Factors of Locus of control in Higher Education Sector

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Abstract

The present study was conducted on University teachers to identify factor of locus of control. Sample size of study was total of 520 university teachers, out of which 480 questionnaire were returned. The incomplete questionnaires were discarded from the study and the effective sample turned out to be 460. Total of 250 teachers was from the state universities and 210 teachers was from the private universities. The teachers chosen for the sample were those appointed on regular basis and convenience sampling technique was followed. The findings revealed that two factors were extracted through factors analysis i.e. internal locus of control and external locus of control and it was found that the similar factors were extracted that were originally extracted from work locus of control by Spector (1988).

Keywords: Locus of control, Teachers, Higher education sector

Introduction

Spector (1988) stated "Work locus of control is a generalized belief about control over events in the workplace". Leone and Burns (2000) described locus of control "as a construct that measures the degree to which individual believe that they are responsible for the consequences of their behavior. Vijayashree and Jagdischchandra (2011) described locus of control "as a person's belief about what causes the good or bad outcomes in his life, either in general or in a specific area such as health or academics".

According to Spector (1988) "individuals who believe that their own behavior or certain personality traits lead to a specific event generally have internal locus of control". Internally oriented people show direct involvement in changing situations and also show readiness to solve any problem (Jones and George, 2003). Shannak and A-Taher (2012) revealed that internally oriented people show less absence at work place and are more involved in job tasks as compared to those who are externally oriented.

Measures of Locus of Control

The most commonly used scale to assess locus of control was given by Rotter (1966), containing internal and external locus of control aspect and 'Work Locus of Control scale' of Spector (1988). This scale measured generalized control beliefs of respondents' in the work domain (e.g., promotions are based upon good destiny). There are some other measures also but are less commonly used such as scales of Andriessen (1972); Levenson (1974); Paulhaus (1983) and Pettersen (1985) etc.

Review of literature

Chughtai and Zafar (2006) investigated the relationships of 'personal characteristics', various facets of 'job satisfaction' and two dimensions of 'organizational justice' (i.e. distributive justice & procedural justice). The study also examined the influence of 'organizational commitment' on two organizational outcomes such as 'job performance' and 'turnover intentions'. The study comprised of 125 full-time teachers from 33 universities of Lahore, Islamabad, Rawalpindi, and Peshawar in Pakistan. The findings revealed that 'personal characteristics', facets of 'job satisfaction' and two dimensions of 'organizational justice' as a group were significantly related to 'organizational commitment'. On the other hand, 'distributive justice' and 'trust in management' were found strongly correlated with commitment. Lastly, it was found that high level of commitment leads to less 'turnover intentions' and better 'job performance'.

Shirbagi (2007) conducted a comparative study of Iranian and Indian institutions. The relationships between 'organizational commitment' and 'leadership' were investigated. The sample size comprised of 400 faculty members working in Tabriz University and Panjab University. The results of t-test showed a significant difference between the level of organizational commitment between the faculty members of Tabriz University and Panjab University. The significant correlation among four frames of 'leadership' (i.e. structural, human resource, political and symbolic) and three dimensions of 'organizational commitment' (i.e. affective, continuance, and normative commitment) was found. Findings revealed that the Panjab University sample scored overall on high affective commitment as compared to normative and continuance commitment. This implies that faculty members from Panjab University are more

emotionally attached and involved with their University in comparison to Iranian teachers of Tabriz University. On the other hand, with regard to leadership frames no major differences were found between among the university samples.

Bakan *et al.* (2011) conducted a study to investigate the relationships between the employees' level of education and their organizational commitment. The sample size consists of 350 employees of Textile Company at Malatya in Turkey. The scale of 'Organizational commitment' developed by Meyer and Allen (1990) was used. The sample was taken from five groups i.e. primary school, secondary school, high school, vocational school, and university. The findings revealed that three groups i.e. graduated from university, graduated from vocational school and graduated from secondary school out of five groups showed higher levels of 'organizational commitment'. Therefore, it was concluded that educated employees with higher qualification would be more committed than less educated employees. The significant relationship between 'education level' and 'organizational commitment' was found in this study.

