RELATIONSHIP BETWEEN LOCUS OF CONTROL, PARENT EDUCATIONAL BACKGROUND AND ACADEMIC PERFORMANCE AMONG JUNIOR SECONDARY SCHOOL STUDENTS IN NIGER STATE, NIGERIA

BY

Yusuf Sarki ABASHIYA
NCE (1980); B.ED SOCIAL STUDIES, ABU ZARIA (1985)
P13EDPC8050

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELLING,

FACULTY OF EDUCATION,

AHMADU BELLO UNIVERSITY,
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A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR AWARD OF MASTER DEGREE IN EDUCATIONAL PSYCHOLOGY

APRIL, 2017

DECLARATION

The researcher hereby declare that the work in this dissertation entitled: **Relationship between Locus of Control, Parent Educational Background and Academic Performance among Junior Secondary School Students in Niger State, Nigeria** has been carried out by me in the Department of Educational Psychology and Counselling. The information derived from the literature has been duly acknowledged and references provided. No part of this dissertation has been previously presented for another degree in this University or any other institution.

Signature: …… **Date:** ……
Abashiya Yusuf Sarki

CERTIFICATION

This dissertation entitled: **Relationship Between Locus of Control, Parent Educational Background and Academic Performance among Junior Secondary School Students in Niger State, Nigeria**, has been read and approved as meeting the requirement for the award of Master Degree in Educational Psychology in the Department of Educational Psychology and Counselling, Faculty of Education, Ahmadu Bello University, Zaria – Nigeria.

_____	_____	_____
Prof. Khadija Mahmoud	**Signature**	**Date**
Chairman, Supervisory Committee		
_____	_____	_____
Dr. Aisha .I. Mohammed	**Signature**	**Date**
Member, Supervisory Committee		
_____	_____	_____
Dr. Aisha .I. Mohammed	**Signature**	**Date**
Head of Department.		
_____	_____	_____
Prof. S.Z Abubakar	**Signature**	**Date**
Dean, School of Postgraduate Studies		

DEDICATION

This work is dedicated to my late parents: Ismaila Abashiya and Laraba Waziri for their foresightedness to have sent me to school and also Prof. Faruk R. Haruna, Provost, Niger State College of Education, Minna for his support and encouragement from the point of my admission to the end of the programme.

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ABSTRACT

The study investigated the relationship among locus of control, parent educational background and academic performance in Social Studies among secondary school students in Niger State, Nigeria. The study employed correlational design. The study was also guided by three (3) research questions and three (3) hypotheses. The population of the study consists of 105,034 Junior Secondary School Students in Niger State, Minna. A sample size of 370 was randomly selected proportionate through stratified sampling technique and used for the study. Three (3) instruments namely: Locus of Control Scale (LCS); Parent Educational Background Scale (BEBS) and Social Studies Performance Test (SSPT) were used for the study. Percentage, mean, standard deviation (SD), Pearson Product Moment Correlation (r) and Analysis of Variance (ANOVA) were used to test the hypotheses of the study. Findings revealed that significant relationship exists between internal locus of control and academic performance of Junior Secondary School students in Social studies ($r = 0.717$; $p = 0.013$), significant difference exists between external locus of control and academic performance of JSS students in Social studies ($r = 0.721$; $p = 0.019$), significant difference exists differences between internal locus of control and parents' parent educational background of Junior Secondary School Students ($f = 9.331$; $p = 0.0029$), significant difference exists between external locus of control and parents' educational background of Junior Secondary School Students ($f = 7.971$, $p = 0.009$) and significant difference also exists between parents educational background and academic performance of Junior Secondary School Students ($f = 7.101$; $p = 0.004$). On the basis of these findings, the following recommendations were made: parents, teachers, school psychologists and counsellors should be sensitized on students' locus of control and parent educational background as powerful predictor of academic performance among secondary school students; seminar, workshops and conferences should be organized to all stakeholder in education on the relationship between locus of control and parent educational background as it affects students' academic performance in schools.

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OPERATIONAL DEFINITIONS OF TERMS

The following terms are hereby defined as they are used in the study:

Academic Performance: Academic performance in this study is the outcome of the result obtained by students at the end of social studies performance test.

Locus of Control: It is a concept that refers to how strongly students believe they have control over the situations and experiences that affect their lives and it is of two types; internal and external locus of control.

Parent educational background: refer to parents that possess tertiary, secondary, primary and non formal education.

CHAPTER ONE
INTRODUCTION

1.1 Background to the study

Locus of control refers to an individual's generalized expectations concerning where control over subsequent events reside. Locus of Control is an individual's belief system regarding the causes of his or her experiences and the factors to which that person attributes success or failure. In other words, who or what is responsible for what happens.

It is a common practice among Nigerians to attribute the cause of any problem they encounter to powerful others or forces beyond their control. Various types of problems that could have ordinarily been caused either by our negligence or carelessness, are often attributed to external forces. For instance some people attribute the frequent accidents that occur on some highways to demons or devils that are interested in sucking human blood. Paradoxically, the said 'devils' reduce the rate at which they suck blood immediately attention is given to such roads through either reconstruction or rehabilitation exercise by the government, or when drivers become more careful in driving their vehicles on our roads.

Most times too, married ladies who committed abortions during pre-marital periods and who by so doing have damaged some vital reproductive organs attribute barrenness to the effects of charms inflicted on them by their step mothers or mothers-in-law. A typical village woman who does not know the importance of antenatal care during pregnancy of giving the child balanced diet at infancy, often attribute premature death of such children to devil's work. There is hardly anything in Nigeria that is not attributed to forces outside the individual's control. This attribution

problem does not exclude the students in the secondary schools. They oftentimes attribute their failure in examinations to their stepmother or aunt who does not like them, or even their teachers.

The manner in which people attribute causes of failure or success is simply regarded by the psychologists as locus of control. The locus of control construct refers to the degree to which an individual believes the occurrence of reinforcements is contingent on his/her own behaviour (Rotter, 1954). Locus of control can be divided into two, that is: Internal and External. People with an internal locus of control believe that they control their own destiny. They also believe that their own experiences are controlled by their own skills or efforts. On the other hand, people who have an external locus of control tend to attribute their experiences to fate, chance, or luck.

Students who attribute their successes or failures to having a bad day, or unfair grading procedures on their teachers' part, can be said to have external locus of control. These students might say, "It doesn't matter how hard I study, the teacher just doesn't like me, so I know I won't get a good grade." These students generally don't learn from previous experience. Since they attribute both their successes and failures to luck or chance, they tend to lack persistence and not have very high levels of expectation (Rotter, 1954). As for parents' educational background, Valleymalay (2012) asserts that parents are the most important and influential elements on the lives of their children. They have the power, ability to shape, sustain and develop their children who will be interested, creative and tolerant, through their positive involvement in the learning process and educational activities.

Parental involvement in enhancing the child's academic performance takes many forms, which include good parenting in the home, the provision of secure and stable environment, intellectual stimulation, parent-child-discussion, good models of constructive social and educational values and high aspirations relating to personal fulfillment and good citizenship, contact with schools to share information, participation in school events, participation in the work of the school and above all participation in the school governance (Desforges & Abeuchaar, 2003).

Parents of different class status often have different styles of child rearing, different ways of disciplining their children and different ways of reacting to their children's behaviours. These differences do not express themselves consistently as expected in the case of every family; rather they influence the average tendencies of families for different educational classes (Rothestien, 2004). Hill, Castelino, Lansford, Nowlin, Dodge, Bates & Petti (2004), have also argued that parent educational background of parents do not only affect the academic performance, but also make it possible for children from low background to compete well with their counterparts from high educational background under the same academic environment.

Undoubtedly, a child's capability to succeed in school depends on how successfully the child is managed by his/her parents where the child learns the skills, attitudes and behaviour which could mould them into productive and successful students. Unfortunately, not every child comes from a home that could provide them with the requisite educational resources necessary for their academic performance. Hence, parents' parent educational background impacts greatly on the child's educational outcomes (Valleymalay, 2012). Families where the parents are

advantaged socially, educationally and economically foster a high level of achievement in their children because children form high educational backgrounds are well exposed to scholastic materials, which aid their performance.

Academic performance implies how well student meets standards set out by local authority or institution itself (Hughes, 2004). Also in their perception of academic performance, Hatcher & Paul (1996) see academic performance as how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers. Academic performance in this research will be characterized by performance in tests, and performance in examination of Junior Secondary School Students and to find out how their performance in Social studies is affected by locus of control variable and parent educational background of their parents.

1.2 Statement of the Problem

It has been observed with great concern the way people attribute causes of their successes and failures outside themselves and blame others or attribute them to chance of luck. This manner of attributing causes to other people or forces referred to as external locus of control has made many people develop dependency attitudes and they do not see themselves as capable of proffering solutions to the problems they encounter in life.

Locus of control is an individual's belief system regarding the causes of his or her experiences and the factors to which that person attributes success or failure. Secondary school students are not exampled in this manner of orientation or locus of

control. Many students' locus of control seem to be that of external control because of the way they attribute their successes or failures to having a bad day or unfair grading procedures on the part of their teachers or even God's will. These students might say, "it doesn't matter how hard I study, the teacher just doesn't like me, so I wont get a good grade." This makes them not to bother to think of developing strategies of studying in order to pass. It should however be noted that some students may not possess external locus of control, but generally believe that their successes of failures are as a result of their effort and hard work and might blame poor grades on their failure to study hard. Therefore, one of the problems of this research is to determine the direction of locus of control of secondary school students and whether it has any relationship with their academic performance.

As for parent educational background, there is a general assertion that parental educational background can have possible effects on the academic performance of children in school. Parent educational background is a person's overall position which is characterized by an individual's achievements in education, employment, educational status and income. In Nigeria, and indeed among families, parent educational background is characterized by parental income, parental level of education and parental occupation.

There is the argument that children from high parent educational background families perform much better at school compared to child from low parent educational background families. Parents with high parent educational background often have a wide range of resources to promote and support their children's schooling. Inadequate resources and limited access to resources can negatively affect families decisions

regarding their children's development and learning. As a result, children from families with low parent educational background are less prepared than their counterparts from families with high parent educational background. Therefore, another problem of this study was to find out if there was any relationship between parents' educational background, specifically parents' educational level and academic performance of secondary school students in Niger State. Moreover, the academic performance of secondary school students in many subjects, social studies inclusive in Niger State has witnessed low performance for some time. There is the urgent need to address the problem to help the students and the entire system through research of this nature.

1.3 Objectives of the Study

The following objectives guided the study:

1. To determine the relationship between internal locus of control and academic performance of Junior Secondary School Students.
2. To determine the relationship between external locus of control and academic performance of Junior Secondary School Students.
3. To establish the differences in internal locus of control between students from different parents educational background in Junior Secondary School Students.
4. To determine the differences in external locus of control between students from different parents educational background in Junior Secondary School Students.

5. To determine the differences in academic performance between students from different parents educational background in Junior Secondary School Students.

1.4 Research Questions

The following questions guided the study:

1. What is the relationship between internal locus of control and academic. Performance of Junior Secondary School Students?
2. What is the relationship between external locus of control and academic performance of Junior Secondary School Students?
3. What is the differences in internal locus of control between students from different parents educational background in Junior Secondary School Students?
4. What is the differences in external locus of control between students from different parents educational background in Junior Secondary School Students?
5. What is the differences in academic performance between students from different parents educational background in Junior Secondary School Students?

1.5 Hypotheses

The research tested the following null hypotheses:

1. There is no significant relationship between internal locus of control and academic performance of Junior Secondary School Students.
2. There is no significant relationship between external locus of control and academic performance of Junior Secondary School Students.
3. There is no significant differences in internal locus of control between students from different parents educational background in Junior Secondary School Students.
4. There is no significant differences in external locus of control between students from different parents educational background in Junior Secondary School Students.
5. There is no significant differences in academic performance between students from different parents educational background in Junior Secondary School Students.

1.6 Basic Assumptions

For the purpose of this study, the following assumptions were made:

1. Significant relationship may exist between internal locus of control and academic performance of JSS students.
2. Significant relationship may exist between external locus of control and academic performance of JSS students.

3. Significant differences may exist in internal locus of control between students from different parents educational background in Junior Secondary School Students.
4. Significant differences may exist in external locus of control between students from different parents educational background in Junior Secondary School Students.
5. Significant differences may exist in academic performance between students from different parents educational background in Junior Secondary School Students.

1.7 Significance of the Study

The finding of this study will add value to theory building in cognitive, personality development, most especially parent educational background, locus of control among Junior Secondary School Students.

It will help the Junior Secondary School Students to know the perceived attribution to their success or failure in life and adjust appropriately to enhances or improve in their academic performance in social studies in particular.

It is also hoped that this study will provide, findings that can inform future research, family care agencies, educational institutions, social work agencies and interventions, the importance of parental involvement and their role in helping their children to have better education. The research would provide parents with knowledge and better understanding of their role at home.

