

The Relationship Between Locus of Control (Internal/External) and Psychological Resilience Among Third-Year Clinical Psychology Students

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Abstract:

The present study aimed to investigate the relationship between locus of control (internal/external) and psychological resilience among third-year clinical psychology students. To achieve this objective, a descriptive research method was employed through the administration of the Locus of Control Questionnaire and the Psychological Resilience Scale developed by Julian Rotter (1954) and translated into Arabic by Alaa El-Din Kafafi (1982).

This instrument comprises a set of items designed to determine whether individuals attribute the outcomes of their actions to internal factors, such as effort and ability, or to external factors, such as luck or situational conditions.

The scale was administered to a randomly selected sample of 50 students from the Department of Clinical Psychology.

After statistical analysis, the following results were obtained:

- There is a relationship between locus of control (internal/external) and psychological resilience among third-year Clinical Psychology students.
- There is a relationship between locus of control (internal/external) and the dimension of development and growth among third-year Clinical Psychology students.
- There is a relationship between locus of control (internal/external) and self-efficacy among third-year Clinical Psychology students.
- There is a relationship between locus of control (internal/external) and optimism among third-year Clinical Psychology students.

Keywords: Locus of Control (Internal/External); Psychological Resilience.

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Introduction:

The psychological dimension is considered one of the aspects that has been the focus of numerous studies and research efforts, all of which aim to improve and enhance individuals' quality of life and to understand personality. Psychologists have concentrated on studying personality by identifying its types, exploring the factors that influence it, and examining the various behaviors associated with each personality type, as well as the impact of the environment on its growth and development. This includes understanding how individuals respond to life events and perceive them, a concept summarized under the term locus of control, which is considered one of the key indicators of personality and one of the most important psychological constructs related to it.

In exploring the psychological factors that contribute to enhancing resilience among students, locus of control emerges as one of the most significant cognitive variables for predicting individuals' coping strategies with stress. Literature indicates that individuals with an internal locus of control generally perceive themselves as capable of influencing the course of their lives, which enhances their motivation, sense of responsibility, and ability to face challenges. Conversely, individuals with an external locus of control tend to attribute life outcomes to external factors such as fate, circumstances, or other people, which may reduce their adaptability and make them more susceptible to psychological fluctuations.

This concept stems from Rotter's social learning theory, which emphasizes the extent to which individuals attribute personal responsibility for what happens to them or attribute it to external factors beyond their control. It particularly reflects one's cognitive style and the capacity to analyze and interpret events based on identifying causes, determining sources, and exercising control over them.

Locus of control is typically categorized into two types: internal and external. Internal locus of control arises from the individual's perception that the causes of success or failure result from personal efforts and abilities. In contrast, external locus of control attributes the causes of success or failure to factors beyond the individual's will and capacity, such as fate, luck, or chance, implying an inability to influence them, as they are governed by external forces beyond the individual's control and intention.

These beliefs and indicators influence various aspects of an individual's personality, whether psychological, social, professional, or academic, among other life domains, particularly the emotional and psychological dimensions. Psychological resilience is one such dimension, reflecting a personal trait characterized by the ability to perceive, organize, and manage negative experiences, adapt and cope effectively, establish realistic plans, coordinate steps, and generate strategies necessary to solve problems (Steel, 2014, p. 279).

Levels of psychological resilience vary from one individual to another depending on circumstances and the individual's capacity to adapt and confront stressful life events. Higher levels of resilience indicate better psychological adjustment and the ability to respond positively to psychological, social, professional, and academic challenges across different life stages. This resilience results from the individual's ability to regulate their locus of control by managing expectations and identifying sources, demonstrating a strong relationship between behavior and its outcomes, as well as the capacity to respond positively and adapt to those outcomes.

The study by Lau and Wu (2024) found that internal locus of control is a direct predictor of psychological resilience among university students and contributes to enhancing their levels of psychological adaptation. Similarly, Karrati and Borghi (2023), in a study published in the high-impact journal *Frontiers in Psychology*, confirmed that internal locus of control is one of the strongest predictors of resilience in university youth.

