

Locus of Control in Relation to Academic Achievement of College Students in Meghalaya

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Abstract- Locus of Control was developed by Julian Rotter, based on the Social Learning Theory the main idea was that the generalized expectancies of people govern one's belief and act accordingly. Locus of Control plays an important role in motivating learning and developing a better person, which affect the achievement of students. The investigator felt the need to investigate the relationship between Locus of Control and Academic Achievement of college students in Meghalaya. The present study has adopted Descriptive survey method. The sample for the present study consisted of 797 students of bachelor degree of final year, selected by stratified random sampling technique. The tool used for collecting Locus of Control data was constructed and standardised by the investigator. The study found that majority of students have average Internal and External Locus of Control. The study found a significant difference in Internal Locus of Control between urban and rural college students, between Science and Commerce students, between Science and Arts students, but there was no significant difference in Internal Locus of Control between genders and between Commerce and Arts students. The study found no significant difference in External Locus of Control between gender, between locale, between Arts and Commerce students, but there was a significant difference between Science and Commerce and between Science and Arts students. The study found that there was a strong positive correlation between Internal Locus of Control and Academic Achievement among college students from different streams, in both the gender, from colleges of both the locale. The study found that there was a moderate positive correlation between External Locus of Control and Academic Achievement among students from different streams, in both the gender and from colleges of both the locale. The study concluded that in order to help the students to be more successful in life, Internal Locus of Control needs to be encouraged among students, students would work harder for their progress because of the believe one's is responsible for his or her success or failure.

Keywords: Academic Achievement, College Students, External Locus of Control, Internal Locus of Control, Locus of Control

I. INTROCUCTION

In order to understand the concept of Locus of Control, Rotter's Social Learning Theory (SLT) need to be understood because Locus of Control is based on the Rotter's Social Learning Theory of personality. According to Gale [1], Locus of Control was the brainchild of psychologist Julian Rotter, who based his concept on the Social Learning Theory idea that the generalized expectancies of people govern their actions.

Social learning theory in its earliest formulations was an attempt to integrate the two modern trends in American psychology the stimulus-response or reinforcement theories on the one hand and the cognitive or field theories on the other. Social Learning Theory included both behavioural constructs and internal or subjective constructs; but it required the performance of objectives, indirect operations to measure the subjective constructs. Consequently, the development of social learning has been concerned from the beginning with problems of measurement as cited in [2]. Social Learning Theory is a personality theory brings the reinforcement theories and the cognitive theories together. It included both behavioural and internal or subjective constructs. It involves a description of the schema of individual differences and effect of experience. It has concerned with both methods of measurement and theoretical problems of measurement.

Rotter described [3], when a reinforcement is perceived by the subject as following some action of his own but not being entirely contingent upon his own action, then, in our culture, it is typically perceived as result of luck, chance, fate, as under the control of powerful others, or as unpredictable because of the great complexity of the forces surrounding him. When the event is interpreted in this way by an individual, we have labelled this a belief in external control. If the person perceives that the event is contingent upon his own behaviour or his own relatively permanent characteristics, we have termed this a belief in internal control. Locus of Control is an epiphenomenon, a mere diagnostic indicator of a person's capacities for achievement; that is, the more intelligent and achieving a person is, the more likely he will perceive himself to be an active, effective person.... It will be apparent that Locus of Control plays a mediating role in determining whether persons become involved in the pursuit of achievement [4].

Locus of Control is concerned with the assignment of responsibility, regardless of behavioural instrumentality. One perceives internal control when one assumes full responsibility for what has happened, even though it was externally caused. One perceives external control if the responsibility for an outcome rests entirely elsewhere, regardless of whether it is the direct consequence of one's own behaviour. One perceives dual control when the responsibility for an outcome is shared by the individual as well as external sources as written by [5].

In these context, we can say that Locus of Control is one’s belief about certain outcomes or rewards in life are a result of one’s efforts which termed as Internal Locus of Control or a result of luck, fate, or the actions of others which was termed as External Locus of Control.

