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A Study on Locus of Control Among Secondary Level Students

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ABSTRACT

This study investigates the locus of control among secondary level students. Locus of control refers to an individual's belief regarding the control over life events and outcomes. Students with an internal locus of control believe that their success depends on their own efforts, while students with an external locus of control believe that external forces such as luck, fate, or others determine outcomes. The present study aims to identify the level of locus of control among secondary school students and to examine differences based on gender and locality. A survey method was adopted for the study. The sample consisted of 300 secondary level students selected randomly from schools. A standardized Locus of Control Scale was used for data collection. Statistical techniques such as mean, standard deviation, and t-test were used for analysis. The findings revealed that most students possess a moderate level of locus of control and there was no significant difference between male and female students.

Key Words: Locus Of Control, Gender, Locality, Techniques

INTRODUCTION

Education plays a vital role in shaping the personality, behaviour, and achievement of students. Psychological factors greatly influence the learning process and academic success. One such important psychological factor is locus of control. The concept of locus of control was developed by Julian Rotter in social learning theory. It explains whether a person attributes success and failure to internal factors such as ability and effort or to external factors such as luck and fate.

Students with an internal locus of control are usually confident, responsible, and motivated. They believe that their actions influence outcomes. On the other hand, students with an external locus of control may depend more on outside support and circumstances. Understanding the locus of control among secondary level students is essential because adolescence is a crucial stage in personality development (Rajkumar Rajadurai & Hema Ganapathi, 2023).

REVIEW OF LITERATURE

Rotter (1966) introduced the concept of locus of control and explained that individuals differ in their beliefs regarding control over events. Lefcourt (1982) found that students with an internal locus of control showed higher academic achievement and self-confidence.

In India, **Sharma and Sharma (2019)** conducted a study on secondary school students and found that internal locus of control positively influenced academic performance. Kumar (2021) reported that students from urban schools showed a higher internal locus of control than rural students. These studies indicate that locus of control is an important factor affecting students' behavior, motivation, and achievement.

SIGNIFICANCE OF THE STUDY

The study is significant because it helps teachers, parents, and educational administrators understand the psychological behavior of secondary level students. It provides awareness about how students perceive success and failure. The findings may help educators guide students towards developing a positive and internal locus of control, which can improve academic achievement, confidence, and responsibility. Hence the investigated interested to the study on locus of control among secondary level student.

STATEMENT OF THE PROBLEM

The present investigation is stated as:

“A Study on Locus of Control among Secondary Level Students.”

OPERATIONAL DEFINITION

For the purpose of the present study, the following operational definition is adopted.

Locus Of Control: Locus of control is the degree to which people believe they can control the out come of events in their own lives as opposed to external forces (forces outside their sphere of influence)

Secondary Level Students: In this study, secondary level students refer to learners studying in classes IX and X of selected schools.

NULL HYPOTHESE

1. There is a levels on locus of control among secondary level student
2. 2. There is no significant difference between male and female secondary level student in their locus of control.
3. 3. There is no significant difference between the rural and urban secondary level student in their locus of control.
4. 4. There is no significant difference between the English medium and Tamil medium secondary level student in their locus of control.
5. 5. There is no significant difference among the Government, Government aided and private school secondary level student in their locus of control.
6. 6. There is no significant difference between the boys, girls and coeducation secondary level student in their locus of control.
7. There is no significant difference in the locus of control among secondary level student based on the Fathers Qualification.
8. There is no significant difference in the locus of control among secondary level student based on the Mothers Qualification.
9. There is no significant difference between in the locus of control among secondary level student based on Fathers' Occupation.
10. There is no significant difference in the locus of control among secondary level student based on Mothers' Occupation.
11. There is no significant difference between in the locus of control among secondary level student in Family Annual Income

This study, locus of control is treated as a measurable psychological variable and is assessed quantitatively using the scores obtained by students on the selected standardized instrument.

SCOPE OF THE STUDY

The investigator aims at administering secondary level student in their locus of control. To 300 pupils randomly drawn from school it includes government, government aided, private schools. The reliability and validity of the items in the locus of control inventory are assessed by "test-retest technique and by comparing the scores obtained be 30 pupils in five point scales. Data necessary for the obtained from the students.

POPULATION FOR THE STUDY

Population of present study will be the secondary level student. A sample of 300 students will be taken for the study will be restricted with secondary level student and will be confined to Government, Government Aided and Private schools at Coimbatore.

THE SAMPLE FOR THE STUDY

The investigator has selected the Survey method for the present study. Population of present study will be the secondary level student. A sample of 300 students will be taken for the study will be restricted with secondary level student and will be confined to Government, Government Aided and Private schools at Coimbatore.

STATISTICAL TECHNIQUES

The statistical techniques used in this study are

- Mean
- standard Deviation
- t Test
- ANOVA (f-test)
- Chi-Square test

Table -1 DESCRIPTIVES STATISTICS-PERSONALITY TRAITS

Mean	161
Median	164
Standard deviation	14.52
Mode	170
Skewness	-0.49
Kurtosis	-0.49
Maximum score	188
Minimum score	123

The above table shows the value of mean (161), median (164), mode (170) and standard deviation (14.52) for locus of control of secondary level students. In addition, value obtained for skewness (-0.49) and kurtosis (-0.49) respectively.

