

LOCUS OF CONTROL AND VALUES ORIENTATION AT TEACHERS

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Abstract: Values Orientation and Locus of Control, the assumption of responsibility, are the two major factors that I highlighted in this study. I considered these features important especially for school managers in using this information for the professional organisation of teachers. A Locus of Control and a values orientation towards professional values represent the features that can help the growth of professional efficiency. Through this study there has been used a sample of availability of 172 teachers of different ages from urban and country school working at different school levels. As instruments for this study there has been used the list of values and quizzes for locus of control. The obtained result were statistically adapted by being accentuated some significant correlations between the types of values towards the teachers are oriented.

Key words: values orientation, locus of control, teachers

Introduction

Teaching requires a continuous attention for the professional evolution with new generations and new idioms. Professional demands in the school organisation becomes more and more diverse, more complex and more requester for all teachers.

In the cases where professionals are confronting multiple challenges from students and from the organisation (school programs, bureaucracy), there can be many situations where teachers' implication is diminished.

There can appear modifications in work satisfaction, work efficiency, the level of implication. Part of these changes are dependent on the values orientation and the manner of assigning responsibility, the locus of control.

The values that a person achieves constitutes in strong components, more and less verbalised, but determines the orientation and the ablation of some actions. On the other way, the assigning of responsibility outward self can generate a behavior characterized by a diminished responsibility. Both situations may lead to a diminished work efficiency.

Theoretical Foundation

The term of value, such often used not only in the language expertise but in daily language too or the human area of activity from the perspective of which the definition is made. Thus, every domain of philosophy, esthetics, psychology and sociology, this term of specific toning is circulating.

The concept of value answers two main theoretical functions: a critical function, through which it can delimit the value from the non-values, namely it can be identified criterions of performance in a different domain; a function of „indicator of global cultural identities”, specifying what is ideal and desirable in a certain age or culture, and denoting particular representations, attitudes and specific beliefs (Georgiu, 2001, p. 31).

From this category there is „faith that depends on a person and his preferential action”, to whom it can be assigned energy and cognitive dispositions. Because of these elements of cognitive, affective nature which attends a value, it becomes an essential motif that offers a certain behavioral orientation. Stabilized in time, though the consistency of diverse manifestations in certain existential contexts, this value is associated to a constant feature of personality. In this way, after the same author, A. Cosmovici and M. Caluschi they define that values are established in directive lines for the individual activity characterizing the individual and staying at the base of his character.

Values have a state of actional motifs, they activate not only as modes of conduit but as bends of it. „Values represent general principals about what is desirable and worthy of following in life.”, they functioning as a society level and group level or individual level (Rotariu, Ilut, 2006, p 33).

J. Zaller (1991) uses this term of value in his acceptance of individual predisposition, relative stable in accepting or denying certain types of arguments or idea in specific situations. From the perspective relation individual – society, one of the important definitions offered to value is that of Kluckhohn – value

being a „ conception, explicit or implicit, distinctive for an individual or characterized by a group, as regards to what is desirable, which influences the selection of modes, middles and aims available of action.” (Inglehart, 1997).

M.Rokeach (apud Sacara, 2006, p.16) defines the values as „ resistant beliefs referring to a certain mode of conduit or to a certain aim of existence that guides the actions, attitudes, judgments and comparisons upon certain objects and specific situations.”. The author intercepts in this definition the social dimension of values- they referring to a way of conduit and an actional finality in the context of the relation between the individual and the objects or the specific situations in the social background- and the individual dimension, as a form of resistant beliefs as features of personality.

Value orientation reflects a chain of needs and directions in the persons behaviour. (Murtezani, 2017) Danney Ursery (Ursery, 2006) asserts the fact that values are structured in a complex system with a role of guiding that reflects the priorities and the individual politics that the individual adopts in his relation with the background, manifested especially in the process of making decisions. Some studies (Rossier et al. 2017) marks out the bond between values and the management of career in life, and others (Weber, 2017) marks out the importance of values for the expousing of a certain managerial style. This is why we consider the identification of this orientation important for the reference to profession and the organisational background of every person.

