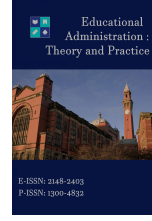




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The Predictive Ability of the Locus of Control in the Goal Orientations Among Students of Al-Hussein Bin Talal University

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	Abstract
<p>Article History</p> <p>Article Submission 13 November 2022</p> <p>Revised Submission 25 December 2022</p> <p>Article Accepted 15 February 2023</p>	<p>The current study aimed to detect the pattern of the dominant locus control and the goals orientations adopted by the students of Al-Hussein Bin Talal University in Jordan in light of gender and college variables. In addition, it seeks to reveal the predictive ability of the control locus to goal orientations. The study subjects counted 352 students from Al-Hussein Bin Talal University. Two measures were utilized in this study, the locus of control scale and the goal orientation scale. The findings revealed that the internal locus of control is the dominant locus and that there are statistically significant gender differences in the internal locus of control favoring males. Furthermore, there are statistically significant differences at the level of the internal locus of control due to the effect of the scientific colleges. The findings exhibited statistically significant gender and college differences favoring females and humanity colleges for the external locus of control. The results also indicated that the internal locus of control explained 0.746% of the discrepancy in (goal mastery). The study recommends helping all students, particularly female students in humanities faculties, to adopt the internal control center.</p> <p>Keywords: Locus of Control; Goal Orientations; Al-Hussein Bin Talal University Students</p>

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Introduction

The overall image students perceive as the causes of their success or failure on achievement tasks determines the locus of control. Therefore, one of the most critical factors influencing people's orientation toward setting goals for their lives is their locus of control. Furthermore, since these goals are attainable and verifiable, the ability to deal with challenges and life events may be facilitated and developed by setting goals.

However, past research has provided limited insight into the individual differences that predict healthy academic self-concept and performance. Most of this research is piecemeal in nature; studies have generally failed to examine multiple trait predictors concurrently to identify their unique and interactive effects on academic self-concept. In the present study, we provide a more nuanced exploration of the individual differences that predict academic self-concept. The current study aimed to detect the pattern of the dominant locus control and the goals orientations adopted by the students of Al-Hussein Bin Talal University in Jordan in light of gender and college variables. In addition, it seeks to reveal the predictive ability of the control locus to goal orientations.

Literature Review

Previous Studies

Several case studies have been conducted on the subject of this paper, including (Hargrove, 1990), which aimed to answer four questions related to the relationship between the orientation goals/locus of control, self-efficacy, causal attribution and expectancy for future performance. The study subjects comprised 200 students. A statistically significant relationship between self-efficacy and achievement was evident. Furthermore, the findings revealed a statistically significant effect of perceived performance and locus of control/goal orientation on causal attribution. In addition, to the internal locus control, the students who adopted the performance attributed their performance to the external locus control.

Darwaza (2007) studied the relationship between the locus of control and other related variables on a random sample (n=51) of male and female students from the master's students at the College of Education at An-Najah University. The results revealed that students tend to have an internal locus of control more than an external locus. And that they had higher achievement than students with an external locus of control. Furthermore, students who have a profession are more inclined to an internal locus of control, and students who are satisfied with their lives are more prone to internal control.

Georgios (2006) did a study to evaluate the goals orientations and self-regulation of learning among students. The study sample consisted of 670 participants from school students in northern Greece. The results showed that the orientation toward mastery ranked first among the students' goal orientations, followed by the orientation toward performance. Furthermore, a positive relationship was observed between goal orientation and achievement.

To investigate the relationship between goal orientations and satisfaction, participation, and academic achievement among students, Roebken (2007) conducted a study on a sample of 230 male and female students at the University of California. The findings showed that goal-oriented students (performance/mastery) were more likely to pursue their academic achievement, were more content with it and devoted to it, and actively participated. They also exhibited high mastery and focused on performance and results.

