

CHAPTER II LITERATURE REVIEW

2.1. Literature Review

2.1.1. Conscientiousness

Conscientiousness is generally defined as a range of constructs that explain individual differences in the level of self-control, responsibility to others, industriousness, and orderliness (Roberts *et al.*, 2014). Conscientiousness is seen as the propensity of an individual to exhibit socially defined norms of impulse control, being goal-oriented, and having the capacity for delaying gratification (Jackson *et al.*, 2010). Conscientiousness, which is one of the Big Five Personality, is seen as a regular pattern of behavior, cognition, and emotion that is stable over time. For the purpose of this research, the definition of the variable as per (Jackson *et al.*, 2010) is used, which defines the variable as the propensity of an individual to follow socially defined norms.

According to Roberts *et al.* (2014) conscientiousness is summarized of 6 personality trait :

1. Competence, which is the feeling of being capable and effective
2. Order, which is related to an individual's ability to be organized and clean
3. Dutifulness, which is related to having a moral sense of duty
4. Achievement striving, which is related to hard work and goals
5. Self-discipline, which is related to the ability to complete tasks in spite of distractions.
6. Deliberation, which is related to careful thinking before taking action

Additionally, empirical studies show that 40% to 50% of the variance in these traits is due to heritability or genetic factors, and that the remaining 50% to 60% of the variance is due to environmental factors (Roberts *et al.*, 2014). Since the environment contributes to a large portion of the variance of these traits, it is important to develop an environment that supports and builds these traits.

Previous research by Roberts (2014) found that impact of conscientiousness is extensive since it is a fundamental determinant of health, longevity, and success, in the education domain, it is a consistent predictor of academic success and school success, in the workplace domain, it is a predictor of job performance, income, and occupational attainment, and overall, it is a fundamental variable that affects the quality of life of a person. Thus, developing a high level of conscientiousness is a matter of urgency for all people; however, it is a critical need for final year college students to ensure work readiness for the job market.

2.1.2. Academic Self-Efficacy

According to Bandura (1977) self-efficacy has been defined as the individual's judgment of his or her capability to organize and execute the courses of action required to attain designated goals. Self-efficacy in the academic setting has been commonly referred to as Academic Self-Efficacy, it has also been defined as a student's perceived confidence in their ability to effectively manage learning tasks (Akhmedjanova, 2024). According to Bandura (1977) it's is not a judgment of a person's skills but a judgment of what a person can do with those skills. Academic self-efficacy has also been defined as an individual's judgment of their capability to execute the courses of action necessary to attain specific educational

goals (Nabilah & Listiana, 2025). For the purpose of this research academic self-efficacy has also been defined as a student's perception of their confidence and ability to manage, execute, and complete academic goals (Akhmedjanova, 2024).

There are three major dimensions of self-efficacy; these are magnitude, strength, and generality that was founded by Bandura (1977) :

1. Magnitude, this is the difficulty of the task that an individual feels he/she is capable of achieving. Students who have high self-efficacy in this dimension feel capable of handling academic difficulties.
2. Strength, this is the resolve of an individual when he/she faces academic challenges. Students who have high self-efficacy are not intimidated by academic challenges.
3. Generality, this dimension of self-efficacy is concerned with whether an individual's self-efficacy is generalized to all academic subjects or only to one or a few academic subjects. Some students may feel efficacious only in one academic subject, while others feel efficacious in all academic subjects.

Additionally according to Bandura (1977), the formation of academic self-efficacy is a result of the processing of four major sources of information cognitively by an individual :

1. Mastery Experience, this is the most powerful influence on self-efficacy, where it is built based on past individual success or failure. Students who experience repeated success develop higher mastery expectations than those who experience repeated failure.

2. Vicarious Experience. where a person observes someone of similar ability to themselves who has success in a task also boosts a student's self-efficacy.
3. Verbal Persuasion. where a teacher, parent, or mentor provides encouragement and coaching to a student also boosts a student's self-efficacy.
4. Physiological and Emotional states, where a student who experiences high stress and anxiety associates it with feelings of incompetence. Therefore, high levels of stress, anxiety, or fatigue can be perceived by the students as incompetence, which affects their self-efficacy.

