

Vol. 12, Issue 2, 2006

**NIGERIAN JOURNAL
OF CLINICAL AND
COUNSELLING
PSYCHOLOGY**

ISSN - 1118 - 4035



Nigerian Journal of Clinical and Counselling Psychology

Vol. 12, Issue 2

ISSN: 118-4035

2006

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Nigeria

Amos A. Alao
Guidance & Counselling
Centre
University of Botswana
Gaborone, Botswana
e-mail: aa+noka.ub.bw

E.A. Akinade

Lagos State University
Ojoo, Lagos

Anthony V. Naidoo

University of Western Cape
Institute of Counselling
Bellville 7535,
South Africa
e-mail: anaidoo@uwc.ac.za

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Editor's Note

I want to thank many people who reviewed the papers for publication for their willingness to give their time and expertise to the success of the Journal. We at the Editorial office recognise and appreciate the sacrifice you make for us.

Recent technological developments point to new possibilities for publication purposes, for example through e-mail papers are submitted, reviewed, corrected and revised all through e-mail. This method is faster than mailing the papers/diskettes. Microsoft word or word perfect are preferred in preparing manuscripts. Authors are asked to submit novel theoretical contributions, research studies novel ideas on democracy and poverty as well as new examples of practice-relevant issues that would stimulate discussions.

The Editorial Board sends warmest greetings to our contributors of journal articles and our subscribers.

We look forward to an exciting new year in 2007

Prof. Helen O. Nwagwu
Editor

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**LOCUS OF CONTROL, SELF-CONCEPT AND
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OF ACADEMIC ACHIEVEMENT AMONG
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LOCUS OF CONTROL, SELF-CONCEPT AND EMOTIONAL INTELLIGENCE AS CORRELATES OF ACADEMIC ACHIEVEMENT AMONG ADOLESCENTS IN SENIOR SECONDARY SCHOOLS IN OYO STATE.

By

E.ADENIKE EMEKE (Ph.D)

*International Centre For Educational Evaluation
Institute of Education
University of Ibadan, Ibadan, Nigeria.
.emeke2002@yahoo.com*

'HAMMED ADENIYI ADEOYE

*International Centre For Educational Evaluation
Institute of Education
Institute of Education
University of Ibadan, Ibadan, Nigeria.
ahmedadeoye@yahoo.co.uk*

VICTOR AYEBAMI TORUBELI

*Department of Educational Foundations
Niger Delta University, Wilberforce Island,
Bayelsa State, Nigeria*

Abstract

The study investigated locus of control, self-concept and emotional intelligence as predictors of academic achievement among senior secondary school students in Oyo State. Participants consisted of 600 students (370 boys and 230 girls) from four senior secondary schools in four educational zones of Oyo state. The participants who were SS 2 students with age ranging between 14 and 20 years with a calculated mean age of 16.2 years and standard deviation of 3.6 were randomly selected. The students responded to valid and reliable instruments, namely: locus of control scale, self-concept scale, emotional intelligence scale and general Aptitude test. Data analysis involved multiple regression, to examine the predictive effect of locus of control, self-concept and emotional intelligence on the students' academic achievement. Results showed that the variables when taken jointly and relatively, predicted academic achievement of students. Implications for the findings were discussed and the need for guidance services in Nigerian secondary schools was also stressed.

Introduction

Nations, especially the developing ones, use education to build the capacity of their people to meet the challenges of accelerated development, therefore, one needs the power of reasoning and its right use to have knowledge, truth, happiness and be able to face life with confidence. Nothing does this more to humanity in magnitude than education (Uwadiae, 1997). Education leads to the integral development of the whole person, thus there is emphasis on the development of cognitive, affective and psychomotor aspects of a learner to make him develop fully (Emeke, 2001; Labo-Popoola, 2003). This made Obemeata (2003) to affirm that education is the only means by which the individual can acquire specialized knowledge and skills, and this is even regarded as a prerequisite for economic development. Education is the most important instrument for affecting social change and mobility. It is therefore understandable why most governments all over the world attach great importance to education.

