

Academic Self-Efficacy As A Predictor Of Academic Locus Of Control Among Secondary School Students In Kenya

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Abstract: Studies that have been conducted on locus of control have demonstrated that there is a significant relationship between locus of control and academic achievement. The below average academic achievement witnessed among the majority of the secondary school students in Matinyani Sub-County may be attributed to the students' academic locus of control among other factors. In Kenya, little has been done on the predictors of academic locus of control. This study examined academic self-efficacy as a predictor of academic locus of control. The study was guided by Social learning theory. The study used Ex-Post-Facto research design. The respondents were 291, that is, 157 boys and 134 girls picked from 10 schools. Stratified Sampling technique was used group the schools in the Sub-County into four categories. Purposive Sampling was used to pick the ten schools from which the respondents were drawn from and finally simple random sampling was used to select a sample of 291 students from the ten schools. The respondents filled academic self-efficacy scale. Data analysis was done using Statistical Package for Social Sciences (SPSS) and null hypotheses were tested using Pearson moment correlation and multiple regression analysis. Findings indicated that, there existed a positive and significant relationship between the students' academic self-efficacy and their internal academic locus of control ($r(289) = 0.04, p < .05$). Since academic self-efficacy was found to have a positive and significant relationship with the students' internal locus of control, the researcher recommended that it may be of use to conduct the same study on primary school pupils and even students in colleges and in the universities.

Keywords: Academic Self-efficacy, Academic locus of control

I. BACKGROUND

According to Rotter, (1954) locus of control can be explained as a factor consisting of person's life history which encompasses learning experiences and the environment. There are divergent views on origin of locus of control among people. Some people see it as an inborn quality which forms a proportion of one's personality while others view it as a human characteristic which is shaped by one's experiences in the environment and interaction that a child interacts with other people such as parents. Children who grow up in supportive environments whereby their parents encourage them to be independent, have increased interaction which result to development of better locus of control. People's locus of control can either be internally oriented or externally oriented. Rotter (1954) posits that one's orientation is always

changeable. It can be changed by altering a person's environment or changing the way a person thinks. In a school setting, a learner can be internally oriented or externally oriented towards academics. Abbas (2018), defines academic locus of control as the learner's attribution of the cause of his/her academic achievement; that is, whether the learner performs with efforts from within oneself or the learner's performance is attributed and controlled by factors outside the learner which the learner is unable to control. Studies done have found that academic locus of control influences learning in secondary schools and consequently determines how learners achieve in academics (Ahaman, 2016 & Kader, 2014). It is in this light that the current study examines predictors of academic locus of control of learners in Matinyani Sub - County secondary schools where performance in National Examination has been skewed towards lower grade according

to 2015, 2016, 2017 and 2018 examination statistics. Academic locus of control relates to a variety of psychological variables which include but not limited to self-efficacy, motivation and self-esteem of the learners.

Academic self-efficacy is a firm belief and self-confidence held by the learner that he/she is able to achieve the set academic goals and can perform specific academic tasks with ease. (Vituli, 2016). Learners' self-efficacy can be in three dimensions; some learners have high academic self-efficacy while others have average and low academic self-efficacy. The three dimensions of academic self-efficacy have an effect on a learners' academic achievement. Hill, (2016) observed that academic self-efficacy determined learners' performance and success in some university courses. Further, the three levels of academic self-efficacy, that is, high, average and low academic se are related to academic locus of control as proved by evidence from studies done in Pennyslvania, United States of America (USA) and Germany (Vituli, 2016; Almy, 2018 & Schimdt, Kammermeyer, Roux, Theisen & Weber, 2018). The findings of these studies reported that respondents' self-efficacy positively and significantly relates to their locus of control. In African context, studies conducted in Nigeria and South Africa had similar findings (Ogundokun, 2015 & Walter, 2016). A study done in Nyamira County in Kenya also reported to have found existence of a relationship between the two variables (Onkundi, 2014).

