

Locus of Control and Attitude among Students

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Abstract

Locus of control is the degree to which people believe that they, as opposed to external forces (beyond their influence), have control over the outcome of events in their lives. The concept was developed by Julian B. Rotter in 1954; Individuals with a strong internal locus of control believe events in their life are primarily a result of their own actions. People with a strong external locus of control tend to praise or blame external factors such as the teacher or the difficulty of the exam. Carlson, N.R., et al. (2007). Attitude is a tendency which is attributed to individuals and creates ideas, feelings and behaviours about a psychological object in an orderly manner (Çetin, 2006:37). Zulkarnain,Z. et.al (2011) students' attitudes has to be nurtured all throughout the teaching and learning process in order to have a good and positive result. A students' active participation, critical thinking, improved interaction, and communication skills can be motivated by a positive attitude. The aim was to study the locus of control and attitude among students. 120 students of whom 60 students, 30 boys and 30 girls were studying in Bangalore urban schools and 60 students, 30 boys and 30 girls were studying in Bangalore rural schools. With the consent of the school, parents and participants, the students were administered Locus of Control scale and Sodh's Attitude Scale. A purposive sampling technique was opted for the study. The mean, SD and 't' was computed using appropriate statistical measures. The results revealed that there was significant difference in locus of control and areas of attitude among urban and rural students as well among male and female students.

Key Words: Attitude, Locus of control, Students. .

Introduction

Locus of control forms during childhood and stabilizes during adolescence; and it depends on various experiences the individual goes through including culture, religion, societal influence, sex, age, and training (Gaa and Shores, 1979; Krampen and Weiberg, 1981; Türker and Inel, 2012). Rotter (1966) hypothesized that an individual develops a generalized expectancy of control when reinforcement is perceived as contingent on his or her behaviour. Behaviours that result in reinforcement serve to strengthen an individual's perception of control. On the other hand, when reinforcement fails to occur, the generalized expectancy will diminish or extinguish (Gifford et al., 2006). It is therefore important to identify students' locus of control to advance remediation in their academic attitudes where necessary (Anastasi, 1990).

Rotter (1966) defines the locus of control, in his Social Learning Theory, as the reinforcements which are basic markers of individual's attitudes in the long term. The concept of locus of control has an essential place in literature in helping students who have difficulty in learning and attitude. Locus of control is one of the vital concepts in the context of learning difficulty and attitude change. This concept covers the idea that individuals, throughout their lives, analyse the events as their attitudes or they believe that those events result from chance, fate or outside forces (Erdogan, 2003). Rotter (1966), in his study regarding Social Learning Theory, ascertains that some students display the prizes or reinforcements gained as a result of their knowledge and abilities while some other students display the forces out of their control. Rotter (1966), basing on his study, expresses the situations in which reinforcements occur according to the attitudes of the individuals as individuals' locus of control. Whereas he assesses the situations, after which reinforcements occur out of the individuals' attitudes, as the individuals' external locus of control.

Locus of control refers to one's belief in his or her abilities to control life events (Strauser, 2002). In other words, locus of control is defined as one's thoughts of his/her belief that his/her own power or forces out of his/her control are influential in any positive or negative situation occurring during his/her life (Sardogan, 2006). The belief of locus of control is related to what reinforcements have happened throughout the individuals' lives, namely the results, prizes, their success, or failures, refer to. These attributions refer not only to chance, fate, and powerful people out of one's control, but also to the results of his/her own attitudes (Basim and Sesen, 2006). While one's control on his/her own life dependent on chance, fate and powerful people is explained as external control; maintaining the individual control over one's life on his/her own is described as the internal control (Rotter, 1966). When environmental conditions are not sufficient to explain individuals' success or failures, locus of control can facilitate in making these situations clear. For instance, individuals may sometimes perceive good and bad events in different ways. To mention that these different ways are based on external and internal forces (Taylor, 2006).

