

**LOCUS OF CONTROL AMONGST TEACHER TRAINEES : A STUDY OF AIDED
AND SELF – FINANCING TEACHER EDUCATION COLLEGES.**

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Abstract

The current study assesses the Locus of control (Internal or External) amongst teacher trainees on the basis of gender and type of institution. A 29 item Locus of Control questionnaire (Rotter, 1996) was used to measure locus of control. The sample of the study comprised of 140 Teacher Trainees (Aided -65, Self-financing-75) selected from Rohtak and Rewari districts of Haryana. Independent sample t-test was used for statistical analysis. Result of this study indicates that there lies no significant difference in the Internal and External Locus of Control of teacher trainees on the basis of gender and type of institution.

Keywords: *Locus of Control, Teacher Trainees, Aided and Self-financing, Teacher Education Colleges*



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Introduction:

Teaching is systematic presentation of facts, ideas, skills and techniques to the students. With the character of an individual, there is usually associated another word i.e. the Personality of that individual. Personality is the whole man, his intended aptitudes and capacities, all his past learning, the integration and synthesis of those factors into characteristic behavior patterns, his ideals, values and expectations (**Zaidi & Mohsin,2013**)

The concept ' locus of control' derives from social learning theory. Sited in his 1966 monograph, J.B. Rotter defined locus of control as the degree of control that individuals believe they have over the outcome of certain situations. When reinforcement is perceived by the subject as following some action, then it is typically perceived as the result of luck, chance, fate, as under the control of powerful others, or as unpredictable because of the great complexity of the forces surrounding him. Thus, the person who believes that he/she has control over his/her life is internally controlled. The person who believes that he/she is

controlled by luck, chance, and fate or powerful others are externally controlled (**Schultz & Schultz, 2005**).

Locus of control focuses on ability to cope with uncertainty. While the individuals who have less tolerance resist to the change, the ones with high tolerance can adapt to the change more easily. If an individual can make self-control and has the belief that he/she is the dominant of his/her fate, he/she can give positive reactions to the change. Individuals are classified in two groups according to locus of control. The first group is internals, and the other is externals. The individuals with internal locus of control have the belief that they can monitor the events or situations with their own fate and they have a strong belief in themselves and their abilities in life. They believe that the reactions that they take from environment are the causes of their attitudes. On the other hand, the individuals with external locus of control relate the events and situations, success or failures to the factors not related to them (**Hans, T. 2000**).

Rotter Identified Two Different Types Of Control:

Internal

Those with a high internal locus believe their will and behavior is directed by their own internal decisions and thus, feel as if they have more influence on their environment.

External

A personality type guided by high external locus involves the belief that one's behavior and results are guided by circumstances out of one's control (fate, luck, and so on). External people tend to be less independent and also be more likely to be depressed and stressed and prone to clinical. Research has found the following trends :

- Males tend to be more internal than females
- As people get older they tend to become more internal.
- People higher up in organizational structures tend to be more internal.

In sum, for the growth of a normal and successful personality pattern, pupil teachers should be taught to have better self concepts. They can have self confidence rather than feeling helpless and leaving everything to fate, to outside force so that they are able to take up various responsibilities in life.

However either extreme is undesirable. It is important to understand the teacher-trainees' perceptions and interpretations of their roles in the classroom that influences and differentiates them on the basis of few differential variables viz., sex and locality. The locus

of control instrument which could be utilized to assess pupil teachers perceptions about what influences important outcomes in the teaching-learning process.

This study sheds some light and provides a platform to assess the Locus of Control of teacher trainees in Aided and Self-Financing Teacher Education Colleges of Rohtak and Rewari District of Haryana State.

The objective of the present study is to empirically examine the level of Locus of Control in male and female teacher trainees of aided and self-financing teacher education colleges.

Keeping in view the objectives following **hypothesis** are formulated.

- There would be no significant difference in Internal Locus of Control amongst teacher trainees of aided and self-financing colleges on the basis of gender.
- There would be no significant difference in External Locus of Control amongst teacher trainees of aided and self-financing colleges on the basis of gender.
- There would be no significant difference in Locus of Control amongst teacher trainees of aided and self-financing colleges on the basis of gender.

Method & Procedure

1. Sample :

The sample of the study constituted of 140 teacher trainees of aided (N=65) and self-financing (N=75) teacher education colleges of Rohtak and Rewari Districts of Haryana. Convenience sampling technique was adopted for the selection of sample. Data was collected from teacher education colleges through survey method.

