

A Comparative Study of Students Engaged in General versus Professional Courses of Education

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1. INTRODUCTION

People vary significantly in the type of events they experience as stress and the way they respond to these events. The experiences and their perceptions mostly depend on individual personality, which is very unique and personal to each & every one. We experience an abundance of different kinds of emotions which are sometimes positive like satisfaction, contentment, joy and, many a times negative. Negative emotional experiences and thoughts compromise our physical, social, and psychological wellbeing along with detrimental effects on intellectual functioning. As our experiences vary with our temperaments, it is likely that our tendency to experience positive emotions or negative emotions will remain fairly stable over our lifespan. To put it differently, our tendency to be positive or negative over a wide range of situations reflects the personality makeup.

Individuals in their later years of adolescence or early adulthood undergo severe mental strain which can be related to various aspects concerning their academic performance, choice of career, relationships, self-identity, economic independence and the like. Transitions through these phases and events are encountered with huge amount of uncertainty and confusion. Developmental psychology, personality studies, educational psychology and positive psychology has focussed on these conditions, both personal and situation, that threaten an individual's well being and adjustment.

Needless to mention, students in the finishing years of school and those entering colleges are at heightened risk for falling prey to these adversities. High competitiveness, lack of proper supervision, lack of opportunities, inappropriate decision making can lead to deficits in emotional, social, and cognitive growth of students. Students in every sphere of life go through various circumstances from which they could undergo a feeling of insecurity. A Student under the pressure of performance may sometimes feel anxious, get irritated, may find difficulty in concentrating or making decision, he may indulge in unwarranted behaviour for instance increased smoking, may act impulsively, engaged in constant worrying, feel agitated, may experience irritability or short temper, moodiness, sense of isolation, depression, procrastinating etc. A student may also experience a fear of failure. As a student, the greatest source of event he experience as stressful are likely to be in relationship, social situation, environment, lifestyle and academic life. All these give rise to the feeling of insecurity about his future. Feeling of security-insecurity has a significant value in shaping & reshaping personality.

Students make explanatory attributions to understand the affairs around them and to seek reasons for particular events. They believe that they are responsible for certain events and sometimes some outside events influence them, followed by some varied consequences which affect their academic adjustment. A student in the sphere of his educational development is guided by certain external and internal beliefs which are likely to affect his academic performance. A student often believes that his or her behaviour is guided by fate, luck or other external circumstances. While some others may believe that his behaviour is guided by his own personal decisions and effort as well. The kind of feeling and belief a student under goes has lot to do with his academic life in respect to his career orientation, which determines the future outcomes of the student.

Researches on these factors have revealed significant findings in the learning field among the students. It helps them to be more aware and deal with any situation carefully. It also provides insight in coping with the emotional and adjustment problems of students. This would lead to a positive outcome & the students would feel more open to any circumstances. It also focuses on how students learn and develop with which they are able to understand the reasons for their difficulties. Each student has an individual profile of characteristics, abilities and challenges those results from predisposition, learning and development. In this way they can apply their skills and knowledge apart from their academic life and could overcome their fear of uncertainty & insecurity. Studying of these factor also plays a vital role in the context of student's vocational and academic adjustment and helps them to understand how personal skill development affect their vocational and academic life which in turn increases their positive attitudes, self-confidence, initiative, self discipline, honesty, responsibility, personal hygiene, time management & increase their lifelong learning capacity. Student will adapt to changing technology to improve their performance and choose a field in which they fit best. They can also improve their personal interest and can achieve personal goals. Overall they can set a career plan, can update information and tentative decision to implement plans & strategies their future development respectively

2. LOCUS OF CONTROL

Locus of control refers to an individual's generalized expectations concerning where control over subsequent events resides. In other words, who or what is responsible for what happens. It is analogous to, but distinct from, attributions. According to Weiner the "attribution theory assumes that people try to determine why people do what they do, i.e., attribute causes to behaviour." There is a three stage process which underlies an attribution. Step one: the person must perceive or possibly observe the behaviour. Step two is to try and figure out if the behaviour was intentional, and step three is to determine if the person was forced to perform that behaviour. The latter occur after the fact, that is, they are explanations for events that have already happened. Expectancy, which concerns future events, is a critical aspect of locus of control. Locus of control is grounded in expectancy-value theory, which describes human behaviour as determined by the perceived likelihood of an event or outcome occurring contingent upon the behaviour in question, and the value placed on that event or outcome. More specifically, expectancy-value theory states that if (a) someone values a particular outcome and (b) that person believes that taking a particular action will produce that outcome, then (c) they are more likely to take that particular action.

Julian Rotter's original (1966) locus of control formulation classified generalized beliefs concerning who or what influences things along a bipolar dimension from internal to external control: "Internal control" is the term used to describe the belief that control of future outcomes resides primarily in oneself while "external control" refers to the expectancy that control is outside of oneself, either in the hands of powerful other people or due to fate/chance. Hannah Levenson (1973) offered an alternative model. Whereas Rotter's conceptualization viewed locus of control as unidimensional (internal to external), Levenson's model asserts that there are three independent dimensions: Internality, Chance, and Powerful Others. According to Levenson's model, one can endorse each of these dimensions of locus of control independently and at the same time. For example, A person might simultaneously believe that both oneself and powerful others influence outcomes, but that chance does not.

Since its introduction, the locus of control construct has undergone considerable elaboration and several context-specific instruments have been developed. Health researchers in particular have embraced locus of control as a concept for explaining behaviour. Among the most widely used health-specific measures is the Multidimensional Health Locus of Control Scales (Wallston, Wallston, & DeVellis, 1978). This instrument retains Levenson's three dimensions but concerns outcomes that are specifically related to health and illness, such as staying well or becoming ill.

Locus of control, according to Rotter's approach, can be divided into two separate sources of control: *internal and external*. People with an *internal* locus of control believe that they control their own destiny. They also believe that their own experiences are controlled by their own skill or efforts. An example would be "The more I study, the better grades I get" (Gershaw, 1989). On the other hand, people who tend to have an *external* locus of control tend to attribute their experiences to fate, chance, or luck. (1) Examples: *External locus of control*: If a student attributes either their successes or failures to having a bad day, unfair grading procedures on their teacher's part, or even God's will, they can be said to have a more external locus of control. These students might say, "It doesn't matter how hard I study. The teacher just doesn't like me, so I know I won't get a good grade." These students generally don't learn from previous experience. Since

they attribute both their successes and failures to luck or chance, they tend to lack persistence and not have very high levels of expectation.

