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The relationship of stress and locis of control to academic procrastination in Ormawa student faculty of health Universitas Dian Nuswantoro

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ABSTRACT

Academic procrastination is an activity of procrastinating work that students do when they get their main assignment, namely studying. This research was conducted with the aim of finding out whether there is an influence and relationship related to stress and local control on students who take part in student organization activities at the Faculty of Health, Dian Nuswantoro University through academic achievement index scores and questionnaires, especially students who are in the core organizational structure. This research will be carried out at 6 student organizations at the Faculty of Health, Dian Nuswantoro University in October 2023 – January 2024 (Suhandianto and Pratitis Nindia, 2020). Using survey methods with a quantitative correlational approach.(Siska Martiana et al., 2022)The results of the multiple regression analysis together show that there is an influence between the independent variables stress (X1) and Locus of Control (X2) on the dependent variable academic procrastination (Y) of 0.093, which means that there is an influence between the two independent variables on the dependent variable of 09.3 % and the remaining 90.7% is influenced by other variables not studied at this time. The results of the second hypothesis research test, namely the independent variables Stress (X1) and Locus of control (X2), which were tested simultaneously, have an influence on the Academic Procrastination variable (Y) which can be seen from the T and F tests. Where are the results of the T and F tests? The comparison value is obtained as F_{count} equal to 2.971 < F_{table} 3.156, then together with the stress variable (X1) we get a value of t_{count} 2,345 > T_{table} 1.672 and the variable locus of control (X2) obtained a value of t_{count} 0,171 < t_{table} 1,672. In conclusion, there is a very significant influence between stress and student academic procrastination and there is an insignificant influence between locus of control and academic procrastination. This means that if the locus of control results are low, students are classified as having an internal locus of control which has little influence on the occurrence of academic procrastination.

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INTRODUCTION

Education is very important and must be obtained by every human being, whether formal, non-formal or practical education (Surani, 2019). Education is the most important factor in shaping a human's personality, and is the basis for forming that human character. Education can be obtained both outside the home, namely at school and at home(BP Abd Rahman et al., 2022).

Entering a more developed era in the current 4.0 era, developments related to science and technology are bringing about very big changes. Every country is required to be able to produce good quality human resources in order to be able to compete in the local and global environment(Purba et al., 2021). Apart from that, this activity can also be seen from how the teaching and learning activities are carried out, the quality of education can be seen, namely how the education has been obtained previously. Because education is connected and has an important role in building and fostering the quality of resourcesahuman resources (HR) in the future will be even better. The education referred to is formal education through elementary level education up to tertiary level education, while non-formal education is usually such as attending class courses at a tutoring institution (Syaadah et al., 2022). In this case we will discuss the world of education, especially in the student environment which is related to the world of higher education, whether in state or private universities. Students are the successors to the dynamics of science and the next golden generation, where studentsahas several rolesaimportant in the application of knowledge for the sake of progress for the nation and country (Cahyono, 2019). Student organizations are an appropriate forum for students to develop soft skills and professionalism where it is hoped that students have an obligation to carry out work programs that have been prepared as the goal of running an organization and also structured work programs (Nastiti, 2023). A student organization or often called Ormawa is a student organization that is active in an organization in order to increase its activities apart from conducting lectures (Kabiba et al., 2021). The Faculty of Health Ormawa is a student organization that has existed for a long time, where there are 6 ormawa in the Health Faculty. The organizations in question are organizations that exist internally on campus, namely the Student Representative Council (DPM), Student Executive Board (BEM), Departmental Student Association (HMJ), including the Public Health Student Association (HMKM), Environmental Health Student Association (HMKL), and there is also the Medical Records and Health Information Student Association (HMRMIK), as well as the Tobacco Free Community (TFC) Bureau at the Faculty of Health, Dian Nuswantoro University (Pertiwi, 2020). Student organizations are an appropriate forum for forming professional attitudes in students. In a campus organization each members have an obligation to implement the annual work program (PROKER) that has been compiled based on the organization's vision and mission (Mawardi, 2019).

