

Locus of control: Perceptual study of hotel management students at Nepal Academy of Tourism and Hotel Management (NATHM)

Raju Raut*

Abstract

The study investigated the locus of control in hotel management student of Nepal Academy of Tourism and Hotel Management (NATHM). The study has selected a sample size of hundred individuals to investigate personality traits based on locus of control. Among the hundred students an even number of fifty male and fifty female currently studying at NATHM located in Kathmandu, Nepal has been considered for investigation. The study revealed that most of the students have internal and external locus of control meaning that they believe both internal and external factors as described by Rotters and other studies.

Keywords: Locus of control, Student, Personality Traits, NATHM

Introduction

The perception of success among individuals is often influenced by their locus of control, a psychological concept that categorizes individuals based on their beliefs about the extent to which they can control events in their lives. Limited research has been conducted in the country regarding how people's locus of control affects their views on success. The literature review that the study has conducted sheds light on this gap and provides a foundation for further exploration. The primary aim of this article is to delve into the implications of locus of control on individuals' perceptions of success, addressing the dearth of research in this specific context. Through a comprehensive examination of existing literature, this study seeks to assess and explore the intricate relationship between locus of control and how success is perceived by individuals.

Understanding the locus of control is crucial in comprehending human behavior and its connection to success. Individuals with an internal locus of control tend to believe that their actions significantly influence outcomes, while those with an external locus of control attribute events to external factors beyond their control. This fundamental distinction can shape their attitudes towards achievement and success. Research in this area becomes imperative to unravel the nuanced interplay between an individual's sense of control and their aspirations for success.

It is essential to recognize the potential implications of these findings on various aspects of life, including education, career choices, and overall well-being. By dissecting the relationship

between locus of control and perceptions of success, we may uncover valuable insights that can inform educational and motivational strategies. Moreover, a deeper understanding of these dynamics can contribute to the development of targeted interventions aimed at fostering a more positive and empowered mindset among individuals, potentially enhancing their pursuit and attainment of success in diverse domains of life. This article, therefore, serves as a stepping stone towards a more profound comprehension of the intricate ways in which locus of control shapes human behavior and its impact on the perception and pursuit of success. The thrust focus on the deeper understanding of dynamics that comprehend the ways regarding how locus of control shapes human behavior which eventually impacts the perception and pursuit of individual's success in diverse domain of life.

Statement of the Problem

While research on locus of control has been extensive in various educational and occupational contexts, there exists a noticeable research gap in understanding the specific locus of control perceptions among hotel management students, particularly within the context of the Nepal Academy of Tourism and Hotel Management (NATHM). Previous studies (Rotter, 1966; Nowicki & Duke, 1974) have emphasized the significance of locus of control in shaping decision-making processes, academic achievements, and overall psychological well-being. However, there is a dearth of empirical investigations tailored to the unique challenges and opportunities faced by hotel management students.

Locus of control divides the reasons for individual success and failure into two groups of perception of the individual: one relates to accepting the responsibility of success or failure, and another is to shift the responsibility to others

The study is solely related to locus of control of the students of NATHM

* Mr. Raut a Ph.D scholar at Tribhuvan University and a faculty member at Texas College of Management and IT
Email: rajuraut862@gmail.com

Hotel management programs, characterized by their dynamic and multifaceted nature, present a distinctive environment where Locus of control perceptions may play a crucial role in academic performance, career choices, and personal development. Existing literature lacks a comprehensive examination of the locus of control orientations specific to hotel management students, hindering the development of targeted interventions and support systems for this particular cohort.

This study aims to bridge this research gap by conducting a perceptual analysis of locus of control among hotel management students at NATHM. By identifying the locus of control orientations prevalent in this group and exploring potential correlations with academic performance and career aspirations, this study seeks to contribute valuable insights to the existing body of knowledge and inform evidence-based strategies for educational institutions and industry stakeholders.

Amidst the dearth of empirical investigation tailored to the unique nature of challenges and opportunities of hotel management students, the study aims to suggest evidence based strategies to deal with, by the academia and the industry.

Research Questions

- What are the predominant perceptions of locus of control among hotel management students at NATHM?
- Is there any difference in locus of control between male and female?

Study attempted to identify and investigate questions so as to detect and categorize key perceptions of locus of control of students of NATHM.

Objectives

- To assess and categorize the prevalent locus of control perceptions among hotel management students at NATHM.
- To investigate the difference in locus of control between male and female students at NATHM.