The individuals, who have the internal locus of control, think that they have a big role on affecting the events which influence their lives. Furthermore, they assess themselves as possessing the power for the attitude they want to display by having the positive ego concept, and they believe that they can direct their lives whatever way they desire (Gülveren, 2008). The individuals with external locus of control relate the events affecting their lives to perceptions such as chance, fate, and fortune which are out of their control. Additionally, they believe that the events affecting their lives cannot be predicted and controlled (Küçükkaragöz, 1998). Individuals with internal locus of control are careful, alert, dominant, focused on success, self-confident, and ingenious. On the other hand, the individuals with external locus of control are less careful, affected by the group members, easily influenced by external forces, less self-confident, and they display unsteady performances (Rotter, 1975).

An attitude is a complex mental state involving beliefs, feelings, values, and dispositions to act in certain ways (Lewis, 2007). Attitude, a broad term covering almost all-important fields of human knowledge, is especially prominent in the field of education, psychology, sociology, and politics. According to Secord and Backman (1964) the term attitude refers to certain regularities of an individual's feelings, thoughts, and predispositions to act towards some aspects of his environment. According to Oncul (2000), attitude is the consistent behaviour of persons, objects that invariably leads to belief. Attitudes which cause individuals to always behave in the same way to people, objects, events, and foundations are constant and unchangeable beliefs, feelings, and tendencies (Kara, 2010:54). While the positive attitudes serve a better comprehension of the nature of learning for the learners, it also makes the students more open to learning, increases their expectations from learning process and reduces their anxiety levels.

A positive attitude is required to reach our goals successfully. Lack of interest in the working field makes things tedious to obtain the set goals. Most research suggests that attitudes most likely change during the period of education in the university (Jensen LA et.al. 2002). Positive attitudes toward job prospects will lead to occupational motivation and job prosperity. (Faucher D, et.al. 2009). Students tend to develop attitude through their experience. It's important that as students they need to be quite disciplined in their student life as it helps them to have a clear picture about their goals. Developing a positive attitude towards teachers, parents, discipline, life, humanity, country, and religion makes them to be a successful individual.

Methodology

Aim:

To find the locus of control among students
To find the attitude among students

Objective:

To study the locus of control among students
To study the attitude among students

Hypothesis:

There will be no significant difference in the locus of control among rural and urban students.

There will be no significant gender difference in the locus of control among rural and urban students.

There will be no significant difference in attitude towards (teachers & parents, discipline, life & humanity, country, and religion) among rural and urban students.

There will be no significant gender difference in attitude among rural and urban students.

There will be no significant relationship between locus of control and attitude among rural and urban students.

Variables:

Independent variable: Urban and rural students

Dependent variable: Locus of control and attitude

Sample:

The sample consisted of 120 students of which 60 students were studying in rural schools and 60 studying in urban schools. Of the 60 students, 30 students were boys and 30 were girl's students studying in rural and urban schools respectively. The rural students were residing in Bangalore's rural area and the urban students were residents of Bangalore City. Students from different parts of the country but residing in Bangalore City participated in the study. The age of the students ranged between 13-16 years.

Inclusion Criteria:

Students from both urban and rural areas

Students' ages ranged between 13-16 years.

Both male and female students were considered for the study

Exclusion Criteria:

Students aged less than 13 and above 17 years.

Students having psychological issues.

Research design

A between-group design with purposive sampling opted for the study.

Tools:**Sodhi's Attitude Scale (1974).**

Attitudes are important phenomena in the field of education. It is one of the fundamental responsibilities of educationists to develop positive attitudes among educands towards socially desirable goals. To assess the degree of change that is occurring in the attitude of students, Dr. T.S. Sodhi has constructed Sodhi's Attitude scale. This Scale consists of 71 items under 5 different areas. They are 1. Attitude towards teachers and parents, 2. Attitude towards discipline 3. Attitude towards life and humanity 4. Attitude towards the country and 5. Attitude toward religion. The scale gives reliability for each of the five areas: 72, .89, .85, .80, and .86. The average coefficient of validity for each of the five areas: .50, .70, .79, .70, and .70.

Internal External Locus of Control:**Dr. G.K. Valecha (1973).**

The questionnaire consisted of 34 scorable items and 11 filler items. The filler items in the test are meant for minimizing fake answers. Each item consists of a pair of alternatives lettered „a“ and „b“ and the subject must select one statement of each pair (and only one) which they most strongly believe to be the case as far as they are concerned.