In Kenya, limited research exists on academic locus of control. Most of the available studies were done in developed countries where participants may have had other experiences that may have influence on their locus of control. For example, parents' level of education and school climate may influence a learner's locus of control. Secondly, most of the studies were done on university students and employees who may have different views on their abilities to succeed as opposed to secondary school students. Furthermore, with reference to Kitui county, consistent low performance has been noted in Kenya Certificate of Secondary Education (KCSE) from 2015 to 2018. This has been an area of interest to both the educational stakeholders and the students. As per 2015, 2016, 2017 and 2018 KCSE examination analysis, amongst the total candidates who sat for the examination these years respectively, only 18% who got a mean grade of B-(minus) and above. Secondly, the analysis also indicates that toppportunity to join Higher Educational Institutions. Since locus of control has been noted as a determiner of a learner's academic achievement in studies done in other countries such as Iran, USA and Nigeria, it's important to carry out a study on how different variables predict academic locus of control among learners in a Kenyan setting. Therefore, this study looks at predictors of academic locus of control among form three students in Matinyani Sub -County, Kitui County.

PURPOSE OF THE STUDY

This study seeks to determine the extent to which academic locus of control is predicted by academic self-efficacy.

OBJECTIVES AND HYPOTHESIS OF THE STUDY

The study sought to establish how academic self- efficacy relates to academic locus of control.

The study was guided by the following hypothesis:

H_{a1}: There is a significant relationship between students' academic self-efficacy and their locus of control.

THEORETICAL FRAMEWORK

This study was guided by social learning theory proposed by Rotter in 1954. According to this theory, locus of control is the people's attributions as to what causes their success or failure in an activity. Some people believe that they succeed out of their own efforts and initiatives while other people believe that their success or failure is contributed by external factors which are beyond their control. One major tenet of this theory is that a person's personality is a result of that person's interaction with the environment and that personality and environment are inseparable components.

Locus of control is a personal factor which comes out through learning experiences and interaction with environment. People have varied locus of control orientation. Whereas some are internally oriented in their locus of control, others are externally oriented. Individuals who are internally oriented in their locus of control have internal drives and always are responsible for their success or failures. They see their success or failure as determined by themselves. Therefore, they always put a lot of effort to ensure that they succeed in their activities. In a school setting, internally oriented learners are committed to their success and take learning initiatives to ensure that they succeed in academics.

Contrary to this, externally oriented individuals attribute their success or failure to factors which are beyond their control. Examples of external factors which they peg their success or failure on are luck, powerful others and chance. These factors are the determinants of their success or failure in an activity. Such people take little or no responsibility towards seeking achievement of any task. Learners with this orientation may not work hard in academics.

According to Rotter, locus of control is a changeable trait. Changing a person's thought patterns and altering the environment where an individual is based on automatically changes the person's locus of control. Therefore, a learner's locus of control orientation can be changed by the school environment.

II. REVIEW OF THE RELATED LITERATURE

Maizam et al. (2016) did a study to establish how self-efficacy relates to academic locus of control. The participants were students from two public technical universities in Malaysia, Asia. The sample size was 410 first year students but those who completed the questionnaire were 360. Out of the 360 participants, 185 were males while 175 were female. The researchers used a correlational research design. It was realized that female engineering students have high self-efficacy and extrinsic locus of control as compared to male students pursuing engineering who are intrinsically oriented.

This study was done in a university setting whereby the results may have been influenced by the advanced level of education of the students. The current study was done in a secondary school setting. Further, the study used correlational research design which does not allow manipulation of variables. The present study used ex-post -facto research design.