In the same vein, Groth and Kowalski (2022) demonstrated that students who adopt an internal locus of control exhibit a better ability to cope with stress compared to those with an external locus of control. Likewise, the study by Li and Chen (2021), published in *Personality and Individual Differences*, indicated a positive association between internal locus of control and psychological resilience and stress tolerance among university students.

At the Arab level, the literature supports the findings of international studies. For instance, Al-Harbi (2023), in a study published in the *Prince Sattam University Journal*, reported a significant relationship between internal locus of control and psychological resilience among university students. Additionally, Obeid (2022) found that locus of control is a statistically significant predictor of psychological resilience. Similarly, Ben Ali (2021) concluded that there is a positive relationship between internal locus of control and psychological resilience among psychology students in Algerian universities, which reinforces the explanatory value of locus of control in academic and psychological adaptation.

Locus of control manifests across various life situations, with the university stage representing one of these critical contexts. During their studies, students face multiple decisions, beginning with the choice of their academic major, which aligns with their cognitive abilities, knowledge, and performance outcomes. Making an informed and appropriate choice contributes to psychological, academic, and social adjustment and positively influences their thoughts and orientations. Recent psychological studies, both Arab and international, have highlighted this close relationship between locus of control and resilience. Consistent findings indicate that an internal locus of control is one of the most significant predictors of psychological resilience among university students, and those with a higher sense of personal control are better equipped to manage academic and emotional stress.

This underscores the scientific and professional importance of investigating the relationship between locus of control and psychological resilience, particularly among clinical psychology students, who are expected to possess a high degree of self-awareness and adaptive capacity, as they are future key providers of psychological support to others.

Based on the foregoing, the following research question is posed: Is there a relationship between locus of control and psychological resilience among third-year clinical psychology students?

Sub-questions

1. Is there a relationship between locus of control and the dimension of personal growth and development among third-year Clinical Psychology students?
2. Is there a relationship between locus of control and the dimension of self-efficacy among third-year Clinical Psychology students?
3. Is there a relationship between locus of control and the dimension of optimism among third-year Clinical Psychology students?

Research Hypotheses :

- There is a relationship between locus of control and psychological resilience among third-year students majoring in Clinical Psychology.
- There is a relationship between locus of control and the dimension of personal growth and development among third-year students majoring in Clinical Psychology.
- There is a relationship between locus of control and the dimension of self-efficacy among third-year students majoring in Clinical Psychology.
- There is a relationship between locus of control and the dimension of optimism among third-year students majoring in Clinical Psychology.
- There is a relationship between locus of control and psychological resilience among third-year students majoring in Clinical Psychology.

- There is a relationship between locus of control and the dimension of personal growth and development among third-year students majoring in Clinical Psychology.
- There is a relationship between locus of control and the dimension of self-efficacy among third-year students majoring in Clinical Psychology.
- There is a relationship between locus of control and the dimension of optimism among third-year students majoring in Clinical Psychology.

3. Research Objectives :

- To identify the relationship between locus of control and psychological resilience among third-year students majoring in Clinical Psychology.
- To explore the relationship between locus of control and the dimensions of psychological resilience (personal growth and development, self-efficacy, and optimism) among third-year students majoring in Clinical Psychology.

4. Significance of the Study :

- This study addresses one of the most important topics in the field of personality psychology—locus of control—and examines its influence on psychological resilience among one of the most vital social groups: university students.
- The study contributes to enriching scientific research in this domain and opens the door for further empirical investigations and future studies on the subject.

5. Operational Definitions :

5.1. Locus of Control

Locus of control is defined as “the degree to which an individual perceives the outcomes of their actions as predictable or dependent on their own behavior. If a person believes that outcomes are random or determined by luck and chance, they are considered to have an external locus of control. Conversely, if they believe that outcomes depend on their own performance, they are considered to have an internal locus of control” (Al-Harbi, 2004, p. 53).