In this learning process, students are of course never separated from teaching and learning activities whose aim is for students to be able to produce changes in various scientific fields in terms of knowledge, understanding, skills and attitudes. However, in the teaching and learning process there will certainly be obstacles that affect the quality and results of learning where students should be able to receive the material, do assignments, be able to understand the material and be able to evaluate their learning results well, but their learning results may decrease because of these students.atend more likes to do several activities that put him in a comfortable, enjoyable and profitable zone, such as hanging out with close friends, student organization groups inside or outside the university (Jamila, 2020). Those who are more active in an organization generally feel more comfortable in that environment and clearly feel that they have more responsibility within the organization (Putra Ananda Dandi Muhamad et al., 2022). Female students feel uncomfortable in conditions where they only study theories, where they are more interested in practical things directly so that students feel freer to develop their abilities. Students often carry out activities that

delay doing assignments which are actually their main obligations at university. In psychology, this act of procrastination is often called procrastination. This act of procrastination can actually ensnare/happen to anyone, anywhere and at any level. Not only among young people such as students, but among older people in various professions we often do this (Dwiyani Vivi et al., 2022).

One ofaan example of this is the student organization group (ORMAWA) which is one of the student activity units whose existence is under the auspices of the respective universities and faculties. This ormawa is a forum created to help develop skills and creativity. In ORMAWA, students are given the opportunity to channel their hobbies and talents, where students are trained to be independent and have more skills in the organization they support because in this activity the students all have different field backgrounds. Not only that, this organization also always contributes to national level achievements that make the faculty and university proud. Students who join this organization are not only students who are experts in their respective fields (Rahmadani Anjar Eka, 2019). The factors that cause students to postpone their main tasks are usually students who have poor time management so they tend to procrastinate work and choose to do other tasks which are sometimes not more important than their coursework which must be done at that time (Baqi Muti'ul, 2020). So their coursework continues to pile up and they find it difficult to prioritize their assignments. In the end, students did their work when it was collected the next day, so the results obtained were not optimal. In fact, efficient learning can be achieved if you use the right strategy, namely good time management in participating in maximum teaching and learning activities (Mawarizky Syifa, 2020). This student organization can actually be the most appropriate forum for students in forming professional attitudes in these students. Within the organization, each member has an obligation to carry out a work program (PROKER) which has been prepared based on the vision and mission of the organization (Basri and Dwiningrum Nawang Retno, 2020).

Actions such as procrastination can occur as a result of students feeling self-esteem mlow (Rika Ernima et al., 2019). If these students have high self-esteem, of course these students will complete their assignments directly and on time, they think that procrastinating on work is a bad thing, this motivation makes these students able to carry out two assignments at once and be good at their academic studies (Haryanti and Santoso Rudi, 2022). and within the organization can carry out their duties as best as possible. Students who have high self-esteem will continuously strive to maintain their quality towards others, the aim being to maintain their good name in front of those closest to them (Fauzi and Pahlevi, 2020). Stress is an undesirable bodily condition involving the interaction between an individual and his environment. Stress can be caused by various things such as the work environment, psychological problems, or excessive workload and others. Stress is an interaction between stimulus and response that forms changes in a person's life in the face of threatening conditions. Many events or situations can cause stress in a person. However, not everyone is able to respond to stressors in the same way (Hidayati Lina Nur and Harsono Mugi, 2021). *Locus Of Control* is a condition where a person believes that behavior can influence what happens to humans.*Locus of control* divided into two types, including*locus of control internal*, a condition in which an individual believes that he or she is in control of events and can have consequences that impact their life (Chiang et al., 2019). Whereas*external locus of control*, namely the condition when individuals believe that the achievements they obtain are the result of circumstances beyond human control (Setyowati et al., 2019). The conclusion of this research is to see whether there is a relationship and influence of student participation in student organizations on the value of their lectures and the psychological condition of students in carrying out the tasks given. Lecture assignments and tasks within the organization (Crosswell and Lockwood, 2020).

The results of previous research show a significant influence between stress and locus of control on academic procrastination in student organizations at Jakarta State University. With the highest stress indicator, namely physical symptoms, 35.85%, it is hoped that students can reduce

the burden they carry out so that no problems arise regarding their body. In academic procrastination, the highest indicator is doing other activities that are more enjoyable, 34.69%. It is hoped that students will be able to manage their time better so that their academic obligations are not left behind. Therefore, the researchers wanted to conduct a similar study with the aim of looking at the level of stress and locus of control in student organizations in students of the health faculty of dian Nuswantoro University in completing tasks in their lectures and with the addition of busyness in campus organizations.

