

The Effect of Locus of Control on Academic Performance of the Students at Tertiary level

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Abstract

The purpose of this study is to research what influences the locus of control has on the learning performance of students. In order to reach this goal, the study's theoretical frame has been designed including the issues of the locus of control (internal-external) under the framework of organizational behaviour and learning performance. In this research, quantitative research method is used by keeping in mind the scope and qualities of the topic. The scope of research is identified as all the students who continue to higher education. As the population of the research is adequate to study, it is not needed to identify extra sampling. The help of a standardized survey technique gathers the data of the research. The locus of control levels of the subjects, who is going to take part in the research, are measured with The Scale of Internal-External Locus of Control developed by Rotter (1966) and Learning Scale developed by Güngör (2006). The help of descriptive statistical techniques and multiple regression analysis, check the gathered data by using SPSS program. At the end of the research, it is concluded that learning performances of the students with internal locus of control are high, and they are more proactive and effective during the learning process. On the other hand, the ones with external locus of control are more passive and reactive during this period. Apart from these, it is revealed that there are some differences among students' demographic groups and their learning factors.

Key Words: Locus of Control; Learning Performance; Academic Organization.

Introduction

In the era of rapidly growing and adapting of changes an organization adapt changes to achieve success as well as when an organization think about student life and their best future they must think about the student's activities regarding their studies likewise their concentration in studies and their best performance in which subjects. By observing the student's performance first of all there is a need to define locus of control of an individual's behaviour in a long time. The locus of control is basic platform where researcher differentiates between the student's learning and attitude, locus of control must be fall in abilities and changes. Abilities tells that how a student is able to keep his learning and best and changes tells that how a student adapt changes to keep learning effective.

Locus of control affects internally and externally in high ability students internal and external ability can be measured in achieving some prize and lose the prize as well as academic illness or careless regarding studies affects student performance. To describe the locus of control have a strong effect on self-efficacy on performing task regarding studies in a student life. If a student used their abilities well and make a goal to achieve success, then he use their abilities to do so he can get succeeded. Researcher describes the effect of language ability in locus of control as well as performance if a student speaks well in English he can get internal locus of control as well as external locus of control. Students are highly hoping to explain their feelings and ideas in English through this they can get success in the future. Locus of control affects a lot of ability to get success or failure in an academic year. There is a positive relationship in between locus of control and performance ability of minority students. When the students choose their subjects according to their taste ability they perform well. After that we examine the results of such student who choose their own program controlled lesson. "Sorry I was late, but traffic was outrageous this morning" or "Sorry I was late, but I needed to pick up my shirts from the cleaners. (Rotter, 1966). Locus of control has a negative effect on performance and ability of minority students. Negative relationship between the ability of student performance failure and locus of control is one of the reasons of parent's ignorance and no contact with education institutes. But on the other hand, if students individually self-motivated on educational activities, then it will bring positive results. If the student utilize their childhood intelligence and concentrate their study as according to institute requirements, then student at minority level they can achieve internal as well as external locus of control.

If student adapt changes regarding new educational institutes they will achieve their best academic performance because get the awareness of new technology or knowledge of studies or information having positive effect in locus of control because students willing to adapt changes of new technologies. Now students are willing to know what type of changes is good for their study carrier for faithfully adapt changes you should know fist that what factor or situations required changes then makes a statement of problem or situation. Now the students can get their knowledge by different online programs online study program have a positive impact to enhance academic performance of minority student.

Academic achievement is a term that is used for those students how tested and taught by some subjects in university. Research said that achievement is an individual as well as environmental factor where every student show their performance to meet more then one or other. It truly depends on locus of control and locus of control depend on internal motivations and external motivations. Internal motivation belongs to internal locus of control means students or employee of any organization motivate themselves that he should work honestly or student motivate themselves that he should complete his work on time, when student or employee can motivated internally their performance in their department is desirable and they do their job deliberately but on the other hand if they lose interest, the desirable goals or achievement should be in danger.

Study finds one reason of low interest or low academic performance is poor teaching method, in now-days number of competent teacher in educational institution in not a possible thing so owner of educational institutes appoint such teacher how have low qualification, low experience or specially have low

communication skills for providing proper guidance to students, so that is why the performance of students is going to be low and low.

Other big causes of low academic performance are parental care, low or adequate educational facilities, university locations, socio economic backward, poor achievement needs effect the academic performance as well as locus of control. An individual understanding regarding locus of control is social behaviour, which can be affect by the environmental, economical attributes that reinforce the life and shape the struggles to a well-defined way, and helps in problem solving. A psychological variable force a person to feel that he has complete control-over his own destiny. If a person believes in his own abilities to perform a specific task. Person who influence by internal locus of control can think his/her success and failure and control by himself but on the other person influence by external locus of control cannot blame his success or failure himself he blame to the environment and other social factors.

