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EXAMINING THE LOCUS OF CONTROL OF HISPANIC STUDENTS INVOLVED
IN A HISPANIC SELF-ESTEEM PROGRAM AND ITS ASSOCIATION WITH
ACADEMIC ACHIEVEMENT

by
William Edward Beltran

A THESIS

Submitted in partial fulfillment of the requirements of the
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of
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at
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Approved by

Professor

Date Approved 5/5/99

ABSTRACT

By: William Edward Beltran

Examining The Locus of Control of Hispanic Students Involved in a Hispanic Self-esteem Program and its Association with Academic Achievement

1999

**Advisors: Dr. John Klanderman and Dr. Roberta Dihoff
School Psychology**

The purpose of this study is to identify the locus of control of two participating Hispanic groups; students that belong to a proctored Hispanic organization/club and students that do not belong to a proctored Hispanic organization/club. Then, pair the locus of control of each group with their corresponding level of academic achievement. It was hypothesized that Hispanic students belonging to a proctored Hispanic organization/club would have a greater frequency of internal locus of control and they would exhibit a higher level of academic achievement.

Fifty-four High school students, ages 16-19, were given the Rotter Internal/External locus of control scale. A demographics questionnaire that contained an academic achievement measure (GPA measure) and a Socioeconomic measure (parents educational level) was also given to each student. Both a One-Sample and a Paired T-Test were used to determine the findings.

The conclusion reached by this study is that Hispanics involved in a proctored Hispanic organization/club showed a significant higher frequency of occurrence of internal locus of control. Further, Hispanic club members showed a significant higher level of academic achievement than the Hispanic non-club members in the sample tested.

MINI-ABSTRACT

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ACKNOWLEDGMENTS

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CHAPTER 1

In today's educational settings Hispanic students, as a whole are disproportionately failing. It is an enigma to educators as well as other students. Programs and curriculums come under constant scrutiny for their inability to remedy this problem. Many argue that more money should be invested in education to address the problem (spending more money on a problem which is not fully understood). This is usually not an option for schools, less so for areas with a high concentration of Hispanic population, who often have a lower tax base income generation.

The question inevitably arises, how best to utilize the available funds. This question is difficult to pose because the underlying issue of why this is happening is still not effectively addressed. Educators, parents, students and others must all understand this phenomena of failure before we can implement corrective measures.

It is our intention to identify one important facet of our target population, the way they are internally influenced to interpret information, through their 'locus of control.' Understanding whether having an internal or external locus of control (the feeling that the individual or the environment is in control of things happening in one's life), is vital to formulating an educational strategy. Further, it has been posed that those with internal locus of control are more successful. Thus, it is imperative to identify and then ascertain if the locus of control of an individual can be used to help achievement.

PURPOSE

Education has long been heralded as the great equalizer. The United States has always prided itself as a land where all have equal opportunity. Why then, if equal opportunity is given to students to gain education, are Hispanics in great numbers failing in America? To pose a single, universal theory to answer this question would be naive. But to suggest educational and social settings are solely responsible is also naive. The purpose of this study is to examine one area (with multi-faceted implications) of this issue. The researcher examines the locus of control of Hispanic students and if being in a proctored Hispanic organization/club influences this. Also, the researcher will inspect if the locus of control has any association with academic achievement.

HYPOTHESIS

Hispanic students involved in a proctored Hispanic self-esteem organization/club have a greater frequency of internal locus of control and exhibit a higher academic achievement level than Hispanic students who are not involved in such organizations.

THEORY

The way the individual interprets information gathered from the environment has long since been understood as an important element in functional learning. Testing useful to measuring this was initially created and implemented approximately forty years ago. Since the initial work done to measure locus of control, there has been substantial information gathered on the subject. It has been found that those with an *external locus of control*

share the belief that the environment (the power of others, fate/destiny) has more influence on them. Those with an internal responsibility (the individual is in control of his life and his behavior and actions shape his world), have an *internal locus of control*.

In related studies, it has been shown that there is a higher occurrence of success associated with those with an internal locus of control. Thus, in this study the researcher intends to utilize the findings of prior studies and associate them to the targeted population to offer insight. Further, we will identify the locus of control of two separate groups of Hispanic students and compare their locus of control with their present academic achievement. One group tested will be a part of a proctored group, geared toward Hispanic pride and achievement (such as a Latin American school club). The other group will be Hispanic students not involved in such a proctored group. It is believed that the group involved in a proctoring program will show a significantly higher occurrence of internal locus of control and greater academic achievement.

DEFINITIONS

Locus of Control- The internalized perception that influences how we interpret data. Whether this control attributes external factors, luck, fate, destiny or other forces or whether personal responsibility is the overwhelming determining factor, is a vital determinant in orientation.

Internal Locus of control- the internalized perception that one has control of their lives and their choices and they are responsible for the things that occur to them.

External Locus of control- the internalized perception that external factors such as luck, destiny, fate, and/or other forces or power structures are more responsible for the

directions in one's life.

ASSUMPTIONS

Some assumptions must be made to properly implement this study. First we must make the assumption that the students tested have no prior history or special knowledge of the testing material utilized and that they will not be influenced by any outside body. Second, it is an assumption, and the procedure will be in place, that the testing will be carried out with as much consistency as possible. Thirdly, the population in this study is self-identified as Hispanic and it is an assumption that they share commonality in culture, language and self-identity. Finally, it is assumed that neither group will be exposed to drastic influential forces during our study, ie...natural disasters, death of close individual, professional misconduct, etc...

