

# LOCUS OF CONTROL OF HIGH SCHOOL STUDENTS

**T. Poonguzhali**, Research scholar, Department of education and management, Tamil university-Thanjavur

**Dr. P. Sattanathan**, Asst. professor, Department of education and management, Tamil university-Thanjavur

## Abstract

Current research was carried out to explore the level of locus of control among High school students in Thanjavur district. Locus of control direction is a confidence in relation to whether the outcomes of our proceedings are conditional on what they do (internal control compass reading) or on actions outside their own control (external control compass reading). A 30 item Locus of Control questionnaire by Josephine Mary Stella, F. (2015) was used to measure locus of control. Sample of (N=600) individuals (n=285) boys and (n=315) girls selected from different schools located in Thanjavur district. Independent sample t-test was used for statistical analysis. There is no significant difference between boys and girls high school students in their locus of control. So the gender difference is no significant on Locus of Control. Implications of these findings and suggestions for future researches are discussed.

## Introduction

Locus of control is a concept in personality psychology referring to the extent to which individuals believe that they can control events that affect them. A person's "locus" (Latin for "place" or "location") is conceptualized as either internal (the person believes they can control their life) or external (meaning they believe that their decisions and life are controlled by environmental factors which they cannot influence). Individuals with a high internal locus of control believe that events in their life derive primarily from their own action. Locus of Control is an aptitude that to be relevant control in excess of outcomes. People considering themselves able to control their outcomes are known as internal or possessing internal Locus of Control. Externals or individuals with external Locus of Control considered their outcomes beyond of their control. Individual with internal Locus of Control have high motivation for achievement and low outer directedness. On the other side externals always keep trying to search out explanations for their failures. We may also refer internals as "self-control" or "self-determination".

Internal individuals can be psychologically unhealthy and instable if they decline competence, efficacy and opportunity. They may become neurotic, nervous or depress. It can be said that they require suitable surroundings which influence them to experience success. External individuals may be easy going, relaxed and lead a pleasant life (Hans, 2000; Hattie, Marsh, Neill & Richards, 1997).

A person with an external locus of control believes that rewards or outcomes are determined by either luck or others with more power than them. If they do not succeed, they believe it is due to forces outside of their control. Individuals who grow up in circumstances where they do not see hard work payoff, as well as individuals who are socially disadvantaged (for example, people from lower socio-economic status), may develop an external locus of control. An external locus of control may relate to learned helplessness in a responsive environment. Evidence has supported the theory that locus of control is learned and can be modified. However, in a non-responsive environment, where an individual actually does not have much control, an external locus of control is associated with a greater sense of satisfaction.

### Objective of the Study

1. To find out the locus of control among the high school students.
2. To find out the significant difference between the boys and girls high school students in their locus of control.
3. To find out if there is any significant difference among and between high school students belonging to three type of school in their locus of control (Government, Aided and self-finance )
4. To find out if there is any significant difference among and between high school students belonging to three nature of school in their locus of control (Boys, Girls and Co-education school)
5. To find out the significant difference between the Tamil medium and English medium high school students in their locus of control.

### Hypotheses of the Study

1. The level of locus of control of high school students is high
2. There is no significant difference between boys and girls high school students in their locus of control.

3. There is no significant variance among high school student's locus of control with regard to type of schools.
4. There is no significant variance among high school student's locus of control with regard to nature of schools.
5. There is no significant difference between Tamil medium and English medium High school students in their locus of control.

### **Methodology**

The study was conducted through descriptive method of research. The descriptive method has undoubtedly, been the most popular and most widely used research method in education. It helps in explaining educational phenomenon in terms of the condition or relationships that exist, opinions that are held by the high school students; processes that are ongoing, effects that are evident; or trends that are developing. The method requires sample with certain research tools to conduct study.

### **Population**

The adequacy of sample depends upon our knowledge of the population as well as the method used in drawing the sample, which is secured by giving every member of the population specifiable chance of appearing in it. The investigator has tried as far as possible all care to ensure that the sample of this research study becomes a true representative. The population for the present study is consists of 600 (2018 -2019) IX standard students are studying in the high school and higher secondary schools in Thanjavur district.

