



A STUDY OF ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENT IN RELATION TO SELF CONCEPT AND LOCUS OF CONTROL

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Abstract

The main purpose of the study was to examine the academic achievement in relation to self-concept and locus of control of boys and girls of high school students in Anand district. In doing so, a random sampling procedure was employed to elicit responses from 480 (263 males and 217 females) secondary school students identified in various parts of the Anand district. The Prof. K. S. Likhias inventory was used to measure self-concept while the respondents' first semester Secondary Certificate Examination results were measures of their academic achievement. The data collected were analyzed using the ANOVA (one way) test statistical procedure. The findings revealed that that the gender was equal in academic achievement, also high self-concept, students and low self concept student were equal in academic achievement. In all analysis, internal locus of control students were higher in academic achievement at every calculation.

Key words: *academic achievement, self concept, locus of control.*

INTRODUCTION:

In present time, the development of self concept among the students is worrying. Most students have a low self concept and they are so passive and negative, that affects their academic achievements in schools. It would seem logical to reason that a poor self-concept, which implies a lack of confidence in the environment, would be related to a deficiency in one of the most important areas of accomplishment for children - their performances in school. According to Azizi et.al (2005), among the problems that teachers have to bear in school is to instill positive behaviors, be it from aspects of academic behavior or non-academic behavior. The task to solve this problem is not a simple matter because parents have high expectations to see their children achieve academic excellence and be a man who

render to the family, religion, nation and state. This problem should be handled effectively. This generation should have the potential to realize the future ideally. Thus the system to build the next generation should be focused on the development of becoming a man with qualities, who has a winning personality and higher self concepts to pursue and achieve success entirely. Academic success and positive self-concept have also been shown to be positively correlated in Black and Hispanic children (Vasquez, 1974; Borovetz, 1975); In the 1920s, psychologists generally assumed that the IQ was the major predictor of school achievement, but that other factors such as family background, personality characteristics, attitudes and interests also contributed to academic success or failure (Behrens & Vernon, 1978). However, the efforts to develop this generation will not be achieved without good education. This gives a perception that the excellence, academic achievement is not only to make a student and his parents proud, but it also has the impact on their future well beings. This is because it is quite normal that academic achievement opens a predominance opportunity for a successful career to improve the family, social status, and shall be contributing to the nation's aim to become a developed country. However, academic achievement is often associated with factors such as parents, peers, teachers and the community. According to Gadeyne, E., Ghesquiere, P., & Onghena, P. (2004) to develop the student's positive self concept, parents. Roth (1959), investigating the role of self-concept in achievement concluded that: In terms of their conception of self, individuals have a definite investment to perform as they do. With all things being equal, those who" do not achieve, choose not do so, while those who do achieve, choose to do so. (p. 265).

LOCUS OF CONTROL (INTERNAL- EXTERNAL):

The concept ' locus of control' derives from social learning theory. In his 1966 monograph, J.B. Rotter defined locus of control as the degree of control that individuals believe they have over the outcome of certain situations. When reinforcement is perceived by the subject as follows some action, then it is typically perceived as the result of luck, chance, fate, as under the control of powerful others, or as unpredictable because of the great complexity of the forces surrounding him We have labeled this a belief in external control. If the person perceives that the event is contingent upon his own behavior or his own relatively permanent characteristics, we have termed this a belief in internal control." Thus, the person

who believes that he/she has control over his/her life is internally controlled. The person who believes that he/she is controlled by luck, chance, and fate or powerful others are externally controlled. Yaqoub and Maqableh conducted a study aimed at investigating disparity in degrees of locus of control in a university population in accordance with some variables (gender, specialty, and educational level). Findings indicated that females versus males showed a greater tendency to externalize locus of control. No statistical significant differences attributable to specialty and educational level variables were shown. AL Jaberi conducted a study sought to identify the relationship between locus of control, cognitive patterns in Yarmouk University students. Findings showed statistical significant differences between locus of control (internal- external) attributed to gender, where females had externalized locus of control more than males. A number of educational researchers have operationalized the locus of control construct in a number of different ways, and examined its impact on student achievement. Wilhite (1990) found that an internal locus of control was a significant predictor of final course grades. Platt & Eisenmann (1968) found that subjects with an internal locus of control were more likely to persist longer at specific tasks and set higher goals. Walden & Ramey (1983) found that belief in personal control over academic success was a good predictor of achievement. These studies all found positive effects for an internal locus of control. While these above cited studies found an internal locus of control to be positively associated with various definitions of student performance, other studies found no effects at all. Rita (1980) found no significant difference in locus of control for high achieving and low achieving college students. McClelland (1991) examined high and low achieving gifted students, but found no difference in locus of control between the two groups. Lopez (1990) studied locus of control among Hispanic subjects and varied the amount of control subjects had over their learning material. Lopez found that Hispanic learners with a high internal locus of control did not perform any better than learners with an external locus of control, even when given a high degree of control over computer aided instruction. Gender differences and locus of control Findley and Cooper's found male scores to be more internal than females. Accordingly, this study will focus on all these problems, to study the academic achievement in relation to self concept and locus of control.

