# CHAPTER- II

## REVIEW OF RELATED LITERATURE

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CHAPTER- II

REVIEW OF RELATED LITERATURE

2.1 OVERVIEW

This chapter presents the researcher’s attempts to review various studies, already undertaken, related to the present study with the objective of listing the relevant variables for the present study on cognitive dissonance and identifying the existing gap in the knowledge on factors influencing the locus of control, self-efficacy of novice teachers. It consists of four sections. The first section being overview, the second section focuses on the need and importance of review of related literature and the third section briefs the studies related to present research, undertaken in India and abroad. Fourth section analyses the studies undertaken earlier by other researchers.

2.2 NEED AND IMPORTANCE OF REVIEW OF RELATED LITERATURE

A review of literature is a body of text that aims to review the critical points of current knowledge including substantial findings. It provides a background for understanding current knowledge on a topic and illuminates the significance of the new study. It is an organizational pattern which combines both summary and synthesis, often within specific conceptual categories. A review of literature,

* Provides a context for the research.
* Justifies the research.
* Ensures the research is not a replication study.
* Shows where the research fits into the existing body of knowledge.
* Enables the researcher to learn from previous theory on the subject.
* Illustrates how the subject has been studied previously.
* Highlights flaws in previous research.

2.3 STUDIES IN INDIA AND ABROAD

2.3.1 STUDIES ON COGNITIVE DISSONANCE

*Harmon-Jones (2000)* reviewed that the original cognitive dissonance theory and its paradigmatic research and then reviewed the revisions of the original theory that emphasizes the role of the self. The author discussed recent research that has challenged these revisions and offers a possible resolution to the inconsistencies between the theories. The author then presented a recently proposed action-based model of cognitive dissonance, which considers the possible adaptive functions of the arousal and reduction of cognitive dissonance and which suggests that dissonance theory is concerned with self-regulation and executive function.

*Jermias (2001)* investigated that the effects of commitment, confirmation and feedback on people's judgment about the usefulness of costing systems and, in turn, people's resistance to change. Building on the theory of cognitive dissonance, this study predicts that commitment to a particular course of action will cause people to become insensitive to the potential benefits of the rejected alternative. A laboratory experiment was conducted to examine why people are motivated to resist change and what mechanisms they use to rationalize their judgment. Results from the experiment indicated that people's judgments about the usefulness of costing systems were influenced by their commitment to their favored system. People assessed only a subset of their knowledge to support their desired conclusion. Consequently, committed people refused to change their chosen system even when facing negative feedback. In addition, the results confirmed that
people normatively know that their judgment should be objective yet they unconsciously make prejudiced judgments biased toward their committed course of action.

_Stone and Cooper (2001)_ analyzed cognitive dissonance processes related to three major theories. They discoursed the self mediate dissonance processes: self-consistency, and self-affirmation. The findings of the study revealed that each of these contemporary revisions of dissonance theory assumes that dissonance begins when people commit a behavior and then assess the meaning of the behavior against a standard for judgment. The study also revealed that each approach makes different predictions as to how self-knowledge mediates dissonance. They have proposed a model and it suggested that the basis of dissonance motivation and the role played by cognitions about self-dependance on the type of self-standards made accessible in the context of discrepant behavior.

_Lieberman, et.al. (2001)_ investigated the roles of explicit memory and attention resources in the process of behavior-induced attitude change. Although most theories of attitude change (cognitive dissonance and self-perception theories) assume an important role for both mechanisms, they proposed in the study that behavior-induced attitude change can be a relatively automatic process that does not require explicit memory for, or consciously controlled processing of, the discrepancy between attitude and behavior. Using a free-choice paradigm, they found that both amnesics and normal participants under cognitive load showed as much attitude change as done by the control participants.

_Thogersen, (2004)_ suggested in his study that approach-related positive emotions be associated with greater left frontal brain activity and that withdrawal-related negative emotions be associated with greater right frontal brain activity.
Research had confounded emotional valence and motivational direction, the theoretical explanation was muddled. Solely supporting the motivational direction model, recent research has revealed that anger and cognitive dissonance, emotions with negative valence and approach motivational tendencies, are related to relatively greater left frontal activity.

Clark, et.al. (2004) studied the respondents who were still smoking began the habit while in high school. Students had greater generic than specialized knowledge about the effects of smoking on health, and there was no significant difference between second and third year students’ knowledge. Those who still smoked had less favorable attitudes towards smoking-related health promotion than those who had never smoked or stopped smoking. Non-smokers were more supportive of non-smokers’ rights than those who continued to smoke, while those who had stopped smoking were undecided. There was minimal association between levels of knowledge and attitudes about being sensitive to smoking-related health risks.

Schumacher (2004) examined the association between attitudes about dating aggression and select dating aggressive behaviors (verbal aggression and jealous behavior) in high school students. The hypothesis, derived from cognitive dissonance theory, was that discrepancies between self-reported attitudes and aggressive behavior at Time 1 (i.e., putative cognitive dissonance) would predict decreases in aggression between Time 1 and Time 2 beyond what would be predicted by change in attitudes over the same period. Results indicated that cognitive dissonance (as indexed by the discrepancy between attitudes and behavior) was generally a significant predictor of behavior change, providing significant improvement in prediction of behavior over attitude change alone.
Egan, Santos, and Bloom, (2007) explored the origins of cognitive dissonance, among preschoolers. The sample was given a choice between two equally preferred alternatives (two different stickers and two differently colored cards respectively). On the basis of previous research with adults, this choice was thought to cause dissonance because it conflicted with subjects' belief that the two options were equally valuable. The result of the study revealed that the first evidence of decision rationalization in children and nonhuman primates. They suggest that the mechanisms underlying cognitive-dissonance reduction in human adults may have originated both developmentally and evolutionarily earlier than previously thought.

Harmon-Jones (2007) reviewed the theory related to cognitive dissonance. After considering the self-consistency, self-affirmation, and aversive consequences revisions, the investigators reviewed the original version of the theory and the action-based model of dissonance, which accepts the original theory's proposal that a sufficient cognitive inconsistency causes dissonance and extends the original theory by proposing why cognitive inconsistency prompts dissonance. The investigators found that from experiments examining predictions derived from the action-based model and neural processes involved in dissonance reduction.

