



Socially Different Student's Self-Concept And Self-Efficiency In Relation To Their Locus of Control: A Review

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Abstract

People are born with a distinct personality that is generated by a number of internal and external influences that originate from the surrounding environment. As a person grows from birth through old age, these elements have a role in their physical, emotional, intellectual, and spiritual development.

It is possible for a person's personality to represent their distinct qualities, such as their temperamental and emotional condition, as well as their nature. We encounter a wide range of people in our daily lives, each with their own unique set of personality traits. "A group of individuals who are confident, optimistic, risk-takers, and patient may be seen in the immediate surroundings. People with personality traits such as shyness, pessimism, impatience, and emotionality are also present in inverse proportions to the general population.

Keywords: Locus of control, Self-Concept, Self-Efficacy and Socially Disadvantaged.

Introduction

Socially disadvantaged children are those from lower socioeconomic levels. Socially poor children are usually malnourished and lack basic economic requirements. Their parents may struggle to buy school supplies and pay tuition. Unprivileged children are those belonging to reserved castes, backward classes, or living in border areas or rural areas of the nation. He never has the same privileges as other kids. A culturally deficient kid is a socially disadvantaged youngster. Poverty causes cultural deprivation since many youngsters do not have access to schooling. It is described as all those inadequacies, faults, and diseases present in one's surroundings which may lead him to experience disfavour, loss, or deficiency with regard to the needed facilities, opportunities, aid and direction for his correct growth and adjustment (Singh, 2015).

Locus of Control

The locus of control relates to how much people feel they can influence events. Julian B. Rotter established the notion in 1954, and it has since become a significant part of personality



research. A person's locus (Latin for place) might be internal (meaning they feel they control their life) or external (meaning they believe that their environment, some higher power, or other people control their decisions and their life).

Self-Concept

Because self-concept is so important in personality, measuring it is vital. Many approaches and procedures have been devised to assess the self-concept, yet the issue remains unresolved. The problem in doing research in this field is that the self-concept is in motion. It is also known as the phenomenal self, self-image, ego, self-understanding, and self-perception. Perceptions, thoughts, feelings, attitudes and values that a person believes characterise him are arranged into a self-concept. An organised arrangement of acceptable self-perceptions is what Rogers (1951) termed as self-concept. Things, experiences, and aspirations and ideals that are seen to be positive or bad are all compared in terms of their value qualities.

Self-Efficacy

Self-efficacy is the belief in one's own capacity to accomplish objectives. It affects decision-making and problem-solving skills. Self-efficacy is linked to future ambitions. Self-efficacy is a student's belief in their ability to execute a task effectively. Learned expectations that one is capable of carrying out behaviour or obtaining a desired result in a certain situation, says Schunk (1985).

A person's assessment of his capacity to accomplish a task, according to *Smith* (1989).

Bandura (1997) defines self-efficacy as beliefs in one's own ability to achieve desired effects. Self-efficacy is a predictor of future competencies and accomplishments.

Review of related literature

Rosen (2004), in his research *Self-Concept and Discussion of Youth sport: Critique*, found that a variety of factors influence the physical side of development, with physically inactive kids having a poor self-esteem.

Singh and Ahmad (2004) in their study examined the effect of parent-child relationship on different dimensions of self-concept of the children. The findings indicate that while the parent-child connection has a substantial effect on children's social self-concept, other aspects such as physical, temperamental, educational, moral, and educational are unaffected by the relationship between a kid and his parents.



Schultz and Schultz (2005) pointed out significant differences in locus of control which have not been found for adults in a U.S. population. Additionally, they said that unique sex-based disparities may exist for certain categories of items used to measure locus of control. For instance, they cite research indicating that males have a larger internal locus of control over academic accomplishment.

Moore (2006)) found that underachieving gifted children were more externally oriented than achieving talented students when they studied achieving gifted (AG), underachieving gifted (UAG), and non-gifted (NG) pupils. Additionally, she stated that non-talented pupils were subjected to greater external supervision than gifted students. Males were more externally regulated than females in terms of underachievers.

Bhagat and Baliya (2016) The purpose of this study was to explore secondary school students' self-efficacy and adjustment in connection to their gender and academic success. The study's findings indicated a considerable variation in the adjustment of secondary school pupils by gender. Female secondary school pupils are shown to be less adjusted than male students. There is no substantial variation in the self-efficacy of secondary school pupils by gender or academic achievement.

Conclusion : Each youngster has his or her unique personality structure. Some of them are internally oriented, believing that they can advance only on the basis of their talents and secret talent; whereas many others, who are externally oriented, believe that chance or luck plays a significant part in their life. Internal and exterior orientations are two dimensional representations of the personality concept locus of control. Each youngster has his or her unique image. Children exist in their own universes”. They construct their self-image in response to the situations in which they find themselves. Along with the locus of control, it is necessary to assess the self-concept of schoolchildren, particularly those who are socially disadvantaged. To help children attain success in their life, we must instil in them a feeling of self-esteem, self-worth, and self-adequacy, all of which are critical components of self-efficacy.

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