

## How Self-Concept and Locus of Control Impact on Academic Achievement? : A Study on Secondary School Students of Coochbehar District

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### ABSTRACT

In present day society's interest and concern for academic achievement because academic achievement indicate the learner future career as well as social, economical, cultural development. The Present investigation tried to find out the impact of self-concept and locus of control on academic achievement of secondary school students of Coochbehar district. Here, 456 students selected from age group ranged between 14 and 18 drawn from 14 state government schools of Coochbehar district for finding conclusion. **Dr. R. K. Saraswat's Self-concept questionnaire and Roma Pal's Locus of control scale for adolescents** are used to called data from the respondents. Stratified and simple random sampling techniques are used for data collection. The result postulated that self-concept and academic achievement has a weak negative ( $r = -0.039$ ) relationship, where boys students have a positive correlation ( $r = 0.025$ ) with academic achievement and the locus of control and academic achievement has a moderate negative ( $r = -0.509$ ) relationship among the secondary school students of Coochbehar district. This investigation concluded that self-concept and locus of control has influences on students' academic achievement. Students having internal low locus of control (locus of control) indicating high academic achievement.

**Keywords:** *Self-concept; Locus of control; Academic Achievement; Coochbehar district*

*"Education is the most powerful weapon which can use to change the world"*  
— *Nelson Mandela*

From the above quote we can understand that education develop any country economically, socially, culturally and politically. Country's development not based on race, color, community, population etc but on the basis of education. Education can help to makes human resources for nation's overall development. On the basis of this, nation's educational policy makers are started to develop their educational policies and approaches and stated affective implementation for educational quality development. Educational quality for any nation can express by their learner's achievement (academic

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## **How Self-Concept and Locus of Control Impact on Academic Achievement? : A Study on Secondary School Students of Coochbehar District**

achievement). Quantitative and quality academic achievement (high) is more likely to obtain good discipline for future career construct as well as national development.

Academic achievement is task-oriented behavior; it is the pupil's accomplishment in a subject of study measured by assessment or evaluation. Academic achievement is the outcome of the function of many cognitive and non-cognitive aspects of personality.

In the present study self-concept and Locus of control took as factors affecting on academic achievement of secondary school students of Coochbehar district. Self-concept is perception of skills, qualities and uniqueness of an individual. Self-concept plays an important role in learners' overall development. Several studies found that self-concept gave an impression on academic achievement. A significant positive relation was found between self-concept and academic achievement (Muckleroy.2004, Zara.2010, Jain.2012, Kumari & Chamundeswari. 2013, Alrehailli.2015, Girli & Ozturk.2017, Nne & Ekene.2020, Iyengar et. al.2021 etc).

On the other hand, locus of control is another important factor to improve learner's academic achievement. Locus of control is believed of an individual that individual can control the events that effecting their live. Several researches relate academic achievement to locus of control (Rotter.1966, Rinn & Boazman.2014, Razmefer.2014, Atibuni et al.2017, Choudhuri & Borroah.2017, Mohamed et. al.2018, Chinedu & Nwizuzu.2021 etc).

### **CONCEPTUAL FRAMEWORK**

#### **#Academic Achievement:**

Academic achievement refers to the knowledge obtained in the school subject assigned by teacher usually devised by marks or by grades. It is generally refers to the scholastic achievement of the learner at end of an educational course or program. Learner's academic achievement has been largely determined to the evaluation in terms of information, knowledge and understanding.

Learner's academic achievement influenced by learner's cognitive aspects like- intellectual ability, attention, aptitude, interest, memory, reasoning, mental ability and non-cognitive aspects like motivation, self-concept, locus of control, school environment, home environment, parental education etc.

#### **#Self-concept:**

Self-concept multidimensional construction that deals with an one's perception of oneself in relation to a character or any numbers of characteristics from academic or non-academic, gender roles and sexuality, racial identity and many others. Self-concept plays an important role in construction of a person's personality. Self-concept of an individual is in form of positive self-concept or negative self-concept. Positive self-concept of a person is likely enable to lead a happy and well-managed life. Negative self-concept acts in human life as obstacle.

