

# A STUDY ON LOCUS OF CONTROL OF TEACHER TRAINEES

Research  
Paper

## ABSTRACT

*Our attitude to our successes and failures is an indicator of how we perceive the forces that influence our efforts. The Locus of Control is, therefore, an important concept that gives us an insight into why we achieved success or failed in our efforts to reach our goal. A person's Locus of Control is their belief about themselves also known as "attribution". Attribution refers to how people explain events that happen to themselves and others.*

*Various dimensions (attributes) of locus of control as exhibited by 263 Teacher Trainees (Male -163 and Female -100) pursuing the bachelor degree programme in education in five education colleges in Chennai, Tamil Nadu, India have been studied with respect to gender, location, level of education, medium of instruction and subjects of study. This study shows that there is no remarkable difference in their locus of control between urban and rural, post-graduate and graduate, English and Tamil medium and Arts and Science group teacher trainees but there is a difference between male and female teacher trainees.*

## INTRODUCTION

Locus of Control is considered to be an important aspect of personality. The concept was developed originally by Julian Rotter in the 1960's. It measures generalized expectancies for internal versus external control of reinforcement. People with an internal locus of control believe that their own actions determine the rewards that they obtain, while those with an external locus of control believe that their own behavior doesn't matter much and that rewards in life are generally outside of their control.

Attribution theory is concerned with how individuals interpret events and how this relates to their thinking and behavior. Heider (1958) was the first to propose a psychological theory of attribution, but Weiner and colleagues (e.g., Jones et al, 1972; Weiner, 1974, 1986) developed a theoretical framework that has become a major research paradigm of social psychology. Attribution theory assumes that people try to determine why people do what they do, i.e., attribute causes to behavior. A person seeking to understand why another person did something may attribute one or more causes to that behavior.

According to Philip Zimbardo (1985, p. 275) locus of control orientation is a belief about whether the outcomes of our actions are contingent on what we do (internal control orientation) or on events outside of our personal control (external control orientation).

According to Graham and Folkes, (1990) and Pittman (1993) attribution is the process through which we seek to identify the causes of others, behaviour and on some occasions, the causes behind our behaviour, to and so gain knowledge of this stable traits and disposition.

Seligman (1991) made further contributions to Attribution Theory and explained optimism with the framework. He also prepared instruments to measure optimism and depressions and related variables. This framework has been used in developing ASUF Inventories.

**Dr. S. Santhi**, Department of Advanced Zoology and Biotechnology, Loyola College, Chennai.

**C. Palanisamy**, Caltex Gas India Private Ltd., Chennai.

**Dr. T. Santhanam**, Psychologist, Vocational Rehabilitation Centre for Handicapped, Chennai.

In addition, some psychological and educational interventions have been found to produce long-term shifts towards internal locus of control (e.g., outdoor education programs; Hans, 2000; Hattie, Marsh, Neill & Richards, 1997).

The present paper focuses on the level of Locus of Control, as measured by the attributes (Dimensions) of teacher trainees such as gender, location, level of education, medium of instruction and subjects of study.

**METHODOLOGY**

The data was collected from 263 teacher trainees (Male -163 and Female -100) doing bachelor degree in education in five education colleges in Chennai, Tamil Nadu, India. Asufa Inventory-Students (ASUFA-S), containing 32 items, developed by Prof. Udai Pareek, Tata McGraw-Hill, New Delhi, 1996) a well known RD Consultant and adapted by Surabhi Purohit was used for studying the attributes of Locus of Control (Self directedness, Group directedness, Compliance, Fatalism, Optimism, Pessimism, Self-Confidence, and Hope) of teacher trainees with respect to the dimensions : Male / Female, Rural / Urban, Graduate / Post-graduate, Science Arts and Tamil / English medium.

The collected data was tabulated and statistically analyzed using Mean, Standard Deviation, "Z" Test and Analysis of Variance (ANOVA).