Operationally, in the current study, locus of control is defined as a personality dimension reflecting the individual’s expectations about their behaviors and their outcomes—whether they attribute these outcomes to their own actions (internal locus) or to external circumstances beyond their control (external locus). In this research, it is represented by the total responses of the study sample (third-year students majoring in Clinical Psychology at the University of M’sila) on the Locus of Control Scale.

5.2. Psychological Resilience

Psychological resilience is defined as “the process of effective adaptation and positive coping with adversity, trauma, setbacks, and psychological pressures faced by individuals—such as family conflicts, interpersonal problems, health issues, and financial difficulties. It also refers to the ability to recover from the negative effects of such adversities and stressful events, to overcome them positively, and to continue living effectively and competently” (Abu Halawa, 2013, p. 4).

Operationally, in the present study, psychological resilience refers to an individual’s ability to overcome and adapt to various stressful life events without compromising their psychological well-being. It is measured through the total responses of the study sample (third-year students majoring in Clinical Psychology at the University of M’sila) on the Psychological Resilience Scale.

6. Research Procedures :

1. Research Method

The descriptive method was employed due to its suitability for the nature of the present study. This approach relies on examining the phenomenon as it exists in reality and aims to describe it accurately, whether qualitatively or quantitatively. The qualitative dimension provides a detailed depiction of the phenomenon and clarifies its characteristics, while the

quantitative dimension offers numerical descriptions that indicate the extent or magnitude of the phenomenon and the degrees of its association with other variables.

2. Study Population and Sample

The study population consisted of students from the Department of Clinical Psychology at the University of M'sila.

Table (01): Distribution of the Study Population by Gender

Gender	Frequency	Percentage %
Male	3	2.14%
Female	137	97.85%
Total	140	100%

It is evident from Table (01), which illustrates the distribution of the study population by gender, that the number of male students in the Department of Psychology reached three (03) students, representing 2.14% of the population. In contrast, the number of female students totaled 137, accounting for 97.85%. Thus, the Department of Psychology comprised 140 students from all specializations.

The study sample consisted of 50 male and female students from the Clinical Psychology Track (third year) at the University of M'sila, selected using a random sampling technique.

Table (02): Distribution of the Sample According to Gender

Gender	Frequency	Percentage %
Male	3	6%
Female	47	94%
Total	50	100%

It is evident from Table (02), which illustrates the distribution of the sample according to gender, that the number of male students in the Department of Psychology reached (03) students, representing (6%). As for female students, their number reached (47), representing a percentage of (94%).

3. Study Instrument :

3.1. Locus of Control Scale (Internal–External)

1. Description of the Scale:

The present study adopted the Locus of Control Scale (Internal–External) developed by Julian Rotter (1954). The Arabic version translated by Alaa El-Din Kafafi (1982) was used. The scale consists of 23 items, each containing two statements—one reflecting an internal locus of control and the other reflecting an external locus of control.

Additionally, six filler items were added to the 23 core items to obscure the true purpose of the scale and to reduce the likelihood of response bias, such as extreme responding or socially desirable answering. These filler items represented contrasting issues (e.g., heredity versus environment).

Participants were instructed to read both statements in each pair carefully and choose the one that best represented their personal viewpoint. If they agreed with both statements, they were required to select the one that was more acceptable to them.

2. Scoring the Scale:

The scale comprises 29 items, each containing a pair of statements. One statement indicates an external locus of control, while the other represents an internal locus of control. Six of these items serve as fillers and are not scored, as their purpose is to maintain ambiguity in the instrument.

A high total score indicates a tendency toward an external locus of control, whereas a low total score suggests an internal locus of control.

Items (1, 8, 14, 19, 24, 27) are filler items and receive no score.

Items (2, 6, 7, 9, 16, 17, 18, 20, 21, 23, 25, 29) are scored 1 point for response (A) and 0 for response (B).

Items (3, 4, 5, 10, 11, 12, 13, 15, 22, 26, 28) are scored 1 point for response (B) and 0 for response (A).

