

LOCUS OF CONTROL OF HIGH AND LOW ACHIEVERS

Mahmood Ahmad Khan*
Manzoor Ahmad Rather**

Abstract

The study was undertaken to study the locus of control of high and low achievers of class 9th students belonging to Educational zone Gulab Bagh of District Srinagar (Kashmir). The sample of the study comprised of 95 students as High achievers and 95 students as low achievers. Levenson's Locus of control scale Indian adaptation by Sanjay Vohra (1992) was employed for the collection of data and 't' test was used for the analysis of data. Line Graph was plotted to make the results transparent. The investigator found the two groups (High & Low achievers) differ significantly on all the factors of locus of control.

Key Words: Locus of Control; High Achiever; Low Achiever

Introduction

Low achievement is a widespread problem in this competitive society which hampers the smooth personality development of our children. The problems of school dropout, wastage and stagnation, academic failure and un-successful career owe their origin to the low achievement of our students. Low achievement restricts the students' placements in different courses and jobs. With the result untapped human resource goes un-noticed leading towards the non availability of the proper leadership for different developmental sectors of our society. Academic difficulties may lead to long term patterns of school drop-out, academic failure, and problem entering a successful career in adulthood (Alexander et al., 2001). Although school authorities make efforts to maximize the academic performance of students by making improvement in the instructional strategies but the problem of low achievement still persists in our classrooms. The fact remains that, besides environmental factors, students personal characteristics need to be taken into consideration. Why some

achieve high while others achieve low in the same school environment and receiving same instruction, makes it clear that the individual characteristics play a significant role in increasing or decreasing academic achievement. The achievement gap between high and low achievers in terms of difference in test scores, marks or grads, is an issue for every concerned.

Researchers endeavour to identify the factors that correlate with high and low academic achievement. Research studies have been conducted to locate the causative factors which promote or restrict achievement. They have been trying to identify the major determinants of scholastic achievement so that, adequate interventions are developed which may help to maximize success and minimize failure in the classrooms. Scholars over the decades have endeavored to identify major determinants of scholastic achievement with the goal to develop adequate interventions to promote success and avoid failure in the school setting (Robbins et al., 2004).

* Professor, Dean and Head, Faculty of Education, University of Kashmir

** Assistant Professor, Faculty of Education (B.Ed Wing) University of Kashmir