International Academic Institute for Science and Technology

International Academic Journal of Innovative Research
Vol. 1, No. 2, 2014, pp.25-28.
ISSN 2454-390X

International Academic Journal of Innovative Research

www.iaiest.com

The effects of modern ways of teaching based on Choice Theory and Locus of Control on students' operation

Seyede Roghaye Vaezzade[a], Elham Alinia[b]

[a&b] *Master of Bachelor in Educational Technology, Education Office, Babol, Iran*

Abstract

In this research, the effects of modern ways of teaching based on Glasser's Choice Theory and Rutter's Locus of Control Theory on students' operations will be discussed. The Statistical Society of this research includes all students and teachers of the Shahid Rajaei Teacher Training Center of Babol. Based on Cochran formula, 200 men and 200 women were chosen using Cluster sampling method. Research tools include Rutter's Locus of Control Scale (I-E) and Academic Transcripts of students. Data was processed using Descriptive Statistics and Inferential statistics (T-test). The research shows that students with internal locus of control have better performance in lessons and understanding them. Also, it reveals that female students have more external locus of control. According to disseverments of this research, students with low interest and poor performance have external locus of control, so to improve this situation and to increase learning performance to a satisfying level, authorities, teachers, parents and students should replace 7 external locus of control (censure, sarcasm, complain, threat, punishment, lure, mutter) with 7 internal locus of control (acceptance, eulogy, shelter, trust, respect, discussion, listening).

Keywords: Teaching, Choice Theory, Locus of Control, Gender, Learning Performance.

Introduction:

The concept of Locus of Control as a psychological construction was first discussed and developed by Rutter back in 1954. He introduces Locus of Control as social learning theory of personality, in his Personality theory (Khatir Pasha, 2008). Rutter looked for explanations for internal and external behaviors of organism and wanted to study external boosters and internal cognitive processes. In a big research, he understood that some people believe that boosters all depend on them themselves, while some others believe that it depends on others and is controlled by external powers. He first called it strengthening control, and then named it Locus of Control (Sholes & Sholes, 2005).

To continue Rutter's theory, Levenson introduced a new pattern, while Rutter, pointed to Locus of Control in one dimension (internal-external), Levenson's pattern claims that there are three dimensions: being internal, chance and other strong items. According to Levenson's pattern, all the three dimensions are admissible one by one at the same time. For example, the person should believe that both him/her, and strong people can affect the results, but chance can't affect it (Levenson, 1973). The interest in Locus of Control since there were researchers researching about the reasons for these behaviors in labs. Meantime

in the end of the 70s, Glasser was introduced to Control theory system via William Powers' writings. Glasser introduced a new psychological theory called Choice theory that helped a lot to understand human's behavior in different situations (Glasser, 1998).

Choice theory says that the only person that controls us is ourselves and no one else. In any kind of relationship, of any kind, each person can only change himself/herself and no one else. Also, you cannot force anyone to do something they don't like. You can only show him/her the better way and encourage him/her to do it. If you succeed, the chance for the other person to continue what you showed him/her to do is high (Glasser, 2000). The main reason that many students perform weak, even though they might be capable enough, is that they're under the control of headmasters, teachers and parents with external Locus of Control (Glasser, 1998). External control is the most accurate, and the shortest way to achieve 7 bad habits (censure, sarcasm, complain, threat, punishment, lure, mutter). If headmasters, teachers and parents put aside these bad habits, they no more have to worry about their relation with the students, regardless what kind of personality they have or where you teach. You are counted as an external person, when you try to control everyone with your external habits (Glasser, 2000). Every person tries external controlling when they can't deal with someone. Managers with workers, teachers with students, students with teachers, parents with children etc… The problem with this international psychology is that it damages relations. External control always destroys a relationship (Glasser, 1998). Glasser's solution to this problem is to put aside the 7 mentioned habits, not only in the class, but at home and around too. Don't use these habits for your spouse, children, students, workers and others you know. As soon as you put this habit aside, you'll feel the difference around you and you'll deal with everyone much better. You'll be a better person by removing the external control from your life. But when you ask a teacher to teach this way, the response will be, "But this makes a mess in the class. You expect me to let him/her do whatever and waste my work?" The goal is not to let anyone do everything, and as soon as someone makes trouble, use Choice Control (internal psychology) to communicate with him/her and instead of punishment and lure, use 7 habits of Choice theory. These 7 habits include acceptance, eulogy, shelter, trust, respect, discussion, listening. Even though these 7 habits are external, but they make you nearer to the other person, instead of commanding. Using internal Locus of Control, current education system can change to quality education system, the most important properties of it are:

1) Relations are the basis of respect.
2) General learning capability is accepted.
3) All students do stuff over their capabilities each year.
4) Students and university workers learn to use internal control in the university and real life.
5) Students will do better in exams.
6) University workers, students, parents, and executives, will see and feel the university as a better place (Glasser, 2000).

