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INTERNAL AND EXTERNAL LOCUS OF CONTROL AMONG B.ED. TRAINEES OF SONITPUR DISTRICT

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ABSTRACT
Locus of control (LOC) refers to a person's belief about how much influence they have over the events and results that occur in their life. The present study examined the level of internal and external locus of control among B.Ed. trainees and explored gender differences in attributional orientation. A descriptive survey method was employed, and data were collected from 154 B.Ed. trainees using a standardized locus of control scale. Statistical techniques such as mean, standard deviation, percentage analysis, and independent samples t-test were used for data analysis. The findings revealed that the majority of trainees demonstrated average to above-average levels of both internal and external locus of control. Gender-wise comparison showed no statistically significant difference between male and female trainees in either internal or external locus of control. Although minor variations in mean scores were observed, the differences were not significant at the 0.05 level. The results suggest that locus of control among B.Ed. trainees are not influenced by gender. The findings suggest that teacher education programs should encourage students to develop a stronger sense of personal responsibility and confidence in their own efforts.

KEY-WORDS: *Internal Locus of Control, External Locus of Control, B.Ed. Trainees, Gender*

1.0 INTRODUCTION

Education plays a transformative role in shaping society, and teachers stand at the center of this transformation. The effectiveness of teachers does not depend solely on subject knowledge or pedagogical skill but also on psychological attributes that influence professional behavior. Among these attributes, locus of control has emerged as a crucial determinant of motivation, responsibility, and performance. The locus of control (LOC) concept refers to the degree to which individuals believe that they have control over the outcomes of events in their lives (Singh et. al., 2025). Locus of control is a fundamental psychological construct that explains how individuals perceive the causes of events and outcomes in their lives. The concept was originally proposed by Julian B. Rotter in 1950s within the framework of his social learning theory. According to Rotter (1966), individuals differ in the degree to which they believe that reinforcements are contingent upon their own actions. An individual with an internal locus of control perceives success and failure as consequences of personal effort, ability, and decision-making. In contrast, an individual with an external locus of control attributes outcomes to forces beyond personal control, such as-luck, fate, chance, situational constraints, or powerful others.

Education serves as a transformative force in society, and teachers occupy a central role in this process. The effectiveness of teachers extends beyond mastery of subject matter and pedagogical skills; it is deeply influenced by psychological dispositions that shape professional conduct. Among these dispositions, locus of control has emerged as a key determinant of motivation, accountability, resilience, and performance. Teachers who believe they can influence outcomes through their own effort are more likely to demonstrate initiative, adaptability, and commitment in their professional practice.

Within the context of teacher education, locus of control assumes particular importance. B.Ed. trainees, as prospective educators, are in a formative stage of professional identity development. Their beliefs regarding control can significantly influence classroom management, instructional decision-making, problem-solving approaches, and responsiveness to challenges. Trainees with an internal orientation are generally more inclined to accept responsibility for student learning and to modify teaching strategies when faced with difficulties. Conversely, those with an external orientation may attribute student performance or professional setbacks to environmental or institutional factors rather than personal agency. If teacher education institutions aim to produce confident, reflective, and responsible practitioners, it becomes necessary to assess and nurture psychological factors that promote professional growth. Therefore, the present study seeks to examine the levels of internal and external locus of control among B.Ed. trainees of Sonitpur district, Assam.

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1.1 Conceptual Clarification

a. Internal Locus of Control: Individuals with an internal locus of control believe that their achievements and failures are primarily determined by their own abilities, effort, and decisions. Such individuals tend to be proactive, self-motivated, and persistent in overcoming challenges.

b. External Locus of Control: Individuals with an external locus of control attribute outcomes to factors beyond their control, such as luck, destiny, institutional policies, or other people. They may feel less responsible for their achievements and setbacks.

2.0 REVIEW OF RELATED LITERATURE

Singh et al. (2025) investigates the locus of control orientation among student teachers enrolled in the Bachelor of Education (B.Ed.) program in Manipur. The study adopted a descriptive survey study with 622 B.Ed. student teachers. The findings revealed a marginal predominance of internal locus of control with 52% and 48% showed an external orientation. This study also suggested that there is a need of teacher education programs to continuously nurture internal locus of control.

Kalita (2023) carried out a comprehensive study on locus of control of male and female B.Ed. trainees of Biswanath sub-division of Assam. This study found that there are no significant differences of mean score of Locus of Control among the male and female B.Ed. trainees of Biswanath sub-division of Assam.