Self-concept has several dimensions viz. -

- i. Physical self-concept
- ii. Social self-concept
- iii. Intellectual self-concept
- iv. Emotional self-concept
- v. Educational self-concept
- vi. Moral self-concept

## How Self-Concept and Locus of Control Impact on Academic Achievement? : A Study on Secondary School Students of Coochbehar District

### #Locus of Control:

One Locus of Control is indicating an important aspect of one's personality which refers person's perception or believes of what influence their life and they can control those events. J. B. Rotter (1966) first developed the concept locus of control and he believed that behavior was largely guided by reinforcements and that reinforcements an individual comes to hold belief what factors affect their affect their actions. According to Rotter an individual's 'locus' is identified as either internal (believes on they can control their life) or external (believes that their actions controlled by environmental factors or by change or fate).

### RELATED LITERATURE

#### *\*Self-concept and Academic Achievement*

**Muckleroy (2004)** investigated on to analyze the achievement scores, grades and self-concept of gifted males and females students and observed correlation between self-concept and achievement. The study was based on 248 males and females six middle school gifted students. The study concluded as follows-

- I. Almost same self-concept between grades.
- II. Self-concept and yearly grade averages have a significant relationship.

**Zahra (2010)** examined and found a weak but significant relationship between self-concept and academic achievement. Zahra used Kendall's  $\tau$ -b techniques for calculate the correlation among physical and social self-concept and academic achievement.

**Jain (2012)** focus on self-concept of senior secondary students with reference to their high and low groups academic achievement drawn from a sample 500 senior secondary student both boys and girls in Gwalior district of Madhya Pradesh. Jain concluded that low and high groups of academic achievement did not show any remarkable difference with regard to six areas of self-concept. It was also observed that high academic achieves had positive attitude towards their school, teachers and extra-curriculum activities. The study found association and prediction of self-concept on academic achievement.

The purpose of the investigation of **Kumari and Chamundeswari (2013)** was to found correlation of self-concept and academic achievement. The investigation consists of 321 students of government, private, aided schools at the higher secondary level. The study transpired that self-concept and academic achievement positively correlated at higher secondary level and government school students have high self-concept and academic achievement than the others board.

**Alrehaili (2015)** investigated on 6 learning disable elementary students and 12 without learning disable elementary students and found out that academic achievement of students affected by their disabilities but not general self-concept.

**Jaiswal and Choudhuri (2017)** examined that self-concept and academic achievement positively correlated and female students have more positive relation than male to self-concept and academic achievement. Their study consists 615 secondary school student of both gender (male-317 and female-298) at age group of 14-17 years.

#### *\*Locus of Control and Academic Achievement*

**Razmefar (2014)** investigated on the relationship among self-efficacy and locus of control and academic achievement of 305 girl and boy students from 3<sup>rd</sup> grade of secondary school of

## How Self-Concept and Locus of Control Impact on Academic Achievement? : A Study on Secondary School Students of Coochbehar District

Rustam city. The study revealed locus of control negatively impact on academic achievement.

**Kumar and Asha (2017)** investigated on 404 senior secondary school students of private CBSE schools of Hariyana and found positive relation in between locus of control and academic achievement. They also stated that internal locus of control has a positive relation with academic achievement whereas external locus of control are not.

**Abukari et al. (2020)** examined that students having external locus of control is scored more than students having internal locus of control and also found higher internal locus of control scored by urban school students than rural school students.

### *Objectives*

Followings are the main objectives of the present investigation:

- I. To study the difference in self-concept among the secondary school students of Coochbehar district.
- II. To study the difference in locus of control among the secondary school students of Coochbehar district.
- III. To study the difference in academic achievement among the secondary school students of Coochbehar district.
- IV. To find out the impact of self-concept on academic achievement of secondary school students of Coochbehar district.
- V. To find out the impact of locus of control on academic achievement of secondary school students of Coochbehar district.
- VI. To find out the impact of self-concept and locus of control on academic achievement of secondary school students of Coochbehar district.