Balcetis, and Dunning (2007) demonstrated that the motivation to resolve cognitive dissonance affects the visual perception of physical environments. In Study 1, subjects crossed a campus quadrangle wearing a costume reminiscent of Carmen Miranda. In Study 2, subjects pushed themselves up a hill while kneeling on a skateboard. Subjects performed either task under a high-choice, low-choice, or control condition. Subjects in the high-choice conditions, presumably to resolve dissonance, perceived the environment to be less aversive than did subjects in the
low-choice and control conditions, seeing a shorter distance to travel (Study 1) and a shallower slope to climb (Study 2). These studies suggest that the impact of motivational states extends from social judgment down into perceptual processes.

Chen (2008) examined that cognitive dissonance is one of the most influential theories in psychology, and its oldest experiential realization is choice-induced dissonance. In contrast to the economic approach of assuming a person's choices reveal their preferences; psychologists have claimed since 1956 that people alter their preferences to rationalize past choices by devaluing rejected alternatives and upgrading chosen ones.

Veen (2009) showed in his study that when our actions conflict with our prior attitudes, we often change our attitudes to be more consistent with our actions. This phenomenon, known as cognitive dissonance, was considered to be one of the most influential theories in psychology. He found that cognitive dissonance engaged the dorsal anterior cingulated cortex and anterior insula; furthermore, He found that the activation of these regions tightly predicted participants' subsequent attitude change. These effects were not observed in a control group. His findings elucidated the neural representation of cognitive dissonance, and supported the role of the anterior cingulated cortex in detecting cognitive conflict and the neural prediction of attitude change.

Izuma, K., et.al. (2010) the study conducted according to many modern economic theories, actions simply reflect an individual's preferences, whereas a psychological phenomenon called “cognitive dissonance” claims that actions can also create preference. Cognitive dissonance theory states that after making a difficult choice between two equally preferred items, the act of rejecting a favorite item induces an uncomfortable feeling (cognitive dissonance), which in turn
motivates individuals to change their preferences to match their prior decision (i.e., reducing preference for rejected items). Recently, however, Chen and Risen [Chen K, Risen J (2010) *J Pers Soc Psychol* 99:573–594] pointed out a serious methodological problem, which casts a doubt on the very existence of this choice-induced preference change as studied over the past 50 y. Here, using a proper control condition and two measures of preferences (self-report and brain activity), we found that the mere act of making a choice can change self-report preference as well as its neural representation (i.e., striatum activity), thus providing strong evidence for choice-induced preference change. Furthermore, our data indicate that the anterior cingulate cortex and dorsolateral prefrontal cortex tracked the degree of cognitive dissonance on a trial-by-trial basis. Our findings provide important insights into the neural basis of how actions can alter an individual’s preferences.

*Becker (2010)* investigated that the efficacy of both cognitive dissonance (CD) and healthy weight (HW) eating disorders prevention, and indicates that CD can be delivered by peer-facilitators, which facilitates dissemination. This study investigated if peer-facilitators can deliver HW when it is modified for their use and extended follow-up of peer-facilitated CD as compared to previous trials. Based on pilot data, they modified HW (MHW) to facilitate peer delivery, elaborate benefits of the healthy-ideal, and place greater emphasis on consuming nutrient dense foods. Female sorority members (*N* = 106) were randomized to either two 2-h sessions of CD or MHW. Participants completed assessment pre- and post-intervention, and at 8-week, 8-month, and 14-month follow-up. Consistent with hypotheses, CD decreased negative affect, thin-ideal internalization, and bulimic pathology to a greater degree post-intervention. Both
CD and MHW reduced negative affect, internalization, body dissatisfaction, dietary restraint, and bulimic pathology at 14 months.

Jarcho, J. M., Berkman, E. T., & Lieberman, M. D. (2011) the study reports on people rationalize the choices they make when confronted with difficult decisions by claiming they never wanted the option they did not choose. Behavioral studies on cognitive dissonance provide evidence for decision-induced attitude change, but these studies cannot fully uncover the mechanisms driving the attitude change because only pre- and post-decision attitudes are measured, rather than the process of change itself. In the first fMRI study to examine the decision phase in a decision-based cognitive dissonance paradigm, we observed that increased activity in right-inferior frontal gyrus, medial fronto-parietal regions and ventral striatum, and decreased activity in anterior insula were associated with subsequent decision-related attitude change. These findings suggest the characteristic rationalization processes that are associated with decision-making may be engaged very quickly at the moment of the decision, without extended deliberation and may involve reappraisal-like emotion regulation processes.

Antoniou, C., Doukas, J. A., & Subrahmanyam, A. (2013) this article discusses about we consider whether sentiment affects the profitability of momentum strategies. We hypothesize that news that contradicts investors’ sentiment causes cognitive dissonance, slowing the diffusion of such news. Thus, losers (winners) become underpriced under optimism (pessimism). Short-selling constraints may impede arbitraging of losers and thus strengthen momentum during optimistic periods. Supporting this notion, we empirically show that momentum profits arise only under optimism. An analysis of net order flows from small and large trades indicates that small investors are slow to sell losers during
optimistic periods. Momentum-based hedge portfolios formed during optimistic periods experience long-run reversals.

Rose, L. (2015) this study uses interpretive sociological methods to explore parallels between fictional accounts of cyborgs and educational technology-based practices currently present in some e-learning environments. Specifically, the cyborg in fictional accounts (Star Trek and Doctor Who) and the cyborg in academic accounts (Donna Haraway’s A Cyborg Manifesto) are used to frame an analysis of the potential of regarding e-learners as cyborgs. Two social scientific concepts are revisited in this analysis: cognitive dissonance (social psychology) and temporal refusal (critical sociology). These conceptual lenses reveal that the various modes of operating in the online classroom have assimilating tendencies threatening to draw us into a mass social delusion. Considering the science fiction trope, “Resistance is Futile”, the author proposes that the promotion of “best practices” sublimates us into the domination of a particular educational philosophy. Recognizing this type of oppression provides space for temporal refusal – withdrawing from the potentially assimilating “Borg” when it threatens to be disadvantageous to education. Her conclusions lead the author to suggest the need for a critical reflexivity in teachers to identify and take advantage of opportunities to resist the absorption of distinctiveness in the online educational environment.

