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# A Study Of Locus Of Control And Self-Esteem Of School Teachers

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## **Abstract:**

The quality, competence, and character of teachers are the most important factors that influence the quality of education. Locus of control is an individual's perception of his control over the environment. Internal Locus of control refers to the belief that an individual's ability, behavior, and efforts control the outcome of events. External Locus of control refers to the belief that the outcome of events is not controlled by the individual's ability, behavior, or efforts but by some outside factors like luck, fate, and significant others. The cognitive system that represents a person's view of himself or the pattern of traits by which he describes himself is called self-esteem. Locus of control and self-esteem both influence role performance. The sample for this descriptive survey was 565 school teachers selected randomly. The tools used were the Locus of control scale by Hasnain and Joshi. The self-esteem inventory was prepared by the researcher in Marathi. It is concluded that there is a marked positive correlation between locus of control and self-esteem. Teachers with internal locus of control differ significantly from teachers with external locus of control in their self-esteem.

**Keywords:** Locus of control and self-esteem.

## **Introduction**

In his famous quote, Adams, (1994) rightly said that teacher affects eternity and he continued to say that one can never tell where teachers' influence stops. Teachers' work is not confined to a particular state or a country or a period, months, or years. It transcends all the limitations and boundaries. Hence, teachers are regarded as benefactors of mankind. Of all the factors influencing the quality of education, the quality of the teacher is the most important. As locus of control and self-esteem both affect the behavior of the individual, it is important to study them among teachers.

## **Locus of Control**

The concept of Locus of control was propounded and developed by Rotter (1954). Locus of control refers to the degree to which individuals perceive that they have control over the environment. It is either internal or external. Internal Locus of control refers to the belief that an individual's ability, behavior, and efforts control the outcome of events. External Locus of control refers to the belief that the outcome of events is not controlled by the individual's ability, behavior, or efforts rather it is controlled by some outside

factors like luck, fate, and significant others. People with internal and external Locus of control show behavioral differences and that internality is a more positive asset than externality.

### **Self-Esteem**

Self-esteem is the feeling that what one does comes up to one's inner standard or one's self-concept. The cognitive system that represents a person's view of himself or the pattern of traits by which he describes himself is called Self-esteem. This is a major determinant of behavior. Man's Self-esteem is based on his thoughts, feelings, and emotions. Research has shown that favorable Self-esteem promotes good performance, especially in stressful situations. Self-esteem influences behavior patterns. It enables one to draw upon his inner strength and confidence to face the life problem. Environment plays a significant role in developing self-esteem.

Locus of control and self-esteem both influence role performance. High Self-esteem led to active role performance and low self-esteem led to passive role performance. Individuals with internal locus of control take steps to control the outcome of their social interaction. In work situations, those with internal locus of control work harder and are more satisfied with their occupation than those with external locus of control. In competitive situations internals outperform externals. Competitive demand leads external to give up whereas internals do not give up and resist the pressure. Studies have shown that internal locus of control is related to work adjustment and performance. Locus of control is an important variable for the explanation of human behavior in organizations.

The review of the earlier research showed that Locus of control as a personality variable was of interest to a few researchers. These studies reveal that Locus of control affects the behavior of an individual. The external Locus of control of teachers was related to job satisfaction and work identification. The research studies also showed that Locus of control has a significant relationship with creativity, achievement, value patterns, socio-economic status, and anxiety. Earlier studies regarding self-esteem had revealed that higher self-esteem is a positive attribute. Self-esteem is significantly related to values, creativity, professional competence, and high performance. As both variables, locus of control and self - esteem are very important and can influence the quality of teachers, the need is felt to study the relationship between the two and the effect of locus of control on self-esteem of teachers.

### **The purpose of the study**

The purpose of the study was to find out the relationship between locus of control and self-esteem of teachers. The study also aimed to find out whether teachers with internal locus of control and external locus of control differ in self-esteem.

