IMPACT OF LOCUS OF CONTROL ON STUDENT LEADERSHIP BEHAVIOUR

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Abstract

The quality of citizens depends upon the education that is imparted to them. It has been a vital force in regeneration of nation. Hence instead of confining into academic walls schools must develop the students with strong personality traits such as leadership. The present study was aimed to explore the relationship between locus of control and leadership behavior of students. The populations for the present study were higher secondary students in three different types of schools such as government, government aided and self-finance schools in Chennai district of Tamil Nadu. Results revealed that boys manifested significantly higher level of leadership behavior and locus of control when compared to their counter parts. It is also noted that urban locality students have manifested significantly higher level in leadership behavior and locus of control than rural locality students. Locus of control and leadership behaviuor of the students is significantly and positively correlated with each other.

INTRODUCTION

Man is a social animal. He lives in a society and acquires socialization and fulfills his psychological and sociological needs. His personality develops in the society due to the impact of his environment. But we usually see that school emphasize great impact on the personality of the child. It is reality that the child develops in social atmosphere but basically he acquires qualities from parental pattern. Education is a central agency in shaping the future of the individual and the nation. The quality of citizens depends upon the education that is imparted to them. It has been a vital force in regeneration of nation. Hence instead of confining into academic walls schools must develop the students with strong personality traits such as leadership. The present study was aimed to explore the relationship between locus of control and leadership behavior of students . The locus of control is defined as a personality trait referred to an individual's perception of the locus of events as internally determined by his or her own behavior versus fate, luck or external circumstances. Results demonstrated that the more the school students were likely to personally control the circumstances in their everyday life, the more they expressed positive leadership behavior.

THEORETICAL BACKGROUND

Grace (1996) examined ethical leadership training as a part of the education of today's students, the leaders of the future. Students should be trained in group processing and facilitating skills, communication skills, conflict management, shared decision making,and team management. Karnes and Meriweather (1989) discussed an approach to developing leadership potential which involved having gifted students writeand implement leadership plans focusing on an important area of needed change in the student's school community. Breeze-Mead (1991) reviewed competencies among student leaders' and found actions derived from persona1 values, beliefs, skills and goals. Leaders needed to knowthemselves well and act consistently with regard to their value systems to earn thefollowers' trust.

Locus of Control is a psychological, social learning theory that refers to the extent to which individuals perceive control over their lives, and environment (Lefcourt, 1976). Hiers and Heckel (1977), Anderson and Schneier (1978), and McCullough, Ashbridge and Pegg (1994) all reported that successful leaders are endowed with a high internal locus of control; whereas, less successful ones typically have a low internal locus of control. The link between internality and leadership may be explained by the fact that individuals with an internal locus of control have faith in their ability to achieve self-appointed objectives (Klein & Wasserstein-Warnet, 1999) and in transforming their environment (Andrisani&Nestel, 1976; Klein & Wasserstein-Warnet, 1999). They feel personally responsible for the career success, and when something backfires, it is attributed to inadequate participation on their part (Klein & Wasserstein-Warnet, 1999). It was reported in many research that the leaders happy since they are endowed with highly internal locus of control. Thus, in reference to locus of control, the optimal level of happiness is achieved by a balanced locus ofcontrol expectancy, which is a combination of internal and external locus of control expectancy, known also asshared responsibility, dual control or bi-local expectancy (Torun & April, 2006; Wong &Sproule, 1984). This highlights the importance of recognizing an individual's own ability to influence his/her life and the environment,while having regard for the fact that certain aspects may be uncontrollable by the individual and may beimpacted by chance or powerful others (Lefcourt, 1976).Hence, the leadership concept and locus of control of students should be emphasized more seriously and deeply. Since leaders can only lead if they have followers looking at the

coin from both sides can be more helpful to enlighten the relationship between leaders and their followers.

