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**THE INFLUENCE OF LOCUS OF CONTROL, SELF EFFICACY, AND  
ACHIEVEMENT MOTIVATION ON STUDENT'S ACADEMIC  
PERFORMANCE  
(CASE IN: FACULTY OF ECONOMICS, ANDALAS UNIVERSITY)**

**THESIS**



**NURUL COMARIAH  
07152114**

**MANAGEMENT DEPARTMENT  
ECONOMICS FACULTY  
ANDALAS UNIVERSITY  
PADANG  
2011**

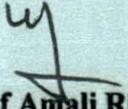
**APPROVAL SHEET**

Herewith, Dean of Economics Faculty of Andalas University, Head of Department and Skripsi Supervisor, stated that:

Name : Nurul Comariah  
Student Number : 07 152 114  
Degree : S1 (Bachelor)  
Field of Study : Human Resources  
Skripsi Title : **The Influence of Locus of Control, Self Efficacy, and Achievement Motivation on Students' Academic Performance. (The Case of Economics Faculty Andalas University).**

Has already passed the exam on May 4<sup>th</sup>, 2011 based on procedures and regulations, which prevail in the Faculty of Economics.

Padang, May 2011  
Super visor,

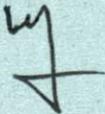
  
**Dr. Harif Amali Rivai, SE, M.Si.**  
**NIP. 197110221997011001**

**Approved by:**

**Dean of Faculty of Economics,**

**Head of Management Department**

**Prof.Dr. H. Syafruddin Karimi, SE.MA**  
**NIP : 195410091980121001**

  
**Dr. Harif Amali Rivai, SE, M.Si**  
**NIP : 197102211997011001**



No. Alumni Universitas :

**Nurul Comariah**

No. Alumni Fakultas :

a) Tempat / Tanggal Lahir : Tanjung Karang / 12 Juni 1989 b) Nama Orang Tua : Arifin dan Mala Nasution c) Fakultas : Ekonomi d) Jurusan : Manajemen e) No.BP : 07152114 f) Tanggal Lulus : 4 Mei 2011 g) Predikat Lulus : Sangat Memuaskan h) IPK : 3.03 i) Lama Studi : 3 Tahun 9 Bulan j) Alamat Orang Tua : Jalan R.B Siagian RT 11/RW 04 Kel. Pasir Putih Kec. Jambi Selatan Kota Jambi

**THE INFLUENCE OF LOCUS OF CONTROL, SELF EFFICACY, AND ACHIEVEMENT MOTIVATION ON STUDENTS' ACADEMIC PERFORMANCE (The Case of Economics Faculty Andalas University)**

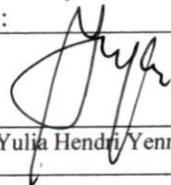
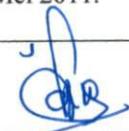
*Skripsi S1 Oleh : Nurul Comariah  
Pembimbing : Dr. Harif Amali Rivai, SE, M.Si*

**ABSTRACT**

*This study integrated ability and multiple personality traits, i.e. internal locus of control, external locus of control, self efficacy and achievement motivation to predict students' academic performance. This study aims to investigate the influence of locus of control, self efficacy and achievement motivation on student's academic performance in college students of economics faculty Andalas University. This survey used questionnaire as tool to collect data by Non-probability Purposive Sampling. The researcher had already distributed 150 questionnaires to economics faculty in Andalas University (Sekaran 2003), the respondents are from entering bachelor degree only which is represented students from three departments: management, accounting, and economics department. Each of variables was tested using multiple regression. The findings concluded that there are significant relationship between internal locus of control, self efficacy and achievement motivation on students' academic performance, but for external locus of control has no positive impact on students' academic performance. The strongest variable is dominated by internal locus of control on students' academic performance*

Skripsi ini telah dipertahankan di depan sidang penguji dan dinyatakan lulus pada tanggal 4 Mei 2011.

Abstrak ini telah disetujui oleh pembimbing dan penguji :

Tanda Tangan	1 	2 	3 
Nama Terang	Dr. Harif Amali Rivai, SE, M.Si	Dr. Yulia Hendri Yenni, SE, MT, Ak	Dr. Laura Syahrul, SE, MBA

Mengetahui,  
Ketua Jurusan Manajemen

Dr. Harif Amali Rivai, SE, M.Si  
Nip. 197110221997011001

  
Tanda Tangan

Alumnus telah mendaftar ke Fakultas / Universitas dan mendapat Nomor Alumnus :

	Petugas Fakultas / Universitas	
No. Alumni Fakultas :	Nama	Tanda Tangan
No. Alumni Universitas :	Nama	Tanda Tangan

## **PREFACE**

*Bismillahirrahmanirrahim...*

Deeply praise for ALLAH, Lord of the world, the owners' of living things, Allah azza wa jalla, that always listened and answered my prayers. Alhamdulillah through His guidance, finally, I finished this skripsi and also our prophet, Muhammad S.A.W the messenger that brings Islam proceeding as direction for the community.

This skripsi is proposed to fulfill partial requirement in achieving undergraduate degree at Management Department, Faculty of Economics, Andalas University. I chose to conduct a research about influence locus of control, self efficacy, and achievement motivation on students' academic performance. And the research expect this research is preferable to be studied and demonstrated but there were a few preliminary researcher adapt this topic to academic.

The writer understands this skripsi need to be improved due to its limitations for achieving perfection. I therefore would gladly welcome suggestions and critics to improve its quality. I hope that this skripsi will make valuable contribution to academicians, students and readers in general.

**Padang, May 2011**

**Nurul Comariah**

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The writer understands this skripsi need to be improved due to its limitations for achieving perfection. I therefore would gladly welcome suggestions and critics to improve its quality. I hope that this skripsi will make valuable contribution to academicians, students and readers in general. Then, writer also realizes that the successful cannot be separated from the favors and assistances of exceptional people to whom I am very grateful. On this occurrence, I would like to express my gratitude to those who have supported, facilitated and encouraged me on my life, especially in my academics :

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Padang, May 2011

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## ABSTRACT

This study integrated ability and multiple personality traits, i.e. internal locus of control, external locus of control, self efficacy and achievement motivation to predict students' academic performance. This study aims to investigate the influence of locus of control, self efficacy and achievement motivation on student's academic performance in college students of economics faculty Andalas University. This survey used questionnaire as tool to collect data Non-probability Purposive Sampling. The researcher had already distributed 150 questionnaires to economics faculty in Andalas University (Sekaran 2003), the respondents are from entering bachelor degree only which is represented students from three departments: management, accounting, and economics department. Each of variables was tested using multiple regression. The findings concluded that there are significant relationship between internal locus of control, self efficacy and achievement motivation on students' academic performance, but for external locus of control has no positive impact on students' academic performance. The strongest variable is dominated by internal locus of control on students' academic performance

***Keywords:*** *Internal Locus of Control, External Locus of Contrefficacy, achievement motivation, academic performance.*

## CHAPTER I

### INTRODUCTION

#### 1.1 Background the Research

Students are one of universities' stakeholders. The students' performance might be an indicator of the university or study program. The performance of student is not only being concern the university management but also to users of university graduate. Academic achievement is one of the main factors considered by the employer in recruiting workers especially the fresh graduates. Thus, students have to place the greatest effort in their study to obtain a good grade in order to fulfill the employer's demand. Students' academic achievement is measured by the Cumulative Grade Point Average (CGPA). CGPA shows the overall students' academic performance where it considers the average of all examinations' grade for all semesters during the tenure in university. Many factors influence students in achieving a high CGPA that reflects their overall academic performance.

There are several ways to determine student academic performance which are Cumulative Grade Point Average (CGPA), Grade Point Average (GPA), tests and others. In Malaysia, researchers evaluated the student academic performance based on CGPA e.g. (Ervina and Othman et al, 2005) cited from Norhidayah 2009. In addition, a study in the United States by Nonis and Wright (2003) also evaluated students' performance based on CGPA cited from Norhidayah 2009.

Academic performance generally refers to how well a student is

accomplishing his or her tasks and studies, but there are quite a number of factors that determine the level and quality of students' academic performance such as grades, attendance, standardized test, extracurricular activity and behavior (Fletcher and Perry, 2001).

According to Bandura (1997), self-efficacy expectations are the beliefs a person has about his or her ability to successfully perform a given task or behavior. Thus, academic self-efficacy refers to a person's belief in his/her ability to perform the behaviors necessary to be academically successful. (Wood & Locke, 1987; cited from Stoeber, 2001).

In addition, the students also have several personal traits in order to obtain academic performance well, one of them is locus of control. The concept of locus of control has been examined in relation to GPA, students who score on the internal end of the internal-external continuum hypothesized as being more academically successful (Nunn, 1993). Locus of control is a strong predictor of academic performance with the internal individuals achieving better than external individual. In addition that Locus of control is an individual's perception on the cause of events that he or she endures in his or her life. Julian Rotter (1954)

Researchers have attempted to predict academic achievement from personality factors, however previous studies predict academic achievement by considering locus of control, self efficacy on academic performance. however to obtain academic achievement the students have to be high motivation. Motivation is strong desire in order to get the goals (Mc Cleland 1961). The current study attempts to investigate the relationship among achievement motivation, locus of control, self efficacy on

academic performance of students in andalas university.

Therefore, it seems to be significant investigating the impact of locus of control, achievement motivation and self efficacy on student's academic performance. (See table 1.1). This research focuses on the context of student of andalas university.

Number of Average of Student's GPA in Economics Faculty  
Andalas University

Table 1.1

Year	Graduation Period			Average
	First Period	Second Period	Third Period	
2009	April	August	December	
	3,11	3,09	3,06	3,09
2010	March	June	September	
	3,22	3,11	3,1	3,14

(Cited from "Buku Wisuda tahun 2009-2010")

\*Note: this data has taken from management department which involved regular and international program in bachelor degree only.

Table 1.1 shows the positive trend in number of average of student's GPA, thus, based on sample of data student's GPA, the research will analyze the influence of locus of control, achievement motivation, and self efficacy on academic performance in economics faculty andalas university. Increase of learning students also influenced by locus of control, self efficacy, achievement motivation on students' academic performance.

From explanation above that the students economic faculty of andalas university have to ability to study and being able to communicate the knowledge otherwise, most of people know that academic performance generally refers to how

well a student is accomplishing his or her tasks and studies, but there are quite a number of factors that determine the level and quality of students' academic performance. They are: grades, attendance, standardized tests, extracurricular activities, behavior.

Based on explanation above, it could be said that academic performance to college students have a very important role in supporting teaching and learning process between students and lecturers, to achieve good purpose. The current study is intended to exam "the influence of locus of control, self efficacy and achievement motivation on student's academic performance". Object of the current study is college student of faculty of economic of andalas university.

## **1.2 Research Questions**

This research aims to investigate the influence of locus of control, self efficacy and achievement motivation on student's academic performance in college students of economics faculty andalas university. more specifically, it will also be conducted to find answers to the following questions:

- 1) How does the internal locus of control influence student's academic performance of economic faculty, andalas university?
- 2) How does the external locus of control influence student's academic performance of economic faculty, andalas university?
- 3) How does the self efficacy influence student's academic performance of economic faculty, andalas university?

- 4) How does the achievement motivation influence student's academic performance of economic faculty, andalas university?

### **1.3 Objectives of the Research**

Based on research question that it has been made, so the purpose of this study is:

1. To describe each of variables of internal locus of control, external locus of control, self efficacy and achievement motivation on student's academic performance.
2. To analyze the influence of internal locus of control on student's academic performance.
3. To analyze the influence of external locus of control on student's academic performance.
4. To analyze the influence of self efficacy on student's academic performance.
5. To analyze the influence of achievement motivation on student's academic performance

### **1.4 Contribution of Research**

This research is expected to give benefit for related parties, especially:

- Theoretical Contribution
  - To understanding relationship locus of control, self efficacy and achievement motivation on students' academic performance.
  - Strengthen theories which explain factor of locus of control, self efficacy and achievement motivation on students' academic performance.

- Based on empirical study this research can get the clear information about some factors which is faced the students in order to obtain best academic performance.
- **Practical Contribution**
  - This research is expected to add to both academia and the practitioners regarding the measurement of locus of control, achievement motivation, and self efficacy to guide the students to improve their well performance in their college.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Performance management**

The concept of performance management has developed over the past two decades as a strategic, integrated process which incorporates goal setting, performance appraisal and development into a unified and coherent framework with the specific aim of aligning individual performance goals with the organization's wider objectives (Dessler, 2005). Consequently it is concerned with how people work, how they are managed and developed to improve their performance and ultimately, how to maximize their contribution to the organization.

It is supported by the notion that sustained organizational success will be achieved through a strategic and integrated approach to improving the performance and developing the capabilities of individuals and wider teams (Armstrong and Baron, 2005).

##### **2.1.1 Students Academic performance**

Academic performance is the ability to study and being able to communicate the knowledge otherwise, most of people know that academic performance generally refers to how well a student is accomplishing his or her tasks and studies, but there are quite a number of factors that determine the level and quality of students' academic performance, they are:

**a. Grades**

Certainly the most well-known indicator of academic performance, grades are the student's "score" for their classes and overall tenure. Grades are average of assignment and test scores and may often be affected by factors such as attendance and instructor opinion of the student as well. Grading systems vary greatly by country and college; common scales include a percentage from 1-100, lettering systems from A-E, and grade point averages (GPA) from 0-4.0 or above.

**b. Attendance**

It would be difficult to perform well in class if the student doesn't attend. In public grade colleges, attendance is compulsory and numerous unexcused absences may lead to notifying the students' parents, barring of make-up work for missed assignments and tests, or direct affects on grades. In extreme instances, parents have even been taken to court and given jail time for their truant students.

**c. Standardized Tests**

Standardized tests are those that provide a consistent measure of a student's performance with those that take the same test, often nationwide. Standardized tests include the Stanford Achievement Test (SAT). As the testing procedures and scoring are consistent regardless where the test is taken, standardized tests can provide a more direct representation of the taker's knowledge and aptitude than his or her grade in college.

