PalArch's Journal of Archaeology of Egypt / Egyptology

Teacher Acceptance Rejection, Academic Locus of Control, Academic Adjustment and Dropout Intentions in College Students

Fariha Shoaib[1], Naima Hassan[2], Muhammad Faran[3], Hamid Rasool[4], Bisma Ejaz[5], Nudra Malik[6], Amna Khawar[7]

[1,3]Department of Applied Psychology, University of Management and Technology, Lahore.

[2]Department of Psychology, Virtual University of Pakistan.

[4]Department of Islamic Studies, University of Okara

[5,6,7]Department of Applied Psychology, Lahore College for Women University

Corresponding Author: Bisma Ejaz, Assistant Professor, Department of Applied Psychology, Lahore College for Women University, Lahore, Pakistan. Email: [5] bisma.zubair@yahoo.com

Fariha Shoaib, Naima Hassan, Muhammad Faran, Hamid Rasool, Bisma Ejaz, Nudra Malik, Amna Khawar. Teacher Acceptance Rejection, Academic Locus of Control, Academic Adjustment and Dropout Intentions in College Students -- Palarch's Journal of Archaeology of Egypt/Egyptology 18(09), 1555-1568. ISSN 1567-214x

Keywords: Acceptance, Rejection, Academic Adjustment, Locus of Control, Dropout Intention

ABSTRACT

Each individual has the right to acquire knowledge, and it can be sustained by the guidance of mentors of educational institutes. The current study aimed to determine the mediating role of academic locus of control & academic adjustment between teacher acceptance-rejection and dropout intentions in college students. A total of 250 first-year (Higher Secondary School) students (150=boys, 150=girls) were selected through a purposive sampling age range of 16-20 years from rural and urban public sectors colleges. Teacher acceptance-rejection questionnaire (Child TARQ/Control) (Rohner, 2005), dropout intention Scale (Camman, Fichman, Jenkins & Klesh,1979), academic college adjustment scale (CAT; Pennebaker et al., 1990), and rotter external & internal locus of control scale (Rotter, 1966) were used for assessment. Structural equation modeling (SEM) revealed that an increase in teacher rejection leads to decreased academic adjustment, which, in turn, increases dropout intentions. However, an increase in teacher rejection leads to an increased academic locus of control, which increases dropout intentions. The findings facilitate planning the capacity-building program and counseling sessions for teachers to improve their behavior and attitude towards students. So,

students can be better adjusted to the academic demands and consider the failures as their own shortcoming, hence decreasing the college dropouts.

INTRODUCTION

Getting quality of education is the right of every person in the universe, and it is accomplished when individuals enrolled him in any educational institution, i.e., school, colleges & universities. Colleges are a source of knowledge where knowledge seekers enrolled and gained a bundle of information and enhance their skills under the shadow of a keen mentor and dedicated teachers. It is mandated in the constitution of Pakistan to provide primary compulsory education to all children and adults to improve the literacy rate in the country. Today, these educational institutions are called schools, madrasas, colleges & universities etc. It is observed that a student's goal to attain complete education is reached at its critical point day by day. The level of students that finishing their examination is not tasteful. Pakistan has a low literacy rate, and it is comprehended to compensate for the shortcomings in the educational system and identify their reasons for staying or leaving students in college. In today society, no one in the world achieved a higher position by gaining an education. In that whole process, teachers play a very fundamental role in the polishing and grooming of students. In the development of students, family and teachers are essential mesosystem for shaping and adapting students in the latest environment (Brofenbrenner, 1977).

Education is one of the most vital indicators of economic and social uplift. Hence, Pakistan's constitution (chapter1, part 2, Article 25 A of, right to education the Constitution of Pakistan, 1973) mandates free and compulsory education for every child up to 16 years. Educating students cannot be effectively executed without teachers. Bronfenbrenner (1977) underscores the importance of teachers in the educative pursuit. Human nature necessitates encouragement for the continuation of any endeavour. With adequate positive feedback, humans can achieve wonders. Lack of warmth, care, and empathy from a teacher can seriously hamper a students' academic achievement and may even lead to a cessation of education by the student altogether. The role of a teacher in motivating a student and maintaining a healthy classroom environment cannot be overstressed. However, indeed, teachers' involvement is not the only factor in a students' academic achievement. There are specific stressors, including but not limited to financial problems, family issues, intrapersonal and interpersonal barriers, that may impede the student's academic achievement. Nonetheless, education cannot be fruitful without providing the student with basic (Couwenhoven, 2013).

