

# A STUDY ON LOCUS OF CONTROL AND JOB SATISFACTION IN PRIVATE INTERNATIONAL SCHOOLS IN SULTANATE OF OMAN

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## Abstract:

*The study aims to identify the Locus of Control and level of Job Satisfaction among private international school teachers in Sultanate of Oman. Descriptive research design was adopted and simple random sampling was chosen for study. The population comprised of eight private international schools in Muscat. Questionnaires on Locus of Control and Job Satisfaction were distributed among teachers who were teaching in 7<sup>th</sup> to 12<sup>th</sup> grades in international school. Fifty four questionnaires were received from the respondents. The study identified the phenomena related to Locus of Control and Job Satisfaction among teachers in Sultanate of Oman. Demographic factors influence on Locus of Control and Job Satisfaction were reported by using descriptive statistics. Result indicated that the teachers of private international school were primarily driven by internal locus of control and their level of job satisfaction is high.*

**Keywords** - descriptive statistics, job satisfaction, locus of control, teachers, international schools

**Abbreviations** – LOC= Locus of Control, JSS = Job Satisfaction Scale, MBI = Maslach Burnout Inventory, OSI = Occupational Stress Indicator, WLCS = Work Locus of Control.

## 1. Introduction

Education plays an important role in the development of any country. Oman has focused on improving standard of education in schools and colleges over the years. Many private and public governed educational institutions have been opened to fulfill the demands of Omani citizens and expatriates. International Private Schools are one of such institutions which are trying to satisfy the need of the young and budding citizens. These schools received accreditation and recognition from international institutions and also supervised by them. They offer international programs and International qualifications in all grades in different countries. The study focused on 7<sup>th</sup> to 12<sup>th</sup> grade school teachers in the private international schools because by knowing the Locus of Control and Job Satisfaction of the teachers; it will be easy for the schools management to deal with them and utilize them properly for quality education and retention. The following questions were asked in the study to have in depth knowledge related to the variables pertaining to Private International School.

1. What type of Locus of Control affects the teachers of Private International School?
2. What is the level of Job Satisfaction among these teachers?
3. Does Locus of Control and Job Satisfaction be affected by the following demographic factors?
  - a. Gender
  - b. Age
  - c. Year of Experience

The variables were identified and defined for the study:

1. **Gender:** Female and Male teachers' teaching 7<sup>th</sup> to 12<sup>th</sup> students in the private International schools.
2. **Age:** The length of time that a person exists. The age of teachers who teach grade 7<sup>th</sup> to 12<sup>th</sup> students in the private International schools.
3. **Year of experience:** The numbers of years the teachers have spent in teaching grade 7<sup>th</sup> to 12<sup>th</sup> students.

**Private International School:** The schools that received accreditation and recognition from international institutions and supervised by these institutions, and offer international programs and International qualifications in all grades or may consist of a series of schools in different countries.

The present study addressed the above questions and reported the phenomena as it appeared in private international schools in Muscat.

## 2. Literature Review

Various studies examined the phenomena of locus of control, job satisfaction, job performance and work stress individually or together in various sectors worldwide. Few descriptive and causal studies reported the phenomena related to LOC, Job Satisfaction, job performance and work stress in educational institutions worldwide. Findings of such important studies were reported to identify the research gap for the present study.

Sari, H. (2005) explored issues of burnout, job satisfaction and locus of control among 33 special school principals and 262 teachers in Turkey. JSS and MBI scales were used to measure the job satisfaction and burnout levels and internal – external LOC scale were used to measure the extent of participants' internal or external locus of control. Result indicated that Turkish special school teachers have less job satisfaction than their principals and Burnout are high among experienced principals and teachers. Special school teachers of Turkey lack an internal locus of control and perceive more burnout than the other teachers. Similarly, Luo Lu et.al (2000) investigated managerial stress in Taiwan and UK using the OSI and the WLOC scale. Result showed the similarities as well as differences in managerial stress in two countries. Recognition and Managerial role were important predictors of strain for the Chinese managers whereas Relationship, Organizational climate and Personal responsibility were important predictors of strain for UK managers. There were consistent moderating effects of internal control for the Taiwan managers.

