

THE RELATIONSHIP BETWEEN TYPE OF LOCUS OF CONTROL AND NATURE OF STUDY HABITS OF THE TRAINEE TEACHERS.

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ABSTRACT

This study examined the relationship between Locus of control and Study habits and discussed the possibility of gender differences. So far several researches have been done individually on both topic, Locus of control and Study habits and examined their relationship with several academic and non-academic factors. Very few studies have been done to find out the relationship between these two factors. Teachers' Locus of control scale developed by Madhu Gupta and MsIndu Nain was administered to identify type of Locus of control. Study habit scale was developed and standardized by the researcher, based on several study habit components. Both scales were administered to 100, B.Ed trainee teachers. The result of the study indicates that mean level of Locus of control is moderate for both female and male trainee teachers and the mean Locus of control scores among female and male trainee teachers are not significantly different. Again, the mean study habit scores between female and male are not significantly different. The statistical analysis found a significant correlation between Locus of control and Study habit, with a Pearson correlation coefficient of -0.320. Further from ANOVA test it was found there are significant differences somewhere among the means on dependent variable, i.e. study habit scores of trainee teachers having internal, moderate and external Locus of Control respectively. By Post HOC test of multiple comparisons it was detected that the mean difference of study habit score is significant among students having internal and external Locus of control.

Keywords: Locus of control, Study habits.

Need and Significance of the study

In the era of globalization and technological revolution, education plays a vital role in the development of human capital. It ensures the acquisition of knowledge and skills that enable individuals to increase their productivity and improve their quality of life. Educational psychologist and theorists have discussed the varied factors influencing learning. The factors include both academic and non-academic factors. The former include factors like study habits, memory, intellect etc.

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It has long been recognized that in the process of learning, the nature of study habits of the student, plays an important role. Good study habits are good assets to learners because these assist students to attain mastery in areas of specialization and consequent excellent performance, while opposite constitute constraints to learning and achievement, leading to failure. There are several study habit component skills like, reading habits, use of learning techniques, memory, time schedule, physical condition, examination preparation pattern, test anxiety management, concentration, patience, consistency, preferred way of study (self-study or group study), preferred environment, time management, reading speed, writing skills, habit of note taking, practice of review notes, study breaks, use of library, proper rest period etc. In this study a few areas of study habits are considered, like-distractibility, task orientation, inquisitiveness, recording habit, habit of consultation and exam preparation. Again there are non-academic factors influencing learning such as nature of locus of control, socio-economic condition, physical abilities etc.

Locus of control is an individual's belief system regarding the causes of his or her experiences and factors to which that person attributes success or failure. In other words, locus of control refers to how much one feels in control of his or her environment that is the extent to which one believes that his or her behaviour influences outcomes. According to the Rotter Internal-External locus of control scale: Locus of control can be divided into two separate sources of control, internal and external. People with an internal locus of control believe that they control their own destiny. They also believe that their own experiences are controlled by their own skill or efforts. On the other hand, people who tend to have an external locus of control tend to attribute their experiences to luck and task difficulties. Although there are considerable number of researches done separately on these two topics (LOC & Study Habits) and their relationships with variables like academic achievements and other variables related to education.

Majzub R M and Rahman S (2009) studied on "*The relationship between LOC and academic achievement and gender in a selected higher education institute in Jordan*", found-Internal LOC were highly and positively correlated with academic achievement among male students and positively correlated with external LOC. Khir A M (2015) studied on "*Locus of control and Academic achievement among Orang Asli students in Malaysia*", found that-Majority tends to have external LOC. LOC showed a significant difference in terms of age and various levels of academic achievements. No significant difference was found in terms of gender. . Chalak A and Nasri N (2015) studied on "*The interplay of Locus of Control, Academic Achievements, and Biological variables among Iranian Online EFL learners*". Maskayckhi F, Farmerzpoor M, Maskayckhi E, Rafati S and Maskayckhi S (2014) studied on "*Relationship between Locus of control and Study habits with academic achievement in Iran*". The results showed that 71.2% of boys and 28.8% of girls had external locus of control and this difference was significant. A correlation was seen among the three variables ,locus of control,

study habits and academic achievements. Ogoemeka O H (2013) studied on *study habit skill components as predictors of academic performance among teachers training institutions in Nigeria*. Estes T H and Richards C H(1985) studied on *habits of study and test performance in Virginia*. The number of researches to explore the relationship between these two variables ‘locus of control and Study habits’ are limited. Especially very few study in this topic has been done on trainee teachers. Therefore the aim of the study is to explore the nature of study habits and the type of locus of control of the trainee teachers and to investigate if there is any correlation between these two variables.

