
**Psychological Well-Being among Private Teachers in Relation to Locus of Control
Orientation**

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ABSTRACT

The present study aimed to investigate the psychological well-being in relation to locus of control and gender of private teachers. Sample for this study consisted of 120 teachers (60 male and 60 female) working in various institutions of Meerut city with stratified random sampling. Data was obtained with standardized inventories and analyzed with mean, standard deviation and t-test. Results of this study indicated the positive correlation between well-being and locus of control. It means, that Internally- oriented people tend to have higher score on well-being and externally oriented people show lower psychological well-being ($t = 3.63$; $p < .01$). Results related to gender effect on psychological well-being and locus of control revealed that male private teachers do not differ from female teacher.

Key words: Psychological Well-being, Locus of control.

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INTRODUCTION

Since the dawn of civilizations spirituality has been discussed and a large number of studies and researches have been conducted about spirituality and locus of control considering psychological well-being. Well-being can be defined in various terms but in the psychological sense it is defined as “good mental health”. To most people in general it means happiness, a good quality of life and satisfaction. In more comprehensive way well-being may be defined as “*the state or condition of being well, welfare, happiness, prosperity and a virtue essential to the well-being of men or of society.*” Psychological Well-being also can be defined as the subjective feeling of contentment, happiness, satisfaction with life’s experiences and of one’s role in the world of work, sense of achievement, utility, belongingness, and no distress, dissatisfaction or worry etc. it emphasize positive characteristics of growth and development. There are six distinct components of psychological Well-being having a positive attitude towards oneself and one’s past life (self-acceptance), having goals objectives that give life meaning (purpose in life), being able to manage complex demands of daily life (environmental mastery), having a sense of continued development and self-realization (personal growth), possessing caring and trusting ties with others (positive relations with other), and being able to follow one’s own convictions (autonomy). In his model of demands-control stress, Karasek's (1979) hypothesized that control at work buffers the impact of job stressors on well-being. The study of Spector (1986) demonstrates the perceived autonomy at work as related to well-being and job satisfaction. Other studies also concluded that locus of control is a vital element of well-being (Ganster and Fusilier, 1989). Overall it can be said that internal locus of control is associated with positive well-being on job as well as off the job.

What is Locus of Control?

Locus of control is related to the measurement of the extent to which an individual is selfmotivated or controlled and the extent to which the environment influence his behavior. In other words a person's locus (Latin for 'place' or 'location') is conceptualized either internal (belief that reward or outcome are controlled by one's own ability and efforts) or external (the belief that outcome or reward are not controlled by the individual rather fate, luck and significant others). Research work in this field reports that those who strongly believe that internal factors control their health tend to seek more health related information, remember the information better and respond more readily to messages encouraging medical examination than do those who believe in external control. Abramson, Metaksky and Alloy (1989) found in his study that negatively biased attributional style may serve as a vulnerability factor to the hopelessness and by interacting negative life events may results in a particular attributional style of failure. In their theory of hopelessness and depression, Abramson, Garber, Edwards and Seligman (1978) stated that the causal inference, people make for negative events and the degree of importance they attacks these events, were important in developing hopelessness and in turn hopelessness to depression. Researchers also have their work in the field of 'psychology of religion' considering the role of locus of control. The work published by Richard Kahoe (1974) suggests that intrinsic religious orientation correlates positively with internal locus of control, and negatively with external locus of control.

OBJECTIVES OF THE STUDY

Following objectives have been formulated for the present study:

1. To test the significance of difference in psychological well-being of internally and externally oriented private teachers.
2. To test the significance of gender difference among private teachers with regard to their psychological well-being.
3. To test the significance of gender difference among private teachers with regard to their locus of control orientation.

HYPOTHESES OF THE STUDY

The following hypotheses can be conceptualized for the present study.

1. There is no significant difference in psychological well-being of internally and externally oriented private teachers.
2. There is no significant gender difference among private teachers with regard to their psychological well-being.

3. There is no significant gender difference among private teachers with regard to their locus of control orientation.

METHOD AND DESIGN OF THE STUDY

Design the Study: For this study, researcher used the quasi experimental research design to test the difference between groups.

Participants: In the present study total 160 private teachers were recruited from various schools of Meerut city through stratified random sampling. 80 male teacher and 80 female teachers consisted the total sample.

