



To explore the locus of control of working professionals in the industrial workplace

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Abstract

The locus of control refers to an individual's sense of agency, or the degree to which they believe their actions have an impact on the consequences they experience. An individual's sense of agency in the workplace may have a major impact on their productivity, inspiration, and contentment. Industrial workers with an internal locus of control feel that their own efforts and talents have a substantial influence on their job results. They are more inclined to accept responsibility for their acts and to keep going despite setbacks. Increased output, dedication, and pride in one's job are all possible outcomes of adopting a more positive worldview. On the other hand, those who work in industry and have an external locus of control tend to chalk up their successes or failures to things beyond their control, including random chance or the sway of higher-ups. Their sense of powerlessness in the workplace might make them more vulnerable to stress and burnout. Work output, motivation, and attitude may all suffer as a result of this external belief system. The major purpose of this study was to examine the connection between locus of control and sociodemographic characteristics of professionals in the labour force. Women and those who have never been married tend to have a more optimistic view of LOC.

Received 01 Dec., 2023; Revised 08 Dec., 2023; Accepted 10 Dec., 2023 © The author(s) 2023.
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I. Introduction

The phrase "locus of control" originates in personality psychology and describes a person's belief in their own ability to make decisions and take action when faced with obstacles. There are two ways to think about a person's "locus" (Latin for "place" or "location"): internally (the person believes they have control over their life) or externally (the person feels they are at the mercy of external factors over which they have no influence). Those who have a solid internal locus of control believe that they are mostly responsible for their own fortunes. In his Social Learning Theory, Rotter (1966) identifies the locus of control as the reinforcements that serve as essential markers of an individual's attitudes across time.

Those who adhere to the "internal locus of control" hypothesis hold the view that internal factors have far less of an impact on their lives than do external ones. People who have a positive self-image may adopt whatever disposition they choose since they believe they are the masters of their own fate. Those who put their faith in random chance or external circumstances are said to have an external locus of control.

They also hold the view that they have no say in or power to alter the results of the events that form their existence. People that look to themselves for motivation tend to be cautious, dominant, goal-oriented, self-confident, resourceful, and creative. Those who look to others for their sense of agency are more likely to be irresponsible, swayed by the opinions of others, vulnerable to external influences, uncertain of themselves, and display wobbly conduct and performance (Rotter, 1975). By attributing their positive rewards to either their own attitudes or external factors, people develop two axes of control, which they refer to as "internal" and "external," respectively.

The idea of a person's "centre of gravity" has been investigated by several branches of psychology. The notion has potential use across a range of fields in the psychological sciences, such as teaching, healthcare, and other related fields. Psychologists use the phrase "locus of control" to talk about a person's belief in their ability to affect major events in their lives. Trice (1985) defined academic locus of control as the belief that one's actions may affect one's academic outcomes, and he went on to say that this mindset represents students' views on what factors, if any, lie inside themselves as opposed to external ones. The term "locus of control" is often used in the world of education to describe how students credit their own academic success or failure. Students with a "internal locus of control" see their academic success as proportionate to the effort they put into their coursework. Students with a "external locus of control" tend to attribute their successes and failures to factors outside of themselves,

such as luck, fate, circumstance, unfairness, prejudice, or incompetent teachers. Students with an internal locus of control would ascribe their poor grades to a lack of effort on their side, whereas those with an external locus of control could pin the blame on an unfair teacher or test. Whether a student has an internal or external locus of control is thought to have a significant impact on their level of motivation, persistence, and performance in the classroom. Some researchers believe that "internals" are more likely to put in the work required to succeed academically, whereas "externals" are more likely to see such efforts as "pointless" owing to the feeling that they are being treated unfairly or otherwise being held back. Students with an external locus of control often fail to see the value in their efforts because they believe they will never succeed.

The extent to which students attribute their success in studying to factors within or outside of their control is crucial to the success and utility of their academic achievement. Students' improved academic outcomes are directly attributable to the information and skills they acquire via organisational learning. Organisations must, then, organise to perform a learning function and direct that function towards the betterment of its pupils in this setting.

