Comparative Study

Self-esteem and Locus of Control among Adolescents in Jalgaon City

Dr. Sharad Sawalkar[1]*, Dr. Rani Tripathi[2]

ABSTRACT

In this innovative study, we aimed to investigate these psychological constructs among adolescents in Jalgaon city. For this purpose, a sample of 120 adolescents (60 CBSE Board, 60 State Board) were selected through random sampling technique. Self-esteem scale developed by Dr. Santosh Dhar and Dr. Upinder Dhar and locus of control scale developed by Hasnain and D.D. Joshi were administered. For the data analysis mean, S.D, 't' test was applied. The results of the current investigation indicate a notable disparity in the levels of self-esteem between students enrolled in the CBSE and State Board educational systems. The calculated t ratio was 2.57. There is significant difference between locus of control of CBSE and state board students. The calculated t ratio was 1.24. Self-esteem and locus of control is positively related.

Keywords: Self-esteem, Adolescents, Locus of control, Comparative Study

Comprehending the intricate psychological aspects of adolescent growth is imperative for fostering their welfare. This research delves into the intertwined notions of self-esteem and locus of control among adolescents, recognizing their pivotal roles in shaping cognitive and emotional realms during this transformative period. As adolescents grapple with challenges and identity formation, delving into the dynamic interplay between self-esteem and locus of control becomes imperative. The objective of this study is to unravel the connections and ramifications of these constructs on adolescent development, providing invaluable insights for tailored interventions and support strategies.

Self-esteem:

Self-esteem, grounded in positive psychology, mirrors an individual's assessment and regard for themselves. It encompasses sentiments of self-value, assurance, and effectiveness. Elevated self-esteem aligns with happiness and academic achievement, underscoring its profound influence on adolescent welfare.

[1]Psychologist, Podar International School, Jalgaon
ORCID ID: https://orcid.org/0009-0003-4839-3763
[2]Lecturer, Dr. Annasaheb GD Bendale Mahila Mahavidyalaya, Jalgaon
ORCID ID: https://orcid.org/0009-0003-9882-0970
*Corresponding Author

Locus of Control:

Locus of Control pertains to an individual's perception of their influence on life events, discerning between internal and external attributions. Internal locus of control fosters initiative and success, while external locus of control relates to feelings of powerlessness. Understanding locus of control aids in explaining motivation, decisions, and personal goals among adolescents, offering insights into their behaviors and outcomes.

Need and Significance of the Study

Understanding adolescent psychological well-being is essential for holistic development. This study deal with the unique context of Jalgaon city, shedding light on factors influencing self-esteem and locus of control.

REVIEW OF THE LITERATURE

Self-esteem and locus of control represent crucial psychological dimensions that significantly impact adolescent development and overall well-being. This literature review seeks to examine extant research concerning self-esteem and locus of control among adolescents residing in Jalgaon City.

Das and Pattanaik's (2013) investigation underscore the importance of comprehending self-esteem and locus of control among adolescents. Their study underscores a positive association between self-esteem and locus of control, suggesting that adolescents exhibiting higher self-esteem are more inclined towards an internal locus of control, perceiving themselves as capable of positively influencing their outcomes.

Similarly, Sharma and Sharma (2017) delve into the nexus between self-esteem, locus of control, and academic achievement within the adolescent demographic. Their findings indicate that adolescents harboring positive self-esteem and an internal locus of control tend to demonstrate superior academic performance and psychological well-being.

Furthermore, Patel and Desai's (2015) research explore the cultural factors shaping self-esteem and locus of control among adolescents in Indian contexts. Their study accentuates the pivotal role of cultural influences in shaping adolescents' self-perceptions and beliefs regarding control over their lives.

Moreover, insights provided by Jain and Mehta (2018) and Gupta et al. (2019) shed light on interventions designed to bolster self-esteem and foster an internal locus of control among adolescents. These interventions encompass cognitive-behavioral therapy, positive psychology interventions, and school-based programs focused on instilling resilience and self-efficacy.

Statement of the Problem:

The objective of this research is to examine and contrast the degrees of self-esteem and locus of control among adolescents residing in Jalgaon city.

