

A STUDY OF PERSONALITY IN RELATION TO LOCUS OF CONTROL AMONG STUDENT – TEACHERS

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Abstract

The present investigation a study of personality in relation to locus of control among is an attempt to explore personality of person with internal and external orientations and to see whether differences existed between groups of people with these orientations. It was also examined whether personality types were associated with or independent of these orientations of locus of control. The sample comprised of 100 student – teachers of district Patiala and S.A.S Nagar of Punjab. Data were collected by using Eysenck personality questionnaire (Adult form, 1975 version) and Locus of control Scale by Hasnain & Joshi, 2010. The study revealed the following results (i) high internals, average internal-external, and high externals do not differ from one another on extraversion; (ii) high internals, average internal-external, and high externals do not differ from one another on neuroticism.

Keywords: Personality, Locus of control, Extraversion-Introversion and Neuroticism-Stability, Student-Teachers.

Personality refers to those significant and relatively stable characteristics of a person's behavior that provide consistency and uniqueness to his behavior. Practically, personality includes everything about the persons-both his external behavior and the internal processes, that is, the thoughts, memories, dreams or the unconscious processes shaped by his experiences. There is large number of personality theories with varying approaches towards the assumption of human nature and the methodology for studying human personality. A person's personality can be influential force not only in his own life, but also in the lives of other people whom he contacts, whether in home, in his profession like school or college life or in one's daily routine of professional tasks in the classroom. The personality of the teacher is the essential characteristics of successful classroom teaching. Personality is the science of describing and understanding persons. Personality is one of the most dominating factors in human life as everyone is continuously striving for good personality. Allport (1966) defined personality as the dynamic

organization within the individual of those psycho-physical systems that determine his unique adjustment to his environment. Ryckman (2004) stated that personality can be defined as a dynamic and organized set of characteristics possessed by a person that uniquely influences his or her behavior in various situations.

The concept of locus of control was developed by Julian B. Rotter in the 1950's and 1960's and defined it as a generalized belief that a person can or cannot control his destiny. Simply stated, locus of control refers to a person's perceptions about the main causes of events occurring in his or her life. If he perceives that obtaining rewards and avoiding punishment depends on his own behavior and within his own control, he is said to have internal locus of control orientation. On the other extreme, a person who believes that his fortunes and misfortunes are dependent on and determined by others, chance or luck then he is said to have external locus of control orientation. People fall anywhere on this continuum. Further, locus of control is a multidimensional

construct—one may perceive more control in his office work than his home life or vice-versa.

Review of Related literature in the above fields revealed that emotional intelligence and personality traits are associated with personal satisfaction experienced by the subjects, according to certain studies. In turn, the relationship between personality factors, emotional intelligence and teacher self-sufficiency is also important. A study on emotional intelligence was carried out with 160 students from the Faculty of Education at the University of Zaragoza, specializing in the areas of physical education, primary education, foreign language and special education, measuring levels of emotional intelligence and personality traits. The results demonstrated how students with specialties that require a more vocational profile differ from other students who are studying other specialties (Jose et. al., 2014). Singh and Singh (2011) studied locus of control among alcoholics and non-alcoholics. The sample consisted of 100 institutionalized alcoholics and an equal number of non alcoholics in the age group 18-24 years. The scores of the two groups on Levenson's and Miller(1976) Locus of Control Scale showed that non alcoholics scored significantly higher on internality ($t=2.36, p<.05$) and powerful others scale ($t=3.20, p<.01$) than the alcoholics. Jaswal and Dewan (1997) studied the relationship between locus of control and depression among 139 class 12th girls students. Levenson's(1972) Locus of Control Scale and the IPAT depression Scale (Krug and laughlin,1976) were used. A negative correlation between internality and depression -0.45 was found. The investigator concluded that depression could be both an effect and a cause of external locus of Control. Lefcourt, M., et. Al. (1981) in their research entitled "Locus of control as a modifier of the relationship between stressor and moods." Reported that negative life events that had occurred during the high school years had a lingering effect on the current mood states of the more external

subjects. On the other hand, more recent negative life events resulted in mood disturbances for all subjects regardless of locus of control scores, although externals were equally distraught in the absence of negative events. Positive life events, on the other hand, had relatively slight effects on subsequent mood disturbance. After review of literature in the field study was designed to fulfill following objectives:

OBJECTIVES

- To identify student-teachers who were high, average and low on internal locus of control orientation.
- To compare the identified student-teachers on the personality dimensions of extraversion-introversion and neuroticism-stability as proposed by Eysenck and Eysenck(1975).
- To examine the extent and nature of association between locus of control and extraversion-introversion.
- To examine the extent and nature of association between locus of control and neuroticism-stability.

MEHTOD

SAMPLE

In the present study, a sample of 100 B.Ed female student-teachers was taken. Fifty student-teachers each were taken from Govt. college of Education, Patiala and Rayat and Bahra college of Education, Sahauran, S.A.S Nagar . These student-teachers were randomly picked up from those who were present in the college on the day of data collection.

MEASURES

- Eysenck personality questionnaire (Adult form,1975 version) In the present study an adapted Punjabi version of the Eysenck personality questionnaire (Adult form, 1975 version) was used.
- Locus of Control Scale: For the present study, Hindi version of Locus of control Scale (Hasnain& Joshi 2010, print) was used.

ANALYSIS & INTERPRETATION OF DATA

Table 1 Summary of Scores on The Locus Of Control Scale

N	Range	Mean	Median	SD
100	29-66	46.04	46	7.70

Table 2 Cut-Off Scores for the Three Groups Formed From the Distribution of The Loc Scores

Group	*Score	N
High Internal Group(G1)	54 and above	14
Average Internal-External Group(G2)	38-53	16
High External Group(G3)	37 and less	70

Table-3 Summary of Anova for Extraversion Scores

Source of Variance	Sum of squares	Degrees of freedom	Mean square	F-ratio
Among groups	16.45	2	8.23	*0.85
Within groups	942.30	97	9.71	
Total S.S	958.75	99		

*Not significant at the .05 level

Table no. 3 revealed that the null hypothesis of no statistically significant difference in the mean extraversion scores of the groups is accepted at the .05 level of significance. High internals, average internal-external, and high externals do not differ from one another on extraversion.

Table-4: Summary of Anova For Neuroticism Scores

Source of Variance	Sum of squares	Degrees of freedom	Mean square	F-ratio
Among groups	41.72	2	20.86	*1.31
Within groups	1549.61	97	15.98	
Total S.S	1591.33	99		

*Not significant at the .05 level for

Table no. 4 revealed that the null hypothesis of no statistically significant difference in the mean neuroticism scores of the three groups is accepted, at the .05 level of significance. High internals, average internal-external, and high externals do not differ from one another on neuroticism.

Table-5: Correlation Coefficients between score of LOC neuroticism and extroversion

N=100		
1.	Between LOC and E=0.25	(df=98) Significant at .05 level for df=98
2.	Between LOC and N = -.14	(df=98) Not significant at .05 level for df=98

Table no. 5 revealed that that the Pearson product moment correlation coefficient between LOC scores and extraversion score is 0.25, which is significant at 0.05 level for df=98. In extent of shared variance between the two variables is $r^2 = 6.25\%$. The Pearson product moment correlation coefficient between LOC Scores and neuroticism score is -0.14, which is very low and not significant at 0.05 level for df=98.

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