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LEVEL OF LOCUS OF CONTROL AMONG SECONDARY SCHOOL TEACHERS: A GENDER AND LOCALE BASED STUDY

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Abstract: Several studies have examined the teachers' locus of control as a tool for enhancing teachers' academic performance and student achievement outcomes; however, locus of control of secondary school teachers of Prayagraj District is unclear. This study was conducted with 105 secondary school teachers of Prayagraj District during academic year 2024-2025 to examine the level of locus of control of male and female teachers teaching in secondary school of rural and urban areas. Teachers Locus of Control Scale (TLOCS) was used in the research work standardized by Madhu Gupta and Indu Nain. As a research methodology, descriptive field survey method is used for obtaining data. The research findings show that the urban secondary school teacher's locus of control seemed more positive than the rural secondary school teacher's locus of control same as male secondary school teacher's locus of control seemed more positive than the female secondary school teacher's locus of control.

Keywords: Teachers, Locus of Control, Internal Locus of Control, External Locus of Control

I INTRODUCTION

The concept of Locus of control was given by Rotter (1954), he proposed his idea in the model social learning a theory of personality. The term Locus of control stands for how much control an individual feels when they have in their own attitude. An individual can either have an internal locus of control or external locus of control (Rotter, 1954). On the other side, Locus of Control is defined as an individual's beliefs, ability and self-control that impact positive and negative events occurring in his/her life. Locus of control is like reinforcement of an individual's life like, won and loss, achievement and failure, results etc.

Locus of Control is of two types, internal locus of control and external locus of control. When a person assumes that he/she has less control over what is happening in their lives, it is known as a person is having external locus of control; on the other side when one assumes he/she has control over what is happening in their lives, it is known as a person is having internal locus of control.

1.1 Objective of the study

The objective of this research paper is to find out the secondary school teachers' locus of control on the basis of locale and gender wise. By analysing main components such as internal locus of control and external locus of control of male and female secondary school teachers working in rural and urban areas. Present study highlights the challenges faced by secondary school teachers with different level of locus of control.

1.2 Hypotheses of the study

There is no significant difference in the level of locus of control among secondary school teachers on the basis of locale and gender wise.

1.3 Review of Literature

Belnur (2024) selected 50 art side and 50 science side students from various colleges of Jalna and Ambad, to do comparative study on locus of control and achievement motivation of science and arts students. Findings show the difference between two groups: first group shows science side students have higher achievement needs in comparison to art side students and the second group shows that science side students have internal locus of control, whereas art side students have external locus of control.

Virgana and Lapasau (2024) opted a sample size of 720 high school teachers to find out the performance of teachers among locus of control and other influencing factors. The researcher used SPLS software for data analysis. Present research has 10 hypotheses in which 9 hypotheses indicate that locus of control and other influencing factors considerably determines the teacher's performance and SPLS software evaluation show that teachers LOC had the most significant influence on performance.

Aleena and Vigraanath (2021) conducted a study on 225 students (male/female) to find out the relationship between emotional intelligence and locus of control. Findings show that a very close relation between locus of control and emotional intelligence, and no gender wise significant differences in emotional intelligence.

Kiral (2019) examines the relation between teacher's locus of control with different variables. The study was on 335 high school teachers during 2015-2016 academic session. Findings show that teachers mostly show their internal locus of control and which may lead them to external locus of control. Teachers, marital status, gender, profession etc shows no considerable difference and teachers, age, teaching speciality, seniority shows considerable difference.

G Kumaravelu (2018) proposed their study on locus of control and academic performance of school going students. 380 sample of school students were selected for the study and researcher found that there is no considerable difference between all the three locus of control, i.e. chance, internal and external gender wise. The high internal locus of control and chance locus of control, this shows the high chance of intellectual development towards academic performance.

II METHODS

This section of the paper designs the strategy that how the research work is conducted and this research belongs to the type of descriptive field survey method.

2.1 Tools:

Teacher locus of control scale (TLOCS) (gives evaluation of teachers' internal locus of control and teachers' external locus of control) constructed and standardized by Madhu Gupta and Indu Nain.

2.2 Population:

The Population of the present study entailed the male and female secondary school teachers of Prayagraj district.

2.3 Samples:

The researcher has randomly selected a sample of 105 male and female teachers from secondary schools of rural and urban areas of Prayagraj district employing stratified random sampling method.

2.4 Statistical Technique:

Statistical technique used in the present study are Mean, Standard Deviation and t-test.

III RESULTS AND DISCUSSION

3.1 Null Hypotheses

There is no significant difference in the level of locus of control among secondary school teachers on the basis gender wise.

It is resumed from the Table 1 that there is no significant difference in the internal and external locus of control of male and female of secondary school teachers of Prayagraj district. Hence the null hypothesis is accepted.

Table 1 Level of locus of control of male and female secondary school teachers

Level of locus of control of male and female secondary school teachers						
Level of Locus of Control	Gender	N	Mean	Standard Deviation	t-value	Remark
	Male	50	85.76	6.856	.603	NS
	Female	55	84.98	6.370		

at 0.05 level (2-tailed)

Observation of the table 1 shows that mean and standard deviation of level of locus of control among secondary school teacher's male are 85.76, 6.856 and female are 84.98, 6.370 and t-value is .603. This value is lower than the table value for 1.96 degree of freedom at 0.05 level. This indicates that level of locus of control of male and female secondary school teachers of Prayagraj district is almost similar. It is evident from the above cited table that level of locus of control of male and female secondary school of secondary school teachers is not significant. Therefore, the hypotheses, "there is no significant difference in the level of locus of control of secondary school teachers on the basis of gender wise" is accepted.

There is no significant difference in the level of locus of control among secondary school teachers on the basis of locale.

It is resumed from Table 2 that there is no significant difference in the internal and external locus of control of rural and urban secondary school teachers of Prayagraj district. Hence the null hypothesis is accepted.

Table 2 Level of locus of control of secondary school teachers of rural and urban areas

Level of locus of control of secondary school teachers of rural and urban areas						
Level of Locus of Control	Locale	N	Mean	Standard Deviation	t-value	Remark
	Rural	49	85.22	7.315	.185	NS
	Urban	56	85.46	5.939		

at 0.05 level (2-tailed)

Observation of the table 2 shows that mean and standard deviation of level of locus of control among secondary school teachers of rural are 85.22, 7.315 and urban are 85.46, 5.939 and the t-value is .185. This value is lower than the table value for 1.96 degree of freedom at 0.05 level. This indicates that level of locus of control of secondary school teachers of rural and urban areas of Prayagraj district is almost similar. It is evident from the above cited table that level of locus of control of secondary school teachers of rural and urban areas of Prayagraj district is not significant. Therefore, the hypotheses, “there is no significant difference in the level of locus of control of secondary school teachers on the basis of locale” is accepted.

IV CONCLUSION

The study has been undertaken to know the level of locus of control among secondary school teachers on the basis of gender and locale.

Findings were largely based on self-report by secondary school teachers' there will always be some doubt as to whether teacher responses reflect their true level of locus of control. Responses be therefore interrupted with caution. This study only investigated level of locus of control of male and female of secondary school teachers of rural and urban areas of Prayagraj district.

There is no significance difference in level of locus of control of secondary school teachers on the basis of gender and locale. The result indicated that the urban secondary school teacher's locus of control seemed more positive than the rural secondary school teacher's locus of control same as male secondary school teacher's locus of control seemed more positive than the female secondary school teacher's locus of control.

The findings of this research paper are relevant to the educators, academic professionals and students, as they may use the findings to organise in-service training programs that improves internal locus of control among teachers.

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