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THE INFLUENCE OF LOCUS OF CONTROL AND ANXIETY OF HIGH SCHOOL STUDENTS ADMINISTERED BY VARIOUS RELIGIOUS EDUCATIONAL INSTITUTIONS

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Abstract:

An institution is any structure or mechanisms of social order governing the behaviour of a set of individuals with in a given committee may it be human or a specific animal. Institutes are identify with a social purpose. Transcending individual and intensions for mediating the rules that given in living behaviour. Religious groups are smaller movements with in world religious may have specific believes, practice and are generally small and have origins all over the world.

KEY WORDS:

Control And Anxiety , Various Religious Educational , mechanisms.

INTRODUCTION

According to the Maerian – Webscler dictionary – administration refers to the activities that are related to operating and organizations. Such as company or school, the collections of individuals who seen are organization or the part of a government leader identifiable with that government leader. The medical definition of administration refers to executing something directly or doing out medication.

LOCUS OF CONTROL:

Locus of control is an important aspect of the behavior. For the practicing school psychologists or teachers, this concept is apt to bring to mind a variety of ideas. A foundation for the conceptualization of Locus of control and extensive and elaborate theoretical views of its development are found in the works of Aranfreed (1968), Bialter (1961), Decharms (1968), Ratter, Seeman and Liverant (1962), Weiner (1972, 1973) etc.

Actually the concept of Locus of control is formulated within the framework of the social learning theory (Rotter, 1954). It is related to the measurement of the extent to which an individual is self-motivated, directed or controlled (internal frame of reference) and the extent to which the environment (luck, chance etc.) influences his behavior. Simply stated, locus of control has to do with the placement of responsibility for the outcome of events or behaviors. The outcome of events are sometimes pleasant or unpleasant, encouraging or discouraging, gratifying or distressing can generally be referred to as reinforces and different people perceive them differently which is characterized as either internal or external control. External control refers to the belief that the individual does not control rewards or outcomes. Fate, luck and significant others (i.e., parents, teachers, peers etc.) are viewed as responsible for the outcome of events. In contrast an individual who believes that his own ability and efforts control events are to be characterized as

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internally controlled.

Much research has documented the importance of pupil's locus of control in learning environments (Covington and Berry, 1976; Deharms, 1968; Joe, 1971; Soloman and Oberlander, 1974). The notion that some students feel they are responsible for success and failure in achievement situations (internals) while other students believe factors external to them are responsible (externals) clearly provides provocative implications for educators.

Actually the Internal-External dimension has been regarded as a continuum and Roger urges against perceiving it in typological framework. The construct of internal-external locus of control is regarded to be related to number of constructs in the behavior science as need for achievement, striving for superiority, competence, personal causation, etc.

Anxiety:

Anxiety is a physiological response to a real or imagined threat. It is a complex emotional state characterized by a general fear or foreboding usually accompanied by tension. It is related to apprehension and fear and is frequently associated with failure, either real or anticipated. It often has to do with interpersonal relations and social situations. Feelings of rejection and insecurity are usually a part of anxiety. According to Frost (1971), anxiety is “an uneasiness and feeling of foreboding often found when a person is about to embark on a hazardous venture; it is often accompanied by a strong desire to excel”. Hence, anxiety state arises from faulty adaptations to the stress and strains of life and is caused by over actions in an attempt to meet these difficulties.

Speilberger (1966) has defined anxiety in two terms: trait anxiety and state anxiety. Trait anxiety is a tendency to respond emotionally to a wide range of non-threatening stimuli. It refers to a predisposition to respond with heightened arousal to certain class of stimuli. State anxiety, on the other hand, is the actual feeling of tension and nervousness.

Therefore, an attempt is made in the study to examine the amount of anxiety, achievement motivation and locus of control of high schools students studying in the institutions run by various religious groups. It is believed that the educational institutions set up by various religious groups have a bearing on the variety of values and qualities on those who are exposed to that educational environment. Hence, it was thought apt to examine the variations in the psychological qualities like LOC, achievement motivation, anxiety etc. of students studying in different institutions run by various religious groups.

STATEMENT OF THE PROBLEM:

“The Impact of Educational Institutions Managed by Religious Groups on Locus of Control and Anxiety of High School Students”.

OBJECTIVES:

- The following are the major objectives of the study:
- 1.To study the impact of religious educational institutions.
 - 2.To study the locus of control of high school students.
 - 3.To study the influence of religious educational institutions on the anxiety of high school students.

HYPOTHESES:

The following are the hypotheses of the present study:

- 1.There would be significant differences on locus of control of students studying in different institution managed by religious groups.
- 2.There would be significant difference between male and female students on locus of control and anxiety.
- 3.There would be significant difference between religious educational institutions on locus of control and anxiety.

The Sample:

The sample of the study consists of 400 students selected randomly from high schools students studying in the institutions run by various religious groups. Attempts have been made to match the samples

for religious institutions, gender and income.

Tools:

The following tests will be used in the present investigation:

1. Locus of Control Scale:

This scale is standardized by Anandkumar and Srivastava (1985) which consists of 29 pairs of items 23 items are scored while other 6 filter, items are not scored. The scoring is done according to scoring key and maximum scores in 23 and minimum is 0. This higher score indicates higher externality (External LOC) and lower scores reveal internality (Internal LOC). As authors claim the reliability of scale is 0.88 which is significantly high.

