



**RESEARCH PAPER**

**Gender Differences in Relation with Locus of Control and Self-Assertiveness in Colleges and University Teachers**

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This study aimed to find out the relationship between locus of control and self-assertiveness among university and college teachers. A total of 100 university/college (private, government) teachers (male=51 and female=49) were chosen from various universities and colleges located in Sahiwal. The Rathus (1973) Self-assertiveness Scale and Julian Rotter's Locus of Control Scale (1983) were used to assess self-assertiveness and locus of control, respectively. In this study, SPSS was used for statistical analysis. It was hypothesized that among university/college teachers, locus of control and self-assertiveness would be positively correlated. The findings supported the hypothesis that locus of control and self-assertiveness have a positive relationship. Another result suggested that male university/college teachers would have a higher locus of influence than female university/college teachers. Male teachers, on the other hand, were found to be more assertive than female teachers. The findings confirmed both hypotheses that male teachers are more self-assured than female teachers.

**Introduction**

When dealt with a life-threatening situation, people may believe they have control over the result or that they are at the mercy of external forces. According to psychologists, individuals who accept they have authority over what happens are considered to have an inside locus control. Individuals with an outside locus of control accept they have no influence over what occurs and that outer conditions are at fault. In brain research, the locus of control is viewed as a critical part of a character. The idea was first evolved during the 1950s by Julian Rotter. The locus of control alludes to an individual's comprehension of the fundamental essential reasons of events in their day-to-day existence. Individuals accept that their lives are in their grasp or in the possession of outer forces, to put it another way (like destiny, God, or incredible others). The possibility that the results of individuals' practices are directed by what

they do (inward control direction) or by conditions outside their ability to control (outer control direction) is known as locus of control direction (outside control direction). Subsequently, locus of control is seen as a one-dimensional continuum that traverses outside to the interior. Inner control direction: a thought that the results of individual activities are controlled by what they do (inward control direction) or by occasions outside their ability to control (outer control direction) (outside control direction). Numerous scholastics believe that having an inner locus of control is desirable over having an outside locus of control.

Internal control loci and external control loci are two unique kinds of control loci. Interior locus of control is an individual quality that each effective individual has. Individuals who have an inner locus of impact feel they are in charge of their lives' results. Individuals who have the interior locus of control won't ever make statements like "individuals fizzled because the test was troublesome," however rather will acknowledge duty by asking themselves inquiries like "what turned out badly and how might we stay away from it happening again?" The total inverse of somebody with an inner locus of control is somebody with an outward locus of control. The individual feels that the whole universe is neutralizing him, that karma exists, and that life is out of line. The central explanation the individual puts stock in karma is to sort out why others are succeeding while he is fizzling. To protect his ego and self-worth, he devises a cunning approach. There's no doubting that people who have an internal locus of control keep succeeding while those who have an external locus of control keep looking for reasons for their failures. People are not asking you to presume that life is easy or that things will never be difficult; all they are asking is that you shift your focus away from the variables that may have contributed to your failure and toward the elements that may lead to possible success. Should be aware of People's Self is more than just an article website or a location where people can discover fast fixes; it's a place where people can find successful techniques that are backed by psychology and presented clearly and understandably. If individuals think this is a marketing gimmick, they should vote on how well other tourists know each other (April, Dharani & Peters 2012).

In general, it seems to be psychologically beneficial to believe that one has power over the factors that one can influence. A more internal locus of influence, to put it bluntly, is usually regarded as desirable. Self-organization, individual control, self-assurance, and different terms for having an inward locus of control exist. The accompanying patterns have been found through research. Guys are more inner than females, and as individuals age, they become more inward (inside case, 2001). In any case, individuals ought to be cautioned against falling into the unreasonably shortsighted view movement that interior is acceptable, and outer is poor (two legs are acceptable, four legs are terrible?). There are numerous subtleties and intricacies to recall. Internals, for instance, might be intellectually unfortunate and useless. To successfully feel the feeling of individual self-sufficiency and commitment, an inward direction ordinarily should be adjusted by capability, self-adequacy, and potential. Individuals who have an unreasonable measure of ability, adequacy, and opportunity may get hypochondriac, anxious, and discouraged. To put it another way, internals

