

Abstract

This paper critically examines two locus of control instruments in the Jamaican context: the Adult Nowicki-Strickland Internal-External Locus of Control scale and Medway and Rose Teachers' Locus of Control scale. The research design consisted of a quantitative approach and a sample of 183 teachers from ten high schools within the cooperate area of Jamaica.

The structure of the instruments was analysed by carrying out alternate forms of reliability testing on each instrument (e.g test retest, Cronbach Alpha, descriptive statistics) and validity checks using factor analysis. The study also tested concurrent validity of the construct by comparing Teachers' General Locus of Control (using the Nowicki-Strickland scale) and their teachers' Locus of Control score (using the Rose and Medway Teachers' Locus of Control scale). The appropriateness of the instruments, given scoring methods for measuring the locus of control constructs, was examined by comparing results using the original dichotomous scoring, with results using a more discriminating continuous scoring method.

This research demonstrated that for these two instruments the test- retest reliability yielded high to moderate correlation for the TLC and NLC instruments respectively. However, the concurrent validity for the two instruments was very low for this sample. The findings also indicate that the two types of scoring measurements (dichotomous and continuous) do not contradict each other. However the continuous scores gave a slightly better correlation for the reliability testing. This study gives some light on the relevancy of using the two instruments within the Jamaican context.