

Impact of Locus of Control on Personality Traits among Senior College Teacher

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ABSTRACT

Objective:-To search the effect of Locus of Control on personality traits among senior college teachers.**Hypothesis:**-1) There will be no significant difference between External and Internal locus of control senior college teachers on dimension personality traits.**Sample:**-80 senior college teachers were selected from Aurangabad city for the present research. Among them 40 were External locus of control senior college teachers and 40 were Internal locus of control college teachers. Age range of senior college teachers 20 year to 40 year. (Mean = 29.56, SD = 3.48). **Purposive Non-Probability Sampling** was used.**Tools:**-Personality Traits Inventory: This test is developed and standardized by Costa and McCrae 2) Rotter's Locus of Control Scale (RLCS): Containing 29 items each involving a pair of (a) and (b) questions. Statistics t-test was used for the statistical analysis of data. **Conclusion:** 1. External locus of control senior college teachers has significantly high Openness to experience than the internal locus of control Senior college teachers. 2. There was no significant difference found between External Senior locus of control college teachers and internal locus of control senior college teachers' respect to Conscientiousness. 3. External locus of control senior college teachers has significantly high Extraversion than the internal locus of control senior college teachers. 4. External locus of control senior college teachers has significantly high Agreeableness than the internal locus of control senior college teachers. 5. External locus of control senior college teachers has significantly high Neuroticism than the internal locus of control senior college teachers.

Keyword:- *External locus of control, internal locus of control, senior college teachers and personality traits*

Introduction:-

Although persona characteristics and locus of manage are separate theoretical constructs, they share some frequent features. One of them is that they enable to predict how an individual will behave in an unknown situation. This understanding can assist professionals plan tremendous educating and instructional things to do for younger people. While personality traits are biologically primarily based and determined, the locus of control, which is a construct derived from the concept of social learning, is fashioned via exterior experiences and social requirements. Personality traits, being inside inclinations and inclinations to engage in or withdraw from unique things to do and to interpret more than a few conditions in specific ways, may additionally secondarily lead to the development, in young people and adolescents, of a sense of accountability (or a lack thereof) for more than a few conditions they journey directly. Firstly, personality qualities may additionally predispose younger humans to searching for things to do and approaches of spending time that swimsuit their character preferences. Secondly, they can additionally have an impact on the mode in which young adults interpret reward and failure conditions as being inside or past their personal manage [Göllner, R 2017]. What is necessary right here is cognitive evaluation of the scenario with admire to one's assets and estimation of the likelihood of success or failure. A individual who feels they have the assets wanted to whole a challenge is possibly to undertake the task. By contrast, a character who is now not so positive about their assets is probable to keep away from new and unpredictable conditions related with a chance of failure. Personality is strongly influenced through motivation structures that organise responses to rewards and punishments and that pressure method and avoidance behaviours [36]. Personality qualities have an effect on the approaches of assigning motivational meanings to various stimuli and situations. Extraverts have a tendency to searching for moneymaking conditions and see new and ambiguous conditions as challenges and possibilities for reward.

In addition to searching for and enticing in doubtlessly profitable situations, extraverted individuals derive pride from their successes longer than do men and women with increased Neuroticism levels. Neurotics are characterised with the aid of expanded sensitivity to punishment and when they fail, they have a tendency to ruminate and have intrusive ideas. Failures do not demotivate extraverts as strongly as they do to neurotics. For this reason, it has been pointed out that human beings who are extraverted and open to trip cope higher with stress and are much less probable than human beings with excessive tiers of Neuroticism to keep away from conditions that are related with taking on challenges and a hazard of dropping fantastic shallowness in the match of failure [Schneider, T.R 2012]. These findings are essential from the factor of view of youngsters and adolescents’ developing feel of have an effect on over a range of lifestyles events. Getting concerned in situations that may also doubtlessly deliver a range of advantages can be conducive to creating an internal locus of control. Conversely, heading off unsure conditions and withdrawing from the risk associated with making choices in new and ambiguous occasions may additionally end result in the perpetuation of a experience of lack of affect on what is going on and may additionally incite young people to attribute the motives of occasions to elements that are past their control, such as terrible good fortune or adverse conditions.

Research Methodology:-

Objective:-

To search the effect of Locus of Control on personality traits among senior college teachers.

Hypothesis:-

1) There will be no significant difference between External and Internal locus of control senior college teachers on dimension personality traits.

Sample:-

80 senior college teachers were selected from Aurangabad city for the present research. Among them 40 were External locus of control senior college teachers and 40 were Internal locus of control college teachers. Age range of senior college teachers 20 year to 40 year. (Mean = 29.56, SD = 3.48). Purposive Non-Probability Sampling was used.

Variable:-

Independent Variable:-

- a) Locus of Control 1) External 2) Internal

Dependent variable:-

- 1) Personality Traits
 - 1) Openness to experience
 - 2) Conscientiousness
 - 3) Extraversion
 - 4) Agreeableness
 - 5) Neuroticism

Tools:-

Personality Traits Inventory:

This test is developed and standardized by Costa and McCrae for measuring personality characteristics (neuroticism, extraversion, openness to experience, agreeableness and conscientiousness). The test consisted of 90 Items. Five alternatives of this test e.g strongly disagree, disagree, neutral agree and strongly agree. The internal consistencies reported in the manual were: N= .79, E= .79, O= .80, A= .75, C= .83.

2) Rotter’s Locus of Control Scale (RLCS): Containing 29 items each involving a pair of (a) and (b) questions, the RLCS has been devised to measure the individual expectations about locus of control. The subjects were asked to check one of the questions in each item.

Statistics

t-test was used for the statistical analysis of data.

Statistical Data Analysis

‘t’ showing the significance of difference between the External and Internal locus of control senior college teachers respect to Personality Traits.

Dimension	External (N =40)	Internal (N = 40)	t- ratio	df	p

	Mean	SD	Mean	SD			
Openness to experience	21.18	3.11	24.98	3.35	5.25	78	0.01
Conscientiousness	24.65	3.20	24.01	3.41	1.96	78	NS
Extraversion	25.95	4.30	24.03	4.25	3.06	78	0.01
Agreeableness	24.23	4.14	22.07	7.16	2.16	78	0.01
Neuroticism	27.55	4.14	26.48	3.58	2.24	78	0.01

$0.01 = 2.62$, $0.05 = 1.98$

Openness to experience score of External locus of control Senior College teachers mean is 21.18 and internal locus of control Senior College teachers mean is 24.98. Conscientiousness score of External locus of control Senior College teachers mean is 24.65 and internal locus of control Senior College teachers mean is 24.01. Extraversion score of External Senior college teachers mean is 25.95 and Internal Senior College teachers mean is 24.03. Agreeableness score of External Senior college teachers mean is 24.23 and Internal Senior college teachers mean is 22.07. Neuroticism score of External Senior college teachers mean is 27.55 and Internal Senior college teachers mean is 26.48.

Conclusion:

- 1) External locus of control senior college teachers has significantly high Openness to experience than the internal locus of control Senior college teachers.
- 2) There was no significant difference found between External Senior locus of control college teachers and internal locus of control senior college teachers' respect to Conscientiousness.
- 3) External locus of control senior college teachers has significantly high Extraversion than the internal locus of control senior college teachers.
- 4) External locus of control senior college teachers has significantly high Agreeableness than the internal locus of control senior college teachers.
- 5) External locus of control senior college teachers has significantly high Neuroticism than the internal locus of control senior college teachers.

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