

Locus of Control and Academic Scores of Undergraduate Students

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ABSTRACT

In the global and VUCA (Volatile, Uncertain, Complex, and Ambiguous) world today organizations need to constantly learn and evolve to new environmental conditions. organizations need to create value for their stakeholders and have a competitive edge It is crucial for organizations (Universities, Schools) to value their students and help them evolve into strong resources with their utmost potential so that the organizations and students can mutually grow and create societal value. In order to achieve this goal organizations require information to distinguish students according to their needs and personality traits and then design suitable methods and designs of study. Locus of control has an effect on the academic achievement of students. It is significant to assess the locus of control of students and provide the required support to them help them to achieve their best potential and academic success. The study was conducted on undergraduate students between the age group of 18-21 from the University of Delhi, India, from the discipline of humanities. With a sample size of 137 undergraduate students. Rotter's internal-external locus of control(I-E) (1966) scale is administered to assess the locus of control of undergraduate students. A questionnaire for students' information is designed and collected by Google Forms. The study indicates no association between Internal locus of control and an academic score of undergraduate students of humanities at the University of Delhi, India.

Keywords: *Locus of control, Academic- Score, Undergraduate Students*

Locus of control: The concept of Locus originated from the social learning theory of Julian Rotter, an American psychologist in the 1950s. It is a magnanimously significant concept in the modern psychology domain. In the past fifty years, this concept has been studied most in the area of personality psychology.

Locus of control is perceiving or attributing causation to the events, outcomes, results, or behaviors either internally or externally. The individuals who perceive that circumstances in their life are caused by their actions/efforts/choices made by them such individuals are called 'Internals'. On the other hand, individuals who attribute the causation of the circumstances to external factors such as luck, fate, and chance others such individuals are called 'Externals'. Though most individuals fall somewhere between the extremes of both 'Externals' and 'Internals' at the same time Internal or external orientation makes an

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Received: December 09, 2023; Revision Received: December 14, 2023; Accepted: December 19, 2023

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enormous impact on the achievements of life. Internality or externality is associated with Academic achievements, well-being at work, Job satisfaction and general satisfaction, earnings, business achievements, and business success. Locus of control is the key determining factor to academic success. Nowicki, Stephen (2016) in his book ‘Choice or Chance: understanding your locus of Control and why it matters’ explains how Internals differs from externals in excelling, Internals are more successful academically, become better managers, cope with medical ailments and even lead a more fruitful life. The study by Weiner (1974) theory explains how individuals interpret events and situations in life. Behaviors and attribute the cause to behavior. Attributions are divided into three causal dimensions: locus of control, stability, and controllability. The locus of control has two classifications: Internal locus of control and external locus of control generally referred to as ‘Internals’ and Externals’. However, there will be a person rarely 100 percent of either type of locus of control. There may be a combination of both internal and external. Although Internality is often preferred over externality it is the particular situation that determines the appropriateness of locus of control. Internals compared to externals are likely to take responsibility, be persistent, delay gratification, and gather information in a better way. Internals cope with medical ailments such as Parkinson’s, diabetes, kidney disease, heart disease, and surgery better. ‘External’ students have a different method of learning and process, their training methods and needs may be different from ‘Internals’. It is crucial to identify individuals at the early stage of life so that they could be trained and equipped better for future outcomes. The study could benefit the students, teachers, schools, parents, business organizations, societies, social workers, and counsellors. Academic Score is considered very crucial for students in India, it is the foundation for future success in life. students at the undergraduate level can choose the course in post-graduation and the desired institutions if they attain the desired academic result, not only that but eventually, it becomes crucial to enter into the right kind of business organization and suitable work role. According to the university grants commission list, there are total 1072 Universities in the Country as of 25.11.2022 Universities out of which the number of State Universities is 460 Deemed to be Universities 128 Central Universities 54 Private Universities 430. However, to enter the desired business school/University which is an indicator of eventual business success is a rollercoaster ride, extremely competitive, and high academic achievement is essential in order to get admission to high ranking university or college.

