

The Relationship Between Locus of Control and Students Performance:

Systematic Literature Review (SLR)

Wahyu Trimastuti¹, Sri Wuli Fitriani², Puji Astuti³

Universitas Negeri Semarang, Indonesia¹²³

Abstract

The teacher plays an important role in the world of education; it is preparing students to become individual who have skills in cognitive engagement and academic performance to face life's challenges in the future. For anticipating that issue in the globalization era, students should be prepared with the competence related to their department which is supported by their competence. In carrying out their duties as teachers, it is appropriate for teachers to understand student needs to increase their capability. The term locus of control refers to how individuals tend to explain their successes and failures. Providing appropriate treatment in teaching is expected to be able to support the performance of students in their success. This research was conducted to examine the effect of locus of control on students' performance particularly in English Language Teaching (ELT) which was carried out using the SLR (Systematic Literature Review) method, namely by identifying, reviewing, evaluating, and interpreting all previous studies that were closely related to teacher compensation and performance. Using the PRISMA protocol, this study conducted three stages of rigorous and systematic searching: identification, screening, and eligibility. As a result of the search, this study identified 6 relevant articles from Scopus, Web of Science, and ScienceDirect as the leading databases and Google Scholar and Dimension. ai as supporting databases. This study provides an insight for integrating psychological concept in ELT. The review concluded that locus of control has impact for students' performance in ELT. Students who have internal locus of control more responsible in their performance to get good performance than students who have external locus of control.

Keywords: SLR (Systematic Literature Review), Locus of Control, Student's Performance

INTRODUCTION

A higher education teacher is a professional who educates and instructs individuals on specific subjects, skills, or concepts. Teachers play a crucial role in facilitating learning, fostering intellectual growth, and supporting personal development. They work in various settings, including schools, colleges, universities, and online platforms, using diverse methods such as lectures, discussions, assignments, and assessments to help students acquire knowledge and skills teachers are determined by their performance in the process learning. Teachers also play an important role. Specifically, this helps students build positive, encouraging learning qualities independence, stimulate curiosity and intellectual logic, and create conditions for successful learning. Apart from that, teachers are also responsible for provide mentoring, mentoring, and mentoring of students so that they can grow and develop according to their potential, interests and talents. Therefore, teachers need to increase students' learning potential to achieve results optimal learning, and teachers also need to be creative to motivate students to study.

According to Good & Brophy (1990) locus of control is a multi-dimensional construct that is aimed at capturing the causality of behavior. Locus of causality influences the affective or emotional consequences of achievement outcomes. Individuals who generally attribute their success and failure to their own behavior (personal effort or ability) are said to have an internal locus of control. Individuals who generally attribute their success and failure to luck or task difficulty are said to have an external locus of control (Gage & Berliner 1984).

Locus of control is a generalized expectation regarding the degree of internal or external control over reinforcements (O'Brien 1986). In another way, locus of control is a psychological concept that describes a person's perceptions about the extent of their own influence over their surroundings.

Baron (2008) also proposes the definition of locus of control; it speaks to how people believe they have the ability to alter their circumstances and are in charge of the things that happen to them. According to the notion, people can be divided into two groups that is those who think that their good fortune is due to their hard effort (internal locus of control) and those who think that their luck or fate (external locus of control).

Another definition is proposed (Botha et al., 2024) who state that locus of control refers to how individuals tend to explain their successes and failures. Those who perceive an external locus of control see their performance as caused by external factors (I succeeded because I was lucky; I failed because the teacher doesn't like me). Individuals with an internal locus of control feel that they are responsible for their successes and failures (I was successful because I'm bright; I succeeded because I worked hard; I failed because I didn't try). On the other hand, learners sometimes attribute the causes of events to internal things-to factors within themselves. Thinking that a good grade is due to their hard work and believing that a poor grade is due to their lack of ability are examples of internal attributions. At other times, learners attribute events to external things-to factor outside themselves. Interpreting a classmate's scowl as a sign of their bad mood (rather than a response to something they might have done to them) is example of external attributions (Ormord, 2011). Based on the definitions above, it can be concluded that locus of control is psychological concept that identifies an individual's beliefs about the degree of personal control that can be exercised over his or her environment to explain his or her successes and failures.