Malikeh, (2015) investigated how learners' locus of control related to their beliefs regarding their self-efficacy. The target population was 534 members of staff in Yazd Central University in Iran. The sample size was 220 participants who consisted of 94 men and 126 women. Out of these 220 participants, 186 were married while 34 were single. The participants' ages were as follows: 57 were below 30 years, 97 were between 31 and 40 years and 66 were above 41 years. The education level of the participants ranged from primary school certificate to doctoral level whereby 31 had attained primary school certificate, 21 had attained diploma level, 116 had attained licence level, 42 had attained master's level and 10 had attained doctoral level. Data were collected using an adapted questionnaire. After hypotheses testing, the results indicated that the two variables related positively. This study targeted respondents with different levels of education varying from school primary certificate level to doctoral level. The current study focused on participants with the same level of education.

Onu, Asongwa and Obetta, (2016) studied whether locus of control correlates to self-efficacy. 250 participants who had graduated from a university having pursued agriculture related courses were sampled. These graduates were picked from five states which are located in the south eastern region of Nigeria. From each state 50 respondents were purposively sampled. Data were collected using three self-developed questionnaires. The results of the study were analyzed using F-test and Analysis of variance. This study had some limitations. Purposive sampling used is subject to biasness of the researcher. In addition, self-developed questionnaires may not be reliable. In the current study, the participants were randomly sampled and already existing standardized tools were adapted for data collection.

Onkundi, (2014) did a study on how students' locus of control, self-efficacy and academic achievement are related. A sample of 150 students from Nyamira County secondary schools participated in the study. The findings revealed existence of a positive relationship between self-efficacy and locus of control. The study was guided by Attribution theory to explain locus of control and a correlational research design was used. The present study was guided by the Social Learning Theory by Rotter (1954) to explain locus of control. Therefore, given that the present study was guided by a different theory and a different methodology was used to collect data, a similar study needed to be done to determine whether similar results will be obtained.

III. METHODOLOGY

An ex-post-facto research design was used. The design is suitable in situations where manipulation of independent variables is impossible (Cohen, Lawrence & Keith, 2003). This research design is divided into two models; there is the

correlational causal model and criterion group model. The correlational causal research design was considered appropriate in this study because the study seeks to relate variables and determine the extent to which the predictor variable predicts the criterion variable.

LOCALE OF THE STUDY

This study was done at Matinyani Sub-County, Kitui County. The KCSE performance in Matinyani Sub-County has been consistently low compared to the students' performance in the other Sub-Counties in Kitui County. From 2015 to 2018, Matinyani Sub-County has been posting low KCSE mean score compared to the other Sub-Counties in the County. This necessitated the choice of the location of this study so as to establish whether academic locus of control which influences academic performance is evident in learners in this Sub-County. The targeted population in this study was 1250 (157 boys and 134 girls) from three secondary school students.

SAMPLING TECHNIQUES

The researcher used stratified sampling to group the schools in the Sub-County into four categories on the basis of gender and whether a school is day or boarding. Purposive sampling was employed in picking ten schools which represented 56% of the total schools in Matinyani Sub-County, from which respondents were drawn from. A sample of 291 (157 boys and 134 girls) students was randomly picked from the ten schools.

IV. RESEARCH INSTRUMENTS

RESEARCH INSTRUMENT

One research tool was used in this study.

QUESTIONNAIRE

Data were collected using a questionnaire which had three sections. Section A contained instructions and the respondents' background information which consisted of the respondents' gender, age, type of the school and the school category. Section B is the adapted scale on academic self-efficacy while Section C is the adapted scale on Academic Locus of Control. Full description of the scales is given below.

ACADEMIC SELF-EFFICACY SCALE

This scale was authored by Gafoor and Ashraf (2006). The scale has 40 items which measure various dimensions of academic self-efficacy. The target group for the scale is secondary school students. Items rating is on five-point Likert scale as follows: Exactly true, Nearly true, Neutral, Nearly false and Exactly false. Experts were employed to examine that the scale has content validity. The tested split half reliability of the scale is .90 (N=370). During scoring, positive statements are scored as follows: *Exactly true=5, Nearly true=4, Neutral=3, Nearly False=2 and Exactly False=1.*

Reverse coding is done on all statements which are negative before scoring.