Academic performance is on the top requirement of teacher, parents, society and improve of academic performance is also most important requirement. Academic performance is the results of study of technical, scientific intelligence and academic achievement, to achieve your desire goals self-efficacy is very helpful. Self-efficacy is a tool to influence the human undertaking, how create beliefs in person to satisfy on his or her abilities.

Problem Statement

The purpose of this research is to determine the impact of locus of control on academic performance of the students at tertiary level.

Problem Identification

A researcher can find the issue which effect locus of control on the academic performance of the student at territory level. The researcher knows that there is a great effect of locus of control on abilities and change if students can use their best abilities and adapt changes towards new technology and system or way to do their work so they can give great their best performance.

But the reality is against above statement students are not willing to use their best abilities as well as they do not know that how they use their abilities in an effective way and they afraid of adoption of new changes they feel happy to work with the old and traditional method of studies. They feel burdened to pay proper attention to their studies so that is why their performance is going to be down. A researcher can find the way where the student may properly use their abilities as well as willing to adapt the changes so this the way where academic performance of a student is going to be good.

Research Objective

To determine the relationship between abilities of humans and locus of control because if employees have the ability to do their work quickly in an efficient way then they concentrate on their work. As well as changes have a positive relationship with locus of control because when employees adjust with new changes or they freely adopt changes then they concentrate to enhance their academic performance.

Research Questions

What is the relationship between abilities of humans and locus of control?

Did changes have a positive relationship with locus of control or not?

Significance of Study

Research can find the information that locus of control have positive effect on abilities and changes. If students are willing to perform well to make their performance well they use their abilities and wants to get maximum advantages from adaption of changes. In some sight of research there is insignificant relationship between academic performance and locus of control due to the main and commonly cause that is freely communication with the teacher because student feels free from study and fear of punish as well as they don't use abilities in studies but in extracurricular activities, so academic performance may fall. (Rahman 2016).

Locus of control has positive effect on academic performance according to research if students are internally motivated towards their studies, they perform well in studies using their skills with changing techniques studies with changes techniques help to perform well their academic as well as performance level.

Locus of control is very important factor of doing any work which can be depend on routine work or other then routine work. Locus of control effects our moods. This study is beneficial for both students and professionals. Researcher can find information about study that shows there is a positive significant relationship among locus of control and academic performance this positive relationship based on gender because males have more locus of control then females.

Researcher tells that males have more skills to perform any work then females he can also find that students of first year in college and university have high locus of control as compare to past year students. Locus of control have strongly effect on academic performance of students because locus of control based motivation when students have motivational attributes they perform well in their studies it can also be helpful by class room enviorment is due to external locus of control.

Literature Review

Researcher can find different causes of academic performance failure or success and there are many methodologies to measure the results. Different researcher can find academic performance impact by different factor or different ways.

Early researcher starts their research to find out that why the students are failed in mathematics or other university subjects after getting information from the university researcher can bring results that the education system of university is poor as well as students pay not attention to their work (Charlotte 1984).

Locus of control is the name of individual attributes whether positive or negative likewise an individual got success and some sort of prizes and compensation this is positive for that individual but on the other hand this is negative for others who fail to achieve such prizes or compensation.

Locus of control divided into two types internal and external locus of control. Individual who have internal locus of control can affect the events by both negative and positive way by considering their ego, concept and the individual who have positive locus of control can affect the events by fortune, chance and fate as well as self-confidence (Kutani, 2011)

Impact of positive locus of control on student performance is that they learn those subjects easily which is difficult for students. This can be done by done by training in such a way where self-efficiency and self-dependence are created in both males and females (Yunusa 2015). Researcher can find a negative relation between change and organization or university the reason is that individuals are habitual from old system and they never want to use new system this system is same in both students and employees.

Research can find results that adaption of changes may cause for increasing stress in employees. They work in organization because they committed but there is no element or willing to do work and this habit can be increased day by day (Connie R. Wanberg, 2000).

Locus of control is a general relationship between our attitude and importance, employees think that there outcomes is the result of their own behaviour in organization or students in university thinks their performance is the results of their attitude in studies.

Behaviour of students regarding studies measure or observe by youth in force in this strategy not only students activity of 18 years old can be checked out but their studies activities results, family background, parents qualification and the control of parents on students also can be checked this strategy helps to judge locus of control of students in studies or not (Cobb-Clark, 2010).

