

## Psychological Well-Being and Locus of Control among Underprivileged Learners

Poornesh Sharma K<sup>1\*</sup>, Dr. Vandana Jain<sup>2</sup>

### ABSTRACT

Underprivileged learners are those disadvantaged students who are under privileged and undeveloped from every angle of the society. They face significant obstacles in accessing quality education and opportunities which can impact their psychological wellbeing and locus of control. This study aims to investigate the relationship between psychological wellbeing and locus of control among underprivileged learners. The study was conducted on 80 under privileged learners aged 10-14 years who are from low-income families, backward classes and attending a public school. The psychological wellbeing scale (Carol Ryff ,1995) and levensons scale for locus of control scale (Sanjay Vohra ,1992) used. Data analysis involved descriptive statistics and inferential statistics such as mann whitney U test and spearman's rank coefficient of correlation. After a thorough statistical analysis and interpretation of the obtained data, the result of the study indicates that there is no significant relationship between gender and locus of control and psychological wellbeing among the chosen sample of underprivileged learners.

**Keywords:** *Underprivileged Learners, Psychological Wellbeing, Locus of Control*

### Underprivileged

Underprivileged people are those who are poor, feeble, pitiful, and destitute. They lack the resources and access to education. The word "underprivileged" describes a group of people who are less fortunate than the majority of the population of a society in terms of their economic, social, and geographic circumstances. In comparison to persons from the middle or higher classes in their society, they are underprivileged. Several additional labels, such as "deficient," have been employed by educators and social scientists. Certain groups of a nation's population are sometimes referred to as "psycho-socially deprived," (Krik, 1958: cited in Kundu, 1985) "culturally deprived," (Ressiman, 1985: cited in Kundu, 1985) "socio-economically impoverished," (Havihurt, 1964; cited in kundu, 1985) "locationally disadvantaged," etc. They are not allowed to enjoy the privileges afforded to members of higher social classes because of their poverty and poor social standing. Consequently, the impoverished, ethnic minority groups like the SCs and STs, and immigration refugees are among India's downtrodden.

<sup>1</sup>Msc Psychology, SDM PG centre, Ujire, Affiliated to University of Mangalore, Karnataka, India

<sup>2</sup>Head of the department, Department of PG studies and Research in Psychology, SDM PG centre, Ujire, Affiliated to University of Mangalore, Karnataka, India

\*Corresponding Author

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### Underprivileged Learners

The term "underprivileged learners" refers to those in need who are less advanced than the general population in terms of their social, economic, and geographic circumstances. The primary cause of their plight is poverty and they are denied all the amenities and perks that are available to upper class persons because of their low rank. We can include the poor, oppressed, scheduled caste (SC), scheduled tribal (ST) and Other backward classes (OBC) members as well as the socially and economically deprived students in this underprivileged category (Sharma, 2020b)

Underprivileged learners face significant challenges in accessing quality education and Children from low-income households or marginalized communities may experience difficulties meeting their fundamental requirements, such as shelter, food, and healthcare, which may hinder their capacity to study and develop. Furthermore, they might not have access to tools like books, computers, or educational programs, which would hinder their ability to learn.

Students who originate from impoverished circumstances and deal with a variety of difficulties are frequently considered underprivileged learners. The following are some traits of underprivileged learners.

1. Low socio-economic status: The families of underprivileged students frequently have low incomes, little access to resources, and may even be living in poverty.
2. Lack of access to education resources: These students were unlikely to have access to educational resources including textbooks, technology, suitable classroom settings, or even appropriate uniforms for school. Additionally, they might not have access to learning resources like teachers or other forms of educational help.
3. Limited language proficiency: Underprivileged learners may not be fluent in the language of instruction, which could cause communication and understanding issues that would negatively affect their academic achievement.
4. Lack of parental involvement: Underprivileged learners may not receive enough assistance and direction from their parents or guardians due to the family's low socioeconomic standing, which will affect their academic performance.
5. Health problems: Due to poor nutrition and healthcare, students from impoverished backgrounds may have a variety of health issues, which can cause absenteeism, subpar academic performance, and a lack of enthusiasm.
6. Lack of exposure: Less exposure to diverse experiences and cultures among students who are disadvantaged may have a negative impact on their academic performance and constrict their prospects for personal development.