#### **d. Extracurricular Activities**

Although by definition voluntary, involvement in extracurricular activities such as sports, volunteer work, and college newspapers develop and showcase student initiative and leadership skills, as well as provide insight into the student's interests and priorities. Extracurricular activities therefore can make a student more attractive to colleges and employers.

#### **e. Behavior**

Yet another measure of academic performance is the assessment of the student's behavior while in college. Grade colleges often have strict guidelines for student behavior, and violations such as academic dishonesty (cheating and plagiarism) and class disruptions can lead to disciplinary action. The Delran College District in New Jersey, for example, cites several different types of detention and suspension for student misconduct in its 2009 guidelines. This point supported by (Osborne, 1997).

### **2.1.2 Factors Influencing Student Performance**

A significant component of the literature on student performance has focused upon the role played by gender. Much of this literature has addressed the differential performance. One school of thought, best captured in the work of Errol Miller, has posited that the underachievement of males in the school system is linked to a historical process of male marginalization. (Miller, 1994).

Beyond gender, this study have also attempted to identify other factors that impact on student performance, but they have used primarily qualitative research methods (Jacobs, 2006), for example, assessed the unique non-cognitive factors that are related to the successful academic performance of Grenadian students who matriculate into medical programs of St. George's University in Grenada. The research concluded that non-cognitive factors do relate to the academic success and retention of Grenadian students in the medical programs at St. George's University.

From the analysis, for example, it was evident that finances have a significant effect on the performance of students in the university. Grenadian students are predominantly supported by means of a scholarship. Financial problems, it was found, led to stress and anxiety for students which in turn had a negative impact on the academic performance of some of these students.

In addition to the challenges associated with meeting tuition payments, many students do not have sufficient funds to afford adequate housing and to live in their preferred place of residence. Grenadian students who do not receive scholarships are unable to afford to live on campus. The study's conclusions suggested that once the housing of the Grenadian medical students improves, then their focus will be more directed towards academic study and less on distressing themselves about a place to live and complicated travel schedules.

Another factor the literature points to as having an impact on student performance is enrolment status, with part-time students requiring particular

focus in their academic efforts because of the challenges they face in juggling academic and other responsibilities.

Extra-regionally, other studies of the performance of students have identified the role of enrolment status, in addition to the effect of pre-college achievement or prior qualifications, family income, receipt of financial aid, age, gender, and discipline studied on academic performance.

In a study of the performance of first-generation college students in Indiana, for example, Simmons et al, identified being Asian, having a high family income, attending full time, receiving grant aid and completing advanced level classes in high school as having statistically significant effects on college persistence among first-generation college students. In addition in their assessment of the performance of students studying at the University of Plymouth, identified the key variables affecting student performance to be age, gender, prior qualifications and discipline studied (Simmons et al, 2005).

Although attention has been paid to factors affecting student performance in a Caribbean context, we are not aware of any study on academic performance in higher education in the Caribbean that seeks to assess student performance against a range of possible predictors, such as gender, age, matriculation status, residence, enrolment status and discipline studied, and that assesses this information systematically through use of a quantitative research methodology, although such studies have been conducted in other regions. (Simmons et al, 2005).

### **2.1.3 Performance Appraisal**

Performance appraisal is setting goals for the appraisal system developing criteria for successful performance for evaluating performance selecting (Ben, 2010). A few issues how to implement college students' professional performance appraisal

- First, reform in teaching to stimulate professional reform

It is a complicated assessment process of college students' professional competency. As such it requires a lot of time and effort in initial teaching reform for teachers and the teaching research team. Therefore, according to the experimental nature, we can make teaching reform as a program as representative of an effective specialty of all institutions of higher learning .If successful, we can promote gradually in other professional areas.

- Second, envisage the efficiency and the effectiveness of the reform.

The eight steps of performance appraisal, basically established the overall idea and major work of the professional teaching reform. Once the reform is on track, (in a certain stable period, and professional development strategies, the overall dimension of professional competency, nature of professional courses, the specific dimensions of professional courses assessment, methods and weights of course assessment) there will be no need for a fundamental change. Initial inputs will increase but there are multiple benefits. Therefore, strategically, teaching efficiency and effectiveness is higher.

- Third, the support and development of network platforms and calculation Procedures.

The calculation of 360 Degree Feedback is more complex, and it may increase the workload of teachers. But this work can be through the development of professional network platforms where the main appraisal can input its own appraisal. And through developing procedures related to the calculation automatically, the student's appraising final value will be formed. It can reduce the teachers' additional workload.

In addition, establish an exclusive account and private password for each student in the network platform. In the end of course examination, students can receive their information on the results of the performance and only see their own feedback, which is conducive to the protection of children self-esteem and personality rights.

## **2.2 Personality Factors and Performance**

This study integrated ability of multiple personality traits and performance i.e. locus of control, self efficacy and achievement motivation to predict students' academic performance.

### **2.2.1 Locus of Control**

Locus of control is part of the social learning theory developed by (Julian Rotter, 1954). In other words, locus of control is a strong predictor of academic performance with the internal individuals achieving better than external individual. In addition that Locus of control is an individual's perception on the cause of events that

he or she endures in his or her life. An individual can have either an external locus of control or an internal locus of control. When an individual has an external locus of control he or she believes that they have little control or power to affect personal outcomes (Wang & Anderson, 1994). If the person has an internal locus of control they understand that they are able to control and manipulate things that happen in their lives. This will be discussed more in depth in the next section. There are other theories that are closely tied in with locus of control. Two of them are attribution theory and learned helplessness.

### **2.2.2 Types of Locus of Control**

#### ***a. Internal Locus of control***

Internal locus of control is defined as an individual's perception that a particular reinforcement is contingent upon their own behavior or permanent characteristics (Rotter, 1966). In other words, Individual believes that there behavior and reinforcement is guided by there personal decisions and efforts (Locus of Control, 2004). Evidence suggests that a person with internal locus of control is more independent, cognitively able, and mentally aware, predisposed to learning, and motivated. Research suggests that internal locus of control has a connection with the concept of "self as agent". This means that an individual's thoughts control their actions. After the individual realizes this executive function of thoughts they will be able to positively influence their beliefs, motivation, and academic performance. The concept of "self as agent" can intentionally or unintentionally direct, and control the use of all knowledge structures and intellectual processes in support of individual

goals and choices. One study established that students with an internal locus of control displayed better adjustment to college in terms of educational accomplishment and societal adjustment (Njus & Brockway, 1999). Another study found that community college students who succeeded at remote instruction had a high internal locus of control (Dille & Mezack, 1991). A third study found that locus of control had a negative correlation with course withdrawal and failure, even though the amount was not significant (Pugliese, 1994). In other words, the more students had an external locus of control, the more prone they were to drop the course.

#### ***b. External Locus of Control***

External locus of control is when reinforcement is perceived by the individual as not to be entirely contingent upon his action (Rotter, 1966). In our culture it is typically perceived as the result of luck, chance or fate. It could also be stated as the chance happening of fortunate or adverse events. Rotter (1966) also explains, individuals with an external locus of control could also see reinforcement as being controlled by powerful others or due to the complexities of their particular situation. Individuals use their external locus of control as a defense mechanism (Rotter, 1966). It helps individual's preserve their self efficacy when they fail. An example of this is could be a student who is not doing well in an English class. The student gets a "D" on a paper they felt they worked very hard on. Instead of focusing on the teacher remarks regarding all of their grammatical errors and unclear content in regards to the subject matter, they put blame on the teacher. They imply the teacher didn't explain the assignment and has always been harder on them compared to the other students in

the class. This student's belief on why they received a "DM doesn't change their grade but it does perform the service protecting their self efficacy. Instead of the student thinking that even though they worked very hard on this paper and still got a "D". They believe that it's the teachers fault, and out of their control.

### **2.2.3 Differences between internal and external locus of control**

Within Rotter's Social Learning Theory the concept of locus of control (LOC) was introduced. When examining a individuals' locus of control and the impact it has on their lives, it must be determined if they have internal or external LOC. Rotter (1966) states, one of the determinates of behavior is how individuals perceive their reinforcement, is it contingent upon an individual's own behavior or is the reinforcement controlled by forces outside of himself independent of his actions. In other words, does the person perceive the reward as dependent on their behavior or independent of it? In this section external and internal locus of control will be defined, research will be reviewed and the difference between internal and external locus of control will be discussed.

### **2.2.4 Factors that Influence a Students' Locus of Control**

In this section, factors that influence a student's locus of control will be reviewed. The influences of parents, educators, and gender will be discussed. Parental Factors There are competing theories on the effects of parental involvement and control on adolescent development (Trusty& Lampe, 1997). McClun and Merrel (1998), investigated relationships linking an adolescents' perceptions of their parents'

responsiveness and what they demand, adolescents' locus of control orientation, and adolescents' self-concept ratings. In the study 198 students in eighth and ninth grade participated. "The participants were administered the Nowicki-Strickland Internal-External Locus of Control Scale, the Harter Self- Perception Profile for Adolescents, and the Perceived Parenting Styles Survey" (McLun and Merrel, 1998). Adolescents' who thought of their parents as being authoritative had a considerable amount more internal locus of control orientation than individuals who interpreted their parents as either permissive or authoritarian. Self-concept scores were notably elevated for the authoritative group than for the permissive or authoritarian groups in several areas. The conclusion of this study is that an authoritative approach to parenting may contribute to the development of self-adequacy by being connected with an internal locus of control and stronger self-concept. Permissive and authoritarian styles of parenting and external control may be linked with damaging patterns of social-emotional development.

### **2.3 Self Efficacy**

Self-efficacy is another related concept, introduced by Albert Bandura. Although someone may believe that how some future event turns out is under their control, they may or may not believe that they are capable of behaving in a way that will produce the desired result. For example, an athlete may believe that training eight hours a day would result in a marked improvement in ability (an internal locus of control orientation) but not believe that he or she is capable of training that hard (a low sense of self-efficacy).

On the other hand, A definition of self-efficacy by Bandura (1997) stated that it is the beliefs in ones own capacity to organize and execute the courses of action required to manage prospective situation. Studies show that ones own beliefs of efficacy function as an important determinant of motivation, affect, thought and action (Bandura, 1992). Social cognitive theory of Bandura also proposed that self-efficacy beliefs influence the choices people make and the courses of action they pursue. Pajares and Schunk (2001) indicated that individuals tend to engage in tasks about which they feel competent and confident, and avoid those in which they feel incompetent. Multon, Brown and Lent (1991) in a meta-analysis found that self efficacy beliefs are positively related to and influence academic performance. Other studies that found positive relationship between self-efficacy and academic performance include: Pajares et al. (1999) and Pajares and Valiante (1997). Generally, people with high self efficacy approach difficult tasks as challenges to be mastered rather than as threats to be avoided. Therefore, efficacy belief in ones academic capability is a critical component of college success.

### **2.3.1 Gender and Ethnic Differences in Self Efficacy**

#### **Gender Differences**

The relationship between gender and self-efficacy has been a focus of research. In general, researchers report that boys and men tend to be more confident than girls and women in academic areas related to mathematics, science, and technology (Meece et al, 1991), despite the fact that achievement differences in these areas either are diminishing or have disappeared (Eisenberg et al, 1996).

Conversely, in areas related to language arts, male and female students exhibit similar confidence despite the fact that the achievement of girls typically is higher (Pajares, in press). Gender differences in self-efficacy are confounded by a number of factors:

First, these differences often are nullified when previous achievement is controlled (Pajares, 1996). Boys and girls also have a tendency to adopt a differing stance when responding to self-efficacy instruments. Researchers have observed that boys tend to be more self-congratulatory in their responses whereas girls are more modest (Wigfield et al., 1996).

A third confounding factor is related to the manner in which gender differences typically are assessed and reported. Students usually are asked to provide confidence judgments that they possess certain academic skills or can accomplish academic tasks. Differences in the average level of confidence reported are interpreted as gender differences in self-efficacy. Pajares and his colleagues asked elementary and middle college students to provide self-efficacy judgments in the traditional manner (confidence in possessing writing skills) but also to make comparative judgments regarding their writing ability versus that of other boys and girls in their class and college (Pajares, et al, 1999). Although girls outperformed boys, girls and boys reported equal writing self-efficacy. When students were asked whether they were better writers than their peers, however, girls judged themselves to be better writers than the boys.

Gender differences are related to developmental level. There is little evidence for differences in self-efficacy among elementary-aged children. Differences begin to emerge following children's transition to middle or junior high college, with girls

typically showing a decline in self-efficacy beliefs. Among adolescents, gender differences in self-efficacy should not be expected when students receive clear performance information about their capabilities or progress in learning. (Schunk, 1984) had students in Grades 6 and 8 judge self-efficacy for learning a novel mathematical task, after which students received instruction, practice opportunities, and performance feedback. Although girls initially judged self-efficacy for learning lower than did boys, following the instructional program girls and boys did not differ in achievement or self-efficacy for solving problems. The performance feedback conveyed to students that they were learning and raised girls' self-efficacy to that of boys.

## **2.4 Concept of Motivation**

Motivation is the internal state that instigates, arouses, direct, and maintains behaviour. It is what makes or inspires us to do something or to continue doing it. Researchers suggest that motivation is related to such things as curiosity, persistence, learning and performance (Vallerand et al, 1992).

When discussing motivation in relation to academic achievement, researchers focus on three basic questions:

1. What causes a person to initiate some action?
2. What is the level of involvement in the chosen activity?
3. What causes a person to persist or to give up?

It should be noted when discussing motivation, academic motivation is not an individual state, but rather it grows out of a complex web a social and personal

relationships. This is why it is such as an important factor in the educational field, where classroom environment and school climate have counties effects on the student's motivation.

Motivation is a broad concept, overlapping several other terms which describe influence on the energy and direction of our behavior. This include attention, needs, interests, attitudes, aspirations, engagement, goals and incentives.