Begum et al. (2022) conducted a study on locus of control and adolescents' aggression in Sonitpur district of Assam with 32 numbers of samples from class nine. The findings of the study revealed that majority of the respondents had external locus of control and the results also revealed positive correlation between external locus of control and adolescents' aggression.

Arakeri et al. (2017) carried out a study among management students and this study intends to study internal and external locus of control among male and female students. The findings of the study showed that internality of locus of control among females is more than male students and percentages of male students are more influenced by externality chance factors then the female students.

3.0 SIGNIFICANCE OF THE STUDY

Understanding psychological determinants of teacher effectiveness has become increasingly important in contemporary teacher education. Among these determinants, locus of control provides a valuable framework for examining how individuals interpret success, failure, and responsibility. The concept, introduced within social learning theory, explains whether individuals perceive outcomes as contingent upon their own actions or as controlled by external forces and group differences in behavior (Rotter, 1966). Research indicates that locus of control is significantly associated with academic achievement (Findley & Cooper, 1983). In educational settings, teachers' beliefs about control influence instructional strategies, classroom management, and responsiveness to student needs and teachers are willing to adopt new instructional techniques (Rose & Medway, 1981).) There is a need of teacher education programs to continuously nurture internal locus of control (Singh, 2025) because there is a positive correlation between internal locus of control and academic achievement of B.Ed. trainees and negative correlation between external locus of control and academic achievement (Das & Sahoo, 2023). These findings suggest that belief systems regarding control are closely related to professional preparedness and teaching effectiveness. B.Ed. trainees represent future educators who are in the formative stage of developing professional identity and instructional competence. Their perceptions regarding control may shape how they approach challenges, adapt to classroom realities, and influence student learning. Despite the recognized importance of locus of control in teacher development, limited research has been conducted on the psychological determinants of teacher trainees in Sonitpur district of Assam. Therefore, Sonitpur district being an educationally significant region of Assam the present study aims to investigate the internal and external locus of control among B.Ed. trainees of Sonitpur district.

4.0 STATEMENT OF THE PROBLEM

The present study stated as "Internal and External Locus of Control among B.Ed. Trainees of Sonitpur District"

5.0 OBJECTIVES OF THE STUDY

1. To assess the level of internal locus of control among B.Ed. trainees of Sonitpur district.
2. To assess the level of external locus of control among B.Ed. trainees.
3. To compare internal and external locus of control with respect to gender.

6.0 RESEARCH QUESTIONS

1. What is the Level of Internal locus of control among B.Ed. trainees of Sonitpur district?
2. What is the Level of external locus of control among B.Ed. trainees of Sonitpur district?

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7.0 HYPOTHESIS OF THE STUDY

H_{01} There is no significant difference between male and female trainees in terms of internal locus of control
H_{02} There is no significant difference between male and female trainees in terms of external locus of control.

8.0 METHODOLOGY

Based on the problem of the study the researcher had been used Descriptive Survey method to examine the locus of control among B.Ed. trainees. For this study the researcher select total 154 final year B.Ed. students from Sonitpur district by using simple random sampling method. The study is based on primary data collected through a standardized questionnaire developed by S. Nongtdu & Y. Bhutia (2018). It includes 40 questions related to the Internal and External locus of control. Statistical techniques such as mean, standard deviation, percentage and t-test were employed for data analysis.

9.0 DELIMITATIONS OF THE STUDY

1. The study is confined to selected B.Ed. trainees of Sonitpur District, Assam.
2. The study is delimited to final year B.Ed. trainees only.
3. The study is delimited to comparing male and female B.Ed. trainees only.