Table 1. Top Universities in India

Name of the University	NIRF Ranking 2022	NIRF Ranking 2021	NIRF Ranking 2020
Indian Institute of Sciences	1	1	1
Jawaharlal University(JNU)	2	2	2
Jamia Milia Islamia	3	6	10
Jadavpur University, Kolkata	4	8	5
AmritaVishwa Vidyapeetha, Coimbatore	5	5	4
Banaras Hindu University, Varanasi	6	3	3
Manipal Academy of Higher Education	7	7	8
Calcutta University	8	4	7
Vellore Institute of Technology, Vellore	9	13	16
University of Hyderabad, (UOH), Hyderabad	10	9	6
Aligarh Muslim University, University	11	10	17
Savitribai Phule Pune University	12	11	9
University Of Delhi	13	12	11
Institute of chemical technology	14	15	18

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Name of the University	NIRF Ranking 2022	NIRF Ranking 2021	NIRF Ranking 2020
Bharathiar University	15	14	13
Shikha O Anusandhan University	16	20	20
Homi Bhaba National Institute	17	18	14
Birla Institute of Technology & Science	18	17	15
SRM Institute of Science and Technology	19	30	35
Kalinga Institute of Industrial Technology	20	21	24
Anna University	21	16	12
Osmania University	22	32	29
Amity University	23	25	37
Shanmugha Arts Science Technology & Research Academy (SASTRA)	24	22	25
Punjab University	25	23	26
Savitha Institute of Medical and Technical Sciences	26	29	32

Source: MoE, National Institute Ranking Framework (NIRF) (nirfindia.org)

Apart from other factors contributing to academic success such as hard work, dedication, and discipline, research indicates that an association is established between the Locus of control and the academic achievement of an individual. This study would examine the association between locus of control and the academic score of undergraduate students of the University of Delhi. The academic score is considered an important aspect for students to do well in their eventual life. This study aims to find out the association between the internal locus of control and the academic score of undergraduate students of the University of Delhi. Students inclined to External or Internal locus of control behave very differently, their method of studying is different and has very different outcomes. This study attempts to find out the association of locus of control with better academic achievements. The study could be useful for school teachers and Parents who could help and support students at the school level, even before they enter college. The University Professors could also help the students to have better outcomes. The industry could make use of the results from the proposed study in hiring and choosing the work role and various Human resource decisions such as hiring, promotion training, and succession leadership. The proposed study could enlighten society to become more aware of this powerful aspect of personality and be more supportive of the development of students' future.

Company Profile

The University of Delhi was established in 1922 as a unitary, teaching, and residential University by the Act of the then Central Legislative Assembly, a strong commitment to excellence in teaching, research, and social outreach has made the University a role model and trendsetter for other universities. The University of is a premier university of the country with a venerable legacy and international acclaim for the highest academic standards, diverse educational programs, distinguished faculty, illustrious alumni, varied co-curricular activities, and modern infrastructure. The University of Delhi has been ranked at 1st position among the top 25 Central Universities and at 8th rank among the top 100 universities by Outlook-ICARE India University Rankings 2019 as per the Centre for World University Ranking (CWUR) ranking and is 8th in the National Institutional Ranking Framework. It is also among the top 10 Indian public educational institutions/universities and the first among Indian public universities under QS BRICS University Rankings. The h-

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index of the University touched 192, one of the highest among Indian universities. NAAC has vested an A+ grade to the university.