Aminah Ahmad & Noryati Ngah, (2011) examined the indirect effects of perfectionism and locus of control on job satisfaction through work-family conflict on 159 single mother employees. The results showed that perfectionism and locus of control were significantly related to work-family conflict and work-family conflict was also related to job satisfaction. The results supported the indirect path between locus of control and job satisfaction through work-family conflict. Khan, et.al.,(2012) studied the relationship between Locus of Control and stress among 200 male and female college teachers. The result indicated that teachers who were driven by internal locus of control have low level of stress and vice-versa. Teachers scored high on internal locus of control determines high coping and mediating ability of stress compare to those of external locus of control teacher's. Mahajan, N & Kaur, J (2012) examined the relationship between locus of control and job satisfaction among 150 college teachers selected from the different colleges of Amritsar city in Punjab, India. Locus of control and job satisfaction scale was used. Study revealed a significant relationship between locus of control and job satisfaction among the college teachers. Male teachers with high job satisfaction possessed a better locus of control as compared to female college teachers with high job satisfaction. Similarly, Jeloudar, Y.S(2012) made an attempt to identify the relationship between teacher's locus of control and their job performance in senior secondary schools relationship in Iran. A sample of 197 teachers was chosen and data were analyzed by using pearson correlation coefficients and multiple regression analysis. They reported that internal locus of control was a factor that has considerable role in teacher's job performance and finally revealed that there were significant difference between teacher's internal locus of control and their academic degree levels. Hans, Mubeen, Ghabshi (2013) identified the locus of control and level of job satisfaction among 100 middle level management employees in semi government organization in Sultanate of Oman from 8 sectors. The result revealed that the middle level management employees in semi government organizations were primarily driven by internal locus of control. But the middle level employees in those sector scored low in Job satisfaction scale.

Bonni, J.S explored the relationships existed between faculty members' locus of control and job satisfaction at a small private university. Two variables were analyzed based on number of years teaching in higher education and tenure status with a sample size of 61. It was found that no relationship existed between job satisfaction and locus of control<sup>1</sup>. Ryan, K. determined the relationship of locus of control and job satisfaction of Iowa, Kansas and Nebraska secondary school assistant principals. The result of the study showed no significant relationship between the correlation coefficient of locus of control and job satisfaction of all secondary school assistant principals. They had an internal expectancy of control with a high level of job satisfaction. Significant difference was found between the correlation coefficient of locus of control and

<sup>1</sup> Bonni, J.S. Job satisfaction and locus of control in an academic setting, Dissertation (EdD) organizational leadership. <http://pepperdine.contentdm.oclc.org/cdm/ref/collection/p15093coll2/id/54>

job satisfaction among the Iowa and Nebraska secondary school assistant principals as compared to the Kansas secondary school assistant principals<sup>2</sup>.

The studies revealed that Locus of Control and its relationship with Job satisfaction, work stress and Job performance has been an important area of study by researchers across the sector worldwide. Education Institutions also identified the similar impact of LOC on Job satisfaction, work stress and Job performance worldwide. It was also identified that LOC has differently affected the demographic variables in such sectors. Although there are many study conducted in private educational institutions but there were few evidence in the literature which studied the phenomena of LOC in private international schools in Middle East area. This study attempted to understand and report the Phenomena of LOC & Job Satisfaction in such private educational international institutions in Sultanate of Oman for better generalization in the sector.