In Iran, Fouladchang, Morzooghi and Shemsheri (2009) conducted a study investigating the pattern of goals among undergraduate students at Shiraz University and its effect on gender and university average variables. The study sample consisted of 302 students. The results indicated that gender and average affect the differences in the pattern of goals. In addition, they showed that males are more selective for performance goals than females and that those with high rates tend to adopt mastery goals more than others. However, no interaction between gender and average was observed.

Bulus (2011) did a study to verify the relationship between the achievement goals orientations, the locus of control, and the academic achievement of student teachers. Two hundred and seven students from different majors in the College of Education, University of Pamoukali, participated in the study. The orientation of achievement goal "mastery" positively correlates with the locus of control and academic achievement. In contrast, avoidance goal orientations negatively correlate with the locus of control and academic achievement.

In Iran, a study was conducted on 300 male and female high school students by Kalantarkousheh et al. (2013) to reveal the relationship between the locus of control and depression. The findings showed that students frequently have an external locus of control and experience depression on average. Furthermore, a positive, statistically significant association exists between students' external locus of control and depression.

In Taipei, China, a study was conducted by Wang and Su (2013) to identify the locus of control of a sample of 2016 high school students. The external locus of control was the most prevalent in the students. In Pakistan Zaidi & Mohsin (2013) performed research to reveal the differences between the genders in the locus of control in a sample of 200 university students. It was found that males excel in the internal locus of control, while females are distinguished in the external locus of control.

A recent study by Ugur (2021) aimed to determine the level of locus of control in university students residing in credit institutions and dormitories and to detect if the locus of control varies with different demographic characteristics. The study sample consisted of 455 students at Karamanoglu Mehmetbey University. It was observed that students exhibited a degree of internal locus of control, and there were no differences in the locus of control level due to the gender variable.

Siddiguah (2019) performed a study in Pakistan that aimed to reveal the effect of gender and study courses on the locus of control of a sample of 250 high school students. The results showed the prevalence of the locus of internal control in students that females are more inclined to the external locus of control. However, males are more prone to the internal locus of control. Moreover, students of literary majors are more oriented to the external locus of control than those of science majors who are more inclined to the internal locus of control.

A study that aimed to reveal the relationship between the locus of control and the five major personality factors among 400 Mutah University students (Al-Shawabkh & Al-Nawaisah, 2022) demonstrated that the students had an internal locus of control.

Theoretical Frame

Social Learning Theory

Social learning theory is where the idea of the locus of control first appeared. It is related to how much expectations rise or decline after reinforcement. It depends on the person's relatively stable personality traits, the circumstances in which he finds himself, and other behavioral factors that are also connected to the nature of reinforcement in terms of positive, negative, sequence, and reinforcement value (Rotter, 1975).

Rotter (1975) Believes that the widespread interest in the idea of internal-external control is due to the rising number of social issues associated with rapid population growth, societal complexity, and the resulting sense of helplessness that seems to affect all spheres of society. Rotter (1966) defines the locus of control as the individuals' generalized expectation of internal or external control of reinforcement. Individuals with an internal locus of control generally perceive that events are directly contingent upon their behaviors, abilities, will, and control over their environment, positively or negatively. By contrast, individuals with an external locus of control generally consider circumstances to be factors beyond their capacity and power, and they have no control over them, such as the result of fate, chance, luck, or as under the control of others' power.

After Darwaza (2007) elucidated some of her studies on the locus of control, she concluded that most studies support the significance of internal self-control. This is because their results regarding personality revealed that internally controlled people were less anxious, more tolerant, and adaptable. Conversely, externally controlled people were weaker, more anxious, aggressive, and less trusting of others and themselves.

Goal Orientation Theories

The significance of achievement behaviour in achieving goals has been researched more extensively recently. Generally speaking, goals inspire motivation, but motivation stimulates performance. However, performance is influenced by various motivational elements, including aptitude and training. Despite these elements being closely related to performance and goals, even if two persons possess the same abilities and training, their goals may differ (Reeve, 2009).

