# INFLUENCE OF LOCUS OF CONTROL AND SELF-EFFICACY ON ACADEMIC PERFORMANCE AMONG SENIOR SECONDARY SCHOOL STUDENTS IN ZARIA EDUCATIONAL ZONE

**BY**

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**A DISSERTATION SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING, FACULTY OF EDUCATION, AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER DEGREE IN EDUCATIONAL PSYCHOLOGY**

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## DECLARATION

The researcher declared that this dissertation titled “Influence ofLocus of Control and Self-Efficacy on Academic Performance among Senior Secondary School Students in Zaria, Kaduna State, Nigeria” has been carried out by the researcher in the Department of Educational Psychology and Counseling under the supervision of Dr. YunusaUmaru and Dr. A.I Mohammad. The information derived for the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at any other University

**Ibrahim IDRIS** **Date.**

## CERTIFICATION

This dissertation entitled Influence of Locus Of Control and Self-Efficacy on Academic Performance Among Senior Secondary School Students In Zaria, Kaduna State, Nigeria" by Ibrahim IDRIS meets the requirements governing the award of Master's Degree (Educational Psychology) in the Department of Educational psychology and counselling of Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge and literary presentation.

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## DEDICATION

The researcher dedicated this work to hisbeloved parents –AlhajiIdrisShehu and HajiyaMaimunatuIsma’il.

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## ABSTRACT

This study investigated Influence of Locus of Control and self-efficacy on academic performance among senior secondary school students in Zaria. The study was guided by four research questions and four hypotheses tested at 0.05 level of significance. The study employedexpost facto design. The population of the study stand at five thousand five hundred and three senior secondary school students in Zaria Educational Zone. From this population, 360 students were randomly selected as the sample of the study in congruence with Krecjie and Morgan (1970)advise. Locus of control scale, academic self-efficacy scale, English language and Mathematicsachievement tests were the instruments for data collection. Means and Standard Deviation were used to answer, research questions, while Pearson product Moment correlation and t-test were used to test the four hypotheses. It was found that locus of control has significant relationship and academic performance with r = .273 and p = value =0.000; It was also found that self-efficacy has significant influence on students' academic performance with r = .294 and p = 0.000, there is significant relationship between male and female students in their locus of control with the mean of 35.587 for male students and 37.0411 for female students confirmed by p-value =0.00, and finallythe study found no significant difference between malr and female students in theirself-efficacy with the mean of 40.85 for male students and 40.95 for female students confirmed by p - value = 0.905. The study recommends that psychologist, counsellorsand teachers should sensitize students on their locus of control and self-efficacy by motivating them towards developing right type of attitude towards learning.

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**Operational Definition of Terms**

**Locus of control** refers to how students perceive the cause of their academic success or failure in school, locus of control is viewed in this study as student's generalized expectancies regarding the forces that determine reward and punishments.

**Internal locus of control:** Internal locus of control is an individual believe about his success of failure as a result of the efforts and hard work he invest in his educational attainment. For example students with internal locus of control might blame poor grades on their inability to exert more effort of failure to study hard.

**External locus of control**: students with an external locus of control generally believe that their success or failure result from external factors beyond their control, such as luck, fate, circumstances, injustice bias or teachers who are unfair, prejudiced or unskilled

**Self-efficacy** is student's believed about their capacities to produce designated levels of performance that exercise influence over events and affect their school outcome. Self-efficacy is also beliefs that determine how student's think, motivate themselves and behave but in and outside school.

**Academic Performance**is the academic outcome of students' achievement in English Language and Mathematics test conducted by the researcher.

# CHAPTER ONE

# INTRODUCTION

## 1.1 Background to the study

Learning is one of the most important background in psychology today and at the meantime one of the most difficult concepts to describe. A learner who enters the learning environment possesses a set of characteristics that are hisprerequisite for learning. These characteristics are called his input behaviors, which are both cognitive aspect as well as an emotional and psychomotor aspectthat shows the motivation for learning and or interest such as locus of control, self-efficacy, self-esteem, self-confidence, self-actualization, real-self and the like (Seyf, 2000).

Locus of control is one of the variables that influences student academicperformance in schools. It is a psychological concept that refers to how people believe theyhave control over the situation and experiences that affect their lives. In education, Locus of control typically refers to how students perceive the cause of their academic success or failure in school.A Locus of control orientation is a belief about whether the outcome of actions are contingent on what we do (internal control orientation) or on events outside our personal (external orientation). Locus of control has generated muchresearch in a variety of area in psychology. The construct is applicable to fields, such as educational psychology, health psychology or clinical psychology. There will probably continue to be debate about where specific or more global measuresof locus of control will prove to be more useful careful distinction should also be made between locus of control (a concept linked with explanations for past outcomes) or between locus of control and concept such as self-efficacy (Zimbardo, 1985).

Students with an internal locus of control generally believe that their success or failure is a result of the effort and hard work they invest in their educational believe (Rotter, 1954). He continued saying that, internal locus of control is often used synonymously with "self-determination: and personal agency research has suggested that men tend to have a higher internal locus of control than women and as people grow older. Experts have found that, in general, people with an internal locus of control tend to be better up in schools. Also, students with external locus of control generally believe that their success or failure result from external factors beyond their control, such as luck, faith, circumstance, injustice, bias or teacher who are unfair, prejudiced or unskilled, in which learner might blame unfair teacher of test for their poor performance.Self-efficacy is people believe about their capacities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people think, feel, motivate themselves and behave. Bandura in 1995, explained that, self-efficacy is on the belief about one's ability to perform, behaviours that should lead to expected outcomes. When self-efficacy is high, individuals feel confident that the canexecute the responses necessary to earn re-enforcers. When self-efficacy is low individuals worry that the necessary responses may be beyond their abilities.

Perceptions of self-efficacy can influence challenges people tackle and how well they perform. Greater persistence and efforts in academic pursuit and higher levels of academic performance enhances even in athletic competition and consideration of a broader range of occupation in making career choices (Bandura, 1990).Lecky (1945) was among the first to note that students' level of performance night be related to perceptions they have of themselves as learners. In his study, he found out that students with high self-efficacy tend to have high academic performance and this was a very important contribution in the academic

community. It is important to note at this point that self-efficacy and Locus of Control would, be used interchangeably in this research work since both refers to ones feelings about oneself.

Self-efficacy is related to Locus of Control, whereas Locus of Control refers to your beliefs about how much control you can exert over the environment, while self-efficacy is seen the beliefs one hold about their own ability. Self- efficacy and Locus of Control are important because they indicate that what we learn from the environment depends on more that just the delivery of rewards and punishments. Expectations and beliefs about the world and ‘our abilities influence the types of tasks you will choose to engage in, as well as the effectiveness of rewards and punishments. (Bandura, 1993).

However performance can be said to be the outcome of an instruction, Ogudokun and Adeyemo (2010) also stated that performance is the end products of a learning experience. Attaining a high level of academic performance is what every parents or guardian as well as teachers wishes for their children, wards and students. Schools and teachers are generally graded qualitatively by achievement base on the performance of their students. In Nigeria, education is considered the most important instrument for change and national development. However of all the problems facing Nigeria’s education system none is more recognised and persistence of the poor academic performance of students especially of secondary schools at the external examinations conducted by the West African Examination Council (WAEC) and National Examination Council (NECO).This has resulted in frustration high drop-out rate and in ability of students to gain admission into tertiary institutions. Inspite of numerous efforts made by researcher educators and policy makers to tackle this problem, academic performance of students is still a task that needs to be improve among secondary school students in Nigeria. Therefore, a study of this nature is embarked to find out the influence of Locus of control and self-efficacy on academic performance among senior secondary school students in Zaria.

## 1.2 Statement of the Problem

Mostphilosophers and psychologists agree that a belief of an individual has control over his actions, behaviour, environment, and his own thought and feeling is essential for happiness and a sense of wellbeing.When the world seems predictable and controllable and when our behaviours, thoughts and emotions seem within our control, we are better able to meet life's challenges, build healthy relationships, and achieve personal satisfaction and peace of mind. Feelings of loss of control. Low self-efficacy and developing of an external locus of control are common among senior secondary school students in Zaria, necessitate a research to determine their influence on academic performance of senior secondary school students in Zaria.

Most of our children do not know the value of their internal locus of control and the important of their high and a positive self-efficacy to their academic performance. Lack of valuing and having adequate training on these variables may lead the students develop their learning methods on the external locus of control and low and negative self-efficacy which at the same time cause them to fail in their academic achievement such as NECO, WAEC or JAMB. Students completely depend on external forces such as luck or help to the success in their academic performance. They fail because they do not exert the necessary effort to success. Students depend more and more on cheating in order to secure good grades without putting any effort to learning. This is destroying our society educationally and if adequate measures are not taken, we will raise more dropouts, delinquent children and unqualified students. Therefore these are the problems thatprompted the researcher to investigate on the massive failure by students and to see how locus of control and self-efficacy play a role in minimizing such problems on their academic performance among senior secondary school students in Zaria, Kaduna State Nigeria.

## 1.3 Objectives of the Study

The following objectives were raised to guide the study:-

1. Find out the relationship between locus of control and academic performance among senior secondary school students in Zaria.
2. Find out the relationship betweenself-efficacy and academic performance among senior secondary school students in Zaria.
3. Determine the difference between male and female in their locus of control among senior secondary school students in Zaria.
4. Determine the difference between male and female in their self-efficacy among senior secondary school students in Zaria.

## 1.4 Research Questions

The following research questions are raised for the study:-

1. What is the relationship betweenlocus of control and academic performance among senior secondary school students in Zaria?
2. What is the relationship between self-efficacyand academic performance among senior secondary school students in Zaria?
3. What is the difference between male and female in their locus of control among senior secondary school students in Zaria?
4. What is the difference between male and female in their self-efficacy among senior secondary school students in Zaria?

## 1.5 Research Hypotheses

Four main hypotheses were raisedfor the study:

1. There is no significant relationship between locus of control and academic performance among senior secondary school students in Zaria.
2. There is no significant relationship between self-efficacy and academic performance among senior secondary school students in Zaria.
3. There is no significant difference between male and female in theirlocus of control among senior secondary school students in Zaria.
4. There is no significant difference between male and female in their self-efficacy among senior secondary school students in Zaria.

## 1.6 Basic Assumptions

The researcher assumed that:-

1. Locus of control has significant relationship with academic performance among senior secondary school students in Zaria.
2. Self-efficacy has significant relationship with academic performance among senior secondary school students in Zaria.
3. There is significant difference between male and female students in their locus of control
4. There is significant difference between male and female students in their Self-efficacy

## 1.7 Significance of the Study

Students who have internal Locus of Control, tend to be persistent and enduring even after they experienced failure. Those that have external Locus of Control, on the other hand tend to give up easily when faced with failure, students with high or positive self-efficacy tend to have high academic performance while those with low self- efficacy have low performance.

With realization of the above stated facts, the researcher considers it necessary and significant to research so that adequate information and proper intervention will be provided in these areas of Locus of Control and self-efficacy. Through the understanding of that student's attribute their academic successor's failures, proper interventions would be made to correct mal-adjustment belief. The study of Locus of Control and self-efficacy would be important contribution for Nigerian educational system because it will give solutions to governmentfor improving educational system since teachers and educators will be made aware of the important role affective domain play on students thereby helping them inshaping students behaviour.When teachers are aware of the effects of external Locus of Control onstudents, they would embrace the methods of building an internal Locus of Control in students. Also, knowing the effect of low self-efficacy on future performance, teachers would develop/train on students a high and positive self-efficacy which will enable them to restructure their unproductive explanations for their successes and failures into productive one for future success.

## 1.8 Scope and Delimitation of the Study

This study focused on senior secondary school students in Zaria educational zone, Kaduna State Nigeria. There are 24 Government senior Secondary schools in Zaria educational zone which comprise boys and girls schools, Art and Science, day and boarding schools, they are target population that make the subject of the study. Ten (10) Schools were randomly selected in this study. The study will only cover SSII students because they will be available in schools during research period and are not affected with external exams as WAEC or NECO or even JAMB which all SSIII students do. And they are not fresh/new students as SSI that are new to the environment and do not even have focus. So, by using SSII will give theresearcher more chance to administer the instruments and measure their performance.

# CHAPTER TWO

# REVIEW OF RELATED LITERATURE

## 2.1 Introduction

This chapter presented a review of literature based on the following headings:-

- Conceptual framework
- Concept of locus of control
- Types of Locus of Control
- Concept of Self-Efficacy
- Sources of Self-Efficacy
- Concept of Academic Performance
- Locus of Control and Academic Performance
- Self-Efficacy and Academic Performance
- Locus of Control, Self -efficacy and Course of Study
- Theoretical Framework
- Rotter'slocus of control Reinforcement
- Wiener's Attribution Theory
- Heider's attribution theory
- Bandura's Social Learning Theory
- Review of Empirical Studies
- Summary

## 2.2 Conceptual Framework

### 2.2.1 The Concept of Locus of Control

Rotter (1966) defined the locus of control, in his social learning theory as the reinforcements which are basic markers of individuals' attitudes in the long term. The concept of Locus has an essential place in literature in helping students control is one of the vital concepts in the context of learning difficulty and attitude change. This concept covers the idea that individuals, throughout their lives, analyse the events as their attitudes or they believe that those, events result from chance, fate or outside forces (Erdogan, 2003). Rotter (1966), in his study regarding social learning theory, ascertains that some students display the prizes or reinforcement gained as a result of their knowledge and abilities while some other students display the forces out of their control. Where as he assess the situation after which reinforcements occurs out of the individual's locus of control. Where as he assess the situations, after which reinforcements occur out of the individuals' attitudes, as the individuals' external of locus of control.

Internal or external locus of control plays an important role for students to sustain the efficacy and usefulness of learning performance. The knowledge and experiences gained by the students by means of school learning are a vital factor in increasing students' performance. Locus of control life events (Strauser, 2002). In other words locus of control in defined as one's thought of his/her belief that his/her own power or forces out his/her control are influential in any positive of negative situation occurring during his/her life (Sardogan, 2006). The belief of locus of control is related to what reinforcements have happed throughout the individuals lives, namely the results prizes their success of failures, refers to these attributions refers not only to chance, fate, and powerful people out of one's control, but also to the results of his/her own attitudes (Basim&Sesen, 2006). While one's control on

his/her own life dependent on chance, fate, and powerful people is explained as external control; maintaining the individual control over one's life on his/her own is described as the internal control (Rotter, 1966). When environmental conditions are not sufficient to explain individuals' success or failure, locus of control can facilitate in making these situation clear. For instance, individuals may sometimes perceive good or bad events in different ways. To mention that, these different ways are based on external and internal focus (Taylor, 2006).

