

**LOCUS OF CONTROL AND MOTIVATION AS CORRELATES OF LEADERSHIP
SKILL AMONG THE HIGH ABILITY STUDENTS**

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Abstract

The dual dimensions of locus of control (internal and external) indicate the point at which a person relate to events that befalls them as being within their control or outside it. There is paucity of literature on relationship of locus of control and motivation as correlates of leadership skills among the high ability students. This study therefore examined these in selected secondary schools in, Nigeria. The descriptive survey research design was adopted and anchored on the implicit theory. The purposive sampling technique was employed to select the population which is a total of 150 of high ability students from selected secondary schools in Ibadan, Oyo state, Nigeria,. They comprise sixty six (66) males representing 44.0% and total of eighty four (84) females representing 56.0% of the sample. Three research questions were raised and tested at 0.05level of significance. Three instruments were utilised to elicit and gather data which were then subjected to analysis using descriptive statistics and inferential statistics of Pearson Product Moment Correlation (PPMC) and multiple regression. The findings show a correlation between locus of control and a significant relationship leadership skills. In conclusion. Those with internal locus of control are more oriented to success and exhibit leadership skills while, on the differing end, an externally controlled individual, believes their actions are control by powerful others, chance and luck. It was recommended that the implementation of appropriate instructional practices that nurture leadership skills should be embarked on.

Keywords: Locus of control, motivation, leadership skills, high ability students

Introduction

Operational leadership is a fundamental feature of personal and professional success, and its development is influenced by several psychological issues. Amongst the high-ability students, the cultivation of leadership skills is particularly significant, since they are often expected to take up leadership roles in their prospective careers. Locus of control is the individual's perception of an event (success and failure) related to power control in a person, whether internal or external power control (Hassan, Mubeen, Ali, & Sajjid, 2022). It is a cognitive aspect of personality initiated and developed by Julian Rotter in 1966. Locus of Control is anchored on social learning theory that indicates the choice an individual make as regards the control of their lives and environment. Invariably, individuals with an internal locus of control are more motivated and oriented to leadership styles (Abata-Ebire, Adetayo, & Babarinde, 2023) since they recognise that their actions would result in positive outcome. Motivation, contrariwise, comprises the internal and external factors that drive an individual's behaviour and achievement (Maslow, 1943). This study aims to investigate the relationship between locus of control, motivation, and leadership skills among high-ability students, with a view to understanding how these psychological factors contribute to the development of effective leadership skills.

Literature Review

Locus of control has two contrasting dimensions depicted on a continuum of an internal-external belief system. These dimensions indicate the point at which a person assents to what befalls them to be within their control, or beyond it. Iyas, Nazar, Hafeez, Arshad, & Adeeb, (2024) posit that the theory of locus of control, (internal and external beliefs) is about control over life events, which is a major personality trait that influences motivation. The Internal locus of control is an individual's belief that the effort and behaviour will affect the events themselves and the lives that will be undertaken. The internality may well be described as those who exhibit belief in their ability to attain projected and self-set goals. (Pandia, Jufrizen, Khair & Tanjung, 2023) stated that successful people are adept at a high internal locus of control while, the less efficacious characteristically present a low internal locus of control.

Among the high-ability students, motivation plays an important role in the advancement of leadership skills. Motivation is a central driving psychological factor that propels individuals

to realize their goals and chase their passions. Motivation is of two contrasting type referred to as intrinsic and extrinsic (Mohamed, Ismail, Abd El-Gawad 2023). Those who are highly intrinsically motivated to learn are attentive, inquisitive, and typically focused on any assigned task. While those who are extrinsically motivated are concerned with the outcomes of learning (grades and prizes). Intrinsic and extrinsic motivation can change the individual interest based on situation.