REVIEW OF RELATED LITERATURE

Neil Dempster, Elizabeth Stevens and Mary Keeffe (2011), undertakes a select but focused review of recent research literature on student and youth leadership in schools and elsewhere. It aims at discovering the current state of our knowledge, using as its focus the point of view of young people themselves in a research field where it is the adult voice that usually holds sway, in studies that are commonly for, rather than with, young people. The review first examines recent and relevant literature related to leadership by students in schools, followed by the discussion of a number of studies of youth leadership in sport. Projects which investigate links between leadership and citizenship or civic engagement are then examined, whether in schools or other social settings. The review then attends to the various ways in which youth voice is being accessed and for what purposes. The student and youth leadership literature has also revealed that there are researchers in various locations finding new ways to gain greater access to student voice, such as Dallagoetal.'s (2009) work to increase students' empowerment in the school and community and Rutten at al.'s (2010) work with forum theatre to determine if interventions can contribute to the achievement of educational goals in sport. It concludes that young people's voice on leadership is in need of a hearing.

PURPOSE OF THE STUDY

In every society, there is a great demand for leaders. Every society, for its survival, asks for more and better leaders. The insistence on the demand for leaders is evidently due to pressing needs of the environment. There needs to be talent for leading. Everybody cannot lead and every person cannot effectively handle organized human relationships. Keeping this in view, leadership problem is a matter that concerns every member of society. Leaders try to influence the behaviour of others for attainment of some specified goals and objectives. Leadership behaviour is in demand in various fields of life situations social, political, cultural, educational, etc. Leadership is, therefore, a very important feature of many spheres of human activity. Leadership can have far-reaching effect on the zeal and activities of the group and can promote or retard activities in administration, battlefield, industries and in politics.

The leadership process does not involve a leader alone but also others who come in contact with him. In leadership role therefore, psychology of the group and of the follower is the

basis of dynamics of leadership. The personality of the leader, the personality of the follower and the characteristics of situation are an appropriate starting for understanding the psychology of leadership. Research (Boshoff, 2001:43-48) indicated that the following personality attributes are related to internal locus of control: being controlled and self-disciplined; being self-sufficient, prefers own decisions and being resourceful; and being conscientious and persevering. Hence it is necessary to study the leadership qualities and locus of control of students in context of school life or area in which they study.

AN OPERATIONAL DEFENITION

Locus of control refers to the extent to which individuals believe that they can control events that affect them.

Leadership refers to the activity of leading a group of people or an organization or the ability to do this. Leadership involves establishing a clear vision, sharing that vision with others so that they will follow willingly, providing the information, knowledge and methods to realize that vision, and coordinating and balancing the conflicting interests of all members and stakeholders.

RESEARCH QUESTIONS

1. Is there any significant difference between male and female higher secondary students in locus of control and leadership behavior?

2. Is there any significant difference between thehigher secondary students of urban and rural locality in locus of control and leadership behavior?

3. Is there any significant difference among the higher secondary students of government, government aided and self-finance schools in locus of control and leadership vvbbbmvvbehavior?

4. Is there any significant relationship between the locus of control and leadership behavior of higher secondary students?

METHODOLOGY

The sample collected was 200 higher secondary students. The populations for the present study were higher secondary students in three different types of schools such as government, government aided and self-finance schools in Chennai district of Tamil Nadu. The normative survey method is adapted.

Table - 1 Table showing Significance of Mean difference between Male and Female Higher Secondary Students in locus of control and leadership behaviour.

Variables	Gender				t - value	P - Value
	Boys (N =100)		**Girls (N =100)**			
	Mean	**SD**	**Mean**	**SD**		
Locus of Control	35.38	2.81	34.50	3.50	4.820	0.001
Leadership	119.15	14.94	116.14	13.99	3.596	0.001

It could be inferred from the table that locus of control and leadership behavior of higher secondary students have significant difference between boys and girls at 0.01 level. It is noted that boys manifested significantly higher level in all the above selected variables when compared to their counter parts.

Table – 2 Table showing Significance of Mean difference between Students of Rural and Urban Locality in locus of control and leadership behaviour.