Respondents are classified into two categories based on their total scores:

- 0–8 points: Individuals with an internal locus of control.
- 9–23 points: Individuals with an external locus of control.

3. Psychometric Properties of the Instrument :

a. Validity:

In the Arabic context, Kafafi (1982) emphasized both face validity and logical validity after translating the scale into Arabic. The scale was reviewed by seven faculty members from the Department of Psychology to determine which statements reflected an internal or external locus of control, as well as to assess the clarity and accuracy of each item's meaning.

The results revealed that all reviewers' classifications matched the original designation of items as internal or external. Using expert judgment, it was found that 46 statements accurately measured the intended construct. However, one reviewer expressed concerns about item (29-A) due to ambiguity, and another raised the same issue regarding item (3-B).

The self-validity coefficient of the scale was reported as 0.786, which corresponds to the square root of the test–retest reliability coefficient. (Kafafi, 1982, pp. 20–21).

Verification of Validity for the Current Study :

For the purposes of the present study, the validity of the instrument was examined using two methods:

1. Internal Consistency Validity:

Correlation coefficients were calculated between each dimension and the overall scale. The results were as follows:

Table No (03): Shows the correlation coefficients between the scale dimensions and the total degree.

Dimensions	Correlation Coefficient Value
Internal Locus of Control	0.76
External Locus of Control	0.62

From Table (03), it is evident that there is a positive correlation ranging between (0.62 – 0.76) between the sub-dimensions and the overall scale, indicating a high level of internal consistency among the dimensions.

Self-Validity and Reliability of the Instrument

Self-Validity Method: This is calculated as the square root of the reliability coefficient.

Split-Half Reliability Coefficient: 0.96

Thus, the self-validity coefficient is 0.93, indicating that the scale is both self-valid and reliably measured.

a. Reliability

Rotter calculated the reliability of the scale using the test-retest method on several samples, with results ranging from 0.49 to 0.83. The split-half method yielded coefficients between 0.65 and 0.79 across different samples of males and females in the American population (Kafafi, 1982, pp. 12, 16).

In the Arab context (Egyptian population), Kafafi assessed the scale's reliability using the test-retest method on a group of 106 students, obtaining a reliability coefficient of 0.61 between the two applications. Split-half reliability for the sample showed a correlation of 0.52 between individual and paired items, a Spearman-Brown corrected coefficient of 0.69, correlations of 0.82 between individual items and the overall scale, and 0.84 between paired items and the overall scale. These correlation coefficients are satisfactory and indicate a convincing level of reliability for the scale (Kafafi, 1982, pp. 19–20).

Reliability Assessment in the Current Study

Regarding the reliability of the instrument in the present study, it was assessed using two methods: the split-half method and Cronbach's alpha, as follows:

Split-Half Method: The correlation between individual items and paired items was calculated, excluding the intermediate item (Item 15). The reliability of the entire test was then computed using the Spearman-Brown correction, yielding a coefficient of 0.93.

Reliability Method (Alpha Cronbach) :

Table No (04): Shows the value of Cronbach's alpha coefficient for the Locus of Control scale dimensions.

Variable	Alpha Value
Locus of Control (Internal – External)	0.67.

As shown in Table (10), the Cronbach's alpha value was 0.67, which is considered satisfactory and indicates the reliability of the scale.

2-3: Psychological Resilience Scale

1. Description of the Scale:

The Resilience Scale (HER) developed by EHR is based on the scale of Brien / L'échelle de hardiness (2006). It was translated and adapted by Hamouda et al. (2006) in the study: 'Resilience des jeunes Algériens à l'impact de l'autorité'.

The scale includes 23 items distributed across three dimensions of resilience:

- Self-efficacy (12 items)
- Optimism (6 items)
- Growth and development (5 items)

Dimensions	Item Numbers
Growth and Development	8.12.20.21.23
Self-Efficacy	15.18.22.14.1.3.5.4.7.9.10.11
Optimism	19.17.16.2.6.13

The scale includes five response alternatives, which are:

(Always = 5), (Often = 4), (Sometimes = 3), (Rarely = 2), and (Never = 1).