Generally, the development of locus of control stems from family, culture, and past experiences leading to rewards. Most internals have been shown to come from families that focused on effort, education, and responsibility. On the other hand, most externals come from families of a low socioeconomic status where there is a lack of life control.

Family Pattern and Locus of Control:

The development of the locus of control is associated with family style and resources, culture stability and experiences with effort leading to reward. Many internals have grown up with families that modelled internal beliefs. These families emphasized effort, education, responsibility and thinking. Parents typically gave their children rewards they had promised them. In contrast, externals are typically associated with lower socio-economic status. Societies experiencing social unrest increase the expectancy of being out-of-control, so people in such societies become more external. The research of Schneewind (1995) suggests that “children in large single parent’s families headed by women are likely to develop an external of control” (Schultz & Schultz, 2005). They point out those children who develop an internal locus of control tend to come from families where parents have been supportive and consistent in self-discipline. There has been some ambiguity about whether parental locus of control influences a children’s locus of control, although at least one study has found that children more likely to attribute their success and failures to unknown causes if their parents had an external locus of control.

As children grow older, they gain skills that give them more control over their environment. In support of this, psychological research has found that older children have more internal locus of control than younger children. Findings from early studies on the familiar origins of locus of control were summarized by Lefcourt: “Warmth, supportiveness and parental encouragement seems to be essential for development of an internal locus of control”.

Age and Locus of Control:

It is sometimes assumed that as people grow older, they will become less internal and more external, but data here have been ambiguous. Longitudinal data collected by Gatz and Karel (cited in Johnson et al., 2004) imply that internality may increase up to middle age, and thereafter decrease. Noting the ambiguity of data in this area, Aldwin and Gilmer (2004) cited Lachman’s claims that locus of control in the later life relates more visibly to increase externality, rather than reduced internality, if the two concepts are taken to be orthogonal. Evidence cited by Schultz and Schultz (2005), for example Heckhausen and Schulz (1995) or Ryckman and Malikosi, 1975 (cited in Schultz & Schultz, 2005), suggests that locus of control increase in internality up until middle age. These authors also note that attempts to control the environment become more pronounced between the age of eight and fourteen.

A study published in the journal Psychometric Medicine examined the health effect of childhood “locus of control”. 7,500 British adult followed from birth who had shown an internal locus of control at the age of 10 were less likely to be overweight at age 30. The children who had an internal locus of control also appeared they have levels of security feelings.

Gender-Based Differences in Locus of Control:

As Schultz & Schultz, (2005) points out, significant differences in locus of control have not been found for adults in a U.S population. However, these authors also note that there may be specific sex-based difference for specific categories of item to assess locus of control – for example, they cite evidence that men may have a greater internal locus of control in relation to academic achievement (Strickland & Haley, 1980; cited in Schultz & Schultz, 2005).

Cross-Cultural Issues in Locus of Control:

The question of whether people from different cultures vary in locus of control has long been of interest to social psychologist. Japanese people tend to be more external in locus of control orientation than people in the U.S., where as differences in locus of control between different countries within Europe, and between the U.S. and Europe, tend to be small (Berry, Poortinga, Segall & Dasen, 1992). As Berry et al. (1992) point out, different ethnic group within the united states have been compared on locus of control, with blacks in U.S. being more external than whites, even when socio-economic status is controlled (Dyal, 1984; cited in Berry et.al, 1992) also point out how research on other ethnic

minorities in the U.S., such as Hispanics, has been ambiguous. More on cross-culture variations in locus of control can be found in Shiraev and Levy (2004). The research in this area indicates how locus of control has been a useful concept for researchers in cross-cultural psychology.

3. FEELING OF SECURITY-INSECURITY

Another related concept is security / insecurity concept which is more or less related with locus of control influencing academic performance of students. A student in every sphere of his life is often guided by the belief about what causes the good or bad result in his life, either in general or specific area such as health or academics. So security results from the circumstances where the individual thinks that they can control events that affect him. On the other hand an individual who cannot stand against any unwanted occurrences in their life under goes a feeling of insecurity.

The term “security” and “insecurity” have been accepted recently by many behavioural scientists and related practitioners, who used them extensively. They appear principally in the literature of social psychology and allied subjects – sociology, psychiatry, abnormal or clinical psychology and social work. Although Freud himself seldom employed the concepts of security insecurity feeling, there are many psychiatrists, especially those with cultural leanings like Horney, Fromm and Plant who use it frequently.

The notions of security and insecurity probably began with the work of W.I.Thomas and Alfred Adler respectively. Adler was concerned with tracing feeling of inferiority to organic inadequacies and the attitudes associated with them.

Thomas made security one of his “Four Wishes”. Thomas’ notion of a basic need for security, variously elaborated, forms the nucleus of most discussions by succeeding sociologists, for e.g. Folsom.

These two concepts are used in many different and even contradictory ways. One writer regards security as a final purpose in the life-organisation of the individual and another treats it as a by- product of certain experiences, either impelling men to strive for betterment and a step towards progress or damaging and crippling the personality.

According to Plant, security insecurity is a state of mind establish early in life, noting how Levy has demonstrated the importance of breast feeding and cuddling increasing the sense of security, Plant says that insecurity is something which defines ‘cure’ in the ordinary sense of the world .It arises out of the situations that are beyond logical control and is combated through all those mental processes, which is subsume under the term ‘faith’. The way to be secure is to reduce the level of aspirations to see the point where one cannot be easily disappointed and never want or perceive anything with a negative state of mind.