It is significant to emphasize that not all learners from disadvantaged backgrounds exhibit these traits, and each student's individual circumstances will vary. (Rueckert, 2019)

### Psychological well-being

One of the most essential things that both individuals and societies aim for is well-being. The term denotes that something is in a good state. It doesn't specify what that 'something' is and what is meant by 'good'. Well-being can be specified in two ways: first by the specifying the 'what' and secondly by spelling out the criteria of wellness. It is possible to define wellness in two different ways: first, by defining the "what," and second, by outlining the requirements for wellness. psychological well-being is the subjective experience of being content, happy, satisfied with life's experiences and with one's job in the workplace, as well as having no anxiety, dissatisfaction, or worry. (Sisodia & Choudhary, 2012). The importance of

## Psychological Well-Being and Locus of Control among Underprivileged Learners

psychological well-being in one's life has increased its appeal in the field of psychology. Psychological well-being is a product of having positive feelings and functioning effectively. Psychological well-being is the state of being contented, joyful, and self-actualized. (Feeling as though one has accomplished something in life). Positive and negative emotions, as well as overall life satisfaction and satisfaction with other facets of one's life, are all components of psychological well-being, which is multidimensional. (Ed Diener, n.d). The broad category of phenomena termed psychological well-being encompasses people's emotional responses, domain satisfaction, and overall assessments of life satisfaction. Although each of the distinct constructions must be understood on its own, there is typically a strong correlation between the parts (Diener, Suh, Lucas, and Smith, 1999).

Ryff (1989) in her article tried to integrate several notions of wellbeing from the ancient Greek to the modern psychological, including theories of individuality from Carl Jung, self-actualization from Abraham Maslow, and others. The Ryff Scales of Psychological Well-Being is an instrument with a theoretical foundation that focused in assessing several aspects of psychological well-being. According to Bhogle and Prakash (1995), PWB involves finding a purpose in life, being free from suicidal thoughts, having personal control, having supportive friends and family, being stress-free, and being generally effective.

### *Domains of Psychological well-being*

1. **Autonomy:** The capacity to make decisions that are consistent with one's principles and interests is referred to as autonomy. High levels of autonomy are associated with a sense of control and a desire to pursue interests and objectives that have personal significance for the individual.
2. **Environmental mastery:** The ability to successfully manage and adapt to one's surroundings is referred to as environmental mastery. People with high levels of environmental mastery typically have better coping mechanisms for stressors and difficulties, and they are more likely to be happy and satisfied with their lives.
3. **Personal growth:** The process of realizing one's potential and becoming the finest possible version of oneself is referred to as personal growth. People who have experienced significant personal growth are frequently open-minded, curious, and eager to try new things.
4. **Positive relation with others:** The quality of one's relationships with others, including those with family, friends, and love partners, is referred to as having positive interactions with others. Strong, healthy relationships are associated with higher levels of social support, trust, and closeness, all of which can contribute to positive emotions of happiness and wellbeing.
5. **Purpose of life:** A sense of direction and significance in life is referred to as having a purpose. People with a strong sense of purpose typically exhibit better motivation, have more defined goals, and experience greater levels of life satisfaction.
6. **Self-acceptance:** Accepting oneself including one's flaws and strengths without condemnation or criticism is referred to as self-acceptance. The likelihood of experiencing negative feelings like shame and guilt is lower in people who have high levels of self-acceptance.

A crucial component of human development is psychological well-being, particularly for students. Underprivileged students are those who have backgrounds that limit their chances and resources, such as poverty, a poor socioeconomic level, a lack of access to education, and other social and economic disadvantages. These students frequently experience a variety of difficulties that may harm their psychological health, such as stress,

## Psychological Well-Being and Locus of Control among Underprivileged Learners

anxiety, sadness, and low self-esteem (HB Ferguson et.al. 2007). In relation to research, psychological well-being is crucial for both social-emotional growth and the best academic performance. Learning engagement and successful outcomes are more likely to occur when students feel emotionally secure and supported. Additionally, there is evidence linking psychological well-being to physical health, such as lower rates of chronic disease, stronger immune systems, and longer life spans.

### *Factors affecting psychological well-being of underprivileged learners*

1. Economic instability: Poor or unstable economic conditions may affect underprivileged learners, which can lead to stress and anxiety and restrict their access to resources that can help their mental health.
2. Discrimination: Students from disadvantaged backgrounds may also experience prejudice or stigma, which can have a severe effect on their mental and emotional well-being.
3. Lack of access to healthcare: It may be challenging for underprivileged students to address mental health issues because they lack access to high-quality medical care or mental health services.
4. Educational inequality: Underprivileged students may not have access to the same educational opportunities or resources as their more fortunate peers, educational inequality can have a detrimental effect on the psychological health of these students.
5. Family stress: Students from disadvantaged backgrounds might also deal with stress from problems in their families, like parental unemployment or substance abuse.