Olitsky, S. (2015) in this paper, I explain variation in the adoption of student-centred teaching practices among college faculty members in a program designed to promote K-20 instructional reform. I analyze data from a qualitative study of a Math and Science Partnership in order to understand why some faculty members had undergone extensive changes to their practices whereas others had
not, even though both groups had demonstrated changes in their beliefs. Findings show that when collective identities focused on reform become more salient than the role identities associated with their teaching positions, faculty members are able to persist through the loss of self-efficacy that results from struggles with new student-centred practices. This study demonstrates how professional communities can enhance “collective efficacy”, thereby affecting whether the cognitive dissonance that accompanies professional development leads to instructional change rather than disengagement from reform initiatives.

Ballenger, H. J. (2015) in this multi-case study the researcher explored the specific challenges faced by four rural/town elementary schools located in South Carolina. Challenges were identified based on the perceptions of the faculty, staff, and administration at those schools. The researcher examined how those perceived challenges were addressed in each school. The results of this study do not represent a generalization of all schools in South Carolina with similar demographic make-ups. Rather than provide generalizable data, the results of this study provide a detailed analysis of the school climate, Strengths, and Areas for Improvement as perceived by the faculty, staff, and administration at the schools that participated in this study. The participating schools were selected from rural/town areas of South Carolina based on geographic location, demographic data, and state reported school ratings. The researcher evaluated the schools chosen for this study to ensure that demographic data in terms of proportions of racial/ethnic minority students and poverty levels were similar. The student populations for all of the schools included in this study were predominantly composed of low-income students and students of color.
2.3.2 STUDIES ON LOCUS OF CONTROL

*Spector (1982)* examined the locus of control is an important variable for the explanation of human behavior in organizations. The nature of the concept, its measurement (e.g., Rotter's Internal–External Locus of Control Scale), and general evidence for its validity are discussed. Specifically, it is suggested that locus of control is related to motivation, effort, performance, satisfaction, perception of the job, compliance with authority, and supervisory style. Furthermore, locus of control may moderate the relation between incentives and motivation and between satisfaction and turnover.

*Pan (1991)* conducted a research to address the relationship amongst social support, the stress of life change events, locus of control and health. Results indicated that there was no main effect among the total subjects. However, when the internals and the externals were separated the direct effects of social support on health were found among the internals, but not among the externals. IOC orientation plays important role in social support.

*Landau (2000)* analyzed in his study that if locus of control reflect real opportunities and resources such as higher income and education, or internal strengths and coping abilities. Data was obtained from a stratified random sample of 150 Israeli widows, under the age of 54. Multiple regression analysis was followed by analysis of variance in order to examine the interaction hypothesis. The results indicate that both locus of control and socioeconomic status are related and that locus of control reflects more than socioeconomic resources.

*Liu, et.al.(2000)* examined the associations of life events and locus of control with behavioral problems among 1365 Chinese adolescents by using the Youth Self-Report (YSR), Adolescent Self-Rating Life Events Checklist (ASLEC),
and the Nowicki–Strickland Locus of Control Scale for Children. Logistic-regression analyses showed that a total of 13 negative life events mainly coming from academic domain and interpersonal relationships, high life-stress score, and high external locus score significantly increased the risk for behavioral problems. These findings support the linkage between stressful life events and psychopathology in a general population of adolescents from mainland China, and demonstrate the stress-moderating effects of locus of control on psychopathology as well.

**Ruth Landau (2000)** in this study he provides answers to the following questions: Does locus of control reflect real opportunities and resources such as higher income and education, or internal strengths and coping abilities? Data was obtained from a stratified random sample of 150 Israeli widows, under the age of 54. Multiple regression analysis was followed by analysis of variance in order to examine the interaction hypothesis. The results indicate that both locus of control and socioeconomic status are related and that locus of control reflects more than socioeconomic resources.

**Desrumaux-Zagrodunik. et.al (2000)** Studied the effects of attractiveness and internal-external causal explanations of female applicants on hiring decisions for non managerial (assistant) and managerial (personnel manager) jobs. Six male and 15 female recruiting agents aged 20-40 yrs. in France were asked to rate and rank each applicant and to estimate the importance of attractiveness and internal-external casual explanations in their decisions. Ss received files containing curriculum Vitae with a photograph and a summary of applicant’s performance on Rotter’s Internal-External Locus of Control Scale and an attribution scale (J. L. Beauvois and F. Le Poulter, 1986). The results indicate
that (1) internality is more favourable than externality, especially for managerial positions, and (2) attractiveness is advantageous for nonmanagerial applicants but has no effect on hiring for managerial jobs.

_Siu, -Oi-ling; Spector, -Paul-E; Cooper,-Cary-L; Donald, -Ian (2001)_ in the present study involved data collection from 3 samples of Hong Kong managers to examine mechanisms by which age would relate to work well-being. Random sampling and pre-purposive sampling methods drew a total sample of 634 managers. The results showed that age was positively related to well being (job satisfaction and mental well-being). Furthermore, older managers reported fewer sources of stress, better coping, and a more internal locus of control. Multiple regression analyses suggested that the relations of age with 2 wellbeing indicators can be attributed to various combinations of coping, work locus of control, sources of stress, managerial level, and organizational tenure.

_John w. Stecum, Jr. Richard W. Woodman (2001)_ Internals control their own behaviour better, are more active politically and socially, and seek information about their situations more actively than do externals.

_Mueller, S. L., & Thomas, A. S. (2001)_ In this study on Entrepreneurship research has identified a number of personal characteristics believed to be instrumental in motivating entrepreneurial behavior. Two frequently cited personal traits associated with entrepreneurial potential are internal locus of control and innovativeness. Internal locus of control has been one of the most studied psychological traits in entrepreneurship research, while innovative activity is explicit in Schumpeter's description of the entrepreneur. Entrepreneurial traits have been studied extensively in the United States. However, cross-cultural studies and
studies in non-U.S. contexts are rare and in most cases limited to comparisons between one or two countries or cultures.

*Judge and Bono (2001)* found that meta-analytic results of the relationship of 4 traits—self-esteem, generalized self-efficacy, locus of control, and emotional stability (low neuroticism)—with job satisfaction and job performance. With respect to job satisfaction, the estimated true score correlations were .26 for self-esteem, .45 for generalized self-efficacy, .32 for internal locus of control, and .24 for emotional stability. With respect to job performance, the correlations were .26 for self-esteem, .23 for generalized self-efficacy, .22 for internal locus of control, and .19 for emotional stability. In total, the results based on 274 correlations suggest that these traits are among the best dispositional predictors of job satisfaction and job performance.

