

## Self-Esteem, Locus of Control and Academic Achievement among Adolescents

Prangya Paramita Priyadarshini Das<sup>1\*</sup> and Puspita Pattanaik<sup>2</sup>

<sup>1,2</sup>Department of Psychology, Ravenshaw University, Cuttack, Odisha – India

e-mail; [prangya.ppdas@sify.com](mailto:prangya.ppdas@sify.com); [munmun.kunmun@gmail.com](mailto:munmun.kunmun@gmail.com)

Received: 21/Nov/2015

Revised: 22/Dec/2015

Accepted: 26/Jan/2016

Published: 28/Feb/2016

**Abstract-** There is a large body of empirical research on self-esteem, locus of control and academic achievement and how these factors affect a student's academic achievement. Study is based on the idea that self-esteem and locus control very likely to affect the academic achievement of adolescents. The aim of the present study was to study the role of self-esteem and locus of control on academic achievement of adolescents. Considering this view the data was collected from 120 adolescents from both the sexes. Self-esteem scale and locus of control scale were used to measure academic achievement. 2X2 ANOVA was used for statistical analysis of data. It was found that self-esteem and locus of control both have significant effect on the academic achievement of adolescents.

**Key Words:** self-esteem, locus of control, academic achievement, adolescents.

### INTRODUCTION

Education is the process of developing the capacities and potentials of the individuals so as to prepare that individual to be successful in a specific society or culture. From this perspective, education is serving primarily as an individual development function. Education begins at birth and continuous throughout life. It is constant and ongoing. Schooling generally begins somewhere between the ages four and six when children are gathered together for the purpose of specific guidance related to skills and competencies that society gives importance. Need for achievement is a personality trait characterized by meeting high standards of achievement. This need is influenced by internal drive for action and the pressure exhorted by the expectations of others. It motivates an individual to succeed in competition and to be good in activities important to him/her.

Academic achievement is something that every parents wishes for their child. However, determining exactly what is, that causes students to achieve is not an easy task. Today self esteem as one of the influential factor which affects student's academic achievement. Self esteem is a term in Psychology which reflects person's overall evaluation about one self. The term self esteem comes from Greek word which means "Reverence for self". The term "self" refers to the values, beliefs & attitudes that we hold about ourselves.

High self esteem helps individual to view themselves as active and capable person to promote changes through effort and set higher goals which cause learning new things. Most of the researchers have suggested that students' academic achievement can be improved by increasing their self esteem (Rubie et.al 2004). Researcher

has also proved that high self esteem plays an important role in academic achievement. Research shows that academic achievement influences the level of self-esteem. Successful academic performance enhances self-esteem (Moore, 1996). Similarly poor academic performance tends to erode students' level of self-esteem (Gibby & Gibby, 1967).

Studies of the relationship between locus of control and academic achievement have produced inconsistent results across various populations. Locus of control is a theory in personality psychology referred to the extent to which individuals believe that they can control events that affects them. The locus of control orientation of students, their attribution of causality, is consistently found to be related to academic achievement. There has been much interest in the relationship of locus of control to education. From locus of control theory (Rotter 1966) one may predict a positive relationship between internal locus of control and academic achievement. When a student believes that his reward or punishments depend on his own efforts (internal control), it is most likely that he will strive to do those things that bring about rewards and minimizes punishments. This point has been confirmed by several studies. Strayborn (1966) has found that people, who have high need for achievement, also have a belief in their own ability. In an academic environment, locus of control refers to the way a student accounts for personal success and personal failures in schools and colleges. These perceptions may not be accurate but they believe influences the student's future behavior.

Students who attribute success to internal factors are likely to accept future success, but students who attribute success to external factors may expect future failure. Mostly academic achievement satisfaction caused by

internal factors, such as effort and ability. Stevenson (1993) found in his study that failure oriented individuals contributed outcomes to be caused by external factors. Munro (1981) found that internals were more likely to persist in college than were externals. Those failure oriented persons are strongly influenced by past negative expectancies and set themselves unrealistic goals, which were either too high or too low.

Research on the relationship between self-esteem and locus of control has determined that self esteem is significantly related to locus of control on the dimension of control ideology, system blame and self blame, suggesting that high self-esteem is associated with internal locus of control. Abdallah (1989) found that individuals with high self-esteem also had an internal locus of control. Ickes and Layden (1978) reported similar relations between attribution for outcome and self-esteem, individuals with high self are more likely to attribute success to internal causes, whereas people with low self-esteem generally attribute positive outcomes to external causes. So it is widely recognized that self-esteem and locus of control influence on students academic performance. There is strong correlation between these three variables. The present study attempts to examine the role of self-esteem and locus of control on academic achievement of students.