ACADEMIC LOCUS OF CONTROL SCALE

This scale was authored by Trice (1985). The target population of the scale is university students. Therefore, the scale will be adapted and modified to suit secondary school students. The scale has 28 items whose answers are either true or false. This scale requires 20 minutes for administration. The scale's internal consistency reliability was established to be .70. During scoring, true is assigned one point while false is assigned zero points. The student's score ranges between zero and 28. Scores ranging 0-13 indicate presence of internal locus of control whereas scores ranging 14-28 is an indication of presence of external locus of control.

DATA COLLECTION

Research authorization was sought from Graduate School of Kenyatta University. Afterward a permit to conduct research was sought from National Council for Science, Technology and Innovation (NACOSTI). After obtaining the research permits the researcher notified the Sub-County Director of Education in Matinyani Sub-County of the intention to do the research within the Sub-County. Later the principals of the sampled schools were contacted in order to get the permission to conduct the research in their schools. Consent of the respondents was sought by briefing them on the objectives of the study and also signing the consent forms. The researcher requested the teachers who were within the institutions to help in administering the questionnaires. The respondents were given one 45 minutes to fill the three sections of the questionnaire. Collection of the filled questionnaire was done at the end of the section and students were thanked for participating in the study.

DATA ANALYSIS

After the data collection, coding of the data for statistical analysis using the Statistical package for Social Science (SPSS), Version 21 was done. Descriptive and inferential statistics were used to analyze the data. To report the demographic information of the respondents, descriptive statistical procedures were used while to test the hypotheses of the study, inferential statistical procedures were used.

V. FINDINGS

GENERAL INFORMATION

From Table 1, it is observed that the sampled schools were 10 public secondary schools with a total of 291 respondents who participated in the study. It is also observed from the same Table 1, that the return rate for the respondents' questionnaires was 100% (291) that is, 157 males and 134 females.

Type of school	Sample size Schools	Return rate			
		Students		Students	
		Boys	Girls	Boys	Girls
Boys boarding	3	32	-	32	-
Girls boarding	1	-	22	-	22
Mixed boarding	3	50	41	50	41
Mixed day	3	75	71	75	71
Sub-total		157	134	157	134
	10	291		291(100)	

Source: Matinyani Sub-county Office of Education

Note (%) percentage

Table 1: Respondents Return Rate

A summary of the distribution of the respondents giving the the gender and school category is given in Table 2

		School category				Total
		Boys boarding	Girls boarding	Mixed boarding	Mixed day	
Gender	Male	32(11)	0	52(18)	73(25)	157(54)
	Female	0	22(8)	39(13)	73(25)	134(46)
Total		32(11)	22(8)	91(31)	146(50)	291(100)

Source: Matinyani Sub-county Office of Education

Note () percentage

Table 2: Gender and School Category

The data in Table 2, show that majority of the respondents were from mixed day schools (50%) while the least were from girls boarding (8%). The mixed boarding category had the second largest number of respondents (31%) compared to the boys boarding category (11%). Overall, male respondents were the majority representing 54 percent of the respondents while females were 46 percent.

AGE OF THE RESPONDENTS

The data collected on the respondents' age was analyzed and the findings presented in Table 3

	N	Mean	Std deviation
Females		17.22	0.89
Males		17.36	1.12
Male and Female		17.33	1.02
Mode			17.00
Range			7.00
Range			7.00
Minimum			14.00
Maximum			21.00

Source: Respondents Questionnaires

Table 3: Description of the Respondents age in years

The minimum and maximum age of the respondents was 14 and 21 respectively giving a range of 7. The male respondents had a higher mean age of 17.36 (SD=1.12) compared to the female respondents who had a mean age of 17.22 (SD=0.89). modal age was 17. The combined mean age was 17.33 (SD=1.02).