In the globalizing and changing world, schools and organisations need to adapt to new environment conditions. To be successful in these new conditions, schools and organisations need to create value for their students and customers. In our case that would be the students. It is important for the organisations to appreciate their students to have better positions than rivals. In order to acquire the information, produce and distinguish it in the school or organisations, information is required to be organised according to the needs of the point school learning has a considerable effects on increasing the success of academic performance of students.

Locus of control is a psychological concept that refers to how strongly people believes they have control over the situation and experience that affect their lives. In education, locus of control typically refers to how students perceive the cause of their academic success or failure in school. Locus of control is viewed as an individual's generalised expectancies regarding the forces that determine rewards and punishments. Individuals will on internal locus of control view events as resulting from their own actions. Persons with an external locus of control view events being under the control of external factors such as luck (Mash and Weary, 1995).

Locus of control is a theory in personality referring the extent to which individuals believe that they control event that affect them. Understanding of the concept was developed by

Julian B Rotter, and has since become an aspect of personality studies.A persons “Locus” (Latin word for place or location) isconceptualised as either internal or external. A locus of control orientation is belief about whether the outcome of our actions are contingent on what we do or an event outside our personal beliefs.Locus of control has generated much research in a variety of areas in psychology. The constitute is applicable to fields such as educational psychology. Health psychology or clinical psychology. There will probably continue to be debate about whether specific or more global measures of locus of control will prove to be more useful careful distinctions should also be made between locus of control and concept of self-efficacy.

### 2.2.2 Types of locus of control

There are two types of locus of control, these are: internal locus of control and external locus of control

1. Internal locus of control: Internal locus of control is an individual believe about his success of failure as a result of the efforts and hard work he invest in his educational attainment. For example students with internal locus of control might blame poor grades on their inability to exert more effort of failure to study hard.

Internal locus of control is often used synonymously with “self-determination” and personal agency research has suggested that men tend to have a higher internal locus of control than women and as people grow older. Experts have found that in general, people with an internal locus of control locus of control have the following characteristics:-

- Are more likely to take responsibility for their actions
- Tend to be less influenced by the opinions of other people
- Often to better at takes when they are allowed to work all their own pace.

- Usually have a strong sense of self-efficacy
- Tend to work hard to achieve the things they want
- Feel confident in the face of challenges
- Tend to be physically healthier
- Often achieve greater success in the work place

2. External locus of control: students with an external locus of control generally believe that their success or failure result from external factors beyond their control, such as luck, fate, circumstances, injustice bias or teachers who are unfair, prejudiced or unskilled. For example, external locus of control learners might blame unfair teacher of test for their poor performance. They are more likely to believe that working hard is treating them unfairly or holding them back. Students with an external locus of control may also believe that their accomplishment will not be acknowledged or their effort will not result in success.

People with external locus of control have the following characteristics:-

- Blame outside forces for their circumstances
- Often credit luck or chance for any successes
- Do not believe that they change their situation through their own efforts
- Frequently feel hopeless or powerless in the face of difficult situations
- They are more prone to experience (learned haleness )

The individuals who have the internal locus of control, think that they have a big role on affecting the events which influence their lives. Furthermore, they assess themselves as processing the power for the attitude and they want to display by having the positive ego concept and they believe that they can direct their lives whatever way they desire (Gulveren, 2008).

The individuals with external locus of control relate the events affecting their lives to perceptions such as chance, fate and fortune which are out of their control. Additionally, they believe that the events affecting their lives cannot be predicted and controlled (Kucukkaragoz, 1998). Individuals with internal locus of control are careful, alert, dominant, focused on success, self-confident, and ingenious. On the other hand, the individuals with external locus of control are less careful affected by the group members, easily influenced by external forces, less self-confident and they display unsteady performances (Rotter, 1975).

Individuals lay out two control attitudes as internal and external by considering that the reinforcements they have from the previous experiences result from their own attitudes or eternal locus of control according to the qualities of an individual are shown below:-

**Differences among the individuals with internal and external locus of control**

- **Abilities:** The individuals with internal locus of control have a tendency to choose the activities in which they can display their abilities. While individuals with external locus of control prefer the activities in which they can show the role of chance on their lives.
- **Responsibility:-** They feel that they are responsible for their own decisions and they perceive that their own decisions and they perceive that their fate is not affected by the factors out of their control, but by their own decisions.

  While, individuals with external locus of control try to increase good conditions in their life; on the other hand they make an effort to reduce the level of bad conditions.

- **Change**: Internal locus of control people belief that they have control over their fate prevent them form getting suspicions of the changing period since they feel responsible for their own actions.

External locus of control people usually view change as a danger as they do not feel the control of the forces affecting their lives. They prefer to be at a status where they can be passive in case of the change.

- **Environment**:- They use more control in their environment and they display a better learning performance. When the information is above their own conditions, they actively searching for new information. Also, they use the information better if they are in need of solving a complicated problem.

  External locus of control individuals display fewer compliance attitude than individuals with internal locus of control.
- **Stress**:- it can be concluded that processing internal locus of control can help employs cope with stress and other difficulties in business. The employees with stress and difficulties in a paper way.
- **Job satisfaction**:- job satisfaction of individuals with internal locus of control. They can do better business and they benefit or get prizes in return. They tend to improve or progress faster and get more wages.

  External locus of control has a negative correlation with job satisfaction; however it is in a positive correlation with mental and physical health.
- **Work motivation**:- They mostly believe that their efforts will and with a good performance. They trust their abilities. They have more expectation that their good performance will be awarded and they tend to perceive that their status in business is more proper and fair.

While, in external locus of control, if there is no prize for performance, they do not have a different performance, they do not have a different performance prize expectation from the individuals with internal locus of control.

### 2.2.3 Concept of Self-Efficacy

Self-efficacy refers to beliefs in one's capabilities to organise and execute the courses of action required to manage prospective situations (Bandura, 1997). Self-efficacy beliefs are concerned with individuals' perceived capabilities to produce results and to attain designated typed of performance, they differ from related conceptions of personal competence that form the core constructs of other theories. Self-efficacy judgements are both more task and situation specific, contextual if you will and individuals make use of these judgements in reference to some type of goal.

Self-efficacy is not perceived skill; it is what I believe I can do with my skills under certain conditions. Self-efficacy is not self-esteem. Self-esteem is what a person believes about himself and how he feels about what he believe about himself. Efficacy beliefs in a given domain will contribute to his self-esteem only in direct proportion to the important he place on that domain. Self-efficacy is defined and measured not as a trait but as beliefs about the ability to coordinate skills and ability to attain desired goals in particular domains and circumstance. Measures of "general" self-efficacy have been developed (e.g. Shever et al; 1982; Tipton &Worhington 1984) and are used frequently in research, but they have not been as useful as more specific self-efficacy measures in predicting what people will do under more specific circumstances (Bondura, 1997; Maddux, 1995).

### 2.2.4 Component of self-efficacy beliefs

High self-efficacy beliefs & low self-efficacy beliefs (HSEB & LSEB)High self-efficacy promote a deeper involvement in activities conducing to goal attainment, where are low self-efficacy downgrade the level of aspirations and compromise with the goals that have been selected to pursue. In the face of difficulties, that is when dealing with highly demanding transaction, high self-efficacious individuals reinforce and maintain their efforts longer and the quickly recover their sense of efficacy after having experienced setback or breakdown. On the whole, high self-efficacious subjects attribute their own failures to a lack of effort, insufficient information of effort, insufficient information, or deficient skills that are acquirable. In coping with threatening situations, they select direct ways of action instead of evasive strategies, in order to exercise control ever the situation. As a result of an efficacious outlook of transactions andinteractions with the environment, they get personal accomplishments, and consequently they reduce stress and diminish vulnerability to develop depressive symptoms.

Conversely, individuals who have serious doubts about their own capabilities concentrate on their personal deficits, on the difficulties they will encounter and on the adversity they have to face, instead of executing plans of action with the aim of performing successfully. In other words, they seem to be worse people to cope during hard times. In the face of difficulties low self-efficacious individuals give up quickly and are low to recover their sense of self-efficacy after the experience of failure or setbacks. These persons lose promptly the faith in their capabilities, since they attribute their own insufficient performance to a lack of aptitude in executing the tasks, instead of a lack of effort or information. Bandura (1995) sustains that low self-efficacious individuals arc easily the victim of stress and its consequences such as depression. The basic idea behind the Self-Efficacy Theory is that

performance and motivation are in part determined by how effective people believe they can be (Redmond, 2010; as cited in Redmond& Willis, 2013).

### 2.2.5 Sources of Self-Efficacy

Bandura (1977) outlined four sources of information that individuals employ to judge their efficacy, and they are: performance outcomes (performance accomplishments), .vicarious experiences, verbal persuasion, and physiological feedback (emotional arousal). These components help individuals determine if they believe they have the capability to accomplish specific tasks. Williams and Williams in Redmond& Willis (2013) note that "individuals with high levels of self-efficacy approach difficult tasks as challenges to master rather that as threats to be avoided" (p. 455).

1**. Performance Outcomes**— According to Bandura (1977), as cited in Redmond& Willis (2013). Performance outcomes, or past experiences, are the most important source of self-efficacy. Positive and negative experiences can influence the ability of an individual to perform a given task If one has performed well at a task previously, he or she is more likely to feel competent and perform well at a similarly associated task. For example, if one performed well in a training workshop they are more likely to feel confident and have high self-efficacy in another training workshop The individual's self-efficacy will be high in that particular area, and since he or she has a high self-efficacy, he or she is more likely to try harder and complete the task with much better results. The opposite is also true If an individual experiences a failure, self-efficacy is likely to be reduced. However, if these failures are later overcome by conviction, it can serve to increase self-motivated persistence when the situation is viewed as an achievable challenge.

2. **Vicarious Experiences**— People can develop high or low self-efficacy vicariously through other people's performances. A person can watch another perform and then compare

his competence with the other individual's competence. If a person sees someone similar to them succeed, it can increase their self-efficacy. However, the opposite is also true: seeing someone similar fail can lower sell-efficacy. An example of how vicarious experiences can increase self-efficacy in the work place is through mentoring programs.

In a situationone individual is paired with someone on a similar career path who will be successful at raising the individual's self-efficacy beliefs. An example of how the opposite can be true is in a smoking cessation program, where, if individuals witness several people fail to quit, they may worry about their own chances of success, leading to low self-efficacy for quitting (Redmond& Willis 2013).

**3. Verbal Persuasion**— According to Redmond& Willis (2013) self-efficacy is influenced by encouragement and discouragement pertaining to an individual's performance or ability to perform; such as a manager telling an employee, "You can do it. I have confidence in you." Using verbal persuasion in a positive light leads individuals to put forth more effort; therefore, they have a greater chance at succeeding. However, if the verbal persuasion is negative, such as a manager saying to the employee, "This is unacceptable! I thought you could handle this project" can lead to doubts about one self resulting in lower chances of success. Also, the level of credibility directly influences the effectiveness of verbal persuasion; where there is more credibility there will be a greater influence. In the example above, a pep talk by a manager who has an established, respectable position would have a stronger influence than that of a newly hired manager. Although verbal persuasion is also likely to be a weaker source of self-efficacy beliefs than performance outcomes, it is widely used because of its ease and ready availability

**Physiological Feedback** (emotional arousal) — People experience sensations frombody and how they perceive this emotional arousal influences then beliefs of efficacy. Some examples

of physiological feedback are: giving a speech in front of alarge group ofpeople, making a presentation to an important client and taking an examination All of these tasks can cause agitation, anxiety, sweaty palms, and/or a racing heart; Although this source is the least influential of the four, it is important to note that if one is more at ease with the task at hand they will feel more capable and have higher beliefs of self-efficacy (Redmond& Willis 2013).

**Dimensions of Self-Efficacy Beliefs: Level, Generality and Strength**

Self-efficacy beliefs vary on three dimensions that are important for their implications in analysing human functioning or performance, namely level, generality, and strength. The level dimension refers to self-judgments or perceived self-efficacy with regard to tasks difficulty level, which may vary from simple tasks and extended to moderate ones, or even to the most tasking performance into a specific area or domain of functioning. The generality dimension concerns the fact that people may judge themselves to be efficacious only in certain domains of functioning or across a wide range of activities and situations. The other dimension is the strength, which determines whether a person will persevere in his1hcr coping efforts despite mounting difficulties. The stronger the perceived self-efficacy, the more likely are persons to select challenging tasks, the longer they persist at them, and the more likely they are to perform them successfully (Bandura, 1986).

### 2.2.6 The Concept of Academic Performance

Academic performance has been described as the outcome of an education, the outcome of education that described extent to which a student has achieved his or her educational objective. Ogudokun and Adeyemo (2010) also stated that performance is the end products of a learning experience. Attaining a high level of academic performance is what every parents or guardian as well as teachers wishes for their children, wards and students. Schools and teachers are generally graded qualitatively by achievement base on the performance of their

students. The study of academic performance and other variable has formed significant contribution to educational system in many countries. Some researchers reported that academic performance is associated with both cognitive and non-cognitive variable including environment, climate, culture, and socio-economic status.

There is a close relationship between academic achievement and self-esteem but researchers always disagree on the nature of this relationship. One position said the students need to do well in academic work in order to have a high self-efficacy the other position said high self-efficacy brings about high academic achievement. Bandura (1990) in his study discovered that as level of self-efficacy increase, so also academic performance while decrease in self-efficacy results in decrease in performance. Bandura (1990) said a certain amount of self-efficacy is a requirement for high academic performance. Hence, which ever comes first, it is important to note that self-efficacy and academic performance interacts significantly. Academic performance has been correlated with locus of control of students. Many studies have shown the influence between locust control belief and academic success. According to Johnson and Johnson (1985)in the research showed that past attributions affects student's current achievement motivation. He pointed out that motivation to achieve is greater when students feel their past performance was their sole responsibility not remediable and beyond their control.

