



Impact of Locus of Control on Academic Achievement of Secondary Students in Relation to their Gender: A Case Study of Coochbehar District

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Abstract

In present day competitive world the society's concern and interest for academic achievement, especially among the adolescents has increased, which is the combination of ability and effort. A good academic achievement gain by a student plays a pivotal role for his/her good career and for social, cultural and economic development as well as country's development. The present study examined the impact of locus of control on academic achievement of secondary school students with relation to their gender of Coochbehar district. The study included 300 adolescents from age group ranged between 14 and 18 drawn from secondary school of Coochbehar district. Roma Pal's locus of control inventory used to elicit response from the participants. Mean, Standard deviation, Standard error of mean, T-test, Pearson's correlation coefficient etc. are used to analysis the data and tested the hypothesis. The study revealed that there was no any significant different between boys and girls academic achievement of secondary students of Coochbehar district. On the other hand boys and girls locus of control has no significant different. The study also transpired that a weak positive relationship between locus of control and academic achievement ($r=0.0868$).

Keywords: Locus of Control, Academic achievement, Gender

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INTRODUCTION:

In modern society, education placed in the focus point which eliminate deficiencies and obstacles of country's development and develop too socially, culturally, economically and politically. Education takes place through teaching-learning processes, where the learners have a profound influence. The way learners observe individual-self and the world in individual's surrounding has a great influence over her/his educational process. One of the most significant factor on individual's educational achievement is individual's interest and involvement in their sense of personal control over what is happening around and how it affects, which is called as Locus of Control.

In psychology, locus of control is considered an important aspect of personality. Understanding of the concept was developed by Julian B. Rotter (1954), refers to an individual's perception and believes of what are the main causes the good or bad events in life and they can control events affecting them, either in general or in a specific area such as education.

Academic achievement is a combination of ability and efforts, ability to a level of proficiency attained in academic work as formally acquired knowledge in school subject which is often represented by percentage of marks or grade obtained by students in examination. It generally refers to the scholastic achievement of the students at the end of an academic program.

Several researcher- Puri (1984), Metin (1996), Edmonds (2002), Subramanyam (2007), Bozorgi (2009), Tella, Tella and Adeniyi (2009), Adeyinka, Adedeji and Olufemi (2011), Kutamis, Mesci and Ovdur (2011), Das and Pattanaik (2013), Ogunmakin and Akomla (2013), Razmefer (2013), Gujjar and Aijaz (2014), Hasan and Khalid (2014), Hill (2016), Choudhury and Barooah (2017), Kumar and Asha (2017), Atetwe, Aloka and Gudo (2018)

found significant relationship between locus of control and academic achievement among students. For this reasons an attempt is made in the present investigation to study the *impact of locus of control on academic achievement of secondary students in relation to their gender: a case study of Coochbehar district.*

SIGNIFICANCE OF THE STUDY:

Recently, locus of control of the adolescents has drawn the attention of many educationists, psychologists, psychiatrists, and sociologists. Many researchers have expressed that locus of control is the most important factors in student's academic achievement/performance. Individual differences work everywhere in every situation, whether it is personality difference in learning and responding to a specific situation. There is a need to study which factors affects what. The present study aimed at studying whether gender and locus of control affects the academic achievement of secondary students.

METHODOLOGY:

Descriptive and deductive method are used to conduct the research work which focus on knowing and describing thing (locus of control) related to the situation (academic achievement) and finding what happened. The investigation included 300 secondary students of Coochbehar district taken through convenience and simple random sampling. Roma Pal's locus of control inventory used to elicit response from the participants. Mean standard deviation, t-test, coefficient of correlation etc. statistical techniques are used to analyze the collected data.

OBJECTIVES:

The main objectives of the present study are:

1. To study about the locus of control of secondary boy and girl students of Coochbehar District.
2. To study about the academic achievement of secondary boy and girl students of Coochbehar District.
3. To examine how locus of control impacts on academic achievement of secondary boy and girl students of Coochbehar District.

HYPOTHESIS:

The following hypothesis was formulated the present study which was subsequently tested:

1. There is no significant difference of locus of control of secondary boy and girl students of Coochbehar District.
2. There is no significant difference of academic achievement of secondary students in relation to their gender of Coochbehar District.

3. There is no significant impact of locus of control on academic achievement of secondary students of Coochbehar District.

RESULT AND DISCUSSION:

Result comes out by testing hypothesis. The result of this study interpreted by following manner: by interpreting tables:

HYPOTHESIS 1: There is no significant difference of locus of control of secondary boy and girl students of Coochbehar District

Table 1: Mean, Standard deviation, Standard error of mean and significant difference of locus of control of boy and girl secondary students

| Category | Mean value | SD value (σ) | Standard Error of mean | T- value | Significant |
|----------|------------|-----------------------|------------------------|----------|-------------|
| Boys | 51.5466 | 2.7698 | 0.2261 | 1.1019 | NS* |
| Girls | 51.88 | 2.4602 | 0.2008 | | |

Source: Calculated by the Researcher

NS = Not Significant at 0.05, 0.01*($<.05$)/ *(at 95%), **(<0.01)/ (at 99%)

Table 1: showed that the mean of locus of control of boy secondary students is 51.5466 and SD is 2.7698. Whereas the mean of locus of control of girls is 51.88 and SD is 2.4602. The standard error of mean of boys' and girls' locus of control is 0.2261 and 0.2008 respectively. From this evaluation obtained t- value is 1.1019 which is not significant at 0.05 (95%) and 0.01 (99%) level. It highlights that no significant difference between boys' and girls' locus of control.

