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Personality and Locus of Control among School Children

Abstract

The main purpose of this research was to find out the mean difference between children in personality and locus of control. The total 60 children (30 boys and 30 girls) were taken as a sample. The research tool for personality, children personality questionnaire was used which was made by **Cattell and Porter (1988)**. Locus of control was measured by **Rotter's Locus of Control Scale**. t-test was applied to check the significance of personality and locus of control in children. Results revealed that significant difference in 14 personality factors and not significant difference in locus of control, with respect to both boys and girls.

Keywords: 14 Personality Factors, Locus of Control

Introduction

The personality of a child depends upon several factors including family composition, home environment, socialization, childhood experiences, education, socio-economic status, parents' occupations etc. Family influences on personality development are highly significant as parent child relationship, parenting, emotional climate of home; size and type of family determine the process of development during childhood years. (**Hurlock, 1998; Wolman 2000**) The relation of a child has with parents and other family members is one of the most important factors in personality development as family provides physical safety, economic support, social and emotional security. (**Jersild, 1987**)

An integrated family provides strong bases for normal development of personality which is composed of both the parents of child, whereas the absence of any parent creates unhealthy family conditions and harmful consequence for child's personal and social adjustment (**Ambron, 2000**). It has been argued that both the parents are necessary for a child in order to socialize and to learn family roles in childhood. Which is essential for healthy personality development (**Myssen, 1986**).

The school is considered to be the second after home because of its influence in the development of children's personality. The school is the chief continuing and supplementing institution in which children does develop sound mental health and good personality. The school is charged with providing experience to develop the total individual through self realization, human relationship, economic efficiency and civic responsibilities. Early studies (**Hollingworth and Rust 1937; Hildreth 1938, Lewis, 1943**) tried to relate giftedness with personality and had found that gifted children are original, self confident, independent and emotionally more stable.

Personality is taken as the external appearance of the individual, but in terms of philosophy the meaning of personality has been interpreted in the sense of internal self. Personality is not a fixed state but a dynamic totality which is continuously changing due to interactions with society / environment. According to **Allport (1937)** A personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustments to his environment. **Prince (1984)** defines that personality is the sum - total of all the biological innate dispositions, impulse, tendencies, acquired dispositions and tendencies acquired by experience.

During the last 25 years, one of the most widely researched personality variables has been locus of control, the generalized expectancy of reinforcement as either internal or external to the self (**Strickland, 1989**). Locus of control is a generalized construct wherein the individual has the power to perceive outcomes as being independent of one's own behavior and the result of chance, or to believe that outcomes are related to one's own behavior and effort locus of control is a term in psychology that refers to a person's belief about what causes the good or bad results in his/her life, either in general or in a specific area such as health or academics,



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one's locus (**Hatin for "place" or "location**) can either be internal (meaning the person believes that they control their life) or external (meaning they believe that their environment, some higher power, or other people control their decisions and their life.)

Locus of control is considered to be an important aspect of personality which was originally developed by **Julian Rotter** in the 1950s. A locus of control orientation is a belief about whether the outcomes of our actions are contingent on what we do (internal control orientation) or on events outside our personal control (external control orientation) (**Zimbardo, 1985, p. 275**). An individual with an internal locus of control believes that outcomes are related with an internal locus of control believes that outcomes are related to his or her belabor or personal investment, while an individual with an external locus of control believes that outcomes are not related to his or her behavior but to external forces beyond his or her control. Individuals with an external locus of control may perceive life events to be controlled by luck, chance, fate or powerful others. Stated differently, individuals with an internal locus of control are more likely to change their bachauior following reinforcement than are individuals with an external locus of control (**Marks, 1998**).

Objectives

The main objectives of study were as under :

1. To measure the personality among children.
2. To measure the locus of control among children.

Null-Hypothesis

To related objectives of this study null-hypothesis were as under :

1. There is no significant difference in personality among children.
2. There is no significant difference in locus of control among children.

Method

Tools:

For this purpose the following test tools were considered with their reliability, validity and objectivity mentioned in their respective manuals. In present study two inventory used in research.

(A) Children's Personality Questionnaire (CPQ) :

The children's personality questionnaire by **Cattell and Porter (1988)**, Indian adaptation in Hindi language developed by **S. D. Kapoor and S. Rao (2001)**, has been used to assess the personality traits of children. The test contains 140 items and 14 personality factors in Bi-polar Dimensions.