### **Sample and Sampling Frame**

The population for the present study has been identified as the students, in Thanjavur district of Tamil Nadu. The population has been further limited to the high school students who are studying at the high school students who are in 9<sup>th</sup> standard. For the selection of sample, the researcher collected the details of all the schools in this district. Using simple random procedure from the list of schools the researcher identified 5 schools from Thanjavur educational district.

### **Tools Used for the Study**

For collecting new unknown data required for any research problem, one may use various devices. For each and every type of research, we need certain tools to gather facts or to explore new fields, which act as "means" are called research tools. Different tools are suitable for collecting various

kind of information for various purposes. The selection of suitable tools is of vital importance for successful research. The success of any research endeavour is largely dependent upon the tools, which are used for the data collection. The following tools were selected and used by the investigator in the present study: The locus of control scale was standardized by Josephine Mary Stella, F. (2015). The item analysis of this scale was done by using point bi-serial correlation (Garret, H.E (1971)). The revised version of the scale was used for the final study and it consists of 30 items followed by YES/NO response. Each correct response carries one score and each wrong response score zero score. But the scoring of both the Yes and No response carries one score if it is correct in both the two classifications of external and internal.

## Result

Hypothesis 1. The level of locus of control of high school students is high

**Table 1. Level of locus of control among High School Students**

S. No.		Category	N0.	Low		Moderate		High	
				No	%	No	%	No	%
1	<b>Gender</b>	Male	285	5	1.75	269	94.39	11	3.86
		Female	315	3	0.95	299	94.92	13	4.13
2	<b>Type of School</b>	Government	259	0	0.00	254	98.07	5	1.93
		Aided	52	4	7.69	44	84.62	4	7.69
		Self – Finance	289	4	1.38	270	93.43	15	5.19
3	<b>Nature of School</b>	Boys Only	19	0	0.00	19	100.00	0	0.00
		Girls Only	24	1	4.17	23	95.83	0	0.00
		Co – Education	557	7	1.26	526	94.43	24	4.31
4	<b>Medium of Instruction</b>	Tamil Medium	348	4	1.15	335	96.26	9	2.59
		English Medium	252	4	1.59	233	92.46	15	5.95
15	<b>Locus of control</b>	Low Level	25	1	4.00	24	96.00	0	0.00
		Average Level	555	7	1.26	526	94.77	22	3.96
		High Level	20	0	0.00	18	90.00	2	10.00

The above table shows that the levels of locus of control scores. All the demographic variables related to the locus of control score levels are moderate in level. It is clearly reveals that the all demographic variables are related to the locus of control score levels should be improved.

### Hypothesis – 2

There is no significant difference between boys and girls high school students in their locus of control.

**Table .2**  
**Test of significant difference between boys and girls higher secondary students in their locus of control.**

Background Variables		N	Mean	SD	t – value	Level of Significance
Gender	Boys	285	18.9579	3.83713	1.698	Not Significant
	Girls	315	18.4190	3.93283		

From the table 2 the obtained ‘t’ value (1.698) is less than the table value (1.97) at 0.05 level. It is clear that there is no significant difference between the boys and girls high school students in their locus of control. Hence, the stated null hypothesis “There is no significant difference between boys and girls High school students in their locus of control” is rejected. The boy high school student’s locus of control means score is higher than the girl students.

### Hypothesis – 3

There is no significant variance among high school students locus of control with regard to type of schools.

**Table .3**

**Test of significant variance among high school students locus of control with regard to type of schools.**

<b>Source of Variation</b>	<b>Sum of squares</b>	<b>DF</b>	<b>Mean of sum squares</b>	<b>F ratio</b>	<b>Level of Significance</b>
<b>Between Group</b>	769.372	2	384.686	27.629	Significant
<b>Within Group</b>	8312.253	597	13.923		
<b>Total</b>	9081.625	599			

From the table 3, it is indicates that the obtained 'F' is 27.629 which is greater than the critical value (3.03) at 0.05 level. It is concluded that there is a significant variance among government schools, aided schools and self - finance schools students in their locus of control. Hence the hypothesis stated that "There is no significant variance among high school students locus of control with regard to type of schools" is rejected. The self - finance high school students are higher locus of control means score than the government school students and aided school students.

