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By Bereket Merkine, Zebdewos Zekarias & Eskinder Woldeyesus

Wolaita Sodo University

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The Relationship between Locus of Control and Student's University Academic Achievement in Case of Wolaita Sodo University

Bereket Merkine [α], Zebdewos Zekarias [σ] & Eskinder Woldeyesus [ρ]

Abstract- This study was designed to investigate the relationship between Locus of Control (both internal and external) and academic achievement. Emphasis was put on trying to establish the relationship between internal locus of control, external locus of control and academic achievement of graduating class university students at Wolaita Sodo 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 313 respondents selected from three colleges and two schools in the university by using the simple random sampling method. To analyze the data, the analysis of variance (ANOVA), T-Test, and Pearson product moment correlation statistical tools were used with the aim of establishing the difference and relationship between students' locus of control and their academic achievement of university graduating class students. Findings revealed the existence of a significant difference in academic performance in students of different age, significant difference in academic achievement of students from different gender groups. The findings also revealed that there was a significant negative relationship between students' external locus of control and academic achievement. There was significant positive relationship between students' internal locus of control and their academic achievement. On the basis of the findings, the researcher made the following conclusions; Locus of control (internal external) is the most important issue that positively and negatively affects students' academic success and need special attention from university stakeholders. Counseling and psychosocial support, advice and overall support in confidence building skill and life skill training do count on motivating students to manage, resist negative self-evaluation. The researcher also confirmed the ecological and social learning theoretical model. On the basis of the conclusions made, the researcher recommended that; Wolaita Sodo University maintains its instruction by considering the influence of Locus of control (internal external) on academic achievement of students.

I. Introduction

Locus of control is a personality characteristic that determines the degree to which an individual believes that he or she is in control of life events (Azlina MohdKhi, 2015). The concept of locus of control has been originally developed by Julian Rotter (1966), and it can be generalized into a basic dichotomy which is internal and external. Individuals with an internal locus of control believe that future outcomes depend primarily on personal actions, whereas individuals with an external locus of control ascribe actions to factors outside of their control, such as fate or chance. The internal and external locus of control were analyzed in relation to other important aspects in daily life of students, such as academic achievement, self-concepts, self-efficacy, achievement motivation, optimism and so on (Sagone & De Caroli, 2014; Ghamsemzadeh & Saadat, 2011; Sheiki Fini & Yousefzadeh, 2011, Nilson-Whitten, Morder & Kapakla, 2007). For example, Sheiki Fini & Yousefzadeh (2011) found significant and positive correlation between achievement motivation, locus of control and educational promotion, observing that students with internal locus of control believe that their educational achievement and grades depend on their effort and their planning. Nilson-Whitten, Morder, and Kapakla (2007) also found significant relationships between locus of control, optimism and academic success of students. Thus, many psychologists believed that locus of control and academic achievement are related to each other; an increase or decrease in one can cause changes in other. Learning in a classroom depends on a great deal of the structure and pattern of inter-personal relationship particularly pupil-pupil relationship, existing at a given point of time within the learning group (Friedlander et al., 2007).

Ethiopia is one of the world's oldest civilizations (Arasho, Mehila, & Bernhard, 2008), Africa's independent country (Adejumobi, 2007; Arasho, Mehila, & Bernhard, 2008), and one of the world's oldest nations, dating back 2,000 years (Adejumobi, 2007). However, it is now one of the poorest countries in the world and is beset by multifaceted social, economic, and political problems, with poverty the most serious. The future responsibility for alleviating these multidimensional problems and developing this poor country to at least the level of middle developed countries will fall to its youth. This will be possible if its youth are effective and successful in education, particularly in higher education, since it is believed that attainment of the highest standards of education is fundamental to the dynamic development of science and technology, which, in turn, has significant impact on

Author α: Corresponding author, Department of Psychology, Wolaita Sodo University, Wolaita Ethiopia. e-mails: bereketmerkine@gmail.com, bereketmerkine@wsu.edu.et

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the cultural, socio-economic, and political development of any nation. The role that university plays to this effect is paramount. It is because a lot of youths got university education chance throughout the year.