Furthermore, the distinction between the active and passive atmosphere at education institutes must also be made clear. Goodenow (1993) suggested that a mentor can increase the feeling of empowerment of a student by allowing them to feel a firm place within the academic environment. An active environment wherein a teacher is supportive, empathic, competent, and is resilient in their resolve is considered a good learning environment. Davis (2003) laid particular stress on the impartiality of the teacher in creating an active environment at college. A lack of favoritism and conflict and fair dealing with all students alike is the hallmark of creating an environment where the student feels welcomed.

In this environment, the student is more likely to develop new ideas, get along with peers, create fewer behavioral problems, and most importantly, excel in academic and social pursuits.

On the other hand, when a teacher is seen as giving in to favoritism and is perceived as cold, distant, and unapproachable, the student-teacher relationship deteriorates, giving rise to learning and behavioral issues. Shin and Kim (2008) argued that a hostile relationship with the teacher could also lead to aggression and misconduct on the part of the student. Conversely, Hyman and Snook (2012) found that students' positive, active school and college environment decreased incidences of ridicule, insults, harsh behaviors, and slander. The cessation of negative behaviors by creating a favorable learning environment by teachers has proximal and distal ramifications on all stakeholders concerned, especially the students, and increases low self-esteem (Bienvenu, 2000).

Locus of control is the psychosomatic idea that describes how persons are confident that they control the circumstances and practices that affect survives. In schooling, hold represents the practical and non-effective attitude of pupils in college (Trice, 1985). Tinto (1993) contend that the essential factor of assurance besides accomplishment is college confirmation. Analysts characterized the phenomenon of 'drop out' in an unexpected way. As indicated by Jamil, Imtiaz, Malik (2010), drop out is "tenure utilize aimed at youngsters, leave educational institute intended for any purpose other than expiry, stop education and consent their learning undone.

Umoh (1986) describes dropouts as "pupils who leftward colleges in advance the accomplishment of the educational program they enrolled in. UNICEF and Pakistan Governance (2000) conduct a study and elaborate drop out of teenagers at the college level at any phase before the end of education (Shamir, 1991).

In West Pakistan dropout level of un-developed women is more as compared to undeveloped men. An overwhelming majority of Pakistani people are influenced inside the rural regions, where significantly young women area unit braving bunches of issue, some place social limitations, and a few place faculties area units distant (Stephen, 2007). An investigation of the various examinations demonstrates that the wonder of dropout aims is for various reasons, for example, contrasts inside pupils, folks, schools, networks, and understudy's conduct. It is also discovered that the family's economic position, parent's instruction, and understudy's inspiration are predominant predictors of institutional achievement or failure wonder (Farooq, 2013). The present study may give directions to teachers to change their behaviour and teaching styles while handling students. These children decrease the dropout ratio, increase confidence level, overcome their problems and become valuable members of society. Further, the present research may also be broadening the area of Academic problem solving & guiding their students in colleges, by which our literacy rate could be more increased.

Objectives of the present study are

1. To investigate the relationship between teacher rejection, academic insecurities, academic locus of control and dropout intentions in colleges Students.
2. To determine the predictive role of teacher rejection, academic adjustment on dropout intentions in college Students.
3. To investigate the mediating role of academic adjustment, academic locus of control and rate of dropout intentions in college Students.
4. To determine the impact of demographic variables (age, gender, marks in secondary school and duration in college), dropout intentions of college students

METHOD

Sample

The sample comprised (N = 250) (calculated G Power Calculator) boy=125 and girls=125 first-year college students with age ranged between 16-20 (M=17.2, SD=.81) years. The sample was recruited from different public colleges of Punjab, Pakistan, by using the purposive sampling technique.

Measure

Four measures were used, including a demographic information sheet and an informed consent form. Urdu versions of measures were used for the current research.

Teacher Acceptance Rejection/Control Questionnaire (Child TARQ/Control) the 29-item TARQ/Control contains five scales (Rohner, 2005). The warmth/ affection scale (8 items) measures the extent to which children perceive their teachers to offer warmth and affection without qualification. The hostility/ aggression scale (6 items) assesses the extent to which children perceive their teachers to become angry or aggressive toward them. The indifference/neglect scale (6 items) assesses the extent to which children believe their teachers are disinterested or neglectful toward them. The undifferentiated/rejection scale (4 items) assesses the extent to which children believe their teachers do not like them, appreciate them, or care about them without having objective indicators that the teachers are cold and unaffectionate neglectful, or aggressive toward them. The behavioral control scale (5 items) assesses the extent to which teachers are perceived to be permissive or strict.

