

**Study of Locus of Control in relation to Self Concept of Socially Disadvantaged students of Punjab state**

Gursangeet Barar,

Research Scholar Education Dept. Punjabi University Patiala

**ABSTRACT**

The present study assessed the relationship between Locus of Control and Self-concept of Social Disadvantage students of Punjab state. The sample consist 800 students, selected randomly. The sample was administered through Locus of Control Scale (LCS) by Hasnain and Joshi and Self-Concept Questioner by Saraswat. Mean, Standard Deviation (S.D), t-test and Coefficient of Correlation were used for analysis and interpretation of the data. The findings of the study revealed (a) Socially Disadvantaged girl students were found to be significantly different in Locus of Control as compared to socially disadvantaged boy students. (b) There is no significant difference in Locus of Control of urban and rural socially disadvantaged students. (c) There is no significant difference in Locus of Control of Government and Private socially disadvantaged students. (d) There is a strong positive correlation between Locus of Control and Self-concept of socially disadvantaged students.

**KEYWORDS:** Locus of Control, Self- concept and Socially Disadvantaged students.

**INTRODUCTION:**

The term 'social disadvantage' is multidimensional. It is not necessarily confined to low socio-economic conditions at home and in the family. It indicates deprivation in any one of the areas; e.g., economic, racial, geographical, social, cultural or even emotional. It also indicates a sort of deficiency, or loss of a thing or opportunity of doing and progressing or being debarred or denied by some rights or privileges. In many cases, poverty becomes the sole reason for depriving the individuals of the basic necessities of life and this deprivation may prove a hurdle or major deficiency for their normal progress and development.

A socially disadvantaged child is recognized as that child who does not have certain advantages that go with economically rich children. It means that economic factor plays a significant role for social disadvantage but, it is not wise to refer to the effect of economic factors as only one variable.

Social disadvantage is labelled to those children who have come from socially deprived and disadvantaged section of the society. Socially disadvantaged does not denote only a single group of people, rather they may be women, scheduled caste and scheduled tribe children, may be handicapped in any sort, minority group and people of other educationally backward sections/areas. (Andand, 1982).

Hence, it can be said that socially disadvantaged child is one who comes from economically and socially lower strata of society. A socially disadvantaged child is generally under nourished and his basic economic needs are not properly fulfilled. His 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 "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." (Singh, Agyajit, 2012).

The term 'disadvantaged' means children who come from socio-economical backward section of the community who cannot profit from school because of deprivation of one sort or another, and children who are seen in tribal and rural areas of the country where educational facilities have not reached in the way we find them in a big city. In other words, the term 'disadvantaged' would include children who not only belong to the above criteria, but children who are exposed to disadvantaged school; in the rural and slum areas.

The term 'deprived children' stands for all those children who are the victims of one or the other types of deprivation i.e., economic, social, cultural, educational, emotional deprivation. In this sense, deprived children may consist of quite diversified population of the children. Majority of them are the products of social and cultural disadvantages, disparities or discrimination suffered by

them and by their parents and families. However, it is not proper to confine their deprivation to socio-cultural economic disadvantages. The emotional and educational deprivation suffered by the children in terms of their faulty rearing and inadequate schooling facilities should also be given due consideration while identifying and planning education for deprived children. The deprived children are sure to suffer from education sub-normality, retardation and failure, making them further deprived of availing facilities and privileges of future social life.

Judging in this way, the term deprived children in educational context may be referred to a diversified group of children suffering from multi-dimensional deprivations characterized various physical, psychic and social handicaps and causing a number of obstacles in their proper education and progress.

Riesman (1962) has made a great deal to identify some qualities of disadvantaged children that differ from advantage class in only self-concept, motivation, social behaviour, external factors (luck, chance, fate), language, intellectual and physical fitness. Riesman classify the term disadvantaged which means children who come from that socio-economic background section of the society who cannot take advantage from school because of lower strata and children who have external locus of control might not take responsibility for their own actions or behaviours. Subsequently, individuals with an external locus of control tend to be reactive and avoid distressing situations (Gomez, 1997, 1998).