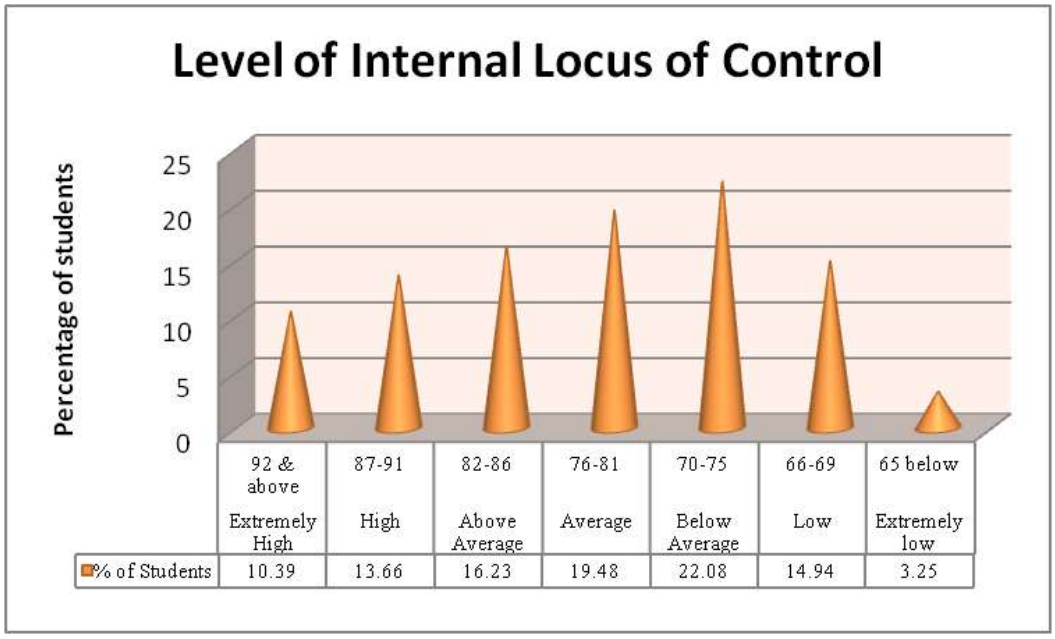
10.0 ANALYSIS AND INTERPRETATION OF DATA

After collection of data the investigators analyzed the collected data through simple percentage method. Major findings of the study are mentioned as bellow-

Objective 1: To assess the level of internal locus of control among B.Ed. trainees of Sonitpur district.
Research Question 1: What is the Level of Internal locus of control among B.Ed. trainees of Sonitpur district?

Table 1: Level of Internal Locus of Control

Range	Number of Students response	Percentage (%)	Level of Internal Locus of Control
92 & above	16	10.39	Extremely High
87-91	21	13.64	High
82-86	25	16.23	Above Average
76-81	30	19.48	Average
70-75	34	22.08	Below Average
66-69	23	14.94	Low
65 & below	5	3.25	Extremely low
Total	154	100	



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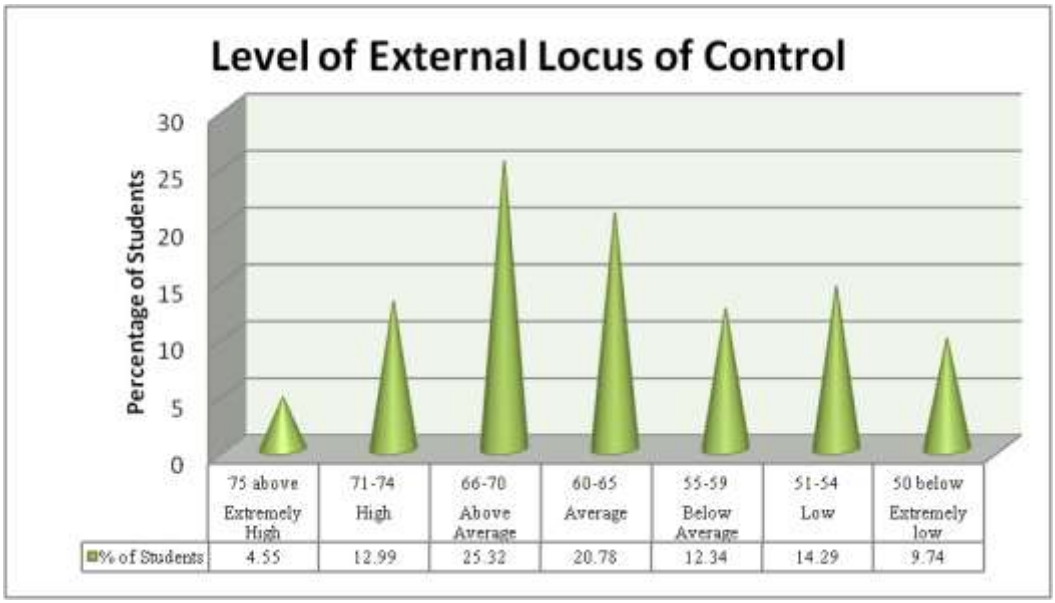
Result: From the above table-1 it is seen that the majority of B.Ed. trainees 22.08% fall under the below average, 19.48% of trainees exhibit average, 16.23% fall under above average, 14.94% show low, 13.64% is high, 10.39 is extremely high and 3.25% fall under extremely low level of locus of control. This indicates that locus of control is moderately prevalent among B. Ed. trainees in Sonitpur District.

