Investigating the Relationship between the Locus of Control and Self-Esteem of Deaf Students in Ahvaz

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Abstract

Introduction: In contemporary societies, especially entering the twenty-first century, the vast majority of people are informed of sanitary principles related to different aspects of their physical status. This important matter is recommended to parents through mass media and to children through schools. The objective: The overall objective of this research is the investigation of the relationship between the source of control on self-esteem of male and female deaf students in Ahvaz in the academic year of 2014 – 2015. The methodology: Instruments used in this research are Cooper Smith self-esteem questionnaire and Rotter locus of control. Using the simple random sampling method, 50 male and 50 female deaf students were selected who answered the mentioned questionnaires. T test and Pearson correlation coefficient were used for data analysis. Findings: according to the results of research between self-esteem and locus of control of male and female groups, there is a significant relationship, but no significant difference was observed between self-esteem and locus of control of boys to girls. Conclusion: therefore, it can be concluded that there is a significant relationship between self-esteem and locus of control.

Keywords: Self-esteem; Locus of Control; Male and female students; Deaf
Introduction

In contemporary societies, especially entering the twenty-first century, the vast majority of people are informed of sanitary principles related to different aspects of their physical status. This important matter is recommended to parents through mass media and to children through schools. However, unfortunately, the majority of the societies do not care the very important matter of their mental health and the mental health of their children and it is better to say that they are not informed of this matter. Whereas, based on the statistics in different countries, the number of people with psychological problems and difficulties are increasing. In the meantime, one of the most important issues in mental health is self-esteem which makes up one of the major and fundamental characteristics of each individual character and certainly affects other aspects of human personality, and a deficiency or lack of it will stop the growth of other aspects of their personality or unevenness. Moreover, it may even cause various mental illnesses such as depression, shyness, aggressiveness, fear, etc. (Biyaban Gard, 2001).

Researchers believe that people with external locus of control tend to give up more in competitive situations. But during cooperation, they behave as well as people with internal locus of control. People with internal locus of control more influence on the outside of their data and they resist against conformity pressure but, people with external locus of control resist less against events and they themselves impotent in stressful situations. Also, people with external locus of control are more keen on symptoms and signs that arise from the surroundings and show more attention to it, while people with internal locus of control do not pay much attention to these subtle signs or do not react against them (Sheybani 2010).

Self-esteem as a worthwhile vital capital is one of the most important factors of the development and flourishing of human talent and creativities which have drawn the attention of many psychologists and researchers as one of the most important factors in growth and human flourishing in recent decades. Self-esteem influences all thoughts, perceptions, emotions, aspirations, values and goals of the person and is the key of his behavior (Valizade 2007). Therefore, self-esteem is the central core of individual psychological structures which protects him against the anxiety and provides him relief. Since the protective shield supports the individual against psychological stress of pressing negative life events, a person who has a high sense of self-worth is easily able to face external threats and pressing events without experiencing negative arousal and the disintegration of the psychological structure. Low self-esteem is considered as a risk factor for aggression, delinquency, drug abuse, depression, poor academic performance, spouse abuse, child abuse etc.

One of the important and studiable aspects of the characterization is the spatial analysis of control in individuals and is of specific and important concepts in Rotter's social learning theory (Khoy Nejad, 1998). Various studies have shown a strong and positive relationship between internal locus of control and high self-confidence, self-esteem, motivation, creativity and problem solving (Rezvani 2007).

Locus of control refers to a generalized personal belief about the control of consequences, outcomes and events; In other words, it implies that who or what is responsible for the events that occur. Control has been defined as the potency of applying the power, guidance, or the inhibition of others' actions or themselves (Eysenck, 2009). The locus of control will have an important impact on our behavior. People with external locus of control who believe that their behaviors and skills don't affect the boosts they receive. Therefore, they do not see any profit in an attempt to improve their position. They do not believe the locus of control their lives in the present or future (Karimi 1997).

Therefore, we find that the internal-external locus of control is a personality dimension and generally, most people fall between these two extremes. The internal or external personnel
will conduct a series of consequences. It is expected that insiders in many kinds of activities to show aggression and efficiency. The extent of being introvert or extrovert will have a series of behavioral outcomes. It is expected that introverts show domination and efficiency in a variety of activities. While extroverts are more passive and the probability of much behavior is low in them. It is no wonder the poor people and minority groups are severely closer to the outer dimension (Sheybani 2010).