Table 1: Sample of the study

Type of Institution		Aided	Self- Finance	Total
Gender				
Male	↓ →	28	37	65
Female		37	38	75
Total		65	75	140

2. **Tool used:** To study the Locus of control amongst teacher trainees of aided and self-financing teacher education colleges, 29 item Locus of Control questionnaire developed by Rotter (1966) was used .

3. Data Analysis and Presentation of Results:

The current study assesses locus of control amongst teacher trainees on the basis of gender and type of institution. The sample constituted of 140 teacher trainees selected from aided and self-financing teacher education colleges of Rohtak and Rewari districts of

Haryana. To assess locus of control, a 29 item Locus of Control questionnaire (Rotter, 1966) was used. Statistical technique t-test was used to obtain the results.

Hypothesis 1

There is no significant difference in Internal Locus of Control amongst teacher trainees of aided and self-financing colleges on the basis of gender.

Table 2: Showing Mean, Standard Deviation , t and P values of Internal Locus of Control of Teacher Trainees on the basis of Gender

Variable	Gender	N	Mean	Sd	Df	T	P
Internal Locus Of Control	Male	40	4.9	2.83	89	0.478	0.638
	Female	51	5.098	0.71			

***N.S.(Not Significant at 0.05 level)**

The hypothesis was tested by comparing the mean scores of male(M = 4.9) and female (M=5.098) teacher trainees through independent sample t- test. The t- value (t= 0.478; p= 0.638) shows that there is no significant difference in Internal Locus of Control of male and female teacher trainees of Aided and Self-financing colleges at 0.05 level. Therefore the null hypothesis is **ACCEPTED**.

Hypothesis 2:

There is no significant difference in External Locus of Control amongst teacher trainees of aided and self-financing colleges on the basis of gender.

Table 3: Showing Mean, Standard Deviation , t and P values of External Locus of Control of Teacher Trainees on the basis of Gender

Variable	Gender	N	Mean	Sd	Df	T	P
External Locus Of Control	Male	24	7.42	0.12	47	1.836	0.073
	Female	25	7.69	0.71			

***N.S.(Not Significant at 0.05 level)**

The hypothesis was tested by comparing the mean scores of male (M = 7.42) and female (M= 7.69) teacher trainees through independent sample t- test. The t- value (t= 1.836; p= 0.073) shows that there is no significant difference in External Locus of Control of male and female teacher trainees of Aided and Self-financing colleges at 0.05 level. Therefore the null hypothesis stands **ACCEPTED**.

Hypothesis 3:

There is no significant difference in Locus of Control amongst teacher trainees of aided and self-financing colleges on the basis of gender

Table 4: Showing Mean, S. D. of Locus of Control of Male and Female Teacher Trainees of Aided and Self- financing colleges and the result of t- test.

Variable	Gender	N	M	SD	df	t- value	P-value
LOCUS OF CONTROL	Female	76	6.05	0.72	138	0.504	0.6151
	Male	65	5.84	3.54			*(NS-Not Significant)

***N.S.(Not Significant at 0.05 level)**

This hypothesis was tested by comparing the means of Female (M= 6.05) and Male(M= 5.84) teacher trainees through independent sample t-test. The t- value (t= 0.504; p= 0.615) shows that there is no significant difference in Locus of Control of male and female teacher trainees of Aided and Self-financing colleges at 0.05 level. Therefore the null hypothesis stands **ACCEPTED**.

Table 5: Showing Mean and S.D. of Locus of Control of Aided and Self- Financing Teacher Trainees and the result of t-test.

Variable	Type of Institution	N	M	SD	df	t- value	P-value
LOCUS OF CONTROL	Aided	65	5.84	1.74	138	0.36	0.7198
	Self-finance	75	5.98	1.68			*(NS-Not Significant)

***N.S.(Not Significant at 0.05 level)**

The above table shows the mean scores of Aided (M= 5.84) and Self- finance college (M= 5.98) teacher trainees. The t- value (t= 0.36; p= 0.7198) shows that there is no significant difference in Locus of Control of teacher trainees of Aided and Self-financing colleges at 0.05 level.

Conclusion

Locus of control focuses on ability to cope with uncertainty. While the individuals who have less tolerance resist to the change, the ones with high tolerance can adapt to the change more easily. Therefore, locus of control tries to identify the reaction given to change according to its status. Current study was carried out to assess the internal and external locus of control amongst male and female teacher trainees of aided and self- financing colleges in Rohtak and Rewari districts of Haryana and found that there is no significant difference of Internal and External locus of control amongst teacher trainees on basis of gender and type of institution.

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