

**A STUDY OF LOCUS OF CONTROL AMONG SOCIALLY DISADVANTAGED
SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR SELF-CONCEPT
AND SELF-EFFICACY**

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Abstract

This is a study of locus of control among socially disadvantaged secondary school students in relation to their self-concept and self-efficacy. The sample of the study consisted 800 students (boys and girls) of 9th and 10th classes from Govt. and Private Schools of Gurgaon district of Haryana state. Locus of Control Scale (LCS) by Hasnain and Joshi; Self-Concept Questionnaire by Saraswat; and Self-Efficacy Scale (SES-SANS) by Singh and Narain were used to collect the data. The results showed no significant difference in the mean scores of locus of control, self-concept and self-efficacy of socially disadvantaged students of Government and Private schools. There is a strong positive correlation between locus of control & self-efficacy and locus of control & self-concept of socially disadvantaged students.

Keywords: *Locus of control, Self-Concept, Self-Efficacy and Socially Disadvantaged.*

Introduction

Socially disadvantaged children are those who come from economically and socially lower strata of the society. Socially disadvantaged children are generally under nourished and their basic economic needs are not properly fulfilled. Their parents may find difficulty to purchase the school books and may also be unable to pay the tuition fee. A scheduled caste child, backward class child, a child living in a border area or remote area of the country is the suitable example of a socially disadvantaged child. He never enjoys the same advantages which other most of the children enjoy. A socially disadvantaged child is a deprived child from cultural point of view. The cultural deprivation is the result of poverty for which a large number of children do not get the opportunity for their educational development. In this way, the term deprivation is defined as **Singh (2015)** "for all those deficiencies, defects and ailments prevailing in one's environment that may cause him to face disfavor, loss, or deficit with respect to the desired facilities, opportunities, help and guidance for his proper development and adjustment in comparison to other people living in the same or some other environment."

Locus of Control

Locus of control refers to the extent to which individuals believe that they can control events that affect them. Understanding of the concept was developed by **Julian B. Rotter in 1954** and since then, it became an important aspect of personality studies. One's "locus" (Latin for "place" or "location") can either be internal (meaning the person believes that they control their life) or external (meaning they believe that their environment, some higher power, or other people control their decisions and their life).

Self-Concept

Self-concept is a dominant element in personality pattern and therefore, the measurement of self-concept becomes essential. A variety of methods and techniques have been developed to measure the self concept but the problem of measuring the self-concept to a large extent still remains unsolved. The difficulty in conducting research in such an area is that the self-concept is not very well defined and is in a state of flux. There are several terms that are virtually synonymous with self-concept like Self-image, Ego, Self-understanding, Self-perception and phenomenal self.

Self-concept has been referred by **Lowe (1961)** as one's attitude towards self, and as an organized configuration of perceptions, beliefs, feelings, attitudes and values which the individual views as a part of characteristics of him. **Rogers (1951)** defined self-concept as "an organized configuration of perceptions of the self which are admissible to awareness. It is compared of such elements as the perceptions of one's characteristics and abilities, the precepts and concepts of the self in relation to others and to the environment, the value qualities which are perceived as associated with experiences and objects, and the goals and ideals which are perceived as having positive or negative valence."

Self-Efficacy

Self-efficacy is a belief of student in his or her innate ability to achieve goals. It plays an important role in competence of decision-making and problem solving. Self-efficacy is future oriented and related to the level of positive aspirations. Self-efficacy is a confidence level in relation to how successfully the students can complete a certain task.

Schunk(1985) defines self-efficacy as, "learned expectations that one is capable of carrying out behaviour or producing a desired outcome in a particular situation."

Smith (1989) defines self-efficacy as, “a person’s judgment of his ability to perform an activity.”

Bandura (1997) defines ‘self-efficacy’ as “beliefs of people in their capabilities to generate desired effects by their own actions”. A sense of self-efficacy is an important predictor of the accomplishment of further competences and successes.

Review of related literature

Rosen (2004), in his research “Self-Concept and Discussion of Youth sport: Critique”, found that there is a verity of elements which effect physical aspect of youth and physically unfit youth having low level of self-concept.

Singh and Ahmad (2004) in their study examined the effect of parent-child relationship on different dimensions of self-concept of the children. The findings reveal that parent-child relationship affects significantly to the social self-concept of the children where as other dimensions like physical, temperamental, educational, moral as well as educational are not affected by the relationship between a child and his parents.

Schultz and Schultz (2005) pointed out significant differences in locus of control which have not been found for adults in a U.S. population. They further said that there may be specific sex based differences for specific categories of item to assess locus of control. For example, they cite evidence that men have a greater internal locus of control for questions related to academic achievement.

