

IMPACT OF LOCUS OF CONTROL IN THE CONTEXT OF PRIVATE AND PUBLIC SECTOR' UNIVERSITY STUDENTS

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ABSTRACT: *Problem of the study was to explore the impact of locus of control in the context of private and public sector university students, it further aimed to investigate the impact of demographic variables such as age, semester, birth-order, number of siblings, discipline and family income in determining the level (high or low) of locus of control of private and public sector university students. In this study, for the measurement of locus of control Ratter's Locus of control Scale consisted of 29 items was used. Data was collected through stratified random sampling technique. The sample consisted of 510 respondents among them 256 were male and 254 were female students. Data was analyzed with various statistics which provided an insight that students differ in terms of locus of control. Results revealed that students of management sciences and natural sciences have higher scores on locus of control, whereas students of social sciences and humanities have lower scores on locus of control. It is recommended that teachers may use appropriate pedagogical and motivation practices to inculcate higher score on locus of control, among university students. It is also recommended that at university level students may also learn self-management and develop higher scores on locus of control, and ought to work hard in order to achieve their academic goals without external push.*

Keywords: Locus of Control, private and public sector universities.

INTRODUCTION:

Underling locus of control is the concept of "self as representative" [1] , which means that our thinking affects and controls our actions, when students understand this function of thinking process then it could optimistically affect their cognitions, inspiration, and ultimately academic performance. University students' performance is based on diverse factors which are known as individual differences, among them locus of control is main constructs that play a fundamental role in creating individual differences [2].

Education is a basic foundation that brings changes in the societal pattern, economy and overall approach of the state. Education plays a significant role for financial enlargement and its main foundation is to improve interconnected problems and accelerates the flow of the readiness amongst students to obtain knowledge and skills [3]. It assists students to complete acquaintance with new techniques and methods for national enlargement, which is according to societal needs. Therefore, countries continue to upgrade the education system as social enhancement strategy. Developed countries, mainly place even more stress on education in order to fortify the capabilities and self-reliance of their youth.[4](Rotter, J.B.(1966). As university students are national asset, in fact, they are the future professional.

Objective of the Study:

The present study was intended to measure the impact of locus of control, in the context of public and private sectors university students. In this study locus of control of the respondents were treated as independent variables of private and public sector university students.

Statement of the Problem:

The problem of the study was to examine the impact of locus of control among private and public sector university students, study further explores the effects of biographic variations such as age, semester, discipline, birth order, no of siblings and family income in determining the impact of locus control among private and public sector Master level university students. 1. To determine the impact of locus of

control among private and public sector university students.

2. To measure the impact of biographic variations, i.e., age, semester, discipline birth order, no of siblings and family income, in determining the level of locus of control, of private and public sector university students.

Hypotheses of the Study:

- 1 Students having 1st birth order have higher scored on locus of control and higher achievement orientations than students of 8th birth order.
- 2 Students from less income families have higher scores on locus of control than students with higher income families
- 3 Students of 3rd and 4th semesters have higher scores on locus of control, than the students of 1st and 2nd semesters' universities.
- 4 Students of management sciences and natural sciences have higher scores on locus of control than students of social sciences and humanities.
- 5 Older students have higher scores on locus of control than younger students.
- 6 Students with less no of siblings have higher scores on locus of control than students with higher no of siblings.

Delimitations of the Study:

Study was delimited to:

Universities located at Rawalpindi and Islamabad.

Procedure: The respondents were contacted at their respective universities. After providing satisfactory information about the rationale of the study, they were requested to participate in the research. After getting their consents of participation in the study, the research tools were handed over to them with a request to fill them in one setting. The assurances of privacy and anonymity were provided to them.

Population: For investigation the ideal population was all universities, students studying at Master level, but due to inadequate time & resources, it was not possible for the researcher to gather data from all of them. For that reason only 10 public and private universities located at Rawalpindi

& Islamabad on the sample of 510 students were selected as a sample of the study.

Sample: In this study, the stratified random sampling technique was employed by dividing population in to 2 main stratum such as private sector universities and public sector universities. A sample of 255 male & 255 female students was collected from each stratum. Students' age ranged from 20-40 years. All the students were studying at the Master level in the departments of 138 from the Social Sciences, 130 from Natural Sciences, 122 from Management Sciences and 120 from Humanities. Respondent's family income ranged from Rs. 20,000-80, 0000.

Research Instruments: In order to measure the locus of control, Ratter's Internal External LOC Scale 1966 was used for the collection of data. This scale intended to evaluate locus of control of the individuals in an educational context.

