
A Study on Locus of Control and Mental Health of Students

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ABSTRACT

The aim of the present study is to assess the influence of locus of control on mental health of students selected from Kalaburagi (Gulbarga) district, Karnataka state. The sample consists of 180 students. The sample was administered with locus of control scale (Anand kumar and srivastav 1985) and mental health inventory (Jagadish and Srivastva 1988). And the data were subjected to the statistical analysis. The results revealed that locus of control produces significant differences in mental health of students and there is a significant difference in mental health between the male and female sample.

Keywords: *Locus Of Control, Mental Health And Students.*

Locus of control refers to a set of beliefs about the relationship between behaviour and the subsequent occurrence of rewards and punishments. The more precise phrase for these beliefs about locus of control is internal versus external control of reinforcement. whenever reinforcement (either positive or negative) are perceived by the individual as being the result of his or her own behaviour, efforts or relatively permanent characteristics etc., are example of an internal belief. External beliefs, in contrast, involve perceptions that reinforcements occur as the result of luck, chance, fate, or the interventions of powerful others, or else are simply unpredictable because of the complexity of events. Beliefs about locus of control or I-E are not either/ or but may fall anywhere along a dimension marked by external belief at the one extreme and internal ones at the other. Locus of control is an important aspect of the behavior. For the practicing school psychologists or teachers, this concept is apt 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 many researchers.

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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)

Rotter identified the construct of internal external control of reinforcement as being the degree to which an individual believes his reinforcement are dependent upon his own behaviour (internality) or are controlled by forces beyond his control, such as luck or chance (externality) researchers have subsequently attempt to relate locus of control to various personality variables. Externality has been correlated with low ego strength and poor personal adjustment.

Wolfe (1970) Concluded, “ The superiority of internals over externals in predictive accuracy indicates that the internals either acquired more information bearing on their own academic outcomes or used available feed back more effectively or both”. This reveals that internals have always an edge over externals on certain selected variables.

Mental health is an important aspect of one’s total health status and it is a basic factor that contributes to the maintenance of physical health and social effectiveness. It means the ability to balance feelings, desire, ambitions and ideals is one’s daily life. It is the ability to face and accept the realities of life.

Mental health has two important aspects-- individual and social-. Social forces are in constant flux. They are constantly moving and changing and therefore our mental health is affected by various stresses. Mental health is a process of adjustment, which involves compromise and adaptation, growth and continuity. Because of the significance of individual and social aspects, mental health is defined as ability of the individual to make personal and social adjustments.

Mental health is the capacity of an individual to form harmonious adjustments to one’s social and physical environments. Menninger (1945) defined mental health as the adjustment of human beings to the world and to each other with a maximum of effectiveness and happiness. It is the ability to maintain an even temper, an alert intelligence, socially considerate behavior and a happy disposition. Mental health can be described as absence of symptoms of maladjustment, be they mild or severe. Mentally healthy person is free from all types of maladjustment (Klein, 1956). Jahoda (1958) has said that aspects of attitudes toward self, growth and development, self-actualization, integration of personality and mastery of the environment must be considered in judging whether a person is mentally healthy or not.

Bhatia (1982) considers mental health as the ability to balance feelings, desires, ambitions and ideals in one’s daily living. As part of one’s overall health, mental and emotional health is a necessary condition to enable one to manage one’s life successfully. Mental health is the emotional and spiritual resilience that allows one to enjoy life and to survive pain, suffering and disappointment.

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The National Association for Mental Health describes some of the characteristics of people with good mental health: comfortable feelings about one's self, feeling of 'right' about other people and being able to meet the demands of life.

Mental health of the learner is very important for efficient learning and proper development of personality. A child is born in a home where he remains in the constant company of his mother in the formative years of his infancy. Traditionally, it is said the mother is equal to hundred teachers. The impressions and experiences which a child has in these formative years leave permanent and indelible.

According to the World Health Organization, —Mental health is a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her own community.