The availability of mental health treatments, positive social connections, and chances for meaningful participation and self-expression are some of the elements that can affect the psychological health of underprivileged learners. By providing a secure and encouraging atmosphere, access to mental health resources and opportunities for social and emotional development, schools and communities may play a significant role in promoting psychological well-being.

### *Locus of control*

Locus of control is derived from Latin word “Place” or “Location”. Julian B. Rotter proposed the concept of locus of control in 1954, describing it as the degree to which people feel they have influence over how events in their lives will turn out. There are two sorts of loci of control: internal and external. If a person possess a belief that he has complete control over the outcomes of the events in his life then he has internal locus of control. If a person has belief that outside factors responsible for the outcome of events, then he possesses external locus of control.

According to the theory, those who feel that fate controls their lives or who feel as others have more power over them than they do are more likely to have an external locus of control. People with an internal locus of control are more likely to understand that they are responsible for their own lives and that control belongs with them. Some individuals think they are in charge of their own lives. Other people see themselves as powers of fate believing that what happens to them in their live, due to luck or chance. The way that a person views the origin of his or her fate is their locus of control. (Schultz, 2002).

### *Factors affecting the locus of control of underprivileged learners.*

1. Environment: A learner's locus of control may be significantly impacted by the environment in which they are raised. For instance, students who experience poverty

## Psychological Well-Being and Locus of Control among Underprivileged Learners

or an unstable home environment as children may be more prone to perceive those external forces, such as economic disparity or family pressures, have a significant influence on their life.

2. **Education:** The locus of control of a person can also be influenced by their education. Learners who receive high-quality instruction that places an emphasis on self-discipline and problem-solving may be more likely to develop an internal locus of control than those who do not receive such instruction or who are not encouraged to take charge of their own lives.
3. **Social support:** Social support can aid learners in gaining a greater sense of control over their life and may aid in the formation of an internal locus of control. Examples of social support include having a mentor or a strong network of family and friends.
4. **Trauma:** Traumatic events like abuse or violence can have an effect on a person's locus of control. Traumatized students may be more likely to develop an external locus of control because they may believe that external forces dominate their life.
5. **Cultural beliefs:** The formation of locus of control can also be influenced by cultural perceptions of responsibility and control. For instance, students from societies that value hard effort and personal accountability may be more likely to establish an internal locus of control.

Researchers have found that students who have an internal locus of control, who think that their choices can affect their outcomes are more likely to be resilient, persistent, and successful in their academic endeavors. On the other hand, students who have an external locus of control who think that their results are determined by outside forces like luck, chance, or other people's actions might be more likely to give up easily, feel helpless, and experience lower academic achievement. (Libretexts, 2021)

The concept of locus of control is particularly important for underprivileged learners since they may experience more obstacles and challenges to academic performance than their more privileged friends. However, developing an internal locus of control can assist underprivileged learners in overcoming these obstacles and achieving their objectives. They can increase their resilience and sense of agency by concentrating on what they can control, such as their effort, attitude, and perseverance.

### **REVIEW OF LITERATURE**

This chapter intends to outline the existing literature on Psychological well-being, Locus of control, and other mental health-related literature on the underprivileged learners better insights into the study.

#### ***Studies on psychological well-being.***

Akshay J and Anand (2022) studied the interaction of caste and gender on life satisfaction and psychological well-being in urban areas. A sample of 465 young adults were given the short versions of the Satisfaction with Life Scale and Mental Health Continuum, and the results showed that there were significant caste inequalities in both life satisfaction and well-being. The results show that general caste people are happier and more content with their lives than people from scheduled castes. The results also show considerable gender variations in life satisfaction, with women across all castes reporting higher life satisfaction than males. Findings showed no caste or gender interaction effect.

Mercedes Gómez-López, et.al (2022) examined the relationship between Psychological Well-Being and Social Competence During Adolescence. The sample of the research included 662

## Psychological Well-Being and Locus of Control among Underprivileged Learners

adolescents aged between 14 and 16 years old showing evidence of a positive and bidirectional relationship between psychological well-being and social competence.

A study done by Rahul T and Dr. Bhagat Singh (2021) to examine the effect of caste category and residential locale on psychological well-being. The sample group for this purpose, 438 graduate students (219 from rural areas and 219 from urban areas) were randomly selected. According to the findings, pupils in rural areas had much higher PWB than students in urban areas. College students' PWB is unaffected by caste category, and there is no interaction between caste category and location in terms of their PWB.