### **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 has since become 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).

Locus of control refers to a person's beliefs about control over life events. Some people feel personally responsible for the things that happen to them. Those people are labeled as internals. Individuals with a high internal locus of control believe that events result primarily from

their own behavior and actions. Others feel that their outcomes in life are determined by forces beyond their control (e.g.; fate, luck and other people). These people are labeled as externals. Those with a high external locus of control believe that powerful others, fate, or chance primarily determine events.

Rotter (1966) while advocating his theory of social learning has given the concept of 'Locus of Control'. The construct of locus of control is a personality dimension involving an individual's perceived control over events occurring in his life. People are having internal or external locus of control. Locus of control is the extent to which people believe that they are responsible for their behavioral outcomes. It has often been cited as an important factor in achievement oriented behaviour. Rotter considers people who strongly believe that they can shape their own destinies as 'internals'. Those who believe that their outcomes are largely the result of forces outside their control are called as 'externals'. Internals are often happier and better adjusted than externals.

### **SELF-CONCEPT**

Self-concept (also called self-construction, self-identity or self-perspective) is a multi-dimensional construct that refers to an individual's perception of 'self' in relation to any number of characteristics, such as academics (and non-academics), sexuality, racial identity, and many others. While closely related, it presupposes but is distinguishable from self-awareness, which is simply an individual's awareness of their self. It is also more general than self-esteem, which is the purely evaluative element of the self-concept.

The self concept is how we think about and evaluate ourselves. To be aware of oneself is to have a concept of oneself. The term self-concept is a general term used to refer to how a person thinks about or perceives himself. It is an important term for both Social Psychology and Humanism.

What a person perceives of himself and his achievements in life, is called self-concept. This emphasis on the person's perception differs substantially from psycho-analytic and behavioral positions in that it attaches major significance to personal awareness as a determinant in human behaviour. Such a position is generally termed as perceptual approach because it stresses the

person's perceived world rather than objective or real world. Traits like self-confidence, self-assurance, self-regard, self-esteem, self-assertiveness, self-enhancement, self-consistency and self-respect revolve around persons with self-respect.

There has been a growing realization of importance of self-concept in recent years in understanding and predicting human behavior. Self-concept is the way in which the individual reacts to himself for his perceptions, attitudes and feelings. This is the totality of an individual's behaviour through which he manages difficult situations. Self-concept is not an inherited quality. It is formed as a result of one's experiences and reaction to environment (Guilford, 1966).

Self-concept consists of four aspects: (i) how a person perceives himself, (ii) what he thinks of himself, (iii) how he values himself and (iv) how he attempts through various actions to enhance or defend himself. Guilford (1966) defined Self-concept as individual perception, attitude and feeling about himself. There seemed to be two dimensions positive and negative of self-concept, i.e. to perceive self and ideal self discrepancies. Self-concept and behaviour mutually go on influencing each other and according to Sagar Sharma (1967), "it is a by-product of learning experiences and with this point of view, it is apex and the culmination of all social and personal experiences the child has had."

**REVIEW:**

**STUDIES RELATED TO LOCUS OF CONTROL:**

Iskandarsyah and Passchier (2014) assessed whether Indonesian women with breast cancer have a higher external health locus of control than healthy women, and to explore the association between health locus of control and symptoms of anxiety and depression. Results suggested that women with breast cancer tend to have high external health locus of control, while healthy women tend to have high internal healthy locus of control. A strong belief in an external source of control, i.e. God, might be negatively associated with patient's emotional adjustment.

Rinn and Boazman (2014) evaluated a measure of academic dishonesty and examined high ability college students' Locus of Control and its effect on behaviours of Academic Dishonesty, as moderated by Academic Self-concept. Results indicated that locus of control does not significantly predict academic dishonesty for the non-honours group, but several relationships were found

among variables for the aggregate group and for the honours and non-honours groups.

Hassan and Khalid (2014) investigated the Academic Locus of Control of high and low achieving undergraduate students. It also explored the gender differences in terms of Academic Locus of Control and the relationship between Academic Locus of Control and Academic Achievement.