LIMITATIONS

There are Limitations that should be understood. First, the groups in this study are not chosen randomly. The group that is proctored actively chose membership. The control group was chosen by Surname and or self identification. The nature of the cultural depth shared has not been investigated. There may be more than one type of Hispanic origin, (Puerto Rican, Mexican, etc...). Next, the sample size is not large and may not be properly reflective of the norm. Further, the population used in this study is from a fairly rural, economically stressed county.

OVERVIEW

It has often been accepted that if success cannot be conceived, then it cannot be

achieved. This is not always the case, but neither is Hispanic failure. In most areas Hispanic dropout rates exceed that of the general population, often alarmingly so. In this study the reader will be exposed to data which indicates the locus of control for two separate Hispanic groups of students. One group of the tested population is involved in a program that is geared toward presenting positive cultural and academic influence to further Hispanic advancement, the other group is not exposed to any such formal influential force. Associations will be presented with Locus of Control, club membership and academic achievement for both groups.

The aforementioned will be accomplished in the following fashion. Chapter two will contain a review of the available literature on the subject of locus of control. It will begin with an explanation of the organization of the research. A historical perspective will be given on the founding ideas of locus of control. A review will follow on the topic as it relates to the environment, race/culture and academic achievement. Chapter three is an explanation of the design of the study including sample used, measures employed, design, analysis and summary. Chapter four will contain an analysis of the results. Chapter five will conclude with a summary and a discussion of the findings.

CHAPTER 2

ORGANIZATION OF THE RESEARCH

Locus of control has been a special area of interest and research for decades. It is the fundamental element in this thesis and should be properly understood before the introduction to more recent research is introduced. Therefore, the concept of locus of control will be historically reviewed in the perspective of the *Social Learning Theory*, *Attribution Theory* and *Intrinsic Motivation Theory*. This will be followed by a synopsis of the relation of locus of control with other topics.

HISTORICAL PERSPECTIVE

SOCIAL LEARNING THEORY

Historically, Julian Rotter, one of the founding theorists and proponents of the effects of locus of control, postulated that locus of control had direct influence upon *expectancy*. Expectancy according to Rotter is the individual's belief that a reinforcement will follow a certain action. This belief is based solely on an individual's perspective and not necessarily based upon reality. He theorized that the individual's perception of their inability or ability to express influence over their expected outcome would greatly effect their behavior (Rotter, 1962). In 1982, He states that "Expectancies in each situation are determined not only by specific experiences in that situation, but also, to some varying extent, by experiences in other situations which the individual perceives as similar."

In the above context, his Social Learning theory posed that the *behavior potential* of an individual, the probability of a certain behavior, is the result of *expectancy* multiplied by the perceived *reinforcement value*. The *reinforcement value* element refers to the level of preference which one associates to a specific result related to other outcomes.

ATTRIBUTION THEORY

Another earlier but consequential theory, Heider's Theory of Naive Analysis of Action, weighed the *outcome* of one's behavior as the sum of one's *personal force* and the *environmental force*. His theory postulated that the average individual is unaware of the factors of their behavior (naive). He defined personal force as internal elements within the individual and separates them into two components: power and motivation, and intention and exertion. This theory is most often associated with the origin of the Attribution Theory (Heider, 1958).

B. Weiner and his colleagues (1971) postulated that students attributed their academic success and failures to; their ability, effort, the difficulty of the task, and luck. They surmised that these factors were allotted conventional significance and that for any given situation, two of these factors would be considered to be principally responsible. Other attributions; mood fatigue illness, personality, and physical appearance were also later added (Freize, Francis, Hanusa, 1982). The perceived locus of control of the individual is clearly implied as an influential force.

INTRINSIC MOTIVATION THEORY

A separate discussion of another often mentioned element, motivation is often tied to one's behavior. The concept of motivation inspired the studies of E. L. Deci and his colleagues. In 1975, Deci suggested that intrinsic motivation is affixed to an individual's need for competency and self-determination. He based intrinsic motivation on the belief that, to an extent, people need to be in control of events in their environment. Prior to his research it was generally assumed that extrinsic rewards would add to one's intrinsic reward and thereby increase motivation. His study found that not only did an extrinsic reward not increase tasks that were previously intrinsically motivating, but the extrinsic rewards were causes in the shifts in the perception of their locus of control from internal to external. He reported that this phenomena explains why extrinsic rewards disrupt performance on tasks that were initially intrinsically rewarding. He also added that extrinsic rewards that seem inequitable may make a person feel incompetent or out of control of events and reduce intrinsic motivation.

Folger, Rosenfield and Hays (1978) tested the concept of locus of control with intrinsic motivation. They defined two groups in their study: *low choice* for an individual with little or no choice about working on a task (external locus of control) and *high choice* for an individual with the opportunity to refuse the task (internal locus of control). It was found that by empowering workers to feel an internal locus of control, regarding the task, influenced the workers to show more intrinsic motivation. Antithetically, when high pay was introduced as an extrinsic reward this group exhibited signs of being less intrinsically motivated.

