

## 1: What is Locus of Control?

*Rotter has written extensively on problems with people's interpretations of the locus of control concept. First, he has warned people that locus of control is not a typology. It represents a continuum, not an either/or proposition.*

Rotter assumed that people vary in the degree to which they perceive the things that are happening to them as being under their own internal control or under the control of outside forces. In more technical psychological terms, the internal loci of control people believe that through their own behaviors, they have command over the reinforcements in their lives; conversely the external loci of control people see the reinforcements in their lives as being driven by causal sources that are independent of their own actions. At the start of the twenty-first century there were literally thousands of studies that focused on locus of control. This surge of interest regarding locus of control probably stemmed from the fact that it represented a logical step as the field of psychology moved beyond the previous strict tenets of stimulus-response behaviorism. Thus he reasoned that people use their personal experiences to develop expectations as to whether they can or will be rewarded for their actions. Beyond the inherent appeal of these underlying social learning and generalized expectancies ideas, another reason for the explosion of interest probably was the fact that Rotter produced a short and valid self-report instrument for measuring locus of control. That is to say part of this tremendous growth reflected the availability of a valid instrument for use by researchers. It contained twenty-three items plus six fillers, each with a paired option. For each item the respondent is asked to select which of two options is most true of him or her. Thus consider item 2 on the Rotter IE Control Scale, where the respondent is asked to select from the following two choices: The IE scale has been shown to be reliable and valid. Likewise factor analyses have revealed that the items fall into two clusters, with one factor pertaining to a sense of mastery and a second factor tapping the degree to which citizens perceive that they can play significant roles in political institutions. Additionally indices such as the Nowicki-Strickland Locus of Control Scale for Children have been developed for use with children of various ages. From the outset Rotter suggested that an external locus of control was implicated in neurotic maladjustment. In support of this general proposition persons with external as compared to internal loci of control have been shown to be more unhappy, depressed, and suicidal. Likewise those clients who do not improve over the temporal course of psychotherapy have loci of control scores that remain external, whereas those psychotherapy clients who improve over treatment have scores that have become more internal. Turning to achievement-related performances in school, external loci of control people repeatedly have done more poorly than internal loci learners. Furthermore studies consistently have shown that external more than internal loci of control people have disadvantages in physical health-related matters. Specifically compared to internals, the external loci of control persons have worse sleeping, exercise, and eating patterns, and they also are more prone to hypertension. They also tend not to be planful and future oriented because they do not see themselves as being capable of effective proactive behaviors. Moreover the externals relative to internals are not attentive to their surrounding environments, and they are not very knowledgeable about health-related matters. Accordingly the externals probably could not act in healthy ways even if they wanted to do so. Not surprisingly, therefore, externals greatly prefer avoidance behaviors rather than the problem-solving tactics used by internal loci of control people. In one noteworthy critique, the publication *Judgments of Responsibility: On this point Weiner held that a person could have an internal locus, and yet believe that she or he either was or was not in control; similarly people could hold external loci, and yet believe that they either were or were not in control. Thus, for example, efforts and ability are both internal in their loci, but effort is controllable and ability is uncontrollable. Loci of control scale scores have produced many robust correlations with outcome markers pertaining to psychological disorders, psychotherapy, school achievements, and physical health. Perhaps most importantly the locus of control concept solidified the importance of human expectancies in governing how people cope. As such locus of control facilitated the transition of psychology from an earlier emphasis on stimulus-response behaviorism to the twenty-first-century emphasis on cognitive and mental factors. Moreover locus of control has contributed to other theories such as learned helplessness, attributional biases, self-efficacy, hope, and optimism.*

## 2: Julian Rotter | Revolv

*Social learning theory, as developed by Julian B. Rotter, was the belief that people's behavior, or their actions, are shaped by the interaction of their unique personality with their environment.*