RESEARCH METHOD

The method in this research uses a survey method using a correlational approach and involving 2 dependent and independent variables. The dependent variable is academic procrastination (Y) and 2 (two) independent variables, namely stress (X1) and locus of control (X2). This research variable consists of three variables, namely stress and locus of control which are independent variables depicted with symbols XI and X2, and academic procrastination which is the dependent variable for stress and locus of control which is depicted with the symbol Y. there is an influence between variable XI and variable Y and variable X2 and variable Y, so the constellation of influence between variables X1. The data analysis technique in this research is quantitative data, namely in the form of numbers or figures. This research data processing uses the SPSS version 21.0 program. The steps in analyzing data using 5 data processing methods are 1. Regression Equation Test, 2. Analysis Requirements Test, 3. Regression Linearity Test, 4. Hypothesis Test, 5. Coefficient of Determination

RESULTS AND DISCUSSIONS

The description of the results of this research will present a general picture of the results of the research that has been carried out with the completion of the planned data analysis. In this study there are 2 independent variables, namely stress (X1) and *Locus of Control* (X2) and the Dependent Variable, namely Academic Procrastination (Y), and the results of this research will be presented in detail as follows:

Academic Procrastination Variable (Y)

Data collection on the dependent variable, namely Procrastination, was obtained from the results of the researcher's questions and answers with each student who participated in the student organization at the Faculty of Health, Dian Nuswantoro University. The data sample was taken from a population of 180 active organizational students, 60 samples were taken in this study, where we took this sample which had its own characteristics, namely those who were core management students in the organization, then immediately distributed the instrument using a Likert scale consisting of 18 questions that have been prepared.

Table 1. Frequency distribution of variable Y (academic procratination)

Interval class	Lower value	Top value	Absolute frequency	Relative frequency
35 – 45	34,5	45,5	19	31%
46 – 55	45,5	55,5	31	51%
56 – 65	55,5	65,5	9	15%
66 – 75	65,5	75,5	2	3%
Amount			61	100%

Based on Table 4.1 above, it produces frequency distribution data, namely the highest data is 75 and the lowest is 35, with an average score (Y) of 55.38 and a standard deviation score (S) of 11.109, a variance score (S).^{2}) amounting to 123,409. Meanwhile, academic procrastination resulted in a class range of 40, a class interval of 3,602 rounded up to 4 classes and a class interval length of 11.10 to 10 classes.

Variable Stress (X1)

Table 2. Frequency distribution of variable X1 (stress)

Interval class	Lower value	Top value	Absolute frequency	Relative frequency
41 – 46	41,5	46,5	6	10%
47 – 52	47,5	52,5	9	15%
53 – 58	53,5	58,5	20	33%
59 – 64	59,5	64,5	21	34%
65 – 70	65,5	70,5	2	3%
71 - 76	71,5	76,5	3	5%
Amount			61	100%

Based on table 4.2 above, it can be seen that the variable²) of 48,037. Meanwhile, the distribution data above shows that variable X1 (Stress) has a value range of 31 with an interval class value of 4.47 which is rounded to 5.

Table 3. Calculate average score of academic procrastination indicators

No.	Indicator	Item	Score	Total Shoes	Total Items	Mean	%
1.	Task Delay	1	193	1159	7	165,57	38,00%
		4	157				
		6	212				
		8	183				
		9	151				
		10	138				
		12	125				
2	Delay in completing assignments	5	159	496	3	165,34	16,34%
		7	144				
		11	193				
3	Do more fun activities	2	100	1392	8	174	45,66%
		3	176				
		13	147				
		14	176				
		15	155				
		16	240				
		17	202				
		18	196				
Amount				3047	18	504,90	100%

Based on the calculated average value above, it can be seen that the indicator in variable Y (academic proacrastination) is the highest, namely the indicator of doing more enjoyable activities at 45.66%. This indicator is the most dominant indicator compared to indicators in other activities. From the results above, it can be concluded that students feel more happy doing activities by playing with friends, chatting and solving problems that make them feel comfortable. Furthermore, the indicator with the lowest value is the indicator of delays in completing assignments with a value of 16.34%. This can prove that the indicator of being late in doing assignments has a very big influence on academic procrastination compared to doing other more enjoyable activities.

