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Abstract :

The current study aimed to identify the differences in achievement motivation according to the locus of control among primary school teachers. The study sample consisted of 80 male and female teachers from some primary schools in Laghouat. The researcher used the Locus of Control Scale by Alaa El Dine Kafafi (1982) and the Achievement Motivation Scale by Abdel Latif Mohammed Khalifa (2000). The researcher adopted the descriptive approach due to its suitability to the study's nature and objectives. The study reached the following results:

- There were no significant differences in achievement motivation according to locus of control among the study sample.
- There were significant differences in locus of control attributed to the gender variable among the study sample.
- There were no significant differences in achievement motivation attributed to the gender variable among the study sample.

Keywords: Locus of control; Achievement motivation; Gender.

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Introduction:

The concept of locus of control is a psychological variable that aids in comprehending behavior and making predictions. If an individual attributes the outcomes of his actions to himself, he is deemed to possess internal control. Conversely, he has external control if he attributes it to others, fate, or chance. Given that an employee encounters professional challenges, it necessitates a strategy for dealing with stress and mitigating its effects. This strategy relies on their self-assessment of the source of pressure.

However, an individual needs to realize the relationship between his behavior and associated outcomes and understand causal relationships as a cognitive process starting with how he approaches stressful situations. Hence, it is a theory attempting to understand human behavior in

complex life circumstances and difficult environmental conditions through the concepts of internal and external locus of control in individuals (Anaaser, 2001: 67).

High motivational strength makes individuals more intense physiologically, causing changes in gland secretions, heart rate, and blood pressure, which prepares them for certain behavior. The degree of these variables correlates with the intensity of external stressors experienced by the individual. Individuals with high needs may exhibit heightened activity affecting their self-alertness. Sources of work group stress include poor relationships with colleagues, subordinates, and a lack of group cohesion and social support, leading to resentment of the work itself and consequently reduced motivation (Hussein Taher, 1993, p. 42).

This may be due to the lack of stimulation characterized by routine tasks requiring little mental or physical effort, reducing motivation. The individual feels engaged in unstimulating work, causing disinterest in daily activities, feelings of exhaustion, and performance below their abilities (Asker, 1998, p. 67).

Other reasons include obstacles in the work environment leading to feelings of inadequacy and deficiency, resulting in psychological stress potentially manifesting in psychosomatic disorders. Symptoms appear as reduced motivation and dissatisfaction (Al-Tariri, 1994: 441).

Within the framework of this theoretical proposition, and based on the findings of previous studies, the present study seeks to shed light on the subject of motivation among primary school teachers and its connection to the locus of control while not overlooking certain mediating variables that may influence the study's context, such as gender and years of experience. Building upon the results of previous studies, some confirmed a decrease in achievement motivation while others indicated an increase, as well as variations in the locus of control. The problematic of our research is delineated through the following questions:

- What is the relationship between locus of control and achievement motivation among primary school teachers?

The main problematic can be divided into the following sub-questions:

1 - Are there significant differences in achievement motivation attributed to gender variable among the study sample?

2 - Are there significant differences in locus of control attributed to gender among the study sample?

Second: Previous Studies

Numerous foreign and Arab studies and research have aimed to uncover the nature of the relationship between the variables, with most of their findings concluding the absence of differences in locus of control beliefs between genders. However, there is a scarcity of studies that establish a connection between locus of control and achievement motivation.

2.1 Foreign Studies

Study 1: (Shaw and Uhl 1971) aimed to identify gender differences in locus of control. The study was conducted on 211 children using the Pirochromil Scale for Children. Results showed no differences between males and females in locus of control (Abou Nahia, 1987, p. 189).

Study 2: (Evans 1981) stated that depression was associated with generalized expectancies of low control. Many studies found that external control on the Rotter scale has been associated with performance and that there is a **consistent** relationship between external orientation and the level of motivation (p48)

Study 3: In a study conducted by (Lapp 1984), the Beck Depression Inventory and the Rotter Internal-External Locus of Control Scale were administered to a sample of 132 female and 84 male students from the University of Monta Real in Canada. The Relationship Readiness and Addiction Scale for certain psychotropic drugs was also employed. The results revealed that females exhibited significantly higher psychotropic medication usage than males. In contrast, males displayed a higher prevalence of smoking, belief in external locus of control, and elevated depressive symptoms (Moussa, 1989, p. 87).