Subject to the outcome of this study, it is presumed that the identified areas where government at different levels could come in will be brought into focus in order to bridge the gap of academic performance between low and high parental status in the society by mounting special educational programmes in the school.

On the part of the counsellors, the findings of this study is expected to assist the counsellors to understood the direction of locus of control so that they will help students see the need to develop internal locus of control for them to attribute causes to certain life events to themselves and not blaming them on others.

However, for these stakeholders to benefit from this study, the findings or results of the study could be published in journals, and other print media, television and radio programmes could also be mounted to feed the members of the public on the benefits of the study. Also, seminars and workshops could be organized for the stakeholders to have direct benefit from the findings of this study. Furthermore, parents in particular can understand the benefits of this study through the Parents Teachers' Association and school based management committee meetings. This can be done by the head teacher or school counselor who might have benefited from the study.

1.8 Scope and Delimitation of the Study

The research was designed to find out the relationship between locus of control, parents' educational background and academic performance of the one hundred and five thousand, thirty four (105,034) Junior Secondary School Student spread across the two hundred and six (206) Junior Secondary Schools in Niger State. However, the study was delimited to only twenty four (24) Junior Secondary Schools

using three hundred and seventy (370) students randomly selected. Also, locus of control of the students was considered in the context of internal and external locus of control. The parent educational background of the parents was also considered, but focused on parental educational level only.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter, attempt was made to review related literature and focused on conceptual framework, students' Locus of Control, parents' educational background, concept of academic performance, relationship between locus of control, parents parent educational background and academic performance. Theoretical framework of Wiener attribution theory of success or failure, causal attribution theory and its dimensions, social learning theory, concept of human competence, Rotter's assessment of locus of control, and empirical studies on Locus of Control, parents' parent educational background, gender difference in locus of control were reviewed. A summary of the Chapter was provided.

2.2 Conceptual Framework

Attempt was be made to review what other writers have said about the meaning or nature of locus of control and factors influencing locus of control. Basically, it is a personality trait postulated by Rotter, J.B in 1954 that explains how individual views events that happen to him or her (i.e. whether it is within his control or not) (Rotter, 1954).

2.2.1 Concept of Locus of Control

Locus of control is an individual's belief regarding the causes of his or her experiences and the factors to which that person attributes success or failure (Nijus & Brockway, 1999). This can either be internal or external (Rotter, 1966). If a person has an internal locus of control, that person attributes success to his or her own effort and abilities. A person who expects to succeed will be more motivated and more

likely to learn. This person will seek out information and is more likely to have good study habits and a positive academic attitude. A person with an external locus of control on the other hand, will be less likely to make the effort to learn since he or she attributes his or her success to luck or fate.

Locus of control refers to the extent to which persons conceive contingency relationships between their actions and their outcomes; it reflects the internalized social dimension of individuals (McDonald, 1973 p. 169).

The locus of control concept is based on Rotter's social learning theory. The construct refers to the degree to which an individual believes that the occurrence of reinforcement is contingent on his/her own behaviour (Rotter, 1954). Rotter (1989) further defines it as the measure of how much people rely on internal or external variables to determine their fate. Carlise – Frank (1991) regards the way locus of control affects behaviour as a function of expectancy and reinforcement within a specific situation.

This construct is further explained by Lefcourt (1967). He differentiates between internal and external locus of control. He describes those who are internally controlled as having authority to choose from a range of options while the externally controlled follow a course dictated by the instructor. This view or description of locus of control appears or seems like a force on its own having supernatural power to control human beings. It is quite unlike how others view it as a way of life that an individual chooses to live. Lefcourt (1983) added that:

> *Locus of control is not to be regarded as an 'omnibus trait' similar to competence or intelligence which pertain to each and every facet of human endeavour. Rather, it can be more fruitfully defined as "a circumscribed self-appraisal pertaining to the degree of which individuals view themselves as having some causal role in determining specific event. (p. 141).*

Lawrence and Winschel (1975): see Rotter's description of locus of control as a relatively stable trait that once formed can be difficult to change. This view is not popular among researchers. For example, Nunn (1994) believes that locus of control variable is a function of age. The cognitive psychologists opine that locus of control is determined by type of cognition which can be restructured, if need be.

Locus of control construct is seen in two dimensions: internal and external. There is abundant literature that explains these two dimensions. McDonald (1973) states that people who tend to believe that they can control external circumstances and their lives are referred to as having internal locus of control while those who believe their lives are controlled by external circumstances are referred to as having external locus of control.

In other words, those oriented towards an external locus of control attribute the power to control their lives to external events such as fate, luck or other people while those oriented toward internal locus of control believe they control their own lives.

Robin and Ted (2001) in the Gale Encyclopedia of Psychology have found link between locus of control and behaviour patterns. People with an internal locus of control are inclined to take responsibility for their actions and who are not easily influenced by the opinion of others and tend to do better at tasks when they can work at their own pace. By comparison, people with an external locus of control tend to blame outside circumstances for their mistakes and credit their successes to luck rather than to their own efforts. They are readily influenced by the opinions of others and are more likely to pay attention to the status of the opinion holder, while people with an internal locus of control pay more attention to the content regardless of who holds it.

Some researchers have claimed that people with internal locus of control tend to be more intelligent and more success-oriented than the people who have external locus of control. If a person with an internal locus of control does badly on a test, he/she is likely to blame his/her own lack of ability or preparation for the test. By comparison, a person with an external locus of control will tend to explain a low grade by saying that the test was too hard or that the teacher did not do proper marking.

Robin and Ted (2001) reported that in the elementary grades, children with internal locus of control have been found to earn higher grades than children with external locus of control. Although there are conflicting reports about whether there is a relationship between college grades and locus of control. There is also a relationship between a child's locus of control and his or her ability to delay gratification. In middle childhood, children with an internal locus of control are relatively successful in the delay of gratification while children with external locus of control are likely to make less effort to exert self-control in the present situation because they doubt their ability to influence events in the future.

Julian Rotter's (1954) locus of control formulation classified generalized beliefs concerning who or what influences thing along a bipolar dimension from internal to external control: "Internal control" is the term used to describe the belief that control for future outcomes resides primarily in oneself while "external control" refers to the expectancy that control is outside of oneself either in the hand of powerful other people or due to fate/chance. Locus of control refers to how much one feels in control of his or her environment that is the extent to which he or she believes that his or her behaviour influences outcomes.

Locus of control is a psychological concept that refers to how strongly people believe they have control over situations and experiences that affect their lives. In teaching and learning process, locus of control typically refers to how students perceive the cause of their academic success or failure in school. Locus of control is a theory in personality referring to the extent to which individuals believe that they control events that affect them (Rotter, 1954). Understanding of the concept was developed and has since become an aspect of personality studies. A person's "locus" (Latin for place or location) is conceptualized as either internal or external. Locus of control orientation is a belief about whether the outcome of our actions are contingent on what we do (internal control orientation) or events outside our personal (external control orientation) (Zimbardo, 1985).

Locus of control has generated much research in a variety of areas in psychology. The construct is applicable to fields, such as educational psychology, health psychology and 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 distinction should also be made between locus of control (a concept linked with explanations for past outcomes) and concept such as self-efficacy.

Rotter (1975) cautioned the internality and externality representing two ends of a continuum, not an either/or typology. Internals tend to attribute outcomes of events to their own control. People with an internal locus of control believe that the outcomes of their actions are as a result of their own abilities, they believe that their hard work would lead them to obtain positive outcomes.

People with external locus of control believe that many things that happen in their lives are out of their control. They believe that their own actions are as a result of

external factors that are beyond their control. Rotter in his study suggested that people with external locus of control have two (2) types of beliefs which are:

1. People with external locus of control believe that the world is too complex to predict its outcomes.
2. They tend to blame others for the outcomes rather than themselves.

It should be noted however, that internality is linked exclusively with attribution to effort while externality is attributed to luck (Weiner, 1986). This has obvious implications for differences between internals and externals in terms of their achievement motivation, suggesting that internal locus is linked with higher levels of need for achievement due to their locating control inside themselves while externals tend to feel they have less control over their fate.

Internals were believed by Rotter (1966) to exhibit two essentials characteristics:

1. High achievement motivation
2. Low outer-directedness as the basis of the locus of control scale proposed by Rotter (1966), though it was based on his belief that locus of control is a single construct. In 1970, Rotter's assumption of unidimensionality has been dimensions of locus of control (such as beliefs that events in one's life are self-determined or organized by powerful others and are chance base must be separated).

Bi-locus are individual with a mix among the internal and external locus of control (they have the combination of the two types of locus of control) they have the following characteristics:

1. They are known to handle stress and cope with their diseases more effectively.
2. They take personal responsibility for their actions and the consequences thereof while remaining capable of relying upon and having faith in outside sources. These characteristics correspond to the internal and external locus of control respectively. An example of this mixed system would be an alcoholic who will accept the fact that he brought the disease upon himself while remaining open to treatment and/or acknowledging that there are people, mainly doctors and therapists, that are trying to cure their addiction and on where they should rely.

Gore and Rotter (1963); Davis and Davis (1972) also opine that individuals who feel that they are at the mercy of external circumstances would be less likely to persist in their attempts to achieve solutions, overcome barriers or modify their behaviour to meet challenges. Such behaviours are more likely to lead to depression, withdrawal and apathy. In contrast, those on the internal locus of control are likely to make persistent strivings towards more responsive and sensitive behaviour.

In confirmation of the depressive nature associated with people with external locus of control, Barnett and Gobtlib (1988) found out in a research that those with internal locus of control had reduced rather than increased aggression in response to aggression. This research was conducted by making use of 48 external locus of control subjects, with both groups being sub-divided into frustration and non frustration experimental groups.

Davis and Phares (1967) found that those on the internal locus of control are more active in seeking information relevant to problem-solving than those on the external locus of control. In a closely related study, Pares (1969) showed that those on

the internal locus of control made greater use of previously learned information in a decision-making task than those with external locus of control.

Major literature reviews as reported by Stephen, (2000) showed that those with internal locus of control and those with external locus of control differ in numerous ways, especially in terms of their cognitive activity and environmental mastery. It was stated that those on the internal locus of control readily acquire and utilize information that is relevant to their goal situation even when it seemingly not relevant. The superiority of internal locus of control is particularly relevant to cue explication and incidental learning situations (Dollinger & Taub, 1977; Lefcourt, 1967). Those with external locus of control require more explicit cues to contingencies but when cues are implicit as with incidental learning, those with internal locus of control out-perform those with external locus of control.

In a nutshell, the above literature established the superiority of internal locus of control over external locus of control. In other words, people with internal locus of control are at a greater advantage than those on the external.

Factors Influencing Locus of Control

Some factors like age, gender, family, environment, parent educational background, culture, learning disability, etc. have been identified as factors influencing locus of control.

Results from research on locus of control in the field of psychology indicate a significant difference in attribution pattern of people as a function of gender and age (Nunn, 1994). Stirling (1978) in the research work conducted on learner control found that older students were more positive in respect to their self-concept, more internally oriented, more goal-oriented, less impulsive, less inclined to move around preferred

more formal learning methods, less anxious about learning, preferred to learn in a variety of ways and perceived themselves as abstract thinkers.

In Gale Encyclopedia of Psychology, Robins (2001) also opines that locus of control is a function of age as asserted below:

> *Although people can be classified as internals or externals chronological developments within each individuals generally proceeds in the direction of an internal locus of control. As infants and children grow older, they feel increasingly competent to control events in their lives. They consequently move from externally controlled to a more internal locus. (p. 26 – 27).*

Nunn (1994) found females to be more of externally controlled than males. In agreement with this, Marks (1972) found that males appear to have a more internal locus of control than females especially from adolescence onwards. Some researchers like McGinnis, Northholm, Ward and Bhanthumnavin (1974) have established or linked gender factor on locus of control to culture. They examined college students in five (5) countries namely Sweden, Japan, Australia, United States and New Zealand and discovered that females had a higher belief in external control of their lives than males. In the black population, girls were found to be more internal than boys – Green, Karte and Baum (1974).

Dweck and Reppucci (1973) found that children who persist in the face of failure place less stress on the presence or absence of ability and more on the role of effort in determining behavioural outcomes. They found that boys showed more of this characteristics than girls.

It is also discovered that family environment characterized by warmth, protection and nurturnance are more likely to lead to an internal locus of control. While those with limited social or material resources are more likely to develop external locus of control (Gackenback, 1996).

Culture is equally found to be one of the factors influencing locus of control Gackenback (1996), an instructor at Blue Quils Native College, Canada who worked for 6 years presents a letter written by one of the Native students, Sylvia Coutre. The letter came at the time he was pondering on cultural belief as a factor in determining locus of control direction. The letter was more or less a confirmation of his conception.

