

**A STUDY ON THE RELATIONSHIP BETWEEN ACHIEVEMENT
MOTIVATION, LOCUS OF CONTROL, AND ACADEMIC PERFORMANCE OF
CLASS EIGHT PUPILS IN BONDO DISTRICT.**

BY

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DECLARATION

This thesis is my own work and has not been presented for a degree in any other University.

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DEDICATION

This thesis is dedicated to my parents, Celestine and Phoebe Oliwa, for all the support and

encouragement throughout my education and to my brother, Edward, and my sisters, Angela,

Sandra and Laura Oliwa with much affection.

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ABSTRACT

The objective of the study was to investigate the influence of achievement motivation and locus of control on the academic performance of pupils. The study also examined the relationship between students' locus of control and their achievement motivation. The study sought to find out whether the variation in pupils achievement motivation and locus of control could be attributed to their gender.

Subjects in the study consisted of class eight pupils from twenty seven (27) primary schools in Bondo District. Four schools were randomly selected from each of the seven educational zones in the district. One out of the twenty eight schools selected did not participate in the study. Thus, only twenty seven (27) schools took part in the study.

The Thematic Apperception Test (T.A.T) was used to measure achievement motivation. The Internal - External (I-E) scale was administered in order to place subjects along the Internal - External locus of control continuum. Standardized scores of end year examinations for 1997 were used as a measure of students' academic performance.

The results of the I-E scale indicated that most of the subjects (60%) were of external locus of control while the rest (40%) were average on the scale. In view of this, and based on the results of prior studies in this general area, it was also hypothesized that since these subjects had low achievement motivation, the academic performance would be poor. Finally, it was hypothesised that there would be no gender differences in achievement motivation where boys would show

CHAPTER I

higher score in achievement motivation than girls. It was hypothesised that there would be no gender differences in locus of control.

Findings supported the advanced hypotheses on the relationship between achievement motivation, locus of control and academic performance. Hypotheses stating gender differences in achievement motivation scores and locus of control scores were, however, not supported.

It was concluded that low achievement motivation and external locus of control are negatively related to students' academic performance. This is in line with previous findings in this general area.

CHAPTER I

1.0 INTRODUCTION

In Kenya, examinations have long been accepted as an important aspect of the educational system. These examinations have been used as the main basis for judging students' academic ability as well as a means for educational advancement and for employment purposes.

It is an open secret that there is a lot of variation in the performance of pupils at Kenya Certificate of Primary Examination (KCPE) held at the end of the eight year program of primary education in Kenya. Many students continue to do poorly in these examinations in spite of the fact that they follow a common syllabus. Even those students who have studied together in the same class throughout their primary education still perform at different levels. There are students who are termed bright but who still do poorly in spite of the good facilities in their schools.

This poor performance at K.C.P.E has drawn the attention of the government, educationists, teachers, researchers, parents and the anxiety of pupils themselves. For this reason, teachers, parents and even politicians have sought for answers to the question of mass failures in schools.

Researchers, on the other hand, have studied certain factors which have been recognized as possible contributors to the variations in academic performance. In Kenya, variables

studied include the pupils family background (Maundu, 1980); pupils' self concept (Maritim, 1980); family size (Bali, Drenth, Flier & Young, 1984); pupils' attitudes (Wanderi, 1989); type of school (Wanderi, 1989); achievement motivation (Kitivo, 1989; Muola 1990); peer pressure (Rono, 1991); absenteeism (Gitonga, 1997). These are but some of the variables researchers have investigated and considered important in the understanding and prediction of students' achievement behaviour.

Presently, little attention has been paid to achievement motivation and locus of control together as possible factors that may influence the achievement of pupils. Locus of control relates to individual differences in the attribution of influences determining success or failure.

Why consider locus of control in relation to students achievement behaviour? Strickland (1977) observed that studies on expectancies of success and failure had to do with the fact that human learning and performance appears not only to be a function of reinforcements but is also dependent upon the individual's perception of locus of control. Locus of control is typified as follows: Whenever reinforcements (either negative or positive) are perceived by the individual as being the result of his or her own behaviour, efforts, or relatively permanent characteristics such as ones' IQ, abilities etc, we have an example of internal locus of control. External locus of control or beliefs in contrast, involves perception that reinforcements occur as a result of fate, chance, intervention of powerful others or else are simply unpredictable because of the complexity of events. It is this pattern of behaviour concerning beliefs about the relationship between behaviour and the

subsequent occurrence of rewards and punishment that is referred to as locus of control (Phares, 1984).