Motivation is one of the most frequently used words in psychology. It refers to the factors which move or activate the organism. We infer the presence of motivation when we see that people work toward certain goals. For example, we might observe that a student works hard at almost every task that comes to him/her; from this we infer that the person has motive to achieve. All human behavior appears to arise in response to some form of internal (physiological) or external (environmental) stimulation. The behaviors, however, are not random. They often involve some purpose or goal. It is often held that behaviors take place as a result of the arousal of certain motives. Thus motivation can be defined as the process of activating, maintaining and directing behaviour towards a particular goal. The process is usually terminated once the desired goal is attained by the person (McInernery, 2002)

The process of initiating action is technically called motivation. Directing behaviour towards certain goal is the essence of motivation. Motivation is not always directly observable. It is inferred and used to explain behaviour. When we ask What motivates a person to do a particular task? We usually mean why does she behave as she does. In other words, motivation, as popularly used, refers to the cause or why of

behaviour. Interestingly, we are not aware of all our motives. Behaviour can be governed by unconscious motives too. If our understanding of motives is correct, we have a powerful tool for explaining behaviour. We explain our everyday behaviour in terms of various motives.

Motives also help us make predictions about behaviour. We may tell what a person will do in future. Motives may not tell exactly what will happen but they give us an idea about the range of activities a person will do. Thus a person with a need to achieve in academics will work hard in school, an individual with a strong need to excel in sports will put in a lot of hard work in that field; similarly in business and in many other situations.

#### **2.4.1 Intrinsic and Extrinsic Motivation**

Self-Determination Theory (Ryan & Deci, 2000) distinguishes between different types of motivation based on the different reasons or goals that give rise to an action. The most central distinction is between intrinsic motivation and extrinsic motivation.

Intrinsic motivation is the tendency to engage in tasks because one finds them interesting and enjoyable. Students with more intrinsic motivation tend to persist at difficult problems and learn from their mistakes. In addition, intrinsic motivation is central for the integration process through which elements of one's existing internal knowledge is integrated with new knowledge.

Extrinsic motivation is the tendency to engage in tasks because of task-

unrelated factors such as the expectation of reward or punishment, for example ,to pass the exam or get a good grade (Deci, 1992). We differ in our general tendencies to be intrinsically or extrinsically motivated. But our intrinsic and extrinsic motivation will also vary over situation and time. It is documented that intrinsic motivation will influence student behaviour in a positive way. Students who are intrinsically motivated to perform a task will usually be more self-regulated, they can work concentrated over time and use a repertoire of strategies to manage challenges. The state that comes into being when mastery is a result of hard work and concentration is called “flow”. Skills, activity, and perceived challenge of the activity are important to achieve flow. Flow may be seen as the ultimate self-regulated learning. Through “flow” the ability to concentrate and perform is very much enhanced. The division into surface and deep learning is another way to describe how students approach learning (Noels, 2000).

#### **2.4.2 Key Concepts Motivation**

(Geng and Guiyan,2000) said that there are certain terms which you will commonly come across when you learn this lesson on motivation such as needs, goals, incentives etc. Concepts of motivation can be viewed from the following factors:

##### **(a) Needs and Motives**

A need is a condition of lack or deficit of something required by the organism. In order to maintain homeostasis or balance the organism finds it necessary to satisfy the needs. The needs are of different types. The need for food or water is a

physiological need, which arises out of lack or deficit of food or water in the organism. The needs for excretion and urination are also physiological needs. They are due to the organisms necessity to eliminate waste matter from the body. The need for contact with other persons is a social need. The other social needs include need for prestige, status, affection, self-efficacy, and so on. A person becomes more aware of his needs when they are not fulfilled. In other words, when you are hungry, you need food, and, when you are thirsty you need water. In these cases you are in a state of deprivation and your bodily system suffers from some kind of imbalance. The needs may be broadly categorised as, primary or physiological needs and secondary or social needs. Needs for food, water, sex, sleep and rest, and elimination are primary needs. Needs for achievement, affiliation, power are examples of social needs.

The term motive refers to goal directed behaviour and energising conditions within the organism that drive behaviour. It is generally used to refer to certain conditions which, besides arousing, predispose a person to respond, or behave in a way appropriate to that motive. Motives direct the activity of the individual towards persons goals.

#### (b) Goals

Thinking about the goal motivates a person to organize his or her action. If hunger is a need, eating food is a goal. Thus goal is related to the need state. However, in certain cases, behaviour is also guided by intrinsic goals. It means behaviour does not always need external goal. It may be satisfying and enjoyable in

itself. Some people may like to sing, dance or play just for the sake of singing, dancing or playing. They like such activities. Thus goals can be intrinsic or extrinsic.

(c) Incentives

Incentives refers to the goal objects which satisfy the needs. Incentives vary in quality and quantity which make them less or more satisfying and attractive. Thus one can put in greater amount of effort to attain a more attractive incentive. As a matter of fact many incentives assume considerable significance in the lives of people and they do every thing possible to attain those incentives.

(d) Instincts

Instinct is an old concept in the field of motivation. It is defined as an innate biological force that predisposes the organism to act in a certain way. At one time all behaviours were supposed to be results of certain instincts. Some of the instincts identified by early psychologists are fight, repulsion, curiosity, self abasement, acquisition etc. It was thought that instincts were inherited and compelling sources of conduct, but can be modified by learning and experience. This term is no more used in relation to human behaviour.

### **2.4.3 Types of Human Needs**

According (Sweet and Guthrie,1996) It is difficult to classify needs into distinct categories because the behaviour displayed by an individual at a given time is not the outcome of a single need. Many needs or motives contribute to it. But on the basis of information gained through the analysis of human behaviour, psychologists

have attempted to classify human needs into two broad categories. As mentioned earlier these categories are as follows.

- (i) Primary or physiological needs, and
- (ii) Secondary or socio-psychogenic needs.

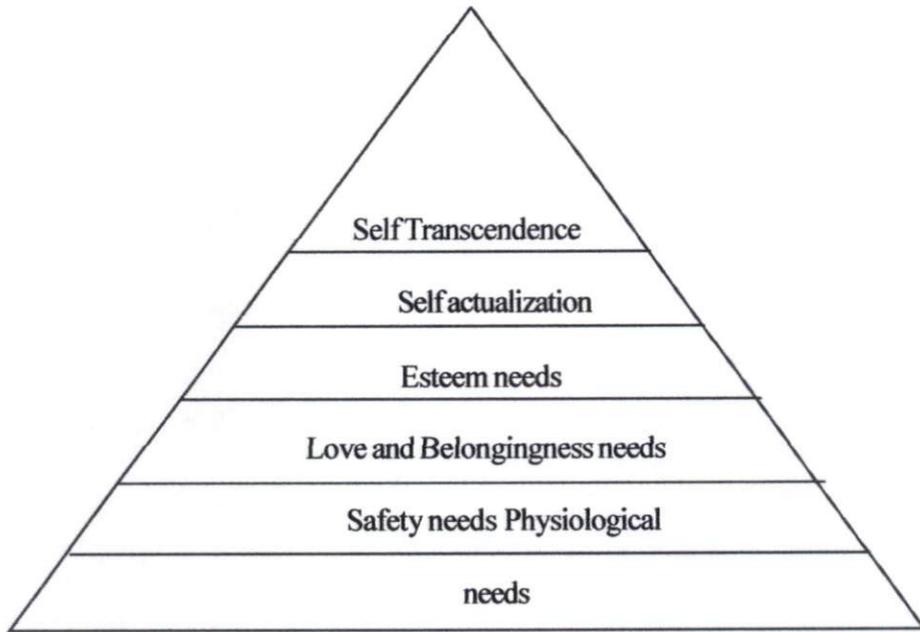
The primary needs are rooted in the physiological state of the body. They are innate and include bodily conditions such as hunger, thirst, sex, temperature regulation, sleep and pain. These needs are of recurring type because they can be satisfied for short periods only.

The secondary or socio-psychogenic needs are unique to human beings. Many of them are learned and they drive the individual toward special kinds of behaviours. Since these needs are learned, their strength differs greatly from one individual to another. Some of the important socio-psychogenic needs are power, affiliation, achievement and approval. Psychologists have developed a number of standardized tests for the assessment of these needs. They may also be assessed through non testing procedures as well (Sweet and Guthrie, 1996).

#### **2.4.3.1 Hierarchy of Needs**

Abraham Maslow, who was a humanistic psychologist, argued that needs are arranged in a ladder-like steps. He proposed a rising order of needs from the level of physiological to self transcendence. The order of needs starts from basic survival or lower order needs to higher order needs. As one level of need is satisfied another higher order need will emerge and assume importance in life (Henson & Eller, 1999). The hierarchy is shown in figure below.

Fig. 2.1: Maslow's hierarchy of needs.



Source: (Henson & Eller, 1999)

*Physiological needs:*

The most potent and lowest levels of all the needs are physiological needs. Thus the needs of hunger, thirst, sex, temperature regulation and rest occupy the lowest step in the ladder. According to Maslow, when these physiological needs are deprived for a long period, all other needs fail to appear. We must eat to live. The bio-chemical processes which sustain life get their energy and chemical substances from food. Food deprivation results in contractions in the stomach which are felt by the individual as hunger pangs. When this happens, the individual spends energy in trying to get food. Factors like habits and social customs also influence eating behaviour.

We can go without food for weeks but we cannot live without water for more than a few days. The brain directs the organism to obtain water. Sex need differs in many respects from hunger and thirst. Sex is not vital to the survival of the organism but is essential to the survival of the species

*Safety needs :*

When the physiological needs are satisfied safety needs become the dominant force in life. Safety needs are mainly concerned with maintaining order and security, to feel secure, safe and out of danger.

*Love and Belongingness needs:*

These are the needs of making intimate relationship with other members of the society. People want to become an accepted member of an organised group, need a familiar environment such as family. These needs are dependent on the fulfilment and satisfaction of physiological and safety needs.

*The Esteem needs:*

Esteem needs are divided into the following two categories:

- (a) Needs related to respect from others like reputation, status, social success and fame. The need of self evaluation occurs in those persons who are comfortably situated and satisfied with the fulfillment of lower order needs. For example, a competent professional who has established a high reputation and does not have to worry about getting a job, may become quite choosy about what type of work he/she would accept.
- (b) Self efficacy, self respect and self regard. The other type of esteem needs include need to achieve, to be competent, to gain approval and to get recognition. The need to

feel superior to others also falls under this category. For fulfilling this, a person may buy good quality and costly clothes.

*Self actualisation:*

Self actualization refers to the desire to utilize ones personal capacities, to develop ones potentialities to the fullest and to engage in activities for which one is well suited. One should realize and be satisfied that he or she has achieved what one is capable of. Self actualization is possible only when the needs of a person are met to the degree that they neither distract nor consume all available energy. When the person succeeds in satisfying his/her lower order needs, only then he can act upon his/her higher order needs.

*Self transcendence:*

This is the highest level of need where a person becomes conscious of broader reality. He transcends the boundaries of self and attends to the needs of collectivity and society. At this level one becomes aware of the entire humanity. At this level spiritual concerns become very important. In this hierarchy it is assumed that the lower order needs dominate peoples lives until that level is fairly satisfied; then comes the next one and so on. However, Maslow explains that every individual does not follow this hierarchy step by step; exceptions do arise. An individual sometimes risks his life to save someone or to save a valued object by defying his own safety needs. There are certain examples in Indian history when women sacrificed their lives to save their honour. There have been freedom fighters who starved themselves to death fighting for the cause of the freedom of the country. Here the higher order needs superseded the hunger and thirst needs. Sometimes individual rejects love,

family, friends, etc. by committing suicide, thus defying the needs of love and sense of belongingness. It may be noted that the hierarchy, however, does not imply that lower order needs become dormant once they are satisfied and the higher order needs become active.

#### **2.4.4 Achievement motivation**

One of the important needs present to some degree in all human beings is the need for achievement or the need to attain excellence and higher level of performance. People in whom the need for achievement is strong seek difficult work and improve their task performance. They are future oriented, aspire for higher goals and persist on the task chosen. They are task oriented and prefer to work on tasks that are challenging and on which their performance can be evaluated in some way. It may be by comparing it with other persons performance in terms of some standard. Achievement motivation can be seen in many areas of human endeavor such as job, school or sports competition. The differences in early life experiences are found to be related to the strength of achievement motivation in later stage. The expectations parents have from their children also play an important role in the development of achievement motivation. Parents who expect their children to work hard, encourage and praise them for their performance do so as to promote achievement oriented behaviour (Mcee, 1997; cited from stoever 2001).

The degree of achievement oriented behaviour depends on many factors. One of these is fear of failure. It inhibits the expression of achievement behaviour. When

some one is successful in school, sports and other activities, we say that achievement motivation is very strong in him or her.

## **2.5 Review of Previous Study**

### **2.5.1 Locus of Control and Performance**

Locus of control is a strong predictor of academic performance with the internal individuals achieving better than external individual. An individual can have either an external locus of control or an internal locus of control. When an individual has an external locus of control he or she believes that they have little control or power to affect personal outcomes (Wang & Anderson, 1994). If the person has an internal locus of control they understand that they are able to control and manipulate things that happen in their lives. In addition, *Internal locus of control* is defined as an individual's perception that a particular reinforcement is contingent upon their own behavior or permanent characteristics (Rotter, 1966). Meanwhile *External locus of control* is when reinforcement is perceived by the individual as not to be entirely contingent upon his action (Rotter, 1966).

Previous researcher (Kirchner, 2003) has examined the relationship between locus of control and academic performance among children, teenagers and adults. He has found a positive correlation relationship between locus of control and academic performance, internal locus of control has been found to be a positive predictor of academic performance and external locus of control to be a negative predictor of academic performance. From description above, we obtained the hypothesis that:

H1 : Internal locus of control has positive influence on student's academic

performance

H2 : External locus of control has positive influence on student's academic performance.

### **2.5.2 Self Efficacy and Performance**

Self-efficacy is the belief of the abilities of individuals that he/she may look adequate in certain situations, therefore individuals are referred to have control over their environment (Bandura, 1986). According to Pajares (2001), a person's behavior can be predicted by looking at how people's beliefs about their abilities. Confidence can help determine what individuals would do it with all the knowledge and expertise. When determining a particular purpose, individuals who have high self efficacy will devote all his attention and when facing obstacles and difficulties in achieving that goal he/she would try to be able to last longer and managed to achieve the goals set (Lee & Bobko, 1994). Thus the higher one's self efficacy of the implementation will be higher as well. Self-efficacy also has a direct impact on the performance of individuals without going through setting goals.

