about myself is probably not as positive as most people feel about themselves.						
37	I judge myself by what I think is important, not by the values of what others think is important.						
38	I have been able to build a home and a lifestyle for myself that is much to my liking.						
39*	I gave up trying to make big improvements or changes in my life a long time ago						
40	I know that I can trust my friends, and they know they can trust me.						

41*	I sometimes feel as if I've done all there is to do in life.						
42	When I compare myself to friends and acquaintances, it makes me feel good about who I am.						

APPENDIX B: General Self-Efficacy Scale by Shere et al.

Put a tick mark in the appropriate box.

SD – Strongly disagree

D – Disagree

N – Neutral

A – Agree

SA – Strongly agree

	Please indicate your degree of agreement (using a score ranging from 1 - 5) to the following sentences:	SD	D	N	A	SA
		1	2	3	4	5
1	When I make plans, I am certain I can make them work.					
2	One of my problem is that I cannot get down to work when I should.					
3	If I can't do a job the first time I keep trying until I can.					
4	When I set important goals for myself, I rarely achieve them.					
5	I give up on things before completing them.					
6	I avoid facing difficulties.					
7	If something looks too complicated, I will not even bother to try it.					

8	When I have something unpleasant to do, I stick to it until I finish it.					
9	When I decide to do something new, I go right to work on it.					
10	When trying to learn something new, I soon give up if I am not initially successful.					
11	When unexpected problems occur, I don't handle them well.					
12	I avoid trying to learn new things when they look too difficult for me.					
13	Failure just makes me try harder.					
14	I feel insecure about my ability to do things.					
15	I am a self-reliant person.					
16	I give up easily.					
17	I do not seem capable of dealing with most problems that come up in life.					

APPENDIX C: Rotter Internal-External Locus of Control Scale

	For each question select the statement that you agree with the most.
1.	a. Children get into trouble because their parents punish them too much.
	b. The trouble with most children nowadays is that their parents are too easy with them.
2.	a. Many of the unhappy things in people's lives are partly due to bad luck.
	b. People's misfortunes result from the mistakes they make.
3.	a. One of the major reasons why we have wars is because people don't take enough interest in politics.
	b. There will always be wars, no matter how hard people try to prevent them.
4.	a. In the long run people get the respect they deserve in this world.
	b. Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.
5.	a. The idea that teachers are unfair to students is nonsense.
	b. Most students don't realize the extent to which their grades are influenced by accidental happenings.
6.	a. Without the right breaks one cannot be an effective leader.
	b. Capable people who fail to become leaders have not taken advantage of their opportunities.
7.	a. No matter how hard you try some people just don't like you.
	b. People who can't get others to like them don't understand how to get along with others.
8.	a. Heredity plays the major role in determining one's personality.
	b. It is one's experiences in life which determine what they're like.

9.	a. I have often found that what is going to happen will happen.
	b. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.
10.	a. In the case of the well prepared student there is rarely if ever such a thing as an unfair test.
	b. Many times exam questions tend to be so unrelated to course work that studying in really useless.
11.	a. Becoming a success is a matter of hard work, luck has little or nothing to do with it.
	b. Getting a good job depends mainly on being in the right place at the right time.
12.	a. The average citizen can have an influence in government decisions.
	b. This world is run by the few people in power, and there is not much the little guy can do about it.
13.	a. When I make plans, I am almost certain that I can make them work.
	b. It is not always wise to plan too far ahead because many things turn out to- be a matter of good or bad fortune anyhow.
14.	a. There are certain people who are just no good.
	b. There is some good in everybody.
15.	a. In my case getting what I want has little or nothing to do with luck.
	b. Many times we might just as well decide what to do by flipping a coin.
16.	a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.
	b. Getting people to do the right thing depends upon ability. Luck has little or nothing to do with it.
17.	a. As far as world affairs are concerned, most of us are the victims of forces we can

	neither understand, nor control.
	b. By taking an active part in political and social affairs the people can control world events.
18.	a. Most people don't realize the extent to which their lives are controlled by accidental happenings.
	b. There really is no such thing as "luck."
19.	a. One should always be willing to admit mistakes.
	b. It is usually best to cover up one's mistakes.
20.	a. It is hard to know whether or not a person really likes you.
	b. How many friends you have depends upon how nice a person you are.
21.	a. In the long run the bad things that happen to us are balanced by the good ones.
	b. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.
22.	a. With enough effort we can wipe out political corruption.
	b. It is difficult for people to have much control over the things politicians do in office.
23.	a. Sometimes I can't understand how teachers arrive at the grades they give.
	b. There is a direct connection between how hard I study and the grades I get.
24.	a. A good leader expects people to decide for themselves what they should do.
	b. A good leader makes it clear to everybody what their jobs are.
25.	a. Many times I feel that I have little influence over the things that happen to me.
	b. It is impossible for me to believe that chance or luck plays an important role in my life.
26.	a. People are lonely because they don't try to be friendly.
	b. There's not much use in trying too hard to please people, if they like you, they like

	you.
27.	a. There is too much emphasis on athletics in high school.
	b. Team sports are an excellent way to build character.
28.	a. What happens to me is my own doing.
	b. Sometimes I feel that I don't have enough control over the direction my life is taking.
29.	a. Most of the time I can't understand why politicians behave the way they do.
	b. In the long run the people are responsible for bad government on a national as well as on a local level.