International Journal of Applied Linguistics & English Literature
ISSN 2200-3592 (Print), ISSN 2200-3452 (Online)
Vol. 1 No. 2; July 2012

The Exploration of the Associations between Locus of Control & High School Students' Language Achievement

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Received: 09-05- 2012 Accepted: 12-06- 2012 Published: 01-07- 2012
doi:10.7575/ijalel.v.1n.2p.35 URL: http://dx.doi.org/10.7575/ijalel.v.1n.2p.35

Abstract

The purpose of the study is to determine the relationships between locus of control (LOC) orientation and high school students' language achievement. The popular categorization of internals and externals was taken into account. The participants of this study were 121 high school students in the second, third and pre-university grades in two public high schools of Isfahan, Iran. One of the instruments used in the study was an adopted version of Julian Rotters' locus of control (1966) which identified internal and external orientations. The participants' English scores were regarded as the measure of their achievement. Besides, a questionnaire consisting of 29 items was administered to all 121 students. Responses were put into one way and two-way ANOVA, the regression analysis, the independent t-test, chi-square and linear regression analysis to compare the means of two sets of scores. The findings of this study show a significant relationship between locus control and achievement of high school students. The findings can be used by EFL teachers and syllabus designers.

Key words: locus of control; high school students; language achievement; internals; externals

1. Introduction

In many countries of the world where English is learned as a foreign language like Iran, high school students are obliged to pass certain number of English courses. Fakeye (2011) highlighted the need for enhancing the quality of spoken and written English language among high school learners. However, one of the current educational problems of public interest is the poor performance of students in English language courses especially in public examinations (Kolawole, 1998).Any comprehensive study of L2 acquisition necessitates investigating factors causing individual differences among learners (Ellis, 2008). Prior studies of individual differences made an effort to categorize learners as intelligent and dull, or motivated and unmotivated (Horwitz, 2000). Recently, more research has focused on explaining the reason why some learners are more successful than others. But, most of the studies have questioned the textual and instructional objectives of language courses and have remained ignorant to learner characteristics as a relevant and indispensable variable in language achievement. According to the constructivist approach, an individual's perception of the world is gradually reformed as they acclimatize their knowledge to new information. The way in which human beings perceive the world and themselves, plays an important role in their learning. Thus, rather than focusing on how learners are different from each other or measuring their differences, it would be really useful to focus on how learners perceive themselves as language learners, what effects their personal views have on their learning processes, and how teachers can help

them with making sense of their learning that is particular to them. One important area which is related to the way in which learners conceive themselves is Locus of Control (LOC). In this study, researchers aim at examining the associations between this affective variable and language achievement among Iranian high school students. Locus of control is a recent psychological phenomenon which has been considered influential in achieving learning goals as instructional and textual factors. Locus of control is treated as an important aspect of psychology developed by Julian Rotter in 1966. Trylong (1987) called the concept as 'Locus of control of reinforcement'. He made an attempt to bridge the gap between behavioral and cognitive psychology. His vision is that behavior is significantly guided by reinforcements either in form of rewards or punishments.

The locus of control has a correlational link with attitude. In the milieu of foreign language learning, learners have different beliefs about their success or failure in the foreign language program. A student who has a poor performance in a foreign language program may assign his failure to language difficulty, the instructor's attitude and the foreign language instructor's method. These beliefs would invariably determine the locus of control of the learner. Rotter's locus of control is not a dichotomous concept. At one end is internal LOC, and at the other end is external LOC. One who generally believes that control over events in one's life lies within oneself has an internal LOC, while one who generally believes that control over events in one's life lies outside of oneself has an external LOC. Individuals with an external LOC believe life events are the result of fat chance, luck, or powerful others. The concept of LOC and attribution theory are closely related (Jarvis, 2005). Weiner (1979), who introduced this theory, referred to four sets of attribution influencing individuals' success and failure: a) ability b) effort c) success and d) the level of difficulty of the tasks they are involved in. Weiner (1992) afterwards just mentioned three different dimensions of learners' success or failure:

1. Stability: success or failure may have permanent causes of success (effort or task difficulty) or temporary ones (luck, mood).