Locus of Control plays important role in learning if the students have an Internal Locus of Control students would work harder for their progress because of the believe one’s is responsible for his or her success or failure. Internal Locus of Control gives the feeling of responsibility to one self. A student who understands his own self and motivated from within will surely learn better and achieve better scores. This indicates Locus of Control plays important role in developing a better person, which affect the achievement of students. College going students are the important group of people who are energetic, ready to learn, adventures, full of dreams and love changes. These youths in Meghalaya should be encouraged with awareness on their learning and also encourage believing about themselves. Students should be trained to look at anything consciously and critically, enabling them to decide what is wrong or right this will help to produce an effective and responsible person, thinker, leader etc. College students have to be encouraged to develop an Internal locus of control, students with the believe that they are responsible for their failure or success tend to be more aware and alert about the outcome so this lead to the tendency to work hard and become a successful person than the person with External Locus of Control. Thus, the Locus of Control plays important role in helping the person to be a better and successful learner in this way the academic achievement of learner could affect positively. In this context, the researcher felt the need to investigate the relationship between Locus of Control and Academic Achievement of college students of Meghalaya.

II. METHODOLOGY

The present study has adopted descriptive survey method as to describe the Locus of Control and Academic Achievement of college students in Meghalaya. The data was collected from the sample by administered the scale Locus of Control, which was constructed and standardised by the investigator for studying the Locus of Control among the undergraduate students of Meghalaya. Locus of Control Scale has been operationally defined as the belief about whether certain outcomes or rewards in life are a result of internal factors or the external factors. The internal factor is; belief in oneself, Integrity, Alienation, Ego control and external factor are; luck, powerful other, field dependent and social forces. Academic achievement was the marks obtained in the three annual examination of the undergraduate courses – Bachelor of Arts, Bachelor of Science and Bachelor of Commerce conducted by North Eastern Hill University. The sample for the present study consisted of 797 students of the final year in colleges of Meghalaya. They were selected by Stratified random sampling technique. The sample was stratified on the basis of streams Arts, Science, and Commerce. Then the

sample was drawn randomly. The statistical technique used for analysing the data like frequency, percentage, mean, standard deviation and coefficient of correlation.

III. FINDINGS AND DISCUSSION

A. Objective one, to study the Locus of Control among college students of Meghalaya

Locus of Control has two dimensions i.e. Internal Locus of Control and External Locus of Control. The data of Internal Locus of Control and External Locus of Control of college students has been analysed using frequency and percentage which was shown in Table I and Table II.

From the Table I, it was shown that 67.25 percent of the college students have an average level of Internal Locus of Control. Which means that majority of the college students of Meghalaya have an average level of belief that their success and failure depend on their one-self, integrity, alienation and ego control.

TABLE I
INTERNAL LOCUS OF CONTROL

Z score*	Internal Locus of Control			Level
	Score	Frequency	Percent	
2.1 and above	93 and above	12	1.51	High
1.1 to 2.0	86 – 92	133	16.69	Above average
-1.0 to 1.0	72 – 85	536	67.25	Average
-2.0 to -1.1	65 – 71	105	13.17	Below average
-2.1 and below	64 and below	11	1.38	Low
Total		797	100	

Norm from the constructed scale

From the Table II, it was shown that 63.86 percent of the college students have an average level of External Locus of Control. Which means that majority of the college students of Meghalaya have an average level of belief that their success and failure depend on luck, powerful others, field dependent social forces, and skills.

From the above findings it was understood that majority of college students in Meghalaya has an average level in both Internal Locus of Control and External Locus of Control. It means they belief that their success or failure is depend on one-self or own effort and luck or chance.

TABLE II
EXTERNAL LOCUS OF CONTROL

Z score*	External Locus of Control			Level
	Score	Frequency	Percent	
2.1 and above	76 and above	17	2.13	High
1.1 to 2.0	70 – 75	109	13.68	Above average

-1.0 to 1.0	57-69	509	63.86	Average
-2.0 to -1.1	51-56	149	18.70	Below average
-2.1 and below	50 and below	13	1.38	Low
Total		797	100	

*based from the norm set for the scale

B. Objective two, to find out the difference in Locus of Control and Academic Achievement between the following groups

The data collected has been analysed below using mean, standard deviation and t-value to find out the difference in Locus of Control and Academic Achievement between the following groups

1) *Difference in Locus of Control based on Gender:* was calculated to find out the difference in Locus of Control based on dimension wise.