Wu et. al. (2021). Examined the Mindfulness and well-being among socioeconomically disadvantaged college students: Roles of resilience and perceived discrimination. In this study a total of 191 socioeconomically disadvantaged college students of aged 17-25 years. According to the results of structural equation modeling, mindfulness was positively associated with life satisfaction and negatively associated with psychological distress.

Bhilota, J. M., & Meghnathi, R. (2020). Conducted a study on Impact of psychological well-being among adolescents. The sample comprised of 120 adolescents and they were selected by using simple random sampling. Psychological Wellbeing Scale (Dr. Devendra Singh Sisodia and Pooja Choughary, 2012) were used for data collection. The findings of the study reveal that Female Adolescents have more Psychological well-being dimension satisfaction, Efficiency, Sociability, and Mental health than Male Adolescents. Male and Female Adolescents are having same Psychological well-being dimension Interpersonal Relations.

Pravitha M.R. and Dr. R. Sembiyan (n.d) conducted a study on psychological well-being among adolescents in the current scenario. The study consisted of 50 adolescents. Ryff's psychological well-being scale was used Results indicated that socio-demographic variables does not influence adolescent psychological well-being, Gender and age are negatively related with psychological well-being, stay in hostel is positively related with psychological well-being.

The above-mentioned review of literatures shows that various factors such as rural/urban location, socio-demographic variables, mindfulness, and caste/gender inequalities can influence psychological well-being among adolescents.

### ***Studies on locus of control***

Shirin Khazvand, et. al. (2022) examined the relationship between racial discrimination and substance use: Does locus of control help explain risk. In this study a total of 503 racial/ethnic minority adults aged 18–35 who completed an online questionnaire including measures on racial discrimination related stress, locus of control, and substance use. The findings showed a substantial indirect relationship between stress associated to racial discrimination, two external loci of control (i.e., strong others and chance), and substance abuse. Internal locus of control was not found to have a substantial indirect influence.

A study done by Ai Fukuzawa and Kazunori Inamasu (2022) examined the relationship of internal locus of control would be positively related to collective action even in East Asian countries. In this study the 2010 world values survey data from seven countries. The findings showed that East Asians specifically Koreans with low political interests, Taiwanese, and low-income Japanese were more likely than Westerners to have an internal locus of control that was positively correlated with collective action. findings imply that, in the presence of

## Psychological Well-Being and Locus of Control among Underprivileged Learners

conditions that discourage such engagement, the internal locus of control is a critical individual difference that predicts collective action (e.g., cultural values, low political interest, and low income).

Sara Pedron, et. al. (2022) conducted a study to assesses locus of control (LOC) as a mediator linking childhood socioeconomic status (SES) with health behavior (smoking, regular alcohol consumption, unhealthy diet and low physical activity). According to the findings, independently of adult SES, externally oriented LOC explains up to 6% of the connection between childhood SES and adult health behaviour. Stratification suggests that these findings are valid for women but not for males, and for younger and middle-aged people but not for older people. As a result, control beliefs have a minor but considerable impact on how the socioeconomic gradient in health behaviour is shaped. They may also have long-term effects on how morbidity and mortality develop and endure across generations.

Arora, (2021) conducted a study on Locus of Control, Self Esteem & Decision Making among Male & Female Adolescents. A sample 60 adolescents (30 males & 30 females) aged 12-18 years were taken. Standardized scales such as Rosenberg self-esteem scale (1965), Making decisions in everyday life (2001) and the internal-external locus of control scale (1996) were used. Data analysis found out non-significant results for association and comparison between male and female adolescents in context to the locus of control, self-esteem, and decision-making.

Studies investigated at the connection between locus of control and a variety of factors, including decision-making, substance abuse, group behavior, and health behavior, and found that external locus of control is frequently linked to negative outcomes while internal locus of control is linked to positive outcomes. However, the relationship can be influenced by factors like age, gender, culture, and socioeconomic status.

### *Studies on psychological well-being and locus of control*

Xia, Y., & Ma, Z. (2020) examined the Social integration, perceived stress, locus of control, and psychological wellbeing among chinese emerging adult migrants. Data on 6,084 migrants aged 18–29 years in the 2014 China Migrants Dynamic Survey were analyzed. Social integration was a key predictor of psychological wellbeing among emerging adult migrants in China. Perceived stress significantly mediated that relationship. The locus of control moderated the indirect effect of social integration on psychological wellbeing by weakening the buffering effect of social integration on perceived stress.

Marrero Quevedo & Carballeira Abella, (2014), conducted a study to analyse the relationship between locus of control and well-being. The participant were 1043 adults. The results showed that individuals with personal locus of control – against those with social locus of control – had more life satisfaction, job satisfaction, positive emotions, less negative emotions, also scoring higher in every psychological well-being measures.