Table 4. Average calculate stress indicator score

No	Indicator	Item	Score	Total Shoes	Total Items	Mean	%
1	Physical	1	244	1124	5	224,80	34,50%
		2	259				
		4	257				
		5	186				
		14	178				
2	Emotional	3	139	1666	9	185,12	46,05%
		6	167				
		7	203				
		8	215				

No	Indicator	Item	Score	Total Shoes	Total Items	Mean	%
		9	156				
		10	165				
		11	194				
		12	214				
		13	213				
3	Congnitif	15	233	665	3	221,67	19,45%
		16	220				
		17	212				
Amount				3455	17	631,59	100%

Variabel Locus Of Control

Variable*Locus Of Control* (X_2) was obtained with the highest value of 23 and the lowest value of 8, with an average score of 15.5 and a standard deviation (S) of 11.453, a variance value (S^2) 131,182. Frequency distribution value for this locus of control variable obtained a range value of 15, and the length of the class interval value was 1.309 rounded to 2.

Table 5. Frequency distribution of variable X2 (locus of control)

Interval class	Lower value	Top value	Absolute frequency	Relative frequency
8 – 9	7,5	9,5	4	7%
10 – 11	9,5	11,5	3	5%
12 – 13	11,5	13,5	6	10%
14 – 15	13,5	15,5	0	0%
16 – 17	15,5	17,5	7	11%
18 – 19	17,5	19,5	16	26%
20 – 21	19,5	21,5	12	20%
22 – 23	21,5	23,5	13	21%
AMOUNT			61	100%

Test Requirements Analysis

Normality test

The normality test is used to determine whether the data population is normally distributed or not using the Kolmogorov-Smirnov Z test with a sig level of 5% or 0.05. With the criteria for decision making, namely if the sig value is >0.05 then H_0 accepted with the meaning that the data is normally distributed. Conversely, if sig <0.05 then H_0 rejected means the data is said to be abnormally distributed. The results of the Kolmogorov – Smirnov Z normality test output using SPSS are as follows:

Table 6. Normality test

		Unstandardized Residual
N		61
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	7.81788483
Most Extreme Differences	Absolute	.086
	Positive	.086
	Negative	-.084
Test Statistic		.086
Asymp. Sig. (2-tailed)		.200[c,d]

Based on the results of the Normality Test above, it can be seen that the data on academic procrastination (Y), Stress (X1) and Locus of Control (X2) with an Asymp.sig (2-tiled) value of 0.200. So from the results of the normality test above it can be concluded that the data obtained is normally distributed because it is more than 0.05. Apart from using the test above, this normality test also uses the normal Probability Plot test in graphical form. The following are the output results from the normality test plot using SPSS 21.0 as follows:

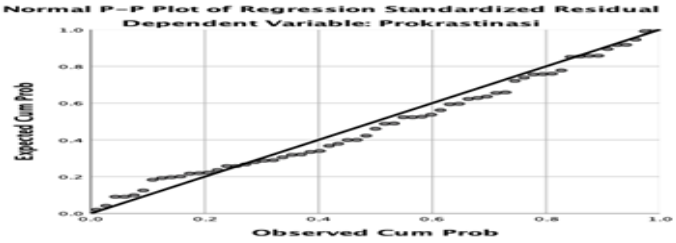

Figure 4. Plot graph normality test results

From the results of the normality test using Plot Graphs, the results show that the data is distributed around the diagonal line and follows the direction of the diagonal line, so the data is said to be normally distributed and the regression model meets the assumption of normality.

Test Linearity

The linearity test in this study aims to determine whether the two variables that will be correlated show a linear relationship or not using SPSS 21.0 to obtain the output linearity test. *Test For linierity.* Where the decision making method is if the significance value is Linear >0.05 then the relationship between the two variables cannot be said to be linear but if the linear value is <0.05 then the relationship between these two variables is declared linear:

Stress Variable (X1) with Academic Procrastination Variable (Y)

Table 7. Linearity test results X1 with Y

			Sum of Squares	df	Mean Square	F	Say.
Procrastination * Stress	Between Groups	(Combined)	2521.876	24	105.078	2.487	.007
		Linearity	373.849	1	373.849	8.849	.005
		Deviation from Linearity	2148.028	23	93.393	2.211	.016
	Within Groups		1520.976	36	42.249		
	Total		4042.852	60			

Based on the results of the linearity test above, the results show that the significant value is 0.07, and is declared significant because it is less than 0.05, therefore it can be concluded that the stress variable and the academic procrastination variable have a linear relationship.

