

A study of relationship of LCS and parent- child relation to academic achievement and adjustment pattern

Dr. Shailendra Kumar Singh*

ABSTRACT

Background: Academic achievement is defined as the overall consistent performances of the individual in two or more successive examination. **Aim:** Present study was intended to assess the relationship among locus of control, academic achievement and adjustment of the students. **Method:** A correlational study was undertaken. Study was conducted on 200 students (100 boys and 100 girls) of high school of Varanasi district. As a tool Sinha's Locus of control scale, Mohshin –Shamshad Hindi adaptation adjustment scale and parent child relationship scale (Rao) were used. **Result:** It is found that there is a significant positive correlation between internal Locus of control and overall adjustment and academic achievement. There is negative correlation between external Locus of control and overall adjustment and academic achievement. Academic achievement is also positively correlated with loving and symbolic rewards pattern of parent with child, and negatively correlated with protecting, rejecting and demanding behaviour of parents. **Conclusion:** In the light of result it was concluded that internal locus of control is conducive to academic achievement and adjustment quality whereas external locus of control hinders both in cases of academic achievement and overall adjustment.

Key words: Academic achievement, Locus of Control, Adjustment, parenting.

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Introduction:

Academic achievement or **academic performance** is the outcome of education — the extent to which a student, teacher or institution has achieved their educational goals. Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important procedural knowledge such as skills or declarative knowledge such as facts. Individual differences in academic performance have been linked to differences in intelligence and personality. Students with higher mental ability as demonstrated by IQ tests (quick learners) and those who are higher in conscientiousness (linked to effort and achievement motivation) tend to achieve highly in academic settings. A recent meta-analysis suggested that mental curiosity (as measured by typical intellectual engagement) has an important influence on academic achievement in addition to intelligence and conscientiousness. Locus of control and parenting style is one of them. Locus of control is defined (Rotter, 1966) as a generalized expectancy of the extent to which a person perceives that events in one's life are consequences of one's behavior. People, described as "internal", believe that they exercise more control over events

* Reader, Deptt. Of Psychology, M.B.S.P.G. College, Gangapur, Varanasi(U.P.)

and outcomes affecting them. In contrast, "externals" tend to believe that they have little control over what happens to them. These expectancies are perceived to be the result of many past experiences. In a literature review of the relationship between locus of control (generalized and specific expectancies) and achievement, Bar-Tal and Bar-Zohar (1977) stated that 31 of 36 studies reviewed indicated a significant relationship between locus of control and academic achievement with internals having higher achievement than externals. McGhee and Crandall (1968) investigated specific expectancies and reported I+ as a predictor of male achievement and I- as a predictor of female achievement. Nowicki and Strickland (1973) found that particularly for males an internal score on the Nowicki-Strickland Scale is related to academic competence and to social maturity and appears to be a correlate of independent, striving, and self-motivated behaviours. Steinberg et al(1989), Glasgow (1997) and Maccoby and Martin(1988) also found that parenting pattern also affects the academic achievement of the child.

Aim: Present study was done with following aims

- To examine the relationship of academic achievement and adjustment with locus of control.
- To examine the correlation between parent child relation and academic achievement

Hypotheses: The following hypotheses were formulated:

1. There would be significant correlation between academic achievement and locus of control
2. There would be significant correlation between overall adjustment and locus of control
3. There would be significant correlation between academic achievement and parent child relation

Methodology:

Sample: Total 200 high school students were taken as sample from Varanasi district through purposive sampling method. Among them 100 were boys and rest 100 were girls. The respondents were in the age range of 10-14yrs. In other respect they were matched as far as practicable.

Tools:

- Personal socio demographic data especially designed for the study
- Sinha's Locus of Control scale
- Mohshin -Shamshad Bell Adjustment Scale(Hindi adaptation)
- Parent child relationship scale(Nalini Rao,1989)
- The academic records of the respondents in their last two successive examination were taken as measure of academic achievement.

Procedure:

First at all students were consulted who got any position in their class in two consecutive examination. They were interviewed and inform consent was taken for the study.

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Total 316 students were approached among them 100 boys and 100 girls were selected. After that selected questionnaires were administered according to manual on selected sample.

Data analysis: Raw data were analysed through correlation method. SPSS win 13.0 version was applied.

Result and Discussion:

The mean age of the boys group is 12.35yrs and girls group is 12.12 yrs. The mean of the education level of boys group is 9.35 yrs and girls group is 9.23 yrs. Most of the sample were belongs to semi urban area of habitat, Hindu religion and nuclear family setup.

Table-1 Correlation between score of LCS and academic achievement

Variable	Boys N=100	Girls N=100
Academic achievement Vs internal locus of control	.56*	.49*
Academic achievement Vs external locus of control	-.32*	-.23*

Table shows that there is significant positive correlation between internal locus of control and academic achievement in boys as well as girls group($r=.56$ and $r=.49$ respectively). There is significant negative correlation between external locus of control and academic achievement in boys as well as girls group($r=-.32, r=-.23$). Findings of Smith(1961) and Resman(1974) also supported the present findings but Lamborn,1980 found no relation.

Table-2 Correlation between score of LCS and overall adjustment

Variable	Boys N=100	Girls N=100
Overall adjustment Vs internal locus of control	.356*	.29*
Overall adjustment Vs external locus of control	-.22*	-.213*

Table shows that there is significant positive correlation between internal locus of control and overall adjustment in boys as well as girls group($r=.356, r=.29$ respectively). There is significant negative correlation between external locus of control and overall adjustment in boys as well as girls group ($r=-.22, r=-.213$).

Table-3 Correlation between score of parent child relation and achievement

Variable	Boys N=100	Girls N=100
Protecting	-.32*	-.35*
Rejecting	-.25*	-.28*
Demanding	-.32*	-.24*
Loving	.45*	.37*
Symbolic rewards	.35*	.278*

Findings shows that academic achievement is positively correlated with loving and symbolic rewards pattern of parent with child, and negatively correlated with protecting, rejecting and demanding behaviour of parents. Some other studies i.e. Steinberg et al(1989), Glasgow (1997) and Maccoby and Martin(1988) also found that parenting pattern also affects the academic achievement of the child. They found that authoritative parenting pattern fosters the creativity and academic performance of the child.

Conclusion:

Internal locus of control and parental behaviour has significant and positive relationship with academic achievement and overall all adjustment of both boys and girl respondent. So I say that internal locus of control and positive parental behaviour is conducive to academic achievement.

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