

The Effects of Locus of Control on Learning Performance: A Case of an Academic Organization

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ABSTRACT

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

Key words: Locus of control; Learning performance; Academic organization

Jel Codes: D23, L2, L25

Introduction

In the globalizing and changing world, organizations need to adapt to new environmental conditions. To be successful in these new conditions, organizations need to create value for their customers. In our case that would be the students. It is important for the organizations to appreciate their students to have better position than rivals. In order to acquire the information, produce and distinguish it in the organizations, information is required to be organized according to the needs of the students, adopted, and evaluated by the organization. At this point, organizational learning has a considerable effect on increasing the success of the organizations.

Rotter (1966) defines the locus of control, in his Social Learning Theory, as the reinforcements which are basic markers of individual's attitudes in the long term. The concept of locus of control has an essential place in literature in helping students who have difficulty in learning and attitude. Locus of control is one of the vital concepts in the context of learning difficulty and attitude change. This concept covers the idea that individuals, throughout their lives, analyse the events as their attitudes or they believe that those events result from chance, fate or outside forces (Erdogan, 2003). Rotter (1966), in his study regarding Social Learning Theory, ascertains that some students display the prizes or reinforcements gained as a result of their knowledge and abilities while some other students display the forces out of their control. Rotter (1966), basing on his study, expresses the situations in which reinforcements occur according to the attitudes of the individuals as individuals' locus of control. Whereas he assesses the situations, after which reinforcements occur out of the individuals' attitudes, as the individuals' external locus of control.

Internal or external locus of control plays an important role for students to sustain the efficacy and usefulness of learning performance. The knowledge and experiences gained by the students by means of organizational learning are a vital factor in increasing student performance. In this context, it is necessary for organizations to fulfil learning function in an arrangement and to use this function oriented to the improvement of the students. This study determines whether University students have the internal or external locus of control; furthermore, which locus of control they possess in the learning period. To sum up, it will be observed what kind of an effect locus of control has on learning performance. For these reasons, the issues of locus of control (internal-external) and learning performance have been given place in this study.

In this research, it is tried to answer the research questions as stated below. These questions have been designed to describe the relationships between locus of control and learning performance. These questions are as in the following;

Research Question 1: What are the factors of participants' learning processes?

Research Question 2: Is there any difference between demographic groups and learning factors' means?

Research Question 3: Is there any relationship between learning factors' means and locus of control (internal and external factors)?

Literature Review

Locus of control refers to one's belief in his or her abilities to control life events (Strauser, 2002). In other words, locus of control is defined as one's thoughts of his/her belief that his/her own power or forces out of his/her control are influential in any positive or negative situation occurring during his/her life (Sardogan, 2006). The belief of locus of control is related to what reinforcements have happened throughout the individuals' lives, namely the results, prizes, their success or failures, refer to. These attributions refer not only to chance, fate, and powerful people out of one's control, but also to the results of his/her own attitudes (Basım and Sesen, 2006). While one's control on his/her own life dependent on chance, fate and powerful people is explained as external control; maintaining the individual control over one's life on his/her own is described as the internal control (Rotter, 1966). When environmental conditions are not sufficient to explain individuals' success or failures, locus of control can facilitate in making these situations clear. For instance, individuals may sometimes perceive good and bad events in different ways. To mention that these different ways are based on external and internal forces (Taylor, 2006).

The individuals, who have the internal locus of control, think that they have a big role on affecting the events which influence their lives. Furthermore, they assess themselves as possessing the power for the attitude they want to display by having the positive ego concept, and they believe that they can direct their lives whatever way they desire (Gülveren, 2008).

The individuals with external locus of control relate the events affecting their lives to perceptions such as chance, fate, and fortune which are out of their control. Additionally, they believe that the events affecting their lives cannot be predicted and controlled (Küçükkaragöz, 1998). Individuals with internal locus of control are careful, alert, dominant, focused on success, self-confident, and ingenious. On the other hand, the individuals with external locus of control are less careful, affected by the group members, easily influenced by external forces, less self-confident, and they display unsteady performances (Rotter, 1975).

