

Well-Being of Government and Private School Students in Relation to Locus of Control and Gender

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Abstract

The present study is descriptive one and it has been conducted in Delhi (NCR) area (India). The present research study highlights the relationship of well-being of government and private school students with locus of control and gender. The well-being is defined as the harmonious functioning of the physical as well as psychological aspects of the personality. The study was conducted on IX grade students studying in government and private schools. The data was analyzed using 2X2X2 three ways ANOVA. The results showed that private school students possess higher well-being as compared to government school students; male students have significantly higher well-being as compared to their counterparts, the students with internal locus of control have significantly higher well-being as compared to students with external locus of control. It has also been concluded that there is significant interaction between type of school and gender on the variable of well-being. No significant interaction was found between type of school, locus of control and gender, locus of control on well-being.

KEYWORDS: Well-being, locus of control, gender.

The terminology well-being captures psychological and physical exploration on health in one's life. Well-being is widely used to understand happiness, an individual's outlook on life, and life satisfaction. The definition and description of well-being is grounded in two distinct paradigms: the first is hedonism, "the view that well-being consists of pleasure or happiness," and the second is eudemonism, grounded in the idea that "well-being consists of fulfilling or realizing one's true nature" (Ryan and Deci, 2001). Well-being can be related to self-esteem, cognitive function, personality, and mood, including positive effects such as happiness, vigour, and morale, and negative effects such as anxiety and depression. The mental health and well-being of the adolescents require proper attention.

It is a condition of an individual or group about their social, economic, psychological, spiritual or medical state. High well-being means that, in some sense, the individual or group's experience is positive while low well-being is associated with negative happenings.

According to Veenhoven (1991), "Well-being consists of three components namely presence of positive effect, absence of negative effect and a general life satisfaction. Life satisfaction is defined as the degree of how person judges one's life and how happy is she/he in leading that life. It consists of an affective and a cognitive component constituting an overall appraisal of life."

Singh and Gupta (1999) considered that well-being is a very exhaustive term, which covers physical, mental, social, emotional and spiritual aspects of human being.

Pollard and Lee (2003) describes well-being as, “a complex, multi-faceted construct that has continued to elude researcher’ attempts to detect and measure it.”

Thus the well-being is a positive outcome that is meaningful for people and for many sections of society because it tells about the perception of people that their lives are going well. It mainly depends upon the personality factors of individual. One of the factor is Locus of Control.

Locus of control is a personality construct that reflects one’s belief or perception about who controls life and the environment. The belief can exist in varying levels, reflecting the degree to which one perceives personal control in life and over the environment. Locus of control has been described as a dimension with two opposing differentiates. The dimensions reflect the extent to which individuals believe that what happens to them is within their control, or beyond it. This presents a continuum of an internal-external belief system.

People with an internal locus of control believe that the outcomes of their actions are a result of their own personal efforts, abilities or permanent characteristics. They believe that hard work and personal abilities lead to positive outcomes.

On the contrary, people with an external locus of control believe that their own actions are dependent on factors outside their personal control. The consequences of behaviour are randomly administered, and are thought to be controlled by outside forces.

Gigliotti (1976) is of the opinion that, “an internally controlled individual perceives events which affect him as being produced by his own behaviour whereas externally controlled individual perceives events which affect him as being largely produced by luck, fate, and the control of others.”

Lefcourt (1976) interpreted the term ‘locus of control as a psychological, social learning theory that refers to the extent to which individuals perceive control over their lives, and environment’.

Therefore locus of control is a belief about whether the outcomes of our actions are contingent on what we do (internal control orientation) or on different events outside our personal control (external control orientation). Locus of control has a major influence on our motivation, expectation, self esteem and risk- taking behaviour and even on the actual outcome of our actions.

Emergence of the Problem

Related research in this area revealed that results of research studies are very divergent. Studies by Spector (2001) and Kurt (2012) showed the significant effect of locus of control on well- being whereas Mahnaz (2013) showed that locus of control have no significant effect on well- being. The studies of Kulshrestha and Sen (2006), Suresh and Joshi (2013), Menon and Edward (2014) differentiated the internal and external locus of control and concluded that the internal locus of control has a positive significant relationship to well -being whereas the external locus of control has a negative significant relationship to well –being.