### OBJECTIVE

The aim of the present study was to study the effect of self-esteem and locus of control on academic achievement.

### HYPOTHESES

On the basis of review of research, the following hypothesis may be formulated

- a. There will be a significant effect of self-esteem upon academic achievement.
- b. There will be a significant effect of locus of control upon academic achievement.

### METHOD

#### An Overview of the Design

The study involved 2 (self-esteem) X 2 (locus of control) designs where samples were randomly selected from different adolescents of different schools in the city of Cuttack. The study involved two factors. The factors are self-esteem and locus of control respectively. The factor self-esteem was divided into two levels such as high self-esteem and low self esteem. The other factor locus of control further divided into internal locus of control and external locus of control. The dependant variable was academic achievement in this study.

### SAMPLE

The sample included 120 adolescent students (grade VII to X) selected randomly from different schools in the city

of Cuttack. All adolescent students were within the age bracket of (13 years to 16 years).

### MEASURES

**Self-Esteem Scale:** The "Self-Esteem Scale" is developed by Sociologist Dr. Morris Rosenberg (1965). It consists of ten items; with items answered on 5-point scale from strongly agree to strongly disagree. Five statements were positively scored whereas the rest five statements were negatively scored. Items 3, 5, 8, 9 and 10 are scored in reverse. Self-esteem scale can range from 10 to 50. A score of 30 would indicate a trusty neutral self-esteem. The Rosenberg Self-esteem scale is considered as a reliable and valid quantitative tool for self-esteem assessment. The test-retest reliability correlation range from .82 to .88 and internal consistency Cronbach's alpha range from .77 to .88. The self-esteem scores have been positively correlated with general self regard ( $r = .78$ ), self-confidence ( $r = .65$ ), and with social confidence ( $r = .51$ ). The self-esteem scores have been negatively correlated with depression ( $r = .54$ ) and with anxiety ( $r = .54$ ).

**Internal – External Locus of Control Scale:** The internal-external locus of control scale was developed by Rotter (1966). It consists of 16 items. The score is given to each response of A, B. The participants were given one point for each of the following results as: 1.A, 2.B, 3.B, 4.B, 5.A, 6.A, 7.A, 8.B, 9.B, 10.A, 11.B, 12.B, 13.A, 14.A, 15.A, 16.B. A small (133 student-subject) validation study indicated that the scale had good internal reliability (a Cronbach's alpha of 0.85).

### PROCEDURE

For data collection purpose, the investigator of the study shared information about the study with the institution from where she belongs to and took the permission where she was going to conduct the study. Data was collected from 120 adolescent students. It was also clearly stated that the participation was entirely voluntary and anonymous that withdrawing participation at any time would in no way affect the person. The questionnaires were individually administered to each subject by the investigator during the month of June 2012 to November 2012. Self-esteem scale and locus of control scale was given to each individual student. The investigator personally approached and sought the cooperation of the subjects. She requested the subjects to go through the questionnaires carefully seek clarifications in case of doubt. Once the subject properly understood the instructions, the investigator left the questionnaires with them. They had all agreed to return the duly filled in questionnaires in about two days. The investigator collected the questionnaires from them in time and thanked them for their cooperation.

### RESULT

Table-I: Descriptive Statistics for Self-esteem X Locus of Control Dependent Variable: Academic Achievement

Self Esteem	Locus of Control	N	MEAN	SD
High Self Esteem	Internal Locus of Control	44	75.4086	7.77173
	External Locus of Control	20	68.6965	7.20207
	Total	64	73.3111	8.16710
Low Self Esteem	Internal Locus of Control	21	64.5571	6.59898
	External Locus of Control	35	54.9217	9.68744
	Total	56	58.5350	9.79820

From Table-I it was found that adolescents with high self esteem and internal locus of control showed high academic achievement(75.40) as compared to adolescents with high self esteem and external locus of control(Mean=68.69). Adolescents with Low self esteem with internal locus of control showed high academic achievement (64.55) as compared to adolescents of low self esteem and external locus of control (Mean=54.92). The mean score of adolescents with high self esteem was 73.31 and mean score for adolescents with low self esteem was 58.53 respectively.

Table II: 2 X 2 ANOVA showing the effect of Self Esteem and Locus of Control upon Academic Achievement.