Biemond and Van Ypren (2001) defined goal orientation as individuals' quest to enhance their knowledge, skills and competencies. It is a psychological construct that involves attitudes and behaviours related to achievement. It is also a strong indicator of individuals' behaviour and performance. According to Kaplan and Moehr (2006), goal orientations are motivational patterns with various qualities geared toward achievement, emphasizing the specifics of what the person is attempting to accomplish.

Goal orientation theorists have noted various categories of goal orientation patterns. For example, Dweck (1986) reported two different sorts of goal orientations: Learning goals, in which the individual aims to increase the caliber of his abilities and mastery of a new set of capabilities. The second is the performance goals, in which the individual attempts to boost his confidence in his talents and acceptably exhibit them to receive positive judgments and prevent negative judgments.

Nicholls (1984) suggested two types of goal orientations: task orientation, according to this pattern, the individual believes that ability and effort are not separated, and he tries to work, evaluate and develop his capabilities in light of the exerted effort. On the other hand, in ego orientation, the individual believes that ability and effort are separated; therefore, he evaluates his capabilities in the light of standards and external judgments. The ability in this type means energy, and the individual is highly competent if he completes the work without exerting more effort.

Elliot and McGregor (2001) categorized achievement goals into four goals orientations: mastery goals, mastery-avoidance goals, performance goals, and performance-avoidance goals. Goals Mastery includes seeking to learn as much as possible to improve one's competence. This goal motivates students to increase their competence or mastery of tasks. In addition, they are associated with a range of adaptive outcomes, including the preference for job challenges, high motivation, endurance while participating in the task, exertion while studying, and persistence in the face of obstacles (Elliot & Church, 1997; Elliot & McGregor, 2001; Middleton & Midgley, 1997; Wolters, 2004).

Conversely, mastery-avoidance goals are driven by students' fear of not learning as much as possible. Students of this type seek to prevent losing their skills and talents or failing to master their tasks. However, students who choose performance-approach goals do so to validate their value to themselves or other students.

Performance-approach goals are associated with various positive outcomes, such as a higher level of ambition, endurance while participating in tasks, effort on the job, and persistence in academic tasks (Elliot & McGregor, 2001; McGregor & Elliot, 2002; Wolters, 2004). Whereas performance-avoidance goals are motivated by fear of failure, students with this type of goal seek to avoid appearing unfairly or less able than other students (Hulleman & Senko, 2010).

The Locus of Control

The locus of control is an emotional variable that correlates with some aspects of personal motivation, such as goal orientation, and it is a personality trait that matures with age. As such, it is one of the crucial factors that significantly affects students' academic achievement and qualifies them for the workforce. The goal orientations of university students are also critical since they are used to assess a student's academic progress, choose his future job based on his interests and cognitive talents, and shape his future personality. It is also closely related to how his future character would develop, which led many researchers to focus on this issue and recommend parents and teachers follow these trends, develop them, and adopt the most effective ones following the demands of various life situations.

The study is significant from a theoretical perspective because it is one of the few Arab studies investigating the predictive ability of the locus of control in patterns of goal orientations adopted

by university students. Moreover, as far as the researchers know, there is no Arab study that has dealt with this subject. Hence, this study gains its importance from the modernity of its topic.

From a practical standpoint, the study's significance lies in revealing the goal orientations of Al-Hussein Bin Talal University students to identify the strengths and weaknesses in the programmes and courses that the student received earlier because these factors impact the student goal orientations, university programmes and courses. Then we can support the positive ones and correct and evaluate the weaker ones for the healthy growth of the individual before heading to professional life.

The results of the current study are limited to the study sample (n=352) of male and female students from Al-Hussein Bin Talal University for the academic year 2021/2022. Additionally, it is influenced by the research instruments employed to gather the data: The Locus of Control Measure (Router, 1966), translated into Arabic by Barhoum (1979) to adapt to the Jordanian environment. And also, the Goals Orientations Measure was developed by Wass (2006) and translated into Arabic by Mahasneh (2018) to adapt to the Jordanian environment.

