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RELATIONSHIP BETWEEN LOCUS OF CONTROL AND TIME MANAGEMENT DISPOSITION OF COLLEGE STUDENTS

The article presents the results of the study of the locus of control of students, and their ability to organize their time. The paper presents materials of empirical research. The purpose of the work is to study the peculiarities of the attitude to time of students with different locus of control.

Keywords: locus of control, time management, responsibility, social competence, self-efficacy, personal value of time.

ВЗАИМОСВЯЗЬ ЛОКУСА КОНТРОЛЯ СО СПОСОБНОСТЬЮ К ТАЙМ-МЕНЕДЖМЕНТУ СТУДЕНТОВ

В статье представлены результаты исследования локуса-контроля студентов, и их умения организовывать свое время. В работе представлены материалы эмпирического исследования. Цель работы – изучить особенности отношения ко времени студентов с разным локусом контроля.

Ключевые слова: локус контроля, тайм-менеджмент, ответственность, социальная компетентность, самоофективность, личная ценность времени.

Introduction. Responsibility and the “locus of control” as its indicator are the central sign of a student's social competence, which includes the ability to take into account the consequences of committed and imperfect actions for oneself and others, the ability to imagine such consequences not only intellectually, but also emotionally.

According to Rotter, locus of control refers to people's perception of who or what is responsible for the outcome of certain behaviors in life. Today, psychology distinguishes and measures several closely related concepts – locus of control, self-efficacy, self-esteem, neuroticism, perceived behavioral control, self-control, etc. Although the vast literature on each has evolved somewhat independently, Judge et al. came to the conclusion that in fact locus of control, self-efficacy and neuroticism are all markers of the same concept of a higher order. Moreover, they argue that – along with self-esteem – these three constructs form the basis for the basic self-esteem of people, that is, their fundamental assessment of themselves and their own self-esteem. Likewise, Ajzen I. argues that locus of control and self-efficacy together form a broader concept that can be called “perceived behavioral control.”

The locus of control occupies a dominant position in the organization of activities by the subject, in making decisions and regulating its activities. Taking responsibility for events in life enables the subject of learning to coordinate not only educational activities, but also others, such as, for example, the sphere of interpersonal communication.

A person's locus of control can vary from situation to situation, depending on two main factors: past experience of success and expectations. Studies have shown that students who are successful in their educational programs change the locus of control from external to internal. Based on similar findings, it has been suggested that stress coping environments and controlled risk education (eg, outdoor adventure programs) can influence people's locus of control. It has also been found that a change in socioeconomic status can affect an individual's locus of control.

Many Chinese and foreign scientists are very interested in cross-cultural study of the locus of control. There are some differences in the tendencies of the locus of control among people from different cultural backgrounds. In 1969, Hsieh et al. used the IE Rotter scale to compare 239 British-American high school students with 343 high school students in Hong Kong. The results showed that Anglo-Americans tended to be under internal control, while Chinese from Hong Kong tended to be under external control. Similarly, Xiao Li and Chen Zhonggen used the Levenson IPC scale to compare 179 college students in Beijing with those born in the United States in 1974. The results showed that the American subjects had more internal control than the Chinese. The results of Wang Dengfeng's cross-cultural research also support the above views. In comparison, Chinese students are more prone to external control. There are three reasons for this difference: cultural differences, socioeconomic differences, and differences in parenting styles.

A person's locus of control can change and develop with age. Hopkins points out that younger children are often more likely to act according to a predominantly external locus of control, whereas by comparison, older students are more likely to act according to an internal locus of control. Anderson (Pratt, 1987: 21) argues that it may even be the case that people

with a greater tendency toward an internal locus of control may change to a greater tendency toward an external locus of control. This could be due to a specific experience that the person has had. Further, the perception of aggression as a possible result of the perception of frustrations and their management in accordance with the person's perception of his own locus of control is discussed. A person's locus of control can change and develop with age. Hopkins points out that younger children are often more likely to act according to a predominantly external locus of control, whereas by comparison, older students are more likely to act according to an internal locus of control. Anderson (Pratt, 1987: 21) argues that it may even be the case that people with a greater tendency toward an internal locus of control may change to a greater tendency toward an external locus of control. This could be due to a specific experience that the person has had. Further, the perception of aggression as a possible result of the perception of frustrations and their management in accordance with the person's perception of his own locus of control is discussed [21].

Locus of control is a special personal characteristic, depending on which people are divided into those who are more sensitive to situational influences, and those whose behavior is mainly determined by personal dispositions. A person's belonging to one or another type of localization of control affects various characteristics of his psyche and behavior. And one of these characteristics is the ability to manage your time.

