



## LOCUS OF CONTROL IN COLLEGE GOING STUDENTS

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## ABSTRACT

This study investigated locus of control among college going students. A 29 item Locus of Control questionnaire (Rotter, 1966) was used to measure locus of control. A sample of 30 girls and 30 boys were taken. Independent sample t-test was used for statistical analysis. This study has consistent results with the earlier studies. Results of this research indicate that boys has internal locus of control and girls scored high on external locus of control. So the gender difference is significant on Locus of Control.

KEYWORDS : Locus of Control.

## INTRODUCTION

Concept of internal-External control of reinforcement was developed from social learning theory which describes the degree to which an individual believes that reinforcements are contingent upon his own behaviour. Internal control refers to individuals who believe that reinforcements are contingent upon their own behaviour, capacities or attributes. External control refers to individuals who believe that reinforcements are not under their personal control but rather are under the control of powerful others, luck, chance, fate etc. thus depending on his past reinforcement experiences, a person will have developed a consistent attitude tending toward either an internal or external locus as the source of reinforcement. The concept of locus of control, as derived from social learning theory (Rotter, 1966), provides a useful means for measuring individual differences in the extent to which reinforcement is viewed as a consequence of one's own behaviour or a consequence of such forces as 'Chance', 'Fate', or 'powerful others'.

A study conducted which aimed to examine the possible links between academic locus of control and self handicapping. It was concluded that self handicapping is positively correlated with internal academic locus of control (Akin, 2011).

A research aimed to study relationship among self esteem and locus of control of university students. According to the results, all self esteem components have a positive and considerable relationship with internal locus of control, though this relationship became negative at the time conversating regarding external and likelihood kinds (Ghasemzadeh, Karami, Saadat & Soleimani, 2012).

Ghasemzadeh and Saadat (2011) assessed that female students for the locus of chance control received higher scores than the male students. The students of the faculties of basic sciences, psychology and educational sciences, power and computer showed significant difference on the locus of internal control and external locus of control. Internal locus of control with meaningful level had a direct and positive relationship with the educational achievement of students.

## METHODOLOGY

**AIM:** To study locus of control among college going students.

## OBJECTIVES:

- To see locus of control among college going students.

## HYPOTHESIS

There will be significant difference between male and female graduation students on locus of control.

## SAMPLE

A sample of 60 graduation students (male and female), were selected. The sample was selected using purposive sampling

method.

## INCLUSION CRITERIA

- Students who will give consent for the study.
- Students who will be co operative for the study.
- Students above 18yrs of age.

## EXCLUSION CRITERIA

- Students not consenting & cooperating for the study

## TOOLS USED

**Rotter's Locus of Control Scale:**

It is the Indian adaption of Julian Rotter's Internal-External scale by Dr. Anand Kumar and Dr. S.N. Srivastava of Kashi Vidyapith University, Varanasi. It measures an individual's perception of internal / external control of various events. This is a forced choice instrument which consists of 29 pairs of statements; each item has two sentence choices. Subject has to select one statement from each pair which he or she believes more strongly.

## PROCEDURE

This study explored locus of control among college going students. A 29 item Locus of Control questionnaire (Rotter, 1966) was used to measure locus of control. A sample of 30 girls and 30 boys were taken.

## STATISTICAL ANALYSIS

To find out the significant difference between the male students and female students t -test was applied using the statistical package of social sciences (SPSS).

## RESULT

**Table 1 Table shows the mean, standard deviation and t test among male and female students on Locus of Control**

GROUPING	N	MEAN	STD. DEVIATION	t test
Male	30	6.6000	2.67	-14.610***
Female	30	18.6333	3.63	

\*\*\* $p \leq 0.000$

Table shows that there is significant difference between male and female students on Locus of Control

## DISCUSSION

The present study was done in attempt to see the significant differences among graduation students on locus of control scale. Results of this research indicate that boys has internal locus of control and girls scored high on external locus of control. So the gender difference is significant on Locus of Control. Ghasemzadeh and Saadat (2011) concluded in their finding that female students for the locus of chance control received higher scores than the male students. Boys has internal locus of control and girls scored high on external locus of control (Zaidi and Mohsin 2013). Girls' means were

supplementary external than boys' on LOC (Wehmeyer 1993).

### **SUMMARY AND CONCLUSION**

This study investigated locus of control among college going students. A 29 item Locus of Control questionnaire (Rotter, 1966) was used to measure locus of control. A sample of 30 girls and 30 boys were taken. Independent sample t-test was used for statistical analysis. This study has consistent results with the earlier studies. Results of this research indicate that men has internal locus of control and women scored high on external locus of control. So the gender difference is significant on Locus of Control.

### **LIMITATIONS AND FUTURE DIRECTION**

#### **LIMITATIONS**

1. Sample size was small.
2. Sample was collected only from one place.

#### **DIRECTIONS FOR FUTURE RESEARCH**

- Sample size can be increased for generalization of results.
- Some other important variables can be included.
- Sample can be collected from different places.

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