2. Controllability: whether elements or events are under the individuals' control or not.

3. Locus of control: the extent to which individuals think they can control events.

Table 1.1. Examples about causal inferences about success and failure (Jarvis, 2005:125)

Ability	I am clever	I am not clever enough
Effort	I tried hard	I didn't try enough
Level of difficulty	It was easy	It was too hard
Luck	I had good luck	I had bad luck

Generally speaking, learners with an internal LOC are likely to ascribe controllable results to their own actions or efforts; otherwise, they are ascribed to ability and mood which are not controllable. On the other hand, those with an external LOC attribute their success or failure to features of the situation or permanent cases like the difficulty of task when they are uncontrollable; however, they may be attributed to temporary causes like teacher prejudice. A number of previous studies have discovered significant relationships between locus of control and academic achievement (Siegal, 1992; Baker, 1998; Stubbs, 2001). In a recent study, Yazdanpanah, et al. (2010) concluded that locus of control was significantly related to students' academic achievement. From these studies, it is inferred that internals show better achievement in comparison to their external counterparts. Another research presented by Umoh(1991) came to the conclusion that there is a relationship between locus of control and academic achievement levels. In addition, many studies on academic achievement had explored students views about the psychological factors related to academic achievement (Williams, 1990). Tucker, Hamayan and Genesse (2006) also believe that the people become more internal when they become older. In the field of psychology, there is controversy among scholars who believe that internal locus of control is desirable/undesirable and those who deem external locus of control desirable/undesirable. In order to be able to achieve success in the language program, learners who have internal locus of control should be able to show high level of intelligence, competence, and aptitude for language learning. (Fakeye, 2011)

A locus of control refers to the influence that circumstances or individuals have on controlling people's behavior. Concerning the linearity of locus of control, Trylong (1987) metaphorically calls internal and external loci two ends of a continuum.

These writers also claim that the internal perceptions of students as to the locus of control regarding academic success or failure are important for the development of learner competency. In other words, when foreign language learners think they are competent, they may take more responsibility for their learning (Araromi, 2010). In addition, Williams (1990) and Stubbs (2001) assert that students who can manipulate their locus of control along the learning experience are more strategic learners. (See Table below for a summary of research findings on locus of control).

Table 1.2. Summary of literature adopted from Ghonsooly and Pishghadam (2010), pp.122-123

Researcher	Internals	Externals
Phares (1979)	accept their individual inadequacy	escape their individual inadequacy
Lonkey and Reiman (1980)	spend much time on performing learning tasks	do not spend much time on performing leaning tasks
Kernis (1984)	are persistent in performing learning tasks	are not persistent in performing learning tasks
Basgall and Snyder (1988)	1.mind their poor performance 2.attribute their failures to their efforts and attempts 3.think that their poor performance hurt their self- esteem	1. do not mind their poor performance 2. attribute their failures to chance, destiny or other peoples' faults 3. think that their poor performance does not hurt their self-esteem
Bender (1995)	1.see their efforts fruitful 2.enjoy working hard 3.see failures as their own faults	1. see their efforts fruitless 2. do not mind working hard 3. see their failures as fate
Anderman and Midgly (1997)	are likely to see a bright future	are unlikely to see a bright future
Biaggio (2004)	experience state-anxiety in "ability" situations	experience state-anxiety in "luck" situations
Carden, Bryant, and Moss (2004)	1. experience higher academic procrastination 2.experience higher anxiety	1. experience lower academic procrastination 2.experince lower anxiety

1.1 Objective of the study

This study intended to see if there is any relationship between internal/external locus of control orientations and EFL high school learner`s achievement. The research sought to determine what direction and strength changes occurred within these variables (LOC and ACH) and the relationship between them as students progressed through high school grade. Investigating the relationship between students' locus of control cognitive style and their year of the study was also another objective of the study. Besides, the study aimed to examine variables (LOC and ACH) differences and relationship changes or differences associated with age, and gender.

1.2 Research questions

Based on the purpose of the study, the researchers sought answers to the following questions:

1. *Is there any significant relationship between locus of learner`s (external and internal) and their achievement in English Language?*
2. *If there exist such a relationship, can LOC predict learner`s language achievement?*
3. *Is there any difference between male and female regarding their LOC?*
4. *How are male and female learner`s language achievement different with regard to their LOC?*
5. *Do learner`s age and year of study and their interaction have any significant effect on the performance of EFL learner`s on LOC?*
6. *What is the relationship between learner's year of the study and their type of LOC?*

2. Methodology

2.1 Participants

This study is composed of 121 students between the ages of 15 and 19, in two public high schools in Isfahan, Iran. Out of the whole sample, 78 were female and 43 were male. As for the "school year" variable, 47 students

International Journal of Applied Linguistics & English Literature
ISSN 2200-3592 (Print), ISSN 2200-3452 (Online)
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were in 2nd grade of high school, and 34 were in 3rd grade of high School and 40 students were in pre-university. The mark used in this study were all for the latest English mark of students.