### *Hypothesis*

The following are hypothesis of the present investigation:

- Ho<sub>1</sub>. There is no significance difference in self-concept among the secondary school students of Coochbehar district.
- Ho<sub>2</sub>. There is no significance difference in locus of control among the secondary school students of Coochbehar district.
- Ho<sub>3</sub>. There is no significance difference in academic achievement among the secondary school students of Coochbehar district.
- Ho<sub>4</sub>. There is no significance relationship between self-concept and academic achievement of secondary school students of Coochbehar district.
- Ho<sub>5</sub>. There is no significance relationship between locus of control and academic achievement of secondary school students of Coochbehar district.
- Ho<sub>6</sub>. There is no significance relationship among self-concept, locus of control and academic achievement of secondary school students of Coochbehar district.

## **METHODOLOGY**

How research is done systematically it may be understood through methodology. Here, the researcher studying by various steps that are generally researchers are adopted in investigation their research problem along with the logic behind them. In this present study the researcher used descriptive research method for showing how self-concept and locus of control are impact on academic achievement. Here, self-concept and locus of control took as independent variables and academic achievement as a dependant variable. This investigation

## How Self-Concept and Locus of Control Impact on Academic Achievement? : A Study on Secondary School Students of Coochbehar District

based on 456 numbers of secondary school students from 14 state government schools and madrasas of Coochbehar district, west Bengal, India. Primary data mainly used in this study and the data collected through *Self-concept questionnaire developed by R. K. Saraswat and Locus of control scale for adolescents developed by Roma Pal*. Mean, Standard Deviation, T-test, and Pearson Coefficient of correlation techniques are used to analyze the collected data.

### RESULT

Result comes out by testing and illustrating hypothesis. The findings of the present study interpreted by interpreting tables:

- *Hypothesis-1: There is no significance difference in self-concept among the secondary school students of Coochbehar district.*
- *Hypothesis-2: There is no significance difference in locus of control among the secondary school students of Coochbehar district.*
- *Hypothesis-3: There is no significance difference in academic achievement among the secondary school students of Coochbehar district.*

**Table 1** showed Mean, Standard error, Standard deviation, T-value, p-value etc of Self-concept, Locus of control and Academic achievement of Secondary students of Coochbehar district and testing the above mention three hypotheses. The table 1 showed that mean, standard error, standard deviation of self-concept is as 174.94, 0.66, and 14.20 respectively where girls' mean, standard error, standard deviation is 174.44, 0.76 and 13.34, and boys' mean, standard error, standard deviation is 175.95, 1.29, 15.83. T-calculated value and p-value of self-concept is -1.006 and 0.31 at 0.05/two tail respectively. The t-calculated value is less than the t-critical value and p-calculated value is more than the t-critical value (1.960/two tail) at 0.05 that means the null hypothesis is true means there was no significant difference between girls' self-concept and boys' self-concept.

**Table-1: Mean, Standard error, Standard deviation, T-value, p-value etc of Self-concept, Locus of control and Academic achievement of Secondary students of Coochbehar district**

| Total                    | Self-concept | Locus of Control | Academic Achievement | Girls              | Self-concept | Locus of Control | Academic Achievement |
|--------------------------|--------------|------------------|----------------------|--------------------|--------------|------------------|----------------------|
| Mean                     | 174.94       | 53.24            | 39.39                | Mean               | 174.44       | 53.54            | 38.06                |
| Standard Error           | 0.66         | 0.13             | 0.89                 | Standard Error     | 0.76         | 0.15             | 1.08                 |
| Standard Deviation       | 14.20        | 2.81             | 19.21                | Standard Deviation | 13.34        | 2.77             | 19.03                |
| T- calculate value       | -1.006       | 3.29             | -2.12                | Boys               | Self-concept | Locus of Control | Academic Achievement |
| P- value at 0.05/ tail 2 | 0.31         | 0.001            | 0.03                 | Mean               | 175.95       | 52.63            | 42.15                |
|                          |              |                  |                      | Standard Error     | 1.29         | 0.22             | 1.58                 |
|                          |              |                  |                      | Standard Deviation | 15.83        | 2.79             | 19.37                |