Research by Akhmedjanova (2024) found that academic self-efficacy is a critical predictor of academic success and performance in school settings. Students who have high levels of efficacy also have a greater likelihood of developing self-regulated learning strategies and have high levels of motivation. Bandura (1977) also found that people who have high levels of self-efficacy have the potential to invest more effort and persist longer in tasks compared to people who have low levels of self-efficacy. In the long term, academic self-efficacy is also a major predictor of work readiness (Nabilah & Listiana, 2025), as a result, students who are academically confident are more likely to make a smooth transition to the world of work. Thus, developing high levels of academic self-efficacy is important for all students; however, it is particularly important for final year students who are seeking to convert their academic self-efficacy to work readiness as they transition to the world of work.

2.1.3. Growth Mindset

Growth mindset, therefore, is the basic assumption that the person's basic qualities, like intelligence and personality, are not set in stone, and they can actually be developed through sheer hard work and efforts, as well as the contribution of others (Dweck, 2017). Such a mindset, which is referred to as the incremental theory, assumes that even though some persons might possess greater talent than others, everyone can actually change and develop through sheer hard work and efforts (Yeager & Dweck, 2012). Conversely, persons with a fixed mindset or entity theory assume that their basic qualities are stagnant, which leads them to a constant need to prove themselves (Zhao *et al.*, 2023). Thus in a growth mindset, talent is seen merely as the start of potential growth. Moreover, people with such a mindset are focused on the process of learning and seek to challenge themselves in order to improve their potential (Zhao *et al.*, 2023). In the context of the present research, the definition of (Dweck, 2017) is adopted, Growth mindsets are the belief that people can develop their capacities and intelligence through effort, strategy, and mentorship, which in turn generates passion for learning and the ability to persevere through obstacles.

Studies (Dweck, 2017; Yeager & Dweck, 2012; Zhao *et al.*, 2023) have found that growth mindset is often evidenced through how people respond to learning opportunities such as:

1. Respond to Intelligence, a growth mindset is evidenced by a belief that intelligence is not fixed but can be developed through practice and learning.

2. Facing with Challenges, people with a growth mindset are more inclined to see challenges as opportunities for development rather than threats to their intelligence.
3. Effort, people with a growth mindset see hard work and effort as the primary drivers of mastery, rather than as a sign of low intelligence.
4. Failure and Criticism, people with a growth mindset see failure as a source of information for future development, as well as being open to criticism.

According to Dweck (2017) the formation of a growth mindset has also been largely affected by social and environmental factors. For example, process praise, which focuses on efforts and strategies, has a greater impact on the formation of a growth mindset than person praise, which focuses on natural ability, in a learning environment, learning facilitators who view mistakes as a natural part of the learning process can also help a person develop a growth mindset by internalizing the idea that improvement is possible. Furthermore, learning about the brain's ability to develop new connections when faced with a challenge can also contribute to the formation of a growth mindset.

The implications of having a growth mindset are significant for students' academic and professional development. This is because it becomes a psychological foundation for developing grit and academic self-efficacy (Zhao *et al.*, 2023). This implies that students are more likely to succeed because they have a growth mindset, making them persevere through academic challenges. In addition, it promotes academic grit by allowing students to adapt to stressful

transitions and remain healthy even when they have failed (Yeager & Dweck, 2012). It is also linked to high levels of academic achievement. This is because students who have a growth mindset have mastery goals as opposed to performance goals. This ensures high levels of success in the future in terms of grades and academic performance. In the long term, the growth mindset is linked to work readiness. This is through the development of the need for adaptability and the need for learning. These two factors are essential in the modern workplace (Yeager & Dweck, 2012). Therefore, the development of a growth mindset, as the basis for the development of grit and academic self-efficacy, is essential for final-year college students.

2.1.4. Grit

Grit is defined as perseverance and passion for long-term, difficult goals (Duckworth & Quinn, 2009). According to Duckworth & Quinn (2009) research grit entails the ability of an individual to consistently exhibit interest over a long period of time, even in the face of failure, challenges, and slow progress, it also entails the ability of an individual to continue working hard while maintaining interest in tasks that take a long time to complete. Additionally, grit is a non-cognitive trait that differentiates the way in which an individual handles challenges along the way while pursuing their goals (Li *et al.*, 2025). For the purpose of this research, the definition of grit provided by (Duckworth & Quinn, 2009) will be used. This defines grit as perseverance and passion for long-term goals; working strenuously toward challenges and maintaining interest over years despite failure and adversity.