The findings reveal that the majority of students are concentrated in the **Below Average (22.08%)** and **Average (19.48%)** categories. This suggests that while many students possess a moderate degree of internal locus of control, a substantial number tend to attribute outcomes to external factors rather than their own efforts and abilities.

Objective 2: To assess the level of external locus of control among B.Ed. trainees.
Research Question 2: What is the Level of external locus of control among B.Ed. trainees of Sonitpur district?

Table 2: Level of External Locus of Control

Range	Number of Students response	Percentage (%)	Level of Internal Locus of Control
75 & above	7	4.55	Extremely High
71-74	20	12.99	High
66-70	39	25.32	Above Average
60-65	32	20.78	Average
55-59	19	12.34	Below Average
51-54	22	14.29	Low
50 & below	15	9.74	Extremely low
Total	154	100	



Result: From the above table-2 it is seen that the majority of B.Ed. Trainess 25.32% fall under the above average, 20.78% of trainees exhibit average, 14.29% fall under low, 12.99% show high, 12.34% is below average, 9.74% is extremely low and 4.55% fall under extremely high level of locus of control. Overall the results indicate that external locus of control is moderately prevalent among B. Ed. trainees in Sonitpur District.

The findings indicate that the majority of students are concentrated in the **Above Average (25.32%)** and **Average (20.78%)** categories. A considerable proportion of students (42.86%) fall in the High and Above Average levels combined, suggesting that many students tend to attribute academic outcomes to external factors such as luck, fate, teachers, or circumstances. However, a notable percentage (36.37%) fall in the Below Average, Low, and Extremely Low categories, indicating that a segment of students possess relatively lower external orientation.

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Objective 3: To compare internal and external locus of control with respect to gender.
Hypothesis 01: There is no significant difference between male and female trainees in terms of internal locus of control

Table 3: Internal Locus of Control among Male and Female Students

Variable	Group	N	Mean	SD	df	t-value	Remarks
Locus of Control	Male	59	78.15	11.722	152	.605	Not Significant at 0.05 and 0.01 level
	Female	95	79.18	9.186			

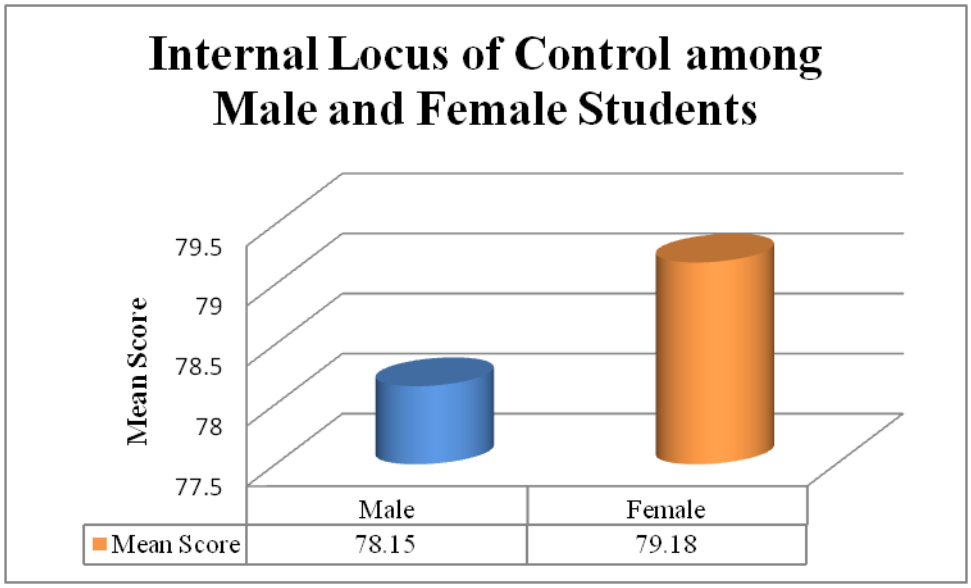


Table-3 showed that, the mean values of male B.Ed. trainees were 78.15 and female students were 79.18. Standard deviation of male was 11.722 and female was 9.186. The t-value was .605.