Everyone alive has troubles and problems, but they react differently. One problem for the two men has different value. One person react in very easy way and feel pleasure while other always in mood to reject or escape the problems. The feeling of security-insecurity has significant value in shaping and reshaping of personality. The term has both positive and negative value. Security can be defined as “the condition of being in safety, or free from threat of danger to life, or what is highly valued; employed in special sense by Adler, of a condition in which power or conquest is attained without struggle”, (Driver, James, 1968). This is closely related to the feelings of being at home in the world, safety, friendliness, calm, easy, relational, uncomplicated, emotional stability, self-acceptance and well based self-feeling of strength (Maslow, A. H.). A person who has feeling of security must have tendency to accept other human being. In Adlerian sense, he has ‘social interest’, which refer to cooperativeness, kindness, sympathy and sociability. In other hand, Insecurity can be defined as emotional instability, feeling of rejection, inferiority, anxiety, isolation, jealousy, hostility, irritability, inconsistency and tendency to accept the worst general pessimism or unhappy. An unsecured man always feels isolation, suffer from acute tension. He has disturbances of various self-esteem complexes. They have relatively more neurotic or psychotic tendencies. The feeling of security-insecurity developed with the interactions of basic needs of the person. In other words, how he respond to these needs, with frustration or without. In other sense, this is a by-product of heredity and environment.

Psychologists Abraham Maslow first introduced his concept of hierarchy of needs in his paper ‘A theory of Human Motivation’ in the year 1943.The paper suggests that people are motivated to fulfil basic needs before moving on to other needs. Maslow’s hierarchy of needs are often display as a pyramid. The lowest level of pyramid are made up of the most basic needs, while the most complex needs are located at the top of the pyramid. Needs at the bottom of the pyramid are

the basic physical requirements including the need for food, sleep and warmth. Once these lower level needs are been met, people can move on to the next level of needs, which are safety and security.

By security needs Maslow includes the need for safety and security. Security needs are important for survival, but they are not as determining as the psychological need. Example of security needs include a desire for steady employment, health insurance, safe neighbourhoods and shelter from environment. If these needs are not met, an individual undergoes a feeling of insecurity.

The Dynamics of Psychological Security-Insecurity by A. H. Maslow:

The secure person ‘is a person who feels unconsciously rejected and consciously feel unhappy, unstable and conflicted, who perceives the world and the people in it as dangerous to him, who reacts to these conscious and unconscious feelings by attempting to win back security in various ways, but by the very reason that he attempts to win back guarantees its perpetuation as even intensification, unless some ‘good’ external influences intervenes in to the vicious circle to put him on the correct path’.

“Anything that we trust in which can be taken away from us bring insecurity Only that which cannot be taken away from us brings security”

Maslow’s security and insecurity inventory came to be constructed as a by-product and clinical and theoretical security. The purpose of the inventory was to detect and measure the feeling of security the investigator gave preference to the inventory developed by Maslow and found it most appropriate for the present study because the concept of security used by Maslow covers a wide range of factor farming the security and insecurity syndromes

4. COMPARISON

Insecurity	Security
Produces fear, worry, and anxiety.	Produces boldness and a sound mind
Produces restlessness, fatigue, and insomnia.	Produces rest, peace, and joy.
Produces indecisiveness.	Produces decisiveness.
Produces avoidance of others.	Produces love, confidence, and fellowship.
Produces depression.	Produces thanksgiving and praise.

#Source: Security vs. Insecurity www.wholeperson-counseling.org/fear/security-insecurity.html

5. HIGHLIGHTS OF BLATZ’S THEORY OF SECURITY

Security theory is essentially a theory about personality development. It can be characterized as an open-ended theory, in that Blatz anticipated that it would be expanded and refined through research. He was a brilliant hypothesizer. He did not attempt to spin a theory to encompass all of personality and its development. He did, however, think that the concept of security could guide the exploration of this rich and confusing field. When Blatz first conceived of security theory, Freudian theory and its several variations dominated views of personality and its development Blatz was basically influenced by these theories, although he never publicly acknowledged this, and indeed his views differed very much from Freud’s on several points. Blatz specified two emotions (anger and fear) and several “appetites” as the sources of motivation, but his theory is not a drive theory like Freud’s, with all drives having a common pool of libidinal energy. The appetites included hunger, thirst, elimination, sex (although he did not focus on infantile sexuality), rest, and change. The appetite of change was original and of particular value. His notion was that from infancy onward people are intrinsically interested in changes that take place in the world around them, for their own sake and not necessarily as a derivation from some other motive—whether such changes result from their own activity or otherwise. It is the appetite for change that leads to exploratory activity, and thus to learning and the acquisition of skill and knowledge. Blatz’s notion of appetites

and emotions is less elaborated than the concept of behavioural systems that Bowlby's attachment theory borrowed from contemporary biology, but compatible with it. Blatz's differences with Freud centered on the issue of the unconscious. He thought it was logically ridiculous to talk about unconscious thoughts or wishes. Thoughts and wishes had to be conscious. What of "security," which formed the core of Blatz's position? He usually spoke of security as willingness to accept the consequences of one's own behaviour, or being able to rely upon someone else to accept them on one's own behalf. This statement refers more to the definition of conditions that make for security than constituting a definition of security itself. According to Professor Edward A. Bott that the word is derived from the Latin *sine cura*, that is, "without care"—or, if you like, "without anxiety," "without fear," or indeed "free from insecurity." This definition implies that security is a feeling. Blatz, too, thought of security as a feeling, for he distinguished between safety, objectively defined as being free from harm or danger, and security, defined as a subjective feeling of being safe whether one actually was or was not. Security as defined by Blatz and Chant implies two things: (1) the immediate experience of adequacy in any given situation—that is, the individual feels capable of dealing with the situation whether he actually is or not; (2) a feeling of adequacy to meet the future consequences of the immediate response, as anticipated by the individual, whether this anticipation be a clear cut foreseeing of possibilities or merely a vague expectation of results. Thus security as experienced has an immediate and a future reference. Thus Blatz seemed to equate feeling secure with feeling confident or effective, even though one's feeling of efficacy might stem from reliance on something or someone other than oneself.

Security versus insecurity: Blatz's theory does not hold a simplistic dichotomy between secure and insecure. The degree to which children are secure can be assessed through an examination of their confidence in others, especially on their parents, to provide comfort, reassurance, and protection when needed, and their confidence in being able to cope with the world on the basis of their own skills and knowledge. Similarly for an adult, it would be largely the combination of the contribution of mature dependent and independent security. This would be balance against the incidence and strength of feelings of insecurity in making the judgment of how a person is secure in comparison to how the person is insecure. But there is also the issue of the security contributed by immature dependence on others beyond childhood. One cannot arrive at a single security-insecurity score, but should instead consider the patterning in a comprehensive assessment.

