

LOCUS OF CONTROL AND WORK RELATED STRESS AMONG TEACHER EDUCATORS

Saba Anees

Central Institute of Education (CIE)
Delhi University, New Delhi, India
Email: anees.saba7@gmail.com



ABSTRACT

Locus of control signifies an individual's competence or ability to control his/her life situations. It may be either internally or externally. When an individual finds himself able to control his life situations himself/herself he/she is said to possess a high level of internal locus of control while on the other side if it is believed that most of the situations of his/her life are beyond his/her control and are a matter of outsider's control or decided by fate then in such situations it can be assumed to have had a higher external locus of control. Thus, locus of control has a great bearing on one's ability to adjust efficiently in his/her environment. Locus of control within the work specially (that is, belief that one has control at work) has likewise been connected to worker successfulness (Spector & et al., 2002). Present paper is an attempt to reveal the relationship between locus of control and work related factors of stress among Teacher Educators. The findings reveal a significant positive relationship between locus of control of teacher educators and working situations perceived as stressful by them.

Keywords: Locus of control, Work related stress, Teacher Educators

INTRODUCTION

Originally developed within the framework of Rotter's (1954) social learning theory, the locus of control construct refers to the degree to which an individual believes the occurrence of reinforcements is contingent on his or her own behaviour. The factors involved with reinforcement expectancy are labelled "external" and "internal" control. In short, internal locus of control refers to the perception of positive or negative events as being a consequence of one's own actions and thereby under one's own personal control. In contrast, external locus

of control refers to the perception of positive or negative events as being unrelated to one's own behaviour in certain situations and thereby beyond personal control.

Some of the studies have taken Locus of control as an independent variable while others consider it as a moderating variable. A few studies consider it as both moderating and mediating variable. Some researchers found a positive relationship between Work Stress and internal locus of control means subjects with internal locus of control showed significantly higher occupational stress than with external locus of control. While others believe that externals suffer from a sense of helplessness and have a greater susceptibility to stress because of their non-fighting attitude towards the problems they encounter (Srivastava, 1998).

Research has shown that teachers are exposed to a number of sources of stress. Kyriacou (2001) reports that the main sources of teacher stress stem from teaching students who lack motivation; maintaining discipline in the classroom; confronting general time pressures and workload demands; being exposed to a large amount of change; being evaluated by others; having difficult or challenging relationships with colleagues, administration, or management; and being exposed to generally poor working conditions.

SIGNIFICANCE OF THE STUDY

The significant of the study lies in the notion that there is a lot of difference in the attitude of teacher educators towards various working situations faced at workplace. Individual differences in attitudes and abilities also influence whether teacher educators experience stress at their workplace.

OPERATIONAL DEFINITIONS OF THE TERMS USED

Locus of Control: In the present study locus of control refers to the extent to which teacher educators feel that situations are beyond their control.

Work related Stress: In the present study work related stress can be defined as those working situations which are presumed as stressful by teacher educators. In the present study these situations have been categorized into 8 basic heads named as various dimension of work related stress: *situations related to nature of work allotted, role at workplace, opportunities for further career advancement, inter-personal relationship, class-room situations, social structure, institutional climate and home-work interference.*

Teacher Educators: In the present study the Teacher Educators refers to the teachers teaching to B.Ed or D.El.Ed level.

OBJECTIVE OF THE STUDY

- To find out the relationship between locus of control and work related stress among teacher educators.

HYPOTHESES

H₀ 1 There is not a significant relationship between locus of control and work related stress among teacher educators.

METHODOLOGY

Present study is an Inter-relationship studies (i.e. correlation and prediction studies) of descriptive type of researches. Descriptive studies are meant for summarizing either the current status, position, level or attitude of a phenomenon; or its immediate past. This type of researches basically focus on fact finding results of variables and assist the researcher in forming certain principles and drawing inferences on their basis.

Population: The population for the present study comprises of teacher educators of private B.Ed and D.El.Ed colleges.

Sample: Ten B.Ed and D.El.Ed colleges were randomly selected from the population. The sample size was taken as 50 teacher educators. 5 teacher educators from each private college were selected to serve the purpose.

Tools Used:

1. A self-developed questionnaire containing 45 items on eight main work related dimensions was used to collect data from the sample.
2. An adaptive version of locus of control scale originated by Cary L Cooper, Stephen J. Sloan & Stephen Williams was used in the present study.

ANALYSIS & INTERPRETATION OF DATA

The analysis of data was done by employing the Person 'r' statistical techniques. The data obtained was analysed descriptively and inferentially. The hypothesis was tested at 0.01 level and 0.05 level of significance.

Relationship between locus of control and work related stress among teacher educators

The relationship between locus of control and work related stress has been done in order to find out whether the locus of control is significantly correlated with work related stress for teacher educators or not. Below table showed a detailed description of relationship between locus of control and work related stress of teacher educators.

Table: Showing the Coefficient of correlation between locus of control and work related stress among teacher educators.

(N=50)

	D1	D2	D3	D4	D5	D6	D7	D8	Total Work Stress
Locus of control	.376**	.071 (NS)	.123 (NS)	.227*	.344**	.284**	.274**	.266**	.350**

*significant at .05 level
 **significant at .01 level

Above table clearly depict a significant relationship between locus of control and work related stress among teacher educators. It means higher will be the level of locus of control more will be the work related stress. However, the direction of correlation that exists between locus of control and work related stress is positive which indicates a direct relationship between two variables. A high level of external locus of control will lead to higher level of work stress and vice-versa and this positive relationship is significant at both levels i.e. 0.01 and 0.05 level.

Hence, the null hypotheses no. 1 that states there is not any significant relationship between locus of control and work related stress of teacher educators is rejected.

The existing significant relationship can be verbally interpreted (Garrett, 1981) as: low positive relationship between locus of control and work related stress as a whole.

The relationship between locus of control and various dimensions of work related stress came significant for six dimensions viz. situations related to nature of work allotted, inter-personal relationship, class-room situations, social structure, institutional climate and home-work interference. Out of these situations related to nature of work allotted, class-room situations, social structure, institutional climate and home-work interference are found

significant at 0.01 level whereas situations related to inter-personal relationship is found significant at 0.05 level.

The reason for such a significant relationship may be because of lack of flexibility in the nature of work or task assigned, authoritative ideology of the institution, strict norms and regulations of NCTE and other governing bodies, management committee prejudices, bureaucracy, disruptive behaviour of students etc.

On the other side locus of control is found having no significant impact on the two dimensions of work stress viz. role at workplace and opportunities for further career advancement. Although the relationship of locus of control with these two dimensions came insignificant but the direction of relationship is a sharp indication of their direct relationship.

CONCLUSION

The present study reveals that there is a significant positive relationship between locus of control of teacher educators and the working situations perceived as stressful by them. It means that teacher educators with high external locus of control will perceive more situations at workplace as stressful. The 'out of one's control' attitude leads to internal disturbances which eventually changes their attitude towards each and every working situation; as they begin presuming those tasks also which can be controlled by them as 'not controllable task'. Such attitude demotivates them for further efforts, reduces their enthusiasm and zeal towards work and teaching and in due course diminishes their efficiency to handle life situations also.

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