Since the obtained t-value of .605 was smaller than the tabular t-value of 1.98 and 2.61 at 0.05 and 0.01 level of significance with df=152. Hence, the null-hypothesis (H_{01}) was accepted. On the basis of that result, it could be inferred that there was no significant difference between male and female trainees in terms of Internal Locus of Control.

Since the mean scores of male students 78.15 was slightly smaller than the mean score of female 79.18, which would not be considered as a great difference in mean score of internal locus of control. As the result also revealed that there was no significant difference in internal locus of control between male and female students it can be concluded that both genders have similar levels of internal locus of control.

Hypothesis 02: There is no significant difference between male and female trainees in terms of external locus of control.

Table 4: External Locus of Control among Male and Female Students

Variable	Group	N	Mean	SD	df	t-value	Remarks
Locus of Control	Male	59	62.59	9.665	152	.593	Not Significant at 0.05 and 0.01 level
	Female	95	62.00	8.359			

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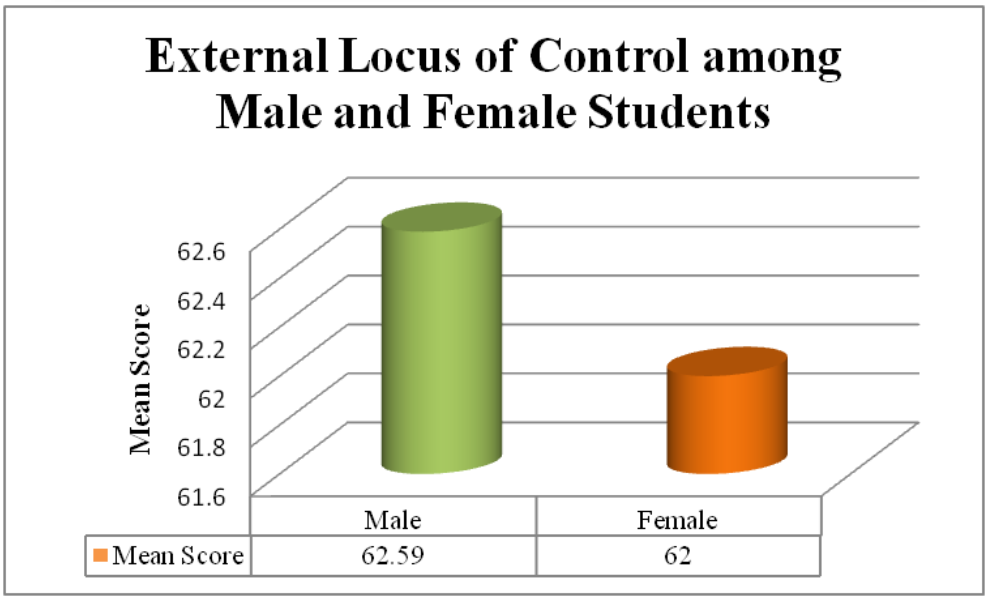


Table-4 showed that, the mean values of male B.Ed. trainees were 62.59 and female students were 62.00. Standard deviation of male was 9.665 and female was 8.359. The t-value was .593.

Since the obtained t-value of .593 was smaller than the tabular t-value of 1.98 and 2.61 at 0.05 and 0.01 level of significance with df=152. Hence, the null-hypothesis (H_{01}) was accepted. On the basis of that result, it could be inferred that there was no significant difference between male and female trainees in terms of external Locus of Control.

Since the mean scores of male students 62.59 was slightly smaller than the mean score of female 62.00, which would not be considered as a great difference in mean score of external locus of control. As the result also revealed that there was no significant difference in external locus of control between male and female students it can be concluded that both genders have similar levels of external locus of control.

11.0 CONCLUSION

The present study examined the gender differences in internal and external locus of control among B.Ed. trainees. The analysis revealed no significant gender differences in internal and external locus of control among B.Ed. trainees. Although slight variations were observed in the mean scores of male and female trainees, the obtained t-values indicate that these differences are not statistically significant. This suggests that both male and female trainees exhibit similar attributional patterns regarding academic success and failure. Therefore, locus of control among B.Ed. trainees appears to be independent of gender. This indicates that strategies aimed at promoting internal locus of control, responsibility, and self-directed learning can be applied equally to both groups without the need for gender-specific interventions. Teacher education institutes should organize training programs, activities that promote goal setting, implementation of motivational counseling programs etc.

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