2.2 Arab Studies

Study 1: (Fatima Helmi, 1984) studied a sample of high school students and found that females had a more external locus of control than males.

Study 2: (Neshaouati et al.) in Jordan, which was applied to 323 students at the secondary level and concluded that females are more externally disciplined than males (Helmi, 1984, p. 65).

Study 3: In his research, (Salah al-Dine Mohammed Abou Nahia 1984) aimed to address the following question: Are there differences between genders in their scores on the locus of control scale? The Control Scale Center was administered to a sample of 445 secondary school students, and the results affirmed the absence of gender differences in their scores on the locus of control scale.

Study 4: (Mohammed al-Merri 1984) conducted a study to examine the level of achievement motivation between genders. The study was conducted on 354 male and female students in the first year of secondary school in Egypt. The results indicated a statistically significant difference between genders in achievement motivation.

Study 5: In his study, (Salah al-Din Mohammed Abou Nahia 1987) conducted research on a sample of individuals from different age groups, including 126 children, 167 adolescents, 178 young adults, and 90 elderly individuals. The Nowicki and Strickland Locus of Control Scale were administered, and the study did not reveal statistically significant gender differences in their scores on the scale across the different age stages. (Abou Nahia, 1987: 121).

Third: Study hypotheses:

The following hypotheses were formulated based on the available theoretical framework and previous studies:

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1. There are statistically significant differences in the locus of control scores of the study sample attributed to the gender variable.
2. There are statistically significant differences in the achievement motivation scores of the study sample attributed to the gender variable.
3. There are significant differences in achievement motivation of the study sample attributed to locus of control.

Fourth: Study objectives:

The research aims to identify the potential relationship between the locus of control variable and achievement motivation among primary school teachers. It also sheds light on the gender and experience variables and their role in increasing or decreasing achievement motivation among primary school teachers. The general objectives can be summarized as follows:

- Identify the relationship between achievement motivation and locus of control in the study sample.
- Identify the differences in achievement motivation according to the gender variable.
- Identify the differences in locus of control according to the gender variable.

Fifth : Defining Concepts Procedurally :

- **Locus of control:** In the present study, the researcher defines "locus of control" as referring to patterns of behaviour that are learned and influenced by various variables such as expectation and motivation. It represents changes in reinforcement and primarily relies on the individual's perception and belief in his environment. Locus of control in the current study is measured by individuals' scores on the Rotter scale, which classifies them into two categories:
- **Internal locus of control:** A feature that enables the teacher to attribute his achievements and decisions to successful or unsuccessful abilities. It represents a low score on the Rotter scale of locus of control.
- **External locus of control:** A personal characteristic that makes the teacher perceive himself as under the control of external forces and factors over which he has little influence. He views positive or negative reinforcements as primarily connected to external factors such as luck or fate. It represents a high score on the Rotter scale of locus of control.
- **Achievement motivation:** In the present study, the researcher defines it as the individual's desire to respond to the organization's requirements in the short term. It is the overall score obtained by individuals in the sample after applying the measurement scale.
- **Motivation:** An internal state that activates, interacts, directs, or guides behaviour towards goals.

Study Field:

Study methodology: The researcher relied on the descriptive analytical approach in his study for its suitability to the objectives and study nature.

Pilot study:

The current study tools were applied to a pilot sample of 50 male and female teachers teaching in some schools in Laghouat (Laghouat city). This pilot study aimed to determine the field of research and test the validity and reliability of the two scales used. The following table shows the distribution of the sample members according to the gender and years of experience variables.

Table (1): Distribution of pilot sample members according to gender and years of experience variables

Gender	Number/Percentage	Total
Male	Number	25
	Percentage	50%
Female	Number	25
	Percentage	50%
Total	Number	50
	Percentage	100%

Third: Study tools:

1- Locus of control scale:

The original scale was designed by (Rotter) and translated into Arabic by (Alaa et al.). This scale consists of 23 items, each containing two statements, one referring to the internal locus of control and the other to the external locus of control. In addition to the 23 items, 6 filler items were added to prevent the examinee from discerning the measurement purpose and to reduce the likelihood of tendencies to answer in a certain way. These filler items were selected to represent opposing issues.

