



Effect Of Locus Of Control On Academic Achievement

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Abstract:

This study investigates the effect of Locus of Control on Academic Achievement of students studying in different phases of life. The two different categories of Locus of Control vis-à-vis Internal and External show slightly different results from each other. They come to the conclusion that individuals with an internal locus of control are more likely to take charge of their education, take initiative, and endure hardships than those with an external locus of control. To determine whether or not the pupils' studies are impacted, their CGPAs have been requested to represent their life's academic pursuits. By reinforcing the idea that human agency is essential to academic success, this constancy in the internal locus of control framework motivates educators and institutions to create programs that promote students' self-efficacy and accountability. It may be advantageous for educational programs to identify and assist students who believe they have little control over their academic situations in order to help them develop a more internalized feeling of control, as the data indicate that there is greater variability in external locus of control scores. Higher CGPA is linked to an internal locus of control, whereas lower grades are indicated by a higher external locus.

Keywords-Locus of Control, Internal, External, Academics, Self-efficacy

I. Introduction

A key component of human growth, education has a significant impact on how people develop personally, socially, and economically (Semwal et al., 2024). The students studying in their respective phases of lives have different beliefs and how their beliefs affect their results (Semwal et al., 2023). The beliefs discussed over here have some of the consequences as well, like do you think fate is predetermined or do you think you have some control over it? You can determine what kind of locus of control you could have based on your response. Julian B. Rotter coined the psychological concept of locus of control in the 1950s (Neill, 2006). Numerous branches of psychology have seen a surge in study on locus of control. The construct can be used in clinical psychology, industrial and organizational psychology, health psychology, and educational psychology. Whether domain-specific or more universal locus of control methods will be more helpful in real-world applications is still up for debate. It's also important to distinguish between locus of control, a personality trait associated with broad expectations for the future, and attributional style, a notion pertaining to justifications for previous results, or between locus of control and ideas like self-efficacy.

Internal Locus of Control: Internal locus of control is the belief that individuals are in control of their lives and that their decisions directly affect the course of events. People with an internal locus of control believe that their activities define their destiny and that they have control over their conduct.

External Locus of Control: People with an external locus of control believe that fate, chance, luck, or other people have a big impact on their life. Studies show that those with a weaker locus of control are more likely to experience stress and burnout.

A person's thoughts about what influences their rewards or results in life are referred to as their locus of control. People's locus of control can be categorized from internal to external on a spectrum. A person who has an internal locus of control believes that their rewards in life are guided by their own decisions and efforts (Neill, 2006). As given by Grantz (2006) **people assume that their lack of effort is the reason they fail at something. A student who has an internal locus of control, for instance, does not score well on his test.** As a result, he comes to the conclusion that he did not adequately prepare for the test. He understands that his efforts led to the grade and will need to put in more effort the next time. On the other hand, according to Mearns (2008), **an individual with an external locus of control feels that "luck, chance, or powerful others" determines their rewards or results in life. When they fail at something, they attribute their failure to circumstances outside of their control.** A student who has an external locus of control, for instance, does not do well on his test. He comes to the conclusion that the teacher was unskilled and the test was badly written. He doesn't see the need to put in more effort because he attributes the grade to other circumstances beyond his control.

It has been defined that both the categories of locus of control i.e. Internal and External have their own impacts on the people believing the same. We can discuss some of the examples given by Neill in 2006- "Males tend to be more internal than females" or "As people get older they tend to become more internal" or "People higher up in organizational structures tend to be more internal".

Furthermore, these beliefs construct a mindset of human being carrying on different types of activities in his/her lives. Numerous studies have come to the conclusion that academic achievement and locus of control are related. According to the findings of these studies, students who had an internal locus of control outperformed those who had an external locus of control in terms of their academic achievement (Uget, 2007). The internals perform better academically because they believe that they will get good grades if they study and work hard. As a result, they typically put in more time on their schoolwork and study longer (Grantz, 2006). Externals, on the other hand, think they have no influence over their grade. They may have had low expectations for studying and school as a result of numerous failed attempts at school assignments (Grantz, 2006). Any success they may have will be explained away as chance or the fact that the work was too simple. They now anticipate little success, and the goals they do establish are impractical (Uget, 2007). In high-ability students, locus of control influences both internal and external factors. Academic illness or neglecting studies can also have an impact on student performance, and both internal and external abilities can be quantified in terms of winning or losing prizes. The locus of control has a significant impact on students' self-efficacy in completing academic tasks. If a student has a goal of success and uses his skills effectively, he will use his skills to accomplish it.

