



## Comparative study of the teachers under training and teachers in service with the locus of control

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### ABSTRACT

*The present paper on locus of control among teachers under training and teachers in service in relation to their gender differences between student teachers and teachers in service of 600 teachers were selected randomly; out of which 300 were student teachers (B.Ed. students) and 300 were the working teachers. Out of this sample 150 were male and 150 were female teachers under training and similarly 150 were male and 150 were female school teachers and data was collected by using by Dr. Hasnain and Dr. Joshi. t-test was used to analyzed the data, from the data it is found that Teachers under training and teachers in service differed each other on the external locus of control and not on the internal LOC. Male and female teachers under training also differed on external and total locus of control and not on internal LOC.*

**KEYWORDS :** locus of control, internal, external, teachers under training, teachers in service.

### INTRODUCTION

The construct of locus of control is a personality dimension involving an individual's perceived control over events occurring in his life. People are having internal or external locus of control. Locus of control refers to a person's beliefs about control over life events. Locus of control is the extent to which people believe that they are responsible for their behavioral outcomes. It has often been cited as an important factor in achievement oriented behavior. Some people feel personally responsible for the things that happen to them. Those people are labeled internals. People with an internal locus of control tend to believe their behavior influences outcomes, while those with an external locus of control tend to attribute outcomes to outside forces such as fate, chance, luck and other people. They feel that their outcomes in life are determined by forces beyond their control. These people are labeled as externals.

Obviously, most people fall between the two extremes forming a continuous distribution of locus of control beliefs. Locus of control is thought to be relatively enduring dispositional characteristics, although certainly modifiable through experience. People need to believe in their own abilities to achieve and be happy. They need to develop a sense of control. People's locus of control influences how they view the world and how they identify the causes of success or failure in their lives. Internal factors mean personal whereas external are situational ones.

### STUDIES ON LOCUS OF CONTROL

Rotter's social learning theory (1954, 66) is the source of the concept of locus of control. The first measure of the constructs as an interpersonal variable was developed by Phares (1955), and was later revised by James (1957). Other measures followed shortly thereafter (Bialer, 1961, Grave 1961; Battle and Rotter 1963; Crandall, Kathovsky and Crandall 1965; and Rotter 1966).

There are conflicting theoretical positions with respect to the predicted relationship between locus of control and academic achievement. The first investigation to relate locus of control with achievement behaviour was reported by Crandall et.al. (1962). Mc. Ghee and Crandall (1968) found that in general, internals made better grades than externals.

William and Stephens (1968) revealed a negative relationship between externally and grades. Otten (1977) reported that internal locus of control was significantly related to greater academic achievement.

Michele Marie Moore (2006) reports by studying achieving gifted (AG), under achieving gifted (UAG), and non gifted (NG) students that under achieving gifted students were more externally oriented than achieving gifted students. She further adds that non gifted students

were more externally controlled than achieving gifted students. In regard to underachievers, males were more externally controlled than females.

Sukhdeep (2011) in her study on Emotional Intelligence of Gifted Students in relation to their Locus of control and Self-Efficacy" concluded that gifted children differed with normal children on the internal and not on external locus of control; where gifted students were better on the internal locus of control than the non-gifted students. No sex differences were there on either external or internal LOC and no differences were found on both LOC between rural and urban students. She also found a positive and significant relationship between emotional intelligence and locus of control, where the internally oriented students have high emotional intelligence and externally oriented students have low E.I.

### Objectives of the Study

The present study focused on the following objectives:

- To measure the locus of control of the teachers under training and teachers in service.
- To find out the significant differences on locus of control on the basis of sex (male and female) of the teachers whether under training or in service as well as differences between student teachers and teachers in service.

### HYPOTHESES

On the basis of the objectives, the following hypotheses have been framed:

1. There is no significant differences between male and female teachers, whether under training and in service on locus of control.
2. There is no significant differences between teachers under training and teachers in service on psychological variables like locus of control.

### RESEARCH DESIGN

In the present study, descriptive and survey method was used. For measuring the locus of control and self-efficacy were administered to the subjects. Here locus of control was the dependent variable, whereas, (i) gender, i.e., male and female teachers, (ii) type of teachers, i.e. student teachers (B.Ed students) who were undergoing training for teaching profession and trained teachers who were in jobs and working in some schools were independent variables.

### SAMPLE

A sample of 600 teachers were selected randomly; out of which 300 were student teachers (B.Ed. students) and 300 were the working teachers. Out of this sample 150 were male and 150 were female

teachers under training and similarly 150 were male and 150 were female school teachers.

**TOOLS/TESTS USED**

The most widely used test to measure locus of control as a generalized personality characteristics is the I-E scale of Rotter (1966). But the test constructed and adapted by Dr. Hasnain and Dr. Joshi was used.

