



LOCUS OF CONTROL OF UNDERACHIEVING SECONDARY SCHOOL STUDENTS IN LAKSHADWEEP

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ABSTRACT

Lakshadweep is the smallest Union Territory of India. These are the islands scattered in the Arabian Sea between 111 to 222 Nautical Miles off the coast of Kerala. Like other places of our country, in Lakshadweep, the scholastic achievement is the predominant term in the evaluation of the education system in recent days. Achievement of a child might be in par with their potential ability. In some cases their academic achievement may be remarkably lesser than their proven ability. These children are known as Underachievers. The Underachievers believe that his/her own effort did not affect the success or failure in the world. High achievers attribute success to their ability and failure to their lack of effort. This has been referred to as Locus of Control. The present study is focusing on the Locus of Control of Underachievers. The main objective of the study is to find out the relationship between academic achievements of Underachievers in Lakshadweep and their Locus of Control. Major findings of the study are, (a) Only 5 % of Underachievers are having Internal Locus of Control and 95% of Underachievers are having External Locus of Control, (b) There is a significant difference between underachieving boys and girls with regards to their Locus of Control (Powerful Others Control) and (c) There is a significant negative correlation between Locus of Control (Powerful Others Control) and academic achievement of Underachievers in Lakshadweep.

KEY WORDS: Underachiever and Locus of Control.

Introduction

Lakshadweep is the smallest Union Territory of India. These are the islands scattered in the Arabian Sea between 111 to 222 Nautical Miles off the coast of Kerala. The islands have been developing by leaps and bounce since independence. Though the opportunities and facilities for the education in Lakshadweep are increasing, the competition for performance is becoming prevalent like any other part of the country. Parents wish their children to climb the highest level as possible in performance. This leads to increase the pressure on students, teachers, schools, and, in general, the educational system itself. A common complaint of parents is that their children were performing lesser than what is expected of them. These comments are pointing towards the term Underachievement. Underachiever is a student who achieve considerably below their expected level of performance. One of the underlying causes of Underachievement is Locus of Control. The construct of Locus of Control is the contribution of Julian Rotter's (1954) social-learning theory of personality. The Locus being the Latin word for place, the Locus of Control is nothing but place of Control. The Locus of Control refers to perception of an individual about the underlying main causes of events in his/her life. Rotter (1975), in his social learning theory, has stated that some people believe that they are responsible for failure or success, whereas others believe in the environment and opportunities. Those who hold themselves accountable for their own success or failure use an internal Locus of Control; however those who believe in the environment and opportunities use an external Locus of Control. It is presumed that there is a relationship between external Locus of Control and progress (Maltby, et al., 2007). In a research, a relationship between Locus of Control and academic achievement has been observed; others have reported a negative relationship between external Locus of Control and academic achievement (Wood, Saylor, & Cohen, 2009). The present study considered three aspects of Locus of Control namely (a) Locus of Control (Powerful Others Control) in which he believes that his success or failure is controlled by some other persons who have authority over him (b) Locus of Control (Chance Control) in which he believes that his success or failure is controlled by mere luck or chance and (c) Locus of Control (Individual Control) in which he believes that he himself is responsible for his success or failure. (a) and (b) are indicative of external Locus of Control and (c) is indicative of internal Locus of Control.

Objectives of the Study

1. To study the Locus of Control of Underachievers in Lakshadweep
2. To study the difference between underachieving boys and girls in their Locus and Control.
3. To study the relationship between academic achievements of Underachievers and their Locus of Control.

Hypotheses of the Study

1. There is no significant difference between underachieving boys and girls with regards to their Locus of Control (Powerful Others Control).
2. There is no significant difference between underachieving boys and girls

with regards to their Locus of Control (Chance Control).

3. There is no significant difference between underachieving boys and girls with regards to their Locus of Control (Individual Control).
4. There is no significant relationship between the academic achievements of Underachievers and their Locus of Control (Powerful Others Control).
5. There is no significant relationship between the academic achievements of Underachievers and their Locus of Control (Chance Control).
6. There is no significant relationship between the academic achievements of Underachievers and their Locus of Control (Individual Control).