Procedure:

The sample consisted of 120 students from urban and rural schools. Of the 120 students, 60 were studying in Bangalore urban schools and 60 were studying in Bangalore rural schools. Of the 60 students, 30 students were boys and 30 students were girls. The students were met personally after getting permission from their parents and schools. The students were informed about the importance of the study and were assured that the data collected would be used for research purposes only and confidentiality would be maintained. After convincing the students they were administered the internal external locus of control scale and Sodhi's attitude scale. Any doubts about the scale were clarified immediately.

Analysis of the result:

The results were scored, and an independent t-test was computed to study the intrinsic locus of control among urban and rural students.

Table 1 shows the Mean SD and "t for the locus of control among the rural and urban students.

Variable	Group	N	Mean	SD	t
Locus of control	Rural	60	23.35	1.23	4.66**
	Urban	60	22.53	.56	
** Significant at 0.01 level					

Table 1 shows the mean, SD, and 't' values of locus of control among rural and urban students. The result shows that the mean score obtained by rural students is 23.35, SD is 1.23. The urban students obtained a mean score of 22.53, an SD of .56. The obtained 't' value is 4.66 which is significant at 0.01 level which indicates that there is a significant difference in the locus of control among the rural and urban students. The present study has been supported by the study conducted by Sabry A.N., et.al (2016). The result indicates that rural students have higher Internal –External Locus of Control scores compared with the urban population. In another study conducted by Labhane, C.P, et.al (2015) the results showed that there was a significant difference in the locus of control among rural and urban students.

Table 2 shows the Mean SD and "t for the locus of control among the female and male students.

Variable	Group	N	Mean	SD	t
Locus of control	Female	60	15.50	.50	3.84**
	Male	60	15.18	.39	
** Significant at 0.01 level.					

Table 2 shows the mean, SD, and 't' values of the locus of control among female and male students. The result shows that the mean score obtained by female students is 15.50, SD is .50. The mean score obtained by male students is 15.18 and SD is .39. The obtained 't' value is 3.84 which is significant at 0.01 level which indicates that there is a significant difference in locus of control among the female and male students. The result of the present study has been supported by Waghmare, R. (2016). The study revealed that there was a significant difference in locus of control between male and female students. Zaidi, H.I., and Mohsin, M (2013) conducted a study on locus of control in graduate students. The result of the study revealed that there is a significant gender difference in the locus of control.

Table 3 shows the mean, SD, and 't' for attitude between female and male students in five areas.

Variables	Group	N	Mean	SD	t
Attitude toward Teachers & parents	Female	60	6.53	.89	5.23**
	Male	60	5.38	1.45	
Discipline	Female	60	7.30	1.52	3.47**
	Male	60	6.35	1.47	
Life & Humanity	Female	60	7.60	1.65	3.19**
	Male	60	6.63	1.65	

Country	Female	60	7.78	1.86	1.63 NS
	Male	60	7.16	2.24	
Religion	Female	60	7.73	1.86	3.44**
	Male	60	6.66	1.67	
**significant at 0.01level					

Table 3 shows the mean, SD, and 't' value of attitudes of female and male students towards teachers and parents. The result shows that the mean score obtained by the female students is 6.53, SD is .89. The mean score obtained by the male students is 5.38, SD is 1.45. The obtained 't' value is 5.23 which is significant at 0.01 level indicating that there is a significant difference in attitude towards teachers and parents by female and male students. The obtained result has been supported by the study conducted by Swarooparani, B and Anuradha, K (2015). The authors of their study have concluded that there is a significant difference in the attitude of male and female students toward their parents. In another study conducted by AbdAli, A., et.al (2016) on the attitude of students toward teachers using humour during lessons, it is seen that male students display positive attitudes towards the teachers' use of humour during lessons more than female students.

In the area of discipline, the mean score for female students is 7.30 and SD is 1.52. The mean score of male students is 6.35 and SD is 1.47. The obtained 't' values is 3.47 which is significant at 0.01 level indicating significant difference in the area of discipline among male and female students. The result of the present study has been supported by the research work carried out by Meenakshi, R (2018). The result of the study revealed that the attitude towards discipline among higher secondary students is found low among the male students compared to female students. In another study conducted by Duckworth, A., and Seligman, M.E.P (2006) have found in their study that girls are more self-disciplined than their counterparts, and this advantage is more relevant to report card grades.