It is generally argued that any country that toys with the education of its citizens is toying with the future of the country as a whole. In Nigeria, the government expends a proportion of her resources on education. In the 1950s and 1960s, the regional governments of Nigeria spent between 40% and 45% of their recurrent expenditure on education. In 1993, 1994 and 1995 consecutively, education had the lion share of government's annual budget of N7.9 billion in 1993, N7.8 billion in 1994 and N12.7 billion in 1995.

In Nigeria, evidence shows that education is Nigeria's largest industry considering the huge amount of money, which the government invested on it annually (Obemeata, 2003). However, in putting so much money into education in Nigeria, the government expects to use education as an instrument for the achievement of the country's national objectives. An important aim of the educational policy of Nigeria is the development of the country. For this purpose, manpower is required. The development of manpower will ensure the availability of adequate personnel that will generate ideas, formulate policies and implement them for the purpose of national development.

The achievement of students has therefore been a source of great concern for many educators, parents, guardians, curriculum planners and researchers. This general concern stems from the prevailing poor

achievement recorded by students almost each succeeding year at the end of their secondary school course (Emeke, 2001; Ezeazor, 2003). Aki (1994, 2000) lamented that the level of performance in mathematics at secondary school level has remained poor and that there are no signs of improvement in the near future. The same poor performance is also recorded in English language according to the data obtained in 1994 WAEC by the researchers.

Literature Review

In the literature, there are numerous factors influencing student achievement. According to scholars, these include school quality (Obemeata, 2001; Ogunniyi, 1996), teacher quality (Okpala, 1999; La Popoola, 2003; Awoyemi, 1986; Awomolo & Adeyegbe, 1995; Emek, 1996), school environment (Ilori, 1995; Okwilagwe, 1995; Allan Mc Cluskey, 1997), poor implementation of policy on education (Salami, 1992) and provision of resources (Farombi, 1998). Also, Kee (1995) emphasized the use of textbooks as having a positive effect on student achievement. Other research findings have shown that individual characteristics such as motivation, orientations, self-esteem and learning approaches are important factors influencing academic achievement (Minneart & Jasen, 1992; Watkin, 1986). A considerable amount of literature has concerned itself with the unique position of students themselves in their scholastic achievement. A lot of studies have emphasized student's attitude, socio-economic background, peer group influence and gender as they affect academic achievement of the learners. However, none of these studies also considered the combination of the students' self-concept, locus of control and emotional intelligence as they relate to the academic achievement of the learners. It is this gap that necessitates this research work.

It is observed that good education is the key to being a successful person in life. One of the variables determining this in an individual is locus of control which affects different individuals differently. The concept of locus of control stemmed from the social learning theory introduced by Rotter in 1954, which refers to the disposition to perceive one's reinforcement as contingent on one's own efforts or on factors beyond one's control. This theory provides a useful means of measuring individual differences in the extent to which reinforcement is viewed as a consequence of one's own behaviour or otherwise. The theory has proved

to be a highly useful personality dimension for understanding the role of reinforcement in a variety of behavioural situation (Abe, 1995).

Locus of control refers to the extent to which individual's believe can control events affecting him (Rotter, 1966; Fayombo, 2001). Individuals who have internal locus of control believe that events in their lives are generally the results of their own behaviour and actions. Individuals who have external locus of control believe that events in their lives are generally determined by chance, fate and other people.

Therefore, internal locus of control and acceptance of responsibility is associated with better achievement results. Further, internal locus of control persons seem to be more cognitively active. Evidence suggests that external and internal locus of control subjects differ in their mental awareness of challenges inherent in certain tasks and of opportunities in performance of those tasks (Lefcourt, 1976).

Weiner (1979) presented a systematic achievement motivation theory which begins with the assumption that students attribute their success or failures to internal and external causes. Those who attribute their success to internal causes have a greater degree of achievement motivation than those who attribute their success to external causes. Infact, the locus of control in people affects their perception of rewards they receive as controlled by internal factors such as their personal ability, effort or skills or as controlled by external factors such as chance, luck or other people.