TOPICS RELATED TO LOCUS OF CONTROL

ENVIRONMENT

It is important to understand the relation between the construct of internal/external locus of control and the daily living environment of the individual. In the first research related to locus of control and the reaction to one's environment, C. Ehrhardt (1994) performed a study on the characteristics of third grade students to determine the effects of locus control on their developing ideology on the environment (nature). Two instruments were developed, the first a screening instrument using responses to pictures of the environment to identify internal or external control. The second instrument developed was a standardized open-ended interview schedule to elucidate themes and patterns that may be related to the environmental locus of control orientation and responsible environmental behavior. Those with internal locus of control participated more in environmental topics, held membership in greater numbers in environmental organizations, watched more TV programs and read more extensively topics related to the environment, and interacted with more adult models who were environmentally minded than those with an external locus of control.

M. Seeman (1963) performed a study on the powerlessness and alienation of inmates in a reformatory. They used the variable of the retention of information on achieving a successful parole, in conjunction with scores on an alienation/powerlessness test. After controlling for the extraneous variables of intelligence, he found that inmates who scored

high on the powerlessness test (external locus of control) retained a poor amount of the parole information an inmates who scored low on the powerlessness test (internal locus of control) retained a high amount of the parole information.

Pitman and Pitman performed a study (1979) of helplessness and locus of control . Internals and externals were exposed to a series of concept formation puzzles. Each group was given either random feedback on their performance (high helplessness) or a low degree of contingent feedback (low helplessness). They found that internals performed poorly under high helplessness conditions, whereas, externals performed poorly under low helplessness conditions.

O. Lundberg and M. Frankenhaeuserr (1978) found that the pattern of stress reaction is consistent with the individual's internal or external orientation. They found that internals show lower stress when presented with a controllable task than an uncontrollable one. In the same regard, externals show lower stress when the situation is uncontrollable. Inconsistency of orientation and outcome lead to greater stress. B. Straits and L. Sechrest (1973) performed a study on the characteristics of smokers. In both samples studied they found smokers to exhibit external locus of control in highly significant levels. This finding is consistent with the attitudes smokers often display regarding the explicit health dangers involved in smoking. Rationalizing that all things in life have danger or reporting that death is inevitable in an attempt to distant themselves from their actions and medical reality.

A study of the locus of control of 143 vocational rehabilitation clients was performed by M. Tseng (1970). He found that internals and externals showed significant mean

differences on their ability to work with others, cooperation, self reliance, courtesy, reliability, work tolerance, work knowledge, care of equipment safety practices, compliance with shop rules, training satisfaction and need for achievement

L. Ude and E. Vogler (1969) studied internal and external locus of control in a conditioning task situation. The task involved predictions of flashing light patterns. They discovered that high internal individuals were found to be significantly more aware of the correct response reinforcement contingency than externals. In the post session interview internals perceived the task as highly skill determined more significantly than externals. Even the total numbers of correct responses between the two groups were not significantly different. The external group had the tendency to repeat the same response when the previous trial had been incorrect.

The final example of how an individual's locus of control alters their environmental reaction, P. Hersch and K. Schiebe (1967) studied the validity of internal-external control as a personality dimension. A comparison of scores on the Adjective Check List of 26 subjects scoring highest on the external scale was performed. High internals checked 23 adjectives significantly more than high externals. Only one trait was checked significantly more by the external group, self-pitying. The authors conclude that this and other findings of their report support the conclusion internal locus of control is consistently associated with indexes of social adjustment and personal achievement.

ACADEMIC ACHIEVEMENT

A child's success in the educational system is almost entirely dependent on their academic achievement. It would be a logical assumption that an individual's locus of control would have effect in their performance. In the following, we address the influence locus of control has on academic achievement.

J. Ferrari and J. Parker (1992) studied high school achievement, self-efficacy and locus of control as predictors of college freshman academic performance. The authors used the Academic Locus of Control Scale. They were unable to find conclusive evidence of the direct relationship between locus of control and academic achievement. But, the study indicated that students perceptions about their ability to change or master social situations may influence performance on tasks.

In 1998, S. Seyfried performed a study to identify the effects of the student's locus of control on teachers perceptions and academic performance. One hundred and thirteen, fourth to sixth grade students were involved and the Norwicki-Strickland Locus of Control scale was utilized. Their teachers' and parents also responded to questionnaires assessing academic success, socioeconomic status, gender and grade level, family environment, ability, social skills. They were predominantly middle-class African Americans. The findings were as follows: thirty-four percent of the students were found to possess an internal locus of control, of the thirty-four percent fifty seven percent were males, eighty nine percent of those with an internal locus of control were perceived positively by their teachers, viewed as containing a strong sense of self-efficacy and

effective academic and social abilities. Of these eighty seven percent, ninety three percent had a 'B', 86, average or better. Of the children who were found to possess an external locus of control: the group mean grade average was lower, but not greatly so, 81. This study suggests that the student's locus of control may influence the teacher's perception and subsequent academic achievement.

In 1985, B. Crump, J. Hickson and A. Laman studied locus of control in relation to achievement in 163 education majors. They found that students who possess an internal locus of control had higher American College test scores, had higher self concept and higher grade point averages in High school. However, College grade point averages of the internal group were insignificantly lower than the external group. The majority of the female students were found to be external. The authors discuss the ratio of male to female teachers and the implications of a teacher's locus of control.

