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- 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.

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- 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.

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**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.

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## 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

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