Academic Satisfaction and Its Relationship to Internal Locus of Control among Students of Najran University

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Abstract
University students' satisfaction with their institution has individual, institutional and social implications. Several theories have been proposed in an effort to better understand the psychosocial dynamics of student satisfaction. The main objectives of this study are to examine the correlation between Internal Locus of Control and students' Academic Satisfaction with faculty staff, the college administration, and textbooks; and to evaluate differences between males and females on academic satisfaction scale. The study sample consists of (120) University students in Najran, KSA, from different majors and colleges, (69) males and (51) females. Academic Satisfaction Scale (ASS) and Internal Locus of Control Scale (ICS) have been developed by the author. There are significant positive correlations between satisfaction with faculty staff, satisfaction with the college administration and internal locus of control. The results found no significant correlation between satisfaction with textbooks and internal locus of control. The results also indicated significant differences between males and females on Academic Satisfaction Scale. This study summarizes the locus of control role on academic satisfaction assessment among university students.Keywords: orkforce sizing, job-shop production, holonic model
Keywords: Academic satisfaction; locus of control; university students.

1. Introduction

University students' satisfaction has become an important component of quality assurance. Funding models for universities, for example, are increasingly dependent on indicators of student satisfaction. University students' satisfaction with their institution has individual, institutional and social implications. From an institutional point of view, satisfied students are more likely to continue in their studies and are more likely to succeed academically and this likely enhances the financial position and reputation of the institution. Satisfied students also make effective public relations agents. High student satisfaction helps attract and retain high achievers who in turn increase the reputation and standing of the university.

Institutions of higher education are increasingly realizing that they are part of the service industry and are putting greater emphasis on student satisfaction as they face many competitive pressures (Athiyaman, 1997) Maintaining and improving students' satisfaction have been considered important goals of education and universities (Orpen, 1990), with the assumption that student satisfaction is indicative of institutional effectiveness (Barton, 1978).

2. Background and Literature Review

2.1. Academic satisfaction

Several theories have been proposed in an effort to better understand the psychosocial dynamics of student satisfaction. For example, the "happy-productive" student theory (Cotton, Dollard, and de Jonge, 2002) suggests that student satisfaction is mediated by psychosocial factors such as coping, stress and well-being. Based on the" happy-productive" theory, they provided evidence that high levels of psychological distress at university related to lower satisfaction.

The "investment model" explains the relationship between student satisfaction, attrition and academic performance. Satisfaction increases when the rewards of study increase (higher grades). When costs like financial and time constraints are lower and alternate options are low, satisfaction is higher. Using the investment model, students are at risk for "dropping-out" can be identified and offered counseling and other student support services as a preventative measure. To improve retention rates and the quality of graduates, universities need to consider the satisfaction needs of students including those currently under-represented such as non-traditional, indigenous and regional Australians (Hatcher, Kryter, Prus, and Fitzgerald, 1992)

A third theoretical approach, based on consumer satisfaction theory, considers satisfaction as a function of the extent to which students' expectations about university are met with positive confirmations of expectations leading to higher levels of satisfaction (Churchill and Suprenant, 1982)

At first glance, student satisfaction, student perception of quality, and student self-confidence are ideas that are simple to grasp. However, there are hundreds of articles attempting to clarify these concepts, develop measures to quantify them, and determine what their impact is on one another and on other constructs. Concepts

that are seemingly clear to everyone suddenly are more difficult to define and isolate (Letcher, D., and Neves, J., 2013)

The students' academic satisfaction levels are the major concern to university administration as well as academic and educational planners. Therefore, it has caused a number of researchers to study different aspects of the academic life and how students evaluate it (Atieh, S, 1991).

Numerous studies have looked at the dimensionality of university student satisfaction (e.g., Elliott and Healy, 2001; Wiers-Jenssen, Stensaker and Grøgaard, 2002). There are some fairly consistent contributing factors: course content, social aspects and/or opportunities, the aesthetic features of the campus, and staff's helpfulness and teaching abilities (Garcia-Aracil, 2009; DeVore and Handal, 1981).