OBJECTIVES:

To study the academic achievement of secondary school students in the context of gender

To study the academic achievement of secondary school students in the context of self concept.

To study the academic achievement of secondary school students in the context of locus of control.

To study the academic achievement of secondary school students in the context of locus of control and gender.

HYPOTHESIS:

H₀₁: There will be no significant difference between the mean score of the academic achievement of boys and girls.

H₀₂: There will be no significant difference between the mean score of the academic achievement of high self concept and low self concept students.

H₀₃: There will be no significant difference between the mean score of the academic achievement of internal locus of control and external locus of control students.

H₀₄: There will be no significant difference between the mean score of the academic achievement of internal locus of control boys and external locus of control girl's student's.

H₀₅: There will be no significant difference between the mean score of the academic achievement of internal locus of control girls and external locus of control student's boys.

LIMITATIONS OF THE STUDY:

Present research limited to the Gujarati medium secondary school students of standard 8 of the Anand district.

METHOD

PARTICIPANTS:

Researcher selects a total student of the 9th standard student of upper primary schools in Anand districts as a population. The Researcher selects randomly seven schools from the population. Out of that school researcher select class randomly. Total sample was 480 out of them 263 boys and 217 girls (age between 14 and 15).

To solve the problem of the study, researcher use survey research method of descriptive research and parametric techniques t-test.

MEASURES:

For the study the measurement of self concept inventory developed by Prof. K. S. Likhia . It comprised a set of 80 statements. The response to the statement given by 'yes' and 'no'. For 'yes' given 1 and for 'no' given 0. A total score of 80 statement is the self concept of the student. Another instrument was locus of control which is the rotter's scale of locus of control which was translated and standardized by Dr. Bhogayata c.k. It consist 28 statements. Each statement has two sub statement, one for internal locus of control and another for external locus of control. Score one point for each of the 2. a, 3.b, 4.b, 5.b, 6.a, 7.a, 9.a, 10.b, 11.b, 12.b, 13.b, 15.b, 16.a, 17.a, 18.a, 20.a, 21. a, 22.b, 23.a, 25.a, 26.b, 28.b statement, high score was an External Locus of Control and low score was Internal Locus of Control .For the measurement of academic achievement the result of last semesters were taken as a student's achievement score.

PROCEDURE:

Prof.K. S. Likhia's self concept inventory was administered to 480 participants. The participants were required to complete inventory by choosing among 2 alternatives. Maximum scores for self concepts will be 80 and minimum scores 0. Total scores on self-concept inventory called self concept of the students. Also scores on locus of control scale is divided into two parts like an external locus of control and internal locus of control. Also the academic achievement of the students collected from the schools. Both scores were continuous type data. To find significant difference researcher use ANOVA (one way) parametric techniques.

RESULT AND DISCUSSION**DESCRIPTIVE OF ACHIEVEMENT, SELF CONCEPT AND LOCUS OF CONTROL**

	AAchievement		Self concept		Locus of control (external)	
	Statistic	Std. Error				
Mean	193.272 9	1.76677	42.9458	.20699	7.4917	.15297
95% Confidence Lower Bound Interval for Mean	189.801 3		42.5391			
Upper Bound	196.744 5		43.3525			
5% Trimmed Mean	191.713 0		42.9097		7.4051	
Median	189.000 0		43.0000		7.0000	
Variance	1498.30 3		20.565		11.232	
Std. Deviation	38.7079 2		4.53485		3.35137	
Minimum	101.00		31.00		.00	
Maximum	293.00		55.00		16.00	
Range	192.00		24.00		16.00	
Interquartile Range	55.00		6.00		5.00	
Skewness	.524	.111	.065	.111	.250	.111
Kurtosis	-.299	.222	.112	.222	-.257	.222

