



IMPACT OF ACADEMIC SELF-CONCEPT AND LOCUS OF CONTROL ON THE ACADEMIC ACHIEVEMENT OF UNDERGRADUATE STUDENTS

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Abstract

The current research explores the relationship between academic self-concept and locus of control with academic achievement among undergraduate students at Tilka Manjhi Bhagalpur University in Bhagalpur, Bihar. Academic self-concept refers to how students view their academic abilities and potential, while locus of control relates to an individual's beliefs about their control over life events and outcomes. The sample for this study includes 336 students from Marwari and SSV college Kahalgoan, Bhagalpur who are in Part 2. The tools used for this study are Levenson's Multidimensional Locus of Control and the Academic Self-concept by Liu and Wang (2005). The study employs a descriptive design and data is collected through random sampling. Descriptive, differential, correlation, and regression statistics including Mean, Standard deviation, Standard Error, Pearson's product-moment correlation, and Student T-Test and Regression analysis are used to analyze the data. The results indicate a significant relationship between academic self-concept and academic achievement among undergraduate students. The study also reveals that internal locus of control is a predictor of academic achievement. Moreover, the combined effect of academic self-concept and internal locus of control is significant on the academic achievement of undergraduate students at Tilka Manjhi Bhagalpur University, Bhagalpur, Bihar.

Keywords: Academic Self-Concept, Locus of control, Academic Achievement

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INTRODUCTION

Academic performance is a crucial aspect of education as it is used to evaluate the level of success achieved by students, teachers, schools, and institutions in meeting their educational objectives. It is an essential component of a nation's economic, scientific, and technical growth, as parents send their children to school with the ultimate goal of their success. There are numerous academic factors that influence academic achievement, with two of them being academic self-concept and locus of control. Academic self-concept involves an individual's self-directed regulation of their thoughts, feelings, and behaviors when faced with a conflict between a long-term goal and a more immediately satisfying one (Duckworth et al., 2019). On the other hand, locus of control refers to a person's overall expectation that their success or failure is due to either internal or external factors. A positive self-concept and a locus of internal control are often considered desirable aspects of an individual's development. This study aims to investigate the impact of academic self-concept and locus of control on students' academic achievement, as well as to examine the interaction effect of gender and locality on academic achievement.

LITERATURE REVIEW

In Möller et al.'s (2009) study, it was found that students' self-evaluation processes are influenced by both internal and external frames of reference. Marsh et al. (2005) found a positive relationship between academic self-concept and academic achievement, and this concept was linked to the developmental motivation literature. Marsh & Boivin (2003) found that academic achievement has an effect on self-concept and self-enhancement. Anazonwu (1995) found that students with high academic self-concept outperformed those with low self-concept. Marsh W. Herbert and Shavelson (1992) discovered that academic self-concept and academic achievement are more subject-specific. Pottebaum et al. (1986) found that locus of control has a significant impact on high school seniors' academic achievement, suggesting that students with a more internal locus of control achieve at a

higher level, while self-concept had no effect on achievement. Hans et al. (2019) found that middle-level management employees were primarily motivated by internal locus of control, and the majority of workers in the sector scored low on the job satisfaction scale. Chapman (2017) found that students with learning disabilities had more external perceptions of control regarding successful academic experiences. In Vahideh Fatemi & Dr. Simin Hoseiniyan's (2016) study, male participants' locus of control was found to be more ingrained than that of female students. Abid et al. (2016) found that male students had locus of control scores of 33 and 17, while female students had scores of 24 and 26, with a total of 100 students.

STATEMENT OF THE PROBLEM

This study investigates the “**Impact of Academic Self-Concept and locus of Control on academic achievement of undergraduate students**”.