A study by Wiers-Jenssen et al. (2002) examined how overall student satisfaction can be broken down into broader aspects of student's learning experience. The analysis found that quality of teaching (academic and pedagogic) to be a crucial determinant of student satisfaction. The study also emphasized that the social climate, aesthetic aspects of the physical infrastructure and the quality of services from the administrative staff, quality of supervision and feedback from academic staff, composition, content and relevance of curriculum, quality of, and access to leisure activities should not be overlooked when considering factors of student satisfaction.

In this research Academic Satisfaction is considered a multidimensional concept divided to (Satisfaction with faculty staff, Satisfaction with the college administration, Satisfaction with textbooks)

2.2. Locus of Control

People with a strong internal locus of control believe that the responsibility for whether or not they get reinforced ultimately lies with themselves. Internals believe that success or failure is due to their own efforts. In contrast, externals believe that reinforces in life are controlled by luck, chance, or powerful others. Therefore, they see little impact of their own efforts on the amount of reinforcement they receive.

Rotter has written extensively about problems with people's interpretations of the locus of control concept. First, he has warned people that locus of control is not a typology. It represents a continuum, not an either/or proposition. Second, because locus of control is a generalized expectancy it will predict people's behavior across situations. However, there may be some specific situations in which people who, for example, are generally external behave like internals. That is because their learning history has shown them that they have control over the reinforcement they receive in certain situations, although they overall perceive little control over what happens to them. Again, one can see the importance of conceiving of personality as the interaction of the person and the environment (Mearns, J., 2009; Lefcourt, H. and Katz, K. 1991). "A locus of control orientation is a belief about whether the outcomes of our actions are contingent on what we do (internal control orientation) or on events outside our personal control (external control orientation)." (Zimbardo, 1985)

The locus of control idea is based on what psychologists call social learning theory. Social learning theory suggests that an expectation is reinforced when the expected events or behavior actually occur in the future. In other words, if you expect something to happen and it does, your expectation is reinforced, and if your expectation does not occur, your expectation is weakened.

Rotter proposed that whether or not one believes they have control over the causes of reinforcement determines the outcome. This is like the "self-fulfilling prophecy" concept. Essentially Rotter's definition of "control" includes anything that you have power over. He postulated that individuals who believe that their own behavior or characteristics determine or cause events possess an internal locus of control. On the other hand, people who think that reinforcement following an action is not entirely contingent upon their own actions but instead perceived as luck, fate, chance, or other forces beyond their control have an external locus of control (Rotter, J., 1966). But the current study focuses on the internal locus of control.

Rotter (1990) describes the internal locus of control as: "The degree to which persons expect that reinforcement or an outcome of their behavior is contingent on their own behavior or personal characteristics". Their belief in their ability to change things may well make them more confident and they will hence seek information that will help them influence people and situations. They will also likely be more motivated and success-oriented. These beliefs may even lead them to be more politically active. They are more likely to have expectancy shifts, where sequences of similar events are expected to have different outcomes. They tend to be more specific, generalizing less and considering each situation as unique. People in middle age tend to have the highest internal locus of control. A downside of an internal locus of control is that, in accepting responsibility, the person has to also accept blame for failures. (Rotter, J., 1990)

Locus of Control is seen as a stable, underlying personality construct, but this may be misleading, since the theory and research indicates that that locus of control is largely learned. There is evidence that, at least to some extent, LOC is a response to circumstances. Some psychological and educational interventions have been found to produce shifts towards internal locus of control (Hattie, Marsh, Neill and Richards, 1997).

3. Methodology

3.1. Objectives

The main objectives of this study are to:

a) Examine the correlation between Internal Locus of Control and students' Academic Satisfaction with faculty staff, the college administration, and textbooks.

b) Evaluate differences between male students and female ones on academic satisfaction Scale.

3.2 Study hypotheses

There is significant positive correlation between Internal Locus of Control and Satisfaction with faculty staff among students.

2- There is significant positive correlation between Internal Locus of Control and Satisfaction with the college administration among students.

