

“A STUDY OF LOCUS OF CONTROL AND SELF ESTEEM AMONG BOYS AND GIRLS COLLEGE STUDENTS”



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ABSTRACT

Objective of the study was to search locus of control and self esteem among boys and girls college students. Hypothesis: Boys college students will be high Locus of Control (External Locus of Control) than girls' college's students. Second hypothesis: there will be significant difference between boys and girls college students on dimension self esteem. Sample: For the present study 80 Sample were belongings to Aurangabad, 80 college students was included among them 40 boys college students and 40 girls college students. The age range of subjects was 18-25 years. Tools: 1) Rotters Locus of Control (RLOC) by Dr Anand Kumar & Dr. S N Srivastava was used the study. 2) Self Esteem Inventory: this inventory developed and standardized by M S Prasad and G P Thakur. Result: Boys college students have significantly high Locus of Control (External Locus of Control) than girls' college's students. Second result: Boys college students have significantly high self esteem than the girls' college students.

Introduction:

Rotter (1954; Rotter, Chance, and Phares 1972) suggested that people generally identify either an internal or external locus of control in their lives. Those with an internal locus of control tend to believe in their own ability to control events, whereas people with an external locus of control believe other people or Events determine their own circumstances. Related research by Kohn and his colleagues (Kohn and Schooler 1983; Kohn 1959; Pearlin and Kohn 1966) has provided evidence that couples socialization to such locus-of-control dynamics. They a distinct deference in child-rearing patterns between middle-class and working-class parents. There is a higher

valuation of self-direction by middle-class parents, as contrasted with conformity to externally imposed values by working-class parents. The essential deference is that self direction focuses on internal standards of direction for behavior, whereas conformity focuses on externally imposed conditions.

Thus, parents of lower status children value obedience, neatness, and honesty in their children, and higher status parents emphasize curiosity, self-control, and happiness (Bowles and Gintis 1972). This deference, as elaborated by Kohn and Schooler (1983), is probably the most robust, status-related psychological deference researchers have isolated.

It is widely recognized that a person's socioeconomic status, including his or her educational and occupational attainments, greatly affects the self-concept in general and self-esteem in particular. As both socioeconomic status and achievement represent, among other things, deferential prestige, respect, possessions, and power in society, it is arguable that they additionally play an important role in shaping the individual's views of self and appropriate career aspirations (Rosenberg and Pearlin 1978).

As an illustration, consider that Rosenberg (1979) posited four principles of self-concept formation: reflected appraisals, social comparisons, self-attribution, and psychological centrality. The two principles reflected appraisals and social comparisons are more conspicuously social in the sense that individuals see themselves from the point of view of other people or compare themselves to referent others or reference groups on the basis of social divisions, such as social class. The latter two self-attribution and psychological centrality appear more purely psychological, albeit influenced by social forces (Rosenberg 1979). All four principles are posited to affect the status-attainment process in a similar way, just as race, gender, age, and social class are thought to be related to the formation of the self-concept.

Like self-esteem and LOC, perceived academic performance in adolescence has also been studied. Pinzon Perez, and Perez (2001) surveyed 10th graders from 32 Colombian public schools to examine gender, perceived academic performance, type of school, and their relationships to depression and suicide. Significant differences in perceived academic performance scores were found between those reporting suicidal thoughts and attempts and those who did not. Few other studies into the relationship between perceived academic performance and suicide risk exist, and only two studies to date have investigated perceived academic performance, self-esteem and LOC together (though not in association with suicide). In one such study, DeMello and Imms (1999) surveyed 146 high school students; those with high self-esteem and internal LOC scores showed positive perceptions of their academic performance.

Aim of the study:

- 1) To search locus of control and self esteem among boys and girls college students.

Hypotheses:

- 1) Boys' college students will be high Locus of Control (External Locus of Control) than girls' college's students.
- 2) There will be significant difference between boys and girls college students on dimension self esteem.

Methods:

Sample:

For the present study 80 Sample were belongings to Aurangabad, 80 college students was included among them 40 boys college students and 40 girls college students. The age range of subjects was 18-25 years.

Tools

1) Rotter's Locus of Control Scale:

Locus of Control Scale constructed by Dr. Anand Kumar and Dr. S. N. Srivastav. 29 items are in the questionnaire and each of the items has two responses (a and b). The reliability of the inventory was determined by split-half method and test-retest methods used. A Split-half indexed reliability coefficient is .88 and test retest reliability is .85. And Construct validity of the inventory is determined by finding coefficient of correlation between scores on Maslow crown desirability scale.

2) Self Esteem Inventory:

This test is developed and standardized by M S Prasad and G P Thakur for measuring self esteem. The test consisted of 30 Items. The subjects were required to respond to each item in terms of 7, 6, 5, 4, 3, 2, and 1. The test spit half Reliability Range from .82 to .78 and highly reliable.

Procedures of data collection

Locus of Control Scale and self esteem inventory administered individuals as well as a small group. While collecting the data for the study the later approaches was adopted. The subjects were called in a small group of 20 to 25 subjects and there seating arrangements was made in a classroom. Prior to administration of test, through informal talk appropriate rapport form. Following the instructions and procedure suggested by the author of the test. The test was administered and a field copy of test was collected. Following the same procedure, the whole data were collected.

Variable

Independent variable-

- 1) Gender: i) Boys ii) Girls

Dependent Variable

- 1) Locus of Control
- 2) Self Esteem

Statistical Analysis and Discussion

Mean Std. Deviation, Std. Error and t value of boys and girls college students' dimension of locus of control and self esteem.

Dimension	Boys			Girls			DF	t
	Mean	SD	SE	Mean	SD	SE		
Locus of control	18.69	4.49	0.70	12.05	3.71	0.58	78	7.21**
Self Esteem	92.70	6.03	0.95	81.53	5.38	0.85	78	8.74**

At the first mean of locus of control score of the boys college students was 18.69 and girls college students score was 12.05 Boys and girls college students mean was highly significant t value 7.21 (78) and both levels were significant as well as null research hypothesis was reject and alternative hypothesis was accepted boys college students have

significantly high locus of control (External Locus of Control) than the girls college students (Internal Locus of Control).

Second mean of self esteem score of the boys' college students was 92.70 and girls' college students score was 81.53 Boys and girls college students mean was highly significant t value 8.74 (78) and both levels were significant as well as null research hypothesis was reject and alternative hypothesis was accepted boys college students have significantly high locus of control than the girls college students.

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