When an individual believes that he can exert control over success in school, he performs better on cognitive tasks and when individuals succeed in school, they are more likely to view school performance as a controllable outcome (Skinner, Wellborn & Connel, 1990). This implies that an individual who perceives himself as having no control over academic successes and failures subsequently generate performance that serve to confirm their beliefs. It is also predicted that individuals who believe that academic outcomes are under their sown personal control would be more engaged in school and earn better grades and achievement scores. This is consistent with the findings of (Nichollis, 1984).

Self-concept as one of the most enduring construct in psychology and education has been shown to predict academic achievement. Fayombo (2001) viewed self-concept as a complex system of conscious and unconscious belief, which an individual holds about himself in terms of success and failure in academic endeavour. Adesemowo (1992) on his

own considered self-concept as an individual's view of himself, as it subsumes self-image, which is the individual's description of himself, and self-evaluation in relation to academic achievement. It is an individual's reflection of himself as well as reflection on other people.

Animashaun (2000) opines that positive self-concept is valued as a goal of education and socialization and a potential facilitator of motivation and the need for achievement. Bakare (1983) in a study found out that self-concept and the need for achievement are related. An adolescent failed in academic achievement because of damaged self-concept and that damaged self-concept lead to successive failure in the school. To corroborate the above, Okoye (1988) postulates that self-concept affects learning as a result of attitude or frame of mind. In the classroom situation for instance Okoye (1988) argues that candidates pass or fail examination even before entering the examination hall. The way an individual perceives or conceives his abilities, capabilities and potentialities often affect him in class. To some youth, success is an illusion; they think that it is impossible for them to succeed academically because they have damaged self-concept (Akinboye, 1982, Fayombo, 1998).

Bryne (1984), Helmke (1992), Marsh (1990) maintained that there can be no doubt that academic self-concept is formed at least in part prior to achievement. Achievement related successes and failures influence self-concept through various means in particular, through the evaluation of significant others (Teachers and Parents). A high self-concept of ability may be a favourable precondition for the initiation and persistence of effort in learning and achievement situation (Helmke, 1991, 1992). Also students with low self-concept might avoid critical learning situations that could threaten their self-concept and thus might show less effort in school. Schewer and Kraut (1979) assumed that an improvement in self-concept would lead to gain in academic achievement.

House (1997) in a study of academic achievement of adolescents in America found out that academic achievement and self-concept are related. The result indicated that self-achievement expectancies significantly correlated with higher academic performance. Vispoel (1995) maintained that positive self-concept is a mediatory variable that facilitates the attainment of desired learning outcomes. The existence of a direct influence of self-concept on academic achievement also agreed with Bryne's (1984) self achievement model which shows that a learner's self-

concept in a school subject primarily determined academic achievement in the subject and that academic self-concept has motivated properties which could improve other variables responsible for academic achievement. In a meta-analysis carried out by Hansford and Hattie (1982), it was found out that the average correlation between general self-concept and achievement was 0.21 and that academic self-concept is closely related to academic achievement. Self-enhancement theory also suggests that self-concept determines achievement. A favourable self-concept may be an important precondition for coping with difficult learning situation, which in turn facilitates academic success (Chapman, Cullen, Boersma & Raguire, 1981; Marsh, 1987).

It is well known that effective learning depends on the interaction between cognitive and emotional process. This is why schools are considered as organic wholes that grow and develop and within which all actors, their actions and knowledge are interrelated as well as interact with the surrounding environment (Allan McCluskey, 1997). In fact, emotional intelligence has been found to create higher educational achievement and behaviour as well as reduce discipline problems. Emotions are more important and powerful to the brain than higher order thinking skills. It has been observed that people who have poor abilities at reading body languages are less academically successful.

Moreover, emotional intelligence matter most in times of change. It is an ability to recognize one's own feelings and those of others, for motivating self as well as in relationship that make the difference. This assertion lay credence to Aristotle's saying in the Nicomachean Ethics that anyone can become angry, that is easy; but to become angry with the right person, to the right degree, at the right time, for the right purpose and in the right way, this is not easy." This made Salovey and Mayer (1990) describe emotional intelligence as a form of social intelligence that involves the ability to monitor one's own and other's feeling and emotions, to discriminate among them and to use this information to guide ones thinking and action. In short, it is the ability to manage feelings and handle stress as well as knowing when and how to express emotion as it does with controlling it.