Owing to divergent results related to the variables, it is hoped that the present study can provide insights on this adequately studied issue. Hence the investigator has selected the problem as under:

Objectives

1. To study the significant difference between well-being of government and private school students.
2. To study the significant difference between well-being of students on the basis of gender.
3. To study the significant difference well-being of students with high and low locus of control.
4. To study the interaction between
 - (i) type of school and locus of control
 - (ii) gender and locus of control
 - (iii) type of school and genderwith respect to well-being.
5. To study the interaction among type of school, gender and locus of control with regards to well-being.

Hypotheses

- H1 There will be no significant difference between well-being scores of government and private school students.
- H2 There will be no significant difference between well-being scores of government and private school students on the basis of gender.
- H3 There will be no significant difference between well-being scores of government and private school students with internal and external locus of control.
- H4 There will be no significant interaction between type of school and locus of control with respect to well-being.
- H5 There will be no significant interaction between type of school and gender with respect to well-being.
- H6 There will be no significant interaction between gender and locus of control with respect to well-being.
- H7 There will be no significant interaction among type of school, locus of control and gender with respect to well-being.

Sample

In the present investigation a sample of 800 students (400 from government schools and 400 from private schools) of class IX have been selected randomly from government and private schools of Delhi (NCR). All the schools were affiliated to Central Board of Secondary Education.

Tools Used

1. General Well-Being Scale by Kalia and Deswal (2011).
2. Locus of Control Scale (for adolescents and adults) (1995) by Pal.

Statistical Techniques Used

2x2x2 ANOVA was used for analysis of well-being scores of government and private school students with different gender and having internal and external locus of control.

Table 1 Summary of 2 X 2 x 2 Analysis of Variance on Scores of Well- Being in Relation to Type of School, Gender and Locus of Control

Source of Variation	SS	df	MSS	F-Value
Main Effects				
A: Type of School	24934.08	1	24934.08	40.55*
B: Gender	2741.33	1	2741.33	4.46**
C: Locus of Control	2517.12	1	2517.12	4.09**
First Order Interaction				
A X B (Type X Gender)	4057.82	1	4057.82	6.60**
AXC (Type X Locus of Control)	1656.75	1	1656.75	2.70NS
BXC (Gender X Locus of Control)	1617.82	1	1617.82	2.63NS
Second Order Interaction				
AXBXC (Type X Gender X Locus of Control)	1408.33	1	1408.33	2.29NS
Within Group (Error)	260696.0	424	614.85	
Total	299629.25	431		

$F_{(1,418)} = 3.86/6.69$ *Significant at 0.01 level of Confidence

**Significant at 0.05 level of confidence

NS Not Significant at 0.05 level of Confidence

Main Effect A: Main effect of Type of School (Government and Private) on the variable of Well-Being

Table 1 reveals that the F-ratios for the difference between the mean scores of Well-Being of government and private school students came out to be 40.55 which is significant at 0.01 level of confidence. It means that both the groups were significantly different on the mean scores on the variable of Well-Being. Hence, the null hypothesis H1 stating that there will be no significant difference between Well-Being scores of government and private school students is rejected. It may be inferred that the mean scores of government and private school students on the variable of Well-Being may not be considered equal and are different beyond the contribution of chance. An examination of means of two groups suggests that private school students have higher mean score (Mean = 205.14) as compared to government school students (Mean = 189.94). The above result seems to be justified as private schools have better infrastructure facilities and better learning environment as compared to government schools.

Main Effect B: Main effect of Gender (Male and Female) on the variable of Well-Being

Table 1 reveals that the F-ratios for the difference between the mean scores of Well-Being of Male and Female students came out to be 4.46 which is significant at 0.05 level of confidence. It means that both the groups were significantly different on the mean scores on the variable of Well-Beings. Hence, the null hypothesis H2 stating that there will be no significant difference between Well-Beings scores of students of different gender (Male and Female) is rejected. It may be inferred that the mean scores of male and female students on the variable of Well-Beings may not be considered equal and are different beyond the contribution of chance. An examination of means of two groups suggests that Male students have higher mean score (Mean =199.82) as compared to Female school students (Mean =195.26). It reveals that the male students possess higher Well-Beings as compared to female students.