Previews researcher (Heffer, 2009) has examined that higher academic self efficacy significantly correlated on academic performance. It is correlated with report GPA. This support the idea that the more a student believes she/he is capable of achieving in her/his academic studies. The more likely she/he is to actually succeed academically.

From description above, we obtained the hypothesis that:

H3 : Self efficacy has positive influence on student's academic performance

### **2.5.3 Motivation and Performance**

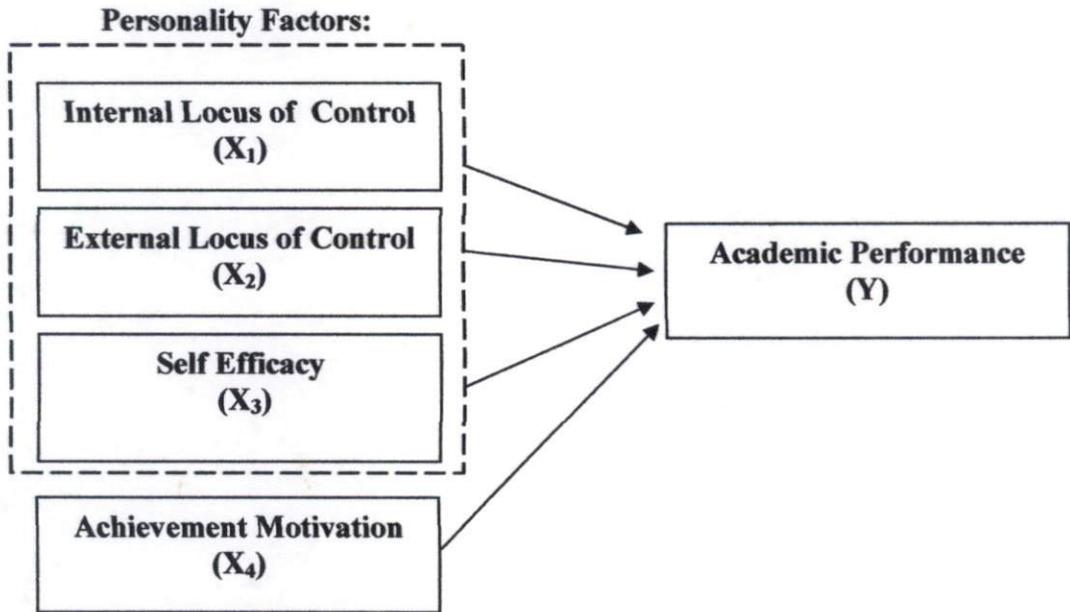
Achievement motivation is one part of the contemporary theory of motivation. Achievement motivation is defined as an impulse within the individual that drives and directs toward the achievement of doing a task and purpose to always show the standard of excellence (McClelland, 1987). Individuals with high achievement motivation and desire to do something better or more efficiently than he/she has done before. Thus a person with high achievement motivation will be more likely to set its own goal his work, besides that they also like the limited purpose of their ability to achieve. They like a situation where they are able to achieve personal responsibility to solve a problem. It can be said also that the individual has a strong belief on the ability to achieve that goal. Phillips & Gully (1997) has found that achievement motivation has positive influence on academic performance. From description above, we obtained the hypothesis that:

H4 : Achievement motivation has positive influence on student's academic performance

### **2.6 Theoretical Framework**

Theoretical Framework is conceptual model about how theory relate to various factor which have been define as important matter. Thinking that underlies the research that academic performance in college students is affected by locus of control, achievement motivation, and self efficacy. To know, how related/relevant between each variable can been seen at theoretical framework at following:

Figure 2.2 Theoretical Framework



## CHAPTER III

### RESEARCH METHODS

#### 3.1 Research Design

Current study used quantitative research approach in order to find out the appropriateness of the theoretical model of the research and determine the interaction between all variables. It led to one way interaction between the researchers with the sample of this research at Andalas University. Quantitative research design had been selected in order to find out the appropriate answers to the research questions and to test the hypotheses. The data were collected from students at Andalas University.

#### 3.2 Populations and Samples

The study used a Non-probability *Purposive Sampling* which is confined to specific type of people who can provide the desired information (Sekaran, 2000). The population of researcher is the population is students of economics faculty only at andalas university. students are divided into 4 categories:

1. Students who entering 2<sup>nd</sup> Semester
2. Students who entering 4<sup>th</sup> Semester
3. Students who entering 6<sup>th</sup> Semester
4. Students who entering 8<sup>th</sup> Semester
5. Students who entering 10<sup>th</sup> Semester

The data obtained from 150 students who registered of faculty of economics. The data represents students from three departments : management, accounting, and economics department.

Sample size of the research for questionnaires is 150 respondents. The reason to choose the sample size is based on Rescoe (1975) Sekaran 2003, p.295) sample size larger than 30 and less than 500 are appropriate for the most research.

### **3.3 Data**

The researcher uses primary data to investigate research questions. To collect data from the primary sources is survey method. This method is commonly used in consumer surveys to collect data from primary sources. The questionnaires were distributed directly to the target of this research.

The questionnaire survey was the most effective method for this study to collect data for the following reason: (1) to make sure the respondents understandable, (2) the data gathered through questionnaire was easy to put in quantitative analysis

The questionnaires distributed to students of economics faculty level of academic performance using locus of control, self efficacy, achievement motivation. The utilization of questionnaires in the data collection is to test and analyze the impact of independent variables include locus of control, self efficacy, and achievement motivation. And testing which tool is better in making on academic performance decision.

### **3.4 Variables and Measurement**

#### **3.4.1 Variables**

Dependent variable is the variable that influenced by the other variable (independent variable). In this research, researcher uses academic performance as dependent variable. Independent variable is the variable that influences the dependent variable in either a positive or negative way. Researcher uses locus of control, self efficacy, achievement motivation are independent variables in this research. The respondents are characterized by their gender, ages, strata, GPA, studying period of grade, department, program, accommodation.

#### **3.4.2 Measurement**

Measurements of internal locus of control, external locus of control, self efficacy and achievement motivation on students' academic performance were adopted and developed on the basis of established existing variables from previous studies. All variables were measured with 5-point Likert type scaled (Sekaran, 2003).

Internal locus of control measures consisting of four items were adapted from *Spector (1988)*. These items were intended to measure an individual beliefs and mentally aware of the students performance. The sample items are ' By planning in finishing my study, so i am able to learn better' and ' Most people are able to do the job well when they tried it seriously', by scaling: (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, (5) strongly agree. External locus of control measures of six items adapted from *Spector (1988)*. These items were intended to measure whether by

luck alone can improve students' performance well. The sample items is ' In getting a high score is good luck only (fortune alone)', by scaling: (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, (5) strongly agree. Self efficacy measures of four items adapted from *Jones (1986)*. These items were intended to measure awareness of students' beliefs in their own capacity. The sample items are ' I believe that my skills and abilities equal or exceed than my classmates', by scaling: (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, (5) strongly agree. Achievement motivation measures of five items adapted from *Braunstein, (1976)*. These items were intended to measure predictions about student' behaviour. The sample items are ' I want to know how I achieve progress while completing the task / thesis', by scaling: (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, (5) strongly agree. Academic performance measures of seven items. These items were intended to measure how well the students have completed the task and study. The sample items are ' I can be a master the material well that has been given by the lecturer', by scaling: (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, (5) strongly agree. Each of variables was tested using multiple regression.

### **3.5 Operational Definition**

Operational Definition is a concept to render it measurable by looking at the behavioral dimensions, facets, or properties denoted by the concept. These are consist of observable and measurable elements. (Sekaran, 2003; 176). There are three variables in this research: locus of control, self efficacy and achievement motivation.

Each of variables has its own dimensions and items that was conducted become research statement.

Table 3.1 Operational Definition

No	Variables	Definition	Dimension/ Subvariables	Sources
1	Locus of Control	Locus of control is an individual's perception on the cause of events that he or she endures in his or her life. Julian Rotter (1954)	Internal locus of control (4 items. Likert Scale)	Paul, E.Spector (1988; 335-340)
			External locus of control (6 items. Likert Scale)	
2	Self Efficacy	Self-efficacy is the belief of the abilities of individuals that he/she may look adequate in certain situations, therefore individuals are referred to have control over their environment (Bandura, 1986)	Self Efficacy (4 items. Likert Scale)	Gareth Jones (1986)
3	Achievement Motivation	Achievement Motivation is a support within the individual that drives and directs toward the achievement of doing a task and purpose to always show the standard of excellence	Achievement Motivation (5 items. Likert Scale)	Richard M. and D. Brawnstein. (1976; 254-261)

### 3.6 Analysis of Data

Quantitative analysis is needed for the result of respondent's data. And then conducted analysis based statistic method. The data will be classified into certain category by using table.

The test of instruments are:

**a. Validity Test**

According to Ghozali (2001) validity test is a tool which is used to measure validation of questioner. Questioner is valid if the range is more than 0.30 question of questioner can describe something that will be measured by questioner. Validity test used SPSS program.

**b. Reliabilities Test**

Reliabilities according to Ghozali (2001:41) is measuring instrument to measure a questioner which represent indicator of construct variable. The most popular test of interitem consistency reliability is the Cronbach's coefficient alpha (Sekaran 2003). The way to calculating of a data reliability level is using Cronbach alpha is between 0.60 – 1.00).

**c. Normality Test**

Normality test can be used the Kolmogorov Smirnov test, whereby if the sign value  $> 0.05$ , then it can be concluded that the data variables were tested with the normally distributed.

**d. Multicolienarity Test**

According to Santoso in Priyatno (2008) The multiplecolienarity test is done by seen the value of variance inflation factor (VIF), if the independent variable has a  $VIF > 5$ , then there are multicollinearity problems with other free variables.

**e. Regression Analysis**

Multiple regression analysis is a linear relationship between two or more independent variables with the dependent variable. This analysis was conducted to determine the direction of the relationship between independent variables with the

dependent variable, whether each independent variable related to positive or negative and to predict the value of the dependent variable when the independent variable value has increased or decreased.

The formulation of the research's regression is:

$$Y = a + b_1 X_1 + b_2 X_2 + b_3 X_3 + b_4 X_4$$

In which:

Y = Academic Performance ( Dependent Variable )

a = Constant

b = Regression Coefficient

X<sub>1</sub> = Internal Locus of Control ( Independent Variable )

X<sub>2</sub> = Internal Locus of Control ( Independent Variable )

X<sub>3</sub> = Self Efficacy (Independent Variable)

X<sub>4</sub> = Achievement Motivation (Independent Variable)

The effect of independent variables to dependent variable will occur if the significant of  $p \leq 0.05$ . If the coefficients (b) for independent variables are significant, means that it has effect to dependent variable.

## CHAPTER IV

### UNIVERSITY PROFILE

#### **4.1 Economics Faculty of Andalas University Profile**

Faculty of Economics, Andalas University (FE-Unand) Padang, established on September 7, 1957. Firstly it called Economics of Higher Education managed by the Foundation of Higher Education Board Banteng by prof. Dr. Soemitro Djojokusumo Hall located at Jalan Imam Bonjol Padang Pvt.

In early 1958 halted because of the upheaval area lectures (PRRI), for later, on July 14, 1959 Foundation, Faculty of Economics, submitted to the Government of the Republic of Indonesia, Ministry of KDP circumstances Representative Presidium Andalas University. One and a half years later, on January 1, 1961 by ministerial decree No. KDP. 4 / 1961, Faculty of Economics, is officially used as the Faculty of Economics, University of Andalas, and is the Faculty of the University of Andalas-6 in the environment after; Faculty of Agriculture in Payakumbuh, Faculty of Medicine at Bukittinggi, Faculty of Science and Natural Science (FIPIA) in Bukittinggi, Faculty of Law and Knowledge Society (FHPM) in Padang, and the Faculty of Teacher Training and Education (Guidance and Counseling) in Batusangkar.

Since joining the Andalas University, academic activities take place on campus Djati (Independence Pioneer Road No.77) with three departments: Economics and Development Studies (IESP), Management, and Accounting, coupled with Program D III. In August 1991 the main activity officially move to the Limau

Manis Campus which is 15 km east of the city of Padang. On the new campus, the Faculty of Economics, occupies three buildings for academic activities and faculty management that integrates with other faculty at the Andalas University in an area of 500 hectares.

#### **4.2 Vision, Mission, and Objectives**

The Vision, mission, and objectives of economics faculty are:

##### **Vision**

Realizing the faculty of economics, Andalas University as a Higher Education Institute of Economics of excellence, quality and independent with graduates who can compete with both domestic and abroad.

##### **Mission**

- Conducting educational activities and teaching in the field of Economics, Management and Accounting, in accordance with the development needs of society and the advancement of Science and Technology (Science and Technology).
- Conducting research activities in order to develop science pengetahuan to encourage regional and national development processes.
- Perform community service activities in order to apply science to solve problems faced by society.

## **Objectives**

- Realising the Faculty of Economics, Andalas University as the center of the development of knowledge and skills in the field of economics, management and accounting are supported by the ability of academic research and the formation of attitudes and ethics of the profession.
- The realization that the standard for educational systems capable of producing a graduate of Faculty of Economics, Andalas University is ready to enter public life with a capital of academic ability, skills and professions that are supported by the power of faith and taqwa.
- Has the ability to provide a real contribution to nation-building at both national and local levels through the application and practice of science, technology and skills to improve the welfare of the community.

## **4.3 University Programs**

### **1. Undergraduate program (S1)**

Consist of three departments, they are:

- Accounting
- Management
- Economics

Undergraduate program offers compulsory courses and a number of elective ones. The latter are offered to allow students to concentrate their skill and knowledge

on certain fields of economics relevant to their interest. As a result, students can plan their programs, take relevant courses, and maintain a manageable course load.

There are two classes offered, namely “the regular class” and “the international class”. The regular class is offered to students who are interested in courses conducted in Indonesian language; meanwhile the international class is designed for students who are interested in following the courses conducted in English. To fulfill the faculty graduate requirement, a student needs to accumulate minimum 148 credits, passes all module courses, and attains a minimum cumulative Grade Point Average (GPA) of 2.0. Upon the accomplishment, they are awarded first degree in Economics (SE). Before completing the first degree, students are encouraged to take apprenticeship programs in government or in international business sectors. The final tasks are to write a thesis and take a final examination.

