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# LOCUS OF CONTROL , ACHIEVEMENT MOTIVATION AND ACADEMIC SELF EFFICACY AS CORRELATES OF SECONDARY SCHOOL STUDENTS' ACADEMIC PERFORMANCE IN ONDO STATE NIGERIA

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MARCH, 2021

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**BEING A DISSERTATION PRESENTED TO THE DEPARTMENT OF GUIDANCE AND COUNSELING, FACULTY OF EDUCATION, ADEKUNLE AJASIN UNIVERSITY, AKUNGBA-AKOKO, ONDO STATE, NIGERIAIN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTEROF EDUCATION (M.ED) IN GUIDANCE AND COUNSELLING**

**MARCH, 2021**

## CERTIFICATION

This is to certify that this research was carried out under my supervision by OlufunkeJustina OSHAKUADE with Matriculation Number: **159201004** in the Department of Guidance and Counseling, Faculty of Education, AdekunleAjasin University, Akungba-Akoko, Ondo State, Nigeria

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**Supervisor**

20th April, 2021
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Date

## DEDICATION

This research is dedicated to the Almighty God, my parents Mr. and Mrs. Gabriel A. Adetuaseof blessed memory and my immediate family.

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## ABSTRACT

Virtually, all secondary school students and their parents pointed to internal and external factors as source of the overall poor performance of students Senior secondary Certificate examinations in recent past with less than 50% of total number of candidates scoring credit level passes and above in five subjects including English Language and Mathematics. This study therefore examined Locus of Control, Achievement Motivation and Academic Self-efficiency as correlates of secondary school student's academic performance in Ondo State.

The study adopted ex-post facto and descriptive research of survey type designs. The population of the study comprises all secondary school students in three Senatorial Districts in Ondo State. Multi-state sampling techniques were used to select 900 sample respondents for the study. Instrument used for data collection were Locus of Control measurement Scale adapted from Walter 2009; Achievement Motivation scale; Academic Self-efficacy scale and Academic Performance Proforma. Data collected were analysed using descriptive and inferential statistics. All the hypotheses were tested at 0.05 level of significance.

The result showed that there was significant relationship among locus of control, achievement motivation, academic self-efficacy and academic performance of secondary school students ($R= 0.456$, $P< 0.05$).Locus of control, achievement motivation and academic self-efficacy jointly accounted for 20.8% of the total variables in academic performance ($R^2 = 0.208$ , $F_{(3,899)} = 78.226$, $p<0.05$). Locus of control which was the best predictor of academic performance accounted for 55.6% ($\beta= 0.556$, $p<0.05$) of academic performance and closely followed by achievement motivation with ($\beta= 0.463$, $p<0.05$), Academic Self-efficacy was the least predictor, with $\beta= 0.233$, $p<0.05$.

Based on the findings, it was concluded that Locus of Control, Achievement Motivation and Academic Self-Efficacy were influential to students' academic performance. It was recommended that teachers should deploy greater commitment towards students monitoring, counselling, development of strong internal Locus of Control in students, enhancement of Academic Efficacy and good social support system for improved academic performance. Government at various levels should regularly upgrade and develop capacity of school counsellors to efficiently handle issues that relate to students' academic motivation, self-efficacy and locus of control.



**Keywords:** Locus of Control, Achievement Motivation, Academic Self-Efficacy

**Word Count: 340**

# CHAPTER ONE

# INTRODUCTION

## Background to the Study

Education is one of the most viable legacies left behind by the colonial masters in Nigeria. It is a heritage bequeathed to humans which is well embraced because of its usefulness in shaping the society and individual development holistically. Education enlightens and creates awareness of oneself and the world. In education, learners' educational outcomes and achievements are evaluated and graded, using examination (Chinta, 2005). In fact, testing is common in everyday life ranging from school content-specific tests (that is, class tests and national examinations) to tests taken to move up in jobs status, thus adding a great deal of pressure to test achievement and grades. In most cases, this leads many people to become anxious during examination period (Huberty, 2010; Supon, 2004; Collins, 1999).

Education in every human community is an indispensable tool to achieve human progress and development. Any nation that lacks a sound educational culture and philosophy is at the risk of backwardness and retrogression. This is because education (primary, secondary and higher) plays a vital role in the overall development of a country. Thus, informed the commitment of the world leaders towards ensuring that citizenry of the world acquire functional education, especially in the 21st century. Secondary education has the broad aim

of preparing students for useful living within the society and preparing them for higher education. One of the major roles of educators is to develop and ensure that students acquire the relevant skills and knowledge that would make them function effectively in the society. Thus, students' academic performance is a major variable that interested both the teachers and Educational Psychologists.

How to actualize academic performance seems to be one of the top priorities in schools and so important that parents, teachers and society in general are much worried and apprehensive about how to improve it. Academic performance seems to be an index that is being used to measure the extent to which students, teachers and schools have achieved the stated and predetermined educational goals. Academic performance which is the yardstick to measure educational outcomes is paramount to the economic, scientific and technological advancement of a nation.

Over the years, academic performance becomes extremely important to students. Their academic performance can be related to their choices of subjects or streaming and even their secondary school, university and scholarship. Although education is not the only road to success in the world of work, much effort could be made to identify, evaluate and encourage the progress of students in schools. Parents care about their children's academic performance because they believe that good academic results will determine the chances of their children in the world of work and security of job. Thus, academic performance is important in the lives and activities of students, it is necessary to

investigate issues that are factors responsible for poor academic achievement among students with the sole aim of devising measures on how to ensure good academic performance by the students.

Locus of control (or location of control) refers to people's general, cross-situational beliefs about what determines whether or not they get reinforced in life. The determinants may be internal, that is internal locus of control, or external, that is external locus of control. Thus, internal locus of control holds tenaciously that success or failure is due to the students' efforts, whereas externals believe that reinforces in life are controlled by luck, chance or powerful others. Consequently, internal locus of control considers success in an examination as a result of students' hard work (for example, good study habits), while externals consider failure in an examination to be the result of an unfair test. In Carden, Courtney and Rebekah (2004) study, findings showed that students with internals significantly demonstrated lower academic procrastination, low test anxiety and reported higher academic achievement than externals. These findings indicated the importance of locus of control as a correlate to students' academic performance.

The locus of control of a person is conceptualized, as either internal or external. Those who believe that their own behaviours determine the positive reinforcement they receive and that they have control over their own lives are internal. Individuals with external locus of control are those people who believe that the rewards or motivation they receive are the results of fate, luck, character

or other external circumstances. Such individuals attribute their problems to environmental factors (Ogunmakin, 2013).

Achievement motivation is a fundamental recipe for academic success. It involves internal and external factors that stimulate desire and energy in people to be continually interested and committed to job, role or subject, or to make efforts towards attaining a goal. Dornyei (2001), argued that motivation explains why people decide to do something, how hard they are going to pursue it, and how long they are willing to sustain the activity. In order words, "motivation is what gets you going, keeps you going, and determines, where you are trying to go" (Slavin, 2004). Alderman (2004), indicated that those students who, have optimum motivation have an edge because they have adaptive attitudes and strategies, such as; maintaining intrinsic interests, goals setting, and self-monitoring. Besides, motivational variables interact with cognitive, behavioural, and contextual factors to upset self-regulation.

Furthermore, motivational beliefs are very essential to the academic achievement of students, because they help to determine the extent to which students will consider, value, put in their efforts, and interests in the task. For example, self-efficacy influences how learners feel, think, motivate themselves, and behave. Researchers have shown that students' problem solving performance significantly relates to their self-efficacy beliefs (Marcou &Pilippou, 2005). Highly efficacious students are quickly capable of rejecting faulty strategies, solving more problems, and reworking more previously

difficult problems than their less efficacious counterparts. Students who displayed greater perceptions of efficacy and used learning strategies progress well in school. Students' belief about their academic efficacy can provide an essential "window" to understand individual differences in learning and motivation. The general expectancy-value model of motivation characterizes motivation into three components; value components which includes; goal orientation and task value; expectancy components which includes; self-efficacy and control beliefs; and the effective construct of test anxiety (Yukselturk &Bulus, 2007). All these were considered in this study.

It has been noticed that some students in the classroom did not pay attention to what the teacher was doing as they were easily caught engaged in other activities due to lack of motivation from teachers. Jones (2008) observed that it is easy to see students couched in their chairs and not listening to the teacher or participating in the classroom discussion. This simply means lack of engagement. Therefore, motivating students to learn in school is a topic of great concern for the educationists today. Akomolafe (2013) stated that motivating students so that they could succeed in school is one of the greatest challenges of this century and lack of motivation is a significant factor standard of education. Getting students to learn and sustaining their interests in what they are learning therefore should be an issue of serious concern to teachers in the classroom.

The overall objective is to ascertain the influence of locus of control, achievement motivation and academic self-efficacy on students' academic

performance. This research effort, therefore, intends to proffer a possible causal model that could uncover the influence of locus of control, achievement motivation and academic self-efficacy on students' academic performance.

**Statement of the Problem**

Globally, there has been an increasing concern in the education sector on how to ensure that students learn optimally at school and achieve academic excellence in their academic pursuits. In Nigeria, there has been a nationwide cry by the stakeholders in education on the fallen standard of education.The growing rate of failure of secondary school students in the yearly release of Senior School Certificate Examination (SSCE) has raised a lot of questions about the standard of education in Nigeria.

The Federal Ministry of Education (2006) reports in Nigeria, revealed that the academic performance of students in the Senior School Certificate Examinations conducted between year 2000 and 2006 were below fifty percent (50%). In the 2009 May/June Senior School Certificate Examination conducted by the West African Examination Council (WAEC), only 25.99% of the total number of candidates passed at credit level and above in five subjects including; English Language and Mathematics, while in 2010 May/June WASSCE, out of the 1,135,557 candidates that sat for the examination, only 337,071 (24.94%) obtained five credit level passes and above in subjects that included; English Language and Mathematics.

Academic achievement is a term usually employed to describe an individual's performance in subjects taught and tested in schools Mkpae, & Obowu-Adutchay, (2017). It is the overall measured cognitive, affective and psychomotor achievement of a student with which they are judged academically fit or unfit Okafor, Obi & Oguzie, (2018). More so, Oguzie, Nwokolo, Mokwelu and Ezunu (2019) viewed academic achievement as students' scholastic ability and attainment, which signifies the overall level of knowledge they have acquired in school, a subject, or a particular learning activity, process or situation. In the context of this study, academic achievement is taken to mean a symbol that indicates the level of knowledge/experience a student has acquired in a particular course of study and their ability to communicate this knowledge/experience in oral or in written form. It is the yardstick with which educational outcomes are measured. The Federal Government of Nigeria has made several attempts, enacted laws coupled with myriad of policy formation on how to develop the educational sector of the nation, Nigeria. Among such attempts is the law concerning the recruitment of qualified teachers to teach and motivate students to learn, as well as, building in them, ability to develop themselves without external influence at the appropriate level. Therefore, this research, aimed at achieving educational aims and objectives. The researcher intended to find out if, there is any relationship between the variables of the study, especially in these few years that the nation is witnessing the massive

failure of students in their Senior School Certificate Examinations (SSCE). Thus necessitated the study.

**Purpose of the Study**

This study aimed to determine whether a relationship exist among locus of control, academic achievement motivation, academic self-efficacy and students' academic performance among public Secondary Schools in Ondo State, Nigeria.

Specifically, this study examined:

1. the relationship between locus of control and academic performance of Senior Secondary School students in Ondo State, Nigeria
2. the relationship between achievement motivation and academic performance of Senior Secondary School students in Ondo State, Nigeria
3. the relationship between academic self-efficacy and academic performance of Senior Secondary School studentsin Ondo State, Nigeria

**Research Hypotheses**

The following hypotheses were formulated to guide the research;

1. Locus of control, achievement motivation and academic self-efficacy do not jointly and significantly predict academic performance of secondary school students

2. There is no significant relative contribution of locus of control, academic motivation and academic self-efficacy to the prediction of students' academic performance of secondary school students.
3. There is no significant relationship between locus of control and academic performance of secondary school students
4. Achievement motivation does not significantly correlate with academic performance of secondary school students
5. Academic self-efficacy does not significantly correlate with academic performance of secondary school students.

**Significance of the Study**

The findings of this study would be of immense assistance to teachers, parents, administrators, counsellors and other stakeholders in the education sector of the economy to help them understand the cause of students' poor academic performance. The findings of the study would also help to proffer solutions to teachers and other stakeholders on how students' academic performance can be improved. This area of the study is important to Educational Psychology as a field of study because it would expand the knowledge base about the role of the predictive effects of locus of control, achievement motivation and academic self-efficacy on Secondary School students' academic performance in Ondo State, Nigeria.This research would also create awareness and insight on how to monitor students for specific characteristics such as;

procrastination, dependency, lack of confidence (self-efficacy) in handling academic and personal problems (finances, family responsibilities, geographic distance from the school) and responsibility skills.

Furthermore, this study would add to the extant literature by highlighting the effects of locus of control, achievement motivation and academic self-efficacy on secondary school students' academic performance in Ondo State, Nigeria. This research would encourage the educationists to work together in order to improve on locus of control, achievement motivation and academic self-efficacy of secondary school students on theiracademic performances in Ondo State, Nigeria and so on.

**Delimitations of the Study**

The study focused on investigating the locus of control, achievement motivation, and academic self-efficacy as correlates of secondary school students' academic performance in Ondo State, Nigeria. Data collection was delimited to selected public Secondary School students in Ondo State both in/at urban and rural areas in the area of study. Also, the study was delimited to a total of eighteen (18) secondary schools in the study area.

**Operational Definition of Terms**

The following concepts as used contextually were explained so as to avoid ambiguities in their meanings;

**Locus of Control**: This refers to the extent to which students perceive that they have control over the expectancies of reinforcement and are responsible for the outcomes, success and failures in their academics.

**Academic Self-Efficacy**: This is students' personal belief in their capability to organize and execute courses of action required to attain designated types of academic performances.

**Student Satisfaction:** It refers to secondary school students' overall satisfaction with the dissertation process, as a factor influencing programme completion.

**Academic Performance**: It refers to students' grade based upon their reported grades in core curriculum classes (Sciences/ Mathematics and English Language Arts).

**Achievement Motivation:** This can be defined as the need for success or the attainment of excellence in which individuals will satisfy their needs through different means and are driven to succeed for varying reasons, both internal and external.

# CHAPTER TWO

## REVIEW OF RELATED LITERATURE

This chapter presents some related literature to the study, organized under the following sub –headings;

**Theoretical Framework**

- Maslow's Theory
- Social Cognitive Theory
- Attribution Theory

**Theoretical Review**

- Concept of Locus of Control
- Concept of Achievement Motivation
- Concept of Self-Efficacy
- Concept of Academic Self Efficacy
- Concept of Academic Performance

**Empirical Review**

- Locus of Control and Students' Academic Performance
- Achievement Motivation and Students' Academic Performance
- Self-Efficacy and Students' Academic Performance

- Locus of Control, Achievement Motivation, Academic Self Efficacy and Students' Academic Performance
- Summary of Literature Reviewed

**Theoretical Framework**

The researcher used the following as theoretical bases for this research; Maslow theory of human needs, attribution theory and social cognitive theory.

