

RELATIONSHIP BETWEEN LOCUS OF CONTROL EXTERNAL & INTERNAL AND USAGE OF SOCIAL MEDIA ON LOW PERFORMANCE OF STUDENTS AT ISLAMIC AZAD UNIVERSITY OF ZANJAN

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ABSTRACT

The present research intends to examine the relationship between internal and external locus of control and the extent to use communication networks and academic failure among students of Islamic Azad University. The sample group was selected among 385 students via cluster random sampling method. The students gave response to Rotter's Locus of Control Scale and research-made questionnaire concerning communication networks; average grade of previous semester of the students was used as the score of their academic failure. The obtained data were analyzed via Pearson correlation tests and stepwise regression. Results indicated that there is a negative significant relationship between internal locus of control and academic failure at 0.05 level. There is a positive significant relationship between external source of control and academic failure at 0.05 level. There is a negative significant relationship between the extent to use communication networks and academic failure at 0.05 level. Result from stepwise regression analysis indicated that 5% of the variance of academic failure is determined through the variables of internal locus of control and the extent to use network.

Keywords: *Locus of Control, Communication Networks, Academic Failure*

INTRODUCTION

Nowadays, academic failure has not been accounted as an education problem but also a social problem. For this, factors affecting it must not be just searched in school and student but other places (Afzali, 2006). Academic failure has been regarded as one of the problems in education systems of any country. Academic failure implies incidence of early dropout and grade repetition at education system of a country. An efficient education system has the lowest academic failure and the highest efficiency (Kakia, 2010). To determine a significant relationship between excessive and vulnerable use of communication networks and academic performance, Ishii (2011) in his research concluded that those who use communication networks in a large extent experience more academic failure, compared to those who use these networks in a limited extent, because they have spent more time for communication networks and have not sufficient opportunity to study and make the assignments. On the other hand, it causes high mental preoccupation and decline in concentration and ultimately academic failure (Ishii, 2011). Locus of control refers to the person's belief in extent of the impact of his behavior on specific outcomes (Rotter, 1996).

The learners who know external factors effective in their success and failure will assign outcomes of performance to chance or toughness of assignment, but the learners who know internal factors effective in their success and failure have plan for themselves, thus, the learners who ask question to learn more are considered in this group; yet this has been assigned to instructor for the learners with external control inducing them to stimulation (Shoaei Nejad, 2003). Nowadays, with emergence of modern technologies in the context of information and communication, most of problems at the area of communication and information have been resolved and the ways to achieve the newest news and information have been facilitated at the shortest time. One of the technologies is mobile phone and software of social networks inside it. This technology has the disadvantages to the users in addition to the advantages. Adolescents and youth are the most important class who are influenced of this phenomenon. Members of this part of

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society due to their specific age and mental conditions can be considered as the major victims to risks of mobile phone especially social networks (Panahi *et al.*, 2013). Joinson (2013) has put emphasis on the necessity to adopt interactive attitude in analysis the relationship between man and advanced communication technologies. If this idea is accepted that the reactions to new communication technologies are the same, the existing research findings about internet can be generalized to communication networks (Kamibeppu & Sugiura, 2013).

Crystal (2008) in his research indicated that 81% of the mobile phone users in UK are at the age group 15-24 years old and used short message services to expand their social relationships. 37% of these messages have been to express love or hate. Akis (2009) in a research examined the relationship between internet addiction and social self-efficacy and control of education. The results indicated that internal locus of control has a positive relationship with social self-efficacy. Further, internet addiction has a positive relationship with external locus of control. Hence, despite numerous criticisms on the youth's use of communication networks and its effect on different aspects of life, few studies have been conducted on effects of these networks on different social and psychological aspects especially the relationship between internal and external locus of control, the extent to use communication networks and students' academic failure. Hence, the present research intends to give a response to this question "whether a significant relationship exists between internal and external locus of control, the extent to use communication networks and students' academic failure?".

MATERIALS AND METHODS

Method

Correlation method is the method used in this research; the statistical population consists of the entire students in Islamic Azad university-Zanjan branch studying during 2014-2015. According to the statistics, 14000 students are studying in Islamic Azad university-Zanjan branch that sample group (385) has been selected via Morgan table. Stepwise cluster sampling has been used as the sampling method that at the first stage the researcher referred to faculties of psychology and education sciences, social and human sciences, technical engineering, electricity and computer, basic and medical sciences and selected six classes of each faculty in random and selected 10-15 individuals of each class in random. Ultimately 385 individuals were selected.

Instruments

Rotter's Locus of Control Scale, the research-made communication network questionnaire and the average grade of students during 2014-2015 have been used to conduct research.

Rotter's Locus of Control Scale

This scale was designed by Rotter in 1955 and grounded on PhD theses of his two students. Internal-external locus of control scale consists of 29 items and each item has a pair of question that 23 pairs are scored for internal or external control and 6 items are designed to conceal the aim of this scale. Ghanbari (2003) has reported reliability coefficient of this scale through retest during one month for a group of boy and girl students equal to 74%. Cronbach's alpha was used to examine reliability of scale in this research and a coefficient equal to 71% was obtained.

Table 1: Descriptive Indices of the Research Variables

	Internal Locus of Control		External Locus of Control		Academic Performance		The Duration of Use of Communication Networks	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Boy	6/72	2/20	12/89	3/16	16/55	1/74	3/51	1/74
Girl	5/67	1/75	11/73	2/25	18/11	1/68	1/72	1/68
Sum	6/25	1/22	11/65	2/35	17/32	1/36	2/61	4/66

Table 1 indicates descriptive indices including mean and standard deviation in research variables.

