IOSR Journal of Research & Method in Education (IOSR-JRME)
e- ISSN: 2320–7388,p-ISSN: 2320–737X Volume 8, Issue 4 Ver. II (Jul. – Aug. 2018), PP 72-76
www.iosrjournals.org

Predictive Value of Locus of Control on Academic Performance of Senior Secondary School Students In Sokoto Metropolis, Sokoto, Nigeria.

Dr. Abubakar Halima Sa'adiya, Abdulkadir, Abdulkarim Olatunji
Department of Educational Foundations, Faculty of Education & Extension Services Usmanu Danfodiyo University, Sokoto.
Department of Educational Foundations, Faculty of Education & Extension Services Usmanu Danfodiyo University, Sokoto.
Corresponding Author: Dr. Abubakar Halima Sa'adiya

Abstract: *This study investigated the relationship between locus of control and academic performance of senior secondary school students in Sokoto Metropolis. A correlational research design was adopted in this study. Purposive sampling procedure was used to select six Senior Secondary Schools in Sokoto Metropolis. In all, 346 students were selected using Krejcie and Morgan's table of determining sample size in a given population. Two set of instruments were used for data collection in this study namely: Adopted version of Tambawal Self-other Motivation Scale to measure the Students' Locus of Control and researcher designed Academic Performance Test (APT) which measured academic performance of students in English Language and Mathematics. Data were analyzed using Pearson Product Moment Correlation with the use of Statistical Package for Social Science (SPSS) version 20.0. The result showed that there was a positive but low relationship between internal locus of control and academic and also there was a positive but low relationship between external locus of control and academic performance. Based on these findings, it was recommended that Counsellors should assist the students in developing internal locus of control in order to improve their academic performance and to minimize the level of failure in both terminal and public examination.*

Date of Submission: 20-07-2018 Date of acceptance: 04-08-2018

I. Introduction

The academic performance of students remains an issue of great concern to educationist, stakeholders and researchers as it remains the means of distinguishing a successful student from unsuccessful ones. It is a means of assessing the extent to which learning has taken place in the students which is intended to improve the students' life and the nation at large. It becomes a major point of attraction as the performance level of the student in our senior secondary schools (ie Sokoto metropolis) is considered low not impressive. In the last three or four years, there has been a low and dwindling academic performance as the percentage of failure of our senior secondary school students is discouraging. In the year 2014, 7.12% of students failed from the total of 25,501 students that sat for the senior school certificate examination (SSCE). In 2015 and 2016, Sokoto state was one of the seven Northern states that took the bottom positions in the rankings involving the 36 states and Abuja. It came 30th with pass rate of less than 10 per cent (Sokoto State Ministry of Education, 2017). It is even more worrisome as the number of students that got weak passes that is; between 7.12% to 10% were high. Hence the academic performance is considered low. In an attempt to examine this issue, a vast array of variables have been identified as predictors of students academic performance. Researchers like (Bandura,1997; Gottfried, Fleming & Gottfried, 2001) have associated academic performance with variables like motivation, goal orientation and self-efficacy. Studies like (Ojo & Omoyemiju, 2014; Abdulkadir and Solomon, 2016) have concentrated on either the overall locus of control or internal locus of control as their variables of interest. However the predictive value of locus of control is not yet ascertained.

Locus of control is a concept in personality psychology referring to the extent to which individuals believe that they can control events that affect them. An understanding of the concept was developed by Treur, Fabian and Furedi (2001), and has since become an aspect of personality studies. A person's "locus" is conceptualized as either internal (the person believes he can control his life) or external (meaning, he believes that his decisions and issues of life are controlled by environmental factors which he cannot influence). Internal locus of control is relevant to the belief that events or outputs result from behaviour, efforts or a sustainable characteristics like ability (Stipek, 1993; Battle and Rotter, 1963). Individuals with internal locus of control believe that events in their life derive primarily from their own actions. For example, if a person with an internal locus of control does not perform as well as he wanted to in a test, he would blame it on lack of preparedness on

his part. If he performed well in a test, he would attribute this to his ability to study. On the contrary, external locus of control is relevant to the belief that events or outputs result from some factors outside the individual's control like luck, difficulty of the task, or behaviours of other people (Lefcourt, 1976; Rotter 1975; Hans, 2000). In the test-performance example, if a person with a high external locus of control does poorly in a test, he might attribute this to the difficulty of the test questions. If he performed well in it, he might think the teacher was lenient or that he was lucky.

