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Impact of Locus of Control on stress of male and female teachers



* Dr. T.M. Geetha

* Associate Professor, Karnataka State Women University, Bijapur.

ABSTRACT

In this study aimed at finding out the impact of locus of control on stress of male and female teachers. The investigator finds that there is no interaction between locus of control and stress of male and female teachers.

An occasional attribute of every individual's ecology is stress and some environments are more or less continuously stressful when the environment is stable, most of the people can cope. However, when the environment changes rapidly even the healthiest find it difficult to avoid stress.

The concept of stress has come into prominence since world war-II. Hans Selye pioneered the research work in the area of stress. Hunter (1977) in her address at the annual meeting of the American Association of School Administrators, included "teaching as one of the three most potentially stressful occupations". Stress may be prevalent among human service professions. Particularly the teaching profession (Kyriacou and Stutcliffe, 1977/1988). Stress within the teaching profession may affect the school as an organization, teacher performance, the physical and emotional well-being of the teacher and his/her family.

Teachers are experiencing such stress produced problems as high blood pressure, peptic ulcers, sleep disturbances (Blooch, 1978). Added to this high teacher stress may result in frustration, anxiety, avoidance of behaviors increased absenteeism and decrease in teacher and students performance level. Hence the investigator is interested in the study of locus of control on teacher stress.

Statement of the Problem

The present study investigated "The impact of locus of control on stress of male and female teachers"

Objective

To determine whether there is any relationship between locus of control on stress of male and female teachers in working in secondary schools of Bangalore city.

Hypotheses

1. There is no significant difference in the stress between teacher with internal control and teacher with external control, working in the secondary schools of Bangalore city.
2. There is no significant differences in the stress be

tween male teachers and female teachers, working in the secondary schools of Bangalore city.

Tools Used

The following standardized tools were selected for the collection of data

1. "The teachers Locus of Control Scale" (TLOCUS) developed by Hall and his associates (1980)"
2. "The Teacher Occupational stress Factor Questionnaire" (TOSFQ). This was developed by Clarke (1980)
3. Personal information about sex was collected on an "Information Book"

Sample

The study was conducted on a sample of 500 teachers which includes both sexes working in secondary schools of Bangalore city. These schools were randomly selected.

Statistical Techniques Used

To analyze the data the statistical technique used was Mean and Multiple Classification Analysis of Variance.

Analysis and Interpretation of Data

It was decided to find the impact of Locus of Control and sex on teachers occupational stress. The hypothesis formulated in respect of stress, locus of control and sex. To test the hypothesis the data found in the table 1 has been made use of Table -1: Number, sum of the scores. Sum of the squares of the scores and mean of the stress scores in respect of locus of control and sex.

Locus of Control (A)		Sex (B)	
Internal (A1)		External (A2)	
Male (B1)	$N_1 = 119$	Female (B2)	$N_2 = 96$
	$\sum X_1 = 9995$		$\sum X_2 = 7366$
	$\sum X_1^2 = 911403$		$\sum X_2^2 = 592296$
	$\bar{X}_1 = 83.99$		$\bar{X}_2 = 76.73$
Female (B2)	$N_3 = 123$	Male (B1)	$N_4 = 162$
	$\sum X_3 = 10131$		$\sum X_4 = 11371$
	$\sum X_3^2 = 922601$		$\sum X_4^2 = 852849$
	$\bar{X}_3 = 82.36$		$\bar{X}_4 = 70.19$

The table 1 gives data in respect of two levels of locus of control and two levels of sex. Each cell presents the information relating to the number in the cell, sum of the

Table -2: Summary Table of the Multiple Classification Analysis of Variance in respect of Locus of Control and Sex

Source of Variance	Sum of Squares	Df	Mean Sum of Squares	'F' value	5% F-limit
Locus of Control	11397.742	1	11397.742	23.37	F(1.496)=3.85
Sex	2015.174	1	2015.174	4.13	F(1.496)=3.85
Interaction	728.080	1	728.080	1.49	F(1.496)=3.85
Error		496	487.644		

scores, sum of the squares of the scores and the mean for four different conditions. The results of this analysis are reported in table 2

From the above table it could be seen that the obtained 'F' value of 23.37 is significant in respect of locus of control beyond 0.05 level of confidence. The obtained 'F' value of 4.13 in respect of sex is significant beyond 0.05 level of confidence. The obtained 'F' value of 1.49 in respect of interaction between locus of control and sex is not significant beyond 0.05 level of confidence.

There is no significant difference in stress between internal control teachers and external control teachers. Based on the above discussion it could be concluded that locus of control affects the teachers stress.

Therefore it is inferred that there is difference in stress between male teachers and female teachers. From this

it could be concluded that sex affects teachers stress. Hence it is inferred that there is no interaction between locus of control and sex in teachers stress. On the basis of the above discussion the investigator is prompted to conclude that Teacher stress is not affected by the combined effects of locus of control and sex.

Conclusions

On the basis of the foregoing discussions, the following findings have emerged. Significant difference between the internal locus of control teachers and external locus of control teachers on stress suggests that locus of control affects stress.

Significant difference between the male teachers and female teachers on stress suggests that the sex affects stress. Non-significant interaction between the locus of control and sex suggests that the stress is not affected/moderated because of the influence in variables.

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