Objective

1. To identify the type of locus of control of the trainee teachers.
2. To find out the nature of study habits of the trainee teachers.
3. To know the relationship between the type of locus of control and the nature of study habits of the trainee teachers.

Hypotheses

1. There is no significant difference between male and female trainee teachers in their type of locus of control
2. There is no significant difference between male and female trainee teachers in their nature of study habits.
3. There is no significant relation between type of locus of control and nature of study habits of the trainee teachers
4. There is no significant difference in study habits among the students having internal, moderate and external Locus of Control respectively.

Methodology

Population

The population of the study constitutes all the trainee teachers of South-Bengal.

Sample

For the present study 100 trainee teachers were selected from the selected B.Ed colleges of South-Bengal through purposive and convenience sampling.

Tools

Two tools or instruments were used in the study.

- a) Teacher's Locus of control scale developed by Madhu Gupta and MsIndu Nain.(2016)
- b) Study habit-scale developed by the researcher (2019)

Analysis and Interpretations:

Objective 1: To identify the type of locus of control of the trainee teachers.

Table-1

Descriptive Statistics for Female trainee teachers

| | N | Minimum | Maximum | Mean | Std. Deviation |
|-------------------------------|----------|----------------|----------------|-------------|-----------------------|
| SCORE-LOC | 60 | 45 | 80 | 60.47 | 7.243 |
| Zscore(SCORELOC) SCORE-LOC | 60 | -2.07438 | 2.36077 | -0.11447 | 0.91778252 |

Table-2

Descriptive Statistics for Male trainee teachers

| | N | Minimum | Maximum | Mean | Std. Deviation |
|-------------------------------|----------|----------------|----------------|-------------|-----------------------|
| SCORE-LOC | 40 | 48 | 81 | 62.73 | 8.694 |
| Zscore(SCORELOC) SCORE-LOC | 40 | -1.69423 | 2.48748 | 0.171704 | 1.10171619 |

The Table 1 & 2 shows that the mean Z-score for both female and male trainee teachers lie within the range of -0.50 to +0.50. So it can be interpreted that mean level of locus of control is moderate for both female and male trainee teachers

Hypothesis-1 There is no significant difference between male and female trainee teachers in their type of locus of control

Table-3

Difference between male and female trainee teachers in their type of locus of control

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|-----------|-----------------------------|-----------------------------------------|-------|------------------------------|--------|-----------------|-----------------|-----------------------|-------------------------------------------|-------|
| | | F | Sig. | T | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| SCORE-LOC | Equal variances assumed | 1.892 | 0.172 | -1.409 | 98 | 0.162 | -2.258 | 1.603 | -5.439 | 0.923 |
| | Equal variances not assumed | | | -1.358 | 73.093 | 0.179 | -2.258 | 1.663 | -5.572 | 1.055 |

The table 3 shows the result of t-test for comparing the mean scores of LOC of female and male trainee teachers of South Bengal. From the Levene's test for equality of variances, it is seen that $0.172 > 0.05$, so the null hypothesis is accepted, that means variances are approximately equal. The both Standard deviations (S.D), which are just square root of variances, are close to each other. So assuming equal variances makes sense. The calculated 't' value for the df (98) is -1.409 and P value is 0.162 ($P > 0.05$). Hence it is concluded that there is no significant difference between male and female trainee teachers in their locus of control.

Objective-2 To find out the nature of study habits of the trainee teachers.

Table-4

Mean and S.D. of Study Habits of the Trainee Teachers

| Variable | Gender | N | Mean | S.D. | Std. Error Mean |
|--------------|--------|----|-------|-------|-----------------|
| Study Habits | Female | 60 | 87.28 | 8.663 | 1.118 |
| | Male | 40 | 84.38 | 9.518 | 1.505 |

The table 4 shows that the mean score of female and male study habit are 87.28 and 84.38 respectively out of 125. So, it can be concluded that the nature of study habits of both female and male trainee teachers are moderately good.