2.2 Instruments

The instruments which measured the participants' language achievement were final English exams they took at the end of the year. On the other hand, for determining internal or external locus of control, we looked at scores obtained by students in the revised version of Julian Rotter's locus of control questionnaire (Rotter, 1966) which includes 29-item forced choice scale of feelings of LOC. The Cronbach Alpha Test of Reliability was employed to establish the reliability coefficient for the questionnaire. The test yielded a reliability coefficient of .78. To ensure the construct validity of this scale, the factor analysis was done. It showed the questionnaire has high construct validity, because most items loaded on only components 1 and 2.

2.3 Data collection

Before distributing the Rotter's (1966) questionnaire to the 121 high school students, they were informed in advance about the purposes of the study and the possible implications its results may have for EFL learners and teachers, and also the format and content of the questionnaire on the whole, but the purpose of the study and the content of questions were not clearly explained, since it could bias the participants' answers to questions. They were told that all the collected information would be kept confidential. They answered the questionnaire in about 40 minutes. The questionnaires were administered to six classes, two classes of 2nd grade students (one boy one girl), two classes of 3rd students (one girl, one boy), and two classes of pre-university students (one boy, one girl). It took 3 days to collect data by questionnaires.

2.4 Data Analysis

The collected data were put into Statistical Package for Social Sciences (SPSS) to be analyzed. The total score of each learner reveals his/her locus of control, and it also shows to what extent he/she is internal or external. A one way ANOVA is run to probe any significant difference between the internal and external LOC and high school learner`s language achievement and a linear regression analysis is run to probe if LOC scores can predict the learner`s language achievement, also An independent T-test is run to probe any significant difference between the performance of male and female students in LOC. A Chi-square statistics is run to probe any significant relationship between learner`s year of study and type of LOC. A repeated measures ANOVA is run to investigate the effect of gender of the students on their performance on the LOC and Mark tests. And two way ANOVA is run to probe the effect of learner`s age and year of study and their interaction on the performance of EFL learners LOC.

3. Results and discussion

3.1 Research question one

Is there any relationship between external and internal LOC and EFL high school learner`s language achievement? A one way ANOVA is run to probe any significant difference between the internal and external LOC and high school learner`s language achievement. The homogeneity of variances is the assumption of the one way ANOVA. As displayed in table 3.1.1 the Levene F of 0.657 has a probability of 0.58. Since the probability associated with Levene F is higher than 0.05, it can be concluded that the 3 groups are homogeneous in terms of variance. (Table 3.1)

Table 3.1.1. Test of Homogeneity of Variances: POSTTEST

Levene Statistic	df1	df2	Sig.
.657	3	117	.580

The F-observed value is 0.959 (0.415>0.05) (Table 3.1.2)

This amount of F-observed is lower than the critical F-value of 2.68 at 3 and 117 degrees of freedom.

Table 3.1.2. ANOVA: MARK

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	25.295	3	8.432	.959	.415
Within Groups	1028.898	117	8.794		
Total	1054.193	120			

Since the F-observed value is lower than its critical value, it can be concluded that there is *not* any significant difference between the internal and external LOC and learner`s language achievement. Thus the null hypothesis is supported.

Table 3.1.3 displays the descriptive statistics for students' achievement scores. The Descriptive Statistics for the four groups are displayed in Table 3. The internal Students show the highest mean score 17.27. This is followed by very strong external (16.99) external (16.11) and both external and internal (15.93).

Table 3.1.3. Descriptives: MARK

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean Lower Bound	Upper Bound	Minimum	Maximum
VERY STRONG EXTERNAL	15	16.9933	2.42707	.62667	15.6493	18.3374	11.00	20.00
EXTERNAL	47	16.1128	3.06636	.44727	15.2124	17.0131	7.00	20.00
BOTH	48	15.9396	3.10706	.44847	15.0374	16.8418	7.00	20.00
INTERNAL	11	17.2727	2.45320	.73967	15.6246	18.9208	12.00	20.00
Total	121	16.2587	2.96394	.26945	15.7252	16.7922	7.00	20.00

3.2 Research question two

If there exist such a relationship, can LOC predict learner`s language achievement?
A linear regression analysis is run to probe if LOC scores can predict the learner`s language achievement.

Table 3.2.1. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.015[a]	.000	-.008	2.97602

a. Predictors: (Constant), LOC

As displayed in Table 3.2.1, LOC is the best predictors that are entered into the regression model. According to the table, The R-value of LOC is .015 with an R-square of .000. Hence, it can be concluded that LOC scores can NOT predict high school learner's language achievement.

Table 3.2.2. ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.244	1	.244	.028	.868[a]
	Residual	1053.949	119	8.857		
	Total	1054.193	120			

a. Predictors: (Constant), LOC

b. Dependent Variable: MARK

As ANOVA table (table 3.2.2) reveals the regression model is not statistically significant (F = .028; P = .86 > .05).