LEVEL TESTING

Level of locus of control on secondary level students.

Table-2 LEVEL OF LOCUS ON CONTROL ON SECONDARY LEVEL STUDENTS

Variable	Low		Moderate		High	
	No	%	No	%	No	%
LOCUS OF CONTROL	52	17.3%	206	68.7%	42	14.0%

It is inferred from the above table that 17.3% of secondary level students of locus of control have low, 68.7% of secondary level students of locus of control have moderate and 14.0% of secondary level students have high of locus of control.

Null hypothesis-1-3**Table 4 DIFFERENCE BETWEEN SECONDARY LEVEL STUDENTS IN THEIR LOCUS OF CONTROL**

VARIABLE	LOCUS OF CONTROL	N	MEAN	SD	CALCULATED 'T' VALUE	REMARKS
Gender	Male	135	159.01	16.203	2.136	Significant
	Female	165	162.59	12.814		
Locality	Urban	170	161.50	14.815	0.74	Not Significant
	Rural	130	160.31	14.160		
Medium	English	210	158.98	15.116	3.726	Significant
	Tamil	90	165.66	11.848		

Therefore, there is a significant difference between male and female secondary level students in their locus of control.

Therefore, there is no significant difference between rural and urban. secondary level students in their locus of control.

Therefore, there is a significant difference between Tamil medium and English medium secondary level students in their locus of control.

Null hypothesis-4

There is no significant difference among secondary level students studying in Government, Government-aided, Corporation and private schools in their locus of control.

Table– 7DIFFERENCE AMONG SECONDARY LEVEL STUDENTS STUDYING IN GOVERNMENT, GOVERNMENT AIDED AND PRIVATE SCHOOLS IN THEIR LOCUS OF CONTROL

Variable	Source of variance	Sum of square	df	Mean square	F-value	Remarks
Type of school	Between Groups	2926.949	2	1463.475	7.228	Significant
	Within Groups	60131.967	297	202.465		

(At 5% level of significance the table value of 'F' is 3.00)

Therefore, there is a significant difference between government, government-aided and private schools secondary level students in their locus of control.

Null hypothesis-5

There is no significant difference among secondary level students studying in boys school, girls school and co-education schools in their locus of control.

Table– 8DIFFERENCE AMONG SECONDARY LEVEL STUDENTS STUDYING IN BOYS SCHOOL, GIRLS SCHOOL AND CO-EDUCATION SCHOOLS IN THEIR LOCUS OF CONTROL

Variable	Source of variance	Sum of square	df	Mean square	F-value	Remarks
Nature of school	Between Groups	3730.010	2	1865.005	9.336	Significant
	Within Groups	59328.907	297	199.761		

(At 5% level of significance the table value of 'F' is 3.00)

Therefore, there is a significant difference between boys school, girls school and co-education schools secondary level students in their locus of control.

Null hypothesis-6

Table – 9ASSOCIATION BETWEEN THE SECONDARY LEVEL STUDENTS AND THEIR LOCUS OF CONTROL

VARIABLE	df	Chi-square value	Remarks
Father's qualification	6	3.77	Not Significant
Mother's qualification	6	6.83	Not Significant
Father's occupation	6	6.30	Not Significant
Mother's occupation	6	23.29	Significant
Family Annual Income	6	7.132	Significant

Therefore, there is no significant association between father's qualification of the secondary level students and their locus of control.

Therefore, there is no significant association between mother's qualification and locus of control of secondary level students.

Therefore, there is no significant association between father's occupation of the secondary level students and their locus of control.

Therefore, there is a significant association between mother's occupation of the secondary level students and their locus of control

Therefore, there is a significant association between family annual income of the secondary level students and their locus of control.

FINDINGS

- ❖ Most of the students (68.7%) have moderate level of locus of control
- ❖ There is a significant difference between male and female of the secondary level students in locus of control.
- ❖ There is no significant difference between rural and urban of the secondary level students in locus of control.

- ❖ There is a significant difference between English and Tamil medium of the secondary level students in locus of control.
- ❖ There is a significant difference between Government, Government aided and Private of the secondary level students in locus of control.
- ❖ There is a significant difference between Boys school, Girls school, and co-education of the secondary level students in locus of control.
- ❖ There is no significant association between father's qualification of the secondary level students in locus of control.
- ❖ There is no significant association between mother's qualification of these secondary level students in locus of control.
- ❖ There is no significant association between father's occupation of the secondary level students in locus of control.
- ❖ There is a significant association with mother's occupation of the secondary level students in locus of control.
- ❖ There is significant association between family incomes of the secondary level students in locus of control.

CONCLUSION

The study concludes that locus of control is an important psychological factor influencing the behavior and academic performance of secondary level students. Students with an internal locus of control tend to be more responsible and motivated. Schools and teachers should provide guidance and supportive learning environments to help students develop confidence and self-responsibility. The findings of the study may be useful for teachers, counsellors, and parents in promoting positive personality development among students.

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