*Gianakos (2002)* examined the influence of 4 personal attributes—sex, gender role, social desirability, and locus of control—as predictors of coping with work stress. The results indicated that men were more likely to use alcohol and women more likely to use direct action. Femininity and/or masculinity scores predicted control-related coping but were unrelated to escape-related coping. High social desirability scores predicted direct action coping, whereas low scores predicted alcohol use. In terms of locus of control, an internal orientation predicted help-seeking and positive thinking, a powerful others orientation predicted avoidance/resignation, and a chance orientation predicted alcohol use.

*Devonport and Horrell (2004)* investigated self-efficacy to use research methods skills in samples of sport students. Two studies were conducted. Study 1 was a quantitative study that investigated the extent to which self-esteem influenced changes in self-efficacy following the receipt of grades for an
assignment from a research methods module. Ninety-seven Level 2 students completed a self-esteem scale and a self-efficacy scale at the start of a research methods module with additional self-efficacy measures being taken a week before coursework submission, and a week after the assignment was returned. Self-esteem and assignment grades were dichotomized into high and low groups using a median split. Repeated measures analysis of variance indicated a significant interaction effect, whereby individuals high in self-esteem protect self-efficacy more than individuals low in self-esteem following poor performance. Study 2 involved focus group interviews with undergraduate (n = 4) and postgraduate (n = 6) students. Seven key themes emerged from the data: difficulty of research methods; enthusiasm for learning research methods; teaching and learning in research methods; curriculum design; independent learning; importance of the dissertation, and coping with dissertation stress. The findings show that students experience difficulty internalizing key research methods skills from Level 1 and 2 modules, and that this contributes towards making the dissertation an extremely challenging module. The emphasis on independent learning within the dissertation module exacerbates the importance of knowing how to use research skills, and a perceived inability to do this appears to cause stress. Collectively, both studies show that developing confidence in the ability to perform key research skills is important for success. Lecturers should be encouraged to design research methods modules that enable all students to experience mastery of research skills.

Schultz and Schultz (2005) pointed out that significant differences in locus of control have not been found for adults in a U.S. population. However, these authors also noted that there may be specific sex-based [90] differences for specific categories of item to assess locus of control—for example, they cite
evidence that men may have a greater internal locus for questions related to academic achievement (Strickland & Haley, 1980; cited in Schultz & Schultz, 2005). People from different cultures vary in locus of control has long been of interest to social psychologists.

Schneewind (1995; cited in Schultz & Schultz, 2005) suggests that "children in large single parent families headed by women are more likely to develop an external locus of control" (Schultz & Schultz, 2005, p. 439). Schultz and Schultz also point out that children who develop an internal locus tend to come from families where parents have been supportive and consistent in self-discipline. There has been some ambiguity about whether parental locus of control influences a child's locus of control, although at least one study has found that children are more likely to attribute their successes and failures to unknown causes if their parents had an external locus of control. As children grow older, they gain skills that give them more control over their environment. In support of this, psychological research has found that older children have more internal locus of control than younger children. Findings from early studies on the familial origins of locus of control were summarized by Lefcourt: "Warmth, supportiveness and parental encouragement seem to be essential for development of an internal locus

Sorensen, and Eby (2006) meta-analyzed the relationships between locus of control (LOC) and a wide range of work outcomes. They categorized these outcomes according to three theoretical perspectives: LOC and well-being, LOC and motivation, and LOC and behavioral orientation. Hypotheses reflecting these three perspectives were proposed and tested. It was found that internal locus was positively associated with favorable work outcomes, such as positive task and
social experiences, and greater job motivation. Our findings are discussed in relation to research on core self-evaluation and the Big Five personality traits.

Matthew E. Ryan and Andrew J. P. Francis (2007) investigated associative relationships and pathways of mediation between religious functioning, locus of control (LOC) and health. Participants were recruited from churches in the Western suburbs of Melbourne, Australia, and completed a questionnaire package measuring (1) psychological and physical health, (2) the religious variables of awareness of God, instability and impression management, and (3) God, internal and external LOC domains. Results indicated that awareness of God and internal LOC were associated with better health, whereas external LOC and instability were associated with poorer health. God LOC and impression management were not significantly associated with health.

Further Poortinga W, Dunstan FD, Fone DL (2008) examined whether health locus of control (HLC) beliefs can help to explain socioeconomic differences. The result revealed that the HLC scales were significantly associated with individual and neighborhood socioeconomic status, as well as with self-rated health. HLC beliefs appeared to mediate some of the health effects of individual socioeconomic status and to a lesser extent the health effects of neighbourhood socio-economic status. Some evidence was also found that HLC forms part of the pathway between individual and neighborhood socio-economic status and health.

Ramirez (2008) reviews the results of two decades of research on moral approval of aggressive acts conducted in several countries with different religious and cultural backgrounds. A nationally-adapted version of the Lagerspetz and Westman questionnaire was administered to university students in Finland, Poland, Spain, Japan, Iran and India. Respondents had to indicate levels of
justification of several aggressive acts of different quality and intensity in the
context of different social justifications. Although slight method variations
preclude the possibility of direct comparison, the pattern of effects in the different
countries leads to interesting conclusions. In all countries: more drastic forms of
aggression (e.g., killing, torture) are less accepted than nondangerous forms of
such behavior (e.g., hindering, being ironic); and aggressive acts that are socially
justified (in terms of protection of self or other) are clearly more accepted than
ones with no such justification (problems of communication). However, there are
also some striking differences among the samples studied. Thus, patterns of moral
approval of various kinds of aggressive acts are only to some extent common to
most cultures, while there are some culturally bound differences in these attitudes.

*Poortinga, Dunstan and Fone (2008)* examined whether health locus of
control (HLC) beliefs can help to explain socioeconomic differences. The result
revealed that the HLC scales were significantly associated with individual and
neighborhood socioeconomic status, as well as with self-rated health. HLC beliefs
appeared to mediate some of the health effects of individual socioeconomic status
and to a lesser extent the health effects of neighbourhood socio-economic status.
Some evidence was also found that HLC forms part of the pathway between
individual and neighborhood socio-economic status and health.