Variables of the study: Following variables incorporates the present study:

a. Independent Variable

1. Locus of Control
2. Gender

b. Dependent variable

1. Psychological Well-being

Tools for Data Collection

1. **Psychological Well-being Scale (PWBS):** A Psychological Well-being Scale (PWBS), constructed and standardized by Pro. S. N. Rai and Mrs. Deepika Gupta, was used in the present research. It is a 54 items scale to measure six facets of wellbeing. Its test-retest reliability is .77 and validity is .75.
2. **Locus of Control Scale (LCS)** was originally propounded by Rotter (1954) and developed by Rotter (1954, 1955, 1960), Rotter, Chance and Phares (1972), Deeharms (1968), Wiener (1973) and Lefeourt (1976). This scale comprises 36 items which are distributed as 16 positive and 20 negative.

Organization and Analysis of Data

The purpose of the present study has been to investigate the effect of locus of control and gender on psychological well-being of private teachers. Table-1 shows that low scorer on locus of control (externally oriented) experience lower psychological well-being ($M = 206.8$), whereas internally oriented teachers (high scorer on locus of control) tend to show greater psychological well-being ($M = 217.6$). Inferential value (t-value) proves that internally oriented teachers have significantly higher psychological well-being than externally oriented teachers (t

= 3.63; $p < .01$). Findings of previous studies demonstrate the relation of work locus of control to job satisfaction was consistent despite a wide range of cultural differences, along with consistent relationship between locus of control and psychological wellbeing (Spector, Cooper, Sanchez, O'driscoll, Sparks, 2002). It was also found that locus of control has significant impact on role stress, internal teachers are facing less job stress while external teachers are facing more job stress (Jha and Bano, 2012). When we discuss the locus of control and Wellbeing of teachers, autonomy can be taken into consideration, as it is a facet of psychological Well-being. Daft (2008) reported that teachers with internal locus of control are better able to handle complex information and problem solving, and that they are more achievement-oriented than externals (locus of control). People with external locus of control are better able than internals to handle work that requires compliance and conformity because of the structured, directed work situations. But they are not generally as effective when they are expected to take initiative, creativity, and to be independent action. Furthermore, behavior such as initiating action (rather than waiting for things to happen), taking steps to circumvent obstacles, seeking information from a variety of sources, and accepting responsibility for success or failure are the characteristics of managers with internal locus of control (Yukl, 2006, pp. 185-186).

Table-1: Showing t-value between high scorer and low scorer on locus of control with respect to well-being scores

| Locus of Control | Mean | SD | SED | t-value | Sig-level |
|------------------|-------|-------|------|---------|-----------|
| Low Scorer | 206.8 | 16.30 | 2.97 | 3.63 | .01 |
| High Scorer | 217.6 | | | | |

Table-2 shows that male teacher scored a mean value of 211.6 and female teachers scored 212.8 with regard to psychological well-being. The obtained mean difference appears to be mild, which has been found to be non-significant. The finding implies that the mean scores of male and female teachers do not differ significantly with regard to their psychological well-being. In other words it can be said that gender produce no significant effect on psychological well-being of private teachers. The gender difference can be said non-significant with regard to locus of control too, as the mean score of male teachers is 51.17, and that of female teachers is 48.35, as shown in table-3. Though mean values reveals that male teachers are more internally oriented and female teachers are less or externally oriented, but not significantly.

Table-2: Showing t-value between mean scores of male and female subjects with respect to well-being scores.

| Gender | Mean | SD | SED | t-value | Sig-level |
|--------|-------|-------|------|---------|-----------|
| Male | 211.6 | 17.13 | 3.12 | .38 | Not sign. |
| Female | 212.8 | | | | |

Table 2 -Showing t-value between mean scores of male and female subjects with respect to locus of control

| Gender | Mean | SD | SED | t-value | Sig-level |
|--------|-------|------|------|---------|-----------|
| Male | 51.17 | 8.01 | 1.46 | 1.72 | Not Sig. |
| Female | 48.65 | | | | |

Conclusion, limitations & implications

The following conclusion can be drawn:

- Internally oriented teachers tend to have higher scores on psychological well-being therefore the first null hypothesis in this regard is rejected.
- Gender has not been found to produce a significant difference in psychological wellbeing of private teachers therefore the second null hypothesis is as to be accepted.
- Gender has not been found to produce a significant difference in locus of control orientation of private teachers therefore the third null hypothesis also is to be accepted.

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