Dropout Intention Scale. The dropout Intention Scale was adapted from its original version, "The Turnover Intention Scale", developed by Camman, Fichman, Jenkins, and Klesh (1979). It is a 3-item scale asking about job choice. The scale was adapted after taking the permission of the concerned author to measure the dropout intention of college students. Respondents were asked to indicate how accurately each statement described them. Response options range from (1) "extremely disagree" to (5) "extremely agree". The internal consistency stated in the literature was 0.65 in the current study. A high score indicates a

high intention to leave the institution, where a low score refers to the low intention of dropout from the institute or education entirely.

Academic Adjustment Scale. The academic adjustment scale (AAS) and its psychometric properties are presented here. After consultation with students, they derived three conceptual components to academic adjustment, which are: (a) academic lifestyle: AAS-L – conceptualized as the fit between the individual and their temporary role as a student; (b) academic achievement: AAS-A conceptualized as satisfaction with academic progress and performance, and; (c) academic motivation: AAS-M conceptualized as the drive for the student to continue and complete their academic sojourn. Each subscale comprises three items: flexibly as a three-dimensional constructor as a single factor tapping global academic adjustment. The academic adjustment scale consists of 9 items which consist of three subscales, Cronbach alpha for the current administration of the academic adjustment Scale is.72 (Anderson, Guan & Koc, 2016).

Academic locus of Control Scale. Locus of control was measured using Rotter's Internal-External Locus of Control Scale (I-E Scale; Rotter, 1966). The Internal-External Scale consists of 23 forced-choice items and six filler items designed to make the questionnaire more ambiguous. The 23 forced-choice items measure beliefs about "the nature of the world", and each item comprises an internal statement paired with an external statement (Rotter, p. 10). Scores range from 0 (most external) to 23 (most internal), sample items include. A meta-analysis of studies using the I-E Scale, Beretvas, Suizzo, Durham, and Yarnell (2008) found an internal consistency mean of .66 and a median of .69. Cronbach alpha for the current administration of the I-E Scale is .74.

Procedure

The researcher was granted permission to collect data from students. Permission to use the scales was taken from their respective authors. The permission letter was used to authenticate the researcher's identities and the topic under investigation. Permission for data collection was also taken from different colleges of rural and urban colleges. Participants were approached and introduced to the subject matter and purpose of the study. All of their queries were answered, and confidentiality was ensured. Before filling the questionnaire, written informed consent was taken from the participant. All these questionnaires, along with the demographic sheet, were administered verbally, and the response rate was 100%. After the collection of data from the participant, statistical analyses were carried out. The questionnaires were later submitted to the office of the supervisor.

RESULTS

The sample characteristics showed that male and female participants' mean age was 17.20 and 17.00 years, respectively. There were 140(56%) students with science group, and 110 (447) students belonged to the arts group. Half of the students, i.e., 125(50%), belonged to rural, and half of the students, i.e., 125(50%), belonged to urban areas. The average duration of first-year students in college was two months.

Table 1 showed the descriptive statistics, including mean, standard deviation and ranges, and reliability coefficients of teacher acceptance-rejection, academic adjustment, academic locus of control, and dropout intentions. All measures exhibited good reliability coefficients ranging from.69 to .89.

Table 1. Cronbach Alpha and Descriptive Statistics of Teacher Acceptance Rejection, Academic Locus of Control, Academic Adjustment and Dropout Intentions of College Students (N=250)

Variables	***k***	***M(SD)***	***Range***		*α*
			Actual	***Potential***	
Teacher Acceptance Rejection	29	82.1(16.0)	29-116	0-116	.70
Warmth/Affection	8	17.5(4.8)	8-32	0-32	.78
Hostility/Aggression	6	19.7(4.5)	6-24	0-24	.79
Indifference/Neglect	6	15.5(4.7)	6-24	0-24	.69
Undifferentiated/Rejection	5	13.1(4.0)	5-20	0-20	.80
Control	4	8.6(3.3)	4-16	0-16	.86
Academic Adjustment	9	29.4(10.3)	9-45	0-45	.89
Academic Life Style	3	8.84(3.2)	3-15	0-15	.78
Academic Achievement	3	10.3(4.1)	3-15	0-15	.79
Academic Motivation	3	10.2(4.4)	3-15	0-15	.81
Locus of Control	28	14.6(5.7)	28-56	0-56	.82
Dropout Intentions	4	11.1(4.6)	4-20	0-20	.72

Note. k = number of items, M= mean, SD = standard deviation, actual range = obtained ranges of the scores, potential range = range of the actual scores, α = Cronbach's alpha

The Pearson moment correlation analysis findings in table 2 showed that teacher rejection was significantly positively associated with academic adjustment and dropout intentions. In contrast, teacher rejection significantly correlated with the academic locus of control (high scores on academic locus of control represent the external locus of control) for male and female college students. Moreover, academic locus of control was also significantly negatively associated with dropout intentions for male and female college students. However, academic locus of control was significantly positively associated with dropout intentions.