Researcher can find the information that such students have positive locus of control who have strong educational background such students perform well since childhood and remain good at college and university. Such students know well when teacher deliver their lesson due to their strong background (Fullarton, 1995).

Academic performance due to self-efficiency because self-efficiency is the name of estimation of personal attitude towards studies outcome activities performed for academic achievement. Both may increase academic achievement directly or indirectly by emotional encouragement and pro-social attitude, this research find out results that is academic performance is a reason for academic achievement, and academic achievement is related to locus of control.

Researcher can collect information from different university which comes to the results that is locus of control have a positive relation between academic performance and academic achievement (Abel Olufemi Ogunmakin, 2013).

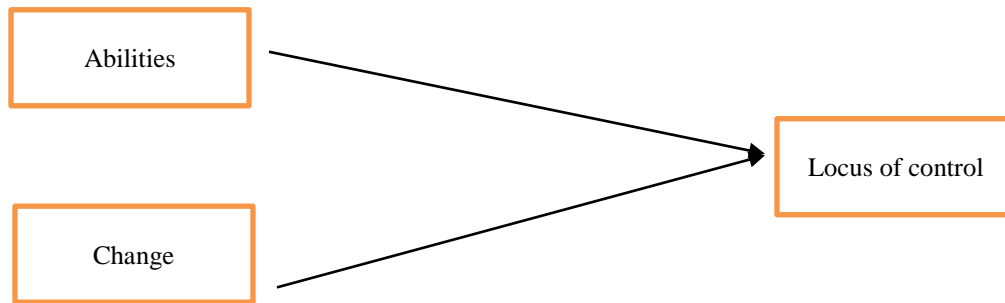
Academic performance can be increasing with the skill of help seeking if students develop this skill at their early stage they showed performance in their academic carrier. Researcher can observe that young people must have this skill because it is helpful not only for academic carrier but also in professional carrier and this is a way to reduce stress whether it is for academic purpose or professional purpose (Oluwakemi, 2015).

Research study tells high achieving students must adopt external locus of control strategy through which they should able to achieve well academic performance on the other side low achieving students must adopt internal locus of control strategy. Researcher can find results that gender may create interruption in locus of control his findings tells that males pretend more locus of control then females (Hasan, 2014).

Students who have study habits must achieve academic performance and such academic performance is going to be positive locus of control. Researcher can find that locus of control is in two types internal and external locus of control. Internal locus of control is the way where you got high academic achievement. Adoption of external locus of control may be caused by continuous failure in academic session in university (Oshati2, 2014).

Researcher find information regarding low performance of students at territory level in result of research the one of the most important is absence. Researcher observes that student attendance is one of the important way to achieve studies success because there is a direct link between attendance and academic achievement. He can prove it by conducting a test on a university then results is that if student maintain their attendance so they can achieve academic success and finally they build strong locus of control (Tella, 1992).

Research Model



Research Hypothesis

H0: There is a positive relationship between locus of control and change.
 H1: There is a significant relationship between locus of control and ability.

Research Methodology

The research, which is adopted in research, is descriptive survey. The study check the effect of locus of control on academic performance of the students at tertiary level.

Sample Size

For practical implementation survey can be conducted on that universities where males and females both are available for that purpose researcher targeted University of Faisalabad (Sahiwal Campus) where the strength of students is more then 1500 and the targeted students are 100.

Sampling Technique

To achieve results from research different methods can be adopted by researcher in this research researcher use quantitative research method. Because in this research researcher find the academic performance of the student so there in no use of additional sampling method. In quantitative method first of all researcher collect data from different classes for this survey technique used. After survey the next step is to analysed and prepare a questionnaire for access to the single student.

Data Collection Instruments

Questionnaire includes three parts first defines the student’s behaviour towards academic performance second part contains students learning consideration and the final step is the pilot study in which sample of 100.

Data Analysis

Descriptive statistics

Sex	Internal	External	Total
Male	33	17	50
Female	24	26	50
Total	57	43	100

Survey table indicates that male have locus of control with represented score of 33 and 17, females are 24 and 26, and the total students are 100 survey indicates that males have more locus of control internal and external then females.

Reliability Statistics

The value of Cronbach’s Alpha “Locus Of Control” is 0.973 which clearly indicates that results are reliable. The reliability indicators shows

Reliability Statistics	
Cronbach's Alpha	N of Items
.973	27

Correlation

Correlation is significant when the value is less than 0.05. In this study, ability is correlated with locus of control, ability at the level of 0.00. The results are significant. In this study, change is correlated with locus of control, change at the level of 0.00. This shows the relationship between locus of control and (ability & change).