**Maslow Theory of Human Needs**

Maslow's hierarchy of needs is a humanistic motivation theory. The theory of humanistic motivation is based on the study of a whole person, which includes; one's self-awareness and choices (Schunk, 2011). The hierarchy of needs is a pyramid in which the most primal or important needs exist at the base, and the needs becoming more complex, as one moves towards the top of the pyramid. The hierarchy consists of five tiers; physiological, safety, belonging, esteem, and self-actualization (Maslow, 1943; Schunk, 2011 and Weiner, 1992). Once a person's basic needs are met, the individual seeks to satisfy needs in the next level of the hierarchy (Maslow, 1943; Schunk, 2011 and Weiner, 1992). However, Maslow (1943) theorized that higher tier needs may be sought before all lower level needs are met. This theory posits that there is a higher percentage of an unmet need at the upper levels of the hierarchy when compared to the lower levels (Maslow, 1943). In other words, all needs are not required to be satisfied on the second tier before the needs of the third

tier are sought, but there will be more needs met within tier two when, compared to tier three.

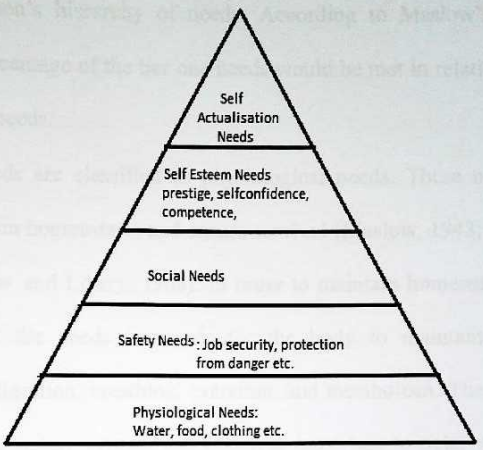


**Figure 1: Maslow's Hierarchy of Needs**

**Source; `Banji Obadara (2005)**

Furthermore, needs may be re-arranged, depending on the individual's values, the culture's values, or they may change as the person progresses through life (Maslow, 1943). This adjustment may be the result of a major life change such as; a marriage, the birth of a child, or a career change. The re-prioritizing of needs depends on the perception of what the person deems important and the Hierarchy of Needs becomes readjusted (Maslow, 1943). For instance, a high school student makes the decision to skip lunch in order to go to the gym to work with the basketball team on their plays. In this case, the student has chosen to by-pass lunch and leave the hunger need, unsatisfied (tier one) to

work with the team (tier three). In this scenario, a tier three need have been satisfied, rather than a tier one need. However, this may not be a permanent change in the person's hierarchy of needs. According to Maslow's (1943) theory, a higher percentage of the tier one needs would be met in relation to the student's tier three needs.

Tier one needs are classified as physiological needs. These needs are necessary to maintain homeostasis and ensure survival (Maslow, 1943; Maslow et al., 1970; Maslow and Lowry, 1968). In order to maintain homeostasis, the individual satisfies the needs necessary for the body to maintain normal processes such as digestion, breathing, excretion, and metabolism. These needs include sleep, food, water, oxygen, and sex. It is important to note, while the topic of sex was used in Maslow's study of adults, this research will not incorporate the topic of sexual needs due to the age of the participants (Maslow, 1943).

The second tier is the group of safety needs. These needs could be physical, mental, or financial (Maslow, 1943). For example, a student works thirty hours per week in addition to attending school, each day. The student feels the need to work because the added money provides the student with financial stability and security. This financial security allows the student not to worry about having enough money to participate in whatever activities he or she chooses. This financial security is what drives the student to work for so many hours aside school responsibilities.

Tier three needs are categorized by an individual's sense of belonging. This could be the love of family, friends or membership on a team or in an organization (Maslow, 1943). For instance, a tier three needs was reflected in the desire of a student to change the way he or she dresses in order to fit in with their peers. The need to belong to this group drives the individual to make this change.

In tier four, the individual focuses on self-esteem. At this point, the person becomes focused on earning respect and begins to desire awards. These actions are signified by an increased confidence in one's abilities Maslow, (1943). For example, a student seeking to satisfy tier four needs will work tirelessly for the respect of the teachers. This desire to earn respect will cause the student to stay after school for tutoring, volunteer to help the teacher and/or takes advantage of any extra credit assignments.

The final and most difficult tier to achieve is the self-actualizing needs of tier five. These needs describe an individual's desire to become one with nature, people, and/or the world. This could be accomplished by playing music, landscaping, or searching the universe for the reason of being there(Maslow 1943).

**Social Cognitive Theory**

Social cognitive theory provides a framework for learning that takes into account the social environment, the personal factors such as affect and cognition of the learner, and the behaviour (Bandura, 1986 and 2012). Consider

Steven, a third grader with no prior history of school-related problems, who has become easily distracted, often for gets to do his homework, and exhibits outbursts during instruction time. As a result, his classmate soften exclude him from games during recess and he does not seem to have any friends. Since Steven's performance in the second and first grades was without similar types of behavioural problems, his teacher has become increasingly concerned. Due to Steven's failure to complete his third-grade work, the teacher was worried about the upcoming state assessments. During the parent– teacher conferences, Steven's teacher discussed her concerns with his mother and learned that his parents had separated just before the start of the school year. Steven's mother stated that the boy was very upset about his father moving out and suspected that the drop in Steven's grades and increased behaviour problems were related to the events taking place in the home. Steven's parents' separation and his father's leaving (home environment) appeared to be affecting his concentration (personal) and his performance (behaviour) in school.

Bandura's (1986 and 1997) theory suggests that there is reciprocity among the environmental, personal, and behavioural factors in this triadic model meaning that as they interact, they also determine or cause the other. Bandura's social cognitive theory is based on the assumptions that these three factors are influenced by enactive and observational learning from one's environment, personal motivation or self-efficacy, and the ability to self-

regulate. Steven's behaviours are evidence of how a disruption in one area can impact performance in another.

**Attribution Theory**

Before describing the basic tenets of attribution theory, it is useful to understand exactly what is meant by the term *attribution*. An attribution is a causal explanation for an event or behaviour. To illustrate, if a nurse observes that a colleague is performing a procedure incorrectly on a patient, he is likely to try to form an attributional explanation for this behaviour. The nurse might conclude that his colleague is poorly trained, meaning that the observer is attributing the behaviour to insufficient skills. People also form attributions for their own behaviours and outcomes. For example, a physician might attribute her success in diagnosing a patient's rare disease to her intelligence and training, or good luck. As these examples might suggest, the attribution process is something that people are likely to engage in many times each day. For many of us, the process is so automatic and familiar that we do not notice it. However, a wide body of research indicates that the formation of causal attributions is vital for adapting to the changing environments and overcoming the challenges we are confronted with in our daily lives. When we experience desirable outcomes, attributions help us to understand what caused those events so that we can experience them again. When we experience unpleasant outcomes, attributions help us identify and avoid the behaviours and other factors responsible for the behaviours.

Fritz Heider (1958) argued that all people are "naïve psychologists" who have an innate desire to understand the causes of behaviours and outcomes. Attribution theory holds that attributions for these behaviours and outcomes ultimately help to shape emotional and behavioural responses (Weiner, 1985). In order to understand these relationships, however, it is important to be familiar with the various dimensions of classifying attributions.

First, attributions can be classified along the dimension of *locus of causality*, which describes the internality or externality of an attribution. If a physician misdiagnoses a patient and attributes this medical error to his own carelessness (i.e., ignored the patient's symptoms), he is making an internal attribution. If the same outcome is attributed to faulty laboratory results even though the patient's symptoms contradicted the lab results, the physician is making an external attribution. The locus of causality dimension is particularly relevant to emotional reactions. Internal attributions for undesirable events or behaviours are frequently associated with self-focused negative emotions, such as guilt and shame. External attributions for the same behaviours and outcomes are generally associated with externally focused negative emotions, such as anger and resentment (Gundlach, Douglas, & Martinko, 2002 and Weiner, 1985).

Causal attributions can also be categorized along the *stability* dimension. Stable causes are those that tend to influence outcomes and behaviours consistently over time and across situations. Causes such as; intelligence and

physical or governmental laws are generally considered relatively stable in nature because they are difficult, if not impossible, to change. Unstable causal factors, such as the amount of effort exerted toward a task, are comparatively easy to change. Unlike the locus of causality dimension, which primarily influences emotional reactions to events and behaviours, the stability dimension affects individuals' future expectations (Kovenklioglu and Greenhaus, 1978).When an outcome such as; poor performance is attributed to a stable cause, such as low intelligence, it is logical to expect that the employee's performance is not going to change in the future. If the same poor performance is attributed to a less stable factor, such as; insufficient effort, we can expect that the employee could improve his or her performance by working harder in the future. The justification of the choice of attribution theory to this study hinges on the fact that the theory explains possible factor(s) or situation that resulted into a particular behaviour, thus in line with locus of control, achievement motivation and self efficacy which are correlates and determinant factors for secondary school students' academic performance in Ondo State, Nigeria.

## Theoretical Review

### Concept of Locus of Control

The concept of locus of control from Rotter's theory of social learning refers to the cognitive component of self-concept. It refers to the extent to which an individual believes he or she is at the mercy of external forces (external locus of control), that is, the extent to which one is responsible for events that occur in one's life and the extent to which one can control the effect of one's actions (internal locus of control). Internal locus of control in fact has the same consequences on behaviour, emotions, and decision sas self-efficacy beliefs. The difference is that locus of control is usually considered as a more general concept than self-efficacy beliefs which are more activity specific. Nevertheless, some authors use the concept of general self-efficacy (Bezinović, 1986; Opačić, 1993andJanjetović, 1995).

Rotter's social learning theory also identified it as a way of studying individuals' self-perceptions of control (Rotter, 1966). In his seminal monograph, Rotter (1966) discussed individual differences on how individuals regard rewards versus reinforcements. Rotter (1966), proposed that the degree to which individuals feel that rewards are contingent on their own behaviour or, in contrast, are controlled by forces not under their own control determines how they will view rewards or reinforcements. Thus, individuals' beliefs about the causal relationship between their own behaviours and the rewards that they receive are the key factors in determining their own self-perceptions of control

in a given situation (Rotter, 1966). Thus, the importance of individual characteristics is highlighted with regard to perceptions of control. When events are not viewed as the result of individuals' own actions, then individuals' label themselves as having beliefs in external control and perceive the events as the result of luck, chance, fate, or as under the control of powerful others. In contrast, when individuals perceive events as contingent upon their own behaviours, they label themselves as having beliefs in internal control.

Rotter (1975) proposed that these beliefs develop from specific past experiences and reinforcement histories. Thus, similar to individuals' reaction to stressful encounters, individuals' learning histories are also important in determining the origin to which they will attribute significant outcomes. In particular, those who have experienced and been reinforced for successful control attempts in the past will hold more beliefs of internal control than those with unsuccessful past attempts. Finally, Rotter (1975), suggested that these generalized control expectancy beliefs have their greatest influence when a situation is new or ambiguous and void of any preconceived notions on how to act or react. Again, similar to an individuals' response to stress, there seemed to be a complex interaction between individuals' level of uncertainty with regard to a situation and their control beliefs. Furthermore, this interaction is important in gaining a more in depth understanding of how individuals' beliefs about control impact their functioning.

Initially, locus of control was viewed as a one-dimensional construct ranging on a continuum from internal to external (Rotter, 1966). Internal locus of control referred to individuals' belief that events in life were contingent on their own behaviours. In contrast, external locus of control refers to individuals' belief that events were not dependent on the students' behaviours, instead dependent upon luck, fate, or powerful others. Researchers have revealed that locus of control should be defined with more than one dimensions (Levenson, 1974 and 1981). Thus, this construct may be better conceptualized as multi-dimensional in nature and as no longer falling on a continuum (Levenson, 1974and 1981). This multi-dimensional conceptualization has been composed of three independent dimensions of locus of control (i.e, internal locus of control, powerful others, and chance) with the later two dimensions derived from a division of the external dimension (Levenson, 1981). To examine this new conceptualization, Levenson (1974) developed a scale consisting of three separate sub-scales so that these three dimensions could be measured independently. The identification of the three independent dimensions of locus of control allowed for further development and examination of this construct. The locus of control concept also has been adapted to understanding specific health behaviours as a result of findings that individuals' locus of control beliefs could predict health behaviours.

behaviour determines the reinforcement they receive. These persons are called internals. A person with internal locus of control attributes change to himself and to his actions. They believe and act as if they control their own future and see themselves as effective agents in determining the occurrence of reinforcing events in life.

In contrast, a person who believes in reinforcements of external control attributes their outcomes to chance, luck, fate, powerful others and so on. These people are called, externals. A person with external locus of control attributes changes to external sources, and believes that powerful forces such as; fate, luck, chance, powerful others, social constraints or instructions are important factors determining the occurrence of reinforcing events in his life. He or she also believes that reinforcement does not depend on his actions or behaviour ration by luck, chance or fate (Herbert, 2013). The implication of this is that individuals with internal locus of control may likely change their behaviours when reinforced than those individuals with external locus of control.

Locus of control can be measured by using the Internal/External (I-E)Scale on which high scores reflect external locus of control and low scores reflect internal locus of control (Russ, 2011).The Psychologists typically believe that locus of control forms during childhood and stabilizes during adolescence. Also, parents can influence their children's locus of control through their parenting styles. Children are more likely to develop an internal locus of control

if their parents encourage autonomy and consistently use a system of rewards and punishments. Stressful life events may result in a higher likelihood of having an external locus of control. Finally, although the empirical evidence is in conclusive as individuals' locus of control may evolve over their life-cycle as physical and mental health changes.

**Concept of Achievement Motivation**

Colman, (2001) has defined achievement motivation as a social form of motivation involving a competitive desire to meet standards of excellence. Thus, the basis of achievement motivation is achievement motive, that is motive to achieve. Those who engage themselves in a task account of an achievement motivation. Achievement motivation is expectancy of finding satisfaction in mastery of difficult and challenging performances where as in the field of education in particular it stands for the pursuit of excellence. Since need for achievement vary from one student to another, it may help in planning activities to know where students stands which students, for instance, have high achievement needs which are low in achievement and which seems primarily motivated by a need to avoid failure. Those who are more highly motivated to achieve are likely to respond well to challenging assignments, strict grading corrective feedback, new or unusual problems and the chance to try again. But, less challenging assignments, simple reinforcement for success, small steps for each task, lenient grading and

protections from embarrassment are probably more successful strategies for those students who are very eager to avoid failure.

Denhardt (2008), defined motivation as "what causes people to behave as they do" Lawler (1994), said "motivation is goal directed". Motivation outlines the achievement and pursuit of goals (Denhardt 2008). Pettinger (1996), defined motivation as environmentally dependent. Campbell and Pritchard (1976), defined motivation as being the set of psychological processes that cause the initiation, direction, intensity, and persistence of behavior. Denhardt, Denhardt and Aristigueta (2008), outlined that motivation is not directly observable, the same as satisfaction, always conscious, and directly controllable. Denhardt (2008), argued that motivation is not directly observable. Motivation is an internal state that causes people to behave in a particular way to accomplish particular goals and purposes (Denhardt, 2008). Motivation is not directly controllable. Motivation is not something that people do to others and motivation occurs within people's minds and hearts (Denhardt 2008). Motivation is not the same as satisfaction; satisfaction is past oriented, whereas motivation is future oriented (Denhardt 2008).