The relationship of locus of control, cognitive style, anxiety and academic achievement of Malaysian primary school students was studied by M. Ismail and N. Kong (1985). The study involved 375 children and controlled for general intellectual ability. The results indicated that all three factors were significantly related to academic achievement. Further analysis showed that locus of control was the primary predictor of academic achievement even when the presence of general ability was included.

T. Mwamwenda and B. Mwamwenda (1986) studied 148 students in the teacher's program at the University of Transkei. The authors used the Rotter's Locus of Control Scale and scores on tests and final examination in an educational psychology course to measure locus of control and academic achievement, respectively. Internally oriented

students outperformed externally oriented students. Also the 76 men studied were more internally motivated than the women.

SUMMARY

This chapter contains a review of the literature found on the subject of locus of control. The chapter begins with an explanation of the organization of the research. An historical perspective was given to establish the foundation for ideas of locus of control. The Social Learning, Attribution and Motivational perspectives were imparted in regard to their contribution to the construct of locus of control. A more recent review followed on locus of control's relationship to the environment, characteristics and behaviors common among internal versus external locus of control. Individual's possessing an internal locus of control generally perform higher in academic achievement.

CHAPTER 3

SAMPLE

The sample utilized in this research study are High School students that were gathered for testing, from the same population. The participants originate from the Cumberland County area. Fifty-five students were tested and used in this study. Twenty-one participants were enrolled in a school endorsed Hispanic American organization/club. Thirteen females and eight males were in this experimental group. Thirty-four participants were not enrolled in any such organization, eighteen females and sixteen males (control group). The ages in both groups ranged from 16-19.

The experimental group was compared to the control group. Both groups of this research endeavor are all self-reported Hispanics. The members in both groups reported their dates of birth (age), sex, grade level, academic status (self reported letter grade average) and parents level of academic attainment (socioeconomic status).

MEASURES

In order to assess the individual's Locus of control the *Rotter Scale of Internal/External Locus of Control* was used. The scale was developed by Julian Rotter and prior to releasing the results he performed many reliability and validity tests (Rotter, 1966). Academic Achievement are based solely upon their academic grades. Their responses to a *School Grade Point Average (GPA) Measure* (Dornbusch, Ritter,

Leiderman, Roberts, Fraleigh, 1987) are used to determine this. The scale consists of questions which asks the participant to select the category describing the usual grades the student gets in school. The categories are: mostly A's (4.0), about half A's and B's (3.5), mostly B's (3.0), about half B's and half C's (2.5), mostly C's (2.0), about half C's and half D's (1.5), mostly D's (1.0), and mostly below D (1.0). A numerical scale is then related to these responses. In previous studies, Dornbusch and colleagues (Dornbusch et al., 1985, 1987) have reported a strong correlation between student GPA measured with the self-report measure and student grades taken directly from school records.

A Socioeconomic Status (SES) Measure is also utilized along with the School Grade Point Average (GPA) Measure. This device measures the SES of a participant by using the mean educational level of the parents or guardians with whom the participant resides with. Parental education has been found to be the most stable component of a family's social class (Steinberg, Mounts, Lamborn, Dornbusch, 1991).

DESIGN

Students in both groups were administered the Rotter Scale of Internal/External Locus of Control measurement in the same fashion. All students were notified of the voluntary nature of their participation. They were identified by an arbitrary birth month and day of their choosing, but accurate year of birth, in both the Rotter Scale of Internal/External Locus of Control measurement and the demographic document, with the only stipulation being that they use the same dates to identify themselves on each document. The Measurements were scored according to the directions. The demographic sheet was used

to determine the academic achievement and socioeconomic status of the participants.

TESTABLE HYPOTHESIS

HYPOTHESIS

- 1. Hispanic students in a proctored Hispanic organization/club show a greater frequency of Internal Locus of Control.**
- 2. Hispanic students in a proctored Hispanic organization/club show a higher academic achievement level than nonparticipants.**

NULL HYPOTHESIS

- 1. Hispanic students in a proctored Hispanic organization do not show a greater frequency of Internal Locus of Control.**
- 2. Hispanic students in a proctored Hispanic organization do not show a higher academic achievement level than non participants.**

ANALYSIS

The data collected in this study was scored according to the Rotter Scale of Internal/external Locus of Control measurement directions. A higher raw score represents more externality. Lower raw scores indicate internality. The participants in both groups reported their demographic and academic information. Academic achievement was rated from 4 points assigned to the answer of “Mostly A’s” to .5 points assigned to “Mostly

D's. " Socioeconomic status was determined by their responses to their parents level of educational attainment. A Paired Samples T-Test was used to determine correlations between LOC of club and non-club members and academic achievement. A One-Sample T-Test was used to determine significance between the LOC of club and non-club members. Findings, along with a descriptive analysis will follow in Chapter 4.

SUMMARY

The Rotter Scale of Internal/External Locus of Control was utilized to measure the participants Locus of Control. Demographic information was gathered to determine the academic achievement and socioeconomic of both groups. An associative and descriptive analysis will be given to extrapolate the relationship between the two groups.