### 2.2.7 Locus of Control and Academic Performance

The relationship between LOC and academic performance is conducted. Intuitively, students who attribute success to internal factors are like to expect future may expect future failure unless they consider themselves capable of and actively address those factors. Consequently, attributing success to external factors would make future success unpredictable and deem the students powerless to address what they perceived to be

uncontrollable factors. Within the domain of education, internal LOC has been found to be a positive predictor of academic performance and external LOC to be a negative predictor of using a domain-specific academic locus of control scale Cassidy (1997) based on Rotter's theory of locus of control. An individual with internal control expects to be rewarded for performing specific efforts to achieve academically, and feels great pride when it is obtained. This positive emotional experience, in turn, makes achievement more appealing, which increases the performance of specific behaviours and strengthens the expectation of reward.

Rotter (1990) had two explanations for this phenomenon. Firstly, as stated before, locus of control measures have greatest predictability with novel achievement situations. Secondly, there is the "defensive eternal" or individuals that adopt an external perspective as a defence mechanism to protect ego from failure. According to the theory of locus of control, internal individuals believe their accomplishments and failures are a result of own actions. When individuals succeed they feel a sense of pride. However, when they fail, they guilt and shame, which is damaging to the ego. Therefore, these individuals are still motivated to achieve academically, but they embody and external perspective. This weakness the correlation between locus of control and academic performance because the locus of control scores are not a accurate measure of actual beliefs regarding control.

Park and Kim (1998) have conducted two studies to investigate the relationship between patterns, locus of control and academic performance. The first study analysedbehaviour patterns and locus of control in university honoured students holding scholarships comparing with low achievers. Findings from the first study revealed that high achievers should higher internalised locus of control and lower externalised locus of control. The focus of the study was on interrelationship between locus of control and academic achievement in three groups: Korean, Chinese, and Korean-Chinese students. A 40-items questionnaire relating to locus of control personal demographics including gender, and

accumulative average was used. Findings showed a tendency toward internalised locus of control in favour of Korean students. The study also showed positive relationship between internalised locus of control, academic performance and achievement, which was in favour or Korean students too.

### 2.2.8 Self-Efficacy and Academic Performance

According to Bandura perceived self-efficacy refers to beliefs in one's capabilities to organise and execute the courses of action required to produce given attainments (Bandura, 1997). Self- efficacy is one component of social Cognitive Theory, a learning theory which identifies determinants governing thought, motivation, and human action. Self-efficacy beliefs are mediate through a variety of processes (cognitive, motivational, affective, and selective) which translate them into specific action or behaviours (Bandura, 1997). Therefore, it is not as if self-efficacy acts independently, or in a vacuum, to influence peoples' lives decisions, and behaviour; nonetheless, it does seem to be particularly amenable to influence. Four sources of influence on self-efficacy include: enactive mastery experiences, vicarious experiences, verbal persuasion, and physiological and affective states (Bandura, 1997). These sources of self-efficacy are worthy of particular attention, since they are the primary way in which students' performance may be enhanced.

Although Bandura s theory of self-efficacy is strongly supported by research and clearly aids to positive outcomes for individuals, we must still be aware of cultural exclusiveness. Some may feel that self-efficacy theory has no overly western, individualistic bias. This is an important consideration for learning who work with international students cultural and ideological dominance should always be resisted. Bandura does acknowledge the important role of culture, but argues that "in cross-cultural; analyses, efficacy beliefs contribute to the productivity of members of both collectivistic and individualistic cultures"

(Bandura, 1997). It is just the outcomes and modes of operation that differ: interventions designed to improve self-efficacy can help all students as long as they take account of cultural background as well as individual experiences (Lightsey, 1999).

Broadly, self-efficacy was useful to students' academic performance and wellbeing within the lives of individuals. However, lives are comprise a variety of areas, and since self-efficacy is domain-specific trait, it is necessary to narrow our focus towards academic self-efficacy in relations to learning. According to Bandura (1997), the role of self-efficacy in the cognitive functioning of students becomes even more important in an information rich world where individual needs to become empowered foe lifelong learning. Claims for the primary of self-efficacy have been supported by a host of research. In particular, meta-analyses of research on self-efficacy serve to underline its influence on students' academic performance. Meta-analyses use statistical measures and strict criteria of validity and reliability to synthesise a number of studies into one overall set of findings, and are therefore an excellent gauge of the state of knowledge in a field at a given time. In 1991, a meta-analysis of 39 studies between 1977 and 1988 found that higher self-efficacy can lead to higher academic performance and persistence (Multon, Brown, & Lent, 1991). More recently, Robbins et al. (2004) conducted a mater-analysis of 109 articles with the explicit aim of bringing together educational and psychological literature to explore the educational persistence and motivational theory models of academic achievement. The main findings was that the nine broad constructs of psychosocial an study skills factors all had a strong relationship with retention, and a weaker but still significant relationship with performance measured as GPA; academic self-efficacy was the best predictor for both outcomes (Robbins, 2004).

Elias and MacDonald (2007) is of the view that academic self-efficacy contribute to success in a range of performance areas. Higher academic self-efficacy is strongly associated with improved performance, retention, and persistence in the face of adversity and other

benefits. Which is also supported by Schunk (2003) provides a similarly thorough summary of research along these lines. These are obviously desirable outcomes for students and for institutions in an environment of quality assurance and key performance indicators.

Given the above-identified importance of self-efficacy for students performance, a somewhat alarming pattern for educators is the well-documented decrease in academic self-efficacy over a students' educational lifespan. A longitudinal study 412 children from 1988 to 2004 found a "progressive decline as students advance through the educational system" (Schunk&Pajares, 2002). This is a finding which has been reinforced by other researchers as well. This is potentially as demoralising as the finding that through their tertiary career most students demonstrate a decline in their deep approach to learning (Shunk&Pajares, 2002). Nonetheless, we must be very wary of framing our activities in terms of "lack" that requires remediation (Stirling& Percy, 2005). Rather than seeking remediation, it is possible to include academic self-efficacy within an academic literacies approach. In their seminal article, Lea and Street (1998) suggested that attention to students learning should focus on academic development within an entire social and institutional context, taking into account relationships with other students, teachers and the institution. This fits nicely with social Cognitive Theory, which puts emphasis on individuals' cognitive processes as well as the social and cultural context in which learning take place. This is also a way of stepping back from the practice of packaging skills for speed and efficacy and critically reflecting on the role of the learning adviser, as recommended by Crozier (2005). It is essential to note that emphasising Bandura's notion of self-efficacy is not to imply that learning advisers are currently only engaged in skills development or remedial activities. Of course we must continue to resist top-down pressure which cast our activities. As remedial through the "pathologisation of difference" (Stirling& Percy, 2005). Recommending a focus on academic self-efficacy should not construct students as having "problem" and being in "need" of

"services" (Stevenson &Kokkin, 2007). Rather, the aim of this approach is twofold: firstly, it is to incorporate the insights from a rich body of social and educational psychology literature to help inform one aspect of what we do. Secondly, and more importantly, it is to help empower students to inhibit a social role as agents (not just subjects) within the institutional discourses of tertiary education. When building student's capacity to negotiate these subjectivities, several aspect of self-efficacy need to be considered.

### 2.2.9 Locus of control, self efficacy and course of study

The current studyutilizes skinner's framework to examine the unique contributions of internal locus of control self-efficacy and perceived outcome control over course performance on students' academic experiences. Methods undergraduate students (225) took part in a longitudinal study and completed two surveys (Time 1: just before their mid-term exams; time 2: Just before their final exam in the same semester). Results both locus of control and self efficacy at time 1 predicted course level perceived control over course performance at tome 2 students-level perceived control over course performance at time 2 mediated the relationship between self-efficacy at time 1 and course-level perseverance, course specific stress and course enjoyed at time 2. For global perceived stress and life satisfaction measured at time 2, both locus of control and self-efficacy at time 1 had only a direct effect on global perceived stress at time 2, but only self-efficacy at time 1 predicted life satisfaction at time 2.

In conclusion, both locus of control and self-efficacy uniquely contributed to students' academic experiences. Students-level perceived control plays an important mediating role between locus of control plays an important mediating role between locus of control and self-efficacy at time 1, and course level perseverance, course specific stress and course enjoyment at time 2.

## 2.3 Theoretical Framework

### 2.3.1 Theory of Locus of Control

Locus control is a theory in personality refereeing to the extents to which individuals believe that they control event that affect them. The concept was developed by (Rotter, 1954) and has since become an aspect of personality studies. A person's "locus" Latin for place or location is conceptualised as either internal or external. Control is a concept that plays an important role in several psychological theories. It is central to Seligman's (1978) probability analysis of control theories of learners helplessness, Rother's (1954) social learning theory, Weiner's (1986) attribution analysis of motivation and emotion, and it is the key concept in Banduras (1977) self-efficacy theory.

### 2.3.2 Rotter's Locus of Control Reinforcement Theory

Rotter provided the theory that describes individuals in terms of their tendencies to attribute success or failure to internal or external factors and that became the birth of locus of control. Locus of control is the believe that the causes of an event in one's life is either internal or external. Rotter believed that behaviour is guided by reinforcements which through individuals come to have belief about what causes their actions or occurrences in their lives. The belief they have also guide the kind of attitude and behaviour they adopt. Another psychologist sees locus of control orientation as "a belief about whether the outcomes of our actions are contingent on what we do (internal control orientation) or on events outside our personal control (external control orientation)" Zimbardo, 1985, p.275. Even though Rotter introduced locus of control, its use in education started with Crandal, Crandal and Katkovsky (1962) in their study in intellectual-achievement responsibility. They mostly stated that the child believe that he caused is successes and failures that occurs intellectual achievement situations. Locus of control has also been believed to develop through pas learning (Rotter,

1966). Through past reinforcement, an individual could acquire locus control. This is a key variable that in the study and it also formed some bases for the study.

### 2.3.3 Weiner's motivation attribution theory

The psychological theory of attribution emerged from social psychology. Social psychologists were interested in the kinds of attribution which explains motives. Motivation is the driving force behind all the actions of an individual. The influence of individuals needs and desires has a strong impact on the direction of their behaviour. This leads to the questionnaire of how do people decide the likely cause of their behaviours? Why do they attribute an individuals action to one cause rather than another? In the effort to answer such questions, social psychologist started pursuing the basic motives and tried to ascertain the rules the average person follows when analyzing the cause of behaviour. The study of these rules is termed, attribution theory.

Weiner focused his attribution theory on achievement (Weiner 1974). He identified ability, effort task, difficulty and luck as the attributions are classified along three causal dimensions: locus of control, stability and controllability. The locus of control dimension has two poles: internal versus external locus of control. The stability dimension captures whether causes change over time or not. For instance, ability can be classified as a stable, internal cause and effort classified as instable and internal. Controllability contrasts causes one can control, such as skill/efficacy, from causes one cannot control, such as aptitude, mood, others actions and link.

Wieners theory has been widely applied in education, law, clinical psychology and the mental health domain. There is a strong relationship between self-concept and achievement.

Weiner (1980) states: causal attributions determine affective reactions to success and failure. For example, one is not likely to experience pride in success, or feelings of competence, when receiving an "A" from the teacher who gives only that grade, or when defeating a tennis who gives few high grades or a victory over a highly rated tennis player following a great deal of predictive generates great positive effect. Students with higher rating of self-esteem and with higher school achievement tend to attribute success to internal stable, uncontrollable factors such as ability, while they contribute failure to either internal, unstable, controllable factors such as effort, or external, uncontrollable factors such as task difficulty. For example, students who experience repeated failures in reading are likely to see themselves as being less competent in reading. This self-perception of reading ability reflect itself in children's expectations of success on reading task and reasoning of success or failure of reading. Similarly, students with learning disabilities seem less likely than non-disabled peers to attribute failure to effort, on unstable, controllable factor and more likely to attribute failure to ability, a stable, uncontrollable factor.

Wiener (1972) took causality locus, control and added stability in his effort to explain attribution theory. By 1985, he identified causes of success and failure used by students. In the motivational attribution theory, wiener proposed that individuals have affective responses to potential theory, wiener proposes that individual have affective responses to potential consequences of the intrinsic or extrinsic motives which is affect their future behaviours. This means that one's attribution determine the amount of effort the person will put in performing an activity in the future. Weiner also explained that such affective and cognitive assessments influences future behaviour when the person encounters similar situation. Based on Weiner's theory, numerous research works has been done on attribution and other variables. This variables formed part of the study at hand.

### 2.3.4Heider's attribution theory

Heider (1944, 1958) expressed attribution in thelaypersons thinking when he said he was concerned with 'intuitive psychology'- the causes effect analysis of the man in the street!. When he investigated the reason people attribute for their cusses or failure, he identified two reasons that are mostly cited for failure or success. "Can" which is the ability the "Try" which is effort. He said we nonetheless have a tendencyto explain any one behaviour as caused more by either internal or external factors. He said that the expectation for future success depends on whether the individual attributed his success to ability or effort (Heider, 1958). If the failure is attributed to effort, greater effort will be expended next time leading to future success. If failure is also attributed to ability, there will be the likelihood that threaten effort will be expended for future success, Heidertalked about what he referred to as fundamental attribution error. He said there is tendency to overestimate the internal and underestimate theexternal factors when explaining behaviour of others. This he said may result to the tendency to pay more attention to situations rather than individual. (Heider, 1958). Miller and Ross (1975) in their exploration of this theory postulated self-servingbias where they said we tend to equate successes to internal and failure to external attributes. They said this bias is true for most people but differs for people with low self-efficacy, depression or those thatview themselves in the negative depressed individuals view failure as their negative quality and view success as luck.

Lewis and Dattroy (1990) discuss applications of attribution theory to health care. An interesting example of attribution theory applied to career development is provided by Daly (1996) who examined the attributions that employees held as to why they failed to receive promotions. For example attribution theory has been used to explain the difference in motivation between high and low achievers. According to attribution theory, high achievers will approach rather than avoid tasks related to succeeding because they believe success is

due to high ability and effort which they are confidence of failure is thought to be caused by bad luck or a poor exam, i.e. not their fault. Thus failure doesn't affect their self-esteem but success build pride and confidence. On the other hand, low achievers avoid success-related chores because they tend to doubt their ability and for (b) assume success is related to luck or to "who you know" or to other factors beyond their control. Thus even when doesn't feel responsible i.e., it doesn't increase his/her pride and confidence.