should have a sensible comprehension of their circle of impact to be powerful. Facades should carry on with lives that are accommodating, loose, and glad. Notwithstanding these alerts, mental exploration has shown that individuals with a higher inner locus of impact will in general be more joyful, for instance, they are more objective arranged and have better-paying positions. Nonetheless, the thought of causality is likewise required. Ecological elements (like advantage and weakness) add to the circumstance, as do suspicions about the locus of impact. A few groups consider the locus of control a steady, fundamental character characteristic, yet this is misdirecting since studies and hypotheses show that locus of control is essentially educated. There is evidence that Locus of Control is a response to conditions, at any rate somewhat. Changes in the inward locus of control have been seen after certain mental and instructive mediations. (Cooley & Nowicki, 1984)

### **Theories of Locus of Control**

To explain how they act and how people behave in various situations, there are three key theoretical descriptions of locus of control. The following are the names of these theories: The research was solely based on Rotter's attribution theory.

### **Social Learning Theory**

Individual goals, expectations, and social reinforcements are used to describe the theory. Man's action is dictated by his interests, according to social learning theory. The direction of behavior is often directional. In a given situation, a person reacts to a circumstance by engaging in the behaviors that he has learned will result in the highest amount of enjoyment. Rotter's social learning theory, according to Strain (1993), argues that the probability of a behavior happening is linked to the person's expectation that the behavior will be reinforced and that the reward will be valuable to the individual. Rotter proposed a locus of control theory based on social learning. Rotter used the term "Social Learning" because his philosophy emphasized that a large number of fundamental standards of behavior are understood in public interactions and are inexorably linked to needs that necessitate the mediation of another individual to be satisfied (Jafari, Mostafa & Shahriar, 2009).

### **Theory of Learned Helplessness**

As per the learned helplessness theory, a feeling of frailty over the result of a situation causes clinical bitterness and other mental sicknesses. When no exogenous (wild) occasions have occurred, learned defenselessness is portrayed as an unsettling influence in inspiration, feelings, and learning. Possibility alludes to the target connection among activities and outcomes; hence there should be no connection between an individual's exercises and the circumstance the personal experiences with the goal for weakness to exist. Its portrayal incorporates three central components: insight, activity, and discernment.

Perception impacts how an individual sees portrays, and extrapolates from a situation. The person's experience of wildness (absence of possibility) could

conceivably be right, yet once it happens, the individual in question endeavors to explain it. Because of this clarification, they extrapolate future occasions. The ramifications of being presented to wild occasions that might be seen are alluded to as conduct. It now and again incorporates abandoning less viable endeavors to control the issue, or in any event, fail to attempt by any stretch of the imagination - training that is incongruent with new learning. The reaction is joined by bad feelings like uneasiness and despondency.

Addoh, Sng, and Loprinzi (2017) accepts that individuals' illustrative styles can be changed to supplant learned defenselessness with "learned confidence," and he has effectively utilized procedures like those utilized in psychological treatment with individuals experiencing melancholy to battle (and even demonstrate) learned powerlessness in the two grown-ups and kids. Some of them incorporate distinguishing negative understandings of occasions, rating their realness, growing more exact translations, and catastrophizing (countering the propensity to envision the absolute worst ramifications for an occasion). He's likewise concocted exercises to help kids in settling their pessimistic illustrative style (which is characterized by relentless, far and wide, and customized answers to terrible encounters) (Marrone, 2013).

### **Attribution Theory**

In social psychology, Fritz Heider, Harold Kelley, Edward E. Jones, and Lee Ross made the attribution theory. The thought is worried about how individuals clarify (or credit) the conduct of others and themselves (self-attribution). This hypothesis investigates how individuals "trait" causes to events and how this impacts their utility in the work environment. The term attribution was authored by friendly analyst Heider (1958) to portray the clarifications individuals offer for their own or others' conduct. At the point when attribution depends on an inward part, it is named dispositional attribution, and when it depends on an outer segment, it is named situational attribution. It's basic to perceive the holes in these two mental hypothetical structures' chronicles. Social researchers have been more worried about the overall standards supporting how and why individuals cause the attributions they to do in attribution speculations, while locus of control scholars have been more worried about singular contrasts. Bernard Weiner made critical commitments to the historical backdrop of the two methodologies during the 1970s. The differentiation among outer and inner loci of causality has customarily been the subject of attribution speculations and locus of control scholars. Afterward, Weiner added the segment of steadiness flimsiness, just as controllability. Our comprehension of why individuals flourish or come up short in the fallout of such misfortunes was affected by the versatility factor (Chibuike et al., 2013).