REVIEW OF LITERATURE

Yazdanpanah, et. al (2010) investigated the relationship between students' locus control (LOC) and academic achievement. This finding revealed internals had higher academic achievements compared to the externals. The study is not inconsistent with the findings of Findley and Cooper (1983) which indicated a weak relationship between LOC and academic achievement for college-age students in their studies but which Locus had a positive relation to academic achievements. Khir, et.al. (2015) indicated that there are significant differences in locus of control according to age and level of academic achievement. Younger adolescents are more 'externals' compared to older ones and their academic achievements also differ similarly. The study established that those who are 'internals' performed better academically. The study determined a significant association between internal locus of control and good academic performance. external locus of control was associated with low academic performance. Choudhury, Borooah, (2017). The study was conducted on 240 Undergraduate students of Guwahati, India the results showed there was no significant positive correlation between the external locus of control and the academic achievement of the students. Mohamed, AA.et.al (2018). Confirmed a positive relationship between locus of control and academic achievements of nursing students at Damanhur University, Egypt. Oluseyi Akintunde, & Olusegun Olujide, (2018). investigated the influence of emotional intelligence and locus of control on the academic achievement of 72 underachieving high-ability students in Ibadan, Nigeria. 7 from 12 schools in Ibadan, Nigeria. A strong relationship was identified between Emotional intelligence, internal locus of control, and the Academic achievements of undergraduate students. Ilhan, & Bardakc (2018) revealed that non-gifted students have a positive relationship between the dependent variable 'academic achievement' and 'self-efficacy' and internal 'locus of control'.Özen Kutanis, Rana .et.al.(2011)concluded that the students with an internal locus of control in comparison to the students with an external locus of control have a better effect on learning performance.

The Rationale of the Study

The study could provide valuable information to parents, teachers, institutions, industries, and society. There is a need to assess the locus of control as early in life as possible because it is associated with many domains of life such as academic achievement, eventual success, team dynamics, earning, work retention, and work satisfaction. the proposed study's findings will provide learning to the association between locus of control and academic achievements, the study's findings could change the approach to student management, and their method of teaching, for better outcomes with students. The findings of the proposed study could be used in schools at an early stage, students could be molded better according to their locus of control.

RESEARCH METHODOLOGY

Objectives of The Study

- To identify the locus of control of undergraduate students.
- To find out the association between locus of control and the academic score of students.

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Hypothesis

- H₀: There is no relationship between the internal locus of control and the positive academic achievements of undergraduate students.
- H_a: There is a significant relationship between internal locus of control and the Academic achievements of undergraduate students.

Research Design

The research design is of experimental nature. The University of Delhi colleges were taken as a sample unit to conduct research. Rotter's (1966) internal-external locus of control(I-E) scale was administered to assess the locus of control of undergraduate students. The survey of the Rotter's test was taken through Google Forms, around 300 questionnaires were distributed out of which 137 responses were received.

Procedure and Methods

The researcher visited the sampled colleges to administer the questionnaires and explain the purpose and procedure of the Research, around 300 questionnaires were distributed to second-year undergraduate students of humanities, between the age group of 18-21 in various colleges of Delhi University. The concerned teachers were involved in the facilitation. The students were provided appropriate assistance and guidance during the process of data collection.

