

INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT & MANAGEMENT

I
J
R
C
M



A Monthly Double-Blind Peer Reviewed Refereed Open Access International e-Journal - Included in the International Serial Directories
Indexed & Listed at:

Ulrich's Periodicals Directory ©, ProQuest, U.S.A., EBSCO Publishing, U.S.A., Cabell's Directories of Publishing Opportunities, U.S.A.
as well as in Open J-Gate, India [link of the same is duly available at infibnet of University Grants Commission (U.G.C.)]

Registered & Listed at: Index Copernicus Publishers Panel, Poland

Circulated all over the world & Google has verified that scholars of more than 1500 Cities in 141 countries/territories are visiting our journal on regular basis.

Ground Floor, Building No. 1041-C-1, Devi Bhawan Bazar, JAGADHRI – 135 003, Yamunanagar, Haryana, INDIA

www.ijrcm.org.in

CONTENTS

Sr. No.	TITLE & NAME OF THE AUTHOR (S)	Page No.
1.	ANALYSIS OF IPOs UNDERPRICING: EVIDENCE FROM BOMBAY STOCK EXCHANGE <i>ROHIT BANSAL & DR. ASHU KHANNA</i>	1
2.	BANKRUPTCY PREDICTION OF FIRMS USING THE DATA MINING METHOD <i>ATIYE ASLANI KTULI & MANSOUR GARKAZ</i>	8
3.	THE EFFECT OF BASEL III REQUIREMENTS ON IMPROVING RISK-MANAGEMENT CAPABILITIES IN JORDANIAN BANKS <i>DR. MOHAMMED FAWZI ABU EL HAJJA</i>	12
4.	CAPITAL STRUCTURE DETERMINANTS: CRITICAL REVIEW FOR SELECTED INDIAN COMPANIES <i>DR. AVANISH KUMAR SHUKLA</i>	18
5.	IMPACT OF INFLATION ON BANK LENDING RATE IN BANGLADESH <i>EMON KALYAN CHOWDHURY</i>	23
6.	THE PERCEPTION OF BANK EMPLOYEES TOWARDS COST OF ADOPTION, RISK OF INNOVATION, AND STAFF TRAINING'S INFLUENCE ON THE ADOPTION OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN THE RWANDAN COMMERCIAL BANKS <i>MACHOGU MORONGE ABIUD & LYNET OKIKO</i>	27
7.	ICT, ELECTION AND DEVELOPMENT IN AFRICA <i>NDUONOFIT, LARRY-LOVE EFFIONG & ONWUKWE, VIVIAN CHIZOMA</i>	32
8.	MODERATING ROLE OF EMOTIONAL INTELLIGENCE TOWARDS STRESS AND EMPLOYEE PERFORMANCE IN THE INDIAN BANKING SECTOR <i>BEULAH VIJI CHRISTIANA.M & DR. V. MAHALAKSHMI</i>	35
9.	FACTORS INFLUENCING CUSTOMER LOYALTY IN MOBILE PHONE SERVICE - A STUDY WITH REFERENCE TO COIMBATORE CITY <i>DR. V.T.R .VIJAYAKUMAR & B.SUBHA</i>	39
10.	A STUDY ON OCCUPATIONAL STRESS AMONG GRADE I POLICE CONSTABLES <i>M.SHUNMUGA SUNDARAM & DR. M. JAYA KUMARAN</i>	44
11.	A STUDY ON THE IMPACT OF SPIRITUALITY ON ORGANISATIONAL PERFORMANCE WITH SPECIAL REFERENCE TO ORGANISATIONS IN SALEM CITY <i>DR. M. G.SARAVANA RAJ & R. FLORENCE BHARATHI</i>	49
12.	A COMPARATIVE STUDY OF SELF- EFFICACY AND SUBJECTIVE WELL- BEING AMONG EMPLOYED WOMEN AND UNEMPLOYED WOMEN <i>DR. K. JAYASHANKAR REDDY</i>	54
13.	NETWORK SECURITY THREATS AND SOLUTIONS IN A VIRTUAL MARKETPLACE <i>DR. PANKAJ KUMAR GUPTA & DR. AJAY KUMAR TIWARI</i>	58
14.	A STUDY OF SUPPLIERS CERTIFICATION AT DIFFERENT LAYERS AND ITS IMPACT ON QUALITY IN AUTO COMPONENT INDUSTRY <i>DR.DATTATRY RAMCHANDRA MANE</i>	61
15.	GLOBAL LIFE INSURANCE PENETRATION AND DENSITY <i>DR. GUDALA SYAMALA RAO</i>	69
16.	AN ENHANCE SECURITY OF PLAYFAIR CIPHER SUBSTITUTION USING A SIMPLE COLUMNAR TRANSPOSITION TECHNIQUE WITH MULTIPLE ROUNDS (SCTTMR) <i>GAURAV SHRIVASTAVA, MANOJ DHAWAN & MANOJ CHOUHAN</i>	75
17.	CONSUMERS PERCEPTIONS OF CORPORATE SOCIAL RESPONSIBILITY: EMPIRICAL EVIDENCE <i>AMIT B. PATEL, DR. VIMAL K. BHATT & JATIN K. MODI</i>	79
18.	A STUDY ON FINANCIAL HEALTH OF KINGFISHER AIRLINES LTD: (Z- SCORE APPROACH) <i>JIGNESH. B. TOGADIYA & UTKARSH. H. TRIVEDI</i>	84
19.	STRATEGIES OF CUSTOMER RELATION MANAGEMENT IN MODERN MARKETING <i>DR. T. PALANISAMY & K. AMUTHA</i>	88
20.	CORPORATE GOVERNANCE IN OIL & GAS SECTOR: AN EMPIRICAL INVESTIGATION <i>RASHESH PATEL & SWATI PATEL</i>	92
21.	KNOWLEDGE MANAGEMENT & MOBILIZING KNOWLEDGE IN EDUCATION BY FOLLOWING CASE STUDY OF YU;GI-OH WORLD <i>SMITA.SJAPE</i>	101
22.	STUDY OF CRM THROUGH SOCIAL NETWORKING SITE: A FACEBOOK PERSPECTIVE <i>TEENA BAGGA & APARAJITA BANERJEE</i>	107
23.	ORDINARY LEAST SQUARES METHOD AND ITS VARIANTS <i>R. SINGH</i>	114
24.	IT INFRASTRUCTURE IN CREATING POTENTIAL MARKETING OPPORTUNITIES IN INDUSTRIES: AN EMPIRICAL STUDY OF SELECT INDUSTRIES IN KARNATAKA <i>MANJUNATH K R & RAJENDRA M</i>	120
25.	THE IMPACT OF KNOWLEDGE MANAGEMENT ON BUSINESS ORGANIZATION <i>SUNITA S. PADMANAVAR & SMITA B. HANJE</i>	126
26.	LOCUS OF CONTROL AMONG HIGH SCHOOL TEACHERS <i>DEEPA MARINA RASQUINHA</i>	129
27.	KNOWLEDGE MANAGEMENT: A CONCEPTUAL UNDERSTANDING <i>AINARY ARUN KUMAR</i>	135
28.	A STUDY ON EFFECTIVENESS OF ORGANIZATIONAL HEALTH IN SMALL SCALE INDUSTRIES <i>DR. J. S. V. GOPALA SARMA</i>	142
29.	JOB SATISFACTION DURING RECESSION PERIOD: A CASE STUDY OF PUBLIC & PRIVATE INSURANCE IN PUNJAB <i>HARDEEP KAUR</i>	149
30.	BANKING SECTOR REFORMS IN INDIA <i>DR. SANDEEP KAUR</i>	156
	REQUEST FOR FEEDBACK	162