Learning disabilities is another factor that has been identified as one that can influence locus of control. "A methodological Analysis of Research on locus of control and learning disabilities" by Nancy Mamlin (2001) stated that a great deal of research has been conducted on locus of control with students with learning disabilities. The general consensus is that children with learning disabilities tend to operate from an external locus of control, having given up responsibility for their actions (especially academic ones). Smiths, Dowby, Polloway and Bhalock (1997); Hallaham, Kauffhan and Lloyd (1999), also confirm this by stating that persons with learning disabilities are more likely than those without disabilities to have an external rather than internal locus of control.

Bender (1998) found that students with learning disabilities have a higher external locus of control than other students. In summary, locus of control is influenced or determined, according to literature reviewed so far, by age, gender, cultural beliefs and learning disability.

2.2.2 Concept of Parent educational background

The responsibility of training a child always lies in the hands of the parents. This is congruent with the common assertion by sociologist that education can be an instrument of cultural change which is being taught from home is relevant in this

discuss. It is not out of place to imagine that parental socio-economic background can have possible effects on the academic achievement of children in school. Whatsoever affect the environment of children would possibly affect their education or disposition to it. Parental status is one of such variables.

Parents of different educational classes often have different styles of child rearing, different ways of disciplining their children and different ways of reacting to their children. These differences do not express themselves consistently as expected in the case of every family, rather they influence the average tendencies of families for different educational classes (Rothestein, 2004).

Parent Educational Background according to Considine and Zappala (2002) is a person's overall social position to which attainments in both the social and economic domain contribute. They add that Parent Educational Backgroundis determined by an individual's achievements in, education, employment, educational status and income. Parent Educational Background is characterized by family income, parental education and parental occupation. Graetz (1995) argues that children from high Parent Educational Background families perform much better at school compared to children from low parent educational background families.

Parents are one of the most important and influential elements on the lives of children. They have the power, ability to shape, sustain and develop their children's who will be interested, creative and tolerant, through their positive involvement in the learning process and educational activities. On the other hand parents who do not involve in their children educational process are also considered to be capable of repressing and destroying the motivation and ability of their children through neglect and indifference to their achievements.

Parental involvement takes many forms including good parenting in the home, including the provision of a secure and stable environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values and high aspirations relating to personal fulfillment and good citizenship; contact with schools to share information; participation in school events; participation in the work of the school; and participation in school governance (Desforges & Abouchaar, 2003).

A child's capability to succeed in school depends on how successfully the child is managed by his or her parents in the home environment. It is an environment where the child learns the skills, attitudes and behaviour which could mould them into a productive and successful student. However, not every child comes from a home that could provide them with the requisite educational resources necessary for their academic success. In accordance with that, a parent's parent educational background plays important role in providing these educational resources and it appears to impose the greatest impact on the child's educational outcomes (Valleymalay, 2012).

Parent educational background has a relatively strong impact on parental involvement compared to other factors. However, there is a question as to how far the strength of the parent's parent educational background could inspire a child to achieve academic success. Parental involvement has a positive impact on student achievement at all their educational levels, though involvement is probably more important for low education schools, as they are more likely to have lower test scores and graduation rates.

"Regardless of income, ethnicity or background, students with involved parents are more likely to earn higher grades and test scores, have better attitudes, behaviour and attendance, and graduate and go onto additional education. Higher

parental involvement is associated with higher educational expectations, enrollment in gifted and talented programs, and positive perceptions of school" (Henderson, 1988).

While parent involvement positively affects a student's academic achievement, low educational background families are least likely to be involved in their students' education (Turney & Kao, 2009; Ratcliff & Hunt, 2009; Van Velson & Orozco, 2007; Machen, Wilson, & Notar, 2005; Abdul-Adil & Farmer, 2006). Low educational background families are often working all of the time to take care of their families, and they have no time to participate in their child's education on campus (Ratcliff & Hunt, 2009). Based on a study involving low educational background mothers, mothers want to be involved in their child's education, but other problem is that they are less comfortable around teachers, and so they do not get involved (Machen, Wilson, & Notar, 2005).

2.2.3 Concept of Academic Performance

Academic performance, which is measured by the examination results is one of the major goals of a school. Schools are established with the aim of imparting knowledge and skills to those who go through them and behind all this, is the idea of enhancing good academic performance. Academic performance is frequently defined and characterized by performance in classroom tests, in course work and performance in examinations.

The concept of academic performance was defined by Avoseh (1985) as how well an individual has done in his cognitive tasks. The author explains further that it is the general ability of students concerning their offered subjects compared to a specified standard called Pass Marks. To him, this pass mark is relative and can be arbitrarily defined as 40% or 50%. This may also be referred to as the criterion of

excellence (Aremu & Adika, 2001). The term also mean the attainment of success of a student in his school work among his classmates.

Many studies have been conducted to determine the factors affecting the academic achievement of Secondary School Students. Reports have confirmed that students' personality characteristics like socio psychological variables reported by (Abe, 1995; Umoinyang, 1998; Odinko and Adeyemo, 1999) are good predictors of academic performance. The question now is whether academic achievement is of utmost importance in educational setting and how can we identify factors that could determine it among the junior secondary students?

Academic performance is the outcome of educational goals that are achieved either by students or the teacher, i.e. how well a student meets standards set out by local authority or the institution itself (Hughes, 2004). Academic performance refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teacher (Hatcher & Prul, 1996). It is the ability to study and remember facts and being able to communicate your knowledge verbally or down on paper. Thus, it implies a process where a student's success in school is measured to determine how they stand up to others in the same areas.

Academic performance is interestingly an important issue; a fundamental premium upon which all teaching-learning activities are measured using some criteria of excellence e.g. good academic performance, poor academic performance and academic failure. Academic performance has special importance for both the student, and the people around him or her (Al-anzi, 2005). The concern with the issue of improving academic achievement has also increased in recent years. The reason for this can be attributed to the performance of the students at the secondary school level in recent time which is not very encouraging.

Researchers like (Adeyemo, 2001, 2005; Aremu, 2000; Yoloye, 2004; Zimmerman, 2000, Bong and Skaalvik, 2003) have reported that academic performance is associated with socio-psychological variable as well as other notable variable. These socio-psychological variables according to them may include self-concept, self-esteem, self-confidence, self-regulation, locus of control, self-efficacy, interest in schooling, study-habits and so on. The question of how those variables can be managed to improve academic performance of the secondary school students is still a complex one.

2.2.4 Relationship among Locus of Control, Parents educational background and Academic Performance Variables

The available literature indicates that there is a strong correlation between locus of control, parent educational background of parents and the academic performance of children in the school. Locus of control is an individual's belief regarding the causes of his or her experiences and the factors to which that person attributes success or failure (Njus & Brockwat, 1999). This can either be internal or external (Rotter, 1966). If a person has an internal locus of control, that person attributes success to his or her own effort and abilities. A person who expects to succeed will be more motivated and more likely to learn. This person will seek out information and is more likely to have good study habits and a positive academic attitude. A person with an external locus of control on the other hand, will be less likely to make the effort to learn he or she attributes his or her success to luck or fate.

In relation to academic performance, internal were more likely to believe that the achievement was related to their ability and failure related to a lack of effort (Thelma, 1998). He explains that on the other end of the continuum were the externals

that were more likely to reject responsibility for failure. Recent research has indicated that an internal locus of control is strongly correlated not only with completion of tasks (Parker, 1999), but also with academic success. Additionally, report by (Coleman & Deleire, 2000) indicated that the locus of control does indeed strongly influence academic performance achievement and decision to graduate from high school.

Another literature available on locus of control and academic performance was reviewed by Findley and Cooper (1983). They compiled 98 studies (consisting of 275 testable hypotheses) where a locus of control and academic achievement measure was compared. In other words, 70% of these hypotheses found internals to have significantly higher academic achievement than externals. Bar-Tal and Bar-Zohar (2002) reviewed 36 studies that examined the relationship between locus of control and academic achievement among children, adolescents and adults. They also found a positive correlation relationship between the two variables, regardless of population being examined.

For parent educational background of parents, Graetz (1995) asserts that educational success depends very strongly on parent educational background of the parents. Considine and Zappala (2002) argue that families where the parents are advantaged socially, educationally and economically foster a high level of achievement in their children. The researcher agrees with Considine and Zappala (2002) because students from high social economic backgrounds are well exposed to scholastic materials, which aid their intelligence.

Academic performance according to the Cambridge University Reportter (2003) is frequently defined in terms of examination performance. Academic

performance will be characterized by performance in tests, in course work and performance in examinations of Junior Secondary School students.

"Parents of different occupation classes often have different styles of child rearing, different ways of disciplining their children and different ways of reacting to their children. These differences do not express themselves consistently as expected in the case of every family; rather they influence the average tendencies of families for different educational classes" (Rothestein, 2004).

The health status of the children which could also be traceable to parental educational background can be another factor that can affect the academic performance of the students. Adewale (2002) had reported that in a rural community where nutritional status is relatively low and health problems are prevalent, children academic performance is greatly hindered. This assertion is again hinged on nature of parental educational background. Moreover, Eze (2002), had opined that when a child get proper nutrition, health care, stimulation during pre-school years, the ability to interact will take optimal advantage of the full complement of resources offered by any formal learning environment is enhanced.

The foregoing discussion had established the fact that locus of control, parent educational background of parents and host of other factors relating to home environment of students, such as educational background of parents, parental occupation could have effects on children academic performance.

There are many correlates of secondary education attainment and achievement that one could look at, but in this study the research has taken parent educational background of the parents affecting educational outcomes as a key factor to children who differ from one another in this characteristics that tend to have different types of educational experience and different degree of success and failure in school.

Consequently, children vary specially in their level of educational attainments and achievements.

Parent educational background can be measured in a number of different ways. Most common, it is measured by father's education, occupation and income. Whatever the measurement, however, parent educational background is positively correlated with both educational attainment and achievement. It can be hypothetically stated that the higher a student's parental parent educational background, the greater his or her academic performance in secondary education is likely to be.

2.3 Theoretical Framework

There are many theories propounded and used by psychologists and social scientists to explain behaviours manifested by learners in the teaching and learning process. For the purpose of this study a fun of such theories will be discussed considering their relevance to the research topic.

2.3.1 Wiener Attribution Theory

Attribution theory is based on the idea that humans tend to or try to explain why things happen – that is, attribute them to a cause. It is the theory that explains why people tend to look for explanations for their own behaviour and that of others. According to the theory, we tend to attribute all behaviours to a cause including success or failure in school activities.

Weiner and Attribution about Success or Failure

Even with a need to achieve, students will either succeed or fail. As they do, they search for reasons for their success or failure – they attribute their performance to a specific cause: The test was difficult; the teacher dislikes me; I'm not good in this

subject. Student's attributions then serve as a guide to their expectations for future success or failure in that subject.

Attribution theory rests on three basic assumptions (Petri, 1991). First, people want to know the causes of their own behaviour and of others, particularly behaviour that is important to them. Second, attribution theory assumes that we do not randomly assign our behaviour. Third, the causes that we assign to our behaviour influence subsequent behaviour. If we attribute our failure to a particular person, we may come to dislike that person.

Attribution theory also relates well to the need for achievement. Bernard Weiner (1990), believes that when achievement is aroused, we tend to attribute our performance to one of these, four elements: ability, effort, task difficulty, or luck.

- **Ability:** It is precisely here that we find explanations for math phobia, reading problems, or dislike of science. When students have a history of failure, they often make the rather devastating assumption that they lack ability. This tendency is particularly true if others do well at the task. Once students question their abilities, this doubt spreads to other subjects and other tasks. Soon there is a generalized feeling of incompetence that paralyzes initiative and activates an expectation of failure.
- **Effort:** Weiner (1990) also made an interesting discovery that students usually have no idea how hard they try to succeed. Students judge their efforts by how well they did on a particular task. Even in tasks involving pure chance, successful students believed that they tried harder than those who were unsuccessful. An importance cycle is thus established: Success increases effort; effort produces more success.

- **Luck:** If there is no tangible link between behaviour and goal attainment, the tendency is to attribute their success on almost any task to luck, thus short-circuiting the motivational network just described. Success in this case will not increase effort; lack of effort does nothing to bolster a belief in one's ability, and tasks remain an overwhelming obstacle.
- **Task Difficulty:** Task difficulty usually is judged by the performance of others on the task. If many succeed, the task is perceived as easy, and vice versa. An interesting phenomenon can develop here. If a student consistently succeeds on a task at which others fail, that student will attribute success to ability. But if individual success is matched by the success of others, then the source of the success is seen in the task. Weiner's findings emphasize once again the importance of matching a task with a student's ability, thus enhancing ability and increasing effort.