Time is an integral part of life and the trajectory of a person's life. The problem of organizing time in psychological research arose with the development of a new direction – time management. In modern conditions of social instability, the factor of organizing time takes on special significance for a person. The ability to organize time, the use of time as a means of self-development and self-improvement of an object is one of the important life abilities of a person.

The contradictions that arise among students in their striving to effectively use and organize their time can be in the plane of the locus of control. In this regard, it becomes necessary to study the attitude to time of students with different levels of subjective control.

The purpose of the study is to study the characteristics of the attitude to time of students with different locus of control.

Material and methods. The study of the locus of control was carried out with the participation of first year students (61.6%) and graduates (38.4%) of Sichuan University of International Studies, Sichuan Industrial and Commercial Polytechnic College and Chengdu Professional College of Arts, whose average age was 20.3 years. The study involved 114 male students (48.1%) and 123 female students (51.9%). A total of 300 questionnaires were distributed by random sampling. A total of 237 valid questionnaires were collected with an effective recovery rate of 79% (number of questionnaires returned / number of questionnaires sent out), except for those who did not answer all questions or did not answer the questions carefully.

The study was conducted using the Locus of Control scales (Levenson, 1981), the Time Management Disposition Scale. The Locus of Control scale (Levenson, 1981) is a Chinese version that includes three factors: "Locus of control: internal", "Locus of control: others powerful", "Locus of control: chance" (IPC scale). Each scale can be considered independent in order to describe some of the subjects' views on causation. Internality (I) measures how much people believe they are in control of their lives. Powerful Others (P) includes the question of whether subjects believe that other people can control events in their lives. The case scale (C) measures the degree to which a person believes that an incident can affect their life experience and the outcome of events. Each subscale contains 8 items, and the entire scale consists of 24 items, which are graded on a 7-point Likert scale. Thus, the score for each subscale ranges from 0 to 48.

The Time Management Disposition Scale (Adolescent Time Management Scale) (ATMD) was compiled by Huang Xitin Huang and Zhang Zhijie. The scale consists of 44 items and is divided into 3 subscales: the time value scale (including the social value of time

and the personal value of time), the time control scale (including goal setting, planning, priority setting, time allocation, results and feedback), and the performance scale time (including the effectiveness of time management and the effectiveness of time management behavior). Those with high scores, respectively, indicate that they value the function and value of time more highly, or they use more time to monitor behavior in daily life, or they value their time management abilities highly. The number of elements making up three dimensions is 10, 24 and 10, respectively.

Results and its discussion. As a result of the study, data were obtained indicating that the locus of control of students is more inclined to internal control, that is, they largely believe that they themselves are in control of their lives, and are not influenced. by accident or by other people. The results of the study of the locus of control are presented in Table 1.

Table 1 – Locus of control of college students (N=237)

	Mean	Std
Internality	35.09	5.826
Chance	33.27	6.930
Powerful others	33.07	7.207

It should be noted that the study did not establish differences in the locus of control among students depending on gender. However, significant differences were revealed depending on the year of study. The data are presented in Fig. 1.

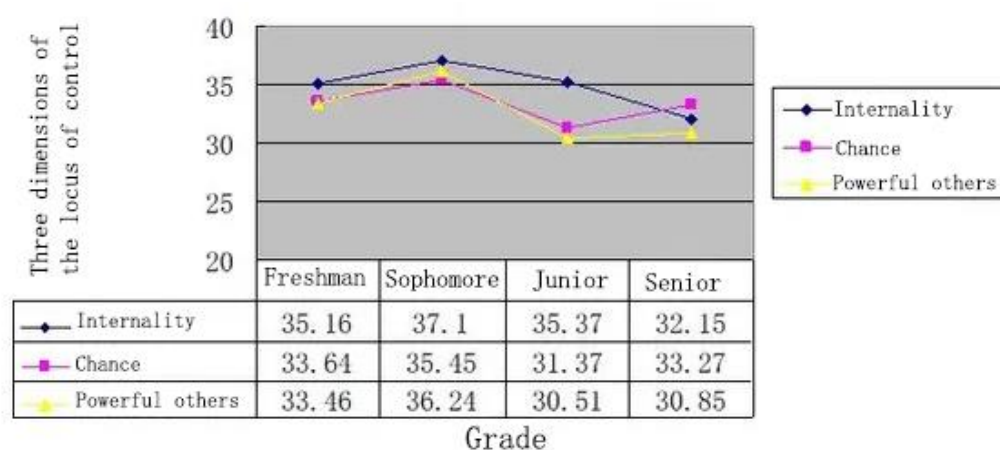


Figure 1 – The differences in the three dimensions of locus of control among grades

