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TEACHER BURNOUT LOCUS OF CONTROL

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ABSTRACT:

Locus of Control is a personality construct, an expectancy variable, referring to an individual's perception of the place, events and the degree of personal control that one has over the reinforcements (e.g. events, stimulus or state of affairs) that change subsequent behaviour when it temporarily follows an instance of that behaviour. Rotter's (1966) social learning theory regards behaviour as mostly learned in social situations and fused with needs that are largely satisfied through people. It also explains the person's selection of specific responses from a larger repertoire. The potential for any behaviour to occur is a function of the individual's expectancy that the behaviour will be effective in securing a desired goal or reinforcement.



The effect of rewards on reinforcements preceding behaviour depends in part on whether the person perceives it as contingent upon his behaviour or independent of it. When the reinforcement is perceived by the subject as following some action of his own, but not being entirely contingent upon his action, then it is typically perceived as the result of luck, chance, fate, systems, powerful others or as unpredictable because of great complexity of forces surrounding him. This belief is labeled as external control. On the other side when the person perceives that the event is entirely contingent upon his behaviour and his own relatively permanent characteristics, it is rated as internal control. These internal vs. external dimensions of behaviour are known as locus of control orientation.

KEYWORDS Locus of Control, Demographic Variables.

INTRODUCTION

A sense of personal control (internality) has been correlationally linked to numerous indices of positive mental health, where as externality with emotional instability. According to Seeman (1959) externals are the "psychologically powerless" and vice-versa. Rotter (1966) explained locus of control as a key dimension to self efficacy,

self concept and individual differences variable which is stable over time and across situations.

Rotter's locus of control with the concept of "Behaviour potential; expectancy and reinforcement value" resembles the basic expression of Hull's (1943) analysis of behaviour as "the reaction potential -a product of a function of habit strength multiplied by a function of

drive". Behaviour potential and habit strength refers to the overt responses for learning denoted by expectancy and habit strength, motivation is explained by reinforcement value and drive. After 1966 there has been a proliferation of studies concerning the dimensional structure of locus of control and multi-dimensionality and domain specificity are given a great deal of attention (Rotter, 1975;

Reid, 1977; Endler and Edwards, 1978; Paulhus, 1983). Lavenson (1975) divided external dimension into two - chance control represents unordered forces such as fate and luck where as powerful others represents ordered forces in control, associated with powerful people. The researches have found separate factors for personal efficacy, control ideology and political control (Gurin, Gurin and Morrison 1978), but a common finding has been that some of the factors deal with personal control and others with impersonal control. Other comparable distinction are personal efficacy and environmental responsiveness (Gurin and Brim, 1984), philosophical and experiential control (Sieglar and Gatz, in press). This multi-dimensional approach is helpful in examining changes in various aspects of life because it allows for the possibility of differential change trajectories across dimensions. Variability has also been found along other dimensions such as social-action-taking (Gore and Rotter, 1963), conformity behaviour (Crowne and Liverant, 1963), ability to persuade others (Phares, 1965), decision time (Rotter and Murly, 1965), and as an integrator (Lao, 1977) for psychological theories when added in interpersonal attractions and prediction of choices. Hence a multidimensional representation acknowledges multiple sources of control (Lavenson 1974; Paulhas 1983) which operate either in a generalised way, across all behavioural domains or within specific domain or sphere of behaviour (Paulhus, 1983). The sources of control, here, may apply either to the personal realm or to the broader conceptions of situational factors (Magnusson and Endler, 1977; Pervin and Lewis, 1978).

The primary determinants of expectancies regarding locus of control is individual's social learning history which may be either of "behaviour influencing outcomes" type when he learns that "my behaviour makes a difference" and holds internalised locus of control belief of life events. On the other side when it is "behaviour being largely irrelevant of outcomes" type, he learns that "my behaviour makes little difference, what will be, will be" (Seligman, 1975). This is externalised locus of control belief, which results in helplessness and hopelessness i.e. "it is not worth trying because it makes no difference". However, an event regarded by some as reinforcement may be differently perceived and reacted to by others and as such the motivation may also differ from time to time, within an individual and from individual according to his cognitive skills and those demanded by the task.