VanderZee, K. I., Buunk, B. P., & Sanderman, R. (1997) conducted a study on Social Support, Locus of Control, and Psychological Well-Being. It was demonstrated in two samples that people with an internal locus of control felt greater support than people with an external locus of control. Furthermore, Study 1's sample, which was predominately made up of women, demonstrated that social support was strongly associated with the psychological well-being of people who had an external locus of control. This moderating effect of locus of

## Psychological Well-Being and Locus of Control among Underprivileged Learners

control could only be replicated for women in a subsequent investigation. There was no evidence of a moderating influence of locus of control for men.

Reza et al., (n.d.) investigated the relationship between locus of control and psychological well-being among Iranian adolescent migrants in Kuala-Lumpur, Malaysia. There were 300 pupils in total, ranging in age from 13 to 16, in this study. The findings revealed an important relationship between locus of control and adolescent psychological health.

Numerous studies indicate a connection between locus of control and psychological well-being, with internal locus of control linked to better psychological health, more social support, higher levels of life satisfaction, and positive emotions. However, the moderating effect of locus of control on social integration and perceived stress differs by gender.

### *Rationale of The Study*

Underprivileged learners are a vulnerable population that is at risk of experiencing majority of psychological distress and having limited control over their lives. Two core ideas that have been linked to people's mental health and quality of life are psychological well-being and locus of control. The relationship between these constructs as well as any potential gender difference can provide valuable insights. This knowledge is essential for developing effective interventions that can help underprivileged learners achieve their goals, overcome obstacles, and promote resilience.

## **METHOD**

The method chapter provides an outline of the research techniques used in the current study. Information on the study's aim, the research questions, and its objectives are provided in this chapter. It also contains the null hypothesis and a brief description of all the study's variables, both dependent and independent. The method also discusses the research design, the tools employed in the current study, and the norms for each tool.

### *Research Questions*

- Is there any significant difference in psychological well-being among male and female underprivileged learners?
- Is there any significant difference in locus of control among male and female underprivileged learners?
- Is there any significant relationship between Psychological well-being and Locus of control among Underprivileged learners?

### *Aim*

The aim of the present study to examine the Psychological well-being and locus of control among underprivileged learners.

### *Objectives*

- To assess whether there is a significant difference in psychological well-being among male and female underprivileged learners.
- To assess whether there is a significant difference in locus of control among male and female underprivileged learners.
- To assess the relationship between Psychological well-being and Locus of control among Underprivileged learners.



## Psychological Well-Being and Locus of Control among Underprivileged Learners

### *Hypotheses*

**Ho1-** There is no significant difference in psychological well-being among male and female underprivileged learners.

**Ho2-** There is no significant difference in locus of control among male and female underprivileged learners.

**Ho3-** There is no significant relationship between Psychological well-being and Locus of control among Underprivileged learners.

### *Variables*

Independent variables: Gender.

Dependent variables: Psychological well being and Locus of control.

### *Operational definition*

- **Psychological well-being:** Psychological well-being includes a sense of happiness about oneself, a positive perspective of one's way of life, and a positive self-perception (Diener, 1984)
- **Locus of control:** locus of control refers to a person's beliefs about what causes the good or bad results in his or her life (Jeliam B. Rotter, 1954).
- **Underprivileged learners:** The term "underprivileged learners" refers to those in need who are less advanced than the general population in terms of their social, economic, and geographic circumstances. The primary cause of their plight is poverty and they are denied all the amenities and perks that are available to upper class persons because of their low rank.

### *Research design*

The study was exploratory in nature and adopted a survey research design.

### *Sample*

Convenient sampling method was adopted in the present study. The sample was consisted 80 participants of age 10-14 years, in which 40 were males and 40 were females. These participants were selected from Valmiki ashrama shale, Dharamshala.

### **Inclusion criteria**

- Individual from 10-14 years of age.
- Individual who can read and write in English or Kannada.
- Individuals who are inmates of the institution.

### **Exclusion criteria**

- Orphans.
- Adolescent who are differently able.
- Individuals who are not receiving any form of education.

### *Tools*

#### **Psychological well-being inventory**

This questionnaire was developed by Carol Ryff in 1995. It consists of 84 items covering 6 areas of Psychological well-being. They are Autonomy, environment Mastery. Personal Growth. Positive Relationship with Others, Purpose In Life, Self-Acceptance. Total score of above 439 is high and below 286 indicates low psychological well-being. Each subscale consists of 14 items approximately equally between positive and negative items.