CHAPTER 4

This study has sought to assess one facet of influence on Hispanic students. The researcher has sought to determine the LOC of Hispanic students and its relationship to academic achievement. Also the researcher sought to determine whether membership in a proctored Hispanic organization/club has an influence on LOC and academic achievement. The results of the study is provided in this chapter, as well as an interpretation of the results.

RESTATEMENT OF THE HYPOTHESIS

Hispanic students involved in a proctored Hispanic self-esteem organization/club have a greater frequency of internal locus of control and exhibit a higher academic achievement level than Hispanic students who are not involved in such organizations.

INTERPRETATION OF THE RESULTS

The findings of this study are indicated in the following Tables (4.1- 4.3). In Table 4.1 the data shows that Hispanic non-club females scored an average of 12.64 on the I/E locus of control scale. They showed an average GPA of 2.55. Their average SES score was 3.53 which was computed by their parents grade level of achievement. In this case, the average Hispanic non-club female's parents were likely High School graduates.

Hispanic non-club males scored an average of 14.18 on the I/E locus of control scale.

They showed an average GPA of 2.71. Their average SES score was 5.03 which connotes their parents were likely to have some college.

In Table 4.2 the data shows that Hispanic club member females scored an average of 9 on the I/E locus of control scale. Their average GPA was 3.3. Their average SES score was 3.038. Their parents are likely to have some High School education.

Hispanic club member males scored an average of 9.5 on the I/E locus of control scale. Their average GPA was 2.8. Their average SES score was 5.347. Their parents are likely to have some college education.

In Table 4.3 the mean scores of both males and females in their respective groups are compared. Hispanic non-club members scored an average of 13.00 on the I/E locus of control scale. Their average GPA was 2.765. Their average SES score was 4.137. The average level of education of the parents in this group was likely to be comprised of at least High School graduates.

The Hispanic club members scored an average of 9.190 on the I/E locus of control scale. Their average GPA was 3.119. Their average SES score was 3.952. The average level of education of the parents in this group was likely to be comprised of High School graduates.

In Table 4.4, a graph is utilized to show the overall mean scores of both groups. The graph displays a congruence found when a One Sample Between groups T-Test was performed. As aforementioned, for non-club members, $M=13.00$ on the I/E locus scale, $SD=3.90$. For Hispanic club members, $M=9.19$, $SD=2.18$. A significant finding ($p<.0001$), was determined, indicating a highly significant finding. Thus, the first testable null hypothesis is rejected. Hispanics involved in a proctored Hispanic club do show a greater occurrence of Internal LOC.

TABLE 4.1**Hispanic Non-club Member *Females***

	<u>Rotter I/E Scale</u>	<u>Academic Achievement</u> (GPA)	<u>SES</u> (Avg score of Parents Ed level)
Median	12	2.5	3.5
Mean	11.94	2.463	3.53

Hispanic Non-club Member *Males*

	<u>Rotter I/E Scale</u>	<u>Academic Achievement</u> (GPA)	<u>SES</u> (Avg score of Parents Ed level)
Median	14	3.0	5
Mean	14.18	2.8	5.03

TABLE 4.2**Hispanic Club Member *Females***

	<u>Rotter I/E Scale</u>	<u>Academic Achievement</u> (GPA)	<u>SES</u> (Avg score of Parents Ed level)
Median	9	3.5	3
Mean	9	3.3	3.038

Hispanic Club Member *Males*

	<u>Rotter I/E Scale</u>	<u>Academic Achievement</u> (GPA)	<u>SES</u> (Avg score of Parents Ed level)
Median	10	3.0	6.5
Mean	9.5	2.8	5.347

TABLE 4.3

Hispanic Non-club Members Overall mean scores (Males and Females)

	<u>Rotter I/E Scale</u>	<u>Academic Achievement</u> (GPA)	<u>SES</u> (Avg score of Parents Ed level)
Mean	13.00	2.765	4.137

Hispanic Club Members Overall mean scores (Males and Females)

	<u>Rotter I/E Scale</u>	<u>Academic Achievement</u> (GPA)	<u>SES</u> (Avg score of Parents Ed level)
Mean	9.190	3.119	3.952