Literature Review

Rotter (1966) developed the concept of locus of control which is a construct that is said to be part of our personality. It is a continuum which runs from a strong external locus of control at one end of the continuum to a strong internal locus of

control at the other end. Locus of control can be internal, external or both.

The differentiation between internal and external control of reinforcement, formulated by Julian Rotter et al. in 1966, is rooted in Rotter's (1954) social learning theory (SLT) founded on heurism principles. This conceptual development aimed to elucidate the behavior of certain individuals who deviate from predicted responses to rewards and punishments by ignoring reinforcement contingencies.

According to Rotter's (1975) social learning theory, behavior potential is not only influenced by how people perceive a situation and stimuli but is also rooted in the expectations of achieving actions that satisfy their needs. Rotter's work emphasizes two broad expectancies—internal and external control of reinforcement—which characterize individuals' perception of life events as contingent upon their own behavior or controlled by unpredictable external forces. A fundamental idea in Rotter's theory is that individuals strive to maintain a positive self-image, as their expectations for overcoming challenges are closely tied to their efforts and capabilities.

Miller, Lefcourt, and Ware (1983) assert that locus of control is associated with various variables, including marital problem-solving. Lundberg (2012) suggests that stable partnerships are linked to higher incomes, improved health, happiness, and positive child outcomes. Research by Camp and Ganong (1997) and Pervin and John (1998) indicates that an increase in internal locus of control, in both men and women, is correlated with greater marital satisfaction and compatibility. The imperative of possessing inner conviction for the realization of a better world is linked to the belief that individuals receive outcomes in accordance with what they deserve. This expectation enables individuals to perceive their physical and social environment as stable, secure, and well-ordered (Zimmerman & Bandura, 1994).

From a scientific standpoint, the results are intriguing as they suggest that partnership significantly influences the degree of internal locus of control. Through relationships, individuals learn to expect that the more effort they invest, the more certain their success becomes.

A study was conducted to examine the correlation between self-esteem and Locus of control in university students. The findings revealed that all

Locus of control determines the personality of the individuals. Success depends on one's personality and believing in one's strength

The author developed a questionnaire in Google online form and sent mail to 50 male students and 50 female students

For analysis of responses, the author used Pettijohn's model of interpreting scale

The finding depicts that 20% of female students belong to external Locus of control, 20% of females belong to the internal Locus of control. In the case of others, they sometimes are internal and occasionally external

components of self-esteem exhibit a positive and significant association with internal Locus of control. However, this relationship turned negative when discussing external and likelihood categories (Ghasemzadeh, Karami, Saadat, & Soleimani, 2012).

Sheth (2015) argues that an external locus of control is associated with higher marital adjustment compared to those with an internal locus of control. Markman, Floyd, Stanley, and Storaasli (1988) contend that individuals with an internal locus of control are more adaptable in changing their behaviors to achieve desires when they believe that personal efforts are effective for sexual and marital satisfaction. Conceptualization of locus of control as a construct of human personality. It can be internal, external or both. Study is rooted to Rotter's social learning theory. Literatures shed insights of traits other than situation and stimuli influencing the behavioral potentiality of people.

Research Design

Participants

A total of 100 participants (fifty female and fifty male) participated in the study. The age of participants ranged from 20 to 23. All the students are BHM students and the data are collected by using Google online form. Generated data centered on hundred participants of twenty to twenty three age groups based on locus of control test tool of Rotter's idea, developed by Pettijohn. Test procedures well oriented to participants, beforehand.

Testing Tool

Locus of control test developed from Rotter's idea and developed by Pettijohn was used. This test has 20 statements that should be responded as true or false (appendix 1). Each matching response is awarded score 5 and total score is obtained by summing up all responses. Higher score indicates internal Locus of control.

Procedures

The test was conducted with participants. All the participants were made seated comfortably. All of them were assured about confidentiality and explained about the importance of the test and use of the test. After the rapport building, the test was conducted by providing Locus of control booklet and pen/pencils. Participants were told that there was no right or wrong answer in this test. After they finished, experimenter thanked them.

Results

Result showed that eighty students have both internal and external locus of control and remaining twenty students have external locus of control. Overall, mean score of locus of control was 50.5 (SD=9.55). Result further showed that among fifty female thirty females have both internal and external Locus of control and ten female has internal locus of control and another ten female has external locus of control. All the male students have both internal and external locus of control. Mean score of male is 49 and mean score of female is 52 which shows that average mean score of female was higher than that of male. All male and thirty female students exhibited both external and internal locus of control. Whereas remaining female students ten each evidenced either internal or external locus of control.