*Chen, and Silverthorne, (2008)* examined the relationships
between locus of control and the work-related behavioral measures of job stress,
job satisfaction and job performance in Taiwan. The findings indicate that one
aspect of an accountants' personality, as measured by locus of control, plays an
important role in predicting in the level of job satisfaction, stress and performance
in CPA firms in Taiwan. Individuals with a higher internal locus of control are
more likely to have lower levels of job stress and higher levels of job performance and satisfaction.

*Donahue et al. (2009)* examine the interplay between harmonious and obsessive passion and aggressive behavior in sports. It was hypothesized that players who are obsessively-passionate about basketball should report higher levels of aggressive behaviors than harmoniously-passionate players in general, and especially under self threat. Using the Dualistic Model of Passion (Vallerand et al. (2003), *Journal of Personality and Social Psychology*, 85, 756–767) as a guiding framework, basketball players indicated their level of passion and aggression during typical basketball situations using a self-reported questionnaire. Results: In Study 1, results demonstrated that athletes with a predominant obsessive passion for basketball reported higher levels of aggression on an aggression scale than athletes with a harmonious passion. In Study 2, harmoniously-passionate and obsessively-passionate athletes were randomly assigned to one of two conditions: self-threat and self-affirmation. We predicted that under self-threat, obsessively-passionate players should report higher levels of aggressive behavior than harmoniously passionate players. However, no differences were expected between obsessively and harmoniously passionate players in the self-affirmation condition. These hypotheses were supported. The present findings reveal that having an obsessive passion is associated with aggressive behavior, especially under identity threat. Thus, the love for one’s sport may lead to some maladaptive interpersonal behavior, especially if such love is rooted in a sense of identity that is contingent on doing well in that sport.
**Gurung (2010)** found in his study that Locus of control is a personality construct referring to an individual's perception of the locus of events as determined internally by his/her own behavior vs. fate, luck, or external circumstances. Various factors are responsible for the difference in the persons’ behavior of an individual such as culture, tradition, race, level of education; socioeconomic status etc. These factors independently as well as interactive with other factor for influence locus of control of the individual.

**Dristy Gurung (2010)** in this study on Locus of control is a personality construct referring to an individual's perception of the locus of events as determined internally by his/her own behavior vs. fate, luck, or external circumstances. Various factors are responsible for the difference in the persons’ behavior of an individual such as culture, tradition, race, level of education; socioeconomic status etc. These factors independently as well as interactive with other factor for influence locus of control of the individual. JS Shrauger (1971) who explored that college students' religious background and frequency of religious participation were related to scores on Rotter's "locus of control" scale, a measure designed to assess the tendency either to see oneself as having control over his reinforcements (internal control) or to see outside forces, such as luck or fate, as determining his outcomes (external control). There was a general tendency for people who participated more frequently in religious activities to express more internal attitudes. The relationship was mediated by sex, however; the effect was apparent only for females. Protestants were significantly more internal than Jews; Catholics scored between these two groups. Socio-economic status was not significantly related to locus of control in this sample.
**Slabbert and Ukpere (2010)** Rugby and football (soccer) are both international sports, and economic entities in their own right, as evidenced by the growth in attendance and television viewership at the respective World Cups. The issue of sport as catharsis, or conversely, as aggression-generating event, has always been controversial. In order to assess the orientation of rugby and football spectators towards violence, 404 spectators were surveyed. Results indicate significant differences between rugby and football spectators, with football spectators exhibiting higher levels of aggression towards the referee and opposing players. It emerged that the concept of sport as catharsis is not a reality when the spectators’ side loses a match. A call is made for extensive education of all role players in football if the sport is not to be negatively affected.

**Sari et al. (2011)** considering the relevant literature, it could be proposed that psychological commitment to team could contribute to life satisfaction and self-esteem. The aim of this research is to find out the relationship between psychological commitment to team, life satisfaction and self-esteem in sports fans of Turkey. 903 sports fans from 32 different departments of 8 universities participated in the study. The Psychological Commitment to Team (PCT) Scale, Life Satisfaction Scale and Life Satisfaction Scale were used. Resistance to changing team, loyalty to team and questioning loyalty which are the three subscales of overall commitment to team explained approximately 9% variance of self-esteem. This is the first study dealing with the mentioned topic in Turkey.

**Karademir et al. (2011)** determine self esteem levels of the young people who are in search of identity in adolescence period according to some socio-demographic variables. Determination of factors which affect the psychological condition of adolescents in such a critical period of life is both important for the
individual and society. Furthermore, necessary support and assistance should be provided for the young people in order to create a positive frame of mind. The present study administered Rosenberg’s Self Esteem Scale (RSES) to 124 males and 46 females, a total of 170 people all of whom participated in the special ability examinations in order to attend physical education and sport teaching departments at university. It was found that there were statistically significant differences in levels of self esteem according to age, graduation degree, hometown, self description and description of family, participation in social activities, attitudes and behaviors of the families towards the adolescent. However, there was no significant difference according to gender, alma mater, income level of the family. The levels of self esteem are found highly in other variations except for variations of fragmented and indifferent family.

Kaliba et al. (2011) found that high external locus of control and readiness to conjure and believe in mystical powers has a potential in disrupting the growing small and medium enterprises in Uganda. If small business operators abdicate their responsibilities to mystical powers, it will worsen the current low survival rate of start-up businesses. In this study, we use a multilevel Rasch Rating Scale models to estimate a latent scale for locus of control and a composite scale that combine three domains: altitude towards wealth acquisition; paranormal beliefs; and readiness to seek wealth from mystical powers. Correlation analysis was also conducted to determine the association between the two latent scales. Results indicate that low education and religion affiliations were determining factor for high external locus of control and readiness to conjure and believe in mystical powers.
Wolfe (2011) found that internal locus of control is closely linked to positive outcomes in life, such as sport performance, job performance, happiness, and socio-economic status. To understand the relationship between locus of control and academic success at the college level, freshmen psychology students at the University of Minnesota Duluth (UMD) were first tested using Rotter’s Locus of Control Inventory Scale, then performed a task, and finally completed a follow-up survey. Results indicate that locus of control orientation did not change based on the quality of post-test feedback.

