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The Interplay of Locus of Control, Academic Achievement and Biological Variables among Iranian Online EFL Learners

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Abstract : Students' academic achievement, along with the effects of different variables, has been a serious concern of educators since long ago. This study was an attempt to investigate the interplay of Locus of Control (LOC), academic achievement and biological variables among Iranian online EFL Learners. The participants of the study included 100 students of different age groups and genders studying English online at Iran Language Institute (ILI), Isfahan, Iran. The instrument used was Trice Academic LOC questionnaire which identifies orientations of internality or externality. The participants' Grade Point Averages (GPAs) were used as the measure of their academic achievement. A series of independent samples t-tests were performed on the data. The results of the study showed that (a) there were no significant differences between male and female participants in LOC orientation, (b) there was no relationship between LOC and academic achievement among internal males and females, (c) external females were better achievers than external males, (d) and the age had no significant relationship with LOC and academic achievement. It can be concluded that the social, cultural patterns of genders have changed. This study might help sociologists and psychologists as well as applied linguists in that they reflect the recent social changes and their effects on the LOC and their consequent implications in teaching languages.

Keywords : academic achievement, biological variables, Iranian online EFL learners, locus of control
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