Emotional intelligence has implications for the way problems are tackled for prevention activities in physical and mental health care, for effective intervention in schools and communities, business and

organizations (Seligman & Csikzentmihaly, 2000). Our increasing understanding of emotion suggests academic achievement. This is corroborated in Lees and Barnard (1999) study of the climate of individual teacher's classroom and conclude that teachers who are more aware of how students feel in the classroom are better able to design a learning environment that suits students and better able to guide them towards success. Teachers who have a leader, who has created a positive school climate, will be better equipped to do the same in their own classroom.

Further, Salovey and Mayer (1993) believed that an emotionally intelligent person is skilled in four areas:

- (i) identifying
 - (ii) understanding
 - (iii) using and (iv) regulating emotions
- This was later confirmed by Goleman (1995) when he emphasized that emotional Intelligence consists of five components:

- (i) self awareness
- (ii) self management
- (iii) motivation
- (iv) recognizing emotions in others (empathy)
- (v) Handling relationships.

How skilled an individual is in any of these five components determines an individual's competence. All emotional intelligence abilities are involved in some degree of skill in the affective domain along with skills in whatever cognitive elements are at play with each ability.

From the foregoing, emotions and values are vital for a person's well-being and achievement in life. Quality emotions and feelings help students give their best potential in the classroom. The students who are aversive and think negatively cannot concentrate for a long time and have more difficulty in reaching their potential than others (Ediger, 1997). Pools (1997) also stated that emotional well-being is a predictor of success, academic achievement, job success among others.

More recently, a small body of empirical research has emerged to suggest that there is merit in the idea that emotional intelligence is associated with academic achievement as long as careful attention is directed at the methodology for assessing emotional intelligence and achievement variables. (Parker, Summer-feldt, Hogan & Majeski, 2004). Pool (1997) emphasized that emotional well-being is a predictor of

success in academic achievement. Finnegan (1998) argues that schools should help students learn abilities underlying emotional intelligence; as this has a long term effect on academic achievement.

Purpose of Study

The purpose of the study was to investigate the predictive effects of locus of control, self-concept and emotional intelligence on the academic achievement of senior secondary school adolescents.

Research Questions

To actualize the main objective of the study, two research questions were answered in the study.

1. To what extent would locus of control, self-concept and emotional intelligence when taken together predict academic achievement of senior secondary school adolescents?
2. What is the relative contribution of the independent variables to the prediction of academic achievement?

Research Methodology

Design The study is an ex post facto research which involves interpretation of facts without manipulating any variable.

Population/Sample

The population consists of selected senior secondary school adolescents from four educational zones in Oyo state. The participants for the study were 600 SS 2 students from four selected schools. Of the total sample selected, 370 were boys and the remaining 230 were girls. Their age ranges between 14 and 20 years with a mean of 16.2 years and standard deviation of 3.6.

Instrumentation

Four instruments were used to collect data for the study. The instruments are:

1. Locus of Control Scale (LCS)

The locus of control scale (LCS) is an adoption of Rotter's (1966) locus of control scale. The scale consists of twenty-nine items which are highly forced choices. Six of the items are fillers and the other 23 offer choice between internal and external control statements. A score of 35

and above denote external-control (EC) while a score of between 1-34 shows internal control (IC). Apart from the validity and reliability of the scale established by Rotter (1966), Olayinka (1997) and Yoloye (1999) confirmed the reliability of 0.80 for the items. The indices obtained by these researchers show that the instrument is valid.

2. Self Concept Scale (SCS)

This instrument is an adoption of Adeoye (2005) self concept scale (SCS). The scale consists of two sections. Section A inquires the subject personal information like; sex, age, class, religion, town, state and name of school, while Section B which comprises of 18 items measures an individual's self concept especially in relation to academic achievement. The instrument has internal consistency reliability of 0.78 using test re-test reliability method. The instrument has being shown to be valid.