He majored in Chemistry even though he found psychology to be more fascinating due to the fact that there were more opportunities to make money, while the economy was failing. Wood inspired him by his lectures on the scientific method. At the time it may have been the only formal internship in psychology. At Worcester was also where he met Clara Barnes, another intern whom he later married. Through his work with Kurt Lewin, he became interested with a level of aspiration. At Worcester was where he had designed and built the Level of Aspiration Board as an individual personality measure. He continued his work at the Indiana University where he encountered success and failure using the level of aspiration paradigms at Indiana University; he earned a doctorate at Indiana in Skinner, and Edward Tolman. The Interpersonal Trust Scale, a research measure of the stable individual difference in personality, was developed by Rotter around that time. In the Army, Rotter worked as a psychologist, except for 17 weeks in officer candidate training as a tank officer. Rotter then went to the University of Connecticut, where he remained for his career. He died at the age of 97 on January 6, at his home in Mansfield, Connecticut. Social learning theory Rotter moved away from theories based on psychoanalysis and behaviourism, and developed a social learning theory. In Social Learning and Clinical Psychology, Rotter suggested that the expected effect or outcome of the behavior influences the motivation of people to engage in that behavior. People wish to avoid negative consequences, while desiring positive results or effects. If one expects a positive outcome from a behavior, or thinks there is a high probability of a positive outcome, then they will be more likely to engage in the behavior. The behavior is reinforced, with positive outcomes, leading a person to repeat the behavior. This social learning theory suggests that behavior is influenced by social context or environmental factors, and not psychological factors alone. Locus of control In, Rotter published his famous I-E scale in the journal "Psychological Monographs", to assess internal and external locus of control. This scale has been widely used in the psychology of personality, although its use of a two-alternative forced choice technique has made it subject to criticism. Rotter himself was astounded by how much attention this scale generated, claiming that it was like lighting a cigarette and seeing a forest fire. Critics of the scale have frequently voiced concern that locus of control is not as homogenous a concept as Rotter believed. Clearly depicting how religious propagation different from that of religious conversion Legacy[ edit ] Rotter has been reported as one of the most eminent psychologists of the 20th century. He was 18th in frequency of citations in journal articles and 64th in overall eminence. His pioneer social learning framework transformed behavioural approaches to personality and clinical psychology. Rotter was married from until his wife died in Review of General Psychology. Explicit use of et al.

## 3: Julian B. Rotter

*History. Locus of control is the framework of Rotter's () social-learning theory of personality. In he published an article in Psychological Monographs which summarized over a decade of research (by Rotter and his students), much of it previously unpublished.*

Rotter - Biographical Note Julian B. The Depression powerfully influenced Rotter to be aware of social injustice and the effects of the situational environment on people. In , Rotter started his Ph. There, he completed his dissertation on level of aspiration and graduated in . By earning his Ph. It was here that he embarked on his major accomplishment, social learning theory, which integrated learning theory with personality theory. He published Social Learning and Clinical Psychology in . Rotter also held strong beliefs about how clinical psychologists should be educated. He was an active participant in the Boulder Conference, which defined the training model for doctoral level clinical psychologists. He spoke persuasively that psychologists must be trained in psychology departments, not under the supervision of psychiatrists. His ideas are still influential today Herbert, In , Rotter left Ohio State to become the director of the clinical psychology training program at the University of Connecticut. After his retirement, he remained professor emeritus there. Rotter was married to Clara Barnes, whom he had met at Worcester State, from until her death in . They had two children. He later married psychologist Dorothy Hochreich. Rotter died January 6, , at the age of 97 at his home in Connecticut. Photos courtesy of University of Connecticut. Individuals were seen as being naive to their unconscious impulses, and treatment required long-term analysis of childhood experience. Even learning approaches at the time were dominated by drive theory, which held that people are motivated by physiologically-based impulses that press the individual to satisfy them. In developing social learning theory, Rotter departed from instinct-based psychoanalysis and drive-based behaviorism. He believed that a psychological theory should have a psychological motivational principle. Rotter chose the empirical law of effect as his motivating factor. The law of effect states that people are motivated to seek out positive stimulation, or reinforcement, and to avoid unpleasant stimulation. Rotter combined behaviorism and the study of personality, without relying on physiological instincts or drives as a motive force. One cannot speak of a personality, internal to the individual, that is independent of the environment. Neither can one focus on behavior as being an automatic response to an objective set of environmental stimuli. Rather, to understand behavior, one must take both the individual i. Rotter describes personality as a relatively stable set of potentials for responding to situations in a particular way. Rotter sees personality, and therefore behavior, as always changeable. Change the way the person thinks, or change the environment the person is responding to, and behavior will change. He does not believe there is a critical period after which personality is set. But, the more life experience one has building up certain sets of beliefs, the more effort and intervention required for change to occur. Rotter conceives of people in an optimistic way. He sees them as being drawn forward by their goals, seeking to maximize their reinforcement, rather than just avoiding punishment. Rotter has four main components to his social learning theory model predicting behavior. These are behavior potential, expectancy, reinforcement value, and the psychological situation. Behavior potential is the likelihood of engaging in a particular behavior in a specific situation. In other words, what is the probability that the person will exhibit a particular behavior in a situation? In any given situation, there are multiple behaviors one can engage in. For each possible behavior, there is a behavior potential. The individual will exhibit whichever behavior has the highest potential. Expectancy is the subjective probability that a given behavior will lead to a particular outcome, or reinforcer. How likely is it that the behavior will lead to the outcome? Having high or strong expectancies means the individual is confident the behavior will result in the outcome. Having low expectancies means the individual believes it is unlikely that his or her behavior will result in reinforcement. If the outcomes are equally desirable, we will engage in the behavior that has the greatest likelihood of paying off i. To have a high expectancy, people must believe both a that they have the capacity to enact the behavior effectively and b that that behavior will result in reinforcement. Expectancies are formed based on past experience. In addition, people do not need to have direct experience with reinforcement of a particular