Table 2: Correlation between Teacher Acceptance / Rejection, Academic Locus of Control, Academic Adjustment and Dropout Intention (N=250)

Variables	1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*
1. Teacher Acceptance Rejection	-	.76***	.55***	.75***	.69***	.51***	-.64***	-.57***	-.59***	-.49***	.64***	.83***
2. Warmth/ Affection	-.78***	-	-.28**	-.48***	-.39***	-.31**	.57***	.45***	.54***	.46***	-.56***	-.67***
3. Hostility/Aggression	.39***	-.08	-	.52***	.37***	.22*	-.29**	-.26**	-.27***	-.24**	.16	.38***
4. Indifference/Neglect	.79***	-.49***	.39***	-	.45***	.33***	-.56***	-.54***	-.51***	.41***	.42***	.66***
5. Undifferentiated/Rejection	.59***	-.25**	.32***	.51***	-	.31**	-.32***	-.30**	-.28**	-.23**	.34***	.51***
6. Control	.72***	-.52***	.28**	.54***	.41***	-	-.26**	-.21**	.23**	-.21**	.40***	.47***
7. Academic Adjustment	-.84***	.64***	-.26**	-.69***	-.51***	-.60***	-	.78**	.88**	.89***	-.49**	-.69***
8. Academic Life Style	-.80***	.65***	-.25***	-.64***	-.42***	-60***	-.88***	-	.57***	.52***	-.42***	-.61***
9. Academic Achievement	-.69***	.52***	-.19*	-58***	-.44***	-.49***	.91***	.70***	-	.673***	-.43***	-.64***
10. Academic Motivation	-.82***	.61***	-.28**	-.68***	-.52***	-.57***	.94***	.76***	.77***	-	-.42***	-53***
11. Academic Locus of Control	.71***	-.56***	.34**	.47***	.33***	.59***	-.59***	-.56***	-.47***	-.60***	-	.67***
12. Dropout Intentions	.89***	.72*	.32***	70***	.47***	.68***	-.86***	.84***	-.72***	-.81***	75***	-

**p<.05, **p<.01, ***p<.001*

Structural equation model was employed to examine the parallel mediating role of academic adjustment and locus of control between teacher acceptance-rejection and dropout intentions in students. The indices of model fit presented in table 2

Table 2 Fit Indices for Teacher Acceptance Rejection, Academic Adjustment, Academic Locus of Control, and Drop Out Intentions.

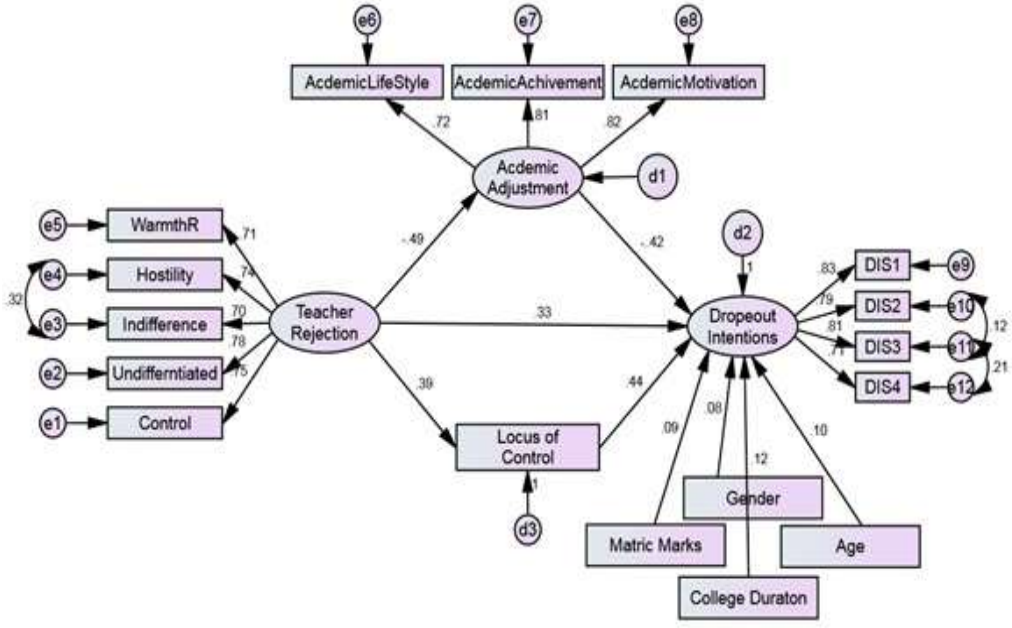
Model	χ^2	*df*	χ^2/df	*GFI*	*CFI*	*NFI*	*RMSEA*	*SRMR*
Initial model	409.08	115	3.56	.84	.85	.82	.14	.10
Model fit	307.28	112	2.74	.99	.98	.97	.02	.03
$\Delta\chi^2$	101.08*							