Significance of Study: The influence of locus of control on academics is the focus of our study, which looks at how people's belief systems about their own personal control over their life affects their academic performance. A psychological concept called locus of control describes whether a person owes their successes and failures to internal (like talent and effort) or external (like circumstance or luck) factors. The study intends to investigate the relationship between these psychological inclinations and academic outcomes in order to ascertain whether students with an internal locus of control outperform those with an external one and how educational interventions may influence these beliefs to improve academic accomplishment.

By the given information, it can be concluded students who have an internal locus of control are more likely to be motivated, take ownership of their education, and act pro-actively in the classroom, all of which can improve performance. On the other hand, people who have an external locus of control could blame their academic achievement on chance or other outside factors, which could result in disengagement, low motivation, and subpar work.

The following primary goals are frequently included in the academic research of locus of control:

1. Measuring Locus of Control: Using standardized measures, like Rotter's Locus of Control Scale or other tools tailored to a particular academic field, to evaluate students' beliefs.
2. Examining the Association with Academic Performance: Examining the relationship between locus of control and a range of academic outcomes, such as CGPAs.
3. Analyzing the Role of Demographics: investigating the potential effects of age, gender on the formation of an internal or external locus of control.
4. Interventions and Their Consequences: suggesting educational approaches, such as instructional techniques that support learning autonomy, goal-setting, and self-efficacy. By encouraging resilience and better academic achievement, these interventions seek to change pupils who have an external locus of control toward a more internal perspective.

Participants in this study were adolescents and young adults aged from 16-27, selected due to the need of students who are pursuing are in awe of pursue academics.

Ultimately, the study emphasizes how critical it is to comprehend students' psychological orientations and how developing a greater sense of internal control can result in more capable, involved, and successful students. It also offers guidance on how institutions and teachers may create encouraging learning environments that empower students to take charge of their education.

II. Literature Review

1. Ansari et al (2024), Locus of control and coping strategies among students -to evaluate students' coping mechanisms and locus of control during a test. A questionnaire consisting of two scales—the W.C.C. coping strategies scale and the Rotter scale (1966) of the Locus of Control—was used to survey 224 secondary school students from various high schools in Morocco. The findings show that students with an external locus of control typically employ emotion-focused coping mechanisms, whereas those with an internal locus of control typically employ problem-focused coping mechanisms. The impact of sociodemographic characteristics on our study variables is demonstrated via linear regression. These findings align with those of previous research.

2. Suman, Dr. Swathi (2024), The impact of academic locus of control on grit and academic engagement in college students is the main focus of this study, which aims to comprehend the connections between college students' beliefs about their control over academic outcomes, their perseverance and passion for long-term goals (grit), and their levels of academic engagement.

3. E Mohammad (2024), University students' happiness and how it relates to their locus of control and thought patterns. They used both inductive and deductive thinking to investigate whether the participants were happy overall and with their own internal locus of control. They also discovered that there were statistically significant differences in student happiness, locus of control, and types of thinking based on the following variables: sex, specialization, marital status, and family economic level. They also discovered that there were no statistically significant differences in student happiness among university students who were expected to graduate and their locus of control and types of thinking based on the other variables.

4. Rohman, Susanto (2024), Analysis of the effects of procrastination and locus of control on student learning accomplishment: This study aims to ascertain the extent to which locus of control and academic procrastination impact students' learning outcomes. Our analytical survey used a cross-sectional design. The study population consisted of first-year students enrolled in the Nautical Study Program at Makassar Polytechnic of Shipping Science. A simple random selection process was used to choose 92 students as a sample. tools for data collection that include questionnaires and assessments. methods that employ multiple linear regression in data analysis. The results showed that locus of control and academic procrastination significantly impacted students' success. In this case, student achievement and locus of control are positively connected, indicating that the more locus of control students possess,

5.Kumar et al (2023), Impact of locus of control on mental health-to investigate how locus of control affects college students' mental health. One might categorize a person's "locus" (plural "loci") as either internal (the conviction that one can influence one's own life outcomes or occurrences) or external (the conviction that life is guided by external circumstances over which one has no control). People who are in a condition of mental health are able to manage life's stressors, reach their full potential, study and work effectively, and give back to their communities. The findings showed that locus of control had a noteworthy impact on college students' mental health.