Motivation, like locus of control, with two contrasting dimensions depicted on a continuum of an internal-external belief system, is also classified into two categories of intrinsic and extrinsic. Intrinsic motivation is the drive to be involved in an activity for personal gratification or satisfaction, while extrinsic motivation is propelled by external factors, like rewards or recognition (Agustiar&Hazriyanto. 2024). In the same vein, research findings have proved intrinsic motivation to be a resilient predictor of leadership skills, as it nurtures an unpretentious aspiration for leading and creating positive impact.

Leadership a feature of courage to make the right choices in sustaining a vision, and involving subordinates in the collective purpose of achieving positive impacts, requires teamwork and ability to work with others from various backgrounds and with difference perspectives (Rivaldo,2021),furthermore, it entails continuous learning, discerned decision making, and sound communication skills. To lead, one needs the capacity to understand, inspire, motivate, and communicate with others, this is an internality feature that is a peculiarity of leaders (Rivaldo,2021;Hajiali, Kessi, Budiandriani, Prihatin, Sufri. 2022), with inclination to be creative and innovative.They assume accountability for the realization of set goals, and when there is a setback, it is ascribed to deficiency on their part.

Motivation and Leadership

What is Motivation refers to the drive and enthusiasm to achieve set goals, contribute to success, and excel in given tasks. The two foremost motivation types are intrinsic motivation and extrinsic motivation. The intrinsic motivation emanates from inside the individual, propelled by an unpretentious interest in the task itself, a sense of achievement, and or personal growth. On the other end of the continuum is the extrinsic motivation which comes from external rewards or incentives. Leadership refers to the ability to guide, inspire, and empower their groups to accomplish common goals and objectives. Leadership is the

quality of an individual or a group of people to inspire and lead a member of an organization, society or team. It could be related to title, rank, superiority or standing in a hierarchy.

A good leader must have communication skills, empathy, exhibit decision-making skills, vision, adaptability, evident integrity and strength of character. Leadership styles include transformational leadership, servant leadership, democratic leadership, autocratic leadership and Laissez-Faire leadership. A sound leadership impact by clear engagement of others in affairs and positive productivity.

The High ability students are those who exhibit an outstanding level of accomplishment in no less than one domain when compared to others of the same age, experience, or environment. This is characterized by exceptional gifts, talents, motivation, or interests. The description of high ability students, suggests that they are quicker in thought, more malleable in approaches and have higher memory. The high ability students require differentiated programs (enrichment and acceleration), with motivation (Agustiar&Hazriyanto, 2024) to achieve satisfaction and increased performance at endeavours. Enrichment of the curriculum pivots on students' interests, abilities, qualities, and needs and motivation. These students have been presented as being exceptionally able as they show superior academic performance that is distinctly superior to that of their peers. This means having to be placed above their peers in the academic settings. As such, they require intellectual challenge and motivation. This is very different from the high ability students who have an external locus of control, who have a tendency to laziness, assume that no endeavours of theirs will guarantee success (Yuniarto, Christian, Paramitha, 2023).

People with an internal locus of control allude the outcome of their actions is to their own peculiar efforts and that diligence and individual abilities bring about positive outcomes (Pandia, et al.,2023). On the contrary, an external locus of control is of the belief that fate or destiny is determined by external factors (Bani-Hani &Hamdan-Mansour, 2021).These beliefs translates that they are in control of their fates as such, there is a feeling of a sense of power, responsibility and ability to learn from life experiences. Consequently, these persons construe motivations they get in the environments as contingent on personal activities. On the differing end, an externally controlled individual, believes that their actions depend on influences that are unconnected and outside their own control but by powerful others, and control by chance and luck (Hassan, Mubeen, Ali &Sajjid, 2022; Wijaya&Basit. 2024).

These beliefs is adduced to limited or and lack of success consequently, this may lead to being pulled out or dropping out project embarked on or falling out of school. Through taking decisions and showing responsibility, as they learn to relate success or failure internally. (Hajiali, Kessi, Budiandriani, Prihatin & Sufri, 2022).