Alkautsar (2014) tested the model of dysfunctional audit behaviour by relating auditor's individual characteristics (Locus of Control and commitment to the profession). The results of the study suggested that Locus of Control had positive and significant effect to auditor's dysfunctional behaviour. The results also demonstrated the effect of commitment to the profession to dysfunctional audit behaviour stronger than Locus of Control.

Biradar (2014) investigated the effect of Locus of Control of college teachers on their Job Satisfaction. The study revealed a significant relationship between Locus of Control and Job Satisfaction of college teachers. Among male and female teachers, male teachers with high job satisfaction possess a better Locus of Control as compared to female college teachers with high job satisfaction.

Oluwakemi (2015) determined the influence of Academic Locus of Control and Social Support on research help-seeking behaviour among undergraduates in South-west Nigeria. The study concluded that Academic Locus of Control and Social Support were found to exert influence on undergraduates' research help-seeking behaviour.

### **STUDIES RELATED TO SELF-CONCEPT**

Singh (2012) in his study entitled, "Psychological Well-Being of the Adolescent Children in relation to their Emotional Intelligence and Self-Concept", concluded that male and female students did not differ significantly on the Self-concept. But rural and urban school students differed on some of the dimensions of Self-concept. Govt. and private school students also differed on almost all dimensions of Self-concept.

Kaur (2014) in her study on "Emotional Intelligence of High school students in relation to their Self-Concept" found that (i) on self-concept, differences are not significant between male and female students (except 3<sup>rd</sup> and 4<sup>th</sup> dimension) as well as students of Govt. and private school; but differences are significant on the basis of location of schools. The rural school students have better Self-concept

than those of urban schools, (ii) students of three levels of self-concept, i.e. high, average and low differ with each other on all aspects of Emotional Intelligence. And the students with high level of self-concept are more emotionally intelligent than those of low self-concept, (iii) students with high, average and low Emotional Intelligence also differ on all dimensions of the Self-concept and students with high level of Emotional Intelligence have better Self-concept, (iv) there is a positive relationship between Self-concept and Emotional Intelligence of the school students.

Singh (2015) in his research on “A Study of Psychological Characteristics of Athletes and Non-athletes at different levels of participation” concluded that athletes and non-athletes have the same level of Self-concept; as they do not differ on all dimensions of Self-concept. But school and college level athletes and non-athletes do differ on some dimensions. Even males and females also differ on some dimensions of Self-concept. Moreover, School and college athletes differ on some dimensions but not the males and female athletes. Even school and college non-athletes do not have any differences. But male and female non-athletes are found to have differences on many aspects of Self-concept. Moreover, there was a positive relationship between Psychological Wellbeing and Self-concept of adolescent children as well as Emotional Intelligence and Self-concept of the athletes.

Wankhade (2016) examined the comparison of the Self-concept between rural and urban school going adolescents. The study consists of 50 students (25 rural and 25 urban), selected randomly from the rural and urban area schools from Amravati district (MS). The age level of the students ranged from 13 to 14 years. Self-concept was assessed with the help of Swatva Bodh Parikshan (SBP) Self-concept Questionnaire constructed and standardized by Dr. G.P. Sherry, Dr. R.P. Verma and Dr. P.K. Goswami. The test provides eight separate measures of Self-concept. The data thus collected were put to statistical treatment computing independent test to find out the differences, if any, between the rural and urban. Further the level of significance was set at 0.05. The experiment carried out on twenty- five rural and twenty- five urban school going adolescent students to find the comparison on Self-concept. After applying standard questionnaires to obtain response and statistical treatment, the results showed significance difference between rural and urban school going adolescent students' Self-concept.



Kumari (2017) examined the comparative study of self-concept of boys and girls of rural area of Panipat district of Haryana. The sample was selected from 2 rural schools of Panipat district. A number of 100 students (50 boys and 50 girls) participated in the study. Random sampling was used in the study. Self-concept Rating Scale developed by Deo (1998) was used to collect data. The results revealed that there is no significant relationship between the Self-concept of boys and girls of rural area.