2.3.2 Causal Attribution of Success and Failure and Academic Achievement

It was mentioned in many studies that attributions are the principal determiners of achievement motivation because of their influence on expectations, emotional reactions and performance (Weiner, 2000). A definite causal relationship among these variables has not been found yet, but the role that they perform on ability and effort in academic performance has been mentioned. In this manner, the perceived failure due to lack of ability can decrease achievement, while the failure attributed to lack of effort can increase achievement, because one could do something to improve it, for example, putting more efforts (Gipps & Tunstall, 1998). For example, in one study, Weiner and his colleagues (1978) had participants read brief stories about

success and failure that also contained the reasons for the successes and failures. Here is one of the stories:

> *Francis studied intensely for a test he took. It was very important for Francis to record a high score on his exam. Francis received a very high score on the test. Francis felt that he received this high score because he studied so intensely. How do you think Francis felt upon receiving this score?*

Participants were asked to give the emotional reaction of the person in the story by selecting affective words from a list presented to them. There were ten success stories, each with different reasons for success. Some words, such as pleased and happy, appeared in almost all of the attributions for success. But the reasons for the success influenced many of the words chosen. For example, if participants attributed success to an unstable effort they chose words like ecstatic and uproarious.

Dimensions of Causality and Attribution

Social psychologists have proposed a number of dimensions to describe the types of attributions people make (Jones, 1998). These dimensions reflect whether the cause is internal or external, stable or unstable, and controllable or uncontrollable.

- **Internal/External Causes:** Fritz Heider (1958) argued that this internal/external explanation is the central issue in attribution. Internal attributions include all causes internal to the person, such as personality traits, intelligence, models, attitudes, and health. External attributions include all causes external to the person, such as social pressure, aspects of the social situation, money, the whether, and luck.
- **Stable/Unstable Causes:** In addition to internal and external causes, a second dimension involved in making attributions focuses on whether the cause is

stable or unstable. This refers to whether an internal or external cause is relatively enduring and permanent or whether it is temporary.

- **Controllable/Uncontrollable Causes:** A third dimension of causality consists of whether a cause is controllable or uncontrollable (Weiner, 1986). We perceive that we can control some causes but that others are beyond our control. This dimension can coexist with any combination of internal/external and stable/unstable dimensions. An internal unstable cause like effort or mood is usually thought of as controllable. An external unstable cause like luck is generally seen as uncontrollable. Weiner (1986) argues that there are emotional and motivational implications of differing attributions. Successful outcomes attributed to ourselves increase our self-esteem more than when such outcomes are attributed to external causes like easiness of a task or luck.
- **Attribution Errors and Biases:** So far what we have said about attribution suggests it is a logical, rational process. Some common errors and biases infiltrate our attributions.
- **The Fundamental Attribution Error:** The fundamental attribution error is that observers overestimate the importance of traits and underestimate the importance of situations when they seek explanations of an actor's behaviour. The fundamental attribution error suggests that when most people encounter examples of social behaviour, they have a tendency to explain the behaviour in terms of the personalities of the people involved rather than the situation they are in (Aronson, Wilson, & Akert, 1997).
- **Self-Serving Bias**: We tend to be self-enhancing (Sedikides & others, 1998). We often believe that we are more trustworthy, moral and physically attractive than other people are. When our self-esteem is threatened, we may depart from

the fundamental attribution error and infuse our attributions with a different type of bias. Self-serving bias involves attributing explanations for one's successes to internal factors and explanations for one's failures to external factors. That is, we tend to take credit for our successes and blame our failures on others or the situation.

2.3.3 Bernard's Theory of Social Learning

Bernard moved away from theories based on psychoanalysis and behaviour is, and developed a social learning theory. In Social Learning and Clinical Psychology, Rotter (1954) suggested that the expected effect or outcome of the behaviour has an impact on motivation of people to engage in that behaviour. People wish to avoid negative consequences, while desiring positive results or effects. If one expects a positive outcome from a behaviour, or thinks there is a high probability of a positive outcome, then they will be more likely to engage in the behaviour. The behaviour is reinforced, with positive outcomes, leading a person to repeat the behaviour. This social learning theory suggests that behaviour is influenced by social context or environmental factors, and not psychological factors alone.

2.3.4 Rotter's Concept of Human Competence

Julian B. Rotter stands for what is popularly referred to as "Locus of Control". As humans must develop sex roles, so must they develop some awareness of their competence. Individual must know what his or her capabilities and limitations are.

According to Julian Rotter, feelings of competence become sharply apparent during adolescence, actual competence and perceived competence vary considerably. Research findings have shown that factors such as race and social class serve to

decrease the self-perceived competence of a high proportion of minority group and of low-economic group adolescents. On the other hand, the pressures of the society toward upward mobility if possible, and certainly against downward mobility at all costs, cause a rather larger number of individuals to overestimate their potential. But as the individual develops in age, realistic self evaluation becomes possible, since with every increasing experience and individual is better able to evaluate his general competence as well as his specific areas of greater and least competence.

A special aspect of an individual's feeling of competence is that of "perceived internal" as opposed to external locus control of reinforcement. According to Lefcourt (1966) Loci of Control can be defined as follows:

"Internal Control" refers to the perception of positive and/or negative events as being a consequence of one's own actions and thereby under personal control; "External Control" refers to the perception of positive and/or negative events as being unrelated to one's own behaviours in certain situations and therefore beyond personal control."

A belief in internal control of reinforcement is a belief in personal competence to run one's own affairs. Lower class members are often realistically external in orientation, since luck, fate, and other people do appear to play considerable role in determining the quality of reinforcements. It has been realized though that a belief in external control of reinforcement leads to apathy, fatalism, unwillingness to work for long-term goals and feelings of incompetence.

Rotter's Theoretical Stance of Social Learning

Rotter began work on his social learning theory of personality and in 1954 Social Learning and Clinical Psychology was published. In this he laid out the basic tenets of his social learning theory, the main idea of which is that social learning is

really the interaction between a person and his or her environment. By the same token, an individual's behaviours are not simple, reflexive responses to an objective environment. Rather, the environment an individual responds to or acts in is dependent on that particular individual learning experiences and life history. What stimuli people respond to are shaped by their experiences. Two people might experience the same environment in very different ways. For example, Joe might respond to a visit to the doctor with apprehension because his last visit involved getting a painful shot, whereas Sam would not be apprehensive at all because his last visit was pleasant and did not involve discomfort. To Rotter, personality is a relatively fixed group of dispositions to react to situations in a certain manner. He stressed that most learning takes place in social situations with other people. Rotter's personality theory was the first to comprehensively integrate cognition, in the form of expectancy, with learning and motivation, in the form of reinforcement.

Rotter's Assessment of Locus of Control

In 1966, Rotter published his famous I – E scale in the journal "Psychologist Monographs", to assess internal and external locus of control. This scale has been widely used in the psychology of personality, although its use of a two-alternative forced choice technique has made it subject to criticism. Rotter himself was astounded by how much attention this scale generated, claiming that it was like lighting a cigarette and seeing a forest fire (Rotter, 1966). He himself believed that the scale was an adequate measure of just two concepts, achievement motivation (which he took to be linked with internal locus of control) and outer-directedness, or tendency to conform to others (which he took to be associated with external locus of control).

While Internal External scales were developed mainly for adult population "The Intellectual Achievement Responsibility Questionnaire (IAR) was developed for measure of IE in children". The IAR chose to measure locus of control solely in intellectual achievement situations. The IAR attempts to assess children's belief in reinforcement responsibility exclusively in intellectual – academic achievement situations. IAR also focused on measurement of locus of control in situation which involve children with significant others – parents, teachers or peers. Luck, impersonal social factors, or fate are passed by with the emphasis on perception of control by significant other within the child's environment.

The IAR is composed of 34 forced-choice items. This questionnaire is recommended for children in sixth grade. If other children in lower classes are to take the test, an oral form of presentation should be done to ensure proper understanding of test items.

2.4 Review of Empirical Studies

Few of the previous empirical works that relate to this study will hereby be reviewed.

2.4.1 Studies on Locus of Control and School Performance

Saricam, Duran & Cardak, (2012), examined the level of academic locus of control of the students who study pre-school education program. The sample of study is 329 students selected randomly in Faculty of Education from a mid-sized state University. In the study, Personal Information Form and Academic Locus of Control Scale prepared by researchers were used. Academic Locus of Control Scale includes two sub-dimensions; internal locus of control and external locus of control. Independent samples T test was used to show differences between variables and sub-

dimensions. According to findings, there is a significant difference between scores of internal and external locus of control of females and scores of internal and external control of males. Whereas the average score of external locus of control of female is lower than male's point average of internal locus of control of female is high there is a significant difference between scores of internal and external locus of control of 1st grade students and scores of internal and external locus of control of 4th grade students. According to results, females find themselves in origin of success and males attribute the success to other causes.

Miller (2005), conducted a study to examine locus of control and its impact on minority students. The objective of this study, through a comprehensive literature review, was to determine if students with internal versus external locus of control achieve more academic success. This study focused on minority students. The history and definition of locus of control was reviewed and the differences between internal and external locus of control was discussed. Factors that influence a student's locus of control were examined. The impact of locus of control on minority students was analyzed. Research on how educators and schools facilitate changes in a students' locus of control was reviewed.

Stocks, April and Lynton (2012), conducted a study on Locus of Control and subjective well-being across cultural study: problems and perspectives in management, and in their analyzes, they explore the differences in locus of control and subjective well-being in China and Southern Africa, including how these variables relate to each other in each region and how demographic variables relate to both subjective well-being and locus of control. One hundred and eleven professionals were studied across Southern Africa and China and the hypothesis that the different regions would yield different locus of control and subjective well-being profiles was

supported, with different demographic variable affecting each region differently. Furthermore, locus of control and subjective well-being were differently correlated to one another, with China showing significant negative correlation between subjective well-being and locus of control and Southern Africa showing no significant correlation. Findings also indicate that gender has a significant relationship with locus of control in Southern Africa but not in China; whereas China has a strong link between subjective well-being and gender.

Pandya and Jogsan (2013), investigated to find out the sex differences in personality traits and locus of control among school children. A total of 60 children (30 boys and 30 girls) were taken as a sample. The research tool for personality, children personality questionnaire was used, which was made by Cattell and Porter. Locus of control was measured by Rotter's Locus of Control Scale. T-test was applied to examine the significance of personality and locus of control in children. Results revealed significant difference in 14 personality factors and not significant difference in locus of control, in respect to both boys and girls. Abdul Khilid, Abd Ghani & Abd Aziz (2013). Locus of Control over the Types of Crime among Secondary School Students in the district of Pasir Gudang. The purpose of this research is to examine the locus of control over the types of crime among secondary school students in the district of Pasir Gudang. Research design used in this study is a correlation study. This study was conducted on 380 respondents randomly selected from 13 schools in the district of Pasir Gudang. The questionnaire used by the researchers in this study consists of three parts, namely, information on demographics, locus of control and types of crime. Data were analyzed using SPSS version 21.0. The results showed 62.4 percent of students have external locus of control while 37.6 percent have internal locus of control. In addition, the study also showed 21.26 percent of respondents are

involved with property crime, where the highest mean value was 1.88 for vandalism, followed by stealing with 1.29 and burglary with a mean value of 1.26. Furthermore, the study also showed that 23.68 percent of the respondents were involved in violent crime. For violent crime, sexual offences dominated with a mean of 1.67, followed by blackmail with 1.42 and bullying with a mean value 1.41. The results also showed there is no significant relationship between the locus of control types and types of crime among secondary students in the district of Pasir Gudang.

2.4.2 Studies on Parents Educational Background

Martha (2009) investigated the factors affecting academic performance of undergraduate students of Uganda Christian University (UCU). Emphasis was put on trying to establish the relationship between admission points, parents' social economic status, former school background and academic performance of undergraduate students at Uganda Christian University. The study employed the use of correlation design to establish the nature of the relationships. The validity and reliability of research instruments was established and data was collected from 340 respondents selected from all the six faculties of Uganda Christian University using the simple random sampling method. To analyze the data, the Pearson product moment correlation statistical tool was used with the aim of establishing the relationship between students' admission points, parents' social economic status, former school background and academic performance of undergraduate students at Uganda Christian University. This formed the basis of the detailed analysis and conclusions and recommendations.

The findings revealed the existence of a significant relationship between students' 'A' level and Diploma admission points and academic performance, but there was no relationship between mature age points and academic performance. The

findings also revealed that there was a significant relationship between parents' Parent Educational Background and academic performance and a significant relationship between former school background and academic performance. On the basis of the findings, the researcher made the following conclusions; A' level and diploma admission points are the most objective way to select just a few students from a multitude of applicants for the 12 limited spaces available at universities in Uganda. Parents' Parent Educational Background is important because parents provide high levels of psychological support for their children through environments that encourage the development of skills necessary or success at school. That location, ownership and academic and financial status of schools do count on making a school what it is and in turn influencing the academic performance of its students because they set the parameters of a students' learning experience. The researcher also confirmed the system's theory input output model.

On the basis of the conclusions made, the researcher recommended that; Uganda Christian University maintains its selection criteria of using previous academic performance as a measure of admitting students for undergraduate programs. However mature age students could be given supplementary year or probation year to test their competency in addition to the entrance exam. The university should improve the student support system such that students from low social economic backgrounds are identified and assisted through offering scholarships. This study identified the need to investigate and analyze the mature age and international students' recipe for success in higher education with the intention of developing some of these aspects for inclusion in all students selections.