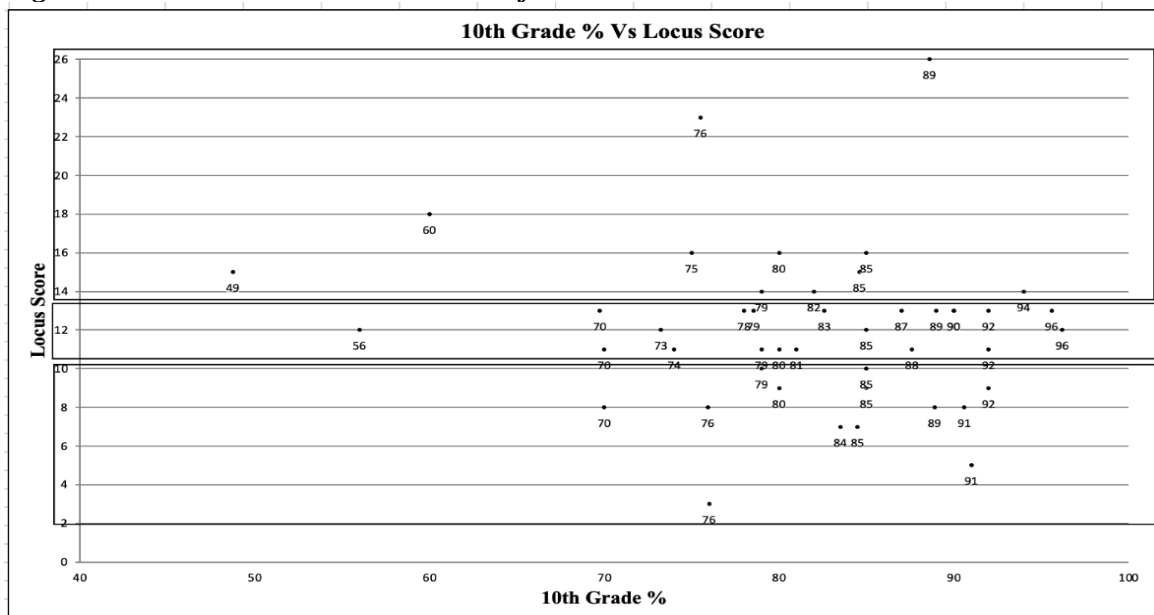
Data Analysis Presentation

The collected data was analyzed using MS. Excel to determine the Mean, Standard Deviation, and correlation. Pearson's coefficient of correlation was used to test the correlation between the 'Internal' students and their academic scores. The analyzed data was presented through pictorials.

The data were divided into three categories

- (a) High internals who scored between 2-10 on the locus scale.
- (b) Middle of the road, who scored 11-12 on the locus scale
- (c) Externals, who scored between 13-26 on the locus scale.

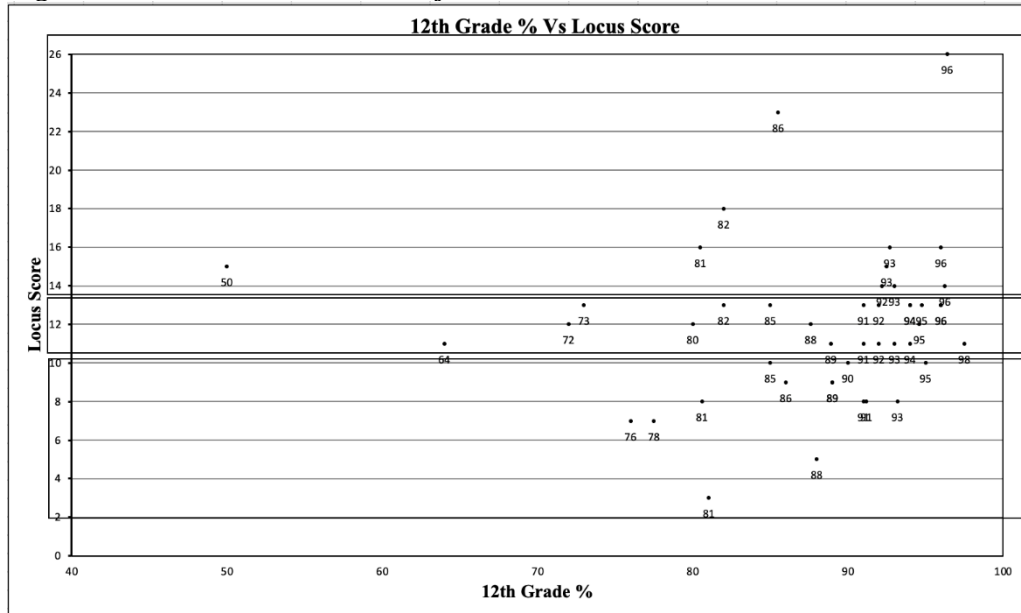
Figure. 1 :10th Grade Score v/s Locus of Control