**RESULTS AND DISCUSSION**

In general both male and female teacher trainees are having higher *Self-directedness* (personal internal control) and *Hope*, i.e., the quotient value is greater than 50, they would exercise his / her own choice (personal responsibility) in most situations, whereas the reverse is obvious in the case of *Group-directedness* (collective internal control) and *Fatalism* (non personal control) for which the quotient value is less than 50 (Table 1 & Fig.1).

Compared to male, the female teacher trainees have higher *Self-confidence* whereas the males have higher *Compliance* (personal control) than female teacher trainees (Table 2 & Fig.2).

But with respect to the other dimensions viz., Self-directedness, Group-directedness, Fatalism, Optimism, Pessimism and Hope there is no remarkable difference between male and female teacher trainees.

There is no appreciable difference in various dimensions of Locus of Control between Rural and Urban, Post-graduate and Graduate, English and Tamil medium, and Arts and Science teacher trainees indicating that the Locus of Control is not influenced by location, level of education, medium of instruction and also by the subject of their study (Table 3). But, the level of some attributes, viz. Self-directedness, Optimism and Hope, is higher in Science group trainees than Arts group trainees. It implies that Science group teacher trainees are taking more personal responsibility and if they face any failure they are optimistic and hope that more effort can bring improvement.

**TABLE 1  
MEAN, STANDARD DEVIATION (SD), MINIMUM AND MAXIMUM VALUE OF THE QUOTIENT OF VARIOUS DIMENSIONS (ATTRIBUTES) OF LOCUS OF CONTROL OF TEACHER TRAINEES**

Dimensions (Attributes)	Quotients			
	Mean	SD	Min	Max
Self-directedness	54.01	7.86	35.42	79.17
Group-directedness	47.28	8.27	14.58	75.00
Compliance	51.28	7.41	31.25	72.92
Fatalism	47.44	6.68	31.25	70.83
Optimism	51.13	9.04	25.00	81.25
Pessimism	52.44	5.79	31.25	70.31
Self confidence	50.97	5.95	37.50	71.88
Hope	53.56	6.84	29.69	75.00

Source: Primary source of 263 teacher trainees

FIG.1: THE GRAPHICAL REPRESENTATION SHOWING THE QUOTIENT VALUE OF MEAN, STANDARD DEVIATION, MINIMUM AND MAXIMUM OF VARIOUS DIMENSIONS OF LOCUS OF CONTROL