This study aims to conduct a systematic literature review that investigates the impact of LOC in ELT. A systematic literature review aiming to investigate the impact of locus of control (LOC) in English Language Teaching (ELT) involves a comprehensive and structured analysis of existing research studies on this topic. In order to comprehend how students' LOC—whether internal (thinking they control their own success) or external (thinking success is due to outside forces)—affects their learning outcomes, motivation, and performance in ELT settings, the study would methodically gather, assess, and synthesize findings from a variety of empirical studies. The review would identify patterns, strengths, gaps, and inconsistencies in the research, providing a broad and evidence-based understanding of LOC's influence on English language achievement. This approach helps to clarify the role of LOC in ELT and guide future research and instructional practices.

Several studies have explored the relationship between LOC and students' performance. Research conducted by Sibuea & Marianum (2022), they examine how different learning methodologies and students' locus of control affect learning outcomes, especially in Indonesian language classrooms, while adjusting for students' prior knowledge. Other studies, the relationship between psychological concepts and teaching learning models is examined by O. Serin et al. (2009), who also show that locus of control and learning and study strategies are important components of trainee instructors' growth and efficacy. In other research, Likewise, Melekewei (2015) investigates the relationship between teachers' locus of control and job involvement, highlighting the significance of psychological elements in the efficacy of teaching. The study found a relationship between efficacy and instructor attributes like personality, gender, self-esteem, and educational background.

However, there is still a gap that suggest there is no research that investigate the specific impact of LOC and students' performance in ELT particularly in undergraduate students. Through this study, we also aim to show the novelty of the LOC in the context of ELT. With a better understanding in psychological concept of students it can be applied appropriate method in teaching and learning particularly in ELT. Locus of control is psychological concept that identifies an individual's beliefs about the degree of personal control that can be exercised over his or her environment to explain his or her successes and failures. Whether they are affected by persistent effort and strong determination or fate, luck, and other people influence. The students with high locus of control orientation accept responsibility for control over their environment (Dahmann, 2024). They have a greater probability of assigning above average evaluation marks with respect to teacher performance. If the teacher allows children to actively participate in the teaching and learning process, they will be inspired. Naturally, their level of control affects their performance, particularly when it comes to developing their reading skills. Their involvement in the teaching and learning process tends to be more active. Students that possess a high locus of control are more engaged learners who take ownership of their performance and don't depend on others to decide how their course experience turns out. Naturally, it will be simpler for students to comprehend the reading materials and achieve good results if they have a high locus of control.

On the other hand, students who have external locus of control believe that they have little control or power to affect personal outcomes. Therefore, they usually do not have any interest in joining the learning process. Students with external locus of control maintain a passive attitude toward their grades, assigning responsibility for their performance to others, such as the instructor, rather than accepting their responsibility. They become the followers in joining the reading class and passive in the class. Therefore, this study has several research questions of the survey are:

1. Is there any significant relationship between student's locus of control and their performance in English language performance?

2. Is there any significant difference in English language performance of students with internal and external locus of control?

METHODS

The review protocol: PRISMA

The Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) approach is used in this study. It has been applied in various fields of research and is a typical strategy for performing a systematic literature review (SLR). The guideline is well-respected and extensively used in many fields because of its thoroughness, ability to improve the review's quality, and ability to lessen researchers' biases (Zynuddin et al., 2023). Several stages in PRISMA that conducted by author are discussion, review, and iteration. The results of database searches are also reported by the authors. PRISMA offers a concise synopsis of the multi-stage systematic review procedure. In order to perform a systematic literature review of relevant, high-quality papers, the current study used the PRISMA protocol.

