

Relationship Between Self-Esteem and Locus of Control Among Adolescents

Dr Aniljose P S¹, Reshma Jude²

¹Assistant Professor, Department of Psychology, Fatima Mata National Autonomous College, Kollam

²M.Sc. Student, Department of Psychology, Fatima Mata National Autonomous College, Kollam

Abstract - This study aims to investigate the relationship between self – esteem and locus of control among adolescents. A sample of 120 students, were studied. Purposive sampling method were used among students in the age group of higher secondary school. The sample further sub- divided into two groups namely male and female, consist of 60 members each. The students studying in various Schools in Kollam district in Kerala who will be administrated by psychological measures like locus of control (Julian. Rotter, 1966) and Self–esteem Scale (Rosenberg, 1965). The statistical tools like, Correlation and t-test were used. The data collected will be analyzed with the help of SPSS. The result of the study showed that there is no significant relationship between self-esteem and locus of control. That means self-esteem does not have any effect on locus of control.

Index Terms - Self Esteem, locus of control

INTRODUCTION

Self-esteem is composed of person's self-assessment and a combination of his/her self- concept of characteristics and abilities (Flouri et al., 2006). When we were growing up our successes (and failures) and how we were treated by the members of our immediate family, by our teachers, coaches, religious authorities, and by our peers, all contributed to the creation of our basic self-esteem (Yaratan and Yucesoylu, 2010).

According to Cooper Smith's studies more than 30 years ago, persons who feel insufficiency and worthlessness, assume themselves as to be unimportant and unable to produce internal sources for improving their situation. These people believe that they are unsuccessful and unhelpful while they do not achieve their goals despite a lot of effort to improve the situation and this belief is as a result of poor self-esteem (Daglas, 2006).

As far as Pope, Mchale and Craighead are concerned self-esteem is composed of 5 domains including

social, academic, family, body and global scales. The present research has focused on surveying student's self-esteem based on these 5 domains. One of the factors associated with self-esteem is locus of control. In social cognitive theory, the human perception of their ability to achieve the goals has special importance (perceived self-efficacy) special attention has been paid. Albert Bandura was one of the original founders of Social Cognitive Theory. According to social cognitive theory, cognitive, social, and behavioral factors play an important role in learning. Individual factors (cognitive) Bandura emphasized in recent years and self-efficacy, the belief that a person based on its dominant position and bring beneficial results.

Self-efficacy or self-effectiveness is the belief in the individual's ability to perform a job successfully. Everyone loves to expand self-efficacy beliefs in three dimensions, generality, strength, and level. This is the basis for challenging goals (Jahangir Maghsoudi, Mousa Alavi, Zahra Sabzi, Hamideh Mancheri, 2005). Carl Rogers gave a new dimension to self -esteem Positive self -regard and Positive regards According to Rogers every human being with no exception is deserving of unconditional positive regard by everybody else. every person deserves to esteem himself and to be self -esteemed. Generality means the individual confidence for special behaviors in different situations. This means that the self-efficacy generality is the power of the individual to the most appropriate response in all circumstances.

Self-efficacy beliefs are much stronger, more durable, and they more related to their behavior. The most significant and important mechanism in human recognition function is self-efficacy. The self-efficacy beliefs is one of the most original and the most important factors in explaining human behavior . According to, Bandura, a sense of self-efficiency is a

major factor in determining the success or failure in a lifetime. The main and essential purpose in life, setting realistic performance criteria to maintain a good level of efficiency feel (Schultz & Schultz 2005, translation of Seyed Mohammadi, 2008: 469-464).

Studies have shown that self-efficacy beliefs effect on many aspects of personal functioning. Those with higher levels of self-efficacy consider a broader employment opportunity and have more career success, higher personal goals for themselves adopt, and better physical and mental health than those who have lower levels of self-efficacy (Schultz and Schultz, translation Seif and others, 2010: 388-387). People who have high levels of perceived self-efficacy are more likely to try, and are more successful, than those who perceived their personal performance, show more perseverance lower and less afraid to experience it.