Thus locus of control on personality and feelings of security / insecurity act as important determinants in influencing the academic performance as well as in other spheres of an individual's life. The present study aims to assess both locus of control as well as feelings of security/ insecurity and finding out whether there exists any correlation between the two variables.

6. LITERATURE REVIEW

Related studies on locus of control:

During the last 25 years, one of the most widely researched personality variables has been locus of control, the generalised expectancy of reinforcement as either internal or external to the self (Strickland, 1989). Internal locus of control is the expectation that reinforcement is the result of one's own effort, ability, characteristics, or behaviour; external locus of control is the expectation that reinforcement is the result of chance, fate, or other powerful factors.

Many studies indicate that locus of control appears to become more internal over time (Knoop; 1981). Regarding gender issue in locus of control some studies found that females have more external locus of control than do male (Cairns et.al; 1990) while other studies did not find differences in locus of control (Adame, Johnson, & Cole, 1989; Dellas & Jernigan, 1987). Archer and Waterman (1988) reviewed 22 studies for gender differences on several variables including locus of control. In 15 of the studies no gender differences were found; in six studies, the males were more internal and in one study, female were more internal. Archer and Waterman concluded that there is not enough evidence in the research to show there are gender differences.

Rohaty Mohd Majzub has examined the relationship between Locus of Control and academic achievement, and discussed the possibility of gender differences. Past research indicated a positive correlation relationship between internal scores and high academic achievement. Overall, the research regarding gender found males to be more internal and external than females. The sample of this study included 204 first year Yarmouk University students, from four different departments (English, Accounting, Chemistry and Engineering). The multidimensional- multi-attribution causality scales (MMCS)

was administered to the respondents of the study. The MMCS were then correlated with academic achievement and gender. The statistical analysis evidenced a correlation between Locus of Control and academic achievement, The internal locus of control were high and positively correlated with academic achievement among the male students and positively correlated with external locus of control. However only the internal locus of control was positively correlated with academic achievement among female students and negatively correlated with external locus of control. The findings showed that males were more internal and external than females. Overall, this study supported the finding of the past research supporting a positive relationship between locus of control and academic achievement.

Krista K. Fritson (2008) has examined the academic and cognitive value of journaling; little has examined the psychological impact of journaling on the personal development of college students. Research on cognitive-behavioural therapy indicates that journaling can have a positive impact on individuals' self-growth and intrapersonal characteristics. The purpose of this study is to examine the impact of classroom-based journaling on students' self-efficacy and locus of control. Students in two undergraduate courses were required to complete weekly journal assignments; one class received targeted information on cognitive-behavioural therapy (CBT) and one class did not. Students completed pre-, mid-, and post course assessments on self-efficacy, locus of control, and learning. Results revealed that self-efficacy scores for both groups significantly improved after the early journaling assignments; however, there were no differences between those who received direct CBT instruction and those who did not. These findings indicate that journaling may have important psychological benefits above and beyond its expected academic and cognitive outcomes.

Findley, Maureen J.; Cooper, Harris M.(1983) has found the relationship between locus of control (LOC) and academic achievement which reveals that more internal beliefs are associated with greater academic achievement and that the magnitude of this relation is small to medium. Characteristics of the participants in the reviewed studies and the nature of the LOC and academic achievement measures were investigated as mediators of the relation. The relation tended to be stronger for adolescents than for adults or children. The relation was more substantial among males than among females. Stronger effects were associated with specific LOC measures and with standardized achievement or intelligence tests than with teacher grades.

A study conducted by Alfred C. Lintier and Joseph Doucette (1994) investigated the responsiveness to praise of 285 elementary school pupils as a function of task variables and subjects characteristics. The individual difference variables of locus of control and previous school-related failure were utilized. Analyses of the effects of praise differed considerably between an ambiguous coding and an academic reading task. Male subjects with an external locus of control orientation were responsive to praise on the coding task. Female subjects were generally not responsive regardless of individual characteristics. Reading test residual gains, however, were affected by prior experiences of failure and praise. The results were interpreted as demonstrating the importance of integrating task variables into aptitude-treatment interaction research.

Jim Cvetanovski & Steve M. Jex, 1994 has examined the relationship between locus of control and psychological and physical wellbeing of 190 unemployed people. Results indicated that an internal locus of control was associated with lower levels of anxiety and depression and higher levels of self-esteem than externals. Internal also tend to report fewer physical symptoms not requiring medical attention. There was no relationship between either measure of locus of control and physical symptoms requiring attention.

Angelika Anderson (2005) used a novel multidimensional locus of control instrument (I-SEE) to investigate the relationship between locus of control, motivation, and academic achievement in three different types of school. The strengths of the I-SEE are that it incorporates the construct of self-efficacy and that it is embedded in a model of personality and action based on field-theoretical conceptions. Further, it includes the role of the environment and personality in determining action. The results support a multidimensional conceptualisation of locus of control and the utility of the I-SEE. There were statistically significant differences between schools for motivation and achievement and also a mediating effect between locus of control and school type, suggesting that interactional models are required in investigations of motivation and achievement. Furthermore, moderate levels of locus of control and self-efficacy appear to be more adaptive than either extremely high or low levels.

Jennifer Butler Sweeney, 2007 conducted a study to explore the variable of locus of control, coping style and self esteem in an all female, culturally diverse sample of adolescent. The present study examined these variables in the context of race and ethnicity. The result of the study was mixed, some findings supported the study hypotheses and others were not in the

anticipated direction. As predicted, there was a correlation between locus of control and coping style. Specifically, as problem focused coping strategies decreased, locus of control become more external. It was hypothesized that this sample would exhibit greater levels of emotion-focused coping than problem-focused and consequently, there would be a greater tendency to be externally rather than internally oriented in terms of locus of control. These two hypotheses were not supported, the participants was more internally oriented than expected and individual's engaged in problem and emotion-focused coping strategy with equal frequency. The study further hypothesized that; consistent with previous research, there would be ethnic differences in the tendency to seek spiritual support as a problem-focused coping strategy. This was not the case in the current sample, however this finding needs to be evaluated in terms of the small sample size and under representation of certain ethnic group in the current samples. Lastly race, locus of control and coping style were all significant predictor of self esteem, as anticipated. Specifically an internal locus of control was predictive of higher levels of self esteem, as was a greater prevalence of problem-focused coping strategies. Race was significant positive predictor of self-esteem.