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ISSN 2200-3592 (Print), ISSN 2200-3452 (Online)
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Table 3.2.3. Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	16.368	.710		23.057	.000
	LOC	-.012	.071	-.015	-.166	.868

a. Dependent Variable: MARK

Regression equation can be written based on the information given in table 3.2.3, Y' = constant + (X_1 x B_1) + (X_2 x B_2). Based on this equation to predict learner`s language achievement, his/her score should be multiplied by regression coefficient -0.012 added by the constant value of 16.36.

3.3 Research question three

Is there any difference between male and female regarding their LOC?
An independent T-test is run to probe any significant difference between the performance of male and female students in LOC. The t-observed value is 2.097 (0.038<0.05) (Table 3.3.1). This amount of t-observed is higher than the critical t-value of 1.98 at 119 degrees of freedom.

Table 3.3.1. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
MARK	Equal variances assumed	12.83	.000	2.09	119	.038	1.16	.55	-.06	2.26
	Equal variances not assumed			2.40	118.1	.018	1.16	.48	-.20	2.12

Since the t-observed value is higher than its critical value, it can be concluded that there is a significant difference between the performances of male EFL students with the mean of 15.8 and performances of female EFL students with the mean of 17.0.Thus the null hypothesis is rejected.

Table 3.3.2. Group Statistics

	SEX	N	Mean	Std. Deviation	Std. Error Mean
MARK	FAMALR	78	15.8449	3.32307	.37626
	MALE	43	17.0093	1.98995	.30346

The results of the study are statistically significant but of weak to moderate value. The effect size (Cohen 1988) for the t-value of 2.097 is R = .18. Based on the criteria developed by Cohen an effect size of .18 is considered as weak to moderate.

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3.4 Research question four

How are male and female learner`s mark different with regards to their LOC?
A repeated measures ANOVA is run to investigate the effect of gender of the students on their performance on the LOC and Mark tests. The gender has a significant effect on both tests (F = 12.49; P = .001 < .05). Thus the null-hypothesis is rejected.

3.4.1. Tests of Between-Subjects Effects: Measure: MEASURE_1 Transformed Variable: Average

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Intercept	37167.702	1	37167.702	3.555E3	.000
SEX	130.643	1	130.643	12.495	.001
Error	1244.168	119	10.455		

As displayed in Table 3.4.2 the male students with a grand mean (LOC and mark) 13.71 performed better than the female students.

Table 3.4.2. Sex: Measure:MEASURE_1

			95% Confidence Interval	
SEX	Mean	Std. Error	Lower Bound	Upper Bound
MALE	13.714	.349	13.024	14.404
FAMALR	12.179	.259	11.666	12.691

As table 3.4.3 reveals the F-observed value for comparing the LOC and Mark is significant (F = 227; P = .000 < .05).

As displayed in Table 3.4.3 there is not any significant interaction between gender factor and the tests factor (F = .64; P = .47 > .05).

Table 3.4.3: Multivariate tests[b]

Effect		Value	F	Hypothesis df	Error df	Sig.
factor1	Pillai's Trace	.656	2.270E2[a]	1.000	119.000	.000
	Wilks' Lambda	.344	2.270E2[a]	1.000	119.000	.000
	Hotelling's Trace	1.908	2.270E2[a]	1.000	119.000	.000
	Roy's Largest Root	1.908	2.270E2[a]	1.000	119.000	.000
factor1 * SEX	Pillai's Trace	.005	.644[a]	1.000	119.000	.424
	Wilks' Lambda	.995	.644[a]	1.000	119.000	.424
	Hotelling's Trace	.005	.644[a]	1.000	119.000	.424
	Roy's Largest Root	.005	.644[a]	1.000	119.000	.424

a. Exact statistic

b. Design: Intercept + SEX Within Subjects Design: factor1

As displayed in Table 3.4.4 the students performed better on the Mark test.

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Table 3.4.4. Factor 1: Measure:MEASURE_1

			95% Confidence Interval	
factor1	Mean	Std. Error	Lower Bound	Upper Bound
1	16.427	.278	15.877	16.977
2	9.466	.352	8.768	10.163

3.5 Research question five

Do learner`s age and year of study and their interaction have any significant effect on the performance of EFL learner`s on LOC?