HYPOTHESIS 2: There is no significant difference of academic achievement of secondary students in relation to their gender of Coochbehar District

Table 2: Mean, Standard deviation, Standard error of mean and significant difference of academic achievement of boy and girl secondary students

| Category | Mean value | SD value (σ) | Standard Error of mean | T- value | Significant |
|----------|------------|-----------------------|------------------------|----------|-------------|
| Boys | 43.6476 | 21.2173 | 1.7323 | 0.0976 | NS* |
| Girls | 43.414 | 20.2066 | 1.6498 | | |

Source: Calculated by the Researcher

NS = Not Significant at 0.05, 0.01*($<.05$)/ *(at 95%), **(<0.01)/ (at 99%)

Table 2 showed that the mean of academic achievement of boy secondary students is 43.6476 and SD is 21.2173. Whereas the mean of academic achievement of girls is 43.414 and SD is

20.2066. The standard error of mean of boys' and girls' academic achievement is 1.7323 and 1.6498 respectively. From this evaluation obtained t- value is 0.0976 which is not significant at 0.05 (95%) and 0.01 (99%) level. It highlights that no significant difference between boys' and girls' academic achievement.

HYPOTHESIS 3: There is no significant relation of self-concept and locus of control on academic achievement of secondary students of Coochbehar District

Table 3: Mean, Standard deviation, Standard error of mean and degree of correlation of locus of control and academic achievement of boy and girl secondary students

| Category | Mean value | SD value (σ) | Standard Error of mean | Degree of correlation (r) | Remark |
|----------|------------|-----------------------|------------------------|---------------------------|--------------------|
| Boys | 51.7133 | 2.6205 | 0.1513 | 0.0868 | Very weak positive |
| Girls | 43.4834 | 20.7223 | 1.1964 | | |

Source: Calculated by the Researcher

Table 3 showed that the mean of locus of control of boy secondary students is 51.7133 and SD is 2.6205. Whereas the mean of academic achievement of girls is 43.4834 and SD is 20.7223. The standard error of mean of boys' and girls' locus of control and academic achievement is 0.1513 and 1.1964 respectively. From this evaluation obtained r- value (coefficient of correlation) is 0.0868. It highlights that a very weak positive relation between boys' and girls' locus of control and academic achievement.

Table 4: Rating score of coefficient of correlation

| Range of correlation coefficient | Degree of correlation |
|----------------------------------|-----------------------|
| 0.81 – 1.00 | Very strong positive |
| 0.61 – 0.80 | Strong positive |
| 0.41 – 0.60 | Moderate positive |
| 0.21 – 0.40 | Weak positive |
| 0.01 – 0.20 | Very weak positive |
| 0 | No relation |
| (-0.01) – (-0.20) | Very weak negative |
| (-0.21) – (-0.40) | Weak negative |
| (-0.41) – (-0.60) | Moderate negative |
| (-0.61) – (-0.80) | Strong negative |
| (-0.81) – (-1.00) | Very strong negative |

Source: Calculated by the Researcher

EDUCATIONAL IMPLICATIONS OF THE STUDY:

Educational implication of the present study mentioned below as-

1. The study transpired that a weak positive relationship between locus of control and academic achievement that means it's indicated to the teachers to advise and take actions for the learners who should control their locus of control.
2. The study helpful for students to identify and differentiate their own's self-concept and locus of control.
3. The teacher understands different self-concept and locus of control of students and designing class activities and extra curriculum activities according to the performance of their students.
4. The administrators and policy makers will be benefited by the result of the study for further formulations regarding teacher, designing teaching learning aids and taking measures for important of classroom environment.

CONCLUSION:

The conclusion of the study is drawn by presenting some points of conclusion which may otherwise be called as findings. The major findings of the present study are:

1. The t-value of academic achievement of boy and girl secondary students of Coochbehar district is 0.0976 which is less than the critical value of t at 0.05 and 0.01 level that mean there was no any significant difference between academic achievement of boy and girl of secondary students of Coochbehar district.
2. The t-value of boys' and girls' locus of control of secondary students of Coochbehar district is 1.1019 which is less than the critical value of t at 0.05 and 0.01 level, that indicated there was no any significance difference between the locus of control of boy and girl secondary students of Coochbehar district.
3. The locus of control of boy and girl secondary student is very weakly related on their academic achievement. Their degree of relationship is 0.0868 (coefficient correlation).

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