Scoring is reversed for items 7 and 9, as well as for the subsequent part of the scale from items 1 to 5 (Hamouda et al., 2018).

The scale consists of 23 items, each followed by the same five alternatives: "Always," "Often," "Sometimes," "Rarely," and "Never."

These responses are assigned the following weights, respectively: (5, 4, 3, 2, 1), except for items 7 and 9, in which the scoring is reversed (1, 2, 3, 4, 5) due to the negative wording of these items.

The scale was translated and adapted by Hamouda et al. (2006) in their study titled "Impact de l'autorité sur la résilience des jeunes Algériens."

Psychometric Properties of the Scale :

A. Validity of the Scale:

The internal consistency validity was used to assess the scale's validity.

The results showed the following correlation coefficients:

- Between the total score and the optimism dimension: $r = 0.38$
- Between the total score and the self-efficacy dimension: $r = 0.92$
- Between the total score and the development dimension: $r = 0.68$

B. Reliability of the Scale:

The Cronbach's Alpha coefficient was used to estimate the reliability of the scale, and the following values were obtained:

- 0.889 for the total scale
- 0.792 for the optimism dimension
- 0.808 for the self-efficacy dimension
- 0.639 for the development dimension

These results indicate high reliability coefficients, confirming that the scale demonstrates satisfactory internal consistency.

Scale Scoring:

A score of 5 is assigned to the response "Always,"

- 4 to "Often,"
- 3 to "Sometimes,"
- 2 to "Rarely," and
- 1 to "Never."

However, for items 7 and 9, the scoring is reversed (from 1 to 5), as these statements are negatively worded.

The total score is obtained by summing the responses across all items.

The maximum possible score is 115, and the minimum score is 23, with a theoretical mean of 69.

A higher mean score indicates a higher level of psychological resilience, whereas a lower mean suggests a lower level of psychological resilience.

Statistical Methods :

The statistical component is an essential pillar of any scientific research, as it enables precise and accurate analysis of the study's results. In the present study, the researcher utilized a range of statistical techniques to process the collected data, employing Excel and SPSS (version 20). The applied procedures included:

- Pearson correlation coefficient to assess test-retest reliability and split-half reliability.
- Cronbach's alpha to evaluate the internal consistency and overall reliability of the scale.
- Verification of internal consistency validity through Pearson correlation analysis.
- Application of Pearson correlation for hypothesis testing.
- Furthermore, percentages, frequencies, and pie charts were used to support the analysis and interpretation of the study hypotheses.

Presentation, Analysis, and Discussion of the Study Results

1. Presentation and Analysis of the General Hypothesis :

The general hypothesis posited that there is a statistically significant correlation between locus of control (internal-external) and psychological resilience among third-year undergraduate students in the Department of Psychology. Following statistical analysis, the results were as follows:

Table(05) : Correlation between Locus of Control (Internal/External) and Psychological Resilience

Psychological Resilience		Locus of Control (Internal/External)
0.556**	Pearson Correlation	1
0.003	Significance Level	
50	Sample Size	50

****Correlation Significant at the ($\alpha = 0.01$) Level**

As shown in Table (05) the Pearson correlation coefficient was found to be 0.55, indicating a moderate and positive relationship. This correlation is statistically significant at the $\alpha = 0.01$ level. Therefore, the hypothesis can be accepted, suggesting that there is a statistically significant correlation between locus of control (internal/external) and psychological resilience among the study sample. The confidence level for this result is 99%, with a 1% probability of error.

The results of the current study are consistent with the findings of the following studies:

- Bassam Omar Al-Qassas & Amjad Ezzat Al-Jumaa (2022)
- Bilal Awad Al-Damour & Abdel Hafiz Taysir Al-Nawaisa (2018)
- Jaradi Al-Tijani (2016)
- Israa Shawkat Al-Atwi & Mohammad Ismail Al-Qudah (2023)
- Aisha Obaid Allah Mubarak Qwaidi Al-Azmi (2022)
- Al-Noui Hajar (2016)
- Yahya Omar Shaaban Shaqoura (2012)

This result reflects that locus of control is closely related to psychological resilience and is considered a fundamental and significant factor in its development, particularly the internal locus of control, which reflects the student's sense of self-efficacy. This includes their beliefs and thoughts that emphasize their intelligence, cognitive abilities, and skills in managing situations arising from their own efforts, as well as their capacity to take responsibility for their actions and their outcomes.

