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## **Psycho – Socio Variations in Male and Female Student Teachers with Internal and External Behavioural Control**

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### **ABSTRACT:**

*The present study was an attempt to assess the difference in the behavioural control – internal / external – on certain psycho- socio characteristics under different environmental conditions prevailing in colleges of education. A sample comprising 334 male and 487 female student-teachers was inducted in the study. Descriptive survey methodology was shown to be useful for realising the stated objectives of the investigator. The findings drawn from the analysis of data were interpreted for clarifications to arrive at valid conclusion. At the end, the researcher has extended the scope of the present study with a suggestion for further research in this area.*

**Key Words:** *Psycho-Socio Characteristics, Behavioural Control, Student-Teachers, Type of Management.*

### **1. INTRODUCTION**

The Education Commission (1964 – 1966) said, “A Sound programme of professional Education of teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvements in all education of millions”.

Teaching comprises many major and minor skills. These skills are to be identified and developed in the student teachers through systematic programming of teacher training. Technical knowledge and skills very much needed for teaching profession are imparted to the student teachers through the programme.

During the training period, several experiences are provided to the student teachers to help them develop favourable psychological characteristics.

### **2. PSYCHO - SOCIO CHARACTERISTICS**

Student teachers undergoing the B.Ed degree course, as other individuals are bestowed with several psychological, sociological, Emotional oriented and mental related characteristics. Though these characteristics are manifested mainly due to the blue print embedded in their individual genes, they gain full development with the help of the environmental nourishing.

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Some of such characteristics are bordering around more than one domain. Of these characteristics, ‘Behavioural control’ of student teachers is of special interest for the investigator as it is stated to be interactive with characteristics such as Emotional Intelligence, Academic Self – image and Self – Assertion, involving psychological and sociological dimensions:

Behavioural of Control, otherwise called locus of Control refers to an individual’s generalized expectations concerning where control over subsequent events resides. In other words, who or what is responsible for what happens. Locus of control is grounded in expectancy – value theory describing the human behaviour as determined by the perceived likelihood of an event or outcome.

Julian Rotter’s original (1966) locus of control formulation classified generalized beliefs concerning who or what influences things along a bipolar dimension form, internal to external control:

“Internal Control” is the term used to describe the belief that control of future outcomes, resides primarily in oneself while “external control” refers to the expectancy that control is outside of oneself, either in the hands of powerful other people or due to fate/chance.

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 fate, chance, or luck.

### **3. NEED FOR THE STUDY**

Among the people, male-female difference is very much attributed to the socio and emotional characteristics of the individuals. As the culture of the people plays a significant role in structuring the social behaviour of the male and female individuals, from the childhood to the adulthood innumerable differences are manifested in all their activities. Depending on the environment in which they are brought up the male and female characteristics attributed to ideal men and women may also differ. Psychologically speaking, it is the individual’s way of interpreting his / her thinking or activities that determine their actions. That is the behavioural control otherwise called Locus of Control is in fact found in the individual or outside of the individual. If one attributes the outcomes of his / her actions to his / her abilities or achievements, he / she is said to possess Internal Locus of Control. If they are attributed to the outside forces or people he/she is said to possess External Locus of Control.

Even such innate developments may be due to the difference in gender. In this case the development of psycho – socio characteristics such as Emotional Intelligence, Academic Self- image, Self – Assertion and several other characteristics may have been influenced by the inherent and socially motivated gender based abilities and tendencies. Therefore the Researcher assumes that the Student Teachers undergoing training in colleges of education may have imbibed values and virtues according to their Locus of Control which in turn may decide the nature of their psycho – socio characteristics. Hence the present investigation

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stated below would yield information regarding the impact of gender on the select psycho – socio characteristics of Student Teachers, studying in colleges of education.

#### **4. STATEMENT OF THE PROBLEM:**

**“Psycho – Socio Variations In Male And Female Student Teachers With Internal And External Behavioural Control”**

#### **5. OPERATIONAL DEFINITIONS:**

##### **Behavioural Control**

By this, the investigator means the scores obtained on the Test of Locus of Control developed by Julian Rotter (1966).

##### **Psycho-Socio Variations**

By this the investigator means the differences in psycho-socio characteristics such as emotional intelligence, academic self- image, and self –assertion.

