The International Journal of
INDIAN PSYCHOLOGY

**Research Paper**

# Impact of Academic Achievement on Locus of Control and Anxiety among College students

Dr. Mahesh Nathrao Markad[1]*

## ABSTRACT

An aim of the study: to investigate the locus of control and anxiety among high achievers and low achievers college students. Hypotheses: There was no significant difference between high achievers and low achievers college students with respect to locus of control. There was no significant difference between high achievers and low achievers College students with respect to anxiety. Methods: Sample: For the present study 100 Sample were belongings to Aurangabad city, 50 subjects were high achievers college students and 50 were low achievers college students. The age range of subjects was 18-24 years. Purposive non-probability sampling technique was used. Tools Rotter's Locus of Control Scale (1985): constructed by Dr. Anand Kumar and Dr. S. N. Srivastav. Sinha's Comprehensive Anxiety Test (SCAT–SS): by A. K. P. Sinha and L. N. K. Sinha. Conclusions: High achievers College students had significantly locus of control (External Locus of Control) than the low achievers college students (Internal Locus of Control). Low achievers college students had significantly high anxiety than the high achievers College students.

*Keywords:* *Academic Achievement, Locus of Control, Anxiety, College students*

The concept of locus of control was first introduced by Rotter (1966). LOC (Rotter, 1966) is conceptualized on a dynamic bipolar continuum spanning from internal to external. Internal locus of control is characterized by the belief that consequences are a result of one's own behavior. In other words, individuals who believe that their successes or failures result from their own behaviors possess an internal locus of control. On the other hand, external locus of control is characterized by the belief that consequences are a result of fate, luck, or powerful others. In other words, individuals who attribute their successes or failures to something incongruent with their own behaviors possess an external locus of control.

Anxiety is one of the major psychological variables which are considered as an important part of personality development. Anxiety also called angst or worry is a psychological and physiological state characterized by somatic, emotional, cognitive, and behavioural

[1]Assistant Professor, Department of Psychology, Vivekanand Arts Sardar Dalipsingh Commerce and Science College, Samarthnagar, Aurangabad, (M.S) India.
*Corresponding Author

components. Psychologists find abnormal anxiety interferes in the organized behavioural sequence. It is the displeasing feeling of fear and concern (Davison, Gerald, 2008).

Test anxiety refers to worry, apprehension, palpitation, increase in pulse rate and other physiologic symptoms during the exam. (Abolghasemi, Asadi, Moghadam, Najarian, & Shokrkon, 1996;). TA negatively affects academic performance. According to Sarason and Sarason (1990), High-test-anxious students express concern about the consequences of not performing at a satisfactory level on major exams and embarrassment at probable failure. Also, test-anxious college students, relative to their low-test-anxious counterparts, report suffering from poor mental health and psychosomatic symptoms (Depreeuw & DeNeve, 1992). Spielberger (1972) reported that students who are high in test anxiety tend to have poor study habits and test taking skills.

### *Aim of the study:*
1. To investigate the locus of control and anxiety among high achievers and low achievers College students.

Hypotheses:
1. There was no significant difference between high achievers and low achievers college students with respect to locus of control.
2. There was no significant difference between high achievers and low achievers college students with respect to anxiety.

## METHODOLOGY
### *Sample*
For the present study 100 samples were belongings to Aurangabad city, 50 subjects were high achievers college students and 50 were low achievers college students. The age range of subjects was 18-24 years. Purposive non-probability sampling technique was used.

### *Tools*
1. **Rotter's Locus of Control Scale (1985):** 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. Split-half indexed reliability coefficients 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. **Sinha's Comprehensive Anxiety Test (SCAT–SS):** This scale was constructed and standardized by A. K. P. Sinha and L. N. K. Sinha. It consists of 90 sentences and each item provides two alternatives. The inventory can be scored accurately by hand and no scoring key or stencil is provided so far. For any response indicated as 'YES' the teste should be awarded the score of one, and zero for 'NO'. The sum of the entire positive or yes responses would be the total anxiety score of the individual. Using the spearman brown formula, the reliability coefficient of the test was found to be 0.92.