Moore (2006) reported by studying achieving gifted (AG), under achieving gifted (UAG), and non gifted (NG) students that under achieving gifted students were more externally oriented than achieving gifted students. She further added that non gifted students were more externally controlled than achieving gifted students. In regard to underachievers, males were more externally controlled than females

Bhagat and Baliya (2016) examined the self-efficacy and adjustment of the secondary school students in relation to their gender and academic achievement. The results of the study showed significant difference in the adjustment of secondary school students in relation to their gender. Female students of the secondary schools are found less adjusted than male students. No significant difference is found in the self efficacy of secondary school students in relation to their gender and academic achievements.

Need of the study

Every child has his own personality construct. Some of them are internally oriented who think that they can grow on the basis of their abilities and hidden talent; while many others are of the opinion that chance or luck plays an important role in their lives, as they are externally oriented. The internal and external orientations are two continuums of the personality construct of locus of control. Every child has his own image. Children live in their own world. They build their self-picture according to the circumstances in which they live. Along with the measurement of locus of control, it is also necessary to assess the self-concept of school children especially the socially disadvantaged children. In order to achieve excellence in their lives, we will have to instill in them the sense of confidence, self-believe and self-adequacy which is important components of self-efficacy. Hence, we shall have to study the locus of control and self-concept of the socially disadvantaged children in relation to their perceived self-efficacy.

Objectives of the study

1. To investigate the significant difference in mean scores of the locus of control between Government and Private Schools socially disadvantaged students.
2. To investigate the significant difference in mean scores of Self Efficacy between Government and Private School socially disadvantaged students.
3. To investigate the significant difference in mean scores of Self Concept between Government and Private School socially disadvantaged students.
4. To investigate the significance of relationship between locus of control and self-efficacy of socially disadvantaged students.
5. To investigate the significance of relationship between locus of control and self concept of socially disadvantaged students.

Hypotheses of the study

1. There is no significant difference in the mean scores of locus of control of Government and Private school socially disadvantaged students.
2. There is no significant difference in the mean scores of self efficacy between Government and Private School socially disadvantaged students.

3. There is no significant difference in the mean scores of Self Concept between Government and Private School socially disadvantaged students.
4. There is no significant relationship between locus of control and self-efficacy of socially disadvantaged students.
5. There is no significant relationship between locus of control and self- concept of socially disadvantaged students.

Design of the experiment

A descriptive research study was designed to obtain the pertinent and precise information concerning the current status of phenomena and to draw the valid conclusion from the facts discovered.

Sampling of the study

A sample of 800 students of 9th and 10th classes was selected randomly; out of which 400 were boys students (200 rural and 200 urban schools) and 400 girls students (again 200 rural and 200 urban schools) studying in government and private schools of Gurgaon District of Haryana state.

Delimitations of the study

1. The sample of the study consisted both boys and girls of 9th and 10th classes from Govt. and private schools in the age range of 14 to 16 years.
2. Only three psychological variables i.e. Locus of Control, Self-concept, and perceived Self-efficacy were investigated in the present study.

Tools used

1. Locus of control Scale(LCS) by Dr. N. Hasnain and Dr. D.D. Joshi
2. Self-concept Questionnaire by Dr. Raj Kumar Saraswat
3. Self-Efficacy Scale (SES-SANS) by Dr. A.K. Singh and Dr. Shruti Narain

Results and Discussion:

Objective O1- To investigate the significant difference in mean scores of the locus of control between Government and Private school socially disadvantaged students.

Hypothesis H2-There is no significant difference in the mean scores of locus of control of Government and Private school socially disadvantaged students.

First objective of the study was to compare the locus of control between Government and Private socially disadvantaged students. The data related to this objective was analyzed with the help of independent t-test. The results are given in Table 1:

Group-wise M, N, SD, and t-value of Locus of Control of Government and Private Socially Disadvantaged Students

Table 1

Type of school	M	N	SD	t-value
Government	40.84	400	11.63	0.13
Private	41.06	400	9.85	

From the Table 1, it is evident that the t-value is 0.13, which is not significant at 0.05 levels with df. is 798. It indicates that the mean scores of locus of control of Government and Private socially disadvantaged students do not differ significantly. In the light of this the null Hypothesis H1- There is no significant difference in the mean scores of locus of control of Government and Private socially disadvantaged students”, is accepted. It may, therefore, be said that there is not a significant difference in the mean scores of locus of control of Government and Private socially disadvantaged students.

Objective O2- To investigate the significant difference in mean scores of Self Efficacy between Government and Private School socially disadvantaged students.