Heider distinguished between two main categories: internal and external explanations. External attributions link a certain behavior to external variables, whereas internal attributions attribute a given behavior to human traits (such as skill, attitudes, personality, mood, and effort) (such as the job, other people, or luck). Weiner added a new layer to a causal analysis by claiming that individuals' assessments of

outcomes frequently contain the cause's stability. His internal/external dimension was paired with his distinction between stable, non-variable causes (such as the innate ability for internal attributions and inherent task difficulty for external attributions) to establish a basis for classifying individuals' performance attributions (Piskin, 1996).

### **Self-Assertiveness**

Assertiveness is the ability to be self-assured and cheerful without becoming offensive. In the field of psychology and psychotherapy, it is a learnable capacity and mode of communication. "A type of behavior characterized by a confident declaration or affirmation of a statement without the need for proof; this affirms a person's rights or point of view without aggressively threatening another's rights (assuming a position of dominance) or submissively allowing another to disregard or deny one's rights or point of view," according to Dorland's medical dictionary. In the second part of the twentieth century, most personal development specialists, behavior analysts, and cognitive-behavioral therapists began to emphasize assertiveness as a behavioral characteristic. Assertiveness and self-esteem are frequently linked. One of the first books to popularize the term and its explanation was *People Perfect Right: The Art of Being Perfect. When I Say No, I Feel Guilty: How to Cope Using the Skills of Systematic Assertiveness Therapy* by Robert E. Alberti and Robert E. Alberti and Robert E. Alberti and Robert E. Alberti and Robert E. Alberti and Robert E. Alberti and Robert E. Alberti and Robert E. Alberti and Robert E. Alberti and Robert E. Alberti, author of *When I Say No, I Feel Guilty: How to Cope Using the Skills of Systematic Assertiveness Therapy*. The ability to be self-assured and confident without being confrontational is referred to as assertiveness. Assertiveness preparation, on the other hand, maybe useful if this quality does not come naturally to many people. This training (which is increasingly being used by personal development professionals and behavior therapists to help people boost their self-esteem) focuses on self-assertion skills like standing up for yourself or your point of view without being aggressive or allowing yourself to be dominated. If these abilities are not present naturally, they can be learned.

### **Theories of Assertiveness**

Accents from A. Salter's theory were used as therapeutic tactics in his clinical practice. In his "conditioned reflex therapy," he highlighted the significance of comprehensive and spontaneous expression of own thoughts, goals, and wants as a requirement for growth prospects for self-realization and personal progress. Other assertiveness and assertive behavior experts say that such absoluteness in one's feelings and desires can conflict with social needs. According to Russian psychologist Vladimir Romek, Salter's criteria were only applicable in clinical practice. However, they were likely to be divisive in real-life social situations. According to the same author, who highlighted the theory of social-competent conduct, strategies and habits for open expression of sentiments were an important component of human behavior, but only in certain social contexts. Stepanov claims that when feelings are carefully

regulated in line with the circumstances rather than conveyed spontaneously, communication is more effective and thorough.

Steven Stein, an American psychologist, did not believe that all emotions should be expressed in the same way. When feelings were carefully regulated in line with the circumstances rather than conveyed spontaneously, according to Stepanov, communication was more effective and thorough. He felt that an assertive personality possessed not only the ability to understand one's own emotions, allowing for a clear definition of one's feelings but also enough control over one's impulses to express them in the appropriate shape and with the necessary force. Salter's forceful personality traits were embraced by Miheykina, but she considered they were simply one aspect of an important display of forceful behavior. While some psychologists have criticized Salter's theories, his ideas were intriguing and prompted greater research into assertiveness and assertive behavior. Some of his ideas were later discovered to be crucial in the development of assertiveness training programs. (Goyal, 2020)

