

## **The Locus of Control and Employee Performance**

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### **Abstract**

The effectiveness and usefulness of a person's learning performance are influenced by their internal or external locus of control. Organizational learning aims to improve the performance of employees by providing them with new knowledge and opportunities for growth. As a result of this, businesses must establish an atmosphere that encourages employees to learn and develop professionally. A variety of research studies have examined whether or if employees in the learning phase have a locus of control that is both internal and external, or both. People who have a strong sense of self-determination feel they have the power to shape the circumstances that shape their lives. In addition, they believe that having a strong sense of self-worth gives them the power to direct their lives in whatever way they see fit. Results show that people with an external locus of control are more likely to rely on mechanical choice aids, whereas those with an internal locus of control are less likely to do so.

**Keywords:** Internal and external locus of control, performance, and learning.

### **Introduction**

Organizations must adapt to a globalising and changing world. In these changing conditions, businesses must provide value for their consumers. Organizations must value their people to outperform competitors. Information must be arranged according to employee needs, adopted, and reviewed by the company in order to acquire, generate, and distinguish it. Organizational learning has a significant impact on the success of companies at this stage. Social learning theory's locus of control notion J.B. Rotter defined locus of control as the degree of influence individuals feel they have over specific outcomes.

This is because the subject perceives reinforcement as a product of luck, chance, fate, or as unexpected due to the tremendous complexity of the forces surrounding him. This means that the self-controlling individual is indeed self-controlling. The individual who feels they are externally governed by chance, fate, or strong people. The capacity to cope with uncertainty is

the control locus. Those with low tolerance resist change, whereas those with high tolerance adapt more quickly. A person might react positively to change if they have self-discipline and believe they are in charge of their destiny. The locus of control divides people into two categories. Internals and externals are the two groups. Individuals with internal locus of control believe they can control their own destiny and strongly believe in themselves and their talents in life. Their views, they feel, stem from their environment's reactions. Individuals with external locus of control attribute events, situations, successes, and failures to sources unrelated to them. "They ascribe achievement to backing, but blame failure on environmental conditions (Kutanis, 2010; Sargut, 2001).

### **Literature Review**

The belief in one's ability to influence life events (Strauser, 2002). In other words, one's perception that one's own strength or factors out of one's control are influential in any happy or negative circumstance occurs during one's life (Sardogan, 2006). Rewarding events, such as outcomes, awards, and successes or failures, are linked to the notion of locus of control. These attributions include not just chance, fate, and strong individuals, but also the outcomes of one's own actions (Basm and Sesen, 2006). While external control is defined as being dependent on chance, fate, or strong individuals, internal control is defined as being in charge of one's own life (Rotter, 1966). When contextual factors alone cannot explain an individual's success or failure, locus of control might help clarify the issue. For example, people might view positive and terrible occurrences differently. Noting that external and internal forces drive these various paths (Taylor, 2006).

The notion of locus of control is vital in aiding kids who struggle with learning and attitude. Control is an important notion in learning difficulties and attitude transformation. A person may think that events occur due to chance, fate, or other causes (Erdogan, 2003). In his Social Learning Theory research, Rotter (1966) discovered that some pupils demonstrate the rewards or reinforcements earned via their knowledge and talents, while others display forces beyond their control. Based on his research, Rotter (1966) defines circumstances where individuals get reinforcements as locus of control. He evaluates situations as the individual's external locus of control.

The effect of global environment, information, labour, and technology on organisations has made learning performance a critical notion in the recent decade (Molina and Callahan, 2009).

Many research have found a link between learning and performance (Michna, 2009). If everyone learns, the organisation benefits. To improve organisational learning, it is necessary to foster a culture of accountability, value creation, flexibility, and adaptability. The goal of organisational learning is to improve future performance and to change employee attitudes (Kuru, 2007).

It was shown that those having an internal locus of control were more likely than those with an external locus of control to provide assistance and be pleasant. Chen and Silverthorne (2008) found that people with an internal locus of control had a substantial impact on job performance and content quality. Our study demonstrated that the learning characteristics of technique, ability, and noticing are significantly influenced by the locus of control. Results reflect those of Basm and Sesen (2006) as well as those of Chen and Silverthorne (2008).

Longenecker et al. examined the role of emotion in executive decision-making and management perception and judgement of subordinates. Affect was shown to be a rating source in a performance rating manipulation. This model's validity was questioned by Parker (1999) since it relied on managers' self-reporting of both their behaviour and their decision results. It's possible that leader decision-making scores are influenced by implicit ideas of performance information, according to the author. As a bias, cognitive processes, prejudice, and emotions were cited by Reichel and Mehrez (1994) as contributing factors in unfair performance evaluations. Managers' propensity to include lower-level employees in decision-making was examined by Spreitzer and Mishva (1999). Trust or performance information and incentives, as outlined by the authors, are vital for managers to encourage engagement in their organisations. Findings from the Locus of Control and academic achievement studies were analysed by Findley and Cooper. They compiled 98 studies (275 testable hypotheses) that correlated Locus of Control with academic achievement. ' There was a strong statistical link between 193 of the 275 theories. In other words, internals outperformed externals in 70% of these hypotheses. The relationship between Locus of Control and academic performance in children, adolescents and adults has been widely explored. Regardless of the demographics investigated, they observed a favourable correlation between the two factors.

LOC and academic achievement have an ambiguous relationship. To be successful, students must focus on the causes inside themselves, whereas those who blame their failures on external forces are doomed, unless they take action. As a result, pupils are unable to take control of

what they perceive to be uncontrollable situations when they blame external factors for their performance. When it comes to academic accomplishment, internal LOC is a reliable indicator, but external LOC is not. An academic LOC scale has been used in this investigation.. Ray uses Rotter's Locus of Control theory to anticipate these results.

A person who exercises self-control anticipates being rewarded for the tasks they do. That's why academic accomplishment is a source of great satisfaction for the self-confident person within. Self-esteem is the first step to accomplishing any objective. According to key research assessments, cognitive activity and context mastery differ greatly between internals and externals. They appear to have greater influence over their lives since they are more aware of their environment. This holds true even if the information in question has no relevance to the situation at hand”.

### **Conclusion**

As stated previously, there is a favourable association between internal locus of control and employee performance. Although the correlation is not great, it is an eye opener for the business sector who must strive to boost their firms' goodwill. Companies should adopt rules for coaching, mentoring, and advising their staff. Advisors should assist employees enhance their self-perception and understanding of their surroundings. Employee mentoring at work and at home promotes a positive attitude towards work, habits, people, the organisation, and rivals. Employees with these traits outperform those without.

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