The researchers hold the notion that self-esteem is regarded among the determining factors in human behavior. It can therefore affect the type of individual's locus of control (Judge TA, Erez A, Bono JE, Thoresen CJ. Are measures of self-esteem, neuroticism, locus of control, and generalized self-efficacy indicators of a common core construct? *Journal of personality and social psychology*. 2002;83(3):693-710.

The individual who feels they can influence their life events enjoy mental wellbeing such as higher self-esteem and more favorable quality of life as compared to those lacking such sentiments (Friese M, Hofmann W. Control me or I will control you: Impulses, trait self-control, and the guidance of behavior. *Journal of Research in Personality*. 2009)

Locus of control: Quality of life is a subjective concept for sense of goodness and satisfaction of life experiences that encapsulates positive and negative aspects of the individuals. Research evidence suggest that individuals with high self-esteem have more desirable quality of life and those with lower self-esteem tend to have more problems in adaptation to life process, which can in turn affect their quality of life and their level of life satisfaction. Effects of self-esteem and academic performance on adolescent decision-making: an examination of early sexual intercourse and illegal substance use. *Journal of Adolescent Health*. 2010; Cayuela A, Rodríguez-Domínguez S, Otero R. Deteriorated health-related quality of life in healthy male smokers. *Archivos de*

Bronconeumología (English Edition) 2007). Children who lack such success are more likely to have an external locus of control. Children with high self-esteem are more likely to succeed in school, and children with low self-esteem are less likely to fulfill their potential for scholastic success.

According to Bernard Weiner locus of control ma' relate to l'ether attributions are made to stable or unstable causes. Weiner has linked locus of control to motivation with internal and external locus of control determining ability, effort, chance and task difficulty. In generalizing on the implications for research on locus of control, Lefcourt (1982) stated that the way individuals judged causality made a difference in the way life experiences were approached. If the individual believed events were controllable, he or she would try to actively exert an influence on them. If the individual believed events were not controllable, her or his response would be different and would include withdrawal or apathy. A pioneer in locus of control research, Julian Rotter (1966), stated that an individual who has an external locus of control believes reinforcement is unpredictable and not dependent upon his or her own actions but dependent on fate, luck, or powerful others. On the other hand, an individual who believes that reinforcement resulted from her or his own characteristics and behavior has an internal locus of control. According to Rotter, such belief about the relationship between consequences and behavior affects many choices which people make in a variety of situations. Liem (2015) conducted research that, the role of social achievement and academic goals which include (effort and achievement) and (peer interaction & loneliness) and its effect on one's social functioning.

According to William H James, people could be divided into those who attribute to ability (an internal cause) and those who attribute to luck (an external cause). According to William H. James', 'expectancy shifts' can be linked to locus of control. Typical expectancy shift is related to expectation, similar outcome and can be related to internal locus of control. Typical expectancy shifts were attributed to their outcomes to ability. Atypical expectancy shift has no relationship with outcome and could be explained by external locus of control. Those who displayed atypical expectancy were more likely to attribute their outcomes to chance.

In the Lifshitz (1973) study of kibbutz children, change of locus of control appeared to be related to development. In a study of locus of control and at risk children in grades kindergarten through 5, Payne and Payne (1989) found that internal locus of control increased with age. Another researcher (Richaud de Minzi, 1991) agreed with this conclusion. In an investigation of beliefs about ability, effort, luck, powerful others, and unknown causes, Skinner (1990) found that children made finer distinctions among many internal and external causes during middle childhood. On the other hand, Hegland and Galejs (1983) found contradictory evidence concerning the relationship between age and locus of control orientation and concluded that their results did not confirm the actuality of a developmental trend from externality to internality. Noel, Forsyth, and Kelley (1987) found that students failing a college course improved performance when they shifted from external to internal causal attributions.

Change of locus of control in adolescence Inner-city teenagers who experienced a week long structured camp program became more internal in their locus of control orientation (Nowicki & Barnes, 1973) as did 74 boys and 35 girls who attended an 8 week sports fitness camp (Duke, Johnson Nowicki, 1977). Rational Emotive Education proved to be a successful intervention strategy for 60 learning-disabled adolescents age 14 to 18, enhancing their self-concepts and increasing internal locus of control orientation (Omizo, Lo, & Williams, 1986).