**CHAPTER V**  
**ANALYSIS AND RESULT**

**a. Survey Results**

This survey used questionnaire as tool to collect data. The researcher had already distributed 150 questionnaires to students of economics faculty in andalas university. It can be seen in table 5.1 below:

Table 5.1 Survey Result

Survey	Number of Questionnaire
Distributed	150
Returned	150
Analyzed	150

Source: Processed from questionnaire by using SPSS

**5.1.1 Questionnaire Response**

After collecting data from respondents, researcher collect it back and be returned also 150 questionnaires so the respondent rate is 100%. After checking all questionnaires, all the questionnaires could be analyzed because the respondent answer whole item of questions. In details, this chapter will explain about the review of respondent descriptive, analysis and the impact of relationship between variables and testing, hypotheses and discussion.

### 5.1.2 Descriptive Analysis

The purpose of descriptive analysis is to describe the characteristic of the respondents in this study such as gender, ages, GPA, studying period of grade, department, program, accommodation in andalas university.

#### 5.1.2.1 Description of Research Sample

In the following discussion will interpret the data and the answers that given by respondent in respondent characteristic. In this research, there were 150 questionnaires distributed to 150 respondents. For more detail, the following table will describe the respondent characteristics:

##### 1. Respondent Characteristics based on gender

Based on table 5.2 found that from 150 respondents, the majority is female. The number of female in this research is 65.3%. And respondent of males is 34.7%. In other words, the amount of female students is greater than male students in economics faculty andalas university. It can be seen in table 5.2 below:

Tabel 5.2

#### Respondent Characteristics based on gender

Genre	Frequency	Percentage
Male	52	34.7
Female	98	65.3
Total	150	100

Source: Processed from questionnaires using SPSS

2. Respondent Characteristics based on Age

Based on questionnaire in table 5.3 showed that the majority of students at economics faculty andalas university is the respondents aged among 16-20 years old is 50.0% then aged 21-25 years old is 50.0%. It can be seen in table 5.3 below:

Table 5.3

Respondent Characteristics based on Age

Age	Frequency	Persentage
16-20 years old	75	50.0
21-25 years old	75	50.0
Total	150	100

Source: Processed from questionnaires using SPSS

3. Respondent Characteristics based on GPA (Grade Point Average)

From the result of questionnaire in table 5.4, from 150 respondents, the majority of students at economics faculty andalas university has had respondents' GPA among 2.00-2.74 is 20.0%, respondents' GPA among 2.75-3.24 is 54.0%, and respondents' GPA among >3.25 is 26.0%.

It can conclude that the majority GPA respondent based on table 5.4 showed that The highest respondents' GPA among 2.75-3.24 is 54.0%. The lowest respondents' GPA among 2.00-2.74 is 20.0%. It can be seen in table 5.4 below:

Table 5.4

Respondent Characteristics based on GPA

GPA	Frequency	Percentage
<1.50	0	00.0
1.50-1.99	0	00.0
2.00-2.74	30	20.0
2.75-3.24	81	54.0
>3.25	39	26.0
Total	150	100

Source: Processed from questionnaires using SPSS

4. Respondent Characteristics based on studying period of grade

From the results of questionnaire in table 5.5, from 150 respondents, 20% respondents have been entering 10<sup>th</sup> semester as their education background, 20% respondents have been entering 8<sup>th</sup> semester as their education background, 20% respondents have been entering 6<sup>th</sup> semester as their education background, 20% respondents have been entering 4<sup>th</sup> semester as their education background, 20% respondents have been entering 2<sup>nd</sup> semester as their education background. It can be seen in table 5.5 below:

Table 5.5

Respondent Characteristics based on studying period of grade

Studying Period of grade	Frequency	Percentage
10 <sup>th</sup> Semester	30	20.0
8 <sup>th</sup> Semester	30	20.0
6 <sup>th</sup> Semester	30	20.0
4 <sup>th</sup> Semester	30	20.0
2 <sup>nd</sup> Semester	30	20.0
Total	150	100

Source: Processed from questionnaires using SPSS

5. Respondent Characteristics based on department

We can see on table 5.6, from 150 respondents of students economics faculty andalas university, 33.3% respondents are from management department, 33.3% respondents are from accounting department, 33.3% respondents are from economics department. It can be seen in table 5.6 below:

Table 5.6

Respondent Characteristics based on department

Department	Frequency	Percentage
Management	50	33.3
Accounting	50	33.3
Economics	50	33.3
Total	150	100

Source: Processed from questionnaires using SPSS

#### 6. Respondent Characteristics based on program study

From the result of questionnaire in table 5.7, out of 150 respondents, 44.7% respondents are from regular program. Then 5.3% respondents are from international program (50.0%). And the last 8 respondents are from non regular. It can be seen in table 5.7 below:

Table 5.7

Respondent Characteristics based on program study

Program Study	Frequency	Percentage
Reguler	67	44.7
International	75	50.0
Non Reguler	8	5.3
Amount	150	100

Source: Processed from questionnaires using SPSS

#### 7. Respondent Characteristics based on accommodation

From the result of questionnaire in table 5.8, out of 150 respondents, 42.0% respondents are living at parents' house, 1.3% respondents are living at private house, 48.0% respondents are living at boarding house, and 8.7% respondents are living at dormitory of college. It can be seen in table 5.8 below:

Table 5.8

Respondent Characteristics based on accommodation

Accommodation	Frequency	Percentage
Parents' house	63	42.0
Private house	2	1.3
Boarding house	72	48.0
Dormitory of college	13	8.7
Amount	150	100

Source: Processed from questionnaires using SPSS

### 5.1.2.2 Frequency Distribution of Respondents

#### 5.1.2.2.1 Analysis of Internal locus of control

Based on the questionnaires in table 5.9, we obtained data from 150 respondents, the highest average for instruments of internal locus of control is 4.50 means that the respondents has supported strongly agree with the state ' Most people are able to do the job well when they tried it seriously', it is contained the statement item number 3. We can conclude that most respondents rated that Most students are able to do the job well when they tried it seriously as the procedures for internal locus of control.

The lowest average for internal locus of control is 4.09 means that the respondent has supported agree with the state 'If students are not happy by learning methods' lecturer, so the students should do something, such as giving feedback, suggestions or notify the lecturer concerned', it is contained in the statement item number 2. It explained that although most of students are not happy by learning

methods' lecturer, they are still have other method in order to make their enjoy to study, it's like giving suggestion or other way. It can be seen in table 5.9 below:

Table 5.9  
Frequency Distribution of Respondents (N=150)

Internal locus of control

No	Indicators	SD	D	N	A	SA	Average Score
1	By planning in finishing my study, so i am able to learn better		1	13	73	63	4.32
2	If students are not happy by learning methods' lecturer, so the students should do something, such as giving feedback, suggestions or notify the lecturer concerned		1	32	69	48	4.09
3	Most people are able to do the job well when they tried it seriously.	1	1	9	50	89	4.50
4	In getting high scores, so I must know how to learn good way	2	3	18	65	62	4.21
Total							4.28

Note : SD (Strongly Disagree), D (Disagree), N (Neutral), A (Agree), SA (Strongly Agree)  
Source: Processed from questionnaires using SPSS

#### 5.1.2.2.2 Analysis of External locus of control

Based on the questionnaires in table 5.10, we obtained data from 150 respondents, the highest average for instruments of external locus of control is 2.86 means that the respondents has supported neutral with the state ' getting good mark, they have to have a friend who is smarter', it is contained the statement item number 3. From the description we can conclude that most respondents state that several students believe that in getting good mark is based on friends who have smarter than us and vice versa.

The lowest average for external locus of control is 2.19 means that the respondents has supported disagree with the state 'When getting a good value because of friends we know and close, and it is more important than skills and abilities we have', it is contained the statement item number 5. It explained that most students believe that in getting good mark is not based on closed friend but it is based on our ability. It can be seen in table 5.10 below:

Table 5.10  
Frequency Distribution of Respondents (N=150)

External locus of control

No	Indicators	SD	D	N	A	SA	Average Score
1	Getting a value according to our wishes is a matter of luck (fortune alone)	23	57	40	25	5	2.55
2	In getting a high score is good luck only (fortune alone)	24	52	45	18	11	2.60
3	In order to getting the good mark, I have to have a friend who is smarter than me	11	41	63	28	7	2.86
4	The award is usually a student possessed a fortune alone	20	70	46	10	4	2.39
5	When getting a good value because of friends we know and close, and it is more important than skills and abilities we have.	42	58	32	15	3	2.19
6	It takes a lot of good fortune to be best students	25	55	44	23	3	2.49
Total							2.51

Note : SD (Strongly Disagree), D (Disagree), N (Neutral), A (Agree), SA (Strongly Agree)  
Source: Processed from questionnaires using SPSS

### 5.1.2.2.3 Analysis of Self Efficacy

Based on the questionnaires in table 5.11, we obtained data from 150 respondents, the highest average for instruments of self efficacy is 3.65 means that the respondents has supported strongly agree with the state ' I believe that I was able to finish task's college on time', it is contained the statement item number 1. From the description we can conclude that most respondents rated that most students believe that they can finish their assignment in college be on time.

The lowest average for self efficacy is 3.45 means that the respondents has supported neutral agree with the state 'about they can accomplish the task more challenging than the task that they were working at this time', it is contained the statement item number 3. It explained that most students like do task more challenge

It showed that variable of sefl efficacy in economics faculty in Andalas University is very good, such as a mentioned above that the most student believe that they can finisih their assigment in college be ontime moreover they like do task more challenge so much. So, they can improve their performance well. It can be seen in table 5.11 below:

Table 5.11

Frequency Distribution of Respondents (N=150)

## Self Efficacy

No	Indicators	SD	D	N	A	SA	Average score
1	I believe that I was able to finish task's college on time	2	7	53	27	61	3.65
2	I believe that my skills and abilities equal or exceed than my classmates	3	9	62	62	14	3.50
3	I can accomplish the task more challenging than the task that I was working at this time		15	69	50	16	3.45
4	View point of professionalism, my job expectations satisfy myself.	1	14	48	71	16	3.58
Total							3.54

Note : SD (Strongly Disagree), D (Disagree), N (Neutral), A (Agree), SA (Strongly Agree)

Source: Processed from questionnaires using SPSS

#### 5.1.2.2.4 Analysis of Achievement Motivation

Based on the questionnaires in table 5.12, we obtained data from 150 respondents, the highest average for instruments of achievement motivation is 4.17 means that the respondents has supported strongly agree with the state 'improving students' performance much more better', it is contained the statement item number 1. From the description we can conclude that most respondents rated that most students have willingness to improve their performance become well .

The lowest average for achievement motivation is 3.75 means that the respondents has supported strongly agree with the state 'they enjoy the challenge of difficult learning' and 'they satisfy to solving their task'. it is contained the statement item number 2 and 5. It explained that most students enjoy the in facing the challenge

of difficult learning and they got satisfy how to solving it. It showed that variable of achievement motivation in economics faculty in andalas university is very good. It can be seen in table 5.12 below:

Table 5.12  
Frequency Distribution of Respondents (N=150)  
Achievement Motivation

No	Indicators	SD	D	N	A	SA	Average Score
1	I tried to improve my performance in the past.	1	4	16	76	53	4.17
2	I enjoy the challenge of difficult learning		4	52	72	22	3.75
3	I want to know how I achieve progress while completing the task / thesis	1		25	85	39	4.07
4	I like to set goals and achieve realistic goals in completing Bachelor Degree	1	2	24	83	40	4.06
5	I enjoy the satisfaction of solving tasks from lecturers		6	45	80	19	3.75
Total							3.96

Note : SD (Strongly Disagree), D (Disagree), N (Neutral), A (Agree), SA (Strongly Agree)  
Source: Processed from questionnaires using SPSS

#### 5.1.2.2.5 Analysis of Academic Performance

Based on the questionnaires in table 5.13, we obtained data from 150 respondents, the highest average for instruments of academic performance is 3.73 means that the respondents has supported strongly agree with the state 'Active in the activity/discussion groups / task groups', it is contained the statement item number 7. From the description we can conclude that most respondents rated that most students are active in many activity even in academic and also in extracuriculer activity.

The lowest average for academic performance is 3.18 means that the respondents has supported strongly agree with the state ' always notify absence', it is contained the statement item number 5. It explained not all students giving information if they didn't attend their class. It showed that variable of academic performance in economics faculty in andalas university is very good. It can be seen in table 5.13 below:

Table 5.13  
Frequency Distribution of Respondents (N=150)  
Academic Performance

No	Indicators	SD	D	N	A	SA	Average Score
1	Each semester my grades continued to rise graph	3	23	69	42	13	3.26
2	I can be a master the material well that has been given by the lecturer	1	16	83	47	3	3.23
3	Completing tasks on time	2	10	60	73	5	3.46
4	Always attending in fourteen times (14x) face to face / semester	2	12	56	56	24	3.59
5	Always notify absence	4	25	69	44	8	3.18
6	Discipline with start and finish college	1	11	53	65	20	3.61
7	Active in the activity / discussion groups / task groups	2	3	53	67	25	3.73
Total							3.44

Note : SD (Strongly Disagree), D (Disagree), N (Neutral), A (Agree), SA (Strongly Agree)  
Source: Processed from questionnaires using SPSS.

## 5.2 Data Analysis

This chapter will discuss analysis of data and research results related with the influence of academic performance: locus of control, self efficacy, achievement motivation on academic performance (case study: students of economic faculty andalas university). To know the answer, researcher distributed questionnaires to 150 respondents who were from three department of economics faculty. Which is from management, accounting, and economics department.

### 5.2.1 Validity Test and Reliability Test

Validity test is tested by comparing  $r_{\text{count}}$  and  $r_{\text{table}}$ . Validity test is the accuracy or precision of an instrument in measuring what you want to measured. By correlating each score with a total score which is amount of each item (*corrected item total correlation*) and its value can be seen on the results of processing using SPSS 16 on the table of *item-total statistic* in the column of *corrected item-total*. A questionnaire is valid if the statement of the questionnaire able to express something that will be measured by the questionnaire. Validity Testing done to all respondents who carried out after the questionnaire distributed. Sugiyono and Wibowo (2004) explained that valid instrument is a measuring tool used to measure what is to be measured, where the tools of instrument are valid if  $r_{\text{count}}$  is greater than  $r_{\text{critical}}$  (0,30). On the validity of the test results table shows that all the questions valid for  $r_{\text{count}}$  greater than  $r_{\text{count table}}$  (0.30).