Note. *N*=250, All changes in chi-square values are computed relative to the model, χ^2 >.05., GFI= Goodness of the fit index, CFI=comparative fit index, NFI = normed fit index; RMSEA=root mean square error of approximation, SRMR=Standardized root mean square, $\Delta\chi^2$ = chi-square change.

The results of fit indices teacher acceptance-rejection, academic adjustment, academic locus of control, and dropout intentions after controlling the effect for age, gender, duration in college, and marks in matric (secondary school) shown in table 2. The absolute fit for the presented model was χ^2 (112, 250) =, $p <$ 307.28. The fit indices for both absolute and relative were considered to indicate the best fit of the data with the tested model. The indices of absolute and relative fit (GFI, CFI, NNFI, RMSEA, SRMR) were analyzed. It is considered that the chi-square test of absolute model fit is sensitive to sample size and the number of parameters to be estimated. The investigators often turn to several fit indices to evaluate the overall fit of the data. Hu and Bentler (1999) recommend χ^2/df in between 0 and 3, RMSEA and SRMR values .08 or lesser and Comparative Fit Index (CFI), Normed Fit Index (NFI), and Goodness of Fit Index (GFI) values of .9 or higher are considered as good while.9 ≤ .8 is considered permissible sometimes. Since the Root Mean Square Error of approximation and standardized root mean square (RMSEA, SRMR) for the initial model were .14 and .10 whereas the GFI, CFI, NNFI values were .84, .85, and .82 respectively, while χ^2/df was 3.56 The model was not a good fit as per the standard criteria of the descriptive measures of fit.

So the model modification process started. The model modification process conducted in to one critical step to fit the tasted model. In this step, covariance was added as suggested by the modification indices. Modification indices suggested covariance between errors in terms of the teacher acceptance and rejection scale and items of dropout intention. The subscales from each domain were similar in terms of content and context; moreover, the covariance between error terms in survey-based research can be legitimately drawn (Kenny 2012; Tomá& Oliver, 1999). The criteria of modification indices for error covariance should be altheas 4.0 (Arbuckle, 2012). So only that covariance was drawn which chi-square value change was 4.0 or greater. Again, the indices of absolute and relative fit (GFI, CFI, NNFI, and RMSEA) were compared. The Root Mean Square Error of approximation (RMSEA) and standardized root mean square residual (SRMR) for the model fit after drawing covariance was .02 and .03 respectively, whereas the GFI, CFI, and NNFI values were .99, .98, .97 respectively, while χ^2/df was 2.74. These were accurate enough to fit the model, as it can be seen from the figure

Figure 1 Empirical Results from a Complex Multivariate Model Representing Standardized Regression Coefficients.



Note. A complex multivariate model of three endogenous variables and five exogenous variables (including one predictor and four covariates). Completely standardized maximum likelihood parameter estimates.

After the model fit, the estimates were analyzed for direct and indirect effects for teacher acceptance-rejection, academic adjustment, academic locus of control, and dropout intentions with 5000 bootstrapped samples (Hayes, 2013).

Table 3 Standardized Estimates of Direct Effects of the Paths Teacher Acceptance Rejection, Academic Adjustment, Academic Locus of Control and Drop out Intentions. (N = 250*).*

Variables	**Academic Adjustment**			**Academic Locus of Control**			**Dropout Intentions**	
	β	***SE***		**β**	***SE***		**β**	***SE***
Teacher Rejection	-.49***	0.10		.39**	0.07		.33**	0.06
Academic Adjustment							-.42**	0.09
Academic Locus of Control							.44***	0.09
R^2	.432			.312			.487	

A high score of academic locus of control represents the external locus of control, while a low score represents the internal locus of control.
*p<.05. **p<.01. ***p<.01.

The direct effect results showed that teacher acceptance-rejection was a significant positive predictor of academic locus of control and dropout intentions, while it was a significant negative predictor of academic adjustment. The academic adjustment was a significant negative predictor among dropout intentions. Meanwhile, academic locus of control was found to be a significant positive predictor of dropout intentions.