### **SAMPLE**

A sample of 800 students of 9<sup>th</sup> and 10<sup>th</sup> classes was selected on random basis. The sample consist 400 male students (200 rural and 200 urban schools) and 400 female students (again 200 rural and 200 urban schools). The students for this study were taken equally from government and private schools.

### **RESEARCH DESIGN**

Descriptive Survey method was used by the investigator to collect the relevant information for the research.

### **VARIABLES OF THE STUDY:**

Locus of Control and Self -concept

### **TOOLS USED FOR DATA COLLECTION:**

1. Locus of Control Scale(LCS) by Hasnain and Joshi
2. Self-concept Questionnaire by Saraswat

### **STATISTICAL TECHNIQUES USED**

The statistical techniques were employed to concise a clear picture of the data, so that it can be easily comprehend. It was employed to test the hypotheses in the study. Mean, S.D., t-value and Coefficient of Correlation were calculated in the present study.



**DATA ANALYSIS AND INTERPRETATION:**

**Objective O1.- To investigate the significant difference in mean scores of the locus of control between socially disadvantaged boys and girls students.**

**Hypothesis H1.- There is no significant difference in the mean scores of Locus of Control of socially disadvantaged boys and girls students.**

**Table 1**

**Group-wise M, N, SD, and t-value of Locus of Control of Socially Disadvantaged Boys and Girls Students**

<b>Gender</b>	<b>Mean</b>	<b>Number</b>	<b>S.D.</b>	<b>T-value</b>
Boys	39.54	400	11.24	2.12*
Girls	42.36	400	9.85	

\*Significant at 0.05 levels

From the Table 4.3.1, it is evident that the t-value is 2.12, which is significant at 0.05 levels with df. = 798. It indicates that the mean scores of Locus of Control of boys and girls socially disadvantaged students differ significantly. In the light of this the **Hypothesis H1.-“There is no significant difference in the mean scores of Locus of Control of socially disadvantaged boys and girls students”**, is rejected. Further, the mean score of Locus of Control of socially disadvantaged girl students (42.36) is significantly higher than mean score of locus of control of socially disadvantaged boy students (39.54). It may, therefore, be said that socially disadvantaged girl students were found to be superior in Locus of Control as compared to socially disadvantaged boy students.

**Objective O2.- To investigate the significant difference in mean scores of the Locus of Control between urban and rural socially disadvantaged students.**

**Hypothesis H2.- There is no significant difference in the mean scores of Locus of Control of urban and rural socially disadvantaged students.**

Second objective of the study was to compare the locus of control between urban and rural socially disadvantaged students. The data related to this objective was analyzed with the help of independent t-test. The results are given in Table. 2

**Group-wise M, N, SD, and t-value of Locus of Control of Urban and Rural Socially Disadvantaged Students**

**Table 2**

<b>Locale</b>	<b>M</b>	<b>N</b>	<b>SD</b>	<b>t-value</b>
Urban	40.32	400	10.64	1.07
Rural	41.58	400	9.73	

From the Table 2, it is evident that the t-value is 1.07, which is not significant at 0.05 levels with  $df= 798$ . It indicates that the mean scores of Locus of Control of urban and rural 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 Locus of Control of Urban and Rural socially disadvantaged students**”, is accepted. It may, therefore, be said that there is no significant difference in the mean scores of Locus of Control of urban and rural socially disadvantaged students.