Scoring method: The filler items are not scored: (1-8-14-19-24-27). The scale is scored by giving one point for each statement choice indicating the external locus. Therefore, a high score indicates an external direction (El Kefafi, 1982, p. 9).

2- Achievement motivation scale:

The researcher abbreviated the 50-item version prepared by "Abdel Latif Mohamed Khalifa" in 2000. The current scale consists of 22 items distributed over five dimensions, as shown in the following table:

Table No. (2) Distribution of items measuring achievement motivation according to each dimension

Dimension	Items Number
Sense of responsibility	21.16.11.6.1
The pursuit of excellence to achieve a high level of ambition	22.17.12.7.2
Perseverance	18.13.8.3
Feeling the importance of time	19.14.9.4
Planning for the future	20.15.10.5

The scales' instructions stated that the respondent should place a score from (1-5) in the box to the left of each item. A score of (1) indicates that the item does not represent the respondent, while a score of (5) indicates that the item fully represents the respondent.

The total score on the subscale ranges between 10-22.

Scale scoring method:

The scale items were generally scored in the direction of achievement motivation. Some negative items require inverse scoring when obtaining an overall score for the scale. These include the following eleven items:

Inverse item numbers

19-18-16-12-11-10-07

When these items are scored in the general direction of a scale the score is changed as follows:

Score	1	2	3	4	5
	↓	↓	↓	↓	↓
Modified Score	5	4	3	2	1

With the aim of obtaining a total score for the sub-dimensions or for the scale in general.

3- Psychometric characteristics:

Study Tools Reliability

1- Reliability of locus control scale:

- Split-half method

Table (3): Reliability coefficient of the locus of control measurement by the split-half method

Scale	Items number	Individuals number	Correlation coefficient before scoring	Correlation equation after scoring	Scoring method
Locus of Control	23	50	0.338	0.506	Spearman Brown

Alpha Cronbach's method:

This method was used through the statistical package for social sciences (SPSS). It is used with composite scales with multiple choice responses, and provides an idea of the consistency of items in measurement. The results were as follows:

Table (04): Reliability coefficient of the locus of control scale using the “Alpha Cronbach” method

Scale	Items number	Individuals number	Reliability coefficient
Locus of control	23	50	0.509

From Table (4), we note that the reliability coefficient reached (0.509) which is an acceptable and significant value.

- Study Tools Validity:

2- Validity of locus of control scale:

- Validity using peripheral comparison method (discriminant validity):

To verify the validity of the current tools, their validity was estimated using the peripheral comparison method (discriminant validity). The t-test for independent samples showed that the differences were all statistically significant between the higher group (27% of members with high scores in the pilot sample) and the lower group (27% of members with low scores in the pilot sample). These differences were in favor of the higher group. The following tables illustrate the results:

Table (5): The results of the t-test to compare the locus of control at the two peripheral groups in the pilot Sample

Measured variable	Comparison groups	N ^o	Mean	Standard deviation	Value T	Degrees of freedom	Statistical significance
Locus of control	High	17	81.13	776.1	104.12	32	0.0001
	Low	14	09.07	115.3			S.S

From Table (5), we note that the computed T-value (104.12) is statistically significant at (0.0001) level of significance. Therefore, there are significant differences between the scores of the two peripheral groups, indicating the validity of the scale.

3- Reliability of achievement motivation scale:

Table (6): the reliability coefficient of achievement motivation scale by the split-half method

Scale	Items number	Individuals number	Correlation coefficient before scoring	Correlation equation after scoring	Scoring method
Achievement motivation	22	50	0.397	0.568	Spearman Brown

Alpha Cronbach's method: Reliability was estimated using the Alpha Cronbach method, as shown in the following table:

Table (7): Reliability coefficient of the achievement motivation scale using the “Alpha Cronbach” method:

Scale	Items number	Individuals number	Reliability coefficient
Achievement motivation	22	50	0.651

From No. (7) we note that the reliability coefficient reached (0.651) which is a coefficient indicating scale reliability.

Validity using peripheral comparison method (discriminant validity):

Table (8): Results of t-test for comparing achievement motivation between peripheral groups in pilot sample

Measured variable	Comparison groups	N ⁰	Mean	Standard deviation	Value T	Degrees of freedom	Statistical significance
Achievement motivation	Higher	17	75.89	184.5	017.11	32	0.0001
	Lower	17	02.76	821.5			S.S

From Table (8) we note that the computed T-value (017.11) is statistically significant at (0.0001) level of significance. Therefore, there are differences between the scores of the two peripheral groups indicating scale validity.