DESCRIPTION OF THE RESPONDENTS' ACADEMIC SELF-EFFICACY SCORES

The participants' total academic self-efficacy scores were analyzed to get the range, mean, standard deviation, skewness and kurtosis. The results were presented in Table 4

N	Valid	291
	Missing	0
Mean		133.16
Std deviation		12.50
Skewness		.335
Kurtosis		.925
Range		81.00
Minimum		99.00
Maximum		180

Source: Respondents Questionnaires

Table 4: Description of the Academic Self- efficacy scores

The minimum and maximum score was 99 and 180 respectively, giving a range of 81. The mean score was 133.16 (SD=12.50) meaning that most of the respondents had moderate academic self-efficacy. The coefficient of skewness was 0.36 meaning that many participants rated themselves lowly on this scale. The Kurtosis was found to be 0.93 which indicated that the distribution was leptokurtic meaning that many values concentrated around the mean.

RESPONDENTS LEVEL OF ACADEMIC SELF-EFFICACY

The academic self-efficacy scores for the participants were used to further classify the participations as having low, moderate and high level of academic self-efficacy. The results are given in Table 5.

Level	Frequency	Percent
Low	0	0
Moderate	284	97.6
High	7	2.4
Total	291	100

Source: Respondents Questionnaires

Table 5: Levels of Academic Self-efficacy

The cut off scores for low, moderate and high were 40 to 80, 81 to 159 and 160-200 respectively. It is observed from Table 4.5 that the majority of the respondents 284 (97.6%) were rated has having a moderate level of academic self-efficacy while 7 (2.4%) were rated as having a high level and none were classified as having low level of academic self-efficacy.

DESCRIPTIVE STATISTICS FOR ACADEMIC LOCUS OF CONTROL

In this section, the researcher presents the descriptive analysis of the participants' academic locus of control

N	Valid	291
	Missing	0
Mean		15.4
Mode		16
Std deviation		3.34
Skewness		.35
Kurtosis		-.39
Range		16
Minimum		3
Maximum		19

Source: Respondents Questionnaires

Table 6: Description of Locus of Control Scores

The mean score which was found to be 15.4 (SD=3.34) meant that most of the respondents were found to have

external locus of control. The coefficient of the skewness was 0.35 meaning that many of the respondents rated themselves low in this scale. The kurtosis was found to be 0.19 which indicated a distribution with many values concentrated around the mean.

RESPONDENTS LOCUS OF CONTROL ORIENTATION

The respondents' locus of control scores were further analyzed to determine the locus control orientation with cut off scores of 0-13 and 14-28 for internal and external locus of control orientation respectively. The findings are given in Table 7

	Levels	Frequency	Percent
Valid	External	237	81.4
	Internal	54	18.6
	Total	291	100%

Source: Respondents Questionnaires

Table 7: Orientation of the Respondents Locus of Control

It is observed from Table 7 that respondents with external locus of control had a higher percentage (81.4) compared to the respondents with internal locus of control (18.6). In line with the first objective of the study, the researcher sought to find out the mean differences in academic self-efficacy scores between participants with internal and external locus of control orientation. The results were presented in Table 8

	Levels of Locus of Control	N	Mean	SD	Std Error mean
Academic self-efficacy total score	External	237	132.65	12.26	1.82
	Internal	54	135.41	13.36	.80

Source: Respondents Questionnaires

Note. N – Sample size; SD- Standard deviation

Table 8: Mean score for Academic Self-Efficacy given the Locus of Control Orientation

The findings indicated that majority of the respondents, 237 out of the sample of 291 were found to have external academic locus of control orientation while only 54 respondents were found to have internal academic locus of control. It is also observed from Table 4.8 that respondents with internal locus of control had a higher mean 135.41 (SD=13.36) compared to those with external locus of control orientation 132.65 (SD=12.26)

HYPOTHESIS TESTING

For the researcher to determine the relationship between academic self-efficacy and academic locus of control, the following null hypothesis was advanced:

H₀₁: There is no significant relationship between academic self-efficacy and academic locus of control.

To test this hypothesis, the data was subjected to a bivariate correlation analysis using the Pearson's product moment correlation coefficient. The results are shown in Table 9.