CHIEF PATRON

PROF. K. K. AGGARWAL

Chancellor, Lingaya's University, Delhi
Founder Vice-Chancellor, Guru Gobind Singh Indraprastha University, Delhi
Ex. Pro Vice-Chancellor, Guru Jambheshwar University, Hisar

PATRON

SH. RAM BHAJAN AGGARWAL

Ex. State Minister for Home & Tourism, Government of Haryana
Vice-President, Dadri Education Society, Charkhi Dadri
President, Chinar Syntex Ltd. (Textile Mills), Bhiwani

CO-ORDINATOR

AMITA

Faculty, Government M. S., Mohali

ADVISORS

DR. PRIYA RANJAN TRIVEDI

Chancellor, The Global Open University, Nagaland

PROF. M. S. SENAM RAJU

Director A. C. D., School of Management Studies, I.G.N.O.U., New Delhi

PROF. M. N. SHARMA

Chairman, M.B.A., Haryana College of Technology & Management, Kaithal

PROF. S. L. MAHANDRU

Principal (Retd.), Maharaja Agrasen College, Jagadhri

EDITOR

PROF. R. K. SHARMA

Professor, Bharti Vidyapeeth University Institute of Management & Research, New Delhi

CO-EDITOR

DR. BHAVET

Faculty, M. M. Institute of Management, Maharishi Markandeshwar University, Mullana, Ambala, Haryana

EDITORIAL ADVISORY BOARD

DR. RAJESH MODI

Faculty, Yanbu Industrial College, Kingdom of Saudi Arabia

PROF. SANJIV MITTAL

University School of Management Studies, Guru Gobind Singh I. P. University, Delhi

PROF. ANIL K. SAINI

Chairperson (CRC), Guru Gobind Singh I. P. University, Delhi

DR. SAMBHAVNA

Faculty, I.I.T.M., Delhi

DR. MOHENDER KUMAR GUPTA

Associate Professor, P. J. L. N. Government College, Faridabad

DR. SHIVAKUMAR DEENE

Asst. Professor, Dept. of Commerce, School of Business Studies, Central University of Karnataka, Gulbarga

MOHITA

Faculty, Yamuna Institute of Engineering & Technology, Village Gadholi, P. O. Gadholi, Yamunanagar

ASSOCIATE EDITORS

PROF. NAWAB ALI KHAN

Department of Commerce, Aligarh Muslim University, Aligarh, U.P.

PROF. ABHAY BANSAL

Head, Department of Information Technology, Amity School of Engineering & Technology, Amity University, Noida

PROF. A. SURYANARAYANA

Department of Business Management, Osmania University, Hyderabad

DR. SAMBHAV GARG

Faculty, M. M. Institute of Management, Maharishi Markandeshwar University, Mullana, Ambala, Haryana

PROF. V. SELVAM

SSL, VIT University, Vellore

DR. PARDEEP AHLAWAT

Associate Professor, Institute of Management Studies & Research, Maharshi Dayanand University, Rohtak

DR. S. TABASSUM SULTANA

Associate Professor, Department of Business Management, Matrusri Institute of P.G. Studies, Hyderabad

SURJEET SINGH

Asst. Professor, Department of Computer Science, G. M. N. (P.G.) College, Ambala Cantt.

TECHNICAL ADVISOR

AMITA

Faculty, Government H. S., Mohali

MOHITA

Faculty, Yamuna Institute of Engineering & Technology, Village Gadholi, P. O. Gadholi, Yamunanagar

FINANCIAL ADVISORS

DICKIN GOYAL

Advocate & Tax Adviser, Panchkula

NEENA

Investment Consultant, Chambaghat, Solan, Himachal Pradesh

LEGAL ADVISORS

JITENDER S. CHAHAL

Advocate, Punjab & Haryana High Court, Chandigarh U.T.