Achievement motivation forms the basis for a good life. People who are oriented towards achievement, in general, enjoy life and feel in control. Being motivated keeps people dynamic and gives them self-respect. They set moderately difficult but easily achievable targets, which help them, achieve their objectives. They do not set up extremely difficult or extremely easy

targets. By doing this they ensure that they only undertake tasks that can be achieved by them. Two motives are directly involved in the prediction of behaviour, implicit and explicit. These two motives often work together to determine the behaviour of the learner in direction and passion. (Broussard and Garrison, 2004)

Achievement motivated people prefer to work on a problem rather than leaving the outcome to chance. It is also seen that achievement motivated people seem to be more concerned with their personal achievement rather than the rewards of success. In Nigeria, the importance attached to academic success in secondary school education can be seen in the anxiety of educators, teachers and parents over the achievement of students in external examinations such as the Senior Secondary School Certificate Examination (SSSCE). This is why the Federal Government of Nigeria places high premium on the Secondary level of education, which is evident in the establishment of National Examination Council (NECO) to conduct Senior Secondary School Certificate Examination (SSSCE) along the West African Examination Council (WAEC) for senior secondary school students in Nigeria. The same emphasis on education has led to the adoption of education as "an instrument par excellence" for effecting national development (Federal Government of Nigeria [Federal Republic of Nigeria 2004.]. In view of the high premium placed on educational attainment by government and other stakeholders, students' under-achievement or poor achievement in examinations, Mathematics has become a thorny issue that has

attracted the attention of researchers and psychologists alike. The aim of psychologists and educators in this regard has been to determine the variables (both internal and external to the students) which are related to their educational achievements. In Nigeria, some external variables such as overcrowded classroom, inadequate facilities, unmotivated teachers, poor family background and so on, have been identified as likely factors influencing academic achievement of students (Cokley, 2005). The basis of achievement motivation is the achievement motive which is target to achieve. The desire of learner to improve the achievement at school or to get a good grade or to become an engineer and so on is known as Achievement Motive.

Motivation is another factor thought to impact on students' academic achievement (Elliot &Dweck, 2005).It is usually explained by using the Self-Determination Theory (SDT) approach. This theory divides motivation into three categories; extrinsic motivation, intrinsic motivation and a motivation. Extrinsic motivation refers to a behaviour influenced by external factors, such as; good grades and higher social status. Intrinsic motivation, on the other hand means a behaviour impacted by a person's interest and curiosity and thereby not impacted by external factors (Guay, 2010).

A motivation means absence of motivation; individuals who lack motivation conduct tasks without knowing the aim and have difficulties in understanding the interaction between their behaviour and its outcome (Ryan & Deci, 2000a).Both intrinsic and extrinsic motivation have been shown to be

positively correlated with higher achievements Gottfried, 2007; Yahaya, (2010), and better reading and writing performance (Broussard & Garrison, (2004). Among these two, intrinsic motivation has been considered as the most essential form of motivation (Ryan & Deci 2000a; Ryan & Deci, 2000b). This type of motivation has been found to result into deeper learning and higher achievements compared to extrinsic motivation in Mathematics (Ryan & Deci, 2000a; Ryan & Deci, 2000; Areepattamannil, 2011). These findings are in accordance with the SDT theory, where students are motivated by intrinsic motivation i.e. students performing tasks based on their inherent satisfactions, are thought to achieve deeper understanding compared to students motivated by extrinsic motivation i.e. performing task to avoid punishments (Ryan & Deci, 2000).

According to the SDT theory, an individual can be motivated by both intrinsic- and extrinsic motivation simultaneously in different degrees (Ryan & Deci 2000a; Covington and Mueller, 2001). Furthermore, as intrinsic motivation concerns the individuals´ genuine interest for a particular task, the tasks and activities that intrinsically motivate individuals differ among individuals (Ryan & Deci, 2000a).However, intrinsic or extrinsic motivation will change over time, meaning that an individual motivated by intrinsic motivation for a certain task can later on be instead motivated by external motivation (Pintrich &Degroot, 1991).However, contrary to intrinsic- and extrinsic motivation, a motivation has been shown to have a negative impact on students´ achievements

in Mathematics (Walker, 2006). This is in accordance with the SDT theory, where students with high level of motivation are thought to achieve lower achievements compared to students with a low level of motivation (Ryan & Deci, 2000a). This pre-assumption is based on the fact that motivation refers to lack of motivation (Ryan & Deci, 2000a).

**Concept of Self-Efficacy**

Bandura (1997), defined self-efficacy as individuals' beliefs in their own abilities to organize and execute a given course of action towards solving a problem or accomplish certain tasks in order to produce positive outcomes. Self-efficacy is the central construct of the Social Cognitive Theory, which views individuals as agents that are proactive engaging in self-organizing, self-reflecting and self-regulating processes. This self-system enables individuals to exercise a measure of control over their thoughts, feelings and actions. In other words, this self-system serves as a self-regulatory function and provides individuals with the capability to alter their environments and influence their own actions (Pajares, 1996). Individuals' environments, self-beliefs and future performances are informed and altered by how they interpret the results of their previous performance attainments.

Bandura considered that human beings engage in self-reflection, a form of self-referent thought. He further argued that self-reflection is the most uniquely human characteristic for it mediates between knowledge and action in

order to evaluate and alter their own thinking, experiences, thought processes and behaviour. These self-reflections or self-evaluations include; perceptions of self-efficacy or beliefs in one's capabilities required to organize and execute courses of action in order to manage prospective situations (Pajares, 2001).

A central aspect of the Social Cognitive Theory is that individuals possess self-beliefs, which Bandura refers to as "people's judgements of their capabilities to organize and execute courses of action required to attain designated types of performances" (Bandura, 2001). Snyder and Lopez (2007), reiterated Bandura's ideas by explaining that 'people's judgement are what individuals believe they can accomplish using, their skills under certain circumstances and it focuses mainly on individuals' beliefs about their abilities to complete a task and attain a specific goal. Such self-efficacy beliefs provide the foundation for human motivation and personal accomplishment.

For this reason, people's behaviour and performance can often be better predicted by the beliefs they hold about their capabilities than by what they are actually capable of accomplishing. Does this mean that people can accomplish tasks beyond their capabilities just by believing that they can? According to Pajares (2001), the answer is no, since in order to attain competent functioning one is required not only to possess self-beliefs, but also the necessary skills and knowledge and know how to use them to reach the desired outcome. Bandura (1997), characterized self-efficacy as a multi-dimensional construct that varies in strength, generality, and level (or difficulty). Thus, some people possess a

strong sense of self-efficacy and others do not; some have efficacy beliefs that encompass many situations, while others have narrow efficacy beliefs; and some may believe they are most efficacious even on the most difficult tasks, while others believe they are efficacious only on easier tasks. For example, some students may possess self-efficacy transferability beliefs across activities, such as; from Algebra to Statistics, while others may not. Other students may have the ability to perform successfully at different levels of difficulty on a particular task, such as spelling words of increasing difficulty, others do not.

Self-efficacy belief affects and influences behaviour in several important ways. They influence the choices individuals make and the courses of actions they choose to pursue, how much effort people will expend on given activities and endeavours, how long they will persevere when faced with obstacles and failures, and how resilient they will be in the face of adverse situations. Efficacy beliefs also influence the amount of stress and anxiety individuals experience when they engage or perform a task, and the level of accomplishment they attain. These influences are the reasons why Bandura argued that "beliefs of personal efficacy constitute the key factor of human agency" (Bandura, 1997).

High levels of self-efficacy are influenced by how much effort is put forth in given endeavours, how long they will persevere in the face of obstacles and failures, and their resilience to adversity. Based on the research of Britner and Pajares (2006), self-efficacy levels are not always constant across an individual's experience. For example, a high degree of self-efficacy will be

exhibited by those individuals, who are attempting performing tasks which they are familiar with, versus those individuals who have never encountered those tasks before and are not familiar with the task they are attempting to complete. It is believed that students who have a higher degree of self-efficacy are more likely to succeed while attempting an unfamiliar task and persist in the face of external obstacles. Furthermore, in achievement settings, skills, outcome expectations and perceived value of outcomes are not always stable, because the individual is constantly evaluating new information. However, once efficacy beliefs have been established over a long period of time and are based on large amount of information, they are unlikely to be changed (Bandura, 1997).

**Concept of Academic Self-Efficacy**

Academic self-efficacy is a multi-component construct grounded in self-efficacy theory and it refers to an individual's belief that he or she can successfully organize and perform an academic task or achieve a specific academic goal at a designated level in a specific academic subject area (Eccles & Wigfield, 2002; Elias & Loomis, 2002; Schunk, 2002). Some students may possess general self-efficacy for believing in their ability to master and manage general life situations, but they may possess low self-efficacy in academic settings. Some overlap may exist between social self-efficacy and academic self-efficacy. However, according to Hall, Smith and Chia (2008) academic self-efficacy is situation specific and must be measured as such.

Bandura (1997) expanded on this view and stated, "Students may perform poorly either, because they lack the skills or because they have the skills but lack the perceived personal efficacy to make optimal use of them". Numerous studies have shown the importance of academic self-efficacy with regard to academic performance at colleges, as shown in the following studies. Self-efficacy has also been positively correlated with academic performance and increased grade point average, as well as persistence in college (Berry, 1999; Pajares& Schunk, 2001; Zimmermann, 2005). Furthermore, researchers have positively correlated self-efficacy with an increase in study hours for College students, students' satisfaction with College life, as well as College students' purpose in life (DeWitz, Woolsey & Walsh, 2009).

Zimmerman, Bandura, and Martinez-Pons (1992), indicated that academic self-efficacy influences achievement directly, as well as, indirectly by raising students' grade goals. These findings suggested that students who believed they were capable of performing academic tasks used more cognitive and Meta cognitive strategies and persisted longer than those who did not. They stressed that, if students had not learned these strategies, then they were less likely to persist very long in a task, due to a lack of cognitive and meta-cognitive strategies. Furthermore, they concluded that academic self-efficacy correlated with academic performances; importantly that academic self-efficacy played a facilitative role as regards a higher performance and completion rate on final papers and examinations.

## Sources of Self-Efficacy

According to Bandura (1997), there are four specific sources from which self-efficacy beliefs are developed, such as; mastery experiences (or past experiences), vicarious experiences, social persuasions, and physiological states and indexes. Mastery experiences are the most influential source of self-efficacy beliefs because they serve as an indicator for an individual's personal ability and "provide the most authentic evidence of whether one can master whatever it takes to succeed" (Bandura, 1997). The more success experiences a person has, the higher will be the self-efficacy appraisal. "Failures that were overcome by determined efforts can instill robust precepts of self-efficacy through experience that one can eventually master even the most difficult obstacles," such as; completion of a doctoral degree (Bandura, 1997).

The implications for academic achievement and task performance based on this statement are very important verbal persuasion methods to raise competence and confidence should be accompanied by authentic mastery experiences. Students who performed well in school will be more likely to have a high self-efficacy for future academic tasks or performances. However, according to Lovitts (2008), this assumption may not be always true for doctoral students, since the transition from course-taker to independent scholar or researcher is difficult for many doctoral students and success in the classroom does not always translate to success during the dissertation process. Some

students, such as those with a high degree of analytic intelligence but with low levels of practical and creative intelligence, may find the transition very difficult for having to go from a high sense of self-efficacy during the coursework to a low sense of self-efficacy during the writing and research stage of the dissertation process (Faghihi, 1999).

The second source of efficacy information is the vicarious experience which occurs when individuals adjust their personal levels of efficacy after witnessing other people's performance and comparing their abilities to those of others. Individuals who are uncertain about their abilities could become more sensitive to vicarious experiences. However, researches have demonstrated that the effects of models are particularly relevant in this context. Significant models in one's life could help individuals to develop self-beliefs that will permanently influence the course and direction of their lives. Likewise, a highly regarded teacher who models excellence in the academics could help her students develop the belief that they can do that. Bandura (1994), states that "through their behaviour and expressed ways of thinking, competent models transmit knowledge and teach observers effective skills and strategies for managing environmental demands". Therefore, significant models can have a positive or a negative effect on the self-efficacy of observers and thus this may be beneficial for Doctoral students. Varney (2010) noted that some doctoral students might be inspired by the experiences of other doctoral students or doctoral graduates who

had previously faced different obstacles but they persisted and completed their dissertations.

Social persuasion is another way by which individuals create and develop self-efficacy beliefs based on the social messages they receive from others. This is a weaker source of efficacy information than mastery or vicarious experience since; persuasions can involve verbal judgements of others which sometimes can be effective, while other times could be empty praise. Individuals who can be persuaded verbally that they have the ability to master a given task or activity are more likely to expend greater effort and sustain it than individuals who have a tendency to self-doubt and dwell on personal deficiencies when faced with difficulties. This emphasizes the importance that a doctoral student's beliefs in his or her ability to complete the dissertation could be influenced by the type of verbal messages/persuasions that he or she receives, during the dissertation process. Students may find positive verbal persuasion from fellow students, faculty members or an advisor very helpful and inspiring.

The fourth source of self-efficacy beliefs is related to physiological states such as; anxiety, stress, arousal, fatigue and mood states. Physiological states will affect people's beliefs and levels of self-efficacy based on how they perceive and interpret their emotional experiences and states. People with a high sense of self-efficacy are more likely to view their state of affective arousal as a source of energy that facilitates performance, while those who have a tendency to self-doubt will tend to regard their arousal as a debilitator. It is highly

important for a student to minimize the stress and negative effects of these physiological states. These four sources of self-efficacy beliefs directly impactedon several behavioural outcomes, such as; (1) Approach versus avoidance, (2) performance, and (3) persistence (Bandura, 1997). It is believed that an individual with high self-efficacy for a particular behaviour is more likely to approach, perform better, and persist at that behaviour, while an individual with low self-efficacy is less likely to approach, perform well and persist at that behaviour. As illustrated in figure 2.2 for a visual representation of the interactions between the sources and outcomes of self-efficacy beliefs.

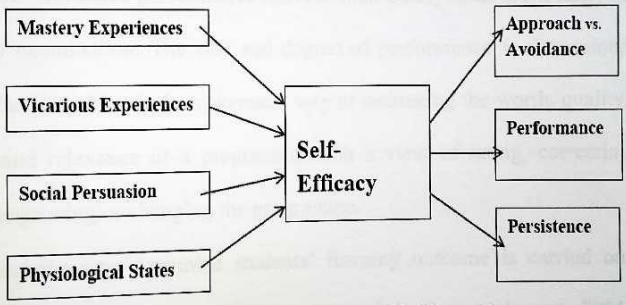


***Figure 2:*** **A depiction of Bandura's (1997) self-efficacy theory.**

Self-efficacy is generally regarded as a multi-dimensional construct. Since self-efficacy is specific in nature and in our dissertation completion is discussed within an academic context, it is imperative to examine self-efficacy for academic achievement and its influence on task completion.

**Concept of Academic Performance**

The concept academic performance according to Adeogun (2000), embodies two concepts; effectiveness and efficiency. Effectiveness on the one hand deals with the congruence between outputs and goals. It also refers to the usefulness of the skills and knowledge acquired by students to themselves and their environments. Efficiency on the other hand links outputs to inputs. Efficiency refers to the rate at which an educational system is able to produce maximum output with minimum inputs or the rate at which the school system is able to reduce wastage in terms of drop-outs, repeaters, withdrawals and failures.

Students' academic performance refers to their ability to do well; fairly or poorly in an examination. The rate and degree of performance is determined through evaluation which is the systematic way of estimating the worth, quality, importance and relevance of a programme with a view of rating, correcting modifying, improving or changing the programme.