The systematic formulation of Rotter's theory on the basis of values, expectations and situations at a specific time and place is -

$$B_{Px, Si} = f(Ex, Ra, Si \text{ and } R Va Si)$$

Here, the potential for the behaviour (x), to occur in a situation (i); in relation to reinforcement (a); is a function of the expectancy (Ex), of the occurrence of the reinforcement (a), in Situation (i) and the reinforcement value (a), in situation (I) (Rotter, 1954, 1955, 1960, 1971; Rotter, Chance and Phares, 1972) A more general formula is -

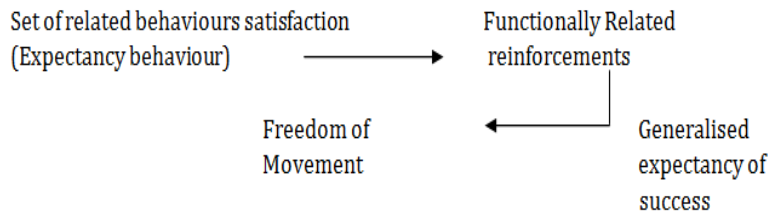
$$NP = f(FM \times NV)$$

where NP = Need potential

FM = Freedom of movement, and

NV = Need Value

Hence potentiality of occurrence of a set of behaviour as that leads to the satisfaction of some need (NP) is a function of both expectancies of behaviour leading to a particular reinforcement' (FM) and the strength or value of these reinforcements (NV). Freedom of movement is the mean expectancy of a set of related behaviours for obtaining positive satisfaction and directed towards the accomplishment of a "group of functionally related reinforcements. Thus:-



CORRELATES OF LOCUS OF CONTROL

a) Relationship with Personality Variables

In recent years personality dimensions are given increasing attention for the formulation of human effectiveness (Maslow, 1959), Self actualisation, concept of fully functioning person; positive mental health, personal efficiency and personal soundness and interpersonal behaviour. Individuals differ in learned generalised expectancies involving relationships between a wide variety of behaviours and their possible outcomes in a broad band of life situations resulting in characteristic differences in behaviour, culturally categorized as chance determined Vs skill determined. Specific expectancies regarding casual-nature-behaviour-outcome sequences in different situations would also affect behaviour choices and add much to the understanding of changes in cognitive, affective and overt behaviour states and produced methods for altering momentary perceptions of causation (Lefcourt, 1976; Phares, 1976). If the organiser perceives contingency between his actions and experiences resulting from those actions, he will behave in a more goal directed fashion, persisting in their pursuits despite obstacles and adversities.

Most cross-cultural studies (Ganza and Russel, 1974; Hsich and Shylrut and Lotsof, 1964; Krampen and Weiberg, 1981; Mahler 1974; Malikiosi and Ryckman, 1977; Mc Ginnies, Nordholm, Ward and' Bhanthum Navin, 1974; Parsons and Schneider, 1974; Ryckman Posen and Kulberg,' 1978) have shown that perceived locus of control is influenced by the cultural and social background and related to passivity, defensive behaviour and powerlessness (Seeman, 1959) such people are alienated, cannot face failure, lack initiation, enthusiasm and courage to innovate something new and original. Western religions regard the world as real, hold man responsible for his actions, stress and freedom of the will whereas eastern religions regard the world as more or less unreal, the only goal is 'Nirvana' and determinism of fate more than individual entrepreneurship.