Achievement related studies have shown that internal beliefs are directly related to achievement behaviour (Strickland, 1977; Phares 1978, 1984; Lefcourt, 1982; Findley and Cooper, 1983; Dweck and Elliot, 1984; Chapman *et al*; 1990). Reciprocal influences between perceived control and performance imply self perpetuating cycles (Seligman, 1975). Children who believe they have no control will fail more often, confirming their beliefs in lack of control. In contrast, children who believe they have control are more likely to succeed, corroborating their perceptions of control. The results over time show cycles of deteriorating or improving control, effort, and performance (Skinner, 1991).

Not only do internals appear to work harder at intellectual and performance tasks but their efforts are always rewarded since they make better grades. There is a distinct tendency for the relationship between achievement and internal beliefs to be stronger in adolescents and children and for the relationship to be more visible in males than in females (Strickland, 1977). Since an internal belief orientation would imply that an individual would adopt a more acute and controlling posture towards the environment, it seems likely that internals are high achievers.

Based on this information, this study sought to find out if the same would be found true using a sample of primary school students in Bondo District, an area that is of a different

cultural context from that of the above studies which were done mainly in Europe and North America.

Achievement motivation is a personality trait used by researchers to measure the pupils drive or need to achieve success. Since the publication of McClelland and Atkinson's original work on the theory of achievement motivation (summarized in Atkinson, 1964), there has been an increasing interest in the use of achievement motivation variables (in particular the need for achievement and need to avoid failure) as predictors of various types of performance. The extent of these findings has seemed substantial enough to warrant the use of achievement motivation variables as predictors of performance in applied as well as laboratory studies. This is not to imply, however, that reported findings are always consistent nor that significant differences are not always discovered.

Achievement motivation as relates to academic performance has been studied with somewhat inconsistent results. Studies on test performance which should be predictable from a subjects' achievement motivation are not always consistent. Where some studies in Africa, for example, report a positive relationship between these variables, as in (Osire, 1983; Muola 1990), others report a negative one, for example, Maundu (1980). Negative findings between the relationship of the two variables does not support the Achievement Motivation Theory by Atkinson (1964).

Interesting, however, is the observation that a consideration of locus of control variable could help to improve or clarify the prediction on the relationship between achievement

motivation and academic performance. Locus of control variable has been noted to have a moderating effect on the relationship between achievement motivation and several dependent variables (Wolk and Ducett, 1973; Edwards and Waters, 1981).

When Ducette and Wolk (1973) considered locus of control in their study on achievement motivation and several dependent variables, they found a positive 0.66 correlation between achievement motivation and test performance. Although their findings supported the theoretical predictions of the achievement motivation theory, this was only true for students with internal locus of control. In other words, only subjects with internal locus of control produced data that was consistent with predictions from the achievement motivation theory which predicts high need to achieve to be related to high performance.

The above kind of data supports the idea that locus of control along with achievement motivation variables could substantially increase prediction concerning performance. Research too suggests the application of the above principle in the argument that achievement motivation cannot make predictions when performance is solely based on chance (a highly external situation). This basic idea, however, has so far been overlooked in studies that have looked at students' achievement motivation in relation to academic performance in Kenya.

The basic question so far simply stated was whether a consideration of locus of control variable would improve the predictability of achievement motivation theory in relation to one dependent variable namely, academic performance. Since the theory of achievement

motivation appears to have been of considerable potential use over the years, any attempt at clarification would seem to be a contribution in a practical as well as a theoretical sense. It was, therefore, worth considering whether locus of control as an additional variable would contribute to the achievement motivation theory's prediction of academic performance.

It is the conflicting research findings in available literature on the effect of achievement motivation on academic performance that inspired the interest of the researcher in this area, as well as the observation that more could be done on locus of control as a variable that relates to students achievement motivation and academic performance. It was hoped that this study would be able to contribute to the said area.

1.1 STATEMENT OF THE PROBLEM

As is evident from what has already been stated that there are no conclusive findings on the relationship between achievement motivation and academic performance. Although high achievement motivation implies that one is driven to achieve success and therefore mean that one should do well academically, this has not always ^{been} the case. This relationship has been found to be positive, negative, or non-existent.

Existing literature points at the need to include locus of control as a variable in the study of the relationship between achievement motivation and other dependent variables such as academic performance. Studies point to the fact that achievement motivation cannot make predictions of performance when learners believe their performance to be solely

based on chance. Learners' locus of control needs to be considered in a study on the relationship between achievement motivation and academic performance since research findings seem to suggest that such a consideration may offer a solution to some of the inconsistencies in literature in this area.

Since most studies on the said variables of locus of control and achievement motivation have been done in developed nations of Europe and North America, it appeared interesting to find out what a similar study carried out in a developing nation like Kenya would show. The basic question here simply stated would read "would a consideration of locus of control variable in the study of achievement motivation and academic performance help to improve or clarify the prediction on the relationship between these two variables?"