Some Related Studies on Security-Insecurity:

Pyari (1980) conducted a study on the relationship between feeling at security, in security family attachment and values on educational achievement. It was concluded that the relationship between security-insecurity scores and the educational achievement scores was negative and significant, and the relationship between the security and insecurity scores, the family attachment and values scores was positive.

Haim A. Ben-David (2003), conducted a longitudinal field study of a random sample of employees in an organization undergoing major restructuring and downsizing, investigated the moderating influence of job security on the effect of role clarity on employee performance. The result supported the hypothesis. That is, job performance increased over time under higher levels of role clarity. Moreover, this increased in performance was maximised when both role clarity and job security were high, while deterioration in performance was greatest when role clarity was low and job security was high.

Noparat Tananuraksakul, 2009 in his paper studied international postgraduate students' feelings of security in line with the use of English as an international lingua franca in an Australian social and academic context. It focuses on how they perceive a feeling of security when they communicate in English with culturally different others, and which factors influence their perceptions of feelings of security. Findings deriving from in-depth interviews with 13 students from a non-native English speaking background from 11 countries suggest that they perceive a feeling of security subconsciously and consciously. Seven participants' perceptions of feelings of security were primarily influenced by subconscious display rules and taboo, secondarily by values of Confucian interpersonal harmony and competition. Six participants' perceptions were consciously and primarily influenced by the notion of 'face'. Findings further suggest that in the intercultural transition international students will be likely to experience a conscious process of negotiating face competence and face fellowship concurrently impinging their identity security. Confidence appears to be the key to maintain and restore their face and identity they want to present to others.

The authors like El-Sheikh, Mona; Buckhalt, Joseph A. (2007) has examined children's sleep as an intervening variable in the connection between emotional insecurity in the family and academic achievement. The role of ethnicity (African American and European American) and socioeconomic status (SES) in moderating the examined relations was assessed. One hundred sixty-six children (8- and 9-year-olds) reported their emotional insecurity, and the quantity and quality of children's sleep were examined through actigraphy and self-report. Decreased amount and quality of sleep were intervening variables in the relations between children's emotional insecurity and academic achievement. The effects of disrupted sleep on achievement were more pronounced for both African American children and children of lower SES. Results highlight the importance of the contemporaneous examinations emotional insecurity and academic achievement in the prediction of child outcomes.

N. Mudege, 2004 said how perceptions of personal security can impact on school enrolment and attendance. It mainly focuses on threats of physical harm, crime, and community and domestic violence. These security fears can include insecurity that children suffer from as they go to school, maybe through the use of unsafe routes; insecurity that children feel at school; and the insecurity they suffer from in their homes. Although poverty can be a source and/or an indicator of insecurity, this paper does not focus solely on poverty as it is well covered elsewhere in the literature. The paper relies on qualitative data collected in Korogocho and Viwandani slum areas in Nairobi, Kenya between October and November

2004. The paper analyses data from individual interviews and focus group interviews and focuses on the narrative of slum dwellers on how insecurity impacts on educational attainment. The conclusion in this paper is that insecure neighbourhoods may have a negative impact on schooling. As a result policies that address insecurity in slum neighbourhoods can also improve school attendance and performance.

Ethel rosokies,1993 has reversed a long standing tradition of neglect, occupational stress researchers has rediscovered the importance of personality disposition in understanding transformation of stress in to strains and strains in to symptoms .Two recent studies of job insecurity in the laboratory provides the opportunity to explore the extent of this insecurity and the mechanism by which it operates .The most important of this findings is that positive personality attitudes impact as strongly on mental health as does negative personality disposition ,albeit in the opposite direction. Thus personality can cushion, as well as aggravate the impact occupational stress and brings insecurity.

7. METHODOLOGY

Aims & Objectives:

The aim of the study is to understand the locus of control and security/insecurity among students in order to facilitate measures of improving academic adjustment and performance of the students.

The aim of the present study will be achieved through the fulfilment of the following objectives :

- To assess the locus of control of the subjects
- To assess the security/insecurity of the subjects
- To determine whether any correlation exists between the two variables
- To determine if there is any difference between two groups of subjects relating to locus of control
- To determine if there is any difference between two groups of subjects relating to security/insecurity

Research Variables:

The variables considered in the present study and their operational definitions are as follows:

- Locus of control is a generalised belief concerning who or what influences things along a bipolar dimension from internal to external control. (Rotter, 1966)
- Security-insecurity is a feeling, not based on probabilities and mathematical calculations, but a kind of psychological reactions to both risks and counter measures, depending upon the situations. (Schneier, 2008)

Hypothesis:

With the available literature, empirical evidence and the objectives of the study in perspective, the following have been hypothesized:

- Locus of control and security/insecurity is correlated for the two groups of subject
- There is difference in the level of locus of control for those engaged in professional and general courses.
- There is difference in the level of security/insecurity for those in professional and general line

Sample:

Data was collected from college students engaged in professional courses and general science courses, both male and female aging between 18-24yrs. Around 275 prospective respondents were approached and those willing to participate were informed of the purpose of the survey, an estimate of completion time (30mins), and confidentiality. A total of 200 students responded to the questionnaire, with 100 belonging to professional courses and 100 in general courses. Data was collected from some colleges in and around Kolkata and Barasat, which includes professional and general science undergraduate students. Engagement in professional courses like, engineering, medical, bachelor in computer applications (BCA) and undergraduate courses in basic sciences only was the inclusion criterion.