Luxmi (2011) investigated the comparison of 'organizational commitment' amongst the employees of public and the private sector working in food processing industry of Punjab and Haryana. Also, three components of 'organizational commitment' were compared with different psycho-demographic factors. The relationships between 'organizational commitment' and 'organizational effectiveness' were also analyzed. The sample size comprised of 196 respondents from three public sector organizations, and six private sector organizations. The results showed significant correlation between 'normative' and 'affective commitment' on one hand and 'affective' and 'continuance commitment' on the other hand. No significant differences were found amongst the public and private sector employees. The variables of hierarchical positions (i.e. managers, supervisors and workers), gender, marital status, qualification, age and total experience showed no impact on the dependent variable. The 'Organizational Commitment' was found as the significant predictor of 'Organizational Effectiveness' in the food processing industry.

Nazari *et al.* (2012) determined the level of 'organizational commitment' (i.e. affective, normative and continuance commitment) based on gender, employment type and marital status. The study was conducted on 295 lecturers' working in technical and vocational colleges of Iran. The 'Organizational Commitment' was analyzed by using 18 items questionnaire (Meyer and

Allen, 1997). Findings revealed that affective commitment was highest followed by normative and continuance commitment, respectively. No significant difference between male and female regarding affective, continuance and overall organizational commitment was found. Insignificant difference between single and married lecturers with regard to affective, continuance, normative and overall organizational commitment was found. The findings also revealed that full time lecturers were more committed in affective, continuance, normative, and overall organizational commitment as compared to the part time lecturers. Therefore, it was concluded that full time lecturers were more committed towards their organization.

Poralan and Solomon (2013) determined the relationships between 'diversity climate' and 'affective commitment' of teachers. The 'diversity climate' refers to how different racial and ethnic groups interact in a particular setting. It was characterized in terms of 'individual practices', 'work group practices' and 'organizational practices'. On the other hand, 'affective commitment' was categorized into 'organizational support', 'organizational commitment', 'organizational reward', 'procedural justice' and 'direct supervisor support'. The sample size of study comprised of 548 teachers teaching in 20 accredited tertiary schools of Davao Region, Philippines. The analysis was done by using percentage, mean, standard deviation, ANOVA, t-test and Pearson's correlation. The levels of 'diversity climate' and 'affective commitment' of these teachers were found high. A significant difference was found only between gender and affective commitment. Also, 'diversity climate' was found in relation to the affective commitment, which showed that any change in diversity climate of these schools may lead towards change in the level affective commitment of teachers.

Irefin and Mechanic (2014) examined the level of 'organizational commitment'. Also, the impact of 'organizational commitment' on 'performance' and employee turnover was analyzed. The survey was conducted on 100 employees of *Borno State* of Nigeria including junior staff, middle-cadre staff, senior staff, and management cadre working at Coca Cola Nigeria Limited. The findings revealed high level of 'organizational commitment' amongst these employees. The results also showed strong relationship between employee 'commitment' and 'organizational performance', which proved that high 'organizational commitment' leads to 'organizational performance'. A significant relationship between employee 'commitment' and employee 'turnover' was found. Thus, the study revealed that performance of organization and employee turnover was highly influenced by employee commitment.

Nguyen *et al.* (2014) investigated the affect of five human resource practices (i.e. 'relationship with management', 'working environment and conditions', 'career development', 'teamwork spirit', and 'compensation') on employees' organizational commitment and job satisfaction. The research was carried on 201 staff members of 11 banks of Vietnam and data was collected by using convenience sampling method. The statistical technique such as ANOVA was applied to check out the influence of these five human resource practices on 'organization commitment' and 'job satisfaction'. The findings revealed that these five independent variables as a whole greatly influenced the 'organizational commitment' and 'job satisfaction'. Regression analysis was applied to analyze the relationship of these variables and results showed that 'organizational commitment' explained 59.8 per cent of variation and staff's satisfaction explained 54.7 per cent of variation. Results of ANOVA analysis recommended to remove two factors 'career and development' and 'compensation' from the model, reason being p- value greater than 0.05. A strong relationship between job satisfaction and organization commitment was found in this study.