### **3. Significance of the Study**

The study focused on identifying the phenomena related to locus of control and job satisfaction among teachers in Private international schools in Sultanate of Oman. Locus of control can be considered as a good tool in screening process of recruiting the teachers. If the teachers tend to have an internal locus of control than it helps to develop the skills and performance of the teacher which will have a direct impact in the way of delivering knowledge to the students. On the other hand if the teachers tend to have external locus of control than the teachers will not stay longer in the school. Similarly, job satisfaction has an effect on the performance of the teachers. If the teachers are satisfied with their jobs they will be more creative and will deliver knowledge in more professional way which gives a positive impact on the students. The study may help the international school to initiate some change management strategy to increase the level of job satisfaction and performance among the teachers based on the type of locus of control they have.

### **4. Objectives of the Study**

- a. To identify Locus of Control in the Private International School's Teachers.
- b. To study the level of Job Satisfaction in the Private International School's Teachers.
- c. To examine the locus of control and level of job satisfaction among different age groups of the teachers in private international school teachers.
- d. To find out the locus of control of male and female teachers and their relation to their job satisfaction.
- e. To study the relationship between locus of control and years of experience of the teachers.
- f. To study the relationship between Job satisfaction and years of experience of the teachers.

### **5. Scope of the study**

This study investigates the phenomena related to Locus of Control and Job Satisfaction among the teachers who teach 7<sup>th</sup> to 12<sup>th</sup> grade in International Private School in Sultanate of Oman from an academic point of view. It identifies the type of Locus of Control and level of job satisfaction based on gender, age and years of experience. The study shall provide a foundation in exploring the impact of locus of control on job satisfaction of teachers in private educations institutions which will further help the institutions to create best ideas and draw suitable plans to increase the level of job satisfaction of their teachers.

### **6. Research Methodology**

#### **6.1. Research Design**

Descriptive Research design was used for this research based on adoption of survey method.

#### **6.2. Sampling Design**

Simple Random sampling method was adopted for this study. Pilot study has been done among fifteen teachers and then 130 questionnaires were distributed among teachers in private international schools teachers who were teaching in 7<sup>th</sup> to 12<sup>th</sup> grade.

There were 12 private International School in Muscat but 4 schools were excluded since their teaching targets were below grade 7<sup>th</sup> students. Eight (8) international schools teachers were chosen for collection of data who teaches 7<sup>th</sup> to 12<sup>th</sup> grades students.

<sup>2</sup> Ryan, K. Locus of Control and Job satisfaction of secondary school assistant principals in Iowa, Kansas and Nebraska, Thesis of University of Nebraska – Lincoln <http://digitalcommons.unl.edu/dissertations/AAI9917856/>

**6.3. Sample Unit:** Sample unit consist of teachers from international schools in Sultanate of Oman.

**6.4. Sample Size:** The Total Sample Size in the present study was 54 teachers from private international schools.

## 7. Data Collection Methods

Both primary and secondary data were used.

- Primary data: The data was collected through two structured Questionnaires. Vohar, S. (1992) Levenson's scale for Locus of Control and Hardeo Ojha (2009) Organizational Job satisfaction scales were used.
- Secondary data: The data were collected through the following sources:
  1. Internet sources.
  2. Books and Journal research articles.
  3. Electronic Research Database , EBSCO
  4. Other official sources and records.

## 8. Data Analysis Method

The data collected from the sample was analyzed by using descriptive statistics from the statistical tools. The demographic factors such as Age, Gender, Years of experience were taken to analyze the effect on Locus of Control and Job Satisfaction respectively.

### 8.1 Analysis of the questionnaire:

There were 24 items in Locus of Control scale using following Likert Scale.