behavior. It is important to note that expectancy is a subjective probability, because one common source of pathology is irrational expectancies. People can either over- or underestimate this likelihood, and both distortions can potentially be problematic. Reinforcement is another name for the outcomes of our behavior. Reinforcement value refers to the desirability of these outcomes. Things we want to happen, that we are attracted to, have a high reinforcement value. If the likelihood of achieving reinforcement is the same i. As the name social learning theory suggests, the social environment is of primary importance in shaping our behavior. Social outcomes, such as approval, love or rejection, are powerful influences on our behavior. For people, the most important reinforcers are often social reinforcers. Punishment from a parent would be negatively reinforcing to most children and something to be avoided. However, children who get little positive attention from parents can seek out parental punishment because it has a higher reinforcement value than neglect. The value of any given reinforcer is determined in part by other, future reinforcers it might lead to. Therefore, even an apparently trivial event can have a very strong reinforcement value, either positive or negative, if the individual sees it as leading to other strongly valued reinforcers. The least amount of reinforcement that still has a positive value is known as the minimal goal. If people achieve an outcome that equals or exceeds their minimal goal, they will feel that they have succeeded. People differ in their minimal goals. Thus, the same outcome may represent success to one person with a lower minimal goal while it feels like failure to another person with a higher minimal goal. If expectancy and reinforcement value are both high, then behavior potential will be high. If either expectancy or reinforcement value is low, then behavior potential will be lower. Different people will have different expectancies and reinforcement values in the same situation. An important dimension of personality theories is the generality versus specificity of their constructs. General constructs are broad and abstract, while specific constructs are narrow and concrete. Both types of constructs have their advantages. A theory with general constructs allows one to make many predictions, across situations, from knowing only a small amount of information. The disadvantages of general constructs, though, are that they are harder to measure and the predictions made from them have a lower level of accuracy. Specific constructs, on the other hand, are easier to measure, and they can be used to make more accurate predictions. However, these predictions are limited to being situation-specific. For example, knowing that someone is a generally hostile person allows us to make predictions that this individual will be hostile toward a range of people. Across situations, this person is likely to be more hostile to others than is someone low in hostility. However, our ability predict how hostile this person would be to Jane, for example, is limited, because there may be other factors that determine whether this individual will treat Jane in a hostile way during a particular encounter e. On the other hand, if we know that this person hates Jane, we can predict with a high level of accuracy that this person will be hostile toward Jane. But, we will not be able to predict whether this person will treat other people in a hostile way. In social learning theory, all general constructs have a specific counterpart. For every situationally specific expectancy there is a cross-situational generalized expectancy. Social learning theory blends generality and specificity to enable psychologists to measure variables and to make a large number of accurate predictions from these variables. Rotter is his concept of generalized expectancies for control of reinforcement, more commonly known as locus of control. People can be classified along a continuum from very internal to very external. People with a strong internal locus of control believe that the responsibility for whether or not they get reinforced ultimately lies with themselves. Internals believe that success or failure is due to their own efforts. In contrast, externals believe that the reinforcers in life are controlled by luck, chance, or powerful others. Therefore, they see little impact of their own efforts on the amount of reinforcement they receive. First, he has warned people that locus of control is not a typology. However, there may be some specific situations in which people who, for example, are generally external behave like internals. That is because their learning history has shown them that they have control over the reinforcement they receive in certain situations, although overall they perceive little control over what happens to them. Again, one can see the importance of conceiving of personality as the interaction of the person and the environment. Rotter is very opposed to the medical model conception of mental disorders as being diseases or illnesses. Rather, he conceives of psychological problems as maladaptive behavior brought about by faulty or inadequate learning experiences. Rotter wrote that pathology might

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develop when a "person anticipating punishment or failure may avoid situations physically, avoid by repression or may attempt to reach [his or her] goals through rationalization, fantasy or symbolic means" p. For Rotter, the symptoms of pathology, like all behavior, are learned.

## 4: Julian Rotter | Speedy deletion Wiki | FANDOM powered by Wikia

*Locus of Control as a principle was originated by Julian Rotter in It considers the tendency of people to believe that control resides internally within them, or externally, with others or the situation.*