Tools:

- **Measurement of locus of control:** Julian Rotter, 1966 developed a 29 item locus of control scale. The questionnaire consists of 29 items. Each of the items consists of two pair of statements (a) or (b). The respondent has to acknowledge their selection for each and every statement in the questionnaire. Note that there are 6 filler items and 23 scoring items. There is no right or wrong answer.
- **Measurement of Maslow's security/insecurity inventory:** Developed by Dr. Tasneem Naqvi, 1986. The scale consists of 47 items, retained as a result of item-analyses out of 88 items. High scores of inventory indicate high security; where as low score indicate insecurity. If the respondent agree with the item, he or she had to put 'X' in front of column 'Yes' and in of disagree put 'Y' in column 'No'. The entire item in the questionnaire is required to be answered.

Statistics:

Descriptive analysis will be conducted through calculations for mean scores and standard deviation, followed by correlation analysis in which Pearson's Product Moment coefficient co-relation would be employed for determining the relationship between locus of control & security/insecurity.

Correlation provides an indication that there is a relationship between two variables; however, it does not indicate that one variable causes the other. A simple bivariate correlation (also termed as zero-order correlation) explores the relationship between two variable. Pearson's Product Moment correlation coefficient (r) ranges from -1.00 to +1.00. Pearson's Product moment correlation is used as a measure of magnitude and direction of the relation between two variables when such a relationship can be described by a straight line (*linear correlation*).

The strength of relationship can be understood by Cohen's (1988) guideline:

$r = .10$ to $.29$ or $r = -.10$ to $-.29$	small
$r = .30$ to $.49$ or $r = -.30$ to $-.49$	medium
$r = .50$ to 1.0 or $r = -.50$ to -1.0	large

Analysis of mean difference was employed for comparing the two groups of subjects for both the variables to determine whether the two groups significantly differ from each other.

Analysis of variance (ANOVA) will be applied to see if there is any difference between the two groups of variables and to determine whether the groups are actually different in the measured characteristic. It is quite effective in determining if two or more group means due to chance, or if observed differences between phenomena, it is used to examine the differences with two or more independent variables.

Two-way analysis of variance is an extension of one-way analysis of variance, where there are two independent variables and is useful to compare the effect of multiple levels of two factors and when there are multiple levels of two factors, there are multiple observations at each level. It is use to measure differences when variables have two or more categories.

Regression analysis will be used for prediction and to understand which among the independent variables are related to the dependent variable. Multiple regression is a multivariate statistical techniques used to explore the relationship between one continuous dependent variable (criterion) and a number of independent variables or predictors (usually continuous). It is used to represent the relation between the criterion and a combination of two or more predictors into an expression showing the criterion as a function of the predictors. The three main types of multiple regressions are standard or simultaneous, hierarchical or sequential, and stepwise. In stepwise regression, the program selects the order in which each variable, from the list of the independent variables, will be entered into the equation, based on a set of statistical criteria.

The results of regression analyses are interpreted against the Model Summary box (of SPSS) which gives the R Square value. R Square is the amount of variance in the dependent variable explained by the model (includes all the variables entered as the predictors). Adjusted R Square statistic provides a more genuine estimate of the true population value, especially when there is overestimation of the true value in population due to small sample size. The statistical significance of the result is estimated through the ANOVA table which tests the null hypothesis that multiple R in the population equals 0. The coefficients are reflected by the Beta values shown under the Standardized Coefficients.

8. RESULTS

All data was carried out using **Statistical Package for social Sciences (SPSS 17.0)**. The descriptive analysis (mean and standard deviation) of each of the scale for the two groups as well as the total sample were done.

Descriptive Analysis:

Broadly, the mean score for locus of control as obtained from locus of control Scale for the total sample (*mentioned as in table I*) was 15.5700 (SD= 2.46689), and the mean score for security/insecurity feeling for the total sample was 32.4900 (SD= 5.22652). The mean score obtained for general courses was found to be 14.8200 (SD= 2.28910) and for security-insecurity mean obtained was 31.6800 (SD= 4.51458) respectively. The mean score for professional group of students was 16.3200 (SD= 2.41995) and the mean score for security/ insecurity was 33.3000 (SD= 5.76212).

Table 1: Results showing Zero order correlation coefficient between locus of control and security-insecurity for both the group (General and Professional) as well as the total samples, are presented in table 1

Course	Variable	Mean	SD	Correlation
General science stream course	Locus of control	14.8200	2.28910	0.052
	Security-insecurity	31.6800	4.51448	
Professional course	Locus of control	16.3200	2.41995	0.221*
	Security-insecurity	33.3000	5.76212	
Total of locus of control & Security-insecurity for both the groups (General & Professional)	Locus of control	15.5700	2.46689	0.187**
	Security-insecurity	32.4900	5.22652	

A significant correlation is found ($p < 0.05$) among the students engaged in professional courses, where it is seen locus of control has a significant relation with student's feeling of security-insecurity. Whereas no such significant relation is noticed among the students engaged general science stream courses. Again significant differences is observed ($p < 0.01$) for both the groups as well as for the total samples.

Verification of Hypothesis 1:

Locus of control is correlated with the feeling of security-insecurity, is verified by co relational analysis. The results reveals that locus of control is significantly correlated with the feeling of security-insecurity for the total samples. Additionally for those engaged in professional courses, the correlation between the two variables has also been found to be significant, however for those in general courses, this relationship could not be determined. Thus the hypothesis is partially accepted.

Table 1.1: Showing results for Independent sample test

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
loc1	Equal variances assumed	1.519	.219	-4.503	198	.000	-1.50000	.33311	-2.15690	-.84310
	Equal variances not assumed			-4.503	197.391	.000	-1.50000	.33311	-2.15691	-.84309

For estimating the differences within the two courses (general and professional) in their scores on locus of control scales, t test for independent sample was employed. The results indicate that, there is significant difference in the two groups ($t = -4.503$; $p < 0.001$). Thus engaged in professional courses significantly differ in their locus of control from those engaged in general courses.

Verification of Hypothesis 2:

Two groups of sample engaged in general and professional courses would significantly differ in the locus of control is verified by *t* test for independent samples. Results indicate that there are significant differences between the two groups, those in professional group scoring high in locus of control, revealing internal locus of control than those in general courses. Thus the hypothesis stands accepted.