Main Effect C: Main effect of Locus of Control (Internal and External) on the variable of Well-Being

Table 1 reveals that the F-ratios for the difference between the mean scores of Well-Being of students having internal and external locus of control came out to be 4.09 which is significant at 0.05 level of confidence. It means that both the groups were significantly different on the mean scores on the variable of Well-Beings. Hence, the null hypothesis H3 stating that there will be no significant difference between Well-Beings scores of students with internal and external locus of control is rejected. It may be inferred that the mean scores of students on the variable of Well-Beings may not be considered equal and are different beyond the contribution of chance. An examination of means of two groups suggests that students have with external locus of control have lower mean score (Mean = 195.49) as compared to students having internal locus of control (Mean = 199.59). It reveals that the students with internal locus of control possess higher Well-Beings as compared to students having external locus of control.

Interactional Effect (A X B): First order interactional effect of Type of School and Gender on the variable of Well-Being

Table 1 reveals that the F-ratio for the difference between mean scores on Well-Being of students due to interaction between Type of school and Gender came out to be 6.60 which is significant at the 0.05 level of confidence. The results show that different groups scored different mean scores on Well-Being concepts for two types of schools and gender. It means that mean scores due to interaction of type of school yielded different mean scores for male and female students. Hence, the null hypothesis H 4 stating that there will be no significant interaction between type of school and gender with respect to Well-Being is rejected. To investigate further F-ratio was followed by t-test. t-ratios for the difference in means of different combination pairs of type of schools and gender were computed and have been recorded in table-----.

Table 2 t-ratio for difference between Mean Scores on Well- Being of Different Combination Pairs of Type of Schools and Gender

	Government School		Private School	
	Male	Female	Male	Female

	Mean = 195.29 SD = 25.59 N = 108	Mean = 184.60 SD = 28.44 N = 108	Mean = 204.35 SD = 22.41 N = 108	Mean = 205.93 SD = 23.04 N = 108
Govt./M	-	2.90*	2.77*	3.21*
Govt./F	-	-	5.67*	6.06*
Pvt./M	-	-	-	0.51NS
Pvt./F	-	-	-	-

***Significant at 0.01 level of Confidence NS Not significant at 0.05 level of confidence**

Table 2 reveals that:

With Government School:The t-ratio for the difference in mean scores on the Well-Beings of male and female students of government schools came out to be 2.90 which is significant at 0.01 level of confidence. It leads to conclude that the male and female students did not have equal mean scores on the variable of Well-Beings. An examination of the two means suggests that Govt./M group have higher mean (Mean =195.29) compared to Govt./F group (Mean =184.60).

With Private School:The t-ratio for the difference in mean scores on the Well-Beings of male and female students of private schools came out to be 0.51 which is insignificant at 0.05 level of confidence. It leads to conclude that the male and female students have equal mean scores on the variable of Well-Beings.

With Male Students:The t-ratio for the difference in mean scores on the Well-Beings of male students of government and private schools came out to be 2.77 which is significant at 0.01 level of confidence. It leads to conclude that the male students of government and private schools did not have equal mean scores on the variable of Well-Beings. An examination of the two means suggests that Pvt./M group have higher mean (Mean = 204.35) compared to Govt./M group (Mean = 195.29).

With Female Students:The t-ratio for the difference in mean scores on the Well-Beings of female students of government and private schools came out to be 6.06 which is significant at 0.01 level of confidence. It leads to conclude that the female students of government and private schools did not have equal mean scores on the variable of Well-Beings. An examination of the two means suggests that Pvt./F group have higher mean (Mean = 205.93) compared to Govt./F group (Mean = 184.60).

For Govt. /M and Pvt. /F: The t-ratio for the difference in mean scores on the Well-Beings of male students of government schools and female students of private schools came out to be 3.21 which is significant at 0.01 level of confidence. It leads to conclude that the male students of government schools and female students of private schools did not have equal mean scores on the variable of Well-Beings. An examination of the two means suggests that Govt. /M group have lower mean (Mean = 195.29) compared to Pvt. /F group (Mean = 205.93).

