



THE EFFECTS OF LOCUS OF CONTROL ON ACADEMIC ACHIEVEMENT AMONG
STUDENTS IN SECONDARY SCHOOLS IN RIVERS STATE:
THE CASE STUDY OF SCHOOLS IN OGOINI AREA

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ABSTRACT

This study assessed the effect of Locus of control on the academic achievement of senior secondary school students in year three (SS 3) across selected schools in Ogoni of Rivers State, Nigeria. A descriptive survey design was adopted to ascertain the effect of Locus of Control construct and its dichotomous variables – internal and external on achievement. Six hundred (600) final year students about writing their SSCE were drawn from about 2100 regular and consistent students in SS3 first term registers of 2011/2012 session across 43 public schools in the three Local Government Areas. Locus of Control, an independent variable formed the basis of grouping the students in the study to investigate its scale (I – E), consisting 29–item forced–choice questionnaire on the students’ performance of objective test of 20-items on English Language and mathematics, designed and validated as appropriate determinant of academic achievement test. Simple percentage was used on the performance test, while t-test statistical analysis was used on two postulated null hypotheses. The results revealed that the internally controlled male students performed higher than the externally controlled female students. The t-test statistical analysis equally revealed a significant difference in achievement at the 0.05 significant level between the internally controlled male students and female students, indicating that the internally controlled belief in hard work for success. That the males were more internally controlled than the females. Recommendations and implications of the results were also discussed. Provisions for further studies were created for replication.

Keywords: Education, Descriptive Survey, Locus of Control, Nigeria.

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