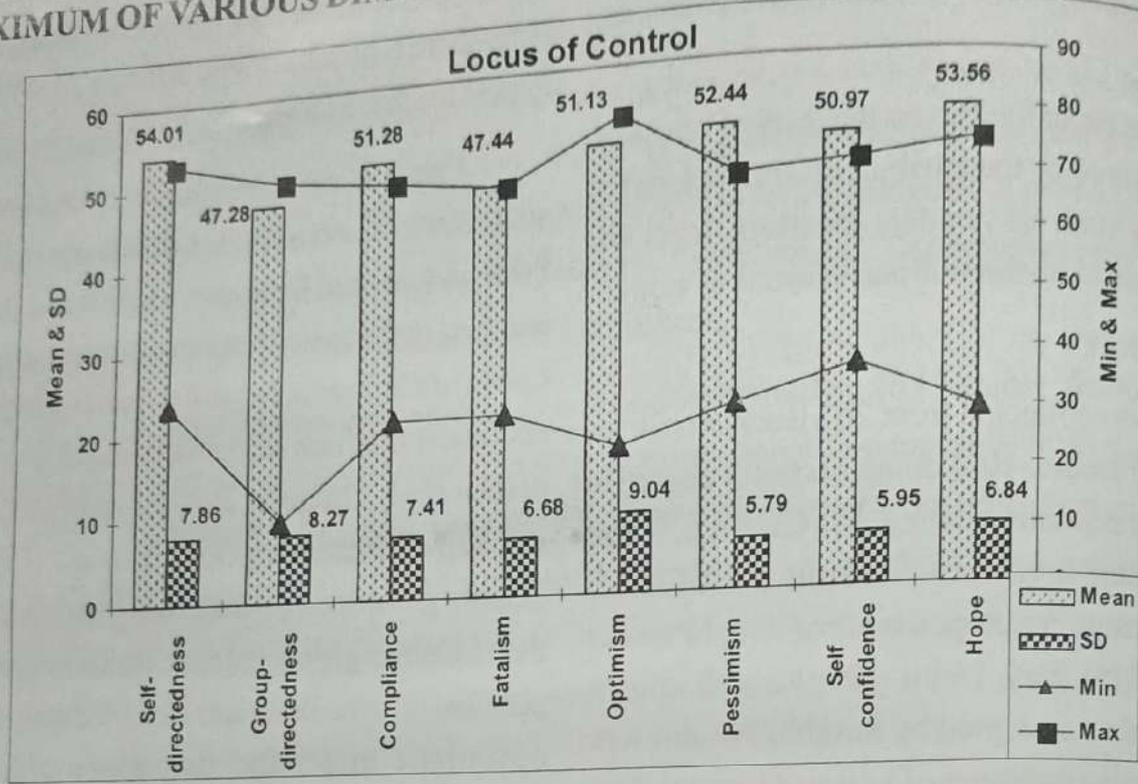


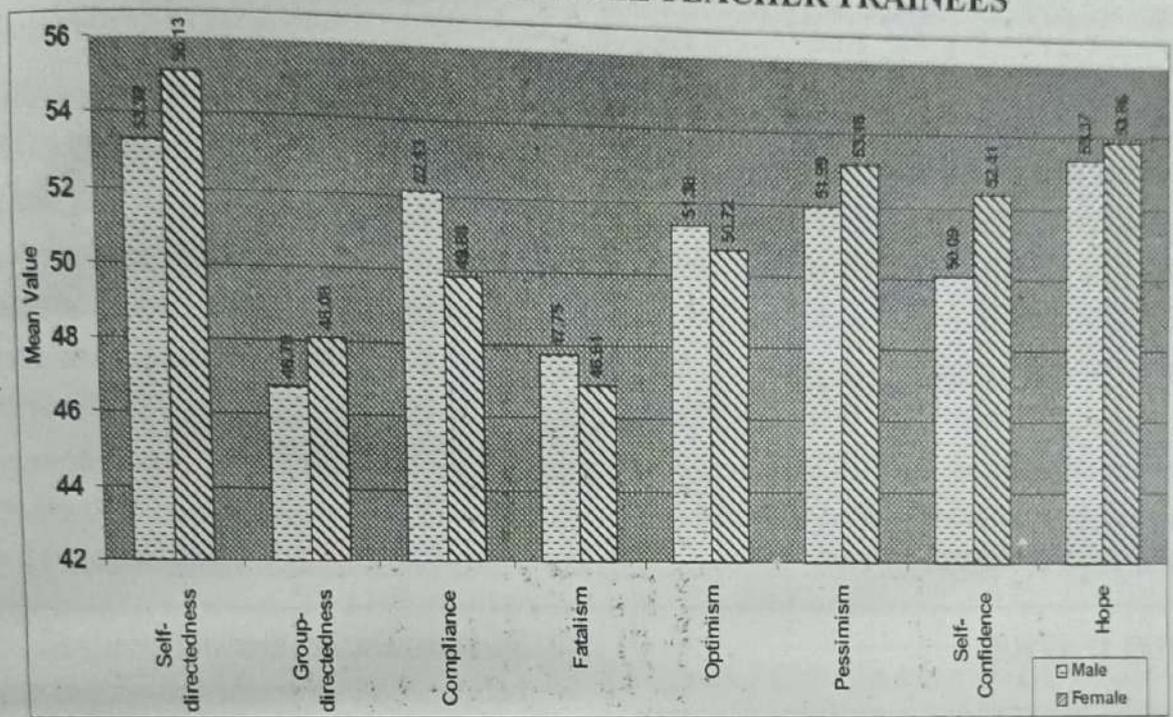
TABLE 2

MEAN, STANDARD DEVIATION (SD), MINIMUM AND MAXIMUM VALUE OF THE QUOTIENTS OF VARIOUS DIMENSIONS OF LOCUS OF CONTROL OF MALE AND FEMALE TEACHER TRAINEES

