

A COMPARATIVE STUDY OF LOCUS OF CONTROL AMONG TEACHERS

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ABSTRACT

In psychology locus of control refers to the extent to which individuals believe they can control events affecting them. Understanding of the concept was developed by Julian B. Rotter in 1954, and has since become an aspect of personality studies.

The investigator tried to find out the level of locus of control among the high school teachers of Kalaburagi district, this study reveals the difference between government and private teachers those are serving in different conditions. The investigator hypothesized that there would be a significance difference in the level of locus of control between the teachers of government and private schools of Kalaburagi district, the sample was chosen randomly fifty Physical Education teachers from Government schools and fifty Physical Education teachers from private schools of Kalaburagi district, The scale of locus of control developed by Dr.Hasnain, dept of psychology and Dr.D.D.Joshi, Dept. of Education to measure the level of locus of control among government and private teachers, the collected the data was statistically analyzed through the statistical techniques like mean, sd. t test, to find the result of the research study. After interpretation of collected data the result revealed that the Government teachers have internally oriented locus of control and the private teachers have externally oriented locus of control.

Key words -Professional condition, Locus of control.

LOCUS OF CONTROL

Locus of control is a term in psychology which refers to a person's belief about what causes the good or bad results in his or her life, either in general or in a specific area such as health or academics. This concept, which was developed by Julian B. Rotter in 1954, has become an important aspect of personality studies. Locus of

Control refers to the extent to which individuals believe that they can control events that affect them. Individuals with a high internal locus of control believe that events result primarily from their own behavior and actions. Those with a high external locus of control believe that powerful others, fate, or chance primarily determine events. Those with a high internal locus of control have better control of their behavior and tend to exhibit more political behaviors than externals and are more likely to attempt to influence other people; they are more likely to assume that their efforts will be successful. They are more active in seeking information and knowledge concerning their situation than do externals. The propensity to engage in political behavior is stronger for individuals who have a high internal locus of control than for those who have a high external locus of control. One's "locus" (Latin for "place" or "location") can either be internal (meaning the person believes that they control their life) or external (meaning they believe that their environment, some higher power, or other people control their decisions and their life). Locus of control is defined as a generalized expectancy of internal or external control reinforcement (Rotter, 1966).⁶The internally controlled individual believes that reinforcement is attributable to his/her own ability or efforts. The externally controlled individual believes that reinforcement is attributable to fate, chance, or some powerful external force. The internal-external locus of control dimension has been one of the most widely researched personality variables in recent years. Numerous researchers have investigated the relationship between the perception of locus of control reinforcement and different aspects of personality, including perceived stress, motivation to attain goals, personal adjustment, hostility, and problem-solving strategies. However, relatively few studies have examined the relationship between age and locus of control beliefs, and surprisingly little is known about the nature of locus of control changes in adolescence. As Sherman (1984) noted, the vast majority of studies dealing with development of locus of control beliefs are cross-sectional in design. Baltes and Nesselroade (1972) point out that cross-sectional research confounds cultural and maturational components of change. According to them, the only way is not to confuse these factors and is to adopt longitudinal designs.

INTERNAL LOCUS OF CONTROL – BENEFITS.

In general, people with an internal locus of control:

- *Engage in activities that will improve their situation.
- *Emphasize striving for achievement.
- *Work hard to develop their knowledge, skills and abilities.
- *Are inquisitive, and try to figure out why things turned out the way they did.

*Take note of information that they can use to create positive outcomes in the future.

*Have a more participative management style.

HOW TO DEVELOP THE INTERNAL LOCUS OF CONTROL

The Internal-External Locus of Control Scale, developed by Julian Rotter, is a valid predictor of personality and behavior. Those with an internal locus of control attribute successes and failures to personal efforts and abilities. Those with an external locus of control attribute successes and failures to circumstances and events beyond personal control. An individual must take responsibility for events in order to develop an internal locus of control.

EXTERNAL LOCUS OF CONTROL – BENEFITS.

An individual with an External Locus of Control is often seen as humble and agreeable. She may often share praise with those around her who really did very little to help out with a given project. This type of individual, while taking little credit for successes or failures, can be laid-back and enjoy a happy, relaxed life. A person with an external locus of Control is more likely to believe that his or her fate is determined by chance or outside forces that is beyond their own personal control. This strategy can be healthy sometimes. Like when dealing with failure or disaster but can also be harmful in that it can lead to feeling of helplessness and loss of personal control.