For Govt. /F and Pvt. /M: The t-ratio for the difference in mean scores on the Well-Beings of female students of government schools and male students of private schools came out to be 5.67 which is significant at 0.01 level of confidence. It leads to conclude that the female students of government schools and male students of private schools did not have equal mean scores on the variable of Well-Beings. An examination of the two means suggests that Govt. /F group have lower mean (Mean = 184.60) compared to Pvt. /M group (Mean = 204.35).

Interactional Effect (A X C): First order interactional effect of Type of School and Locus of Control on the variable of Well-Beings

Table 1 reveals that the F-ratio for the difference between mean scores on Well-Beings of students due to interaction between Type of school and Locus of Control came out to be 2.70 which is insignificant at the 0.05 level of confidence. The results show that different groups did not score different mean scores on Well-Beings. It means that mean scores due to interaction of type of school did not yield different mean scores for students with internal and external locus of control. Hence, the null hypothesis Ho 5 stating that there will be no significant interaction between type of school and locus of control with respect to Well-Beings is accepted.

Interactional Effect (B X C): First order interactional effect of Gender and Locus of Control on the variable of Well-Beings

Table 1 reveals that the F-ratio for the difference between mean scores on Well-Beings of students due to interaction between Gender and Locus of Control came out to be 2.63 which is insignificant at the 0.05 level of confidence. The results show that different groups did not score different mean scores on Well-Beings. It means that mean scores due to interaction of gender did not yield different mean scores for students with internal and external locus of control. Hence, the null hypothesis Ho 6 stating that there will be no significant interaction between Gender and Locus of Control with respect to Well-Beings is accepted.

Interactional Effect (A X B X C): Second order interactional effect of Type of School, Gender and Locus of Control on the variable of Well-Beings

Table 1 reveals that the F-ratio for the difference in mean scores on Well Being of students due to interaction between type of School, gender and locus of control came out to be 2.29 which is insignificant at 0.05 level of confidence. Hence, the null hypothesis Ho 7 stating that there will be no significant interaction between type of School, gender and locus of control on the variable of Well-Being is accepted.

Conclusion

The present study is an attempt to explore the relation of well-being of government and private school students with locus of control and gender. The findings show that the students of the private school have higher well-being than the students of the government schools whereas males have higher well-being as compared to females. The students having internal locus of control had higher well-being and students having external locus of control had low well-being. There exists significant interaction between type of school and gender on the variable of Well-being. Males of government schools have higher well-being as compared to the females whereas males of private schools have higher well-

being as compared to males of government schools. There exists no significant interaction between type of school and locus of control with respect to Well-Beings. There exists no significant interaction between gender and locus of Control with respect to Well-Beings. It shows the impact of school environment in the developmental aspects of adolescents as this period is very crucial so teachers, administrations and parents must be conscious and aware about the students' problem. They give enough freedom to the students. The results seem to be justified as private schools have better infrastructure and better learning environment as compared to government schools. Such environment motivates the students to aspire high about their well-being. The present research has also clearly shown that the private school students have higher well-being because the private school students have efficient infrastructural facilities, sound financial support, great educational opportunities, parental support and competitive environment. The results of this study has revealed that the male students have higher well-being than the female students. Moreover the study has also shown that the students who has internal locus of control have higher well-being than the students who has external locus of control. Keeping in mind the results of the study it is the duty of the school authorities and parents as well to provide proper guidance for better well-being.

Educational Implications

After the critical analysis of the situation here researcher may imply that the education system should be so designed that it helps the students to realize their own capabilities and to direct accordingly, instead of imposing from outside irrespective of individual differences. The locus of control of students is properly influenced by teachers; counselors in school which can go a long way in positively affecting the Well-being of students. This could be done by incurring self confidence in students and they are guided not to blame external forces such as fate or luck. As we know High school period is a critical stage where drastic changes may occur in their personality which may or may not improve their well-being. So precautions must be taken to control their psychological construct and to inculcate better life skills. Group guidance procedures can be used to improve their well-being and psychological construct. The well-being of our young people should not be a function of whether they study in Government or Private School.

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