HYPOTHESES OF THE STUDY

1. There exists no significant relationship between ASC, LOC, and AA among undergraduates of the Bhagalpur district of Bihar.
2. ASC and internal LOC will not individually predict AA among undergraduates of the Bhagalpur district of Bihar.
3. ASC and LOC will not jointly predict AA among undergraduates of the Bhagalpur district of Bihar

SAMPLING

Data was collected from a total of 336 students who attend Tilka Manjhi Bhagalpur University, a state government university located in Bhagalpur. The sample consisted of 129 males (38.39%) and 207 females (61.60%) for gender, with 206 students (61.30%) from urban areas and 130 students (38.69%) from rural areas.

DATA COLLECTION INSTRUMENTS

1. Academic self-concept scale developed by Liu and Wang (2005)
2. Levenson's Scale for Locus of Control, 2006

CORRELATION ANALYSIS

Variable	Academic- Self Concept (ASC)	Academic- achievement	Significance
Academic-Self Concept (ASC)	1	0.221**	0.00
Academic Achievement	0.221**	1	

Table 1

**Correlation is significant at the 0.05 level(2-tailed)

The correlation between ASC and AA, as seen in table 1, is 0.221 (Pearson). According to the evidence, the link between the ASC and AA is

somewhat beneficial at best. Null hypothesis is rejected because significance value is 0.00, which is less than 0.05.

Variable	Locus of Control	Academic Achievement	Significance
Locus Of Control	1	0.073	0.184
Academic Achievement	0.073	1	

Table 2

The LOC is correlated with AA at a 0.073 level according to Pearson. We reject the null hypothesis that there is no relationship between internal LOC and AA since the significance value, 0.184, is more

than 0.05. Undergraduates' Locus of control, on the whole, does not correlate with their performance in the classroom.

REGRESSION ANALYSIS

Summary of Simple Regression Analysis between Internal Locus of Control and Academic Achievement.

Simple R= 0.186						
Simple R ² (Adjusted) = 0.032						
Standard error of the estimate = 10.24014						
Unstandardized Coefficients (constant)= 43.096						
Unstandardized Coefficients Internal LOC =3.234						
Model	Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	1251.095	1	1251.095	11.931	.001 ^a
	Residual	35023.402	334	104.860		
	Total	36274.497	335			
a. Dependent Variable: AA						
b. Predictors: (Constant), Internal LOC						

Table 3

As in Table 3 the coefficient of correlation value, which was discovered to be 0.186, indicates that both variables are positively correlated and have a weakly relationship, the regression coefficient R square value was determined to be 0.032, which indicates that the Internal Locus of control may account for or explain 3.2 percent of the variation in Academic Achievement. The ANOVA table makes it very obvious that the regression model is

statistically significant (df 1= 2, df 2 = 334, F = 11.931, p = 0.01), demonstrating that the model is statistically significant overall and has the ability to predict the dependent variable. Academic achievement (Y) = 43.096+3.234*Internal LOC: is the regression equation for the relationship between academic achievement and Internal Locus of Control(LOC).

Summary of Simple Regression Analysis between Academic Achievement and Academic Achievement.

Simple R= 0.77						
Simple R ² (Adjusted) = 0.003						
Standard error of the estimate = 10.3989						
Unstandardized Coefficients (constant)= 52.97						
Unstandardized Coefficients Internal LOC =.394						
Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	212.334	1	212.334	1.967	.000 ^a
	Residual	36062.163	334	107.971		
	Total	36274.497	335			
a. Dependent Variable: AA						
b. Predictors: (Constant): ASC						

Table 4

As per table 4 the coefficient of correlation value, which was discovered to be 0.77, indicates that both variables are positively correlated and have a moderate positive relationship. the regression coefficient R square value was determined to

be.0066, which indicates that ASC may account for or explain 0.6 percent of the variation in AA. The ANOVA table makes it very obvious that the regression model is statistically significant (df 1= 1, df 2 = 334 total= 335, F = 1.967, p = 0.00),

demonstrating that the model is statistically significant overall and has the ability to predict the dependent variable. $AA (Y) = 52.977 + 0.394 * ASC$: is the regression equation for the relationship between ASC and AA. There is

sufficient evidence to conclude that ASC is a significant predictor of AA if the gradient of the population regression line is not zero at the 0.05 level of significance.

