PalArch's Journal of Archaeology of Egypt / Egyptology

MEASURING THE CONTROL SITE (ENTERNAL-EXTERNAL) FOR FEMALE STUDENTS IN COLLEGE OF EDUCATION FOR GIRLS (A COMPARATIVE STUDY BETWEEN THE SECOND AND FOURTH STAGE STUDENTS)

Nagham Adil Najm[1], Shurooq Kadhem Jabbar[2]

[1,2]Al-Qadisiyah University / College of Education for Girls / Department of Psychological

Counseling and Educational Guidance

E-mail: [1]Naghama287@gmail.com, [2]shurooq.jabbar@qu.edu.iq

ABSTRACT

The current research deals with a study the control site (internal - external) for female students of the College of Education for Girls (a comparative study between female students in the second and fourth stage) for the 2019-2020 academic year and for the morning study, and this study aimed to identify: Upon applying the scale to the research sample of (100) female students, the researchers reached the following results: The members of the research sample have a level (internal control) higher than (external control)There are statistically significant differences when applying the control scale (internal - external) according to the variable of the educational stage and in favor of the fourth stage. There are statistically significant differences on the control scale (internal - external) according to the variable of specialization (scientific - humanitarian) and in favor of the human specialty. In light of these results, the researcher developed a number of recommendations and proposals. When applying the scale to the research sample of (100) female students, the researchers reached the following results: The members of the research sample have a level (internal control) higher than (external control) There are statistically significant differences when applying the control scale (internal - external) according to the variable of the academic stage and in favor of the fourth stage. There are statistically significant differences on the control scale (internal - external) according to the variable of specialization (scientific - humanitarian) and in favor of the human specialty. In light of these results, the researcher developed a number of recommendations and proposals.

INTRODUCTION

Research problem

The control site is one of the important components in the person's personality, and it plays an important role in determining the correlation between an individual's behavior and what he expects from results that may lead to success or failure in achieving his goals according to his point of view. The control site is a mixture of both internal and external control. The difference between them appears in the degree of control for either of them, as the person is the one who can achieve success in his field of work based on the capabilities he possesses and the ability to control his position of control (Radwan, 2002). The point of control is one of the most personal variables that affect the increase The severity of the individual pressures, because the control point (internal - external) in the light of which determines the ability of the individual to control things around him, and thus the extent of his ability to face those stressful situations and reduce their severity. It also became clear that the point of control, whether internal or external, plays an important role in the extent of exacerbation or reduction of pressures among individuals (Bar-On, 2006).

Through note researcher data problems encountered in the life of university students and its impact on how they interpret the incidents of success and failure in their university and attributed to the control center have (internal or external) and which Aa taper an important variable for the interpretation of human behavior in different life situations as this The concept of importance as a characteristic of personality.

The importance and need for research

The point of control (internal - external) represent a psychological factor that is as much as appropriate psychological adjustment in social life and personality of the individual, where the individual 's interaction with the environment, including the pressure of foreign powers, that to do multiple types of behaviors, and that may not be in some often satisfied with them, and build on it, we find that the point of setting t considered a prominent component in determining the relationship between the individual and the behavior of the released him from the behavior of (Gabriel, 1996). The concept of control position is considered one of the important variables that focus on knowing the individual's self-control center, which is one of the important components in determining the correlation between an individual's behavior and the extent of his success or failure in light of that relationship (Ali, 2001).Because of the multiplicity of attributes of individuals and the different circumstances that affect him of the G T pointed sites setting has there appeared specific in the few studies that have been identified and explained the difference in setting location when more than one class of problem individuals and this is what led to the difficulty of the statement of the factors causing the individuals in m Their internal identity to the site of control and their characteristics from one individual to another (Meijer,2002).

Therefore, researcher Tan found the necessity of providing educational institutions with this type of studies.

Research aims

The current research aims to identify:

1-   Knowing the directions of the position (internal control - external) of female students of the College of Education for Girls.

2-   Disclosure of differences in the orientations of the site (internal - external control) of the research sample according to the variable of the stage (second - fourth)

3-   Disclosure of differences in the orientations of the control site (internal - external) among students of the Faculty of Archeology according to the variables of specialization (scientific - humanitarian)

Search limits

The current research is limited to a sample of students in the Faculty of Education for Girls / University of Qādisiyyah stages (second and fourth) for the academic year 20 19 - 20 20 and studies the morning.