Julian Rotter Save Julian B. Rotter October 22, 1918 – January 6, 2009, was an American psychologist known for developing influential theories, including social learning theory and locus of control. A Review of General Psychology survey, published in 1996, ranked Rotter as the 64th most cited psychologist of the 20th century. He majored in Chemistry even though he found psychology to be more fascinating due to the fact that there were more opportunities to make money, while the economy was failing. Wood inspired him by his lectures on the scientific method. At the time it may have been the only formal internship in psychology. At Worcester was also where he met Clara Barnes, another intern whom he later married. Through his work with Kurt Lewin, he became interested with a level of aspiration. At Worcester was where he had designed and built the Level of Aspiration Board as an individual personality measure. He continued his work at the Indiana University where he encountered success and failure using the level of aspiration paradigms at Indiana University; he earned a doctorate at Indiana in Skinner, and Edward Tolman. The Interpersonal Trust Scale, a research measure of the stable individual difference in personality, was developed by Rotter around that time. In the Army, Rotter worked as a psychologist, except for 17 weeks in officer candidate training as a tank officer. Rotter then went to the University of Connecticut, where he remained for his career. He died at the age of 97 on January 6, at his home in Mansfield, Connecticut. In Social Learning and Clinical Psychology, Rotter suggested that the expected effect or outcome of the behavior influences the motivation of people to engage in that behavior. People wish to avoid negative consequences, while desiring positive results or effects. If one expects a positive outcome from a behavior, or thinks there is a high probability of a positive outcome, then they will be more likely to engage in the behavior. The behavior is reinforced, with positive outcomes, leading a person to repeat the behavior. This social learning theory suggests that behavior is influenced by social context or environmental factors, and not psychological factors alone. This scale has been widely used in the psychology of personality, although its use of a two-alternative forced choice technique has made it subject to criticism. Rotter himself was astounded by how much attention this scale generated, claiming that it was like lighting a cigarette and seeing a forest fire. Critics of the scale have frequently voiced concern that locus of control is not as homogenous a concept as Rotter believed. Clearly depicting how religious propagation different from that of religious conversion Legacy Rotter has been reported as one of the most eminent psychologists of the 20th century. He was 18th in frequency of citations in journal articles and 64th in overall eminence. His pioneer social learning framework transformed behavioural approaches to personality and clinical psychology. Rotter was married from until his wife died in Review of General Psychology. Julian Rotter at Fullerton. Weiner, p. Journal of Personality and Social Psychology. Rotter", American Psychologist, April 19,

## 5: BBC Radio 4 - Mind Changers, Julian Rotter and Locus of Control

*An American psychologist known for developing influential theories, including social learning theory and locus of control.  
a) Julian Rotter b) Raymond Cattell.*

References What is Locus of Control? Within psychology, Locus of Control is considered to be an important aspect of personality. The concept was developed originally by Julian Rotter in the 1950s. Rotter, Do you believe that your destiny is controlled by yourself or by external forces such as fate, god, or powerful others? The full name Rotter gave the construct was Locus of Control of Reinforcement. In giving it this name, Rotter was bridging behavioural and cognitive psychology. These beliefs, in turn, guide what kinds of attitudes and behaviours people adopt. This understanding of Locus of Control is consistent, for example, with Philip Zimbardo a famous psychologist: A locus of control orientation is a belief about whether the outcomes of our actions are contingent on what we do internal control orientation or on events outside our personal control external control orientation. Is an internal locus of control desirable? In general, it seems to be psychologically healthy to perceive that one has control over those things which one is capable of influencing. In simplistic terms, a more internal locus of control is generally seen as desirable. Having an Internal locus of control can also be referred to as "self-agency", "personal control", "self-determination", etc. Research has found the following trends: There are important subtleties and complexities to be considered. Internals can be psychologically unhealthy and unstable. An internal orientation usually needs to be matched by competence, self-efficacy and opportunity so that the person is able to successfully experience the sense of personal control and responsibility. Overly internal people who lack competence, efficacy and opportunity can become neurotic, anxious and depressed. Externals can lead easy-going, relaxed, happy lives. Despite these cautions, psychological research has found that people with a more internal locus of control seem to be better off, e. However, thought regarding causality is needed here too. Do environmental circumstances such as privilege and disadvantage cause LOC beliefs or do the beliefs cause the situation? Sometimes Locus of Control is seen as a stable, underlying personality construct, but this may be misleading, since the theory and research indicates that that locus of control is largely learned. There is evidence that, at least to some extent, LOC is a response to circumstances. Some psychological and educational interventions have been found to produce shifts towards internal locus of control e.

## 6: Locus of Control | Encyclopedia of Psychology

*Locus of Control is a theory created by Julian Rotter as a part of his Social Learning Theory. Social Learning Theory is a response to Freud's psychoanalysis and Skinner's behaviorism. Social Learning Theory is a response to Freud's psychoanalysis and Skinner's behaviorism.*