##### **Student Teachers:**

By this, the investigator means men and women students doing B.Ed. degree course in Colleges of Education in Chennai.

#### **6. OBJECTIVES**

1. To find the significance of difference between male and female Student Teachers of **Internal** Locus of Control in *Emotional Intelligence, Academic Self – image* and *Self - Assertion*.
2. To find the significance of difference between male and female Student Teachers of **Internal** Locus of Control in *Emotional Intelligence, Academic Self – image* and *Self - Assertion* in terms of type of management.
3. To find the significance of difference between male and female Student Teachers of **External** Locus of Control in *Emotional Intelligence, Academic Self – image* and *Self - Assertion*.
4. To find the significance of difference between male and female Student Teachers of **External** Locus of Control in *Emotional Intelligence, Academic Self – image* and *Self - Assertion* in terms of type of management.

#### **7. POPULATION AND SAMPLE**

All the students doing B.Ed. degree course in Colleges of Education in Chennai form the population of the present study.

From the population, the investigator took 821 student teachers through stratified random sampling technique with 334 men and 487 women students.

## 8. RESEARCH TOOLS:

- ❖ Locus of Control scale developed by Julian Rotter (1966)
- ❖ Emotional Intelligence Inventory developed by Anukool Hyde et.al., (2001)
- ❖ Academic Self – image scale developed by Joan Barker Lunn (1970) and adapted by the investigator.
- ❖ Assertive / submissive dimension of Bell Adjustment Inventory developed by Hugh M. Bell (1962).

## 9. DATA COLLECTION:

The investigator personally visited the Colleges of Education in and around Chennai and approached the heads of the institutions regarding the data collection. After getting the permission, the researcher explained the tools to the student teachers personally. They were requested to respond to all the statements in each and every tool and return them promptly to the investigator. The filled – in tools were scored and the data were tabulated for analysis.

## 10. ANALYSIS OF DATA

Null hypothesis was formed for each one of the objectives, and statistically tested as given below;

**Ho:** *There is no significant difference between male and female student teachers of internal locus of control in Emotional Intelligence, Academic Self – image and Self - Assertion.*

**Table 10.1:** *Difference between Male and Female Student Teachers of Internal Locus of Control in Emotional Intelligence, Academic Self – image and Self - Assertion.*

Emotional Intelligence	Gender	N	Mean	SD	Calculated 't' Value	Table Value	Remark
	Male	70	91.84	30.47			
Female	104	83.07	34.57				
Academic Self – Image	Male	70	9.70	1.26	1.62	1.96	NS
	Female	104	9.34	1.69			
Self Assertion	Male	70	9.96	9.10	2.64	1.96	S
	Female	104	13.86	10.18			

S = Significant at 5% level : Ho is rejected

NS = Not Significant at 5% level : Ho is accepted

**Ho: There is no significant difference between male and female student teachers of internal locus of control in Emotional Intelligence, Academic Self – image and Self – Assertion in terms of type of management.**

*Table 10.2 Difference between Male and Female Student Teachers of Internal Locus of Control in Emotional Intelligence, Academic Self – image and Self – Assertion in terms of type of management*

Type of Management	Gender	N	Mean	SD	Calculated 't' Value	Table Value	Remark
Emotional Intelligence	Male	28	87.32	30.88	0.05	2.01	NS
	Female	25	86.92	31.61			
Aided	Male	13	90.92	30.62	0.81	2.01	NS
	Female	46	82.85	35.76			
Self - Financed	Male	29	96.62	30.35	1.92	2.00	NS
	Female	33	80.45	35.77			
Academic Self	Male	28	9.50	1.32	0.94	2.01	NS
	Female	25	9.80	1.00			
Aided	Male	13	9.69	1.03	1.24	2.01	NS
	Female	46	9.22	1.72			
Self – Financed	Male	29	9.90	1.29	1.75	2.00	NS
	Female	33	9.15	2.02			
Self - Assertion	Male	28	10.36	8.58	1.06	2.01	NS
	Female	25	12.92	8.96			
Aided	Male	13	10.54	9.47	1.24	2.01	NS
	Female	46	14.35	10.72			
Self – Financed	Male	29	9.31	9.70	1.78	2.00	NS
	Female	33	13.88	10.51			