Individuals with an internal locus of control are able to accept and correct mistakes, exercise self-regulation, and demonstrate the traits associated with psychological resilience. These traits help them adapt to various situations, respond positively, and overcome challenges. This aligns with Rotter's social learning theory, which highlights the relationship between locus of control and psychological resilience, indicating that an internal locus of control fosters higher resilience through responsibility-taking and adaptive coping, reducing reliance on external circumstances or attributing outcomes to luck or fate.

Consequently, third-year clinical psychology students with an internal locus of control exhibit higher psychological resilience, adaptability, and mental stability, enabling them to effectively handle various situations and challenges. Their specialization equips them with knowledge of psychological strategies and defense mechanisms that support psychological adjustment, balance, and emotional stability.

Presentation and Analysis of the First Sub-Hypothesis :

The first sub-hypothesis stated that there is a statistically significant correlation between locus of control (internal-external) and development and growth among third-year undergraduate students in the Department of Psychology. Following statistical analysis, the study yielded the following results:

Table (06) : Correlation between Locus of Control (Internal/External) and Growth and Development

Growth and Development		Locus of Control (Internal/External)
0.643**	Pearson Correlation	1
0.001	Significance Level	
50	Sample Size	50

****Correlation Significant at the ($\alpha = 0.01$) Level**

Based on Table (06), the Pearson correlation coefficient, which reached 0.64, indicates a moderate and positive correlation. This value is statistically significant at the $\alpha = 0.01$ level. Accordingly, the hypothesis can be accepted, and it can be stated that there is a statistically significant correlation between locus of control (internal/external) and development and growth among the participants. The confidence level for this result is 99%, with only a 1% probability of error.

This result reflects the association between locus of control and the development and growth dimension. It suggests that students who possess characteristics and beliefs associated with an internal locus of control tend to experience healthier developmental progress. This is manifested in their ability to persist in life tasks and continue their academic trajectory despite challenges, as well as in their capacity to adapt, regulate their responses positively, and avoid negative emotional impact. Such individuals develop their knowledge, skills, and capacities to overcome difficulties—attributes typical of those with an internal locus of control, who assume responsibility for their actions and outcomes.

They also demonstrate psychological mechanisms and defense strategies that enable them to cope effectively with difficulties, particularly as they are training to become future psychologists and counselors. Their specialization equips them with the ability to understand themselves, accept responsibility, and benefit from their academic training in ways that positively shape and refine their personal and professional growth.

3. Presentation and Discussion of the Second Sub-Hypothesis :

The second sub-hypothesis stated that there is a statistically significant correlation between locus of control (internal–external) and the self-efficacy dimension among third-year undergraduate students in the Department of Psychology. Following statistical analysis, the results were as follows:

Table(07): Correlation between Locus of Control (Internal/External) and Growth and Development

Growth and Development		Locus of Control (Internal/External)
0.406**	Pearson Correlation	1
0.001	Significance Level	
50	Sample Size	50

****Correlation Significant at the ($\alpha = 0.01$) Level**

Based on Table (07) above, and considering the Pearson correlation coefficient, which reached (0.40), it is observed that this value represents a moderate positive correlation. It is statistically significant at the alpha level ($\alpha = 0.01$). Therefore, the hypothesis can be accepted, indicating that there is a statistically significant correlational relationship between

locus of control (internal/external) and self-efficacy among the participants in the study sample. The degree of certainty for this result is (99%), with a (1%) probability of error.

