INFLUENCE OF LOCUS OF CONTROL ON ACADEMIC PERFORMANCE AMONG STUDENTS OF UMARU MUSA YAR'ADUA UNIVERSITY, KATSINA

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Abstract

The study investigated the influence of locus of control on academic performance among 300 level students of Umaru Musa Yar'adua University, Katsina. The study has two objectives, two research questions and two hypotheses were formulated and tested at .05 significance levels. Descriptive survey research design was used. The research was conducted for a target population of 270 students of 300 level that offered Educational Technology in 2015/2016 academic session. The researcher used systematic random sampling and sampled 159 students of 300 level Science Education of Umaru Musa Yar'adua University, Katsina. The researcher used modified Rotter's Locus of Control Scale consisting of 23 items to measure Locus of Control of students that offered Educational Technology course 2015/2016 academic session, statistical package of social science (SPSS) version 20 used, obtained data and analysed using correlation technique PPMC. The research instrument was validated and reliability of the research instrument was obtained at .575, which indicated the instrument was reliable. The hypotheses were analysed using Pearson Product Moment Coefficient (PPMC) at .05 significant level. The researcher found that there is significance influence of Internal Locus of Control on Academic Performance of 300 Level Science education students in Educational Technology of Umaru Musa Yar'adua University, Katsina. The researcher recommended that, There is need for Umaru Musa Yar'adua University, Katsina lecturers to promote Internal Locus Internal Locus of Control on the students since it has shown a significant positive influence on the academic performances of the students by advising them to relate failure to themselves not lecturers directly, this will help them solve academic problems easily by themselves.

Keywords: Academic Performance, External Locus of Control, Locus of Control, Internal Locus of Control

Introduction

Academic performance is a significant indicator of student success and a critical determinant of future opportunities. Various psychological and environmental factors influence students' academic outcomes, and one of the psychological constructs that has garnered considerable attention is locus of control. Locus of control, as conceptualized by Rotter (1966), refers to an individual's belief about the extent to which their outcomes are controlled by internal factors, such as personal effort and ability, or external factors, such as luck, fate, or the influence of others. It plays a vital role in shaping students' academic behaviors, motivation, and resilience in the face of challenges.

Students with an internal locus of control tend to attribute their successes or failures to personal effort and are more likely to take responsibility for their academic outcomes. Conversely, those with an external

locus of control often perceive their performance as being influenced by external circumstances or luck, which can lead to lower motivation and less persistence (Weiner, 2015). This distinction makes locus of control a crucial factor in understanding individual differences in academic performance.

In Nigerian universities, particularly at Umaru Musa Yar'adua University, the diversity of student backgrounds and experiences provides an opportunity to explore how locus of control influences academic achievement. Given the socioeconomic and cultural factors that shape students' attitudes toward education in Katsina State, investigating this relationship can offer valuable insights into strategies for improving academic outcomes in our universities.

Statement of the Problem

Despite significant investments in education and various interventions to enhance student performance in Nigerian universities, academic achievement remains a critical concern. At Umaru Musa Yar'adua University, a notable proportion of students struggle with achieving their academic potential. Understanding the underlying factors influencing these outcomes is crucial for effective intervention.

Research suggests that locus of control is a significant predictor of academic performance in tertiary institutions (Abid et al; 2016). Students with an internal locus of control are more likely to set academic goals, persist through challenges, and adopt effective study strategies. However, in contexts characterized by limited resources and external pressures, such as those in many Nigerian institutions, students may develop an external locus of control, attributing their academic struggles to factors beyond their control.

In Katsina State, where socio-economic challenges and cultural expectations play significant roles in shaping educational experiences, the extent to which locus of control impacts academic performance remains underexplored. Failure to address this gap could result in the continued underachievement of students and ineffective interventions. Therefore, this study seeks to examine the influence of locus of control on the academic performance of students at Umaru Musa Yar'adua University, providing empirical evidence to inform educational policies and practices.

Research Objectives

The main objectives of this research include the following:

1. To find out the relationship of internal locus of control on academic performance of 300 Level Science Education Students in Educational Psychology;

2. To find out the external locus of control on academic performance of 300 level Science Education Students in Educational Technology.

Research Questions

The main research questions of this research include the following:

1. What is the relationship of internal Locus of Control on the Academic Performance of 300 level Science Education Students in Educational Technology?

2. What is the relationship of external Locus of Control on Academic Performance of 300 level Science Education Students in Educational Technology?

Hypotheses

The main hypotheses of the study include the following:

1. There is no significant relationship of internal Locus of Control on the Academic Performance of 300 level Science Education Students in Educational Technology;

2. There is no significant relationship of external Locus of Control on the Academic Performance of 300 level Science Education Students in Educational Technology.