**Table 4.15**  
**Means, SDs and SEs of the scores of internal and external LOC for male and female teachers under training and teachers in service**

LOC	Males (N = 150)	Teachers under Training (N = 300)			Teacher in-service (N = 300)			G Total (N = 600)	
		Female (N = 150)	Total (N = 300)	Males (N = 150)	Female (N = 150)	Total (N = 300)			
I	Internal	M	18.06	18.60	18.33	18.83	18.91	18.87	18.60
		SD	3.951	4.119	4.038	3.464	4.056	3.765	3.950
		SE	0.323	0.336	0.233	0.283	0.331	0.217	0.160
II	External	M	22.96	26.04	24.50	24.75	26.81	25.78	25.14
		SD	6.396	5.884	6.326	5.711	5.529	5.706	6.053
		SE	0.522	0.480	0.365	0.466	0.451	0.329	0.247
Total	SD SE	M	41.02	44.64	42.83	43.57	45.71	44.64	43.74
			7.228	7.603	7.624	6.711	7.281	7.072	7.403
			0.590	0.621	0.440	0.548	0.594	0.408	0.302

**4.2.1 Differences between Teachers under Training and Teachers In-service on Locus of Control**

First of all, an attempt was made to know the significant differences between the teachers under training and teaches in service both males and females separately as well as combined group on the internal and external locus of control.

**The mean scores differences on internal and external as well as total locus of control for the teachers under training and teachers in service.**

Significant difference between teachers under training and teachers in service were found on external and total locus of control as t-values of 2.605 and 3.016 were significant at 0.01 level. Here the teachers in service were getting higher mean score (M = 25.78 and 44.64) as compared to the teachers under training (M = 24.50 and 42.83). But in the case of internal LOC, as t-ratio was not significant; so the difference was not significant between the two types of teachers on this aspect of LOC.

**The mean scores differences on the internal-external and total LOC between the male teachers under training and male teachers in service.**

Significant differences were observed in the external and total LOC; as the t-ratios of 2.558 (P < .05) and 3.167 (P < .01) were statistically significant. Teachers in service were getting higher mean scores (M = 24.75 & 43.57) as compared to the teachers under training (M = 22.96 and 41.02). In the case of internal LOC; as t-ratio was not significant; so there was no significant difference between male teachers under training and male teachers in service.

**The mean scores differences between the female teachers under training and female teachers in service on internal, external and total LOC.**

As per the above table, no significant differences were evinced between the female teachers under training and female teachers in service on internal, external and total locus of control; as all the t-ratios were calculated to be statistically non-significant.

**4.2.2 Sex Differences on Locus of Control of Teachers**

An attempt was made here to know the sex differences on internal, external and total locus of control for the teachers under training and teachers in service separately as well as for the combined group.

**The mean scores differences on internal, external and total LOC for the male and female teachers under training.**

Significant sex differences were observed on the external and total LOC and not on the internal locus of control between male and female teachers under training; as t-values of 4.343 and 4.226 were significant at 0.01 level. The female teachers under getting higher mean

**Procedure for Data Analysis**

After the data collection, the statistical analysis was computed. Means, SDs and SEs of all the variables were found out for male and female teachers both under training and in service separately. t-ratios were calculated in order to find out the significant differences on the scores of all variables under study between male and female teachers under training as well as teachers in service.

score (M = 26.04 and 44.64) as compared to the female counterparts (M = 22.96 and 41.02).

The mean score differences on internal, external and total LOC between the male and female teachers in service.

As the above table shows that male and female teachers in service differed significantly on the external and total locus of control, but not on the internal LOC as t-values of 3.177 and 2.648 were significant statistically at 0.01 level. Here, again the female teachers in service were getting higher mean scores (M = 26.81 and 45.71) than the males teachers in service (M = 24.75 and 43.57).

**The mean scores differences on internal, external and total locus of control between the male and female teachers as a combined group.**

The same results were found again; as the differences between male and female teachers existed on the external and total locus of control and not on the internal LOC; as t-values of 5.318 and 4.853 were statistically significant at 0.01 level. Here again the female teachers got higher mean score (M = 26.42 and 45.18) as compared to the male counterparts (M = 23.85 and 42.30).

**Findings of the Study**

1 Teachers under training and teachers in service differed each other on the external and total locus of control and not on the internal LOC. Here teachers in service were more externally oriented than the teachers under training. Male teachers under training also differed with male teachers in service on the external and total locus of control and not on internal LOC; where the male teachers in service were more externally oriented. But in case of female teachers under training and female teachers in service were concerned; no significant differences existed on internal, external and total LOC.

Male and female teachers under training also differed on external and total locus of control and not on internal LOC; where female teachers trainees were more externally oriented. The same results were found in case of male & female teachers in service as well as male and female teachers as a combined group.

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