Resources

A review of the three top scientific databases—Scopus, SpringerLink, and ScienceDirect—is the first step in the current work. These databases offer comprehensive, multidisciplinary, quality-controlled, and sophisticated searching features. For instance, 128 journals pertaining to education research are indexed by ScienceDirect, 276 by SpringerLink, and 375 by Scopus. The current study additionally uses two supporting databases, Google Scholar and Dimension.ai, to enhance other sources, such as missing articles from the top databases, since thorough searching is one of the prerequisites for a high-quality SLR.

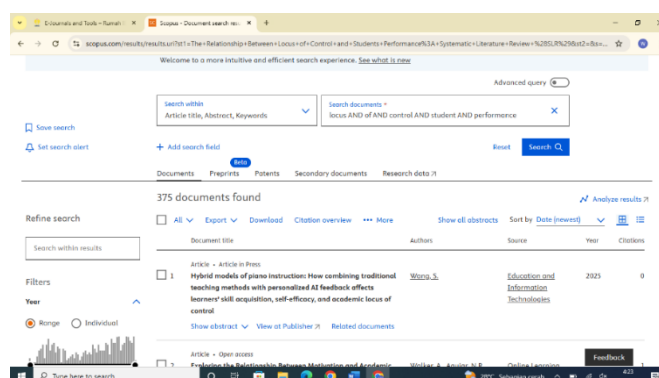


Figure 1. Scopus Journals

The systematic literature review process for selecting the article Identification

Three main steps emphasized the SLR approach for finding pertinent publications for the current study. Using a thesaurus, dictionaries, encyclopaedias, and prior research, the first step is to pick keywords and look for related and similar terms (Sibuea et al., 2020). For example, the term “student performance” has been truncated to “student achievement,” “students’ goal,” or “students’ skill.” Similarly, students’ performance refers to the extent to which students achieve certain learning objectives and exhibit the fundamental abilities and knowledge needed for both academic success and wider societal. The indicators including grades, test scores, assessments, and evaluations of both academic and non-academic competencies. In this study may refer to students' performance using multiple terminology while keeping the same meaning. Search strings for the Scopus and ScienceDirect databases were created between 2010 and 2025 once all pertinent phrases had been identified. The current study successfully retrieved 97 articles from leading and supporting databases. A total of 121 articles were discovered during the initial phase of the systematic review process.

Screening

Eliminating duplicate articles is the first step in the screening process. 779 papers were selected for the current study using inclusion criteria that were obtained from primary and secondary databases. Additionally, to maintain and reduce bias when searching for papers in the screening process, the same

inclusion criteria are used in all databases. However, for databases without a sorting capability, the screening process is carried out manually. It should be noted that it is practically difficult for a researcher to review every paper that is available. According to Okoli (2015), screening procedures are now practically possible given the right resources, such as time, money, and personal constraints. Mackenzie et al., (2020) emphasized peer-reviewed journal publications and the selection of language as an inclusion criterion. Then the current study has three inclusion criteria. First, the search period is between 2009 and 2025. According to the second criterion, only peer-reviewed works that have been published in a journal are eligible. The last requirement for admission is that the articles be written in English. At this stage, 7 papers were employed in the eligibility process after 121 articles were eliminated from the current study because they did not meet the inclusion criteria.

Eligibility

The last stage of an SLR is eligibility. The remaining articles will be examined and manually retrieved following the screening procedure. This phase makes sure that every selected article satisfies all inclusion requirements. The researcher must review the abstracts and titles of the papers. The article's substance will be examined, nevertheless, if the researcher finds that the abstract and title are ambiguous. Seven articles were found during this filtering stage, while 114 items were rejected. The type of journal articles, duplicate information across databases, objectives do not discussion on student performance, and published studies do not address locus of control are the primary reasons for the deleted articles.