Hypothesis H2-There is no significant difference in the mean scores of Self Efficacy between Government and Private School socially disadvantaged students

Second objective of the study was to compare the Self Efficacy between Government and Private school socially disadvantaged students. The data related to this objective was analyzed with the help of independent t-test. The results are given Table 2:

Group-wise M, N, SD, and t-value of Self Efficacy of Government and Private School Socially Disadvantaged Students

Table 2

Type of school	M	N	SD	t-value
Government	75.50	400	5.29	0.08
Private	76.20	400	6.17	

From the Table 2, it is evident that the t-value is 0.08, which is not significant at 0.05 levels with $df= 798$. It indicates that the mean scores of Self Efficacy of Government and Private School socially disadvantaged students do not differ significantly. In the light of this the null Hypothesis H2-“There is no significant difference in the mean scores of Self Efficacy between Government and Private School socially disadvantaged students”, is accepted. It may, therefore, be said that there is not a significant difference in the mean scores of self-efficacy of Government and Private school socially disadvantaged students.

Objective O3- To investigate the significant difference in mean scores of Self Concept between Government and Private School socially disadvantaged students.

Hypothesis H3-There is no significant difference in the mean scores of Self Concept between Government and Private School socially disadvantaged students.

Third objective of the study was to compare the Self Concept between Government and Private School socially disadvantaged students. The data related to this objective was analyzed with the help of independent t-test. The results are given Table 3.

Group-wise M, N, SD, and t-value of Self Concept of Government and Private School Socially Disadvantaged Students

Table 3

Type of school	M	N	SD	t-value
Government	138.79	400	6.23	0.54
Private	140.68	400	8.39	

From the Table 3, it is evident that the t-value is 0.54, which is not significant at 0.05 levels with $df= 798$. It indicates that the mean scores of self-concept of Government and Private socially disadvantaged students do not differ significantly. In the light of this the null Hypothesis

H3-There is no significant difference in the mean scores of Self Concept between Government and Private School socially disadvantaged students”, is accepted. It may, therefore, be said that there is not a significant difference in the mean scores of self-concept of Government and Private school socially disadvantaged students.

Objective O4- To investigate the Significance of relationship between locus of control and self-efficacy of socially disadvantaged students.

Hypothesis H4- There is no significant relationship between locus of control and self-efficacy of socially disadvantaged students.

Fourth objective was to study the relationship between locus of control and self-efficacy among socially disadvantaged students. The data related to this objective was analyzed with the help of Pearson’s product moment correlation. Pearson’s correlation was calculated between locus of control scores with their corresponding self-efficacy scores of the students. The results are given Table 4.

Group-wise M, N, SD, and r value of Socially Disadvantaged Students

Table 4

Testing Variables	M	N	SD	r-value
Locus of Control	41.08	800	10.54	+ 0.72**
Self-Efficacy	75.85	800	9.31	

**Significant at 0.01 levels

From the table it is evident that the coefficient of correlation between locus of control and self-efficacy is + 0.72, which is significant at 0.01 level. In this context null Hypothesis H4- There is no significant relationship between locus of control and self-efficacy of socially disadvantaged students”, is accepted. The results indicated that there is a strong positive correlation between locus of control and self-efficacy of socially disadvantaged students. More the locus of control more is the self-efficacy of socially disadvantaged students. A student having more locus of control is bound to have more self-efficacy score.

Objective O5- To investigate the Significance of relationship between locus of control and self concept of socially disadvantaged students.

Hypothesis H5- There is no significant relationship between locus of control and self- concept of socially disadvantaged students.

Fifth objective was to study the relationship between locus of control and self-concept among socially disadvantaged students. The data related to this objective was analyzed with the help of Pearson's product moment correlation. Pearson's correlation was calculated between locus of control scores with their corresponding self-concept scores of the students. The results are given in Table 5

Group-wise M, N, SD, and r- value of Socially Disadvantaged Students

Table 5

Testing variables	M	N	SD	r-value
Locus of Control	41.08	800	10.54	+ 0.78**
Self-Concept	139.73	800	8.14	

**Significant at 0.01 levels

From the table it is evident that the coefficient of correlation between locus of control and self-concept is + 0.78, which is significant at 0.01 level. In this context null Hypothesis H5- There is no significant relationship between locus of control and self- concept of socially disadvantaged students", is accepted. The results indicated that there was a strong positive correlation between locus of control and self-concept of socially disadvantaged students. More the locus of control more is the self-concept of socially disadvantaged students. A student having more locus of control score is bound to have more self-concept score.

Findings

1. There is not a significant difference in the mean scores of locus of control of Government and Private school socially disadvantaged students.
2. There is not a significant difference in the mean scores of self-efficacy of Government and Private school socially disadvantaged students.
3. There is not a significant difference in the mean scores of self-concept of Government and Private school socially disadvantaged students.

4. There is a strong positive correlation between locus of control and self-efficacy of socially disadvantaged students.
5. There is a strong positive correlation between locus of control and self-concept of socially disadvantaged students.

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