CHANDER BHUSHAN SHARMA

Advocate & Consultant, District Courts, Yamunanagar at Jagadhri

SUPERINTENDENT

SURENDER KUMAR POONIA

CALL FOR MANUSCRIPTS

We invite unpublished novel, original, empirical and high quality research work pertaining to recent developments & practices in the area of Computer, Business, Finance, Marketing, Human Resource Management, General Management, Banking, Insurance, Corporate Governance and emerging paradigms in allied subjects like Accounting Education; Accounting Information Systems; Accounting Theory & Practice; Auditing; Behavioral Accounting; Behavioral Economics; Corporate Finance; Cost Accounting; Econometrics; Economic Development; Economic History; Financial Institutions & Markets; Financial Services; Fiscal Policy; Government & Non Profit Accounting; Industrial Organization; International Economics & Trade; International Finance; Macro Economics; Micro Economics; Monetary Policy; Portfolio & Security Analysis; Public Policy Economics; Real Estate; Regional Economics; Tax Accounting; Advertising & Promotion Management; Business Education; Management Information Systems (MIS); Business Law, Public Responsibility & Ethics; Communication; Direct Marketing; E-Commerce; Global Business; Health Care Administration; Labor Relations & Human Resource Management; Marketing Research; Marketing Theory & Applications; Non-Profit Organizations; Office Administration/Management; Operations Research/Statistics; Organizational Behavior & Theory; Organizational Development; Production/Operations; Public Administration; Purchasing/Materials Management; Retailing; Sales/Selling; Services; Small Business Entrepreneurship; Strategic Management Policy; Technology/Innovation; Tourism, Hospitality & Leisure; Transportation/Physical Distribution; Algorithms; Artificial Intelligence; Compilers & Translation; Computer Aided Design (CAD); Computer Aided Manufacturing; Computer Graphics; Computer Organization & Architecture; Database Structures & Systems; Digital Logic; Discrete Structures; Internet; Management Information Systems; Modeling & Simulation; Multimedia; Neural Systems/Neural Networks; Numerical Analysis/Scientific Computing; Object Oriented Programming; Operating Systems; Programming Languages; Robotics; Symbolic & Formal Logic and Web Design. The above mentioned tracks are only indicative, and not exhaustive.

Anybody can submit the soft copy of his/her manuscript **anytime** in M.S. Word format after preparing the same as per our submission guidelines duly available on our website under the heading guidelines for submission, at the email address: infoijrcm@gmail.com.

GUIDELINES FOR SUBMISSION OF MANUSCRIPT

1. **COVERING LETTER FOR SUBMISSION:**

DATED: _____

THE EDITOR
IJRCM

Subject: SUBMISSION OF MANUSCRIPT IN THE AREA OF _____.

(e.g. Finance/Marketing/HRM/General Management/Economics/Psychology/Law/Computer/IT/Engineering/Mathematics/other, please specify)

DEAR SIR/MADAM

Please find my submission of manuscript entitled ' _____ ' for possible publication in your journals.

I hereby affirm that the contents of this manuscript are original. Furthermore, it has neither been published elsewhere in any language fully or partly, nor is it under review for publication elsewhere.

I affirm that all the author (s) have seen and agreed to the submitted version of the manuscript and their inclusion of name (s) as co-author (s).

Also, if my/our manuscript is accepted, I/We agree to comply with the formalities as given on the website of the journal & you are free to publish our contribution in any of your journals.

NAME OF CORRESPONDING AUTHOR:

Designation:

Affiliation with full address, contact numbers & Pin Code:

Residential address with Pin Code:

Mobile Number (s):

Landline Number (s):

E-mail Address:

Alternate E-mail Address:

NOTES:

- a) The whole manuscript is required to be in **ONE MS WORD FILE** only (pdf. version is liable to be rejected without any consideration), which will start from the covering letter, inside the manuscript.
- b) The sender is required to mention the following in the **SUBJECT COLUMN** of the mail:
New Manuscript for Review in the area of (Finance/Marketing/HRM/General Management/Economics/Psychology/Law/Computer/IT/Engineering/Mathematics/other, please specify)
- c) There is no need to give any text in the body of mail, except the cases where the author wishes to give any specific message w.r.t. to the manuscript.
- d) The total size of the file containing the manuscript is required to be below **500 KB**.
- e) Abstract alone will not be considered for review, and the author is required to submit the complete manuscript in the first instance.
- f) The journal gives acknowledgement w.r.t. the receipt of every email and in case of non-receipt of acknowledgment from the journal, w.r.t. the submission of manuscript, within two days of submission, the corresponding author is required to demand for the same by sending separate mail to the journal.

2. **MANUSCRIPT TITLE:** The title of the paper should be in a 12 point Calibri Font. It should be bold typed, centered and fully capitalised.

3. **AUTHOR NAME (S) & AFFILIATIONS:** The author (s) **full name, designation, affiliation (s), address, mobile/landline numbers**, and **email/alternate email address** should be in italic & 11-point Calibri Font. It must be centered underneath the title.

4. **ABSTRACT:** Abstract should be in fully italicized text, not exceeding 250 words. The abstract must be informative and explain the background, aims, methods, results & conclusion in a single para. Abbreviations must be mentioned in full.

5. **KEYWORDS:** Abstract must be followed by a list of keywords, subject to the maximum of five. These should be arranged in alphabetic order separated by commas and full stops at the end.
6. **MANUSCRIPT:** Manuscript must be in **BRITISH ENGLISH** prepared on a standard A4 size **PORTRAIT SETTING PAPER**. It must be prepared on a single space and single column with 1" margin set for top, bottom, left and right. It should be typed in 8 point Calibri Font with page numbers at the bottom and centre of every page. It should be free from grammatical, spelling and punctuation errors and must be thoroughly edited.
7. **HEADINGS:** All the headings should be in a 10 point Calibri Font. These must be bold-faced, aligned left and fully capitalised. Leave a blank line before each heading.
8. **SUB-HEADINGS:** All the sub-headings should be in a 8 point Calibri Font. These must be bold-faced, aligned left and fully capitalised.
9. **MAIN TEXT:** The main text should follow the following sequence:

INTRODUCTION**REVIEW OF LITERATURE****NEED/IMPORTANCE OF THE STUDY****STATEMENT OF THE PROBLEM****OBJECTIVES****HYPOTHESES****RESEARCH METHODOLOGY****RESULTS & DISCUSSION****FINDINGS****RECOMMENDATIONS/SUGGESTIONS****CONCLUSIONS****SCOPE FOR FURTHER RESEARCH****ACKNOWLEDGMENTS****REFERENCES****APPENDIX/ANNEXURE**

It should be in a 8 point Calibri Font, single spaced and justified. The manuscript should preferably not exceed **5000 WORDS**.