Khan et al. (2011) compare the psychological variable upon health beliefs (Health Locus of Control) among female University level athletes. A total numbers of 100 athletes (50 track athletes and 50 field athletes) were selected from all India University athletics championship completed the Multidimensional health locus of control questionnaire containing measures of study variables, validated inside the country. After distributing and collecting the questionnaires among the athletes, independent sample t-test was used to find out the significance of difference among the high and low performers female athletes on above mentioned psychological variables. The findings of the statistical analysis revealed that high and low performance female athletes show significance difference ($P< 0.05$) on internal health locus of control. It has been observed that there was no difference between powerful health locus of control and chance health locus of control among high and low performers’ female athletes.

Reza (2012) studied to compare the rate of aggression among student athletes in judo, taekwondo, volleyball indoor soccer at the University of Tiran. For compelling this study, 90 subjects with age ranged 19- 23 years old were selected. The subjects of this study were selected among student athlete male
subjects. In this study, four groups of athletes in the judo, taekwondo, volleyball and indoor soccer attended and individual athletes from 25 sports as a simple random sample selection for investigation and were used in analysis of descriptive and inferential statistics. The descriptive statistics used for the Evaluation of central tendency Index such as (mean, median, thumb) and the size of the dispersion (range, variance, standard deviation). In the inferential statistical test, one way ANOVA was used. Obtained results from the statistical analysis show that there is no significant difference between student athlete’s aggression in judo, taekwondo, volleyball and indoor soccer (p≥ 0.05); in the other hand the trend of sportsmen with violent behavior is not only related to the sport.

2.3.3 STUDIES ON SELF EFFICACY

*Harvey, V., & McMurray, N. (1994)* Two nursing self-efficacy scales (academic and clinical) were developed and refined for use in identifying problems in progress in undergraduate nurses. Emergent factors within each scale contained items representing important aspects of nursing education. Sensitivity to content and focus of tuition at time of completion was shown with some changes in factor structure over samples of first year nursing students. Academic self-efficacy (but not clinical self-efficacy) was predictive of course withdrawal.

*Zimmerman (2000)* depicted in a survey during the past two decades, self-efficacy has emerged as a highly effective predictor of students' motivation and learning. As a performance-based measure of perceived capability, self-efficacy differs conceptually and psychometrically from related motivational constructs, such as outcome expectations, self-concept, or locus of control. Researchers have succeeded in verifying its discriminate validity as well as convergent validity in predicting common motivational outcomes, such as students' activity choices,
effort, persistence, and emotional reactions. Self-efficacy beliefs have been found to be sensitive to subtle changes in students' performance context, to interact with self-regulated learning processes, and to mediate students' academic achievement.

Hemmingsen and Rae (2001) found that career self-efficacy is highly related to academic achievement and educational development in eleventh-grade students. Students with high career self-efficacy score also had high academic achievement. Females had greater career self-efficacy than males.

Devonport and Horrell (2004) investigated self-efficacy to use research methods skills in samples of sport students. Two studies were conducted. Study 1 was a quantitative study that investigated the extent to which self-esteem influenced changes in self-efficacy following the receipt of grades for an assignment from a research methods module. Ninety-seven Level 2 students completed a self-esteem scale and a self-efficacy scale at the start of a research methods module with additional self-efficacy measures being taken a week before coursework submission, and a week after the assignment was returned. Self-esteem and assignment grades were dichotomized into high and low groups using a median split. Collectively, both studies show that developing confidence in the ability to perform key research skills is important for success. Lecturers should be encouraged to design research methods modules that enable all students to experience mastery of research skills.

Anderson, et.al.(2004) studied science teaching self-efficacy belief among new teacher of elementary science. It was found that positive changes in self-efficacy seemed positively related to the occurrence of environmental factors helpful to teaching (r=.401, p=0.11, n=39)
Barbeite, F. G., & Weiss, E. M. (2004) investigated the validity of computer self-efficacy and computer anxiety scales when administered to an Internet sample. In the first study, it was found that existing measures of computer self-efficacy and anxiety, originally developed through paper-and-pencil methods with more traditional samples, were not adequately equivalent when administered to a sample that was recruited and tested via the Internet. In the second study, the existing measures were adapted, and new items were developed to create new measures of computer self-efficacy and anxiety. The relationship of these new measures to computer and Internet use behaviors provided evidence for validity. Confidence and aversion were related to computer and Internet use suggesting that these new measures are adequate for capturing confidence and aversion towards computers when administered to an Internet sample.

Mottet, Beebe, Raffeld and Medleck (2004) studied the effects of student verbal and non verbal responsiveness on teachers self-efficacy and job satisfaction over a quarter (26%) of the total variances in teachers self-efficacy and over half (53%) of the total variance in teacher job satisfaction were attributable to students verbal and non verbal responsiveness Overall, students non-verbal responsiveness had a greater effects on teacher self-efficacy and job satisfaction job satisfaction was more susceptible to student verbal and non verbal responsiveness than teacher self-efficacy.

Martin, et. al (2005) studied the relationship between locus of control, the quality of exchanges between subordinates and leaders (LMX), and a variety of work-related reactions (intrinsic/extrinsic job satisfaction, work-related well-being, and organizational commitment) are examined. It was predicted that people with an internal locus of control develop better quality relations with their manager and
this, in turn, results in more favourable work-related reactions. Results from two different samples (\(N=404\), and \(N=51\)) supported this prediction, and also showed that LMX either fully, or partially, mediated the relationship between locus of control and all the work-related reactions.

Sam, H. K., Othman, A. E. A., & Nordin, Z. S. (2005) investigated undergraduates' computer anxiety, computer self-efficacy, and reported use of and attitude towards the Internet. The findings suggest that the undergraduates had moderate computer anxiousness, medium attitudes toward the Internet, and high computer self-efficacy and used the Internet extensively for educational purposes such as doing research, downloading electronic resources and e-mail communications. Furthermore, higher levels of Internet usage did not necessarily translate into better computer self-efficacy among the undergraduates. A more important factor in determining computer self-efficacy could be the discipline of study and undergraduates studying computer related disciplines appeared to have higher self-efficacy towards computers and the Internet.

Bhattacharyya, Volk and Lumpe (2009) found a positive correlation between the level of science teaching self-efficacy beliefs as measured by the science teaching efficacy beliefs instrument (STEBI) of five pre service elementary teacher and their observed ability to effectively implement inquiry in the classroom bas upon the horizon research observation protocol (HROP).