Grit has two main dimensions. First, there is the dimension of consistency of interest. This refers to the tendency of an individual to have focused interests over a long period of time, an individual with high levels of consistency of interest will not be easily distracted by other goals and interests (Li *et al.*, 2025). The second dimension of grit is perseverance of effort. This refers to the tendency of an individual to work hard towards goals and persevere through adversity. This also includes the ability of an individual to have the energy to complete tasks and not give up in the face of adversity (Duckworth & Quinn, 2009).

According to Li *et al* (2025) the formation of grit is affected by a number of factors; First, the personality characteristic of conscientiousness is a strong predictor of grit, additionally self-efficacy or the idea of believing in one's capabilities is also a source of grit. Thus, people are provided with the confidence they need to adhere to their set goals and people who are more organized and responsible tend to have higher grit. The Growth Mindset was also found to motivate people to take challenges and therefore have higher grit(Liang & Wu, 2025).

Grit has also been found to be quite effective, especially when it comes to academic and professional situations. According to Li *et al* (2024), grit has been found to be positively correlated with academic performance among university students, as gritty individuals are found to be persistent in their academic and work completion. Individuals with high grit have been found to be better prepared for entering the workforce, as they have the mental toughness needed for professional situations. Therefore, grit, having been found to be quite effective and its positive

relationship with conscientiousness and self-efficacy established through (Li *et al.*, 2024, 2025), has emerged as an important non-cognitive skill needed by students for success in academic and professional situations.

2.2 Previous Research

Tabel 2.1 Previous Research

Title and Author	Research Method	Research Findings
<i>Influence of Conscientiousness on Academic Self-Efficacy in College Students: Dual Mediation by Growth Mindset and Grit.</i> (Li <i>et al.</i> , 2024)	Multiple Linear Regression	Conscientiousness was found to significantly and positively correlate with growth mindset, grit and academic self-efficacy. Growth mindset was found to significantly and positively correlate with academic self-efficacy. Grit was found to significantly and positively correlate with academic self-efficacy. Grit was found to significantly mediate the connection between conscientiousness and academic self-efficacy. Growth mindset was found to insignificantly mediate the

		connection between conscientiousness and academic self-efficacy due to the deprivation effect of Grit.
<i>Grit as a moderator: the mediating role of self-efficacy and academic performance between conscientiousness and life satisfaction among college students. (Li et al., 2025)</i>	Multiple Linear Regression	Conscientiousness was found to significantly and positively correlate with academic self-efficacy and grit. Additionally grit was also found to be significantly and positively correlate with academic self-efficacy.
<i>Exploring the Influence of Self-Efficacy on Self-Regulated Learning: The Mediating Role of Growth Mindset academic self-efficacy with ecological momentary assessment. (Liang & Wu, 2025)</i>	Multiple Linear Regression	Growth mindset was found to significantly and positively correlate with self-efficacy. In addition, a growth mindset was proven to be a significant mediator of self-efficacy.

<i>Grit and Academic Self-Efficacy as Serial Mediation in the Relationship Between Growth Mindset and Academic Delay of Gratification: A Cross-Sectional Study.</i> (Zhao <i>et al.</i> , 2023)	Multiple Linear Regression	Growth mindset was proven to significantly and positively collerated with academic self-efficacy. And Grit was also proven to significantly and positively collerated with academic self-efficacy.
<i>Unpacking the Association Between Growth Mindset, L2 Grit, Conscientiousness, and Foreign Language Performance in a Chinese EFL Context.</i> (Shi & Sun, 2025)	Path Analysis, Bootstrapping	Growth Mindset was found to significantly and positively collerate with Conscientiousness.

2.3. Hypothesis

2.3.1. The effect of conscientiousness on academic self-efficacy.

According to the definition adopted by (Li *et al.*, 2024), conscientiousness is characterized by being orderly, dependable, and diligent, which allows students to understand their own capabilities more clearly. Research by (Li *et al.*, 2025) indicates that responsible students tend to be significantly better self-learning

efficiency, which is a key component of academic self-efficacy. Additional research by (Li *et al.*, 2024) on college student indicates that more conscientious individuals exhibit better academic performance since their sense of self-control ensures the reliability of mastery experiences, resulting in higher efficacy expectations. Students who are organized will perceive their workloads to be within their control, thereby lowering anxiety levels and boosting self-confidence, low conscientious students will tend to get stuck in an academic procrastination cycle, whereby failing to meet deadlines results in failures that continually diminish ASE. Hence, conscientiousness should positively and significantly affect academic self-efficacy.

H1 : Conscientiousness have a significant and positive effect on Academic Self-efficacy on Universitas Atma Jaya Yogyakarta Faculty Business and Economics Final Year Students.