*Source: Collected from the schools and analyze by the Researcher*

The table 1 also showed that mean, standard error, standard deviation of locus of control is as 53.24, 0.13, and 2.81 respectively where girls' mean, standard error, and standard deviation of locus of control is 53.54, 0.15 and 2.77, and boys' mean, standard error, and standard deviation of locus of control is 52.63, 0.22 and 2.79. T-calculated value and p-value of locus of control is as 3.29 and 0.001 at 0.05/two tail respectively. The t-calculated value is more than the t-critical value (1.960/two tail) at 0.05 and p value is less than at 0.05 significant levels that mean the null hypothesis is rejected means there was a significant difference between girls' locus of control and boys' locus of control.

## How Self-Concept and Locus of Control Impact on Academic Achievement? : A Study on Secondary School Students of Coochbehar District

On the other side, mean, standard error, and standard deviation of academic achievement is as 39.39, 0.89 and 19.21 respectively where girls' mean, standard error, and standard deviation of academic achievement is 38.06, 1.08, and 19.03, and boys' mean, standard error, and standard deviation academic achievement is 42.15, 1.58 and 19.37. T-calculated value and p-value of academic achievement is -2.15 and 0.03 at 0.05/two tail respectively. The t-calculated value is more than the t-critical value (1.960/two tail) at 0.05 and p-calculated value is less than the critical value at 0.05 significant levels that mean the null hypothesis is rejected means there was a significant difference between girls' academic achievement and boys' academic achievement.

**Table-2: Mean, Standard error, Standard deviation, T-value, p-value etc of various dimensions of Self-concept of Secondary students of Coochbehar district**

| TOTAL                    | A     | B     | C     | D     | E     | F     |
|--------------------------|-------|-------|-------|-------|-------|-------|
| Mean                     | 27.46 | 28.45 | 29.85 | 31.41 | 30.10 | 27.46 |
| Standard Error           | 0.16  | 0.18  | 0.17  | 0.18  | 0.16  | 0.17  |
| Standard Deviation       | 3.55  | 3.97  | 3.76  | 4.002 | 3.59  | 3.74  |
| T- calculate value       | -0.90 | -2.06 | -0.04 | 0.19  | 0.31  | -1.27 |
| P- value at 0.05/ tail 2 | 0.36  | 0.03  | 0.96  | 0.84  | 0.75  | 0.20  |
| GIRLS                    | A     | B     | C     | D     | E     | F     |
| Mean                     | 27.34 | 28.19 | 29.85 | 31.43 | 30.14 | 27.31 |
| Standard Error           | 0.18  | 0.22  | 0.21  | 0.22  | 0.19  | 0.21  |
| Standard Deviation       | 3.31  | 4.01  | 3.78  | 3.89  | 3.33  | 3.71  |
| BOYS                     | A     | B     | C     | D     | E     | F     |
| Mean                     | 27.69 | 29    | 29.86 | 31.35 | 30.02 | 27.79 |
| Standard Error           | 0.32  | 0.31  | 0.30  | 0.34  | 0.33  | 0.31  |
| Standard Deviation       | 3.99  | 3.84  | 3.73  | 4.22  | 4.08  | 3.80  |