Table 1: Result of Locus of control

No of students	Sex	Qualification	Obtained Value	Locus of control
30	Female	BHM	60	Both Internal and External Locus of control
10	Female	BHM	50	Internal
10	Female	BHM	45	External
50	Male	BHM	50	Both Internal and External Locus of Control

Source: Author, 2024

Discussion

This study showed that majority of the subjects had internal locus of control which is analogous to the study of (Bhatta, 2013). However, the result contradicted the notion that Asians or collectivist people tend to be externals. This study contradicted the result of Bhatta (2013) that more female are externals. The reason for this may be that female students are trying to show their worth to male dominant society through hard work and dedication than the social environment. Some subjects as having both internal and external control might be due to the fact that they are supposed to believe in luck due to the social upbringing they have. At the same time, these people as individual have faith on themselves. So, locus of control can be considered as product of individual and his/her upbringing. The majority of students as internals indicates that they generally believe in their effort and hard work. The one who have external locus of control can have lower

academic achievement and may be low in stress tolerance. From this study it can be concluded that majority of students have internal locus of control and that there is difference in Locus of control between male and females. Rotter's (1966) findings highlighted the importance of locus of control in shaping behavior, motivation, and psychological well-being. He suggested that individuals with an internal locus of control tend to exhibit greater initiative, persistence, and adaptive coping strategies, leading to better outcomes in various domains of life, including academic achievement, career success, and mental health.

Locus of control can be considered as product of individual upbringing. The belief pattern of people has been the predominant determinants of internal or external locus of control of hotel management students at NATHM.

Conclusions

The presence of individuals exhibiting both internal and external locus of control may be attributed to their upbringing, where societal beliefs in luck may coexist with personal beliefs in self-efficacy. The predominance of internal locus of control among students implies a general belief in the efficacy of personal effort and hard work.

It is noteworthy that individuals with an external locus of control may experience lower academic achievement and stress tolerance. This study underscores the significance of locus of control in shaping behavior, motivation, and psychological well-being, as emphasized by Rotter (1966). Individuals with an internal locus of control are more likely to demonstrate initiative, persistence, and adaptive coping strategies, thereby achieving better outcomes across various life domains, including academic achievement, career success, and mental health.

The majority of students in this study exhibit an internal locus of control and external locus of control and differences in locus of control between males and females have been observed. These findings underscore the importance of considering locus of control in understanding individual behavior and outcomes.

This conclusion highlights the key findings of the study and provides insights into the implications of locus of control for behavior, motivation, and psychological well-being, drawing on relevant literature and previous research findings. The exhibited findings showed majority of students under both internal and external locus of control

which underscore the importance of considering locus of control in understanding people's behavior and outcomes.

References

- Bartol, C. & Bartol, A. (2010). *Criminal behavior: A psychological approach*. Upper Saddle River, NJ: Prentice Hall. 1-520.
- Bhatta, K.R. (2013). Test Anxiety, locus of control and perceived parenting style of Bachelor Level students. *Psychological Studies- Journal of Central Department of Psychology, II* (2), 15-19.
- Cartwright, D. (1955). Book review: Julian B. Rotter, *Social Learning and Clinical Psychology*. New York: Prentice-Hall, 1954. Pp. xvi + 466.
- Courtney, M. & Cusick, G. (n.d.). Crime during the transition to adulthood: How youth fare as they leave out-of-home care in Illinois, Iowa, and Wisconsin, 2002-2007. *U.S. Department of Justice. Office of Justice Programs. National Institute of Justice. ICPSR 27062*. Retrieved from www.icpsr.org
- Geiger, A. & Castellino, S. (2011). Delineating the age ranges used to define adolescents and young adults. *Journal of Clinical Oncology*. 29(16). DOI: 10.1200/JCO.2011.35.5602
- Jones, D. (2013). *LASA 2: Substance abuse, remedial education, and its relationship with violent crime prevention* [Grant application report]. FP 6015 Psychology of Criminal Behavior. Argosy University. Retrieved from www.academia.edu
- Jones, D. (2015). Supplemental inquiry: Substance abuse, violent crime and its relationship with mental health assessment. *Psychology 520-Research Methods II. module 10*. Southern New Hampshire University.
- Lundberg, C. A. (2012). Predictors of learning for students from five different racial/ethnic groups. *Journal of College Student Development*, 53(5), 636-655.
- Miller, P. C., Lefcourt, H. M., & Ware, E. E. (1983). The construction and development of the Miller Marital Locus of Control Scale. *Canadian Journal of Behavioural Science / Revue canadienne des sciences du comportement*, 15(3), 279. <https://doi.org/10.1037/h0080735266>
- Rotter, J. (n.d.). The nature and treatment of stuttering: A clinical approach. *Headquarters the Armored School, Fort Knox, Kentucky*. 150-173.
- Rotter, J. (1942). Level of aspiration as a method of studying personality. *Unpublished doctoral dissertation*, Graduate School of Indiana University.