10. **FIGURES & TABLES:** These should be simple, crystal clear, centered, separately numbered & self explained, and **titles must be above the table/figure. Sources of data should be mentioned below the table/figure.** It should be ensured that the tables/figures are referred to from the main text.
11. **EQUATIONS:** These should be consecutively numbered in parentheses, horizontally centered with equation number placed at the right.
12. **REFERENCES:** The list of all references should be alphabetically arranged. The author (s) should mention only the actually utilised references in the preparation of manuscript and they are supposed to follow **Harvard Style of Referencing**. The author (s) are supposed to follow the references as per the following:
 - All works cited in the text (including sources for tables and figures) should be listed alphabetically.
 - Use (ed.) for one editor, and (ed.s) for multiple editors.
 - When listing two or more works by one author, use --- (20xx), such as after Kohl (1997), use --- (2001), etc, in chronologically ascending order.
 - Indicate (opening and closing) page numbers for articles in journals and for chapters in books.
 - The title of books and journals should be in italics. Double quotation marks are used for titles of journal articles, book chapters, dissertations, reports, working papers, unpublished material, etc.
 - For titles in a language other than English, provide an English translation in parentheses.
 - The location of endnotes within the text should be indicated by superscript numbers.

PLEASE USE THE FOLLOWING FOR STYLE AND PUNCTUATION IN REFERENCES:**BOOKS**

- Bowersox, Donald J., Closs, David J., (1996), "Logistical Management." Tata McGraw, Hill, New Delhi.
- Hunker, H.L. and A.J. Wright (1963), "Factors of Industrial Location in Ohio" Ohio State University, Nigeria.

CONTRIBUTIONS TO BOOKS

- Sharma T., Kwatra, G. (2008) Effectiveness of Social Advertising: A Study of Selected Campaigns, Corporate Social Responsibility, Edited by David Crowther & Nicholas Capaldi, Ashgate Research Companion to Corporate Social Responsibility, Chapter 15, pp 287-303.

JOURNAL AND OTHER ARTICLES

- Schemenner, R.W., Huber, J.C. and Cook, R.L. (1987), "Geographic Differences and the Location of New Manufacturing Facilities," Journal of Urban Economics, Vol. 21, No. 1, pp. 83-104.

CONFERENCE PAPERS

- Garg, Sambhav (2011): "Business Ethics" Paper presented at the Annual International Conference for the All India Management Association, New Delhi, India, 19–22 June.

UNPUBLISHED DISSERTATIONS AND THESES

- Kumar S. (2011): "Customer Value: A Comparative Study of Rural and Urban Customers," Thesis, Kurukshetra University, Kurukshetra.

ONLINE RESOURCES

- Always indicate the date that the source was accessed, as online resources are frequently updated or removed.

WEBSITES

- Garg, Bhavet (2011): Towards a New Natural Gas Policy, Political Weekly, Viewed on January 01, 2012 <http://epw.in/user/viewabstract.jsp>

LOCUS OF CONTROL AMONG HIGH SCHOOL TEACHERS**DEEPA MARINA RASQUINHA****LECTURER****POSTGRADUATE DEPARTMENT OF PSYCHOLOGY****ST AGNES CENTRE FOR POSTGRADUATE STUDIES & RESEARCH****BENDORE****ABSTRACT**

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. The present study aims to study locus of control among government and private high school teachers. The sample consisted of 30 government high school teachers and 30 private high school teachers which were further divided into 15 male and 15 female teachers in both the sectors. Levenson's Locus of control scale developed by Vohra consisting of 24 items was used. The scale consists of three areas namely powerful others, individual control and chance control. The data thus collected were statistically analyzed using t test. The results revealed Government school female teachers are controlled by powerful others compared to Government school male teachers. Government school male teachers have individual control compared to Private school male teachers. On the area chance control no significant gender differences were found, neither differences were found among teachers on this area whether they were employed in government or private sector.

KEYWORDS

Government school, High school, Locus of control, Private school and Teacher.

INTRODUCTION**TEACHER**

A teacher is a person who educates others. A teacher who educates an individual student may also be described as a personal tutor. The role of teacher is often formal and ongoing, carried out by way of occupation or profession at a school or other place of formal education. Teachers may use a lesson plan to facilitate student learning, providing a course of study which covers a standardized curriculum. A teacher's role may vary between cultures. Other teachers may provide instruction in craftsmanship or vocational training, the arts, religion as spirituality, civics, community roles or life skills. In some countries, formal education can take place through home schooling.

Teachers act as facilitators or coaches, using classroom presentations or individual instruction to help students learn and apply concepts in subjects such as science, mathematics, or English. They plan, evaluate, and assign lessons; prepare, administer, and grade tests; listen to oral presentations; and maintain classroom discipline. Teachers observe and evaluate a student's performance and potential and increasingly are asked to use new assessment methods. They then can provide additional assistance in areas in which a student needs help. Teachers also grade papers, prepare report cards, and meet with parents and school staff to discuss a student's academic progress or personal problems.

HIGH SCHOOL TEACHERS

High school teachers help students delve more deeply into subjects introduced in elementary school and expose them to more information about the world. Middle and secondary school teachers specialize in a specific subject, such as English, Spanish, mathematics, history, or biology. They also may teach subjects that are career oriented. Additional responsibilities of middle and secondary school teachers may include career guidance and job placement, as well as follow-ups with students after graduation.

GOVERNMENT AND PRIVATE SCHOOL TEACHERS

Education in India is provided by government sector and private sector. Government sector teachers are generally better paid. In government school more emphasis is given to core subjects and teachers get diverse student population. Adding to this there is less control, larger classes, lack of facilities for teachers, outdated equipments and complaints are not addressed quickly.

Teachers in private schools generally enjoy smaller class sizes and more control over establishing the curriculum and setting standards for performance and discipline. Their students also tend to be more motivated, since private schools can be selective in their admissions processes. Teachers are sometimes isolated from their colleagues because they work alone in a classroom of students. However, some schools allow teachers to work in teams and with mentors to enhance their professional development. Teachers are paid less and there is lack of students from diverse population.

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. Understanding of the concept was developed by Julian B. Rotter in 1954, and has since become an important aspect of personality studies.

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).