Walter Mischel Julian B. Rotter October 22, 1918 – January 6, 2015, was an American psychologist known for developing influential theories, including social learning theory and locus of control. He majored in Chemistry even though he found psychology to be more fascinating due to the fact that there were more opportunities to make money, while the economy was failing. Wood inspired him by his lectures on the scientific method. At the time it may have been the only formal internship in psychology. At Worcester was also where he met Clara Barnes, another intern whom he later married. Through his work with Kurt Lewin, he became interested with a level of aspiration. At Worcester was where he had designed and built the Level of Aspiration Board as an individual personality measure. He continued his work at the Indiana University where he encountered success and failure using the level of aspiration paradigms at Indiana University; he earned a doctorate at Indiana in Skinner, and Edward Tolman. The Interpersonal Trust Scale, a research measure of the stable individual difference in personality, was developed by Rotter around that time. In the Army, Rotter worked as a psychologist, except for 17 weeks in officer candidate training as a tank officer. Rotter then went to the University of Connecticut, where he remained for his career. He died at the age of 97 on January 6, at his home in Mansfield, Connecticut. Social learning theory Rotter moved away from theories based on psychoanalysis and behaviourism, and developed a social learning theory. In Social Learning and Clinical Psychology, Rotter suggested that the expected effect or outcome of the behavior has an impact on motivation of people to engage in that behavior. People wish to avoid negative consequences, while desiring positive results or effects. If one expects a positive outcome from a behavior, or thinks there is a high probability of a positive outcome, then they will be more likely to engage in the behavior. The behavior is reinforced, with positive outcomes, leading a person to repeat the behavior. This social learning theory suggests that behavior is influenced by social context or environmental factors, and not psychological factors alone. Locus of control In, Rotter published his famous I-E scale in the journal "Psychological Monographs", to assess internal and external locus of control. This scale has been widely used in the psychology of personality, although its use of a two-alternative forced choice technique has made it subject to criticism. Rotter himself was astounded by how much attention this scale generated, claiming that it was like lighting a cigarette and seeing a forest fire. Critics of the scale have frequently voiced concern that locus of control is not as homogenous a concept as Rotter believed. He was 18th in frequency of citations in journal articles and 64th in overall eminence. His pioneer social learning framework transformed behavioural approaches to personality and clinical psychology. Rotter was married from until his wife died in American Psychologist 44 4: Retrieved 6 October 3, Retrieved 6 April Rotter, p. Journal of Personality and Social Psychology 33 pg. Rotter", American Psychologist, April 19,



## 7: Julian Rotter - Wikipedia

*Rotter saw locus of control as being very general whereas subsequent research suggests that it may be specific to different domains (e.g., academic, health). Rotter also saw this Internal-External continuum as a personality trait whereas others disagree.*

Effort Task difficulty Additional research led to the hypothesis that typical expectancy shifts were displayed more often by those who attributed their outcomes to ability, whereas those who displayed atypical expectancy were more likely to attribute their outcomes to chance. This was interpreted that people could be divided into those who attribute to ability an internal cause versus those who attribute to luck an external cause. Bernard Weiner argued that rather than ability-versus-luck, locus may relate to whether attributions are made to stable or unstable causes. Internals tend to attribute outcomes of events to their own control. People who have internal locus of control believe that the outcomes of their actions are results of their own abilities. Internals believe that their hard work would lead them to obtain positive outcomes. Externals attribute outcomes of events to external circumstances. This has obvious implications for differences between internals and externals in terms of their achievement motivation, suggesting that internal locus is linked with higher levels of need for achievement. Due to their locating control outside themselves, externals tend to feel they have less control over their fate. People with an external locus of control tend to be more stressed and prone to clinical depression. Although this was how Weiner originally saw these four causes, he has been challenged as to whether people see luck for example as an external cause, whether ability is always perceived as stable, and whether effort is always seen as changing. Indeed, in more recent publications e. Weiner, he uses different terms for these four causes such as "objective task characteristics" instead of "task difficulty" and "chance" instead of "luck". Psychologists since Weiner have distinguished between stable and unstable effort, knowing that in some circumstances effort could be seen as a stable cause especially given the presence of words such as "industrious" in English. Regarding locus of control, there is another type of control that entails a mix among the internal and external types. People that have the combination of the two types of locus of control are often referred to as Bi-locals. People that have Bi-local characteristics are known to handle stress and cope with their diseases more efficiently by having the mixture of internal and external locus of control. Measuring scales[ edit ] The most widely used questionnaire to measure locus of control is the item plus six filler items , forced-choice scale of Rotter James for his unpublished doctoral dissertation, supervised by Rotter at Ohio State University; however, this remains unpublished. These were reviewed by Furnham and Steele and include those related to health psychology , industrial and organizational psychology and those specifically for children such as the Stanford Preschool Internal-External Control Index [14] [15] for three- to six-year-olds. Furnham and Steele cite data suggesting that the most reliable, valid questionnaire for adults is the Duttweiler scale. For a review of the health questionnaires cited by these authors, see "Applications" below. The Duttweiler Internal Control Index ICI addresses perceived problems with the Rotter scales, including their forced-choice format, susceptibility to social desirability and heterogeneity as indicated by factor analysis. She also notes that, while other scales existed in to measure locus of control, "they appear to be subject to many of the same problems". The ICI assess variables pertinent to internal locus: The topic of attribution theory introduced to psychology by Fritz Heider has had an influence on locus of control theory, but there are important historical differences between the two models. Attribution theorists have been predominantly social psychologists , concerned with the general processes characterizing how and why people make the attributions they do, whereas locus of control theorists have been concerned with individual differences. Significant to the history of both approaches are the contributions made by Bernard Weiner in the s. Before this time, attribution theorists and locus of control theorists had been largely concerned with divisions into external and internal loci of causality. The stability dimension added to the understanding of why people succeed or fail after such outcomes. Scales to measure locus of control in the health domain were reviewed by Furnham and Steele in Empirical data on health locus of control in a number of fields was reviewed by Norman and Bennett in ; they note that data on whether certain health-related behaviors are related to internal health locus of control have