Locus of Control Variable (X2) with Academic Procrastination Variable (Y)

Table 8. Linearity test results X2 with Y

			Sum of Squares	df	Mean Square	F	Say.
Procrastination * Locus Of Control	Between Groups	(Combined)	698.011	13	53.693	.754	.701
		Linearity	28.107	1	28.107	.395	.533
		Deviation from Linearity	669.904	12	55.825	.784	.663
	Within Groups		3344.842	47	71.167		
	Total		4042.852	60			

Based on the results of the linearity test above, it was found that the significant value was 0.701, and was declared insignificant because it was more than 0.05, therefore it can be concluded that the variable *Locus Of Control* with the Academic Procrastination variable does not have a linear relationship.

Classic assumption test

Multicollinearity Test

The multicollinearity test is a method for making decisions. If the tolerance value is smaller and the VIF value is greater, the closer it is to a multicollinearity problem, however if the tolerance value is more than 0.1 and the VIF is less than 10 then it is said that multicollinearity does not occur.

Table 9. Multicollinearity test results

		Collinearity Statistics	
	Model	Tolerance	VIF
1	(Constant)		
	Stress	.958	1.044
	Locus Of Control	.958	1.044

From the Coefficients table above, it can be seen that the tolerance value of these two independent variables is more than 0.1, amounting to 0.958 and the VIF is less than 10, namely 1.044, so it can be concluded that in this regression modeling there are no problems with multicollinearity.

Heteroscedasticity Test

The Heteroscedasticity Test is a test using Spearman's rho by absolute the value of the residual and seeing a significant pattern of values, so it can be said to be significant if the sig value is greater than 0.05 then it can be concluded that there is no heteroscedasticity problem.

Table 10. Heteroscedasticity test results

			Stress	Locus Of Control	Unstandardized Residual
Spearman's rho	Stress	Correlation Coefficient	1.000	.137	.063
		Say. (2-tailed)	.	.293	.632
		N	61	61	61
	Locus Of Control	Correlation Coefficient	.137	1.000	-.039
		Say. (2-tailed)	.293	.	.763
		N	61	61	61
	Unstandardized Residual	Correlation Coefficient	.063	-.039	1.000
		Say. (2-tailed)	.632	.763	.
		N	61	61	61

From the table above, it can be concluded that there are no symptoms of heteroscedasticity because the significance value obtained is greater than 0.05, where for the variable These two variables have a significance value greater than 0.05 with a statistical confidence level of 95%.

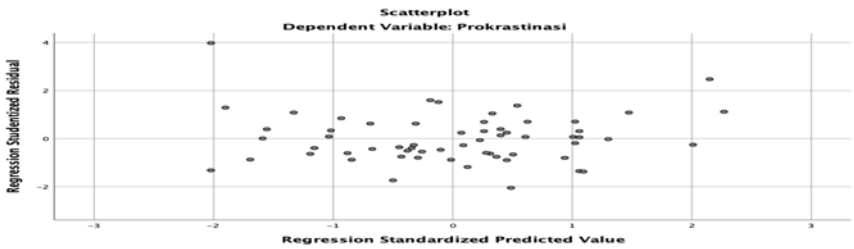

Figure 5. Heteroscedacity scatterplot graph

Based on the data results from the heteroscedasticity scatterplot, there is a pattern of dots that spread both above and below the number zero (0) on the Y axis, so it is said that there are no problems in the heteroscedasticity test.

Multiple Regression Equation

Linear regression equation analysis is an analysis to see the relationship between the dependent variable and the independent variable. If you use two or more independent variables in one regression model, it is often called multiple linear regression analysis.

Table 11. Multiple regression equation table

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Say.
1	(Constant)	29.552	8.717		3.390	.001
	STRESS	.347	.148	.300	2.345	.022
	LOCUS OF CONTROL	.043	.254	.022	.171	.865

From the results of the multiple regression above, the results obtained are that the significance value for the influence of variable Y. Meanwhile, the results of multiple regression on the variable

Hypothesis testing

Uji F

The F test is a test used to determine whether or not there is an influence between the independent variables simultaneously on the dependent variable, whether the results have a significant effect or not at all. The following are the results of the F test using SPSS 21.0:

Table 12. F test table

Model		Sum of Squares	df	Mean Square	F	Say.
1	Regression	375.693	2	187.847	2.971	.059[b]
	Residual	3667.159	58	63.227		
	Total	4042.852	60			

Based on the output above, it is known that the significance value for the simultaneous influence of variables X1 and to Variable Y.

Uji T

The T test aims to determine the influence of the independent variable on the dependent variable in a random way, whether these variables are mutually significant or not.