Defining terms

First :control center

-**Definition of Badran (2001):** It is the ability of the individual to control the way in which he perceives the factors that cause his success or failure as well as to control the situations that confront him (Al-Badran, 2001)

-Definition of router (Rotter 1966): It is the individual's perception that there is a causal relationship between his behavior and the reward or reinforcement accompanying this behavior **(Okasha: 2001)**

Second :The Internal Control Center

- R. Awater(19 89) : It is the difference of individuals in generalizing their expectations about sources of reinforcement, so that individuals with internal control realize that the repercussions that occur to them in their lives are due to their behavior, unlike individuals with external control such as luck and destiny (R. Awater, 1989)

- **Salah Abu Nahia (1984):**Internal control emerges from the individual's belief that he can repeat positive or negative events in his own environment or world after he performs the same behavior that caused his first appearance (Abu Nahia, 1984)

External control center

- **Definition of Malika (1990) :**It is the individual's feeling that he is unable to face the environment in which he lives and realizes that it is not related to his actions and is outside his personal control (Malika, 2005)

-Sweet 1989: It is a variable that expresses an individual's belief in the control of luck and chance over his life and stems from his inability to predict the consequences of his behavior (Al-Helou, 1989)

Control concept (inside - outside)

The concept of control means that there is something that drives a person to think about his interpretation of the events affecting him in their personal and social aspects, and to what extent lies his control over these events, and if the individual thinks that he is an actor in those events and that he can change them in his favor, then he will have a degree of self-confidence and independence And on the ability to achieve success in life. But if a person believes that the events affecting him are outside his control and control and stands unable to influence them and attributes that to justifications that are powerless and powerless, then he needs to search for and reinforce his strengths in order to feel confident in himself (Desouky, 1988)

The concept of the position of control is considered a basic variable of personality variables that relate to the individual's belief about which factors are the strongest and most influencing important outcomes in his life are they: subjective factors represented by skill, ability and competence, or external factors such as luck, coincidence and surrounding circumstances (Brajel, 2018)

The Arabic translations of the term control concept (internal and external) have varied, such as: the type of control center, the setting position, the destination of the internal-external control, and the control center. Rotter He relied on the two terms: internal control for reinforcement and external control for reinforcement. Later on, his students used the term limited, and it became known as (position of control (internal - external)) (contour j, 1982), and (r a chord) believed that individuals were distributed along a line connected by setting location as it is located on one of its ends with the other end with site internal control external control location, Peerless Wei internal control site believed by the underlying factors of the man in the events that are only the results of their behavior and characteristics of personal understanding are able to adapt their behavior and modify it when they become events These individuals are described as having internal control (Al- Adab, 2001). As for those with an external control point, they believe that the life events facing them are outside their personal control and are due to external factors such as luck or the ability of others to control the management of these situations. This setting destination (Singh, 2006) Individuals with (internal control) are characterized by more mental capabilities and can use it in interpreting and analyzing information, and they are characterized by greater motivation and the ability to assume responsibility in the various life situations they face. As

for individuals with (external control), they attribute the factors responsible for their success or failure to factors beyond their control, such as coincidence, luck and other people. All these factors are the ones that control his fate while he stands helpless in front of it. (BaniKhaled, 2009)

The features of public persons people with control site (internal - external)

The feature setting is an essential feature of personality traits which the received considerable attention by researchers and scholars in the many different areas, especially the psychology of personal because this attribute has the ability to predict the behavior of the individual when exposed to different life situations, as well as we know from which what are the decisions that It is taken by the individual based on the behavior that he behaves (Al- Khathami, 2008) and on this basis we enable us to classify the features that distinguish those with internal control and those with external control as follows:

Distinctive features of owners of internal control

That the individual owners of the settings inside me have the features of their private than a:
1- They are more effective with effort and more mastery than others.
2- Is more speed in the completion of business and decision - making data?
3- They are more self-reliant and more resistant to tempting attempts to influence them.They have a love for adventure (Rotter & others, 1973)
Mac believes (Makech,1976) That people with the settings inside my work b c e d more than those with control outside me when measuring the product of achievement as those with control inside me are more innovative and successful and perseverance, as well as more confident in self for people with control abroad j (Ramadan, 2005)

The features of the owners of the settings outside me as follows

That are not a far a d tastiest yen depends Wen on the external force Kalsdvh luck or others tend Wen to being:
1- They have general negativity towards things and people, lack of participation with others, and lack of production.
2- They have a decreased sense of personal responsibility for their behavior.
3- Z came back positive or negative events to what the person behind setting me in addition to the lack of a sense of the existence of internal control over these incidents. (Rotter, 1973)
It also adds, "Salah Abu Nahia" that people with control outside the Atzmon low self-concept they have a low level of attainment Alokadam j, is less tolerant of responsibility and more reliable on others as they look to the future negative and pessimistic expectations also tend to score the emergence of low in the estimation of the relevant In addition to feeling inferior. (Abu Nahia, 1984)