1.2 **PURPOSE OF THE STUDY**

Since there is a lot of emphasis placed on good examination results in our society, poor performance becomes an issue of great concern to parents, teachers and educationists.

For this reason, it was the primary concern of this study to determine the role played by the pupils' achievement motivation and locus of control on academic performance. This study intended to look at the student's achievement motivation and locus of control which were considered important in predicting academic performance of learners. The study also aimed at finding out the relationship between pupils' need for achievement and their locus of control orientation and further sought to see how these variables reflect on the

gender of pupils. Efforts were made to explain how the variables under study may affect academic performance. Finally, the research sought to find out whether subjects with high achievement motivation and those of internal locus of control tend to perform better academically than those of low achievement motivation and external locus of control.

In order to fulfill these purposes, the following research questions were formulated.

1.3 RESEARCH QUESTIONS

- 1- What is the level of achievement motivation of the sampled students? ✓
- 2- What is the locus of control orientation of the sampled students? ✗
- 3- How do students' perform academically? ✓
- 4- Are there gender differences in relation to students' perception of locus of control? ✗
- 5- Are there gender differences in students' achievement motivation? ✓
- 6- What is the relationship between locus of control and students' academic performance?
- 7- What is the relationship between locus of control and students' achievement motivation ?
- 8- Is there a significant relationship between achievement motivation and academic performance?

1.4 SIGNIFICANCE OF THE STUDY

The assessment of pupils' progress is very essential in effective education because it serves as a basis for most education decisions concerning the pupils. For this reason, knowledge of factors that affect academic performance is vital to educators, parents as well as to the pupils themselves.

Since a motivated pupil is driven to achieve academic success in school and since he/she is one who strives to surpass others in spite of obstacles, we need to establish the importance of motivation as a factor that influences academic performance in order to ensure pupils in our schools are adequately motivated to do well.

A study on locus of control as it relates to students' academic performance may help us in the understanding of beliefs or allocation of responsibility for outcomes among students. A teacher armed with the knowledge, for example, that internality fosters academic achievement behaviour may help learners who habitually allocate their performance to other outcomes outside themselves to take responsibility for their school work and therefore work harder in school. Such kind of information would help in determining behaviour patterns among learners that can be used to predict students achievement behaviour. These findings may serve as a starting point for the provision of guidance and counselling services to children on their academic performance, locus of control and achievement motivation.

It was hoped that this study would reveal the kind of influence locus of control has on pupils achievement motivation as well as on their academic performance in school. The findings of this study could, hopefully, furnish educators with the knowledge on whether the variables under investigation can be used to predict academic performance successfully. It was hoped that educators, parents and teachers would benefit from the findings of the study in selecting means and ways of motivating students to learn and in helping students keep the kind of control or beliefs that are consistent with higher achievement in school.

A teacher armed with the knowledge of his/her students motivation level and/or locus of control orientation could possibly evaluate his students and even improve his/her instructional styles to suit each pupil. Similarly, a parent who realises that academic performance and motivation of a child can be adversely affected by the child's beliefs would probably direct his parenting style in such a way as to create a favourable environment for the development of those beliefs that are consistent with high motivation and high academic performance.

It was hoped that this study would contribute towards the understanding of academic performance by showing how it is affected by the studied variables. Additional information on factors that affect academic performance should be of benefit to educationists and psychologists because study findings in this area are not yet conclusive.

Finally, it was hoped that this study would stimulate interest for more research on the studied factors and others which may be thought to influence students' academic performance.

1.5 ASSUMPTIONS OF THE STUDY

It was assumed that:-

- (i) the variables under study are related, i.e., locus of control, academic performance and achievement motivation.
- (ii) the schools selected were similar in nature, i.e. in terms of resource allocation.
- (iii) the sample of schools was sufficient if the results were to be generalised to the target population.

1.6 LIMITATIONS OF THE STUDY

Time budgeted for was covered only in Bondo District.

A sample of 362 primary school pupils were involved in the study and this sample is not representative of all primary school pupils in Bondo.

A more direct measure of academic performance was not available so standardised end-of- third term scores for class seven were used as a measure of academic performance.

1.7 DEFINITION OF TERMS

1. Academic Performance

This refers to the level of performance evaluated on using examinations as a yardstick.

2. Achievement Motivation

A personality trait used by researchers to mean the pupils need of drive towards the achievement of success. In this study, need to achieve (nAch) scores was obtained using the Thematic Apperception Test (T.A.T) as a measure of students' achievement motivation. The internationally accepted abbreviation for need to achieve, which is the achievement motive, is nAch.