HOW TO IMPROVE YOUR EXTERNAL LOCUS OF CONTROL

A locus of control dictates a person's actions to a degree. A person can either have an internal or an external locus of control. Those with an internal locus of control believe that their actions have a direct effect on their lives and that outcomes depend on one. Those with an external locus of control believe the opposite; they think an external factor dictates outcomes in life. If you have an external locus of control, you can improve your life in a few simple steps.

METHODOLOGY

Keeping in view the research evidence, objectives and hypothesis, the researchers found it suitable to comparative method was taken for the research study. The present study deals with the locus of control comparing with the sample groups both government and private teachers working in deference conditions and circumstances, the study also showing the influence of job nature (permanent and temporary based) on the locus of control of the teachers of Kalaburagi district.

Objectives:

- ❖ To measure the psychological factor locus of control of the sample groups.
- ❖ To measure the locus of control among government teachers.
- ❖ To measure the locus of control among private teachers.
- ❖ To find out and compare the locus of among government and private Physical Education teachers of Kalaburagi district.

Hypothesis:

- ❖ There would be influence of job nature of the locus of control.
- ❖ There would be significant difference in the level of locus of control between government and private Physical Education teachers of Kalaburagi district.

The sample

Sample was chosen randomly fifty Physical Education teachers from government schools and fifty Physical Education teachers from private schools of Kalaburagi district selected by using simple random sampling technique,

Tools

This scale is developed by Roma & Pal (1985). This scale consists of 35 pairs of items in the form of two statements (a+b) in each items. All the B statements relate to externality while B items to internality. 2 marks are given to externality, 1 for internality. The range of the score is 0 to 77. Accordingly to manual the higher scores indicate high externality while the lower scores indicate internality. Reliability of scale is 0.82 and validity is adequate enough. Data collected from the both sample government and private teachers to test the research hypothesis of the study.

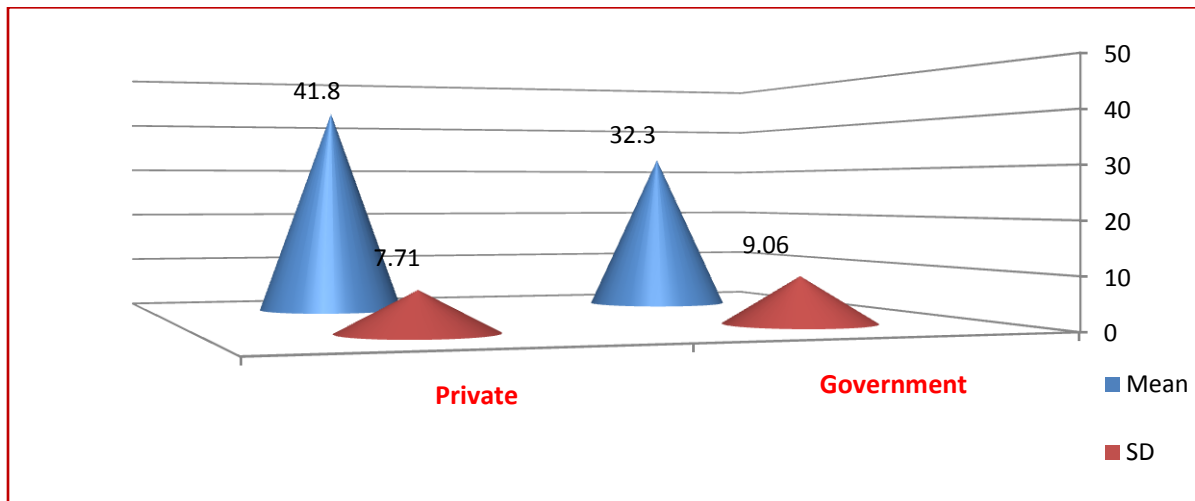
Statistical techniques used: Information gathered was put to suitable statistical treatment by using Mean, SD and t- test.

DATA ANALYSIS AND INTERPRETATION

Table showing locus of control among government of private teachers

Sample	N	Mean	SD	t- value
Government	50	32.30	9.06	2.530**
Private	50	41.80	7.71	

Significant at 0.05** level



The table and graphs showing that the government and private teachers locus of control both internal and external locus of control, the government teachers lower score in the test indicates that they are in internal locus of control, private teachers higher score showing the external locus in them, the result showing that the government teachers are having internal locus of control than the private teachers due nature of their job conditions.

CONCLUSIONS:

The study showing that the government teachers are having the internal locus of control and private teachers mean score indicates that they are having external locus of control in their personality, the study showing the influence of the job nature permanent & temporary job status also having the effect on the locus of control of the teachers.

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