		Academic Self Efficacy Total Score	LOCSUM
Academic Self-Efficacy Total Score	Pearson correlation	1	.567**
	Sig. (2-tailed)	291	.004
	N	291	291
LOCSUM	Pearson correlation	.567**	1
	Sig. (2-tailed)	291	.004
	N	291	291

Source: Respondents Questionnaires

Correlation is significant at 0.01 level (2-tailed) Note: LOCSUM-Locus of Control Sum

Table 9: Pearson r for Academic Self-efficacy and Locus of Control scores

The findings showed that there is a positive and a significant relationship between academic self-efficacy scores and academic locus of control scores as shown in Table 9. The obtained Pearson r value was ($r(289) = .567, p < .05$). Therefore, the null hypothesis was rejected. Rejection of the null hypothesis which stated that, there is no significant relationship between academic self-efficacy and academic locus of control means that students with high scores in academic self-efficacy were found to have high scores in academic locus of control. Having obtained these results, it was interesting to do further analysis to determine the relationship that existed between academic self-efficacy and the different categories of academic locus of control. The results were given in Table 10

Levels of locus of control		LOCUSMT	Academic Self-Efficacy Total score
Internal Locus of control	LOCUSMT	Pearson	1
		Correlation	.048**
		Sig. (2-tailed)	.04
		N	54
	Academic Self-Efficacy Total score	Pearson	.048**
		Correlation	.004
External Locus of control	LOCUSMT	Pearson	1
		Correlation	.07
		Sig. (2-tailed)	.91
		N	237
	Academic Self-Efficacy Total score	Pearson	.07
		Correlation	.91
	Sig. (2-tailed)	.91	
	N	237	

Source: Respondents Questionnaires

** Correlation is significant at the 0.01 level (2-tailed).

Table 10: Correlations between academic self-efficacy and levels of academic locus of control

According to Table 4.10, it is observed that there is a significant and positive relationship between respondents academic self-efficacy scores and their internal academic locus of control orientation ($r(289) = 0.04, p < .05$). These findings indicate that respondents with high scores in academic self-efficacy, were found to have high scores in

internal academic locus of control orientation. On the other hand, academic self-efficacy scores were positively and not significantly related to external academic locus of control orientation ($r(289) = 0.07, p > 0.05$) These findings may be used to explain the secondary school students performance in Matinyani Sub-county, where majority of Students were found to have poor academic performance which can be associated to the fact that they were found to have external locus of control orientation. This view is supported by kutanis, Mesci & Ovdur, (2016) who stated that external locus of control orientation is associated with below average academic performance.

From the findings obtained in Table 4.10 it was expected that students with internal locus of control orientation would have a higher mean score in academic self-efficacy compared to students with external academic locus of control. To confirm this assumption, the researcher carried further analysis using t-test to establish whether there was significant mean difference in academic self-efficacy scores given the respondents academic locus of control orientation. The results were presented in Table 4.11

		t-test for equality of means		
		T	Df	Sig.(2-tailed)
Academic self-efficacy total score	Equal variances assumed	-1.39	289	.04
	Equal variances not assumed	-1.39	74.67	.07

Source: Respondents Questionnaires

Table 11: Independent samples t-test

It is observed from Table 11 that, there is a significant mean difference between the means of respondents with internal and external academic locus of control. The obtained t value was ($t = -1.39, df = 289, p < 0.05$) and the mean difference was in favor of those with internal academic locus of control. In support of these findings, most of the students in Matinyani sub-county were found to have external academic locus of control which may be used to infer the reason for their poor academic performance in school examinations.

VI. DISCUSSION OF THE RESULTS

The findings of this study supported those of an earlier study done by Onkundi (2014), which revealed that there existed a positive relationship between self-efficacy and students' locus of control. The sample used in the earlier study was similar to the sample used in the current study. This shows that irrespective of the different study locations, academic self-efficacy was found to be positively correlated to the students' academic locus of control.