Fourth: Main study:

1- **Study population:** The study population consists of all primary school teachers in the city of Laghouat, totaling 2,263.

2- Study sample:

Table No. (11): Distribution of study sample according to primary schools and gender and experience variables in Laghouat city.

Primary schools in Laghouat									
Names of primary schools (place of study)	Barou di Allal School	Farah at Atallah School	Mbar ek Al-Mili School	Kham ili Ali School	Ben Guana Kaddour School	Tichouche Abdel Kader School	Choucha Al-Bouti School	Latrec he Slimane School	Total
The total number of teachers examined in each primary	08	12	14	08	08	08	14	08	80

	school									
Gender	Male	04	09	06	07	00	04	01	04	38
	Female	04	03	08	01	08	04	13	04	42

Fifth: The Used Statistical methods:

The researcher used the well-known statistical package for social sciences (SPSS) which is the most widely used statistical system for conducting various statistical analyses in all types of research. The statistical methods used are as follows:

- Alpha Cronbach's
- T-test for two independent samples
- Pearson correlation coefficient
- Homogeneity of variances test

1- Presentation and discussion of first hypothesis results:

Hypothesis: There are statistically significant differences in locus of control of the study sample attributed to the gender variable.

To verify the validity of the hypothesis, the t-test for differences was used and the following table shows the results:

Table 12: Results of T-test to compare the locus of control by gender

Measured variable	Comparison groups	N ⁰	Mean	Standard deviation	Value : T	Degrees of freedom	Statistical significance
Locus of control	Male	38	8.82	3,509	2,760	78	0.007
	Female	42	11.29	4,391			S. S

Through the table, we infer that the value of "t" equals 2.760 at a significance level of 0.007. Thus, it is statistically significant, indicating the presence of gender differences in the locus of control. Females exhibit a higher mean locus of control (11.29) than males (8.82), suggesting that females are more inclined towards external control. In contrast, males tend to lean towards internal control.

The current study aligns with the survey conducted by (Helmi, 1984) on a sample of secondary school students, which found that girls exhibit a higher level of external control than boys.

It also agrees with the study conducted by (Nashwati et al.) in Jordan, which was applied to 323 secondary school students and found that females exhibit a higher level of external control than males (Helmi, 1984, p. 65).

This study also concurs with the study conducted by (Mohamed et al.) in their research on the internal and external locus of control of adolescents of both genders. It concluded that there are differences between genders in control direction, with females showing a greater inclination towards internal control (Ben Zin, 2005: 6).

The current study aligns with the survey conducted by (Azza, 2012), which studied a sample of 200 male and female teachers from primary schools in Baghdad. The results showed that most male and female teachers have an external center of control, and there are differences of control center in favor of males.

However, this study differs from the one conducted by (Abou Nahia, 1984) in his research that aimed to answer the following question: Are there differences between genders in their scores on the control scale? The control center scale was applied to a sample of 445 students in the secondary education stage, and the results confirmed the absence of gender differences in their scores on the control scale.

3- Presentation and discussion of the results of the third hypothesis:

Hypothesis: There are statistically significant differences in the degree of teachers' achievement motivation due to the gender variable.

Table 13: Results of the (T) test to compare achievement motivation by gender

Measured variable	Comparison groups	N ⁰	Mean	Standard deviation	Value : T	Degrees of freedom	Statistical significance
Achievement motivation	Male	38	81.79	8,537	0.394	78	0.694
	Female	42	82.57	9,134			S. S

The current study aligns with the one conducted by (Al-Sharqawi, 1978, p. 187), where both (Kagan & Moss, 1962) argue that achieved behavior does not differ between genders. They attribute this to the struggle for achievement, which does not violate the traditional gender roles for males or females, leading to a similar level of stability and consistency from childhood to adulthood in both genders.

It also aligns with the study conducted by (Mustafa Turki, 1978), who determined the differences in university education systems and their impact on academic compatibility, achievement motivation, and exam anxiety among students at Kuwait University. The results did not reveal statistically significant gender differences in achievement motivation before or after implementing the university curriculum.