Source: Collected from the schools and analyze by the Researcher

**Table-2** showed Mean, Standard error, Standard deviation, T-value, p-value etc of dimensions Self-concept of Secondary students of Coochbehar district. The table 2 showed that mean, standard error, and standard deviation of dimensions of self-concept is as A-27.46, 0.16 and 3.55, B-28.45, 0.18 and 3.97, C-29.85, 0.17 and 3.76, D-31.41, 0.18 and 4.002, E-30.10, 0.16 and 3.59, F-27.46, 0.17 and 3.74 respectively where girls' mean, standard error, and standard deviation is A-27.34, 0.18 and 3.31, B-28.19, 0.22 and 4.01, C- 29.85, 0.21 and 3.78, D-31.43, 0.22 and 3.89, E-30.14, 0.19 and 3.33, F-27.31, 0.21 and 3.71, and boys' mean, standard error, and standard deviation is A-27.69, 0.32 and 3.99, B-29, 0.31 and 3.84, C-29.86, 0.30 and 3.73, D-31.35, 0.34 and 4.22, E- 30.02, 0.33 and 4.08, F-27.79, 0.31 and 3.80. T-calculated value and p-value of dimensions of self-concept is as A= -0.90 and 0.36 at 0.05/two tail, B= -2.06 and 0.03 at 0.05/two tail, C= -0.04 and 0.96 at 0.05/two tail, D= 0.19 and 0.84 at 0.05/two tail, E= 0.31 and 0.75 at 0.05/two tail, F= -1.27 and 0.20 at 0.05/two tail respectively. Except B, all the t-calculated value of different dimensions of self-concept are less than the t-critical value (1.960/two tail) at 0.05 and p-calculated value is more than at 0.05 significant levels that mean the null hypothesis is true means there was no significant difference among dimensions of girls' and boys' self-concept. Only B dimension has more t-calculated value than the t critical value and less than the p value at significant levels 0.05, it's called there is a significant different on social self-concept among the girls and boys secondary student of Coochbehar district.

- **Hypothesis 4: There is no significance relationship between self-concept and academic achievement of secondary school students of Coochbehar district.**
- **Hypothesis 5: There is no significance relationship between locus of control and academic achievement of secondary school students of Coochbehar district.**

**How Self-Concept and Locus of Control Impact on Academic Achievement? : A Study on Secondary School Students of Coochbehar District**

- *Hypothesis 6: There is no significance relationship among self-concept, locus of control and academic achievement of secondary school students of Coochbehar district.*

**Table-3: Correlation of coefficient (r) between Self-concept & Academic Achievement, Locus of control & Academic Achievement, and among Self-concept, Locus of control & Academic Achievement**

| TOTAL              | SC vs AA | LC vs AA | GIRLS   | SC vs AA | LC vs AA | BOYS    | SC vs AA                      | LC vs AA                 |
|--------------------|----------|----------|---------|----------|----------|---------|-------------------------------|--------------------------|
| R                  | -0.03    | -0.50    | R       | -0.08    | -0.55    | R       | 0.02                          | -0.42                    |
| Total Self-concept | A vs AA  | B vs AA  | C vs AA | D vs AA  | E vs AA  | F vs AA | A= Physical Self-concept      | SC= Self-concept         |
| R                  | -0.16    | 0.03     | 0.01    | -0.02    | 0.09     | -0.05   | B= Social Self-concept        |                          |
| Girls Self-concept | A vs AA  | B vs AA  | C vs AA | D vs AA  | E vs AA  | F vs AA | C= Temperamental Self-concept | LC= Locus of Control     |
| R                  | -0.24    | -0.05    | -0.008  | -0.05    | 0.12     | -0.03   | D= Educational Self-concept   |                          |
| Boys Self-concept  | A vs AA  | B vs AA  | C vs AA | D vs AA  | E vs AA  | F vs AA | E= Moral Self-concept         | AA= Academic Achievement |
| R                  | -0.03    | 0.19     | 0.06    | 0.01     | 0.06     | -0.11   | F= Intellectual Self-concept  |                          |