Methodology

Study Approach

The correlative descriptive approach was utilized in this paper because it is the most suitable for this kind of research which sought to reveal the predictive ability of the locus of control with the goal orientations of the students of Al-Hussein Bin Talal University.

Population and Sample

The population in this study consists of all undergraduate students at Al-Hussein Bin Talal University (n=8613) in the summer semester of the academic year 2021/2022, according to the statistics of the admission and registration unit at the university. The study subjects comprise (352) male and female students chosen by the convenience sampling method. Table 1 shows the distribution of the study subjects by their variables.

Table 1. Frequencies and percentages by study variables

Variables	Categories	Frequency	Percent
Gender	male	176	50.0
	female	176	50.0
College	Scientific	186	52.8
	Humanities	166	47.2
	Total	352	100.0

Statistical Analysis

Frequencies and percentages were extracted to answer the first and second questions. The chi-test was used to obtain the frequencies and percentages of the third question. Simple linear regression was used to answer the fourth question, and Cronbach's alpha equation Alpha to calculate reliability using the statistical package for the humanities and social sciences (SPSS, v20).

Instruments

Two measures were adopted in this study, the locus of control measure and the goal orientation measure. The following is an overview of these measures:

First: The Locus of Control Measure

The researchers adopted the locus of control measure developed by Router (1966), Which was adopted to the Jordanian environment by Barhoum (1979). The scale consists of 29 pairs of items, 23 expressing the internal-external orientations, of which 6 Pairs were placed to camouflage the respondent to make the purpose of the scale ambiguous. Respondents are asked to put a (✓) in front of the statement that applies to them. A score of 1 is given if the item indicates an external orientation and 0 for the item which shows an internal orientation.

Respondents on this scale are classified into two categories: the first is the group of internal

locus of control, which is given 6-0 scores, and the second category is the category of the external locus of control, which is given 23-10 scores. Respondents classified between the internal-external orientations are given 9-7 degrees.

The Measure (Barhoum, 1979) was applied to subjects from the University of Jordan. The 29 pair items of the scale are classified into three groups:

Group 1: Expressing the internal locus of control (3, 4, 5, 10, 11, 12, 13, 15, 22, 26, 28).

Group 2: Expressing the external locus of control (2, 6, 7, 9, 16, 17, 18, 20, 21, 23, 25, 29).

Group 3: Items used for camouflage: (1, 8, 14, 19, 24, 27). According to Rotter's instructions, they are neglected in the correction process because these items are for disguise.

Scale Validity

The validity of the original version (Router, 1966) was verified by conducting the factor analysis on a sample of 400 individuals. The factor analysis showed a large proportion of the variance in one factor and several separate factors formed by a few items, each of which explained a small amount of variance. Furthermore, discriminant analysis was conducted, and it was able to distinguish between these groups, which confirms the compatibility of the scale with the theoretical construction from which it was obtained.

The content validity of the adapted version used in this study was checked by presenting it to nine experienced faculty members in educational psychology, psychological counselling, measurement, and evaluation. They were asked to express opinions on the clarity and soundness of the linguistic formulation of the scale's statements. No modifications were required. The researchers considered these measures as evidence of content validity.

The scale's construct validity was checked by applying it to a pilot sample of 50 male and female students from outside the study sample. The correlation coefficients between each item and the dimension it belongs to, on the one hand, and the scale's overall score, on the other hand, were calculated. The values of the correlation coefficients between items with their dimensions ranged between 0.43-0.93, all of which are statistically significant.

Scale Reliability

Router (1966) verified the reliability of the original scale by applying it to 100 American students. As a result, the scale obtained a good reliability coefficient value, using the half-segmentation method with Kew Richardson's coefficient, which ranged between 0.79-0.65, and by the process of application and re-application, and it ranged between 0.49-0.89.