- 5= Strongly Agree
- 4= Agree
- 3= Undecided
- 2=Disagree
- 1=Strongly Disagree

There were three dimensions' in Locus of Control:

**Dimension1:** Powerful other

**Dimension 2:** Chance Control

**Dimension 3:** Individual Control

There were 32 items in Job Satisfaction Questionnaire with six ranges of score given below:

**Table 8.1.1.** Score range and category of job satisfaction

Score Range	Category
25-32	Very Highly Satisfied
21-24	Highly Satisfied
16-20	Moderately Satisfied
12-15	Moderately Dissatisfied
8-12	Highly Dissatisfied
0-7	Very Highly Dissatisfied

## 9. Results and Discussion

**Table 9.1.** Locus of Control

Individual Control	Chance Control	Powerful Other
3.62	2.46	2.53

It was found that among the three dimensions for Locus of control i.e. Individual control, Chance Control and Powerful others the teachers at International schools who teach 7<sup>th</sup> to 12<sup>th</sup> grade were more driven by Internal Locus of Control as the teachers scored an average of 3.62 in individual control and 2.46 and 2.53 in chance control and powerful others. It indicated that the teachers at private international school were driven by their individual control as the teachers have the ability to control event and can influence other people as they have high score in individual control and low score in chance control and powerful others.

**Table 9.2.** Job Satisfaction

Score Range	Category	No. of teachers	%
25-32	Very Highly Satisfied	21	40
21-24	Highly Satisfied	13	24
16-20	Moderately Satisfied	11	20
12-15	Moderately Dissatisfied	4	7
8-11	Highly Dissatisfied	4	7
0-7	Very Highly Dissatisfied	1	2
	Total	54	100

It was found from the above table 9.2 that 80% of the teachers from private international school were satisfied with their jobs.

**Table 9.3.** Locus of Control according to gender

Gender	Individual Control	Chance Control	Powerful Other
Female	3.58	2.45	2.48
Male	3.65	2.48	2.58

According to the table 9.3 teachers were driven by internal locus of control as the Individual Control, showed an average of 3.58 for females and 3.65 for males. It was inferred that male teachers had more individual control than female teachers as they scored high and low score is shown in chance control and powerful other.

**Table 9.4.** Job Satisfaction according to gender

Score Range	Category	% of Response from Female	% of Response from Male
25-32	Very Highly Satisfied	49	32
21-24	Highly Satisfied	17	29
16-20	Moderately Satisfied	17	23
12-15.	Moderately Dissatisfied	9	6
8-11.	Highly Dissatisfied	4	10
0-7	Very Highly Dissatisfied	4	0
	Total	100	100

It was observed from table 9.4 that 83% of female teachers and 84% of male teachers were satisfied with their jobs. It indicated that both the gender male and female were satisfied in their working environment in private international schools in sultanate of Oman.

**Table 9.5.** Locus of Control according to Age

Age Range	Individual Control	Chance Control	Powerful Other
above 25	3.69	2.53	2.65
30-39	3.73	2.39	2.66
40-49	3.52	2.54	2.49
50-59	3.50	2.15	2.40
60 above	3.75	2.59	2.22

The above table 9.5 revealed that teachers had high score in individual control. The score was high in the age group of 30-39 and above 60. It can be inferred that the teachers individual control increases with the increase in their age. In Powerful others the score decreased as the age increases. It indicated that as teachers become older they were less likely to control by powerful others. In case of chance control there was no clear trend identified.

**Table 9.6.** Job Satisfaction according to Age

Score Range	Category	Above 25	%	30-39	%	40-49	%	50-59	%	Above 60	%
25-32	Very Highly Satisfied	5	42	5	38	6	32	3	50	2	50
21-24	Highly Satisfied	3	25	2	15	4	21	3	50	1	25
16-20	Moderately Satisfied	3	25	2	15	5	26	0	0	1	25
12-15	Moderately Dissatisfied			2	15	2	11	0	0	0	0
8-11	Highly Dissatisfied	1	8	1	8	2	11	0	0	0	0
0-7	Very Highly Dissatisfied			1	8	0	0	0	0	0	0
	Total	12	100	13	100	19	100	6	100	4	100

It was observed from table 9.6 that the percentage of job satisfaction was found more than dissatisfaction. 92% of the teachers are satisfied in the age group of above 25 years of age. However, satisfaction level decreased a little in the age group of 30-39 and 40 -49. 100% of teachers were satisfied in the age group of 50-59 and above 60 years of age. There is no linear relationship between increase in age and job satisfaction, but most of the age group were reported to have high level of job satisfaction.