The notion of „ locus of control” was propounded by Rotter 1966 for the identification of responsibility upon the events, upon the situation in which there is a person. Thus, this attribution can be localised outside the person or to the level of the person. There has been identified two categories – external locus of control, naming the persons that adopt this external style , and internal locus of control- adopted by internalists. These persons assumes their own actions and the belief that they can intervene on the external background in which they develop their activity.

Thus, there is the difference beside the personal efficiency that refferes to the balance between the convictions about self and own capacities. Locus of control refferes to the conviction that the control upon the own actions and upon the results. Instead, the persons that have an external locus of control are extrinsically motivated, their responsibility is more deminished, having the tendency to adopt behaviour assessed by those around them. At the same time they consider that they have an insignificant influence upon the external background, upon the contexts of life. On the other part, persons with an internal locus of control have an intrinsic motivation, they practice their influence upon the context of life, they debate all the decisions of those around them , have a better tolerance to the background pressures.

Taking into account the complexity of this phenomenon of assigning the control, there has been outlined in time clarifications about forms of manifestation of it. Thus, Antonovski (1991) mentions that the place of external control can be a defensive denotement- it assigns the failure of certain external aspects, protecting the self, or with a passive denotement- a person with a lack of control or negative of the context of life. In the same time, the internal locus of control can be manifested as the assumption of responsibility of own results of behaviour or taking all the blame for not accomplishing different actions and minimalizing the importance of success.

In the other way Abramson (1978) sustained that persons differ from their unique way of reacting to different events and he marked out that it should have been made the distinction between the situation in which the events are uncontrollable for all the persons and those where all the events are uncontrollable only for a part. In the first case we refer to „universal helplessness”, and in the second case „personal helplessness”.

Concerning the professional efficiency of a person based in his type of locus of control, T. Herbert (1981) succeeds in highlighting why the interns could be more efficient than the external:

- Internals are more attentive to the information they can receive from the background and that are very useful in their future behaviour;
- Internals are very interested in making their background conditions better;
- Internals accord a great value to their personal competences through records and are more preoccupied with personal abilities and only in particular for the failures;
- Internals have the capacity to be more resistant to influence attempts.

Internals believe that they can affect the results and the events every time and that the future will follow as their wishes. Externals believe that they have no power and that they are incapable of influencing an event, regardless of how much effort they will make and that their destiny is just luck or chance or other. (Herbert T. T. 1981)

As we base on these theoretical data that emphasize the importance of value orientation and the locus of control for the person behaviour, we consider the study if these features for teachers also important. A value orientation towards professional values or to relationships value would be a good indicator for a better adaptation and professional efficiency. Furthermore, the identification of an internal locus of control could indicate a higher level of assumption of own decisions and actions, absolutely necessary developed efficiency of learning.

The objectives of study

- The present study has been realised starting from the following objectives:
- The identification of the locus of control type for teachers
 - The assignment of the dominant type of value for teachers
 - The assessment of the correlation level between the types of values towards the teachers go

The study assumptions

Assumption no.1. Teachers adopt as dominant values those from the professional and emotional category.

Assumption no.2. There is a statistical significant positive correlation between the emotional values and reflexive, professional and psycho-moral and relational and material.

Assumption no.3. Many of the teachers have an intermediar locus of control, being very dominant the tendency towards an internal locus of control.

Sample

The sample has been formed of 172 teachers, based on the availability feature. The component of the sample is one eterogen from the point of age, the didactic level, and the years spent in education. Like in all school backgrounds the sample is dominated by the feminin gender ,85% of evaluated persons. From the point of age the distribution is represented by Chart no. 1. It can be observed that the majority of teachers in the study are aged between 26- 45 years. Regarding the didactic level- 25% of the teacher are at the definitive level, 29% have the second Grade in education, and 40% have the first grade in education.

Table 1.
The distribution of the years spent in education of every teacher in the sample.