The concept of Competence (White, 1965) Field determined vs. Body oriented (Whitken et al., 1962) Need of achievement (Mc Clelland et al., 1953) Ego control Riessman's internal goals and desires etc. vs. external forces (Riessman, 1962) the attribution of causality (Piaget. 1930; Pepitone, 1958), Can and Try (Heider, 1958), Origin and Power (Decharms 1968), Ability-effort-task difficulty and luck (Weiner, 1976) are psychological variables which bear relationships to the concept of locus of control. The interactional property of locus of control has helped researchers and clinicians to study the behavioural problems in relation to locus of control (Meir, 1969; Rausch et al., 1974) like paranoia (Lemert, 1962), depression (Coyne, 1976) and student behaviour problems described as dysfunctional interaction between the people and the environment. Cross cultural and Ethnic researches have shown that cooperative behaviour (Cook and Chi, 1984), health behaviour problems and stress (Williams and Stout, 1985), job related stress (Lester and Genz, 1978), High-low assertiveness (Appelbaum, Tuma and Johnson, 1975; Schwartz and Higgins, 1979) Tanck and Robbins, 1979; Petrie and Rotheram, 1982). Attitudes towards work and retirement (Abel and Hayslip, 1986), older age adjustment with changes, health, income, work role and pre-retirement attitudes (Reid, Haas and Hawkins, 1977; Rodin and Langer, 1977; Schulz and Hanusa, 1977; Mancini, 1981 ; Parnes and Nestle 1981; Glamser, 1981 b) Parenting beliefs (Galez's and Pease, 1986), Self-responsibility of behaviour (Loretta and Michael, 1985), helping behaviour attitudes (Rotter and Gore, 1963; Pandey, 1979), self confidence and inferiority complex (Lefcourt and Ladwig, 1965-66), Adjustment (James, 1957), Self Evaluation (Holden and Simons 1958-59), Anxiety, Goal Oriented, aggressive, information seeking neuroticism, rigidity, extraversion conformity, tough mindedness, achievement oriented and personal, causation behaviours

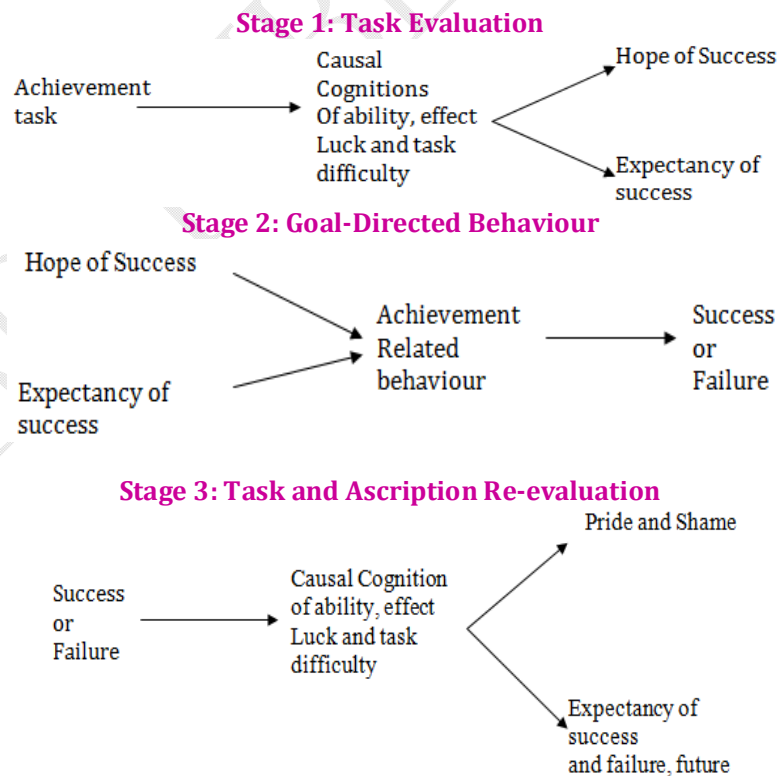
perception of risk and responsibility (Katkovsky, Crandall and Others, 1972; Bialer, 1967; Morelli, Krolinger and Moore, 1979; Smis, Graves and Simpson, 1984; Pines, 1973), Opinion changes (Rychman Rodda and Sherman, 1972), confronting behaviour (Phares, Ritchie and Davis, 1968), Response to threat, Retention, learning, willingness to engage in actions and socially active behaviours (Pandey and Khan, 1977), are all associated with Locus of Control orientation.

