

Asian Resonance

Well-Being and Locus of Control among Undergraduate Students

Abstract

This study intended to identify the difference in well-being between undergraduate students with internal and external locus of control. One of the main effects of locus of control on subjective well-being lies in how it affects coping strategies. Well-being is a general term for the condition of an individual or group, for ex., their social, economic, psychological state. A study was made on convenient sample of 100 undergraduate students (females) age range of 18 to 22 years selected from D.E.I. Agra. Results indicate that there is a significant difference in well-being between undergraduate students with internal and external locus of control.

Keywords: Well-being, Locus of Control, Undergraduate Students.

Introduction

Well-being may be defined as the subjective feeling of contentment, happiness, satisfaction with life's experiences and one's role in the world of work, sense of achievement, utility belongingness and no distress, dissatisfaction or worry etc. Wellbeing requires harmony between mind and body. It implies sense of balance and ease with pressures in a person's life. There is no under stimulation and no excessive negative stress; above all, there is a sense of control over one's destiny. According to Huppert (2005), psychological well-being is being able to feel good about oneself and to be able to function effectively. She posits that feeling good needn't necessarily mean presence of positive emotions like contentment and happiness but also presence of affection, confidence, interest and engagement. The WHO (1948) defines health a state of complete physical, mental and social well-being, and not merely as the absence of disease. The Oxford English Dictionary (1989) states well-being as, "a state of being or doing well in life, happy, healthy or prosperous condition, moral or physical welfare."

Locus of control is a personality construct that reflects one's belief or perception about who controls life and the environment (Lefcourt, 1976). The belief can exist in varying levels, reflecting the degree to which one perceives personal control in life and over the environment (Connolly, 1980).

Review of Literature

Locus of control has been described as a dimension with two opposing differentiates (Lee-Kelley, 2006). The dimensions reflect the extent to which individuals believe that what happens to them is within their control, or beyond it (Carrim et al., 2006). People with an internal locus of control believe that the outcomes of their actions are a result of their own personal efforts (Andrisani & Nestel, 1976), abilities (Carrim et al., 2006), or permanent characteristics (Littunen & Storhammar, 2000). They believe that hard work and personal abilities lead to positive outcomes (Carrim et al., 2006). Thus, these individuals interpret reinforcements they receive from their surroundings as contingent upon their own actions (Lee-Kelley, 2006). On the contrary, people with an external locus of control believe that their own actions are dependent on factors outside their personal control (Landy & Contre, 2004; Martin, Thomas, Charles, Epitropaki & McNamara, 2005). The consequences of behaviour are randomly administered, and are thought to be controlled by outside forces (Connolly, 1980).

A study done by Moshki, & Ashtarian (2010) stated that individual with highly internal locus of control will be more likely to have beneficial social relationships that impact positively on the performance of group assessments. Karbalaee et al., (2013) studied that an internal locus of control is typically related with better mental health. Sharma & Juyal (2017)

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investigated the relationship between well-being and locus of control among employees in private sectors. The sample consisted of 120 male and female employees, working in private sectors. Obtained result indicated the positive correlation between well-being and locus of control. It means that Internally-oriented people tend to have higher score on well-being and externally oriented people show lower well-being.

Objectives of the Study

To find out the difference in well-being between the group of students with internal and external locus of control

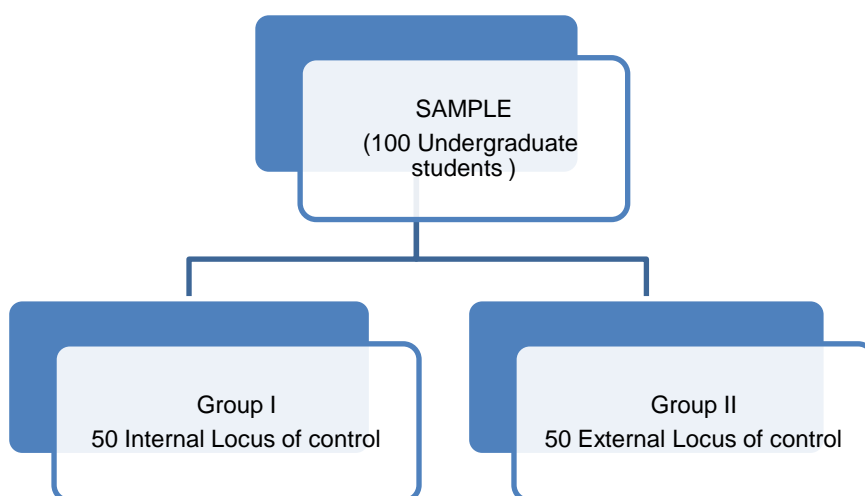
Hypothesis

There would be no significant difference in wellbeing between the group of students with internal and external locus of control.