Principles

1. Attribution is a three stage process- (i) behaviour is observed, (ii) behaviour is determined to deliberate, and (iii) behaviour is attributed to internal or external causes.

2. Achievement can be attributed to (i) effort (ii) ability, (iii) level of task difficulty, or (iii) luck

3. Causal dimensions of behaviour are (i) locus of control (ii) stability and (iii) controllability (Heider, 1958).

### 2.3.5 Self Efficacy Theory

Self-Efficacy beliefs are important aspect of human motivation and behaviour as well as influence the actions that can affect one's life. Regarding self-efficacy, Bandura (1995) explains that it, "refers to the belief in one's capabilities to organise and execute the cause of action required to manage prospective situation" More simply self-efficacy is what an individual believes he or she can accomplished using his or her skills under certain circumstances (Snyder &Lopez, 2007). Self-efficacy has been thought to be a task-specific version of self-esteem (Lunenburg, 2011). The basic principles behind self-efficacy theory is that individuals are more likely to engage in activities for which they have high self-efficacy

and less like to engage in those they do not (Van der Biji and short ridge –Baggtte 2002). According to Gecas (2004), people behave in the way that executes their initial beliefs, thus, self-efficacy functions as a self-fulfilling prophecy.

### 2.3.6 Bandura's Social Learning Theory

Observation of other's behaviour may play a leading role in learning and acquiring various things concerning one's environment. The cognitive psychologists who appreciate the role of observation in learning are termed as social psychologists and the theory of learning they propagate is known as the social learning theory. Albert Bandura was a prominent American social learning theorist and the social learning theory is often designated as Bandura's social learning theory.Introducing his theory Bandura (Lewin, 1978) writes:

We do not blindly respond to environmental stimuli. Rather, we pick and choose from many environmental options, basing our decisions on our own insights and past experiences. This we do through vicarious or observational learning, by incorporating and imitating the behaviour of those around us.

Observational or vicarious learning (learning through indirect experiences) rather than the learning based on direct experiences is thus the base of the social learning theory. The advocates of this theory emphasize that most of what we learn is acquired through simply watching and listening to other people. The children from the very beginning keenly observe the behaviour of others, most commonly of the people nearest to them like parents, members of the family, teachers, the older members of society, etc. In turn, they try to imitate and do what they observe. The power of observational learning can be confirmed through laboratory experiments as well as through observation in our daily life. A child who sees his father throwing utensils around simply because he has not been served food of his tate, learns such behaviour and reproduces it in similar circumstances. He may also incorporate and imitate the

behaviour of the characters he reads about in novels, hears about over the radio or sees on TV or in movies. The persons whose behaviour he observes and often imitates are known as models and observational learning is referred to as modelling.

Direct experiences no doubt constitute the most effective and powerful sources of one's learning but the role of indirect-experiences leading to observational learning can also not be underestimated. n many cases, they prove more desirable, less expensive and more beneficial than the direct experiences. Commenting on this aspect Bandura (1977) writes:

One does not teach children to swim, adolescents to derive automobiles, andnovice medical students to perform surgery by having them discover theappropriate behaviour through the consequences of their successes or failures. The more costly and hazardous the possible mistakes, the heavier the reliance on observational learning from competent examples.

Observational learning can thus provide extra dimensions and opportunities for the learners in addition to their learning through self-experience and direct involvement with environmental consequences. It has certainly reduced the need of an individual going through every experience himself and thus helped him to learn from the examples of others.

How does learning take place? According to the social learning theory, one learns through observations by incorporating and imitating the behaviours of others taken as models belonging to one's social environment. According to Bandura (1977), the following processes or steps are usually involved in this kind of learning:

1. Attending to and perceiving the behaviour. In this step the learner is made to observe the behaviour of the person acting as a model. Here thetotal behaviour or a particular aspect of it may attract attention and become the subject of close attention.

2. Remembering the behaviour. In this step, what the learner observes is filed away in his memory in the form of mental images.

3. Converting the memory into action. In this step, a behavior observed and remembered by the learner is analyzedin terms of its acceptabilityto the learner with reference to the demands of his self and his environment. It is transformed into action only afterwards and thus the observed relevant and accepted aspects of the model's behavior areimitated by the learner.

4. Reinforcement of the imitated behavior. In this final step, the behavior of the model imitated by the learner is reinforced for proper adoption and further continuance.

InBandura's social cognitive theory,Self-efficacy is best understood in the context of social cognitive theory-an approach to understanding human cognition, action, motivation, and emotion that assumes that we are active shapers of rather than simply passive reactors to our environments (Bandura, 1986, 1997; Barone, Maddux, & Snyder, 1997). Social cognitive theory's four basic premises, shortened and simplified, are:

1. We have powerful cognitive or symbolizing capabilities that allow for the creation of internal models of experience, the development of innovative courses of action, the hypothetical testing of such courses of action through the prediction of outcomes, and the communication of complex ideas and experiences to others. We also can engage in self-observation and can analyze and evaluate our own behavior, thoughts, and emotions. These self-reflective activities set the stage for self-regulation.

2. Environmental events, inner personal factors (cognition, emotion, and biological events), and behaviours are reciprocal influences. We respond cognitively, effectively, and behaviourally to environmental events. Also, through cognition we exercise control over our

own behaviour, which then influences not only the environment but also our cognitive, affective and biological states.

3. Self and personality are socially embedded. These are perceptions (accurate or not) of our own and others' patterns of social cognition, emotion, and action as they occur in patterns of situations. Because they are socially embedded, personality and self are not simply what we bring to our interactions with others; they are created in these interactions, and they change through these interactions.

4. We are capable of self-regulation. We choose goals and regulate our behaviour in the pursuit of these goals. At the heart of self-regulation is our ability to anticipate or develop expectancies — to use past knowledge and experience to form beliefs about future events and states and beliefs about our abilities and behaviour.

These assumptions suggest that the early development of self-efficacy is influenced primarily by two interacting factors. First, it is influenced by the development of the capacity for symbolic thought, particularly the capacity for understanding cause-effect relationships and the capacity for self-observation and self-reflection. The developmentof a sense of personal agency begins in infancy and moves from the perception of the causal relationship between events, to an understanding that actions produce results, to the recognition that one can produce actions that cause results (Bandura, 1997). Children must learn that one event can cause another event; that they are separate from other things and people; and that, therefore, they can be the origin of actions that effect their environments. As children's understanding of language increases, so do their capacity for symbolic thought and, therefore, their capacity for self-awareness and a sense of personal agency (Bandura, 1997).

Second, the development of efficacy beliefs is influenced by the responsiveness of environments, especially social environments, to the infant's or child's attempts at

manipulation and control. Environments that are responsive to the child's actions facilitate the development of efficacy beliefs, while non-responsive environments retard this development. The development of efficacy beliefs encourages exploration, which in turn enhances the infant's sense of agency. The child's social environment (especially parents) is usually the most responsive part of his or her environment. Thus, children usually develop a sense of efficacy from engaging in actions that manipulate the people around them, which then generalizes to the non-social environment (Bandura, 1997). Parents can facilitate or hinder the development of this sense of agency not only by their responses to the infant's or child's actions, but also by encouraging and enabling the child to explore and master his or her environment. Self-efficacy is a variables that formed the study.

## 2.4 Review of empirical studies

Coleman and Deleire (2003) were the first to theorize that locus of control affects educational outcomes by influencing adolescents' beliefs about the returns to educationrather than modeling locus of control as a direct wage determinant, as the previous literature on motivation had done, they instead draw a link between locus of control and expected wage outcomes, 300 students/people were sampled and obtained the results. Specifically, they argue that young people with an internal locus of control believe that education increases the probability of earning a high wage by more, i.e., believe the wage returns to education are higher than do similar young people with an external locus of control. As a result they are expected to invest more in education than their external peers. Coloman and Delirve (2003) provided empirical evidence that locus of control influences students academic performance with p-value =.002. U.S. adolescents with an internal locus of control do better in school and even in the place than external students.

There was also a study by McGee (2014) investigates the role of locus of control in students academic performance found that young students with an internal locus of control get higher grade in school. 208 were randomly selected from six senior secondary schools in U.S. And the finding showed that young students perform better in school than their external counterpart with the mean of 40.829 for internal students and 37.352 for external students.

Caliendo(2015) develop a job search model in which locus of control drives individuals which 150 students were randomly selected from four areas. Subjective beliefs about the effect of their search effort on the job offer arrival rate. They then compare the theoretical predictions from their model to those derived from a competing model in which an internal locus of control increases the offer arrival rate irrespective of individuals search intensive, the latter model predicts they will engage in less job search. The authors then provided empirical evidence that internal job seekers both have higher reservation wages and search more intensively.

McGee and McGee (2011) provided experimental evidence that job search is linked to locus of control in the absence of information about the impact of search efforts on job offers, in which they selected 80 students for the finding this link disappears, however, when subjects are told the exact relationship between efforts and offers importantly, the authors' experimental design rules out several alternative explanations (i.e. unmeasured human capital, personality traits or search costs) for the relationships between locus of control reservation wages and search intensively. And according to him locus control influences efforts to work with r-value= .357 and p-value =0.000.

Salamance (2015) conducted a study on about 26 households with an internal economic locus of control are more likely to invest in risky assets. The Authors argue that their results stem from disparity in risk perceptions. Those who have an internal economic locus of control simply perceive less variance in risky assets, which makes more attractive.

While, much of the organizational psychology literature focuses solely on the Big Five, there is also evidence that locus of control is related to job performance (e.g., Judge and Bono 2001). Spector (2000) reviews a number of studies an concludes that "internals do perform better than externals" but only if they perceive that effort will lead to valued rewards" (p.489)

Ghasmadeh and Saadat (2011) assessed that female students for the locus of chance control received higher scores than the male students, 240 students were used for this study. The students of the faculties of basic science psychology and educational sciences, power and computer showed significant difference on locus of internal control and external locus of control. Internal locus control with meaningful level had a direct and positive relationship with the educational achievement of students.

Karami, Sa'adat and Soleiman (2012) studied on the relationship among self-esteem and locus of control of university students, 360 students were randomly selected from Ten faculties. According to the results all self-esteem components have a positive and considerable relationship with internal locus of control, through this relationship became negative at the time converating regarding external and likelihood kinds (Ghasemzadeh, Karami, Saadat&Soleimani 2012).A study also conducted which aimed to examine the possible lives between academic locus of control and self-handicapping. It was concluded that self- handicapping is positively correlated with internal academic locus of control (Akin, 2011).

The study was also determined the locus of control and level of assertiveness in students depending on different variables, 120 students were sampled. Significant results concerning the assertiveness and locus of control levels of students were obtained (Caglar, Dincyurek&Silman, 2009). Spector et al. (2001) also shows that employees with internal

locus of control have been associated with a higher working well-being measure because they are able to control their work environment and eventually their well-being. Such individuals according to studies are expected to perform some assertive actions to change the workplace to their own liking or to change jobs that have distorted their well-being.

Nordsrom (2009); and Robins (2005) studies, locus of control was found to have an impact on individual behaviours, 210 students were used for the sample and the internal locus of control is frequently associated with positive and challenging course of actions and choices; by the students whereas external locus of control demonstrates a relatively passive and unproductive actions or choices (Robbins 2005:106). For example, Nordstrom et al (2009) study found that students with a high internal locus of control shows some degree of likelihood to pursue graduate study. Locus of control refers to individual belief of how they can exert control over their fate (Schjoedt& Shaver 2012; Nordstrom, 2009; Robbins 2005; and Kaufmann, 2002).

The idea that locus of control can influence learning has been studied quite, intensively in classrooms. The objectives have been to study differences in learning styles or abilities between persons of internal and persons of external orientation. Dollinger (2000), studying incidental learning in a sample of 535 American College Students found that, those of internal orientation were more inclined to be aware of relevance information in their environment. Dollingers' studies, three in number, used different scales to measure the subjects' locus of controls, but in all cases arrived at the same results. Cassidy and Eachus (2000), studying learning styled and academic belief systems among 130 British undergraduates, produced results supporting Dollinger's Cassidy's and Eachus results also showed that persons of internal orientation had higher academic self-efficacy, higher academic self-confidence and were more likely to adopt deeper strategic learning approach,

where Cassidy describes the learning approach of those of external orientation as “surface learning” or “apathetic”

Chen and Silverthorne (2008) conducted a study on the effects of locus of control, work performance, job satisfaction and stress scale on attitude, 260 students were observed and the findings and the results was individuals with high internal control have high work performance, content and low stress confirmed by p-value 0.000.

The Research by Abube (2007) came out that as 402 people showed their experienced in organization and also were sampled by the resercher there was a positive correlation between organizational support, and normative participation and activities. Also is has been concluded that locus of control and work autonomy have a considerable effect on organizational support and active participation with r- value 0.296 and p – value 0.001.

Coban and Hamamci (2006) studied that, the individuals with internal locus of control mostly use logical decision making strategy as 402 students were randomly selected. It has been found that there is a negative and low correlation between logical decision making strategy and locus of control. It has also been revealed that the individuals with internal locus of control use logical decision making strategies more than ones with external locus of control and they encounter less hesitation as observed by p - value = 0.000.

Basim and Sesen (2006) it has been identified that most of the participants who have been subjects of the study have the internal locus of control; they also have more tendencies to show help and courtesy attitudes when compared to ones with external locus of control. The study also examined that, 10-Session Human Relations Skills program is effective on the locus of control levels of the university students (Sardogan et al. 2006). It has been determined that the managers with low internal locus of control have more tendencies to consult to group decision than the ones with high locus of control do. Additionally, the managers with external locus of control take the role of participant in decision making more than the ones with low internal locus of control (Selart, 2005). It has also been conducted

that, the individuals with internal locus of control are affected by the Labour turnover rate and work content in the organization more than the ones with external locus of control. Furthermore, people with external locus of control rather than the ones with internal locus of control are influenced by the stress on organizational participation and work content.