Individuals lay out two control attitudes as internal and external by considering that the reinforcements they have from their previous experiences result from their own attitudes or external forces (Cetin, 2008). The differences between internal and external locus of control according to the qualities of an individual are shown in Table 1 below.

Table 1. The differences among the individuals with external and internal locus of control

Variables	Internal Locus of Control	External Locus of Control
Abilities	The individuals with internal locus of control have a tendency to choose the activities in which they can display their abilities.	The individuals with external locus of control prefer the activities in which they can show the role of chance on their lives.
Responsibility	They feel that they are responsible for their own decisions, and they perceive that their fate is not affected by the factors out of their control, but by their own decisions.	They try to increase good conditions in their life; on the other hand they make an effort to reduce the level of bad conditions.
Change	Their belief that they have the control over their fate prevents them from getting suspicious of the changing period since they feel responsible for their own actions.	They usually view change as a danger as they do not feel the control of the forces affecting their lives. They prefer to be at a status where they can be passive in case of a change.

Environment	They use more control in their environment and they display a better learning performance. When the information is about their own conditions, they actively search for new information. Also, they use the information better if they are in need of solving a complicated problem.	They display fewer compliance attitudes than individuals with internal locus of control.
Stress	It can be concluded that possessing internal locus of control can help employees cope with the stress and other difficulties in business.	The employees with external locus of control cannot cope with the stress and difficulties in a proper way.
Job Satisfaction	Job satisfaction of individuals with internal locus of control is higher than a person with external locus of control. They can do better business and they benefit or get prizes in return. They tend to improve or progress faster and get more wages.	External locus of control has a negative correlation with job satisfaction; however it is in a positive correlation with mental and physical health.
Work Motivation	They mostly believe that their efforts will end with a good performance. They are more self confident and they trust their abilities. They have more expectation that their good performances will be awarded and they tend to perceive that their status in business is more proper and fair.	If there is no prize for performance, they do not have a different performance-prize expectation from the individuals with internal locus of control.

Source: Demirkan, Selcan (2006:36).

Table 1 presents the attitudes displayed by internal and external locus of control according to the behavioural qualities. In addition to Table 1, the external locus of control has two types. The first one is the proper locus of control. The individuals with proper locus of control have a more real rational for assessing their worlds, which are controlled externally. To illustrate, they make a little effort to make socio-economic conditions better. The second locus of control is the defender locus of control. It has been seen that the individuals with this locus attempt to use external beliefs as a defence for the expected inadequacies. Additionally, one of the differ-

ences between the individuals with internal and external locus of control is the issue of looking for information about their environment. The people with internal locus of control have been observed to feel the need to acquire more information about their environment, and be more active to seek and achieve justice in social activities when compared with the ones with external locus of control (Demirkan, 2006).

It is seen that the first empirical studies on locus of control in literature (Phares, 1957; James and Rotter, 1958) appeared to find an answer to the question of whether individuals' expectations are related to their abilities or chance (Sardogan, 2006). In present literature there have been many studies on locus of control. Some of these studies have been presented in Table 2 below.

Table 2. Studies conducted on locus of control

Author(s)	Year	The Purpose of the Study	The Method of the study	The Findings and the Results of the Research
Chen and Silverthorne	2008	To observe the effects of locus of control, work performance, job satisfaction, and stress scale on attitude	Quantitative	In scales of locus of control it has come out that performance, job satisfaction, and stress are effective in people's responsibilities. Moreover, individuals with high internal control have high work performance, content and low stress.
Aube et. al.	2007	To test the effects of the perceived organizational support, work autonomy, the facets of organizational participation (active, normative, etc.), and locus of control	Quantitative	It has come out that there is a positive correlation between organizational support, and normative participation, and activities. Also, it has been concluded that locus of control and work autonomy have a considerable effect on organizational support and active participation.