### **Literature Review**

Bicher et al., (2013) did a study comparing and correlating active and non-active older people's locus of control, self-assertiveness, and mental health status. The goal of this study is to look at the variations in the locus of control, assertiveness, and mental health status among active and non-active older individuals in Razavi Khorasan Province, as well as the correlations between these factors. For this comparative and correlative investigation, a total of 193 older persons (100 actives and 93 non-active) were chosen at random. All of the surveys were completed, including Rotter's Locus of Control, Goldberg's General Health, and Alberti and Emmon's Assertiveness. The data were analyzed using Pearson's correlation coefficient and independent t-tests. Between active and non-active people, the study found a substantial difference in mental status and assertive behavior. Active individuals were more forceful and had higher mental health. When they read Locus of Control, there was no discernible difference between the two groups. Neither group was inwardly focused in terms of Locus of Control. There was a strong link between these two factors (Mali, 2013).

Our findings add to the growing body of information concerning mental health and the characteristics that affect it, such as locus of control and assertiveness. We hope that, as a result of our findings, psychologists and mental health professionals will place a greater emphasis on and encourage the use of sport and physical activity as a means of enhancing mental health. Zaidi and Mohsin did a study on Locus of Control in Graduation Students. The current study looked at the gender disparities in the locus of control as well as the direction of locus of control among Pakistani graduate students. A twenty-nine-item Locus of Control questionnaire was used to determine the locus of control (Rotter, 1983). A sample of (N=200) women (n=100) was chosen from a variety of sources. There are 29 items in total. The locus of control was measured using the Locus of Control Questionnaire (Rotter, 1983). A sample of

(N=200) women (n=100) was chosen from various academic institutes in the Faisalabad division of Punjab, Pakistan (Griffin, 2014).

An independent sample t-test was utilized for statistical analysis. The conclusions of this study are in line with those of earlier research. According to the conclusions of this study, men have an internal locus of control whereas women have an outward locus of control. As a result, the difference in the locus of control between men and women is significant. The consequences of the findings are discussed, as well as recommendations for future research. Dinçyürek, Güneyli. Alar studied the association between assertiveness levels, locus of control, and academic success of Turkish language teaching candidates. Before beginning their careers as teachers, candidates must have a clear awareness of the attributes that a good teacher should possess. The purpose is to raise awareness of the relevance of personal characteristics in teachers during the educational process, as well as to develop and grow these characteristics. The primary purpose of the study is to investigate the relationship between assertiveness levels and locus of control, on the one hand, and academic accomplishment, on the other, among senior Turkish teaching students at Eastern Mediterranean University (n = 276). Validity and reliability studies were conducted to collect data and produce the "Rathus Assertiveness Schedule." To study the data, percentage-frequency calculations were carried out, cross-reference tables were created, and correlation was investigated. In this study, researchers discovered no link between potential instructors' assertiveness and their academic achievement. Similarly, there is no link between locus of control and academic achievement of candidate teachers. The role of the locus of control in adolescent assertive behavior was investigated by Abakaliki. The focus of the research was on the role of locus of control in teenage assertiveness. The null hypothesis was that locus of control had no statistically significant impact on adolescent assertive behavior, and 80 participants were chosen at random from the Abakaliki local government region in Nigeria. Participants ranged in age from 10 to 18, with an average age of 14 years. To collect data, two sets of instruments were employed. The null hypothesis was rejected in the first,  $(F1, 46) = 155.16$  ( $P0.001$ ), and in the second,  $(F1, 46) = 326.43$ , ( $P 0.001$ ), using the locus of control and assertiveness inventories, a 2x2 factorial design, and analysis of variance ANOVA with unequal sample size. It also revealed that  $(F1, 46) = 326.43$ , ( $p0.001$ ), and the crucial value of 4.08 has an interaction effect. The research findings were examined in light of the implications for academics. The locus of control remained constant throughout the trial; most of the women were internally focused at the outset and remained so throughout (Norem, 1979; Zaidi & Mohsin, 2013).