If a person has an internal locus of control, that person attributes success to his or her own efforts and abilities. A person who expects to succeed will be more motivated and more likely to learn. This person will seek out information and is more likely to have good study habits and a positive academic attitude. People with internal locus of control are less susceptible to attempts to influence them, place a higher value on their skills, and are more alert to environmental cues that they use to guide behavior. They report lower anxiety and higher self esteem, are more responsible for their actions, and enjoy greater mental and physical. A person with an external locus of control, who attributes his or her success to luck or fate, will be less likely to make the effort needed to learn. In other words they are convinced that they are powerless with respect to outside forces. People with external locus of control are also more likely to experience anxiety since they believe that they are not in control of their lives. External locus of control people believe that their behaviors and abilities make no difference in the reinforces they receive.

In the present study Levenson's locus of control scale which consists of 3 areas is used. The areas are as follows

POWERFUL OTHERS

Belief about control by powerful others. High score indicates that other people control our outcomes

CHANCE CONTROL

Belief about chance control. High scores indicate that unordered, chance or random events control our outcomes.

INDIVIDUAL CONTROL

Belief about individual control. High scores indicate we believe that our outcomes are controlled by ourselves- which our current situations and our rewards are direct outcomes of things we control.

REVIEW OF LITERATURE

Kesici and Sahin (2008) explored the variations in democratic beliefs among teachers based on gender and locus of control. The study groups comprised of 286 teachers. The results demonstrated that the level of adherence to democratic beliefs on the part of female teachers was significantly higher than those of male

teachers, especially in terms of equality and justice. This study found that teacher's gender has an effect on their democratic beliefs and this effect was found statistically low for equality, very low for freedom, average for justice, and low for the overall dimensions. Observance of democratic values was found to be significantly higher for teachers with internal locus of control than for those with external locus of control in terms of freedom. And, in terms of locus of control, teacher's democratic belief was found statistically low for equality, average for independence, low for justice, and average for the overall dimensions.

Flanagan (2005) examined the locus of control orientations of US rural teachers, the attitudes of rural teachers toward in-service education, and looks for relationships between in-service attitude and locus of control. Categorical variables, including age, gender, years of experience in education, level of educational preparation, teaching level, school site, and location of undergraduate degree institution were examined to see if grouping teachers by specified patterns was useful to differentiate with regard to in-service attitude or locus of control. The rural teacher population completed the Attitude towards in-service scale and the Rotter internal-external locus of control scale. Data were analyzed using chi-square analysis, analysis of variance, the Turkey WSD technique, and the Pearson-Product Moment correlation. An alpha level of 0.50 was used to determine statistical correlation. Classification of teachers into three locus of control categories (internal, moderate, and external) and into three in-service attitude categories (positive, mid-range, and negative) were two research procedures found to be useful for differentiating among teachers populations. The relationship between locus of control and attitude toward in-service was statistically significant ($r = -0.292$). Males and secondary teachers tended to be significantly more internally oriented and significantly more negative toward in-service than females and elementary teachers. School site was useful in differentiating locus of control, as teachers at a more isolated rural site tended to be significantly more external than those at a less isolated site. No statistically significant differences were found with regard to locus of control or in-service attitude for the other four categorical variables. *Post hoc* analysis indicated that secondary males tended to be significantly more negative towards in-service than elementary males.

Sunbul (2003) conducted a study to analyze relationship between Locus of control, burnout and job satisfaction in Turkish High school teachers. The aim of this study was to see how teacher's burnout is related to different aspects of locus of control, job satisfaction and demographic characteristics such as age and gender. The Job Satisfaction Scale was used to measure the subject's job satisfaction level. In addition, the Maslach Burnout Inventory which was used to measure dimensions of teacher's burnout consisted of three subscales: emotional exhaustion, personal accomplishment and depersonalization. The Internal-External Locus of Control Scale was used to measure the extent to which teachers had an internal or external locus of control. The findings showed that all burnout dimensions were either positively or negatively related to independent variables. All variables were statistically significant in predictive effect on depersonalization. External locus of control and age (predictor variables) were positively and directly related to emotional exhaustion dimension of burnout. Only one variable-age (predictor variable) was significantly predictive of personal accomplishment.

Anand (1996) conducted a study to explore the relationship between locus of control and occupational stress. A sample of 100 teachers of higher secondary schools and intermediate colleges was administered the Locus of control scale (Kumar and Srivastava, 1980) and The Teacher's Occupational stress Questionnaire (Srivastava, 1996). On the basis of their score on the locus of control scale, the subjects were categorized as either internally controlled or externally controlled. Comparison of the groups revealed that teachers with internal and external locus of control differed significantly as far as occupational stress was concerned. The externally controlled group reported higher occupational stress.

Soh and Kay cheng (1988) conducted a study to find the relationships between teacher's attitudes toward responsibility and locus of control and other characteristics such as stress, educational attitudes, and attitudes toward change were studied in 54 (35 female and 19 male) experienced primary and secondary school teachers taking a course on classroom-based research. Attitude toward responsibility and locus of control were determined with instruments adapted for this purpose. Teacher stress was measured by an adapted version of the Wilson Stress Profile for Teachers, and educational attitude and attitude toward change were measured by scales previously developed. Responsibility correlated with teacher stress in the predicted direction, and there were significant correlations with educational attitude and attitude toward change. Correlations between locus of control and the criterion measures were not as high as expected. Teacher locus of control was thus a weaker predictor of the criterion measures than was responsibility.

Halpin et al (1985) conducted a study designed to test the hypothesis that a feeling of being in control will make potentially stressful environmental events less so. Subjects were practicing teachers about whom little was known regarding the relationship between locus of control and stress. They responded to the Teacher Locus of Control Scale and the Teacher Occupational Stress Factor Questionnaire. A multivariate and bivariate analysis of their responses showed that locus of control was related to teacher stress. As hypothesized, teachers who felt that they were in control reported less stress in their world of work than did those who did not feel influential in their educational environment. Neither sex nor age moderated this relationship.

