

EFFECTS OF LOCUS OF CONTROL ON GENDER

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ABSTRACT. *The study was intended to determine the gender differences in the locus of control with academic achievement among secondary school science students of Wah Cantonment area. Locus of control means expectancy whether perceived reinforcement is under internal or external control. It is individual variations in his belief that what control the events in his life, himself or others. 270 students were chosen from the Federal Government High School for Girls and Boys and private secondary schools of Wah Cantonment area. 35 items self-developed questionnaire was administered to determine the locus of control. The instrument was validated by expert suggestions of concerned area. t-test was applied for numerical analysis by statistical package for social sciences (SPSS). It was concluded from the study results that the students have belief that they can or can't control events that affect their academic achievement. The significant difference found between the mean locus of control scores of boys and the mean locus of control scores of girls. The boys were found superior to girls in their mean locus of control scores which shows that boys have comparatively strong belief then girls about the control of some events that affect their academic achievement.*

Keywords: Locus of Control, Academic Achievement, Internal Locus of Control, External Locus of Control

1. Introduction. Education is a continuous process and its aim is the total development of the individual. If the home and school works in harmony, the child's mind blossom is good and useful power are developed whereas his evil, harmful propensities are checked. The role of the home, school and the other factor is of great importance. Their function is to support in the development of an individual [2].

The human being has to work and effort throughout our lives. Such efforts and hardworking usually have comforts in our life. The objective of such continuous exercise is to have success, irrespective of discipline. Either we are in education, improving our health, finding a better job, and calculating the chances to have better living environment or even the day to day home affairs. They have come across with the opinion that one says that success is just because of his or her luck or the chance and other claims that the achievement is due to the hard work. In psychology, such opinions are titled as "Locus of Control" e.g. luck, effort, ability, interest and clarity of instruction etc.

Locus of control means a personal opinion about what controls his/her success, i.e. internal factors or external factors. The internal locus of control orientation means a belief that the outcomes of our actions are contingent on our performance and the meaning of the external locus of control is that events are outside our personal control [7].

An Internal Locus of Control. In the internal locus of control, an individual believes that he can control reinforcing events in life. The person claims that these changes are due to himself and his actions. He believes that he can control his own future and consider himself as an effective agent to determine events [6].

An External Locus of Control. In the external locus of control, a person thinks that reinforcement follows

some action but is not always due to his/her actions. He thinks that reinforcement is because of luck, chance and fate or is unpredictable due to the complex nature of the events [5].

People having the external locus of control seem to be more relaxed and easy-going. They don't upset about their disabilities. They accept life as it comes. They feel as lucky, may be they don't but they usually accept the life as it is. They have almost everything in life, if they are content with their success, then they don't have to worry about changing his locus of control. But if they want new goals to achieve, then it may be time to consider the need of change in his locus of control.

2. Methodology

2.1. Sample of the Study. Total sample of 270 science students (45 students from each section) were selected from secondary classes of three Federal Government High Schools for Boys and Girls and Private Secondary Schools Wah Cantt. 15 students (five position holders, five promoted and five moderate achievers) from each section of 9th and 10th classes were selected on the random basis (Table 1).

2.2. Research Instrument. Data was collected by 35 items questionnaire. Questionnaire was constructed after literature review and improved after the experts' discussion (Appendix "A").

2.3. Design and Procedure. The design of the study was descriptive in nature and it was a questionnaire survey. The following procedure was followed for the collection of data:

1. Data was collected from the schools during the month of May, 2009 by showing the permission letter given by the university.
2. The questionnaire was distributed to the sample students in the classrooms.
3. Students were brief about the content of the questionnaire. It was completely explained to the students.
4. The students included in the pilot testing were not included in the actual study.
5. Data was collected personally with the help of the questionnaire. The researcher visited all the schools personally for the collection of data.
6. Every student took average time of about 15 minutes for providing the responses.
7. Students were not allowed to discuss during the completion of the questionnaire.

Their science scores on the basis of annual examination held about two months earlier was also collected. The score of Physics, Chemistry, Biology and Mathematics were included in research.

2.4. Scoring.

1. The response of students was scored. "1" mark was assigned to "yes" response and "zero" to "no" response.
2. The score of each student on the questionnaire was totaled to obtain his/her locus of the control score.

2.5. Data Analysis. For statistical analysis, *t*-test (Independent and Paired sample *t*-test) was applied by using statistical package for social sciences (SPSS) (Table 2).

3. Discussion. The study did not support the finding of [1] who argued that the effect of the locus of control on gender was not consistent. However, this proves an effect of the locus of control on gender differences.

The present study did not support the findings of [3] who reported that girls' school achievement is higher than boys' school achievement. The results found that boys' school achievements are superior to girls' school achievements.

The findings of study supported the findings of [4] who reported that males show their more sense of internal locus of control than females.

4. Conclusions. On the basis of findings, these conclusions were drawn:

1. It is found that Government schools' boys were superior then Government schools' girls in their sense of locus of control.
2. It is found that the students (boys and girls) of Private schools were same in their sense of locus of control.

5. Recommendations. For further research, the following recommendations are proposed:

1. The future researchers should concentrate on the value of the locus of control to enhance the ability and performance of students by taking other dimensions of the locus of control. The researcher should find out others supportive parameters to groom the student's character.
2. The researchers should find the way to increase the locus of control for the boys and girls of government and private school for their successful contribution in nation growth. Such exercise will

- also improve the standards of schools.
3. The further research may be conducted by taking a larger sample so that the study results may be more generalize able to the whole population.

Table 1

Sample Distribution

Schools	Class IX	Class X	Total
Federal Government Boys High Schools	45	45	90
Federal Government Girls High Schools	45	45	90
Private High Schools	45	45	90
Total	135	135	270

Table 2

Significance of Difference between Mean Locus of Control of Boys and Girls

Schools	Group	N	X	SD	t-value	df	Table Value	Significance
Government Schools	Boys	90	25.34	7.004	4.076	178	1.98	S
	Girls	90	20.78	7.959				
Private Schools	Boys	60	23.23	8.74	0.485	88	1.99	ns
	Girls	30	22.33	7.29				

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