Jalali and Nazari (2009) found that self-esteem is significantly higher among female students than male ones. Kordlu (2008) in his research shows that there is not a significant difference between male and female students responsibility. The results show a significant relationship between a sense of security, a sense of belonging and self-esteem with high responsibility. Akbari Nejad (2008), in his research found that social skills training have a positive effect on increasing self-esteem and responsibility in students. Also, self-esteem and responsibility together have a significant relationship. Ghobari and Hejazi (2007) found that male and female brilliant and regular students do not differ in the extent of self-esteem. Hariri (2007) in his research concluded that there is a difference between male and female delinquent and regular teenagers’ responsibility. In other words, there is a significant difference between delinquent and regular teenagers in terms of accepting responsibility. Ramezani, Kazemi, Alaei (2013) in their research with the aim of investigating the relationship between students’ locus of control with their tendency to a variety of teachers' styles showed that female students have more internal locus of control and male students have more external locus of control. It could be reasoned that girls are more polite and less competitive and excessive stimulation is boring and even stressful for them while boys more tend to certainty, aggression and domination that is the distinguishing feature of introversion. To investigate the hypothesis of the research, In a research aiming the investigation of the relationship between locus of control and academic performance of male and female students the in the third grade of high school in a theoretical branch of Khormoj city of Bushehr Province, Youssef, Mir Jafari, Rezaei (2008) selected a sample of 384 (196 male, 188 female) students in a multistage clustering random. The results showed that there is a significant negative relationship between external locus of control and academic performance. Majdian (2002) found that the extent of being introvert or extrovert of locus of control in men and women is relative and each of the sexes in matters of interest and their expertise have a more introvert locus of control. Aghajani (2002) in his research found that there is a significant positive relationship between introvert locus of control, development stimulation and high academic achievement. Ort, Robbins and Roberts (2008) in their studies about self-esteem found that low self-esteem is associated with depressed mood, hopelessness and suicidal tendencies. Pope, McHall and Krihead (2006) in their research have concluded that high self-esteem is associated with more fitting and more effective and is a major factor in social-emotional adjustment. Winnie (2001) in his studies on 95 African Americans showed that self-esteem and locus of control are significantly related to each other. Libert, Espygler (2000) in their research found that introvert locus of control is positively associated with psychological characteristics such as self-esteem. Thompson and Engeler leader (2000) in their studies reported girls’ self-esteem more than boys’ self-esteem, and described the self-esteem as girls' educational success factor. Wang et al (2010), in his research showed that in general locus of control has a strong relationship with job-related criteria and the general criteria and is a strong factor for predicting academic achievement of students as well. Russell et al (2009), in their research showed that external locus of control with stability variable and internal locus of control with variables that have a moderate effect create a strong foundation for students' academic success. Deming and Lockman (2008) in their study found that internal locus of control is associated with aggression for success. Panels and Claxton (2008), found that there is a considerable difference between the happiness of the people who have internal control and the people who external control in such a way that there is a significant relationship between the internal locus of control and happiness. Charm and Nowicki (2000) showed that the internal
locus of control is always correlated with high self-regulation. Students who have an internal locus of control believe that they can control their behavior and their environment and accept self-responsibility for themselves. So, they actively try to adjust their learning conditions in such a way that achieving learning objectives will be possible.

The general purpose is investigating the relationship between loci of control (internal, external) on the self-esteem of deaf students in Ahvaz. According to this overall goal, the following hypotheses have been developed:

Methodology

The present research is of the correlation (descriptive) kind. The aim of this study is to investigate the relationship between loci of control (internal, external) on the self-esteem of deaf students in Ahwaz. The statistical population of the research consisted of all deaf students in the academic year 2014-2015.

In order to achieve groups of subjects that provide suitable statistical analysis, 50 female students and 50 male students were overally selected from 100 students in Ahvaz. Random sampling method was available in such a way that questionnaires were distributed among the present students and were completed with guidance of the teacher. After the completion, questionnaires were collected by the participants and were analyzed.

In this study, the following tools were used to measure the research variables:

a. Rotter locus of control questionnaire
b. Cooper Smith self Esteem questionnaire

Rotter locus of control questionnaire, Julian Rotter developed an internal and external scale to evaluate the locus of control in 1966 which measures individuals' perception of locus of control. This scale is a self-report questionnaire that includes 29 articles. Each article has two A and B sentences. One of the participants must select the internal belief and the other external one of the sentences. Articles of the internal-external scale are divided into 6 subcategories including, academic, social, affection recognition, aggression and domination, social-political and philosophy of life (Rotter, 1966).