Rosenbaum, McMurray & Campbell (1991) found that rational emotive therapy increased internality of locus of control of 36 12 randomly assigned girls with a mean age of 9 years 1 month. Although counseling and operant conditioning changed the locus of control of 173 pupils in grade 6, counseling, which enabled children to analyze outcomes resulting from their behavior, resulted in greater change towards internality (Charlton, 1986). Change of locus of control in children Internal locus of control of 53 fifth grade children.

Self-esteem and academic achievement A review of past literature by Harter (1983) indicated that achievement and academic ability influenced self-esteem and that there was a causal relationship between academic achievement and self-concept. studied fifth grade children who were considered highly competent on the basis of their achievement test

scores. She found that children with low perceptions of competence had lower, less demanding achievement expectancies, saw effort rather than ability as the source of success, and saw lack of effort as the cause of negative outcomes. Strong abilities did not ensure that children would feel personally adequate.

TENABILITY AND RESTATEMENT OF HYPOTHESES

- The first hypotheses states: There will be a significant relationship between self-esteem and locus of control domains.
- The second hypotheses states: There will be significant gender difference on powerful others domain.
- The third hypotheses states: There will be a significant difference on chance control domain.
- The fourth hypotheses states: There will be a significant difference on individual control domain.
- The fifth hypotheses states: There will be a significant gender difference on self-esteem.

METHOD

The method used for the study is briefly described as follows.

RESEARCH DESIGN

In this study non- experimental method was used to find relationship between variables. The method used for this study is descriptive. Non- experimental method is a method that lacks the manipulation of an independent variable. It tends to have a high level of external validity, meaning it can be generalized to a large population. Descriptive research is used to describe characteristics of a population or phenomenon being studied.

Participants for the study

This study will be conducted through the participants of 120 students in the age group of students of higher secondary school purposive sampling method is used. both males and females are included. The students from open school, special school and also the students

from other district in Kerala except Kollam are excluded from the study.

VARIABLES OF THE STUDY

1. Self-esteem
2. Locus of control
3. Demographic variables: age, sex.

MEASURES USED

Locus of control (Julian B.Rotter, 1966)

This inventory has been prepared by Sanjay Vohra. The concept of I-E was first prepared by Rotter (1966) for measuring locus of control. It is Five- point Likert scale contains 24 items which measures factors related to locus of control viz; a) powerful others b) chance control 3) individual control. The split- half reliability of the scale was found to be 0.72 for P, 0.79 for C and 0.65 for I. reliability coefficient was found to be 0.69 for P, 0.72 for C and 0.66 for I. The test-retest reliability coefficient was found to be 0.76. The content and construct validity were established. the correlation coefficient was found out be 0.54.

Self-esteem Scale (Rosenberg, 1965)

The scale is a self-report measure of self-esteem. The test contains 10 items. These 10 items, examines the distinctiveness of three “positive thinking” variables (self-esteem, trait hope and positive attributional style). The scoring will be done as per the manual. The score range between 8 to 25. Reliability Internal consistency for the Rosenberg self-esteem range from 0.77 to 0.88. Test-retest reliability for the Rosenberg range from 0.82 to 0.85. Validity Criterion validity = 0.55 Construct validity = correlated with anxiety (-0.64), depression (-0.54) and anomie (-0.43).

Procedure and Administration

The questionnaire would be a self-administrating one. Instructions were printed at the beginning of the inventories. Response space would be provided against each item, and the respondent will require ticking the appropriate column representing his/her response. Participants will be approached individually. The participants will be briefed about the purpose of the study and confidentiality will be assured. Sufficient time will be given to respond to the questionnaires and then the data collection will be made. Scoring will be done as per manuals.

Analysis of data (statistical techniques)

The following statistical techniques would be used to analyse the data collected, to throw light on the information sought from the investigation. Analysis was done using SPSS version 18 to test the various hypothesis. The statistical tool like correlation and t-test are used.

Correlation

A correlation coefficient is a measure of linear association between two variables. It can be computed in different ways depending on the nature of the data. Here used the Pearson’s correlation coefficient. Pearson’s correlation coefficient, can take values from +1 to -1. A Pearson’s correlation 93 coefficient +1 indicates a perfect association of ranks, a zero indicates no association between ranks and -1 indicates perfect negative association between ranks.

t-test

A t-test is a type of inferential statistic used to determine if there is a significant difference between the means of two groups, which may be related in certain features. It allows us to compare the average values of the two data sets and determine if they came from the same population. It is one of many tests used for the purpose of hypothesis testing in statistics.