Furthermore, individuals with external locus of control experience little emotional change in both situations (Mearns, 2006; Leung, 1989). Research also showed that an increased sense of personal control over the learning environment was found to be positively correlated with academic performance (Tambuwal, 2012). Empirical study has established that correlations exist between internal locus of control and academic performance. In terms of the nature and extent of the established relationships, it was found out that internal locus of control was negatively associated with academic performance while external locus of control was positively associated with academic performance (Tambuwal, 2012; Mustapha, 2016).

Statement of the Problem

The academic performance of senior secondary school students in Sokoto state is considerably poor. This remains a major concern as good academic performance determines the upward mobility of the students from one class to another as well as from secondary school to tertiary institutions. Moreso, it is a means of evaluating the extent to which learning has taken place in the students. Various factors have been adduced, however, available literature appear to be scanty on the variables of this study in Nigeria and Sokoto State in particular. Hence, the predictive value of locus of control on the academic performance of our senior secondary school students. In the light of this the following hypotheses were formulated to guide the study.

Research Hypotheses

1. There is no negative relationship between internal locus of control and academic performance.
2. There is no negative relationship between external locus of control and academic performance.

Significance of the Study

Academic performance is vital to learning and education programmes as it shows the success rate of the students in their chosen career. Moreover, upward mobility and certification of students can be ascertained by their good academic performance. Available literatures have shown the impact of locus of control on the academic performance of students in the Western world. However, little of such is known in Nigeria and Sokoto State in particular. This study is therefore designed to examine the predictive value of locus of control on the academic performance of senior secondary school students in Sokoto metropolis.

The findings of this study will furnish the school counsellors with adequate information on the predictive value of the independent variables on the academic performance of the students. Such will serve as guide when addressing the issue of poor academic performance of students by the counsellors.

II. Methodology

Research Design

This study is a correlation research design meant to establish the predictive value of locus of control on the academic performance of students. Pearson Product Moment Correlation was used to analyze the data of the study. The population of this study is made up of all students in public senior secondary schools in Sokoto metropolis. There are twenty two (22) public senior secondary schools in Sokoto metropolis, with total population of six thousand seven hundred and ninety-eight (8,798) students that constitute the population of the study. The study sample consisted of three thousand and Nine (3,431) SSII students from the six selected senior secondary schools in Sokoto metropolis. A purposive sampling was used in choosing the schools, this method was used because all the schools were located within Sokoto metropolis. Using Krejcie and Morgan (1970) table of determining sample size in a given population, 346 students' participants were selected. Proportionate random sampling technique was used to select the population sample for each school according to the strength of the population of each school.

Instrument

Tambawal (2001) Self-other Motivation Scale

The self-other motivation scale was originally developed by Omolaiye (1986) which was designed to find out the degree of confidence the individual student has in his own ability. The instrument seeks to measure the various ways the student explains what happens to him in life. For example, does he believe that he/she is full control of his/her life or that he/she lives only by the benevolence of some powerful others. Omolaiye self-other motivation scale has 14 paired items that is, 1-14 paired statements in the scale. One of each pair

statements relate to the role of the individual student relates to the role people play in the student's academic performance. The respondent is to choose which one of each pair of statements better describes his own feelings and situations. However, Tambawal (2001) modified and adapted the fourteen paired items of Omolaiye's and included modified Rotter's (1966) instrument beginning from 15-29. This addition was done to give more opportunity to tap information on many other issues or situations that were not included in Omolaiye's scale.

Validity of the Tambawal (2001) Self-other Motivation Scale

Tambawal (2001) exposed the instrument to test and measurement experts/reviewers of the various higher institutions in Sokoto, Kebbi, and Zamfara state to obtain an independent judgment to indicate the degree to which the test measured the purpose for which it was designed. At the end of the exercise the test items were adjudged to posses content validity. Thus, the current researcher adopted the validity.

Reliability of the Tambawal (2001) Self-other Motivation Scale

Tambawal (2001) used a population of 40 teachers from Abdu Gusau Polytechnic, Talata Mafara (Zamfara State) and Adamu Augie College of Education, Argungu (Kebbi State), a test-retest correlation was carried out with an interval of four weeks between the first and second administration of the instrument. With the use of Pearson Product Moment correlation coefficient formula, a reliability coefficient of 0.88 was obtained. This was considered to be good enough for use and therefore the current researcher accepted and adopted the instrument.