TABLE 4.4

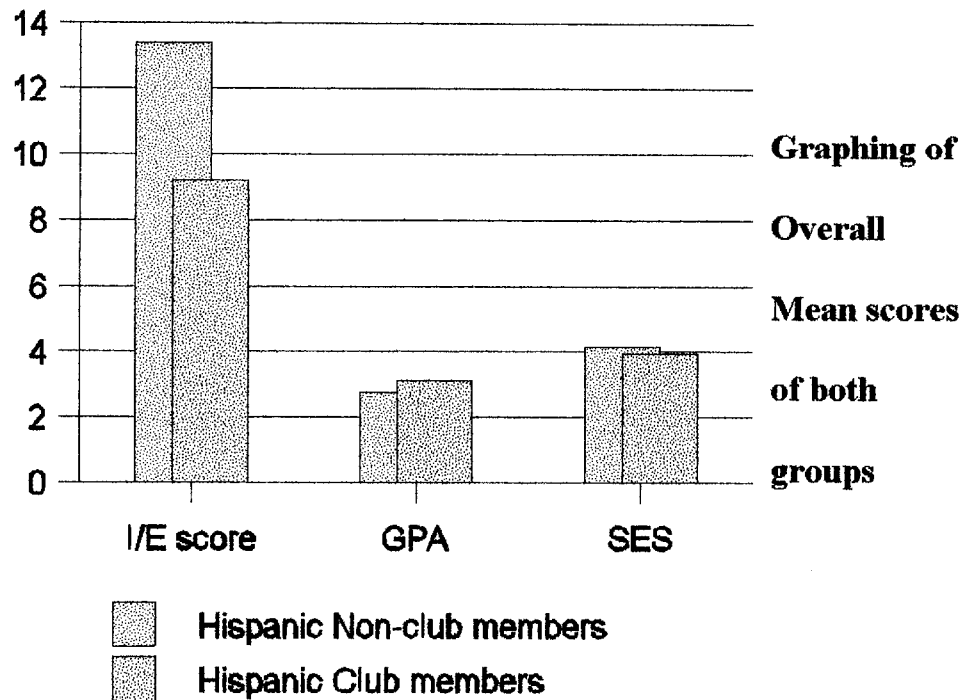
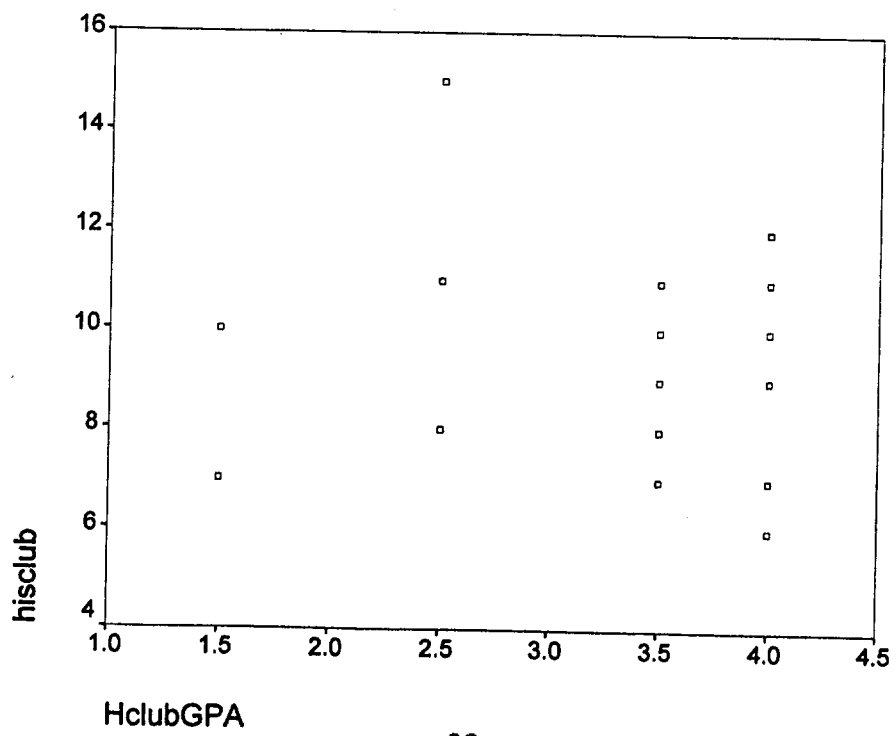
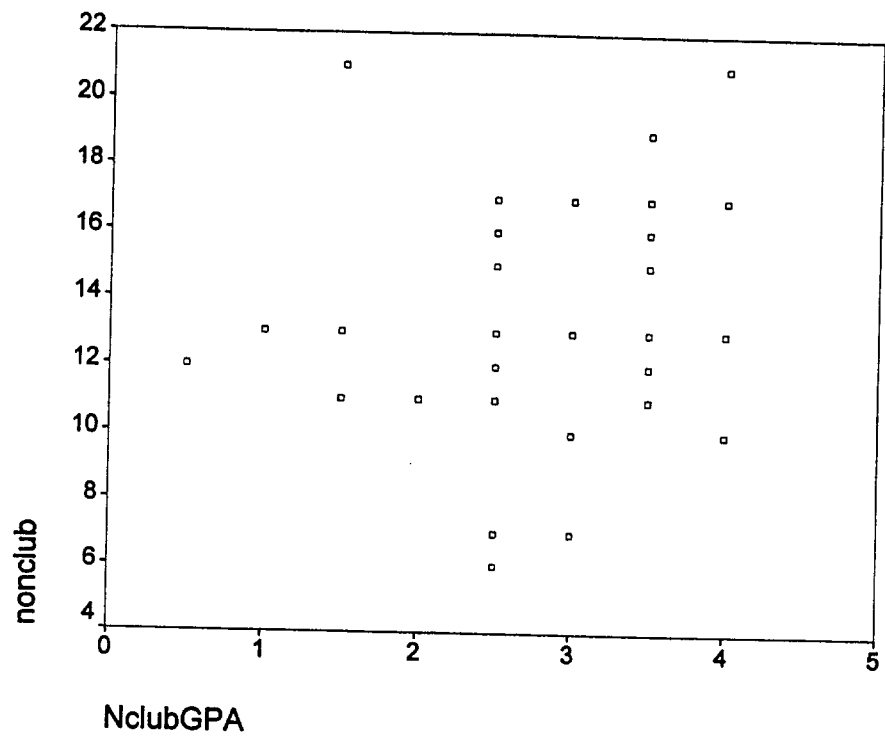


TABLE 4.5



Another T-Test was performed to address the second testable null hypothesis. Again there was a significant finding, ($p < .05$). For Hispanic non-club members, $M = 2.765$, $SD = .872$. For club members, $M = 3.119$, $SD = .879$. The second null hypothesis is rejected. Hispanic club members do have a higher academic achievement level (higher GPA), than nonparticipants.