### 5.2.1.1 Validity Test

The validity test conducted on 150 respondents. This validity test consists of 26 questions, there are 4 questions for internal locus of control, 6 questions for external locus of control, 4 questions for self efficacy, 5 questions for achievement motivation, and 7 questions for academic performance.

Based on the validity using SPSS 16 for windows, there are four statements which is from internal locus of control part, and 1 statement which is from external locus of control part, those are not valid, because the item to the correlation value is lower than (0.30). Item can be justified as valid item if range of the correlation value is more than 0.30 (Ghozali, 2001). So, for 26 models of question above are valid. The question that has highest validity value in internal locus of control is question no.3, it is about *most people are able to do the job well when they tried it seriously* so means that "how is the people can get job well seriously". This statement has a correlation coefficient of 0.508. While the question that has lowest validity value in locus of control is question no 1, it's about *by planning in finishing my study, so i am able to learn better* means that "in managing good schedule". This statement has a correlation coefficient of 0.402.

For external locus of control, the question that has highest validity value is question no.2, it is about *In getting a high score is good luck only (fortune alone)* means that "high score involve fortune only". This statement has a correlation coefficient of 0.718. While the question that has lowest validity value for question no.3, it is about *In order to getting the good mark, I have to have a friend*

*who is smarter than me* means that “friends can make our mark be good”. This statement has a correlation coefficient of 0.329.

For self efficacy, the question that has highest validity value is question no.2, it is about *I believe that my skills and abilities equal or exceed than my classmates* means that “Self Confident of ability and skill than others”. This statement has a correlation coefficient of 0.601. While the question that has lowest validity value for question no.4, it is about *View point of professionalism, my job expectations satisfy myself* means that “professionalism”. This statement has a correlation coefficient of 0.396.

For achievement motivation, the question that has highest validity value is question no.3, it is about *I want to know how I achieve progress while completing the task / thesis* means that “the method how to achieve the progress in studying”. This statement has a correlation coefficient of 0.570. While the question that has lowest validity value for question no.5, it is about *I enjoy the satisfaction of solving tasks from lecturers* means that “getting satisfaction”. This statement has a correlation coefficient of 0.423.

For academic performance, the question that has highest validity value is question no.6, it is about *Discipline with start and finish college* means that “discipline study”. This statement has a correlation coefficient of 0.638. While the question that has lowest validity value for question no.1, it is about *Each semester my grades continued to rise graph* means that “rise graph”. This statement has a correlation coefficient of 0.402. in validation of each statement be seen in table 5.14 below:

Table 5.14

## Result of Validity Test

No	Questionnaires/ Indicators	Item to the Correlation	Note
<b>LOKUS OF CONTROL INTERNAL</b>			
1	By planning in finishing my study, so i am able to learn better	0.402	Valid
2	If students are not happy by learning methods' lecturer, so the students should do something, such as giving feedback, suggestions or notify the lecturer concerned	0.415	Valid
3	Most people are able to do the job well when they tried it seriously.	0.508	Valid
4	In getting high scores, so I must know how to learn good way	0.470	Valid
<b>EXTERNAL LOCUS OF CONTROL</b>			
1	Getting a value according to our wishes is a matter of luck (fortune alone)	0.708	Valid
2	In getting a high score is good luck only (fortune alone)	0.718	Valid
3	In order to getting the good mark, I have to have a friend who is smarter than me	0.329	Valid
4	The award is usually a student possessed a fortune alone	0.609	Valid
5	When getting a good value because of friends we know and close, and it is more important than skills and abilities we have.	0.560	Valid
6	It takes a lot of good fortune to be best students	0.549	Valid
<b>SELF EFFICACY</b>			
1	I believe that I was able to finish task's college on time	0.454	Valid
2	I believe that my skills and abilities equal or exceed than my classmates	0.601	Valid
3	I can accomplish the task more challenging than the task that I was working at this time	0.584	Valid
4	View point of professionalism, my job expectations satisfy myself.	0.396	Valid
<b>ACHIEVEMENT MOTIVATION</b>			
1	I tried to improve my performance in the past.	0.444	Valid
2	I enjoy the challenge of difficult learning	0.508	Valid
3	I want to know how I achieve progress while completing the task / thesis	0.570	Valid
4	I like to set goals and achieve realistic goals in completing Bachelor Degree	0.556	Valid
5	I enjoy the satisfaction of solving tasks from lecturers	0.423	Valid
<b>ACADEMIC PERFORMANCE</b>			
1	Each semester my grades continued to rise graph	0.402	Valid
2	I can be a master the material well that has been given by the lecturer	0.415	Valid
3	Completing tasks on time	0.561	Valid
4	Always attending in fourteen times (14x) face to face / semester	0.545	Valid
5	Always notify absence	0.529	Valid
6	Discipline with start and finish college	0.638	Valid
7	Active in the activity / discussion groups / task groups	0.523	Valid

Source: primary data

### 5.2.1.2 Reliability Test

The purpose of using reliability test is related with accuracy, stability and consistency. Reliability test is the instrument which able to explain the symptom of group. The way to determine the reliability level of one instrument in the research can be accepted if value of r alpha exists in range 0.60 – 1.00. we categorize / reliable in range > 0.60 – 0.80, very good / very reliable for range 0.80-1.00 (Santoso, 2001). For determining the reliability, the reliability of each statement is processed by using computer program SPSS 16 for windows with Cronbach alpha formula.

Based on the level of reliability, result of test reliability coefficient (r alpha) of the five variables can be summarized in the table 5.15. Reliable test of five variables that have been tested are internal locus of control, external locus of control, self efficacy, and achievement motivation, and academic performance can be seen in table 5.15 below:

Tabel 5.15

#### Hasil Uji Reliabilitas

Variables	Cronbach's Alpha	Number of Valid Item	Judgement
Internal locus of control	0.665	4	Reliable
External locus of control	0.814	6	Very Reliable
Self Efficacy	0.718	4	Reliable
Achievement Motivation	0.737	5	Reliable
Academic Performance	0.787	7	Reliable

Source: primary data

Based on the table 5.15 showed that the value of alpha cronbach for internal locus of control is 0.665, the value of alpha cronbach for external locus of control is

0.814, the value of alpha cronbach for self efficacy is 0.718, the value of alpha cronbach for achievement motivation is 0.737, and the value of alpha cronbach for academic performance is 0.787. Based on these data mean that variables of the study had an alpha value greater than 0.6. So that, all questionnaires are highly reliable statement.

### **5.2.3 Test of Classical Assumption**

Before conducting the multiple regression analysis, first performed classical assumption test. The aim is to gain confidence that the data and variables deserve to be analyzed with multiple regression models. Classic assumption test performed consists of normality test, and multicollinearity.

#### **5.2.3.1 Normality Test**

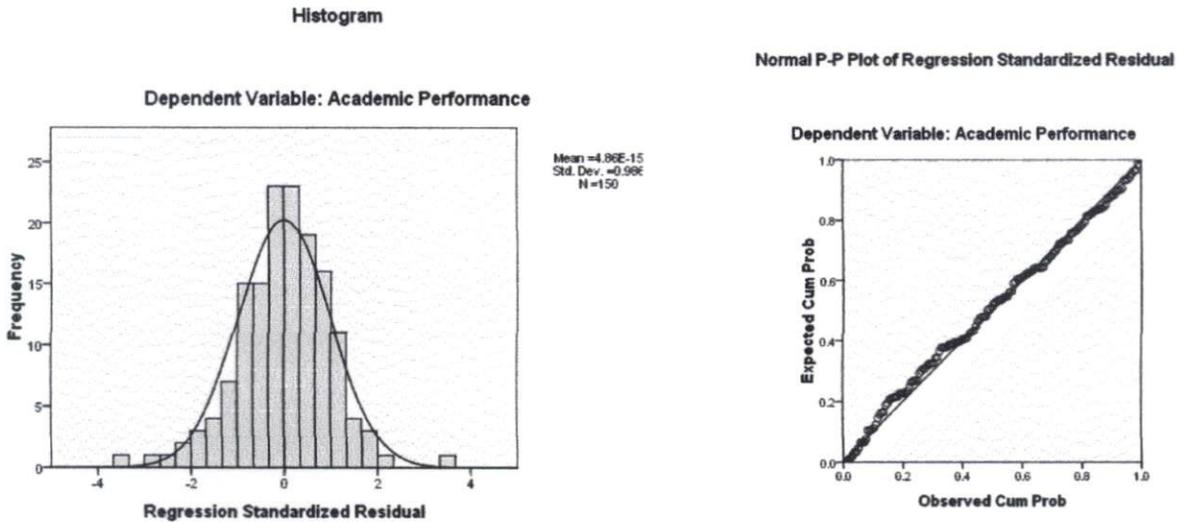
Sujianto (2006) explains that the normal distribution test is a test to measure whether we have a normal distribution of data that can be used in parametric statistics. Santoso (2006) says that the test for normality of data is commonly done before a statistical method applied.

Normality test done to see whether the independent variables and the dependent variable has a normal distribution or not. A good regression model of data distribution is normal or near normal. Normality test can be used the Kolmogorov Smirnov test, whereby if the sign value  $> 0.05$ , then it can be concluded that the data variables were tested with the normal spread. (see appendix VIII).

Result of normality test from figure following:

Figure 5.1

Normality test



Source: Processed from questionnaires using SPSS

In graphic 5.1, normal graph Q-Q showed the points are around the diagonal line and it followed the diagonal line. And from histogram graphic, the curve is curved perfectly.

### 5.2.3.2. Testing of Multicollinearity

This test aims to test whether the regression models found a correlation between independent variables. A good regression model should not happen correlation between the independent variables, to detect the presence or absence multicollinearity it can be seen from the VIF (Variance Inflation Factor). According to Santoso in Priyatno (2008), if the independent variable has a  $VIF > 5$ , then there are

multicollinearity problems with other free variables. VIF value based on test results table multicollinearity is 1.232 for variable internal locus of control, 1.048 for variable external locus of control, 1.150 for variable self-efficacy and 1.385 for achievement motivation. This value is less than 5, then there were no multicollinearity problems. It can be concluded that *there are no multicollinear problems between independent variables internal locus of control, external locus of control, self efficacy and achievement motivation.*

### **5.2.3.3 Multiple Regression Analysis**

Multiple regression analysis is a linear relationship between two or more independent variables with the dependent variable. This analysis was conducted to determine the direction of the relationship between independent variables with the dependent variable, whether each independent variable related to positive or negative and to predict the value of the dependent variable when the independent variable value has increased or decreased.

Testing on regression coefficient of independent variables was conducted using two-way (two tail) with 95% confidence level ( $\alpha = 0,05$ ) with degrees of freedom (df) equal to 145 ( $n - k - 1 = 150 - 4 - 1$ )

The results of multiple regression analysis in this discussion include the variable internal locus of control, external locus of control, self efficacy and achievement motivation on academic performance is presented in table 5.16 below:

Table 5.16

## Summary results of Multiple Regression Analysis

Variable	Unstandardized Coefficients		Standardized Coefficients	t	Significance
	( $\beta$ )	Std. Error	Beta		
(Constant)	3.425	0.130		26.432	0.000
Internal locus of control	0.120	0.025	0.317	4.115	0.000
External locus of control	0.023	0.016	0.101	1.426	0.156
Self efficacy	0.055	0.021	0.197	2.653	0.009
Achievement motivation	0.074	0.027	0.225	2.755	0.007
R	= 0.549		Fhitung	= 15.620	
R Square	= 0.301		Sig.	= 0.000	

Dependent Variabel : Academic Performance

Source : Data Processed in SPSS 16.0

From table 5.16 regression equation can be made as follows:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4$$

$$Y = 3.425 + 0.120X_1 + 0.023X_2 + 0.055X_3 + 0.074X_4$$

where :

Y = Academic Performance

X1 = Internal locus of control

X2 = External locus of control

X3 = Self Efficacy

X4 = Achievement Motivation

F test used to determine whether regression model can be predictor of dependent variable. Criteria for significant level in this test is 5% on the basis of decision making is that if the probability is smaller than 0.05, means that the statistical model of the research can predict student's performance.

T test was conducted to examine the level of influence of each independent variable with other dependent variables. Significance value is less than 0.05 (sig. < 0.05).

In table 5.16, the  $R^2$  value 0.301 mean that on academic performance can be explained by internal locus of control, external locus of control, self efficacy, achievement motivation for 30.1%. Thus, internal locus of control, external locus of control, self efficacy, achievement motivation give influence on academic performance for 30.1%. and the rest 69.9% (100% - 30.1%) affected by others and not included in this research.

### **5.3 Analysis**

#### **5.3.1 The Influence of Locus of Control Internal on Academic Performance**

Based on result regression analysis in table 5.16  $H_{01}$  is rejected  $H_{a1}$  is accepted which is  $p > 0.05$ . This means internal locus of control has significant impact on academic performance. The higher internal locus of control, the greater opportunity to increase academic performance.

### 5.3.2 The Influence of External Locus of Control on Academic Performance

Based on result regression analysis in table 5.16, Ho2 is rejected Ha2 is accepted which is  $p < 0.05$ . This means external locus of control does not has significant impact on academic performance.

### 5.3.3 The Influence of Self Efficacy on Academic Performance

Based on result regression analysis in table 5.16, Ho3 is rejected Ha3 is accepted. which is  $p > 0.05$ . This means self efficacy has significant impact on academic performance. The better self efficacy, the greater opportunity to be academic performance.

### 5.3.4 The Influence of Achievement Motivation on Academic Performance

Based on result regression analysis in table 5.16 Ho1 is rejected Ha1 is accepted. which is  $p > 0.05$ . This means achievement motivation has significant impact on academic performance significantly. The better achievement motivation , the greater opportunity to be academic performance.