All three measurements of the locus of control peak in the second year. Secondary school education in China is still at the stage of learning book knowledge. Students who can go to universities are quite confident in their grades. As the saying goes, "Newborn calves are not afraid of tigers," all students are admitted to the university after hard study in high school. Thus, the opportunity to go to university makes people feel that it is achieved through their own efforts and abilities. They feel they will show greater ambition in the wider world of the university, which will further strengthen their inner identity. One year of study and life at university gives people a completely different learning and experience than they did in high school. At the same time, this year allows them to become aware of the impact of chance and influential people on their lives, for example, in interpersonal relationships, social activities, and so on.

This study showed that all subscales of the three dimensions of the locus of control peak in the second year and then slowly decline. Internal control tends to decrease from the second year of school, even lower than in the first year, indicating that people have realized that many things are beyond their control from the second year. After a year of college, people turn into high school students and start thinking and solving problems from a new perspective to better adapt to college life.

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Average data on the Time Management Disposition Scale (Adolescent Time Management Scale) (ATMD) are presented in Table 2.

Table 2 – time management deposition of college students (N=237)

	Mean	Std
Sense of time value	33.77	5.182
Sense of time control	79.51	10.133
Sense of time efficacy	33.46	5.141

It should be noted that there were no significant differences in the control time control scales among students depending on gender and year of college education.

The correlation between the locus of control and the distribution of time among college students is shown in Table 3.

Table 3 – Correlation among dimensions of locus control and the time management deposition of college students

	1	2	3	4	5	6
1 Internality	1					
2 Chance	0.34**	1				
3 Powerful others	0.29**	0.73**	1			
4 Sense of time value	0.49**	0.19**	0.13	1		
5 Sense of time control	0.47**	0.25**	0.22**	0.58**	1	
6 Sense of time efficacy	0.51**	0.15*	0.18**	0.62**	0.73**	1

Note: ** means significance at a confidence level of 0.01, * means significance at a confidence level of 0.05.

As can be seen from Table 3, within the locus of control scale, the correlation between randomness and strong others reaches a high correlation of 0.73. However, the correlation between inner character and chance, between inner character and strong others was 0.34 and 0.29, respectively, indicating an average level. Within the time management sedimentation scale, correlations between the three subscales ranged from 0.58 to 0.73, showing strong correlation.

Internality is closely related to all dimensions of time management ($0.47 < r < 0.51$). The higher the internality, the higher the time management readings. There is a moderate correlation between randomness and delayed time management ($0.15 < r < 0.25$). Measuring others'

strengths does not significantly correlate with a sense of the value of time, but moderately correlates with a sense of control over time and a sense of time efficiency ($0.18 < r < 0.22$).

Analysis of the relationship between internality and time management.

This study found that there is a high correlation between intrinsic character and the three dimensions of time management readings, while there is a moderate correlation between randomness and the three dimensions of time management. Meanwhile, powerful others have no significant correlation with a sense of the value of time and moderate correlation with a sense of control over time and a sense of the effectiveness of time. When using three dimensions of the sources of psychological control to create a linear regression with one variable to the measurement of the value of time in precipitating time management, it is found that only the inner side matters, while the coefficients measuring randomness and measuring the strengths of others do not matter. Similarly, only the measurement of internality matters when the three dimensions of the locus of control were regressive with a sense of time control and a sense of time efficiency. All of this indicates that the measurement of internal control can positively predict failure in time management, demonstrating that college students are more likely to believe they can control their lives, act confidently, proactively, and positively, and pay more attention to their own role internal factors. Research has shown that people with an internal locus of control are more committed to the pursuit of knowledge and a learning culture than people with an external locus of control. The reason is that they believe they should be held accountable for their own results, knowledge base, cultural quality level, while the scale of their success depends entirely on their own efforts. Individuals with an internal locus of control tend to have a higher level of achievement and achievement motivation than people with an external locus of control. They feel more confident, more proactive, and less anxious.

Thus, people with a high level of internality will view their lives positively because they believe that they are in control of their destiny, that they can use their resources to achieve their goals, and that they are flexible about things. In addition, they are better at managing their time, better coping with life events, and better at coping with tasks.

Conclusion. The conducted research has confirmed the hypothesis put forward by us – that students with different locus of control are characterized by their own peculiarities in relation to time. The results obtained in the course of the research can be used in the work of a practical psychologist with students, in the actual time management for them.

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