Rotter questionnaire has been developed to measure individuals' expectations in the locus of control which has 29 articles, each of which has a pair of (a and b) questions. Participants are asked to select and mark one of the questions of each question pairs of an article. Clearly, this choice would be based on the deep and obvious belief. Rotter has developed 23 articles of this questionnaire with a specified objective in order to clarify people's expectations about locus of control and he pursues 6 other articles of the test purpose in disguise. These neutral articles obscure the structure and the measured dimension for the participant. Questions 28, 24, 19, 14, 8 and 1 are the questions that discourage test subjects from the main circuit and the test objective. The participant's scoring is based on the total scores obtained from the number of manipulations the participant has determined against the questions. The total scores of the questions except 6 trick questions are obtained and the total score of every individual indicates the degree and the extent of his control. The average of this scale is 8.84 and its median is 8. In 23 articles determined for grading, (a) questions get a score and (b) questions get zero score, because the total score of each individual represents the type and degree of locus of control people. Therefore, only subject that get score 9 or more are eligible for external locus of control and people who get a lower score will have an internal locus of control. The average of the calculated final coefficient of Rotter internal-external locus of control scale which has been calculated by using split-half and Kuder Richardson of many researches has been more than 70% (Biaban Grad, 2001). In the present study, for obtaining the reliability of the questionnaire, Cronbach's alpha and split-
half methods were used. Tools reliability coefficients range in the Cronbach’s alpha method is 0.69 and split-half method for tools is 0.58.

In order to assess self-esteem, one of common scales is Cooper Smith’s self-esteem scale. The experimental form of this scale is provided based on extensive review of fundamentals, requirements and peer interaction. Most articles included in the scale are the Rogers and Diamond (1954) the configured scale, but other articles have been added to them. All sentences are developed in a manner that is useable for children above 10. Five psychologists have divided the articles into two groups. The articles that more reflect enjoy high self-esteem and those which show poor self-esteem. The articles which had repetitive or dull aspects or those which there was no agreement on their classification were excluded. Investigations in Iran and outside Iran show that the test is valid and acceptable. Haraz and Gulen (1999) reported 0.88 alpha coefficient for the total score report. Also, to assess the validity between the total score of the test with the subscale of Neuroticism in Eysenck Personality test, the divergent validity was negative and significant and with the subscale of convergent positive validity of extraversion has been obtained. Edmondson et al (2006) reported the same internal coefficient of 0.86 to 0.90 for Copper Smith self-esteem report. After five weeks, Cooper Smith and others (1990) test-retest coefficients as 0.88 and after three years they reported test-retest coefficients as 0.70 (Sabet, 1996). In this research, Cronbach’s alpha and split-half methods were used for obtaining the reliability of the questionnaire. Tools reliability coefficients range based on the Cronbach’s alpha method is 0.78 and based on the split-half for tools method is 0.65.

Data Analysis Statistical Methods
In this research, the significant level of p< 0.05 is intended. Also, SPSS software, version 18 and statistical methods have been used for analyzing data.

1. Collected data were analyzed using descriptive statistics index (e.g., mean and standard deviation).
2. (T) And Pearson correlation coefficient was used to test the hypotheses.

Findings

Table 1. Distribution of subjects according to the scale of self-esteem

<table>
<thead>
<tr>
<th>Variable</th>
<th>Participants</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Maximum</th>
<th>Minimum</th>
</tr>
</thead>
<tbody>
<tr>
<td>self-esteem scales</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General self-esteem</td>
<td>11.15</td>
<td>2.37</td>
<td>17</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Family self-esteem</td>
<td>4.73</td>
<td>1.00</td>
<td>7</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Social self-esteem</td>
<td>3.81</td>
<td>1.41</td>
<td>6</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Educational self-esteem</td>
<td>3.44</td>
<td>1.06</td>
<td>6</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Lie</td>
<td>3.03</td>
<td>1.55</td>
<td>7</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Table 2. The mean, standard deviation, minimum and maximum scores of locus of control

<table>
<thead>
<tr>
<th>Variable</th>
<th>Participants</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Maximum</th>
<th>Minimum</th>
</tr>
</thead>
<tbody>
<tr>
<td>locus of control</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>13.86</td>
<td>3.21</td>
<td>20</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td>13.28</td>
<td>2.85</td>
<td>17</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Self-esteem</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>23.18</td>
<td>3.18</td>
<td>29</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td>23.08</td>
<td>3.60</td>
<td>33</td>
<td>17</td>
<td></td>
</tr>
</tbody>
</table>

Hypothesis 1. There is a significant relationship between self-esteem and locus of control in deaf female students.