FINDING AND DISCUSSION

Descriptive Analysis of Literature Study Research Results (SLR)

Research on the relationship between locus of control and students' performance have a big influence on increasing students' performance, encouragement or motivation to achieve their goals. Below is a table of several research articles on influence locus of control and students' performance in class particularly in ELT

Tabel 1. Descriptive Analysis of Literature

No	Journal	Title	Author
1	Procedia- Social Factor and Behavioral Science (2010) 2(2) 449-452	Factors affecting the locus of control of the university students	Serin N, Serin O, Sahin F
2	International Journal of Research and Innovation in Social Science (IJRISS) SSN No. 2454-6186 DOI: 10.47772/IJRISS Volume VIII Issue XII December 2024	Students' Academic Locus of Control and Behavioural Attitude Affecting L2 Academic Performance	Cindy M. Liban, Juanito P. Tandoc Jr, Ma. Theresa L. Eustaquio
3	The Journal of International Social Research, Volume 4, Issue 17, Spring 2011.	Locus of Control as A Correlate of Achievement in English as A Second Language in Ibadan	David O. Fakeye
4	Computer Assisted Language Learning Vol. 22, No. 3, July 2009, 189–206	Effects of locus of control and learner-control on web-based language Learning	Mei-Mei Chang and Chiung-Mei Ho
5	Procedia - Social and Behavioral Sciences 56 (2012) 183 – 190	Self-efficacy, Locus of Control and Attitude among Engineering Students: Appreciating the Role of Affects in Learning Efforts	Maizam Alias, Zainal Abidin Akasahb, Mohd Jahaya Kesot

6	Britain International of Linguistics, Arts and Education (BioLAE) Journal ISSN: 2685-4813 (Online), 2685-4805 (Print) Vol. 4, No. 2, July 2022	The Effect of Learning Strategy and Locus of Control on Learning Outcomes by Controlling Early Knowledge	Parulian Sibuea, Marianum
7	International Association of Research in Foreign Language Education and Applied Linguistics ELT Research Journal 2021, 10(2), 238-250 e- ISSN: 2146-9814	EFL Learners' Locus of Control and Translation Achievement	Hüseyin Öz, UlvicanYazar, Pelin İrgin

To find topics that resurface trends, methodology, and shortcomings in the literature, the researcher used content analysis techniques for the data analysis. Researchers use thematic analysis to find, investigate, and understand patterns and themes in qualitative data (Braun, 2017). Key findings, pedagogical models, and evaluation techniques about locus of control and student's performance can be identified using this qualitative technique (Rahmatika, 2024). The investigation revealed prevalent implementation patterns that are highly pertinent to education particularly in ELT, including incorporating collaborative work, psychological concept and formative assessments. Through this procedure, the researchers hope to generate 7 publications that thoroughly examine how relationship between locus of students and their performance in English language performance. Besides that, to find is there any significant difference in English language performance of students with internal and external locus of control.

Combine qualitative approaches with quantitative research sites, learning conditions, and class sizes. Quantitative studies on this topic produced quantifiable gains in students' performance. Qualitative study, on the other hand, illustrates the relationship between elements of locus of control and their performance in learning. The researcher wants to find trends and draw conclusions about how each factor influences the efficacy ELT develops critical thinking skills by methodically classifying studies according to these characteristics. Every result is assessed to determine the effects of locus of control to students' performance. The significance of this study is also rooted in the pressing need to close gaps in the body of knowledge and significantly advance inclusive, student-centered teaching approaches.

The article reviewed above uses several methods in conducting its research. However, the final results obtained 90% show that a person's locus of control influences their performance in teaching learning process. The term "locus of control" itself describes a psychological concept that describes how people perceive their own control over their circumstances and their ability to alter them. Perceptions of an individual on the extent of personal control that can be exerted over their surroundings. Some people think that hard work is the reason they get their achievement, while others think that fate or luck is to blame.