The present study was conducted to assess, examine and compare the mean difference among adolescents, in relation to their self-esteem and locus of control.

Table:1 shows ‘r’ value of self-esteem and locus of control among adolescents.

*Significant

No	Variable	Pow erful othe r	Indivi dual	Chance control	Self- esteem
1	Powerful others	()	.003	.20*	-.021
2	Individual control	()		.048	.121
3	Chance control	()			.233*
4	Self-esteem	()			

*Significant at 0.05 level

The relationship between self-esteem and locus of control of the participant was analysed by Karl Pearson’s coefficient of correlation. From the data, it is evident that there is no significant correlation between self-esteem and domains of locus of control

when level of significance is 0.05. It implies that the change in self-esteem will not cause any change in locus of control.

Inter correlation between the dimensions of locus of control The correlation coefficient indicates the strength of the relation between the variables. Not every variable is significantly correlated with its dimensions. Powerful others($r=.20^*$, $p<.05$); chance control($r=.233^*$, $p<.05$). The result shows that locus of control is significantly correlated with its dimensions ie, powerful others and chance control. Powerful others and chance control are significant with each other. And chance control has significant relation with self-esteem. Self -esteem has no significant relationship between locus of control. A Study shows that self -esteem is positively correlated with internal locus of control and has no correlation with external locus of control.

Dr.S.Anil Kumar& Ms. Bharati Rao Pothukuchi, (2012) conducted a study on Relationship between Self-esteem and Locus of control among adolescent students in Bangalore . The hypothesis was that high Self-esteem is positively correlated with Internal Locus of control. This is because people with an internal locus of control believe that their own actions determine the rewards that they obtain. Hypothesis also is that self-esteem has no correlation with external locus of control-be the external locus of control high or low. This is because those with an external locus of control believe that their own behavior doesn't matter much and that rewards in life are generally outside of their control.

Table 2: t test to compare the mean difference between girls and boys on the score of self-esteem and locus of control among adolescents.

Sl No	Variable	Group	N	M	SD	t-value
1	Powerful Others	Girls	60	26.45	4.83	4.94*
Boys			60	22.76	3.15	
2	Chance Control	Girls	60	29.46	3.90	.126
Boys			60	29.55	3.34	
3	Individual Control	Girls	60	28.55	3.65	4.164**
Boys			60	25.86	3.39	
4	Self-esteem	Girls	60	27.28	4.39	.232
Boys			60	27.11	3.41	

**Significant at 0.01 level

The second hypotheses states that there will be significant gender difference on powerful others domain. Table 4.2 examined the mean difference on powerful others between girls and boys.

The t test shows that there is significant difference among boys and girls with the t-value 4.94**,so, the second hypotheses is accepted. Here girls show high in powerful others.

The third hypotheses states that there will be a significant difference on chance control domain. The t-test shows there is no significant difference among chance control of boys and girls with t-value .126. so, the third hypotheses is rejected.

The fourth hypotheses states that there will be a significant gender difference on individual control domain. The t test shows that there is significant difference among boys and girls with the t-value 4.164**,so, the fourth hypotheses is accepted. Here, girls show high in individual others.

The fifth hypotheses states that there will be a significant gender difference on self-esteem. The t-test shows there is no significant difference on self-esteem among boys and girls with t-value .232. so, the hypotheses are rejected.

Abdullah (2000) conducted a study to examine the relationship among achievement motivation, self-esteem, and locus of control and academic performance of university students in a Nigerian University. The purpose was to determine the extent university student's academic performance was influenced by these criterion variables. Results from multiple regression analysis revealed that clearly the subjective independent variables did not predict objective measure of the students' academic performance. Psycho-sociological evidence show that lack of achievement motivation and low self-esteem, creates in students lack of interest to strive for high academic performances, and zeal to contribute positively and efficiently to national development.