However, the educational level of the university student is still not as expected. Based on examination performance at the primary and secondary school level, the accomplishment of university students were still far lagging behind in comparison to students from other neighbor country (Ramli et al., 2013). Academic performance, which is measured by the examination results, is one of the major goals of a college and universities. There are several factors that relatively influenced the education of university students. According to previous researcher such as Razaq et al. (2011), Hood (2008), Hasan (1997) and Juli (2006), the most significant problems are the state of poverty, their local culture that is not taking education as a serious matter, geographical areas as they live in the forest settlements, lack of teaching and learning facilities available in school, marriage at a young age, the influence from dropout friends, communication problems, and attitudes. In addition, other factor that associated with academic achievement and has needed to be conducted is the psychological component which is locus of control. The concept of locus of control has been favored by numerous scholars and its orientation plays an important role in the student's perception of responsibility for his own process of learning. Therefore, the present study was aimed to determine the relationship between locus of control and their academic achievement in university level. The researcher predicted that locus of control have significant impact on students' academic achievement.

a) Statement of Problem

Student success is at the heart of the educational enterprise. College success helps students to meet long-term personal and career goals and provides a range of monetary, psychosocial, and physical benefits (Baum & Ma, 2007). The alarming rate of low academic self-efficacy and eventual low academic achievement constitutes a great concern to parents, teachers, examination bodies, counselors, psychologists and university stakeholders. Therefore, the purpose of this research is to determine the impact of locus of control on academic performance of the students at university level. A researcher can find the issue which affect locus of control on the academic performance of the student at university level. The researcher knows that there is a great effect of locus of control on abilities and change if students can use their best abilities and adapt changes towards new technology and system or way to do their work so they can give great their best performance. But the reality is against above statement students are not willing to use their best abilities as well as they do not know that how they use their abilities in an effective way and they afraid of adoption of new changes they feel happy to work with the old and traditional method of studies. They feel burdened to pay proper attention to their studies so that is why their performance is going to be down. A researcher can find the way where the student may properly use their abilities as well as willing to adapt the changes so this is the way where academic performance of a student is going to be good. Hoyle (1986) argued that universities 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. Wolaita Sodo University, whose vision is to be a center of excellence in the heart of Ethiopia, is keen on quality assurance and maintenance of standards. However, some students in university perform highly and others do not perform well. This research was therefore liked to investigate the relationship between Locus control both (internal and external) and Academic Achievement.

b) Objectives of the Study

i. *General Objective*

General objective of this study is to investigate the relationship between Locus of control and academic achievement of students at Wolaita Sodo University.

ii. *Specific Objectives*

Specifically the study is aimed to:

1. Investigate the relationship between External locus of control and academic achievement.
2. Examine the relationship between internal locus of control and academic achievement
3. Explore gender difference on Academic achievement and locus of control.

iii. *Research Hypotheses*

The following hypotheses are planned for the purpose of this research which is the relationship between Locus of control and students' academic achievement in Wolaita Sodo University.

1. There significant negative relationship between students external locus of control and their university academic achievement.
2. There statistically significant relationship between students internal locus of control and academic achievement.
3. There is significant gender difference on academic achievement and Locus of control.

II. Research Methodology

Introduction

This Chapter outlines the manner that the researcher was used in conducting this study. The key components are the research design, population, sample size and sampling technique, research instruments and data analysis.

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a) Research Design

The study was used the co-relational research design because the study was investigated the relationship between Locus of control and academic achievement. According to Fraenkel and Wallen (1996), correlation research describes an existing relationship between different variables. The study was used the quantitative approach because it is based on variables measured with numbers and will be analyzed with statistical procedures.

b) Population of the Study

The target population of the study is all three colleges and two school third year students at wolaita Sodo University. The number of selected college and school third year student is around 1730. The respondents in this study would be selected college and school students because the study was about assessing effects of Locus of control on academic performance of students at wolaita Sodo University.

c) Sample Size and Sampling Technique

According to Anthony and Picciano (2011, p121) various sampling techniques can be used depending on the type of research to be conducted. The selection of the sample for this study made as follows: First, by using purposive sampling third year students taken because this research will investigate effects of Locus of control on academic achievement based on Cumulative Grade- Point-Averages (CGPAs). Following this, stratified sample was used so as to participate female equally or proportionally in the study with male and to give equal chance for all colleges because the numbers of students in each department are not equal. The sample of the study would be 313 third year students that the researcher was selected from 1730 students of the Natural and computational science, Social Science College, Business and Economics College, school of Education and school of Law depending on sampling table that Morgan and Krejcie developed in 1970. Because the sampling determination table developed by Morgan and Krejcie is very important to select sample from population based on its clearness and so many researchers were used the technique and put validity of the technique (Kyoshaba, 2009). The 313 respondents would be selected from all departments in the colleges and schools by using sampling table. Finally the researcher used simple random sampling techniques for participants from each department so as to avoid bias and to give equal chance for whole third year university students in participations of the study. According to Amin (2005) randomization is effective in creating equivalent representative groups that are essentially the same on all relevant variables thought of by the researcher. (See table below)