Years in education	Less than 5 years	6-10 years	11-15 years	16-20 years	Over 21 years
Number of teachers	17	21	34	34	66
Percent	9,83	12,14	19,65	19,65	38,73

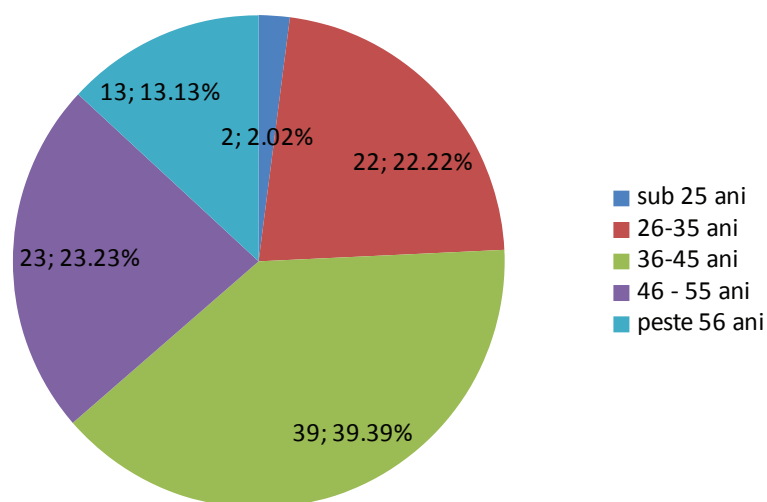


Figure 1. The chart has got the distribution of the years spent in education of every teacher in the sample.

Instruments of analysis

In order to emphasize the value orientation of teacher it has been used a list of values, adapted by the example of Rokeach, that proposed the two categories: instrumental values and final values. (Rokeach, 1973) This sample stayed at the base of certain studies made by Al. I. Dumitru (2001) and by P. Ilut (2004).

From the study made in 2010 (Dughi, T, 2011) on 520 persons, on the base of the factorial analysis, there has been established six categories: material values- material comfort and material accumulation, relational values- friends, social recognition, creativity, self security, responsibility, trust, emotional values- harmony, affectivity (love); professional values- professional success, dignity and psychomoral values- politeness, fairness, intelligence, religious faith. The participants at the study had to prioritise these values from 1 to 10, offering to each value a single degree where 1 is most important as value and 20 is the less important value.

The quiz that I used in the study was established by Stephen Nowicki and Bonnie Strickland, in 1973, adaptation of Rotter Scale- locus of control. The scale is formed by 40 items as an answer such as YES/ NO.

The results are assessed as the following:

- *0-6 points*- internal locus of control- persons who obtain this score have a strong faith in their own capacity to influence the results of their actions, they do

not consider that success or failure is based on luck or bad luck; internal locus of control is associated in the expertise literature with a high tolerance to stress.

- *7-15 points*- intermediate locus of control- it means an inconsistent point of view about the control of their own actions; persons with an intermediate score consider that they can influence certain events from their life, but others cannot influence at all.

- *16-40 points*- external locus of control- persons that obtain scores bigger than 15 points believe that events from their life can exceed their own capacity of control; they do not consider that there can exist a connection between their behaviour and the obtained results; persons that obtain associated scores of external locus of control consider that luck or success owes to luck or no chances; external locus of control is associated to a high level of stress.

Analysis and interpretation of data

The statistical analysis of the obtained data through the application of the values list emphasizes a preponderant orientation to professional and emotional values, these having the best scale in the hierarchy made by all teachers. These two values have been placed on the highest places by the majority of teachers as it can be observed in the table no. 2 and chart no. 2. These two categories are followed by a very low value, by other two categories- psychomoral values and those reflexive. On the last two places are placed the values from the relational values category and with the least importance- average 12,5, material values.