Geneviciute-Janoniene and Endriulaitene (2014) examined the relationship of 'organizational commitment' with negative aspects of commitment such as 'resistance to change', 'withholding efforts' and 'emotional exhaustion'. The study was conducted on 1053 number of Lithuanian employees working in various public and private organizations. The results revealed significant gender-wise difference towards 'organizational commitment'. Multiple regression analysis was computed on these variables to investigate their relationships. It was found that 'affective commitment' was positively related to 'professional efficacy'; and negatively related to 'withholding effort' and 'emotional exhaustion'. On the other hand, 'continuance commitment' was found positively related with 'withholding effort' and 'resistance to change' and negatively related to 'professional efficacy' and 'emotional exhaustion'. It was also found that 'normative commitment' was positively related with 'professional efficacy' and 'resistance to change'; and negatively correlated with 'emotional exhaustion'.

Lolitha and Johnson (2015) determined the level of organizational commitment with regard to demographic variables (age, work experience and gender). He found that with the increase in work experience, continuance commitment also rises, whereas normative commitment was found high amongst teachers having less work experience.

Objectives

1. To determine factors of locus of control among university teachers at higher education sector.

Research Methodology

Questionnaires were distributed to a total of 520 university teachers, out of which 480 questionnaire were returned. The incomplete questionnaires were discarded from the study and the effective sample turned out to be 460. From this data, the 250 teachers are from the state universities and 210 teachers are from the private universities. The teachers chosen for the sample were those appointed on regular basis and convenience sampling technique was followed. Locus of control is analyzed by using Work Locus of Control scale developed by Spector (1988) and internal consistency (coefficient alpha) of scale was reported as 0.75 to 0.85. The Work Locus of Control scale was a six point Likert scale, where '6' indicated "agree very much" and '1' indicated "disagree very much".

Data Analysis

Demographic Profile: Gender-wise distribution of the respondents

There are 62 per cent male respondents while 38 per cent of them are female respondents amongst the state university sample. There are 58.6 per cent male respondents and 41.4 per cent female respondents amongst the private university sample. In the overall sample, there are 60.4 per cent of the male respondents, while there are 39.6 per cent female respondents.

Gender-wise distribution of overall respondents

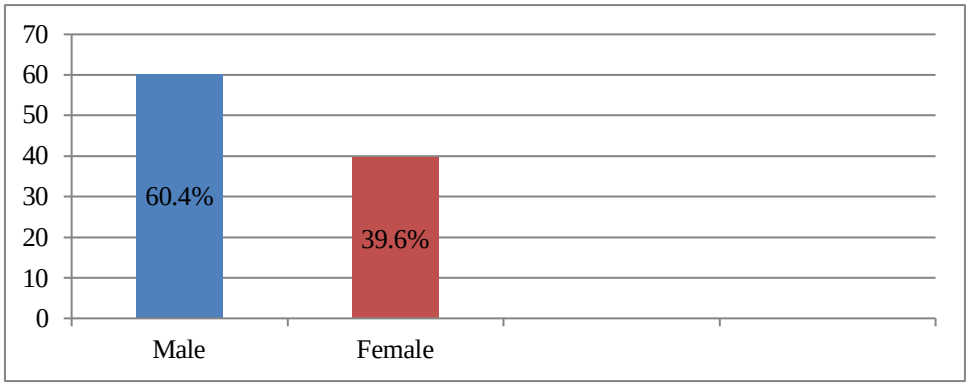


Table 1: Gender-wise distribution of the respondents

Gender	State Universities (250) Number of Respondents	Private Universities (210) Number of Respondents	Total (460) Number of Respondents
Male	155 (62.0)	123 (58.6)	278 (60.4)
Female	95 (38.0)	87 (41.4)	182 (39.6)
Total	250 (100)	210 (100.0)	460 (100.0)

The figures in parentheses represent percentage

Marital status-wise distribution of the respondents

There are 86 per cent married teachers, while 14 per cent of them are single amongst the state university sample. There are 65.7 per cent married teachers and 34.3 per cent are single amongst the private university sample.

In the overall sample, married teachers are 76.7 per cent in total, while the single teachers are 23.3 per cent.