Factors reinforcing the trends of the control site (internal or external)

The point of control that the individual adopts (internal or external) may change his response to life events about the individual, just as the direction that the individual adopts determines his outcomes in the different life situations he is engaged in Fmaada theory of internal control site believe that the individual with the internal control site believes that the positive and negative events in the environment occur because of a logical consequence of his actions carried out, he sees that he believes he is able to control with her and control, while indicating the external control to the sense of the individual to it has confidence in himself and the lack of ability to control events that fall from around because it is the result of luck and chance of others and the ability to control things (Zayed, 2003) individuals who are to have a point of tuning an internal be able to good disposition of public attitudes and processes of behavioral and tend to being more successful in the professional field. We can say that the point of internal control represents the psychological role of mediator investigating as appropriate psychological adjustment in the life of the social and psychological individual b where to make individual deals with the environment and interacts with external pressures and forces together they define the relationship between S. Locke individual and what is happening with him from the results of (Singh, 2006)

On the other hand, individuals with an external controlling point are characterized as lacking the strength and ability to control their success and failure ,and constantly feeling pressured and dissatisfied with their lives .Whereas, individuals with an internal control point exhibit positive behaviors, and their self-image is positive and good.(Kulshrestha&Sen, 2006, Schmit, 2001) The individuals who adopt the external control point do not have speed in making decisions and cannot get rid of the control of others over their decisions and less retain the information they acquire (Desouky, 1988).

Control site dimensions

One of the studies that dealt with revealing the source of the seizure is a study (shnuder& persons 1970 which focused on classifying the control center by relying on the (router) scale for (internal - external) control into (five dimensions), which are:
- Luck, share and fate.
- Leadership and success.
- Respect.
- The Academy.
- Politics (Jebali, 2007)

While (Salah, 1984) showed multiple dimensions to the source of the control, as he extracted three dimensions, namely:
1- **Personal control :**This type refers to the individual's belief that he has the ability to control the events that are going through him and his ability to control the environment around him.

2-   **Control of those with authority :**This type indicates the individual's belief that those with influence and power have the ability to control the environment, for they are the ones who decide the events that affect others.

3-   **Controlling luck :**This type indicates that there are external forces that play an important role in the course of events represented by luck and chance (Al-Anzi, 2004)

Factors affecting the site of seizure

There are several factors that affect control greatly, the most important of which are:

1-   **Family factors:**It is through the family that the individual acquires his experiences, habits and values. Parental education methods are what motivate the individual in the future to conduct one of the control bodies, either internal or external; This is due to the fact that it is the parents' behavior towards their children in different situations that determines the direction of control they have (Al-Khathami, 2008)

2-   **Gender :**The results of a number of studies have proven that males are more oriented towards internal control than females, and those studies showed that the reason for this is due to the environment and society, and those who require males have specific needs that are tough and strong, unlike females.

3-   **Age :**The position of control is affected by age, as the individual moves towards the position of internal control as the person ages, growth and increase in cognitive and personal maturity, thus increasing his awareness of his abilities and capabilities and his ability to know what happens from the results of his behavior (Abu Nahia, 1984)

4-   **Cultural factors:** These factors are important in determining the source of control among individuals. The process of growth and application of the concept of control is affected over the years in the cultural and social aspect.(Jabali, 2007)

Theories that explained t control center

The theories that dealt with the concept of the point of control suggested that individuals adopt a certain point of control (internal or external) related to the experiences they went through .The researchers were exposed to a number of theories that dealt with the source of control ,including these theories:

Router theory (social learning theory)

This theory appeared in the mid-fifties to the early seventies and was called the (Rotter It is considered the first of the concept of location of internal control or external theory called social learning, where I think the ability of the individual in control of events or inability to control these events is what distinguishes the direction of individuals in the control site, and feet (Router, 1954) his theory concerning The seizure site (internal - external), through which he explained that the seizure site is related to the degree to which the individual is aware of the results of the events that occur in his life, and he believes in his theory that individuals are distributed on a continuous line relative to the seizure site, as it is located on one of the two parties with the

internal control position and on the other side The other with an external control site (Kafafi, 1982). Router finds The owner of the social learning theory, that the direction of control has two forms: the internal control point and the external control point, whereby individuals with an internal control point tend to consider themselves participants in the events that pass through them and that their efforts mediate the results of the negative or positive situations in which they live, while Individuals with an external control point attribute the reasons for their life situations to luck, chance, or others without taking responsibility on their behalf.(Kafafi, 1982)

Second: The attribution theory of (Weiner, 1974)