The findings of indirect effect showed that academic adjustment () and academic locus of control were significant mediators between teacher rejection and dropout intention. The indirect effect of academic adjustment between teacher rejection and dropout intention was (β = -.13, $p<.01$, SE = 0.09), in contrast, the indirect effect of academic locus of control between teacher rejection and dropout intention was (β = .11, $p<.01$, SE = 0.08). The indirect effect exhibited that an increase in teacher rejection leads to decreased academic adjustment, which, in turn, increases dropout intentions. However, an increase in teacher rejection leads to an increased academic locus of control, which increases dropout intentions.

DISCUSSION

This finding was supported by the research that supported that teacher play a crucial role in the development and growth of students. These development and growth are maintained by providing inner encouragement to establish helpful independence seminars and encourage pupils (Vallerand, 1977). Another study revealed that it needs to continue a protected and affectionate (tolerant) association between parents and the teachers. It is the obligation of guardians and mentors mindful of the significant tasks in a pupil's life. Furthermore, on the other side, guardians and mentors are responsible for the academic modification, college conduct, and educational accomplishment of youngsters. In accumulation, scholastic strategies should be enclosed and adapted consequently. Davis-Kean and Eccles (2005) reported that open determinations dedicated to generating a friendly scholastic atmosphere, establishing active instructions, and the interaction between mentors and guardians to complete student tasks create a trust to improving the endurances among institutions and home environment. In views of the present researches, that recommends that parentages and mentors perform an essential part in youngsters' intellectual amendment and educational accomplishment. It is necessary to advance the stability of the educational seminar. In direction to do that there ought to be arranged regular mentors' guidance consultations, this information resolves, in the crack, change mentor and guide assertiveness and rehearses in methods that resolve boost college and home-based statement and that will be performing at seeking of education (Gonzalez et al., 2001; Moll et al., 1992).

Research on teacher-student relations also proved that Acceptance and Rejection negatively correlated with Academic Adjustment. The research results indicate that apparent refusal has thoughtful concerns for mental growth and character functioning in adults (Khaleque and Rohner, 2002).

CONCLUSION

It is accomplished that teacher's acceptance-rejection, Academic Locus of Control, academic adjustment, and dropout intentions strengthen the available educational problem of students in colleges. The rate of dropouts possibly will

be managing by speak up to this matter. Teachers must be educated to perform their best with students not to feel disrespect, humiliated, and uncomfortable in the classroom. Teachers can improve the liveliness and self-confidence of students, so they conquer their educational troubles and get better their appropriate lifestyle and turn out to be practical citizens by increasing literacy rate.

Limitation And Suggestion

In the current study, only public sector college students from urban and rural areas were recruited. The future study may also account for the students from the private sector. Most of the data were collected from the classroom settings (with the consent of the instructor), which might cause social desirability. So, upcoming studies participants would be recruited instead of classroom settings to avoid the potential influence of the instructor.

REFERENCES

Anfossi, N., André, P., Guia, S., Falk, C. S., Roetynck, S., Stewart, C. A., ... &Romagné, F. (2006). Human NK cell education by inhibitory receptors for MHC class I. *Immunity*, *25*(2), 331-342.

Asmus Jr, E. P. (1986). Student beliefs about the causes of success and failure in music: A study of achievement motivation. *Journal of Research in Music Education, 34*(4), 262-278.

Aspinwall, L. G., & Taylor, S. E. (1992). Modeling cognitive adaptation: a longitudinal investigation of the impact of individual differences and coping on college adjustment and performance. *Journal of Personality and Social Psychology, 63*(6), 989-998

Bandura, A. (1997). Self-efficacy: The exercise of control. New York: Freeman.

Bandura, A., &Schunk, D. H. (1981). Cultivating competence, self-efficacy, and intrinsic interest through proximal self-motivation. *Journal of Personality and Social Psychology, 41*(1), 586–598.

Battin-Pearson, S., Newcomb, M. D., Abbott, R. D., Hill, K. G., Catalano, R. F., & Hawkins, D. J. (2000). Predictors of early high school dropout: A test of five theories. *Journal of Educational Psychology, 92(1),* 568–582.

Bentler, P. M. (1990). Comparative fit indices in structural models. *Psychological Bulletin, 107*(1), 238–246.

Bentler, P. M., & Bonett, D. G. (1980). Significance tests and goodness of fit in the analysis of covariance structures. *Psychological Bulletin, 88*(1), 588–606.

Bienvenu, C. (2000). *Psychosocial correlates of decision certainty in academic major selection of college students*. Louisiana State University and Agricultural & Mechanical College.