Fives and Looney (2009) suggested that, like a personal sense of efficacy, collective-efficacy beliefs for groups can have an effect on their "goal setting, motivation, effort and persistence with challenging tasks or situations".
Settlage, Sotherland, Smith and Ceglie (2009) examined the relationships among pre-service elementary teachers ‘science teaching self-efficacy beliefs, teacher identities, and science instructions in culturally diverse classrooms. The authors hypothesized that the teachers’ self-efficacy and outcome expectancy beliefs related to science teaching and specifically to teaching science in diverse classrooms, would increase following a semester of student teaching in culturally diverse elementary classrooms. However it was discovered that teachers’ self efficacy scores, at all levels, increased little, if at all; STEBI scores began high and remained high.

Bruinsma and Jansen (2010) investigated 198 pre service teachers’ intrinsic and extrinsic motivation for becoming teachers and focused on the distinction between adaptive motives, which promotes lasting and effective engagement and maladaptive motives, which promote superficial engagement. Teacher self-efficacy was positively related to the amount of time pre service teachers intended to remain in the profession.

Gupta, G., & Kumar, S. (2010) this paper studies the relationship of mental health with emotional intelligence and self-efficacy among college students. 200 participants (Male=100 and Female=100) were drawn from science and arts streams of Kurukshetra University, Kurukshetra. The results indicate that emotional intelligence and self-efficacy are positively correlated with mental health. It also revealed that male students were better than female students in terms of mental health, emotional intelligence and self-efficacy which underline the importance of training in emotional intelligence, self efficacy and mental health for female college students.
Lamote and Engels (2010) studied on student-teachers perceptions of their professional identity. The respondents were students enrolled in a three year course in secondary education teaching at Bachelor level. The questionnaire included four scales: commitment to teaching, professional orientation, task orientation and self-efficacy. In the first five months of the first year course, a shift in students' task orientation was observed: students developed a more pupil centered view on teaching. Practical experience with class room teaching again caused an shift: students focused less on the subject matter, on maintaining order in the class room, on the long term educational qualification targets and self-efficacy decreased.

Lisa Ruble, Ellen Usher and John McGre (2011) found that educating students with autism likely presents teachers with some of the most significant instructional challenges. The self-efficacy of 35 special education teachers of students with autism between the ages of 3 to 9 years was evaluated. Teachers completed rating scales that represented self-efficacy and aspects of the following 3 of Bandura’s 4 sources of self-efficacy: (1) sense of mastery, (2) social persuasions, and (3) physiological/affective states. Significant associations were observed between physiological/affective states and self-efficacy, but no associations were observed for the other sources.

Ates, Ates and Alev (2011) investigated pre-service computer teachers' self-efficacy beliefs and achievement motivation levels for educational software development before and after the "Educational Software Design, Development and Evaluation (ESDDE)" course. A pretest and post test design without a control group was employed. In 2008, 46 senior students (25 male and 21 female) who were enrolled at Computer Education and Instructional Technology department participated in this study. The data were collected by the scale of self-efficacy
beliefs towards Educational Software Development (ESD), achievement motivation scale besides student demographics form. Positively, the results revealed that the students' self-efficacy beliefs towards educational software development significantly improved after ESDDE course.

Odaci (2013) investigated the extent to which postgraduate students' belief in their computer self-efficacy, self-esteem and subjective well being predicts research self-efficacy. Findings revealed a significant positive correlation between students' belief in their research self-efficacy and computer self-efficacy and subjective well-being, but no significant correlation with self-esteem. In terms of belief in their research self efficacy, female students regarded themselves as more efficacious than did males, Institute of Science students regarded themselves as more sufficient than students at the other institutes, and students working on doctorates regarded themselves as more efficacious than master's degree students with or without a thesis component.

Yazachew (2013) investigated the level of students' self-efficacy and their achievement in analytical chemistry I (ACI) and identified the difference in self-efficacy and achievement between the male and female. Female students' self-efficacy is slightly lower than that of male. Their self-efficacy and achievement are positively and significantly related. Since student self-efficacy beliefs were found to be significantly and positively related to their achievement in analytical chemistry in this study, the importance of self-efficacy's influence on academic performance in science fields cannot be underestimated.
2.3.4 STUDIES ON ACADEMIC PERFORMANCE

*Goldberg and Cornell (1998)* found that correlations between variables measured at Time 1 and Time 2 revealed a series of statistically significant correlations among intrinsic motivation and academic achievement, although, the correlations were generally low in magnitude. Instead, it was indicated that intrinsic motivation influenced perceived competence and that perceived competence influenced subsequent academic achievement specifically, intrinsic motivation as measured by either intrinsic mastery motivation or autonomous judgment did not directly influence subsequent achievement.

*Cockley, et.al.(2003)* reported significant relationships between self-concept and academic performance. In general these studies show that academic self-concept influences students’ academic performance. Self esteem is found to be weakly correlated with academic self concept. Finally, they concluded that the empirical works suggest that these are some structural relations between the constructs.

*Kucharizyk and Marie (2004)* investigated “Academic Performance Associated with Cognitive Attainment of Students”. The findings revealed that cognitive attainment explained a significant and largest portion of each of the four cognitive attainments. Academic achievement and cognitive ability bears a significant relationship.

*McKenzie et al. (2004)* also examined the relationship between previous academic performance, personality traits, motivational beliefs, and academic achievement of first year college students. While previous academic performance was the most important factor affecting academic achievement (accounting for 16.8% of the variance), also of importance was the personality trait of
conscientiousness (15.2% of the variance) and students’ use of Self-regulated Learning strategies such as time management, monitoring comprehension of material, and consciously making connections between readings and lecture materials.

_Thakur (2006)_ studied a relationship between intelligence and academic achievements and comparison of achievement in relation to medium of instruction. The findings of the study revealed that there was high positive and significant correlation between intelligence and academic achievement. Also, for superior and average intelligent students the influence of mother tongue on academic achievement was insignificant but for below average and poor intelligent, medium of instruction played an important part.