Table 3.5.1. Tests of Between-Subjects Effects: Dependent Variable: LOC

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	147.753[a]	7	21.108	1.501	.174
Intercept	2752.070	1	2752.070	195.726	.000
GRADE	91.572	2	45.786	3.256	.042
AGELEVEL	16.877	2	8.439	.600	.550
GRADE * AGELEVEL	67.411	3	22.470	1.598	.194
Error	1588.875	113	14.061		
Total	11956.000	121			
Corrected Total	1736.628	120			

a. R Squared = .085 (Adjusted R Squared = .028)

A two way ANOVA is run to probe the effect of learner`s age and year of study and their interaction on the performance of EFL learners LOC. The F-observed value for the effect of grade is 3.256. (0.0.042>0.05) (Table 3.5.1)This amount of F-observed is higher than the critical F-value of 3.07 at 2and 113 degrees of freedom. Since the F-observed value is higher than its critical value, it can be concluded that gender has a significant effect on the performance of EFL learner`s on LOC.

As displayed in table 3.5.2 the mean scores for second and third grade and pre-university students are 6.023, 9.815, and 10.223 respectively. Thus the null hypothesis is rejected**.**

Table 3.5.2. Grade: Dependent Variable: LOC

			95% Confidence Interval	
GRADE	Mean	Std. Error	Lower Bound	Upper Bound
SECOND GRADE	6.023	1.351	3.346	8.700
THIRD-GRADE	9.815	1.342	7.156	12.474
PRE-UNIVERSITY	10.223[a]	.600	9.034	11.411

a. Based on modified population marginal mean.

The results of the study are both statistically significant and meaningful.

The F-observed value for the effect of age is 0.06 (0.550>0.05) (Table 2). This amount of F-observed is lower than the critical F-value of 3.07 at 2 and 113 degrees of freedom. Since the F-observed value is lower than its critical value, it can be concluded that age doesn't have a significant effect on the performance of EFL learner`s on LOC. Thus the null hypothesis is supported. The results of the study are neither statistically significant nor meaningful

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As displayed in table 3.5.3 the mean scores for 15 and 16 year-old students 8.376, for 17 year old student`s 9.489 and for 18 and above is 7.580.Thus the null hypothesis is supported.

Table 3.5.3. Age level: Dependent Variable: LOC

			95% Confidence Interval	
AGELEVEL	Mean	Std. Error	Lower Bound	Upper Bound
15 AND 16	8.376[a]	.693	7.002	9.750
17	9.489	.617	8.268	10.711
18 AND ABOVE	7.580	1.787	4.040	11.120

a. Based on modified population marginal mean.

The F-observed value for the effect of the interaction of age and grade is 1.58. (0.19>0.05) (Table 3.5.1)This amount of F-observed is lower than the critical F-value of 2.68 at 3 and 113 degrees of freedom. Since the F-observed value is lower than its critical value, it can be concluded that the interaction of grade and age doesn't have any significant effect on the performance of EFL students LOC. Thus the null hypothesis is supported. The results of the study are neither statistically significant nor meaningful.

Table 3.5.4. Grade * Age level: Dependent Variable: LOC

				95% Confidence Interval	
GRADE	AGELEVEL	Mean	Std. Error	Lower Bound	Upper Bound
SECOND GRADE	15 AND 16	8.641	.600	7.451	9.831
	17	8.429	1.417	5.621	11.236
	18 AND ABOVE	1.000	3.750	-6.429	8.429
THIRD-GRADE	15 AND 16	8.111	1.250	5.635	10.587
	17	9.333	.765	7.817	10.850
	18 AND ABOVE	12.000	3.750	4.571	19.429
PRE-UNIVERSITY	15 AND 16	.[a]	.	.	.
	17	10.706	.909	8.904	12.508
	18 AND ABOVE	9.739	.782	8.190	11.288

a. This level combination of factors is not observed, thus the corresponding population marginal mean is not estimable.

As table 3.5.4.reveals, the mean score for second grade students at the age of 15 and 16 years old is 8.64, for 17 years old is 8.42 and for 18 and above is 1.00. For third grade students at the age of 15 and 16 years old is 8.11, for 17 is 9.33 and for 18 and above is 12.00. And for pre-university students at the age of 17 is 17.70 and for 18 and above is 9.739.

3.6 Research question six

What is the relationship of learner's year of the study, type of LOC?

A Chi-square statistics is run to probe any significant relationship between learner`s year of study and type of LOC. The chi-square observed value is 11.87 (Table 3.6.1) and this amount of chi-square value is lower than its critical value of 12.59 at 6 degrees of freedom. As the chi-square value is lower than its critical value it can be concluded that there is not a significant relationship between learner`s grade, their achievement and LOC.

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Table 3.6.1. Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.875[a]	6	.065
Likelihood Ratio	16.346	6	.012
Linear-by-Linear Association	4.989	1	.026
N of Valid Cases	121		

a. 5 cells (41.7%) have expected count less than 5. The minimum expected count is 3.09

As it is displayed in (table 3.6.2)21.3% of second grade learners had very strong external LOC, and 40.4 % had external LOC. 27.7% were both internal and external LOC and 10.6% had internal LOC.