<p>Coban and Hamamci</p>	<p>2006</p>	<p>To examine the decision making strategies used by the individuals with different locus of control.</p>	<p>Quantitative</p>	<p>At the end of the research, it has come to a conclusion that the individuals with internal locus of control mostly use logical decision making strategy. It has been found that there is a negative and low correlation between logical decision making strategy and locus of control. It has also been revealed that the individuals with internal locus of control use logical decision making strategies more than ones with external locus of control and they encounter less hesitation.</p>
<p>Basim and Sesen</p>	<p>2006</p>	<p>To analyse the tendency of the locus of control to display assisting and courtesy attitudes</p>	<p>Quantitative</p>	<p>It has been identified that most of the participants who have been subjects of the study have the internal locus of control; they also have more tendencies to show help and courtesy attitudes when compared to the ones with external locus of control.</p>
<p>Sardogan et. al.</p>	<p>2006</p>	<p>To observe the effect of 10-session Human Relations Skills Education Program on University students' levels of locus of control</p>	<p>Quantitative</p>	<p>At the end of the study, it has been concluded that 10-session Human Relations Skills Program is effective on the locus of control levels of the university students.</p>

Selart	2005	To research whether locus of control has an effect on decision making periods of the organizations	Quantitative	It has been determined that the managers with low internal locus of control have more tendencies to consult to group decision than the ones with high locus of control do. Additionally, the managers with external locus of control take the role of participant in decision making more than the ones with low internal locus of control.
Chiu et. al.	2005	To assess the effect of internal and external locus of control on the locus of control	Quantitative	It has been concluded that the individuals with internal locus of control are affected by the labour turnover rate and work content in the organization more than the ones with external locus of control. Furthermore, people with external locus of control rather than the ones with internal locus of control are influenced by the stress on organizational participation and work content.

Patten	2005	To look into the difference and correlation between internal control and work content, also between work performance and the locus of control variable on an individual	Quantitative	It has been ascertained that internal locus of control has a close relation with the internal facet of locus of control. A considerable difference between individuals with internal control and the ones with external control in terms of the level of work content has hardly been seen. Apart from these, internal controls have been in a clear contradiction between the locus of control and the structure of control they perceive, and this leads to significantly lower work content.
Klein and Warnet	2000	To observe whether locus of control affects the experiences of individuals in their lives	Quantitative	The results of the study have shown that the internal facet of locus of control plays an important role in influencing the experiences in people's lives.

In Table 2, the studies of literature related to locus of control are presented. The effects of the internal and external facets of locus of control on individuals' attitudes have been observed in the studies. At the end of the study, it has been ascertained that internal locus of control has a much bigger impact on individuals than the external locus of control. Moreover, it has been emphasized that the individuals with internal locus of control have more active work motivation and portray more effective work performance; they have also more control on the environment. Additionally, the individuals with external locus of control have been determined to have higher work content about their colleagues than the ones with internal locus of control.

Learning Performance in the Context of Locus of Control

Learning is a process during which information repository is processed, acquired, and emerged in a short time to make new information (Morales, 2009). It is necessary to give importance to learning levels in order to perform the learning period actively (Tajeddini, 2009). Learning levels are essential in that they can contribute to the effective and useful flow of the learning period. Mentioning about learning, apart from behavioural and cognitive changes, one or more of these situations are accepted to be sufficient (Ogütveren, 2000, cited in. Avcı, 2005);

- The person knows or understands an idea or a concept which he/she didn't know before.
- The person can conduct the attitudes that he/she couldn't do before or he/she possesses the abilities and skills which he/she didn't have.
- The person combines different information, ability, concept, and attitude which he/she had before with a new point of view.
- The person can understand new information, concepts and ways of attitudes.