The growing research literature suggesting that Self-esteem was a significant predictor of locus of control. Also, locus of control increased as self-esteem increased. Students may also not be aware of the importance of self-esteem and locus of control for their life and for performance. There are studies based on locus of control and self-esteem between male and female state that there is a positive relation among them. Chrisantus oden-publish (2013) conducted a study on Relationship Between Self-esteem and Locus

of Control Among Well Functioning Adolescents. Finding showed that a significant positive relationship exists between high self-esteem and internal locus of control [$r(98) = 0.87, P < .01$]. Finding was discussed in relation to the literature reviewed and recommendations were also made.

Self-esteem is defined as a 'positive or negative' attitude towards an object usually referring to attitude towards the self. According to Orenstein (1994), self-esteem originates from two different avenues: how a person views her performance areas in which success is important to her and how person believes others perceive her such as parents, teachers, peers. Self-esteem is the "feeling of self-appreciation" and is an indispensable emotion for people to adapt to society and live their lives.

Locus of control refers to the extent to which individuals believe that they can control events that affect them. A person's "locus" (Latin for "place" or "location") is conceptualized as either internal (the person believes they can control their life) or external (meaning they believe that their decisions and life are controlled by environmental factors which they cannot influence, or by chance or fate). Individuals with a high internal locus of control believe that events in their life derive primarily from their own actions.

CONCLUSION

There is no significant relationship between self-esteem and locus of control.

MAJOR FINDINGS OF THE STUDY

1. There is no significant correlation between self-esteem and domains of locus of control.
2. There is no significant difference on self-esteem among boys and girls.
3. There is no significant gender difference on chance control domain'.
4. There is significant gender difference on powerful others domain. And girls show high in powerful others.
5. There is significant gender difference on individual control domain' And girls show high in individual others'.

IMPLICATIONS OF THE STUDY

The present study was designed to understand and find out the relationship between self-esteem and locus of control among adolescents. The findings of self-

esteem and locus of control is aimed to understand any relationship between these 2 variables. The result of the study showed that there is no significant relationship between self-esteem and locus of control. That means self-esteem does not have any effect on locus of control.

This study may shed light on the areas of self-esteem and locus of control. It states that change in self-esteem will not cause any change in locus of control. Locus of control may change according to various environmental conditions, but self-esteem will not influence by it. As there is no significant relationship between these two variables it does not help to enhance their self-esteem. belief, internal motivation, recognition of their abilities and knowing their weakness and could not able to undertaken for further studies.

LIMITATIONS AND SUGGESTION FOR FURTHER RESEARCH

The aim of this study was to find out the relationship of self-esteem and locus of control among adolescents. The results showed that there is no significant relationship between self-esteem and locus of control. Further research may include other salient factors. Moreover, this is a study confined to only one district and therefore it is important to compare the conditions of one district with those of the other districts. A mixed method (with both quantitative and qualitative research) study is also strongly recommended for further study. A study using larger samples can produce a better result. By using many demographic variables, this study may become more effective. Hope that more researchers in the future will be motivated to apply these approaches to the understanding of the new and exciting field of self-esteem and locus of control.

REFERENCE

- [1] Bharati Rao Potukuchi S Anil Kumar Relationship between Self-esteem and Locus of control among adolescent students in Bangalore. International Journal of Management and Behavioral Science00s (IJMS) ISSN 2278-5671, 2014
- [2] Daglas, P. (2006). Effects of self-esteem intervention program on school age children. Pediatric Nursing, 32(4), 341-348

