

A STUDY OF RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND LOCUS OF CONTROL OF MALE AND FEMALE SENIOR SECONDARY SCHOOL STUDENTS

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Abstract

*The main purpose of this study was to determine the relationships between academic achievement and locus of control of senior secondary school students of Haryana. The participants were 404 senior secondary school students studying in private CBSE schools in Haryana who were identified by stratified random sampling technique. In the present study, final examination scores of 10th Class CBSE Examination had been taken as indicator of Academic achievement. Locus of control scale (LCS) by Hasnain and Joshi (1992) was used in the study. The Pearson Product-moment correlation coefficient showed a significant **positive** relationship between Academic Achievement and Locus of Control of male and female senior secondary school students. A significant **positive** relationship was also found between Academic Achievement and Internal Locus of Control of senior secondary school Students. No significant relationship was found between Academic Achievement and External Locus of Control of senior secondary school students. There is a significant difference between Academic Achievement of senior secondary school students having Internal and External Locus of Control.*



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INTRODUCTION

It is believed that attainment of the highest standards of education is fundamental to the dynamic development of science and technology, which, in turn, has significant impact on the cultural, socio-economic, and political development of any nation. The role that education plays to this effect is paramount. Recognizing this, in recent years the government has been exerting efforts and working aggressively, through expanding educational institutions and building their capacities and increasing the rate of enrollment, to produce well educate and qualified citizens who can take part in the development endeavors of the country. Provision of quality education has not been well achieved within the country given the difficulties that are inherent in the educational system observed in the sporadic changes in academic performance of students in board examinations. A complete and comprehensive picture of

academic achievement still seems to elude the researchers. The searches, therefore, continuous and educational researchers all over the world are still seeking a breakthrough in elucidating this phenomenon.

ACADEMIC ACHIEVEMENT

Achievements in the educational situation has frequently been referred as scholastic achievement which signifies various aspects of learning as '*Ability to learn*', "*Scholastic aptitude*" "*Measures of motivation*" "*Level of aspiration*" and "*Creative capacity*"

Dictionary of Education (2003) defines "*Academic achievement means the knowledge attained or skills developed in school subjects, usually determined by test score or by marks assigned by teacher or both.*"

In the common terminology, academic achievement refers to the level of attainment in various subjects as indicated by marks or grade points. It may be the attained ability to perform on school subjects. Thus academic achievement refers to marks or grade obtained in subject taught in school after an examination be it written or oral. These marks or grades have been considered the criterion of academic achievement. Academic achievement also means the attained level of students functioning, in school task such as Language, Mathematics, Science etc. as shown by school marks.

Teacher has always endeavored to measure the achievement of their pupils towards desired education goals and objectives. The realization of the objectives is the touchstone for any system. If the achievement corresponds to the objectives, the system has justified its existence. Achievement test in educational system are designed to assess the educational objectives. Such assessment reveals how far the objectives specified have been achieved in this situation, when the focus is on the achievement of objectives and teacher's main concern is with the average student to increase the academic achievement of student. The reason behind this is more and more competition in every sphere of life.

In India, assessment of learning achievements has only recently begun. Learning can be measured along important dimensions related to the curriculum, either through classroom assessments, examinations, assignments etc. or through standardized achievement tests. Though the goal of all educational programmed of every country is envisaged as maximizing the achievement of students, experience reveals that students do not attain the same level of success. With due recognition to individual differences in ability, interest and aptitude, it is evident that all children are not capable of reaching the same educational standard although all of them are quite capable of being improved upon. Consequently, attention is being increasingly focused by educators upon the causes that underlie variations in achievement.

So, it is necessary to take a programmed of quality improvement. In order to chalk out any meaningful programme of quality improvement, we shall have to first identify determinants of qualities of academic achievement.

FACTORS AFFECTING ACADEMIC ACHIEVEMENT

- (i) **Individual factors:** Cognitive (intelligence, learning ability, cognitive styles, creativity etc.) Non Cognitive (attitude towards self and others, perceptions of school, interests, motivation, level of aspiration, study habits, locus of control, self-efficacy, attitude towards education etc.)
- (ii) **Environmental Factors:** socio-economic status; family traits, educational system, system of evaluation, teachers' efficiency, training and methods of teaching, school environment and home environment, peer groups etc.