LOCUS OF CONTROL AND COGNITIVE ACTIVITY

Studies which are related with the cognitive activity generally have assimilation, attention, psychological differentiation, academic performance, differed gratification, cognitive dissonance and achievement motivation as their main concern. Motivational theories have attempted to explain the initiation, direction, intensity and persistence of goal directed behaviours. Behaviourists stress that reinforcement rewarded behaviour are repeated and punished

behaviours are suppressed. SR-behaviour analysts suggest that behaviour is initiated by the occurrence of an internal or external stimulus and that the direction of behaviour is determined by mechanistic S-R bonds or habits. Achievement motive, conceptually defined as 'Urge to improve' (McClelland et. al., 1953 and Atkinson, 1958) is an important factor in the field of education. Massari and Rosenblum (1972) found close relationship between internality and academic achievement and functional behaviour.

Weiner (1972) developed an attribution model of achievement motivation which focuses on the causal expectations people give for their success and failure and how these explanations affect subsequent behaviour. The explanations given for outcomes rely on a combination of four causal elements ability and effort the internal stable qualities while task-difficulty and luck the external qualities, variable with situations. This model fulfils different functions. Heider (1958) emphasized its role in the organisation of social cognitions. Forsyth (1980) explained it as explanatory, predictive, egocentric and interpersonal for the study of behaviour dimensions to achieve a parsimonious understanding of an event:



“Cognitive and Behavioural Sequence in an Attribution model of Achievement Behaviour” (Reproduced from Weiner's Theory of Motivation (1972) Chicago, Markham Publishing).

Rotter explained behaviour potential in terms of learning and motivation and the change in expectancy as a function of confirmation when the nature of reinforcement is cognitive. Even motivation explains cognitive evaluative character when it is described as reinforcement value. In cognitive behaviour, locus of control is with personality whether the focus is on attention, deliberation, inquisitiveness or utilization of information. Internals are (Stephen, Wolk and Friedman, 1972) more information seekers and utilizers, active, efficient, resistant to external forces (Michael and Marshall, 1977), anti-machiavellianism (manipulation deception, flattery) (Procuik and Breen, 1976), elated (Nalale, 1978), more information seeker. (Evan and Seeman, 1962). Cognitively engaged (Lewis and Sitverman, 1968), when task is skill demanding spent more time in decision-making, more attentive and show less task irrelevant thoughts, show more concern and interest in their work, exhibit self-ideal discrepancy, lower self concept and lower self acceptance (Chandler, 1976), better organizers and utilizers of informations (Wolk and Ducette, 1974), more mature (Bialer, 1971) and aware that his own efforts can avoid failure more stable during tensions and chose to defer gratification. Gazeli, Cleary, Walson and Gozali (1973) found internality linked with functional behaviour on achievement tests, aptitude tests, manifest superior use of personally relevant information in academic settings (Wolfe, 1972), progress more rapidly in self paced education. Lefcourt (1982) predicted significant correlation between internally intellectually functioning and achievement motivation, efficiency, cleverness, enthusiasm (Brown and Granick, 1980) independence, self confidence ambitiousness, assertiveness, boastfulness (Endler and Edwards, 1978) Conscientiousness and behaviours like determined, dependable, clear thinking, conceived, industrious, ingenious, stubborn vital, creative, preserving etc.