## Psychological Well-Being and Locus of Control among Underprivileged Learners

**Scoring:** The five responses option is assigned points as follows. (1- Strongly disagree, 2- Moderately disagree, 3-Slightly disagree, 4- Slightly agree, 5- Moderately agree, 6-Strongly agree)

Negative items scored reverse (6- Strongly disagree, 5-Moderately disagree, 4-Slightly disagree, 3- Slightly agree, 2- Moderately agree, 1- Strongly agree).

**Reliability and validity:** The validity of the scale is 0.85 and the reliability is 0.609.

Interpretation table

Raw score	Interpretation
Above 439	High psychological well-being
288-439	Average psychological well-being
Below 286	Low psychological well-being

### Levenson's scale for locus of control

This questionnaire was developed by Sanjay vohra (1992). It has 24 statements with multiple choice responses and it has three sub-dimension in it. Response range from strongly agree, agree, Undecided, Disagree to strongly disagree. The responses are .given the score of 1 to 5 respectively.

The items are designed to measure three dimensions of locus of control

#### P-Powerful others

The extent to which an individual thinks that other individuals or outside forces have an impact on their life events. High score indicates that other people control individual outcomes.

#### C-Chance control

The extent to which a person thinks luck or chance had a role in their life circumstances. High score indicate that unordered, chance or random events controls individual's outcome.

#### I-Individual control

The extent to which a person feels in control of their life's circumstances. A high score indicates that the person thinks you can control the outcome and that your present circumstances and rewards are a direct result of the things you can influence.

#### Locus of control

Dimension along with their item numbers

Locus of control	Item numbers
P-Powerful others	3,8,11,13,15,17,20,22
C-Chance control	2,6,7,10,12,14,16,24
I-Individual control	1.4.5.9.18.19.21.23

**Scoring:** The assessment consists of a five-point Likert-type scale that must be manually scored using a stencil. Each response is worth 1, 2, 3, 4, or 5. The test booklet has a transit stencil on it, and the answers are marked with a pencil or pen in the appropriate places. The number printed around the circle indicates how many points are visible through the circle for each factor on the test booklet. For each of the three dimensions, the scores are added independently. (P. C. I)

## Psychological Well-Being and Locus of Control among Underprivileged Learners

**Reliability and validity:** The test retest reliability was calculated for the scale with N-200, re-tested after one week time. The test retest reliability co-efficient was found to be 0.76. Scores on the scales, Rotter's locus of control Le scale in the present scale correlated and the correlation co efficient was found to be 0.54 The correlation coefficient is not high but this is because of the difference in the construction of the scales.

### *Procedure*

A total of 40 males and 40 females participants who are studying at Valmiki ashrama shale, Dharmasthala were selected. The questionnaire were translated to Kannada language and validated by experts. A good rapport was established and the purpose of the study was explained to the participants. All the ethical considerations were kept in mind before collecting the data collection. The data were collected individually with providing clear instructions both in Kannada and English. It was assured whether the participant read and understood the consent or not. The socio-demographic data were collected. After the completion of administration of the inventories, they were collected and checked for any kind of omission. The data was then gathered and entered into a spreadsheet, which was then imported to MS excel. Their age, gender all were transferred. In MS excel, the total score on the psychological well-being and domains of locus of control were calculated. And then, all the scores were entered in SPSS software for the further analysis. On the basis of the result retrieved through SPSS, the results were interpreted.

### *Statistical analysis*

- Mann-Whitney U test,
- Spearman's rank correlation.

### **Ethical considerations**

- Obtained permission from the institution for data collection.
- Consent was taken from the participants before collection of the data.
- Data collected was used only for research purpose.
- Confidentiality was maintained regarding the privacy and identity of the participant.

## **RESULT AND DISCUSSION**

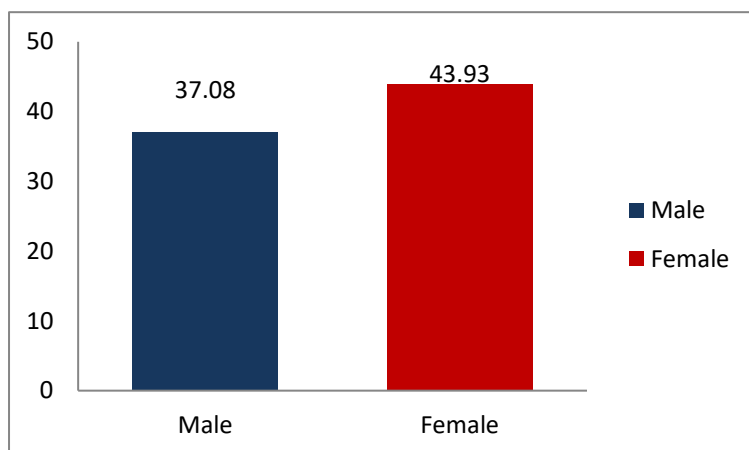
Psychological well-being and locus of control among underprivileged learners.