**Table 9.7.** Locus of Control according to number of Years of Experience

Year of Service	Individual Control	Chance Control	Powerful Other
1 – 10	3.61	2.57	2.66
11- 20	3.76	2.52	2.68
21- 30	3.41	2.17	2.13
31-40	3.59	2.47	2.31

Table 9.7 showed that as the years of experience increased among teachers from 11-20 years the individual control also increased in the private international school which represented an average of 3.76 in the score which means that teachers had internal locus of control. The score of Chance control and Powerful other were around 2.5 which means that teachers of private international school disagreed that their outcome or event was controlled by chance and powerful others.

**Table 9.8.** Job Satisfaction according Years of Experience

Score Range	Category	1-10	%	11-20	%	21-30	%	31-40	%
25-32	Very Highly Satisfied	7	35	6	32	6	55	2	50
21-24	Highly Satisfied	4	20	4	21	4	36	1	25
16-20	Moderately Satisfied	6	30	4	21	-	-	1	25
12-15	Moderately Dissatisfied	1	5	3	16	-	-	-	-
8-11	Highly Dissatisfied	1	5	2	11	1	9	-	-
0-7	Very Highly Dissatisfied	1	5	-	-	-	-	-	-
	Total	20	100	19	100	11	100	4	100

It was concluded from table 9.8 that teachers in private international school were satisfied with their jobs since the percentage of dissatisfaction is less than satisfaction level.

## 10. Conclusion

The study focused on Private International schools in Sultanate of Oman, Muscat to report the phenomena of Locus of Control and Job Satisfaction among teachers of 7<sup>th</sup> to 12<sup>th</sup> grade. The Study was extended to report the effect of following demographic variable on Locus of Control and Job Satisfaction in private international schools based on descriptive statistics.

- a. Gender
- b. Age
- c. Years of Experience

### 1) Gender

It was observed that male and female teachers of private international school were controlled by internal locus of control since they have high score in individual control. Low score in chance control and powerful others conferred that they disagreed that the outcome of their work was controlled by chance or powerful other. Male teachers were found to have slightly more internal locus of control compared to female as the score for male teachers were 3.65 and females were 3.58. The male and female teachers were found satisfied with their jobs as the percentage of satisfaction for male were 84% and female were 83%.

### 2) Age

It was found that the score for locus of control for individual control were 3.69, 3.73, 3.52, 3.50 and 3.75 respectively for all the age groups. All the five age group ranges approximately reached agree which indicated that they tend to take responsibility over the outcome of their work. In chance control and powerful other the score were around 2.5 which states the findings that the teachers of private international school takes responsibility of their work outcomes. The teachers of private international school were highly satisfied with their jobs as the percentages of satisfaction in all the age groups are high.

### 3) Years of experience

It was found that the score of individual control is high when compared to chance control and powerful others. It is concluded that the teachers take more responsibility of their favorable and unfavorable outcomes. The teachers with different years of their experience in private international school were found satisfied with their jobs as the percentage of satisfaction was more than dissatisfaction level.

Study concluded that the teachers who teach in private international school were driven by internal locus of control. Since they had high score in the individual control and low score in chance control and powerful others. It may be inferred that the teachers were more responsible in delivering their academic duty. Since they were internally driven they withdrawn satisfaction from their work itself. It was conferred that private international school teachers in Sultanate of Oman were satisfied with their jobs as they score high percentage in the level of satisfaction in job satisfaction scale.

## 11. Directions for Future Research

1. The study of Locus of Control and Job Satisfaction may also be carried out at the Public School teachers in Sultanate of Oman.
2. Further study can be done to see the effect of Locus of Control and Job Satisfaction on teachers at Private International School Teachers in Sultanate of Oman.
3. Comparative study can be done on Private International School Teachers and Public School Teachers on Locus of Control and Job Satisfaction.

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