### *Variable*
**Independent variable-**
1) Gender a) High achievers  b) Low achievers

**Dependent Variable**
1. Locus of Control
2. Anxiety

## STATISTICAL ANALYSIS AND DISCUSSION

*Table No. 01 Mean Std. Deviation and t values of high achievers and low achievers college students on dimension locus of control and anxiety.*

| Dimension | High achievers (N=50) | | Low achievers (N=50) | | 't' | df |
|---|---|---|---|---|---|---|
| | Mean | SD | Mean | SD | | |
| Locus of control | 17.69 | 3.48 | 13.15 | 4.26 | 5.83** | 98 |
| Anxiety | 19.58 | 5.14 | 26.26 | 5.78 | 6.11** | 98 |

By analyzing Table No. 01, interpret the difference of locus of control among college students on the basis of gender, calculated mean was 17.69 (high achievers) and 13.15 (low achievers) respectively The standard deviation in case of the high achievers college students was 3.48 and in case of the low achievers college students was 4.26 and obtained 't' value was 5.83, which is significant at 0.01 level of significance which means that High achievers College students had significantly high locus of control (External)than the low achievers College students.

McLaughlin and Saccuzzo (1997), and Young and Shorr (1986) found. They reported that low achievers tended to attribute both success and failure outcomes to internal causes significantly more often than high achievers.

Anxiety among college students on the basis of gender, calculated mean was 19.58 (high achievers) and 26.26 (low achievers) respectively The standard deviation in case of the high achievers college students was 5.14 and in case of the low achievers college students was 5.78 and obtained 't' value was 5.05, which was significant at 0.01 level of significance which means that Low achievers College students had significantly high anxiety than the low achievers College students.

## CONCLUSION
1. High achievers college students had significantly locus of control (External Locus of Control) than the low achievers college students (Internal Locus of Control).
2. Low achievers college students had significantly high anxiety than the high achievers college students.

## REFERENCES

Abolghasemi, A., Asadi Moghadam, A., Najarian, B., & Shokrkon, H. (1996). Scale reliability for measurement of test anxiety of Ahwaz's guidance school girls. *Journal of Psychological and Educational Sciences* of Ahwaz Chamran University, 3, 61-74.

Anand Kumar and Srivastava S.N. (1985). Rotter's locus ?of control scale. Kumar Publications, Varanasi.

Davison, Gerald, (2008). books.google.com › Psychology › Psychopathology › General.

Depreeuw, E., & DeNeve, H. (1992). Test anxiety can harm your health: Some conclusions based on a student typology. In D. G. Forgays, T. Sosnowski, & K. Wrzesniewski (Eds.), Anxiety: Recent developments in cognitive, *psycho physiological, and health research* (pp. 211-228). Washington: Hemisphere.

McLaughlin, S. C., & Saccuzzo, D. P. (1997). Ethnic and gender differences in locus of control in children referred for gifted programs: The effects of vulnerability factors. *Journal for the Education of the Gifted*, 20, 268-283.

Rotter, J. B. (1966). Generalized expectancies for internal versus external control for Reinforcement. *Psychological Monographs, 80* (1, Whole No. 609).

Sarason, I. G., & Sarason, B. R. (1990). Test anxiety. In H. Leitenberg (Ed.), *Handbook of social and evaluative anxiety* (pp. 475-496). New York: Plenum Press

Sinha A.K.P. and Sinha, L.N.K.`Manual for Sinha's Comprehensive Anxiety Test, Chaurasia Electric Press, Agra.

Young, T., & Shorr, D. N. (1986). Factors affecting locus of control in school children. Genetic, Social, and General Psychology Monographs, 112, 405-417.