Table 1.2: Showing results for Analysis of Variance

The sample has been classified in to three groups depending upon the scores of locus of control of the respondents applying analysis of variance. Further the academic courses of the respondents have also been considered as the second variable which is presented in **table 1.2**

Table 1.2 Tests Of Between-Subjects Effects**Dependent Variable: sec. insecc**

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	256.881	3	85.627	3.241	.023	.047
Intercept	209256.657	1	209256.657	7919.197	.000	.976
Loc	125.661	2	62.831	2.378	.095	.024
Course	69.976	1	69.976	2.648	.105	.013
Error	5179.099	196	26.424			
Total	216556.000	200				
Corrected Total	5435.980	199				

From the results it can be seen that there is homogeneity of variances of the independent variable across groups. Significance value (0.089) is greater than >0.05 , which is the level of alpha. If the significant value has been less than 0.05, it can be concluded that variance across the group is significantly different.

The significant differences between the two group for both the independent variables, namely course and locus of control has been observed in the two independent variable could not be determine using ANOVA test. More over simple main effects analysis revealed that there was no significant difference in security-insecurity between professional and general courses ($p=.105$).

Verification of Hypothesis 3:

The two groups would differ in terms of their feeling of both security and insecurity is verified using two way analysis of variance. No significant difference has been revealed by simple main effects analysis of test of independent samples. Thus the two groups do not differ in their feeling of security and insecurity. The hypothesis is thus rejected.

Table 1.3: Showing results for Regression Analysis

Stepwise regression analysis was employed to investigate whether course and locus of control can predict security-insecurity among students.

Results of step wise regression analysis

Variable	R Square	Adjusted R Square	F	B	T
Course	0.24	0.19	4.898	0.155	2.213*

* $p < 0.05$

In the analysis, security-insecurity was the criterion, course and locus of control were considered as the predictor to explore whether they made any significant contribution in the criterion. Results reveal that variable entered as a predictor accounted for around 20% of variance in the criterion variable.

An observation of the summary of regression results indicate that the course (general and professional) emerged as the only predictor of security-insecurity accounting the total variable observed in the model. The adjusted R square value for the course is observed to be 0.19 (beta .155). The adjusted R square statistic indicates that the correlated value of R square provides a better estimation of true population. Although correlation analysis reveals significant relationship between security-insecurity and locus of control, locus of control has not found to predict security-insecurity.

9. SUMMARY OF FINDINGS

No.	Hypothesis	Statistical Technique Employed	Remarks
H1	Security-insecurity is correlated with the two groups of samples	Correlation analysis	Hypothesis is partially accepted i.e., locus of control has been found to be positively correlated with security in case of professional courses as well as for the total samples, however for those in general courses, there is no relationship. (Table 1)
H2	There is a difference in the level of locus of control for those engaged in professional and general courses	Independent sample test	Hypothesis is accepted i.e., there is a significant difference between the two groups both general and professional, those in professional scoring high in locus of control than those in general courses. (Table 1.1)
H3	There is a difference of security-insecurity for those engaged in professional and general courses	Analysis of variance	Hypothesis is rejected i.e., no significant differences has been noticed by the simple main effect analysis of test of independent samples. Thus the two group do not differ in their feeling of security and insecurity (Table 1.2)

9. DISCUSSION AND CONCLUSION

A student as a learner, taking a course at a prescribed educational establishment or institute (colleges etc) undergoes a feeling of various work experiences which helps them to build their career. During the course of their development, they are often guided by different belief & idea which facilitate their present state of affairs. All though it is not always possible for the student to identify his weak areas and find an appropriate solution for it. Identifying the key factors that promote academic success among students both belonging to general and professional courses of education is the objective of the study. Certain demographic characteristic and educational circumstances place them at high risk of failure which pushes them along the line of insecurity.

The role of positive attitudes and behaviour plays a crucial action in perceived academic competence that is, positive feeling about one's ability to be successful academically. The presence of high quality, engaging instructional activities and supportive relation, all enhance student's academic performance.

Students engaged in professional courses of education display a strong level participation intrinsic interest, have a greater level of motivation, positive learning values, enthusiasm which is a key path to their academic success. The student is faced with numerous opportunities for their success or failure both. They seek to understand how these experiences shape their self perception and self growth. These students attribute their success to internal, stable, controllable factors such as ability, own effort. There is a reflection of certain believes that their behaviour is guided and controlled by themselves, they are responsible for certain events, personal decisions and effort as well. Attributing failure to lack of effort results in greater persistent levels only if it is paired with attribution belief that ability contributes to success (Marsh, 1996; Weiner 1989). So, the kind of feeling has lot to do with the student's academic life in respect to their career orientation, which determines the future outcomes of the students belonging from various professional fields.

Students engaged in general academic courses (as revealed in the present study) highlights specific tendencies and often believe that their behaviour is guided by fate, luck or other external circumstances. They tend to attribute their experience to several chance factors. These students seems less likely to attribute failure to effort, an unstable, controllable factor and more likely to attribute failure to ability, a stable, uncontrollable factor, They contribute these causes to some external

forces like ease of task or assistance received, rather than to internal factors such as ability or effort (Pintrich, Anderman, Klobucner, 1994)

A positive correlation is observed between locus of control and sense of security insecurity feeling inventory of the students engaged in professional courses of education. So according to the findings of the present study it can be interpreted that these students having an internal locus of control possess a greater sense of security feelings in respect to their academic courses. The following result is supported by Rotter in his locus of control theory where it has been found that people with internal locus of control seem psychologically healthy and achievement oriented, they do possess internal feelings of competence, effectiveness and find opportunities to succeed. These students view outcomes as events which are controlled by them and they hold a better control on their behaviour and tend to be more active.

Before securing any professional courses, a student is followed by a mindset that he or she will be placed at their desired level after the completion of course. This confirmation of getting rightly placed at the end of the technical course brings with them a feeling of security. So they prepare themselves accordingly and believe that their effort will lead them to the position, they actually deserved or want. So they choose their courses with an idea that they can be able to exercise their effort and interventions before a situation in their lives, which would yield them a specific outcome. They do not bother whether the outcome will be negative or disappointing to them, all actions and decisions are undertaken by their own responsibility.