14.7% of third grade learner`s had very strong external LOC, 35.3% of learner`s had external LOC, 41.2% were both internal and external.8.8% had internal LOC.

Table 3.6.2: Grade * LOC level cross-tabulation

			LOCLEVEL				
			VERY STRONG EXTERNAL	EXTERNAL	BOTH	INTERNAL	Total
GRADE	SECOND GRADE	Count	10	19	13	5	47
		% within GRADE	21.3%	40.4%	27.7%	10.6%	100.0%
	THIRD-GRADE	Count	5	12	14	3	34
		% within GRADE	14.7%	35.3%	41.2%	8.8%	100.0%
	PRE-UNIVERSITY	Count	0	16	21	3	40
		% within GRADE	.0%	40.0%	52.5%	7.5%	100.0%
Total		Count	15	47	48	11	121
		% within GRADE	12.4%	38.8%	39.7%	9.1%	100.0%

40.0% of pre-university learner`s had external LOC, 52.5% of learner`s were both internal and external, 7.5% of learner`s had internal LOC and no one had very strong external LOC.

As displayed in Table 3.6.2, as students' grades increase their External LOC levels also decrease and their internal LOC levels increase. The percentages of second, third and pre-university students who have external or strong external LOC are 61.7, 50 and 40 respectively.

On the other hand the percentages for the internal LOC for second, third and pre-university grades are 10.6, 8.8 and 7.5. Enjoying both types of LOC, i.e. internal and external, increases as students' years of study increase. The percentages for three grades are 27.7, 41.2 and 52.5.

4. Conclusion

This study began with the main question of examining the relationship between Locus of control and Iranian EFL high school language achievement. The overall findings of this study revealed that there was no significant difference between the internal and external LOC and learner`s language achievement. And it can be concluded that LOC scores can NOT predict high school learner's language achievement. The study found that there was a significant difference between the performances of male EFL students and performances of female EFL students. The findings of this study showed that gender has a significant effect on both tests and also that gender has a significant effect on the performance of EFL learner`s on LOC. But No main relationship was found between age have a performance of EFL learner`s on LOC. The study found that the interaction of grade and age doesn't have any significant effect on the performance of EFL students LOC.As opposed to the researchers' assumption, there was not a significant relationship between learner`s year of study, and type of LOC.

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Appendix A .Rotter's Locus of Control Scale

1. a. Children get into trouble because their patents punish them too much.

1. b. The trouble with most children nowadays is that their parents are too easy with them.

2. a. Many of the unhappy things in people's lives are partly due to bad luck.

2. b. People's misfortunes result from the mistakes they make.

3. a. One of the major reasons why we have wars is because people don't take enough interest in politics.

3. b. There will always be wars, no matter how hard people try to prevent them.

4. a. In the long run people get the respect they deserve in this world.

4. b. Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.

5. a. The idea that teachers are unfair to students is nonsense.

5. b. Most students don't realize the extent to which their grades are influenced by accidental happenings.

6. a. Without the right breaks, one cannot be an effective leader.

6. b. Capable people who fail to become leaders have not taken advantage of their opportunities.

7. a. No matter how hard you try, some people just don't like you.

7. b. People who can't get others to like them don't understand how to get along with others.

8. a. Heredity plays the major role in determining one's personality.

8. b. It is one's experiences in life which determine what they're like.

9. a. I have often found that what is going to happen will happen.

9. b. Trusting fate has never turned out as well for me as making a decision to take a definite course of action.

10. a. In the case of the well prepared student there is rarely, if ever, such a thing as an unfair test.

10. b. Many times, exam questions tend to be so unrelated to course work that studying in really useless.

11. a. Becoming a success is a matter of hard work; luck has little or nothing to do with it.

11. b. Getting a good job depends mainly on being in the right place at the right time.

12. a. The average citizen can have an influence in government decisions.

12. b. This world is run by the few people in power, and there is not much the little guy can do about it.

13. a. When I make plans, I am almost certain that I can make them work.

13. b. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow. 1

14. a. There are certain people who are just no good.

14. b. There is some good in everybody.

15. a. In my case getting what I want has little or nothing to do with luck.

15. b. Many times we might just as well decide what to do by flipping a coin.

16. a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.

16. b. Getting people to do the right thing depends upon ability - luck has little or nothing to do with it.

17. a. As far as world affairs are concerned, most of us are the victims of forces we can neither understand, nor control.

17. b. By taking an active part in political and social affairs the people can control world events.