d) Sampling Frame for Sampling Techniques

No.	College/school	Population	Sample	Male	Female
1	Natural and computational science	560	101	57	44
2	Social sciences and Humanities	590	107	61	46
3	Business and Economics	370	67	38	29
4	Education and behavioral sciences	150	27	15	12
5	School of Law	60	11	6	5
Total		1730	313	177	136

e) Research Instruments

There are different instruments using to gather information and also different researchers use different instruments depending on the research type and population that they conduct. From those instruments the researcher used questionnaire because the population of the study are literate and large. To gather enough information to this study the researcher was used Questionnaire contained two sets of items. The first set consists of questions on students‟ background characteristics (i.e., demographic variables). The remaining set of item was Rotters Locus of control measuring scale.

f) Data Analysis Technique

The data analysis technique was taken place according to the quantitative research. The data gathered through, questionnaire was processed through concurrent flows of activity of the quantitative data analysis system. Data from questionnaires would be compiled, sorted, edited, classified and coded into a coding sheet and analyzed using a computerized data analysis package known as Statistical Package for Social Science 20.0. The researcher used Pearson product-moment correlation coefficient (r) to compute the relationship between Locus of control and academic performance. The researcher also used the T-test to find out how academic performance varied with gender and analysis of variance or ANOVA to analyze mean difference among variables.

III. Data Analysis and Discussion

In this chapter, the results of the respondents are described according to the following procedures. First, demographic characteristics of the respondents were analyzed by using frequency and percentage statistics. Second, the gender and academic performance among the respondents were analyzed by

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using frequency and independent t-test analysis system to show the mean difference. Third, difference of academic performance and students' place of residence, college/school they belongs to, age level in university and students' academic performance among respondents are described by using one way analysis of variance (ANOVA). Fourth, Pearson correlation was used to show the relationship between students' Locus of control and academic achievement.

a) Analysis

This section deals with demographic characteristics of the respondents: gender, age, parents' place of residence and parental occupation as per section A of the questionnaire. The demographic characteristics (i.e., expressed by frequencies and percentages) of the study sample are displayed in Table 1 below.

Table 1

Respondents Demographic Characteristics		Frequency	Percent	Total
Parental occupation (Father male /guardian)	Government employee	84	26.8%	84(26.8)
	Private	71	22.7%	71(22.7)
	Other	158	50.5%	158(50.5%)
	Total	313	100.00	313(100%)
Parental occupation (Mother/female guardian)	Government employee	52	16.6	(16.6%)
	Private	36	11.5	(11.5%)
	House wife	225	71.9	(71.9%)
	Total	313	100	313(100%)
Residence	Rural	138	44.1	138(44.1)
	Urban	150	47.9	150(47.9)
	Semi-urban	25	8.0	25(8.0)
	Total	313	100	313(100%)
Age	20-22	32	10.2	32(10.2)
	23-25	207	66.1	207(66.1)
	>25	74	23.6	74(23.6)
	Total	313	100	313(100)

As it can be seen from the Table above, samples of female and male students, the majority of the participants reported that majority of the students were reported that their parents were not government employer. According to their report majority of the students' family are categorized under other job (such as farmer, merchant and etc). As the table above shows majority of the students or respondents family are reside in urban areas. And when we come to mothers' occupation as majority of the students report shows that their mothers' occupation was house wife and majority of the students were aged between 23-25 years.

b) Respondents Academic Performance in Terms of Gender

The study was interested in whether academic performance varied in terms of demographic characteristics. Table 2 shows the mean difference between gender and academic performance as determined using the independent sample t-test results.

Table 2: Summary of the t-test results for the mean difference between gender Academic achievements

Variables		N	Mean	SD	t	P -value
Gender	Male	177	2.86	0.48	0.312	.003
	Female	136	2.85	0.49		

Statistically significant at the 0.05 level

An independent sample t- test was conducted to ascertain whether a statistically significant difference exists between academic performance and gender.