The mean score for females in the area of life and humanity is 7.60 and SD is 1.65 and the mean score for male students is 6.63 and SD is 1.65. The obtained 't' value is 3.19 which is significant at 0.01 level indicating that there is a significant difference in the area of life and humanity among male and female students. No relevant research studies were available.

In the area of country, the mean score obtained by the female students is 7.78 and SD is 1.86. The mean score obtained by the male students is 7.16 and SD is 2.24. The 't' value is 1.63 which is not significant indicating that there is no significant difference in attitude towards country among the female and male students. No relevant research studies were available.

The mean score obtained in the area of religion among female students is 7.73 and SD is 1.86. The mean score obtained by male students is 6.66 and SD is 1.67. The obtained 't' value is 3.44 which is significant at 0.01 level indicating that there is a significant difference among male and female students in the area of religion. The present study has been supported by the study carried out by Zaidi, A., and Rahaman, S. (2020). According to their study it was found that the female students have shown more faith on religious practices. In another study conducted by Kajavinthan (2015) has concluded that the female students are having more religious attitude than male students.

Table 4 shows the mean, SD and 't' for attitudes between rural and urban students in five areas.

Variables	Group	N	Mean	SD	t
Attitude toward Teachers & parents	Rural	60	8.20	1.98	3.30**
	Urban	60	7.01	1.93	
Discipline	Rural	60	8.60	2.33	2.86* 0.05 level
	Urban	60	7.38	2.32	
Life & Humanity	Rural	60	9.75	2.81	3.51**
	Urban	60	7.98	2.69	
Country	Rural	60	9.45	1.08	3.74**
	Urban	60	10.76	2.49	
Religion	Rural	60	11.60	2.25	5.18**
	Urban	60	9.85	1.32	
*Significant at 0.05 level:			**significant at 0.01 level		

Table 4 shows the mean, SD, and 't' for attitudes toward teachers and parents among rural and urban students. The mean score obtained by the rural students is 8.20 and SD is 1.98. The mean score obtained by the urban students is 7.01 and SD is 1.93. The 't' value is 3.30 which is significant at 0.01 level indicating that there is a significant difference in attitude among rural and urban students towards teachers and parents. A contradictory result from the study carried out by Dhanda and Singh (2008) on the attitude of high school students towards their parents and teachers, has shown that the majority of the students had a favourable attitude towards the teachers.

In the area of discipline, the mean score obtained by the rural students is 8.60 and SD is 2.33. The mean score obtained by the urban students is 7.38 and SD is 2.32. The obtained 't' value is 2.86 which is significant at 0.05 level indicating that there is a significant difference in discipline among rural and urban students. In a study conducted by Olusakin A. M (2005), it was found that rural adolescents have better attitudes toward parental discipline than those adolescents from urban areas.

The mean score obtained by the rural students in the area of life and humanity is 9.75 and SD is 2.81. The mean score obtained by urban students is 7.98 and SD is 2.69. The 't' score is 3.51 which is significant at 0.01 level indicating that there is a significant difference in attitude towards life and humanity among the rural and urban students. The result of the present study has been supported by the research work conducted by Ukkali, S.B et al. (2021). The researchers have concluded that there were significant differences in attitude of adolescents residing in urban areas on various social aspects of life as compared to the adolescents residing in rural areas. In another study conducted by Dhanda and Singh (2008) on the attitude of high school students towards life and humanity a contradictory result obtained by the authors has revealed that the urban students had more favourable attitude towards life and humanity.

In the area of country, the mean score obtained by rural students is 9.45 and SD is 1.08. The mean score obtained by urban students is 10.76 and SD is 2.49. The 't' value is 3.74 which is significant at 0.01 level indicating that urban students have a favourable attitude towards the country compared to rural students. A contradictory result from the study carried out by Dhanda and Singh (2008) has revealed that urban students had an unfavourable attitude towards the country.