Organizational learning is necessary for creating and developing value in organizations (Pham and Swierczek, 2006). Organizational learning is a period during which the information, aiming at developing skills and resources to contribute to the performance of organization, is united, acquired, and put forward. For this reason, it is crucial for organization learning to occur in order to achieve organizational performance (Perez et. al., 2005). In learning how to learn, the members of the organization consider the previous examples of the learning or learning failures and try to question and investigate them. In this period, what makes learning easy or prevents it is by focusing on learning. To be brief, new learning strategies are struggled to be produced (Yazıcı, 2001). The organizations which learn in an atmosphere full of indefiniteness, play an essential role on using the information in the most effective way, extending this information to the whole organization, practicing it, and taking place again in learning process by acquiring required results (Kutanis, 2002).

In the last decade learning performance has become a crucial concept owing that to the importance of factors such as the qualities of leaders, the impact of global environment, information, labour, and technology in Organizations (Molina and Callahan, 2009). In literature, so many studies determined that there is a positive correlation between learning and performance (Michna, 2009). Learning brings benefits for the organization if it is performed by all members. It is required to develop a culture of

continuous learning, taking responsibility, gaining value constantly, focusing on flexibility and adapting to increase the effectiveness of the organizational learning. The purpose of organizational learning is to increase performance of the organization in the future and to produce new information which is going to change the attitudes of the employees of the organization (Kuru, 2007).

Organizational learning includes the period of learning during which they continuously develop their abilities, new and detailed idea patterns, free totalitarian desires and discover how to learn cooperatively (Senge, 1990, cited in. Weldy, 2009). Limpibuntern and Johri (2009) emphasize that improving organization's performance is considerably dependent on improving learning skills in organizations. As explained by "Social Learning Theory", learning is completely resulted from neither internal forces emerging psychologically in individuals nor the changes coming of external forces. "Learning" is a period coming out mainly as a consequence of interaction of personal and environmental factors (Gür, 2008).

Teaching can be described as a series of learning experiences. In this context, teaching is the collection of activities conducted for students to learn. All the planned learning periods are prepared for students to learn. Learning may sometimes be only a transfer of information and in the manner that contributes to the student's emotional and social development (Güngör, 2006). It is necessary to assess to what extent learning has occurred. By the help of assessment method, students' communication skills, behavioural skills, conceptual learning, affective characteristics can be measured. The qualities of a good assessment can be ranged as below (Günay, 2008);

- The data collected at the end of the assessment should be used to identify, understand and solve the problems of the student and learning process,
- The teacher should be given the chance to evaluate student's academic success,
- Students should be given self-assessment by using the data collected for the assessment,
- Many assessment activities should assist in planning and applying the education.

Although the first studies on organizational learning have been directed to explain what organizational learning is, later studies have generally been aimed at giving light to how organizations can turn into learning organizations (Avcı, 2010). For instance; Bayraktaroğlu and Kutanis (2003) have pointed out that factors such as change of mentality among managers, supporting new information, creation throughout the organization, developing a shared vision and producing proper learning conditions are highly important to create the climate of learning organizations in hotels which can be categorize as big.

Data and Methodology

The purpose of this study is to identify what kind of effect locus of control has on students' learning performance. In addition to this, it has been investigated whether students' demographic qualities create a difference between their attitude proposals about locus of control and learning performance. Quantitative research method was used to reach the goals of the research. The research included all the students educating at the School of Tourism and Hotel Management which received the bachelor's degree.

The number of students educated in the academic year 2009-2010 at School of Tourism and Hotel Management who were subjects of the study was 450. As the population was at an accessible level, full inventory method was used. For this reason, an additional sampling method was not used.

In order to collect data, the survey technique was used. After having analyzed the literature in this context, a questionnaire was prepared to assess the participants' locus of control levels by referring to Internal-External Locus of Control Scale developed by Rotter (1966) and Learning Scale by Güngör (2006). This new questionnaire was finalized by considering the ideas of two specialists in the field (one is an academician, and the other is the supervisor). The questionnaire consists of three parts. The first part is the statements which were designed to identify the students' attitudes towards learning performance. The second part is the statements aimed at determining the students' agreement about the considerations on students' learning performances were ranked in the second part including a five-point Likert scale. Finally, there are some questions to analyse the participants' demographic situations.