LOCUS OF CONTROL AND DEMOGRAPHIC VARIABLES

Most cross cultural studies (Garza and Russel, 1974; Hsieh, Shybut and Lotsof, 1969; Krampen and Weiberg, 1981; Mohler, 1974; Malikosi and Ryckman, 1977; McGinnies, Nordholm, Ward and Bhanthumnavin, 1974; Parsons and Sehneider, 1974; Ryckmman; Posen and Kulberg, 1978) have shown that perceived locus of control is influenced by cultural and social background. Manso-Pinto and Ruggieri-Vega (1985) found that Chilean students show external beliefs more dominant. Battel and Rotter (1963) showed low class Negro's more internal than middle class Negro and white children; Hirshi (1962) found low status and father's occupation linked with externality; Crandall, Katkovasky and Crandall (1965) noticed that internality-externality varies in different social classes (Lefcourt and Ladwig, 1965) as in Negroes and Whites. Thukral (1977) reported scheduled castes children more external; Crandal, Katkovasky and Preston (1962) found girls more internal while Aggarwal and Kumari (1975) found boys more internal; Aggarwal and Berry (1974) found science students more internal; Toney, Pitcher (1985) found internals more geographically mobile, adventurous more adjustable (Sharma, 1984) and assimilative in new environment. Rotter and Gore (1963) found internal more social in behaviour, Crown and Liverant (1963) showed externals less confident and internal more betting on independent trials; Lefcourt (1965) found Negroes less external than Whites in chance situations but Negroes were less risk taking; Butterfield (1964) found internals more goal directed and strive to overcome hardships. In age-related researches some found that internality decreases in old age while others [Lao, 1974; Lachman (1983) and (1985); Saltz and Nagruder Habib, 1983; Seigta and Gatz, 1985] found that it remains stable throughout adulthood and old age (Andrisani, 1978; Nehrke, Hulicha and Morganti, 1980). Lachman (1986) found (1) Elderly more external in general situations, (2) more external in health specific powerful others control, intelligence chance specific control, (3) Older females more external than older males.

Researches pertaining to familial origins of Locus of control indicates that attentive, responsive, critical and contingent milieu is a precursor of the development of an internality; less responsive, less opportune milieu with poverty; ostracized and deprivation with fatalism and powerlessness. Lower SES, non-voluntary quasi-in carceration make non-contingency between quality of effort and quality of reward, generating, therefore, externality. Hiers and Heckel (1977) found leadership and seating

position choices related to internality. Stager (1981) found obese more external and influenced by environmental background; Tyler and Holsinger (1975) found American Indians more external; Ryckman and Sherman (1974) found internals choosing superior partners when they know their lack of ability, but equal partners when assess their good ability, hence internals were gain oriented. Lao (1977) showed internals behaving according to gain and loss position and felt environment in their control where as external behaving according to prediction of the reinforcement position and showed no control on the environmental forces in both males and females. Sosis, Strickland and Haley (1980) held females more behaviour of astrology an escape from recent pressures on achievement and to gain power; Reimanis and Posen (1980) found cultural effects on personal control; Henpin and Whiddon (1980) held that specific parental behaviours of internal locus of control and positive self-esteem reflects parental behaviour and helps in developing it in children; Ryckman, Martens, Sherman and Rodda (1972) found in internal women greater commitment to women liberation and social action. Lao (1973) held that personal and recent experiences develop internality-externality in adults. Internals were more resistant to influences but discriminating about what influences they will accept.

CONCLUSIONS

Locus of Control is a personality construct, an expectancy variable, referring to an individuals perception of the place, events and the degree of personal control that one has over the reinforcements that change subsequent behaviour when it temporarily follows an instance of that behaviour.

Rotters locus of control with the concept of Behaviour potential; expectancy and reinforcement value resembles the basic expression of Hulls analysis of behaviour as the reaction potential -a product of a function of habit strength multiplied by a function of drive .

The primary determinants of expectancies regarding locus of control is individuals social learning history which may be either of behaviour influencing outcomes type when he learns that my behaviour makes a difference and holds internalised locus of control belief of life events.

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Attitudes towards work and retirement , older age adjustment with changes, health, income, work role and pre-retirement attitudes Parenting beliefs , Self-responsibility of behaviour , helping behaviour attitudes , self confidence and inferiority complex , Adjustment , Self Evaluation , Anxiety, Goal Oriented, aggressive, information seeking neuroticism, rigidity, extraversion conformity, tough mindedness, achievement oriented and personal, causation behaviours perception of risk and responsibility , Opinion changes , confronting behaviour , Response to threat, Retention, learning, willingness to engage in actions and socially active behaviours , are all associated with Locus of Control orientation.

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