Patten (2005) ascertained that, in the sample size of 120 students internal locus of control has a close relation with the internal facet of locus of control. A considerable difference between individuals with internal control and the ones with external control in terms of the level of work content has hardly been seen. Apart from these, internal control and the structure of control they perceive, and this leads to significantly lower work content. The results of study by Klein and Warnet (2000) have shown that the internal facet of locus of control plays an important role in influencing the experiences in people's lives. 70 questionnaire for students were used. The effects of the internal and external facets of locus of control in individuals' attitudes have been observed in the students. At the end of the study, it has been ascertained that internal locus of control has a much bigger impact on individuals than the external locus of control as P -.value indicate = 0.004. Moreover, it has been emphasized that the individuals with internal locus of control have more active work motivation and portray more effective performance; they have also more control on the environment. Additionally, the individuals with external locus of control have been determined to have higher work content about their colleagues than the ones with internal locus of control (Chen & Silverthorne, 2008; Abube, 2007; Selart, 2005; &2005).

Al Momani (2005) conducted a study aimed at identifying the relationship between locus of control and self-disclosure, and how each is affected by some variables in Yarmouk university students. The sample consisted of 600 students of both sexes from various campus

faculties during the university year 1997/1998. The researcher used two scales; Rotter external and internal locus of control-translated into Arabic version and controlled for the

Jordanian setting; and Gowrad self-disclosure scale "translated into Arabic version and controlled for the Jordanian setting". Results showed that subjects tended more (75%) to be externalised locus of control. Results also revealed no statistical significant differences in locus of control attributed to economic level of family. Yagoub and Magableh(2005) conducted a study aimed at investigating disparity in degrees of locus of control in university population in accordance with some variables (gender), specialty and educational level). The randomly selected sample was consisted of (721) students of both sexes. Rotter's external and internal locus of control translated into Arabic version and controlled for Jordanian setting was administered to subjects. The researcher used T-test, one way analysis of variance (ANOVA) were used. Findings indicated that females versus males showed greater tendency to externalised locus of control. No statistical significant differences attributable to specialty and educational level variables were showed.

Al Jabri (2005) conducted a study sought to identify the relationship between locus of control, cognitive patterns in Yarmouk university student. The researcher administered Rotter locus of control scale and forms scale (collective puzzle) translated into Arabic version to fit Jordanian setting. Subjects were 582 students of both sexes representing all scientific majors out of Yarmouk university population during the university year 1992/1993. Findings showed statistical significant differences between locus of control (internal-external) attributed to gender, where females had externalised locus of control more than males.

The locus of control and academic performance was reviewed by Findlay and cooper (2005). They compiled 98 studies consisting of 275 testable hypothesis where a locus of control and academic performance measure was compared. A statistically significant positive correlation was found for 193 of the 275 hypothesis. In other word, 70% of these hypothesisfound internals to have significantly higher academic performance than externals. Bar-Tal and Bar-Zoher received 36 studies that examined the relationship between locus of

control and academic performance among children, adolescents and adults. They also found a positive correlation relationship between the two variables, regardless of population being examined (2002).

Finley and cooper's (2005) found males scores to be more internal than females. However, this may be due to social desirability (2005). Based on traditional gender roles, females tend to believe that an internal perspective is inconsistent with female gender roles, and thus is socially undesirable. Stipek and Weisz (2000) found female who were high in beliefs of social desirability to have higher external scores than female with low beliefs in social desirability. Therefore, female responses on locus scales are influenced by their belief of appropriate gender roles. Thus, locus of control scores of females may not accurately depict actual beliefs.

The main issue is this problem statement would be to examine relationship between locus of control and academic achievement among first year Yarmouk university students the possibility of gender differences was also explored. Stipek (1998) considered the consistency of past performance as significant, influencing current attributions and suggests that the stability dimension also play a role. Dweck and Repucci (1973) found that when student attribute failure to controllable factors such as effort, they tend to be more persistent even after they experiences failure. In his study, Weiner (1998, 2000) showed that there exist relationship between locus of control and academic performance. Effort attributions have great implications for future performance than any other cause. Students who attribute their past performance to low effort can still expect future success if they work harder in the future. This is not applicable to students who attribute their past performance to low ability. They will not be motivated to exert much effort since they see themselves as incapable of success regardless of how much effort they exerted.

Several researchers studied self –efficacy and gender among students. SarAbadaniTafreshi,( 2006) in his study showed a significant difference in self efficacybetween males and females Hossaini's, (2002) research result however achieved a different result in his work titled: ' Forecasting between self-efficacy, Parenting and gender among pre-university of students in Shiraz' included 240 students. The result showed that gender is not a predictor of self –efficacy of pre-university of students.

Extensive research on self-efficacy has been well tested and well supported in many different aspects of self-efficacy, from self-efficacy in the workplace to self-efficacy in nursing (Bandura, 1997; Berends, et al. 2001 van der Bijl, et al. 2004) one example of research performed recently is a study by Roach et al. (2003), which examined the impact of self-efficacy on weight loss. The study includes 66 male and female participants, ranging in ages from 18-23. The participants were randomly placed in either a control group on an intervention group. Based on a program developed by US Air Force personnel, the study consisted of 12 weekly, one hour sessions (Roach et al. 2003). The sessions for both groups included information on nutrition and healthy eating habits. The intervention group, however, was also educated on activities to promote self-efficacy. Results of program were recovered throughout the entire 12 weeks. At the end of the 12 weeks results showed that both groups did have some efficacy. The intervention group however, showed a slightly higher improvement in easting behvaiour than did the control group (Roach, 2003).

This research supports the theory that self-efficacy has an impact on how individuals perceive themselves. Supported by education on how to increase self-efficacy, the intervention group was able to apply their now knowledge of reducing weight and improving eating habits. As a result of their self –efficacy increasing, their belief and motivation in attaining their goal increase as well (Roach; 2003).

In another study, Teti and Gelfand (2002) examined whether maternal self-efficacy beliefs moderate parenting behaviors caused by "depression, perceptions of infant temperamental difficulty, and social-marital support" (p.918). The subjects in the study were 38 non-depressed and 48 clinically depressed mothers with infants 3 to 13 months of age. The mothers were observed interacting with their infants, in their homes by two female research assistants who were unaware of their mental status (Teti&Gelfand, 2002). The subjects completed questionnaires during the visits that obtained from them, information concerning "demographic and maternal psychosocial functioning" (Teti&Gelfand, 2002 p.920). The research assistants observed the interaction between the mothers and their children during a ten minute feeding an play session which include three colorful toys, and the observed amounts of maternal sensitivity, warmth, flatness of affect, disengagement, and anger were rated by the assistants and recorded (Teti&Gelfand, 2002).

After analyzing and compiling the results of the study, Teti and Gelfand (2002) concluded that maternal self-efficacy is a "central mediator of relations between mothers' competence with their infant and factors such as a material perception of infant difficulty, materials depression and social-material supports". Support for this conclusion was based on the maternal capability. In addition, maternal self-efficacy was the factor most strongly related to predictors were controlled for (Teti&Gelfand, 2002). Beliefs regarding infant difficulty, which are related to maternal ability, were also strongly associated with self-efficacy when demographic variables were controlled.

These findings support the premise of self-efficacy theory, which is the beliefs regarding ones abilities are strongly associated with the amount of motivation and resulting performance (Vander Bijl&Shortridge-Baggett, 2004). The mothers who had high maternal self-efficacy felt more competent as a result of their confidence and displayed positive parenting behaviours during the study.

High self-efficacy individuals persist longer in the face of difficulty and are extremely resilient in the face of failure (Bandura, 1982 as cited in Rdmond, 2010). High self-efficacy individuals are generally more content with their work and lives (Judge, Loke, Durhamn, &Kluger, 1998; as cited in Redmond, 2010). High self-efficacy individuals also generate more effective tasks strategies to facilitate goal attainment and respond more optimistically to negative feed back than low self-efficacy individuals (Redmond 2010). High self-efficacy (Miechell, Hopper, Daniels, George-Falvy, & James 2004). Individuals with high self-efficacy habitually work harder and preserver while low self-efficacy individuals frequently quit (Bandura, 1986; as cited in Redmond, 2010). Individuals who perform well develop high self-efficacy (Davis, Fedor, Parson &Hedrold, 2000, as cited in Redmond, 2010).

Sanna (2008) investigates how self-efficacy theory provides an integrative framework for social facilitation and social loafing phenomena. The research conducted two experiments. In the first experiments, the research manipulated efficacy expectancies and outcome expectancies. Efficacy expectancies (high vs low) were manipulated by providing false performance feedback (successfully vs unsuccessfully) to the participants who worked on the preliminary task (the vigilance test). Outcome expectancies were manipulated by having participants work in one of three group conditions: alone in coaching pairs (when performance was evaluated individually), the results of the first experiment demonstrate the efficacy expectancy and outcome expectancy jointly affected performance on a vigilance task. Particularly, participants with high efficacy expectancy (positive feedback) and high outcome expectancy (when they were evaluated individually) performed better than participants with low efficacy expectancy(negative feedback) and low outcome expectancy (they were not evaluated individually) in the second experiment, the researcher manipulated the difficulty expectancies, whereas a difficult task predicts developing low-efficacy expectancies. The results proved the hypothesis. The researcher argues that the participants

may loaf because they believe that they are not evaluated individually by others. The research supports the idea self-efficacy expectancy and valence of evaluation affect performance.

Several research works have been carried out to establish the relationship between self-efficacy and students behaviours and achievement. Min-Hsun and Pey-Cheum (2012) found a significant positive correlation between language learning strategy use and self-efficacy beliefs to Taiwanese high school students. Participants used language hearing strategies in a mum level, and held a medium level of self-efficacy belief. Lane and Cockerton (2003) found significant positive relationship between self-efficacy through teacher training Siegle and McCoach (2007) found a significant relationship between self-efficacy and achievement of students whose teachers were trained in self-efficacy. This is to say that students were Teachers were trained in self-efficacy and post test achievement than students of teachers who were not trained. Nicolaidou and Philippou (2011) found stronger relationship between self-efficacy and academic self-concept found out that academic self-concept is a better predictor (and mediator) for affective motivational variables while academic self-efficacy is better predictor (and mediator) for academic achievement. However, Sam Othman, and Nordin (2005) found that higher levels of internet usage did not necessarily translate into better computer self-efficacy was affected by disciplines of students. Lane and Cockerton (2003) found relatively weak relationship between self-efficacy and performance. However, according to Pajares, (2009) in part determines outcomes expectations. Students can as well judge or rate themselves on the likely consequence of their behavior and come up with a position on the likely consequences of their efforts. In order to encourage self-regulated learning efforts are being made by contemporary evaluator to adopt assessment strategies that integrate students in the evaluation process. In some cases, students are encouraged to rate themselves on he likely scores they will get in a task. This appraisal of self-knowledge as a function of score predictions according Tassone (2001) is an important

components of the “performance expectancy” while is consider to be part of self-regulated learning. Self-grading appears to result in increased students. Learning (Sadler and Good, 2006). Munoz and Alvavez (2007) had entertained the fears that students are inaccurate in their judgment of their abilities, occasioned by learners unawareness of meta-cognitive skills (Kruger & Dunning, 2009). When students self-rating and that those self-rating helped students with test preparation. Wilson (2001) found positive correlation between adult German and French second language learners’ self-relating and their performance in test of English for international communication.

Zajacova, Lynch, and Espenshade (2005), in their study on self-efficacy, tress, and academic success in college, investigated the joint effects of academic self-efficacy and stress on the academic performance of 107 non-traditional, largely immigrant and minority, college freshmen at a large urban commuter institution. The researchers developed a survey instrument to measure the level of academic self-efficacy and perceived stress associated with 27 college related tasks. Both scales have reliability, and they are moderately negatively correlated. Researchers estimated structural equation models to assess the relative importance of stress and self-efficacy in predicting three academic performance outcomes: first-years college GPA, the number of accumulated credit, and college retention after the first year. The results suggest the academic self-efficacy is a more robust and consistent predictor than stress of academic success.

Recent evidence has been provided by cross-cultural research suggesting the universality and uni-dimensionality of a sense of generalised self-efficacy. Schwarzer (2002) found that there is an optimistic sense of personal competence that exhibits variations in strength depending on the country and gender. This study which demonstrated the uni-dimensionality of the construct across 25 countries around the world-, showed that a sample of Costa Rican students were the ones who reported the highest rate in perceived general self-

efficacy, whereas a sample of Japanese were the ones who perceived themselves as less efficacious.

Ahmed, and Elmasri, (2012) conducted a study that was aimed to investigate the effect of self-awareness education on the self-awareness education on the self-efficacy and sociotropy autonomy characteristics of nurses in a psychiatric inpatient clinic at Zagazig University Hospitals. The sample was composed of 19 nurses who on the job. Three tools were used for data collection: nurses characteristics data form, self-efficacy scale, and sociotropy scale. The study result indicated that the psychiatric nurses self-efficacy was improved at post educational program a significant difference was observed between the pre-test means scores for the total nurses autonomy and total burses sociotropy ($p<0.05$). however the mean score of total sociotropy autonomy didn't differ significantly at pre and post educational program ($P=0.488$), and a highly significant correlation was present between total of self-efficacy and total of sociotropy autonomy at pre and post educational program ($p<0.05$).

## 2.5Summary

This chapter as the name implies reviews related conceptual frame work based on the major variables of the study with a view to making the variables more lucid. It dealt with theoretical frame work that guided the study which included Rotter's Locus of Control Reinforcement theory, Weiner's Attribution Theory, Heider's Attribution theory and Bandura's Social Learning Theory. The chapter reviewed some relevant empirical studies that are pertinent to study. The chap-ter in the end draws its uniqueness of the other empirical studies.

The uniqueness of this study could be established considering the above researches reviewed focuses on Locus of control on other psychological constructs such as motivation, worker's performance, adjustment and a host of others. But this study is determine to assess influence of locus of control, self-efficacy on academic performance, more uniquely among the senior level students in Zaria.

# CHAPTER THREE

# METHODOLOGY

## 3.1 Introduction

The focus of this chapter is on the design, the population of the study, sample and sampling techniques, instrumentation, procedure for data collection and procedure for data analysis.