Variables	Locality				t - value	P - Value
	Rural (N = 100)		**Urban (N = 100)**			
	Mean	**SD**	**Mean**	**SD**		
Locus of Control	34.07	3.18	35.78	3.02	9.554	0.001
Leadership	116.19	14.22	118.96	14.70	3.326	0.001

It could be inferred from the table that locus of control and leadership behavior of higher secondary students have significant difference between rural and urban locality at 0.01 level. It is noted that urban locality students have manifested significantly higher level in all the above selected variables when compared to their counter parts.

Table - 4.3 Table showing Significance of Mean difference among government, government aided and private school students in locus of control and leadership behaviour

Variables	Type of Management						F - ratio	P - value	Groups differed significantly
	Government (N = 70) [1]		**Government Aided (N = 70) [2]**		**Private (N = 60) [3]**				
	M	**SD**	**M**	**SD**	**M**	**SD**			
Locus of Control	35.40	3.04	33.69	3.08	34.67	3.47	6.741	0.001	(1,2) & (1,3)

Leadership	121.99	13.49	112.46	12.02	118.28	16.15		47.156	0.001	(1,2), (2,3) & (3,1)

It is observed that locus of control and leadership of students are significantly differ in type of management namely government, government aided and private schools at 0.01 level. Further, it is observed that locus of control and leadership of students from government school are highly significant than private school followed by government aided school of the higher secondary students.

Table – 4 Correlation matrix showing inter correlation between locus of control and leadership behavior of higher secondary students

Variables	Locus of Control	Leadership
Locus of Control	1.000	0.530**
Leadership	X	1.000

It is evident from the above table that locus of control and leadership behaviuor of the students are significantly and positively correlated with each other at 0.01 levels. Higher the correlation value insists that locus of control had effect on leadership behaviour of the higher secondary students.

DISSCUSION

It is noted in the present study that boys manifested significantly higher level of leadership behavior and locus of control when compared to their counter parts.But the present study contradict withMulia (1990), Knott, Katherine (1997),Priyanka Sethi (2009), and Posner, Barry Z. (2009) found that there was no difference in leadership qualities on the basis of sex i.e. males and females possess same leadership qualities. It is also noted that urban locality students have manifested significantly higher level in leadership behavior and locus of control than rural locality students. But the present study contradicts with Significant gains in leadership behavior werereported by Wilcox (2004) for those community college students. The gains were true for both males and females, across all age groups, and for students from rural (but not urban) backgrounds. It is evident from the above table that locus of control and leadership behaviuor of the students are significantly and positively correlated with each other. This findings indicate that locus of control have high influence on leadership behavior.

CONCLUSION

Thus student leadership focused on the attractiveness of the leadershipexperience to future career goals, development of life skills, and development ofleadership skills. In addition, the student leadership experience wasalso associated withthe choice of future career goals as well

as overall student development. Real andperceived benefits of student leadership focused on its contribution to leadershipbehaviour.

Recommendations for Practice

1. Communities should ensure their schools provide several CO-curricular opportunities for students. Community leagues and service agencies should sponsor programs such as Girl Guides, Air Cadets, and YMCA as opportunities for involvement and leadership development.

2. Through orientation programs students at school should be introduced to out-of-class opportunities offered by various student clubs, campus recreation and athleticsandfratemal organizations.

3. Time management workshops should be provided for al1 prospective leaders.

4. Formal records of al1 past involvement and leadership activities should be kept for al1 students in high school and university in order to identify andmatch experiences with leadership strengths.

5. Student leaders should be introduced to leadership development program offered in hi& school and university. Sessions on meeting planning and organization should be included with a need to mix forma1 and informa1 aspects of meetings.

6. Leadership development programs should provide sessions in public speaking, planning and organization collaborative work development and identify strengths and limitations of colleagues.

7. Leadership development programs should introduce sessions on visioning and goal setting.

8. Leadership development programs should provide sessions on networking gaining and sharing trust, and persona1 growth and development.

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