Table 5.17 Summary of Hypothesis Testing

No	Hypothesis	Results
H1	Internal locus of control has positive influence on student's academic performance in college students	Supported
H2	External locus of control has positive influence on student's academic performance in college students	Not Supported
H3	Self efficacy has positive influence on student's academic performance in college students	Supported
H4	Achievement motivation has positive influence on student's academic performance in college students	Supported

## 5.4 Discussion

### **H1: Internal Locus of Control has positive influence on student's Academic Performance**

Hypothesis 1 investigated the positive relationship between Internal Locus of Control and Academic Performance. The result is **significant** and supports the hypothesis. It means that the students who having personal traits such as internal locus of control can improve on students' academic performance. This result also supports in review of previous study (Kirchner, 2003) has examined the relationship between internal locus of control and academic performance have positive impact among children, teenagers, and adults. In addition locus of control is a strong predictor of academic performance with the internal individuals achieving better than external individual. An individual can have either an external locus of control or an internal locus of control. An individual has an internal locus of control they understand that they are able to control and manipulate things that happen in their lives (Wang & Anderson, 1994). This means that an individual's thoughts control their actions. After the individual realizes this executive function of thoughts they will be able to positively influence their beliefs, motivation, and academic performance.

### **H2: External Locus of Control has positive influence on student's Academic Performance**

Hypothesis 2 investigated the negative relationship between external Locus of Control and Academic Performance. The result is not **significant** and not supports the hypothesis. It means that the students are having personal traits such as external locus

of control can not improve on students' academic performance. This result also supports in review of previous study (Kirchner, M. J. 2003) has examined that the relationship between internal locus of control and academic performance adults has negative impact among children, teenagers. In addition locus of control is a strong predictor of academic performance with the internal individuals achieving better than external individual. An individual can have either an external locus of control or an internal locus of control. An individual has an external locus of control if he or she believes that they have little control or power to affect personal outcomes (Wang & Anderson, 1994). Thus when reinforcement is perceived by the individual as not to be entirely contingent upon his action (Rotter, 1966). In this culture it is typically perceived as the result of luck, chance or fate. It could also be stated as the chance happening of fortunate or adverse events. An example of this is could be a student who is not doing well in an English class. The student gets a "D" on a paper they felt they worked very hard on. Instead of focusing on the teacher remarks regarding all of their grammatical errors and unclear content in regards to the subject matter, they put blame on the teacher. They imply the teacher didn't explain the assignment and has always been harder on them compared to the other students in the class. Instead of the student thinking that even though they worked very hard on this paper and still got a "D". They believe that it's the teachers fault, and out of their control. However if reinforcement is perceived by the individual as not to be entirely contingent upon his action, so the students will not obtain better academic performance.

### **H3: Self Efficacy has positive influence on student's Academic Performance**

Hypothesis 3 investigated the positive relationship between self efficacy and academic performance. The result is **significant** and supports the hypothesis. It means that the students are having personal traits such as self efficacy can improve on students' academic performance. This result also supports in review of previous study (Robert W. Heffer, 2009) has examined that the higher academic self efficacy significantly correlated on academic performance. It is also correlated with report GPA. In addition, self efficacy is beliefs influence the choices students make and the courses of action they pursue of their project. This supports the idea the more student believes she/he is capable of achieving in her/his academic studies. the more likely she/he is to actually succeed academically. Thus the cycle of ever improving performance in that the more a student succeeds, the more confident he/she will become of succeeding in the future. in addition, when students study more, they are more likely to be confident in their knowledge of the material which may also increase their academic success. however when students spend little time studying, they are more likely to doubt their grasp of the material. However the higher one's self efficacy of the implementation will be higher as well.

### **H4: Achievement Motivation has positive influence on student's Academic Performance**

Hypothesis 4 investigated the positive relationship between achievement motivation and academic performance. The result is **significant** and supports the hypothesis. It means that the students who has high motivation can improve on

students' academic performance. This result also supports in review of previous study (Phillips & Gully, 1997) has examined that achievement motivation has positive influence on academic performance. Means that an individual with high achievement motivation and desire to do something better or more efficiently can influence their performance. In addition Achievement motivation is one part of the contemporary theory of motivation. Achievement motivation is defined as an impulse within the individual that drives and directs toward the achievement of doing a task and purpose to always show the standard of excellence (McClelland, 1987). individuals with high achievement motivation and desire to do something better or more efficiently than he has done before. Thus a person with high achievement motivation will be more likely to set its own goal his work, besides that they also like the limited purpose of their ability to achieve. They like a situation where they are able to achieve personal responsibility to solve a problem. It can be said also that the individual has a strong belief on the ability to achieve that goal.

**CHAPTER VI**  
**CONCLUSION, LIMITATION, RECOMMENDATION AND**  
**IMPLICATION**

**6.1 Conclusion of the Research**

According to the data analysis and the result performed within this research, Researcher concludes that the research is conducted to examine the impact of internal locus of control, external locus of control, self efficacy, achievement motivation on academic performance at andalas university. The respondents are the students of economics faculty bachelor degree at andalas university, based on the analysis academic performance is influenced by internal locus of control, self efficacy, and achievement motivation.

Internal locus of control, self efficacy and achievement motivation have positive and significant influence on academic performance. Based on Test  $R^2$  (R-Square), the results of data analysis known that tests the value of  $R^2$  (R-Square) is approximately 0.301. it means that academic performance can be influenced by internal locus of control, self efficacy and achievement motivation for 30.1%. Thus, internal locus of control, self efficacy and achievement motivation give the influence on academic performance for 30.1%. and the rest 69.9% (100% - 30.1%) affected by others and not included in this research. Not all the hypothesized relationship are supported, it is about external locus of control variable. Because based on hypothesis result that the students do not satisfy that external locus of control is influenced by

academic performance so the external locus of control has no significant impact on academic performance, when, testing the relationship between internal locus of control, self efficacy and achievement motivation, demonstrated that they have relationship among of them and influence each other positively. It was proven by the result of weight regression that showed the significant relationship among them.

## **6.2 Limitation and Recommendation of the Research**

This research has limitations and recommendation for the future research it is really limited sample in this research. In the next research hope using more samples so it will contribute accurate result, the area or scope of the research is only at andalas university specially in economics faculty only, in future research it should to take other faculties and also another university in order to get accurate result. The respondent only entering bachelor degree, in future research hope take another respondent such as master degree or diploma degree. This research only use internal locus of control, external locus of control, self efficacy and achievement motivation variables as on academic performance where there are many other variables that as academic performance, so it will be better if further research using more variable than these research as academic performance of internal locus of control, external locus of control, self efficacy and achievement motivation to compare and get different result.

### **6.3 Implication of the Research**

From the previous chapter and discussion, this study has implication for students' academic performance in Andalas University. Based on the research shows that student's who have personal traits such as internal locus of control, self efficacy and achievement motivation has direct impact on student's academic performance. Means that when students have positive impact on academic performance of course it will influence the progress of their GPA. Better students' personal traits have it, it will obtain more increase their academic performance and can obtain good GPA. To find the way how to improve the student's academic performance which having good personal traits such as internal locus of control, self efficacy, and achievement motivation that the students must be active learning even in academic and also non academic, Students must be follow extracurricular activities in University, Students must be follow leadership training, students have to create an atmosphere that is open and positive thinking, students have to be extrovert person, moreover if students have followed emotional training namely program "ESQ Leadership Training".

In addition, on the research has found that there is one item of statements in the questionnaire that state is "in order to getting a good mark, i have to have a friend who is smarter than me". The statement is the lowest value in validity test. Means that if the students till have hopefully, that they will obtain good mark based on friend so it will not giving good impact on academic performance. Thus the research expected that students have good personal traits and can implement it as well as in order to obtain good impact on academic performance.

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## Appendix I

### RESEARCH QUESTIONNAIRE

#### QUESTIONNAIRE GUIDELINE

Please put *checklist* (  ) above the available options.:

1.	I feel confident about which method is the best for me					<input checked="" type="checkbox"/>
		STS	TS	N	S	SS

#### DATA PERSONAL

Gender :

Female

Male

Age :

16-20

>25

21-25

Education :

D3

S1

GPA :

< 1.50

2.75 – 3.24

1.50 – 1.99

≥ 3.25

2.00 – 2.74

Student Number :

Faculty :

Department :

Program :  Reguler  Internasional  Reguler Mandiri

#### A. Locus of Control

##### Guideline

Here are presented the claims or statements about the Locus of Control "a strong predictor of academic performance with the internal individuals achieving better than external individual. In addition that Locus of control is an individual's perception on the cause of events that he or she endures in his or her life". Please state the perception of respondents about the locus of control in place RESPONDENT University Lectures by checklist the scale column. The extent to which respondents agreement with this statement?, If respondents choose:

1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Neutral (N), 4 = Agree (A), 5 = Strongly Agree (SA)

No	Indicators	Amount of Respondents				
		SD	D	N	A	SA
<b>INTERNAL LOCUS OF CONTROL</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	By planning in finishing my study, so i am able to learn better					
2	If students are not happy by learning methods' lecturer, so the students should do something, such as giving feedback, suggestions or notify the lecturer concerned					
3	Most people are able to do the job well when they tried it seriously.					
4	In getting high scores, so I must know how to learn good way					
<b>EXTERNAL LOCUS OF CONTROL</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	Getting a value according to our wishes is a matter of luck (fortune alone)					
2	In getting a high score is good luck only (fortune alone)					
3	In order to getting the good mark, I have to have a friend who is smarter than me					
4	The award is usually a student possessed a fortune alone					
5	When getting a good value because of friends we know and close, and it is more important than skills and abilities we have.					
6	It takes a lot of good fortune to be best students					

This questionnaire is developed by Paul, E.Spector (1988), "Development of work locus of control scale". *Journal of Occupational Psychology* 61: 335-340

## B. Self Efficacy

### Guideline

Here are presented the claims or statements about **Self Efficacy** is "beliefs in ones own capacity to organize and execute the courses of action required to manage prospective situation". Please state the perception of respondents about the Self Efficacy in place RESPONDENT University Lectures by checklist the scale column. The extent to which respondents agreement with this statement?, If respondents choose:

1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Neutral (N), 4 = Agree (A), 5 = Atrongly Agree (SA)

No	Indicators	Amount of Respondents				
		SD	D	N	A	SA
<b>SELF EFFICACY</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	I believe that I was able to finish task's college on time					
2	I believe that my skills and abilities equal or exceed than my classmates					
3	I can accomplish the task more challenging than the task that I was working at this time					
4	View point of professionalism, my job expectations satisfy myself.					

*This questionnaire is developed by Gareth Jones (1986), "Socialization Tactics, Self Efficacy and NewComers Adjustment in Organization". Academy of Management Journal. 29. June*

### C. ACHIEVEMENT MOTIVATION

#### Guideline

Here are presented the claims or statements about Achievement Motivation that is "a support within the individual that drives and directs toward the achievement of doing a task and purpose to always show the standard of excellence". Please state the perception of respondents about the Self Efficacy in place RESPONDENT University Lectures by checklist the scale column. The extent to which respondents agreement with this statement?, If respondents choose:

1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Neutral (N), 4 = Agree (A), 5 = Atrongly Agree (SA).

No	Indicators	Amount of Respondents				
		SD	D	N	A	SA
<b>ACHIEVEMENT MOTIVATION</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	I tried to improve my performance in the past.					
2	I enjoy the challenge of difficult learning					
3	I want to know how I achieve progress while completing the task/ thesis					
4	I like to set goals and achieve realistic goals in completing Bachelor Degree					
5	I enjoy the satisfaction of solving tasks from lecturers					

*This questionnaire is developed by Steers, Richard M. and D. Braunstein, (1976), "A Behaviorallybase. Measure of Manifest Needs in Working Setting". Journal of Vocational Behavior, October, 254-261*

### D. ACADEMIC PERFORMANCE

No	Indicators	Amount of Respondents				
		SD	D	N	A	SA
<b>ACADEMIC PERFORMANCE</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	Each semester my grades continued to rise graph					
2	I can be a master the material well that has been given by the lecturer					
3	Completing tasks on time					
4	Always attending in fourteen times (14x) face to face / semester					
5	Always notify absence					
6	Discipline with start and finish college					
7	Active in the activity / discussion groups / task groups					

**\*\*\*Terima Kasih atas partisipasi Respondent 😊\*\*\***

## Appendix II

### OUTPUT VALIDITIES AND RELIABILITIES TEST OF INTERNAL LOCUS OF CONTROL

**Case Processing Summary**

		N	%
Cases	Valid	150	100.0
	Excluded <sup>a</sup>	0	.0
	Total	150	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.665	.667	4

**Inter-Item Correlation Matrix**

	Locus of Control Internal 3	Locus of Control Internal 4	Locus of Control Internal 5	Locus of Control Internal 6
Locus of Control Internal 3	1.000	.363	.276	.279
Locus of Control Internal 4	.363	1.000	.321	.271
Locus of Control Internal 5	.276	.321	1.000	.494
Locus of Control Internal 6	.279	.271	.494	1.000

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Locus of Control Internal 3	12.81	2.989	.402	.176	.627
Locus of Control Internal 4	13.03	2.757	.415	.191	.619
Locus of Control Internal 5	12.63	2.678	.508	.289	.558
Locus of Control Internal 6	12.91	2.429	.470	.272	.585

**Scale Statistics**

Mean	Variance	Std. Deviation	N of Items
17.13	4.340	2.083	4

### Appendix III

## OUTPUT VALIDITIES AND RELIABILITIES TEST OF EXTERNAL LOCUS OF CONTROL

**Case Processing Summary**

		N	%
Cases	Valid	150	100.0
	Excluded <sup>a</sup>	0	.0
	Total	150	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.814	.812	6

**Inter-Item Correlation Matrix**

	Locus of Control Eksternal 1	Locus of Control Eksternal 2	Locus of Control Eksternal 3	Locus of Control Eksternal 4	Locus of Control Eksternal 5	Locus of Control Eksternal 6
Locus of Control Eksternal 1	1.000	.814	.296	.503	.428	.436
Locus of Control Eksternal 2	.814	1.000	.291	.444	.433	.534
Locus of Control Eksternal 3	.296	.291	1.000	.328	.226	.141
Locus of Control Eksternal 4	.503	.444	.328	1.000	.512	.426
Locus of Control Eksternal 5	.428	.433	.226	.512	1.000	.467
Locus of Control Eksternal 6	.436	.534	.141	.426	.467	1.000