Sources	Sum of Squares	df	Mean square	F	Significance
Self Esteem	4072.407	1	4072.407	61.797	.000
Locus of Control	1794.567	1	1794.567	27.232	.000
Self Esteem X Locus of Control	57.385	1	57.385	.871	.353
Error	7644.429	116	65.900		

The findings of two-way ANOVA shown in Table-II revealed that the individual effect of Self Esteem on Academic Achievement is significant  $F(1, 116) = 61.797$ ,  $p = .000$ . So, self esteem as a factor has significant impact upon academic achievement of adolescents. There exists a significant difference between adolescents with high self esteem and low self esteem with regard to their score in

academic achievement. The individual effect of locus of control on academic achievement is significant  $F(1, 116) = 27.232$ ,  $p = .000$ . So locus of control as a factor had significant impact upon the academic achievement of adolescents. There exists a significant difference between adolescents with internal locus of control and adolescents with external locus of control with regard to their scores in academic achievement. The combined effect of self esteem and locus of control is not significant  $F(1, 116) = .87$ ,  $p = .353$ . So, the combined effect of self esteem and locus of control upon academic achievement was not significant. From the analysis it has been found that self esteem and locus of control played a significant role in academic achievement of adolescents.

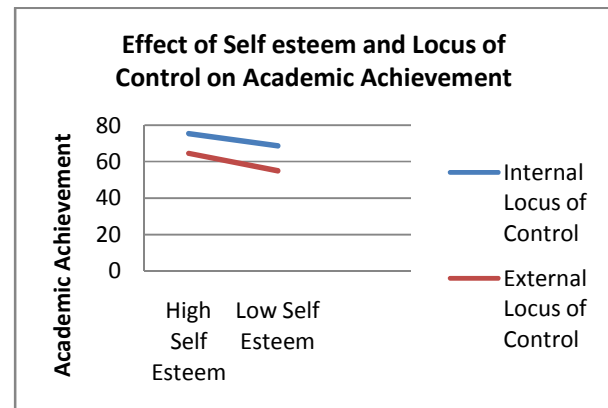


Figure I: Effect of Self Esteem and Locus of Control on Academic Achievement

Above figure shows the effect of Self-esteem and Locus of Control on Academic Achievement of Adolescents. It is evident from the above figure that adolescents with high self esteem and internal locus of control showed high level of academic achievement as compared to adolescents with low self esteem and external locus of control. Two lines in the above graph appear parallel to each other that indicate lack of interaction between both the factors.

## DISCUSSION

An effort was completed in this piece of research to gain insights into the effect of self-esteem and locus of control upon academic achievement of adolescent students. ANOVA revealed a significant main effect of self esteem for academic achievement of adolescent students. The main effect of locus of control upon academic achievement of adolescents is also significant. The interaction effect between self esteem and locus of control was not significant. So, self esteem and locus of control as factors are playing a very significant role upon academic achievement of adolescents. It is clear from the above analysis that adolescents with high self esteem and internal locus of control showed more academic achievement as compared to adolescents with low self esteem and external locus of control. It was found that self

esteem and locus of control as two factors had significant effect on academic achievement of adolescents.

Covington (1989) reported that as the level of self-esteem increases, so do achievement scores; as self-esteem decreases, achievement scores decline. Furthermore, he concluded that self-esteem can be modified through direct instruction and that such instruction can lead to achievement gains. Specifically, students' perceived efficacy to achieve, combined with personal goal setting, has been found to have a major impact on academic achievement. Holly (1987) compiled a summary of some 50 studies and indicated that most supported the idea that self-esteem was more likely the result than the cause of academic achievement. He did acknowledge that a certain level of self-esteem is required in order for a student to achieve academic success and that self-esteem and achievement go hand in hand. They feed each other.

Locus of control is associated with academic achievement of adolescents. Adolescents with internal locus of control had faith upon themselves and they can adjust to the varying life situations. External locus of control as result showed is related with low level of academic achievement. So far as academic achievement is concerned adolescent with internal locus of control will prosper more academically as compared to adolescents with external locus of control. It was also evident from the above study that adolescents with high self esteem and internal locus of control had more academic achievement as compared to adolescent with low self esteem and external locus of control.