This result reflects the true meaning of an internal locus of control, which is fully aligned with students' self-efficacy. An internal locus of control expresses the student's tendency to interpret situations and events based on personal agency, as well as their ability to seek solutions that allow them to confront challenges and persist in resolving them—whether in academic or personal contexts. It also reflects their perceived influence over the course of events and situations, in addition to their positive approach to difficulties and their ability to handle them without helplessness, by finding appropriate solutions through their personal capacities and defensive mechanisms. This is particularly salient among clinical psychology students, as their field of study shapes their personality, allowing them to develop self-confidence, strengthen their personal growth, and believe in their ability to succeed across domains without being constrained by external influences or beliefs that diminish their sense of responsibility.

4. Presentation and Discussion of the Third Sub-Hypothesis :

The second sub-hypothesis stated that there is a statistically significant correlational relationship between locus of control (internal–external) and optimism among second-year Master's students in the psychology department. After conducting the statistical analysis, the following results were obtained:

Table (08): The relationship between locus of control (internal–external) and the optimism dimension among a sample of Psychology Department students.

	Locus of Control (Internal/External)	Optimism
Pearson Correlation	1	0.53**
Significance Level	0.001	0.001
Sample Size	50	50

****Correlation Significant at the ($\alpha = 0.01$) Level**

Based on Table (08), and in view of the obtained Pearson correlation coefficient of 0.53, it is evident that the value represents a moderate positive correlation, which is statistically significant at the 0.01 ($\alpha = 0.01$) level. Therefore, the hypothesis can be accepted, indicating the presence of a statistically significant correlation between locus of control (internal/external) and optimism among the participants in the study sample. The confidence level in this finding is 99%, with only a 1% probability of error.

This result reflects the positive impact of ****locus of control—particularly an internal locus—****on students' sense of satisfaction, optimism, and sustained positive affect. Such internal orientation equips psychology students with the ability to flexibly overcome negative situations and to deal with them with greater positivity and adaptability, both academically and personally. They tend to perceive stressful or adverse situations as developmental experiences that enhance their character, enable them to cope effectively, and reinforce their sense of responsibility and accountability for their own actions.

Additionally, their academic specialization in clinical psychology contributes significantly to refining their psychological skills, deepening their understanding of human behavior, and equipping them with competencies that foster positive traits, strengthen self-confidence, support self-development, and ultimately enhance their emotional stability and balance.

Conclusion

The psychological dimension of the individual—particularly the university student—is of great importance, as it enables the student to navigate life by adopting strategies that promote

resilience and adjustment. Locus of control (internal/external) is among these key psychological constructs, as it shapes how individuals interpret events, manage situations, and understand the consequences of their behavior. This, in turn, influences multiple psychological outcomes, including psychological resilience.

The present study sought to examine the relationship between locus of control (internal/external) and psychological resilience among third-year clinical psychology students. The findings revealed the following:

- There is a significant relationship between locus of control (internal/external) and psychological resilience among third-year clinical psychology students.
- There is a significant relationship between locus of control (internal/external) and the growth and development dimension among third-year clinical psychology students.
- There is a significant relationship between locus of control (internal/external) and the self-efficacy dimension among third-year clinical psychology students.

Recommendations and Suggestions:

- Organizing psychological workshops and training sessions for students to enhance their motivation and strengthen their locus of control, enabling them to achieve psychological resilience.
- Enhancing students' awareness of psychological defense mechanisms, psychological strategies, and coping methods that help them build psychological resilience and work on developing themselves.
- Raising students' awareness of the importance of assuming responsibility and recognizing the consequences of their behaviors and actions, which contributes to strengthening their locus of control.
- Examining gender differences in locus of control and psychological resilience in future studies.
- Organizing academic workshops and scientific days to educate students on the impact of locus of control on mental health and academic performance.
- Activating university activities that develop decision-making skills, problem-solving abilities, and responsibility-taking among students.
- Establishing partnerships between the Psychology Department and university counseling centers to develop targeted developmental programs for students.
- Testing intervention programs aimed at enhancing optimism and psychological resilience, and evaluating their impact on locus of control.٥

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