been ambiguous. They note that some studies found that internal health locus of control is linked with increased exercise, but cite other studies which found a weak or no relationship between exercise behaviors such as jogging and internal health locus of control. A similar ambiguity is noted for data on the relationship between internal health locus of control and other health-related behaviors such as breast self-examination, weight control and preventative-health behavior. Of particular interest are the data cited on the relationship between internal health locus of control and alcohol consumption. Norman and Bennett note that some studies that compared alcoholics with non-alcoholics suggest alcoholism is linked to increased externality for health locus of control; however, other studies have linked alcoholism with increased internality. Similar ambiguity has been found in studies of alcohol consumption in the general, non-alcoholic population. They are more optimistic in reviewing the literature on the relationship between internal health locus of control and smoking cessation, although they also point out that there are grounds for supposing that powerful-others and internal-health loci of control may be linked with this behavior. It is thought that, rather than being caused by one or the other, that alcoholism is directly related to the strength of the locus, regardless of type, internal or external. They argue that a stronger relationship is found when health locus of control is assessed for specific domains than when general measures are taken. Overall, studies using behavior-specific health locus scales have tended to produce more positive results. For example, Weiss and Larsen found an increased relationship between internal health locus of control and health when health value was assessed. HIV, migraines, diabetes, kidney disease and epilepsy. Students who were more internally controlled believed that hard work and focus would result in successful academic progress, and they performed better academically. Those students who were identified as more externally controlled believing that their future depended upon luck or fate tended to have lower academic-performance levels. Whyte researched how control tendency influenced behavioral outcomes in the academic realm by examining the effects of various modes of counseling on grade improvements and the locus of control of high-risk college students. For internals, gambling is more reserved. When betting, they primarily focus on safe and moderate wagers. Externals, however, take more chances and, for example, bet more on a card or number that has not appeared for a certain period, under the notion that this card or number has a higher chance of occurring. Richard Kahoe has published work in the latter field, suggesting that intrinsic religious orientation correlates positively and extrinsic religious orientation correlates negatively with internal locus. The authors distinguished between an active spiritual-health locus of control in which "God empowers the individual to take healthy actions" [36] and a more passive spiritual-health locus of control where health is left up to God. In industrial and organizational psychology, it has been found that internals are more likely to take positive action to change their jobs rather than merely talk about occupational change than externals. For example, Martin, Veer and Pervan examined how the weight locus of control of women i. They found that women who believe they can control their weight "internals", respond most favorably to slim models in advertising, and this favorable response is mediated by self-referencing. In contrast, women who feel powerless about their weight "externals", self-reference larger-sized models, but only prefer larger-sized models when the advertisement is for a non-fattening product. For fattening products, they exhibit a similar preference for larger-sized models and slim models. The weight locus of control measure was also found to be correlated with measures for weight control beliefs and willpower. In the U. Presidential election, research of college students found that those with an internal locus of control were substantially more likely to register as a Republican, while those with an external locus of control were substantially more likely to register as a Democrat. Those with an internal locus of control are more likely to be of higher socioeconomic status, and are more likely to be politically involved e. In contrast, externals are typically associated with lower socioeconomic status. Societies experiencing social unrest increase the expectancy of being out-of-control; therefore, people in such societies become more external. At least one study has found that children whose parents had an external locus of control are more likely to attribute their successes and failures to external causes. Locus of control becomes more internal with age. As children grow older, they gain skills which give them more control over their environment. However, whether this or biological development is responsible for changes in locus is unclear. Indeed, there is evidence here that changes in locus of control in later life relate more visibly to increased externality rather than reduced internality if the two

concepts are taken to be orthogonal. Evidence cited by Schultz and Schultz suggests that locus of control increases in internality until middle age. The authors also note that attempts to control the environment become more pronounced between ages eight and fourteen. Each day we are exposed to potential diseases that may affect our health. The way we approach that reality has a lot to do with our locus of control. Sometimes it is expected to see older adults experience progressive declines in their health, for this reason it is believed that their health locus of control will be affected. When comparing a young child and an older adult with their levels of locus of control in regards to health, the older person will have more control over their attitude and approach to the situation. As people age they become aware of the fact that events outside of their own control happen and that other individuals can have control of their health outcomes. The children who had an internal locus of control also appeared to have higher levels of self-esteem. However, these authors also note that there may be specific sex-based differences for specific categories of items to assess locus of control; for example, they cite evidence that men may have a greater internal locus for questions related to academic achievement.