Al-Matalka (2014), conducted a study that focuses on the relationship between parent's parent educational background and parental involvement strategies in their

child's education among Jordanian parents who have enrolled their children in governmental schools. The total sample of the present study was 150 Jordanian students who completed their (Tawjeehi) education at governmental schools. The sampling design is based on purposive convenient method. A questionnaire technique was used to obtain quantitative data related to parental educational background and their involvement strategies in their children education from the selected parents. The results revealed that regardless of parental parent educational background the found to be involved in their children education. However, the educational level of the parents has greater impact on parental involvement strategies than parental occupation and income. As a result the study provides findings and suggestions that can inform future research, family care agencies, educational institutions, social work agencies and interventions to the important of parental involvement and their role in helping their children to have better education.

Memon, Joubish and Khurram (2010), investigated on whether education is the lifeline for efficient and stable working of human society. Education helps develop individual personality making the person knowledgeable, competent, capable and skillful. Parents with high parent educational background often have more success in preparing their young children for school because they typically have access to a wide range of resources to promote and support status often lack the financial, social and educational supports that characterize families with high parent educational background. Poor resources could not promote and support children's development and school readiness. Parents may have inadequate skills for such activities as reading to and with their children and they may lack information about childhood immunizations and nutrition. Inadequate resources and limited access to available resources can negatively affect families' decisions regarding their young children's

development and learning. As a result, children from families with low parent educational background are less prepared than their peers from families with medium or high parent educational background. This article attempted to find out the impact of parental parent educational background on the student's educational achievements at secondary schools of district Malir, Karachi.

Ogunshola and Adewale (2012), studied the relationship between home-based environment factors and the academic performance of students in selected secondary schools within a local government area in Kwara State in investigated. Samples were obtained with one hundred and eighty (180) students randomly selected from three secondary schools. The four factors that were examined and statistically analyses were: parental educational background, parental educational background, parental educational qualification and students' health statuses. Diverse statistical test were performed on the various data collected to establish statistical significance of the effects on students' academic performance. Parental parent educational backgroundes and parental educational background did not have significance effect on the academic performance of the students were identified to have statistical significant effect on the academic performance of the students. The two variables that indicated significant influence do reflect nature of the students' home environment and played notable role in the academic achievement of the respondents. Government could intervene to raise level of academic achievement among students in rural area. The responsibility of training a child always lies in the hand of the parents. This is congruent with the common assertion sociologist that education can be an instrument of cultural change which is being taught from home is relevant in this discuss. It is not out of place to imagine that parental educational background can have possible effects on the

academic achievement of children in school. Whatsoever affect the development environment of children would possibly affect their education or disposition to it.

2.4.3 Gender Differences and Locus of Control

In their study to examine relationship between Locus of Control and academic achievement among first year Yarmounk University Students, Findley and Cooper's (1983), found male scores to be more internal than females. However, this may be due to social desirability. 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 (1981) found females who were high in beliefs of social desirability to have higher external scores than females with low beliefs in social desirability. Therefore, female responses on locus of control scales are influenced by their belief of appropriate gender roles. Thus, locus of control scores of females may not accurately depict actual beliefs. The possibility of gender differences was also explored.

Data for this study was obtained through the sample of 204 first year students aged between 18 – 24 from four departments namely (Engineering, English, Chemistry and Accounting) from Yarmouk University, Irbid, Jordan. The sampling was stratified, according to gender (male, female) and academic achievement (high, medium and low achievers) First year students were selected for this study because academic achievement was most diverse in the first year. The student came from various backgrounds in terms of their father's occupation years. The variables of this study were (MMCS) scores, academic achievement (GPA), and gender (male or female). Once the data was collected, correlations were examined separately for Locus of Control and academic achievement and Locus of Control and gender.

To study the possible association of gender on the relationship between locus o control and academic achievement, the researcher divided the sample into two sub-samples: male (n = 103) and female (n = 101). The internal locus of control were high positively correlated with academic achievement among the male students (r = .362, p = .000) and positively correlated with external locus of control (r = .208, p = .035). Subsequently only the internal locus of control was positively correlated with academic achievement among female students (r = .274, p = .006) and negatively correlated with external locus of control (r = .002, p = .982).

2.6 Summary

In this chapter attempt is made to review related literature. The review is done under three (3) components that is conceptual, theoretical and empirical framework.

The literature review portrays locus of control as a personality trait that has significant effect on our daily life endeavours. Regarding academic performance, it reveals that individuals with an internal locus of control achieve more academically than individuals with an external locus of control. For example, an internal locus of control student, who studies hard and does well on a test will attribute the success to his/her own actions. Hence, he/she will then continue to study hard because an expectation to succeed in the future is established. On the other hand, an external locus of control student may study and do well on a test, but may believe the success is due to an easy test or luck or variety of others reasons. He/she does not attribute success to his/her own actions, and so may not consistently study.

As for parent educational background, the review described it as a term that consists of parents' income, their level of education and their occupation. The

literature reviewed have examined the process of how parent educational background, particularly parents' educational level, relate to children's academic performance.

Academic performance as a concept has been viewed as essentially depicting the outcome of educational goals that are achieved either by students or teacher, that is, how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers. A positive correlation relationship is found between locus of control, parents' parent educational background and academic performance. Regarding gender, the literature reviewed indicate a slight gender difference, with males being slightly more internal and external than females.

However, the measures of each of these variables for this research as found in the literature review are carried out mostly on foreign platform, that is, foreign countries. Their methods of sampling and methods of analysis seem to lack precision, thus, requires further verifications. In the final analysis, it is noted from the foregoing literature review that no such research particularly in the chosen subject, that is, Social studies has been conducted in Niger State, hence justifying its uniqueness.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

In this chapter the procedure of the research methodology was discussed under the following headings: the research design, population of the study, sample and sampling techniques, instrumentation, validation of research instrument, pilot testing, reliability, procedure for data collection and data analysis.

3.2 Research Design

This study employed correlational design in investigating the relationship between the variables as contained in the topic. A correlation method is designed to discover the degree to which two or more variables are correlated to one another. In correlational design, a collection of data is done in order to find out whether or not and to what degree a relationship exist between variables. This design is chosen because the researcher has no control over the variables of the study. Cronbach, cited in Goodwin (1995), supports this assertion as saying that "the correlational approach can study what we have not learned to control or can never hope to control." Also, the design is adopted because the study has to do with determining the relationship between locus of control, parents educational background and academic performance of Junior secondary school students.

3.3 Population of the Study

The population of this research work is comprised of the 206 junior secondary schools with a total enrolment of 105,034 students. The state comprises of seven (7) educational zones each with specific number of local government areas. They are: Minna educational zone with five (5) local government areas, Bida educational zone

with five (5) local government areas, Kontagora educational zone has four (4) local government areas, Suleja educational zone has three (3) local government areas, Kutigi educational zone has three (3) local government areas, Rijau educational zone has three (3) local government areas and New Bussa educational zone made up of two (2) local government areas (see appendix 4).

3.4 Sample and Sampling Techniques

The sample size in this study was 370 students randomly selected from the 24 Junior Secondary Schools using Krejecie and Morgan (1970), table for obtaining sample size from a given population (see Appendix 6). Four (4) out of the seven (7) educational zones were randomly selected. After which three (3) local government areas were randomly selected from the four (4) selected zones giving a total of twelve (12) local government areas. Two (2) schools were randomly selected from the twelve (12) local government areas out of which a sample of the respondents for the study was obtained. In this case, the population was divided into male and female students and a sample of the individual participants was selected randomly but proportionately through stratified sampling technique for fair representation (See Appendix 5).

3.5 Instrumentation

Three instruments were used for this study. Namely:

i. Locus of Control Scale (LCS)

ii. Parent educational background Scale

iii. Social Studies Performance Test (SSPT)

Instrument 1: Locus of Control Scale (LCS)

LCS developed by Craig et al (1984), with reference to I – E (i.e. Internal and External scale by Rotters (1966) was used to measure how students interpret their

performance. That is, whether they show inner agent (hardworking ability) or outside agent (chance…) that were responsible for their performance. The scale contains fifteen (15) likert-type items. Respondents are to indicate their degree of agreement with each item by ticking one of the options – Strongly agreed, Agreed, Undecided, Disagreed, Strongly Disagreed.

The 15 items test is scored in the external and internal locus of control direction. Eight (8) items (2, 3, 4, 6, 9, 10, 11, 12) are in the external LOC and were rated: Strongly Agreed = 5, Agreed = 4, Undecided = 3, Disagree = 2, Strongly Disagreed = 1; while the seven (7) items relating to internal LOC (1, 5, 7, 8, 13, 14, 15) were reversed such that Strongly Agreed = 1, Agreed = 2, Undecided = 3, Disagreed = 4, Strongly Disagreed = 5. A high score on this scale means that the student is responsible for his performance, not the chance factors while low score is on the External Locus of Control.

Instrument 2: Parent educational background Scale

SES was used to measure parents' parent educational background. Parent educational background was measured in this study based on the educational levels of the parents i.e. the father and the mother of the child. It has twelve (12) type items of which respondents were expected to respond by ticking in the appropriate box.

Instrument 3: Social Studies Performance Test (SSPT)

Academic performance according to Hatchers and Paul (1996) is how students deal with their studies and how they cope with or accomplish different tasks given to them. In this research, academic performance of JSS students was determined using Social Studies performance test scale. The scale contained twenty (20) multiple

options of which respondents indicated their choice by making a circle around letters a – d that has the correct option.

3.6 Validation

The instruments in this study were validated through face and content validity by experts from Ahmadu Bello University, Zaria in the Department of Educational Psychology and Counselling. Items on the instruments were scrutinized, necessary corrections and modifications to ascertain their appropriateness and content coverage with reference to the research objectives was done. Thus, the final copies of the LCS, SES and SSPT scales were produced in the light of the experts' observations, opinions and corrections for harmonization.

3.7 Pilot Testing

Locus of Control Scale (LCS) was pilot tested using forty (40) students randomly selected from the Junior Secondary School, Gwada that was not among the twenty four (24) schools selected for this study.

Subjects took an average time of 30 minutes to respond to the questionnaire items and were immediately collected by the researcher. To establish the reliability of LCS, the test-retest method was used. The same questionnaires were re-administered to the same group of students four (4) weeks after the first. Cronbach's Alpha in SPSS was used to compute the two administrations and the results read thus: the first pilot test was found to be 0.917 and the retest was found to be 0.802. Statistically, the questionnaire possesses high reliability and found worthy for use (see appendix 7).

Also, the Social Studies Performance Test (SSPT) was pilot tested and a test-retest method was also used to establish reliability of instruments using the same

group of students. Questions were administered in the same manner as they were administered for LCS pilot testing.

Using Cronbach's Alpha in SPSS to compute subjects responses, the result shows that the first pilot test is 0.996 while the retest was found to be 0.972. Statistically, the questionnaire possesses high reliability and was found to be worthy of the research use (see appendix 8).

3.8 Reliability

To establish reliability of the instruments, a split-half (odd-even number method) was used to ascertain the internal consistency of the items. A pilot testing of the research instruments was conducted using 40 students from a separate portion of the population. The administration of the pilot study was done by group method in JSS Gwada which is outside the selected schools. The reliability was determined using Cronbach's Alpha in Statistical Package for Social Science (SPSS) 21.0 version and test-retest approach was used to determine stability of items.

3.9 Procedure for Data Collection

The data was collected with the aid of research assistants. Prior to that, an introductory letter from the Department of Educational Psychology and Counselling, was obtained and duly signed by the Head of Department ABU Zaria. The letter was submitted to the Niger State Ministry of Education, Minna seeking permission to approach the principals of the schools that were selected for this study.

The principals were informed about the purpose of the study so that they grant access to students and attach a school staff to provide a lead for the conduct of the study. Prior to the proper administration of the instruments, the students were briefed about the nature and objectives of the study and also assured them of confidentiality.

The distribution of the questionnaires was done by the researcher with the aid of research assistants after they were given proper training and guidance on how to administer the instruments.

The instruments were administered to students by group method during normal class time but in a room specifically set aside for the purpose of the research. Participants completed the questionnaires in approximately 50 minutes duration in the presence of a research assistant. In a situation where there was a problem of understanding, literacy by the students, the researcher read the items aloud and verbatim. The students were praised for their support in participating in the study.

3.10 Procedure for Data Analysis

The purpose of this study was to determine the relationship between locus of control, parents' Parent educational background and academic performance of Junior Secondary School Students. Three instruments were used in data collection to determine the relationship between independents variables and dependent variable. The independent variables that is locus of control and parents Parent educational background were analyzed and discussed in relation to the dependent variable which is the academic performance. Descriptive and inferential statistics were used to interpret and analyze the data collected. The null hypothesis stated in chapter one- $H0_1$ and $H0_2$ were analyzed using inferential statistics using Pearson product moment Correlation (r) and $H0_3$, $H0_4$ and $H0_5$ were analyzed using Analysis of Variance (ANOVA).