Methodology

The study used descriptive survey research design. The population of the research comprised all 300 level Science Education Students that offer Educational Technology in 2015/2016 academic session in the department of education, Umaru Musa Yar'adua University Katsina. According to the record obtained from the directorate of examination and registration, there is a total number of 270 level 300 Science Education Students that offered Educational Technology in 2015/2016 academic session. The distribution is summarized below:

Table 1 Population of 300 Level Science Education Students for the Academic Year 2015/2016

SN	Course Combination	Population	Male	Female
1.	Physics Education	44	38	6
2.	Chemistry Education	37	27	10
3.	Biology Education	75	44	31
4.	Geography Education	77	66	11
5.	Mathematics Education	37	35	2
Total		**270**	**210**	**60**

Source: (Directorate of Examination and Registration, UMYU, Katsina, 2015)

Sample and Sampling Technique

The researcher randomly sampled 159 Science Education Students of 300 levels offered Educational Technology in 2015/2016 academic session in the department of education, Umaru Musa Yar'adua University, Katsina Using formula: population of the course combination by total population multiply by sample, i.e. (44 divide by 270 x 159 = 26). The researcher choice of 159 from 270 students is in line with recommendations of Krejcie and Morgan (1970) in their table of random numbers who recommended that for a population of 270, researcher is free to select 159 students as adequate enough to form a sample of the study.

SN	Course Combination	Sample	Male	Female
1.	Physics Education	26	20	6
2.	Chemistry Education	21	14	8
3.	Biology Education	44	24	20
4.	Geography Education	45	34	11
5.	Mathematics Education	22	20	2
Total		**159**	**112**	**47**

(Krejcie & Morgan, 1970)

Research Instrument

The researcher adopted and modified Rotters' Locus of Control Scale which consists of 23 items to

measure students Locus of Control and the researcher used 2015/2016 first semester raw scores results of educational Technology to measure academic performances of 300 level students.

The researcher distributed Locus of Control questionnaires to the respondent and collected back after filling them with the help of trained research assistance. The researcher also collected first semester 2015/2016 academic session raw marks on Educational Technology of the sampled students from directorate of examination and registration unit.

The researcher used Pearson Product Moment Coefficient (PPMC) technique for the hypotheses 1 & 2, to analyse the result obtained.

Results

This section presented data analysis results.

H_{01}: There is no significant relationship of internal Locus of control on the academic performance of 300 level Science Education Students

Table 3: Relationship of Internal Locus of Control on Academic Performance of 300L Science Education Students in educational Technology

Variable	N	Mean	SD	r-value	p-value
Internal Locus of Control	59	46.5932	7.45820	.678	.000
Academic Performance	59	51.5085	9.91754		

The above table revealed the mean of internal locus of control as 46.5932, Standard Deviation of 7.45820, r= value of .678, p=value of .000 and academic performances of 300level Science Education Students in Educational Technology on the sample of 59 students. The p-value found to be less than .05, this shows the hypotheses is rejected. Therefore, there is significant influence of internal locus of control on academic performance of 300 level science education students in educational technology.

H_{02}: There is no significance influence of external locus of control on academic performance of 300 level science education students in educational technology.

Table 4. Relationship of External Locus of Control on Academic Performance of 300 Level Science Education Students in Educational Technology

Variable	N	Mean	SD	r-value	p-value
Internal Locus of Control	100	80.9900	10.30592	.046	.649
Academic Performance	100	50.8300	11.43277		

The above table revealed the mean of external locus of control as 80.9900, standard deviation 10.30592, r-value .046, p-value .649. The p-value .05 found greater than the r-value .649, which means the hypotheses is retained. Therefore, there is no significance relationship of external locus of control on academic performance of 300 level science education students in educational technology.

Discussion

Based on the formulated research questions and hypotheses, data collected, the result were discussed as follows:

From the result correlated using Product Moment Coefficient, Null hypothesis one was tested using Pearson Product Moment Coefficient correlation technique; internal locus of control was found

significance on the academic performance of 300 level science education students in educational technology. The p-value was found to be .000 less than .05 which means that the hypothesis is rejected. Therefore, there is significance influence of internal locus of control on the academic performance of 300 level science education students in educational technology. The finding was in line with Grants and Mandy (2002), who found 70% of the hypotheses on internal locus of control significantly correlated with higher academic performances than others with external locus of control, Keith, Pottenbaun and Ebertardt, (1986) in Eachus and Cassiby (2007) who found internal locus of control to be positive predictor of student's academic performances.

Null hypothesis two was also tested using Pearson Product Moment Coefficient correlation technique; external locus of control on academic performance of 300 level science education students was found to have p-value of .064, which was greater than .05; this means that, the hypothesis is retained. Therefore, there is no significance influence of external locus of control on academic performance of 300 level science education students in educational technology. This finding was contrary to Keith, Pottenbaum and Eberttardt (1986) in Eachus and Cassiby (2007), found external locus of control to be a negative predictor of academic performance.

Conclusion

Based on the findings of this study, it was concluded that, there is significance influence of internal locus of control of 300 level science education students on academic performance in educational technology and there is no significance influence of external locus of control of 300 level science education students on academic performance in educational technology.

Recommendations

Base on the findings of the study, the researcher recommends that:

There is need for Umaru MusaYar'adua University, Katsina lecturers to promote internal locus internal locus of control on the students since it has shown a significant positive influence on the academic performances of the students by advising them to relate failure to themselves not lecturers directly, this will help them solve academic problems easily by themselves.

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