Hypothesis: 2 There is no significant difference between male and female trainee teachers in their nature of study habits.

Table-5

Levene's Test for Equality of Variances

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|----------|-----------------------------|-----------------------------------------|-------|------------------------------|--------|-----------------|-----------------|-----------------------|-------------------------------------------|-------|
| | | F | Sig. | T | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| SCORE-SH | Equal variances assumed | 0.642 | 0.425 | 1.581 | 98 | 0.117 | 2.908 | 1.84 | -0.743 | 6.559 |
| | Equal variances not assumed | | | 1.551 | 78.205 | 0.125 | 2.908 | 1.875 | -0.824 | 6.641 |

The table 5 shows the result of t-test for comparing the mean scores of study habits of male and female trainee teachers of South Bengal. From the Levene's test for equality of variances, it is seen that $0.425 > 0.05$, and so the null hypothesis is accepted and variances are approximately equal. The both Standard deviations (S.D), which is just square root of variance, are close to each other. So assuming equal variances makes sense. The calculated 't' value for the df (98) is 1.581 and P value is 0.117 ($P > 0.05$). Hence it is concluded that there is no significant difference between male and female trainee teachers in their study habits.

Objective 3: To know the relationship between the type of locus of control and nature of study habits of the trainee teachers.

Hypotheses-3 There is no significant relation between type of locus of control and nature of study habits of the trainee teachers.

Table-6

Relationship between Type of Locus of control and Nature of Study Habits of the Trainee Teachers

| | | SCORE-LOC | SCORE-SH |
|-----------|-----------------------------------|------------------|-----------------|
| SCORE-LOC | Pearson Correlation | 1 | -.320** |
| | Sig. (2-tailed) | | 0.001 |
| | Sum of Squares and Cross-products | 6165.31 | -2273.44 |
| | Covariance | 62.276 | -22.964 |
| | N | 100 | 100 |
| SCORE-SH | Pearson Correlation | -.320** | 1 |
| | Sig. (2-tailed) | 0.001 | |
| | Sum of Squares and Cross-products | -2273.44 | 8164.56 |
| | Covariance | -22.964 | 82.47 |
| | N | 100 | 100 |

**** Correlation is significant at the 0.01 level (2-tailed).**

The table 6 shows that the Pearson correlation value is -0.320 and it is significant at 0.001 level. Hence the hypothesis is rejected. So it is concluded that a significant correlation exists between types of locus of control and nature of study habits.

Objective-4 To know if there is any significant difference in study habits of the student having internal, moderate and external Locus of Control.

Hypotheses-3

There is no significant difference in study habits among the students having internal, moderate and external Locus of Control.

Table-7
Difference in study habits among the students having internal, moderate and external Locus of Control.

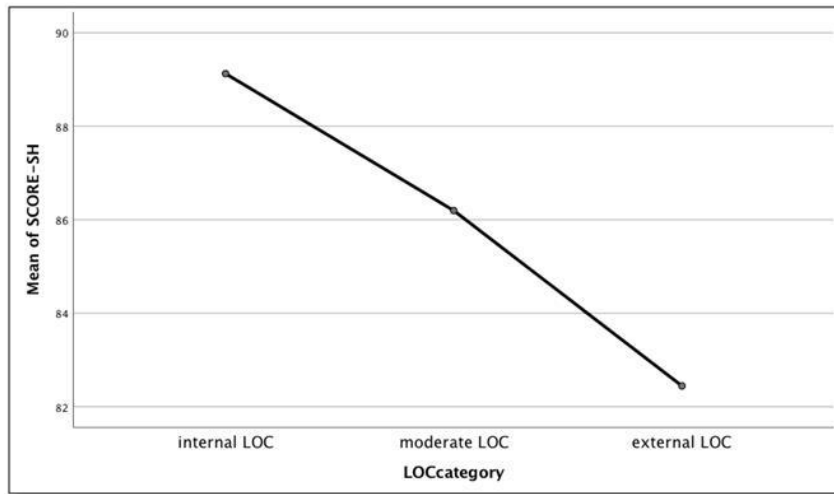
| Variable | Source of Variation | Sum of Squares | df | Mean Square | Calculated 'F' value | p-value |
|--------------|---------------------|----------------|----|-------------|----------------------|---------|
| Study Habits | Between | 653.954 | 2 | 326.977 | 4.223 | 0.017 |
| | Within | 7510.606 | 97 | 77.429 | | |