## 3.2. Research Design

The design adopted for this study isexpost facto design. Survey designis undertaken when dealing with a systematic collection of data using questionnaire, observation, opinion scales and other relevant instruments. The design is equally undertaken when dealing with a large population out of which a sample is to be drawn and assume that the sample is a true representation of the entire population. Since locus of control and self-efficacy have already influenced students' academic performance and the population of this study is large and sample was drawn to represent the population, expost facto survey design is appropriate (Zechmeister&Jeanny, 2011).

## 3.3 Population of the Study

Population of the 24 senior secondary school students in Zaria education zoneKaduna state is (15855). Thatinclude both males (9,555) and females (6,300) with their ages ranging from 14-21 years, the study covered both science and arts, boarding and day students.But the total population of all the SSII students in 24 schools is five Thousand five Hundred and three (5503) as attached in the appendix ii.

### 3.4Sample and Sampling Technique

The research employed random sampling technique as the researcher sampled ten schools in Zaria educational zone so as to ensure the whole geographical locations of Zaria were equally represented. Detailed information can be obtained from the table 3.2 below.

Out of 24 senior secondary schools in Zaria education zone, a total of ten (10) schools were randomly selected by the researcher for the study. The schools are day and boarding schools, Arts andscience,boys and girls, with their ages ranging from 14-21.Krejcie and Morgan (1970) table for determining sample size of a giving population is adopted which states that for population of five thousand five hundred and three (5503), the appropriate sample size should be three hundred and sixty (360) students. Therefore it justifies the reason for the researcher to use the sample size of three hundred and sixty (360) that are distributed according to the population of each schools, which attributes that, the higher the population of each school the higher the sample size. Therefore,a proportionate sampling technique was used to select the respondents.

**Table 3.2 Distribution of the sample Schools**

| Names of Schools | Sample | Males | Female | Total |
|---|---|---|---|---|
| Alhuda Huda College Zaria | 88 | 88 | 0 | 88 |
| Government Secondary School Tukur-Tukur Zaria | 31 | 31 | 0 | 31 |
| Barewa College Zaria | 94 | 94 | 00 | 94 |
| WTC Zaria Government Girls Zaria | 39 | 0 | 39 | 39 |
| Government Girl Secondary School kofanGayan Zaria | 18 | 0 | 18 | 18 |
| Government Girl Secondary School DogonBauchi | 22 | 0 | 22 | 22 |
| Government Secondary School Pada Zaria | 13 | 0 | 13 | 13 |
| Government Secondary School Magajiya Zaria | 16 | 8 | 8 | 16 |
| Government Secondary School Tundun Wada Zaria | 21 | 11 | 10 | 21 |
| Government Day Secondary Sabongari Zaria | 18 | 9 | 9 | 18 |
| Total | 360 | 213 | 147 | 360 |

Source: (Zaria educational zone, 2014/2015).

### 3.5. Instrumentation

Two instruments were adopted to be utilized in this study; the questionnaire was made up of two section bio data and locus of control scale which scored on five likert scale, while the other instrument is Academic Self efficacy scale that has bio data section and Academic Self Efficacy section. The English and Mathematics questions set by the researcher to measure the SSII students' Academic performance as boys and girls Arts and science, day and boarding students in these ten (10) schools to make sure that, there is diversification and evenly spread sample.

### 3.5.1 Locus of control scale

The locus of control scale (LCS) prepared specifically for senior secondary school students, with 10 items which was developed and used to assess students' Locus of control. The instrument items were developed by Hanna Levenson (1981). The items were measured on a 5 point likert scale, the students were expected to indicate whether they strongly agreed (SA), agreed (A), Undecided (U), Disagree (D) or strongly disagreed (SD) to statements on the scale with total number of (10) items. The total score ranges from 10- 50.

### 3.5.2 Academic Self-Efficacy Scale

The academic Self Efficacy Scale (ASES) developed by Zimmerman, Bandura & Martinez-pons (1992) will be adopted and use for the study. It consists of eleven items that the respondent needs to fill to show his confidence on the items. The items are rated on five likert scale ranging from No confidence at all as 1, Very little confidence as 2, Some confidence as 3, Much confidence as 4, Complete confidence as 5. Which are rated on five likert scale and scored from 11 to 55 as the minimum and maximum score respectively.

## 3.6 Validityof the Instrument

To determine the validity of the instruments- locus of control and self-efficacy scales, supervisors and some lecturers in the Department of Educational Psychology and CounsellingAhmadu Bello University, Zaria validated the instrument of locust of control from six likert scale to five likertscale while self-efficacy instrument remained on touched. Observations made were effected and made them readily and relevant available for data collection.

## 3.7 Reliability of the Instrument

To ascertain the reliability of the locus of control and academic self-efficacy instruments, pilot testing was conducted in one selected secondary school which is not part of the study, the school is Government Secondary School KwanarFarakwai, Igabi Local Government Kaduna State with fifty 50 participants the data was collected and the scores were coded and analyzed with Statistical Package for Social Science (SPSS). This is in line with Kerlinger (1973) as cited in Cohen, Manion andMarrison (2007) that the used of pilot testing is the best way to test reliability of an instrument before data collection. The data obtained from the pilot study were statistically analyzed for the purpose of reliability. The Cronbach alpha reliability coefficient was used to test the questionnaires. Locus of control has reliability of .79 while self-efficacy has the reliability of .83 respectively. Thus, the instruments are considered reliable in collecting appropriate data for study (see appendix III).

## 3.8 Procedure for Data Collection

The researcher embarked on a direct procedure of data collection. A letter ofintroduction wascollected from the Department of Educational Psychology and Counselling A.B.U Zaria to all principalsof the Senior Secondary Schools. The researcherused on the spot questionnaire administration techniquei.e administered the instruments

The researcher was assisted by the teachers as research assistance for administering the questionnaires to the students and collected back when the responders have finish responding to the questions in the questionnaires. Administering the questionnaire took the researcher four (4) weeks that he covered all the schools and the filled questionnaires were coded and statisticallyanalyzed.

### 3.9Procedure for Data Analysis

Frequency counts and percentage were used to analyze biographical data of the respondents, mean, standard deviation were used in answering research questions of the study. Parametric statistics was used in testing the hypotheses. Pearson Product Moment Correlation (r) was used in testing hypotheses 1 and 2 whilet-test was used in testing hypotheses 3 and 4. All hypotheseswere tested at 0.05 significant level.

# CHAPTER FOUR
# RESULTS AND DISCUSSION

## 4.1 Introduction

This chapter deals with analyses of data collected for the study.Pearson Product Moment Correlation was used to test hypotheses one and two and t-test were used to test hypotheses three and four. Moreover, the bio data of the respondents was analyzed using frequency to determine the number of both sexes in the study. All analyses were based on data collected from the research.

Table 4.1 Bio data of the Respondents

**Gender**

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|
| Male | 213 | 59.3 | 59.3 | 59.3 |
| Female | 146 | 40.7 | 40.7 | 100.0 |
| Total | 359 | 100.0 | 100.0 | |

The above table shows that 213 of the respondents which represents 59% are male students, while146 of the respondents which represents 41% are female students.

## 4.2 Hypotheses Testing

Four hypotheses were formulated and tested in this study, two statistical tools: Pearson Product Moment Correlation and t-test were used to analyze the data at 0.05 level of significance.

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

This hypothesis was analyzed in SPSS Version 22 using Pearson Product Moment Correlation to determine the relationship between independent and dependent variables.

4.6.1 Pearson Correlation of relationship betweenInternal Locus of Control and Academic Performance

| Variable | N | Mean | SD | r | P |
|---|---|---|---|---|---|
| Internal Locus of Control | 366 | 22.8083 | 4.27462 | .274 | .000 |
| Academic Performance | 360 | 45.96 | 10.773 | | |

The computed correlation between internal locus of control and academic performance is significant based on the mean of 22.8083 for Internal Locus of Control and 45.96 for academic performance; r = .274 and P = .000. This is true because the P=value of .000 is less than 0.05.

4.6.2 Pearson Correlation of relationship between External Locus Control and Academic Performance

| Variable | N | Mean | SD | r | P |
|---|---|---|---|---|---|
| External Locus of Control | 366 | 13.3860 | 3.4005 | -.194 | .000 |
| Academic Performance | 360 | 45.96 | 10.773 | | |

Table 4.6.2 shows that there is significant inverse correlation between external locus of control and academic performance with mean of 13.3860 for External Locus of Control, 45.96 for academic performance; r = -.194 and P = .000. This means the higher the external locus of control, the lower the academic performance and vice-versa.

**Hypothesis 2:** There is no significant relationship between self-efficacy and academic performance among secondary school students in Zaria.

This hypothesis was analyzed in SPSS Version 22 using Pearson Product Moment Correlation to determine the relationship between independent and dependent variables.

Table 4.7 Pearson Correlation on relationship between self -efficacy and Academic Performance

| Variables | N | Mean | S D | r | p-value |
|---|---|---|---|---|---|
| Self-efficacy | 360 | 40.9056 | 8.12760 | .294 | 0.000 |
| Academic Performance | 360 | 45.96 | 10.773 | | |

The table 4.7 above shows that the computed correlation between self-efficacy and academic performance is significant with the mean of 40.9056 for self-efficacy, 45.96 for academic

performance;r=.294 and p-value =0.000, considering the fact that p-value 0.000 is less than 0.05 level of significance. Thus, self-efficacy has significant relationship with academic performance of secondary school students. The null hypothesis that says there is no significant relationship between self-efficacy and academic performance is therefore rejected.

**Hypothesis 3:**There is no significant difference between male and female students in theirlocus of control.

This hypothesis was analyzed in SPSS Version 22 using t-test to determine the difference between independent and dependent variables.

Table 4.8.1: t-test analysis comparing mean scores of male and female based on internal locus of control

| Variable | N | Mean | t-test | DF | MD | P |
|---|---|---|---|---|---|---|
| Male | 360 | 22.066 | -.3.338 | 358 | -1.48333 | .001 |
| Female | | 23.550 | | | | |

The above table 4.8.1 shows that male and female students significantly differ in their locus of control considering the mean of 22.066 for male students and 23.550 for female students and p-value of .001. This shows that female students with one means of 23.550 are more of internal locus of control than their male counterpart.

Table 4.8.2: t-test analysis comparing mean scores of male and female based on external locus of control

| Variable | N | Mean | t-test | DF | MD | P |
|---|---|---|---|---|---|---|
| Male | 360 | 13.3390 | -.262 | 355 | -.09435 | .794 |
| Female | | 13.4333 | | | | |

The above 4.8.2 shows that male and female students do not significantly differ in their external locus of control with the mean of 13.3390 for male students and 13.4333 for female students with the P-value of .794.

**Hypothesis 4**:There is no significant difference between male and female students in their self-efficacy.

This hypothesis was analyzed in SPSS Version 22 using t-test to determine the difference between male and female students.

Table 4.9 analysis comparing mean score of male and female in self-efficacy

| Variables | N | Mean | t-test | DF | MD | p-value |
|---|---|---|---|---|---|---|
| Male | 360 | 40.8545 | -1.311 | 358 | -1.122 | .191 |
| Female | 360 | 40.9589 | | | | |

The table 4.9 above shows that male and female students do not significantly differ in their self-efficacy based on the mean of 40.8545 for male students and 40.9589 for female students and the p-value=0.191. This is vindicated by the fact that p-value of 0.191 is greater than 0.05 significant level. Thus, the null hypothesis that says there is no significant difference between male and female students in their self-efficacy is therefore accepted.

## 4.4 Summary of Findings

This study investigated influence of Locus of control and Self-efficacy on academic Performance of Secondary School Students in Zaria, it has come up with findings based on the hypotheses tested and are summarized below:

1- The findings show that there is significant relationship betweeninternal locus of control and academic performance among secondary school students in Zaria with r= .274 and p=0.000. While external locus of control has significant inverse correlation with academic performance with r = -.194, P = .000.
2- The findings also show significant relationship between self-efficacy and academic performance among secondary school students in Zaria with r= .295 and p=0.000.

3- The result revealed significant difference between male and female students in their internal locus of control with the mean of 22.066 for male student and 23.556 for female students, confirmed by p=0.001. This shows that female students are more of internal locus of control than their male counterpart. While no significant difference between male and female students in their external locus of control with the mean of 13.3390 for male students and 13.4333 for female students and P = .794.

4- The result revealed no significant difference between male and female students in their self-efficacy with the mean of 40.8545 for male students and 40.9589 for female students, confirmed by p=0.905.

## 4.5 Discussions of Results

The result of this study shows that locus of control has significant relationship with academic performance among students of senior secondary school students in Zaria. This study corroborates with Spector (2000) who found that internal locus of control with meaningful level had a better than performance than externals, but if they perceive that effort will lead to valued rewards.

The study also corroborates with Norman (2009) and Robins (2005) studies, who found that locus of control was found to have an impact on individual performance and behaviour. The study found that those with internal locus of control tend to manifest some degree of likelihood to pursue high academic goals.

This study also found significant relationship between self-efficacy and academic performance among senior secondary school students in Zaria. This study corroborates Balgbag, Cemrek, and Mulu (2010) who found that self-efficacy has significant influence on school performance. It also corroborates with a research conducted by Sadat and Soleimanion relationship between self-esteem and locus of

control among students. According to the results, self-esteem components correlate positively with academic performance among students.

The result of this study found significant difference between male and female students in their locus of control at senior secondary schools in Zaria. The study found female students to be more internal locus of control than their male counterpart. This study corroborates Ghasmadeh and Sa'adat (2011) who found that female students have higher scores than male counterparts. This may be justified considering the cultural background of the female students which make them to be more obedient and accept any blame or success as their cause rather than someone's fault. Female children are trained to be accept faults and apologize, strive hard to make her home and husband perfect. Thus, making them to have internal locus of control.

This study disagrees with the findings of Fineley and cooper (2005) who found that male students score more on internal than female students. This difference in the two studies may be informed due to environmental and cultural differences between the subjects that formed the two researches.

The result of the research also found that male and female students do not significantly differ in their self-efficacy at senior secondary schools in Zaria. This study disagrees with the study conducted by SarAbadani (2006) who found significant difference in self-efficacy between male and female students. The study corroborates the study conducted by Hossaini (2002) whose study was on Forecasting between self-efficacy, parenting and gender among pre-university students in Shiraz. The result showed that gender is not a predictor of self-efficaccy.