LOCUS OF CONTROL

Locus of control is an expectancy variable which refers to a person's belief about what causes the good or bad result in his or her life, either in general or in a specific area such as health or academic. It examines people's control belief- to what extent they perceive they are in control or not in control of what happens to them). Rotter's "Social learning theory suggests that behavior is influenced by social or environmental factors not by psychological factors alone, but the psychological situations represents the individuals unique combination of potential behaviors and their value to him or her. It is in the psychological situation that a person's expectations and values interact with the situational constraints to exert a powerful influence on behavior.

INTERNAL VS EXTERNAL LOCUS OF CONTROL

Locus of control can either be *internal* (when the person believes that he has a control on self or his /her life.) or *external* (when one believes that the environment, some higher power, or other people control his decisions and life. The locus of control dimension identifies whether the observed outcome was caused by factors within the individual (internal) or the situation (external).

Internals were believed by Rotter (1966) to exhibit two essential characteristics: high achievement motivation and low outer-directedness. Since 1970, Rotter's assumption of uni-dimensionality has been challenged, with Levenson (for example) arguing that different dimensions of locus of control (such as beliefs that events in one's life are self-determined, or organized by powerful others and are chance-based) must be separated.

Regarding locus of control, there is another type of control that entails a mix among the internal and external types. People that have the combination of the two types of locus of

control are often referred to as Bi-locals. People that have Bi-local characteristics are known to handle stress and cope with their diseases more efficiently by having the mixture of internal and external locus of control.

ACADEMIC ACHIEVEMENT AND LOCUS OF CONTROL

The relationship between academic achievement and locus of control has been studied widely and locus of control was found to be important for high achievement and strong motivation (Kalichstien & Norwicki, 1997). Kalichstien & Norwicki used Rotter's (1954) social learning theory to generate predictions regarding relationships between generalized and specific control expectancies and academic achievement. Students with an internal locus of control were found to have more favorable school experiences because they perceived that they were responsible for their educational achievement. The relationship between locus of control and academic achievement is convoluted. Intuitively, students who attribute success to internal factors are likely to expect future successes; students who failure to internal factors may expect future failure unless they consider themselves capable of and actively address those factors. Conversely, attributing success to external factors would make future successes unpredictable and deem the student powerless to address what they perceive to be uncontrollable factors. Within the domain of academic achievement, internal locus of control have been found to be positive predictor of academic achievement (Keith, Pottebaum & Eberhrdt, 1986) and external locus of control to be a negative predictor of academic achievement.(Eachus & Cassidy, 1997).

OBJECTIVES OF THE STUDY

1. To find the relationship between Academic Achievement and Locus of Control of Male senior secondary school students.
2. To find the relationship between Academic Achievement and Locus of Control of Female senior secondary school students.
3. To find the relationship between Academic Achievement and Internal Locus of Control of senior secondary school students.
4. To find the relationship between Academic Achievement and External Locus of Control of senior secondary school students.

HYPOTHESES OF THE STUDY

In the present study, following hypotheses were formulated.

- 1 There is no significant relationship between Academic Achievement and Locus of Control of Male senior secondary school students.

- 2 There is no significant relationship between Academic Achievement and Locus of Control of Female senior secondary school students.
- 3 There is no significant relationship between Academic Achievement and Internal Locus of Control of senior secondary school students.
- 4 There is no significant relationship between Academic Achievement and External Locus of Control of senior secondary school students.