The scale's reliability in this study was verified by applying a test-re-test method to 50 male and female students from outside the study sample. It was used on the same subjects after 2 weeks.

The Pearson correlation coefficient was calculated between the two applications. The reliability coefficient for the internal locus of control dimension was 0.89, and for the external locus of control dimension 0.78. The scale's reliability was also verified using internal consistency using Cronbach's alpha equation. The value of Cronbach's alpha was for the internal locus of control dimension 0.85 and the external locus of control dimension 0.83.

Second: Goal Orientation Measure

The scale of goals orientations developed by Was (2006) was used in this study after it was adapted to the Jordanian culture by Mahasneh (2018). It consists of 33 items measuring four types of goal orientations: mastery goals 13 items, performance approach 8 items, goal avoidance 7 items, and work avoidance 5 items. Each item is answered using a six-point Likert scale, where respondents must choose one of the following alternatives: (not true at all 1 score, often incorrect 2 scores, somewhat incorrect 3 scores, somewhat correct 4 scores, often True 5 scores, always correct 6 scores).

The Validity of the Goal Orientation Measure

The validity of the (Was, 2006) scale was checked using the relative weight of each item with its factor. The analysis revealed that the relative weight of each domain's items was as follows: Mastery 0.30-0.68, performance approach 0.32-0.59, performance avoidance 0.25-0.54, and

work avoidance 0.50-0.73. Therefore, the chi-squared value of the expected model was (1465.51), which is a statistically significant value.

Mahasneh (2018) verified the construct validity of the goals orientation scale using Principle Components Analysis. The analysis revealed the presence of four factors that explained 41.627 the total variance explained. Where the first factor explained 16.031% of the total variance, the second factor explained 10.617% of the total variance, the third factor explained 7.596% of the total variance, and the fourth factor explained 7.383% of the total variance.

The Scale Reliability

Was (2006) verified the scale's reliability using the internal consistency by Cronbach's alpha equation. The value of Cronbach's alpha coefficient for the mastery goals was 0.81, the performance approach 0.68, performance avoidance 0.64, and 0.75 for the work avoidance domain.

Mahasneh (2018) verified the indications of reliability using the test-retest method. As a result, the reliability coefficient for each domain was as follows: Mastery (0.86), performance approach (0.70), performance avoidance (0.75), and work avoidance (0.73). In addition, the internal consistency method of Cronbach's alpha equation was used. As a result, the values of Cronbach's alpha for each domain were as follows: mastery (0.83), performance approach (0.68), performance avoidance (0.74), and (0.71) for the work avoidance field.

Procedures

Preparing the study tools and verifying their validity and reliability.

Determining the study population according to the statistics of the admission and registration unit in Al-Hussein bin Talal and selecting a sample that represents the study community.

Distributing the study tools to the study subjects, clarifying the goals of the study, giving them enough time to answer the questions of the two scales, answering the students' inquiries, asking them to answer truthfully, and ensuring them that the results are for scientific research only and will be treated with complete confidentiality.

Collect valid questionnaires for analysis, enter their data into the computer, and conduct the appropriate statistical analysis.

Conclude, discuss the findings, and develop appropriate recommendations based on the study results.

Results

Findings of the first question: "What is the dominant locus of control among Al-Hussein Bin Talal University students?" For this question, frequencies and percentages were computed (Table 2).

Table 2. Frequencies and percentages of the prevalent locus of control in study subjects

No.	Domains	Frequencies	%
1	Internal locus of control	164	46.6
2	External locus of control	138	39.2
3	Internal and external locus of control	50	14.2
	Total	352	100.0

Table 2 shows that the internal locus of control ranked first with the highest frequency (164) and a percentage of (46.6%), followed by the external locus of control (138) and with a rate of 39.2%. In contrast, the internal and external locus of control rank lasts with frequency (50) and percentage (14.2).