The exceptional performance of the high ability students require that they be motivated, it is therefore, imperative to understand the connection between the locus of control of the high ability students and leadership attributes as the accomplishment hinges on motivation. Motivation influences the intellectual and emotions of the high ability students towards a given task. It determines the degree of commitment that would be expressed and the perseverance to the task (Mohamed, Ismail & Abd El-Gawad, 2023). The implication is that motivation reveal the choices of learning tasks and the coping strategies a student would adopt in the face of an obstacle. A high ability student require the ability to take control of his/her own behaviour, to achieve this, is to self-regulate to attain the building of leadership traits like independence, self-confidence and persistence. This premise allows for knowledge required to discover where personal interest lies and values and skills. It is directly related to learning in that a student needs allowing for creative and strategic approach (Chiang, Fang, Kaplan & 2019). Wijaya & Basit, 2024) stressed the need to improve, locus of control since one of the the profound way of processing information, managing and analyzing creative ideas, therefore, the need for assistance, in specialized curriculum, instructional programmes, materials and experiences that will allow for realization of leadership skills becomes pertinent.

Theoretical Model

Self-Determination Theory (SDT) offers a framework for accepting the role of motivation in leadership development. The theory theorizes that individuals have three distinctive psychological needs which are autonomy, competence, and relatedness (Deci & Ryan, 2000). And that if the three needs are satisfied, there is every likelihood that one will be intrinsically motivated and participate in independent, and self-directed behavior. Based on findings, high-ability students who experience autonomy, competence, and relatedness will most likely cultivate leadership skills and take on leadership roles (Vansteenkiste et al., 2004).

The study however, is anchored on the implicit theory. This is based on ways that the high ability students perceive themselves and subsequently, construct diverse strategies for learning and handling tasks. The implicit theories captures a student's mind set ranging from an entity to an incremental belief and in the long run influencing the learning processes and successively producing positive outcome. Closely related to the belief of internal locus of control is the incremental beliefs. The incremental viewpoint otherwise referred to as the growth mind set, see intelligence as not fixed but rather can be developed, consequently, they are able to overcome challenges and acquire more abilities through intensified efforts.

Statement of the Problems

That an obstruction to the attainment of leadership roles of the high ability students may cause underachievement cannot be overemphasized. The constructs locus of control and motivation are connected, since self-regulatory skills is very much needed and cannot work in isolation of motivation, otherwise, the high ability student may not succeed in demonstrating leadership skills. This study intends to address the gap in the existing research and put forward the need to encourage leadership skills and highlight the correlating ability of leadership skill amongst the high ability. The high ability students have the potential ability to contribute their quota to their society and make progressive contributions in leadership skills however, some fail to attain their potentials, which unfortunately, adversely personally impact them and the society as a whole.

Purpose of the Study

The main purpose of this study is to investigate locus of control and motivation as correlates of leadership skill among the high ability students, other objectives of the study are to:

1. Inquire into the role of locus of control and motivation as correlates of leadership skill among the high ability students.
2. Analyse the impact locus of control and motivation as correlates of leadership skill among the high ability students.
3. Ascertain the effectiveness of locus of control and motivation as correlates of leadership skill among the high ability students,

Research Hypothesis

Ho¹: There is no significant relationship of locus of control and motivation as correlate of leadership skills among the high ability children in selected secondary school in Ibadan, Oyo state Nigeria.

Ho²: There is no joint contribution of locus of control and motivation on leadership skills among the high ability children in selected secondary school in Ibadan, Oyo state Nigeria

Ho³: There is no relative contribution of locus of control and motivation on leadership skills among the high ability children in selected secondary school in Ibadan, Oyo state Nigeria

Methodology

This presents the result of the research carried out on locus of control and motivation as correlates of leadership among the high ability children in selected secondary schools in Ibadan, Oyo state, Nigeria. Three research hypotheses were formulated, tested and used for this study. The data were analysed using the descriptive statistics of frequency counts, percentage to describe the demographic information of the respondents, while inferential statistics of person product moment correlation (PPMC) and multiple regressions Analysis was used for the research hypotheses. The summary of data analysis was discussed under the sub-headings: socio-demographic characteristic of the respondents and analysis of research hypothesis.