Marital status-wise distribution of overall respondents

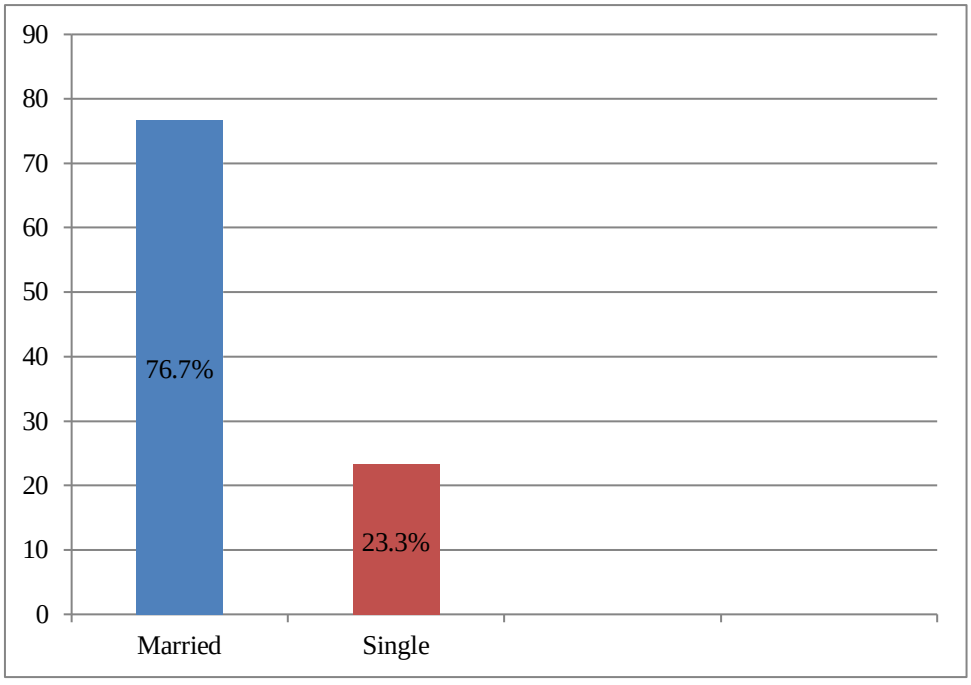


Table 2: Marital status-wise distribution of the respondents

Marital status	State Universities Number of Respondents	Private Universities Number of Respondents	Total Number of Respondents
Married	215 (86.0)	138 (65.7)	353 (76.7)
Single	35 (14.0)	72 (34.3)	107 (23.3)
Total	250 (100)	210 (100.0)	460 (100.0)

Education-wise distribution of the respondents

The Table 3 indicates that the respondents are more educated amongst the state universities than the private universities. It is promising to note that 81.6 per cent of the respondents are Ph.D holders. There are only 18.4 per cent state university teachers, who are master degree holders. In the private university sample, only 30 per cent of the respondents are found to be Ph.D holders while; 70 per cent are the master degree holders.

In the overall sample, 58 per cent of the respondents are Ph.D degree holders and 42 per cent of the respondents are master degree holders.

Education-wise distribution of overall respondents

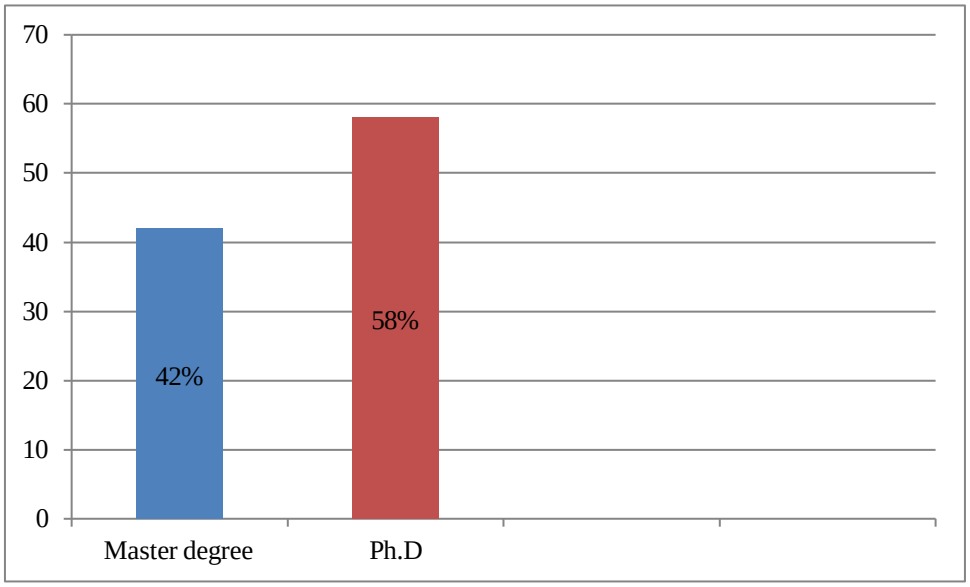


Table 3: Education-wise distribution of the respondents

Education	State Universities Number of Respondents	Private Universities Number of Respondents	Total Number of Respondents
Master Degree	46 (18.4)	147 (70.0)	193 (42.0)
Ph.D	204 (81.6)	63 (30.0)	267 (58.0)
Total	250 (100)	210 (100.0)	460 (100.0)