#### **Hypothesis – 4**

There is no significant variance among high school students locus of control with regard to nature of schools.

**Table.4**

**Test of significant variance among high school students locus of control with regard to nature of schools.**

<b>Source of Variation</b>	<b>Sum of squares</b>	<b>DF</b>	<b>Mean of sum</b>	<b>F ratio</b>	<b>Level of Significance</b>
----------------------------	-----------------------	-----------	--------------------	----------------	------------------------------

			<b>squares</b>		
<b>Between Group</b>	96.391	2	48.195	3.202	Significant
<b>Within Group</b>	8985.234	597	15.051		
<b>Total</b>	9081.625	599			

From the table 4 it is indicates that the obtained 'F' is 3.202 which is greater than the critical value (3.03) at 0.05 level. It is concluded that there is a significant variance among government schools, aided schools and self - finance schools students in their locus of control. Hence the hypothesis stated that "There is no significant variance among high school students locus of control with regard to nature of schools" is rejected. The co - education high school students are higher locus of control means score than the girls school students and boys school students.

#### **Hypothesis – 5**

There is no significant difference between Tamil medium and English medium High school students in their locus of control.

**Table.5**

**Test of significant difference between Tamil Medium and English Medium of higher secondary students in their locus of control.**

<b>Background Variables</b>		<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>t – value</b>	<b>Level of Significance</b>
<b>Medium of Instruction</b>	Tamil Medium	348	18.0776	3.7667	4.457	Significant

	English Medium	252	19.5000	3.9236		
--	----------------	-----	---------	--------	--	--

From the table 5 the obtained ‘t’ value (4.457) is greater than the table value (1.97) at 0.05 level. It is clear that there is a significant difference between the Tamil medium and English medium high school students in their locus of control. Hence, the stated null hypothesis “There is no significant difference between Tamil medium and English medium of High school students in their locus of control” is rejected. The English medium high school student’s locus of control means score is higher than the Tamil medium students.

### Major Findings of the Study

- High school students’ level of locus control is average in level are moderate.
- There is no significant difference between boys and girls high school students in their locus of control.
- There is a significant variance among high school students locus of control with regard to type of schools.
- There is a significant variance among high school students locus of control with regard to nature of schools.
- There is a significant difference between Tamil medium and English medium High school students in their locus of control.

### Conclusion

Current research was carried out to explore the level of locus of control among High school students in Thanjavur district. Locus of control direction is a confidence in relation to whether the outcomes of our proceedings are conditional on what they do (internal control compass reading) or on actions outside their own control (external control compass reading). Sample of (N=600) individuals (n=285) boys and (n=315) girls selected from different schools located in Thanjavur district. Independent sample t-test was used for statistical analysis. One main hypothesis was formulated for the study. There is no significant difference between boys and girls high school students in their locus of control.



## Reference

AliAkbarSheikhiFiniandMitraYousefzadeh(2011).Survey onrelationshipof achievement motivation, locusof control and academic achievement in high schoolstudentsof Bandar Abbas (Iran). Procedia-SocialandBehavioral Sciences, Vol. 30, pp. 866-870.

AzizrezaGhasemzadehandMaryamsaadat(2011).Locusof controlinIranian university Studentanditsrelationshipwithacademicachievement.Procedia- Social and Behavioral Sciences, Vol. 30, pp. 2491-2496.

BhogayataC.(1989).Locusofcontrolandacademicachievement:Aqualitative Synthesis.IndianeducationalReview.24(3),49-58.

Britt,Cumbieand Marry(2013). The influenceoflocusofcontrolonstudentfinancial behaviour. InPaperpresented attheannualmeetingoftheAmerican educationalresearchassociationinChicago.

DeviB.(2016).Locusofcontrolandacademicachievement amongsecondary schoolstudents.Asianjournalof psychologyandeducation.49(7-8),35-40.