After the preparation of the questionnaire, the next step was a pilot-study. In the pilot-study survey was conducted among 30 students in the period from 25th February 2010 to 28th February 2010. At the end of the pilot-study, the reliability of the data was measured and Cronbach alpha value of the gathered data was calculated as 0,74. At the end of the study, the general Cronbach alpha value of the data was found above 0,7 level mentioned by Nunnally (1967). Then, questionnaire was checked again by the academicians of related field and their ideas were taken into account. These means provided the content validity of the questionnaire. After this process, the survey was conducted among all students.

While analysing the collected data, SPSS (Statistics Program for Social Sciences) 16.0 statistics program was used. Statistical terms such as percentage and frequency were

used to analyse the demographic data. Statistical analyses with Kruskal-Wallis and Mann Whitney U analysis methods were conducted in order to understand whether there were differences between participants' demographic qualities and statements of attitudes. The reason why these analysis techniques were used is that data do not come from the normal distribution. Moreover, correlation criteria (crosstabs) were used to identify the relation between locus of control levels and factors of learning performance

Empirical Results

302 of the total 450 distributed questionnaires were surely returned. This number builds up 67% of the population. The data of the participants about demographic questions were assessed by using frequency and percentage analysis. The findings about the assessment are presented in Table 3.

Table 3. The results about demographic pattern

	Variable	F	%		Variable	F	%
Gender	Female	151	50	The high school student graduated from	Regular High school	172	57
	Male	151	50		Anatolian H. S	43	14,2
	Total	302	100		Tourism H. S	25	8,3
Age	17-19	34	11,3	The region where student lives	Foreign Lang. I. H. S	62	20,5
	20-22	200	66,2		Total	302	100
	23-25	61	20,2		Marmara Region	103	34,1
	26 and up	7	2,3		Central Anatolia R.	57	18,9
	Total	302	100		Aegean Region	20	6,6
Year	First Year	76	25,2	Eastern Anatolia R.	13	4,3	
	Second Year	124	41,1	Mediterranean R.	26	8,6	
	Third Year	57	18,9	Black Sea R.	75	24,8	
	Fourth Year	37	12,3	South-Eastern A. R.	7	2,3	
	Repeat	7	2,3	Total	301	99,7	

When Table 3 is observed, it is understood that 50% of the students who have taken part in the study were female (151), and 50% were male. If we take students' age group into consideration, one can see that 34 students (11,3%) are in the age of 17-

19 and 200 students (66,2%) are between 20-22. When the grades of the students are analysed, it is comprehended that 124 students are (41,1%) at second grade, 37 students (12,3%) are at fourth grade and 7 students who are not able to graduate in four years. When we look at the high school that students had graduated from, we can notice that 172 students (57%) were regular high school students, 25 students (8,3%) graduated from tourism high school. Finally, when the regions where students live are analysed, it is confirmed that 103 students (34,1%) live in Marmara Region, 13 students (4,3%) live in Eastern Anatolia Region and 7 students (2,3%) live in South-Eastern Anatolia Region.

As it can be seen in Table 4, the factors which are effective on participants' learning processes are collected under seven titles, which are activity, perception, listening, abilities, imitation, reading and noticing.

Table 4. The table of factors about learning analysis results (n=302)

Factors	Factor Load	Secular Value	Average	Variance (%)
The Dimension of Concentration		4,456	2,92	13,504
While I am studying, I often stop and do something else.	,778			
I like sport activities at school and attend them.	,735			
I do what I can for every event that I can act and take part in them in class	,727			
Teachers think that I move a lot in the classroom.	,718			
I talk too much in class.	,636			
The Dimension of Perception and Understanding		3,052	4,13	9,247
I hold every new thing in my hands and observe them.	,700			
I learn by doing and practicing.	,625			
I can understand better when I see things.	,619			
I like the activities which I participate actively.	,612			
I quickly perceive things showed in maps, posters and diagrams.	,562			