Topic Analysis

The topics discussed in this research include the influence of students' Locus of Control on increasing students' abilities and activeness in learning in class.

Tabel 2. Analysis of Literature

No	Author	Variable	Method	Result
1	Serin N, Serin O, Sahin F	Gender, Income Level, Living Arrangement s, Socioeconom	Quantitative method which involved 200 university students from various academic institutions. Participants were selected using random sampling techniques.	These findings highlight demographic and environmental factors that shape the locus of control among university students.

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Family Size | | |
| 2 | Cindy M. Liban, Juanito P. Tandoc Jr, Ma. Theresa L. Eustaquio | Academic Locus of Control, Language Behavioural Attitude, L2 Academic Performance. | Quantitative research design (descriptive-correlational survey). The study involved 90 Bachelor of Arts in English Language Studies (AB-ELS) students from 2nd to 4th year at Isabela State University during the school year 2023-2024. The statistical tools that be used are frequency, percentage, mean score, and Pearson correlation coefficient were used to analyse the data. | The study finds that the majority of the English Language Studies (ELS) students have an internal locus of control and a positive language behavioural attitude, which influence their L2 academic performance positively. The internal locus of control, plays a key role in motivating learners and influencing their language learning success, but demographic factors like age and year level are not significant determinants of this effect |
| 3 | David Fakeye | O. Locus of Control, Achievement in English Language | The correlational research design is adopted for this study. Three hundred senior secondary school two students were chosen at random from ten (10) secondary schools in the Ibadan North Local Government to participate in the study. There are thirty (30) male students and women were chosen at random from each of the ten schools. The English Language Achievement Test and the Locus of Control Scale were used to obtain the data. | This study indicates that the achievement in English as a second language and locus of control are significantly correlated. This implies that students who have an internal locus belief that they have control over their own results and their performance. The study emphasizes how psychological elements like locus of control have a significant impact on students' academic performance in English as a second language. |
| 4 | Mei-Mei Chang and Chiung-Mei Ho | Locus of Control (categorized as internal vs external), type of learner control over the web-based instruction (learner-control vs program-control), academic performance, and self-efficacy. | The study used this experimental design to investigate the effects of two independent variables—locus of control (internal vs external) and learner control type—on the dependent variables of academic performance and self-efficacy. This controlled experiment allowed assessment of the interaction effects of learner personality (locus of control) and control over instruction on learning outcomes in a web-based language learning environment | The finding the article indicate that students with an internal locus of control achieved higher learning outcomes and better academic performance in web-based language learning than those with an external locus of control. In addition, there is a significant interaction between locus of control and learner control, meaning that the benefits of learner control were more pronounced for students with an internal locus of control. |

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| 5 | Maizam Alias, Zainal Abidin Akasahb, Mohd Jahaya Kesot | Self-efficacy, Locus of control, Attitude, Learning efforts, Academic achievement | The study used a descriptive design. The sample consisted of diploma civil engineering students (n = 60 or 61 in the main study), with demographic details such as gender analysed for subgroup differences. Data were analysed using descriptive statistics and group comparisons to explore the affective dimensions of learning efforts. | The findings enhancing that affective attributes can motivate students to initiate and sustain learning efforts, ultimately supporting better academic outcomes and more fulfilled educational experiences. |
| 6 | Parulian Sibuea, Marianum | Learning Strategy, Locus of Control, Learning Outcomes, Prior Knowledge | This study employs a 2x2 factorial experimental design. There are 310 students in class XI at SMA Negeri 1 Air Putih that make up the study's population. Using a random sampling procedure, the research sample is divided into classes XI MIPA1 and XI MIPA4. Following that, 40 individuals were assigned to each of the experimental and control classes. | This study finds that (1) groups of students taught CTL learning strategies had higher Indonesian language learning outcomes than groups taught expository strategies, (2) groups of students with locus of internal control had higher Indonesian language learning outcomes than groups with external locus of control, and (3) the effect of the interaction between locus of control and learning strategies on Indonesian language learning outcomes when initial knowledge is controlled. |
| 7 | Hüseyin Öz, UlvicanYazar, Pelin İrgin | Locus of Control (Internal Locus of Control) and Translation Achievement of EFL learners | Seventy-two EFL students who were enrolled in a translation course at a Turkish state university participated in this study. Two primary tools were used to gather data: accomplishment tests to evaluate the learners' translation performance and the Internal Locus of Control Index (ILCI) to gauge their locus of control. To investigate the connection between internal locus of control and translation achievement, the investigation employed partial correlation and Pearson product-moment correlation tests. The purpose of the study was to look into how locus of control affected the translation proficiency of EFL students as well as variations among learner groups. | The finding of the article shows that the internal locus of control of EFL learners and their translation achievement are significantly positively correlated. Accordingly, students who have a greater internal locus of control typically perform better while translating. The significant of this study state that there is the impact of psychological elements such as locus of control on language learning results. |