2.3.2. The effect of conscientiousness on growth mindset.

According to research by (Li *et al.*, 2024) on college students, highly conscientious students tend to be disciplined in their logic and thinking, which naturally leads to growth-minded behavior. This further reinforced by (Shi & Sun, 2025) that emphasizes that academic perseverance is a malleable behavior shaped by a growth mindset, rather than being a fixed trait, the study also found that in the linguistic area conscientiousness significantly and positively affect growth mindset of students. Since high conscientious students are goal oriented, they have the potential to examine their mistakes rationally and alter their learning approach, something that can be directly connected to the essence of the Growth Mindset. The willpower to experiment with alternative approaches when a method turns out to be

flawed is what proves the student's ability to be growable. Therefore, conscientiousness is expected to have a positive and significant influence on growth mindset.

H2 : Conscientiousness have a positive and significant effect on Growth Mindset on Universitas Atma Jaya Yogyakarta Faculty Business and Economics Final Year Students.

2.3.3. The effect of conscientiousness on grit.

According to (Li *et al.*, 2024), conscientiousness provides the fundamental behavioral framework necessary for pursuing long-term goals persistently, moreover the study reveals a very strong correlation between conscientiousness and grit, suggesting that the two traits are mutually reinforcing. Furthermore according to recent study by (Li *et al.*, 2025) conscientiousness and grit possess similar traits of being cautious and sincere and thus add positively to future success. Through the behavioral science of Conscientiousness, students can still perform their obligations as students regardless of whether their passion fluctuates, thus establishing the basis for perseverance that makes a person grittier Thus, conscientiousness should be predicted to positively and significantly affect grit.

H3 : Conscientiousness have a significant and positive effect on Grit on Universitas Atma Jaya Yogyakarta Faculty Business and Economics Final Year Students.

2.3.4. The effect of growth mindset on academic self-efficacy.

According to study by (Sari *et al.*, 2024), a growth mindset serves as a psychological foundation that encourages students to monitor and reflect on their learning process, which strengthens their self-efficacy beliefs. This further reinforced by (Zhao *et al.*, 2023) that indicates that individuals with a growth mindset view setbacks as useful feedback for growth rather than as failures, which protects their academic confidence during stress. Moreover (Li *et al.*, 2024) found that the belief that intelligence is malleable significantly increases a student's level of academic self-efficacy. Student's belief in their ability to develop skills is one reason they feel confident enough to take control of their learning. Therefore, growth mindset is expected to have a positive and significant influence on academic self-efficacy.

H4 : Growth Mindset have a positive and significant effect on Academic Self-Efficay on Universitas Atma Jaya Yogyakarta Faculty Business and Economics Final Year Students.

2.3.5. The effect of grit on academic self-efficacy.

According to a study by (Li *et al.*, 2025), grit helps students maintain enthusiasm and control their emotional responses in challenging situations, which directly enhances their confidence to master difficult tasks. Research by (Li *et al.*, 2024) demonstrates that grit is positively linked to academic self-efficacy, acting as a catalyst to task-specific confidence. This is further reinforced by (Zhao *et al.*, 2023) that found that the interaction of these two concepts is what brings about the best results since gritty individuals put in more effort, resulting in success. Students

who perceive themselves as capable will continue to persevere, by refusing to give up. Therefore, grit is expected to have a positive and significant influence on academic self-efficacy.

H5 : Grit have positive and significant effect on Academic Self-Efficacy on Universitas Atma Jaya Yogyakarta Faculty Business and Economics Final Year Students.

2.3.6. The mediation effect of growth mindset on the relationship of conscientiousness and academic self-efficacy.

Research by (Shi & Sun, 2025) suggests that academic perseverance is shaped by a growth mindset, which allows students to view their effort as a route to mastery. Moreover study by (Sari *et al.*, 2024) found that individuals with high levels of self-discipline tend to develop a growth mindset, which then encourages them to engage in the independent learning strategies that define high self-efficacy. To further enhance this study by (Li *et al.*, 2024) on college students, a growth mindset acts as an mediating variable along with grit that translates the disciplined habits of conscientious students into higher academic self-efficacy, but it need to be mentioned that the specific indirect path from conscientiousness to academic self-efficacy through growth mindset alone appeared insignificant in the dual mediation models, this was because its effect was deprived by the simultaneous dual mediation of grit. Therefore, without the deprivating effect of grit, the following hypothesis is formulated:

H6 : Growth Mindset significantly mediates the relationship between Conscientiousness and Academic Self-Efficacy on Universitas Atma Jaya Yogyakarta Faculty Business and Economics Final Year Students.