More is understood about how circumstances shape a person's sense of agency. Environmental moderating effects on the association between locus of control and action, in this case academic success and associated behaviours, are poorly understood. The process is also likely to be affected by other person characteristics, such as the capacity for discriminating and correctly categorising environmental stimuli. It is possible that the same personal trait that encourages adaptive growth and appropriate conduct in particular settings is also predictive of academic success, which would explain the robust relationship between generalised locus of control and accomplishment. The capacity to tell things apart and put them in categories are two examples of crucial mental abilities. A lot of people have been thinking about how locus of control relates to schooling. Locus of control theory predicts a positive relationship between an individual's sense of agency and their performance in school (Rotter, 1966). When a child has a strong sense of agency (internal control), he is more likely to seek out the behaviours that would maximise rewards and avoid negative consequences. Multiple probes have borne up these conclusions. "(McGhee & Crandall, 1968)" For women, the link between accomplishment and locus of control was muddled by social desirability effects, while for men, the effects were more consistent (Nowicki & Roundtree, 1971). Despite some contradictory findings, it seems that internals are more invested in their academic success than their external counterparts. However, there is a large disparity in the predictions made by the sexes. Educators and parents alike have the same goal in mind, and that is the academic success of the children in their care. Parents and educators might potentially help children do better in school by encouraging them to develop character characteristics that have been associated with academic achievement. Approaches that help children build an internal locus of control have been linked to improved academic achievement, curiosity, metacognitive skills, and self-regulation in the classroom. Finally, there has to be more study into the implications of the correlation between locus of control and demographics across cultures. The majority of studies on this subject have been undertaken in the West. It's crucial to learn whether similar associations between locus of control and population characteristics hold true in different societies.

II. Review of Literature

According to Cook (2010), a teacher's character determines the extent to which beneficial connections among students and teachers may be realised in the classroom. He looked at the locus of teachers' control instrument, which could be used in the Caribbean education system to assess teachers' perceptions of who or what influences important outcomes in the teaching-learning process, and the locus of control instrument for adults, developed by Nowicki and Strickl. This research offers a foundation for guiding the professional development of teachers in the Jamaican setting, and throws information on the suitability of the two tools.

The role of future educators' locus of control in goal orientations was studied by Bulus (2011). Two hundred seventeen undergraduates from several departments within the Education faculty at Pamukkale University took part in the research. Motivations and perceptions of agency The information was collected using scales. Academic success was shown to be positively correlated with internal locus of control. Academic success and internal locus of control were shown to be predictors of mastery and avoidance goal orientations.

Bajaj (2012) looked at how several differential factors affected B.Ed. students' locus of control. Her study's focus was pre-service instructors at Bachelor of Education (B.Ed.) institutions in the Jammu region of the Indian state of Jammu and Kashmir. The study's participants were recruited from sixteen different B.Ed. programmes in Jammu Division, for a total of 800 aspiring educators. diverse degrees of student-teacher relationships were shown to have a significantly diverse locus of control depending on factors such as location, educational attainment, sexual orientation, and marital status.

Goyal and Duggal (2012) set out to investigate the connection between students' perceptions of their teachers' competence and their sense of agency. The research employed the Teacher Effectiveness Scale developed by Dr. Parmod Kumar, as well as the LOC Scale developed by D.N. Mutha and Rotter. Two hundred and fifty educators were randomly chosen as the sample. The data was analysed using descriptive statistics. A t-test was

performed. The findings show that male and female instructors, as well as private govt. teachers, have different levels of efficacy and loci of control in the classroom. Teacher efficacy and teachers' sense of agency are inversely related.

The relationship between teachers' sense of agency and their effectiveness on the job was investigated by Jeloudar and Goodarzi (2012) in Iranian high schools. One hundred ninety-seven educators participated in the study. They filled out the Paterson Job Performance Scale and the Levinson Locus of Control Questionnaire. The results indicated that instructors' locus of control (chance) positively correlated with their work performance. The results indicate that people's internal locus of control has a significant effect in their productivity at work. The results also demonstrated a correlation between instructors' levels of education and their locus of internal control.

Saricam et al., (2012) assessed the amount of academic locus of control of the pupils who study in the pre-school education programme. Three hundred twenty-nine students from the Faculty of Education at a medium-sized public university made up the study's sample. Researchers employed a Self-Report Questionnaire and an Academic Locus of Control Scale they developed for the study. The results indicate a disparity between male and female loci of control scores on both the internal and outward dimensions. Females tend to have a higher point average of internal locus of control than men do, however females tend to have lower point averages of external locus of control. Males tend to credit outside factors for their achievements, whereas females tend to credit themselves. Candidates for the position of pre-school teacher would do well to realise that they, themselves, are the source of success before they try to educate their pupils to do the same.