The Effect of Assertiveness Training on Student's Academic Anxiety is a huge instructive issue that influences a large number of understudies in universities and schools throughout the planet every year, as per Nodoushan (2012) While a low degree of tension can propel understudies to improve their scholastic exhibition, undeniable degrees of uneasiness can upset center, consideration, data stockpiling, review, and instructive execution. There is likewise an association between nervousness and confidence, which has as of late been found. Subsequently, the point of this investigation is to perceive what emphatics preparing means for nervousness

levels in pre-school scholastic understudies in Gonabad in 2008. The discoveries uncovered that the objective gathering's tension and conclusiveness levels were moderate to high, with a considerable negative connection between the two factors ( $r = - 0.69$  and  $p < 0.001$ ). The outcomes additionally showed that after the mediation, the test gathering's nervousness level dropped essentially. From one viewpoint, the two gatherings showed a critical expansion in definitiveness, however, there was no distinction in scholastic tension or self-assuredness in the benchmark group previously or after the mediation. As decisiveness preparing was discovered to be a compelling non-pharmacological strategy for lessening scholastic uneasiness and improving scholarly execution in the test bunch, it tends to be reasoned that it is a successful non-pharmacological technique for diminishing scholarly nervousness and improving scholarly execution. The connection between locus of control and confidence was researched in school students in an examination by Nowicki Jr, S. on Locus of Control and Assertiveness in Male and Female College Students. The Rathus Assertiveness Schedule and the Adult Nowicki Strickland Internal-External Control Scale were given to 55 understudies. For guys, there was a critical connection between internality and decisiveness, yet not for females. The inconsistency among male and female outcomes is examined considering a proposed conviction polarity (Chibuike et al., 2013)

### **Hypothesis**

- There would be a positive correlation between locus of control and assertiveness among male & female university/ colleges teachers.
- Male teachers of university/college would have a high locus of control as compared to female teachers of university/college.
- Male teachers of university/college would have high assertiveness as compare to female teachers of university/college.
- Male teachers of universities/colleges would have a greater sense of self-awareness than that female university/college teacher.

### **Material and Methods**

#### **Participants**

A total of 100 people were chosen from a pool of 51 male and 49 female university and college teachers from both the public and private sectors. This sample was taken from the city of Sahiwal. A purposive convenient sampling technique was used to draw this portion of the sample. Their ages range from 25 to 50 years old. All of the teachers practiced Islam.

#### **Instruments**

The data was collected using the following scales:

- Rotter's Control Locus



- Assertiveness Rambus

### **Locus of Control**

Julian Rotter (1966) developed a locus of control personality test to determine whether a person believes in internal or external reinforcement. Based on Rotter's original concept, Terry Pettijohn devised the following examination. There is a true/false statement in it. It is a three-factor measure in essence:

1. Internal locus of control, or personal scale, which taps an individual's perceived control case.
2. A powerful scale that assesses how often other people's influence strengthens the person's own.
3. The Chances Scale, which assesses an individual's belief in his reinforces.

True on statements (1,2,4,7, 8,11,14,15,17,18) earns 1 point, while false on statements (3,5,6,9,10,12,13,16,19,20) earns 0. False statements (1,2,4,7, 8,11,14,15,17,18) receive 0 points, while real statements (3,5,6,9,10,12,13,16,19,20) receive 0 points. The total scores were added together and multiplied by 5 to get the locus of control ranking. The following are the cut-off scores:

- Very strong external locus of control 0-15
- External locus of control 20-35
- Both external and internal locus of control 40-60
- Internal locus of control 65-80
- Very strong internal locus of control 85-100

### **Self-Assertiveness**

Ratbus (1973) produced a 30-item scale called the Self-Assertiveness Scale. The self-report inventory is often used by actions to obtain a score. To obtain a score, reverse the sign for each object with an assertive. Add all of the answer values together, so a plus becomes a minus and vice versa. A negative score for assertiveness indicates a lack of assertiveness. Its e scales with a six-point linker.

### **Procedure**

We divide the teachers into three groups based on their sectors (government, semi-government, and private), as well as whether they are male or female. All three clusters of teachers were well-respected and noble members of their institutes. We gathered data from the predetermined sample. We gave the respondent instructions on how to fill out the questionnaires and assured them that the information they provided would be kept strictly confidential. The purpose of the study was explained

to all of the participants, and they were assured that their data would only be used for research purposes. The respondents were asked if they would be willing to participate in the study, and they were asked to be as honest as possible in their responses. Following the completion of the data collection, all scales were scored using the scoring keys. We used IBM SPSS statistics version 23 to tabulate the scores and demographic variables after scoring all of the participants' scales (Virmozelova, 2016)