Black, A. E., & Deci, E. L. (2000). The effects of instructors' autonomy support and students' autonomous motivation on learning organic chemistry: A self-determination theory perspective. *Science education*, *84*(6), 740-756.

Bollen, K. A., & Long, J. S. (Eds.). (1993). *Testing structural equation models*. Newbury Park, CA: Sage.

Bryde, J. F., & Milburn, C. M. (1990). Helping to make the transition from high school to college. *Understanding undergraduate education*, 203-213.

Carmines, E. G., & McIver, J. P. (1981). Analyzing models with unobserved variables: Analysis of covariance structures. In G. W. Bohrnstedt & E. F. Borgatta (Eds.), *Social measurement: Current issues* (pp. 63–115). Beverly Hills, CA: Sage.

Charms, R. (1972). Personal causation training in the school. *Journal of Applied Social Psychology, 2*(1), 95–115.

Chemers, M. M., Hu, L. T., & Garcia, B. F. (2001). Academic self-efficacy and first year college student performance and adjustment. *Journal of Educational Psychology, 93*(1), 55.

Colangelo, N., Assouline, S. G., & New, J. K. (1999). Gifted education in rural schools: A national assessment. Iowa City: University of Iowa Press.

Cooley, E. J., & Ayres, R. R. (1988). Self-concept and success-failure attributions of nonhandicapped students and students with learning disabilities. *Journal of Learning Disabilities, 21*(3), 174-178.

Couwenhoven, R. (2013). *The role of social capital and internal locus of control in the academic achievement of traditionally disadvantaged students* (Ph.D. Dissertation). Department of Educational Leadership, Olivet Nazarene University, Bourbonnais, Illinois.

Cross, S. E., & Markus, H. R. (1994). Self-schemas, possible selves, and competent performance. *Journal of Educational Psychology, 86*(1), 423-438.

D'Amico, J., Matthes, W., Sankar, A., Merchant, B., &Zurita, M. (1996). Young voices from the rural Midwest. *Journal of Research in Rural Education, 12(1)*, 142–149.

Day, J. D., Borkowski, J. G., Punzo, D., &Howsepian, B. (1994). Enhancing possible selves in Mexican American students. *Motivation and Emotion, 18*(1), 79–103.

Deci, E. L. (1995). Why we do what we do: Understanding self-motivation. New York: Penguin Books.

Deci, E. L., & Ryan, R. M. (1985). Conceptualizations of intrinsic motivation and self- determination. In *Intrinsic motivation and self-determination in human behavior* (pp. 11- 40). Springer, Boston, MA.

Deci, E. L., & Ryan, R. M. (1987). The support of autonomy and the control of behavior. *Journal of Personality and Social Psychology, 53*(1), 1024–1037.

Deci, E. L., Nezlek, J., &Sheinman, L. (1981). Characteristics of the rewarder and intrinsic motivation of the rewardee. Journal of Personality and Social Psychology, 40, 1–10.

Deci, E. L., Schwartz, A., Scheinman, L., & Ryan, R. M. (1981). An instrument to assess adult's orientations toward control versus autonomy in children: Reflections on intrinsic motivation and perceived competence. *Journal of Educational Psychology, 73*, 642–650.

Deci, E. L., Spiegel, N. H., Ryan, R. M., Koestner, R., & Kauffman, M. (1982). Effects of performance standards on teaching styles: Behavior of

controlling teachers. *Journal of Educational Psychology, 74,* 852–859.

DeShields Jr, O. W., Kara, A., &Kaynak, E. (2005). Determinants of business student satisfaction and retention in higher education: applying Herzberg's two-factor theory. *International journal of educational management, 19*(2), 128-139.

Ferrari, J. R., & Ware, C. B. (1992). Academic procrastination: personality. *Journal OF Social Behavior and Personality, 7*(3), 495-502.

Findley, M. J., & Cooper, H. M. (1983). Locus of control and academic achievement: A literature review. *Journal of Personality and Social Psychology, 44*(2), 419.

Flink, C., Boggiano, A. K., & Barrett, M. (1990). Controlling teaching strategies: Undermining children's self-determination and performance. *Journal of personality and social psychology, 59*(5), 916.

Fortier, M. S., Vallerand, R. J., &Guay, F. (1995). Academic motivation and school performance: Toward a structural model. *Contemporary Educational Psychology, 20,* 257–274.

Fowler, W. J., Jr., & Walberg, H. J. (1991). *School size, characteristics, and outcomes. Educational Evaluation and Policy Analysis, 13,* 189–202.