Hypothesis 2. There is a significant relationship between self-esteem and locus of control in deaf male students.

Hypothesis 3. There is a significant difference between self-esteem in deaf male and female students.

Hypothesis 4. There is a significant difference between locus of control in deaf male and female students.
Table 3. The correlation coefficient between self-esteem and locus of control deaf female students

<table>
<thead>
<tr>
<th>Variable</th>
<th>correlation coefficient</th>
<th>significance level</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-esteem</td>
<td>0.35</td>
<td>0.01</td>
<td>50</td>
</tr>
<tr>
<td>The locus of control</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to the table 3, the obtained correlation coefficient between two variables, self-esteem and locus of control variables of deaf female students is 0.35 that is significant in 0.05 level. Then, the first hypothesis of the research is confirmed, i.e. there is a significant relationship between self-esteem and locus of control of deaf female students.

Table 4. The correlation coefficient between self-esteem and locus of control deaf male students

<table>
<thead>
<tr>
<th>Variable</th>
<th>correlation coefficient</th>
<th>significance level</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-esteem</td>
<td>0.61</td>
<td>0.001</td>
<td>50</td>
</tr>
<tr>
<td>locus of control</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to the table 4, the obtained correlation coefficient between two variables, self-esteem and locus of control variables of deaf male students is 0.61 that is significant in 0.05 level. Then, the second hypothesis of the research is confirmed, i.e. there is a significant relationship between self-esteem and locus of control of deaf male students.

Table 5. self-esteem of male and female deaf students’ (T) test

<table>
<thead>
<tr>
<th>The variable under test</th>
<th>T amount</th>
<th>Freedom degree</th>
<th>Significance level</th>
<th>Confidence interval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-esteem</td>
<td>68.36</td>
<td>99</td>
<td>0.001</td>
<td>High: 22.80, Low: 22.45</td>
</tr>
</tbody>
</table>

According to Table 5, the results of T test between the self-esteem of male and female deaf students in 0.05 level is significant. Then, the third hypothesis is confirmed, therefore, there is a significant difference between the self-esteem of male and female deaf students.

Table 6. locus of control of male and female deaf students’ (T) test

<table>
<thead>
<tr>
<th>The variable under test</th>
<th>T amount</th>
<th>Freedom degree</th>
<th>Significance level</th>
<th>Confidence interval</th>
</tr>
</thead>
<tbody>
<tr>
<td>locus of control</td>
<td>59.31</td>
<td>99</td>
<td>0.001</td>
<td>High: 26.72, Low: 21.22</td>
</tr>
</tbody>
</table>

According to Table 6, the results of T test between the locus of control of male and female deaf students in 0.05 level is significant. So the fourth hypothesis is confirmed.

Discussion and Conclusion

The results of this research showed that there is a significant positive relationship between the locus of control and self-esteem of male and female deaf students at 0.05. In the field of self-esteem is consistent with the findings of Meftah (2002), Hariri (2007), Akbari Nejad (2008), but it is not consistent with Ghobari and Hijazi (2007) findings. Also it is consistent with the findings of Astnak (1972), Pope et al. (1989) Gardner (1990), Thompson and Angler leader (2000), Sweeney (2001), Goodman et al (2003), Kolmez et al (2004), Pope, McHall and Kerry head (2006), William (2007), Everett, Robbins and Roberts (2008).

In the field of locus of control, it is consistent with the findings of Aqajani, Majdian (2002), Yousefi, Mir Jafari, Rezaei (2008), Ramzani, Kazemi, Alaie (2013). The results also consistent with the findings of Mafson and Nowicki (2000), Stanek and Taylor (2004), Panels and Claxton (2008), Deming and Lookman (2008), Russell et al (2009), Wang et al (2010).
Our locus of control will have an important impact on our behavior. People with external locus of control believe that their behaviors or skills has no effect in reinforces they receive. Therefore, they do not see any advantage in trying to improve their position. For these people, life is a kind of game of chance and in their opinion, the success depends more on the luck or the grace of others (Ganji, 2006). Mazloo says: all members of the society need a usually higher constant evaluation of themselves (self-esteem). He also points out the importance of satisfying basic needs in the first two years of life. If the person feels a sense of security and strength in these initial years. When facing with adult problems, it would be the same. Without adequate safety and sense of self-esteem in childhood, it is difficult for a person to flourish in adulthood (Karimi, 1996).

Acknowledgement


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