The researchers believe this result is consistent with the academic level at Al-Hussein Bin Talal University and the university's interest in matters that increase students' motivation and urge them to achieve. Moreover, the reinforcement follows students' behaviour as a result of the

activities they practice, training programs that promote these behaviors, linking courses to reality, and the courses that are appropriate to the student's level. This result can also be explained by the students' realization of the importance of being responsible for their work. These results are more due to their efforts and abilities than external factors such as fate, luck, and chance.

This result is consistent with many previous studies, such as the studies (Darwaza, 2007; Al-Shawabkh & Al-Nawaisah, 2022; Siddiguah, 2019; Ugur, 2017), which indicated the prevalence of the internal locus of control among study subjects. In contrast, the result differed from the result of Wang and Su (2013) and Kalantarkousheh et al (2013), which indicated the prevalence of the external locus of control among the study subjects.

Findings of the second question: What types of goal orientations are adopted by Al-Hussein Bin Talal University students? The frequencies and percentages of the patterns of goal orientations adopted by the participants were extracted (Table 3).

Table 3. The frequencies and percentages of the patterns of goal orientations adopted by the participants

No.	Domains	Frequency	Percentage
1	Mastery goals	171	48.6
4	Work-avoidance	93	26.4
3	Performance -avoidance	69	19.6
2	Performance-approach	19	5.4
	Total	352	100.0

Mastery goals topped the domains with the highest frequency (171) and a percent (48.6%). Work avoidance ranked second with a frequency of (93) and a percentage of (26.4%), followed by performance avoidance which obtained a frequency of 69 and (19.6%) percent. Finally, performance-Approach ranked last with a frequency of 19 and a percentage of (5.4%).

The researchers believe that participants have adopted goal orientations for different reasons, such as It supports their academic goals, increases their willingness to succeed and excel, achieve a particular social position, and develop an independent personality with a spirit of competition and the pursuit of success, making them more effective and motivated to learn.

This finding can be explained in light of the assertion made by Al-Zghoul (2006) that students enter universities with various goals and aspirations that can only be realized by putting into practice a set of beliefs based on the necessity of reaching the desired outcome.

The result of the current study agreed with Georgios (2006), which revealed that the trend towards mastery ranked first among students' goal orientations.

Findings of the third question: "Are there statistically significant differences at the significance level ($\alpha = 0.05$) in the locus of control attributed to the variables (gender and college) or the interaction between them among Al-Hussein Bin Talal University students?"

The frequencies and percentages of the locus of control were computed by the variables (gender and college). Then, the chi-test was used to show their difference. Table 4 illustrates this.

Table 4. The results of the frequency, ratio, and the chi-test by gender

Domains	Frequency/r ratio	Gender		Total
		male	female	
Internal control	frequency ratio	93	71	164
		52.8%	40.3%	46.6%
External control	frequency ratio	54	84	138
		30.7%	47.7%	39.2%
Internal + external	frequency ratio	29	21	50
		16.5%	11.9%	14.2%
Total	frequency ratio	176	176	352
		100.0%	100.0%	100.0%

Table 5. The results of the chi-test

	Value	df	sig
Chi2	10.753	2	.005

Gender

Table 4 and Table 5 demonstrate a statistically significant gender difference in the locus of control. The value of chi2 was (10.753), with a statistical significance of (0.005). These results reveal that the internal locus of control was higher in males. They get a frequency of (93) and a percentage of (52.8%). In contrast, female respondents obtained a frequency of 71 and a ratio of 40.3.

Regarding the external locus of control, female respondents have the highest frequency (84) and a percentage of 47.7% compared to the male, who got a frequency of 54 and a rate of (30.7%).

This finding may be explained by the fact that males have more control over the events and circumstances they encounter than females do. Because they develop a strong interest in the tasks they perform, they bounce back from failure and frustration more quickly. In addition, they anticipate that their grades are the result of their hard work and effort in schoolwork rather than luck, chance, or fate.