Source: Collected from the schools and analyze by the Researcher

**Table 3** showed that the calculated value of coefficient of correlation (r) of *self-concept and academic achievement* is **-0.039** that means they have a negative correlation mean self-concept negatively impact on academic achievement of secondary school students of Coochbehar district and testing the hypothesis **4&5**. The girls' self-concept and academic achievement has a negative correlation (**r= -0.086**) but the boys' self-concept and academic achievement has positive correlation (**r= 0.025**). The table 3 also showed different dimensions wise correlation of self-concept and academic achievement. The *physical, educational and intellectual dimensions* of self-concept has a negative correlation with academic achievement (**-0.162, -0.028 & -0.053** respectively). On the other side *social, temperamental & moral dimensions* of self-concept and academic achievement has a positive correlation (**0.031, 0.015 & 0.099** respectively).

Only girls' moral self-concept and academic achievement has positive relationship (**r= 0.126**), rest five dimensions of self-concept has a negative correlation with academic achievement (physical: **r= -0.249**; social: **r= -0.058**; temperamental: **r= -0.008**; educational: **-0.052** & intellectual: **r= -0.03** etc.). On the other hand, only boys' physical and intellectual self-concept have a weak negative (**r= -0.167 & r= -0.064** respectively) correlation and the others (social, temperamental, educational, and moral) dimension of self-concept have weak positive (**r= 0.114, r= 0.052, r= -0.032 & 0.044** respectively) correlation with academic achievement.

The table 3 also showed a great influence of locus of control on academic achievement (**r= -0.509**) of secondary school students of Coochbehar district that means locus of control have a negative impact on academic achievement. Here, girls' locus of control more negatively (**r= -0.541**) related than boys' locus of control (**r= -0.423**) with academic achievement.

**How Self-Concept and Locus of Control Impact on Academic Achievement? : A Study on Secondary School Students of Coochbehar District**

**Table 4: Correlation among self-concept, locus of control and academic achievement**

| Correlation          | Self-concept | Locus of control | Academic achievement |
|----------------------|--------------|------------------|----------------------|
| Self-concept         | 1            |                  |                      |
| Locus of control     | 0.112        | 1                |                      |
| Academic achievement | -0.039       | -0.509           | 1                    |

Source: Collected from the schools and analyze by the Researcher

**Table 4** indicated the inter-relationship among self-concept, locus of control and academic achievement and testing the hypothesis **6**. Here, self-concept and academic achievement and locus of control and academic achievement have a relationship. ( $r = -0.039$  &  $-0.509$  respectively) that means self-concept and locus of control negatively impact on academic achievement. On the other hand, locus of control positively related ( $r = 0.112$ ) to self-concept.

## DISCUSSION

The main focus of the present investigation was to find out how academic achievement of secondary school students of Coochbehar district is correlate with students' self-concept and locus of control. The study also investigated to find out there was any differences on self-concept, locus of control and academic achievement among the students of Coochbehar district. To testing the above taken hypothesis the researcher used Self-concept Questionnaire developed by Dr. R.K. Saraswat and Locus of control Scale for Adolescents and Adults developed by Dr. Roma Pal. With regards to the first hypothesis, the researcher used self-concept questionnaire and found that the girls and the boys students of secondary school students of Coochbehar district are same on their self-concept ( $t = -1.006$ ,  $p = 0.315$ ). Locus of control among the girls and boys students of Coochbehar district has a significant different ( $t = 3.291$ ,  $p = 0.001$ ) the study found by using Locus of control scale for Adolescents and Adults. The third hypothesis examined as there was a significant different ( $t = -2.125$ ,  $p = 0.034$ ) on academic achievement among the secondary school students of Coochbehar district. The data for academic achievement was taken from the marks tabulation make by the schools.