- [3] Developmental aspects of locus of control in preschool children
- [4] Hegland, Susan M; GALEJS, IRMA. The Journal of Genetic Psychology; Provincetown, Mass., etc. Vol. 143, Iss. 2, (Dec 1, 1983): 229.
- [5] Flouri, E. (2006). Parental interest in children education. *British journal of educational psychology*, 76, 41-55.
- [6] Friese M, Hofmann W. Control me or I will control you: Impulses, trait self-control, and the guidance of behavior. *Journal of Research in Personality*. 2009)
- [7] Harter, S. (1983). Developmental perspectives on the self-system. In E. M. Hetherington (Ed.), *Handbook of child psychology* (pp. 275-385).
- [8] Jahangir Maghsoudi, Mousa Alavi Experienced Psychosocial Problems of Women with Spouses of Substance Abusers: A Qualitative Study: Open Access Macedonian Journal of Medical Sciences 7(21)10.3889/
- [9] James C.Martin,, *Journal of American Indian Education*, Volume 18, Number 1, October 1978
- [10] Gregory Arief D. Liem, Dennis M. McInerney & Alexander S. Yeung (2015) Academic Self-Concepts in Ability Streams: Considering Domain Specificity and Same-Stream Peers, *The Journal of Experimental Education*, 83:1, 83-109, DOI: 10.1080/00220973.2013.876227
- [11] Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30, 607-610.
- [12] Lefcourt, H. M. (1991). Locus of control. In J. P. Robinson, P. R. Shaver, & L. S. Wrights man (Eds.), *Measures of personality and social psychological attitudes* (pp. 413–499). San Diego: Academic Press.
- [13] Levenson, H. (1974). Activism and powerful others: Distinctions within the concept of internal–external control. *Journal of Personality Assessment*, 38,377– 383.
- [14] Lifshitz, Michaela, Locus of Control, Achievement and Decision-Making of Israeli Kibbutz Children., ED 089 882 PS 007 275,1973
- [15] Lockett, C. T., & Harrell, J. P. (2003). Racial Identity, Self-Esteem, and Academic Achievement: Too Much Interpretation, Too Little SupportingData. *Journal of Black Psychology*, 29(3), 325-336.
- [16] Nancy E. McMurray, Ian M. Campbell- The Effects of Rational Emotive Education on Locus of Control, Rationality and Anxiety in Primary School Children, First Published August 1991 Research Article: <https://doi.org/10.1177/000494419103500206>
- [17] Susan M. Hegland, Irma Gale; Developmental Aspects of Locus of Control in Preschool Children: September 2012, *The Journal of Genetic Psychology* 143(2):229-239
- [18] Makri-Botsari, E., & paraskeva, F. (2010). Exploring the personality characteristics in information and digital age expertise. *Procedia Social and Behavioral Sciences*, 9, 1705–1716.
- [19] Nowicki, S., & Strickland, B. R. (1973). A locus of control scale for children. *Journal of Consulting and Clinical Psychology*, 40(1), 148–154
- [20] Osborn, J.W. (1997). Race and academic disidentification. *Journal of Educational Psychology*, 89(4), 728-735.
- [21] Omizo, M. M., Lo, F.-I. G., & Williams, R. E. (1986). Rational-emotive education, self-concept, and locus of control among learning-disabled students. *Journal of Humanistic Counseling, Education & Development*, 25(2), 58–69.
- [22] Owad E. (2005). Academic achievement and its relationship with anxiety, self-esteem optimism and pessimism in Kuwaiti students. *Society for personality research*, 33(1), 95-104
- [23] Pope, A.W. & Mc Hales. (1988) Self esteem enhancement in children and adolescents. New York: Pergammon Press.
- [24] Rotter, J.B. *Social learning and clinical psychology*. Englewood Cliffs, N.Y.: Prentice-Hall, 1954.
- [25] Rotter, J.B. Generalized expectancies for internal verses external locus of control of reinforcement. *Psychological Monographs*, 1966, 80 (1, whole No. 609).
- [26] Serin, N. B., & Serin, O., & Şahin, S. (2010). Factors affecting the locus of control of the university student. *Social and behavioural sciences*, 2,449-452.
- [27] Smith, C. L., Sapp, M., Farrell, Jr. W. C., & Johnson, Jr. J. H. (1998). Psychoeducational correlation of achievement for high school Seniors at a private school: the relationship among Self-esteem, Self-esteem, and academic

Self-esteem. *The high School journal*, 81 (3), 161-166.

- [28] Weiner, B ed,1954, *Achievement Motivation and Attribution Theory*. NY:General Learning press
- [29] Wilkinson, W. W. (2007). The structure of the Levenson locus of control scale in young adults: Comparing item and parcel indicator models, *Personality and Individual Differences*, 43,1416–1425.
- [30] Yaratana, H., Yucesoylu, R. (2010). Self-esteem, self-concept, self-talk and significant others' statements in fifth grade students: Differences according to gender and school type. *Procedia Social and Behavioral Sciences*, 2, 3506–3518.