The objective of the study was to assess Psychological well-being and locus of control among underprivileged learners. This chapter consists of the data relevant to the test hypotheses and interpretation of the results.

**Table 4.1: Mann Whitney U test for Psychological well-being among underprivileged learners across gender.**

Variable	group	Mean rank	N	Sum of rank	Mann-Whitney	Wilcoxon Score	z-Score	Sig. Value
Psychological well-being	Male	37.08	40	1483.00	663.000	1483.00	-1.319	0.187
	Female	43.93	40	1757.00				

## Psychological Well-Being and Locus of Control among Underprivileged Learners

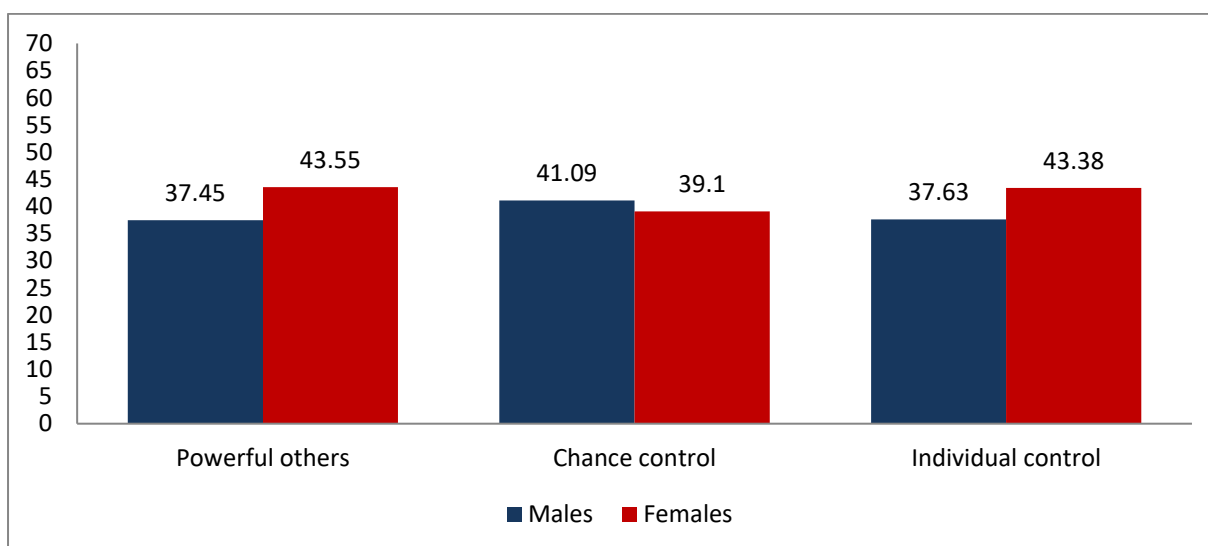


**Figure 4.1:** Mean rank psychological well-being score of underprivileged learners across gender

Mann Whitney test was used to test the hypotheses stating, there is no significant difference in level of the psychological well-being among male and female underprivileged learners. As observed from the above table, the obtained p value is 0.187( $p > 0.05$ ) which indicates no significant. Therefore, the null hypothesis is accepted and results indicates no significant difference in level of the psychological well-being among male and female underprivileged learners. The result is in consistent with the study by (Sembiyan, n.d.), who reported that there is no significant gender difference in psychological well-being among adolescents.

**Table 4.2:** Mann Whitney U test for domains of locus of control among underprivileged learners across gender.

Variable	group	N	Mean rank	Sum of rank	Mann-whitney	Wilcoxon score	z-score	p value
Powerful others	Male	40	37.45	1498.00	678.0	1498.0	-1.191	0.234
	Female	40	43.55	1742.00				
Chance control	Male	40	41.90	1676.00	744.0	1564.0	-0.544	0.587
	Female	40	39.10	1564.00				
Individual control	Male	40	37.63	1505.00	685.0	1505.0	-1.226	0.220
	Female	40	43.38	1735.00				