Methodology of the Study

This is a descriptive study. The 'normative survey' method is used to find out the Locus of Control of underachieving students at secondary level. The population of the present study involves all the IXth standard students of secondary school students in Lakshadweep following Malayalam medium Kerala state syllabus.

There were three stages in the sampling procedure of the present study. In the first stage, the investigator selected 9 schools, three schools from each BRC, by lottery method. That constitutes 80% of the schools. In the second stage of the sampling, about 40% (total of 509 students consisting of 198 boys and 311 girls) of the students were taken from each selected school using stratified proportionate random sampling method. In the third stage, 222 Underachievers were identified with the help of an intelligence test and the achievement test score obtained from the school register. This achievement score is converted to student T-score for the standardisation and it is compared with the percentile rank in the intelligence test. The Underachiever is a student whose achievement T-score is one standard deviation or more below their equivalent intelligent percentile score.

The tools used for the present study are, 1. Raven's standard progressive matrices developed by J.C. Raven in 2000 (edited) updated in 2004. This tests is used to know the intelligence of the students which is considered as the proven ability or potential of the children. The investigators evaluated the based on the table SPM19 of percentile norms for Indian student standardized in New Delhi given in the page number SPM89 of the manual.

2. In this study investigator adopted Levenson's Locus of Control Scale developed by Sanjay Vohra in the year 1992 for measuring the Locus of Control. This tool is a Lickert Type Scale, with multiple choice responses presented in a continuum. The original tool is translated in Malayalam and standardisation procedures have been applied to get final version of Levenson's Locus of Control Scale. There are 24 statements in the test, 8 for P- powerful others, C-Chance control and I-Individual control.

The test was administered and scored according to the instructions given in the manual. The obtained scores for each component are converted to Sten scores

based on the table given in the manual (page-13) and used for analysis. The split half reliability coefficient for the tool Levenson's Locus of Control Scale was 0.86 which indicate high reliability.

Analysis of Data

Descriptive and differential statistics are employed for the analyses of the data. The descriptive statistics such as percentage, mean, standard deviation etc. are used for analyzing each variable. The t-test is used for differential analysis to find out the significance of difference between Underachieving boys and girls with regard to their achievement. Pearson's product moment correlation was employed to find out relationship between academic achievement of Underachievers and their Locus of Control

a) Descriptive Analysis

Table 1 - Descriptive Statistics for Locus of Control of Underachievers

| Statistical Parameters | Locus of Control | | |
|------------------------|------------------|----------------|--------------------|
| | Powerful Others | Chance Control | Individual Control |
| Mean | 8.10 | 8.17 | 4.42 |
| Standard Deviation | 1.625 | 1.742 | 2.598 |

From the above table-1 it is very clear that the mean score obtained for the Locus of Control (Powerful Others Control) and Locus of Control (Chance Control) are much higher than the Locus of Control (Individual Control). It indicates that the Underachievers scored more in external Locus of Control than internal Locus of Control.

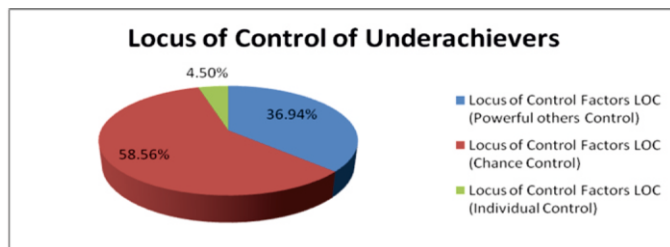


Figure 1 – Gender wise distribution of Real and Underachievers

From the above Figure-1 it is clear that only 4.5 % of Underachievers are having Internal Locus of Control and 95.5% of Underachievers are having External Locus of Control comprising of 36.94% Locus of Control (Powerful Others Control) and 58.56% Locus of Control (Chance Control).

(b) Differential Analysis

Hypothesis H₀: There is no significant difference between underachieving boys and girls with regards to their Locus of Control.