When we are discussing about the phenomenon of self-esteem and locus of control, it is the role of teacher and parents which is very much pertinent in 21<sup>st</sup> century. Socialization process plays a very important role in building self esteem and locus of control. Self esteem and locus of control should be understood as a personality trait. According to Freud experiences during child hood years plays a very important role in shaping personality of a child. So through healthy home environment, by training of assertiveness, by experiencing the sense of right to life with dignity adolescents can change their personality patterns. Teachers in educational institutions play a very important role. Through life skill training on self evaluation and self-belief adolescents can increase their level of self esteem and locus of control which would not only help them in academic achievement but also in their future endeavour.

### CONCLUSION

So it can be concluded that both self esteem and locus of control are playing a major role in the academic achievement of students. Students with high self esteem and internal locus of control are academically more competent as compared to students with low self esteem and external locus of control. Parents put lots of pressure on their children to do well but academic achievement

should be what one wants for oneself rather what others want for him/her. Academic achievement is a both quantifiable indicator of student progress and a key that opens doors that broader the educational, occupational and life opportunities for adolescents.

### ACKNOWLEDGEMENTS

We are thankful to 120 student respondents without whom these data would not be available.

### COMPETING INTEREST

Authors have declared that there is no competing interests exist.

### AUTHOR'S CONTRIBUTION

The authors certify that both the authors have participated sufficiently in the intellectual content, conception and design of this work and the analysis and interpretation of the data as well as writing of the manuscript. The authors have been involved in drafting the manuscript for important intellectual content and have given final approval of the version to be published.

### REFERENCES

- [1]. Zisan, K.(2010)“The relationship between Academic locus of control and achievement goals among physical education teaching program students”. Journal of world applied science, Volume 10, Pages 1387-1391
- [2]. Stacy, A. (2010) “The impact of Religiosity and Locus of control on academic achievement in college students”. Journal of Webster University, Pages 2-12.
- [3]. Habibollah, N.(2009), “Self Esteem, Gender and Academic Achievement of Undergraduate Students”, Journal of American scientific research, Volume 3, Pages 26-37.
- [4]. Wilma Viale, Patrick C. L. Heaven and Josep Ciarrochi “The relationship between self-esteem and academic achievement in high ability students: Evidence from the Wollongong Youth Study” Journal of gifted education, Volume 14, Pages 39-43.
- [5]. Mohammad A. (2010), an abstract of “Relationship between self-esteem and academic achievement amongst pre university students”, Journal of applied sciences, Volume 10, Pages 2474-2477
- [6]. Laura L. B. (2011), “The meaning achievement”. www.lotuslifework.com
- [7]. Roy, B. (2003),“Does High Self-Esteem Cause Better Performance, Interpersonal Success, Happiness, Or Healthier Lifestyles?”, journal of psychological science in the public interest, Volume 4, Pages 35-49
- [8]. Li-ya W, Edward, K, James, F. (1998), Status attainment in America: The role of locus of control and self esteem in educational and occupational outcomes” Volume 10, Pages 288-297.
- [9]. Vishalakshi K.K, Dr K. Yasodhara (2012) “Relationship between self esteem and academic

- achievement of secondary school students”, Indian Journal applied research, Volume **1**, Pages **83-84**
- [10]. Barnabas E. Nwankwo, Prof. Shyngle K. Balogun, Tobias O. Chukwudi, Nancy C. Ibeme, (2012), British journal of arts and social sciences, Volume **9**, Pages **214-228**.
- [11]. M Moshki, H Ashtarian (2010), Journal of Iranian Public Health, Volume **39**, Pages **70-77**
- [12]. en.wikipedia.org/wiki/self-esteem, “Self-esteem”, the article of Psychological concept.
- [13]. en.wikipedia.org/wiki/Locus of control, An article of locus of control.
- [14]. James Neill(2006) , “What is Locus of control”, www.wilderdom.com/psychology/loc/LocusOfControl/WhatIs.html
- [15]. Touran Alizadeh, Mohammad Naghi Farahani, Mehernaz saharay, Shahrzad Alizadegan (2005), An abstract of “The relationship between self esteem and locus of control with infertility related stress of no related infertility men and women”, Volume **6**, page **142-152**
- [16]. Graham Martin, Angela S. Richardson, Helen A. Bergen, Leigh Roeger, Stephen Allison (2005), “Perceived academic performance, self-esteem and locus of control as indicators of need for assessment of adolescent suicide risk: implications for teachers” Journal of Adolescence, Volume **28**, Pages **75-87**
- [17]. Slobodanka Gašić-Pavišić, Snežana Joksimović & Dragan Janjetović (2006), “General Self-Esteem and Locus of Control of Young Sportsmen 6), Volume **38**, Pages **385-400**.