6.Alomery (2023), The relationship between psychological stress and locus of control among university students-. With an average score of 2.34, the results showed that the students' psychological stress levels were moderate. With an average of 2.70, the mental region had the highest amount of stress, followed by the psychological region with a mean of 2.32 and the physiological region with a mean of 1.99. There was a statistically significant difference between psychological stress and locus of control, and the majority of students (59 percent) displayed an internal locus of control.

7.Hlondo et el (2023),Locus of control correlates to depression and well being among high school students-The findings might be understood and applied to help students develop a sense of control over their lives, which in turn influences their wellness and depression. Wellbeing and depression were shown to be much less affected by locus of control, with female students exhibiting a more external locus of control than male students.

8.Patil et el (2023),Self Esteem and locus of control as predictor of academic achievements :A survey of college conducted on how locus of control and self-esteem affect academic success at graduation and across diverse demographic factors—such as age, family type, socioeconomic level, and different graduation streams—is the goal of this study. Techniques The sample is made up of 200 MBA students, both male and female, in the age range of 21 to 27, from various graduating programs. Rotter's Locus of Control and the Rosenberg Self-esteem Scale were used to gather data. The data was analyzed using the Chi-square test and a descriptive analysis. Findings 38% of respondents reported an external locus of control, whereas 62% had an internal locus. 59% had strong self-esteem, whereas 41% had poor self-esteem.

9.Ughasoro, Anyamane (2023),Self Esteem and locus of control as correlates of academic achievements among secondary school students-The current study sought to determine how secondary school students' academic performance in mathematics was correlated with their locus of control, self-esteem, and self-esteem. According to the research, kids who lack self-worth and a sense of control may become discouraged early on, which can then contribute to subpar academic performance in core topics even though these subjects are important for academic development. In the end, kids could find it simpler to escape potential harm by attributing failures to their own fault or ability, which can lead to a loss of enthusiasm and perseverance at school assignments.

10.Yadav, Makhija, Jain,Chawla (2021),Internal locus of control among students of Delhi NCR-The goal of the study was to analyze the internal locus of control of male and female students at management schools in Delhi, NCR, as well as the psychological social learning theory and its implications for an individual's capacity for leadership. The results show that male and female students' locus of control does not differ statistically significantly. The results of this study may be used to either support or refute previous locus of control research.

III. Methodology

Aim:

To study the effect of locus of control on the academic achievement of students.

Objectives:

To investigate the effect of locus of control on academic achievement of students

Hypothesis:

There will be a significant effect of the locus of control on academic achievement

Sample:

A convenience sample techniques was used to gather the data online. The study had 80 respondents with equal participation of males and females, all pursuing studies.

Tools description:

The **Levenson Locus of Control** is a test to assess several facets of locus of control, the Levenson locus of control test was created in 1972. Examining the internal and external locus of control is our test. These characteristics were developed to gauge the degree of confidence in fate or chance expectations as opposed to a strong others orientation. The Levenson scale gauges how much a person's personality influences their locus of control and whether or not it influences their academic performance, which is our main goal. There are 22 questions that inquire about specific scenarios and the respondent's response; he is asked if he believes in fate or his own efforts.

Procedure:

The purpose of the study is to determine the precise impact of locus of control on students enrolled in various levels of education at both universities and schools. They were provided with a Google form that contained the Levenson scale, which Hanna Levenson developed in 1972 to examine a person's opinions about the internal and external locus of control. Every participant was asked to provide the most relevant response to the questions posed. The researcher then integrated the data and computed the scale within the allotted time and with the appropriate measurements. Additionally, respondents were requested to provide their most recent CGPAs.

IV. Results

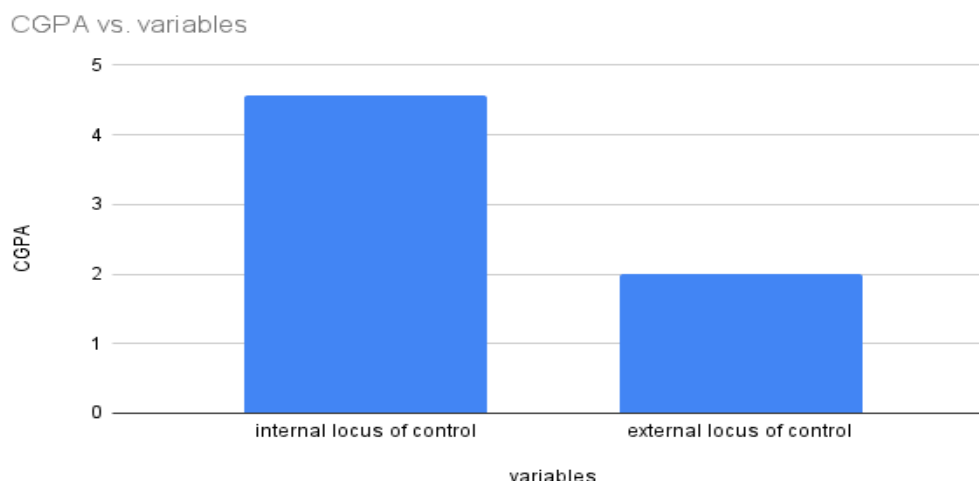
Table 1: Showing mean scores and t-value measures of internal locus of control on academic performance