TABLE III

DIFFERENCE IN LOCUS OF CONTROL BASED ON GENDER

Locus of Control	Gender	N	Mean	SD	df	t-value
Internal Locus of Control	Male	354	78.66	6.693	795	1.28*
	Female	443	79.28	6.875		
External Locus of Control	Male	354	61.82	5.889	795	1.02*
	Female	443	62.26	6.168		

*Not significant at 0.01 level

From the above Table III, it was shown that t-value was 1.28 which was not significant at 0.01 level with df = 795 for Internal Locus of Control and also shown that t-value was 1.02 which was not significant at 0.01 level with df = 795 for External Locus of Control. Thus the null hypotheses were accepted. In the light of this result, it can be interpreted that there was no significant difference in Internal Locus of Control as well in External Locus of Control between male and female college students. This means that the belief of male and female students, that their success or failure depend on their own efforts and also depend on luck and chance are the same.

The finding was dissimilar with the finding by other researchers[6], [7], [8], [9], [10], [11] and similar to the findings of [12], [13] and[14]. Gender does not affect Locus of Control of college students of Meghalaya this may be due to the similar type of bringing up both boy and a girl child in the

2) *Difference in Locus of Control based on Locale:* Mean, Standard Deviation and t-test of urban and rural college students was calculated to find out the Locus of Control dimension wise.

As shown in Table IV, t-value value was 4.22 which was significant at 0.01 level with df = 795. Thus the null hypothesis was not accepted. In the light of this result, it can be interpreted that there was a significant difference in Internal Locus of Control between urban and rural college students of

Meghalaya. The mean difference of 2.1 was in favour of urban college students. This pointed out that students of the urban college have a high Internal Locus of Control as compared to rural college counterparts. This means that urban students have a high belief that their success or failure depends on their one-self, integrity, alienation and ego control as compared to rural students.

The Table IV also shows that t-value is 2.04 which was not significant at 0.01 level with df = 795. Thus the null hypothesis was accepted. In the light of this result, it can be interpreted that there was no significant difference in External Locus of Control between urban and rural college going students of Meghalaya. This pointed out that students of the urban colleges and rural colleges have same External Locus of Control. Which means that urban and rural college students have the same belief that their success or failure depends on luck, powerful others, field dependent, social forces, and skills.

TABLE IV

DIFFERENCE IN LOCUS OF CONTROL BASED ON LOCALE

Locus of Control	Locale	N	Mean	SD	df	t-value
Internal Locus of Control	Urban	442	79.91	6.83	795	4.22*
	Rural	355	77.89	6.59		
External Locus of Control	Urban	442	62.45	6.03	795	2.04**
	Rural	355	61.58	6.04		

* Significant at 0.01 level

**Not significant at 0.01 level

The finding was dissimilar with the finding of others researchers [11] and [14]. Locale has an effect on Locus of Control and urban college students have high Internal Locus of Control as compared to rural college students, the investigator agreed to that and the reason might be students studying in the urban are taught to be more goal oriented, but depend on satisfaction that the goal they want to achieve if the goal to be achieved is to satisfied themselves or to fulfil their own happiness then the student would be more internally control but if the goal is to satisfied themselves because of the parent, teachers, society, etc., then the student would be more externally control.

3) *Difference in Locus of Control between Science and Commerce stream students:* Mean, Standard Deviation and t-test of Science and Commerce students was calculated to find out the Locus of Control dimension wise.