Table 2.
Table statistic data referring to value orientation

	Mat.	Rel.	Refl.	Emot.	Profes.	Psycho moral
count	172	172	172	172	172	172
mean	12,5	12,3	9,3	8,7	8,7	9,4
std	5,49	3,36	3,38	4,53	4,30	3,43
min	0	0	0	0	0	0
25,00%	9,375	10,6	7,2	5	6	7,25
50,00%	13,25	13	8,9	9	8,5	9,5
75,00%	17,5	14,6	11,2	12	11	11,75
max	19,5	18	20	20	19	20

Where: mat. = material rel. = relational emot.= emotional
 refl. = reflexive profes. = professional

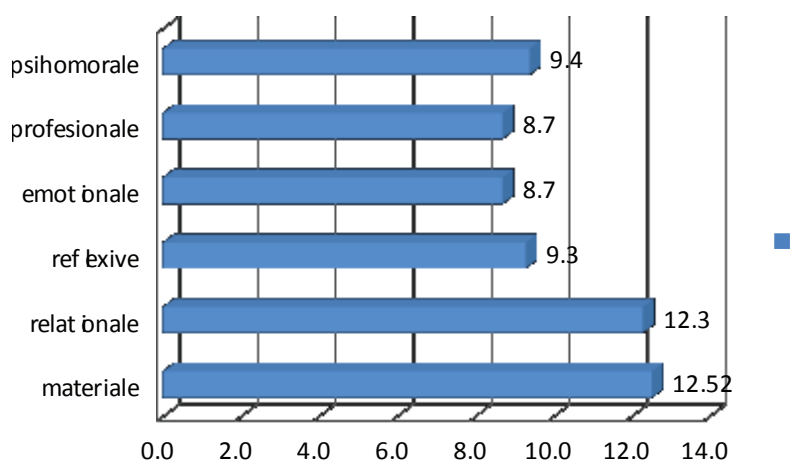


Figure. 2.Types of values depending on the obtained average

This type of value orientation denotes the preoccupation of teachers for the professional domain, for the didactic activity, but for the autodevelopment of the own capacities and affectivity it can be found in the specific didactical work, the interrelation with children, the assurance of affective conditions for their development.

It is confirmed the hypothesis no. 1 that stipulated that the majority of teachers are orientated upon values and upon professional and emotional values.

Looking at the hypothesis that there exists a significant statistic positive correlation between emotional and reflexive values, professional and psychomoral and relational and material, they are also confirmed. According to the statistic analysis, using the correlation coefficient Pearson, there has resulted a positive correlation between these types of values.

Table 3.
Table of value coefficient of correlation Pearson
for the value orientation

	Pearson product-moment correlation coefficients					
Values	Mat.	Rel.	Refl.	Emot.	Profes.	psychomoral
Mat.	1	0,305	0,000	-0,043	-0,189	-0,194
Rel.	0,305	1	0,008	0,023	0,035	0,176
Refl.	0,000	0,008	1	0,333	0,163	0,177
Emot.	-0,043	0,023	0,333	1	-0,0265	0,223
Profes.	-0,189	0,035	0,163	-0,026	1	0,451
Psycho	-0,194	0,176	0,177	0,223	0,451	1

moral						
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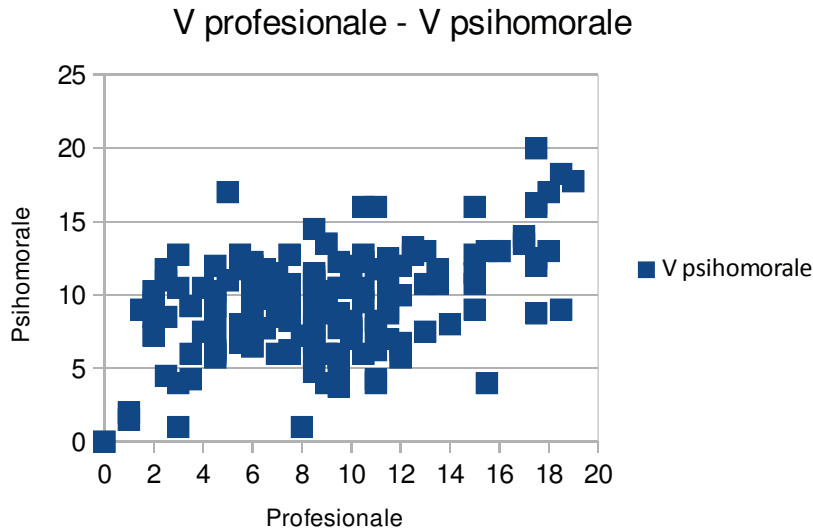