Cross-cultural and regional issues[ edit ] The question of whether people from different cultures vary in locus of control has long been of interest to social psychologists. Japanese people tend to be more external in locus-of-control orientation than people in the U. More on cross-cultural variations in locus of control can be found in Shiraev and Levy Research in this area indicates that locus of control has been a useful concept for researchers in cross-cultural psychology. On a less broad scale, Sims and Baumann explained how regions in the United States cope with natural disasters differently. The example they used was tornados. Illinois residents, however, were more internal. Because Alabama residents had a more external way of processing information, they took fewer precautions prior to the appearance of a tornado. Those in Illinois, however, were more prepared, thus leading to fewer casualties. Bandura has also emphasised differences between self-efficacy and self-esteem , using examples where low self-efficacy for instance, in ballroom dancing are unlikely to result in low self-esteem because competence in that domain is not very important to an individual. Although individuals may have a high internal health locus of control and feel in control of their own health, they may not feel efficacious in performing a specific treatment regimen that is essential to maintaining their own health. Self-efficacy can be something that people use to deal with the stress that they are faced with in their everyday lives. Some findings suggest that higher levels of external locus of control combined with lower levels self-efficacy are related to higher illness-related psychological distress. Based on the definition of people who have an external locus of control, we can see that this can be associated with higher levels of stress. A study conducted by Bollini and others reveals that individuals who have a high external locus of control tend to have higher levels of psychological and physical problems. These people are also more vulnerable to external influences and as a result they become more responsive to stress. Aging shows to be a very important factor that can be related to the severity of the symptoms of PTSD experienced by patients following the trauma of war. A study by Chung et al. The researchers tested different age groups including young adults, middle-aged, and elderly; the average age was 25, 48 and 65 for each group respectively. After the study, they concluded that age does not make a difference on how spinal cord injury patients respond to the traumatic events that happened.

## 8: Attribution Theory | in Chapter Social Psychology

*Self esteem, self efficacy, and locus of control | Individuals and Society | MCAT | Khan Academy - Duration: khanacademymedicine , views.*

Readings and Conversations in Social Psychology , editor Edward Krupat introduced the topic of social cognition by interviewing Susan Fiske. Fiske was a Harvard-educated researcher who Krupat noted was "one of the most respected people in this field. If we are going to talk about the field known as social cognition, perhaps you could start out by telling me what it is all about? The simplest answer is that it deals with how people think about other people and themselves and how they come to some kind of coherent understanding of each other. Probably people get worried about the impression they might make, when they realize they are talking to a psychologist who specializes in "how people form first impressions of strangers. Probably she was flying to and from professional meetings and conventions frequently, and men tried to strike up conversations with her. Such intrusions would not always be welcome. I was "trying to come to a coherent understanding" of her comment. This lasted until the late s. The second phase of social cognition research cited by Fiske was a focus on attribution theory, which we will discuss next. The third phase was an emphasis on person perception next page. One could also identify a fourth phase that emerged after Fiske wrote about the first three phases in Research on priming generated well over 10, experiments in the late s and early years of the 20th Century. That is discussed last in the chapter. Heider said we all act like amateur scientists, in social situations. We try to understand other people by inventing theories to explain behavior. An attribution AT-trib-U-shun is an assignment of responsibility. It is a cause-effect analysis of behavior. As Heider pointed out, we typically explain behavior in one of two ways. We attribute the behavior to the person or we attribute the behavior to the situation. For example, suppose we heard that a friend flunked out of school. Heider would say we then build a theory of what caused this event, and of course it will be influenced by views and beliefs and prejudices and assumptions we make about the friend and his or her circumstances. If we blame it on the situation, we might feel circumstances were overwhelming. This illustrates the difference between attributing a behavior to a person or a situation. People sometimes act entirely differently, depending on which attribution they make in a particular situation. What are attributions to the person versus the situation? Obviously it is an oversimplification to attribute a-TRIB-ute a complex event like flunking out of school to one factor or another. Surely the true explanation will often involve an interaction of the person and the situation. While we might acknowledge this intellectually, Heider had the insight that people tend to act as if it is one or the other, not an interaction between the two. It is almost like a binary decision. For example, at our institution, a student who disappears in the middle of a school term is assigned a failing grade. If the student was attending class and got an F, it could not be converted to a W, no matter what. A divorce in the family, a serious auto accident, even an emotional break-up with a former boyfriend or girlfriend all might work as excuses. How does a grade appeal process illustrate the importance of persuading people to change their attributions? In this appeals process, then, the challenge for the student was to create situational attribution in the committee. A social psychologist could probably do an interesting study of factors influencing this process. The Fundamental Attribution Error When social psychologists began to study attribution they found most people had a tendency to explain negative things about themselves by blaming forces beyond their control. In other words, they blamed the situation. Poor behavior of other people, however, was typically blamed on the person. What is the "fundamental attribution error? Often there was no evidence to justify this type of attribution, but it was very common, so this cognitive bias was called the fundamental attribution error Ross, Amabile, and Steinmetz, Consider the plight of homeless people. If you found yourself on the street without a place to stay, then according to the fundamental attribution error you would probably say you were not at fault. You would think you were homeless because of forces beyond your control: However, if you saw another person who was homeless, then if you were typical you might blame that person. You might think, "That person should get a job" or "That person is probably a drug addict. Julian Rotter agreed with Heider that the difference between internal attribution person and external attribution situation was important to humans. He pointed out that we