As presented in Table-2, there is statistically significant difference between academic achievement in accordance with gender t (313) = .312 which is significant at $\alpha = .05$. This implies that there is difference in academic performance in accordance with gender (meaning is male and female performing different in university academic achievement).

c) Variation with Age, Place of residence and variation with parental occupation

The mean difference between age and academic performance was determined by using ANOVA. Table 3 shows a summary of the mean difference between age group and academic performance by using ANOVA.

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Table 3: Difference of mean academic performance in accordance with Respondents' age

ANOVA summery					
CGPA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.792	2	1.396	5.991	.003
Within Groups	72.240	310	.233		
Total	75.032	312			

Dependent Variable: CGPA Multiple Comparisons Tukey HSD						
(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
20-22	23-25	.01065	.09170	.993	-.2053	.2266
	>25	.23139	.10213	.062	-.0091	.4719
23-25	20-22	-.01065	.09170	.993	-.2266	.2053
	>25	.22074*	.06538	.002	.0668	.3747
>25	20-22	-.23139	.10213	.062	-.4719	.0091
	23-25	-.22074*	.06538	.002	-.3747	-.0668
*. The mean difference is significant at the 0.05 level.						

A one-way between-groups analysis of variance was conducted to explore the impact of age on academic performance, as measured by the cumulative grade point average (CGPA). Subjects were divided into three groups according to their age (Group 1: 20-22; Group 2: 23-25; Group 3: >25).

There was a statistically significant difference at the $p<.05$ level in CGPA scores for the three age groups [F (2, 313) =5.991, p=.003]. Post-hoc comparisons using the Tukey HSD test indicated that the mean score for Group 1 (M=2.92, SD=.461) was significantly different from Group 2 (M=2.91, SD=.484). Group 3 (M=2.68, SD=.487) also differ significantly from Group 1 and 2