Weiner assumed that people attribute their success or failure, either to internal or external reasons, influenced by this from the viewpoints of both Haider and Router.(Weiner) has explained in his writings about the individual's beliefs that the individual's success or failure is the important key in understanding the behaviors associated with achievement, and he developed a model called (attribution and interpretation of analysis) and the control center model included the following:

Behavioral Output (ability + effort + task difficulty + luck)

In his attempt to clarify how this equation works, he decided that the behavioral outcome (failure or success) is related to the extent of the individual's achievement, capabilities, amount of effort exerted, and so on. From Weiner's point of view, it is the ability and effort of individuals that determine whether the individual has an internal control position, either (success or failure) they are what make the individual one of those with external control (Muamaria, 2009).

Studies of the earlier of

Researcher Tan has reviewed a number of Arab and foreign studies related to the current topic of research, such as: the study (Musa, 1987), the study (Darwaza, 1988), the study (Qatami, 1994), the study (Al-Ahmad, 1999), the study (Malika, 2004) and the study (Bani Khalid, 2005) And a study (Al-Saeed, 2006), a study (Alywah, 2007), a study (Bulllife, 2010) and a study (wood & et al, 2009)) And others, have made T researchers choose the counting of approach models for the study of the existing ones:

First: Arab Studies

- Kahila, Shrouf and Salman study entitled (2015): (Determining the control center of students according to the academic achievement variable)
The purpose of this study was to investigate the control site of the research sample, as well as to detect differences in the control site depending on the variables of collection and sex, the study sample consisted of (1595) male and female students and researchers used the scale adjustment for the Center (Ben Zein, 2005).

Showed the results of the study to it is not to very significant differences on depending on the setting scale of the variable collection, as well as significant statistical differences do not exist in degrees females and academic achievement, and also there are no statistically significant differences on setting scores scale male and academic achievement.

Al- Hilu Study 1989

This study aimed to compare students with internal control center with people with external control center in how to treat them with the pressures they face, reached the research sample (300) students from the University of Baghdad and Mustansiriya, has been applied to them a measure setting (internal - external), which The researcher built it on the research sample, and the results showed that the average of those with internal control was higher than that of students with external control, and students with internal control were more flexible in their dealing with the pressures they are exposed to and tend to face pressures, while students with external control tend to avoid pressure Facing them. (Al-Helo, 1989)

W Ania: Foreign Studies Study (Moore 2006)

This study aimed to identify the relationship between the control center and test anxiety and the academic achievement of outstanding and ordinary students, and the results showed that there were statistically significant differences according to achievement in favor of the outstanding. It also appeared that males emerged as the owners of external control more than females.They are exposed to it and tend to face pressures; while students with external control tend to avoid the pressures they face. (Al-Helou, 1989)

RESEARCH METHODOLOGY AND PROCEDURES) RESEARCH METHODOLOGY AND PROCEDURES

The curriculum is the means by which the research emerges scientifically through the methods that the researcher follows in terms of collecting, classifying and analyzing information and data, and then presenting the results (**Aqeel, 1999**)

The two researchers used the descriptive approach as it is one of the best methods in studying the current research. This approach is considered one of the forms of organized scientific analysis and interpretation to describe the phenomenon or a specific problem to describe it quantitatively by collecting information about it, classifying it and analyzing it statistically (**Melhem, 2002**). According to this methodology used in this research, the researchers followed the following procedures:

First: the research community

The research community current of i consists of the core data total of Education for Girls / University of Qādisiyyah, and two rows of the second

and fourth academic year (2019 - 2020) for the study of the morning, totaling (241) students from the College of scientific sections, and Table (1) Clarifies the research population by stage and department.

Table (1) clarifies the research community by stage and department

T	Humanitarian specialization	Scientific specialization	Phase II of	Phase IV of	Total
1	Department of psychological counseling and educational guidance		64	71	135
2		Department of Physical Education and Physical Sciences	42	33	75
3	Kindergarten department		31	-	31
Total			137	104	241

Second: The research sample

A sample is "that part of the community that must be selected according to scientific rules and methods so that the community is truly represented" (Al-Feki, 2005). And depending on it deliberately researchers to choose a random sample of style equal way, the researcher chose data (100) students from the second and fourth phases as shown in Table 2.