The technique to determine students' learning outcome is carried out through various forms of standardized tests and examinations (Adeogun, 2004) Academic performance can be said to be the success attained especially in work-study experiment, work done in schools, Colleges or Universities after a lot of conscious effort. Similarly, Cross (2002) opines that sharpening the focus of higher education into student learning outcomes goes beyond mere tinkering with traditional structures and methods, it really constitutes a paradigm shift in educational philosophy and practice and increasingly accepted view among

educational scholars is that traditional structures are dysfunctional and overdue for change (Miller,2008). To remedy this situation, students and their learning should become the focus of everything we do from the instruction they will provide to the intellectual climate that we create to the policy decisions that we make.

At this point, it is important to take a distinction on students' outcomes and learning outcomes. Students' outcome generally refer to the aggregate statistics on groups of students, graduation rates, transfer rates and employment rate for an entering class or graduation class. These often relate to institutional outcomes because they attempt to measure comparative institutional rather than changes in the students, due to their school experiences. They have generally been associated with accountability reports. This implies that they are computed without regard to incoming students' individual experiences and without regards to what they experienced at school's environment. Consequently, they do not distinguish between how much as observed measurement of the institution's product and its programmes on the students and how much is due to the other factors, such as; socio-economic status, general intelligence level and which high school attended.

Student learning outcomes encompasses wide range of students' attitudes and abilities, both cognitive and affective which are measures of how their school experiences have supported their developments as individuals. Cognitive outcomes include; demonstrable acquisition of specific knowledge and skills.

Affective outcomes are also of considerable importance. It concerns with the impact of institution experience on students' attitudes, values, goals, self-concept, worldview and behaviour. Kehinde (2003), opined also that academic performance is the level of a student's knowledge in a given subject at a given point in time. It is the score of the student in relation to others in a class test or examination. This is as a result of the combined outcome of aptitudes and interests. He explained further that performance of students in academic tasks has always been of special interest to the educators. Therefore, students' academic performance can be influenced by various factors such as; resources allocation, utilization, quantity and quality of teachers, environmental factors, learner's characteristics and their attitudes towards learning, locus of control, achievement motivation, self-efficacy, students' socio-economic background, and so forth.

**Factors Affecting Students' Academic Performance**

Educational services are often not tangible and are difficult to measure because they result in the form of transformation of knowledge, life skills and behaviour modifications of learners (Tsinidou, Gerogiannis, andFitsilis, 2010). So there is no commonly agreed upon definition of quality that is applied to education field. The definition of quality of education varies from culture to culture (Michael, 1998). The environment and the personal characteristics of learners play an important role in their academic success. The schools'

personnel, members of the families and communities provide help and support to students for the quality of their academic performance.

This social assistance has a crucial role for the accomplishment of performance goals of students at school (Goddard, 2003). Besides, the social structure, parents' involvement in their child's education increases the rate of academic success of their children Furstenberg& Hughes, (1995). The relationship between gender and the academic achievement of students has always been discussing for decades Eitle, (2005). Above and beyond the other demographic factors, the effects of Social Economic Status (SES) are still prevalent at the individuals' level (Capraro, Capraro & Wiggins, 2000). The SES can be deliberated in a number of different ways; it is most often calculated by looking at parental education, occupations, incomes, and facilities used by individuals, separately or collectively. Parental education and family SES level have positive correlations with the student's quality of achievement (Jeynes, 2002; Mitchell & Collom, 2001; Ma and Klinger, 2000). The students with high level of SES perform better than the middle class students and the middle class students perform better than the students with low level of SES (Garzon, 2006 &Kirkup, 2008). The achievement of students is negatively correlated with the

low SES level of parents because it hinders the individual in gaining access to sources and resources of learning (Dike, 2007). Low SES level strongly affects the achievement of students, dragging them down to a lower level (Sander, 2001). This effect is most visible at the post-secondary level

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(Trusty, 2000). It is also observed that the economically disadvantaged parents are less able to afford the cost of education of their children at higher levels and consequently they do not work at their fullest potential (Rouse & Barrow, 2006).

Krashen (2005) concluded that students whose parents are educated score higher on standardized tests than those whose parents were not educated. Educated parents can better communicate with their children regarding the school work, activities and the information being taught at school. They can better assist their children in their work and participate at school. Theory of Educational Productivity determined three groups of nine factors based on affective, cognitive and behavioural skills for optimization of learning that affect the quality of academic performance: Aptitude (ability, development and motivation); instruction (amount and quality); environment (home, classroom, peers and television) (Roberts, 2007).

The home environment also affects academic performance of students. Educated parents can provide environment that is very conducive for academic success academic success of their children. The schools' authorities can provide counselling and guidance services to parents on the need to provide or make home conducive for the academic activities of their children. The academic performance of students heavily depends upon the parental involvement in their activities to attain the higher level of quality in academic success. There is a range of factors that affect the quality of performance of students Waters

&Marzano, (2006). A series of variables are to be considered when trying to identify the affecting factors towards quality of academic success. Identifying the most contributing variables in quality of academic performance is a very complex and challenging job. The students in public schools belong to a variety of backgrounds depending upon their demography.

Parents' involvement has been defined and measured in multiple ways, including activities that parents engage in at home and at school and positive attitudes parents have towards education. The findings of several studies have revealed that increased frequency of activities were associated with higher levels of child misbehaviour in the classroom (Carden, Courtney and Rebekah, 2004).

Moreover, Dayad (2000), mentioned that good teachers are constantly on the alert for methods and instructional materials that will make learning meaningful. With the wise selection and use of a variety of instructional materials or audio-visual materials, experiences may be provided to develop understanding.

The factors affecting students' academic performance arise from several reasons. Thinking skills primarily affect student's learning faculties, if they do not learn what they need to learn. If teachers do not know how to catch the attention of a student, the more the student cannot make himself attentive to that subject. The student gets lazy because it has a subject that they think that it's a

subject he perceives to be not so relevant to their course; nonetheless, they still study it.

**Empirical Review.**

**Locus of Control and Academic Performance-**

Research study by (Hasan, 2014) explained that high achieving students must adopt external locus of control strategy through which they should able to achieve well academic performance on the other side low achieving students must adopt internal locus of control strategy. He said further in his explanations that Students who have study habits must achieve academic performance and such academic performance is going to be positive locus of control. Another researcher (Oshati 2014) in his study, he found out that locus of control is in two types; internal and external locus of control. Internal locus of control is the way whereby students get high academic achievement. He stressed in his study that adoption of external locus of control may be caused by continuous failure in academic session.

A more rigorous review was conducted by Renea (2009) approximately, 100 studies investigating the relationship between locus of control and academic achievement. His review included; studies of all ages and used explicit quantitative techniques for drawing conclusion and included all of the mediators suggested by the other reviewers. The authors of this review concluded that, (a) locus of control and academic achievement are significantly and positively related, and (b) the magnitude of this relation is small to medium. Based on the

characteristics of the participants in the reviewed studies and the nature of the locus of control and academic achievement measures, used as mediators for the investigation, it resulted that the relation tended to be stronger for adolescents than for adults and children, and the relation was more substantial among males than females. More recent studies conducted on University students showed similar results. Park and Kim (1998), conducted two studies to investigate the relationship between behaviour patterns, locus of control and academic achievement. Their first study analysed behaviour patterns and locus of control in both university honour students and low achievers or students on probation. Findings from this study revealed that honoured students showed higher internal locus of control than lower external locus of control when compared with students on academic probation, and they attributed their successes to efforts and the influence of other people. Their second study focused on inter-relationship between locus of control and academic achievement in three groups: Korean, Chinese and Korean-Chinese students. Findings showed a positive relationship between internalized locus of control and academic achievement in favour of the Korean and Chinese students with higher academic grades. Other researchers, such as; Majzub, Bataineh, Ishak, and Rahman (2009), in their study found similar results with positive relationships between locus of control and academic achievement in Jordanian and Turkish university students respectively.

Wolfe (2011), conducted a study on Psychology students at the University of Minnesota, Duluth. Results of the study revealed that, there were no significant differences between pre-test internal and external locus of control and that locus of control orientation did not change based on the quality of post-test feedback. These results might be conflicting with Schmitz and Skinner's (1993) research which suggested that, perceived success and failure do influence locus of control orientation. Studies on investigating locus of control and academic achievement have been conducted on graduate students. Nejati (2012), investigated the relationship between locus of control and academic performance of the master's students of the University of Yazd, Iran. Their findings indicated that locus of control is significantly related to the academic performance of the graduate students from their institution. How are students' educational outcomes related to their locus of control? Does locus of control have differential effects on educational attainment and educational achievement?

Researchers opined that because those with an internal sense of control believe that success comes from hard work, they are more likely to be aware of information that is useful for future decision-making, are more willing to take action to improve their performance, and are less likely to surrender to peer pressures. An internal locus of control is associated with superior academic performance. A sense of personal control is thought to increase effort,

motivation, and persistence in problem solving all of which are expected to improve educational outcomes (Ross and Broh, 2000).

A study on locus of control among Iranian students by Barzegar (2001), using the Internal-External locus of control scale by Rotter indicated that locus of control was a factor that is predicting on students' academic performance. Anakwe (2003), examined the relationship between locus of control and secondary school students' academic performance. The findings showed a significant positive relationship between academic performance and locus of control. Shepherd, Owen, Fitch and Marshall (2006), found that students with higher GPA reported higher score in internal locus of control.

Knowles and Kerman (2007), found that students with internal locus of control tend to perform better in academic courses compared to those with external locus of control. Nejati, Abedi, Agbaci and Mohammadi (2012), investigated the relationship between locus of control and the academic performance of students by considering the role of life quality and satisfaction with life. The outcome of the study revealed that locus of control significantly correlated with the academic performance of the students.

When association is found between locus of control and academic achievement, the association is found to be stronger in adolescents compared to adults or children. A study on locus of control among Iranian students by Barzegar (2011), using the I-E locus of control Scale by Rotter indicates that locus of control was a factor predicting students' academic performance.

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Some researchers have also found that academic self-efficacy and locus of control are positively related to academic success (Cassidy & Veeachus, 2000, Derin 2006; Adeyemo, 2007; Akomolafe 2010)whereas some others maintained academic self-efficacy and locus of control had no impact on academic performance (Jeffreys 1998; Reynolds & Weigand, 2010; Dinçyürek, 2012).

Research has shown that how people respond to situations or decide to adopt one behaviour or another greatly depends upon expectations (Bergvik, Sorlie, & Wynn, 2012; Brown, Garavalis, Fritts, &Olson, 2006; Ng, Sorensen and Eby, 2006).Based on the findings of the research, the construct of locus of control can be measured on a continuum from high internal to high external. Most people tend to fall somewhere between these extremes. Carlson (2007) also suggested that individuals with a strong internal locus of control are inclined to take more responsibility for the outcomes in their lives, and attribute their successes or failure to their own efforts and decisions. When these individuals reach a goal, they feel that they are responsible, and likewise when they fail to reach a goal, they also accept responsibility. In contrast, individuals with an external locus of control orientation tend to believe that their own efforts have little impact on the amount of reinforcement they receive and that outcomes such as success and failures in their lives are controlled by luck, circumstances, fate, or powerful others. They believe that what happens is beyond their control. They feel that no matter what they do, their successes and failures in life are predetermined.

In personality studies, the locus of control refers to the distribution of power. In this context as illustrated in Figure 3, the power to determine results is by directly-impacting happenings. When patients' loci of control are internal, they believe they are in charge of their own fate and take responsibility for the outcome of what happens to them. When the loci of control are external,

patients tend to blame outside sources for their failures and successes. Werner and Ahlstrom (2016) affirmed that if patients believe they can control their oral health and that they have the tools and capability to eliminate the aetiology of their disease, the focus becomes internal. Patients need to understand the benefits of daily oral hygiene so they are empowered to be in charge of maintaining their own oral health.

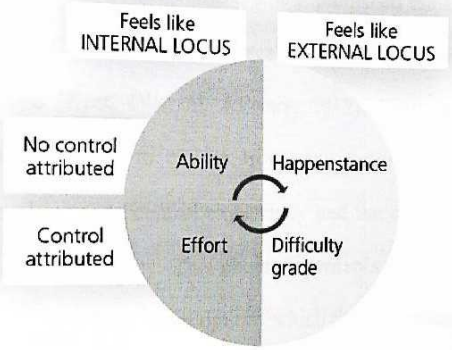


**Figure 3: Locus of control**

Source: Field Survey, 2018.

Several resources have been conducted on locus of control across various fields including Educational Psychology, Health Psychology and Clinical Psychology in order to observe individuals and predict their behaviours. Researchers have been studying the construct of locus of control in a variety of subject areas in various disciplines in order to find out its influence

onobservable behaviours. Locus of control has been found to have an influence in a variety of areas including; academic achievement, motivation (Anderson, Hattie, & Hamilton,2005), self-efficacy (Harsch, 2008), stress (Schmitz, Neumann & Oppermann, 2000),

**Measuring Locus of Control**

There are ways to reliably determine one's locus of control. For example, the Locus of Control scale measures generalized expectancies for internal versus external control of reinforcement. Rotter published the Locus of Control scale in 1966. Rotter's internal-external scale tests locus of control expectancy using 29 questions (Kurt, Dharani, &Peters, 2012). Each question has two options for the participant to choose from: one option expresses a typical attitude of internal locus of control expectancy and the other indicative of the attitude of external expectancy. This choice represents an extreme option and the participants are asked to choose options which they more strongly believe in or the option that is closest to their preferences. One point is scored for each external option chosen by the participants. Thus, the higher the score, the more external the individual is regarded (Kurt, Dharani & Peters, 2012). The scale determines one's perspective about how important events in society affect different people. One's perception of where control lies can have an impact on one's viewpoint and the way they interact with their environment. However, it is important to note that locus of control is a continuum and no one has a 100

percent external or internal locus of control (Cherry, 2016). Essentially, most people fall somewhere between the two extremes.

**Achievement Motivation and Students' Academic Performance**

Researchers have shown that there is an interest in achievement motivation as it relates to students. Many studies had been conducted to discover what motivates students towards achieving academic performance (Atkinson, 1999). With these studies came ideas on how to predict an individual's task performance. Other studies have been conducted to increase students' motivation. These studies also have spawned new ideas on motivation (Accordino, Accordino &Slaney, 2000). This work will look at person's need to achieve, fear of failure, and probability of success at a task, perception of the outcome of a task, and other testing methods.

The individual's perception of probability for achieving the task would cause a need to achieve and a fear of failure. Both are strong emotions that influence the individual's decision on whether or not to attempt the task. If a task simultaneously arouses an individual's motivation to approach the task and motivation to avoid the task, then the sum of the two motivations will be the result. If the result is more positive to approach the task, then the individual will be motivated toward the task. The strength of motivation is also important. Different variables are taken into account for each task. Often this is done subconsciously. If a person is motivated to achieve, his or her behaviour is directed by a positive possibility. If a person is motivated to avoid failure, his

orher behaviour is directed by an undesirable possibility. The same person may experience both motives at the same time depending on the situation. Which motive the person selects depends on the relative strength of the achievement motives, either to achieve success, or to avoid failure. An individual will find a task easy if they have a high probability of successfully completing the task. An individual will find a task hard, if they have a low probability of successfully completing the task.