- Phares, E. & Rotter, J. (1956). An effect of the situation on psychological testing. *Journal of Consulting Psychology*. 20(4). 291-293.
- Rotter, J. (1960). Some implications of a social learning theory for the prediction of goal directed behavior from testing procedures. *Psychological Review*. 67(S). 301-316.
- Rotter, J. & Mulry, R. (1965). Internal versus external control of reinforcement and decision time. *Journal of Personality and Social Psychology*. 2(4). 598-604.
- Rotter, J. (1967). Can the clinician learn from experience? *Journal of Consulting Psychology*. 31(1). 12-15.
- Rotter, J. (1971). Generalized expectancies for interpersonal trust. *American Psychologist*. 26(5). 443-452.
- Rotter, J. (1973). The future of clinical psychology. *Journal of Consulting and Clinical Psychology*. 40(2). 313-321.
- Rotter, J. (1975). Some problems and misconceptions related to the construct of internal versus external control of reinforcement. *Journal of Consulting and Clinical Psychology*. 43(1). 56-67.
- Rotter, J. (1990). Internal versus external control of reinforcement: A case history of a variable. *American Psychologist*. 45(4). 489-493.
- Smith, P., Trompenaars, F. & Dugan, S. (1995). The Rotter locus of control scale in 43 countries: A test of cultural relativity. *International Journal of Psychology*. 30(3). 377-400. Retrieved from www.onlinelibrary.wiley.com
- Singer, J. (1955). Book review: Julian B. Rotter, *Social Learning and Clinical Psychology*. New York: Prentice-Hall, 1954. Pp. xvi + 466.
- Strickland, B. & Haley, W. (1980). Sex differences on the Rotter I-E Scale. *Journal of Personality and Social Psychology*. 39(S). 930-939.
- Zimmerman, B. J., & Bandura, A. (1994). Impact of self-regulatory influences on writing course attainment. *American Educational Research Journal*, 31(4), 845–862. <https://doi.org/10.2307/1163397>

Appendix 1

JJullian Rotter (1966) developed a locus of control personality trait to assess the extent to which an individual possesses internal or external locus of control reinforcement beliefs. Terry Pettijohn, the psychology author, developed the following test based on Rotter's original idea. Indicate whether each statement is T (true) or F (false) for you. There are no right or wrong answers.

Table 1 Tools developed by Rotter(1966)

S.N.	Statement	True	False
1	I usually get what I want in life.		
2	I need to be kept informed about news events.		
3	I never know where I stand with other people		
4	I do not really believe in luck or chance.		
5	I think that I could easily win a lottery.		
6	If I do not succeed on a task, I tend to give up.		
7	I usually convince others to do things my way.		
8	People make a difference in controlling crime.		
9	The success I have is largely a matter of chance.		
10	Marriage is largely a gamble for most people.		
11	People must be the master of their own fate.		
12	It is not important for me to vote.		
13	My life seems like a series of random events.		
14	I never try anything that I am not sure of.		
15	I earn the respect and honors I receive.		

16	A person can get rich by taking risk.		
17	Leaders are successful when they work hard.		
18	Persistence and hard work usually lead to success.		
19	It is difficult to know who my real friends are.		
20	Other people usually control my life.		

Scoring:

Give yourself 5 points for each question if you indicated False on questions:

2,3,5,6,9,10,12,13,14,16,19,20

Give yourself 5 points for each question if you indicated True on questions:

1, 4, 7,8,11,15,17,18

Results

0-15 Very strong external locus of control

20-35 External locus of control

40-60 both external and internal locus of control

65-80 internal locus of control

85-100 very strong internal locus of control