	Mean	SD	t ratio
Internal Locus of Control	3.561	4.481	5.547
CGPA	4.561	1.158	

Table 2: Showing mean scores and t-value measures of external locus of control on academic performance

	Mean	SD	t ratio
External Locus of Control	2.493	7.849	4.387
CGPA	2.005	1.158	

Figure1: Graph showing the differences in the mean of external and internal locus of control



V. Discussion

The study's goal was to ascertain how people's academic performance was impacted by both internal and external loci of control. A convenience sample approach was used to gather the data online. A total of twelve questions on their opinions on locus of control were included in our survey. Additionally, we gathered each person's CGPA. The objective was to evaluate the respondents' perceptions about internal and external locus of control as well as the differences in CGPAs between the two scenarios. There were 73 responders in all, ages 16–27, 40 males, and 33 women.

The findings of a statistical study looking at the impact of Locus of Control on CGPA (Cumulative Grade Point Average) on a sample of 73 participants are shown in table 1. For internal locus of control, the average CGPA is 4.5616. In contrast, the exterior locus of control instance had a significantly lower mean (2.0052). At a p-value of less than .01, the t-statistic of 5.547 indicates that the differences between these variables are statistically significant with a high degree of confidence. The findings show a strong and substantial relationship between a person's internal locus of control and their CGPA, indicating that those who have greater faith in their capacity to influence outcomes typically perform better academically.

Key information on the impact of external locus of control on academic CGPA among the sampled participants (N = 73) is provided in table 2. Participants' perceptions of their influence over external events vary significantly, as seen by the external locus of control mean score of 2.4932 and the rather large standard deviation of 7.84949. The responders' calculated CGPA was 2.0052. With a mean CGPA of 6.5668 and a lesser standard deviation of 1.15847, the sample's academic performance appears to be more uniform. With a p-value below .01 and a t-ratio of 4.387 for both variables, the external locus of control has a strong and significant impact on CGPA. A higher external locus of control—the conviction that outside forces are to blame for one's results—may be linked to lower academic achievement or more performance variability, according to this significance level, which implies that external locus of control may have an impact on academic performance. In contrast to those who have an internal locus of control, respondents who place a greater emphasis on external locus of control are thought to do worse. While the External Locus of Control displays a little lower level of CGPA, suggesting a bit greater spread in its data points compared to CGPA, the Internal Locus of Control has a larger level of CGPA. According to the facts, both of them have an impact on the academics. In contrast to exterior locus of control, internal locus of control has a greater range.

After being evaluated, the respondents indicated a preference for internal locus of control over external locus of control because they think that hard effort and self-determination are important. However, a smaller percentage of responders attribute their outcomes to their external environment.

VI. Conclusion

The results indicate a strong positive correlation between CGPA and internal locus of control. Participants with a greater sense of agency over their academic success achieved higher CGPAs. This supports earlier studies showing that individuals with an internal locus of control are more likely to take charge of their education, take initiative, and persevere through challenges. The statistical significance of the impact is confirmed by the significant t-statistic and the p-value of less than .01. As demonstrated by the observed low standard deviation in CGPA, which indicates that the majority of participants performed within a small range around the mean, a strong internal locus of control is linked to a consistent level of academic performance. However, the study found that external locus of control had a significant impact on the CGPA, albeit in a different context. Although the external locus of control's mean score was lower, its standard deviation was much larger. This demonstrates that while some students attribute their academic success or failure to external factors, participant perspectives on this topic differ greatly. The substantial t-statistic and the p-value ($<.01$) further demonstrate the statistical importance of this association. These results might suggest that students may do worse academically if they feel less in control of their performance. Stated differently, the study shows that academic performance is highly impacted by both internal and external locus of control, but in different ways. greater CGPA is linked to internal locus of control, whereas lesser academic performance may be indicated by a greater external locus.

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