Motivation, as it relates to students, is very important. Students who have high motivation to achieve generally do well, academically. Students with low motivation do not do well academically. But motivation does not guarantee achievement. Similarly, achievement does not reflect motivation Keefe and Jenkins (1993).

**Measuring Achievement Motivation**

- **The Need to Achieve**

All students are influenced by the need to achieve. It causes them to want to be successful at what they attempt. But each student is affected to different degrees. For some students, the desire to achieve overwhelms other factors that could cause failure, such as; lack of skills, lack of experience, lack of ability, or lack of time. The individual does whatever it takes to work through or eliminate these setbacks (Atkinson, 1999). Studies conducted by Atkinson (1999), showed that a percentage of students will work hard to achieve a task they do not enjoy, solely to maintain their high grade average or high class rank. This reflects back

on the student's attitude toward success. Those students who hold a high attitude of success work hard to achieve success, regardless of the task. High achievement motivation and high achievement may be associated with normal perfectionism (Accordino,2000).

If we accept the notion of intrinsic motivation, it implies that there is a powerful potential for self – actualization within each of us. This potential is based on the intensity of our need to achieve, as well as, our enjoyment of achieving. Students who are intrinsically motivated participate in learning activities for their own sake as they desire the outcome. They do not need rewards or praise. They find satisfaction in knowing that what they are learning will be beneficial later. They want to master the task, and they believe it is under their control to achieve mastery. The work may reflect personal interest or be a new challenge. "Academic intrinsic motivation has been shown to be positively and significantly related to students' achievement and perception of their academic competence, and inversely related to their academic anxiety" (Eskeles-Gottfried, Fleming&Gottfried, 1998).

Extrinsically, motivated individuals are those who participate to receive a reward or avoid a punishment, they typically do not want to do the task and believe that it is out of their control on whether they succeed or not. If they do the task, they expect some sort of gain other than knowledge, such as; praise, rewards or avoiding punishment (Keefe &Jenkins, 1993). A person's expectations about their life are very powerful, and a person's attitude is

determined by their expectations (Tracy, 1993). Expectations have a great influence on one's personality. Attitude is shown by the way one reacts, when under pressure. A positive attitude allows you to respond constructively. You expect the best from yourself, you expect to succeed. A negative attitude may contain self-limiting beliefs, which will reflect on how you handle or feel you can handle certain situations. You may expect to do poorly or to even fail. "You are the person you imagine yourself to be. If you imagine that you are successful, then you will be a success. If you imagine that you are a failure, then you will be a failure (Murphy, 1996).

Successful people are confident, enthusiastic, remain positive and optimistic. They always want to succeed. "Individuals with strong self-efficacy are less likely to give up than those who are paralysed with doubting about their capabilities" (Alderman, 1999). Unsuccessful people often lack confidence and are negative and pessimistic about themselves. They rarely expect success. Tracy (1993) opines that everything that happens to you, everything you become and accomplished is determined by the way you think and by your mindset. Our self-esteem and how competent we feel is what causes certain behaviours and establishes certain goals. Some people like to try new experiences and set more challenging goals, while others prefer to stay in their comfort zones and be happy with what they know they can accomplish.

- **The Fear of Failure**

The differentiation between the concepts of measuring achievement motivation has gradually slipped from the focus of attention. Meanwhile, the role of different measurement techniques, that is, implicit and explicit, is influencing more research. Whereas picture-story tests (PST) are often used as implicit methods, questionnaires are still the method of choice for explicit motivation. Early on the question was whether implicit and explicit achievement motivation can be understood as part of one construct despite different measurement approaches (Thrash & Elliot, 2002). By now there seems to be a growing consensus that both are distinct but related motivational systems. Nowadays a lot of research is directed at finding moderators influencing their relationship (Thrash et al., 2007). One of the major differences between these systems lies in their assumed predictive power. McClelland et al. (2010) stated that implicit achievement motivation determines spontaneous behavioral trends over time, with the activity itself being the source energizing the need. Consequently, self-referenced feedback would elicit implicit motivation. Explicit achievement motivation on the other hand is supposed to be reactive to social comparisons (norm-referenced feedback). Empirical evidence for this assumption is mixed. Meta-analyses seem to confirm the different criterion validities (Spangler, 1992).

Some individuals find it difficult to achieve success due to their fear of failure. They are so concerned that they will not be able to succeed at

carryingout some tasks as a result; they do not even attempt performing any task. They feel that if the task is not attempted, it cannot be failed. These individuals can hardly time deal with their shortcomings. They also fear failing in front of their peers, so they avoid situations where the opportunity to fail exists or where things are out of their control. According to Tracy (1993), "Fear of failure is what keeps most adults from succeeding".

If a student anticipates failure, the student will actively try to avoid being in that situation. Likewise, if the student does end up confronted with a possible negative consequence, the student does little, to achieve a positive outcome. If the task is not attempted, it cannot be failed. Alderman (1999) buttresses that, to this idea, "Students often believe that ability is the primary element to achieve success and lack of ability is the primary reason for failure. Their motives then become avoiding failure and protecting their self-worth from the perception that they have low ability". If students attribute achievement to ability, effort may be seen as useless and the students may actually decrease their efforts to protect their self-worth. "A student's motivation may be buried under years of less – than – successful experiences in school". Murphy (1996) stated that, many people will avoid a stressful task as much as possible. Attempt to put it off as long as possible. This increases anxiety and allows little time to accomplish the task. For some students, the way to avoid failure is to succeed. Even though achieving the outcome is a success, the goal for these students is not to fail.

Their goal is not to gain the rewards or benefits of the outcome, but to avoid failure at any cost (Simons, 1999).

- **The Probability of Success**

People are normally motivated to act in ways that help them to achieve goals accomplishment. The strength of the motivation to act however, depends on the perceived achievee ability of the task as well as the importance of the task. When the probability to achieve success is low, i.e. confronting a very difficult task, there is little embarrassment in failure. For some individuals, failing a task that should be easy is humiliating. Rather than to fail a task, they prefer not to attempt the task, thus not completing it. But if the task is very difficult to accomplish, then failure to achieve the task is expected. Attempting the difficult task and failing brings no shame, since failure was expected, but attempting the difficult task and succeeding, brings happiness.

A recent study by Brunstein and Maier (2005) showed that task performance is predicted by implicit motivation given task-orientation and self-referenced feedback. However, when the situation is highly relevant to the person (high ego-involvement), it is explicit motivation in combination with norm-referenced feedback that predicted task performance. Implicit and Explicit Achievement Motivation as Constructs A study by Thrash et al. (2007) revealed that different questionnaires based either on Murray's or on McClelland's conceptualization constitute one common factor. Because implicit motivation was assessed only with one PST, the authors could not test whether there is a

common implicit motivation construct. Other ways to measure implicit achievement motivation are indirect assessment techniques, such as Implicit Association Tests (IAT, Greenwald, McGhee, & Schwartz, 1998) or objective tests (Schmidt-Atzert, 2004). An example for an achievement motivation IAT can be found in Brunstein and Schmitt (2004). The IAT uses different adjectives (see description below). The adjectives in the version used here were chosen partly from standard questionnaire measures of achievement motivation and partly from content coding categories listed in manuals for the scoring of achievement related imagery in PSTs (see Brunstein & Maier, 2004). An objective test, measuring achievement motivation is the Objective Achievement Motivation Test (OAMT, SchmidtAtzert, 2004, see description below). In this computer based test participants in several trials have to steer the cursor along a winding road by pressing two different buttons indicating the direction. Between the trials, participants are given performance feedback.

What should we expect of a person in whose his or her disposition to avoid failure is stronger than a motive to achieve? It is apparent at once that the resultant motivation for every task would be negative for him. This person would want to avoid all tasks. Competitive achievement situations are unattractive to him. Some individuals feel that success is based on ability and failure is caused by a lack of ability. When competitive situations occur, many of these individuals often feel a need to protect themselves from failure or a perceived lack of ability, so they develop strategies, such as; withholding effort

or setting unrealistic goals (too high or too low). Often people have self-limiting beliefs, ideas that categorize the thinker in certain ways, according to Tracy (1993). Usually the beliefs are based on some past performance and are untrue. Feelings of inadequacy, whether true or false, become true if, the belief is strong enough. Belief can make individuals to disregard information contrary to one's beliefs. Many students feel that if, they make efforts and work hard, they will be successful. Effort is the key to success Leondari, Syngollitou and Kiosseoglou, (1998).

Alderman (1999) adds to the achievement theories that "Ability and effort have typically been found to be the most frequent reasons for success and failure in achievement context". "Ability and self – worth are often seen by students as synonymous. It is ability, in the absence of accomplishment that defines self – worth for them. Further, it was stated that, "Personal experience is one of the most influential sources of efficacy information. It follows then that successes tend to raise efficacy expectations – whereas failures tend to lower them."

If an individual has related experiences or abilities in doing a task, the amount of intended effort to complete the task will be low, while the chances for a positive outcome will be increased. Alderman (1999) stated that, "We are more likely to undertake tasks that we believe we have the skills to handle, but avoid tasks we believe to require greater skills than we possess". If an individual has no experiences or ability, then the intended effort is great and the

chances for a positive outcome will be decreased. Alderman (1999), further maintained that, "If we fail at a task, our expectations for future success differ, depending on whether we attribute the failure to lack of effort (try) or to not having the ability (can) to succeed on the task". However, Tracy (1993), noted that people have skills and talents that are developed with education and experience. These can improve with study and practice. With the correct attitude, one can make deliberate, conscience efforts to make improvements. Even so, Reynolds and Weigand (2010), "Improvement in on-task behaviour does not necessarily lead to increases in academic performance". One must gain knowledge or understand the concept to improve, not just behave in a manner that is conducive to learning.

Some students do not believe in additional effort. However, believe that ability to learn is fixed, at birth. These students believe they can only learn so much so fast, and that any effort put forth to learn more or faster will be wasted. To avoid failure, they will arrange the circumstances so that if poor performance should occur, those circumstances will be seen as the cause rather than lack of ability.

In dealing with the probability of success, a person that is more motivated to achieve success would prefer a moderate risk. His level of aspiration will fall at the point where his positive motivation is strongest, at the point where the odds seem to be 50 – 50. A person with a fear of failure does not want to take any risk, but when forced will prefer either an easy task that he or she will not

fail, or a task that is difficult to be expected to accomplish. In an experiment with five-year old, a ring-toss was used to help identify individual's motivation levels. Those five-year old with high motivation levels tended to throw at targets of medium difficulty. The five-year old with low motivation levels tended to avoid targets of medium difficulty. They tended to choose targets that were very near or those targets that were distant (Midgley, 2002).

In summary, the person in whom the achievement motive is stronger should set his level of aspiration in the intermediate zone where there is moderate risk. On the other hand, the person in whom the motive to avoid failure is stronger should select either, the easiest of the alternatives or should be extremely speculative and set his goals where there is virtually no chance for success. These are activities, which minimize his anxiety about failure.

- **Perception of the Outcome**

Keefe and Jenkins (1993) stated that, "Authentic human achievement, on the other hand, is concerned with what is significant, worthwhile, and meaningful in the lives of successful adults from all walks of life – artists, business people… Authentic academic achievement, then, should concern itself with accomplishments that are significant, worthwhile, and meaningful for students preparing for adulthood". Jenkins (1997) opined that, "Children are born motivated to learn. Children enter Kindergarten still possessing this enthusiasm for learning. Educators need not motivate children to learn, this was accomplished at birth. The responsibility of educators is to eliminate the loss of

innate enthusiasm". Keefe and Jenkins (1993) further buttresses that, "most children begin school with enthusiasm for learning. School is firmly fixed in their positive system of values. Over time, however, the importance begins to diminish as school experiences fail to connect with their lives". Ownership of ideas and projects also increases achievement motivation. Atkinson (1999) opined that, "Ownership develops a sense of responsibility, pride and the motivation to succeed".

An individual's achievement motive may be seen as a personality trait. Each person has different degrees of achievement motivation. High achievers may be classified as driven, striving for success, competitive or taking charge. Low achievers may be seen as quitters, non-participants or failures. Each person approaches each situation with a unique combination of several achievement motives. These achievement motives are shaped by significant interactions in a child's early developmental years. They are learned motives, shaped by play, experience and rewards or consequences for actions or behaviours. It is at this time when parents', role models, and teachers can have the greatest impact on the child's habits and values about achievement motivation.

The results of studies done by Sander (2001) showed that students who value the outcome put forth more effort and try more strategies to achieve the outcome. High achievers work harder and will try different means to accomplish success. It was also observed that even when all possibilities of

failure are removed from a situation, many students will procrastinate, quit or not attempt the task, if the outcome has no perceived value.

**Other Test Methods**

Other test methods for measuring achievement motivation include: Story Sequence Analysis, Thematic perception Test and Surveys.

- **Story Sequence Analysis**

Story Sequence Analysis is a method of testing achievement motivation by analysing stories told by subjects. The subject is showing a series of ambiguous photographs and asked to write a detailed story about each photograph. The stories must explain what is occurring, the feelings of the photographed people, and what will result. It is thought that the story will reveal the story tellers' motivation level. People with high levels of motivation will tell stories of success, based on work and accomplishments. People with low levels of motivation tell stories of dreams and wishes where failure often result (Thomas, 2002)

- **Thematic Apperception Test**

Thematic Apperception Test is quite similar to Story Sequence Analysis. The subject is showed a series of 31 ambiguous photographs and asked to write a story for each photograph, describing what happened, how the photographed people feel, and how things will end. The story is analysed for recurrent motivational themes that are thought to reflect the motivation of the author Thomas, (2002).

- **Survey**

Most achievement motivation surveys are constructed in the same manner. They asked a number of questions to understand certain behavioural characteristics. The surveys have related groups (or components) of questions that are scattered throughout the questionnaire. The respondents are asked their likes and dislikes of various topics. Other questions may ask respondents to rate themselves or their abilities. By having related groups of questions, the survey can ask the respondent the same question in different manners and compare how the student answers each time. In this manner, the consistency of the respondents' answers can be checked. The answers to the questions are presented as a Likert – type rating-scale. Typically, there are between five and seven answers which the respondent can select (Jagacinski & Duda, 2001).

Some individuals have a need to achieve. They want to be successful at whatever they attempt. They have a high attitude toward success and work hard to ensure they are successful. If they are intrinsically motivated, they participate in the activity for the sake of learning that activity or improving their abilities at that activity. If they are extrinsically motivated, they participate in the activity with the expectation of reward (Eskeles-Gottfried, Fleming and Gottfried, 1998).

Other individuals have a fear of failure. They will avoid failure at all costs. Usually the individual will not even attempt the task. In this manner, they save face with their peers. If the task is not attempted, it cannot be failed. The

probability of success also has bearing on an individual's achievement motivation. An individual may not need to put forth much effort to accomplish an easy task. A difficult task may be thought to take too much effort. Tasks of moderate difficulty seem to be preferred by individuals with high achievement motivation. An individual's perception of the outcomes also affects their achievements motivation. If the outcomes of a task is not viewed as unimportant, little or no effort may be made in attempting the task.

**Types of Achievement Motivation**

Achievements are caused by implicit explicit comparison and avoidance motives. Why humans do the things that they do specifically, what creates the drive for success, has been a subject of scientific investigation for decades. The consensus is that everyone is motivated to achieve, although for different reasons. These reasons are collectively called achievement motivation and directly influence everyday actions, such as; doing work, practicing a sport or hobby, studying for an examination, attending college and even shopping. There are various types of achievement motivation

- **Intrinsic Motivation:** Individuals are commonly influenced by intrinsic motives, which come from within, based on the desire to perform well and based on the incentives. Such incentives include; a sense of self-satisfaction achieved by doing a good job, the exhilaration of having completed a challenge and a sense of mastery.