18. a. Most people don't realize the extent to which their lives are controlled by accidental happenings.

18. b. There really is no such thing as "luck."

19. a. One should always be willing to admit mistakes.

19. b. It is usually best to cover up one's mistakes.

20. a. It is hard to know whether or not a person really likes you.

20. b. How many friends you have depends upon how nice a person you are.

International Journal of Applied Linguistics & English Literature
ISSN 2200-3592 (Print), ISSN 2200-3452 (Online)
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21. a. In the long run the bad things that happen to us are balanced by the good ones.
21. b. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.
22. a. With enough effort we can wipe out political corruption.
22. b. It is difficult for people to have much control over the things politicians do in office.
23. a. Sometimes I can't understand how teachers arrive at the grades they give.
23. b. There is a direct connection between how hard I study and the grades I get.
24. a. A good leader expects people to decide for themselves what they should do.
24. b. A good leader makes it clear to everybody what their jobs are.
25. a. Many times I feel that I have little influence over the things that happen to me.
25. b. It is impossible for me to believe that chance or luck plays an important role in my life.
26. a. People are lonely because they don't try to be friendly.
26. b. There's not much use in trying too hard to please people, if they like you, they like you.
27. a. There is too much emphasis on athletics in high school.
27. b. Team sports are an excellent way to build character.
28. a. What happens to me is my own doing. 2
28. b. Sometimes I feel that I don't have enough control over the direction my life is taking.
29. a. Most of the time I can't understand why politicians behave the way they do.
29. b. In the long run the people are responsible for bad government on a national as well as on a local level.

Appendix B .Persian equivalent of Rotter's locus of control scale

بسمه تعالی

این پرسشنامه دارای ۲۹ مورد دوجمله ای می باشد. خواهشمند است جمله های هر مورد را به دقت بخوانید و با هرکدام موافق هستید علامت بگذارید. لطفاً برای بدست آوردن نتیجه مطلوب از این قسمت، جملات مورد نظر خود را با کمال صداقت انتخاب کنید.

سن: جنسیت:

۱) الف:علت اینکه کودکان دچار گرفتاری می شوند این است که پدر و مادرشان بیش از اندازه مجازاتشان می کنند.
ب: امروزه گرفتاری بیشتر کودکان به این دلیل است که پدر و مادرشان بیش از حد با آنها به ملایمت رفتار می کنند.

۲) الف: بسیاری از رویدادهای ناخوشایند در زندگی مردم تا اندازه ای به علت بدشانسی است .
ب: بد بیاری های مردم نتیجه اشتباهات خود آنهاست.

۳) الف: یکی از دلایل عمده بروز جنگ ها این است که مردم آنقدر که باید به امور سیاسی علاقه مند نیستند.
ب: هر قدر هم که مردم برای جلوگیری از جنگ بکوشند، باز هم جنگ وجود خواهد داشت.

٤) الف: سرانجام مردم به احترامی که شایسته ایشان باشد، دست می یابند ولو مدتها طول بکشد.
ب: متاسفانه بیشتر اوقات یک فرد هر قدر هم که بکوشد ارزشش کارش نامعلوم می ماند.

۵) الف: این عقیده که معلمان نسبت به دانشآموزان خود بی انصافند بی معنی است.
ب: بیشتر دانش آموزان نمی دانند تا چه حد نمرهایی که در دروس خود می گیرند، زیر رویدادهای تصادفی است.

۶)الف: اگر فرصت ها ی مناسب و به موقع دست ندهد، کسی نمی تواند رهبر کاروان شود.
ب: افراد توانایی که از رهبر شدن بازمانده اند، کسانی هستند که از فرصتهای مناسب استفاده نکرده اند.

۷)الف: هر قدر که سعی خودمان را بکنیم، باز هم بعضی ها از ما خوششان نمی آید.
ب: افرادی که نمی توانند کاری بکنند که مورد علاقه دیگران قرار بگیرند، راه ساختن با دیگران را بلد نیستند.

۸)الف: در تعیین شخصیت هر فرد، وراثت سهم عمده ای دارد.
ب: آنچه شخصیت یک فرد را می سازد، تجارب او در زندگی است.

۹)الف: اغلب به این نکته پی برده ام که هرچه قرار است اتفاق بیفتد،اتفاق می افتد.
ب: هر وقت خودم تصمیم گرفته ام شخصیا راهی را برای اقدام انتخاب کنم، خیلی بهتر از تسلیم شدن به سرنوشت بوده است.

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۱۰)الف: اگردانش آموز خودش را برای امتحان خوب آماده کرده باشد به ندرت ممکن است حقّش در امتحان پایمال شود.