The results shows that there is a positive relationship between dependent variable locus of control and independent variable change and the results are ($r= 0.925, p< 0.01$). There results shows that hypothesis “H” is accepted that is significant relationship between change and locus of control. The results shows that there is a positive relationship between dependent variable locus of control and independent variable ability and the results are ($r= 0.977, p< 0.01$).There results shows that hypothesis “Ho” is accepted that is significant relationship between ability and locus of control.

Correlations

		Change	Ability	loc
change	Pearson Correlation	1	.946**	.925**
	Sig. (2-tailed)		.000	.000
	N	103	103	103
ability	Pearson Correlation	.946**	1	.977**
	Sig. (2-tailed)	.000		.000
	N	103	103	103
loc	Pearson Correlation	.925**	.977**	1
	Sig. (2-tailed)	.000	.000	
	N	103	103	103

** . Correlation is significant at the 0.01 level (2-tailed).

Analysis of hypothesis through Regression

The regression test is connected on information for getting the results. It assesses the effect of locus of control on academic performance.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.977 ^a	.955	.954	.13747

a. Predictors: (Constant), ability, change

The model shows that the correlation between the independent and dependent variables represented as R is 0.977. The coefficient of determination that show how the variables are deviated from the straight line which has the value of 0.955 represented as R Square. The adjusted R square value is 0.954.

ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	40.360	2	20.180	1067.896	.000 ^b
Residual	1.890	100	.019		
Total	42.249	102			

a. Dependent Variable: loc

b. Predictors: (Constant), ability, change

The consequences show that there is significant relationship between academic performance and locus of control. The significant level is .000. The positive values show that there is positive relationship between the AP and LOC.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.200	.049		24.742	.000
Change	.001	.052	.001	.021	.984
Ability	.692	.046	.976	14.945	.000

a. Dependent Variable: loc

This study involves in the measuring the impact of locus of control on academic performance. The result shows that there is a positive relationship between LOC and AP. The results shows if students pays attention with full utilization of their abilities and adaption of changes, they can achieve high performance in studies.

Hypothesis

(H1) There is a significant relationship between locus of control and ability.

(H0) There is a positive relationship between locus of control and change

Results

Supported

Rejected

Conclusion

Locus of control depend on ability and change with uncertainty. It deals with attitude of the individuals who have less tolerance resist to the change, some of which have high tolerance and adapt changes easily. Locus of control identify the reaction of the individuals according to their status. If an individual tries to control and faith, emotion and pay concentrate to their studies, he show good performance in studies. The students who have internal locus of control beliefs in they can manage or set situations according to their

abilities. On the other hand, people who have external locus of control believe that all the situations are due to external factors.

The research study determined that some subjects have internal locus of control and students are willing to read such subjects and somewhere the method of teaching can be effective on the locus of control of a student. Some analyses have been applied regarding whether there is any difference between students' demographic groups and learning. At the end of the analysis of questioning whether there is any difference between, one of the students' demographic groups, year and learning dimensions, it has come out that the students have different ideas between grade and the concentration, abilities, and noticing factors of learning. It has been researched why there is a difference between the students' grades and concentration factors; also, it has been determined that first-year students and second-year students, and first grade students and repeaters do not share the same idea. When we observe where the difference between grades and abilities factors arise from it has been identified that second and first graders, third and first graders, and first and second graders think in different ways. It has been questioned where the difference between grade and noticing factors emerges from; and the result is that second graders and repeaters have different opinions. The analysis conducted on the difference among the students' demographic groups, age and learning has shown that they think differently among students' age and noticing factors. In which group this difference exists is analysed and it has been revealed that the students in the age group of various ideas. According to the analysis conducted on the difference between one of the students' demographic groups, sex and learning, it has been ascertained that students have various ideas between their sex, concentration, reading, and noticing factors. Besides, it has been understood that the female students having taken part in the study have external locus of control while their male peers have internal locus of control.

In this study, the collected findings and the scales used are important contributions. The scales used in this study can be suitable for other organizations operating in different sectors. By means of those scales, organizations will get the chance to make assessments and identify the fields where they will face a problem. Identification of the problematic fields and resolving them will help the successful application of locus of control and learning implementation. The second important contribution of the research is that the students with internal locus of control have a bigger ratio than the ones with external locus of control.

Findings

There are some constraints of the study. While assessing the findings of the study, these constraints should be considered. First, this study is conducted in a tourism college, which gives bachelor's degree. Some different findings may be reached in various Universities, which give education in different regions and branches faculties/departments.

Future Recommendation

This study conducted only the student of university students it can be suggested to the students of different colleges in different region and fields. Another suggestion is to need more research on variable Change which can be briefly researched for next or for future research.

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