Summary of Multiple Regression Analysis between Combined impact of ASC and Internal LOC on AA

Simple R= 0.204 ^a					
Simple R ² (Adjusted) = 0.036					
Standard error of the estimate = 10.21795					
Unstandardized Coefficients (constant)= 41.072					
Unstandardized Coefficients Internal LOC = .432					
Unstandardized Coefficients ASC = 3.293					
Model	Sum of Squares	df	Mean Square	F	Sig
Regression	1507.137	2	753.568	7.218	.001 ^a
Residual	34767.360	333	104.406		
Total	36274.497	335			
a. Dependent Variable: AA b. Predictors: (Constant), ASC, Internal L				OC	

Table 5

As per table 5, ASC and AA have a weak positive correlation. The two variables are connected, as indicated by the coefficient of correlation value of 0.204. the coefficient of R square was determined to be 0.042, meaning that ASC and Internal LOC account for 4.2% of variation in AA. The dependent variable's 4.2 percent variation is explained by the model, according to the R square. The R-value of 0.204 is shown to be statistically significant in the ANOVA table. The ANOVA table clearly shows that the regression model is statistically significant (df 1= 2, df 2 = 333, Total= 335. F = 7.218, p =.001), demonstrating that the model is capable of predicting the dependent variable The equation for Multiple Linear Regression is as follows: $AA = 41.072 + 0.432X_1 + 3.293X_2$. Keeping the other variables constant, the coefficient X1, in this case, is 0.432, which shows the partial influence of ASC on AA.

RESULT AND DISCUSSION

The current study discovered a significant correlation between academic self-concept and academic achievement, which supports the findings of Tuz-Zahra and Yousuf (2010). The results suggest that students with a strong self-concept tend to perform better academically because self-concept is believed to be a predictor of how individuals cope with life stress (Bandura, 1993), and there is a link between self-concept and academic achievement. Students with high self-concept have better stress coping abilities and are more likely to tackle challenging tasks. They have the capacity to take on challenges and enjoy new learning experiences, which could explain their higher achievement. In contrast, the study's findings suggest that there is no significant relationship between internal locus of control and

academic achievement, which is consistent with the findings of Choudhury et al. (2005).

CONCLUSION

The present academic investigation aimed to explore the correlation between academic self-concept, locus of control, and academic achievement among undergraduate students at Bhagalpur University. The Liu and Wang Academic Self-Concept Scale (2005), validated by Matovu (2012), and Levenson's Locus of Control Scale were employed to assess Academic Self-Concept and Locus of Control, respectively. The study hypothesized that there would be no significant correlation between academic self-concept and undergraduate academic achievement, and there would be no significant correlation between locus of control and undergraduate academic achievement. However, the study's findings revealed a significant association between academic self-concept and academic achievement of distance learners, but no relationship between locus of control and academic achievement. Moreover, urban undergraduates exhibited higher academic self-concept than rural undergraduates. Academicians may assist students in improving their academic self-concept by hosting workshops and seminars. Curriculum designers must consider the importance of self-concept and build courses that enable students to think critically and deeply. During workshop sessions, more opportunities for engagement in academic activities might be offered, and a longitudinal study design for undergraduate students could be devised.

SUGGESTION FOR FUTURE

The influence of socioeconomic position on the connection between undergraduates' academic self-

concept, locus of control, and performance is an interesting area for prospective future study. Researching the long-term consequences of therapies designed to boost academic self-concept and locus of control is also important. This information might be useful for determining the efficacy of similar programmes and for designing more specific programmes to enhance the educational experiences of undergraduates. Finally, as cultural factors may vary across student populations and have a significant impact on academic outcomes, future research could investigate how they affect the relationship between academic self-concept, locus of control, and academic achievement.

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