3- There is significant positive correlation between Internal Locus of Control and satisfaction with satisfaction on textbooks among students.

4- There are significant differences between males and females on the total score of the academic satisfaction scale.

3.3 Study sample

The study sample consisted of (120) university students in Najran, KSA, from different disciplines and faculties, (69) males and (51) females.

3.4. Study Scales

The author developed tow scales, the first is Academic Satisfaction Scale (ASS),and it has been divided to three dimensions: Satisfaction with faculty staff,Satisfaction with the college administration, and Satisfaction with textbooks. Second scale is Internal Locus of Control.

The two scales were evaluated by a group of reviewers to prove validity. The researcher adopted the items that approved by reviewers rated (80%). The author examined reliability for each scale by Cronbach's Alpha coefficient, satisfaction with faculty staff was (0.78), Satisfaction with the college administration was (0.85), Satisfaction with textbooks was (0.82), and Internal Locus of Control was (0.87). This is a satisfactory rate for scales' reliability.

4. Results

The following tables show the findings of the research:

Table no. (1) The correlation between Internal Locus of Control and Satisfaction with faculty staff among students.

		Satisfaction with faculty staff	Internal locus of control
Satisfaction with faculty staff	Pearson Correlation	1	.243**
	Sig. (2-tailed)		.008
	N	120	120
Internal locus of control	Pearson Correlation	.243**	1
	Sig. (2-tailed)	.008	
	N	120	120
**. Correlation is significant at the 0.01 level (2-tailed).			

Table (1) indicates that there is significant positive correlation between Internal Locus of Control and satisfaction with faculty staff. The individuals who have Internal Locus of Control are more motivated and independent; they explain events according to their responsibility. So, satisfaction among people with the point of internal control depends on themselves more than their dependence on others.

Table (2) shows the correlation between Internal Locus of Control and Satisfaction with the college administration among students

		Satisfaction with college administration	Internal locus of control
Satisfaction with college administration	Pearson Correlation	1	.280**
	Sig. (2-tailed)		.01
	N	120	120
Internal locus of control	Pearson Correlation	.280**	1
	Sig. (2-tailed)	.01	
	N	120	120
**. Correlation is significant at the 0.01 level (2-tailed).			

Table (2) indicates that there is significant positive correlation between satisfaction with the college administration and internal locus of control. The researcher believes that the important administration roles are represented in organization, guidance and follow-up, and individuals who have a high rate of internal control tended to organize and follow-up themselves so they feel that they are partners with the administration in the expected results. So, those who have a high degree of internal locus of control would be satisfied with college administration.

Table (3) shows the correlation between Internal Locus of Control and satisfaction with satisfaction on textbooks among students

		Satisfaction with Textbooks	Internal locus of control
Satisfaction with textbooks	Pearson Correlation	1	.173
	Sig. (2-tailed)		.059
	N	120	120
Internal locus of control	Pearson Correlation	.173	1
	Sig. (2-tailed)	.059	
	N	120	120

Correlation is not significant

Table (3) indicates that there is no significant correlation between internal locus of control and Satisfaction with textbooks. The current result is different from previous ones, because the satisfaction with textbooks related with objective factors more than subjective factors. Relations between the Satisfaction with faculty staff and administration are related to interpersonal relationships but satisfaction with textbooks is not related because the students believe the textbooks exist out of personal orientation.

Table (4) shows the differences between males and females on the total score of the academic satisfaction scale

Male		Female		T	Sig. (2-tailed)
M	SD	M	SD	6.223	0.000
20.724	6.077	13.74	6.09		

Table (4) indicates that there are significant differences between males and females on the total score of the academic satisfaction scale towards males. The researcher explains that culture and local community make males more independence and let them initiative in acts, so increase their expectations that increase academic satisfaction of them who believe they have their roles effectively.

5. Conclusion

The results found no significant correlation between satisfaction with textbooks and internal locus of control. The results also indicated significant differences between males and females on Academic Satisfaction Scale. This study summarizes the locus of control role on academic satisfaction assessment among university students.

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