Table 2 – t-test for Locus of Control of Underachieving boys and girls in Lakshadweep

| Locus of Control | Gender | Number | Mean | t-Value | Remark |
|-------------------------|--------|--------|------|---------|-------------------------|
| Powerful Others Control | Boys | 87 | 8.39 | 2.216 | Significant at 0.05 |
| | Girls | 135 | 7.91 | | |
| Chance Control | Boys | 87 | 8.02 | 0.990 | Not Significant at 0.05 |
| | Girls | 135 | 8.26 | | |
| Individual Control | Boys | 87 | 4.15 | 1.285 | Not Significant at 0.05 |
| | Girls | 135 | 4.60 | | |

From the above table-2 it is clear that the difference between underachieving boys and girls with regards to their Locus of Control (Powerful Others Control) is significant at 0.05 level because obtained t-value 2.216 for Locus of Control (Powerful Others Control) is greater than the critical value 1.96. Hence the null hypothesis “There is no significant difference between underachieving boys and girls with regards to their Locus of Control (Powerful Others Control)” is rejected. Hence there exists a significant difference between underachieving boys and girls with regards to their Locus of Control (Powerful Others Control). The Underachieving boys have scored more in Locus of Control (Powerful Others Control) than Underachieving girls. It is also clear from the above table-2 that the difference between underachieving boys and girls with regards to their Locus of Control (Chance Control) and Locus of Control (Individual Control) are not significant at 0.05 level because obtained t-values 0.990 and 1.285 respectively for Locus of Control (Chance Control) and Locus of Control (Individual Control) are less than the critical value 1.96.

(c) Correlation Analysis

Hypothesis H₀ : There is no significant correlation between Locus of Control

(Powerful Others Control) and academic achievement and of Underachievers in Lakshadweep.

Table-3: Correlation between Academic achievement and Locus of Control (Powerful Others Control).

| Variables | Number | Mean | Standard deviation | Correlation Coefficient |
|--|--------|-------|--------------------|--------------------------------------|
| Academic Achievement | 222 | 53.47 | 9.681 | -0.13 (Significant at 0.05 level) |
| Locus of Control (Powerful Others Control) | 222 | 8.10 | 1.625 | |

From the above table-3 it is clear that there is a significant negative correlation between Locus of Control (Powerful Others Control) and academic achievement of Underachievers in Lakshadweep. Hence the null hypothesis “There is no significant correlation between Locus of Control (Powerful Others Control) and academic achievement and of Underachievers in Lakshadweep” is rejected. It shows that increase in Locus of Control (Powerful Others Control) leads to decrease in academic achievement of Underachievers in Lakshadweep.

Hypothesis H₀ : There is no significant correlation between Locus of Control (Chance Control) and academic achievement and of Underachievers in Lakshadweep.

Table-4: Correlation between Academic achievement and Locus of Control (Chance Control).

| Variables | Number | Mean | Standard deviation | Correlation Coefficient |
|-----------------------------------|--------|-------|--------------------|--|
| Academic Achievement | 222 | 53.47 | 9.681 | -0.11 (Not Significant at 0.05 level) |
| Locus of Control (Chance Control) | 222 | 8.17 | 1.742 | |

From the above table-4 it is clear that there is no significant correlation between Locus of Control (Chance Control) and academic achievement of Underachievers in Lakshadweep. Hence the null hypothesis “There is no significant correlation between Locus of Control (Chance Control) and academic achievement and of Underachievers in Lakshadweep” is accepted.

Hypothesis H₀ : There is no significant correlation between Locus of Control (Individual Control) and academic achievement and of Underachievers in Lakshadweep.

Table-5: Correlation between Academic achievement and Locus of Control (Individual Control).

| Variables | Number | Mean | Standard deviation | Correlation Coefficient |
|---------------------------------------|--------|-------|--------------------|-------------------------------------|
| Academic Achievement | 222 | 53.47 | 9.681 | 0.13 (Significant at 0.05 level) |
| Locus of Control (Individual Control) | 222 | 4.42 | 2.598 | |

From the above table-5 it is clear that there is a significant positive correlation between Locus of Control (Individual Control) and academic achievement of Underachievers in Lakshadweep. Hence the null hypothesis “There is no significant correlation between Locus of Control (Individual Control) and academic achievement of Underachievers in Lakshadweep” is rejected. It shows that increase in Locus of Control (Individual Control) leads to increase in academic achievement of Underachievers in Lakshadweep.