RESULTS:

After the data collection it was carefully entered to the computer for statistical analysis with the help of SPSS. Norms were developed through percentile analysis percentile rankings of the university students' scores. Percentile rank scores on the locus of control scale ranged from 25 to 46. The score of 28 falls on the 25th percentile showing higher score on locus of control, whereas a score of 32 falls on the 50th percentile presenting moderate locus of control of 43 falls on the 75th percentile demonstrating lower locus of control.

Age Wise Comparison of University's Students Locus of Control

For the measurement of differences in students' scores on Locus of control scale for the variable of age, mean and SD were computed.

Table 1: Age Wise Comparison of University Students' Scores on Locus of Control Scale (N=510)

20-25		25-30		30-35		35-40	
Mean	SD	Mean	SD	Mean	SD	Mean	SD
34.9	2.6	32.9	2.6	32.4	3.2	31.1	1.6

Table 1 informs about age wise comparison of university students' locus of control. The result illustrates that students belong to an age group of 35 to 40 years have higher scores on locus of control when compared with other age groups.

Semester Wise Comparison of Locus of Control

In order to measure the difference between students' locus of control due to semester variations, mean and SD were computed.

Table 2: Semester Wise Comparison of Students' Scores on Locus of Control Scale (N=510)

1 st semester		2 nd semester		3 rd semester		4 th semester	
Mean	SD	Mean	SD	Mean	SD	Mean	SD
35.9	6.47	34.9	1.2	33.1	3.2	30.1	2.17

Table 2 illustrates that students who are studying in 4th semester have higher scores on locus of control than students of other semesters.

Discipline Wise Comparison of Locus of Control

For the measurement differences in the students' locus of control due to variations in discipline, mean and SD were computed.

Table 3 : Discipline Wise Comparison Students' Scores on Locus of Control (N=510)

Social sciences		Natural Sciences		Management Sciences		Humanities	
Mean	SD	Mean	SD	Mean	SD	Mean	SD
34.77	2.5	29.2	2.85	31.25	2.85	34.29	2.1

Table 4: Birth Order Wise Comparison of Students' Scores on Locus of Control Scale (N=510)

1 st born		2 nd born		3 rd born		4 th born		5 th born		6 th born		7 th born		8 th born	
M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
30.1	1.3	31.9	1.2	32.6	2.3	33.2	2.7	33.1	1.9	33.1	2.1	31.3	1.1	34.1	4.0

Table 3 shows the discipline wise comparison between students' scores on locus of Control scale. Results indicate that students of natural sciences and students of management sciences exhibit higher score on locus of control as compared to students of other disciplines.

Birth Order Wise Comparison of Locus of Control: For the determination of locus of control due to birth order mean and SD was computed

Table 4 provides differences between students' locus of control due to birth order. The result shows that students having 1st birth order have higher scores on locus of control than students born of other birth orders. Students those who born at 8th birth orders have lower scores on locus of control as compared to students born on other birth orders.

Family Income Wise Comparison of Locus of Control: In order to measure the differences between students' scores on Locus of Control scale for variable of family income, mean and SD were computed.

Table 5: Family Income Wise Comparison of Respondents Scores on Locus of Control Scale (N=510)

20,000-30,000		30,000-40,000		40000-50,000		50000-60,000		60000-70,000		70000 & above	
Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
32.3	3.4	32.2	1.2	32.3	2.1	33.9	2.9	29.8	1.6	24.9	1.6

Table 5 shows the differences in the university students' locus of control due to variation in their family income. The result indicates that students with higher family income have

higher scores on locus of control as compared to other students with other income groups.

Number of Siblings Wise Comparison of Locus of Control:

In order to determine the differences between students' scores on locus of control scale for the variable number of siblings, mean and SD were computed.

1		2		3		4		5		6		7		8	
M	SD	M	SD	M	SD	M	S D	M	SD	M	SD	M	SD	M	S D
28.8 3	1.1	32. 6	2.7	33 .4	4.3	33. 59	1. 9	33.2	6.5	33. 3	6.5	33.6	1.2	36. 4	1. 6

Table 6: Number of Siblings Wise Comparison of Students' Score of locus of Control Scale (N=510).

Table 6 provides information regarding the difference in the scores of students' locus of control due to number of siblings. The result shows that students with less numbers of siblings are having the higher score on locus than students with higher number of siblings.

CONCLUSION S:

Analysis of data revealed the following conclusions, Students who have 1st birth order have higher scores on locus of control than students having other birth orders, whereas students who have 8th birth order experience lower scores on locus of control.

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