Researches have shown that people who believe in internal control do better in lessons, rather than those with external control (Liebert & Spiengler, 1990). Other researches also showed that women believe in outer forces more than men, and see the reasons of happenings in the environment (Lopez & Staszkiewicz, 1985). So, according to researches done and found results, and according to factors like Locus of Control and one's believes on his/her own capabilities to affect environmental events and behaviors, gender and belief in controlling situations, and all above together, the research brings up following theories and tries to review them:

1) There's a big difference between different genders and types of Locus of Controls in students.
2) There's a big difference between different teaching sources, based on Choice theory or Locus of Control theory, and it affects the learning performance of students-teachers.

Research methodology

The population, sample and sampling

The present study method is a description of After-Events. Statistical society of this research contains all students/teachers who study in Shahid Rajaei Teacher training school of Babol. Sample volume of the project is a group of 400 people (200 male and 200 female) according to Cochran formula using Conclusion cluster system. Comparison control source has gone through criterion of Rutter's Locus of Control. Credibility of this criterion had been reported from 70% to 81%. To determinate the performance of learning of teachers/students, academic transcription is used. Referring to classes and giving descriptions, questionnaires of Locus of Control was given to students. Each exam was solo-answered. To analyse data, Descriptive Statistics (plenitude, percentage, average, standard deviation) and inferential statistics (the T exam) methods were used.

The Analysis of Data

Data statistical analysis had two results by two-95%-assurance hypothesis tests. There is a meaningful difference among students/teachers gender and Locus of Control.

Table 1: Frequency distribution and percentage of locus of control and gender

Group	Female Students		Male Students	
Variables	**Abundance**	**Abundance Percentage**	**Abundance**	**Abundance Percentage**
Internal Locus of Control	106	53.5	170	75.1
External Locus of Control	94	45.5	30	25.9

Table 2: Independent T test for female and male students/teachers in Locus of Control category

Category	Gender	Main	SD	T	Immunity rating	Sig.
Locus of Control	Female	8.21	4.73	2.07	198	3%
	Male	6.59	3.37			

Chart 3: Separate T test for male and female students/teachers in learning function category

Category	Learning functionality	Main	SD	T	Immunity rating	Sig.
Locus of Control	Female	74.11	9.86	2.27	198	2%
	Male	69.23	8.75			

As shown in the charts above, paying attention that T with immunity rating of 198 in significant level of 2% is less than p=5%, we can say that there is a meaningful differ among men and women's performance. By this mean, men (teachers/students) have better performance in learning than women (students/teachers).

Conclusion:

The goal of the research is to check new methods based on Glasser's choice theory and Rutter's Locus of Control on student's learning function. Test results had shown that students with internal Locus of Controls can learn better than students with external sources. This result is matched with other test results about this context Khatir Pasha (2008), Sholes & Sholes (2005), Glasser (1998), Liebert & Spiengler (1990), Rotter (1954). Explaining this result, it can be said that people who have better study functions, are faced with seven internal controls such as listening, encouragement, protection, respect, confidence, reception and negotiation in homes and periphery. It appears that parents, authorities and professors have relations based on internal control; the test result also proves that women have more orientation to internal controls than men do. Studies in this context are consistent Lopez & Staszkiewicz (1985), Rotter (1954).

To explain these results, it can be said that gender has direct effect on learning functions. With the results of this test and the previous tests, students suffering from interest reductions have external control sources. To recover education problems, and to have better learning performance, 7 external locus of control (censure, sarcasm, complain, threat, punishment, lure, mutter) should be replaced with 7 internal locus of control (acceptance, eulogy, shelter, trust, respect, discussion, listening). Changing the present university systems with qualitative one, internal control locus can be used. Totally, according to this test result and previous results, it can be assumed that having internal Locus of Controls can increase performance and learning function, also other life affairs.

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