_Ahmed, Marjon and Bruinsma (2006)_ designed the study on motivational model of performance by integrating constructs from self-concept and self determination theories and to explore cultural group differences. Self esteem, academic self concept, academic motivation and academic performance were collected from Asian and European graduate students. To find out the academic performance of the students self reported grades were used. To find out the Autonomous Academic Motivation Academic Motivation scale were used. To measure academic self concept, Academic self concept scale was used. The result revealed interesting findings across the cultural groups as well as on the overall sample. The results demonstrated that two proposed model fits the overall sample data fairly reasonable. The structural positive relationship between self esteem and academic performance was significant.
Langley (2007) investigated and found that there were no positive relationship between high Self-efficacy and academic achievement. There is no significant t-test difference on the MSLQ Self-efficacy subscale between high and low achieving students. Other studies found many low achievers outperform several high-achievements in their Self-efficacy, concluding that high Self-efficacy is a good indicator of career rather than academic performance.

Adediwura and Tayo (2007) investigated the relationship/effect of students’ perception of teachers’ knowledge of subject matter, attitude to work and teaching skills on students’ academic performance. The population consisted of senior secondary (SSIII) students in the South West Nigeria senior secondary schools. The result shows that students’ perception of teachers’ knowledge of subject matter, attitude to work and teaching skills has a significant relationship on students’ academic performance.

Bernard et al. (2008) examined whether online self regulating learning behaviours in online courses may be considered in collaboration with academic performance. The results clearly indicate that as students’ perceptions of on line course communication and collaboration become more positive, their self reported degree of self regulation in online learning also increases with a standardized coefficient value of 0.70. Students also report higher levels of self regulation in online courses appear to have better perceptions of online course communication and collaboration report lesser levels of self regulation in online courses.

Chege et al. (2009) investigated the effect of institutionalization of children and the relationship between self concept and academic performance. The expost-facto research design was adopted. The study was based on Rogers’s theory on self concept. Data was analyzed using the T test and the correlation coefficient.
study concluded that there was a difference in self concept and academic performance between pupils orphaned by HIV/AIDS pupils.

_Sridevi and Lisha (2008)_ conducted a study on ‘Relationship of Emotional Intelligence, Adjustment, Self-Concept and Scholastic Achievement of Higher Secondary Students’. The findings of the study were: 1. There was a positive relationship among Emotional Intelligence, Adjustment, Self-Concept and Achievement of higher secondary students. 2. Female students possessed higher emotional intelligence than the male students.

_Lee et al. (2009)_ did a study on “Effects of College Counselling Services on Academic Performance”. Results indicated that counselling experience is significantly associated with student retention. Students receiving counselling services were more likely to stay enrolled in school. However, counselling experience was not related to academic performance when controlling for pre-college academic performance.

_Rodriguez and Carlos (2009)_ conducted a study on “The Impact of Academic Self-Concept, Expectations and the Choice of Learning Strategy on Academic Achievement”. These findings suggested that high school student’s academic self-concepts and unambiguous outcome expectations encourage critical thinking and reflective approaches to learn.

_Manfield, et al., (2009)_ conducted a study on “College Students and Academic Performance”. The study found a significant difference between high and low academic performers in terms of their overall level of self control, as well as significant differences in various other sub-dimensions of the self control construct such as impulsivity, risk seeking behaviour and a performance for physical activity.
Suarez-Orozco and Carola (2009) conducted a study on “The Significance of Relationship: Academic Engagement and Achievement among Newcomer/Immigrant Youth”. Findings of this study were multiple regression analyses revealed that supportive school based relationship strongly contribute to both the academic engagement and the school performance of the participants. Qualitative interview data and case studies serve to elucidate the relational processes inside and outside school that influence different academic outcomes.

Ajayi and Yusuf (2009) examined the relationship between instructional space planning and students’ academic performance in south west Nigeria secondary schools. A descriptive research of the survey design was used in the study. The study revealed that the levels of instructional space planning and students’ academic performance were relatively high during the period under study. The study also revealed that students’ academic performance was significantly related to instructional space planning, classroom planning, library planning and technical workshops planning. It was revealed that there was no significant relationship between laboratory planning and students’ academic performance.

Meenakshi Mehta (2010) conducted a study on ‘Personality Needs and Academic Achievement of Senior Secondary Students’. The objectives of the study were as follows: 1. To find out the relationship between n-Affiliation and Academic Achievement. 2. To find out the relationship between n-Abasement and Academic Achievement and found that. 3. The study has revealed that need achievement, need dominance, need nurturance and need endurance were positively and significantly related to students’ academic achievement, while needs succohance, affiliation, abasement and aggression were significantly, but
negatively related to academic achievement. It was also found that some students have low achievement and they may be helped to boost up that particular need for achievement.

*Amritharaj (2010)* conducted a study on “Learning Styles and Academic Achievement of X Standard Students”. The significant findings were as follows: 1. The level of learning styles and their dimensions in X standard students with regard to sex was average. 2. There was no significant difference between rural and urban students in their learning styles in dimensions such as linguistic, logical, spatial, bodily interpersonal and intrapersonal. But there was significant difference between rural and urban students in their learning style in the dimension: musical. 3. The level of academic achievement of X standard students with respect to sex is average. 4. There was no significant difference between X standard boys and girls in their academic achievement. 5. There was a significant difference between rural and urban X standard students in their academic achievement. That was, the urban 103 students (M = 71.98) were better than rural students (M = 59.21) in their academic achievement.

*Olitsky (2015)* explained variation in the adoption of student-centered teaching practices among college faculty members in a program designed to promote K-20 instructional reform. He analyzed data from a qualitative study of a Math and Science partnership in order to understand why some faculty members had undergone extensive changes to their practices whereas others had not, even though both groups had demonstrated changes in their beliefs. Findings show that when collective identities focused on reform become more salient than the role identities associated with their teaching positions, faculty members are able to persist through the loss of self-efficacy that results from struggles with
new student-centered practices. This study demonstrates how professional communities can enhance “collective efficacy”, thereby affecting whether the cognitive dissonance that accompanies professional development leads to instructional change rather than disengagement from reform initiatives.

2.4 INFERENCES FROM THE REVIEW OF RELATED STUDIES

The reviewed studies showed that the researchers conducted only on the components of Cognitive Dissonance, Locus of Control and Self-Efficacy on various topics not related to novice teachers in relation to students’ academic performance. In modern times, the novice teachers are talented but insufficient in experience in handling the problem creating students. They are not adaptable in finding the locus of control in schools. Their self-efficacy is not consistent to the expected level of academic achievement of the students. The academic performance of the students is being expected by the department of education and the parents. Hence the researcher delved into the investigation on “Cognitive Dissonance, Locus of Control and Self-Efficacy of Novice teachers in relation to Students’ academic performance”.

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