TABLE V

DIFFERENCE IN LOCUS OF CONTROL BETWEEN SCIENCE AND COMMERCE STREAM STUDENTS

Locus of Control	Stream	N	Mean	SD	df	t-value
Internal Locus of Control	Science	70	87.43	4.57	138	9.87*
	Commerce	70	77.83	6.74		

External Locus of Control	Science	70	65.50	5.19	138	4.58*
	Commerce	70	61.19	5.94		

* Significant at 0.01 level

From the above Table V, it was shown that t-value was 9.87 which was significant at 0.01 level with df = 138 for Internal Locus of Control and also shown that t-value was 4.58 which was significant at 0.01 level with df = 138 for External Locus of Control. Thus the null hypotheses were not accepted. In the light of this results, it can be interpreted that there was a significant difference in Internal Locus of Control as well in External Locus of Control between Science and Commerce stream students. The mean difference was in favour of Science stream students in both the cases. This pointed out that students of Science stream have a high Internal Locus of Control as well External Locus of Control when compared to Commerce counterparts. This means that Science students have a high belief that their success and failure depend on their own hard work as well depend on luck and powerful others as compared to commerce students.

4) *Difference in Locus of Control between Science and Arts stream students:* Mean, Standard Deviation and t-test of Science and Arts students was calculated to find out the Locus of Control dimension wise.

TABLE VI

DIFFERENCE IN LOCUS OF CONTROL BETWEEN SCIENCE AND ARTS STREAM STUDENTS

Locus of Control	Stream	N	Mean	SD	df	t- value
Internal Locus of Control	Science	70	87.43	4.57	725	11.72*
	Arts	657	78.24	6.39		
External Locus of Control	Science	70	65.50	5.19	725	4.95*
	Arts	657	61.79	6.033		

*Significant at 0.01 level

From the above table, it was shown that t-value is 11.72 which was significant at 0.01 level with df = 725 for Internal Locus of Control and also shown that t-value is 4.95 which was significant at 0.01 level with df = 725 for External Locus of Control. Thus the null hypotheses were not accepted. In the light of this results, it can be interpreted that there was a significant difference in Internal Locus of Control as well in External Locus of Control between Science and Arts stream students. The mean difference was in favour of Science stream students in both the cases. This pointed out that students of Science stream have a high Internal Locus of Control and also high External Locus of Control when compared to Arts stream counterparts. This means that Science stream students have a high belief that their success or failure depends on their one-self, integrity and also depend on luck, powerful others, field dependent social forces, and skills when compared to Arts stream students. The finding was dissimilar with the finding of [13].

5) *Difference in Locus of Control between Commerce and Arts stream students:* Mean, Standard Deviation and t-test of Commerce and Arts students was calculated to find out the Locus of Control dimension wise.

TABLE VII

DIFFERENCE IN LOCUS OF CONTROL BETWEEN COMMERCE AND ARTS STREAM STUDENTS

Locus of Control	Stream	N	Mean	SD	df	t- value
Internal Locus of Control	Commerce	70	77.83	6.74	725	0.51*
	Arts	657	78.24	6.39		
External Locus of Control	Arts	657	61.79	6.03	725	0.80*
	Commerce	70	61.19	5.94		

*Not significant at 0.01 level

From the above table, it was shown that t-value is 0.51 which was not significant at 0.01 level with df = 725, for Internal Locus of Control and it the table also showed that t-value is 0.80 which was not significant at 0.01 level with df = 725 for External Locus of Control. Thus the null hypotheses were accepted. In the light of this results, it can be interpreted that there was no significant difference in Internal Locus of Control as well as in External Locus of Control between Commerce and Arts stream students. This means that the Commerce and Arts students have same belief that their success or failure depends on their one-self or their own effort and also depend on luck and social forces.

