

**ACADEMIC SELF-EFFICACY AND LOCUS OF CONTROL AS  
CORRELATES OF PUPILS' MATHEMATICS PERFORMANCE  
IN PUBLIC PRIMARY SCHOOLS IN NYANDARUA  
COUNTY, KENYA**

**DORCAS NJERI KAMAU**

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## DECLARATION

I confirm that this research report is my own original work and has not been presented in any other university/institution for consideration. The research report has been complimented by referenced works duly acknowledged. Where texts, data, graphics, pictures or tables have been borrowed from other works-including the internet, the sources are specifically accredited and references cited in accordance with anti-plagiarism regulations.

Signature..........

Date.....22/11/2023.....

Dorcas Njeri Kamau

(E55/CE/NKU/34265/2017)

### Supervisor

I confirm that this research report has been submitted for appraisal with my approval as university supervisor.

Signature..........

Date.....24/11/2023.....

Dr. Lucy Mawang

Lecturer Department of Educational Psychology, Kenyatta University

## ABSTRACT

Pupils in Nyandarua County, Kenya, persistently record poor mathematics performance in KCPE examinations. Studies in Nyandarua County have concentrated more on learning environment and teacher related factors, affecting mathematics performance, while limited studies have focused on pupils' academic self-efficacy and locus of control. Therefore, this study aimed at establishing the relationship between academic self-efficacy and pupils' mathematics performance in primary schools in Nyandarua County, Kenya. The study also sought to examine the relationship between locus of control and pupils' mathematics performance. Subsequently, the prediction equation of pupils' mathematics performance from academic self-efficacy and locus of control was established. Pupils' age and gender were the intervening variables. Bandura's socio cognitive learning theory and Rotter's locus of control theory guided this study. Correlational research design was used. The study targeted all class eight pupils 1,810 (930 boys and 880 girls) in Kipipiri sub-county. Purposive sampling was applied in selecting the sub-county of the study and participating class, simple random sampling was used in selecting participating schools and participants, while stratified sampling was used to categorize participants into category of boys and girls. A total of 320 sampled participants were drawn from 8 public primary schools out of 67. The academic self-efficacy scale and locus of control scale were used to collect quantitative data. Mathematics performances were obtained from pupils' mid and end of term two 2022 examination scores. A pilot study was carried among 35 participants and instruments were adjusted accordingly to improve reliability and validity. Statistical Package for Social Science (SPSS version 21) was used in data analysis. Data was analysed using both descriptive and inferential statistics including Pearson's product moment correlation coefficient and multiple regressions. The study hypothesized that pupils' academic self-efficacy and locus of control may positively influence their mathematics performance. The results revealed a positive and significant relationship between academic self-efficacy and pupils' mathematics performance,  $r(312) = .61, p = .00$ . There was a positive and significant relationship between external locus of control and pupils' mathematics performance,  $r(209) = .49, p = .00$ . The study found a positive and significant relationship between internal locus of control and mathematics performance,  $r(101) = .646, p = .00$ . There was a moderate positive interrelationship between locus of control and self-efficacy score as predictor variables and mathematics performance as the outcome variable,  $R = .63$ . R square value showed that locus of control and self-efficacy accounted for about 39% of the total variance in mathematics performance. The study recommends that parents, teachers, and other education stakeholders should work together and come up with guidance programs to help the pupils acquire more academic self-efficacy for success and internal locus of control for better performance in mathematics.