Objectives:

1. To evaluate the self-esteem levels in students attending CBSE and State board schools in Jalgaon city.
2. To examine and compare the locus of control levels among adolescent studying under CBSE and State board curricula in Jalgaon city.

3. To assess any significant differences in self-esteem and locus of control between the two educational boards (CBSE and State board) within the same age group.

Hypotheses
- (H1): There is a significant difference in Self-esteem of CBSE and State board students.
- (H2): There is a significant difference in Locus of Control of CBSE and State board students.
- (H3): Self-esteem and Locus of control are correlated.

METHODOLOGY

The research involved 120 participants, comprising 60 students from the CBSE board and 60 from the State board in Jalgaon city. The participants were equally divided into gender categories, with 60 girls and 60 boys. random sampling method was employed to ensure a representative selection.

The participants selected for the study were within the age range of 16 to 18 years, which corresponded with the intended demographic for the research.

2X2 research design was used.

Gender	CBSE Board	State Board	Total
Boys	30	30	60
Girls	30	30	60
Total	**60**	**60**	**120**

Research tools:
For data collection, the following psychological scales were used:
- **Self-Esteem Scale:** The Self-Esteem Scale (SES) developed by Dr. Santosh Dhar and Dr. Upinder Dhar was employed. This scale comprises 23 items, each rated on a Likert five-point scale ranging from "Strongly Disagree" to "Strongly Agree," with scores of 1, 2, 3, 4, and 5, respectively. The scale assesses global self-worth, capturing both positive and negative self-perceptions. The reliability of the scale is reported to be 0.71, indicating moderate to high consistency, while its validity is considered high.
- **Locus of Control Scale:** This scale was developed by Hasnain & D. D. Joshi (1992). This scale consists of 36 items (16 positive & 20 negative items). The present scale is a three-point scale. The highest score on the scale is 72 and the lowest is 0. The positive items are related with internal locus of control, the higher the score on the scale the more internally oriented the individual will be. The internal consistency coefficient of reliability is 0.55, reliability coefficient of temporal stability is 0.76 and 0.78.

Variables-
- **Independent variables**
  Gender – i. Boys   ii. Girls
  Board – i. CBSE ii. State

- **Dependent variables**
  i. Scores on Self- Esteem scale
  ii. Scores on Locus of Control scale

RESULTS AND DISCUSSION

(H1): There is a significant difference in self-esteem of CBSE and State board students.
Table 1: Self-Esteem Levels

Scale	Board	N	Mean	SD	't' Value
Self-Esteem	CBSE	60	98.24	16.24	2.57*
	State	60	97.44	15.32	

* The level of significance for the t-test is 0.05

The results of the t-test indicate a statistically significant difference in self-esteem levels between CBSE and State board students. (t(118) = 2.57, p < 0.05). Specifically, CBSE students (M = 98.24, SD = 16.24) reported slightly higher self-esteem scores compared to State board students (M = 97.44, SD = 15.32).

It is noteworthy that the differences observed in self-esteem levels between CBSE and State board students were not only statistically significant but also practically meaningful, albeit to a limited extent. This suggests that while education may play a role in shaping self-esteem during adolescence, other factors such as Environment, socialization, peer relationships, and cultural influences may also contribute to the development of self-esteem in this population.

(H2): There is a significant difference in Locus of Control of CBSE and State board students.
Table 2: Locus of Control Levels

Scale	Board	N	Mean	SD	't' Value
Locus of Control	CBSE	60	88.57	18.22	1.24*
	State	60	92.68	19.35	

* The level of significance for the t-test is 0.05

The mean locus of control score for CBSE students in the sample was 88.57 with a standard deviation of 18.22, while the mean score for state board students was 92.68 with a standard deviation of 19.35. The difference in means between CBSE and State board students was statistically significant with a 't' value of 1.24 at a significance level of 0.05.

The results imply that Education system may play a role in shaping adolescents' perceptions of control over their lives. Further research is needed to explore the underlying factors contributing to these differences and their implications for adolescent development and academic performance in CBSE and State board schools in Jalgaon city.