Here for academic achievement mean is greater than median so it is positive skewness also skewness value was .524 which is nearer to 0 so it is probably normal distribution. Here for self concept mean is less than median so it is negative skewness also skewness value

was.065 which is very nearer to 0 so data was normal distribution. Here for locus of control mean is greater than median so it is positive skewness also skewness value was. 250 which is nearer to 0 so it is probably normal distribution.

For verification of hypothesis researcher use parametric test, ANOVA (one way).

ANOVA (one way) (H_{01})

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1820.321	1	1820.321	1.215	.271
Within Groups	715866.927	478	1497.630		
Total	717687.248	479			

For no significance difference between the mean score of the academic achievement of boys and girls, the p (.271) $>.05$ we interpret that there will be no significant difference between the mean score of the academic achievement of boys and girls. It means boys (N=263) and girls (N=217) were equal in academic achievement.

ANOVA (one way) (H_{02})

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	549.038	1	549.038	.343	.559
Within Groups	381347.958	238	1602.302		
Total	381896.996	239			

For no significance difference between the mean score of the academic achievement of high self concept and low self concept students. The $p (.559) > .05$ we interpret that there will be no significant difference between the mean score of the academic achievement of high self concept (N=120) and low self concept (N=120) students. It means high self concept and low self concept, students were equal in academic achievement.

ANOVA (one way) (H_{03})

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	29526.017	1	29526.017	19.330	.000
Within Groups	363543.383	238	1527.493		
Total	393069.400	239			

For no significance difference between the mean score of the academic achievement of internal locus of control and external locus of control students. The $p (.000) < .01$ we interpret that there will be significance difference between the mean score of the academic achievement of internal locus of control (N=120) and external locus of control (N=120) students. It means internal locus of control and external locus of control students were actual difference in academic achievement. Achievement Mean (=207.2417) of internal locus of control students was higher than achievement Mean (=184.9583) of external locus of control students.

ANOVA (one way) (H₀₄)

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	23671.950	1	23671.950	18.679	.000
Within Groups	182490.571	144	1267.296		
Total	206162.521	145			

For no significance difference between the mean score of the academic achievement of internal locus of control boys and external locus of control girls student's. The p (.000) $<.01$ we interpret that significance difference between the mean score of the academic achievement of internal locus of control boys and external locus of control student's girls. It means internal locus of control boys (N=81) and external locus of control girls (N=65) student's. Were actual differences in academic achievement. Achievement Mean (=205.7091) of internal locus of control boy students was higher than achievement Mean (=180.1692) of external locus of control girls students.

ANOVA (one way) (H₀₅)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	17270.200	1	17270.200	9.041	.003
Within Groups	280789.008	147	1910.129		
Total	298059.208	148			

For no significance difference between the mean score of the academic achievement of internal locus of control girls and external locus of control student's boys. The p (.003) $<.01$ we interpret that significance difference between the mean score of the academic achievement of of internal locus of control girls and external locus of control student's boys. It means of internal locus of control girls (N=39) and external locus of control (N=110) boys student's was an actual difference in academic achievement. Achievement Mean (=212.5641) of internal locus of control boy students was higher than achievement Mean (=188.0727) of external locus of control girls students.

Study findings were gender differences were equal in academic achievement. This finding differed than earlier many researches. Also in levels of self concept, equal in academic achievement .This finding differed than earlier many researches. Another finding revealed that internal locus of control having higher academic achievement in all aspects.

IMPLICATION OF THE STUDY:

The findings of this study revealed that's students self-concept was not sensitive to achievements consequently there is need for students to be encouraged toward his/her educational attainment, every individual is equal and have potential for greater height. Locus of control provides a basis for characterization of students. By assessing the locus of control the teacher can have an idea of student's type of locus of control, according to which he / she can alter the teaching methods. The main implication of this study is that internally controlled students being better than externally controlled students. So, the teachers and parents should try to make their children more internal in locus of control.

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