Table (2) the research sample is according to the stage and specialization variable

Section	scientific department		Humanitarian section		Total
	The second	the fourth	The second	the fourth	
Department of psychological counseling and educational guidance			12	13	25
Kindergarten department			13	12	25
Department of Physical Education and Physical Sciences	25	25			50
Total	25	25	25	25	100

Third: Search tool

In order to measure a variable location settings guaranteed by the current search, I found the researchers that the scale (built Atta, 2012) of the best standards that fit the research community, as amended, also covers the problem and objectives of the research, was based on T researchers in its definition of the theory (t of water) and his theory (1954) in building the scale, and it was modified by the two researchers on the research community, and

the scale consists of (47) items, distributed on two sides, the first aspect: the internal control center and it consists of three fields, and these areas are (the family field (6 paragraphs), the school field) 8 paragraphs), the field of personal behavior (8 paragraphs)). And the second aspect: the external control center and it consists of three areas which are (the domain of luck and chance (9 paragraphs), the psychological field (8 paragraphs), the area of influence of others (8 paragraphs)) and the alternatives to the answer are (strongly agree (1), agree (2)), unsure (3), exhibitions (4), shows strongly (5). The researcher followed the data followed in the adoption of standards of scientific procedures such as sincerity and stability on the control site for the scale (built Atta, 2012).

And is considered a true test if it measures what it was placed (Muammrah 2002) is the honesty of the due characteristics provided by the tool, and verify the authenticity of the scale adopted by researchers on the virtual honesty Ka preferred way to check out the virtual truth is that the number of arbitrators and specialists In the field, by verifying the extent to which the paragraphs represent the characteristic to be measured. Therefore, the two researchers presented the tool to a sample of arbitrators and specialists in the field of educational and psychological sciences and in the field of psychology, their number reached (10) arbitrators, as they were asked to express their views on the paragraphs of the scale and its alternatives in terms of being Valid or invalid and making the necessary adjustments to the paragraphs to suit the nature of the research and its objectives and the sample to which the scale will be applied. One paragraph was excluded from the Internal Control Scale, which is (Paragraph 5 of the Paragraphs of the Family Domain) and three paragraphs of the External Control Scale which are (Paragraphs 4, 6 and 7 of the Paragraphs of the Domain of Others' influence) Some paragraphs have been amended. As for the alternatives to the answer, all the arbitrators agreed on its validity for measurement. After completing these steps, the number of paragraphs composing the control site scale according to its final fields became (43 paragraphs) distributed according to the fields of the scale as follows: The internal control center consists of three areas and these areas are (the family field (5 paragraphs), the school field (8 paragraphs) the field of personal behavior (8 paragraphs). The second aspect: the Center for External Control and it consists of three areas, which are (the field of luck and chance (9 paragraphs), the psychological field (8 paragraphs), and the area of influence of others (5 paragraphs)). The two researchers relied on the approval of (80%) as a criterion for the validity of the paragraph in measuring what It was developed for it using the percentage to know the nature of these differences between the arbitrators in terms of supporting or rejecting the validity of the paragraphs, and for both measures, the rate of approval of the arbitrators on the paragraphs (83.3%) appeared, which is an acceptable percentage.

Regarding the stability of the scale, constancy is an important condition for a good instrument, and consistency means consistency in results (Melhem, 2000). To measure the stability and for the control site adopted the researchers on the method of re - testing and that after applying it to a total sample of (40)

students were chosen at random and stratified by (20), a student of scientific specialization and (20) a student of human specialization ; The retest interval was (15) days, and by using the Pearson correlation coefficient to find the relationship between the first and second application scores, it was found that the reliability coefficient is equal to (0.82) and this m is an acceptable factor compared to the correlation coefficient evaluation values. Thus, the scale is ready to be applied to the research sample.

(Presentation and Discussion of Results)
The fourth chapter includes the results of the research, their interpretation and discussion according to the theoretical framework and previous studies. Accordingly, the two researchers developed conclusions, recommendations, proposals and the following:

PRESENTATION, INTERPRETATION AND DISCUSSION OF RESULTS

The first objective: To know the directions of the seizure site (internal - external) of female students of the College of Education for Girls

After applying the control scale (internal - external control) to the current research sample, the results showed that the arithmetic mean (of the internal scale dimension) of the scores of the sample members as a whole reached (48.42) degrees, with a standard deviation of (14.69) degrees. This arithmetic mean with the hypothetical average of the scale whose value was (17.95) degrees, and by using the T- test for one sample, it appeared that the calculated T value was (2.18) degrees, which is higher than the tabular T value (1.66) at the level of (0.05) The degree of freedom (9, 9), either (after the external scale) reached the arithmetic mean of the sample (23.64) degree, and deviation standard of (11.10) degree, and when compared to the arithmetic average of the average scale of the premise which amounted to $ (42.5) degree, and using the test for one sample, it appeared that the calculated value of T (0,97) degree, which is smaller than the T value Tabulated (1.19) at the level of (0.05) and the degree of freedom (59), and table (3) shows that.

