ABSTRACT

A Study of Academic Performance in Relation to Loneliness, Neuroticism and Locus of Control Among University Students.

The academic performance plays vital role in the academic career of the individual and in the future progress. It is, therefore, highly significant to identify the important variables which may affect academic performance. Thus the present study was undertaken to examine the impact of three important personality variables namely loneliness, neuroticism and locus of control on academic performance. More specifically, the main objectives of the study were (1) to investigate the relationship between academic performance and loneliness, i.e., to see whether or not high and low lonely subjects differ with respect to academic performance; (2) to investigate the relationship between academic performance and neuroticism, i.e., to see whether or not subjects with high and low level of neuroticism differ with respect to academic performance; (3) to investigate the relationship between academic performance and locus of control, i.e., to see whether or not internally oriented and externally oriented subjects differ with respect to academic performance; (4) to investigate interactional effects between loneliness and neuroticism, between loneliness and locus of control, between neuroticism and locus of control and among loneliness, neuroticism and locus of control on academic performance.

To achieve these objectives a 2x2x2 factorial design in which three personality variables (i.e., loneliness, neuroticism and locus of control) each
variable varying in two ways, was used. Thus there were eight groups of subjects; each group consisted of 50 subjects, making a total of 400 subjects who participated in the present study. These subjects were randomly selected from post graduate students, Faculty of Arts and Social Sciences, A.M.U., Aligarh.

In order to form above mentioned eight groups of subjects, Loneliness Scale developed by Russell, Peplau and Cutrona (1980), Neuroticism Scale Questionnaire, developed by Scheier and Cattell (1961), and Locus of Control Scale (I-E Scale), developed by Rotter (1966), were administered on 800 Post Graduate students. They all belonged to same socio-economic and cultural background. The age of the subjects ranged from 18 years to 28 years. On the basis of their scores on these various scales, these eight groups were formed. Academic performances of these eight groups of subjects, so formed, were assessed by recording their average performance in three consecutive examinations (two promotional and one final year examination). The data, thus, obtained were tabulated group wise and were statistically analyzed by means of three way analysis of variance (ANOVA).

The results revealed that loneliness has profound impact on academic performance. It was found that high lonely subjects secured markedly lower marks in three consecutive examinations as compared to low lonely subjects. Neuroticism was found to have no differential effect on academic performance, i.e., subjects with high level of neuroticism and subjects with low level of
neuroticism did not differ with respect to their academic performance: both groups secured more or less equal marks in three consecutive examinations.

Similarly, locus of control did not influence academic performance. Though unexpected, internally oriented subjects and externally oriented subjects did not differ with respect to academic performance: both groups nearly obtained equal marks in three consecutive examinations. All the interactional effects were found statistically insignificant. These findings were discussed in the light of previous researches and other possible explanations were provided. Moreover implications of the findings in academic area were discussed and need for further researches in this area were emphasized.