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the analysis of the data collected in this study. It covers the demographic information of respondents, hypotheses testing, and summary of major findings and discussions of the study.

4.2 Demographic Information of Respondents

Table 4.1: Demographic Information of the Respondents

		Frequency	Percentage
Sex	Male	254	68.6
	Female	116	31.4
	Total	370	100.0
Educational Background	Tertiary	209	53.8
	Secondary	79	21.4
	Primary	61	16.5
	No formal Education	31	8.3
	Total	370	100.0

The frequency and percentages of table 4.1 above shows that (254) respondents representing 68.6% are male and one hundred and sixteen (116) representing 31.4% are female.

The table also shows the educational status of the respondents parent, 209 respondents representing 53.8% were Tertiary holder, 79 respondents representing 21.4% were secondary school holders, 61 respondents representing 16.5% have primary school certificate while 31 respondents representing 8.3% have no formal education.

4.3 Hypotheses Testing

Five null hypotheses were used in this study and were tested using Pearson Product Moment Correlation (r). The basis for retaining or rejecting the hypotheses was 0.05 alpha level of significance. Therefore, the following tables will help in providing statistical evidence that will prove or disapprove a given hypothesis.

Hypothesis One: There is no significant relationship between internal locus of control and academic performance of junior secondary school students in social studies.

Table 4.2: Pearson Product Moment Correlation statistics showing relationship between internal locus of control and academic performance of JSS students on social studies

Variable	N	Mean	SD	Df	r	P
Internal Locus of control	195	24.3381	7.76651	193	0.717	0.013
Academic performance	195	4.4290	1.42119			

**. Correlation is significant at 0.05 level (2-tailed).

Table 4.2 above shows statistically significant relationship between internal locust of control and academic performance of JSS students on Social Studies. This is because, the p-value of 0.013 is less than the 0.05 alpha levels of significance at a correlation index (r) level of – 0.717 at df of 193. This shows that there is relationship between academic performance of JSS students on Social studies and internal locus of control. Therefore, the null hypothesis which states that there is no significant relationship between internal locus of control and academic performance of JSS students on Social studies is rejected.

Hypothesis Two: There is no significant relationship between external locus of control and academic performance of JSS students on social studies.

Table 4.3: Pearson Product Moment Correlation showing relationship between external locus of control and academic performance of JSS students on social studies

Variable	N	Mean	SD	Df	r	P
External Locus of control	175	22.4290	6.42119	173	0.721	0.019
Academic performance	175	4.4290	1.42119			

**. Correlation is significant at 0.05 level (2-tailed).

Table 4.3 above shows a statistically significant relationship between external locust of control and academic performance JSS of students on Social Studies. This is because, the p value of 0.019 is less than the 0.05 alpha levels of significance at a correlation index (r) level of 0.721 at df of 173. This shows that there is relationship between academic performance of JSS students on Social studies and external locus of control. Hence, the null hypothesis which states that there is no significant relationship between external locus of control and academic performance of JSS students on Social studies is rejected.

Hypothesis Three: There is no significant differences in internal locus of control between students from different parents educational background in Junior Secondary School Students.

Table 4.4: One way ANOVA results of difference internal locus of control and parents' educational background.

Variable	Sum of Squares	df	Mean Squares	F	P- Value
Between Groups	17.621	3	1.531	9.331	0.0029
Within Group	370.711	366	7.146		
Total	388.332	369			

Table 4.4 above shows that the p-value is 0.0029 which is less than the 0.05 alpha levels of significance with the F value of 9.331 at df of 369. Hypothesis was analyzed using one way Analysis of Variance (ANOVA) test statistics at $p \leq 0.05$. Therefore, the null hypothesis which states that there is no significant differences in internal locus of control between students from different parents educational background in Junior Secondary School Students is hereby rejected.

Table 4.5 Scheffe post hoc test on the difference in internal locus of control on the basis of parents educational background.

Multiple Comparisons

	(I) Parents' educational background	(J) Parent' educational background	Mean Difference (I – J)	Std Error	Sig	95% Confidence Interval	
						Lower Bound	Upper Bound
Scheffe	Tertiary Education	Secondary School Certificate	21.31531*	.37903	.000	10.1411	12.4895
		Primary School Certificate	20.63957*	.48371	.000	19.1410	22.1381
		No formal education	17.63048*	.66863	.000	15.5591	19.7019
	Secondary School	Tertiary Education	17.10523*	.72525	.000	14.8584	19.3520
		Primary School Certificate	-11.31531*	.37903	.000	-12.4895	-10.1411
		No formal education	9.32426*	.44023	.000	7.9604	10.6881
	Primary School	Tertiary Education	6.31517*	.63788	.000	4.3390	8.2913
		Secondary School Certificate	5.78992*	.69700	.000	-5.8858	7.9492
		No formal education	-20.63957*	.48371	.000	4.4187	-19.1410
	No formal education	Tertiary Education	-9.32426*	.44023	.000	-21.5912	-7.9604
		Secondary School Certificate	-3.00909*	.70513	.001	-10.1903	-.8246
		No formal education	3.53434*	.75903	.000	-4.3963	1.1829

* The mean difference is significant at the 0.05 level.

The Scheffe post hoc test analysis also shows significant difference in internal locus of control among JSS students in Social studies on the basis of parent's parent educational background.

Hypothesis Four: There is no significant differences in external locus of control between students from different parents educational background in Junior Secondary School Students.

Table 4.6: One way ANOVA results of difference in external locus of control of JSS students in Social studies on the basis of parent's educational background.

Variable	Sum of Squares	Df	Mean Square	F	P- value
Between Groups	16.411	3	1.739	7.791	0.009
Within Group	371.711	366	9.614		
Total	388.122	369			

Table 4.6 above shows that the p-value is 0.009 which is less than the 0.05 alpha level of significance with the F value of 7.791 at df of 369. The hypothesis was analyzed using one way Analysis of Variance (ANOVA) test statistics at $p \leq 0.05$. Therefore, the null hypothesis which states that there is no significant differences in external locus of control between students from different parents educational background in Junior Secondary School Students is hereby rejected.

Table 4.7 Scheffe post hoc test on the difference in external locus of control on the basis of parent's educational background.

Multiple Comparisons

	(I) Parents Educational Background	(J) Parents Educational Background	Mean Difference (I – J)	Std Error	Sig	95% Confidence Interval	
						Lower Bound	Upper Bound
Scheffe	Tertiary Education	Secondary School Certificate	-20.63957*	.44023	.000	-2.1381	5.0276
		Primary School Certificate	-11.31531*	.70513	.000	-12.0610	2.2729
		No formal education	9.32426*	.75903	.000	8.4582	-19.1410
	Secondary School	Tertiary Education	6.31517*	.37903	.555	7.9492	-10.5697
		Primary School Certificate	5.78992*	.48371	.555	1.1829	2.0610
		No formal education	-20.63957*	.66863	.000	5.6785	21.5912
	Primary School	Tertiary Education	-9.32426*	.72525	.000	-12.0610	18.9459
		Secondary School Certificate	11.31531*	.37903	.001	8.4582	18.5320
		No formal education	20.63957*	.44023	.000	5.0603	-10.5697
	No formal education	Tertiary Education	9.32426*	.63788	.000	4.4187	10.1903
		Secondary School Certificate	6.31517*	.69700	.000	-21.5912	7.5701
		No formal education	5.78992*	.48371	.000	-10.1903	7.1611

* The mean difference is significant at the 0.05 level.

The Scheffe post hoc test analysis also shows significant difference in external locus of control among JSS students in Social studies on the basis of parent's parent educational background.

Hypothesis Five: There is no significant difference in academic performance between students from different parents educational background in Junior Secondary School Students.

Table 4.8: One way ANOVA results of difference Parents Educational Background and academic performance.

Variable	Sum of Squares	Df	Mean Squares	F	P- Value
Between Groups	17.621	3	1.403	7.101	0.004
Within Group	370.711	366	6.256		
Total	388.332	369			

Table 4.9 above shows that the p-value is 0.004 which is less than the 0.05 alpha levels of significance with the F value of 7.101 at df of 369. Hypothesis was analyzed using one way Analysis of Variance (ANOVA) test statistics at $p \leq 0.05$. Therefore, the null hypothesis which states that there is no significant differences in academic performance between students from different parents educational background in Junior Secondary School Students is hereby rejected.

Table 4.9 Scheffe post hoc test on the difference in parents educational status on the basis of academic performance.

Multiple Comparisons

	(I) Parents Educational Background	(J) Parents Educational Background	Mean Difference (I – J)	Std Error	Sig	95% Confidence Interval	
						Lower Bound	Upper Bound
Scheffe	Tertiary Education	Secondary School Certificate	9.31531*	.63788	.000	-10.6881	2.4895
		Primary School Certificate	2.63957*	.69700	.001	-5.1936	2.1381
		No formal education	7.63048*	.48371	.000	-5.8858	.7019
	Secondary School	Tertiary Education	-3.00909*	.44023	.000	-19.7019	1.3520
		Primary School Certificate	3.53434*	.70513	.000	-8.2913	.1411
		No formal education	2.63957*	.75903	.002	.8246	1.6881
	Primary School	Tertiary Education	17.63048*	.66863	.000	-3.2774	8.2913
		Secondary School Certificate	17.10523*	.70513	.001	-19.3520	7.9492
		No formal education	-11.31531*	.88838	.000	-7.9492	1.1410
	No formal	Tertiary Education	9.32426*	.72525	.003	1.1829	1.9604
	education	Secondary School Certificate	6.31517*	.69700	.001	-2.2269	.8246
		No formal education	5.20912*	.37903	.000	10.5697	1.1829

* The mean difference is significant at the 0.05 level.

The Scheffe post hoc test analysis also shows significant difference in academic performance between students from different parents educational background in Junior Secondary School Students.

4.4 Summary of Major Findings

The findings of this study revealed that:

1. Significant relationship exists between internal locus of control and academic performance of Junior Secondary School students in Social studies (r = 0.717; p = 0.013).
2. Significant difference exists between external locus of control and academic performance of JSS students in Social studies (r = 0.721; p = 0.019)
3. Significant difference exists differences in internal locus of control between students from different parents educational background in Junior Secondary School Students (f = 9.331; p = 0.0029)
4. Significant difference exists in external locus of control between students from different parents educational background in Junior Secondary School Students (f = 7.971, p = 0.009).

5 Significant difference also exists in academic performance between students from different parents educational background in Junior Secondary School Students (f = 7.101; p = 0.004).

4.5 Discussions

From the findings of this study, it can be deduced that significant relationship exists between internal locus of control and academic performance in social studies. The findings of this study collaborate with the early findings of Saricam, Ducan and Cardak (2012), Millar (2005), Stocks, April and Lynton (2012). They found that significant difference existed between cases of internal and external locus of control. Similarly, the finding coincided with that of Werner (1986) who maintained that people with external locus of control have two types of beliefs (predicts once outcome

and blame others for their own failure rather than themselves) and that internality is linked exclusively with attribution to effort while externality is attributed to luck.

The findings of this study also reveal that significant relationship existed between external locus of control and academic performance among junior secondary school students. This finding agrees with the early findings of Valleymalay, (2012), who maintained that a child's capability to succeed in school depends on how successfully the child is managed by his or her parents in the home environment and that parents parent educational background plays important role in providing these educational resources and it appears to impose the greatest impact on the child's educational outcomes. Furthermore, Turney and Kao (2009), Ratchiff and Hunt (2009), Vandelson and Orozo (2007) among others also assert that low socio-economic families are least likely to be involved in their students' education, whereas Graetz (1995) is of the view that educational success depends very strongly on parent educational background of the parents.

Furthermore, the findings reveal that significant differences in internal locus of control between students from different parents educational background. This finding agrees with the early findings of Saricam, Duran and Cardak (2012) who maintained that significant difference existed between internal and external locus of control of male and female and that female had a lower internal control than their counterpart male. This was also supported by Pandya and Jogsan (2013) who investigate sex differences in personality traits and locus of control among school children and found that 62.4% of students have external locus of control while 37.6% have internal locus of control.

Furthermore, the findings reveal that significant differences in external locus of control between students from different parents educational background. This

finding agrees with the early findings of Saricam, Duran and Cardak (2012) who maintained that significant difference existed between internal and external locus of control of male and female and that female had a lower internal control than their counterpart male. This was also supported by Pandya and Jogsan (2013) who investigate sex differences in personality traits and locus of control among school children and found that 62.4% of students have external locus of control while 37.6% have internal locus of control.

Finally, the findings of this study also reveal that significant differences in academic performance between students from different parents educational background. These findings agree with the findings of Martha (2009), Al-Matalka (2014), Memon, Jonbuish and Kharram (2010), and Ogunshola and Adewale (2002) who studied the relationship between home-based environment factors and academic performance in Kwara State, Nigeria and found that parents' parent educational background and parents' educational background did not significantly affect academic performance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses the outcome of the study and the findings of the research in relation to the hypotheses generated and tested. Conclusions were drawn based on the results, suggestions and recommendations for further researches are also made.