However, it differs from the study conducted by (Mohamed El-Mary, 1984), which aimed to identify the level of achievement motivation between genders. It was conducted on a sample of 354 male and female students in the first year of secondary school in Egypt. The results showed a statistically significant difference between genders in terms of achievement motivation.

Furthermore, it differs from the current study and that conducted by (Ibrahim et al., 2002), which revealed that motivation increases for both genders with higher levels of education. It appears superficially that working women have less achievement motivation than men. However,

if they have a university education, these differences disappear. This study was conducted on a sample of 178 male and 62 female office employees.

Additionally, the study conducted by (Elizabeth Botha, 1971) differs from the current study in its examination of achievement motivation across different cultures, namely Arab, South African, and American cultures. The study found that, regarding the gender variable, Arab women belong to a rigid culture in defining gender roles. Female university students face conflicts under conditions that stimulate achievement, which affects their motivation for achievement compared to men.

5. Presentation and discussion of the results of the fifth hypothesis:

Hypothesis: There are statistically significant differences in achievement motivation due to the locus of control (internal - external) among primary school teachers.

To verify the validity of this hypothesis, the difference coefficient "T" was employed, and the following table shows the results:

Table 17: Results of the (T) test to compare achievement motivation according to locus of control

Measured variable	Comparison groups	N ^o	Mean	Standard deviation	Value : T	Degrees of freedom	Statistical significance
Achievement motivation	Internal	36	80.89	9,039	1,208	78	0.231
	External	44	83.27	8,568			s.s

According to Table 17, it becomes evident that there are no statistically significant differences in achievement motivation based on locus of control (internal-external) among the study sample. The " t " value equals 1.208 at a significance level of 0.231, indicating that it is not statistically significant. Therefore, no statistically significant differences in achievement motivation are attributed to the locus of control among primary school teachers. There are also no differences in achievement motivation between teachers with internal and external control directions.

This can be explained by the fact that their thinking patterns and beliefs do not primarily rely on control direction. Other variables have a more significant influence on their motivation levels. These variables may include the nature of work environment, loyalty to the organization, material and moral incentives, or participation in decision-making. Further research is required to explore these variables.

The current study agrees with the one conducted by (Fathi Al-Ziyat, 2001), which identified the relationship between value systems, locus of control, and achievement motivation among two samples of university students from Mansoura and Umm Al-Qura Universities. The results revealed no substantial differences between males and females regarding achievement motivation and internal and external locus of control. Additionally, there were no significant differences between the Saudi Arabian and Egyptian samples regarding academic achievement motivation.

It also aligns with the research of (O'Brien, 1984) in his book "Life Court," pages 72-77. His study indicated that internally disciplined individuals were more capable of planning their work and life, achieving success, and demonstrating independence. They were willing to exert greater

effort in their work, use their free time effectively, and experience lower unemployment rates than externally regulated individuals. Moreover, internally disciplined individuals exhibited more excellent stability in their work, working longer hours, earning higher salaries, and occupying esteemed professional positions in society. They preferred work that required skill, ability, and self-affirmation rather than relying on luck, chance, or fate. Furthermore, they were more adaptive to work-related pressures, less prone to illness, and more resistant to challenging work circumstances that aimed to undermine their abilities and skills.

However, this study differs from the one conducted by (Abdelatif Khalifa), in which female scores substantially increased in terms of external control, anxiety, and depression. Regarding the increase in external direction among females, previous studies have shown that their decreased achievement motivation is attributed to external factors, as they rely more on these factors to interpret their behavior than internal factors. On the other hand, males demonstrate higher levels of achievement motivation due to their internal control. source

Conclusion:

In our study, we identified the nature of the relationship between locus of control and achievement motivation among a sample of primary school teachers in Laghouat City (Algeria). The study was conducted on a sample of 80 male and female teachers from various primary schools in Laghouat. The researcher utilized Aladdin Al-Kafafi's (1982) Locus of Control Scale and Abdelatif Mohammed Khalifa's (2000) Achievement Motivation Scale. The descriptive approach was adopted due to its suitability for the nature and objectives of the study. The study reached the following results:

- There were no significant differences in achievement motivation based on locus of control within the study sample.
- There were significant differences in locus of control were observed due to gender among the study sample.
- There were no significant differences in achievement motivation attributed to gender within the study sample.

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