Description of Response Measure (CPQ)

Factorial Trait		Dimension	
A	Warmth	Reserved	Outgoing
B	Intelligence	Dull	Bright
C	Emotional Stability	Immature	Mature
D	Exchability	Inactive	Active
E	Independence	Submissive	Dominant
F	Impulsivity	Serious	Enthusiastic
G	Superego Strength	Weaker	Stronger
H	Social Boldness	Shy	Siomtancous

I	Sensitivity	Tough-minded	Tendermind al
J	Internal Restrain	Vigorous	Individualist ic
N	Shrewdness	Sentimental	Socially Alert
O	Insecurity	Self-assured	Troubled
O ₃	Self control	Low Integrated	Self disciplined
O ₄	Tension	Relaxed	Frustrated

Locus of Control : Rotter (1966) developed the questionnaire of locus of control. It has 28 item since theon many others have tested criticized and refund the concept and the measurement tool (e.g. **March & Richards, 1986**). **Rotter's** original instrument is still in wide use, but increasingly people are turning to more specific measures of locus of control (e.g. health locus of control) and or to multidimensional measures (**Marsh & Richards, 1987**).

Procedure:

The testing was done on group of children. The whole procedure of fill the inventory was explained to them fully and early. The instructions given on the questionnaire were explained to them. It was also made clear to them their scores would be kept secret. It was checked that name of the subjects left any question unanswered or that no subject encircled both the answers given against a question.

Samples:

The subject for this study have been selected through incidental-purposive sampling techniques. The sample consisted of 60 children (30 boys and 30 girls). The age of children ranges from 8 to 12 years and all the children were studying in primary or elementary schools and belonging to the middle socio-economic status and residing in Rajkot City (Gujarat).

Research Design

The aim of present research was to a study of personality and locus of control among children for these total 60 children were taken as a sample. Here scale for personality CPQ was used and to check locus of control Rotter's locus of control scale was used. Here 't' test method was used.

Result And Discussion

The main objective of present study was to a study of personality and depression among teachers. In it statistical 't' method was used. Results discussion of present study is as under.

Result Table - 1 : Showing Mean, SD and 't' value of Boys (30) and Girls (30) on 14 Personality Factors (CPQ)

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Factors	Boys		Girls		't' Value
	Mean	SD	Mean	SD	
A	6.10	2.16	7.55	2.00	2.88*
B	5.10	2.66	4.90	1.84	0.80 (NS)
C	7.40	3.50	9.15	2.74	2.08*
D	8.20	3.47	9.17	3.66	1.09 (NS)
E	10.70	2.03	7.25	1.56	2.43*
F	4.10	2.68	5.80	2.50	4.66**
G	8.10	3.20	4.40	3.50	2.30*
H	8.70	5.80	5.60	3.21	4.01**
I	7.20	3.40	6.80	2.10	3.19*
J	3.98	2.98	3.70	1.11	1.50 (NS)
N	3.20	2.89	3.05	1.02	2.10*
O	7.80	3.60	8.30	1.08	4.10**
O3	15.30	12.79	9.66	7.02	4.40**
O4	7.56	2.77	6.14	2.07	5.10**

* P < 0.05 **P < 0.01 NS = Not Significant

Result Table - 2 : Showing Mean, SD and 't' value of Boys and Girls on Locus of Control (N=60)

Sample Groups	N	Mean	SD	t
Boys	30	30.20	15.80	1.90
Girls	30	40.80	20.40	(NS)

* P < 0.05 **P < 0.01 NS = Not Significant

The Results in table-1 show the mean (M) standard Deviation (SD) and 't' ration indicating significance of mean difference between the boys and girls.

The't' value of factor **A,C,E,G,I and N** was **2.88, 2.08, 2.43, 2.30, 3.19 and 2.10** which was a significant at **0.05** level.

The't' value of factor **F,H,O,O₃, and O₄** was **4.66, 4.01, 4.10, 4.40 and 5.10** which was significant at **0.01** level.

The't' value of factor **B, D, and J** was **0.80, 1.09 and 1.50** which was not significant

These results show that personality differentials were there between the boys and girls. Such factor like intelligence, superego strength, sensitivity, internal restrain, shrewdness, independence, social boldness, self control and tension boy's resived high mean score as compared girls. Such factor like warmth, emotional stability, excitability, impulsivity, insecurity girl's resived high mean score as compared boys. If we see overall results of personality it was significant difference in personality in boys and girls. It means first hypothechs was not accepted.

The personality traits or characteristics as measured by CPQ. Children's personality questionnaire by **Cattell and Porter (1988)** indicate the various behavioral, temperamental and social qualities of children in the present investigation. Similar results have been found in the studies conducted by several developmental psychologists and researches in the field. Evidences given by **Sharma K. (2007)** conducted study on children. The

result was same as present study. Therefore we can say that present findings are supported by **Sharma (2007)**.

The results in table-2 show the Mean, SD and t-vale of mean difference in locus of control among boys and girls. Girls resived high mean score **40.80** as compared boys **30.20**. The standard deviation of boys was **15.80** and girls resived **20.40** and't' value was **1.90** which was not significant. Therefore we can say that second hypothesis was accepted.

It is Cleary revealed from table-2 that there is no significant difference of locus of control evidence of research findings given by **Aashara (2011)**. Conducted study on Male & Female. Result was same as at present study. So we can say that present study is supported by **Aashra (2011)**.

Conclusion

We can conclude by data analysis as follows:

There were significant difference in personality among children. There were no significant difference in locus of control among children.

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