- **Extrinsic Motivation:** Extrinsic motives are common and come from outside the individual. Very often, they are the result of a desire to meet society's standard rather, than their own.
- **Avoidance Motivation:** Avoidance is a kind of motivation with which some people can identify. It offers stability and predictability in return for the performance of boring or unpleasant tasks. Avoidance motivates individuals to compete such tasks to avoid unpleasant consequences. However, performing these tasks, can improve an individual's overall situation.
- **Universal Motivation:** The need to achieve is part of the human condition. What motivates achievement differs from individual to individual depending on factors like; personality and self-esteem. In 2005, Mathew Weller of the "Los Angeles Business Journal" wrote that Universal motivation include; incentives, desire, a favourable environment and pre-existing internal motivation. When any such condition exist, achievement is likely to look more attractive, resulting into additional effort on the part of would be achievers.

**Self-Efficacy and Students' Academic Performance**

Self-efficacy theory postulates that people acquire information to evaluate efficacy beliefs from four primary sources, namely;(a) enactive mastery experiences (actual performances); (b) observation of others (vicarious experiences); (c) forms of persuasion, both verbal and otherwise; and (d)

'physiological and affective states from which people partly judge their capableness, strength, and vulnerability to dysfunction' (Bandura, 1997). Of these four information sources, researches have shown that, enactive mastery experiences are the most influential source of efficacy information because they provide the most direct, authentic evidence that an individual can gather the personal resources necessary to succeed (Bandura, 1997). As one might expect, past successes raise efficacy beliefs, while repeated failures, in general, lower them. However, the influence of performance successes and failures is a bit more complex than this. For example, 'after strong efficacy expectations are developed through repeated success, the negative impact of occasional failures is likely to be reduced' (Bandura, 1977). Thus, the effects of failure on personal efficacy really depend on the strength of individuals' existing efficacy beliefs, as well as, the timing of failures with respect to the totality of their performance experiences. In other words, later failures may not negatively impact efficacy beliefs to the same extent as earlier failures might.

While experienced mastery has been shown to produce the most powerful influence on efficacy beliefs, individuals can also learn by observing the successes and failures of others. According to Bandura (1997), "so-called vicarious experiences can generate efficacy beliefs in observers that they too can attain success through persistence and effort." However, such vicarious experiences, which rely on social comparisons and modelling are postulated to

be less dependable sources of information about one's own capabilities than is experienced mastery. As such, efficacy beliefs induced solely by observation and modelling of others tend to be weaker and more susceptible to change.

A third source of efficacy information comes from verbal persuasion from others. Such social persuasion is widely used in academic settings to help students believe that they can in fact cope with difficult situations. In the words of Bandura: (Bandura, 1997) 'verbal persuasion alone may be limited in its power to create enduring increases in perceived efficacy, but it can boost self-change if the positive appraisal is within realistic bounds.' On the other hand, optimistic persuasive comments tend to be ineffective, particularly if the individual being persuaded ultimately fails—a result that acts to discredit the persuader and undermine the recipient's efficacy beliefs (Bandura, 1997).

The fourth and final source of efficacy information comes from one's own physiological and emotional feedback during performance, particularly that involving physical activity. In particular, individuals interpret stress reactions (e.g., increased heart rate, sweating, hyperventilation, and feelings of anxiety and fear) during demanding tasks as signs of vulnerability (Bandura, 1997). This is because excessive physiological and emotional arousal can often negatively impact on performance. Individuals tend to expect success, to a greater extent, when they are *not* overcome by stress reactions than, if they are 'tense and viscerally agitated'. Unfortunately, fear reactions tend to generate

further thoughts of impending danger, thereby significantly elevating an individual's anxiety level far beyond what may be warranted by the actual situation. Ultimately, information conveyed by physiological reactions is cognitively assessed by individuals and can positively or negatively influence efficacy beliefs, depending on the level of arousal and a person's cognitive appraisal (Bandura, 1997).

Bandura's theory identifies four core features of human agency: intentionality, forethought, self-reactiveness, and self-reflectiveness (Bandura, 2001). Social cognitive theory is rooted on the view that individuals are agents, pro-actively engaged in their own development and can make things happen by their actions. In the social cognitive view, people are neither driven by inner forces nor automatically shaped and controlled by external stimuli. Human functioning is explained in terms of a model of triadic reciprocity in which behaviour, cognitive and other personal factors and environmental events all operate as interacting determinants of each other.

Furthermore, researches in academic settings have focused primarily on three major areas. One area has focused on the link between efficacy beliefs and college major and career choices, especially in the areas of Science and Mathematics (Farmer, Wardrop, Anderson & Risinger, 1995). Various studies have demonstrated the meditational role of self-efficacy beliefs in the selection of career choice in college students. Findings have also indicated that

undergraduates are more likely to choose majors and careers in which they feel most competent and avoid those in which they believe themselves less competent or less able to compete. Researchers have found the Mathematics self-efficacy of Colleges, undergraduates to be more predictive on their Mathematics interest and choice of its related courses and majors than their prior achievement or outcome expectations (Pajares, 1996). Furthermore, the research indicates that male undergraduates reported higher Mathematics self-efficacy than did female undergraduates (Pajares & Kranzler, 1995). This type of research has valuable implications for the counselling and vocational psychology theory and practice.

The second area of the studies focused on efficacy beliefs of teachers and students' outcomes. Findings of these studies suggest that teachers' self-efficacy beliefs affect their instructional practices and their orientation toward the educational process and their student outcomes (Pajares, 1996). Researchers have also found that teachers with a low sense of efficacy tend to hold a custodial orientation which impacts on students' motivation. They emphasize rigid control way of controlling classroom behaviour and rely heavily on extrinsic enticements and negative sanctions to make students study. Teachers with high instructional efficacy focus on creating mastery experiences for their students, building student self-efficacy beliefs and providing a positive learning atmosphere, while teachers with low instructional self-efficacy tend to undermine students' cognitive development, as well as, students' judgements of

their own capabilities. Teacher efficacy is an indicator of students' achievement and students' achievement beliefs across various areas and levels (Gabriela, 2016).

The third area of studies has investigated the relationship between academic efficacy beliefs with other motivation constructs and with students' academic performances and achievement. Constructs included; in these studies are: attributions, self-regulation, modelling, strategy training, social comparisons, problem solving, reward contingencies, test and domain-specific anxiety, as well as other self-beliefs and expectancy constructs, and varied academic performances across domains (Pajares, 2002).

Findings from the available studies have strongly supported Bandura's argument that self-efficacy beliefs mediate the effect of skills or other self-beliefs on subsequent performance attainments which are influencing and being influenced by effort, persistence and perseverance. This is illustrated in a study conducted by Collins (Pajares,1996) on selected children at three levels of learning ability – low, medium and high – and she asked them to judge themselves if, they were at high or low self-efficacy on each of the three levels of academic ability as they were given to solve difficult academic problems. At each ability level, there were children who were assured in their perceived self-efficacy and others who had self-doubts. The results of the study show that at each level of ability, children of high self-efficacy and those who believed strongly in their capabilities performed better, were quicker to discard faulty

strategies, and chose to rework some of the problems they failed and did so more accurately than did children of equal ability who were overwhelmed by self-doubts. This study was able to show that positive attitudes or beliefs (toward learning), as highlighted in the social cognitive theory, were better predicted by perceived self-efficacy than by actual ability. As this study showed, "people who perform poorly may do so because they lack the skills or they have the skills but they lack the sense of efficacy to use them well" (Bandura, 1993). However, Wentzel (1999), has noted that although positive self-efficacy may be important for academic performance, it will not produce competent performance (by itself) in the absence of pre-requisite skills and knowledge.

Other studies have found that self-efficacy also could enhance students' memory performance by enhancing persistence (Berry, 1999). Similarly, studies of college students, who pursued science and engineering courses have shown that high self-efficacy beliefs could influence the academic persistence that is necessary to maintain high academic achievement (Michael, Richard, Huebner, 2009). Furthermore, research findings by Pintrich and Garcia (1991), suggest that students with high self-efficacy who believe they are capable of performing academic tasks persist longer on a given task and use more cognitive and meta-cognitive strategies than those who do not. Furthermore, Pintrich and DeGroot (1990), found that academic self-efficacy correlated with academic outcomes, such as, final year examination scores. Similarly, Schunk (1991), indicated in

his research that high self-efficacy individuals worked harder on accomplishing a task and persisted longer when they encountered difficulties, while low self-efficacy individuals tend to quit or avoid a task. In the same context, Bandura (1997), found that individuals with a low sense of self-efficacy were more likely to give up when challenged by a difficult situation, while individuals with a high sense of self-efficacy were more likely to attempt different strategies or develop new ones.

Research on academic self-efficacy in other subject areas showed similar results. For example, Pajares and Johnson (1996), studied high school students' writing self-efficacy performance and found that their writing performance was directly affected by their self-efficacy beliefs and as theorized by the Social Cognitive Theory, it assumed a meditational role. A study conducted by Pajares and Valiante (1997) found similar relationships with fifth grade students' writing self-efficacy, as did Pajares (1996), when he examined the relationships between self-efficacy judgments and mathematics problem solving of middle school students in an algebra class.

Research on science self-efficacy conducted by Britner and Pajares (2006), on middle school students, found that science self-efficacy beliefs predicted science achievement. This study in particular showed that mastery experiences, as emphasized in Social Cognitive Theory, predicted science self-efficacy. The study highlighted the idea that students were able to carry positive feelings of competence from past assignments into current science project

assignments. Furthermore, students who had previous positive experiences with science assignments earned a higher grade on the assignments and were less likely to turn in the assignment late or incomplete. Findings support the contention that efficacy beliefs play a meditational role and affect the skills and other self-beliefs on subsequent performances by influencing effort, persistence and perseverance (Dale, 2012).

Accordingly, perceived academic self-efficacy is defined as "personal judgments of one's capabilities to organize and execute courses of action to attain designated types of educational performances" (Zimmerman, 1995). According to Pajares (1996), self-efficacy research in academic settings has focused primarily on two major areas. One area has explored the link between efficacy beliefs and college major and career choice, particularly in the areas of science and mathematics (Farmer, Wardrop, Anderson and Risinger, 1995). Researchers have reported that self-efficacy of College undergraduates was a better predictor of their learning interest and majors than either their prior achievement or outcome expectations. Also, male undergraduates report higher self-efficacy than female undergraduates. Findings from these self- efficacy studies have provided insights into the career development of students and can be used to develop career intervention strategies, therefore having important implications for counselling and vocational psychology (Pajares, 1996).

Studies in the second major area of research involving self-efficacy in academic settings have investigated the relationships among efficacy beliefs,

related psychological constructs, and academic motivation and achievement (Pajares, 1996).Relationships among self-efficacy perceptions, self-efficacy for self-regulation, academic self-regulatory processes, and academic achievement have also been reported in the literature (Zimmerman and Bandura, 1994). Zimmerman, Bandura, and Martinez-Pons (1992) used path analysis to demonstrate that academic self-efficacy mediated the influence of self-efficacy for self-regulated learning on academic achievement. According to their researches, academic self-efficacy, influenced achievement directly, as well as; indirectly by raising students' grade goals. Other findings suggest that students who believe they are capable of performing academic tasks use more cognitive and meta-cognitive strategies and persist longer than those who do not (Pintrich & Garcia, 1991).The research base to support the important role played by self-efficacy in predicting and explaining human behaviour has been well documented by Bandura(1997). Additionally, Pajares (1996) has summarized extensive literature on academic self-efficacy. The following is a summary of Pajares' findings: Because of beliefs individuals hold about their abilities and the outcomes of their efforts to powerfully influence the way in which they behave, Knowledge, skill and prior attainments are often poor predictors of subsequent attainments, self-efficacy of college undergraduates is more predictive of their interests and choice of related courses and majors than either their prior achievement or outcome expectations, self-efficacy is a powerful motivation construct that works well to predict academic self-beliefs and

performance at varying levels;· self-efficacy beliefs are correlated with other self-efficacy beliefs, motivation constructs, and academic choices, changes, and achievement;· general measures of self- efficacy insensitive to context are weak predictors of academic performances.

Similarly, academic self-efficacy which is described as personal judgment of one's capabilities to organize and execute course of action to attain designated types of educational outcomes/performance has been reported to promote academic achievement directly and also indirectly by increasing academic aspiration and pro-social behaviour. Studies have reported a significant influence of academic self-efficacy on academic performance (Adeyemo, 2007&Akomolafe, 2010).

The positive links between academic self-efficacy and academic performance has been reported by (Chemers, Hu & Garcia, 2001, Greene, Miller, Crowson, Duke and Akey, 2004; Sharma,& Sibereisen, 2007). For example, Green (2004) tested a model explaining the impact of 220 high school students' perceptions of classroom structure on their academic self-efficacy, instrumentality and academic achievement. Self-efficacy had a direct positive relationship, demonstrating the importance of self-efficacy for successful learning. Downs (2005) conducted a study on the influence of self-efficacy on Native American high school students' academic performance. The finding revealed that self-efficacy significantly and positively correlated with academic performance. Schallert (2006) found in his study that self-efficacy significantly

predicted students' academic achievement in Sciences. Pintrich (2000) and Zimmerman (2000) found in their various studies that self-efficacy significantly influenced students' academic performance. Klassen, Krawchuk &Rajani (2008), found that academic self-efficacy was a strong predictor of academic performance. However, contrary findings have been reported by a few empirical studies. For instance, Saunders, Davis, William and Williams (2004) and Loo and Choy (2013) found that self-efficacy had small positive effect on academic performance. Reynolds & Weigand (2010) examined the relationships among academic attitudes, psychological attitudes and academic achievement with a sample of 164 undergraduate first year students. The researchers found that self-efficacy was not significantly related to academic achievements. Jeffreys (1998) also reported inconsistent findings regarding the relationship between self-efficacy and academic achievement of University students. Self-efficacy did not predict academic achievement among the students.

Akomolafe (2013) concluded that academic self-efficacy is one of the major factors influencing academic performance of secondary school students in Nigeria. Academic self-efficacy is rooted in learning by observation and direct personal experience. Therefore, education programme of secondary schools should be restructured in such a way that much emphasis would be given to developing academic self-efficacy of students. School administrators, Counseling Psychologists and parents should work hard to develop and enhance students' academic self-efficacy by providing all essential conditions and

instruments for students' success in schools and learning environment that is conducive and rich in high quality course curricula and offering challenges that can be met.

In addition, teachers should establish and maintain supportive and appealing pedagogical environments and employ teaching and evaluation methodologies which are focused on students' educational needs and overall development. Counseling and Educational Psychologists should use appropriate psychological interventions to enhance academic self-efficacy of secondary school students.

**Locus of Control, Self-Efficacy and Students' Academic Performance**

The concept of control plays an important role in several psychological theories. It is central to Rotter's Social Learning Theory, Bandura's Self-Efficacy Theory, Weiner's attribution analysis of motivation and emotion, and Seligman's probability analysis of control (Wise, 1999). Self-efficacy and locus of control can be understood as independent or inter-related constructs. The essence of the interrelations between these two constructs is captured very well by Lefcourt (1992).Although, the authors of these various cognate constructs insist on the uniqueness of their contributions and draw detailed definitions to disentangle theirs from the terminologies of others, it is evident that there is much overlap in the meanings that are dealt with under these diverse rubrics.