SAMPLE OF THE STUDY

The investigator decided to choose a representative sample of 404 students through the technique of stratified random sampling. This has been done by selecting 5 districts from Haryana from five zones East, West, North, South and central randomly. Subjects were selected from each representative district i.e. Ambala, Gurgaon, Hisar, Mohindergarh and Rohtak of each all five zones i.e. east, west, north, south and central with the help of **Stratified random sampling techniques.**

TOOLS USED IN STUDY

The following tools were used in the present study-

LOCUS OF CONTROL SCALE (LCS) BY HASNAIN AND JOSHI

Locus of control scale (LCS) by Hasnain and Joshi (1992) was used in the present study. The scale is a three - point scale containing 36 positive and negative items. The highest score on the scale is 72 and the lowest is 0. The positive items are related with internal locus of control, and the negatives items are related with external locus of control.

ACADEMIC ACHIEVEMENT

In the present study, final examination scores of 10th Class CBSE Examination have been taken as indicator of Academic achievement.

HIGH-ACHIEVERS: Scores above Q3 or P75 of the sample scores are considered as high-achievers.

LOW-ACHIEVERS: Scores below Q1 or P25 of the sample scores are considered as low-achievers.

RESULTS

In the pursuance of the objectives the Pearson's product moment correlation of the two variables of the sample have been calculated, as given in table 1 below-

Table 1: Relationship of Academic Achievement and Locus of Control

Variables	Size of the Sample (N)	Correlation coefficient (r)	Level of Significance
Academic Achievement (Male) Vs Locus of Control (Male)	223	0.220**	P < .01 Level
Academic Achievement (Female) Vs Locus of Control (Female)	181	0.246**	P < .01 Level
Academic Achievement (Internal) Vs Locus of Control (Internal)	128	0.253**	P<.01 Level
Academic Achievement (External) Vs Locus of Control (External)	110	-0.097	P>.05 Level NS

It may be revealed from the Table-1 that the value of coefficient of correlation between Academic Achievement and Locus of Control of male Senior Secondary School students is 0.220. It represents a significant **positive** relationship between the two variables. The obtained coefficient of correlation is found to be significant at .01 levels of significance. The null hypothesis 1, i.e. “There is no significant relationship between Academic Achievement and Locus of Control of Male senior secondary school students.” is **rejected**. It seems fair to interpret that the Academic Achievement and Locus of Control of male Senior Secondary School students are positively related to each other. Thus, it implies that significant bond of positive correlation exists between these two sets of variables, i.e. Academic Achievement and Locus of Control of male Senior Secondary School students.

The value of coefficient of correlation between Academic Achievement and Locus of Control of female Senior Secondary School students is 0.246. It represents a significant **positive relationship** between the two variables. The obtained coefficient of correlation is found to be significant at .01 levels of significance. The null hypothesis 2, i.e. “There is no significant relationship between Academic Achievement and Locus of Control of Female senior secondary school students.” is **rejected**. It seems fair to interpret that the Academic Achievement and Locus of Control of females are positively related to each other. Thus, it implies that significant bond of positive correlation exists between these two sets of variables, i.e. Academic Achievement and Locus of Control of female Senior Secondary School students.

The value of coefficient of correlation between Academic Achievement and Internal Locus of Control of Senior Secondary School Students is 0.253. It represents a significant positive **relationship** between the two variables. The obtained coefficient of correlation is found to be significant at **0.01 levels** of significance. The null hypothesis 3, i.e. “There is no significant relationship between Academic Achievement and Internal Locus of Control of senior secondary school Students” is **rejected**. It seems fair to interpret that the Academic Achievement and Internal Locus of Control are significantly related to each other.

The value of coefficient of correlation between Academic Achievement and External Locus of Control of Senior Secondary School Students is -0.097. It represents a non-significant negative **relationship** between the two variables. The obtained coefficient of correlation is found to be non-significant at **both the levels** of significance. The null hypothesis 4, i.e. “There is no significant relationship between Academic Achievement and External Locus of Control of senior secondary school students” is **accepted**. It seems fair to interpret that the Academic Achievement and External Locus of Control are not significantly related to each other.

CONCLUSION

A significant positive relationship is found between academic achievement and locus of control irrespective of sex. The findings of this study would help students to know and understand that their own personal characteristics (i.e., locus of control) have significant role in their academic achievement and consequently enable them to take timely measures to promote their locus of control, and thereby improve their academic performance.

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