3. *Objective three, to find out the relationship between Locus of Control and Academic Achievement of the following groups*

The data collected has been analysed using correlation coefficient below to find out the Locus of Control in relation to Academic Achievement of the following groups

1) *Relationship Based on Stream:* correlations of Locus of Control and Academic Achievement of students from different stream

TABLE VIII

CORRELATIONS OF LOCUS OF CONTROL AND ACADEMIC ACHIEVEMENT OF STUDENTS FROM DIFFERENT STREAM

Stream	Variable	N	r	p
Arts	Internal Locus of Control and Academic Achievement	657	.98	Significant at 0.01 level
	External Locus of Control and Academic Achievement	657	.46	
Science	Internal Locus of Control and Academic Achievement	70	.99	
	External Locus of Control and Academic Achievement	70	.39	
Commerce	Internal Locus of Control and Academic Achievement	70	.99	
	External Locus of Control and Academic Achievement	70	.62	

From the Table VIII, it was shown that r values of 0.98, 0.99 and 0.99 were significant at 0.01 level with df = 655, 68 and 68 respectively. Hence the null hypotheses were not accepted. It was concluded that there was a strong positive

correlation between Internal Locus of Control and Academic Achievement among students belong to Arts, Science, and Commerce stream. This indicated that the higher the level of Internal Locus of Control of the students, higher the Academic Achievement. It highlights the fact that Academic Achievement of any stream students was affected by their Internal Locus of Control. It also indicated that Internal Locus of Control is one of the factors which positively and highly affects the Academic Achievement among students. Which mean that Academic Achievement of the Arts, Science, and Commerce students were affected by their belief that their success or failure depends on their one-self, integrity, alienation and ego control.

From the above table, it was shown that the r values of 0.46, 0.39, and 0.62 were significant at 0.01 level with df = 655, 68 and 68 respectively. Hence the null hypotheses were not accepted. It indicates that there was a moderate and positive correlation between External Locus of Control and Academic Achievement among Arts, Science and Commerce stream students. This indicated that the higher the level of External Locus of Control of the students, higher the Academic Achievement but at moderate. It highlights the fact that Academic Achievement of college students was also affected by their External Locus of Control. It also indicated that External Locus of Control is one of the factors which affects positively on Academic Achievement among college students. Which means that the Academic Achievement of the college students of Meghalaya was moderately affected by their belief in their success or failure depends on luck, powerful others, field dependent social forces, and skills.

2) *Relationship Based on Gender:* correlations of Locus of Control and Academic Achievement of students based on genders

TABLE IX

CORRELATIONS OF LOCUS OF CONTROL AND ACADEMIC ACHIEVEMENT OF GENDER

Gender	Variable	N	r	p
Male	Internal Locus of Control and Academic Achievement	354	.98	Significant at 0.01 level
	External Locus of Control and Academic Achievement	354	.47	
Female	Internal Locus of Control and Academic Achievement	443	.98	
	External Locus of Control and Academic Achievement	443	.51	

From the above table, it was shown that the r values of 0.98 and 0.98 were significant at 0.01 level with df = 352 and 441. Hence the null hypotheses were not accepted. It indicated that there was a significantly strong and positive correlation between Internal Locus of Control and Academic Achievement among students belong to both the genders. This indicated that the higher the level of Internal Locus of Control of the students, higher the Academic Achievement. It highlights the fact that Academic Achievement of college

students was affected by their Internal Locus of Control. It also indicated that Internal Locus of Control is one of the factors which affects positively on Academic Achievement students. Which means that Academic Achievement of the college students was affected by their belief in themselves, integrity and own effort.

From the above table, it was seen that the r values of 0.47 and 0.51 were significant at 0.01 level with df = 352 and 441 respectively. Hence the null hypotheses were not accepted. It was concluded that there was a moderate and positive correlation between External Locus of Control and Academic Achievement among students of both the genders. This indicated that the higher the level of External Locus of Control of the students, higher the Academic Achievement but at moderate. It also indicated that External Locus of Control is one of the factors which affects positively on Academic Achievement among students. Which mean that the Academic Achievement of college students of both the genders affects by their belief on luck, powerful others, and God.

3) *Relationship Based on Locale:* correlations of Locus of Control and Academic Achievement of students based on Locale.