Research has indicated that there is a relationship between self-efficacy and locus of control in that higher self-efficacy is correlated with internal locus

of control (Pincus & Callaha, 1994; 1995). While self-efficacy is the belief that individuals can succeed in a specific area of their lives, locus of control indicates how much control individuals feel they have over the outcomes. Thus, people with high self-efficacy in an area are more likely to persist longer in performing a task and to believe that they can control the outcome of a situation (Strausser, Waldrop, Hamsley, &Jenkins, 1998).

The relationship between self-efficacy and locus of control has been studied in areas such as: self-management of health and emotional conditions (Dunn, Elsom, &Cross, 2007; Sonntag, 2010) goal setting and task performance (Bandura, 1977; Phillips & Gully, 1997) academic achievement (Nowicki, 2004; 2008; Choi, Tella, Tella & Adika, 2008; Sagone& Akomolafe, 2010; Choi, 2013; De-Caroli, 2014), and stress and coping behaviour (Roddenbberry & Renk, 2010; Benight & Bandura, 2004).Based on the fact that, external locus of control has been claimed to be related to passivity and learned helplessness (Rotter, 1992), and also the fact that perceived environmental control ability has been found to be related to greater self-efficacy (Phillips & Gully, 1997), it is proposed that individuals with more internal locus of control will have a higher self-efficacy than individuals with external locus of control (Phillips & Gully, 1997). They asserted that, locus of control influences people's individual level of performance, and studies have shown that self-efficacy has an effect on an individual's performance. Thus, it will be very unlikely for an individual to set high performance goals, if she doesn't believe that she is capable of performing

well, even though she may have the ability to perform well on that particular task (Phillips & Gully, 1997). Based mainly on Social Cognitive Theory, researchers have found that individuals with high self-efficacy set higher goals, are more likely to engage and persist in a given behavior or task that they believe they have the ability to complete successfully, tend to put a great amount of effort into the task and have higher performance than individuals with low self-efficacy (Bandura,1991). Wood, Bandura, and Bailey (1990), also suggest that stronger self-efficacy has been found to lead to higher self-set goals.

The concepts of self-efficacy and locus of control have been recognized by researchers to be factors associated with academic achievement (Nowicki, 2004; Tella, & Adika, 2008). Most available studies indicate that both self-efficacy and locus of control are able to predict academic achievement (Nowicki, 2004; Tella,Tella &Adeniyi, 2011), while others indicated that they had no impact on academic performance. Some studies suggest that higher achievers tend to be more internally controlled and have higher levels of self-efficacy than lower achievers (Sagone &DeCaroli, 2014), while other studies indicate self-efficacy as a significant predictor of academic achievement but not locus of control (Choi, 2013).

Based on Bandura's (1997) Theory of Self-Efficacy and also previous studies on the effects of self-efficacy and locus of control on achievement and task performance, it can be inferred that doctoral students with higher self-

efficacy and an internal locus of control would generally perceive themselves as more able to perform and more responsible for their progress and performance on their dissertation completion, while students with lower self-efficacy and an external locus of control would most often blame or thank luck, fate, destiny, or other force beyond their control. McDermott (2002), found that students with internal locus of control were more likely to complete the doctoral degree than students with an external locus of control. Additional research is needed to study the combined influence of locus of control and self-efficacy on dissertation completion.

Based on the findings of the researches stated above, it can be said that there is a strong relationship between self-efficacy and academic performance.

**Summary of Literature Reviewed**

In the review of related literature to this study, the researcher considered some theories which serve as the bases for this study. Also, the concept of locus of control, concept of achievement motivation, self-efficacy, academic self-efficacy, and academic performance as well as the correlation of these variables with academic performance were delved into.

The review showed that locus of control is a force that can make or mar students' performance depending on how it is applied and managed. The review indicated that locus of control is a personality variable which refers to an individual's perception of the major cause of events in life. That is a person can

determine what happens to him or her. The review also showed that locus of control could be internal or external in nature. In the former, an individual believes to be the controller of his destiny of performance whereas in the latter, an individual believes that there are certain external forces outside his domain which determine his outcome or result. These include; fate, chance, luck or other powerful or influential personalities

Again, the review revealed that self-efficacy is a volatile determinant factor of academic performance in schools. Academic self-efficacy has been conceived as students' perception of self as learner and how she or he interacts with the learning environment. Studies of the relationship between self-efficacy and performance in educational settings have been a major focus of research and theory for many years. It was reviewed also that there is a persistent and significant relationship between self-efficacy and academic performance and that the change in one seems to be associated with a change in other.

The literature further revealed that there was a consensus among various researchers that several factors aside the main variables of this study significant impact students' academic performance in both internal and external examinations. Accordingly, these included; school climate, school climate change, teacher quality, availability and utilization of instructional materials, home background, societal influence, peer-group influence, students' factors, and so forth.

Finally, the review of the study looked into the combined impact of locus of control and academic self-efficacy on students' academic performance. It was found out in the review that, these two variables have positive correlation with students' academic performance. Therefore, the contradicting findings from various literature reviewed could perhaps be due to the time or place in which those studies were carried out, it is therefore imperative to examine students' academic performance as it is being correlated with locus of control, achievement motivation and self-efficacy in Ondo State Secondary Schools.

Thus, the review of related literature summarized that: for effective academic performance of secondary school students in general, is important to note that adaptation of students to situations depends upon expectations and their behaviour. It arrived at the point that gender has roles to play in determining the performance of students academically as males have stronger perception of an internal locus of control and females have stronger perception of external locus of control, based on the relationship between Locus of control and sex tested in the interactive. Self-efficacy also serves as factor which determines academic performance of students.

# CHAPTER THREE

# RESEARCH METHOD

This chapter describes the method and procedures used to conduct the study under the following sub-headings; research design, population of the study, sample and sampling techniques, research instruments, validity of the instruments, reliability of the instruments, administration of instruments for data collection and data analysis.

## Research Design

The descriptive research design of Survey type and ex-post facto method were used in the study. Survey method was used to enable the researcher to capture a large sample of students for the purpose of making generalization. It also involved the use of a questionnaire. Ex-post facto was used because there was no attempt to manipulate the variables since the design presumed that data were collected after events of interest had occurred.

## Population of the Study

The population comprised all secondary school students in Ondo State, Nigeria. The study covered the three Senatorial Districts in Ondo State (Ondo North, Ondo South and Ondo Central Senatorial Districts). A total number of 360 male and 540 female secondary school students were included in the population of the study.

## Sample and Sampling Techniques

The sample size for the study was 900 Secondary School students including; males and females. A multi-stage random sampling technique was used to select 18 public Secondary Schools in Ondo State, Nigeria from which the respondents for the study were drawn from the Local Government Areas.

In stage 1, the state was grouped into three senatorial districts (Ondo North, Ondo South and Ondo Central) with each senatorial district having six local governments' areas. In stage 2, one secondary school per local government area was selected in each senatorial district using stratified sampling technique, meaning that 18 secondary schools were selected. In the last stage, simple random sampling technique was used to select 50 students which was 20 males and 30 females in each secondary school giving a total number of 900 students as respondents, used for the research.

**Research Instrument**

A self-developed, structured questionnaire by the researcher, titled, "Questionnaire on Locus of Control, Achievement Motivation, Self-Efficacy and Students Academic Performance Questionnaire (LCAMSESPQ)"was used to collect relevant data for the study. The instrument used was adapted from Walter (2009) and Hassan (2004) and the Researcher respectively with Academic Performance Proforma collected from Ondo State Ministry of Education, Akure. The instrument was divided into four sections. Section A

sought for comprehensive bio–data of the respondents while Section B to D involved items which measured the independent variables structured on the 4 Likert scale of Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1.Section B consisted of 17 items on locus of control. Section C consisted of 10 items on achievement motivation, and Section D consisted of 15 items on academic self-efficacy. Also, the Academic Performance was used for the collection of students' results in English Language and Mathematics.

**Validity of Instrument**

The validity of the instrument was done by the researcher's supervisor and expert in Tests and Measurement in the Faculty of Education, Adekunle Ajasin University, Akungba-Akoko., proper scrutiny of the items were done, their suggestions, modifications and corrections were effected. The instrument was found as valid for the study.

**Reliability of Research Instrument**

The reliability of the instrument was determined through test re-test method. Questionnaires were administered on students twice at an interval of two weeks on the students. The Scores of the two tests were correlated using Pearson Product Moment Correlation analysis to establish the correlation coefficient. The correlation coefficients of each section (LCM, AM and ASE) of the instrument were 0.89, 0.79 and 0.86 respectively. Therefore due to the high

level of results obtained, it was adjudged the instrument was reliable, thus used for data collection.

**Administration of the Instruments**

The researcher administered copies of the instruments through direct delivery method. A letter of introduction obtained from the Head of Guidance and Counseling Department, Adekunle Ajasin University, Akungba Akoko was presented to each of the selected schools' principals for approval. Then, the researcher, with the help of two counsellors in each of the selected secondary schools who were duly briefed and well informed about the purpose of the study, distributed and administered the copies of the instruments to the students. The completed instruments for the study were collected for data analysis.

**Data Analysis**

Data analysis was done using, both descriptive and inferential statistics. The following descriptive statistics of frequency counts, mean and standard deviation were used in the analysis. The inferential statistics of Pearson Product Moment Correlation (PPMC), Independent t-test, and Multiple Regression Analysis were used to test the hypothesis. Hypothesis one was analysed using Multiple Regression, this method was used to take an accurate prediction in the values of the variables used, which helped the researcher to get the right criterion. Pearson Product Moment Correlation was used to analyse hypotheses 2, 3 and 4 which allowed the researcher to determine whether there is an association between Locus of Control and Academic Performance. T-test

method was used to analyse hypothesis 5, this method was used to compare the mean of Locus of Control and Academic Performance in order to determine whether there is significant difference between them. All hypotheses were tested at 0.05 level of significance.

# CHAPTER FOUR

## RESULTS AND DISCUSSION

This chapter presents the analysis of data and discussion of findings. Presentation of data was carried out and testing of hypotheses. Discussions of the findings were presented at the end of the analysis.

Research Questions 1-3 were converted to hypotheses and tested, inferentially.

**Testing of Hypotheses**

**Hypothesis 1**

Locus of control, achievement motivation and academic self-efficacy do not significantly predict academic performance of secondary school students.

In order to test the hypothesis, scores relating to locus of control, achievement motivation and academic self-efficacy on the prediction of academic performance of secondary school students were computed and subsequently subjected to statistical analysis involving Multiple Regression statistics at 0.05 level. The result is presented in Table 1.

**Table 1: Multiple Regression Analysis on Locus of Control, Achievement Motivation and Academic Self-Efficacy as Predictors of Academic Performance of Students**

| Model | SS | df | MS | F | P | R | $R^2$ | Adjusted $R^2$ |
|---|---|---|---|---|---|---|---|---|
| Regression | 5187.880 | 3 | 1729.293 | 78.226* | .000 | 0.456 | 0.208 | 0.205 |
| Residual | 19807.366 | 896 | 22.106 | | | | | |
| Total | 24995.246 | 899 | | | | | | |

*$p<0.05$

Table 1 shows that locus of control, achievement motivation and academic self-efficacy jointly and significantly predicted academic performance of secondary school students ($F_{3,896}$=78.226, $p<0.05$).The null hypothesis is rejected. The table reveals that there is a positive significant, but moderate multiple correlation between the predictor variables (locus of control, achievement motivation and academic self-efficacy) and academic performance of secondary school students ($R=0.456$, $p<0.05$). This implies that all the predictor variables are factors that can exert influence on academic performance of secondary school students.

The value of the coefficient of determination ($R^2$=0.208) indicates that all the predictor variables jointly accounted for 20.8% ($R^2$ X 100) of the total variance in academic performance of secondary school students, while the remaining 79.2% unexplained variation is largely due to other variables not included in the study that can account for academic performance of secondary school students.

**Hypothesis 2**

There is no significant relative contribution of locus of control, academic motivation, and academic self-efficacy to the prediction of students' academic performance of secondary school students.

In order to test the hypothesis, scores on locus of control, academic motivation, academic self- efficacy and students' academic performance were

computed and subsequently subjected to statistical analysis involving, Multiple Regression statistics at 0.05 level. The result is shown in Table2.

**Table 2: Multiple Regression Analysis Showing the Contribution of Locus of Control, Achievement Motivation and Academic Self- Efficacy to Students' Academic Performance**

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|
| | B | Std. Error | Beta(β) | | |
| (Constant) | 34.629 | 1.481 | | 23.376 | .000 |
| Locus of Control | .437 | .038 | .556 | 11.503 | .000 |
| Achievement Motivation | .164 | .022 | .463 | 7.416 | .000 |
| Academic Self- Efficacy | .127 | .036 | .233 | 3.497 | .000 |
| Multiple R=0.456, Multiple $R^2$=0.208, Adjusted $R^2$=0.205, $F_{3,899}$=78.226 | | | | | |

*p<0.05

The regression result in table 2, reveals that the single best predictor of total variance in students' academic performance is locus of control (β= 0.556). This was followed by achievement motivation (β = 0.463. The variable with the least contribution to students' academic performance is academic self- efficacy (β = 0.233).

In terms of magnitude of the weight of regression coefficient, locus of control had the highest contribution (55.6%) to academic performance of

secondary school students; followed by achievement motivation (46.3%) and academic self-efficacy (23.3%) as the least contribution.

**Hypothesis 3**

There is no significant relationship between locus of control and academic performance of secondary school students.

In testing the hypothesis, scores on locus of control and students' academic performance were computed and subjected to statistical analysis involving Pearson Product Moment Correlation at 0.05 level of significance. The result is presented in Table 3.

**Table 3: Pearson Product Moment Correlation of Locus of Control and Students' Academic Performance.**

| Variables | N | r | P |
|---|---|---|---|
| Academic Performance | 900 | | |
| Locus of Control | 900 | 0.392* | .000 |

*p<0.05

Table 3 shows that computed r-value (0.392) is significant at p< 0.05 level of significance. The hypothesis is hereby rejected. This implies that there is significant relationship between locus of control and academic performance of secondary school students.

**Hypothesis 4**

Achievement motivation does not significantly correlate with academic performance of secondary school students.

In order to test the hypothesis, scores relating to achievement motivation and students' academic performance were computed and subjected to statistical analysis involving Pearson Product Moment Correlation at 0.05 level of significance. The result is presented in Table 4a.

**Table 4a: Pearson Product Moment Correlation of Achievement Motivation and Students' Academic Performance**

| Variables | N | r | P |
|---|---|---|---|
| Achievement Motivation | 900 | 0.153* | .000 |
| Academic Performance | 900 | | |

*p<0.05

Table 4a shows that the computed r-value (0.153) is significant at $p<0.05$ level of significance. The hypothesis is hereby, rejected. This implies that there is significant relationship between achievement motivation and academic performance of secondary school students. There is no significant relationship between locus of control and academic performance of secondary school.

In testing the hypothesis, scores on locus of control and students' academic performance were computed and subjected to statistical analysis

involving Pearson Product Moment Correlation at 0.05 level of significance. The result is presented in Table4b.