The findings of the current study also supported those of earlier studies done by Maizam, Zainal and Mohd (2016) and Onu, Asongwa and Obetta (2016) which reported that the respondents' academic self-efficacy was positively correlated to their academic locus of control. The samples used in the two studies were drawn from university students while the sample used in the current study consisted of secondary school students. This implied that irrespective of the level of education of the respondents, academic self-efficacy was found to have a positive significant correlation with academic

locus of control. Another study done by Ashagi and Malikeh (2015) had findings that were supported by the findings of the current study. Both findings indicated that self-efficacy is positively correlated to locus of control. Thus, the findings proved that irrespective of the cultural differences and different study locations self-efficacy was found to be positively correlated to academic locus of control.

As indicated in Table 5, majority of the respondents were found to have moderate level of academic self-efficacy which was found to be positively correlated with external academic locus of control (Table 10). From the findings, the problem of below average academic performance in most secondary schools in the locale of this study may be attributed to moderate level of academic self-efficacy and external academic locus of control. Past research work on moderate level of academic self-efficacy and external academic locus of control show that, low and moderate level of academic self-efficacy predict below average academic performance (Malikeh, 2015). Therefore, the problem of below average academic performance in Matinyani Sub-county may be associated with their level of academic self-efficacy and academic locus of control orientation.

VII. CONCLUSION

The first objective was to find out how academic self-efficacy relates to academic locus of control. Verifiable evidence for the presence of the significant and positive relationship between the students' academic self-efficacy and the students' academic locus of control was found. Further analysis showed that there was significant and positive relationship between respondents' academic self-efficacy scores and their internal academic locus of control orientation. The respondents' external academic locus of control orientation was positively but not significantly related to their academic self-efficacy scores. A t-test was done and it was established that there was a significant mean difference in academic self-efficacy scores of the respondents with regard to their academic locus of control orientation ($t = -3.90$, $df = 289$, $p < 0.05$). The mean difference was in favor of those with internal locus of control orientation.

VIII. RECOMMENDATIONS

The following recommendations for policy and further research were made based on findings of the study:

POLICY RECOMMENDATIONS

- ✓ Considering that academic self-efficacy, was found to have a significant predictive power on internal academic locus of control which is associated with above average academic performance, teachers should provide stimulating learning environment to foster the development of this construct among students to enhance the quality of the learning outcomes.
- ✓ Capacity development for teachers such as in-service and pre-service teacher education should be enhanced so that

teachers can learn on how to foster students' academic self-efficacy for a better academic performance.

RECOMMENDATIONS FOR FURTHER RESEARCH

The following areas of concern can be considered for further research:

- ✓ The findings of this study have established that academic self-efficacy has a significant predictive value on internal academic locus of control which is associated with above average academic performance. Consequently, a follow up study should be conducted with a purpose of developing a predictive model taking into consideration moderating variables such as sex of the respondents.
- ✓ Another issue of concern is that the data in this study was collected using a questionnaire which the respondents may find it hard to convey feelings and emotions. It could be of importance for future researchers to do the same study and use a data that is collected using more methods of data collection including and not limited to interviews, case study and focus group discussion.

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APPENDIX A: QUESTIONNAIRE FOR STUDENTS

SECTION A: INSTRUCTIONS AND BACKGROUND INFORMATION

INSTRUCTIONS

This questionnaire is not an examination. There are no correct and incorrect responses. Kindly respond to all the items to the best of your knowledge. The duration of time given to complete the whole questionnaire is one and half hours.

BACKGROUND INFORMATION

1. Name of the school.....
2. Category of the school
 - Boys only boarding ()
 - Girls only boarding ()
 - Mixed boarding school ()
 - Mixed day school ()
3. Gender
 - Male ()
 - Female ()
4. Ageyears.

SECTION B: ACADEMIC SELF-EFFICACY SCALE - (ENGLISH VERSION)

DIRECTIONS

For each statement, mark the extent to which it is true about you.