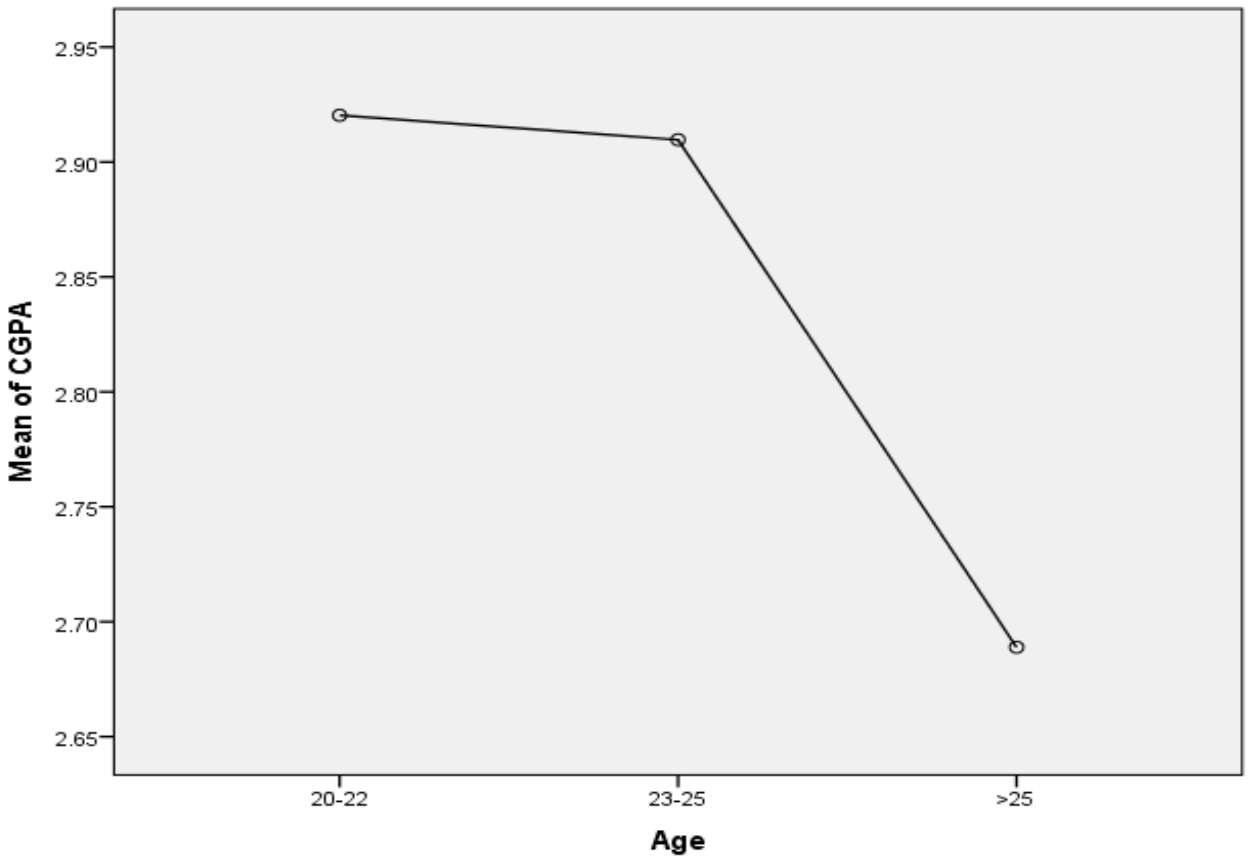


Figure 1: Means plot for impact of age on academic performance

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As it can be seen from the above figure of means plot, academic performance is significantly different with different age group of the learners. The figure implies that academic performance (CGPA) is low at age of greater than 25 while age groups 20-22 and 23-25 recording the highest.

d) Variation with parental place of residence

Table 4: Difference of mean academic performance in accordance with Respondents' place of birth

ANOVA Summery					
CGPA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.215	2	.108	.446	.641
Within Groups	74.817	310	.241		
Total	75.032	312			

A one-way between-groups analysis of variance was conducted to explore the impact of place of birth on academic performance, as measured by the cumulative grade point average (CGPA). Subjects were divided into three groups according to their place of birth (Group 1: Urban; Group 2: Rural; Group 3: semi-urban). There was no a statistically significant difference at the $p>.05$ level in CGPA scores for the three occupation groups [F (2, 313) $=0.446$, $p=0.641$].

e) Variation with parental occupation

Table 5: Difference of mean academic performance in accordance with Respondents' Fathers'/Male Guardians' occupations

ANOVA					
CGPA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.846	2	.923	3.911	.021
Within Groups	73.186	310	.236		
Total	75.032	312			

A one-way between-groups analysis of variance was conducted to explore the impact of Fathers occupation on academic performance, as measured by the cumulative grade point average (CGPA). Subjects were divided into three groups according to their Fathers occupation (Group 1: Government employer; Group 2: Private employer; Group 3: other).

There was a statistically significant difference at the $p<.05$ level in CGPA scores for the three occupation groups [F (2, 313) $=3.911$, $p=.021$]. Post-hoc comparisons using the Tukey HSD test indicated that the mean score for Group 1 ($M=2.76$, $SD=.533$) was significantly different from Group 2 ($M=2.98$, $SD=.44$). Group 3 ($M=2.85$, $SD=.477$) also differ significantly from Group 1 and 2

Multiple Comparisons						
Dependent Variable: CGPA Tukey HSD						
(I) Foc	(J) Foc	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Government employer	Private	-.21803*	.07833	.016	-.4025	-.0336
	Other	-.08501	.06561	.399	-.2395	.0695
Private	Government employer	.21803*	.07833	.016	.0336	.4025
	Other	.13302	.06942	.136	-.0305	.2965
other	Government employer	.08501	.06561	.399	-.0695	.2395
	Private	-.13302	.06942	.136	-.2965	.0305
*. The mean difference is significant at the 0.05 level.						

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Table 6: Difference of mean academic performance in accordance with Respondents' Mothers'/Female Guardians' occupations

ANOVA Summery					
CGPA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.293	2	1.646	7.114	.001
Within Groups	71.740	310	.231		
Total	75.032	312			

Multiple Comparisons						
Dependent Variable: CGPA Tukey HSD						
(I) Moc	(J) Moc	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
government employer	Private	-.19154	.10430	.159	-.4372	.0541
	house wife	.12093	.07402	.233	-.0534	.2952
private	government employer	.19154	.10430	.159	-.0541	.4372
	house wife	.31247*	.08635	.001	.1091	.5158
house wife	government employer	-.12093	.07402	.233	-.2952	.0534
	Private	-.31247*	.08635	.001	-.5158	-.1091
*. The mean difference is significant at the 0.05 level.						