No significant relationship is observed between locus of control and security insecurity feelings among the students engaged in general academic courses. Findings reveal that these students attain the colleges for initial degree; there is no such immediate scope for these students to enter at any profession after the completion of the course. There is a firm belief that all their current affairs will be determined by the hands of destiny, followed by some external events which would lead towards uncertainty regarding their future at the end of their academic courses.

Students attain colleges for different reasons, for new experiences, increased knowledge and career preparation. The eagerness of achieving greater success after the completion of their course is often headed by the belief that their future outcomes will be determined by several factors that are beyond their control which prevents them from making a clearly articulated picture of future which they intend to create for themselves. Thus they make a choice without clear career goals, giving an impression for the lack of vision for future placement.

Most students want to take up professional courses like medical, technical, administrative etc. Professional courses have always been deemed above general courses, this is because it nests ambitions, success, recognition and several other aspects. But the most common factor is that it allures student with considerable job assurance. Ambitious students view the professional courses as means to fulfil their dreams, the aims that they have set for themselves. They conceptualize professional courses as a trusted path to success. Owing to the popular concept that professional course earns more social recognition, the inclination towards it has never been less. Besides all these, the aspect that has unparalleled pull of attraction is the sure sort assurance of being employed. Job security is the biggest factor that these courses offer. Institutions providing professional courses organise “campusing” which allows students to get employed and secure their future even before the completion of their respective courses. These allow a student pursuing professional courses to settle down sooner than his/her contemporary student in general line of education. A sense of security, due to this boosts the confidence and morale of a professional course student.

It has been a very common scenario now days that from an early age parents encourage their children to pursue professional courses only. It is very obvious that they do not want their children to face the hardships of struggling to get a job. It is incorporated in the minds of every student, that when it comes to career building, general course involves a risk factor of unemployment. Institutions offering general course does not oblige the student with a job assurance. This instils a lack of security regarding job probability among general course students.

Emotional security includes three different processes: emotional reactivity, behavioral regulation, and internal representations. Emotional reactivity refers to the fact that, in the presence of potentially threatening situations, the person feels fear or and develops attitudes of vigilance or covert hostility. Behaviour regulation refers to the regulation of exposure to threatening situations. Insecure people tend to overregulate their exposure to potentially dangerous situations by either over involving themselves in the situation or by avoiding it. Finally, internal representations affect conscious or

unconscious schemas of potential danger. Insecure appraisals of situations lead insecure people to think that situations will escalate and will affect them personally and negatively (Cummings & Davies, 1995).

Emotional security is the result of a complex combination of genetic and environmental factors. Children's emotional security or insecurity, therefore, will likely show some continuity into late adolescence. Patterns of continuity have been found in security of attachment (Thompson, & Limber, 1990) and in self-confident and self-efficacious children (Bandura, 1997). Nevertheless, since emotional security is not an inborn trait, but the product of environmental influences, it is susceptible to change.

Interventions that help parents improve the quality of their relationship with their child, strengthen their attachment, or improve the quality of the marital relationship may change the children's level and quality of emotional security. Evidence exists that security of attachment can be changed (Phelps, Belsky, & Crnic 1998), and marital relationships can change and positively affect children (Davies & Forman, 2002). In sum, emotional security shows both continuity and change.

Emotional security has been shown to affect internalizing and externalizing (Cummings & Davies, 1998; Davies et al., 2002; Davies & Forman, 2002). In addition, in a study of parenting (Phelps, Belsky, & Crnic 1998), insecure adults showed a tendency to reenact poor parenting practices with their children, while earned secure people (who had an insecure attachment but later in life were able to develop a coherent perspective of their negative experiences and recover security) did not reenact those practices, even in situations of high stress.

Davies and colleagues' investigations (Davies & Forman, 2002; Davies et al., 2002) show that children with an insecure-dismissing profile tend to experience higher levels of externalizing symptoms, and children with an insecure-preoccupied profile tend to experience higher levels of internalizing symptoms. Both dismissive and preoccupied report greater personality and coping difficulties than secure children. Dismissive children also report significantly lower levels of family investment and higher levels of hostile world views, family worries, and disengagement. Preoccupied children also report higher levels of hostile world views and family worries and disengagement than secure children.

In conditions of positive emotional security, however, individuals have been found to use more emotionally competent responses such as tolerance, sensitivity, responsibility, flexible coping, and reality-oriented appraisals of self and others (Helson & Wink, 1987). Additionally, secure people have been found to use positive, adaptive, problem solving responses. These elaborations and theorizations clearly substantiate the obtained relationships and provide directions for future research.

10. CONCLUSION

Overall, this research makes a significant contribution to the understanding of *locus of control* and *security/ insecurity feelings* in the context of adolescents' making a choice of course and the related consequences on their attributions and emotionality. It was observed that sense of security has a positive correlation with internal locus of control among students in professional courses, indicating the impact of inherent differences in the type of course chosen viz., professional or general academic. While no relationship between locus of control and security/ insecurity could be ascertained among those in general courses, higher sense of security was found to be associated with internal locus of control (attributing occurrences of events onto self ability and conditions) among those undertaking professional courses.

11. LIMITATIONS, IMPLICATIONS & FUTURE RESEARCH

The findings contribute to the existing knowledge about locus of control and security/ insecurity feelings with emphasis on a vulnerable group; the students in their transitional years of making choice in career and seeking self identity through academic and vocational accomplishments.

The study established certain relationships with myriad implications, however, the first grounds of challenge that was encountered while carrying out the study pertained to methodological issues. The present study utilizes self-report surveys for measuring all the constructs. Use of a single method can cause common method variance which may influence the results.

Additionally, social desirability biases and response distortion due to ego defense tendencies can cause unwarranted variations in observed relations. Moreover, the restriction of the area of survey to some colleges (primarily on availability of data) limits the generalizability of the study. The obtained results can be considered to be more representative with sampling more colleges. The variables included in the study can be better explained with inclusion of other personality factors as well other situations factors.

In general field, the entry point in to a profession usually does not begin after graduation, there by future studies on similar samples at the end of the higher academic level (masters or further) might provide with greater insight in to the relationship between locus of control and sense of security-insecurity among those engaged in academic courses. Examination of these factors can provide leads to better explanation of obtained relationship.

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