Table 7 shows the F value 4.223 and $P=0.017$ ($P<0.05$) for the variation of locus of control. So **the null hypothesis** is rejected and it can be concluded that there is significant difference in study habits of the students having internal, moderate and external Locus of Control respectively. Therefore an independent sample post HOC test is required to find out differences between students having internal, moderate and external Locus of Control in their study habits.

Table-8
Post hoc tests

| Dependent Variable: SCORE-SH | | | | | | |
|------------------------------|-----------------|-----------------------|------------|------|-------------------------|-------------|
| Tukey HSD | | | | | | |
| (I) LOC category | (J) LOCcategory | Mean Difference (I-J) | Std. Error | Sig. | 95% Confidence Interval | |
| | | | | | Lower Bound | Upper Bound |
| internal LOC | moderate LOC | 2.930 | 2.076 | .339 | -2.01 | 7.87 |
| | external LOC | 6.681* | 2.299 | .013 | 1.21 | 12.15 |
| moderate LOC | internal LOC | -2.930 | 2.076 | .339 | -7.87 | 2.01 |
| | external LOC | 3.751 | 2.181 | .203 | -1.44 | 8.94 |
| external LOC | internal LOC | -6.681* | 2.299 | .013 | -12.15 | -1.21 |
| | moderate LOC | -3.751 | 2.181 | .203 | -8.94 | 1.44 |

Figure- 1
Mean Plots



From table 8, it can be interpreted that the study habit score is statistically significant for internal Locus of control and external Locus of control groups at the 0.05 level. Again looking at the mean plot we can see the trainee teachers who have external Locus of control have scored lower in Study habit scale & trainee teachers who possess Internal Locus of control, scored higher. So it can be concluded that trainee teachers who have external locus of control scored lower in study habits scale than trained teachers who have internal locus of control. Here, to assess the study habit, few areas were considered like concentration, task orientation, inquisitiveness, recording habit, habit of consultation etc. So, from the result it can be interpreted, as people who poses internal locus of control believe they are responsible for what happens in their life, they concentrate much, while studying. They organize any task properly and follow a routine so that they can have control over the task. They are more inquisitive and try to study in depth to have a strong command over the topic. They use to record any lecture or take notes. They prefer to discuss ideas and knowledge with friends and while taking preparation for exam they do not believe in suggestive preparation.

Conclusion

In this study it is found that, no significant difference exist among the male and female trainee teachers in respect to their type of locus of control, which supports results of previous researches. The findings further show that the mean level of locus of control is moderate for both male and female trainee teacher which is quite natural. So it can be concluded that there is no role of gender in locus of control orientation. Again, the findings show that there is no significant difference in study habits considering areas like Concentration, task

orientation, inquisitiveness, recording habit, Consultation, habit of consultation, examinations preparation etc. among male and female trainee teachers. So it can be concluded that study habits of all trainee teachers are good but can be improved. As teachers are the backbone of our society, trainee-teachers must incorporate some study habits to enhance their intellectual competency and wisdom. Gender has no role to play in respect to study habit. The investigation also indicates that significant correlation exists between locus of control and study habit score. To be more precise significant difference in study habit is found among trainee teachers who possess external locus of control and trainee teachers who possess internal locus of control. Again from multiple comparison and mean plot, it was found that trainee teachers who have external locus of control scored lower in study habits scale than trained teachers who have internal locus of control. Here, to assess the study habit, few areas were considered like concentration, task orientation, inquisitiveness, recording habit, habit of consultation etc. So, from the result it can be interpreted, as people who poses internal locus of control believe they are responsible for what happens in their life, they concentrate much, while studying. They organize any task properly and follow a routine so that they can have control over the task. They are more inquisitive and try to study in depth to have a strong command over the topic. They use to record any lecture or take notes. They prefer to discuss ideas and knowledge with friends and while taking preparation for exam they do not believe in suggestive preparation, as they don't want to blame luck or task difficulties for their failure.

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