Goodenow, C. (1993). Classroom belonging among early adolescent students: Relationships to motivation and achievement. *The Journal of Early Adolescence, 13*(1), 21-43.

Grolnick, W. S., & Ryan, R. M. (1987). Autonomy in children's learning: An experimental and individual differences investigation. *Journal of Personality and Social Psychology, 52,* 890–898.

Grolnick, W. S., & Ryan, R. M. (1989). Parent styles associated with children's self-regulation and competence in school. *Journal of Educational Psychology, 81,* 143–154.

Grolnick, W. S., Ryan, R. M., & Deci, E. L. (1991). Inner resources for school achievement: Motivational mediators of children's perceptions of their parents. *Journal of Educational Psychology, 83,* 508–517.

Guay, F., Vallerand, R. J., & Blanchard, C. (2000). On the assessment of situational intrinsic and extrinsic motivation: The Situational Motivation Scale (SIMS). *Motivation and Emotion, 24,* 175–213.

Haller, E. J., &Virkler, S. J. (1993). Another looks at rural–non rural differences in students' educational aspirations. *Journal of Research in Rural Education, 9,* 170–178.

Harter, S. (1982). The Perceived Competence Scale for Children. *Child Development, 53,* 87–97.

Hidi, S., & Harackiewicz, J. M. (2000). Motivating the academically unmotivated: A critical issue for the 21st century. *Review of Educational Research, 70,* 151–179.

Hoelter, J. W. (1983). The analysis of covariance structures: Goodness of fit indices. *Sociological Methods and Research, 11,* 325–344.

Hu, L., &Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling, 6,* 1–55.

Imtiaz, S. (2014). Factors of drop out at primary school's level: case studies from the Islamic Republic of Pakistan (Master's thesis, Universiteteti Nordland).

İskender, M., & Akin, A. (2010). Social self-efficacy, academic locus of control, and internet addiction. *Computers & Education, 54*(4), 1101-1106.

Joo, Y. J., Lim, K. Y., & Kim, J. (2013). Locus of control, self-efficacy, and task value as predictors of learning outcome in an online university context. *Computers & Education, 62*, 149-158.

Marsh, H. W., Balla, J. R., & McDonald, R. P. (1988). Goodness-of-fit indices in confirmatory factor analysis: Effects of sample size. *Psychological Bulletin, 103,* 391–411.

McGranahan, D. A. (1994, April). *Rural America in the global economy: Recent socioeconomic trends*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Meece, J. L., Wigfield, A., & Eccles, J. S. (1990). Predictors of math anxiety and its consequences for young adolescents' course enrollment intentions and performances in mathematics. *Journal of Educational Psychology, 82*, 60–70.

Miserandino, M. (1996). Children who do well in school: Individual differences in perceived competence and autonomy in above-average children. *Journal of Educational Psychology, 88*, 203–214.

Murray, J. D., & Keller, P. A. (1991). Psychology and rural America: Current status and future directions. *American Psychologist, 46*, 220–231.

Noel, J. G., Forsyth, D. R., & Kelley, K. N. (1987). Improving the performance of failing students by overcoming their self-serving attributional biases. *Basic and Applied Social Psychology, 8(1-2)*, 151-162.

O'Connor, E., & McCartney, K. (2007). Examining teacher–child relationships and achievement as part of an ecological model of development. *American Educational Research Journal, 44*(2), 340-369.

Patrick, B. C., Skinner, E. A., & Connell, J. P. (1989). What motivates children's behavior and emotion? Joint effects of perceived control and autonomy in the academic domain. *Journal of Personality and Social Psychology, 65*, 781–791.

Pekrun, R. (1993). Facets of adolescents' achievement motivation: A longitudinal expectancy- value approach. In P. Pintrich & M. Maehr (Eds.), Advances in motivation and achievement (Vol. 8, pp. 139–189). Greenwich, CT: JAI Press.

Philpot, V. D., Holliman, W. B., & Madonna Jr, S. (1995). Self-statements, locus of control, and depression in predicting self-esteem. *Psychological Reports, 76*(3), 1007-1010.

Praslova, L. (2010). Adaptation of Kirkpatrick's four level model of training criteria to assessment of learning outcomes and program evaluation in higher education. *Educational Assessment, Evaluation and Accountability, 22*(3), 215-225.

Reddy, R., Rhodes, J. E., &Mulhall, P. (2003). The influence of teacher support on student adjustment in the middle school years: A latent growth curve study. *Development and psychopathology, 15*(1), 119-138.

Redmond, S. P. (1990). Mentoring and cultural diversity in academic settings. *American Behavioral Scientist, 34*(2), 188-200.