Statement Of The Problem:

To study the mental health of students belonging to two groups of locus of control

Objectives:

1. To study the mental health of students belonging to two groups of locus of control
2. To examine the gender differences in mental health of the sample groups

Hypotheses:

1. There is significant difference in mental health between the students of two groups of locus of control
2. There is a significant gender difference in mental health of the sample sub groups.

Sample:

The sample of the study consists of 180 students selected randomly from various colleges of kalaburgi (karnataka). The respondents were administered locus of control scale to determine the level of locus of control. Subsequently sample was grouped into high and low locus of control on which mental health inventory was administered to determine the status. Thus the sample was matched for locus of control.

Tools:

1. Personal data schedule: this was prepared to collect the information like age, gender, religion, cast, course, class, faculty, parental data etc. of the sample.
2. Rotter's locus of control scale: Locus of control scale is standardized by Anand Kumar and Srivastava (1985) which consists of 29 pairs of items. 23 items are scored while other 6 filler items are not scored. The scoring is done according to scoring key and maximum score indicates high externality (external LOC) and lower scores reveal internality

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(Internal LOC). As authors claim the reliability of scale is 0.88 which is significantly high.

3. **Mental Health inventory:** This inventory is developed by Jagadish & Srivastva (1988) which consists of 54 items distributed along 6 dimensions. There are 4 response categories always, often, rarely and never. The scoring is done with the help of scoring key. The higher score indicate the higher mental health and vice versa. The reliability of the inventory has been found to be 0.75 which is significant.

Statistical Technique:

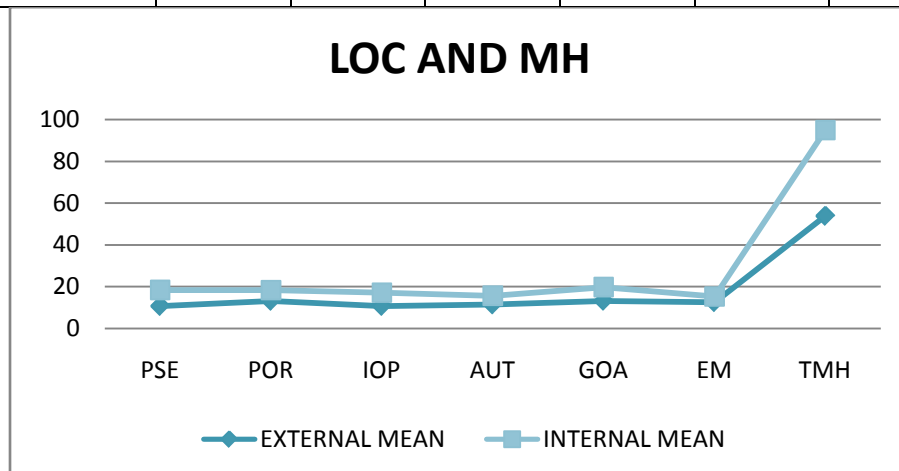
T-test was used to examine significant differences between two groups of sample with regard to mental health.

DISCUSSION OF RESULTS

The aim of the study was to assess the influence of locus of control on mental health of students selected from Gulbarga city (Karnataka). The students were administered with locus of control scale along with mental health inventory. The interpretation was made using t-test. The results of the study are presented in the tables.

Table:-1 Mean, SD and t-value of mental health of students in two levels of Locus of control (N=180)

LOCUS OF CONTROL		PSE	POR	IOP	AUT	GOA	EM	TMH
EXTERNAL LOC	MEAN	10.64	13.11	10.65	11.39	13.14	12.49	53.78
	SD	6.77	0.03	3.18	5.42	3.53	3.16	32.03
	N	98	98	98	98	98	98	98
INTERNAL LOC	MEAN	18.40	18.32	17.06	15.64	19.78	15.28	94.92
	SD	6.39	1.88	3.80	3.51	4.16	2.55	31.7
	N	82	82	82	82	82	82	82
t-value		3.98**	7.57**	6.15**	3.24**	5.82**	6.20**	4.33**