Mistry (1985) conducted a study with an attempt to fill some of the gaps in the existing field of knowledge regarding job satisfaction, job involvement and need for achievement as outcome variables of locus of control, motivational climate, participation in academic climate and various types of role stresses the teaching population faced. In the study, six different research tools were employed to collect the data: The satisfaction-dissatisfaction Employer's Inventory developed and standardized by Pestonjee, used to assess job satisfaction; the Social Relation Inventory developed by Rotter and adapted by Hasan, used to assess the internality-externality dimensions of personality, "Your feelings about your role" scale developed by Pareek, used to measure the extent of role stress, a Motivational Analysis of Organizations (MAO) questionnaire developed by Pareek, used to assess organizational academic climate, a Psychological Participation Index developed and standardized by Pestonjee, used to assess the extent of psychological participation, and a General Inventory prepared for the study to gather general information about age, tenure, socioeconomic condition, etc and information pertaining the job. 202 subjects were selected from colleges and secondary schools of Ahmedabad. Multiple regression analysis was carried out to estimate the contribution of various independent variables to three dependent variables-job satisfaction, job involvement and n-achievement. The major findings of the study were Locus of control and various dimensions of job satisfaction were not related. The climate of academic motivation was found to be significantly associated with such dimensions as job satisfaction, involvement as well as overall satisfaction. The climate of control was found to be negatively correlated with aspects of job satisfaction and with total job satisfaction. The climate of dependency had no effect on various aspects of job satisfaction and job involvement. Job involvement was found to be significantly and positively related with different aspects of job satisfaction. Self-role distance was found to be significantly but negatively correlated with all the dimensions of job satisfaction. Inter-role distance, role-stagnation, role-ambiguity, role-overload, role-inadequacy and overall indices of role-stress had been found to be negatively associated with all but not with social relations dimension of job satisfaction.

Thus an overview of the above studies show that Males and secondary teachers tended to be significantly more internally oriented and significantly more negative towards in-service than females and elementary teachers. School site was useful in differentiating locus of control, as teachers at a more isolated rural site tended to be significantly more external than those at a less isolated site. Comparison between teachers of higher secondary schools and intermediate colleges revealed that teachers with internal and external locus of control differed significantly as far as occupational stress was concerned. The externally controlled group reported higher occupational stress. One study found that locus of control was related to teacher stress; teachers who felt that they were in control reported less stress in their world of work than did those who did not feel influential in their educational environment.

NEED OF THE STUDY

Teacher's personality, attitude, interest influences students and also shapes their personality. People with internal locus of control have positive academic attitude, higher self esteem and enjoy greater physical and mental well being. People with external locus of control feel powerless; experience anxiety and believe others control their lives. So in the present study researcher wants to assess the locus of control among teachers and analyse how being internally controlled or externally controlled influences their job, their students and also the institution.

STATEMENT OF THE PROBLEM

To assess locus of control among high school teachers employed in government and private schools.

OBJECTIVES

1. To identify the difference in different areas of locus of control among government and private high school teachers
2. To identify gender differences in different areas of locus of control among government and private schools.

HYPOTHESES

1. There is no significant difference in different areas of locus of control among government and private high school teachers
2. There is no significant gender difference in different areas of locus of control among government and private schools.

RESEARCH METHODOLOGY

DESIGN

The present study is ex post facto- in nature.

SAMPLE

Convenient sampling method was used. Sample of 30 teachers employed in private schools and 30 teachers employed in government schools, further divided into males and females were selected for the study.

TOOL

LEVENSON’S SCALE FOR LOCUS OF CONTROL

Levenson’s Scale for Locus of Control developed by Vohra (1999) was administered. The locus of control scale contains 24 statements covering the areas like Powerful others, Individual control and Chance control.

SCORING

This test is a 5 point Likert type scale which is to be hand scored with a stencil scoring key. Each answer scores 1, 2, 3, 4 or 5 points.

RELIABILITY

The split-half reliability of the scale with N=380 was found to be 0.72 for Powerful others, 0.79 for Chance control and 0.65 for Individual control, using Spearman-Brown method Further, with the odd-even method it has 0.69 for Powerful others, 0.72 for Chance control and 0.66 for Individual control. The test re-test reliability coefficient was found to be 0.76.

VALIDITY

The present scale was validated against the Rotter’s Locus of control scale i.e. the concurrent validity was established. The present scale was validated by correlating it with Rotter’s Locus of Control Scale (I-E Scale). This was done by giving both the scales one after another with very little time interval in between. Scores of both the scales were then correlated with each other and the correlation co-efficient was found to be 0.54 (with N=220).

PROCEDURE

The permission was obtained from the Headmaster/Headmistress of the school and the subjects were approached personally. The purpose of the study was explained. After obtaining their consent Levenson’s Scale for Locus of Control scale was distributed and subjects were asked to follow the instructions as per the instructions typed in the scale. Subjects were assured that their responses will be kept confidential. Doubts were clarified. After the subjects answered the questions, the questionnaires were collected back and were thanked for their co-operation.

RESULTS AND DISCUSSION

TABLE 1: MEAN, STANDARD DEVIATION AND t VALUE ON POWERFUL OTHERS OF LOCUS OF CONTROL SCALE BETWEEN DIFFERENT GROUPS

Groups	Powerful others		t value
	Mean	SD	
Government school teachers	23.60	4.85	0.21 NS
Private school teachers	23.33	4.66	
Government school male teachers	21.80	4.66	0.82 NS
Private school male teachers	23.33	5.48	
Government school female teachers	25.40	4.48	1.35 NS
Private school female teachers	23.33	3.86	
Government school male teachers	21.80	4.66	2.15*
Government school female teachers	25.40	4.48	
Private school male teachers	23.33	5.48	0 NS
Private school female teachers	23.33	3.86	

* p< .05 , NS: Not significant

The t value between government school male and female teachers is 2.15 which is significant at 0.05 level. Mean for government school male teachers is 21.80 and for government school female teachers is 25.40 which shows that government school female teachers locus of control is controlled by powerful others compared to government school male teachers. The t value for powerful others between government and private school teachers is 0.21, which is not significant; hence government and private school teachers do not differ in this area. The t value for powerful others between government and private school male teachers is 0.82, which is not significant hence government and private school male teachers do not differ in this area. The t value between government and private school female teachers is 1.35 which is not significant; hence government and private school female teachers do not differ in the area powerful others. The t value between private school male and female teachers is 0 which is not significant hence private school male and female teachers do not differ in the area powerful others.