5.2 Summary

Locus of control implies the individual belief system regarding the causes of his or her experiences and the factors to which that person attributes success or failure. It is divided into two, that is: internal and external. People with internal locus of control believe that they control their own destiny. They also believe that their own experiences are controlled by their own skills or efforts. On the other hand, people who have an external locus of control tend to attribute their experiences to fate, chance or luck.

It has been observed that even among students this personality trait has serious implication on their academic performance and decision on their success or failure particularly at the secondary school level of our education system. It is on this note that the researcher considers it fit to investigate into the relationship among locus of control, parent educational background and academic performance of Junior Secondary School Students on Social Studies in Niger State, Nigeria. The study was guided by three (3) research questions, three (3) research hypotheses and three (3) basic assumptions.

In chapter two, literature was reviewed based on the major concepts of the study such as concept of locus of control, concept of parent educational background and concept of academic performance. In the process of the literature review, the theoretical aspect was considered of which Wiener attribution theory about success and failure was reviewed. Benard's theory of social learning and Rotter's theoretical stance of social learning were also reviewed. Also some empirical studies were examined in this chapter.

Chapter three examined the design of the study which employed correlational method, the population of the study which consisted of all Junior Secondary School Students with a population of 105,034 male and female. The sample for the study was drawn from the population of which 370 was considered appropriate as guided by the provision of Kreejie and Morgan (1970) table of sampling population. Three (3) instruments were used for the research namely: Locus of Control Scale (LCS), Parent educational background Scale and Social Studies Performance Test (SSPT) and were validated by experts in the Department of Educational Psychology and Counselling, ABU Zaria. Cronbach alpha in SPSS was used to compute the result of the pilot test on the instrument and the results read as follows:

For LCS, the first pilot test was 0.917 and the retest was 0.802, hence possessed high reliability and found worthy of research use. The SSPT, first pilot test was 0.966 while the retest was 0.972, also possess high reliability and found worthy of research use.

In chapter four, Pearson Product Moment Correlation (r), Analysis of Variance (ANOVA) and t-test were used to test hypotheses one (1), two (2) and three (3) respectively to this study.

5.3 Contribution to Knowledge

1. Significant relationship exists between internal locus of control and academic performance of Junior Secondary School students in Social studies.
2. Significant relationship exists between external locus of control and academic performance of junior secondary schools students in Social studies.
3. Significant difference exists in external locus of control between students from different parents educational background in Junior Secondary School Students.
4. Significant difference exists in external locus of control between students from different parents educational background in Junior Secondary School Students.
5. Significant difference exists in academic performance between students from different parents educational background in Junior Secondary School Students.

5.4 Conclusion

Based on the findings of the study, it was concluded that significant relationship exists between internal locus of control and academic performance in Social Studies, significant relationship exists between external locus of control and academic performance in Social Studies, significant differences exists in internal locus of control between students from different parents educational background in Junior Secondary School Students, significant differences exists in external locus of control between students from different parents educational background in Junior Secondary School Students and significant differences in academic performance

between students from different parents educational background in Junior Secondary School Students in Social Studies.

5.5 Recommendations

Based on the findings of the study, the following recommendations are proffered:

1. Parents, teachers, child psychologists and counselors should be sensitized on students locus of control and parent educational background as powerful predictor of academic performance among Junior Secondary School Students.
2. Seminars, workshops and conferences should be organized for all stakeholders in education sector on the relationship between locus of control and parent educational background as it affects students academic performance.
3. Gender should not be a significant factor on the relationship between locus of control and academic performance among Junior Secondary School Students.
4. Students should be encouraged to be more inclined to internal locus of control than to external because research has revealed that the internals perform better than those who rely on external factors.

5.6 Suggestions for further Study

This research is by no means exhaustive but an impetus for further researches. This study was designed as a correlational study, the same should be tried through other methods or design. This would allow certain conditions to be controlled and also would allow for avenue for better comparisons of the outcome.

Similar studies should be done at the Primary School level, Senior Secondary School level and even at the tertiary levels. This research could be widened by taking

a wider sample of subjects and then replicate the study using the whole country as the population area.

Further researches could be done into the relationship between Locus of Control and self-efficacy among students, or students' intelligent level and locus of control and how they determine their academic performance.

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APPENDIX 1

Locus of Control of Behaviour Scale

Section A: Personal Information

Instruction: Indicate your response by ticking (✓) the appropriate box.

Sex: Male ( ) Female ( )

Section B

Instruction: Please tick (✓) the box which most applies to you.

S/N	Item	Strongly Agreed	Agreed	Undecided	Disagreed	Strongly Disagreed
1.	I can anticipate difficulties and take action to avoid them					
2.	A great deal of what happen to me is probably a matter of chance.					
3.	Everybody knows that luck determines one's future.					
4.	I can control my problems only if I have outside support.					
5.	When I make plans, I am almost certain that I can make them work.					
6.	My problems will dominate me all my life.					
7.	Mistakes and problems are my responsibilities to deal with.					
8.	Becoming successful is a matter of hard work, luck has little or nothing to do with it.					
9.	My life is controlled by outside actions and events.					
10.	People are victims of circumstance beyond their control.					
11.	To continually solving my problems I need professional help.					
12.	When I am under stress, the tightness in my muscle is due to things outside my control.					
13.	I believe a person can really be master of his life.					
14.	It is possible to control my irregular and fast breathing when I am having difficulty.					
15.	I understand why my problems vary so much from one occasion to the other.					

Adopted Instrument on Locus of control of behaviour scale developed by Craig, et al (1984) constructed with reference to Internal-External Scale by Rotters (1966).

APPENDIX 2

Parent educational background Scale

Section A: Personal Information

Instruction: Indicate your response by ticking (✓) the appropriate box.

Sex: Male ( ) Female ( )

Section B: Father's Status

Father's level of education:

1. University degree and above ( )
2. NCE ( )
3. Diploma Certificate ( )
4. Secondary School Certificate ( )
5. Primary School Certificate ( )
6. No formal education ( )

Section C: Mother's Status

Mother's level of education:

7. University degree and above ( )
8. NCE ( )
9. Diploma Certificate ( )
10. Secondary School Certificate ( )
11. Primary School Certificate ( )
12. No formal education ( )

A self developed instrument to determine the parental parent educational background based on readings from Dustmann (2004); Memon et al (2010) and Hassan (2009).

APPENDIX 3

SOCIAL STUDIES PERFORMANCE TEST (SSPT)

CONSISTING OF MULTIPLE OPTIONS RRANGING FROM A, B, C, AND D.

Section A: Personal Information

Instruction: Indicate your response by ticking (✓) the appropriate box.

Sex: Male ( ) Female ( )

Section B

Instruction: Answer all questions by circling the letter (a – d) that has the correct option.

1. Organized knowledge applied to solve practical problem is known as.
   (a) Science (b) Observation (c) Application (d) Experiment
2. The following belong to mass communication except
   (a) Television (b) Road sign (c) Radio (d) Newspaper
3. One of the following does not involve the use of technology.
   (a) Improving health service (b) Eating food with finger (c) Developing new type of Machinery (d) Improving the rate at which crops can grow.
4. All the following are social issues and problems except
   (a) Poverty (b) Unemployment (c) Employment (d) Corruption
5. All the gifts of nature in our environment are called.
   (a) Natural resources (b) Human resources (c) Money resources
   (d) Food resources
6. Another name for formal education is called.
   (a) Informal education (b) Qur'anic education (c) Western education
   (d) bible education
7. Through what process are modern democratic leaders chosen?
   (a) Competition (b) Voting (c) Census (d) Election
8. The first tier of government in Nigeria is the.
   (a) State government (b) Federal government (c) Local government (d) Office
9. Culture can be defined as the way of people's.
   (a) Life (b) Dress only (c) Food only (d) Musical instrument
10. The colour of Nigeria flag comprises of.
    (a) Blue White Blue (b) Green White Red (c) Green White Green
    (d) Blue White Brown

11. The simplest means of transportation is by.
    (a) Horse (b) Foot (c) Car (d) Bicycle
12. The most common occupation in Nigeria is.
    (a) Trading (b) Teaching (c) Farming (d) Weaving
13. Who was the elected Governor of Niger State between 2007 to 2010?
    (a) Awwal Ibrahim (b) Inuwa Musa (c) Dr. Muazu Babangida
    (d) Abdulkadir Kure
14. International trade depends mostly on.
    (a) Water (b) Road (c) Rail (d) Air
15. Transportation and communication are important to a nation's economy.
    (a) True (b) False (c) All of the above (d) None of the above
16. _____ means a state of being poor.
    (a) Corruption (b) Cultism (c) Poverty (d) Greediness
17. _____ behaviour occurs when people perform activities collectively
    (a) People (b) Group (c) Men (d) Human
18. The working together of people for a common goal is called.
    (a) Hostility (b) Confrontation (c) Conflict (d) Cooperation
19. The rainy months in Nigeria are.
    (a) September to March (b) January to December (c) April to May
    (d) April to October
20. _____ is the intake of excessive drugs.
    (a) Medicine (b) Drug trafficking (c) Drug abuse (d) abuse

Marking Scheme: 5 marks for each correct answer

The Instrument is developed by Niger State Ministry of Education, Test and Measurement Unit (2014) and adopted.

APPENDIX 4

Enrolment figures for public Junior Secondary School Students in Niger State According to Local Government.

S/N	LGA	No of JSS	ENROLMENT						
			JSS 1		JSS 2		JSS 3		Total
			Male	Female	Male	Female	Male	Female	
1.	Agaie	5	401	153	422	161	269	134	**1540**
2.	Agwara	-	-	-	-	-	-	-	
3.	Bida	8	2,353	1,109	3,135	1,215	2,296	1,390	**11,498**
4.	Borgu	3	183	150	211	131	211	144	**1,030**
5.	Bosso	8	963	937	1087	877	911	812	**5,586**
6.	Chanchaga	6	1,776	1,556	1,995	1,176	2,224	1,729	**10,456**
7.	Edati	10	851	409	923	387	934	646	**4,150**
8.	Gbako	12	1,091	536	1,121	483	883	329	**4,443**
9.	Gurara	7	368	301	330	269	374	236	**1,878**
10.	Katcha	18	1,359	1,031	1,293	922	1,384	1,127	**7,116**
11.	Kontagora	10	1,777	912	1,690	841	1,570	921	**7,711**
12.	Lapai	11	977	585	899	545	782	524	**4,312**
13.	Lavun	16	794	622	708	474	744	437	**3,779**
14.	Magama	10	762	453	714	354	574	343	**3,200**
15.	Mariga	8	630	309	585	277	482	274	**2,557**
16.	Mashegu	15	1,182	578	948	556	948	526	**4,738**
17.	Mokwa	8	628	352	508	358	532	323	**2,701**
18.	Munya	4	549	435	678	458	514	298	**2,932**
19.	Paikoro	8	805	532	656	480	532	402	**3,407**
20.	Rafi	2	192	86	174	50	140	66	**708**
21.	Rijau	10	978	542	965	599	804	623	**4,511**
22.	Shiroro	6	433	321	366	311	502	364	**2,297**
23.	Suleja	9	1,478	1,377	1,583	1,489	1,392	1,369	**8,688**
24.	Tafa	4	724	642	855	511	642	531	**3,905**
25.	Wushishi	8	437	187	561	495	121	90	**1891**
	Total	**206**	**21,424**	**14,279**	**22,014**	**13,583**	**19,932**	**13,802**	**105,034**

Source: Niger State Ministry of Education.

APPENDIX 5

Sample Size of Junior Secondary Two (II) Students

MINNA EDUCATIONAL ZONE						
S/N	**L.G.A**	**SELECTED SCHOOLS**	**POPULATION**	**SAMPLE**		
				MALE	**FEMALE**	**TOTAL**
1.	Chanchaga	1. JSS Barikin Sale	478	20	16	36
		2. JSS Gbangbapi	276	10	12	22
2.	Paikoro	3. JSS Bugo	52	3	2	5
		4. JSS Zubakpere	120	8	3	11
3.	Munya	5. JSS Serikin Pawa	145	25	14	39
		6. JSS Zazzaga	47	3	2	5
		Sub-Total	**1468**	**69**	**49**	**118**
BIDA EDUCATIONAL ZONE						
4.	Bida	7. JSS Gbazhin	769	55	8	63
		8. JSS Kutchita	241	12	4	16
5.	Agaie	9. JSS Essangi	31	2	1	3
		10. JSS Bokun	39	2	2	4
6.	Gbako	11. JSS Lemu	214	18	1	19
		12. JSS Batako	50	3	1	4
		Sub-Total	**1344**	**92**	**17**	**109**
SULEJA EDUCATION ZONE						
7.	Suleja	13. JSS Awal Ibrahim JS Suleja	155	6	6	12
8.	Tafa	14. JSS Chaza	152	6	5	11
		15. JSS Garam	315	14	10	24
9.	Gurara	16. JSS Chawa	18	1	1	2
		17. JSS Gwachipe	34	1	1	2
		18. JSS Gawu	349	18	10	28
		Sub-Total	**1023**	**46**	**33**	**79**
KONTAGORA EDUCATIONAL ZONE						
10.	Kontagora	19. JSS Kontagora	370	18	6	24
		20. JSS Masuga	38	2	1	3
11.	Rafi	21. JSS Kwana	75	5	1	6
		22. JSS Uregi	89	4	2	6
12.	Wushishi	23. JSS Zungeru	296	15	6	21
		24. JSS Kado, Wushishi	45	3	1	4
		Sub-Total	**913**	**47**	**17**	**64**
		GRAND TOTAL	**4748**	**254**	**116**	**370**

Source: Niger State Ministry of Education.