TABLE X

CORRELATIONS COEFFICIENT OF LOCUS OF CONTROL AND ACADEMIC ACHIEVEMENT OF LOCALE

Locale	Locus of Control	N	r	p
Rural	Internal Locus of Control and Academic Achievement	355	.98	Significant at 0.01 level
	External Locus of Control and Academic Achievement	355	.48	
Urban	Internal Locus of Control and Academic Achievement	442	.99	
	External Locus of Control and Academic Achievement	442	.50	

*Significant at 0.01 level

From the above table, it was shown that the r values of 0.98 and 0.99 were significant at 0.01 level with df = 353 and 441 respectively. Hence the null hypotheses were not accepted. It indicated that there was a strong and positive correlation between Internal Locus of Control and Academic Achievement among rural as well as urban college students of Meghalaya. This indicated that the higher the level of Internal Locus of Control of the students, higher the Academic Achievement. It highlights the fact that Academic Achievement of rural as well as urban college students was affected by their Internal Locus of Control. It also indicated that Internal Locus of Control is one of the factors which affects positively on Academic Achievement among rural and urban college students. Which mean that Academic Achievement of the rural and urban college students was affected by their belief that their success or failure depends on their own effort and struggle.

From the above table, it was seen that the r values of 0.48 and 0.50 were significant at 0.01 level with df = 353 and

442 respectively. Hence the null hypotheses were not accepted. It indicated that there was a positive and moderate correlation between External Locus of Control and Academic Achievement among rural as well as urban college students of Meghalaya. This indicated that the higher the level of External Locus of Control of the students, higher the Academic Achievement but at moderate. It highlights the fact that Academic Achievement of rural as well as urban college students was also affected by their External Locus of Control. Which mean that the Academic Achievement of the rural and urban students affected by their belief in luck or chance or because of the effort of powerful other like teachers or parents.

From the above analysed it was understood that there was a high, positive and strong relationship between Internal Locus of Control and Academic Achievement of the students from different streams, gender and locale whereas in case of External Locus of Control and Academic Achievement the relationship was positive but moderate. The finding was dissimilar with the finding of [12] who found no significant relationship between academic performance and locus of control. But the finding was similar to the finding by [5] and [9] found a significant relationship between academic performance and locus of control. Hasan & Khalid, [15], Locus of Control affect the academic achievement of the students.

IV. CONCLUSION

The study found that majority of college going students of Meghalaya have average level Internal and External Locus of Control which means majority has an average level of belief that their success or failure is partly because of their hard work and partly because of luck or chance or God. The study found that gender did not affect Internal and External Locus of Control of college students of Meghalaya. Urban college going students have a high Internal Locus of Control as compared to rural counterparts. Students from Science stream have a high Internal Locus of Control and External Locus of Control as compared to Arts and Commerce stream. Internal Locus of Control is one of the factors which positively and strongly affects the Academic Achievement among students of both the gender, locale and from a different stream. External Locus of Control affects the Academic Achievement moderately and positively among students of both the gender, locale and from different streams.

Internal Locus of Control is stable factors which can provide a strong foundation and support for learning and education. This call for the action on the part of university, colleges, teachers, and students for the development and awareness of an enrichment of Internal Locus of Control among students. The curriculum should focus on the development of self-esteem, self-awareness, and self-confidence among students as it leads to a feeling of well-being as it develops internal factor like belief in oneself, integrity, alienation and ego control. The internal factors are

stable as compared to external factor like Luck. The study provides knowledge to the educational administrator to know the need to provide appropriate management style and academic facilities to develop and improve Locus of Control of college students. Healthy college climate should be ensured to encourage students to have more Internal Locus of control. Positive approach help in developing and strengthen Locus of Control. It then focuses on tapping their inner strength. Students should be encouraged to be independent, by understanding their belief in themselves would bring great success. Teachers should consistently use praise and encouragement appropriately, specifically and honestly, especially praise for perseverance and working through a problem should be practiced to help to build Locus of control. Counselling programmes and session should be arranged to improve Internal Locus of Control like encourage responsibility for everyday living. This study assists the student to know the worth of Locus of Control can help them to be a productive and a successful person and it plays important role in their life. The student should develop high inner strength in order to be more productive and successful. They should realise that attitude affects learning they should engage in positive thinking and activities which will lead to the high Internal Locus of Control.

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