Study conducted by Anand (1996) revealed that teachers with internal and external locus of control differed significantly as far as occupational stress was concerned. The externally controlled group reported higher occupational stress.

TABLE 2: MEAN, STANDARD DEVIATION AND t VALUE ON CHANCE CONTROL OF LOCUS OF CONTROL SCALE BETWEEN DIFFERENT GROUPS

Groups	Chance control		t value
	Mean	SD	
Government school teachers	25.03	4.90	0.69 NS
Private school teachers	24.17	4.69	
Government school male teachers	24.80	5.48	0.45 NS
Private school male teachers	23.93	4.86	
Government school female teachers	25.27	4.43	0.52 NS
Private school female teachers	24.40	4.68	
Government school male teachers	24.80	5.48	0.25 NS
Government school female teachers	25.27	4.43	
Private school male teachers	23.93	4.86	0.26 NS
Private school female teachers	24.40	4.68	

The t value for chance control between government and private school teachers is 0.69 which is not significant; hence government and private school teachers do not differ in this area. The t value between government and private school male teachers is 0.45, which is not significant hence government and private school male teachers do not differ in this area. The t value between government and private school female teachers is 0.52 which is not significant; hence government and private school female teachers do not differ in the area chance control. The t value between government school male and female teachers is 0.25 which is not significant hence government school male and female teachers do not differ in the area chance control. The t value between private school male and female teachers is 0.26 which is not significant hence private school male and female teachers do not differ in the area chance control.

TABLE 3: MEAN, STANDARD DEVIATION AND t VALUE ON INDIVIDUAL CONTROL OF LOCUS OF CONTROL SCALE BETWEEN DIFFERENT GROUPS

Groups	Individual control		t value
	Mean	SD	
Government school teachers	30.73	3.32	1.45 NS
Private school teachers	29.30	4.27	
Government school male teachers	31.47	2.44	2.21*
Private school male teachers	28.73	4.11	
Government school female teachers	30.00	3.96	0.08 NS
Private school female teachers	29.87	4.50	
Government school male teachers	31.47	2.44	1.22 NS
Government school female teachers	30.00	3.96	
Private school male teachers	28.73	4.11	0.72 NS
Private school female teachers	29.87	4.50	

* $p < .05$, NS: Not significant

The t value between government and private school male teachers is 2.21, which is significant. Mean for government school male teachers is 31.47 and for private school male teachers is 28.73 which shows that government school male teachers have individual control compared to private school male teachers. The t value for individual control between government and private school teachers is 1.45 which is not significant; hence government and private school teachers do not differ in this area. The t value between government and private school female teachers is 0.08 which is not significant; hence government and private school female teachers do not differ in the area individual control. The t value between government school male and female teachers is 1.22 which is not significant hence government school male and female teachers do not differ in the area individual control. The t value between private school male and female teachers is 0.72 which is not significant hence private school male and female teachers do not differ in the area individual control.

FINDINGS

1. Government school female teachers are controlled by powerful others compared to Government school male teachers.
2. Government school male teachers have individual control compared to Private school male teachers.

SUGGESTIONS

1. Comparative study between primary, high school and college teachers can be done.
2. Locus of control can be studied with other variables like job satisfaction, teaching effectiveness in the same group.

CONCLUSIONS

1. Government and private school teachers do not differ in the three areas of locus of control.
2. Male teachers both from Government and private schools do not differ in the area powerful others and chance control.
3. Government school male teachers have individual control compared to Private school male teachers.
4. Female teachers both from Government and private schools do not differ in the area powerful others, chance control and individual control.
5. Government school female teachers are controlled by powerful others compared to Government school male teachers.
6. Male and female teachers from Government school do not differ in the area chance control and individual control.
7. Male and female teachers from Private school do not differ in the area powerful others, chance control and individual control.

SCOPE FOR FURTHER STUDY

Other methods of data collection like interview, observation, case study can be used.

Impact of other variables like years of experience in teaching, age, domicile and income can be studied.

ACKNOWLEDGMENTS

This research was carried out under the remarkable guidance of Dr Y.T Balakrishna Acharya, M.A, PhD, Reader and Head, Post graduate department of Psychology, Surana College, Bangalore. I am grateful for his exquisite and exemplary guidance, unceasing efforts, untiring help and enduring support for the successful completion of the study.

I express my acknowledgment to the Headmasters/Headmistress and High school teachers who co-operated with me for collecting the required data for this investigation.

I render deep sense of gratitude to my mother, husband, family members and friends for their constant support and encouragement. I thank all those who directly and indirectly helped me in my work.

REFERENCES

1. Anand, V.(1996), "Study of Locus of control and Occupational stress of higher secondary school teachers," Perspectives in Psychological Researches, 1996-97, Vol.19&20, pp.81-84. Abstract obtained from Indian Psychological abstracts and reviews, 2001, Vol. 8. Abstract No. 077.
2. Behari, A. (1998), "Analyzing teacher education curriculum in the content of requisite abilities of effective teaching," Indian Education Review, Vol. 33, No.1, pp. 93-105.
3. Bureau of labor Statistics.,(2007), "Teachers- Preschool, Kindergarten, Elementary, Middle and Secondary," Occupational outlook handbook, 2008-09 Edition. U.S Department of labor. Viewed on June 22, 2009 <http://www.bls.gov/oco/ocos069.htm>
4. Child, D., (2004), "Psychology and teacher," (7th Ed). London: New York.
5. Flanagan, K. R., (2005), "An analysis of rural teacher's locus of control, attitude toward in-service education, and selected categorical variables," Dissertation Abstracts International, A (Humanities and Social Sciences). Viewed on June 22, 2009 <http://www.cababstractsplus.org/abstracts/Abstract.aspx?AcNo=19861835490>
6. Halpin, G., Harris, K., and Halpin, G. (1985), "Teacher Stress as Related to Locus of Control, Sex and Age," Journal of Experimental Education, 1985, Vol. 53, Viewed on June 20, 2009 <http://www.questia.com/googleScholar.qst?docId=95137264>.