The current study's findings are consistent with those (Siddiguah, 2019; Zaidi & Mohsin, 2013), which exhibited that males are more inclined to the internal locus of control.

The results of this study differed from the result of Ugur (2017), which showed no statistically significant differences in the level of the locus of control attributable to the gender variable.

Table 6. The results of the frequency, ratio, and chi-test by the college variable

Domains	Frequency/ Ratio	College		Total
		Scientific	Humanities	
Internal locus of control	frequency	101	63	164
	ratio	54.3%	38.0%	46.6%
External locus of control	frequency	59	79	138
	ratio	31.7%	47.6%	39.2%
Internal+ external locus of control	frequency	26	24	50
	ratio	14.0%	14.5%	14.2%
Total	frequency	186	166	352
	ratio	100.0%	100.0%	100.0%

Table 7. The results of chi-test

	Value	df	sig
Chi 2	10.682	2	.005

College

According to Table 6 and Table 7, there is a statistically significant college difference in the locus of control. The value of chi2 reached (10.682) with a statistical significance of (0.005). Scientific colleges get a higher internal locus of control than humanities faculties as they obtained a frequency of (101) and a ratio of (54.3 %). Conversely, humanities faculties have a higher external locus of control with a frequency of (79) and a percentage of (47.6).

Al-Hussein University's admission guidelines allow students with scientific majors and high grades to choose their major. Therefore, the researchers may attribute this result to the fact that students of science majors have more control over the factors that influence their behaviour patterns and makes them more aware of the value of their skills, effort, and abilities. They hold

themselves responsible for their behaviors to succeed and avoid failure; in other words, they have a stronger tendency toward internal control than students in humanities disciplines. This result agreed with the outcome of Siddiguah (2019), which suggests that students of scientific disciplines were more inclined to the internal locus of control.

Findings of the fourth question: What is the predictive ability of the locus of control (internal-external) in the goal orientations (mastery goals, performance approach goals, performance avoidance goals, and work avoidance goals) in the students of Al-Hussein Bin Talal University?

Simple linear regression was used to reveal the predictive ability of the locus of control (internal-external) to the goal orientations (mastery goals, performance approach goals, performance avoidance goals, and work avoidance goals) among Al-Hussein bin Talal University students. The results are illustrated in Table 8.

Table 8. The results of the simple linear regression of the predictive ability of the locus of control to goal orientation

Dependent Variable	Model Summary		ANOVA			Coefficient				
	R	R ²	F	DF	Sig. F	Control	B	Standard error	T	Sig. T
Mastery	.864	.746	919.755	1	.001	Internal locus of control	-1.828	.034	-40.717	.001
Performance approach	.842	.709	729.546	1	.001	Internal locus of control	-1.476	.055	-27.010	.001
Performance Avoidance	.797	.635	521.240	1	.001	External locus of control	1.459	.064	22.831	.001
Work Avoidance	.784	.615	478.574	1	.001	External locus of control	1.538	.070	21.876	.001

Discussion

Mastery Goals

There is a statistically significant effect of the locus of control in the mastery goals. The correlation coefficient (R = 0.864) indicates a statistically significant correlation between the independent variable (the internal control) and the dependent variable (mastery). The coefficient of determination (R² = 0.746) indicates that the (internal control) explained 96.2% of the variance in (mastery goals). The remainder is due to other variables not being included in the model. The value (F = 919.755) is at a confidence level (sig = 000); this confirms the significance of the regression at a significance level of ($\alpha < 0.05$). The coefficients in Table 8 illustrate that (B) at the internal locus of control is (-1.828) and that (t) is (-40.717), with a statistical significance of (0.000).