Example

SLNO	Exactly True	Nearly True	Neutral	Nearly False	Exactly False
6. I am unable to efficiently manage my study time.		X			

STATEMENT	Exactly True	Nearly True	Neutral	Nearly False	Exactly False
1. I competently learn all subjects					
2. I am unable to study and comprehend my textbooks well					
3. I believe that am fast in picking points from what I study					
4. I believe I don't have ability to keep things in memory					
5. I am able to do my projects well					
6. I am unable to efficiently manage my study time					
7. I plan how teachers will help me in learning					
8. I have a problem in locating study materials					
9. I am able to plan for peer assistance to my learning when necessary					
10. I don't aim high in studies					
11. Sometimes I find solutions to problems I encounter in my study					
12. I have difficulties expressing ideas in examinations					
13. I have a problem in reading and					

understanding textbooks in English language.					
14. During examinations, I am able to remember the content I learnt.					
15. Sometimes I don't understand the content of what I study.					
16. When assisted through teaching, I can prepare neat class notes					
17. When there are sundry chores, I don't get time for learning					
18. I organise to get reading materials from relatives and neighbours.					
19. I am confident that my few friends can assist me in studies					
20. When teachers doubt my abilities, I am unable to show my abilities in class.					
21. I can achieve my objectives in learning					
22. Answering essay questions appropriately is difficult to me.					
23. I have weakness of understanding when a teacher is teaching in class.					
24. I am able to acquire reading skills needed when learning different subjects.					
25. After reading new ideas, I am able to reconnect them to my previous learnt knowledge.					
26. I make use of library for my studies					
27. I do not do assignments on time.					
28. I always compensate any time I lose through missing classes					
29. I have not established a good relationship with my teachers.					
30. I have surety of doing well in competitive examinations.					
31. I have problems in tackling problems I encounter in my study					
32. I maintain calmness					

in examination period because I am aware of my abilities to learn.					
33. I do all homework on my own without relying on references					
34. I am able to manage situations which disturb my studies					
35. I can comfortably do an impromptu examination					
36. Trying can help me score a good grade.					
37. I am unable to answer my teachers' questions correctly.					
38. I am able to perform well in short answer questions.					
39. I am not able to finish difficult tasks in my study.					
40. I am able to answer tricky questions even if they are much twisted.					

SECTION C: ACADEMIC LOCUS OF CONTROL SCALE

For each statement, tick True or False

	True	False
1. Examination grades are a reflection of effort I put in academics		
2. I joined secondary school because it was expected of me		
3. I have largely determined my own career goals		
4. Some people have knack for writing while others will never write well no matter how hard they try		
5. At least once, I have sat for an examination because it was easy to get a good grade.		
6. Teachers sometimes make an early impression of you and no matter your efforts, the impression is unchangeable.		
7. There are some subjects which I could never do well.		
8. Some students such as student leaders and athletes get free rides in school classes.		
9. I sometimes feel that there is nothing I can do to improve my situation.		
10. I never feel really hopeless-there is always something I can do to improve my situation.		
11. I would never allow social activities to affect my studies.		
12. There are many more important things for than getting good grades.		
13. Studying every day is important.		
14. For some subjects, it is not important to go to class.		
15. I consider myself highly motivated to achieve success in life.		
16. I am a good writer.		
17. Doing school work on time is always important to me.		
18. What I learn is more determined by school and subject requirements than what I want to learn.		
19. I have been known to spend a lot of time		

making decisions which others do not take seriously.		
20. I am easily distracted.		
21. I can be easily talked out of studying.		
22. I get depressed sometimes and then there is no way I can accomplish what I know I should be doing.		
23. Things will probably go wrong for me sometime in the near future.		
24. I keep changing my mind about my career goals.		

25. I feel working hard will enable me make a real contribution to the world one day.		
26. There has at least one instance in school where social activity impaired my academic performance.		
27. I would like to finish secondary school, but there are more important things in my life.		
28. I plan well and I stick to my plans		

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