G- Doll (3) T-test results to reveal the difference between the arithmetic mean and the hypothetical average of the scores of the research sample on the control site scale (internal - external)

The significance level is 0.05	Degree of freedom	T-value (t)		Hypothesized mean	deviation Standard	Average arithmetic	The number of the sample	Scale dimensions
		Tabular	Calculated					
Function	99	1,66	2,18	17.95	14, 69	4 8, 4 2	100	**Internal settings**

Not a function	99	1,19	0.97	18.09	11,10	23.64	100	External tuning

Through the above results, we notice that the members of the research sample have a (internal control site) higher than (an external control site), and this indicates that these results may be due by their nature to the fact that the control center is a dimension of personality and affects many types of behavior. When an individual that he can control and control in their own affairs and the public allowed to continue to survive without pressure and thus can compatibility with the environment (Jabali, 2007)This study is similar to the study (Al- Saeed, 2006) and the study (wood & et al, 2009) And the study (Qatami, 1994) and the study (Musa, 1987) and the study (Darwaza, 1988)And it differs with the study (BaniKhaled, 2005), the study (Bullev, 2010), the study (Kahila, Shrouf, and Salman, 2015) and the study (Al-Hilu, 1989). They differ in their results with and study (Moore, 2006).

The second objective: To uncover the differences in the orientations of the site (internal - external control) of the research sample according to the stage of study (second - fourth)

To find out the significance of the differences in the research sample according to the study stage (second and fourth (and to reveal the difference between the two averages, the researchers used the T-test for two independent samples, and the results showed that the T-value calculated for those with (internal control) and for the second and fourth stages reached (2.65) degrees, which is greater From the tabular T value (1.98) degrees and it was a function,and it was also greater than the T value calculated for those with (external control) for the second and fourth stages, which amounted to (0.93) at the level of significance (0.05) and the degree of freedom (99).

(4) Arithmetic average and standard deviation value of T calculated Tabulated for with unburden indication of differences type Amos for phase (second and fourth) on the scale of control (internal - external)

Scale dimensions	Department by college	Stage	SMA	standard deviation	the value t		Indication level 0,05
					Calculated	Tabular	
Internal settings	psychological guidance	The second phase	69,66	9,782	2,654	1,98	Function
	Kindergarten						
	physical education						
	psychological guidance	The fourth stage	89.01	37.12			
	physical education						
External tuning	psychological guidance	The second phase	73,5	10,455	0,93	1,19	Not a function
	Kindergarten						

	physical education						
	psychological guidance	The fourth stage	67.02	13.78			
	physical education						

Through the above results, we note that there are statistically significant differences when applying the control scale (internal - external) according to the stage variable (second and fourth) and the result was in favor of those with a position (internal control), and this result indicates that the disparity in the control site is due to The presence of factors that affect that inequality, given that the control center is a psychological feature of individuals that is revealed by observing the individual's orientations towards which control site he is heading, and this is a result of the different situations that the individual is exposed to in social circles as well as the influence of cognitive processes by determining the points of view of individuals towards the position of control **(Malika, 2005)**This study is similar to the study (Qatami 1994) and the (Helou 1989) study, and differs in its results with the study (Aliwa 2007), the study (Malika 2004), the study (Darwaza 1988) and the study (moore 2006).

The third objective: To reveal the differences in the orientations of the control site (internal - external) of the research sample according to the variables of specialization (scientific - humanitarian)

Scale dimensions	The s cm by College	Scientific specialization	SMA	standard deviation	the value t		Indication level 0,05
					Calculated	Tabular	
Internal settings	psychological guidance	Humanitarian	82.00	5.69	2.64	0.013	Function
	Kindergarten						
	physical education	scientific	77.27	3.55			
External tuning	psychological guidance	Humanitarian	83.33	5.72	2.11	0.044	Function
	Kindergarten						
	physical education	scientific	77.27	3.55			

The significance of the differences in the control site (internal - external) of the sample according to the specialization variable (scientific, humanistic) of and explained the results that the value of T calculated to allocate humanitarian and scientific people with control site (internal) was higher than the T value calculated for specialization humanitarian and scientific For those with an (external) control position in the research sample, and to find out the difference between the two averages, the researchers used the T-test for two independent samples, with a significance level (0.05) and a degree of freedom (98), as shown in Table (5).

(5) *The arithmetic mean, standard deviation, and the calculated and tabular T value to find out the significance of the differences according to the specialization variable on the control scale (internal - external)*

Through the above table, it becomes clear that there are statistically significant differences on the control scale (internal - external) according to the variable of specialization (scientific - humanitarian) and in favor of the human specialization, and this is naturally due to the flexibility of the ideas that the owners of the human specialties possess and because they are subjective by their nature They tend to go deeper and think about themselves more than others.