Result and Discussion

The analyses of the data regarding the underachieving students of Lakshadweep lead the investigator to several conclusions. The major findings of the study are enlisted below

1. The mean score obtained for the Locus of Control (Powerful Others Control) and Locus of Control (Chance Control) are much higher than the Locus of Control (Individual Control). It indicates that the Underachievers scored more in external Locus of Control than internal Locus of Control.
2. Only 4.5 % of Underachievers are having Internal Locus of Control and 95.5% of Underachievers are having External Locus of Control.
3. There is a significant difference between underachieving boys and girls with regards to their Locus of Control (Powerful Others Control). Boys have scored more in Locus of Control (Powerful Others Control) than girls.
4. There is no significant difference between underachieving boys and girls with regards to their Locus of Control (Chance Control) and Locus of Control (Individual Control).

5. There is a significant negative correlation between Locus of Control (Powerful Others Control) and academic achievement of Underachievers in Lakshadweep. It shows that increase in Locus of Control (Powerful Others Control) leads to decrease in academic achievement of Underachievers in Lakshadweep.
6. There is no significant correlation between academic achievement of Underachievers in Lakshadweep and Locus of Control (Chance Control) and Locus of Control (Individual Control)
7. There is a significant positive correlation between Locus of Control (Individual Control) and academic achievement of Underachievers in Lakshadweep. It shows that increase in Locus of Control (Individual Control) leads to increase in academic achievement of Underachievers in Lakshadweep.
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20. <http://wilderdom.com/psychology/loc/LocusOfControlWhatIs.html>
21. <http://wilderdom.com/personality/LocusOfControl.html>
22. <http://wilderdom.com/games/descriptions/LocusOfControlExercise.html>
23. <http://psych.fullerton.edu/jmearns/rotter.htm>

The Locus of Control is one of the most important variable influencing academic achievements of the Underachievers in Lakshadweep. The Underachievers who are achieving lesser than their actual capacity are having external Locus of Control. Only 4.5% of the Underachievers are having internal Locus of Control. The academic achievement has a significant negative correlation with the Locus of Control (Powerful Others Control). Hence this is needed to be replaced with Locus of Control (Individual Control).

Educational Implications and Conclusion

The Underachievers who are achieving lesser than their actual capacity will be a loss for the educational system. So it is the responsibility of all the stake holders of education to resolve the problem of Underachievement. Locus of Control is one of the variables affecting the academic achievement of the Underachievers. In this study it is revealed that the soaring majority of the Underachievers are having external Locus of Control. It is also noticed that Locus of Control (Powerful Others Control) has a significant negative correlation with the academic performance. It indicates that the increase in Locus of Control (Powerful Others Control) may cause resultant decrease in the academic achievements of the Underachievers in Lakshadweep. This study also revealed that there is a significant positive correlation between Locus of Control (Individual Control) and academic achievement of Underachievers in Lakshadweep. It shows that increase in Locus of Control (Individual Control) leads to increase in academic achievement of Underachievers in Lakshadweep. Hence all the stakeholders should take a measure to replace Locus of Control (Powerful Others Control) with Locus of Control (Individual Control) because Locus of Control (Individual Control) is an indicative of Internal Locus of Control. Internal Locus of Control has been linked with academic success (Gifford, Briceño-Perriott & Mianzo, 2006), higher self-motivation and social maturity (Nelson & Mathias, 1995). External Locus of Control is correlated with higher levels of stress (Garber & Seligman, 1980), and Grob (2000) notes that stress is often caused because an individual perceives the situation as beyond his or her control. A proper training may be planned and given to these Underachievers to make them believe in their own capacities. A self concept development programmes may also be organized to them to enhance internal Locus of Control.

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