A one-way between-groups analysis of variance was conducted to explore the impact of Mothers occupation on academic performance, as measured by the cumulative grade point average (CGPA). Subjects were divided into three groups according to their Mothers occupation (Group 1: Government employer; Group 2: Private employer; Group 3: House wife).

There was a statistically significant difference at the $p<.05$ level in CGPA scores for the three occupation groups [F (2, 313)=7.114, p=.001]. Post-hoc comparisons using the Tukey HSD test indicated that the mean score for Group 1 (M=2.923, SD=.503) was significantly different from Group 2 (M=3.115, SD=.377). Group 3 (M=2.802, SD=.490) also differ significantly from Group 1 and2

f) Verification of hypotheses

This Subsection gives the verification of the two study hypotheses;

The research hypothesis was statistically tested by analyzing the relationship between the dependent variable and the independent variable through Pearson correlation method with 95% confidence interval level.

Hypotheses one: students' External Locus of control and academic achievement

The hypotheses was stated as; "There is a positive relationship between students' external-Locus of control and academic performance of university students." To test this hypothesis, the researcher asked respondents to rate their level of locus of control. The rating was according to Likert scale with one representing strongly agree, two representing Agree, three representing disagree, four representing strongly disagree and the reverse for questions which were negative.

Table 10: Summary of the Pearson Product Moment correlation analysis for the relationship between student external locus of control and academic performance

	1	2
CGPA Pearson correlation Sig(2-tailed) N	1 313	-0.134** 0.041 313
Students' external locus of control Pearson correlation Sig(2-tailed) N	-0.134** 0.041 313	1

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

According to the above Table, student external locus of control and academic achievement were significantly negatively correlated, r (313) = 0.134, p = 0.041 at the 95% of confidence level. This indicates that academic achievement would be significantly negatively affected by their external locus of control. This result

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implies that the level of external locus of control increase or become high, the academic achievement of students decrease.

Hypotheses Two: students' Internal Locus of control and academic achievement

The hypotheses was stated as; "There is a positive relationship between students' internal-Locus of control and academic performance of university students." To test this hypothesis, the researcher asked respondents to rate their level of locus of control. The rating was according to Likert scale with one representing strongly agree, two representing Agree, three representing disagree, four representing strongly disagree and the reverse for questions which were negative.

Table 11: Summary of the Pearson Product Moment correlation analysis for the relationship between student internal locus of control and academic performance

	1	2
CGPA Pearson correlation Sig(2-tailed) N	1 313	0.039 0.492 313
Students' internal locus of control Pearson correlation Sig(2-tailed) N	0.039 0.492 313	1

According to the above Table, student internal locus of control and academic achievement were positively correlated, r (313) = 0.039, p = 0.492 at the 95% of confidence level. This indicates that academic achievement would be positively affected by their internal locus of control. This result implies that the level of internal locus of control increase or become high, the academic achievement of students increase.

IV. Discussion of the Findings

This part discusses about the findings of the data as presented in part one. As stated in chapter one of this research, the main intent of this research was to investigate the relationship between locus of control and academic achievement. Based on this objective, detailed quantitative survey results were analyzed in part one of this chapter. In this part detailed discussion of this quantitative survey concerning the relationship between locus of control and academic achievement among respondents is discussed. Related research findings for triangulation are presented.

Objective one: The relationship between External Locus of control and academic achievement

The first hypothesis was stated as there is positive relationship between external locus of control and academic achievement. To test this hypothesis the researcher developed standardized questionnaire and adopted into Ethiopian context. The reliability of the questionnaire was tested by pilot study by using crombach's alpha test and its reliability level was 0.846 which is found to be acceptable. The Pearson Product Moment Correlation was used to determine the relationship between external locus of control and academic achievement. The Pearson correlation result shows r (313) = 0.134, p = 0.041). This result implies that the level of external locus of control increase or become high, the academic achievement of students decrease. The findings of this study are consistent with a number of scholars including; Azlina MohdKhir 2015, Muhamedeta. l 2016,Connie R. Wanberg, 2000,Cobb-Clark, 2010.