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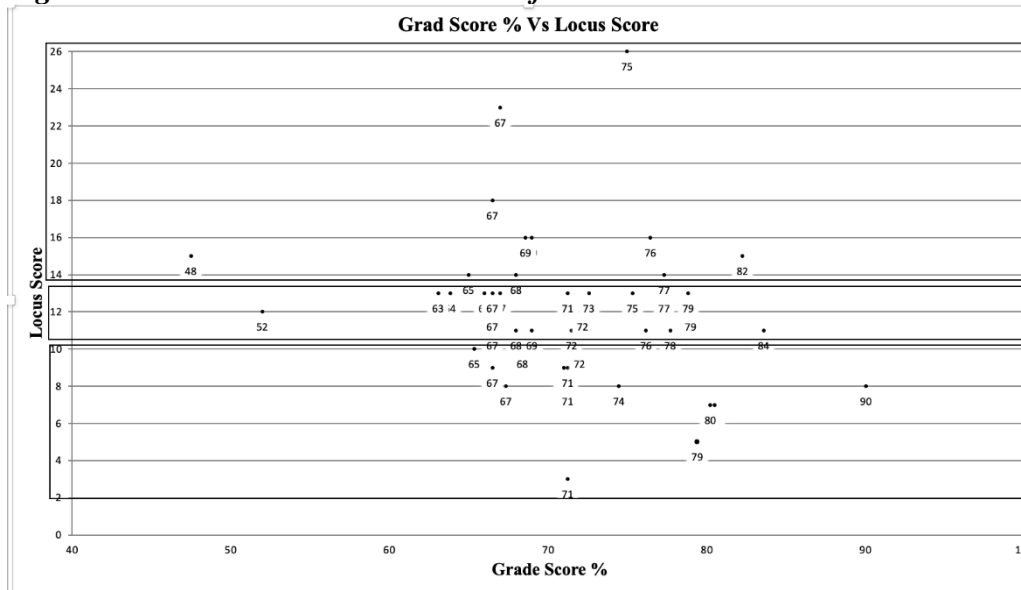
A high 'Internals' score between 70-92 in the tenth-grade examination result was 96 and the 'externals' scored between 49-89. Middle of the Road scored between 56-96. the study shows a significant difference between 'Internals and 'externals. The externals' starting score was much lesser than the internals even the Maximum score was also much below the Internals.

Figure. 2: 12th Grade V/s locus of Control



The Internals scored in their Intermediate between 76-98, Externals scored between-50-96, and the Middle of the Road scored -64-96.

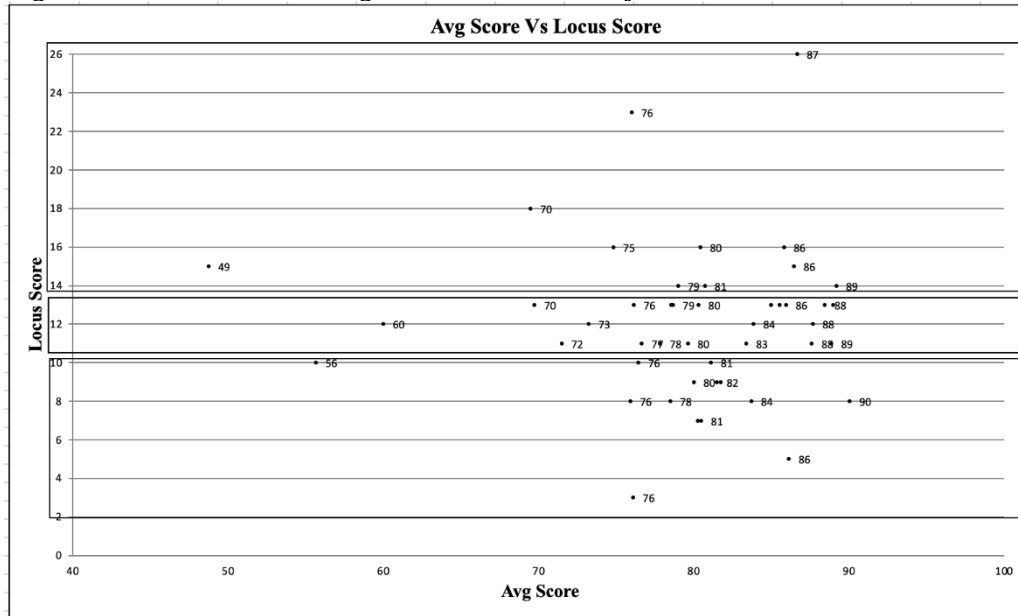
Figure.3: Graduation score V/s Locus of Control



The internals Scored in their undergraduate program between 65-90, Externals scored between 48-82, and middle of the road scored between 52-84.