Sample

The sample comprised 100 undergraduate students (females). It has been taken from Dayalbagh Educational Institute Agra by convenient sampling technique. Their age range was 18-22 years.

Group	Mean	SD	t	Significance
Internal Locus of Control	54.52	5.20	-3.95	0.01
External Locus of Control	49.42	7.99		



Tools

Well-being Scale

This scale was developed by Edinburgh (2006). The scale consisted of 14 items. This scale aims to capture a wide conception of well-being, including affective-emotional aspects, cognitive-evaluative dimensions and psychological functioning. It is a Likert type scale. The scale appears to have good content validity and internal consistency. Internal consistency estimates of less than 0.70 were sought. Test-retest reliability was 0.83 (p < 0.01).

Rotter's Locus of Control Scale (I- E Scale)

The Locus of Control Scale was developed by Rotter (1966). The scale is a forced choice instrument which consists of 29 pairs of statements, 23 of which are scored and 6 filler items (not to be scored) from different life situations, where locus of control attitudes might be relevant to behavior. A high

score indicates a belief in an external locus of control on the internal-external dimension of score. In addition, reliability figures (estimated by split half) is 0.88 and (estimated by test- retest) is 0.85 of its Hindi version.

Statistical Technique

't' test was used for analyzing the scores.

Variables

Independent Variable

Locus of control (Internal and External)

Dependent Variable

Wellbeing

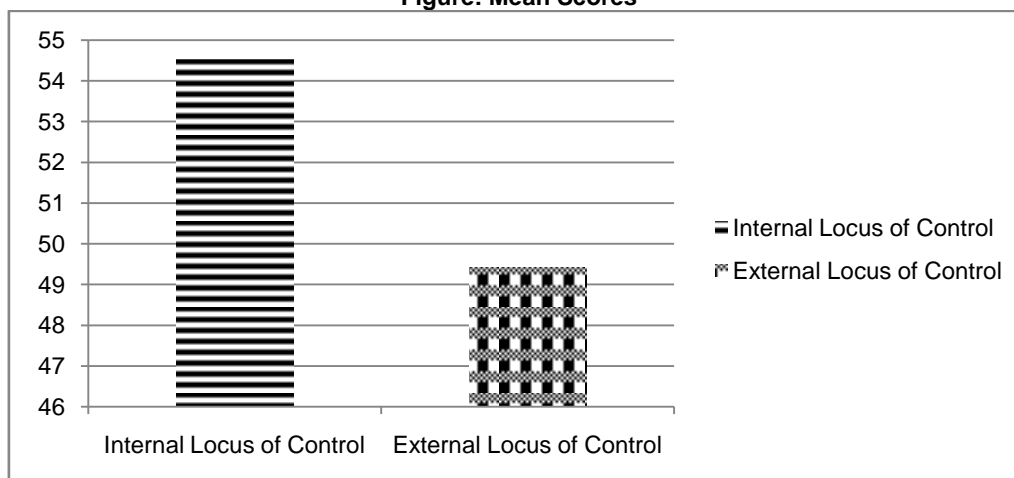
Result and Interpretation

The present investigation aimed to see the difference in well-being between the group of students with internal and external locus of control. For the statistical analysis of the obtained raw scores t test were computed to test the hypothesis.

Table: Mean, SD and t-ratio

Group	Mean	SD	t	Significance
Internal Locus of Control	54.52	5.20	-3.95	0.01
External Locus of Control	49.42	7.99		

Figure: Mean Scores



Finding and Discussion

There is significant difference in well-being between the group of students with internal and external locus of control. The results revealed that the students who have internal locus of control have better well-being in comparison to the students having external locus of control. So it leads to the rejection of hypothesis that there would be no significant difference in wellbeing between the group of students with internal and external locus of control. Jex & Cvetanovski (2007) examines the relationship between locus of control (general and work) and the psychological and physical well-being of 190 unemployed people. Results indicate that an internal locus of control was associated with lower levels of anxiety and depression, and higher levels of self-esteem and life satisfaction than externals. Internals also tended to report fewer physical symptoms not requiring medical attention. A another study by Kasser and Ryan(1996) showed that enhanced subjective wellbeing was positively correlated with individual personal goals being more intrinsic in nature. Similarly people high on subjective well-being have attributional styles that are more self-enhancing than those who are low on subjective well-being (Ryan and Deci, 2001).

Conclusion

Thus, on the basis of above finding and discussions it can be concluded that there is significant difference in well-being between the group of students with internal and external locus of control. And it is concluded that the students who have internal locus of control have better well-being in comparison to the students having external locus of control.

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