ب: بیشتر اوقات سوالات امتحان به اندازه ای با درس سالانه بی ارتباط است که درس حاضر کردن واقعاً بی فایده است.

۱۱)الف: موفقیت حاصل سختکوشی است، شانس در آن بی اثر یا بسیارکم اثر است .

ب: شغل خوب گیر آوردن در درجه اول به این بستگی دارد که در فرصت مناسب در جای مطلوب باشی.

۱۲)الف: فردی که دارای شرایط متوسط فردی و اجتماعی است می تواند در تصمیم گیری دولت موثّر باشد.

ب: دنیا در اختیار عدّه معدود صاحب آن قدرت است. از آدم خرده پا کاری ساخته نیست.

۱۳)الف: هر وقت برای انجام کاری نقشه می کشم تقریباً یقین دارم که میتوانم آن را عملی کنم.

ب: همیشه عاقلانه نیست که برای آینده دور نقشه بکشم. چون چیزها در حال حاضر دستخوش خوش بیاری وبدبیاری هستند.

۱۴)الف: عده معیّنی از مردم هیچ حسنی ندارند.

ب: هرکس خوبی هایی دارد.

۱۵)الف: برای من بدست آوردن چیزهایی که خواستارشان هستم ربطی به بخت و اقبال ندارد.

ب: خیلی وقتها تصمیم گرفتن با شیر یا خط (شانسی) هم بد نیست.

۱۶)الف: رئیس شدن اغلب به این بستگی داردکه شانس یاری کند و شخص قبل از هر کس دیگر در شرایط مناسب قرار گیرد.

ب: واداشتن مردم برای انجام کار درست به توانایی افراد بستگی دارد، نه به شانس و اقبال.

۱۷)الف:تا آنجا که به رویدادهای دنیا مربوط می شود، بیشتر ما قربانی نیروهایی هستیم که نه می شناسیم و نه می توانیم بر آنها چیره شویم.

ب: با شرکت فعّالانه در امور سیاسی و اجتماعی، مردم می توانند بر رویدادهای جهانی نظارت کنند.

۱۸)الف: بیشتر مردم می دانند تا چه حد زندگی شان تحت اختیار رویدادهای تصادفی است.

ب: در واقع چیزی بنام بخت وجود ندارد.

۱۹)الف: آدم باید همیشه به اشتباه خود اعتراف کند.

ب: بهتر است روی اشتباهاتتان سرپوش بگذارید.

۲۰)الف: مشکل می توان فهمید کسی واقعاً از ما خوشش می آید یا نه.

ب: تعداد دوستان یک فرد بستگی به میزان خوب بودن او دارد.

۲۱)الف: بالاخره میان رویدادهای خوب و بدی که برای ما رخ می دهد، تعادل بر قرار می شود.

ب: بیشتر بدبختی ها حاصل عدم توانایی، نادانی، تنبلی یا نتیجه هر سه آنهاست.

۲۲)الف: با کوشش کافی می توانیم فساد سیاسی را از میان ببریم.

ب: نظارت زیاد مردم روی فعالیت سیاستمدارانی که بر سر کارند، دشوار است.

۲۳)الف: بعضی وقت ها از طرز نمره دادن معلّمان سر در نمی آوریم.

ب: میان درس خواندن و نمره گرفتن رابطه مستقیمی است.

۲۴)الف: رهبر خوب کسی است که بگذارد خود مردم برای کار خود تصمیم بگیرند.

ب: رهبر خوب کسی است که تکلیف هر کس را معین کند.

۲۵)الف: بیشتر وقت ها احساس می کنم روی حوادثی که برایم اتفاق می افتد کنترل کمی دارم.

ب: امکان ندارد باورکنم بخت و اقبال در زندگی من سهم زیادی داشته باشد.

۲۶)الف: دلیل تنهایی مردم این است که سعی نمی کنند با دیگران دوستی کنند.

ب: سعی زیاد از حد برای خوشایند مردم چندان فایدهایی ندارد. اگر قرار است از آدم خوششان بیاید خوششان می آید.

۲۷)الف: در مدرسه برای ورزش خیلی اهمیّت قائل می شوند.

ب: ورزش های گروهی برای پرورش شخصیت فرد یک روش عالی است.

۲۸)الف: هر چه سرم می آید، نتیجه کار خودم است.

ب: بعضی وقت ها احساس می کنم روی مسیر زندگی ام کنترل کافی ندارم.

۲۹)الف: بیشتر وقت ها نمی توانم بفهمم که چرا سیاستمداران این طور رفتار می کنند.

ب: دست آخر خود مردم مسئول نوع حرکت ملّی یا محلّی خودشان هستند.