This study is similar to the study (Al-Ahmad 1999) and differs with the study (Malika 2004) and the study (Darwaza 1988).

RECOMMENDATIONS AND PROPOSALS
In light of the above results, the two researchers presented a number of recommendations and proposals ,namely:

1- Conducting dialogues and seminars related to the seizure site for students and indicating its types to show how to control themselves and control their fate.

2- Establishing specialized counseling centers within educational institutions to assist students and guide them in making their decisions and guide them to what is required of them.

3- Conducting studies similar to the current study with other variables and linking them with the control site variable such as: psychological differentiation. Self-concept. Make decision. Problem Solving.

REFERENCES

Aqeel, Hussein Aqeel (1999) Philosophy Of Scientific Research Methods, Madbouly Library, Egypt.

Al-Enezi, Amalsulaimanturki (2004) Methods Of Coping With Stress Among Healthy Women And Women With Psychosomatic Disorders / A Comparative Study, (Unpublished Master's Thesis), King Saud University, Saudi Arabia.

Kafafi, Alaa El-Din (1982 AD): "The Scale Of The Point Of Control", Cairo: The Anglo-Egyptian Library.

Abu Nahia, Salah El-Din (1984) The Controls And Their Relationship To Some Personal Variables: Emotional And Cognitive Among High School Students (Unpublished Master Thesis), Ain Shams University, Cairo.

Al-Attab, Abdullah Majid Hamid (2001), The Site Of Control And Its Relationship To Methods Of Parental Treatment Among Middle School Students, (Unpublished Master's Thesis), College Of Education (Ibnrushd) University Of Baghdad.

Al-Badran, Abdul-Sajjad Abdul-Sada (2001) Control Center And Its Relationship To Some Variables For Middle School Students, College Of Education (Unpublished Master Thesis), Basra University.

Al-Helou, Buthaina Mansour (1989): The Center For Control And Its Relation To Methods Of Dealing With Psychological Stress, Master Thesis (Unpublished), College Of Arts, University Of Baghdad

Ali, Elham Abbas (2001): Mental Health And Its Relationship To The Seizure Site Among Secondary School Students, MA Thesis (Unpublished), College Of Education (Ibn Al-Rushd), University Of Baghdad

Al-Khathami, Salih Bin Safir (2008) The Point Of Control And Impulsivity Of Drug Users And Non-Drug Users (Unpublished Master's Thesis), Naif University For Human Sciences, Saudi Arabia.

Banikhaled, Muhammad Suleiman (2009), Center For Control And Its Relation To The Academic Achievement Level Of Students Of The Faculty Of Educational Sciences, Journal Of The Islamic University, Jordan, Volume 17, Number 2.

Bar-On, R. (2006). The Bar-On Model Of Emotional Subjective Well-Being. Perspectives In Education. 23 (2).

Brajil, Ihsan (2018), The Source Of Control (Internal And External) Between Theory And Concept, Journal Of Psychological And Educational Sciences, Algeria, 6 (2).

Desouki, Muhammad Ahmad (1988 AD), The Center For Control And Its Relationship To Self-Concept Among University Faculty Members And General Secondary Teachers (Comparative Study), King Abdulaziz University Journal (Educational Sciences), Scientific Publishing Center, Volume One.

Gabriel, Musa (1996): The Relationship Between The Control Center And Both Academic Achievement And Psychological Adjustment In Adolescents, Journal Of Educational Sciences Studies, Vol. (23), No. (2).

Ismail, Muhammad Al-Feki (2005) Psychological And Educational Evaluation, Measurement, Dar Gharib For Printing, Cairo.

Jebali, Noureddine (2007) Relationship Of Psychosomal Disorders To Source Of Health Control (Unpublished Phd Thesis), University Of Batna, Algeria.

Kurshrestha, Usha&Sen, Chandrani, (2006): "Subjective Well Being In Relation To Emotional Intelligence And Locus Of Control Among Executives", Journal Of The Indian Academy Of Applied Psychology, Vol. 32,

Maamariah, Bashir (2009) Source Of Control And Mental Health, The Egyptian Library, Egypt, Edition 1.

Maamria, Bashir (2002) Measurement And Design Of Psychological Tests, Puntit Publications, Algeria, 1 Edition.

Malika, Medawar (2005) The Point Of Control And Its Relation To Patterns Of Thinking (Unpublished Master Thesis), University Of Batna, Algeria.