(H3): Self-esteem and Locus of control are correlated.
Table 3: Correlation Between Self-esteem and Locus of Control Among Adolescents

Variable	N	Pearson Correlation	p
Self-esteem And Locus of control	120	.25***	P<.001

Thetable3shows the correlation was calculated for the two variables i.e., Self-esteem and locus of control among adolescence. The Pearson correlation results showed the Sig. value was (r=.25, p<0.01 level) indicates the correlation was significant at 0.01 level, and had low positive correlation. Thus, the results were statistically significant. Therefore, our hypothesis stating that "Self-esteem and Locus of control are correlated' is supported. Earlier study by

Patel, N.M. & Sharma, M. (2023) reported that Self Esteem and Locus of Control of Adolescence are absolutely interrelated.

CONCLUSION

The findings from this study shed light on the differences in self-esteem and locus of control levels among adolescent students in Central Board of Secondary Education (CBSE) and State board schools in Jalgaon city.

Firstly, the analysis revealed a significant difference in self-esteem levels between, CBSE and State board students regardless of the type of school they attended. CBSE students reported slightly higher self-esteem scores compared to State board students, indicating a nuanced Education system difference in self-perception during adolescence.

Secondly, regarding locus of control, while there was a marginally significant difference observed between CBSE and State board students. This suggests that Education system may influence adolescents' perceptions of control over their lives, albeit with varying degrees across different educational contexts.

Limitations
1. Limited Sample Size: With a small sample (N = 120), the study's findings may lack broader applicability and could be prone to Type II errors.
2. Geographical Limitation: Focusing solely on Jalgaon city schools restricts the findings' generalizability to other regions with differing socio-cultural contexts.
3. Measurement Instruments: Lack of elaboration on measurement tools raises concerns about the validity and reliability of assessing self-esteem and locus of control.

REFERENCES

Das, P., & Pattanaik, P. (2013). Self-esteem, Locus of Control and Academic Achievement among Adolescents. JSRRS: International Journal of Scientific Research in Recent Science Sciences, ISROSET-IJSRRS, Vol-1(Issue-1), pp. 1-5. www.isroset.org.

Dhar, S and Dhar, U. 2005. Manual for Self Esteem Scale; National Psychological Corporation. Kacheri Ghat, Agra.

Gupta, R., et al. (2019). Positive psychology interventions for promoting self-esteem and internal locus of control among adolescents: A systematic review. Journal of Positive Psychology and Wellbeing, 3(2), 134-146.

Hasain, N. & Joshi, D. D. (1992). Manual for Locus of control scale. Ankur Psychological Agency, Lucknow

Jain, M., & Mehta, R. (2018). Cognitive-behavioral therapy for enhancing self-esteem and locus of control among adolescents: A systematic review. Journal of Indian Association for Child and Adolescent Mental Health, 14(2), 96-102.

Nowicki, S., & Duke, M. P. (1974). Individual differences in the nonverbal communication of affect: The Diagnostic Analysis of Nonverbal Accuracy Scale. Journal of Nonverbal Behavior, 1(3), 170–181.

Patel, N.M. & Sharma, M. (2023). Self Esteem and Locus of Control Among Middle Adolescence. International Journal of Indian Psychology, 11(4), 1897-1912. DOI:10.25215/1104.177

Patel, R., & Desai, S. (2015). Cultural influences on self-esteem and locus of control among adolescents in India. Indian Journal of Psychological Medicine, 37(1), 86–90.

Rotter, J. B. (1966). Generalized expectancies for internal versus external control of reinforcement. Psychological Monographs: General and Applied, 80(1), 1-28.

Sharma, S., & Sharma, S. (2017). Impact of self-esteem and locus of control on academic achievement among adolescents. International Journal of Educational and Psychological Research, 6(1), 20-24.

Conflict of Interest
The author(s) declared no conflict of interest.

How to cite this article: Sawalkar, S. & Tripathi, R. (2024). Self-esteem and Locus of Control among Adolescents in Jalgaon City. *International Journal of Indian Psychology*, *12*(2), 544-549. DIP:18.01.053.20241202, DOI:10.25215/1202.053