Dimensions	Male (163)				Female (100)				"F" Value
	Mean	SD	Min	Max	Mean	SD	Min	Max	
Self-directedness	53.32	7.93	35.42	79.17	55.13	7.65	37.50	77.08	2.70
Group-directedness	46.79	8.49	14.58	68.75	48.08	7.87	25.00	75.00	2.10
Compliance	52.13	7.79	31.25	72.92	49.88	6.54	33.33	68.75	5.87
Fatalism	47.75	7.25	31.25	70.83	46.94	5.62	33.33	60.42	0.92
Optimism	51.38	9.09	25.00	71.88	50.72	8.98	25.00	81.25	0.33
Pessimism	51.99	6.06	35.94	70.31	53.16	5.26	31.25	68.75	2.51
Self confidence	50.09	6.33	37.50	71.88	52.41	4.97	40.63	68.75	9.73
Hope	53.37	7.09	29.69	70.31	53.86	6.43	39.06	75.00	0.32

Table value of 'F' at 5% level of significance is 3.84

**FIG. 2: GRAPHICAL REPRESENTATION SHOWING THE MEAN QUOTIENT VALUE OF VARIOUS DIMENSIONS OF LOCUS OF CONTROL BETWEEN MALE AND FEMALE TEACHER TRAINEES**



**TABLE 3**

**MEAN, STANDARD DEVIATION (SD) OF VARIOUS DIMENSIONS OF LOCUS OF CONTROL OF TEACHER TRAINEES WITH RESPECT TO ARTS / SCIENCE, POST GRADUATE / GRADUATE, RURAL / URBAN AND ENGLISH / TAMIL MEDIUM**

Attributes	Arts (102)		Science (161)		P G (164)		U G (99)		Rural (169)		Urban (94)		English (174)		Tamil (89)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Self-directedness	51.57	6.56	55.55	8.23	53.65	7.84	54.61	7.89	54.08	8.11	53.88	7.43	54.17	7.78	53.7	8.05
Group-directedness	48.65	8.22	46.42	8.21	47.38	8.51	47.12	7.9	46.89	8.71	47.98	7.4	47.56	7.82	46.75	9.1
Compliance	51.08	7.36	51.4	7.46	51.6	7.25	50.74	7.67	51.1	7.52	51.6	7.23	51.22	7.11	51.38	8.01
Fatalism	48.69	6.38	46.65	6.76	47.38	6.46	47.54	7.06	47.93	6.82	46.56	6.37	47.05	6.41	48.2	7.16
Optimism	49.42	8.77	52.21	9.06	51.35	8.95	50.76	9.2	50.92	9.11	51.5	8.94	51.24	8.43	50.91	10.16
Pessimism	51.87	6.21	52.8	5.49	52.52	5.88	52.3	5.66	52.48	6.21	52.36	4.96	52.72	5.36	51.88	6.54
Self confidence	50.17	5.67	51.48	6.09	50.77	5.8	51.29	6.21	50.73	6.36	51.4	5.15	51.29	5.61	50.33	6.56
Hope	51.29	6.39	55	6.74	53.86	7.07	53.06	6.43	53.4	6.47	53.84	7.47	53.96	6.6	52.77	7.26
Critical Ratio (Z)	1.13				0.148				0.218				0.44			

Table value at 5% significance level is 2.00

**CONCLUSION**

The study of Locus of Control helps the teacher trainees increase their self awareness level on various attributes, viz., Self directedness, Group directedness, Compliance, Fatalism, Optimism, Pessimism,

Self-Confidence, and Hope and bring about a change in their perceptions, behavior, and actions leading to success in their life.

*Continued on page 13*