Based on the analysis of six studies that have been systematically reviewed, the locus of control has a positive and significant contribution to improve students' performance particularly in language teaching. According to the study by Serin N, Serin O, and Sahin F, which claims that environmental and demographic factors influence university students' locus of control, the research table above, which has been reviewed, indicates that an individual's locus of control also influences the improvement in students' performance, in addition to teaching methods. When discussing the learning styles and locus of control of trainee instructors, Oguz Serina, Nerguz Bulut Serinb, and F. Suleen Sahin point out the significance of taking gender and departmental context into account. In addition, the type of gender and departmental affiliation significantly affects the trainee's locus of control as well as a few learning or studying strategies (N. B. Serin et al., 2010a). The finding from (Liban et al., 2025) concluded that the majority of the English Language Studies (ELS) students have an internal locus of control and a positive language behavioural attitude, which influence their L2 academic performance positively. The internal locus of control, plays a key role in motivating learners and influencing their language learning success, but demographic factors like age and year level are not significant determinants of this effect.

(Sosyal et al., 2011) propose that the achievement in English as a second language and locus of control are significantly correlated. This implies that students who have an internal locus belief that they have control over their own results and their performance. The study emphasizes how psychological elements like locus of control have a significant impact on students' academic performance in English as a second language. According to the relationship between locus of control and English as a second language (ESL) accomplishment, students who have an internal locus of control—the belief that they have influence over their own academic results—tend to do better when learning English. This indicates that these students place more weight on their own abilities and efforts than on outside variables like teacher influence or chance. This study emphasises how crucial psychological elements like locus of control are to academic achievement. Students who have an internal locus of control are more driven to take charge of their education and persevere despite difficulties, which improves their ESL performance. On the other hand, people who have an external locus of control could feel less driven and less in control of their outcomes, which could result in poorer performance. In conclusion, by promoting increased motivation, effort, and perseverance, cultivating an internal locus of control can have a good effect on students' ESL learning results. This emphasizes how important it is to consider psychological factors in addition to instructional strategies while teaching languages.

The findings article from (Chang & Ho, 2009) indicate that students with an internal locus of control achieved higher learning outcomes and better academic performance in web-based language learning than those with an external locus of control. Students who have an internal locus of control think that their own actions and efforts have a direct impact on their learning results. This notion encourages students learning a language online to take more ownership of their study habits, actively interact with the content, and persevere through challenges, which improves learning outcomes and academic success. Conversely, students with an external locus of control attribute their success or failure to outside forces such as luck or the quality of the technology, which can reduce their motivation and engagement in the learning process. This difference explains why students with an internal locus of control tend to perform better in web-based language learning environments, as they feel more empowered to influence their progress through personal effort. In addition, there is a significant interaction between locus of control and learner control, meaning that the benefits of learner control were more pronounced for students with an internal locus of control.