The researchers attribute this to what was indicated by Rotter (1966), that individuals with the internal locus of control are more cautious and attentive to the various aspects of the

environment that provide them with helpful information about their future behaviour. Furthermore, they take serious steps characterized by effectiveness and empowerment, are more concerned with their abilities and failures, and place great value. To enhance skills, they resist temptations that can affect them. Thus, they are less anxious and depressed, have higher levels of motivation, perseverance and diligence, and are more able to organize themselves, plan the learning process, solve their problems and manage their time.

Performance Approach

The locus of control has a statistically significant effect on the performance approach. The correlation coefficient ($R=0.842$) indicates the presence of a statistically significant correlation between the independent variable (the internal locus of control) and the dependent variable (performance approach). The value of the coefficient of determination is ($R^2=0.709$), which indicates that the (internal locus of control) explained 70.9% of the variance in (Performance approach). The remainder refers to other variables not being included in the model. However, ($F=729.546$) is at a confidence level ($\text{sig}=000$), which confirms the significance of the regression at a significance level ($\alpha<0.05$). Table 8 shows that the value of (B) at the internal locus of control is (-1.476) and that the value of (t) is (-27.010) with a statistical significance of (0.000).

This finding may be attributed to the fact that people develop views about the causes of their success and failure based on their actual performance in prior educational settings and the praise they receive from others. The student's ideas about what led to his success and failure directly impact his capacity to learn new things, his ability to endure, and his mental tolerance under pressure.

Performance Avoidance

The findings indicate a statistically significant effect of the internal locus of control in performance avoidance. The correlation coefficient ($R=0.797$) suggests the existence of a statistically significant correlation between the independent variable (external locus of control) and the dependent variable (performance avoidance). Furthermore, the value of the coefficient of determination ($R^2=0.635$) indicates that the (external locus control) explained 63.5% of the variance in (avoid-performance). The remaining values are due to other variables not being included in the model. $F=521.240$ is at a confidence level ($\text{sig}=000$), which confirms the significance of the regression at a significance level of ($\alpha<0.05$). Table 8 indicates that (B) is at the external locus of control (1,459) and that the value of (t) is (22.831), with a statistical significance of (0.000).

The researchers explain this result because individuals with an external locus of control cannot control what is happening around them, and their capabilities are low. They believe that luck and chance are the main determinants of the results of their performance in the tasks assigned to them. Therefore, they do not make enough effort to perform the study tasks, leading to laziness, task avoidance, anxiety, depression, poor motivation, inability to persevere, diligence, problem-solving and time management.

Work Avoidance

The external locus of control has a statistically significant effect on work avoidance. The correlation coefficient ($R=0.784$) denotes a statistically significant correlation between the independent variable (external locus of control) and the dependent variable (work avoidance). The coefficient of determination ($R^2=0.615$) denotes that the dominant locus of control explained 61.5% of the variance in (work avoidance). The remaining values may be due to other variables not being included in the model. ($F=478.574$) is at a confidence level equal to ($\text{sig}=000$), and this confirms the significance of the regression at a significance level of ($\alpha<0.05$). Table 8 indicates that the value of (B) at the dominant locus of control is (1.538) and that the value of (t) is (21.876) with a statistical significance of (0.000).

Conclusion

The results show that people under external control struggle to persevere, resulting in a lack of motivation to complete academic tasks and responsibilities. Furthermore, they face a loss of

competition with their peers and a preoccupation with extracurricular activities that serve as an escape from reality and provide a brief sense of pleasure. They fail because they choose to retreat from the tasks rather than complete them. Based on the findings, assisting all students, particularly female students in humanities faculties, to adopt the internal control centre is essential to tackle the issue. There is a direct link between the external locus of control and the performance avoidance and labour. Hence, retraining on attribution, or changing the direction of the locus of control in students who expect performance and work is important. It is also suggested to develop instruction plans to help students adopt mastery goals and move away from avoidance-performance goals because this influences their goal orientations. Furthermore, the authors recommend conducting more studies on goal orientation is essential in the educational field, addressing other variables such as (age and school stage), or studying its relationship with other variables such as study strategies and problem-solving.

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