3. Emotional Intelligence Scale (EIS)

This instrument is an adoption of Schuttle, et al (1998) emotional intelligence scale. The scale is designed to measure an individual's emotional intelligence through 33 self-referencing statements tapping the appraisal and expression of emotions in self and others, emotional perception, regulating of self and others and emotional utilization. The subjects are to rate the extent to which they agree or disagree with each statement on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The instrument has demonstrated high internal consistency with Cronbach Alpha of 0.87.

4. General Aptitude Test (GAT)

General aptitude test was adapted from Adeoye (2003). The instrument is made up of forty five items. Each item has one correct option (the key) and three distracters. It has 0.68 as reliability index using the split half method. For GAT, the response will be scored on the number of correct options picked by the respondent.

Procedure For The Study

The instruments were administered on the participants in a very conducive environment. The administration was done by the researchers with the assistance of vice principals. Participants were informed about the purpose of the study and the researchers explained the instruments to them. The administration lasted about an hour in each of the participating

schools. Thereafter the instruments were retrieved using on the spot assessment method and this made possible the retrieval of the whole instruments.

DATA ANALYSIS

Data analysis involved using Pearson moment correlational analysis to examine the predictive effects of locus of control, self-concept and emotional intelligence on the dependent variable (academic achievement).

Analysis Of Data

This is done according to the research questions set for this study.

Research question I

To what extent would locus of control, self concept and emotional intelligence when taken together predict academic achievement of senior secondary school adolescents.

Pearson correlational analysis was used in analyzing the data collected from the field. This is shown in the tables below.

Table I

Variables	X	SD	N
Locus of control	19.8250	2.99485	600
Self concept	24.9333	3.63626	600
Emotional intelligence	17.1500	2.47220	600
Academic achievement	20.6583	2.97467	600

Table II

	Locus of control	Self concept	EI	ACHV	Remark
Locus of control	1 600				
Self concept	.822** .000 600	1 600			S
Emotional intelligence	.553** .00 600	.582** .000 600	1 600		S
Academic achievement	.787** .000 600	.817** .000 600	.532** .000 600	1 600	S

Research question II

What is the relative contribution of the independent variables to the prediction? (Academic achievement)

Multiple regression analysis was used in the analysis of the data collected from the field.

Model	SS	Df	XS	F	sig	Remark
Regression	745.647	2	372.82			
Residual	307.345	597	2.63	141.927	.000 ^(a)	S
Total	1052.992	599				

Multiple	r	= .842 ^a
	r^2	= .708
Adjusted	r^2	= .703
	S.E	= 1.62076

$P (.000) < .05$ level of significance.

a: Predictor: (constant) locus of control, self concept, emotional intelligence.

b: Dependent variable: Academic achievement

Discussion of Findings

The Pearson moment correlation and multiple regression computed for the research questions indicate that locus of control, self-concept and emotional intelligence had significant relative and joint interactions with academic achievement. This finding confirmed an earlier study by Skinner, Wellborn and Connel (1990) when they found out that when an individual believes he can exert control over success in school, he performs better on cognitive tasks. Also Odinko and Adeyemo (1999) also discovered in their study that internal locus of control is significant to academic achievement. Animashun (2000) maintained that positive self concept is valued as a goal of education and socialization and a potential facilitator of motivation and the need for achievement. Petrides et al (2004) found out that there is significant relationship between an individual emotional intelligence and academic performance. The implication of the above discussion based on the empirical finding is that counselling psychologists, teachers and parents should continue to encourage students on positive self concept, internal locus of control and sharpen the emotional intelligence skills for peak academic performance. As good and challenging as these implications are the study is not without some limitations for generalisation. A sample of four selected schools from four educational zones with a sample size of 600 participants in Oyo state is one of such limitations. It therefore calls for caution in generalising the findings of the study to other settings. The researchers suggest the replication of the study in

another setting with larger sample size. This limitation notwithstanding, the study has significantly contributed to the field of knowledge in education.

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