**Figure 4. 2:** Mean rank locus of control scores of underprivileged learners across gender

## Psychological Well-Being and Locus of Control among Underprivileged Learners

Mann Whitney test was used to test the hypotheses stating, there is no significant difference in level of locus of control among male and female underprivileged learners. The p value for all the domains of locus of control were obtained along with mean rank, Sum of rank, Mann whitney, Wilcoxon and z score. Under the domain, Powerful others the mean rank score obtained by male and female underprivileged learners are 37.45 and 43.55 respectively ( $p > 0.05$ ) which is not significant. Under the domain, Chance control the mean rank score obtained by the male and female underprivileged learners are 41.90 and 39.10 respectively ( $p > 0.05$ ) which is not significant. Under the domain, Individual control the mean rank score obtained by the male and female underprivileged learners are 37.63 and 43.38 respectively ( $p > 0.05$ ) which is not significant. Therefore, the null hypothesis is accepted and the results shows that there is no , there is no significant difference in level of locus of control among male and female underprivileged learners. Previous research studies have also found that there is no gender difference in locus of control among adolescents (Arora, 2021).

**Table 4.3: Coefficient of correlation between Psychological well-being and Domains of locus of control among underprivileged learners**

Variables	PWB	
	r-value	p-value
Powerful others	0.025	0.827
Chance control	0.080	0.482
Individual control	0.006	0.957

The hypothesis stating that there is no significant relationship difference the Psychological well-being and Domains of locus of control among underprivileged learners using Spearman's rank coefficient of correlation test. The r value and p value were obtained between psychological well-being and Domains of locus of control. The p value obtained between psychological well-being and powerful others domain is 0.827 ( $p > 0.05$ ) which does not show any significant relationship between two. The p value obtained between psychological well-being and chance control domain is 0.482 ( $p > 0.05$ ) which does not show any significant relationship between two. The p value obtained between psychological well-being and Individual control domain is 0.957 ( $p > 0.05$ ) which does not show any significant relationship between two. Hence, we accept the null hypothesis and conclude that there is no significant difference the Psychological well-being and Domains of locus of control among underprivileged learners.

### **SUMMARY AND CONCLUSION**

This chapter consists of brief summary of the present research work, major findings, conclusions, implications, limitations and scope for the further research.

#### **Summary of the study**

The present study, was undertaken to study the psychological well-being and locus of control among underprivileged learners. The study is exploratory in nature and used survey research design. Convenient sampling method was adopted; a sample of 40 males and 40 females was selected for the study. The independent variable was underprivileged learners and dependent variables were of psychological well-being and locus of control. The tools used were Psychological well-being scale developed by Carol Ryff (1995) and locus of control developed by Sanjay Vohra (1992). The significant difference between psychological well-being and locus of control among underprivileged learners was analyzed by using Mann

## Psychological Well-Being and Locus of Control among Underprivileged Learners

Whitney U test and the correlation coefficient between the variables are found using spearman's rank correlation coefficient.

### *Major findings*

- There is no significant difference in psychological well-being among male and female underprivileged learners.
- There is no significant difference in powerful others locus of control among male and female underprivileged learners.
- There is no significant difference in Chance locus of control among male and female underprivileged learners.
- There is no significant difference in individual locus of control among male and female underprivileged learners.
- There is no significant correlation between Psychological well-being and powerful others.
- There is no significant correlation between Psychological well-being and chance control.
- There is no significant correlation between Psychological well-being and Individual control.

## **CONCLUSION**

The present study was conducted to examine the psychological well-being and locus of control among underprivileged learners. Underprivileged learners were the independent variable and psychological well-being and locus of control were a dependent variable. The variables were tested by formulating null hypothesis. Based on the major findings of the study, it can be concluded that there is no significant difference in psychological well-being and dimensions of locus of control among underprivileged learners. Furthermore, none of the locus of control domains (powerful others, chance or individual control) significantly correlates with psychological well-being. These findings suggests that gender does not play a significant role in the psychological well-being and locus of control among underprivileged learners.

### *Limitations*

- The study conducted on a small sample.
- The findings of the study may not be generalizable to other populations or settings beyond the specific underprivileged learner population studied. Factors such as cultural differences, geographical location, and educational systems may affect the applicability of the findings to other contexts.

### *Implication of the study*

The study could offer insights into the elements that affect the psychological wellbeing and locus of control in underprivileged learners, which could guide the creation of tailored educational interventions.

### *Scope for the further studies*

- An intervention study can be conducted.
- A qualitative study can be done for in-depth understanding.
- The study can be explored by using different variables.
- The study further examining diversity within underprivileged learners, investigating mechanisms and mediators, exploring contextual factors can be carried out.

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## Psychological Well-Being and Locus of Control among Underprivileged Learners

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### **Conflict of Interest**

The author(s) declared no conflict of interest.

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