Researchers Aghaei et al. (2013) examined the effects of personality traits, locus of control, and work satisfaction on burnout. A sample group of three hundred ten personnel was taken. Methods and techniques used with the experimental group included familiarisation with occupational stresses, discussion of the effects and challenges of stress, and the application of mental imagery, cognitive reproduction, muscular relaxation, thought stopping, problem-solving, independence, and other similar strategies. The findings demonstrated, first, that personality type is positively related to occupational tiredness. Second, there is a negative correlation between job fatigue and where people feel their power lies. Third, the gap between work fatigue and contentment in one's job is really large.

Pre-service teachers' locus of control orientations and preferred learning methods were analysed by Bedel (2015). As a means of information gathering. There was no statistically significant difference in locus of control scores across sexes or socioeconomic status, according to the data. The pupils in this group have widely varying preferences on how they study. Statistical significance was revealed for a primary influence of gender on a locus of control orientation, as well as for a combination effect of gender and learning style on a locus of control orientation. On the other hand, learning style did not have a statistically significant impact on where people felt responsible for their own actions.

Teachers with a high total mean score were demonstrated to have a strong external locus of control, according to study by Ahluwalia and Kamalpreet (2016). The data was acquired using the Locus of Control scale developed by Spector (1988). The statements were given scores between 1 and 6 on a six-point Likert scale (strongly disagree, disagree some, disagree some more, agree some, agree very lot). The internal consistency (as measured by the alpha coefficient) of the English version is typically between 0.80 and 0.85. According to the findings, educators working in public schools tend to place their centre of power inside themselves.

Gupta and Nain (2017) used the Likert method to create and verify the Teacher's Locus of Control scale. In the end, the test was used to determine the inter-item correlations and item discriminating value between the 27% lower and 27% higher group.

Smidt et al. (2017) investigated whether the Big Five, locus of control, and occupational self-efficacy might predict the long-term job satisfaction of 460 German pre-school teachers. Internal LOC was shown to be associated with greater objective career success after adjusting for other factors. Higher levels of perceived professional achievement were linked to greater levels of occupational self-efficacy. Conclusions having real-world relevance are presented in light of the results.

With a large, representative sample, Nowicki et al. (2018) employed a longitudinal strategy to answer important questions on the stability and change of adult LOC. Changes in LOC were shown to be linked to factors such as marital, social, financial, and occupational stress as well as health issues and tobacco usage. Results indicated modest stability of LOC over time for both men and women, but large fluctuation of LOC among spouse/parent dyads. Interventions to alter LOC expectations may subject those individuals to stressors associated with LOC change.

Using a number of factors, Tas and Iskender (2018) analysed teachers' sense of purpose, happiness, self-perception, and locus of control. Three hundred sixty-three educators from different Istanbul neighbourhoods participated in the study. Meaning in life as experienced was shown to positively correlate with life satisfaction and self-concept but negatively correlate with locus of control. Gender was shown to be a significant factor in predicting differences in expected meaning in life, life satisfaction, and locus of control. It was also revealed that anticipated significance in life and self-concept vary by marital status.\

According to Triplett and Loh (2018), people's actions are controlled by rewards and penalties, and people's beliefs about the underlying motivations for their behaviours are determined by the outcomes they experience. People's beliefs about what drives them to take action are a crucial factor in shaping their actual behaviours and perspectives. Incentive programmes, according to Triplett and Loh (2018), provide perks like paid time off and bonuses to employees. This is in line with one's level of authority, responsibility, accomplishment, and tenure.

According to the findings of Galvin et al. (2018), individuals who put a high value on their own skills also tend to do well when given some agency. People who trust in their own autonomy also have confidence that the outcomes of their decisions will be positive, as noted by Okello (2020). They accept that their acts will have consequences and make up their own judgements about whether or not to attempt to change the future on their own. If you tend to chalk up your successes and failures to factors outside of your control, such as luck, the decisions of others, or the complexity of the world, you have an external locus of control, according to research by Gupta, Singh, and Singh (2018).