Score Interpretation of Tambawal (2001) Self-other Motivation Scale

The maximum score possible on the self-other scale is 29. This indicates that the higher the score, the higher the confidence the student has in his/her ability. Information obtained from both the normative and the validity samples indicates that the student who would need serious counseling is the one whose score is below 6.

Researcher Designed Test in English Language and Mathematics for Senior Secondary School II (SS II) students

The items for both English and Mathematics test were carefully chosen from the Sokoto State ministry of education end of term examination questions. The items were selected based on the syllabus of Mathematics and English for SS II students.

Validity of English Language and Mathematics Test

Both English language and Mathematics teachers who are examiners of WAEC, NECO and NABTEB and as well as teachers of the two subjects were given the test to peruse to ascertain their appropriateness for SSS II. Their independent judgment was considered to determine their face validity.

Reliability of English Language and Mathematics Test

To establish the reliability of the instrument, a test-re-test was carried out by the researcher. The test was administered to 20 students (4 weeks interval) on equivalent participant that are not part of the final sample. A reliability coefficient of 0.71 for English Language and 0.67 for Mathematics were obtained via Pearson Product Moment Correlation coefficient method.

Scoring of English Language and Mathematics Test

The performance test consist of 20 multiple choice questions and each question is followed by four options lettered a, b, c and d for respondents to choose for both subjects (English Language and Mathematics). The test has a total score of 40 marks.

Hypotheses Testing

Hypothesis 1: There is no significant relationship between internal locus of control and academic performance of senior secondary school students.

Table 1: Relationship between internal locus of control and academic performance(N= 346)

Variables	N	Mean	Std. Deviation	r-Cal	P-value	Decision
Internal Locus of Control	346	58.28	19.819	.201	.039	Significant
Academic Performance	346	17.49	11.371			

From the above table 1, it can be seen that the relationship between internal locus of control and academic performance has a calculated r-value of .201. Thus, the hypothesis is rejected. This indicates that there is significant relationship between internal locus of control and academic performance of senior secondary school students in Sokoto State because the p-value is less than .05 level of significance. Therefore, hypothesis

which states there is no significant relationship between internal locus of control and academic performance of senior secondary school students in Sokoto state was rejected.

Hypothesis 2: There is no significant relationship between external locus of control and academic performance of senior secondary school students.

Table 2: Relationship between external locus of control and academic performance(N= 346)

Variables	N	Mean	Std. Deviation	r-Cal	P-value	Decision
External Locus of Control	346	58.93	12.108	.246	.000	Significant
Academic Performance	346	17.49	5.834			

From the result of table 2 above it can be seen that relationship between parental expectation and academic performance has a higher calculated r-value of 0.246. Thus, the hypothesis is rejected. This indicates that there is significant relationship between parental expectations and academic performance of senior secondary school students in Sokoto state because the p-value is less than the .05 level of significance. Therefore, the hypothesis which states there is no significant relationship between parental expectations and academic performance of senior secondary school students in Sokoto State is rejected.

III. Discussion

As revealed in the results, there was a significant positive relationship between internal locus of control and academic performance of senior secondary school students in Sokoto State. By the positive nature of relationship, there is direct or linear association between the academic performance and internal locus of control. This implies that students with higher level of internal locus of control would be more likely to perform better academically. It means that the more the students believe that they can control their academic life within themselves by spending greater number of their time on their books at the expense of other extra-curricular activities, the higher their tendency to perform excellently academically. This finding is in line with the previous studies (Magaji, 2010; Ojo & Omoyemiju, 2014) who found significant relationship between the two variables and reported that when students have internal locus of control they will perform better academically as a result of their belief that hard work lead to success. It also implies that the better the performance of a student in school work the more internally controlled the students are, the better their academic performance. This finding is unexpected because it was assumed by the researcher that internal locus of control is significantly related to academic performance of students. This could be that internal locus of control of students might not be an important determinant of students' academic performance.

The result also showed that there was a significant positive relationship between external locus of control and academic performance of senior secondary school students in Sokoto State, even though the relationship was low. This implies that environmental factors could shape the life of the student in external situation. Mearns (2006) and Leung (1989) reported that students with external locus of control experience little emotional change in both situations. The finding of Leung (1989) was also buttressed by the finding of this study that an increased sense of personal control over learning environment was found to be positively correlated with successful academic performance. Students with external locus of control believe that variables such as powerful others or chance have control over their lives. Thus they may be less successful in controlling their academic performance and they may have problem of good study habit which may also lead to low academic performance.