Meijer, Susan, Et Al., (2002): "Coping Styles And Locus Of Control For Predictors For Psychological Adjustment Of Adolescents With A Chronic Illness", Social Science & Medicine, Vol. 54,

Melhem, Sami Muhammad (2000) Research Methods In Education And Psychology, Dar Al-Masirah For Publishing And Distribution, Amman, Jordan, 1st Edition.

Melhem, Sami Muhammad (2002) Research Methods In Education And Psychology, Dar Al Masirah For Publishing And Distribution, Amman, Jordan.

Okasha, Ahmad (2001) Depression And Control Center For An Egyptian Sample Of Adults (Unpublished Master Thesis), Cairo.

Page, Gregory L., (2001): "Conceptual Level Development And Locus Of Control: Considerations For Counseling", Dissertation Abstracts International, Section B, The Sciences And Engineering, Vol. 61, No. 10, B..

Radwan, Samerjamil(2002), Mental Health, Maisarah House, Amman, Jordan.

Ramadan, Zotout (2005) The Relationship Of The Trend Towards Health Behavior To Some Psychosocial Variables In Chronic Patients (Unpublished Master's Thesis), University Of Ouargla.

Rotter & Others: Applications Of Social Tearing Of Personality, New York, Hot Rinehort& Winston, 1973

Singh, Sanjay K., (2006): "Social Work Professionals' Emotional Intelligence, Locus Of Control And Role Efficacy: An Exploratory Study", Journal Of Human Resource Management, Vol. 4, No. 2,

T A Chord, Julian (1989): Psychology Alaclenki, Translation, Attia Mahmoud Here, Sunrise House, Beirut, 3rd Floor.

Zayed, Nabil (2003 AD): "Motivation And Learning", Cairo: The Egyptian Renaissance Library.

The extension (1) Finalized control center scale

First: (Internal Control)

T	The paragraphs	Strongly Agree	OK	Not sure	not agree	Strongly Disagree
1	I believe that every person is capable of achieving his or her reasonable goals					
2	I prefer to rely on myself in most things, despite the possibility of failure in them					
3	Student activity at the university can lead to an improvement in the educational level of students					
4	I believe that the faculty deanship is able to control the daily events at the university					
5	I think that many students do not accomplish their work well due to negligence					
6	If one of my friends gets angry with me, I can remedy it					
7	I believe that the more I strive to study, the higher					

	grades I will get in studying					
8	I believe that the bad events that happen to my colleagues are the result of their wrong behavior					
9	I think my problems are due to mistakes he made					
10	I think I can control my behavior					
11	I believe that the best way to solve problems is to confront them					
12	I think the professor punished me as a result of my failure					
13	I believe that a student who makes an effort in his studies will succeed					
14	I have absolute freedom to choose my friends **without family interference**					
15	I am not convinced that luck has such an important role in my life					
16	I believe whether or not others respect me depends on what I do for them					
17	I believe that the grades that teachers give to their students reflect their true level					
18	I think it is the duty of parents to encourage their children to make their own decisions					
19	I believe that a person is able to determine his life path without relying on his parents					
20	I believe that my life is determined by what I do					
21	Whatever problems I face, I always strive to solve them without family intervention					

Second: (External Control)

T	The paragraphs	Strongly Agree	OK	Not sure	not agree	Strongly Disagree
1	I believe that what happens in my life is decided by others (parents, teachers(...,					
2	I believe it is not wise to plan for my future for a long time because most things are governed by					

	luck and bad luck					
3	I am convinced that if I put a blue bead in my pocket or neck it will bring me good luck					
4	I believe that the unfortunate things in anyone's life are caused by misfortune					
5	I believe that problems can resolve on their own if left without attention					
6	I believe that my life is governed by chance and accidental events					
7	I think there is nothing worthwhile in my life because it comes down to luck and chance					
8	I believe that a person is not given enough recognition, no matter how much effort he puts into his studies					
9	A person's failure to achieve success is governed by external factors and forces					
10	I believe that getting high status depends primarily on luck					
11	I see that many people fall victim to circumstances beyond their control					
12	I believe that the satisfaction of my field of study depends on luck					
13	I think some people are born lucky					
14	I am unable to fulfill my duties because I am not sure of myself					
15	I believe that wishes and dreams accelerate dreams					
16	I believe that if I want to have something it will require me to please other strong people (parents, teachers, principal(.......,					
17	I think people do not realize how much chance controls their lives					
18	I am being blamed by others knowing that I am not responsible for what happens					
19	I think most of the time the need to bear the heavy					

	burdens because it is estimated and written					
20	It is difficult to control myself and what I do					
21	I think what is written on the human will definitely happen					
22	I believe that most people are more superior to me because of their good fortune					