Researchers Kalil, Abd-Elrhaman, and Sliman (2019) found that nurses' ultimate locus of control scores positively correlated with other measures of job motivation and organisational commitment. Duffin (2022) conducted a similar analysis of characteristics such as self-efficacy, locus of control, gender, age, and employment tenure to determine whether or not a group of Filipino teachers with less than three years of experience in the United States were happy in their jobs. Teachers' levels of job satisfaction were shown to rise in correlation with variables such their locus of control, gender, age, and number of years in the profession.

The influence of salespeople's external locus of control and the ethical climate of their workplace on job satisfaction, performance, and intentions to leave were investigated by Mulki and Lassk (2019). The findings of the research indicated that salespeople's job performance improves and their desire to quit the company decreases when they have a positive impression of the company's ethical culture. Several studies suggest a correlation between locus of control and either work satisfaction or employee commitment, although it is unclear whether it is an internal or external locus of control that has an impact. That's why we're doing this research: to see how workers' internal and external locus of control influence how satisfied they are with their jobs at Kapa Oil refineries limited..

III. Purposes and Hypothesis of the study

The main purpose of this study is

- To determine the relation between LOC and demographic variables.

Hypothesis

H1 : There is a strong connection between Demographic variable (Gender and Marital status)

IV. Significance of the study

This research is important because locus of control is a key factor in determining individual behaviour in the workplace. As Jordan joins the global economy and signs more trade agreements, understanding organizational behaviour in this context will become more important. Human resources, or "employees," play a crucial role in the Indian economy because of the country's reliance on them due to the country's lack of natural resources, which is a problem shared by many developing nations. Among other things, this research aims to quantify workers' sense of control over their jobs in the industrial sector and throw light on some of the demographic elements that influence this concept..

V. Methodology

5.1 Data Collection

A total of 300 people, including 50 men and 250 women, were polled by questionnaire. BHEL Pvt. Ltd. in the National Capital Region hosted the survey. A questionnaire is an example of a useful tool. From the population of the targeted area, a random sample is selected such that each sample is about the same size..

5.2 Description of Variables

There are two major of variables used in this analysis described below:

Locus of Control

To do so, we employ the Social Response Inventory. Rotter (1966) created this inventory to assess an individual's inner and outside control position based on the individual's perception of his or her own actions and circumstances. This research solely relates to internal LOC that characterised those who believe they are managing the internal locus of their own behaviours or traits.

Demographic Variables

- Gender: In this research , author has collected sample of 255 female and 45 male .
- Marriage status:

5.3 Research Instrument

We used pie chart, t test and correlation to determine the nature of the relationships that existed between the variables.

VI. Result and Discussion

6.1 Frequency analysis

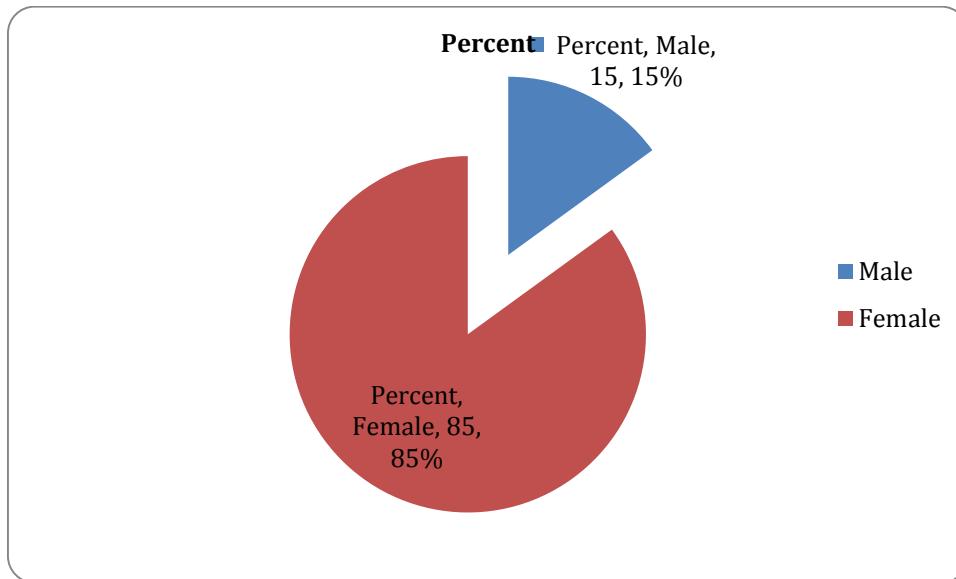


Figure 1: Frequency analysis of Gender of respondents

Figures 1 and 2 demonstrate that out of the overall sample size, 85 percent were females and 15 percent were males. 67 percent of respondents are married, but 33 percent of respondents have never been married.