The dimension of listening		2,014	2,12	6,102
I like listening to book cassettes.	,750			
I like school songs very much and I learn them quickly.	,657			
I like reading aloud.	,594			
The dimensions of abilities		1,661	3,25	5,034
I like making practical jokes to my friends.	,756			
I like music and rhythm to learn better.	,617			
I like doing things by using my hands.	,546			
The Dimension of Method		1,631	3,33	4,944
I prefer telling to writing.	,768			
I like my teacher to correct my mistakes by explaining them to me.	,879			
I'd rather listen to the teacher than study by myself.	,582			
I understand a subject better if somebody tells or reads it, rather than reading it on my own.	,506			
The Dimension of Reading		1,519	3,74	4,603
I like reading novels.	,796			
I like to read silently.	,749			
The Dimension of Noticing		1,243	2,22	3,766
I always want to clean the board, opening/closing the windows or the door.	,689			
I understand better if events and subjects are dramatized.	,599			
My teachers and parents often tell me not to touch the objects.	,513			

Notes: Varimax Basic Components Factor Analysis. Kaiser-Meyer-Olkin Sampling Efficiency: 70,7% For Bartlett's Test of Sphericity X^2 : 1852,359; s.d: 528; $p < 0000$ for the whole scale Alpha; , 739; Total variance: 43,040%; The likert scale : 1:I totally disagree 5:I totally agree

When the internal pattern of the activity factor is observed, it can be understood that the activities that have become prominent are stopping and doing something else while studying, liking and attending (the) sport activities, moving in the classroom and (involving) participating in every event and talking a lot in classes. When the internal pattern of perception factor is analyzed, factors that draw attention are: holding new things in hands and observing them, learning by doing and applying, making better sense of the things one sees, enjoying activities actively, perceiving things with maps, posters, and diagrams. When the internal pattern of listening factor is examined, it is perceived that the factors that are taken into account are: liking to listen to book cassettes, enjoying school songs and learning them quickly, and liking to read aloud.

When the internal structure of ability factors is looked through, factors that become prominent are: love to make practical jokes to friends, enjoy music and rhythm to learn better, and liking to do something with hands. After the internal pattern of

imitating is studied, it has come out that elements that can be distinguished are: preferred telling to writing, wanting the teacher to correct(ing) mistakes by explaining, listening to the teacher instead of studying by himself/herself, favoring somebody else to tell or read something rather than reading it on his/her own. When the internal pattern of the reading factor is viewed, liking to read novels and silent reading takes the attention. Eventually, when the internal pattern of the noticing factor is looked into, the elements that stand out are: cleaning the board in the classroom, wanting to open/close the windows or the door, understanding better with dramatized events or subjects, and warning of the teachers and the parents.

In this part it will be observed whether there are any differences between students' demographic groups in terms of mean factor. In this context, in Table 5, Kruskal-Wallis's analysis was conducted whether there is a difference between classroom groups and factor means.

Table 5. Kruskal-Wallis analysis was conducted with regard to whether there is a difference between students' classroom groups and factor means

	Concentration	Perception	Listening	Abilities	Method	Reading	Noticing
Chi-Square	17,736	6,152	7,352	11,949	1,641	3,988	14,950
df	4	4	4	4	4	4	4
Asymp. Sig.	,001	,188	,118	,018	,801	,408	,005

According to Table 5, regarding whether there are any differences between students' classroom groups and factor means, the sign values which are lower than 0,05 show that the students have different opinion about learning dimensions. At the end of the analysis, it has been identified that there is a difference between concentration factor (.001), competence factor (.018), noticing dimensions (.005) and students' continuing classroom group.