2. Anxiety Scale:

Anxiety scale developed by Sinha D. (1975) which consists of 100 items. The response categories are true or false. The responses are scored with the help of manual.

Statistical Techniques:

The suitable statistical methods like t-test would be used to interpret the data in the present study.

RESULTS AND DISCUSSION:

The study also attempts to assess the effect of anxiety, gender and income on locus of control. As a part of locus of control (LOC) appears to influence individuals. Those who attribute and depend on Fate or Luck for their conduct and achievement, have external LOC, while those who depend on their ability and attribute themselves, have internal LOC. It is expected that there are differences in LOC of students in categories of independent variables like religion, income and gender. The data so prepared and presented in tables.

Table–1: Mean, SD and t-value of locus of control in two different religious groups (N = 400)

Religion		LOC
Hindu	M	10.44
	SD	3.59
Muslim	M	16.59
	SD	4.97
t-value		14.64 **

** Significant at 0.01 level

Table-1 presents mean, SD and t-values of locus of control (LOC) in two different religious groups. The students of Hindu have scored a mean of 10.44 while Muslim students scored 16.59. This clearly speaks that Muslim students have external locus of control while Hindu students have internal locus of control. The t-value of 14.64 which is significant reveals that the differences in LOC between two different religious groups are significant. The results highlight that Hindu promotes internal locus of control in the students which also suggests that Hindu students believe in their ability and believe that they are responsible for their own behaviour. It appears that content of Hindu faculty promotes internal LOC. Understandingly, Muslim students appear to have relatively higher external LOC.

Table-2: Mean, SD and t-value of anxiety in two different religious groups (N = 400)

Religious		Anxiety
Hindu	M	12.84
	SD	5.05
Muslim	M	16.92
	SD	5.37
t-value		8.16**

** Significant at 0.01 level

Table-2 gives the mean, SD and t-values of anxiety in two different religious groups. It can be seen that students of Hindu have scored a mean of 12.84 while Muslim scored 16.92. This indicates that Hindu have external locus of control and Muslim have internal locus of control. The t-value (8.16) is significant that reveals the significant differences between the two different religious groups. Hindu is combination of high education, income and occupation level. These infact provide an access to variety of knowledge because of its affordability, consequently Hindu students believe in their ability. But students of Muslim have limited resources for the development of such belief and hence believe in luck, fate or superstructural powers. Thus, Hindu is also determined by the Muslims respondents.

Table-3: Mean, SD and t-value of locus of control in two levels of gender (N = 400)

Gender		LOC
Male	M	13.89
	SD	5.11
Female	M	13.16
	SD	5.46
t-value		1.43

Table-3 gives mean, SD and t-values of locus of control (LOC) of male and female sample. It can be noticed that the mean score of female sample is 13.16 while male sample scored a mean of 13.89. The t-value of 1.43 is not significant. Results highlight the fact that both male and female students have similar way of explaining their conduct. Though female students appear to have internal locus of control (13.16) in comparison with male students (13.89) whose mean score is slightly high. But on the whole, there is no significant difference between the two sample subgroups. Gender, therefore appears to play a minor role in the development of LOC.

Table-4: Mean, SD and t-value of anxiety in two levels of gender (N = 400)

Gender		Anxiety
Male	M	11.65
	SD	4.44
Female	M	15.35
	SD	5.48
t-value		7.70**

** Significant at 0.01 level

Table-4 demonstrate the mean, SD and t-value of anxiety in male- female sample. The male students have scored lower means (11.65) than those of female (15.35). Since lower scores indicate high anxiety, the male students have significantly lower scores than females, as t-value of 7.70 which is significant at 0.01 level indicates. Thus, male students found to attribute the causes of their behaviour to themselves, in terms of their ability.

Table – 5: Mean, SD and t-value of locus of control in two levels of income (N = 400)

Income		LOC
High	M	12.84
	SD	5.05
Low	M	16.92
	SD	5.37
t-value		8.16**

** Significant at 0.01 level

Table-5 gives the mean, SD and t-values of locus of control (LOC) in two levels of income. It can be seen that students of high income have scored a mean of 12.84 while low income scored 16.92. This indicates that high income have external locus of control and low income have internal locus of control. The t-value (8.16) is significant that reveals the significant differences between the two level of income. High income is combination of high education and occupation level. These infact provide an access to variety of knowledge because of its affordability, consequently high income students believe in their ability. But students of low income have limited resources for the development of such belief and hence believe in luck, fate or superstructural powers.

Table – 6: Mean, SD and t-value of anxiety in two levels of income (N = 400)

Income		Anxiety
High	M	13.89
	SD	5.11
Low	M	13.16
	SD	5.46
t-value		1.43

Table-6 gives mean, SD and t-values of anxiety of two levels of income. It can be noticed that the mean score of low income is 13.16 while high income sample scored a mean of 13.89. The t-value of 1.43 is not significant. Results highlight the fact that both high income and low income students have similar way of explaining their conduct. Though low income students appear to have low anxiety (13.16) in comparison with high income students (13.89) whose mean score is slightly high. But on the whole, there is no significant difference between the two sample subgroups.

CONCLUSIONS:

The following are the major conclusions:

1. There is a significant difference in locus of control between the two samples groups of students.
2. Anxiety has produced significant differences in the sample sub-groups.
3. There is a significant gender differences in locus of control and anxiety.
4. There is a significant income difference in locus of control and anxiety.

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