2.3.7. The mediation effect of grit on the relationship of conscientiousness and academic self-efficacy.

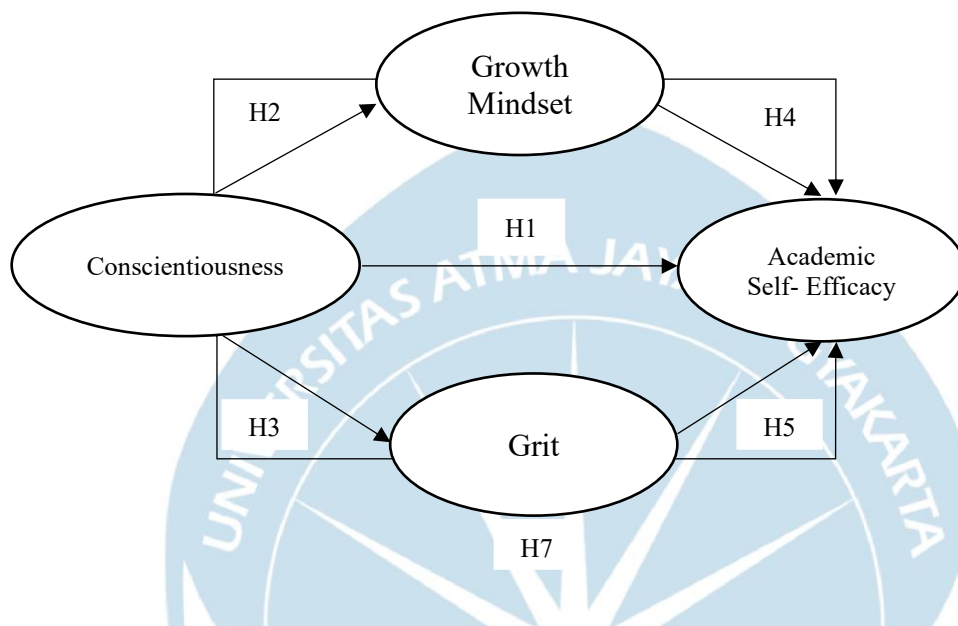
According to Zhao *et al.* (2023), grit transforms a student's long-term aspirations and beliefs into actual regulatory behaviors that build self-efficacy over time. Research by (Li *et al.*, 2025) shows that grit influence the outcomes of learning engagement, where students with higher grit are better able to translate their conscientious discipline into academic confidence. To further reinforce this study by (Li *et al.*, 2024) shows that grit serves as a significant and positive mediator that affect the relationship between a student's conscientiousness and their academic self-efficacy. The disciplined habits of conscientious students, influence their actions to persevere despite challenges therefore reinforcing their academic confidence. Therefore, grit is expected to significantly and positively mediate the relationship between conscientiousness and academic self-efficacy.

H7 : Grit significantly mediates the relationship between Conscientiousness and Academic Self-Efficacy on Universitas Atma Jaya Yogyakarta Faculty Business and Economics Final Year Students.

2.4. Research Framework

For this research, there are 4 variables that will be used these are, conscientiousness as independent variable (X) , academic self-efficacy as

dependent variable (Y), and growth mindset (M1) and grit (M2) both as mediating variable. The research framework that will be used for determining the colleration between conscientiousness and academic self-efficacy with grit and growth mindset as mediating variable , as such follows:



The conscientiousness trait can be defined by orderliness, dependability, and diligence, thus allowing students to know their strengths and boost self-learning efficiency, it supplies an important behavioral structure necessary to achieve the persistence needed to chase goals over time and fulfill academic commitments irrespective of changes in passion (Li *et al.*, 2024, 2025). Besides, people possessing the conscientious trait tend to have a growth mindset based on disciplined logical reasoning, meaning that they regard any failures as modifiable and treat them as chances to become competent (Sari *et al.*, 2024; Shi & Sun, 2025). According to studies, grit and growth mindset are the two crucial mediators that play the role of transferring the discipline associated with conscientiousness into

improved academic self-efficacy because they provide a reliable experience of mastery and prevent students from becoming overwhelmed by their workloads and engaging in procrastination (Li *et al.*, 2024; Zhao *et al.*, 2023)