The present study revealed that students' self-concept has a weak negative correlation ( $r = -0.039$ ) with their academic achievement of secondary schools of Coochbehar district that means if students have high self-concept than their academic achievement be less. The study conducted with the help of self-concept questionnaire which was developed by Dr. R.K. Saraswat. The study also transpired that girls' self-concept of secondary school students has a negative correlation ( $r = -0.086$ ) with academic achievement but the boys students have a positive relationship ( $r = 0.025$ ) between their self-concept and academic achievement. The study also revealed that students' social, temperamental and moral dimensions of self-concept have positive influence on their academic achievement. On the other side physical, educational and intellectual dimension of self-concept have a negative influence on their academic achievement. This result consistent with the previous investigations of Kumar (1969), Zahra (2021), Jain (2012), Kumari and Chamundeswari (2013), Jaiswal and Choudhuri (2017), Nne& Ekene (2020), Iyengar et. al (2021). Zahra (2010) stated that students' physical and social dimensions of self-concept have a positive impact on their academic achievement. The students belonging to government secondary school have high self-concept and also indicates high academic achievement than the others board and their self-concept influences on their academic achievement (Kumari and Chamundeswari.2013). According to Jaiswal and Choudhuri (2017) the female students has more positive correlation



## How Self-Concept and Locus of Control Impact on Academic Achievement? : A Study on Secondary School Students of Coochbehar District

than the male students with their academic achievement of secondary school students and students' self-concept impact on their academic achievement.

With regards to the hypothesis of impact of locus of control on academic achievement, the study transpired that locus of control has a negative correlation ( $r=0.509$ ) with academic achievement of secondary school students of Coochbehar district. That means students with high locus of control (external locus of control) having low academic achievement. If locus of control of students increases (external locus of control) academic achievement decreases. The students have low self-concept (internal locus of control) indicating high academic achievement. The result of the present study same as the previous investigations of Woods (2003), Rinn&Boazman (2014), Razmefar (2014), Kumar & Asha (2017), Mohamed et. al. (2018), Abukari et. al. (2020), Chinedu and Nwizuzu (2021). According to Razmefar students' locus of control negatively correlated with academic achievement of 3<sup>rd</sup> grade secondary students of Rustam city. Students' internal locus of control positively impact on their academic achievement of CBSE secondary school of Haryana and there was not any relation of external locus of control with academic achievement (Kumar and Asha.2017). According to Chinedu and Nwizuzu (2021) secondary male students of Abia State have a significant positive relationship between academic achievement and locus of control. They also stated that students belonging to public school have high academic achievement with internal locus of control and their locus of control have a great influence on academic achievement.

### CONCLUSION

The study based on Dr. R.K. Saraswat's self-concept questionnaire and Dr. Roma Pal's locus of control scale for adolescent to collect the required data and analyzed through t-test and Pearson product movement correlation and revealed that boys' self-concept have a positive influence on their academic achievement, where girls' has negative relationship. The investigation also transpired that students' high locus of control (external locus of control) indicating low academic achievement. Students' low self-concept (internal locus of control) recognized their high academic achievement. The boys and girls secondary school students of Coochbehar district has significant different on locus of control and academic achievement and there was not any significant different in term of self-concept. From the result of the present study, it is clear that self-concept and locus of control has an influence on their academic achievement. So, without considerations of these two terms (self-concept and locus of control) it is difficult to increase longevity of learning as well as academic achievement.

As the study found boys are have more academic achievement in average as well as in self-concept than the girls and have a positive relationship between these two, so we have to increase attitude of positive self-concept among girl students to improve their academic achievement. The study also stated that boys student have more control upon their activities and they can control events that influence their lives that the girls student. So, the study also tells us the importance of control of one's activities on their own lives. From the finding of the present study, the researcher recommended that it is necessary to give an attention to students' self-concept and locus of control by the teachers, parents, educationalists, counsellors, educational planners that both are important factors which influence their academic achievement.

## How Self-Concept and Locus of Control Impact on Academic Achievement? : A Study on Secondary School Students of Coochbehar District

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## How Self-Concept and Locus of Control Impact on Academic Achievement? : A Study on Secondary School Students of Coochbehar District

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