A Paired Samples T-Test was executed as well. The I/E and GPA of Hispanic student non-club members was paired, the I/E and GPA of club members was also paired. The findings showed significance ($p < .0001$), but failed to correlate. (Table 4.5)

DISCUSSION

In chapter 1, in the ASSUMPTION section, one of the items mentioned did occur. A drastic influential force/professional misconduct was engaged during this study. This force took the form of the presidential impeachment. Thus in the Rotter I/E scale, #29a and 29b, which specifically deals with politicians behavior, nearly all agreed with the statement that "Most of the time I can't understand why politicians behave the way they do." The score for nearly all of the participants was at least one point higher due to this.

The failure of locus of control and GPA to correlate does not reduce the significance of locus of control, but it may be indicative that something else is also having an effect.

SUMMARY

In this study, the two null hypothesis posed are both rejected. The first, Hispanic students in a proctored Hispanic organization do not show a greater frequency of Internal

Locus of Control was rejected, a significant finding was found in frequency of internal locus of control in this population. The second null hypothesis, Hispanic students in a proctored Hispanic organization do not show a higher academic achievement level than non participants was also rejected, a significant finding was found in the incidence of higher GPA for the proctored students.

CHAPTER 5

The initiation of this study by the researcher was made to address one seemingly important facet of determinant in academic achievement and to examine the relation of this to the Hispanic student population. In this final chapter of this study the first four chapters will be briefly summarized. Conclusions from this research study are reviewed along with implications for future research as a result of this project.

SUMMARY

In the beginning of this research study the need for an investigation of this issue was addressed. It was asserted that if locus of control has an impact on the academic achievement of Hispanic students it warrants consideration. The purpose of this research study is to discover whether locus of control has a significant effect on academic achievement of Hispanic students and whether being in a proctored Hispanic self-esteem program has a significant relationship to locus of control and academic achievement. Definitions of some important terms were given to assist the neophyte. Assumptions were made regarding the naive nature of the students involved in this study and the testing procedure. Consistency in testing the students in this study was another assumption as well as the lack of drastic influential forces. The Hispanic students in this study were also assumed to have the commonality of culture, they were self-identified as Hispanic.

Chapter 2 contains a review of literature found on the subject of locus of control. The research is organized in a fashion that presents the historical perspective first. Social Learning Theory, Attribution Theory and Intrinsic Motivation Theory are discussed in light of their contribution to the construct of locus of control. A more up to date review follows on locus of control as it pertains to one's reaction to environment, what characteristics and behaviors are common among those having an internal contrary to an external locus of control. Those having an internal LOC are more likely to be high achievers and have higher SES status. External LOC is more commonly linked to lower SES and minority groups and lower academic achievement.

In Chapter 3, the procedures used, including the sample, measures, hypothesis, design and the analysis is covered. The sample in this study includes 55 students, 21 Hispanic students in a proctored club and 34 uninfluenced. Of the 21 proctored Hispanic students, 13 were female 8 were male. Of the 34 non-club members, 18 were female 16 were male. All students in the study are from the same area, Cumberland County in South Jersey. The measures used in this study include the Rotter Internal/External Locus of Control Scale and their academic achievement determined by their answers to the School Grade Point Average (GPA) Measure. The procedures for administration of these measures are described in the design section. The two testable hypothesis are also stated in this chapter and they are as follows: 1. Hispanic students in a proctored Hispanic organization/club show a greater frequency of Internal Locus of Control. 2. Hispanic students in a proctored Hispanic organization/club show a higher academic achievement level than nonparticipants. The null hypothesis are also stated. In the analysis section it is asserted that a descriptive

analysis of the data will be used to extrapolate the findings of the relationship of locus of control, academic achievement and Hispanic club membership.

Chapter 4 is the analysis chapter. Here the findings are presented once the data is collected and analyzed. After a restatement of the hypothesis, the analyzed data is presented with tables. The data is interpreted, both null hypothesis are rejected. A discussion section was added to address certain data and findings. Such as, the proctor of the Hispanic student club members was very involved and may not be truly representative of a typical proctor, a drastic influential force did occur during this study, the Clinton/Lewinsky affair (the presidential impeachment).

CONCLUSIONS

The conclusion reached by this research study is that there is a significant relationship between locus of control and academic achievement in Hispanic students. Further, Hispanic students that held membership in a proctored self-esteem program/club showed a significant frequency of internal locus of control and higher academic achievement.

IMPLICATIONS FOR FUTURE RESEARCH

Locus of control and academic achievement showed a significant relationship but failed to correlate. This is perplexing and allows for speculation. In the future another study may be initiated to investigate another influential factor, such as self-efficacy. The Hispanic

student population continues to grow. As previously stated, this population is made up of several similar but non-homogeneous people. The application of locus of control may or may not apply in the same manner to different groups within this body. Another future research study may explore the extent of cultural similarity and subsequent interventions.