Table 6. Kruskal-Wallis analysis concerning whether there are any differences between one of the students' age groups and factor means

	Concentration	Perception	Listening	Abilities	Method	Reading	Noticing
Chi-Square	5,457	1,169	6,089	7,103	1,877	3,336	8,492
df	3	3	3	3	3	3	3
Asymp. Sig.	,141	,760	,107	,069	,598	,343	,037

According to Table 6, regarding whether there are any differences between students' age and factor means, the sign values which are lower than 0,05 show that the students have different opinion about learning dimensions. At the end of the analysis, it has been identified that there is a difference between student concentration dimensions (.037) and age groups.

Table 7. Mann Whitney U analysis related to whether there is any difference between students' sex groups and factors means.

	Concentration	Perception	Listening	Abilities	Method	Reading	Noticing
Mann-Whitney U	9207,500	10441,000	11334,500	10526,500	10689,500	7794,500	9635,500
Wilcoxon W	20683,500	21917,000	22810,500	22002,500	22165,500	19270,500	21111,500
Z	-3,051	-1,379	-,092	-1,231	-1,007	-4,977	-2,496
Asymp. Sig. (2-tailed)	,002	,168	,926	,218	,314	,000	,013

According to Table 7, whether there are difference between students' sex and factor means, the sign values which are lower than 0,05 show that the students have different opinions about their learning dimensions. At the end of the analysis, it has been identified that there is a difference between concentration dimension (.002), reading dimension (.000), noticing dimension (.005) and student sex groups.

In the research whether two of the factors of locus of control, internal and external locus of control, affect on learning factors, correlation coefficients (crosstabs) have been used to conduct the analysis. In this analysis affecting variable is independent and affected variable is dependent. In this study, **internal locus of control and external locus of control** are accepted as dependent variables; further, **learning factors** are defined as independent variables. Some correlation criteria were used while measuring the correlation among ordinal scale variables. Some of these criteria are Somer d, Kendall Tau b, Gamma and Spearman correlation coefficients. These ordinal scales are generally used to measure the linear relationship among variables. The coefficient gathered at the end of the analysis take a value between -1 and 1. If coefficient is 1, there is positive full relation. When it is -1, there is negative full relation (Ozdamar, 2003). While conducting work analysis in this context, correlation scales were used to make it clear whether **internal and external locus of control** has an impact on **learning factors**. Analysis has been done with the 5% relevance level.

For this reason, assessments are: if the sign value is lower than 0,05 “differences exist (effect, correlations exist)”, if the sign value is higher than 0,05, “no difference (no effect, correlation)”.

Table 8. The Correlation between locus of control and abilities factor

Correlation Scale	Coefficients	Relevance
Somer d	,115	,028
Kendall Tau b	,116	,028
Kendall Tau c	,134	,028
Gamma	,201	,028
Spearman correlation coefficient	,125	,030
Geometrical Average (G.A)	,130	

According to Table 8, it has been concluded that the ability factor is not independent from locus of control (locus of control affects ability factor) as sign values of the correlation scales are lower than 0,05 ($p=0,028<0,05$). Correlations coefficients also show that there is a positive and low degree correlation between locus of control and ability dimension.

Table 9. The Correlation between locus of control and method factor

Correlation Scales	Coefficients	Relevance
Somer d	-,103	,049
Kendall Tau b	-,104	,049
Kendall Tau c	-,119	,049
Gamma	-,183	,049
Spearman correlation coefficient	-,111	,049
Geometrical Average (G.A)	-,112	

According to Table 9, it has been concluded that method factor is not independent from locus of control (locus of control affects method factor) as sign values of the correlation scales are lower than 0,05 ($p=0,049<0,05$). Correlations coefficients also show that there is negative and low degree correlation between locus of control and method dimension.

Table 10. The Correlation between locus of control and noticing factor

Correlation Scales	Coefficients	Relevance
Somer d	-,105	,043
Kendall Tau b	-,106	,043
Kendall Tau c	-,122	,043
Gamma	-,185	,043
Spearman correlation coefficient	-,114	,043
Geometrical Average (G.A)	-,123	

According to Table 10, it has been concluded that noticing factor is not independent from locus of control (locus of control affects method factor) as sign values of the correlation scales are lower than 0,05 ($p=0,043 < 0,05$). Correlations coefficients also display that there is negative and low degree correlation between locus of control and noticing dimension.