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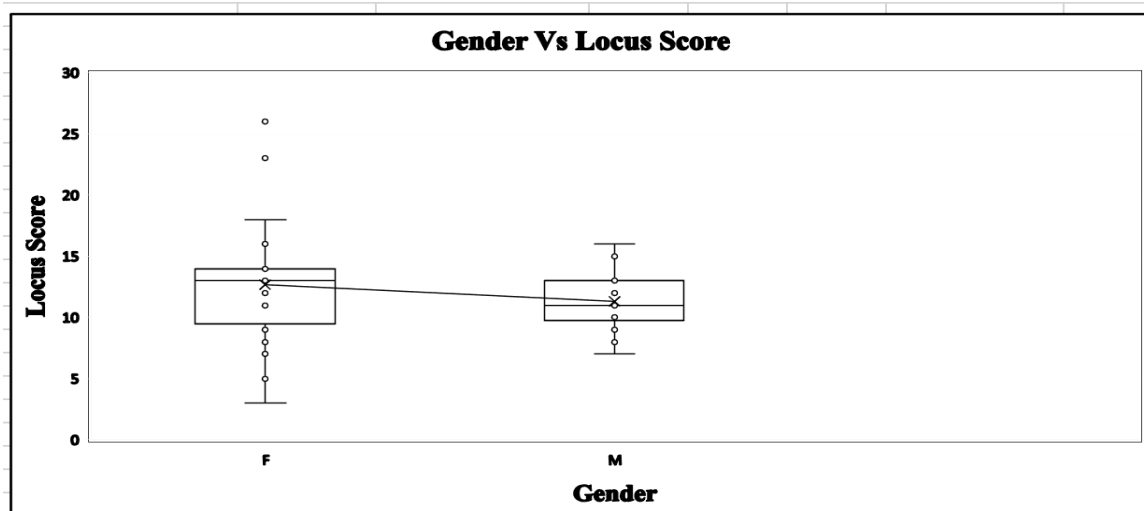
Figure 4: Academic Average Score v/s Locus of Control



Average score between the tenth to undergraduate program; The internals scored between 56-90, externals scored between 49-89 and the middle of the road scored between 60-89.

This current study was conducted on undergraduate students between the age of 18-21 of humanities from the University of Delhi, the result depicted that the internals consistently scored higher than the externals in their academic results.

Figure 5.: Gender Analysis of Locus of Control



The study revealed that between the age group of 18-21, second-year undergraduate students of humanities from the University of Delhi, the number of female students was significantly higher in 'Externals' compared to their male counterparts.

Findings

Pearson's Coefficient of correlation was used to determine the association between the internal locus of control of undergraduate students of the University of Delhi and their academic score in tenth grade, Intermediate, and graduation first-year. Correlation between

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the average scores of grade tenth, the twelfth, and first year under graduation and the locus of control was $r=0.29467354934951$. No significant association could be established on the basis of the test, however, it was found in the scores, that those students who were 'Internals' consistently scored higher than the Externals. The number of 'externals' in female students was found higher than that of male students in the age group of this study.

Recommendations

Academic administrators should consider helping students create better self-awareness, and self-management to help with their academic achievement. Universities, schools, administrators, and government should develop policies regarding, counselling, mentoring, and coaching for students regarding the locus of control. Colleges and universities should give orientation sessions to the students which include classes and presentations on the locus of control and its effect in other domains of life. Experts should develop systematic intervention methods and tools to increase the internal locus of control.

Scope for further study

The current study examined academic scores as an indicator of the academic achievement of undergraduate students based on their locus of control. Further study could be conducted to examine the other factors contributing to the academic success of students such as self-concept, self-efficacy of the students - the role of parents and teachers in the development of locus of control for adolescents and school children. The relationship between locus of control and academic achievements could be assessed separately for boys and girls.

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Acknowledgment

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Yadav, A. (2023). Locus of Control and Academic Scores of Undergraduate Students. *International Journal of Indian Psychology*, 11(4), 2292-2300. DIP:18.01.211.20231104, DOI:10.25215/1104.211