**Table 4b: Pearson Product Moment Correlation of Locus of Control and Students' Academic Performance.**

| Variables | N | r | P |
|---|---|---|---|
| Academic Performance | 900 | 0.392* | .000 |
| Locus of Control | 900 | | |

*p<0.05

Table 4b shows that computed r-value (0.392) is significant at p< 0.05 level of significance. The hypothesis is hereby, rejected. This implies that there is significant relationship between locus of control and academic performance of secondary school students.

**Hypothesis 5**

Academic self-efficacy does not significantly correlate with academic performance of secondary school students.

In order to test the hypothesis, scores relating to academic self-efficacy and students' academic performance were computed and subjected to statistical analysis involving Pearson Product Moment Correlation at 0.05 level of significance. The result is presented in Table5.

**Table 5: Pearson Product Moment Correlation summary of Academic Self-Efficacy and Students' Academic Performance**

| Variables | N | r | P |
|---|---|---|---|
| Academic Performance | 900 | 0.259* | .000 |
| Academic self- Efficacy | 900 | | |

*p<0.05

Table 5 shows that $r_{cal}$(0.259) is significant at 0.05 level of significance. The hypothesis is hereby, rejected. This implies that there is significant relationship between locus of control and academic performance of secondary school students.

**Discussion of Findings**

The findings of the study showed that locus of control, achievement motivation and academic self-efficacy significantly predicted academic performance of secondary school students. The finding is consistent with Philips and Gully (1997) that found the influence of locus of control and self-efficacy on academic performance. Thus, it will be very unlikely for students to set high performance goals, if they do not believe that they are capable of performing well, even though they may have the ability to perform well on that particular task. Nowicki (2004) also agreed that self-efficacy and locus of control have

been recognized by researchers to be factors associated with academic achievement.

The result in hypothesis two revealed that there was a significant relationship between locus of control and academic performance of secondary school students. This is in support of Majzub, Bataineh, Ishak and Rahman (2009), who opined that there was a significant positive relationship between locus of control and academic achievement among Jordanian and Turkish University students, respectively. Nejati (2013) also found that locus of control was significantly related to the academic performance of the graduate students. Knowles and Kerman (2007) also opined that students with internal locus of control tend to perform better in academic courses compared to those with external locus of control. This can be attributed to the fact that such students were intrinsically motivated and they viewed themselves as architects of their future.

The result in hypothesis three showed that achievement motivation significantly correlated with academic performance of secondary school students. Students who have high motivation to achieve generally do well academically. This is in support of Choi (2000), who opined that high achievement motivation and high achievement may be associated with normal perfectionism. This is in support of Pintrich and Garcia (1991) opinion that students with high self-efficacy believe they are capable of performing academic tasks persist longer on a given task and use more cognitive and meta

cognitive strategies than those who do not. Dale (2012) also supported that efficacy beliefs play a meditational role and affect the skills and other self-beliefs on subsequent performances by influencing effort persistence and perseverance. Schallert (2006), Zimmerman (2000) and Klassen, Krawchuk, Rajani (2008) found in their respective studies that academic self- efficacy is a strong predictor of academic performance. This stems from the belief that a person can exercise control on him or herself; organize and regulate, as well as, control ones thought positively which on the long run impact positively on such person's or student's academic performance.

The result on with hypothesis four revealed that academic self-efficacy significantly correlated with academic performance of secondary school students. This is in support of Bandura (1997), who opined that vicarious experiences can generate efficacy beliefs in observers that they too can attain success through persistence and effort. This implies that efficacy beliefs induced solely by observation and modelling of others tend to be weaker and more susceptible to change. Gabriella (2016) also submitted that teachers' efficacy is an indicator of student achievement and beliefs across various areas and levels. Teachers with high instructional efficacy focus on creating mastery experiences for their students, building student self-efficacy beliefs and providing a positive learning atmosphere, while teachers with low instructional self-efficacy tend to undermine students' cognitive development as well as students' judgments of their own capabilities.

# CHAPTER FIVE

# SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary, conclusion, recommendations and suggestions for further studies.

## Summary

This study examined locus of control, achievement motivation and academic self-efficacy as correlates of secondary school students' academic performance in Ondo State, Nigeria. The study specifically determined the relationship between locus of control and academic performance, examined the relationship between achievement motivation and academic performance and examined the relationship between academic self-efficacy and academic performance of secondary school students. The review of relevant literature was done under the following sub-topics: theoretical review, conceptual review, empirical review, summary of literature and theoretical review.

The study adopted ex-post facto and descriptive research design of the survey type. The population of the study comprised all Secondary School Students in the three Senatorial Districts in Ondo State. The sample size for this study was 900 students chosen from public secondary schools in the area of study. Multi-stage procedure which involved, simple random, stratified and purposive sampling techniques was used to select sample for the study. The instruments tagged "Locus of Control Measurement Scale (LCMS) adapted from Walter (2009), Achievement Motivation Scale (AMS), Academic self-

efficacy Scale (ASES) and Academic Performance Proforma" were used for collection of data. The instruments were validated by experts in LCMS, AMS and ASES, reliability coefficients of 0.89, 0.79 and 0.86 were obtained. Data collected were analysed using, descriptive and inferential statistics. The descriptive statistics of frequency counts, percentages, mean and standard deviation were used to answer the general questions, while the inferential statistics involving Pearson Product Moment Correlation, t-test and Multiple Regression analysis were used to test the hypotheses. All the hypotheses were tested at 0.05 level of significance. The study revealed that:

i. Locus of control, achievement motivation and academic self-efficacy significantly predicted academic performance of secondary school students.

ii. There was significant relationship between locus of control and academic performance of secondary school students.

iii. Achievement motivation significantly correlated with academic performance of secondary school students.

iv. Academic self-efficacy significantly correlated with academic performance of secondary school students.

v. There was no significant difference of gender on the locus of control, academic motivation, academic self-efficacy and students' academic performance of secondary school students.

vi. There was significant relative contribution of locus of control, academic motivation, and academic self-efficacy to the prediction of students' academic performance of secondary school students.

**Conclusion**

Based on the findings of the study, it was concluded that locus of control was a major factor that can influence academic performance of secondary school students.

In addition, academic self-efficacy which is the belief (conviction) that students have about their abilities to successfully achieve at a designated level on an academic task or attain a specific academic goal significantly predicted academic performance of the students. Finally, Achievement motivation wasa significant factor determining secondary school students' academic performance.

**Recommendations/Findings**

Based on the conclusion of the study, the following recommendations were made;

- teachers should show greater commitment to monitoring students for specific exhibited characteristics, such as; dependency, lack of confidence in handling academic and personal problems, as well as, responsibility skills in order to instill in them academic self-efficacy thereby improving students' academic performance.

- Teachers should endeavour to create adequate time to develop strong internal locus of control in students by encouraging good study habits, lower academic procrastination, low test anxiety both at home and in school in order to boost their locus of control and consequently enhance their academic performance.
- School counsellors should design appropriate and effective counselling techniques to detect, assess and treat students that are exhibiting negative psycho-social and adjustment traits relating to academic motivation, self-efficacy and locus of control in order to boost their morale, enhance their academic self-efficacy and subsequently promote high academic performance of students.
- There is need for government in partnership with Ministry of Education to organize seminars and workshops for school's Counsellors on how to handle cases, relating to students' academic motivation, self-efficacy and locus of control as they affect their academic performance in schools.
- School counsellors should develop good social support mechanisms, involving family members, teachers and school management to assist students who may be experiencing problem in the area of academic motivation; self-efficacy and locus of control to enhance academic performance.

**Limitations to the Study**

The major problem encountered there was the uncooperative attitudes of some respondents during the administration of the instrument. The researcher had to visit some selected schools several times for the retrieval of the completed instrument. However, this did not in any way affect the methodology of the research work.

**Suggestions for Further Studies**

The study was carried out on the locus of control, achievement motivation and academic self-efficacy as correlate of Secondary School students' academic performance in Ondo State, Nigeria. However, further research works should be carried out in the following areas;

a. A replica of the study could be carried out in higher institutions in Ondo State.
b. A similar study could be carried out on parental motivational factors in relation to students' academic performance.
c. A study could also be replicated in other states within the South-west geopolitical zone of the country to further validate all the generalizations made in this study.
d. Research should also be carried out in private secondary schools and compared with public secondary schools.

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## APPENDIX I

## ADEKUNLE AJASIN UNIVERSITY, AKUNGBA AKOKO

## DEPARTMENT OF GUIDANCE AND COUNSELLING

## FACULTY OF EDUCATION

## LOCUS OF CONTROL, ACHIEVEMENT MOTIVATION AND ACADEMIC SELF EFFICACY AS CORRELATES OF SECONDARY SCHOOL STUDENTS' ACADEMIC PERFORMANCE IN ONDO STATE, NIGERIA

Dear Respondents,

This is a study on "**LOCUS OF CONTROL, ACHIEVEMENT MOTIVATION AND ACADEMIC SELF EFFICACY AS CORRELATES OF SECONDARY SCHOOL STUDENTS' ACADEMIC PERFORMANCE IN ONDO STATE, NIGERIA.**"

Please, complete the section (A)

**SECTION A**

School:.....

Class: .....

Age: .....

Sex: Male ☐ Female ☐

**SECTION B: Locus of Control Me**

Please, carefully read each statement and tick any of the op

you in the following format: **SA**- Strongly Agreed, **A**- Agreed, **D**- Disagreed,

**SD**- Strongly Disagreed

| S/N | STATEMENTS | SA | A | D | SD |
|---|---|---|---|---|---|
| 1 | I can anticipate difficulties and take action to avoid them | | | | |
| 2 | A great deal of what happens to me is probably just a matter of chance | | | | |
| 3 | Everyone knows that luck or chance determine one's future | | | | |
| 4 | I can control my problem(s) only if I have support from outside | | | | |
| 5 | When I make plans, I am almost certain that I can make them work | | | | |
| 6 | My problem(s) will dominate me all my life | | | | |
| 7 | My mistakes and problems are my responsibility to deal with | | | | |
| 8 | Becoming a success is a matter of hard work; luck has little or nothing to do with it. | | | | |
| 9 | My life is controlled by outside actions and events | | | | |
| 10 | Students are victims of circumstance beyond their control. | | | | |
| 11 | To continually manage my problems, I need professional help | | | | |
| 12 | When I am under stress, the tightness in my muscles is due to things outside my control. | | | | |
| 13 | I believe a person can really be a master of his fate | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 14 | It is impossible to control my irregular and fast breathing when I am having difficulties. | | | | |
| 15 | I understand why my problem(s) varies so much form one occasion to the next. | | | | |
| 16 | I am confident of being able to deal successfully with future problems. | | | | |
| 17 | In my case maintaining control over my problem(s) is due mostly to luck | | | | |

**SECTION C:**

**ACHIEVEMENT MOTIVATION SCALE (AMS)**

| S/N | STATEMENT | SA | A | D | SD |
|---|---|---|---|---|---|
| 18 | Being part of a team at work is less important than doing good work on your own. | | | | |
| 19 | I regularly list my goals, where I can see them during the day. | | | | |
| 20 | Most evenings, I kick back and relax rather than prepare for the next day's tasks | | | | |
| 21 | Students who work so hard they make the rest of us look bad really bother me. | | | | |
| 22 | I like it when students say in front of others that I am doing a good job | | | | |
| 23 | In a difficult situation, I like it when I am in charge | | | | |

| | | | | | |
|---|---|---|---|---|---|
| | and the blame or praise will come to me. | | | | |
| 24 | I am basically a competitive person, and I compete just for the sake of competing. | | | | |
| 25 | Most students who know me say I am ambitious | | | | |
| 26 | If jobs and money are on the line, it is a good idea to let someone else be in charge, in case things go sour | | | | |
| 27 | If I knew others disapproved of my actions, it would cause me to rethink my plans. | | | | |

**SECTION D:**

**Academic Self-Efficacy Scale**

**SA-** Strongly Agree , **A-** Agree, **D-** disagree, **SD-** Strongly Disagree

| | **Items** | **SA** | **A** | **D** | **SD** |
|---|---|---|---|---|---|
| 28 | One of my problems is that I can't get down to work when I should | | | | |
| 29 | When trying to learn something new, I soon give up if I am not successful initially | | | | |
| 30 | When unexpected problem occur, I do not handle them well | | | | |
| 31 | I feel insecure about my ability to do things | | | | |
| 32 | I do not seem capable of dealing with most problems that come up in my life. | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 33 | When I confronted with difficult subject I always experience shortage of ideas to handle it. | | | | |
| 34 | When I make plans, I am certain I can make them work. | | | | |
| 35 | I am capable to pass my examinations under any condition | | | | |
| 36 | When I have something to do. I stick to it until I finish it | | | | |
| 37 | I perform quite well in all courses/subjects of study | | | | |
| 38 | I give up on things before completing them | | | | |
| 39 | I doubt my ability to succeed in my examination | | | | |
| 40 | When I decide to do something, I go right to work for it | | | | |
| 41 | I am up to any challenge posed by any examination | | | | |
| 42 | I am easily discouraged by the attitudes of people around me. | | | | |

## APPENDIX II

Adekunle Ajasin University,
Akugba-Akoko, Ondo State,
Faculty of Education,
Department of Guidance and Counselling.

29th October, 2018.

The Permanent Secretary,
Ministry of Education,
Akure,
Ondo State.

Attention: Director Research and Statistics,
Ministry of Education,
Akure.

Dear Sir,

**REQUEST TO COLLECT SS III STUDENTS' LAST PROMOTION EXAMINATION RESULTS IN ENGLISH AND MATHEMATICS OF EIGHTEEN (18) SECONDARY SCHOOLS IN ONDO STATE**

I am a post-graduate student of Adekunle Ajasin University , Akungba Akoko with Matric No: 159201004 in the Department of Guidance and Counseling, Faculty of Education, conducting a research on Locus of Control, Achievement Motivation and Academic Self-Efficacy as correlates of Secondary School Students' Academic performance in Ondo State, Nigeria.

In light of the above, I humbly request for the purpose of my M.Sc Thesis, the SS II Students' Last Promotion Examination results in English and Mathematics respectively of the attached 18 Secondary Schools in Ondo State.

I would be very grateful, if my request could be granted.

Yours faithfully,
Oshakuade, O.J.(Mrs)

## THE EIGHTEEN SECONDARY SCHOOLSSELECTEDFORTHESTUDYINONDOSTATE, NIGERIA

1. Akure South Local Government: CAC Grammar School, Akure
2. Akure North: Elu Iju High School, Ita Ogbolu
3. Ondo West: Adeyemi College of Education, Demonstration Secondary School, Ondo
4. Ondo East: Ekimogun Grammar School, Bolorunduro
5. Ifedore Local Government: Community Comprehensive High School
6. Idanre: Methodist High School
7. Ile-Oluji/Okeigbo: Gboluji Grammar School, Ile-Oluji
8. Irele: Oyenusi MemorialGrammarSchool, Ode Irele
9. Okitipupa: Stella MarisCollege(SMC), Okitipupa
10. Ese Odo: Igbobini ComprehensiveHigh School, Igbobini
11. Ilaje: Igbokoda High School, Igbokoda
12. Odigbo: Isero Grammar School, Odigbo
13. Akoko South West: Oroke Grammar School, Akungba Akoko
14. Akoko South East: Unity Grammar School, Epinmi
15. Akoko North West: Greater Tomorrow High School, Arigidi Akoko
16. Akoko North East: Leonard Jubilee High School
17. Ose: Eka Marun Grammar School
18. Owo: Owo High School, Owo