Figure 3. Correlation between psychomoral and professional values

As it can be observed in table no. 3 and chart no. 3, the parameter of correlation the highest – 0,45- it is inserted in the case of professional and psychomoral values. The amount indicates a correlation to an acceptable level of correspondence between these types of values, that means that persons that have placed on the first places the professional values have a tendency to accord a high importance to psychomoral values too.

At a lower level of acceptance there are the pairs of material and relational values, that it means that persons consider the material values important to an important level, they are important as the relational values. The correlation between the emotional values and those of reflexive values, is accountably because we believed that the measure in which they were assessed inemotional values life affectivity and harmony being direct proportional with the measure in which there are assessed the values from the reflexive categories such as trust, autocontrol, self trust.

According to the hypotesis that the majority of teachers have as a characteristic an intermedie locus of control is confirmed as it cand be observed from the chart no. 4. It can also be ascertained from the statistic analysis the fact that the tendency is for an internal locus of control, the average of values being about 9,4 very close to the inferior limit of an intermediate control locus of control. The standard aberration value of 3,8 and the median of 9 confirms this

tendency of internal locus of control, knowing that the limit value of the interval of intermediate locus of control is 7.

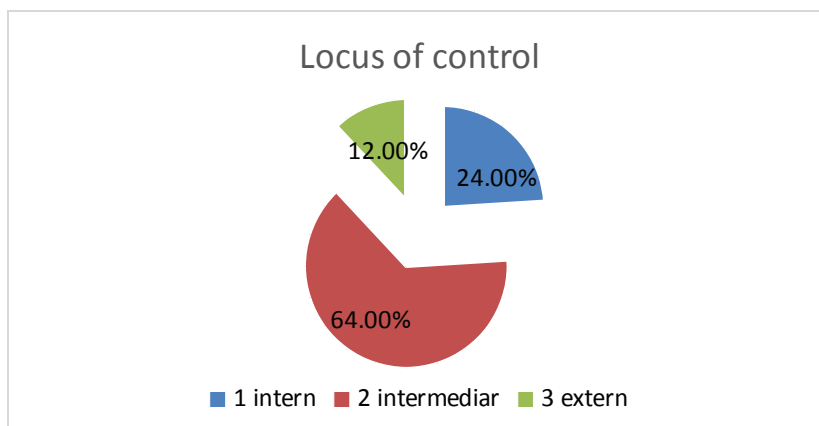


Figure 4. The distribution of locus of control

This fact denotes a good capacity of teachers of assuming the results of their own actions, capacity of initiative and action. Faith that things depend on our own actions, specific to those with an internal control determines a predisposition for action, to proactive attitudes. These attitudes are benefic in the case of teachers because the proper didactical activity expects a good capacity of coordination of pupils of taking initiative and assumption.

Conclusions

The analysis at the level of organisation of the type of locus of control and the value orientation of teachers can constitute the premise of a good knowledge of the report upon these at a school background. On the base of the analysis of these dates there can be created the amelioration context of professional performances through the adaptation of attitudes and behavioral to the professional requirements of school organisation. It could be obtained thus a balance towards the personal satisfaction of teachers and organisational performance.

According to statistic dates presented in our study can be ascertained the predominant orientation of teachers towards the professional values and to the emotional values that constitutes a good premise for the procurance of a high professional performance. Teachers that are occupied with professional development and the establishment of relations based on harmony and empathy are, actually, persons resource in the school organisation frame.

If these attitudes are doubled by the assumption of responsibility according to actions and to their results, than we can talk about high chances of obtaining good performance for the didactic activity. We are mentioning here a limit of our study- the absence of the correlation between the values of orientation and locus of control that makes us recommend the utilisation of other instruments for the determination of measure in which teachers believe that they have control on background and upon the level of assumption of the results of their own actions.

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