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APPENDIX A

INSTRUCTIONS

This is a questionnaire to determine the way in which certain important events in our society affect different people. Each numbered item consists of a pair of statements, lettered A or B. Please select the statement in each numbered item that best represents your belief. Select only one of the two statements. You must choose *one* of the two, select the one that is closest to your belief. There are no right or wrong answers.

Do not spend too much time on any item. *Be certain to circle one statement in each item.* In some circumstances you may discover that you believe both statements or neither. In such incidences, *select the statement which is most similar to your belief.* View each item independent from the other items, do not be influenced by previous statements or choices.

Circle the statement in each numbered item which is most representative of you belief.

1. A. Children get into trouble because their parents punish them too much.
 B. The trouble with most children nowadays is that their parents are too easy with them.
2. A. Many of the unhappy things in people's lives are partly due to bad luck.
 B. People's misfortunes result from the mistakes they make.
3. A. One of the major reasons why we have wars is because people don't take enough
 interest in politics.
 B. There will always be wars no matter how people try to prevent them.
4. A. In the long run people get the respect they deserve in the world.
 B. An individual's worth often passes unrecognized no matter how hard he tries.
5. A. The idea that teachers are unfair to students is nonsense.
 B. Most students don't realize the extent to which their grades are influenced by
 accidental occurrences.
6. A. Without the right breaks one cannot be an effective leader.
 B. Capable people who fail to become leaders have not taken advantage of opportunities.
7. A. No matter how hard you try some people just don't like you.
 B. People who can't get others to like them don't understand how to get along with
 others.
8. A. Heredity plays the major role in determining one's personality.
 B. It is one's experiences in life which determines what they are like.
9. A. I have often found that what is going to happen will happen.
 B. Trusting to fate has never turned out as well for me as making a decision to take a
 definite course of action.
10. A. In the case of a well prepared student there is rarely, if ever, an unfair test.
 B. Many times exam questions tend to be so unrelated to course work that studying is
 useless.
11. A. Becoming a success is a matter of hard work, luck has little or nothing to do with it.
 B. Getting a good job depends mainly on being in the right place at the right time.
12. A. The average citizen can have influence in government decisions.
 B. This world is run by the few people in power, there is not much the little guy can do.
13. A. When I make plans, I am almost certain I can make them work.
 B. It is not always wise to plan too far ahead because many things turn out to be a matter
 of good or bad fortune any how.
14. A. There are certain people who are just no good.
 B. There is some good in everybody.

15. A. In my case, getting what I want has little or nothing to do with luck.
 B. Many times we might just as well decide what to do by flipping a coin.
16. A. Who gets to be the boss often depends on who was in the right place first.
 B. Getting people to do the right thing depends upon ability, luck has little to with it.
17. A. as far as world affairs are concerned, most of us are the victims of forces we cannot understand or control.
 B. By taking an active part in political and social affairs people can control world events.
18. A. Most people don't realize the extent to which their lives are controlled by accidental happenings.
 B. There is really no such thing as "luck."
19. A. One should always be willing to admit mistakes.
 B. It is usually best to cover up one's mistakes.
20. A. It is hard to know whether or not a person really likes you.
 B. How many friends you have depends on how nice a person you are.
21. A. In the long run bad things are balanced by good things.
 B. Most misfortunes are the result of lack of ability, ignorance, laziness or all three.
22. A. With enough effort we can wipe out political corruption.
 B. It is difficult for people to have much control over the things politicians do in office.
23. A. Sometimes I can't understand how teachers arrive at the grades I get.
 B. there is a direct connection between how hard I study an the grades I get.
24. A. A good leader expects people to decide for themselves what they should do.
 B. A good leader makes it clear to everybody what their jobs are.
25. A. Many times I feel that I have little influence over the things that happen to me.
 B. It is impossible for me to believe that chance or luck plays an important role in my life.
26. A. People are lonely because they don't try to be friendly.
 B. there is little use in trying hard to please people, if they like you, they like you.
27. A. There is too much emphasis on athletics in high school.
 B. Team sports are an excellent way to build character.
28. A. What happens to me is my own doing.
 B. Sometimes I feel that I don't have enough control over the direction my life is taking.
- 29 A. Most of the time I can't understand why politicians behave the way they do.
 B. In the long run the people are responsible for bad government on a national as well as on a local level.

APPENDIX B

INFORMATION SHEET

1. Date of birth (month/date/year) _____

2. Gender: Male _____ Female _____

3. Grade in School: _____

4. Which of the following best describes the grades you usually get in school?

Mostly A's _____	About half A's and half B's _____
Mostly B's _____	About half B's and half C's _____
Mostly C's _____	About half C's and half D's _____
Mostly D's _____	Mostly below D _____

5. What is your cumulative GPA to date? _____

6. Indicate the highest level of education completed by each person

Mark one answer for each column:

	Mother/guardian	Father/guardian
Some grade school	_____	_____
Finished grade school	_____	_____
Some high school	_____	_____
Finished high school	_____	_____
Some college or 2 year degree	_____	_____
4 year college degree	_____	_____
Some school beyond college	_____	_____
Professional or graduate school	_____	_____
Don't know	_____	_____