Table 13. Uji T

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Say.
1	(Constant)	29.552	8.717		3.390	.001
	STRESS	.347	.148	.300	2.345	.022
	LOCUS OF CONTROL	.043	.254	.022	.171	.865

Based on the results of table 4.13 above, the results of the analysis are the t value obtained$_{count}$ from the stress variable of 2.345, the t value is obtained$_{table}$ amounting to 1.672, in other words, H0 is rejected, so the conclusion is that the stress variable has a significant influence on academic procrastination. Meanwhile, the t value$_{count}$ of the locus of control variable itself is 0.171 and the t value$_{table}$ is 1.672, then H0 is accepted with the conclusion that the locus of control variable does not have a significant influence on academic procrastination.

Coefficient of Determination

Coefficient of determination test (R^2) is a measuring tool that is often used to measure a model that explains variations in various dependent variables.

Table 14. Coefficient of determination test results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.305[a]	.093	.062	7.95153

Based on the output above, it can be seen that the R square value is 0.093, this means that the influence of variables X1 and X2 simultaneously on Variable Y is 09.3%. Based on the research results above, it can be seen from the results of the multiple regression analysis that together there is an influence between the independent variables, namely the stress variable (X1) and*Locus of Control* (X2) on the dependent variable, namely academic procrastination (Y) of 0.093, which means that the influence between the two independent variables on the dependent variable is 09.3% and the remaining 90.7% is influenced by other variables which are not currently being studied. If you look at the results of the analysis data above, it can be interpreted that even though students participate in organizational activities on campus, this does not significantly influence academic procrastination, students still carry out and complete their assignments as well as possible even though they are doing it before their assignments are submitted, this is done because of the demands within the organization as well. where they have to complete the work program they have designed within the next 1 year. So the first conclusion can be drawn that the stress and locus of control variables do not significantly influence students in carrying out their coursework, they still get stable GPA scores or even increase, they are responsible for their time for what they have chosen, namely studying by joining student organizations. The results of the second hypothesis research test are where the independent variables Stress (X1) and Locus of control (X2) which were tested simultaneously have an influence on the Academic Procrastination variable (Y) which can be seen from the T and F tests. Where are the results of the T test and F, the comparison of values obtained is as follows, Fcount is 2.971 < Ftable 3.156, then together with the stress variable (X1) we get a value of tcount 2.345 > Ttable 1.672 and for the locus of control variable (X2) we get a value of tcount 0.171 < ttable 1.672. From these results it can be concluded that not all of the two variables have an influence on the academic procrastination variable. Only the stress variable has a very significant influence on the academic procrastination variable. Thus, the results of the analysis above can be concluded that there is a significant influence between stress on students' academic procrastination, where the higher the level of stress in advanced students, the greater the results in their academic procrastination. However, unlike locus of control, its effect is not so significant on academic procrastination. Because students are able to manage their time as best as possible to stay focused on their coursework. The occurrence of stress in students occurs because it can be seen from the results of students' analysis that when there are many activities, they are more easily emotional but still carry out their activities by doing activities that are enjoyable in their opinion, so they still complete their lecture assignments. The locus of control variable does not have a significant effect because students feel happy in completing each activity they choose.

CONCLUSION

Based on the data analysis that has been carried out to test the influence of the independent variables, namely stress and locus of control, on the dependent variable, namely academic procartination in students who join the Student Organization at the Faculty of Health, Dian Nuswantoro University, it can be concluded as follows: a) Based on the results of the coefficient of determination test, it was concluded that the stress and locus of control variables on student

academic procrastination were found to be 09.3% and the remaining 90.7% was influenced by other factors not included in the research. b) There is a very significant influence between stress and student academic procrastination. This means that if the value on the stress variable is high, the influence on academic procrastination will also be high. c) There is a non-significant influence between*locus of control* against academic procrastination. This means that results are obtained*locus of control* If the result is low then the student is classified as internal*locus of control* which has little effect on the occurrence of academic procrastination. d) There is a significant influence between stress and academic procrastination. Researchers realize that this study cannot be said to be good research, so it does not rule out the possibility of further research. This is due to the many limitations in the study including the following: a) Limited data that researchers have because it is only in the student organization of the Faculty of Health, Dian Nuswantoro University. So it cannot be generalized elsewhere. b) Time, effort and cost in completing this research. c) It is necessary to improve the questionnaire in the next study so that maximum results are obtained. d) Further research is expected to conduct This research is not only carried out on students who participate in organizations, but it is hoped that further researchers can conduct research on general students which aims to see the level of stress and locus of control in students in completing their coursework

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