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Table 2: Results from Kolmogorov–Smirnov Test for Normality of Distribution of Scores of Research Variables

Sig	Kolmogorov–Smirnov Test	Component
0/276	0/995	Average grade
0/432	0/872	Duration of use
0/234	1/035	Locus of control

With regard to the results from table 2, none of the scores of research components have been significant at $P < 0.05$, that is, the normality of distribution of scores has been observed which it can use parametric tests about scores.

Table 3: Summary of Results from Correlation Coefficient between Research Variables

Academic Performance		Internal Locus of Control	External Locus of Control	The Duration for Use of Communication Networks
Pearson Coefficient	Correlation	*-0/166	*0/185	*-0/178
Sig		0/05	0/05	0/05
No		385	385	385

Results from table 3 indicate that there is a negative significant relationship between internal locus of control and extent of use of communication networks and academic failure at 0.05 level. There is a positive significant relationship between external locus of control and academic failure.

Table 4: Summary Stepwise Regression Model for Internal and External Locus of Control, Extent of Use of Communication Networks and Academic Failure

Model	R	R ²	Adjusted R ²	Standard Error
1	0/185(a)	0/034	0/033	2/58
2	0/228(b)	0/051	0/049	3/31

Table 5: Variance Analysis for Predictor Variables to Determine Academic Failure

Model		Sum of Squares	Df	Mean of Squares	F	Sig
1	Regression	4208/864	1	84208/864	52/14	(a)0/01
	Residual	30916/627	383	80/72		
	Sum	39125/490	384			
2	Regression	9452/079	2	4726/040	61	(b)0/01
	Residual	29673/411	382	77/47		
	Sum	39125/490	384			

Table 6: Regression Coefficients to Determine Academic Failure

Model		Non-Standard Coefficients		Standard Coefficients	T	Sig
		B	Standard Error	Beta		
1	Constant Value	28/22	3/054		9/24	0/01
	external Locus of Control	1/031	0/20	0/458	5/15	0/01
2	Constant Value	48/68	10/48		4/64	0/01
	External Locus of Control	0/889	0/209	0/395	4/25	0/01
	Extent of Use of Network	0/022	0/070	-0/189	- 2/03	0/044

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With regard to tables 4, 5 and 6 indicating stepwise regression analysis in predicting academic failure through internal and external locus of control and extent of use of network, the results indicated that at the first step internal locus of control can determine 3% of variance of academic failure and at the second step extent of use of network together with internal locus of control can determine 5% of variance of academic failure. Since the observed f-value is significant and 5% of variance of academic failure is determined via variables of internal locus of control and extent of use of network, regression coefficients of predictor variables indicate that at the first model variable of internal locus of control ($\beta=0.45$) regarding T statistics can predict the changes related to academic failure at confidence level (99%) and at the second model extent of use of network ($\beta=-0.18$) regarding T statistics can predict the changes related to academic failure at confidence level (95%).

Discussion

Results from research indicate that there is a positive significant relationship between internal locus of control and academic achievement and there is a negative significant relationship between external locus of control and the duration to use of communication networks and academic achievement. This result is consistent with the results of research below:

Anu and Tully (2006); Tsai *et al.*, (2009); Ekis *et al.*, (2009); Ladari, *et al.*, (2010); Sajadian and Nadi (2006), Bong (1998); Nicholas (1998) supported the negative relationship between external locus of control and academic achievement. The studies by Hawthorne (2002); Biggs (1997); Naz and Novo (1995) indicate a positive relationship between external locus of control and academic achievement. Aydin *et al.*, (2011), Davis (2001), Howe *et al.*, (2007), Croatia (1998), quoted from McMoRan and his colleague (2011), reported that the results from large use of internet affect mental health of individuals.

The learners who know external factors effective in their success and failure will assign outcomes of performance to chance or toughness of assignment, but the learners who know internal factors effective in their success and failure have plan for themselves, thus the learners who ask question to learn more are considered in this group; yet this has been assigned to instructor for the learners with external control inducing them to stimulation (Shoaei Nejad, 2015).

On the other hand, the individuals with personality variables known with external locus of control imagine that receiving their boost depends on other people, fate or chance; these individuals believe that they have not control on what occurs to them, who have attributed the events to external locus of control such as chance, fate and owners of power. Indeed, these individuals think that their boost depends on others' favor or chance. People with external locus of control believe that boost by people has been controlled (Shultz and Shultz, trans- Seid Mohammadi, 2013). Nowadays, we witness that most of individuals in communication networks strive to resolve their unmet problems and needs and meet their social and mental needs in this way to examine the causes for their emergence. Academic failure and behavioral dependence to communication networks regardless of knowing them as a disease or mental injury or social problem refer to an extensive phenomenon which is followed by serious physical, financial, family, social and mental damages (Shayegh *et al.*, 2009). Some factors contributed in the youth's tendency to use internet include freedom, creation of an identity and development of significant personal relationships. These factors and rest of factors increase the extent to use internet per day among youth. Increasing use of internet results in academic failure (Aydin *et al.*, 2011). This research has been conducted on students of Zanjan Azad University via correlation method, found with limitation in generalization of results to other individuals and groups.

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