In the area of religion, the mean score obtained by the rural students is 11.60 and SD is 2.25. The mean score obtained by the urban students is 9.85 and SD is 1.32. The 't' value is 5.18 which is significant at 0.01 levels which shows that there is a significant difference in rural and urban students' attitudes towards religion. The result of the present study has been supported by the study carried out by Mohammad (2016) has concluded that there is a significant difference in religiosity among adolescents from rural and urban areas and religiosity is higher in adolescents from rural areas than adolescents from urban areas. Zaidi, A., and Rahaman, S. (2020). According to

their study, it was found that female students have shown more faith in religious practices and religious belief in instruction is stronger in the rural domain than urban domain. Lakshminarayan T.R. & Soundram, C.S (1990) has found that religious attitude among college students from rural area has a more favourable religious attitude towards religion.

Table 5 shows the correlation between the locus of control and five areas of attitude.

Variables	Teachers & Parents	Discipline	Life & Humanity	Country	Religion
Locus of control	.122	-.076	.076	.231*	.319**
*. Correlation is significant at the 0.05 level (2-tailed).					
**. Correlation is significant at the 0.01 level (2-tailed).					

The above table shows that there is no correlation between the locus of control and teachers and parents. The obtained correlation score for teachers and parents is .122 which is not significant at any level. The result of the current study has been supported by the research study carried out by David L. Burrell (1994). The result of the study revealed that no correlation was found between either teacher efficacy or locus of control and mean gain scores. In another study conducted by McClun, and Lisa Ann, (1993) on "The relationship between perceived parenting styles and adolescent locus of control and self-concept" the results revealed that the authoritarian parenting style negatively correlates with self-concept and internal locus of control.

When we see the second part of the area i.e., the correlation between locus of control and discipline, the obtained correlation is -.076 which indicates that there is a negative correlation between locus of control and discipline. The result of the present study has been supported by the study carried out by Hill, R., (2016). The study showed that there were no statistically significant associations between locus of control and discipline, although there was a statistically significant negative correlation between test scores and discipline referrals.

The third area is the locus of control and life and humanity. It is seen in the obtained result that there is no correlation between locus of control and life and humanity. The obtained correlation score is .076. The result of the present study has been supported by the study conducted by Mirowsky and Ross (2003). The researchers explored that those people who have an external locus of control possess a lower level of life satisfaction.

The above table shows that there is a positive correlation between locus of control and country, and between locus of control and religion. The obtained correlation for the locus of control and country is .231 which is significant at 0.05 level and the correlation for the locus of control and religion is .319 which is significant at 0.01 level. The obtained result has been supported by the study conducted by Joann Lynn Moore (2003). The result of the study showed that generalized locus of control predicted constructive patriotism and the relationship was completely mediated by the mode of information processing. Holley (2006) has studied the level of patriotism among teenagers at the age of 18 as well as adults. The findings showed that the males were more patriotic compared to their female counterparts. Apart from that, those who earned higher salaries and have better education were found to be more patriotic.

In a study conducted by Yasmin Iles-Caven, et.al., (2020), the study found that individuals with an internal locus of control were significantly more likely to maintain their religious beliefs and behaviors over a 6-year period compared to those with an external orientation. In another study conducted by Zahra, T.S, and Muqtadir, R (2011) it was found that there is a positive relationship between intrinsic religious orientation and God-mediated locus of control, extrinsic religious orientation, and external locus of control in Madrassa students, while positive relationship was found between extrinsic religious orientation and external locus of control in university students.

Conclusion:

1. The obtained result indicates that there is a significant difference in the locus of control among urban and rural students.
2. The result shows that there is a significant difference in the locus of control among female and male students.

3. The result in the table indicates that there is a significant difference in attitude towards teachers and parents, discipline, life and humanity, and religion among female and male students.
4. Significant differences are seen in the area of teachers and parents, discipline, life, humanity, country, and religion among rural and urban students.
5. Positive correlation exists between the locus of control and as well as the locus of control and religion.

Limitations of the study:

1. The study was restricted to Bangalore urban and Bangalore rural colleges.
2. The sample size was very small.
3. Larger samples from different parts of the state would give a clear picture of the topic of study.

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