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Table: 1 gives means, SDs and t-value of mental health of students belonging to two categories of LOC external LOC and internal LOC. The students with internal LOC have higher mean score in TMH (94.92) than those students with external LOC (53.78). The t-value is 4.33 which are significant at 0.01 levels. This reveals that there is a significant difference in the mental health between those two groups of LOC. Similarly, the internal LOC group has significantly higher means than external LOC in all the dimensions of mental health. Thus positive evaluation of self, perception of reality, integration of personality, autonomy, group oriented attitudes, environmental mastery that are the constituents of mental health are mediated by one's LOC. Obviously a person with the ability to relate his behavior with its consequents scientifically, which is not a case with those with external LOC who usually believe in fate or luck.

Table:-2 Mean, SD and t-value of mental health of students in two levels of Locus of control (N=180)

MENTAL HEATH		PSE	POR	IOP	AUT	GOA	EM	TMH
MALE	MEAN	15.61	12.61	17.46	13.29	15.58	14.61	85.35
	SD	2.75	2.22	3.31	2.89	2.89	2.75	14.83
	N	90	90	90	90	90	90	90
FEMALE	MEAN	8.18	13.80	15.13	8.80	12.40	15.58	49.93
	SD	7.46	2.75	3.39	2.05	4.07	2.96	25.72
	N	90	90	90	90	90	90	90
t-value		6.29**	2.28**	3.28**	6.04**	6.15**	1.52**	12.18**

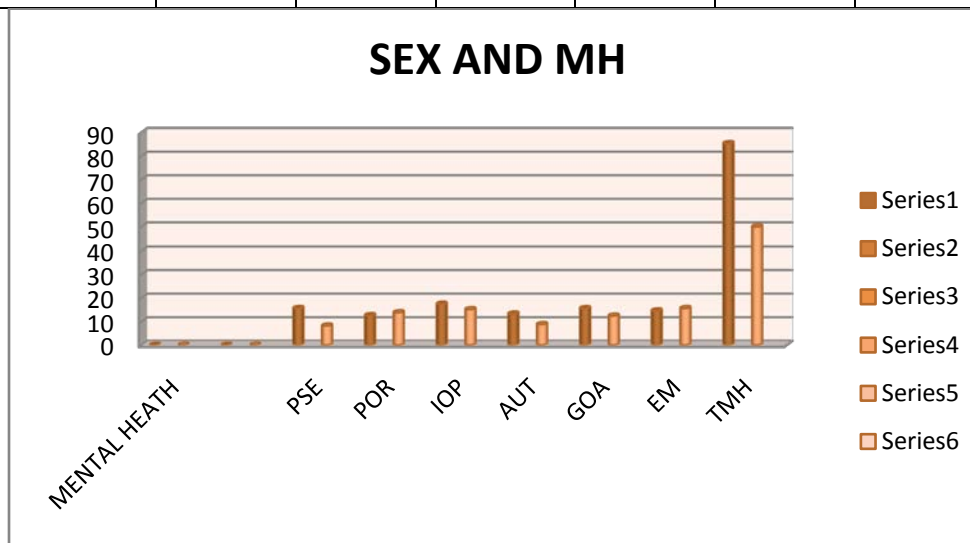


Table 2 clearly reveals that males have better total mental health (85.35). While females have lower mental health (49.93) the male students have significantly higher scores than females. The t-value is 12.18 which is significant and reveals that mental health produces significant differences between male and female sample. In all dimensions, there are significant gender differences as t-value are all significant.

CONCLUSIONS

The following are the conclusions:

1. There is a significant effect of LOC on mental health of students: internal LOC students have significantly higher mental health than external LOC students.
2. There are significant gender differences in mental health.

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Conflict of Interests

The author declared no conflict of interests.

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