### **Hypothesis**

The null hypotheses for the study

- 1) There is no significant relationship between locus of control and self-esteem of teachers.
- 2) Teachers with internal and external locus of control do not differ significantly in their self-esteem.

## Research Design

**Method:** A descriptive research method was used for the research.

**Area:** The geographical area under the study was Nagpur, Chandrapur, Bhandara, and Gadchiroli districts from the Vidarbha region in Maharashtra.

**Population:** School teachers constituted the population.

**Sample:** The sample for the present study was 565 school teachers selected by random sampling method. Further, the sample was divided into 292 urban and 273 rural area teachers and 289 male and 276 female teachers.

**Research tools:** The tools used were the Locus of control scale by Hasnain N. and Joshi D. D. (1992) and the self-esteem inventory prepared by the researcher in the Marathi language.

**Analysis and Interpretation:** Tabulation and analysis of the data were done by using a manual of the test and by application of statistical techniques like Mean, Standard Deviation, Correlation, and t-tests.

## Findings and Discussions

The analysis and interpretation of the data gave the following findings. These findings with discussions are given below. Out of the total sample of 565 teachers, 23.72% of teachers were found to be internal, 15.75% of teachers were external, and 60.53% were normal in the locus of control orientation. It was found that 24.96% of teachers were high in self-esteem and 16.99% of teachers were low in self-esteem, while 58.23% of teachers had an average level of self-esteem.

**Table 1: Correlation between Locus of Control and Self-esteem of Teacher**

Teachers	Urban Male	Urban Female	Rural Male	Rural Female	Total
N	140	152	149	124	565
Degree of freedom (N-2)	138	150	147	122	563
Correlation: r	0.293*	0.3675*	0.265*	0.458*	0.365*

Note: \* denotes r--value significant at 0.01 levels

The coefficient of correlation between locus of control and self-esteem was significant at 0.05 and 0.01 levels for the total sample and male, female, urban, and rural teachers.

**Table 2: Comparing Self-Esteem of Internally-Oriented and Externally-Oriented Teachers**

Self – esteem	Internal locus of control			External locus of control			t-value
	N	Mean	S. D.	N	Mean	S. D.	
Urban Male Teacher	39	69.54	17.14	21	58.05	19.83	2.242*
Urban Female Teacher	40	73.78	15.12	22	55.45	21.09	3.599*
Rural Male Teacher	33	68.33	17.67	22	58.05	22.37	1.813
Rural Female Teacher	22	76.50	15.49	24	55.54	18.21	4.215*
Total Teacher	134	71.65	16.71	89	56.73	20.43	5.455*

Note: \* denotes t-value significant at 0.01 levels

The t-value was significant for urban male and female teachers and also for rural female teachers. The t-value was not found to be significant in the case of rural male teachers. The mean difference in self-esteem was in favor of teachers with an internal locus of control.

### **Conclusions and Implications**

The analysis and interpretation of the data lead to the conclusions. The coefficient of correlation between locus of control and self-esteem is significant at 0.01 levels for the total sample and male, female, urban, and rural teachers. Hence it is concluded that there is a marked positive and significant correlation between locus of control and self-esteem. It is further concluded that the teachers with internal locus of control differ significantly from teachers with external locus of control in their self-esteem. The difference is significant in the case of urban male teachers, urban female teachers, and rural female teachers. However, this difference is not significant in the case of rural male teachers. Teachers with internal locus of control are found to have higher levels of self-esteem than the teachers with external locus of control.

Any research has its own importance and educative value. The present study examines locus of control and self-esteem among secondary school teachers. Teachers are role models for students and cast long-lasting impressions. If the teacher is internal in orientation his perception that he has control over the environment and that events in his life are consequences of his behavior will help students to develop the right attitude in life. High self-esteem is reflected in his behavior which will result in an improved teaching environment. Urban teachers are more internal while there is a marked urban-rural area-wise difference regarding the locus of control. It indicates that rural teachers need to develop internality among them. Area and sex-wise differences in self-esteem of teachers imply that special training is essential for rural and male teachers.

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