The descriptive research design of the expo-facto type was used. The case study used the questionnaire approach to elicit information and explore the perceptions of the high ability students from selected secondary schools in Ibadan. The purposeful sampling method was used to select 150 respondents who took part in the study. The high ability students were identified using the psychometric properties. Their performance was also measured using standardized tests, where they perform exceedingly well. The results of previous academic achievement tests documented in the school was also used. The primary data collection tool was a structured questionnaire designed by the researcher. In order to ensure the face construct and content validity of the instruments used, some specialists in instrument validation Institute in the University of Ibadan helped to examine the instruments. Data collection took place over four weeks. The researcher and trained research assistants visited the selected schools to administer the questionnaires. Permission was sought and granted by the school heads

Description of Instruments

Locus of Control Scale (LOC)

This scale was developed by Rotter in the year 1996 and has been made popular by several researchers. The average reliability estimate which stood at ($r = 0.85$) proved to be a reliable instrument in taking cognizance of cultural differences and bias. The scale has 15 items that is intended to examine the propensity of the instrument to test a particular type of locus of control – which could either be an internal or external locus of control. A low score depicts an inclination to an internally controlled orientation. Also, the score that turns out to be contrary conversely connotes differently. In the current study, the Cronbach Alpha reliability estimate obtained is ($\alpha = .71$)

Self-Determination Continuum Scale (SDC)

The Self-Determination Continuum Scale (SDC) is a psychological scale by Edward Deci and Richard Ryan (2000) to evaluate an individual's degree of self-determination. The scale assesses the degree to which an individual's behavior is autonomous, controlled, or amotivated. The Scale Dimensions comprises of seven subscales, each one demonstrating a different point on the self-determination continuum. The scoring is usually administered as a self-report questionnaire, with self of rating their level of agreement to every item on a Likert scale (example 1-7). Then, scores are calculated by finding the average of the responses across each subscale. Higher scores on the autonomous motivation subscales (intrinsic motivation, identified regulation, and integrated regulation) show more self-determination, while greater scores on the controlled motivation subscales (external regulation, introjected regulation, and amotivation) specify lesser self-determination. It has established a positive reliability and validity coefficient, with Cronbach's alpha coefficients ranging from 0.70 to 0.90 (Deci & Ryan, 2000).

The Leadership Practices Inventory (LPI)

The Leadership Practices Inventory (LPI) is a extensively used assessment tool that was developed by James Kouzes and Barry Posner. The LPI is designed to measure the leadership practices of individuals and provide personalized feedback on their strengths and weaknesses. This is a 30 item questionnaire comprising five subscales The Inventory is in the form of a Self and Observer form which takes just about 10-20 minutes to fill. Each subscale covers six

items, with a 10-point Likert response scale. The assessment process usually comprises two components which are self-assessment and observer assessment. The self-assessment part allows individuals with leadership ability to fill out a questionnaire containing items that evaluates their own leadership practices. While, the observer assessment section, allows peers or colleagues to complete a detached questionnaire that evaluates the leader's practices. These responses taken from the two components are scored and then compared so as to categorize strengths and map out areas for improvement.

Data analysis of Socio-demographic characteristic of the respondents

The descriptive statistic adopted in analysing the demographic variable was the simple percentage (%).

Table 1: Distribution of Respondents by Gender

Gender	Frequency	Percentage
Male	66	44.0
Female	84	56.0
Total	150	100.0

Table 1 revealed that a total of 150 respondents comprising of males and females responded to the questionnaire and a total of sixty six (66) males responded to the questionnaire which represents a total of 44.0% of the sample. A total of eighty four (84) females responded to the questionnaire which represented 56.0% of the sample. The finding shows that there was more female students used in this study.