7. Kesic., and Sahin. (2008), "Democratic teacher beliefs according to the teacher's gender and locus of control," Journal of Industrial Psychology, 2008, Vol. 35, 62-69. Viewed on June 23, 2009 http://www.eric.ed.gov/ERICWebPortal/custom/portlet/recordDetails/detailmini.jsp?_nfpb=true&_ERRICExtSearch_SearchValue_0=EJ813307&ERICExtSearch_SearchType_0=no&acno=EJ813307
8. Kuther, T (2011): How does teaching at public and private schools compare?, Viewed on June 19, 2012 <http://gradschool.about.com/od/education/f/type.htm>
9. Mistry, T.C. (1985), "Need Achievement, Job Satisfaction, Job Involvement as a Function of Role Stress, Locus of Control and Participation in Academic Climate: A Study of College and Secondary Teachers," Abstract obtained from Fourth Survey of Research in Education, 1983-88, No.2, Abstract No. 1108. Viewed on April 25, 2009 <http://www.education.nic.in/cd50years/g/Z/9J/029J010G.htm>.
10. Soh.,and Kay-cheng.(1998), "Attitude towards Responsibility and Teacher Locus of Control: Predicting Teacher Stress and Attitudes," Viewed on June 26, 2009 http://www.eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_ERRICExtSearch_SearchValue_0=ED303522&ERICExtSearch_SearchType_0=no&acno=ED303522
11. Sunbul,A.M. (2003), "An Analysis of Relations among Locus of Control, Burnout and Job Satisfaction in Turkish High School Teachers," Australian Journal of Education, 2003 , Vol.47. Viewed on June 20, 2009 <http://www.questia.com/gooleScholar.qst?docId=5001941544>
12. Vohra, S. (1999), "Manual for the Levenson's Locus of Control Scale," Psycom services, New Delhi.

APPENDIX

LEVELSON'S SCALE FOR LOCUS OF CONTROL

Name: _____ Age: _____

Occupation: _____ Sex: _____

INSTRUCTIONS

Below are some statements that pertain to general life outcomes. Please indicate how much you agree or disagree with each statement on a five points are: Strongly Agree (SA), agree (a), Undecided (U), disagree (D), strongly disagree (SD). You have to put a (x) mark on point which best indicates how closely you agree or disagree with the feeling expressed in each statement AS IT CONCERNS YOU.

Example:

1. Becoming successful is a matter of hard work; luck has nothing to do with it.
- 1 2 3 4 5
 Strongly agree Agree Undecided Disagree Strongly disagree

There are no "right" or "wrong answers as everyone has right to his or her own views. To be able to get best advice from your results, please answer them exactly and truly. When you answer, keep following four points in mind:

1. Give the first, natural answer as it comes to you. Do not spend too much time thinking about your answers.
2. Try not to fall back on the middle, "undecided" answers except when the answer at either ends are really impossible for you.
3. Be sure not to skip anything and answer every statement, somehow.
4. Answer as honestly as possible what is true for you. Do not merely mark what seems "the right thing to say" just to impress the examiner.

If you have understood the instructions clearly, please turn the page and start, if not please feel free to ask for any clarifications.

Sl No	Statements	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1	Whether or not get to be a leader depends on my ability					
2	My life is controlled by accidental happenings.					
3	I feel like what happens in my life is determined by powerful people.					
4	Whether or not I get into an accident depends on how good driver I am.					
5	When I make plans, I am certain to make them work.					
6	There is no chance of protecting my personal interests from bad luck happenings.					
7	When I get what I want, it's because I am lucky					
8	Although I might have good ability, I will not be given leadership responsibility without happening to those in positions of power.					
9	How many friends I have depends on how nice person I am.					
10	I have found that what I think is going to happen will happen.					
11	My life is controlled by powerful others.					
12	Whether or not I get into a car accident is a matter of luck.					
13	People like myself have no chance of protecting our personal interests when they conflict with those of strong pressure groups.					
14	It is not wise for me to plan too far ahead, because many things turn out to be a matter of bad fortune.					
15	Getting what I want requires pleasing people above me.					
16	Whether or not I get to be a leader depends on whether I am lucky enough to be in the right place at the right time.					
17	If important people were to decide they didn't like me, I probably wouldn't take many friends.					
18	I can pretty much determine what will happen in my life.					
19	I am usually able to protect my personal interests.					
20	Whether or not I get into a car accident depends mostly on the other driver.					
21	When I get what I want, it's usually because I worked hard for it.					
22	In order to have my plans work, I make sure that they fit in with the desires of people who have power over me.					
23	My life is determined by my own actions.					
24	It's a matter of fate whether or not I have a few friends or many.					

L.O.C PROFILE SHEET

Name: ----- Sex: ----- Age: ----- Occupation: -----

(For examiners use only)

Raw scores			
Sten scores			
10	-	-	-
9	-	-	-
8	-	-	-
7	-	-	-
6	-	-	-
5	-	-	-
4	-	-	-
3	-	-	-
2	-	-	-
1	-	-	-

Powerful
Others

Chance
control

Individual
control



REQUEST FOR FEEDBACK

Dear Readers

At the very outset, International Journal of Research in Commerce, IT and Management (IJRCM) acknowledges & appreciates your efforts in showing interest in our present issue under your kind perusal.

I would like to request you to supply your critical comments and suggestions about the material published in this issue as well as on the journal as a whole, on our E-mail i.e. infoijrcm@gmail.com for further improvements in the interest of research.

If you have any queries please feel free to contact us on our E-mail infoijrcm@gmail.com.

I am sure that your feedback and deliberations would make future issues better – a result of our joint effort.

Looking forward an appropriate consideration.

With sincere regards

Thanking you profoundly

Academically yours

Sd/-

Co-ordinator

ABOUT THE JOURNAL

In this age of Commerce, Economics, Computer, I.T. & Management and cut throat competition, a group of intellectuals felt the need to have some platform, where young and budding managers and academicians could express their views and discuss the problems among their peers. This journal was conceived with this noble intention in view. This journal has been introduced to give an opportunity for expressing refined and innovative ideas in this field. It is our humble endeavour to provide a springboard to the upcoming specialists and give a chance to know about the latest in the sphere of research and knowledge. We have taken a small step and we hope that with the active co-operation of like-minded scholars, we shall be able to serve the society with our humble efforts.

Our Other Journals