*S = Significant at 5% level : Ho is rejected*

*NS = Not Significant at 5% level : Ho is accepted*

**Ho: There is no significant difference between male and female student teachers of external locus of control in Emotional Intelligence, Academic Self – image and Self - Assertion.**

**Table 10.3** *Difference between Male and Female Student Teachers of External Locus of Control in Emotional Intelligence, Academic Self–image and Self - Assertion.*

Emotional Intelligence	Gender	N	Mean	SD	Calculated 't' Value	Table Value	Remark
	Male	264	131.36	27.14			
Female	383	126.70	30.28				
Academic Self – Image	Male	264	13.05	2.36	2.34	1.96	S
	Female	383	12.60	2.42			
Self – Assertion	Male	264	8.19	5.79	1.17	1.96	NS
	Female	383	8.78	6.85			

S = Significant at 5% level : Ho is rejected

NS = Not Significant at 5% level : Ho is accepted

**Ho:** *There is no significant difference between male and female student teachers of external locus of control in Emotional Intelligence, Academic Self – image and Self – Assertion in terms of type of management.*

**Table 10.4** *Difference between Male and Female Student Teachers of External Locus of Control in Emotional Intelligence, Academic Self – image and Self – Assertion in terms of type of management*

Emotional Intelligence	Type of Management	Gender	N	Mean	SD	Calculated 't' Value	Table Value	Remark
		Male	101	136.13	25.60			
Female	66	118.00	31.33					
Aided		Male	70	134.51	24.02	2.16	1.96	S
		Female	192	126.62	31.27			
Self - Financed		Male	93	123.80	29.48	1.95	1.96	NS
		Female	125	131.42	27.21			
Self –	Government	Male	101	13.57	2.41	5.01	1.96	S
		Female	66	11.68	2.37			
Academic Self – image	Aided	Male	70	13.34	2.21	1.93	1.96	NS
		Female	192	12.73	2.37			
Self – image	Self – Financed	Male	93	12.26	2.24	1.99	1.96	S
		Female	125	12.89	2.41			
Self - Assertion	Government	Male	101	7.26	4.90	2.09	1.96	S
		Female	66	9.52	7.83			



Aided	Male	70	7.57	4.38	2.35	1.96	S
	Female	192	9.24	6.64			
Self – Financed	Male	93	9.68	7.21	2.11	1.96	S
	Female	125	7.67	6.54			

S = Significant at 5% level : Ho is rejected

NS = Not Significant at 5% level : Ho is accepted

## 11. FINDINGS AND DISCUSSION

1(a).The difference between Male and Female Student Teachers having **Internal** Locus of Control was not significant in the case of their *Emotional Intelligence and Academic Self – image* (Table 10.1).

It shows that the psycho – socio characteristics *Emotional Intelligence and Academic Self - image* of Male and Female Student Teachers with Internal Locus of Control, were Not influenced by their gender.

In other words the Male and Female Student Teachers having Self attribution for their Success or failure are likely to be governed by their Emotional Intelligence and Academic Self – image to the same extent.

1(b).However Male and Female differences in the case of those with **Internal** Locus of Control in regard to *Self - Assertion* was distinct and statistically significant. The Female Student Teachers were found to be more Self – Assertive than their Male counterparts (Table 10.1).

The Female Student Teachers are generally stated to be calm, obedient, duty bound and sincere in observing the rules and regulations in the class room as well as outside the institution. In fact they are preferred more by the faculty for assigning responsibilities for perfect execution. Therefore one may expect that Male Student Teachers would be more dominant in this aspect than the Female Student Teachers. Contrary to this assumption Female Student Teachers have recorded higher level Self – Assertion than the Males. It shows that the Female Student Teachers in spite of being calm, natural disposition has exhibited greater assertiveness due to their **internal** behaviour control. Hence it may be interpreted that gender impact is significant on the psycho – socio characteristic – Self Assertion because of the nature of their behavioural control.

2. Gender does not wield significant influence over the psycho – socio characteristics – *Emotional Intelligence, Academic Self – image and Self Assertion* of Student Teachers under different types of college management, with **Internal** Locus of Control (Table 10.2. From this finding it may be understood that the psycho – socio variables *Emotional Intelligence, Academic Self – image and Self Assertion* of Student Teachers with **Internal** Locus of Control studying in Government, Government Aided and Self – Financed institutions were

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not influenced by their gender. Both Male and Female Student Teacher with Internal Locus of control were found to behave alike in the psycho – socio characteristics at times of demand in spite of variations in the management of the institutions. In short it may be inferred that the impact of gender on Psycho – Socio characteristics was not pronounced for those Student Teachers with **Internal** behavioural control in colleges of different Management.