# CHAPTER FIVE

# SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

## 5.1 Introduction

This chapter is divided into summary, conclusions and recommendations as well suggestions for further study.

## 5.2 Summary of the Study

Locus of control is a psychological concept that refers to how people believe they have control over the situation and experiences that affect their lives. In education, locus of control typically refers to how students perceive the cause of their academic success or failure in school. A locus of control orientation is a belief about whether the outcome of actions are contingent on what we do (internal orientation) or on events outside our personal (external orientation). Another main variable of the research is self-efficacy which refers to a belief one's have about his ability to perform, a behaviour that leads to expected outcomes. The interplay of locus of control and self-efficacy informed the researcher to investigate influence of locus of control and self-efficacy on academic performance among senior secondary school students in Zaria. The study was guided by four research questions, four hypotheses and four basic assumptions to guide the study.

In chapter two, Literature was reviewed on the major variables of the study such as locus of control, self-efficacy, academic performance, and other relevant concepts in the study. Theoretical framework was reviewed to guide the study, they are Rotter's Locus of Control theory, Weiner's attribution theory, Heider's Attribution theory, Bandura's Social Learning Theory. Relevant empirical studies were reviewed to guide the study, and finally summary of the literature review.

Chapter three of this research work examined the research design employed which was survey. The population of the study stands at five thousand five hundred and three senior secondary school students. Based on the recommendation of Krecjie and Morgan (1970), a sample of three hundred and sixty students were drawn from the population. The researcher adopted purposive sampling technique by selecting only SS2 students. Two major instruments were used in the study which are Locus of Control Scale by Hanna Levenson (1981) and Academic Self-efficacy Scale by Martinez-pons (1992). Both the instruments were validated by professionals in the Department of Educational Psychology and Counselling, Ahmadu Bello University, Zaria for the purpose of the study. Cronbach alpha was used to determine reliability coefficient of the instrument, thus, Locus of Control has the reliability of 0.76 while Self-efficacy Scale has the reliability coefficient of 0.83 respectively. The coefficient show that both the instruments are reliable for data collection in this study.

In chapter four, Pearson Product Moment Correlation and t-test were used to test hypotheses, while mean and standard deviation were used to answer research questions. In the final analysis, the study has the following results:

1- The findings show that there is significant relationship between locus of control and academic performance among secondary school students in Zaria.
2- The findings also show significant relationship between self-efficacy and academic performance among secondary school students in Zaria.
3- The result revealed significant difference between male and female students in theirlocus of control.
4- The result revealed no significantdifference between male and female in their self-efficacy.

## 5.3 Conclusions

Based on the findings of the study, it is concluded that locus of control has impact on academic performance of secondary school students. Self-efficacy is observed to have association with academic performance of secondary school students in Zaria. The study examined that there is gender difference in locus of control, as female students are more of internal locus of control than their male counterpart. It is finally concluded that there is nosignificant impact of self-efficacy based on gender among senior secondary school students in Zaria.

## 5.4 Contribution to Knowledge

This study has gone a long way in expanding the frontiers of knowledge and understanding in the area of locus of control and self-efficacy and their impact on academic performance of students. The contribution of this research to knowledge is based on the empirical finding that locus of control impacted on academic performance in both positive and negative ways. Thus, internal locus of control enhances performance while external locus of control disrupts performance. Moreover, self-efficacious belief improves students' performance, while male and female students do not differ in their self-efficacy, but they differ in their locus of control with female students scoring higher in internal locus of control. These outcomes serve as contribution the research offers to knowledge and serve as a basis for further studies.

## 5.4 Recommendations

1- Secondary school students should be sensitized on their Locus of control and encourage them to develop internal locus of control as it is found to be effective in enhancing academic performance and right behaviour.
2- Teachers should dedicate efforts to ensure the appropriate knowledge is imparted to the students using various approaches with a view to enhancing efficacious belief of their students so as to enhance academic performance and self-esteem.
3- Male students should be trained and encouraged to develop their locus of control towards internal so as to adjust effectively in their learning and behaviour.
4- Male and female students should be given equal treatment in the teaching and learning processes in order to make progress at the same phase.

## 5.5 Suggestions for Further Studies

Based on the experience the researcher gained from this study, the following areas are pertinent to be investigated with the aim of broadening the frontiers of knowledge and understanding of the variables:

1- Influence of Locus of Control on academic adjustment among students of tertiary institutions in Zaria.
2- Relationship between academic self-efficacy, family background and students' motivation among university undergraduate students.
3- Influence of self-efficacy on coping strategies with stress at senior secondary school students in Zaria metropolis.

4- Assessment of the influence of academic discipline on students' locus of control and self-efficacy at Federal College of Education, Zaria.

5- Influence of school type on students' locus of control and self-efficacy at public secondary schools in Zaria. Zaria.

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## Appendix 1

Department of Educational Psychology and Counseling,
Faculty of Education,
Ahmadu Bello University,
Zaria.

Dear Respondents,

**QUESTIONNAIRE OF LOCUS OF CONTROL AND ACADEMIC SELF-EFFICACY**

The researcher is a post-graduate student of the above department, who is currently conducting a research on influence of locus of control and academic self-efficacy in partial fulfillment of the requirement for the award of Masters Degree in Educational Psychology. Kindly respond to the questions objectively as your confidentiality is highly secured. All information obtained from you will only be used for the purpose of this study.

Thank you

Yours faithfully,

Ibrahim Idris

P13EDPE8037

**Instruction**

This questionnaire measures Locus of Control Scale (LCS) which shows how strongly people believe they have control over the situation and experience that affect their lives. And Academic self-efficacy scale (ASES) which measures your belief that you can handle situation so as to successfully attain your goals. Below is a list of statements you will probably agree or disagree with. Please read carefully and indicate by ticking (√) to show the extent each statement describes your belief.

**Bio-data**

Gender – Male [ ] Female [ ]

Age ----------

Section – Arts [ ] Science [ ]

Name of School ----------

**Locus of Control Scale (LCS)**

Keys: SA (Strongly agree) A (agree) U (undecided) D (disagree) SD (strongly disagree)

| **S/N** | | **5** | **4** | **3** | **2** | **1** |
|---|---|---|---|---|---|---|
| | **STATEMENT** | **SA** | **A** | **U** | **D** | **SD** |
| 1 | When I get what I want, it's usually because I worked hard for it. | | | | | |
| 2 | My life is determined by my own actions | | | | | |
| 3 | I am usually able to protect my personal interests | | | | | |
| 4 | When I make plans, I am almost certain to make them work | | | | | |
| 5 | I can pretty much determine what will happen in my life. | | | | | |
| 6 | To a great extent, my life is controlled by accidental happenings. | | | | | |
| 7 | When I get what I want, it's usually because I'm lucky. | | | | | |
| 8 | It's not always wise for me to plan too far ahead because many things turn out to be a matter of good or bad fortune | | | | | |
| 9 | It's chiefly a matter of fate whether or not I have a few friends or many friends | | | | | |
| 10 | Whether or not I get to be a leader depends mostly on my ability | | | | | |

Source: Levenson, H. (1981) Differentiating among Internality powerful others and chance. New York; Academic press.

**Academic Self-Efficacy Scale (ASES)**

| S/N | ITEMS | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|---|
| 1 | I finish homework assignments by deadlines | | | | | |
| 2 | I study when there are other interesting things to do | | | | | |
| 3 | I concentrate on school subjects | | | | | |
| 4 | I take class notes of class instruction | | | | | |
| 5 | I use the library to get information for class assignments | | | | | |
| 6 | I plan my schoolwork | | | | | |
| 7 | I organize my schoolwork | | | | | |
| 8 | I remember information presented in class and textbooks | | | | | |
| 9 | I arrange a place to study without distractions | | | | | |
| 10 | I motivate myself to do schoolwork | | | | | |
| 11 | 1participate in class discussions always | | | | | |

Source: Adapted from Zimmerman, Bandura, & Martinez-Pons, (1992) Academic Self-Efficacy and Efficacy for Self-Regulated Learning.

## Instruction

This questionnaire measures Locus of Control Scale (LCS) which shows how strongly people believe they have control over the situation and experience that affect their lives. And Academic self-efficacy scale (ASES) which measures your belief that you can handle situation so as to successfully attain your goals. Below is a list of statements you will probably agree or disagree with. Please read carefully and indicate by ticking (√) to show the extent each statement describes your belief.

**Bio-data**

Gender – Male [ ] Female [ ]

Age ----------

Section – Arts [ ] Science [ ]

Name of School ----------

**Locus of Control Scale (LCS)**

Keys: SA (Strongly agree) A (agree) U (undecided) D (disagree) SD (strongly disagree)

| **S/N** | | **5** | **4** | **3** | **2** | **1** |
|---|---|---|---|---|---|---|
| | **STATEMENT** | **SA** | **A** | **U** | **D** | **SD** |
| 1 | When I get what I want, it's usually because I worked hard for it. | | | | | |
| 2 | My life is determined by my own actions | | | | | |
| 3 | I am usually able to protect my personal interests | | | | | |
| 4 | When I make plans, I am almost certain to make them work | | | | | |
| 5 | I can pretty much determine what will happen in my life. | | | | | |
| 6 | To a great extent, my life is controlled by accidental happenings. | | | | | |
| 7 | When I get what I want, it's usually because I'm lucky. | | | | | |
| 8 | It's not always wise for me to plan too far ahead because many things turn out to be a matter of good or bad fortune | | | | | |
| 9 | It's chiefly a matter of fate whether or not I have a few friends or many friends | | | | | |
| 10 | Whether or not I get to be a leader depends mostly on my ability | | | | | |

Source: Levenson, H. (1981) Differentiating among Internality powerful others and chance. New York; Academic press.

**Academic Self-Efficacy Scale (ASES)**

| S/N | ITEMS | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|---|
| 1 | I finish homework assignments by deadlines | | | | | |
| 2 | I study when there are other interesting things to do | | | | | |
| 3 | I concentrate on school subjects | | | | | |
| 4 | I take class notes of class instruction | | | | | |
| 5 | I use the library to get information for class assignments | | | | | |
| 6 | I plan my schoolwork | | | | | |
| 7 | I organize my schoolwork | | | | | |
| 8 | I remember information presented in class and textbooks | | | | | |
| 9 | I arrange a place to study without distractions | | | | | |
| 10 | I motivate myself to do schoolwork | | | | | |
| 11 | 1 participate in class discussions always | | | | | |

Source: Adapted from Zimmerman, Bandura, & Martinez-Pons, (1992) Academic Self-Efficacy and Efficacy for Self-Regulated Learning.

## ENGLISH LANGUAGE TEST

**From the list of words lettered A - E below each of the following sentences, choose the one which is nearest in meaning to the underlined word, as used in the sentences (Nos. 1 — 10)**

1. The footballers went back to their camp sullenly.

   A. Cheekily B. Quickly C. Stubbornly D. Resentfully E. Silently

2. After Zaria, on our way to Kano, we passed through a dense forest.

   A. crowded B. close C. thick D. heavy E. wooded

3. Last night there was a very fierce rain storm.

   A. raging B. storming C. angry D. violent E. ferocious

4. The examiner said that the candidates' performance in the examination was not good enough.

   A. Failure B. Achievement C. Success D. Presentation

   E. Marks

5. The policeman found it difficult to control the irate mob that attempted to break into national stadium.

   A. resentful B. angry C. upset D. frustrated E. hostile

6. He used his savings to bring up his nephew.

   A. Lead B. feed C. accompany D. Support E. Lappy

7. Mary is jealous of her sister's success.

   A. Suspicious B. envious C. bitter D. careful E. careless

8. Our School prefect is too officious and we all hate him because of his behaviour

   A. efficient B. efficacious C. active D. effective E. over-zealous

9. The president of our club has sent his regrets. He may be unable to attend the next meeting.

A. confusion B. Explanations C. anxieties D. apologies E. officials

10. One of the surest ways to ensure good health is to have a wholesome and adequate diet.

A. health giving B. Delicious C. Mixed D. hygienic E. regular

**From the words lettered A — E choose the word that has the <u>same consonant sound(s)</u> as the one represented by the letter(s) underlined. (Nos. 11 — 20)**