Table 2: Distribution of Respondents by Ethnicity

Ethnicity	Frequency	Percentage
Yoruba	136	90.7
Ibo	11	7.3
Hausa	3	2.0

Total	150	100.0%
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Source: Field Survey, 2021

Table 2 shows that a total of 150 students comprising of different tribe responded to the questionnaire and a total of one hundred and thirty six (136) Yoruba responded to the questionnaire which represents a total of 90.7% of the sample. A total of eleven (11) Ibo responded to the questionnaire which represented 7.3% of the sample. While a total of three (3) Hausa responded to the questionnaire which represented 2.0% of the sample. The finding shows that there were more Yoruba student in the study

Table 3: Distribution of Respondents by Religion

Religion	Frequency	Percentage
Christian	124	82.7
Islam	22	14.7
Traditional	4	2.6
Total	150	100.0%

Source: Field Survey, 2021

Table 3 shows that a total of 150 students comprising of different religion responded to the questionnaire and a total of one hundred and twenty four (124) Christians responded to the questionnaire which represents a total of 82.7% of the sample. A total of twenty two (22) Muslim responded to the questionnaire which represented 14,7% of the sample. While a total of four (4) traditional responded to the questionnaire which represented 2.6% of the sample. The finding shows that there were more Christians respondents in the study

Table 4: Distribution of Respondents by Age Group

Age Group	Frequency	Percentage
12 to 13years	5	3.3
14 to 15years	3	2.0
16 to 17years	41	27.3
18 years and above	101	67.4
Total	150	100.0%

Source: Field Survey, 2021

Table 4 shows that a total of 150 students comprising of different in age group responded to the questionnaire and a total of five (5) 12-13 years responded to the questionnaire which represents a total of 3.3% of the sample. A total of three (3) 14-15 years responded to the questionnaire which represented 2.0% of the sample. A total of forty one (41) 16-17 years responded to the questionnaire which represents a total of 27.3% of the sample and A total of one hundred and one (101) 18 years and above responded to the questionnaire which represents a total of 67.4% of the sample and. The finding shows that there were more student with age 18 years above of respondents in the study

Hypotheses

Ho¹:There is no significant relationship of locus of control and motivation as correlate of leadership skills among the high ability children in selected secondary school in Ibadan, Oyo state Nigeria.

Table 5: Inter-correlation Matrix of independents and dependent variables

Variable	Leadership skills	Locus of control	Motivation
Leadership skills	1		
Locus of control	.344**	1	
(P value)	.000		
Motivation	.346**	.163**	1
(p value)	.000	.010	
Mean	40.63	1.85	1.63
Standard Deviation	8.053	0.817	0.483

Source: Field Survey, 2021

Table 5 showed that: there was a significant relationship of locus of control and motivation as correlate of leadership skills among the high ability children in selected secondary school in Ibadan, Oyo state Nigeria. That is, Locus of control ($r = .344$, $N= 150$, $p < .05$), Motivation ($r = .346$, $N= 150$, $p < .05$) has significant relationship with Leadership skills. It

implies that, there was a significant relationship of locus of control and motivation on leadership skills among the high ability children in selected secondary school in Ibadan, Oyo state Nigeria

Ho²:There is no joint contribution of locus of control and motivation on leadership skills among the high ability children in selected secondary school in Ibadan, Oyo state Nigeria.