## Results and Discussion

To study the relationship between Locus of control and self-assertiveness among universities/colleges male and female teachers i.e., independent sample t-test and correlation was performed using SPSS (Statistical Package for Social Sciences)

**Table 1**  
**The correlation coefficient between Locus of Control (LOC) and Self-Assertiveness (AS) (N=100)**

	M	SD
LOC	28.2500	2.15264
AS	85.9800	16.62053

P<0.05, Note: M = Mean, SD = Standard Deviation

This table shows that the mean value for Locus of Control is M=28.25 and for Self- Assertiveness is M=85.98 Standard Deviation for Locus of control is S.D =2.15264 and for self-assertiveness is S.D = 16.62053. Conducting the correlation, we can see from Table 1 that the mean value for the locus of control and self-assertiveness are not similar but the correlation value is less than 0.05 which shows that there is a significant positive relationship between locus of control and self-assertiveness

**Table 2**  
**Mean Standard Deviations, t and p values of male and female teachers of universities/colleges and use the scale of locus of control (LOC) (N=100)**

Variables	Group	N	M	SD	T	P
Locus of Control	Male	51	96.4800	9.70638	1.939	0.05
	Female	49	91.4400	11.08439		

df. = 99, p<0.05, Note: M = Mean, SD = Standard Deviation

The above table shows the values of locus of control (M=96.4800, 91.4400) and (SD= 9.70638, 11.08439) for male and female university/college teachers. Where t= 1.939, p < 0.05 which shows that there is a significant difference between locus of control in male-female teachers of universities/colleges. So it supports our hypothesis that male teachers would have a high locus of control as compared to female teachers. (Gujjar & Aijaz, 2014)

**Table 3**  
**Mean Standard Deviations, t and p values of male and female teachers of universities/colleges and use the scale of Self-Assertiveness. (N=100)**

Variables	Group	N	M	SD	T	P
Self-Assertiveness	Male	51	82.7885	18.73273	1.982	*0.05
	Female	49	89.4375	13.32715		

df. = 99. \*p<0.05, Note: M = Mean, SD = Standard Deviation

The above table shows the values of self-assertiveness (M=82.7885, 89.4375) and (SD= 18.73273, 13.32715) for male and female university/college teachers. Where  $t = 1.982$ ,  $p < 0.05$  which shows that in male and female teachers, there is a considerable disparity in the locus of control. So, it supports our hypothesis that male teachers would be high self-assertiveness as compare to female teachers. (Jaik & Wolter, 2016)

### Discussion

Samples were collected using a non-probability (purposive and convenience) sampling strategy. From various Sahiwal institutes, a sample of 100 university/college instructors (government, semi-government, and private) was recruited. The Locus of Control by Julian Rotter and the Self-Assertiveness Scale by Rathus (1973) were utilized. SPSS was utilized to conduct the statistical analysis in this study. The link between locus of control and self-assertiveness was hypothesized to be favorable. The results backed up the theory that locus of control and self-assertiveness had a favorable relationship. Male teachers have a larger locus of power than female instructors, and male teachers are more self-assured than female teachers, according to another notion. According to the data, men instructors had stronger self-assertiveness and locus of influence than female teachers. In a study by Nowicki Jr. S. the association between locus of control and assertiveness was studied in college freshmen. On Locus of Control and Assertiveness in Male and Female College Students. The Rathus Assertiveness Schedule and the Adult Nowicki Strickland Internal-External Control Scale were provided to 55 students. For males, there was a substantial connection between internality and assertiveness, but not for females. The difference between male and female outcomes is explored in the context of a proposed belief dichotomy.

As a result of the findings, it can be inferred that male university/college teachers have a higher Locus of Control and Self-Assertiveness than female university/college teachers. There are some limitations to this study. Because the sample was only taken from Sahiwal, as a result, the findings cannot be applied to the entire population of a country. The non-probability sampling method was not the most representative of the sample taken. There are a few ideas for future research in this area. To generalize results, a much broader sample of nationally representative individuals should be used, rather than easy random sampling. The information hold is obtained through questionnaires by interviews so that the researcher can have more reliable. Variables such as demographics, occupation, family structure, and schooling, among others

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