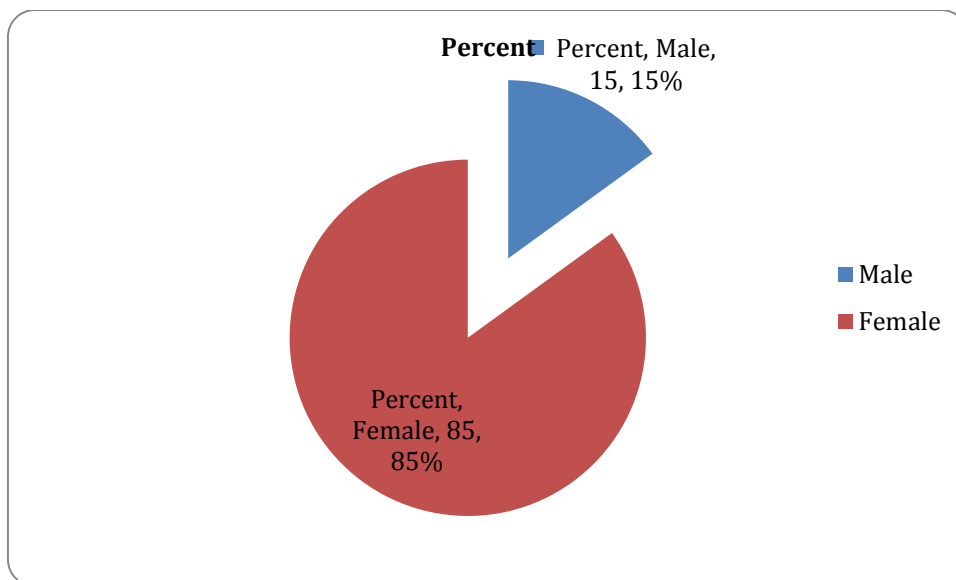


Table 1 Correlation analysis between Gender and LOC

	Mean	Median	P-value	Correlation
Gender	1.85	2	0.000	0.89
LOC	3.86	3.875		

We found that the average gender difference is 1.85%, the LOC is 3.86, and the median gender difference is 2%, with a LOC of 3.875. Statistical significance has been established since the P-value is less than 0.05. There is a positive association between gender and LOC. We found statistical evidence of a difference between the medians of the sexes. Women's LOC (median value: 3.875) was much greater than that of men's (median value: 1). Women tend to have a greater LOC than men do.

Table 2: Correlation analysis between Marital status and LOC

	Mean	Median	P-value	Correlation
Marital status	1.33	1	0.000	0.75
LOC	3.86	3.875		

The median level of education was 1, and the median level of marriage was 1.33. The mean level of education was 3.86, and the mean level of marital status was 1.33. When the P-value is lower than 0.05, statistical significance is established. Marriage increases one's likelihood of having a large line of credit. We noticed that the medians for married and unmarried respondents are statistically different. The median LOC for the single population is 3.875%, much above the median LOC for married couples (1.0).

Women and the unmarried tend to score higher than men on measures of LOC positivity based on t-tests and association analyses of LOC and demographic characteristics. So, our hypothesis H1 i.e. There is a strong connection between Demographic variable (Gender and Marital status) and LOC is accepted here.

VII. Conclusion

A person's locus of control has a major impact on their outlook, actions, and results when working in industry. An internal locus of control is characterised by an individual's belief that their efforts have a direct bearing on the results they get at work. Those who have an external locus of control, on the other hand, tend to blame events or other people for their unsatisfactory performance at work. In addition, we found that women and unmarried professionals are more optimistic about LOC than men and married professionals. More study is required to understand the complexities of locus of control in the business world. Improving worker performance and organisational effectiveness may be aided by learning how elements like organisational culture, leadership styles, and job autonomy affect employees' locus of control. Strategies for developing a successful industrial workforce may be further informed by research into the relationship between locus of control and other personality qualities, such as resilience and adaptability.

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