Conclusion

Locus of control focuses on ability to cope with uncertainty. While the individuals who have less tolerance resist to the change, the ones with high tolerance can adapt to the change more easily. Therefore, locus of control tries to identify the reaction given to change according to its status. If an individual can make self-control and has the belief that he/she is the dominant of his/her fate, he/she can give positive reactions to the change. Individuals are classified in two groups according to locus of control. The first group is internals, and the other is externals. The individuals with internal locus of control have the belief that they can monitor the events or situations with their own fate and they have a strong belief in themselves and their abilities in life. They believe that the reactions that they take from environment are the causes of their attitudes. On the other hand, the individuals with external locus of control relate the events and situations, success or failures to the factors not related to them. For example, they attribute success to backing; however, they base failure upon environmental factors (Kutanis, 2010; Sargut, 2001).

Sargut (2001) states that there are some indicators illustrating in general that Turkish people have a tendency to be highly external. He highly relates these indicators avoiding uncertainty and the grade of being external in the examinations applied between students and the administration. At the end of our research, it

is understood that students generally have internal locus of control. Additionally, it has drawn a conclusion that the students with internal locus of control agree upon the ability, method, and noticing factors of the learning dimensions more when compared to the students with external locus of control. In the cultures where being internal is prevailing, individuals struggle to acquire the information about their work. These efforts greatly contribute to the settlement of the culture and increase of the efficacy.

In the study conducted by Basım and Sesen (2006), it has been determined that most of the subjects had internal locus of control and individuals with internal locus of control had more tendencies to help and perform courteous attitudes when compared with the ones with external locus of control. Chen and Silverthorne (2008) have also mentioned that these qualities of the individuals with internal locus of control have considerable impact upon work performance and content levels. In our research, in the light of analysis regarding the effect of locus of control on students' learning processes, it has been ascertained that locus of control has a vital influence on method, ability, and noticing factors of the learning dimensions. The findings of the research show similarities with the studies conducted by Basım and Sesen (2006) and Chen and Silverthorne (2008).

Some analyses have been applied regarding whether there is any difference between students' demographic groups and learning. At the end of the analysis of questioning whether there is any difference between, one of the students' demographic groups, year and learning dimensions, it has come out that the students have different ideas between grade and the concentration, abilities, and noticing factors of learning. It has been researched why there is a difference between the students' grades and concentration factors; also, it has been determined that first-year students and second-year students, and first grade students and repeaters do not share the same idea. When we observe where the difference between grades and abilities factors arise from it has been identified that second and first graders, third and first graders, and first and second graders think in different ways. It has been questioned where the difference between grade and noticing factors emerges from; and the result is that second graders and repeaters have different opinions.

The analysis conducted on the difference among the students' demographic groups, age and learning has shown that they think differently among students' age and noticing factors. In which group this difference exists is analysed and it has been revealed that the students in the age group of 23-25 own various ideas. According to the analysis conducted on the difference between one of the students' demographic groups, sex and learning, it has been ascertained that students have various ideas between their sex, concentration, reading, and noticing factors. Besides, it has been understood that the female students having taken part in the study have external locus of control while their male peers have internal locus of control.

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

There are some constraints of the study. While assessing the finding of the study, these constraints should be considered. First of all, this study is conducted in a tourism college which gives bachelor's degree. Some different findings may be reached in various Universities which give education in different regions and branches faculties/departments. Another constraint of the study is that it considers only University students. It can be suggested for researchers who are going to conduct studies that they can perform in-depth studies taking other Universities in different regions and fields into account. Moreover, it may be useful to compare the findings by conducting research studies about other Universities in different regions and fields. Finally, a study including the lecturers giving education to the students at University can be done.

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