In their study, Maizam Alias, Zainal Abidin Akasahb, and Mohd Jahaya Kesot came to the conclusion that emotional qualities might encourage students to start and continue their studying, which will ultimately lead to improved academic results and more satisfying educational experiences (Alias et al., 2012). As a result, students with strong emotional qualities are more likely to achieve better academic outcomes and find their educational experiences more rewarding and fulfilling. This highlights the importance of fostering emotional well-being to support effective learning and academic success. Correlation with locus of control whereas someone who can control their emotional be better in their performance.

Similarly, Marianum drew the following conclusions from Parulian Sibuea's research that is following initial knowledge control, Indonesian language learning outcomes among groups of students taught contextual teaching learning (CTL) learning strategies are higher than groups of students taught expository strategies; following initial knowledge control, Indonesian language learning outcomes among groups of students with an internal locus of control are higher than groups of students with an external locus of control; and following initial knowledge control, the effect of the interaction between learning strategies and locus of control on Indonesian language learning outcomes (Sibuea & Marianum, 2022).

Based on the data above, it can be concluded that locus of control is psychological concept that identifies an individual's beliefs about the degree of personal control that can be exercised over his or her

environment to explain his or her successes and failures. There are two aspects of locus of control, someone who has internal aspect believes that their results and behaviours are caused by a factor from inside the person's self (Basak & Ghosh, 2011a; N. B. Serin et al., 2010b, Öz, H., 2021). They always connect an event with the factor inside themselves. Factors in internal aspects are ability, interest, and effort. Meanwhile, individuals having external locus of control believe that reinforcements are not under their personal control but depend on other people. They expect other people's help and assume that people who have higher power affect their behavior (Basak & Ghosh, 2011b). This is in line with all articles reviewed by the author where positive school environment and student's locus of control are important factors influencing how satisfied students feel in their achievement. In addition, school facilities, learning strategies, learning efforts, and departmental affiliation significantly affect both locus of control and several learning or studying strategies among teachers and students.

CONCLUSION

Based on the data above, it can be concluded that locus of control is psychological concept that identifies an individual's beliefs about the degree of personal control that can be exercised over his or her environment to explain his or her successes and failures. There are two aspects of locus of control, someone who has internal aspect believes that their results and behaviours are caused by a factor from inside the person's self (O. Serin et al., 2009). They always connect an event with the factor inside themselves. Factors in internal aspects are ability, interest, and effort. Meanwhile, individuals having external locus of control believe that reinforcements are not under their personal control but depend on other people. They expect other people's help and assume that people who have higher power affect their behavior. This is in line with all articles reviewed by the author where positive school environment and internal locus of control are important factors influencing how satisfied students feel in their achievement. In addition, school facilities and environment significantly affect both locus of control and several learning or studying strategies among teachers and students.

Themes and frameworks of the relationship between locus of control and student performance are highlighted in the current study. According to this theory, children who have a high locus of control are more likely to want to take charge of their surroundings. If the teacher allows children to actively participate in the teaching and learning process, they will be inspired. Naturally, their level of control affects their performance, particularly when it comes to developing their skills. It can be said that students with a high locus of control find it simpler to accomplish their objectives since they are more likely to participate actively in the teaching and learning process. Students with poor locus of control, on the other hand, feel that they have little authority or influence over their own lives.

Therefore, they usually do not have any interest in joining the learning process. The students having low locus of control tend to be less active and become the followers in joining the class. So, they believe that their achievement depend on their environment rather than their ability.

Using PRISMA methods, this systematic literature review gives researchers and practitioners a framework and a thorough knowledge of the connection between locus of control and students' performance. It offers a broad perspective as a springboard for further research into the connection between locus of control and student performance, giving educational institutions important information for negotiating improved educational results. Furthermore, the current study may serve as a springboard for further research on the relationship between environmental factors or other success demographics and students' performance in order to improve their competency.

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