**Objective O3.- To investigate the significant difference in mean scores of the Locus of Control between Government and Private socially disadvantaged students.**

**Hypothesis H3.-There is no significant difference in the mean scores of Locus of Control of Government and Private socially disadvantaged students.**

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

**Table 3**

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 3, 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 H3.- 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 O4.- To investigate the Significance of relationship between Locus of Control and Self- concept of socially disadvantaged students.**

**Hypothesis H4.- There is no significant relationship between Locus of Control and Self- concept of socially disadvantaged students.**

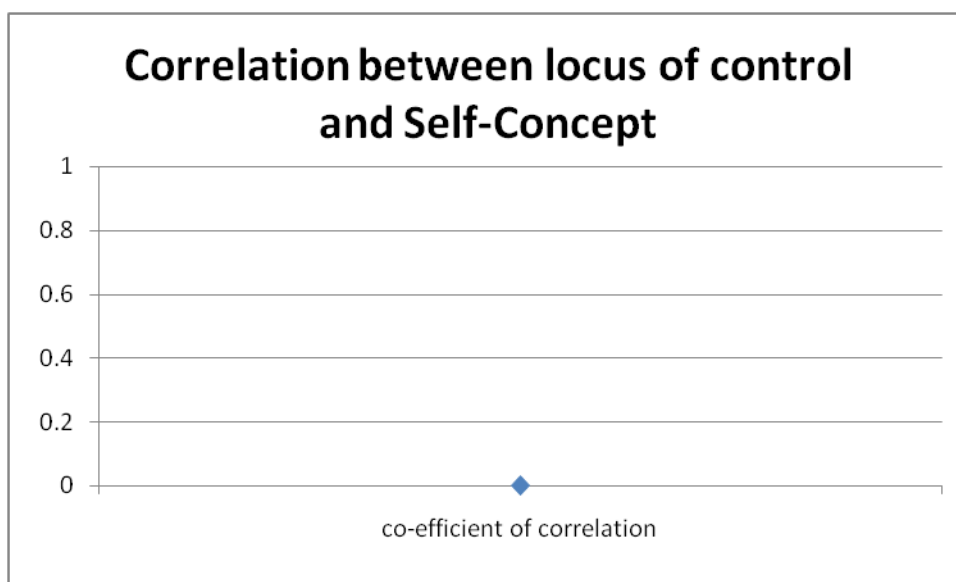
**Group-wise M, N, SD, and r- value of Socially Disadvantaged Students**

**Table 4.**

Testing variables	M	N	SD	r-value
Locus of Control	41.08	800	10.54	+ 0.78**
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 H4.- There is no significant relationship between Locus of Control and Self- concept of socially disadvantaged students**”, is rejected. 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. Thus, a student having more Locus of Control score is bound to have more Self-concept score also.



**REFERENCES:**

Alkautsar Muslim (2014): Locus of control, commitment professional and dysfunctional audit behavior. International Journal of Humanities and Management Science, 2,1, 21-29.

Biradar Suvarna (2014): Effect of Locus of Control of College teachers on their job satisfaction. Indian Streams Research Journal, 2,6, 57-64.

Hasan Syeda Salma and Khalid Ruhi (2014): Academic locus of control of high and low achieving students. Journal of Research and Reflections in Education, 8,1,22-33.

Singh, S. (2012): Psychological Well-Being of the Adolescent Children in relation to their Emotional Intelligence and Self-Concept. Unpublished PhD thesis. SinghanianUniversity, Pacheri Bari (India)

OluwakemiAladenusi (2015): Academic locus of control and social support as predictors of research help-

## International Journal of Research in Social Sciences

Vol. 9, Issue 3, March - 2019,

ISSN: 2249-2496 Impact Factor: 7.081

Journal Homepage: <http://www.ijmra.us>, Email: [editorijmie@gmail.com](mailto:editorijmie@gmail.com)

Double-Blind Peer Reviewed Refereed Open Access International Journal - Included in the International Serial Directories Indexed & Listed at: Ulrich's Periodicals Directory ©, U.S.A., Open J-Gate as well as in Cabell's Directories of Publishing Opportunities, U.S.A

---

seeking behavior. American Journal of Psychology and Cognitive Science, vol.1,2, 29-36

Kaur, R. (2014): Emotional Intelligence of High School Students in relation to their Self-Concept. International Journal of Informative and Futuristic Research, 1, 56-61.

Rinn Anne N., Boazman Janette (2014): Locus of control, academic self-concept and academic dishonesty. Journal of the Scholarship of Teaching and Learning, 14,4, 88-114