3(a). Unlike the Student Teachers with Internal Locus of Control, those having External behavioural control were found to show gender influence on this Psycho – Socio characteristics *Emotional Intelligence, Academic Self – image* (Table 10.3).

In both *Emotional Intelligence, and Academic Self – image* Male Student Teachers were found to be superior to the Female Student Teachers with **External** Locus of Control. The finding contradicts the finding with regard to Students of **Internal** Locus of Control. In other words the impact of gender on these characteristics comes out prominently due to the difference in the behavioural control of the Student Teachers, that is manifestation of **External** Locus of Control.

3(b). However the impact of gender on Self – Assertion of Student Teachers with **External** Locus of Control was not distinct (Table 10.3).

It is contrary to that of the impact of gender on Self – Assertion of those with **Internal** behavioural control. It is the common expectation that those who attribute their outcome to their own effort or ability would also be more assertive and confident in expressing their points of view or putting fourth their suggestions. But in the present study those with **External** Locus of Control attributing all the outcomes to their fate or others were reported to be prominently assertive, with Females surpassing their Males. Therefore it may be interpreted that certain other psychological and environmental factors may be working forcibly in the context of **External** behavioural control, in favour of gender influence on *Self – Assertion* of Student Teachers.

4(a). Gender impact was found to be significant in the case of Student Teachers with **External** Locus of Control in Government and Government Aided institutions, on their *Emotional Intelligence*. It is not so in the case of institutions run on Self – Financing mode

(Table 10.4). The finding emerging from this analysis exhibits that **External** Locus of Control in the case of Student Teachers in Government and Government Aided institutions let open the way for the gender to influence *Emotional Intelligence*. However it gets blocked in Self – Financing institutions.

In both Government and Government Aided institutions the Males stand supreme to females in their Emotional Intelligence, contrary to those with Internal Locus of Control. Therefore it is interpreted that the impact of gender on Emotional Intelligence is much visible due to the presence of External behavioural control.

4(b). In the case of Academic Self – image, gender influence is found to be significant in Student Teachers in *Government and Self – Financing institutions* (Table 10.4).

The variation in the management of the institutions is found to influence the Student Teachers with **External** Locus of Control manifest difference in gender impact on their Academic Self – image. That is the environment of *Government Aided* institutions do not seem to aid gender impact on Academic Self – image as in the case of *Government and*



*Self – Finance* institutions. In both Government and *Self – Financing* colleges, the Females have recorded higher level *Academic Self – image* than the Males.

Therefore the gender impact on Academic Self – image of Student Teachers is stated to be prominent because of **External** Locus of Control unlike that of **Internal** behavioural control.

- 4(c). Table 10.4 clearly shows that the impact of gender on Self – Assertion is significant in the case of Student Teachers in *Government, Government Aided and Self –financing* institutions with **External** Locus of Control (Table 10.4).

From this it may be inferred that irrespective of the type of management, gender influence on Self – Assertion is distinct and significant for those with **External** Locus of Control. It is contrary to those with **Internal** Locus of Control with difference in the management. In the *Government and Government Aided colleges* Females are superior to Males in *Self - Assertions*, whereas in *Self – Financing* colleges Males are superior to Females. Anyhow gender difference is distinctly established among Student Teachers with **External** Locus of Control in their *Self – Assertion* in spite of them being under different types of management.

## 12. CONCLUSION:

Thus the investigator concludes that the **External** behaviour control is of more advantage for Females to develop the Psycho – Socio characteristics Emotional Intelligence, Academic Self – image and Self – Assertion availing the congenial environment available in colleges of education with different types of management. The male Student Teachers are at advantage in developing Emotional Intelligence, Academic Self – image with the help of **External** Locus of Control without the aid of the environment maintained in different types of management. **Internal** Locus of Control is not found to be much conducive for developing the chosen psycho – socio characteristics of both Male and Female Student Teachers. Therefore it is suggested to undertake studies to identify Psycho – Socio characteristics that could be developed in those with **Internal** Locus of Control.

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