Table 6: Summary of Regression Analysis of the combined prediction of locus of control and motivation on leadership skills among the high ability children in selected secondary school in Ibadan, Oyo state Nigeria

.R	R Square	Adjusted R Square	Std. Error of the Estimate
0.411	0.169	0.161	6.82023

SUMMARY REGRESSION ANOVA

	Sum of Squares	Df	Mean Square	F	P	Remark
Regression	1867.156	2	933.578			
Residual	9163.564	197	46.516	20.070	0.000	P<0.05 Sig.
Total	11030.720	199				

Source: Field Survey, 2021

Table 6 showed a joint contribution of the independent variable (locus of control and motivation) to the dependent variable (leadership skills) among the high ability children in selected secondary school in Ibadan, Oyo state Nigeria. The table show coefficient of multiple correlations (R) of 0.411 a multiple R square of 0.169. This means that 16.1% (Adj. $R^2=0.161$) of the variance in the leadership skills is accounted for by the independent variables, when taken together. The significance of the joint contribution was tested at $p<0.05$ using the F-ratio at the degree of freedom (df- 2/197). The table also showed that the analysis of variance for the regression yielded an F-ratio of 20.070. The above present is significant at 0.05 level. It implies that there is a joint contribution of locus of control and motivation on leadership skills among the high ability children in selected secondary school in Ibadan, Oyo state Nigeria.

Ho³: There is no relative contribution of locus of control and motivation on leadership skills among the high ability children in selected secondary school in Ibadan, Oyo state Nigeria

Table 7: Relative contribution of the independent variables to the dependent variables (Test of significance of the regression coefficients)

Variable	Unstandardized Coefficients		Standardized Coefficients				
Model	(B)	Std. Error	Beta	t	Sig.	Remark	
Constant	27.591	3.161	-	8.729	.000	-	
Locus of control	.391	.175	.153	2.237	.026	$P<0.05(\text{Sig.})$	
Motivation	.840	.169	.338	4.957	.000	$P<0.05(\text{Sig.})$	

Source: Field Survey, 2021

Table 7 reveals there a significant relative contribution of the independent variables to the dependent variable, expressed as beta weights. There is relative coefficient of locus

of control and motivation to determine the relative contributions of the independent variables (leadership skills) among the high ability children. Motivation ($\beta = 0.338$, $t = 4.957$, $p < 0.05$) indicates most potent contributor to the leadership skills, and Motivation ($\beta = 0.153$, $t = 2.237$, $p < 0.05$) had relative contribution to leadership skills among the high ability children. It implies that there is a significant relative contribution of locus of control and motivation on leadership skills among the high ability children in selected secondary school in Ibadan, Oyo state Nigeria.

Conclusions

With reference to scholastic practice, this study contributes to the prevailing body of knowledge in education as it examined how locus of control and motivation correlate with leadership skills of the high ability students. A high ability student require the ability to take control of his/her own behaviour, to achieve this, is to self-regulate to attain the building of leadership traits like independence, self-confidence and persistence. The implication is that motivation reveals the choices of learning tasks and the coping strategies a student would adopt in the face of an obstacle. The study then concluded that there was a significant relationship of locus of control and motivation on leadership. It further reveal a joint contribution of locus of control and motivation, a significant relative contribution of locus of control and motivation on leadership skills among the high ability children in selected secondary school in Ibadan, Oyo state Nigeria.

Recommendations

The recommendations put forward in this study is premised on the findings in this study, therefore, these were recommended:

It is imperative that parents and counsellor's work together to identify and encourage constructive actions and discourage the destructive actions. They should be given support and encouragement in order to make them maximize their potentials. The directions of the findings, point to the possibility of special educators, regular teachers, parents, education planners and government working together to foster leadership skills and implement appropriate instructional practices that nurture leadership skills of high ability students who

are the future leaders of the nation who will propel the socio-economic and technological heights of the nation.

NGOs, governments as well as counsellors should organise trainings and seminars to raise awareness, carry out adequate sensitization programme in order to reduce the menace of societal negative attitudes. Conclusively, they are believed to be capable of launching into and maintaining the much prevailing desired technological age, that is encapsulating the entire world today. It therefore, impinges on the effort of the concerned educational personnel, parents and Guidance counsellors to ensure a positive effect in order to achieve this noble dream in the near future.

Limitations of the Study

This research work demonstrated a limitation in scope as the selection of the respondents were only the high ability students in particular schools. A replication with a different sample would be helpful for the generality of the findings.

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