IV. Conclusion

This study concluded that linear relationship exists between internal locus of control and academic performance of senior secondary school students. Hence, students with higher level of internal locus of control would be more likely to perform better academically. The finding equally concluded that there was a significant positive relationship between external locus of control and academic performance of senior secondary school students in Sokoto State, even though the relationship was low. This implies that environmental factors could shape the life of the student in external situation.

Recommendations

In view of the above findings, it is recommended that:-

1. Teachers and counsellors should help boost students' internal locus of control. To achieve this, student's may need to be taught how to individually develop their internal locus of control, learning strategies, plan their goals, and how they plan to achieve those goals with timeline and the expected outcome and also students must realize that hard work is key to success and one's attitude determines one's success since it is found positive and significantly related.

2. Counsellors should assist the students in developing internal locus of control in order to improve their academic performance and to minimize the level of failure in both terminal and public examination.

References

[1]. Abdulkadir, A. O., & Solomon, B. T. (2016). Relationship between internal locus of control and academic performance among students of federal government colleges in Sokoto state. A paper presented during the 3rd Annual conference organized by Faculty of Education and Extension Services. Usmanu Danfodiyo University, Sokoto.
[2]. Bandura, A. (1997). Self efficacy. Harvard mental health letter, 13 (9), 4-7.
[3]. Battle, E. S., & Rotter, J. B. (1963). Children's feeling of personal control as related to social and ethnic group. Journal of Personality, 3(1).
[4]. Gottfried, A. E., Fleming, J. S., & Gottfried, A. W. (2001). Continuity of academic intrinsic motivation from childhood through late adolescence: A longitudinal study. Journal of Educational Psychology, 93(1), 3-14.
[5]. Hans, T. (2000). A meta-analysis of the effects of adventure programming on locus of control. Journal of Contemporary Psychotherapy, 30(1), 33-60.
[6]. Krejcie, R.V & Morgan, D.W. (1970). Table for determining sample size for research ctivities.
[7]. Lefcourt, H. M. (1976). Locus of control: Current trends in theory and research. New Jersey; Lawrence Erlbaum.
[8]. Leung, L. (1989). Understanding human computer communication: An examination of two interface modes, Doctoral dissertation, University of Texas, Austin.
[9]. Magaji, S.H. (2010). Relationship among Locus of Control, Personality and Academicachievement of Secondary School Students in Sokoto Metropolis. Unpublished M.Ed. dissertation submitted to Usmanu Danfodiyo University, Sokoto.
[10]. Mearns, J. (2006). The social learning theory of Julian Rotter. In D. P. Crowne (Ed.), Personality theory. New York; Oxford University Press.
[11]. Mustapha, F. (2016). Locus of control, self-concept and socio-economic status as correlates of students academic performance in Sokoto metropolis. M.Ed. dissertation, Usmanu Danfodiyo University, Sokoto.
[12]. Ojo, O. O., & Omoyemiju, M. A. (2014). Relationship between internet addiction and academic locus of control of students in a selected university in Nigeria: Counselling implications, The counsellor, 33(1), 126-140.
[13]. Rotter, J. B. (1975). Some problems and misconceptions related to the construct of internal versus external control of reinforcement. Journal of Consulting and Clinical Psychology, 43, 56-67.
[14]. Stipek, D. J. (1993). Motivation to learn: From theory to practice. Englewood Cliffs, NJ; Prentice-Hall.
[15]. Tambawal, A.B. (2012). Locus of control and attitude to school as correlates of academic performance of secondary school students' of Sokoto State. Unpublished M.Ed dissertation, Usmanu Danfodiyo University Sokoto.
[16]. Tambawal, M.U. (2001). Relationships among Self-concept, Self other motivation and Career Maturity of teachers in tertiary Institution in Sokoto State. Ph.D. Thesis, Usmanu DanfodiyoUniversity, Sokoto.
[17]. Treur, T., Fabian, Z., & Furedi, J. (2001). Internet addiction associated with features of impulse control disorder: Journal of Affective Disorder, 1, 17-24.

Dr. Abubakar Halima Sa'adiya. "Predictive Value of Locus of Control on Academic Performance of Senior Secondary School Students In Sokoto Metropolis, Sokoto, Nigeria.." IOSR Journal of Research & Method in Education (IOSR-JRME) , vol. 8, no. 4, 2018, pp. 72-76.