11. c<u>l</u>ean

A. cream B. hear C. road D. load E. hope

12. <u>T</u>his

A. thin B. bath C. smooth D. thick E. most

13. <u>V</u>iew

A. pew B. phone C. few D. carve E. poise

14. loo<u>se</u>

A. close B. rouse C. sell D. fuse E. bus

15. lo<u>s</u>e

A. noise B. horse C. mouse D. nurse E. Pump

16. Trea<u>s</u>ure

A. Ensure B. Venture C. Mission D. Vision E. Lotion

17. Mou<u>th</u>

A. Those B. Think C. Smooth D. Zinc E. Than

18. <u>h</u>ome

A. offer B. honest C. rubbish D. hanger E. rush

19. please

A. fleece B. phone C. map D. calf E. flesh

20. chest

A. show B. match C. champagne D. furnish E. finish

**From the options below, choose the one to which the given sentence is the appropriate answer. (Nos. 26 — 31)**

21. The officer ACCEPTED the bribe.

A. Did the officer accept the bribe? B. Did the officer accept the gift?

C. Did the officer reject the gift? D. Did he send the gift? E. Did the recruit accept the gift?

22. Jane PREPARED a delicious meal.

A. Did Mary prepare a delicious meal? B. Did Jane prepare a delicious Drink?

C. Did Jane prepare a tasteless meal? D. Did Jane serve a delicious meal?

E. Did she not prepare a meal?

23. The DRIVER has taken John away.

A. Whom did the driver take away? B. Who Took John away? C. What did the driver do?

D. Where did the driver go? E. Where did the driver took John to?

24. Ben's wife is always CHARMING

A. Is John's wife always charming? B. Is Ben's wife always charming?

C. Is Ben's Wife always quarrelsome? D.Is Ben always Charming?

E. Is Musa's wife always charming?

25. The old man is a MESSENGER.

A. Who is the messenger? B. Is the young man a messenger?

C. Is the old woman a messenger? D. Is the old man a typist?

E. Is the Young girl a messenger?

26. The CUSTOMER is always right.

A. Is the Customer often right? B. Is the Customer always wrong?

C. When is the customer right? D. Who is the customer?

E. Is the seller always right?

**Choose from letter A — E the word or group of words <u>that best completes</u> each of the following sentences.**

27. The civilian head of state was — in a military coup detet.

A. discharged B. ousted C. empowered D. enthroned E. depressed

28. We haven't confirmed ____signature this is.

A. what B. whose C. who's D. what's

E. that

29. Yours is to command _____ is to obey.

A. theirs' B. their's C. their D. theirs E. they

30. I expect everybody to respect_____

A. itself B. ourselves C. himself D. oneself E. herself command

31. After a three-day meeting, the two presidents issued a _____calling for peace.

A. decree B. directive C. memorandum D. bulletin E. communiqué

32. The out-going president warned his successor to beware of — who praise every action of government, good or bad.

A. contractors B. favouritesC. enthusiasts D. sycophants E. radicals

33. After much debate on the controversial issue the meeting was — till the morning of the day.

A. postponed B. proscribed C. adjourned D. delayed E. advanced

34. Many African Leaders try to cling — to power.

A. tenaciously B. judiciously C. economically D. socially E. radically

35. The Pastor addressed his — in a sonorous voice.

A. audience B. masses C. spectators D. congregation E. staff

36. The company distributed gift to its staff as an — to hard work.

A. incentive B. inception C. interest D. induction E. inculcate

37. The doctor's ____was that the patient was suffering from cancer.

A. prediction B. verdict C. diagnosis D. analysis E. comment

38. The accused stated — that he was innocent of the crime.

A. unequivocally B. feebly C. ashamedly D. excitedly E. remorsely

39. I want you to commit this poem — memory.

A. to B. by C. for D. in E. of

40. If you want to succeed in life, you will have to shake your lazy habits.

A. against B. through C. over D. off E. on

41. Mary is a friendly sort of person. I took _____ her the first time I met her.

A. on B. for C. after D. to E. about

42. Please share the oranges__ the four boys.

A. between B. over C. across D. among E. behind

43. Take the money from it.

A. whomever offer B. whichever offers C. whichsoever offer D. whoever offers E. whomsoever offer

44. Nigerians will have_____ to blame for withdrawing from the competition at the last minute.

A. themselves B. one another C. each other D. our selves E. yourself

45. I said Paul saw Joy!_____ ?

A. didn't I B. didn't he C. hadn't he D. wasn't he E. haven't I

46. We called at your office but_____

A. met your absence B. found your absence C. found you absent D. met you absentE. have your absence

47. Time is really____, so let's hurry up.

A. moving through B. running out C. moving out D. running through E. jumping off

48. The principal said that we should — this job as early as possible.

A. get through to B. get over with C. get through D. get over to E. getup

49. You've got to his demands.

A. put on with B. put up by C. put in for D. put up with E. putdown

50. The teacher saw the boy— the girt,

A. to slap B. stapped C. slap D. have slapped E. slapped

## MATHEMATICS TEST

1. Evaluate $(101.5)^2$

   A.1 B. 2.02 C. 20.20 D. 202 E. 2030

2. Express the product of 0.06 and 0.09 in standard from

   A.$5.4 \times 10^{-3}$ B. $5.4 \times 10^{-2}$ C. $5.4 \times 10^{3}$ D. $5.4 \times 10^{2}$ E. $5.4 \times 10^{4}$

3. Simplify $36^{\frac{1}{2}} \times 64^{-1/3} \times 5^{0}$

   A. 0 B.1/24 C. 2/3 D. 1½ E. 7½

4. Find the $8^{th}$ terms of the AP -3,-1, 1,……..

   A. 13 B.11 C. -8 D. -11 E. -17

5. Use the following frequency table to answer question 5-7

| Mark | 000<br>0 | 1<br>1 | 2<br>2 | 3<br>3 | 4<br>4 | 5<br>5 |
|---|---|---|---|---|---|---|
| Frequency | 2 2 | 1<br>1 | 4 4 | 2<br>2 | 7<br>7 | 2<br>2 |

Find the mode

   A.2 B. 3 C. 4 D. 5 E.7

6. Find the mean scores

   A. 1.75 B. 2 C. 2.5 D. 2.75 E. 3

7. The median scores

   A. 0 B. 2.5 C. 3 D. 5 E. 7

8. If Cost 60 = ½ , which of the following angles has a cosine of – ½

   A. 30˚ B. 120˚ C. 150˚ D.210˚ E. 300˚

9. What is the difference in longitude between P(las 50˚N lon 50˚W) and Q(lat 50˚N long 150˚W)

A.300˚ B. 200˚ C.130˚ D.100˚ E. 30˚

10. If =3/5. Find tanØ from Ø0< 90˚

A. 4/5 B. ¾ C. 3/8 D.1/2 E. 3/8

11. Express (0.0425÷ 2.5) as a

A. 17/10,000 B. 17/1000 C. 17/250 D. 17/100 E. 17/10

12. Evaluate 18® 17(mod3)

A. 0(mod3) B. 1(mod3) C. 2(mod3) D. 3(mod3) E. 4(mod3)

13. Evaluate 38 0 42(mod7)

A. 0(mod7) B. 1(mod7) C. 2(mod7) D. 3(mod7) E. 4(mod7)

14. Evaluate 63 78(mod6)

A. 1(mod6) B. 2(mod6) C. 3(mod6) D. 4(mod6) E. 5(mod6)

15. Find the quadratic equation whose roots arc x=-20 or x=7

A. $x^2$+2x-7=0 B. $x^2$-.2x+7=0 C. $x^2$-6x+7=0 D. $x^2$-5x-14=0 E. x2+5x-14=0

16. A sales girl gave a change of ₦1.15 to a customer instead of ₦1.25. calculate her percentage error

A. 10% B. 8.7% C. 8.0% D. 4% E. 0.10%

17. What is the probability of having an odd number in a single toss of a fair die?

A. 1/6 B. 1/3 C. ½ D. 2/3 E. 3/6

18. 19. Evaluate $\log_{10}6 + 1\log_{10}45 - 1\log_{10}27$ without using logarithm table

A. 0 B. 1 C.1.1738 D.1.3802 E. 10

19. Find the roots of the equation $2x^2$ — 3x — 2 = 0

A. x = -2 or ½ B. x -2 or 1 C. x= -2 or 2 D. x= -l or 2 E. x=½ or 2

20. What value of K makes the given expression a perfect square? $m^2$ — 8m + k

A. 2 B. 4 C. 8 D. 16 E. 64

21. If $\log_{10}$ A 2.7078, what is A?

A. 5102 B. 849.9 C. 510.2 D. 84.99 E. 51.02

22. 1f $\log_{10}$ a = 4, what is a?

A. 0.4 B. 40 C. 400 D. 1000 E. 10000

23. A rope of length 18m is used to form a sector of circle of radius 3,5m on a school playing ground. What is the is size of the angle of the sector correct to the nearest degree?

A. 330 B. 40° C. 90° D. 180° E. 270°

24. Daniel and Shehu shared a sum of money in the ratio m:n. if Shehu got ₦4,200.00 what was Daniel share?

A. ₦I, 200/m B. ₦4200/mn C. ₦4200m/n D. ₦4200m/n E. ₦4200/m

25. If x=7, y=5 and z = -3. Find the value of $x(x-z)-y^2$

A. 95 B. 60 C. 45, D. 18 E. 3

26. The first term of a GP is 6, if its common ratio is 2. Find the 6th term.

A. 60 B. 75 C. 96 D. 192 E. 384

27. The Interior angle of a regular polygon is twice the exterior angle. How many sides has the polygon?

A. 4 B. 5 C. 6 D. 8 E. 9

28. A man sold his pair of shoes for N2,800.00 making a loss of 20% on his cost price. Find his lost as a percentage of his selling price.

A. 16% B. 20% C. 25% D. 75% E. 80%

29. Convert the speed 90km per hour of a car to metre per second.

A. 15m/s B. 2.5m/s C. 25m/s D. 1.5 x 103m/s E. 3.24 x 103m/s

30. Convert $608_{10}$ to a number in base five

A. 4423 B. 4413 C. 4403 D. 4313 E. 4303

31. Given that $\sqrt{5} = 2.236$

evaluate $\frac{3}{2\sqrt{5}}$

A. 3.354 B. 1.5 C. 1.3416 D. 0.6708 E. 0.13416

32. Factorize the following expression $2x^2 + x - 15$

A. (2x+5)(x—3) B. (2x—5)(x+3) C. (2x—5)(x—3) D. (2x—5Xx+3),

E. (2x+5)(x+3)

33. Factorize $5y^2 \div 2ay - 3a$

A. (5y—a)(y+3a) B. (5y + a)(y - 3a) C. (5y2+a)(2y-3a), D. (y — a)(5y + 3a)

E. (y + a)(5y -÷ 3a)

34. Evaluate 0.009 - 0.012 leaving your answer in standard form

A. $7.5x10^2$ B. $75x10^1$ C. $7.5x10^{-1}$ D. $7.5x10^{-2}$ E. $7.5x10^{-3}$

35 If S times a certain integer is subtracted from twice the square of the integer the result is 63. Find the integer.

A. 21 B. 9 C. 7 D. 4 E. 3

36. If $3^y=243$ find the value of y

A. 2 B. 3 C. 4 D. 5 E. 6

37. Find (x - y) if 4x - 3y = 7 and 3x-2y=5

A. 4 B. 3 C. 2 D. -2 E.-3

38. A piece of cloth was measured 6.l0m. If the actual length of the cloth is 6.35m. Find the percentage error correct to 2 decimal places

A. 3.05% B. 3.94% C. 15.00% D. 25.00% E. 39.30%

39. If 5 times a certain integer is subtracted from twice the square of the integer the results is 63. Find the integer.

A. 21 B. 9 C. 7 D. 4 E. 3

40. Find the number whose logarithm to base l0 is 2.6025

A. 0.0004 B. 4.004 C. 40.04 D. 400.4 E. 4004

41. Convert 35 to a number in base two

A. 10112 B. 100112 C. 1000112 D. 1100102 E. 1100012

42. Divide 3.6721 by 4

A. 0.9180 B. 1.4180 C. - 1.1680 D. 1.1680 E. 1.9180

43. Solve the inequality $3x — 8 \geq 5x$

A. $x \leq 4$ B. $\geq 1$ C. $x \leq -4$ D. $x \leq -1$ E. $x<2$

44. Calculate the standard deviation of the numbers 2,5,6,4 and 8

A. 2 B. 4 C. 6 D. 7 E. 20

45. Two chords PQ and RS of a circle intersect at right angles at a point inside the circle if <QPR=35°. Find <PQS.

A. 35° B. 45° C. 55° D 70° E. 90°

46. A chord of a circle radius 26cm is 10cm from the centre of the circle, Calculate the length of the chord.

A. 16cm B. 27.86cm C. 32cm D. 48cm E. 55.72cm

47. If sin(x+30)°=cos40° find x

A. 10° B. 20° C 50° D. 60° E. 90°

48. Two fair dice arc rolled. What is the probability that both show up the same number of points?A. 1/36 B. 7/36 C. ½ D. 1/3 E. 1/6

49. If N560.70 is shared in the ratio 7:2:1 what is the smallest share?

A. ₦392.49 B. ₦56.70 C. ₦113.40 D. ₦112.14 E. ₦56.07

50. Evaluate correct to 4 decimal places 827.51 x 0.015

A. 8.8415 B. 12.4127 C. 124.1265 D. 12.4120 E. 114.1265

## Appendix II

**Table 3.1: Distribution of the SSII Students in all 24 senior secondary schools in Zaria**

| Names of school | Males | Females | Total |
|---|---|---|---|
| Government Day Secondary School, Zaria. | 250 | 0 | 250 |
| Govt Girl's Secondary Sch. (WTC) Zaria. | 0 | 245 | 245 |
| Govt Sec. Sch. Magajiya | 100 | 20 | 120 |
| Govt Sec. Sch. Likoro | 52 | 49 | 101 |
| Govt Girls, Sec. Sch. D/Bauchi | 0 | 450 | 450 |
| Govt Sec. Sch. Kugu | 70 | 30 | 100 |
| Barewa College Zaria | 427 | 0 | 427 |
| Siass K/Karau | 112 | 98 | 210 |
| Govt, Sec, Sch, Muchiya | 150 | 80 | 230 |
| Govt, Sec, Sch, Dakace | 75 | 20 | 95 |
| Govt, Girls. Sec sch, K/Kayan | 0 | 282 | 282 |
| Govt, Sec, Sch, Yakassai | 100 | 30 | 130 |
| Govt, Sec, Sch, Aminu S/Gari | 231 | 52 | 283 |
| Govt, Sec,Sch T/Saibu | 160 | 30 | 190 |
| Govt, Sec Sch, Dinya | 80 | 0 | 90 |
| Govt, Sec SchKaura | 105 | 101 | 206 |
| Govt, Sec Sch T/Jukun | 143 | 147 | 290 |
| Al-Huda Huda College Zaria | 400 | 0 | 400 |
| Govt, Girls Sec, SchChindit Barack, S/Gari | 0 | 160 | 160 |
| Govt, Sec SchChindit Barack, S/Gari | 409 | 0 | 409 |
| Govt, Sec SchPada Zaria City | 0 | 145 | 145 |
| Govt, Sec Sch K/Kuyanbana | 180 | 30 | 210 |
| Govt, Sec SchGyellesu | 130 | 100 | 230 |
| Govt, Sec SchTudunwada | 150 | 100 | 250 |
| TOTAL | 3324 | 2179 | 5503 |

Source; (Zaria educational zone, 2014/2015)

## Appendix III

LOCUS OF CONTROL RELIABILITY

**Case Processing Summary**

| | | N | % |
|---|---|---|---|
| Cases | Valid | 50 | 100.0 |
| | Excluded[a] | 0 | .0 |
| | Total | 50 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

| Cronbach's Alpha[a] | N of Items |
|---|---|
| .766 | 10 |

SELFEFFICACY RELIABILITY

**Case Processing Summary**

| | | N | % |
|---|---|---|---|
| Cases | Valid | 50 | 100.0 |
| | Excluded[a] | 0 | .0 |
| | Total | 50 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| .831 | 11 |