This result may similar with (Sagone & De Caroli, 2014; Ghamsemzadeh & Saadat, 2011; SheikiFini & Youse fzadeh, 2011, Nilson-Whitten, Morder & Kapakla, 2007). For example, Sheiki Fini & Youse fzadeh (2011) found significant and positive correlation between achievement motivation, locus of control and educational promotion, observing that students with internal locus of control believe that their educational achievement and grades depend on their effort and their planning. Nilson-Whitten, Morder, and Kapakla (2007) also found significant relationships between locus of control, optimism and academic success of students. Thus, many psychologists believed that locus of control and academic achievement are related to each other; an increase or decrease in one can cause changes in other.

Objective two: The relationship between Internal Locus of control and academic achievement

The second hypothesis was stated as there is positive relationship between internal locus of control and academic achievement. To test this hypothesis the researcher developed standardized questionnaire and adopted into Ethiopian context. The reliability of the questionnaire was tested by pilot study by using crombach's alpha test and its reliability level was 0.78which is found to be acceptable. The Pearson Product Moment Correlation was used to determine the relationship between internal locus of control and academic achievement. The Pearson correlation result shows r (313) = 0.039, p = 0.492 at the 95% of confidence level. This indicates that academic achievement would be positively affected by their internal locus of control. This result implies that the level of internal locus of control increase or become high, the academic achievement of students increase.

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The findings of this study are consistent with a number of scholars including; Juli (2006), Azlina and her colleagues 2015, Nilson-Whitten, Morder, and Kapakla (2007) who found significant relationship with internal locus of control and academic achievement.

The study also consistent with the findings of (Sagone & De Caroli, 2014; Ghamsemzadeh & Saadat, 2011; SheikiFini & Yousefzadeh, 2011, Nilson-Whitten, Morder & Kapakla, 2007) that they were analyzed internal and external locus of control in relation to other important aspects in daily life of students, such as academic achievement, self-concepts, self-efficacy, achievement motivation, optimism and so on For example, SheikiFini & Yousefzadeh (2011) found significant and positive correlation between achievement motivation, locus of control and educational promotion, observing that students with internal locus of control believe that their educational achievement and grades depend on their effort and their planning. Nilson-Whitten, Morder, and Kapakla (2007) also found significant relationships between locus of control, optimism and academic success of students.

V. Recommendations

Basing on the study findings, the researchers derived the following recommendations:

Objectives: Student Locus of control and academic achievement

Data collected from the study, presented information that suggests future workshops for educators and administrators, that may have a positive effect on the proven significance of the Locus of control relationship problem. Several issues should be addressed. First, teachers should be provided with the appropriate confidence building skills, resources and assistance to meet the needs of their students beyond academic instruction. Although here is no "one size fits all" solution, teachers should have the opportunity to develop a myriad of strategies that will help them understand the diversity and the complexity of their issues. Diversity and awareness training can be provided, while creating opportunities within the school for teachers and students to have non-academic interactions such as mentoring or family-type activities. Second, students and teachers need to be provided with measurable and attainable goals to create experiences with and exposure to success. Accountability is crucial for both staff and students. Instructional and remediation strategies need to be implemented to prevent students from falling through the cracks. The development of effective professional learning communities would help teachers plan strategies to differentiate instruction and provide resources to create gender and culturally relevant lessons.

Third, there is a need for immediate action, highlighted by the slightly negative relationship between blame and achievement. Research states that positive relationships positively influence motivation and motivation is very important thing for academic success Bembenutty, et.al. (2007); the issue at hand is how to capitalize on these relationships and the student's motivation, to act as catalysts for achievement. If the students in college are motivated by their internal beliefs, they start asking questions and it made them to make smooth relationship with their teachers and their academic performance will be good. Educators need to assist and challenge students to define their personal success, which can influence their performance.

Fourth, there is a tendency for colleges to focus on low achiever student so as to investigate the problem that affect their academic achievement taking immediate action accordingly. The need to meet state and national progress standards may be resulting in some colleges focusing so intently on the lowest performing students that their high performing students could begin to decline. High performance students could be experiencing lack of academic challenges and/or lack of recognition, as teachers are taking the time to build relationships with the lowest performing students. There needs to be a balance where all students are challenged and where the students who need additional assistance are provided with the appropriate scaffolds.

Lastly, the results of this study indicate there is indeed a statistically significant relationship between Locus of control and academic achievement. This supports the need for more research to bridge the gap between motivating students and identifying the influential variables that influence their achievement.

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