also make attributions about our own behaviors. Some people consistently explain the events of their lives as involving powers beyond their control, like God or fate. Others consistently explain the events of their lives as following from their own decisions. People who consistently believe that events are caused by factors beyond their personal control are called externalizers. They are said to have an external locus of control. It is a feeling that one has control or can make a difference. Rotter developed a paper-and-pencil test for determining locus of control. It involved 29 forced-choice items and was easy to administer. After the test was published, hundreds of locus-of-control experiments were performed in the 1950s and 1960s. The typical experiment correlated scores on the Rotter Scale with some other personality variable such as prejudice, intensity of religious belief, or motivation to advance in a job. What is a case in which internal locus of control is beneficial? An early study showed for example that the reactions of people to tornado warnings depended upon their locus of control. People with an internal locus of control internalizers would take action to minimize their chances of injury, such as taking refuge in a bathroom which is more likely to survive intact than other areas of a house. By contrast, people with external locus of control externalizers were likely to adopt a fatalistic attitude. In this case, being an externalizer was harmful. What is a case in which external locus of control, encouraged by "therapy," was helpful? On other occasions, an external locus of control may be beneficial. An internalizer may blame himself or herself for negative events and grow discouraged. For example, Wilson and Linville, conducted several studies using first year college students who were at risk academically, suffering from poor academic performance. Half the group was given "attribution therapy," informed that such problems were common during the first year, and that grades typically went up in the second year. The other group was provided with emotional support, but their attributions were left unchanged. The results were clear. The first group "encouraged to make an external attribution instead of blaming themselves for failure" performed better on tests after the therapy, and they earned better grades the following year. Attribution theory, like many other older theories in psychology, has never really been disproved. Its peak of popularity came in the 1960s and now it is more or less taken for granted. Here is some Google ngram data about some of these perspectives that Fiske identified as older traditions in social cognition. The Google ngram tool is imperfect; the newest statistics are nine years old, and context is not taken into account, so any reference to "cognitive dissonance" would be counted, whether in a popular book or scholarly journal article. Nevertheless, this can give us a rough idea of when interest in these ideas was greatest. Google ngram data about some social cognition concepts Cognitive dissonance started in 1950 and peaked in 1960. It is still around but somewhat obscure, although not as obscure as attribution theory which peaked in 1960. Locus of control peaked around 1960 but is still more frequently referenced than the general term social cognition. Self-efficacy has headed steadily upward in usage statistics since Bandura introduced the term in the late 1970s. Part of the reason for its popularity is that the concept is used outside social cognition for example, in studies of psychotherapy outcomes and positive psychology. Social cognition and social perception. Annual Review of Psychology, 44, The psychology of interpersonal relations. Journal of Personality and Social Psychology, 35, Perspectives of Social Psychology. Psychological Monographs, 80, no. Improving the academic performance of college freshmen: Journal of Personality and Social Psychology, 42, Improving the performance of college freshmen with attributional techniques. Journal of Personality and Social Psychology, 49, Dewey at psywww gmail. Psych Web has over 1,000 pages, so it may be elsewhere on the site. Do a site-specific Google search using the box below.

## 9: Julian Rotter : Wikis (The Full Wiki)

*Julian B. Rotter* Julian Rotter (born 22 October ) is an American psychologist who is known for developing influential theories, including social learning theory and locus of control. After earning his doctorate from Indiana University, Rotter became an adviser to the United States Army during World War II.

Internal External So what? Locus of Control as a principle was originated by Julian Rotter in It considers the tendency of people to believe that control resides internally within them, or externally, with others or the situation. Note that, like other preferences, this is a spectrum. Some people have a wholly internal or external locus of control, but many will have some balance both views, perhaps varying with situation. For example some may be more internal at home but more external at work. Internal People with a high internal locus of control believe in their own ability to control themselves and influence the world around them. They see their future as being in their own hands and that their own choices lead to success or failure. Rotter describes the internal locus of control as: They will also likely be more motivated and success-oriented. These beliefs may even lead them to be more politically active. They are more likely to have expectancy shifts, where a sequence of similar events are expected to have different outcomes. They tend to be more specific, generalizing less and considering each situation as unique. People in middle age tend to have the highest internal locus of control. A downside of an internal locus of control is that, in accepting responsibility, the person has to also accept blame for failures. External People with a high external locus of control believe that control over events and what other people do is outside them, and that they personally have little or no control over such things. They may even believe that others have control over them and that they can do nothing but obey. Rotter describes the external locus of control as: This tends to make them more passive and accepting. When they succeed, they are more likely to attribute this to luck than their own efforts. They are less likely to have expectancy shifts, seeing similar events as likely to have similar outcomes. Younger and older people tend to have higher external locus of control than people in middle age. Stability A factor that affects both internal and external locus of control is the stability of the causal factor. Common attributed causes in each of the four cases are shown the table below:

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