APPENDIX 6

Table for Determining Sample Size from a Given Population

N	*S*	*N*	*S*	*N*	*S*
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	277
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Source: Krejcie and Morgan (1970)
Key: N = Population Size
S = Sample Size

APPENDIX 7
LOCUS OF CONTROL (LOC)

Reliability

Scale: ALL VARIABLES

Reliability Statistics

Cronbach's Alpha	N of Items
.917	16

Item Statistics

	Mean	Std. Deviation	N
Sex	1.7000	.46410	40
I can anticipate difficulties and take action to avoid them	4.2000	1.11401	40
A great deal of what happen to me is probably a matter of chance.	4.1000	1.27702	40
Everybody knows that luck determines one's future.	4.3250	.94428	40
I can control my problems only if I have outside support.	4.4000	.90014	40
When I make plans, I am almost certain that I can make them work.	4.0250	1.02501	40
My problems will dominate me all my life.	4.2250	.99968	40
Mistakes and problems are my responsibilities to deal with.	4.2750	1.10911	40
Becoming successful is a matter of hard work, luck has little or nothing to do with it.	4.1750	1.12973	40
My life is controlled by outside actions and events.	4.3000	1.04268	40
People are victims of circumstance beyond their control.	4.2250	1.07387	40
To continually solving my problems I need professional help.	3.7500	1.37281	40
When I am under stress, the tightness in my muscle is due to things outside my control.	4.1750	1.03497	40

I believe a person can really be master of his life.	4.3000	.91147	40
It is possible to control my irregular and fast breathing when I am having difficulty.	4.2250	.86194	40
I understand why my problems vary so much from one occasion to the other.	4.2750	.75064	40

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Sex	62.9750	122.538	-.371	.927
I can anticipate difficulties and take action to avoid them	60.4750	101.179	.737	.908
A great deal of what happen to me is probably a matter of chance.	60.5750	102.456	.575	.914
Everybody knows that luck determines one's future.	60.3500	102.592	.808	.907
I can control my problems only if I have outside support.	60.2750	102.256	.872	.905
When I make plans, I am almost certain that I can make them work.	60.6500	103.054	.713	.909
My problems will dominate me all my life.	60.4500	102.305	.773	.907
Mistakes and problems are my responsibilities to deal with.	60.4000	99.528	.822	.905
Becoming successful is a matter of hard work, luck has little or nothing to do with it.	60.5000	101.026	.733	.908
My life is controlled by outside actions and events.	60.3750	101.522	.777	.907
People are victims of circumstance beyond their control.	60.4500	107.792	.448	.917
To continually solving my problems I need professional help.	60.9250	98.687	.674	.911

When I am under stress, the tightness in my muscle is due to things outside my control.	60.5000	107.077	.504	.915
I believe a person can really be master of his life.	60.3750	106.548	.615	.912
It is possible to control my irregular and fast breathing when I am having difficulty.	60.4500	109.997	.454	.916
I understand why my problems vary so much from one occasion to the other.	60.4000	113.323	.316	.919

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
64.6750	118.943	10.90610	16

Reliability

Scale: ALL VARIABLES

Reliability Statistics

Cronbach's Alpha	N of Items
.802	16

Item Statistics

	Mean	Std. Deviation	N
Sex	1.7000	.46410	40
I can anticipate difficulties and take action to avoid them	4.5250	.78406	40
A great deal of what happen to me is probably a matter of chance.	4.3250	.76418	40
Everybody knows that luck determines one's future.	4.4250	.90263	40

I can control my problems only if I have outside support.	4.4750	.64001	40
When I make plans, I am almost certain that I can make them work.	4.5000	.78446	40
My problems will dominate me all my life.	4.3750	.62788	40
Mistakes and problems are my responsibilities to deal with.	4.4250	.59431	40
Becoming successful is a matter of hard work, luck has little or nothing to do with it.	4.3000	.68687	40
My life is controlled by outside actions and events.	3.9500	.95943	40
People are victims of circumstance beyond their control.	4.3250	.69384	40
To continually solving my problems I need professional help.	4.1500	1.02657	40
When I am under stress, the tightness in my muscle is due to things outside my control.	4.2750	.96044	40
I believe a person can really be master of his life.	4.5500	.59700	40
It is possible to control my irregular and fast breathing when I am having difficulty.	4.2250	.86194	40
I understand why my problems vary so much from one occasion to the other.	4.2750	.75064	40

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Sex	65.1000	41.015	-.490	.829
I can anticipate difficulties and take action to avoid them	62.2750	33.230	.495	.784

A great deal of what happen to me is probably a matter of chance.	62.4750	33.999	.419	.790
Everybody knows that luck determines one's future.	62.3750	32.804	.454	.787
I can control my problems only if I have outside support.	62.3250	37.199	.091	.809
When I make plans, I am almost certain that I can make them work.	62.3000	32.523	.579	.778
My problems will dominate me all my life.	62.4250	36.302	.214	.802
Mistakes and problems are my responsibilities to deal with.	62.3750	34.446	.504	.786
Becoming successful is a matter of hard work, luck has little or nothing to do with it.	62.5000	33.231	.583	.780
My life is controlled by outside actions and events.	62.8500	29.208	.790	.756
People are victims of circumstance beyond their control.	62.4750	33.179	.583	.780
To continually solving my problems I need professional help.	62.6500	32.541	.403	.793
When I am under stress, the tightness in my muscle is due to things outside my control.	62.5250	30.615	.638	.771
I believe a person can really be master of his life.	62.2500	33.115	.705	.775
It is possible to control my irregular and fast breathing when I am having difficulty.	62.5750	36.763	.078	.816
I understand why my problems vary so much from one occasion to the other.	62.5250	35.794	.218	.804

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
66.8000	38.318	6.19015	16

APPENDIX 8
SOCIAL STUDIES PERFORMANCE TEST (SSPT)

Reliability

Scale: ALL VARIABLES

Reliability Statistics

Cronbach's Alpha	N of Items
.996	21

Item Statistics

	Mean	Std. Deviation	N
Sex	1.7000	.46410	40
Organized knowledge applied to solve practical problem is known as	2.3750	1.23387	40
The following belong to mass communication except	2.6500	1.16685	40
One of the following does not involve the use of technology.	3.1250	1.06669	40
All the following are social issues and problems except	2.6250	1.23387	40
All the gifts of nature in our environment are called.	1.7250	.93336	40
Another name for formal education is called	3.1250	1.06669	40
Through what process are modern democratic leaders chosen	3.1250	1.06669	40
The first tier of government in Nigeria is the	3.1250	1.06669	40
Culture can be defined as the way of people's	3.1250	1.06669	40
The colour of Nigeria flag comprises of.	3.1250	1.06669	40
The simplest means of transportation is by	3.1250	1.06669	40
The most common occupation in Nigeria is.	3.1250	1.06669	40

Who was the elected Governor of Niger State between 2007 to 2010?	3.1250	1.06669	40
International trade depends mostly on	3.1250	1.06669	40
Transportation and communication are important to a nation's economy	3.1250	1.06669	40
_____ means a state of being poor	3.1250	1.06669	40
_____ behaviour occurs when people perform activities collectively	3.1250	1.06669	40
The working together of people for a common goal is called.	3.1250	1.06669	40
The rainy months in Nigeria are	3.1250	1.06669	40
_____ is the intake of excessive drugs.	3.1250	1.06669	40

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Sex	59.3750	440.651	.854	.997
Organized knowledge applied to solve practical problem is known as	58.7000	412.318	.871	.996
The following belong to mass communication except	58.4250	412.353	.924	.996
One of the following does not involve the use of technology.	57.9500	413.228	.995	.995
All the following are social issues and problems except	58.4500	409.279	.936	.996
All the gifts of nature in our environment are called.	59.3500	430.079	.686	.997
Another name for formal education is called	57.9500	413.228	.995	.995
Through what process are modern democratic leaders chosen	57.9500	413.228	.995	.995

The first tier of government in Nigeria is the	57.9500	413.228	.995	.995
Culture can be defined as the way of people's	57.9500	413.228	.995	.995
The colour of Nigeria flag comprises of.	57.9500	413.228	.995	.995
The simplest means of transportation is by	57.9500	413.228	.995	.995
The most common occupation in Nigeria is.	57.9500	413.228	.995	.995
Who was the elected Governor of Niger State between 2007 to 2010?	57.9500	413.228	.995	.995
International trade depends mostly on	57.9500	413.228	.995	.995
Transportation and communication are important to a nation's economy	57.9500	413.228	.995	.995
_____ means a state of being poor	57.9500	413.228	.995	.995
_____ behaviour occurs when people perform activities collectively	57.9500	413.228	.995	.995
The working together of people for a common goal is called.	57.9500	413.228	.995	.995
The rainy months in Nigeria are	57.9500	413.228	.995	.995
_____ is the intake of excessive drugs.	57.9500	413.228	.995	.995

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
61.0750	457.507	21.38941	21

Reliability

Scale: ALL VARIABLES

Reliability Statistics

Cronbach's Alpha	N of Items
.972	21

Item Statistics

	Mean	Std. Deviation	N
Sex	1.7000	.46410	40
Organized knowledge applied to solve practical problem is known as	2.2500	1.21423	40
The following belong to mass communication except	2.5000	1.17670	40
One of the following does not involve the use of technology.	2.5000	1.01274	40
All the following are social issues and problems except	2.2500	.98058	40
All the gifts of nature in our environment are called.	1.9250	.99711	40
Another name for formal education is called	2.5000	1.01274	40
Through what process are modern democratic leaders chosen	2.5000	1.01274	40
The first tier of government in Nigeria is the	2.5000	1.01274	40
Culture can be defined as the way of people's	2.5000	1.01274	40
The colour of Nigeria flag comprises of.	2.5000	1.01274	40
The simplest means of transportation is by	2.5000	1.01274	40
The most common occupation in Nigeria is.	2.5000	1.01274	40

Who was the elected Governor of Niger State between 2007 to 2010?	2.5000	1.01274	40
International trade depends mostly on	2.5000	1.01274	40
Transportation and communication are important to a nation's economy	2.5000	1.01274	40
_____ means a state of being poor	2.5000	1.01274	40
_____ behaviour occurs when people perform activities collectively	2.5000	1.01274	40
The working together of people for a common goal is called.	2.5000	1.01274	40
The rainy months in Nigeria are	2.5000	1.01274	40
_____ is the intake of excessive drugs.	2.5000	1.01274	40

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Sex	48.9250	283.507	.273	.974
Organized knowledge applied to solve practical problem is known as	48.3750	284.753	.043	.979
The following belong to mass communication except	48.1250	266.317	.528	.973
One of the following does not involve the use of technology.	48.1250	255.599	.968	.969
All the following are social issues and problems except	48.3750	270.189	.522	.973
All the gifts of nature in our environment are called.	48.7000	298.779	-.342	.981
Another name for formal education is called	48.1250	255.599	.968	.969
Through what process are modern democratic leaders chosen	48.1250	255.599	.968	.969

The first tier of government in Nigeria is the	48.1250	255.599	.968	.969
Culture can be defined as the way of people's	48.1250	255.599	.968	.969
The colour of Nigeria flag comprises of.	48.1250	255.599	.968	.969
The simplest means of transportation is by	48.1250	255.599	.968	.969
The most common occupation in Nigeria is.	48.1250	255.599	.968	.969
Who was the elected Governor of Niger State between 2007 to 2010?	48.1250	255.599	.968	.969
International trade depends mostly on	48.1250	255.599	.968	.969
Transportation and communication are important to a nation's economy	48.1250	255.599	.968	.969
_____ means a state of being poor	48.1250	255.599	.968	.969
_____ behaviour occurs when people perform activities collectively	48.1250	255.599	.968	.969
The working together of people for a common goal is called.	48.1250	255.599	.968	.969
The rainy months in Nigeria are	48.1250	255.599	.968	.969
_____ is the intake of excessive drugs.	48.1250	255.599	.968	.969

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
50.6250	287.984	16.97009	21