Locus of Control: An Exploratory Factor Analysis

There are total 16 statements relating to locus of control. The factor analysis is applied on these 16 statements to check whether the similar or different factors are explored in the present settings with respect to the original scale given by Spector (1988). The reliability of Work Locus of Control scale as measured by Cronbach Alpha turns out to be 0.847, which is acceptable (Hair *et al.,* 2010).

Number of Factors Extracted

The data is found to be fit for the factor analysis by using certain criteria such as measures of Sampling Adequacy with KMO=0.946, Bartlett's test of Sphericity (chi square= 6267.085, p=.000), Correlation Matrix and Anti Image Correlations. The factors are extracted through Principal Component Analysis (PCA) with Varimax Rotation method. Each extracted factor has Eigen values greater than 1. All the statements with the factor loadings greater than 0.45 are retained (Hair *et al.,* 2010).

Table 4: Results of EFA for Locus of Control

Items	Communalities	Factor Loadings	Cronbach Alpha(α)	Eigen values	% of Variance
Factor 1					
loc1	.765	.869	0.959	7.417	38.866%
loc2	.777	.875			
loc3	.809	.891			
loc4	.780	.877			

loc7	.755	.857			
loc11	.809	.890			
loc14	.792	.884			
loc15	.745	.852			
Factor 2					
loc5	.721	.844	0.932	4.240	33.993%
loc6	.694	.829			
loc8	.706	.833			
loc9	.609	.765			
loc10	.667	.808			
loc12	.708	.834			
loc13	.660	.802			
loc16	.662	.811			
Total % of Variance					72.86%

The Table 4 shows that the Eigen values of factor 1 and 2 are 7.417 and 4.240 respectively. All the factor loadings are greater than 0.80. The total variance explained by these two factors is 72.86 per cent.

Naming of the Factors

The two factors are extracted through factors analysis i.e. internal locus of control and external locus of control. The extracted factors are found to be similar to the original scale, therefore, the scale is suitable for usage in the present settings.

Internal locus of control (LOCI)

The eight statements loaded into this factor accounts for 38.866 per cent of the total variance. This factor includes the statements such as loc1 (A job is what you make of it), loc2 (On most jobs, people can pretty much accomplish whatever they set out to accomplish), loc3 (If you know what you want out of a job, you can find a job that gives it to you), loc4 (If employees are unhappy with a decision made by their boss, they should do something about it), loc7 (Most people are capable of doing their jobs well if they make the effort), loc11 (Promotions are given to employees who perform well on the job), loc14 (People who perform their jobs well generally get rewarded) and loc 15 (Most employees have more influence on their supervisors than they

think they do). The statements loaded into this factor represent the beliefs that the outcomes are the consequences of level of self efforts.

External locus of control (LOCE)

The second factor accounts for 33.993 per cent of the total variance. This factor consists of eight statements that are as follows: loc5 (Getting the job you want is mostly a matter of luck), loc6 (Making money is primarily a matter of good fortune), loc8 (Most people are capable of doing their jobs well if they make the effort), loc9 (In order to get a really good job, you need to have family members or friends in high places), loc10 (Promotions are usually a matter of good fortune), loc12 (To make a lot of money you have to know the right people), loc13 (It takes a lot of luck to be an outstanding employee on most jobs) and loc16 (The main difference between people who make a lot of money and people who make a little money is luck). All these statements show the beliefs dependent upon fate and destiny and reliance on relevant links and references.

Conclusion

It was concluded that two factors were extracted through factors analysis i.e. internal locus of control and external locus of control and it was found that the similar factors were extracted that were originally extracted from work locus of control by Spector (1988). Internal locus of control factor accounts for 38.866 per cent of the total variance, while second factor accounts for 33.993 per cent of the total variance.

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