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Locus of Control Eksternal 1	12.53	12.694	.708	.691	.754
Locus of Control Eksternal 2	12.48	12.211	.718	.706	.750
Locus of Control Eksternal 3	12.22	15.636	.329	.143	.834
Locus of Control Eksternal 4	12.69	14.160	.609	.402	.780
Locus of Control Eksternal 5	12.89	13.779	.560	.357	.788
Locus of Control Eksternal 6	12.59	13.922	.549	.376	.791

**Scale Statistics**

Mean	Variance	Std. Deviation	N of Items
15.08	19.067	4.367	6

## Appendix IV

### OUTPUT VALIDITIES AND RELIABILITIES TEST OF SELF EFFICACY

**Case Processing Summary**

		N	%
Cases	Valid	150	100.0
	Excluded <sup>a</sup>	0	.0
	Total	150	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.718	.719	4

**Inter-Item Correlation Matrix**

	Self Efficacy 1	Self Efficacy 2	Self Efficacy 3	Self Efficacy 4
Self Efficacy 1	1.000	.423	.360	.285
Self Efficacy 2	.423	1.000	.603	.319
Self Efficacy 3	.360	.603	1.000	.349
Self Efficacy 4	.285	.319	.349	1.000

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Self Efficacy 1	10.53	3.754	.454	.214	.687
Self Efficacy 2	10.68	3.387	.601	.418	.598
Self Efficacy 3	10.73	3.459	.584	.399	.609
Self Efficacy 4	10.60	3.906	.396	.159	.720

**Scale Statistics**

Mean	Variance	Std. Deviation	N of Items
14.18	5.894	2.428	4

## Appendix V

### OUTPUT VALIDITIES AND RELIABILITIES TEST OF ACHIEVEMENT MOTIVATION

**Case Processing Summary**

		N	%
Cases	Valid	150	100.0
	Excluded <sup>a</sup>	0	.0
	Total	150	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.737	.738	5

**Inter-Item Correlation Matrix**

	Achievement Motivation 1	Achievement Motivation 2	Achievement Motivation 3	Achievement Motivation 4	Achievement Motivation 5
Achievement Motivation 1	1.000	.325	.399	.359	.222
Achievement Motivation 2	.325	1.000	.404	.414	.320
Achievement Motivation 3	.399	.404	1.000	.451	.356
Achievement Motivation 4	.359	.414	.451	1.000	.356
Achievement Motivation 5	.222	.320	.356	.356	1.000

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Achievement Motivation 1	15.63	4.491	.444	.216	.713
Achievement Motivation 2	16.05	4.440	.508	.262	.687
Achievement Motivation 3	15.73	4.401	.570	.327	.665
Achievement Motivation 4	15.74	4.314	.556	.313	.669
Achievement Motivation 5	16.05	4.695	.423	.194	.719

**Scale Statistics**

Mean	Variance	Std. Deviation	N of Items
19.80	6.550	2.559	5

## Appendix VI

### OUTPUT VALIDITIES AND RELIABILITIES TEST OF ACADEMIC PERFORMANCE

**Case Processing Summary**

		N	%
Cases	Valid	150	100.0
	Excluded <sup>a</sup>	0	.0
	Total	150	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.787	.789	7

**Inter-Item Correlation Matrix**

	Academic Performance 1	Academic Performance 2	Academic Performance 3	Academic Performance 4	Academic Performance 5	Academic Performance 6	Academic Performance 7
Academic Performance 1	1.000	.369	.217	.277	.260	.343	.218
Academic Performance 2	.369	1.000	.372	.211	.176	.310	.293
Academic Performance 3	.217	.372	1.000	.435	.420	.416	.403
Academic Performance 4	.277	.211	.435	1.000	.440	.430	.392
Academic Performance 5	.260	.176	.420	.440	1.000	.505	.318
Academic Performance 6	.343	.310	.416	.430	.505	1.000	.503
Academic Performance 7	.218	.293	.403	.392	.318	.503	1.000

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Academic Performance 1	20.81	11.285	.402	.215	.784
Academic Performance 2	20.83	12.032	.415	.248	.777
Academic Performance 3	20.61	11.220	.561	.354	.753
Academic Performance 4	20.48	10.506	.545	.328	.754
Academic Performance 5	20.89	10.732	.529	.349	.757
Academic Performance 6	20.45	10.370	.638	.436	.735
Academic Performance 7	20.33	11.029	.523	.325	.758

**Scale Statistics**

Mean	Variance	Std. Deviation	N of Items
24.07	14.492	3.807	7

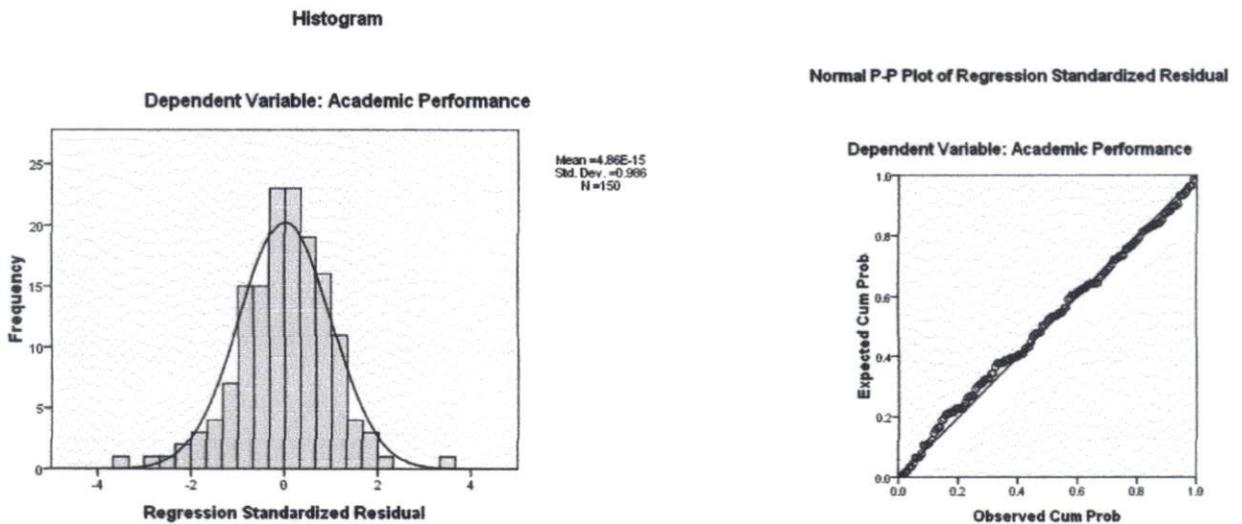
**Appendix VII**

**OUTPUT NORMALITY TEST**

One-Sample Kolmogorov-Smirnov Test		transformAP1
N		150
Normal Parameters <sup>a</sup>	Mean	4.4082
	Std. Deviation	.16796
Most Extreme Differences	Absolute	.099
	Positive	.078
	Negative	-.099
Kolmogorov-Smirnov Z		1.210
Asymp. Sig. (2-tailed)		.107
a. Test distribution is Normal.		

Figure 5.1

Normality test



**Appendix VIII**

**OUTPUT MULTICOLLENEARITY TEST**

**Variables Entered/Removed<sup>b</sup>**

Model	Variables Entered	Variables Removed	Method
1	meanNach, meanloce, meanselef, meanloci <sup>a</sup>		Enter

a. All requested variables entered.

b. Dependent Variable: transformAP1

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.549 <sup>a</sup>	.301	.282	.14233

a. Predictors: (Constant), meanNach, meanloce, meanselef, meanloci

b. Dependent Variable: transformAP1

**ANOVA<sup>b</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.266	4	.316	15.620	.000 <sup>a</sup>
	Residual	2.938	145	.020		
	Total	4.203	149			

a. Predictors: (Constant), meanNach, meanloce, meanselef, meanloci

b. Dependent Variable: transformAP1

Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	3.425	.130		26.432	.000		
	meanloci	.102	.025	.317	4.115	.000	.811	1.232
	meanloce	.023	.016	.101	1.426	.156	.954	1.048
	meanselef	.055	.021	.197	2.653	.009	.870	1.150
	meanNach	.074	.027	.225	2.755	.007	.722	1.385

a. Dependent Variable: transformAP1

Coefficient Correlations<sup>a</sup>

Model			meanNach	meanloce	meanselef	meanloci
1	Correlations	meanNach	1.000	.167	-.311	-.384
		meanloce	.167	1.000	-.116	.053
		meanselef	-.311	-.116	1.000	-.045
		meanloci	-.384	.053	-.045	1.000
	Covariances	meanNach	.001	7.327E-5	.000	.000
		meanloce	7.327E-5	.000	-3.932E-5	2.151E-5
		meanselef	.000	-3.932E-5	.000	-2.282E-5
		meanloci	.000	2.151E-5	-2.282E-5	.001

a. Dependent Variable: transformAP1

**Collinearity Diagnostics<sup>a</sup>**

Model	Dimens ion	Eigenvalue	Condition Index	Variance Proportions				
				(Constant)	meanloci	meanloce	meanselef	meanNach
1	1	4.895	1.000	.00	.00	.00	.00	.00
	2	.071	8.299	.00	.01	.82	.02	.02
	3	.020	15.695	.02	.11	.00	.90	.02
	4	.008	24.072	.01	.48	.03	.06	.86
	5	.006	28.465	.97	.40	.15	.02	.10

a. Dependent Variable: transformAP1

**Residuals Statistics<sup>a</sup>**

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	4.1359	4.6494	4.4082	.09217	150
Std. Predicted Value	-2.954	2.617	.000	1.000	150
Standard Error of Predicted Value	.014	.060	.025	.008	150
Adjusted Predicted Value	4.1445	4.6348	4.4085	.09151	150
Residual	-.47964	.50425	.00000	.14041	150
Std. Residual	-3.370	3.543	.000	.986	150
Stud. Residual	-3.469	3.614	-.001	1.008	150
Deleted Residual	-.50835	.52467	-.00033	.14677	150
Stud. Deleted Residual	-3.610	3.775	-.002	1.021	150
Mahal. Distance	.353	25.101	3.973	3.489	150
Cook's Distance	.000	.147	.009	.023	150
Centered Leverage Value	.002	.168	.027	.023	150

a. Dependent Variable: transformAP1

**Appendix IX**

**OUTPUT MULTIPLE REGRESSION ANALYSIS TEST**

**Descriptive Statistics**

	Mean	Std. Deviation	N
transformAP1	4.4082	.16796	150
meanloci	4.2817	.52079	150
meanloce	2.5133	.72777	150
meanselef	3.5450	.60692	150
meanNach	3.9600	.51187	150

**Correlations**

		transformAP1	meanloci	meanloce	meanselef	meanNach
Pearson Correlation	transformAP1	1.000	.438	.034	.336	.411
	meanloci	.438	1.000	-.118	.180	.430
	meanloce	.034	-.118	1.000	.046	-.175
	meanselef	.336	.180	.046	1.000	.342
	meanNach	.411	.430	-.175	.342	1.000
Sig. (1-tailed)	transformAP1	.	.000	.340	.000	.000
	meanloci	.000	.	.076	.014	.000
	meanloce	.340	.076	.	.288	.016
	meanselef	.000	.014	.288	.	.000
	meanNach	.000	.000	.016	.000	.
N	transformAP1	150	150	150	150	150
	meanloci	150	150	150	150	150
	meanloce	150	150	150	150	150
	meanselef	150	150	150	150	150
	meanNach	150	150	150	150	150

**Variables Entered/Removed<sup>b</sup>**

Model	Variables Entered	Variables Removed	Method
1	meanNach, meanloce, meanselef, meanloci <sup>a</sup>		Enter

a. All requested variables entered.

b. Dependent Variable: transformAP1

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				Durbin-Watson	
					R Square Change	F Change	df1	df2		Sig. F Change
1	.549 <sup>a</sup>	.301	.282	.14233	.301	15.620	4	145	.000	1.876

a. Predictors: (Constant), meanNach, meanloce, meanselef, meanloci

b. Dependent Variable: transformAP1

**ANOVA<sup>b</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.266	4	.316	15.620	.000 <sup>a</sup>
	Residual	2.938	145	.020		
	Total	4.203	149			

a. Predictors: (Constant), meanNach, meanloce, meanselef, meanloci

b. Dependent Variable: transformAP1

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	3.425	.130		26.432	.000					
	meanloci	.102	.025	.317	4.115	.000	.438	.323	.286	.811	1.232
	meanloce	.023	.016	.101	1.426	.156	.034	.118	.099	.954	1.048
	meanselef	.055	.021	.197	2.653	.009	.336	.215	.184	.870	1.150
	meanNach	.074	.027	.225	2.755	.007	.411	.223	.191	.722	1.385

a. Dependent Variable: transformAP1

**Collinearity Diagnostics<sup>a</sup>**

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions				
				(Constant)	meanloci	meanloce	meanselef	meanNach
1	1	4.895	1.000	.00	.00	.00	.00	.00
	2	.071	8.299	.00	.01	.82	.02	.02
	3	.020	15.695	.02	.11	.00	.90	.02
	4	.008	24.072	.01	.48	.03	.06	.86
	5	.006	28.465	.97	.40	.15	.02	.10

a. Dependent Variable: transformAP1

**Residuals Statistics<sup>a</sup>**

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	4.1359	4.6494	4.4082	.09217	150
Std. Predicted Value	-2.954	2.617	.000	1.000	150
Standard Error of Predicted Value	.014	.060	.025	.008	150
Adjusted Predicted Value	4.1445	4.6348	4.4085	.09151	150
Residual	-.47964	.50425	.00000	.14041	150
Std. Residual	-3.370	3.543	.000	.986	150
Stud. Residual	-3.469	3.614	-.001	1.008	150
Deleted Residual	-.50835	.52467	-.00033	.14677	150
Stud. Deleted Residual	-3.610	3.775	-.002	1.021	150
Mahal. Distance	.353	25.101	3.973	3.489	150
Cook's Distance	.000	.147	.009	.023	150
Centered Leverage Value	.002	.168	.027	.023	150

a. Dependent Variable: transformAP1