3. I-E Scale

An instrument whose purpose is to measure locus of control. I-E stands for Internal - External locus of controls which are the two levels on the scale.

4. Locus of Control

The actual or potential allocation of responsibility for outcomes. An internal locus of control is found where events are seen in relation to one's behaviour or one's activities, while external control is found where events are seen as being beyond personal control and where allocation of responsibility for an outcome is to other factors rather than to self.

5. **Internal**

A score of 0-8 on I-E scale. An individual termed internal will tend to take responsibility for outcomes.

6. **External**

A score of 17 - 40 on I-E scale. An individual termed external will believe in luck and chance as being responsible for outcomes, in their lives, work etc.

7. **High/Low Achievement Motivation**

A score of between 25 - 50 on TAT. This implies one has high need to achieve.

A score of between 0 - 25 on TAT. This implies one has low need to achieve.

Achievement motivation is a double word made of the words 'motivation' and 'achieve'. The word 'achieve' can be defined as 'the need to succeed in reaching a particular goal, status or standard especially by effort, skills or courage'. Motive refers to that force which causes somebody to act in a particular way. The nature of any motive behind a particular behaviour pattern of an individual can be inferred from the type of goal that is set. If the goal is to achieve success or to excel, then the motive is achievement motivation.

Achievement motivation according to Heckhausen (1967) means the 'tendency to increase or keep as high as possible one's own capacities in all activities in which a standard of excellence is thought to apply and where the execution of such activities can therefore either succeed or fail'. From his definition, an achievement-oriented person always anticipates success and failure of the same thing. Achievement is a secondary

CHAPTER II

REVIEW OF LITERATURE

2.0 Introduction

This section examines the concepts of achievement motivation and locus of control as well as their theoretical rationale. Studies on the two variables as they relate to academic performance are presented here. Hypotheses for the study are stated at the end of the section.

2.1 Achievement motivation

Achievement motivation is a double word made of the words 'motive' and 'achieve'. The word achieve can be defined as the need to succeed in reaching a particular goal, status or standard especially by effort, skills or courage. Motive refers to that force which causes somebody to act in a particular way. The nature of any motive behind a particular behaviour pattern of an individual can be inferred from the type of goal that initiates it. If the goal is to achieve success or to excel, then the motive is achievement motivation.

Achievement motivation according to Heckhausen (1967) means the striving to increase or keep as high as possible one's own capacities in all activities in which a standard of excellence is thought to apply and where the execution of such activities can therefore either succeed or fail. From his definition, an achievement oriented person always anticipates success and failure at the same time. This need for achievement is a secondary

motivation (one that is learned) rather than a primary one (one that serves a direct biological need e.g. hunger etc).

2.1.1 The Theory of Achievement Motivation

According to Atkinson (1964), achievement behaviour reflects the combined influence of
i- the hope of success ii- the fear of failure.

In his model, the motive to achieve success is the individual's stable personality trait which does not vary from situation to situation whereas the probability of success and the incentive value of success are specific situational influences on a particular activity.

In this theoretical framework, a child's tendency to achieve success in academic work can be conceived as a function of his stable personality trait that is ;

- i) The individual's motive to achieve success.
- ii) The degree to which he sees success possible.
- iii) The incentive value attached to educational goals.

The strength of motivation to achieve varies from individual to individual. This strength of achievement motivation or the tendency to achieve success is dependent on one's motive to achieve success, the probability of success in a given activity and the incentive value of success.

Secondly, there is the need to avoid failure which is dependent upon one's motive to avoid failure, the probability of failure and the incentive value of failure. The motive to avoid failure produces a tendency not to undertake an activity expected to lead to failure. This tendency to avoid failure functions in the same way as anxiety about failure and affects efficiency in performance.

Atkinson's theory holds that the achievement motive and the expectancy of success produce positive interest and pursuit of success while the motive to avoid failure and expectancy of failure function to steer one away from any achievement related activities. This theory assumes that all individuals have some capacity for interest in achievement and anxiety about failure. These two are expressed in any situation when it is apparent to the individual that his performance will be evaluated in reference to some standard of excellence.

Individuals whose achievement motive is strong, for example, feel more uncertain and anxious regarding the outcome of an event. They set their level of aspiration in a task of moderate difficulty, where they will succeed. Those whose motive to avoid failure is stronger than the achievement motive will try to avoid every task because of fear of failure. To them, competitive achievement situations are seen as unattractive. They set their goals where there is no chance for success or they will select the easiest of alternatives which is a way of minimising their anxiety as they feel that they won't succeed anyway.

2.1.2. **Determinants of Achievement Motivation**

The following factors determine achievement motivation.

2.1.2.1 **The importance attached to the goal:**

The importance attached to the goal ahead or relative attractiveness of success at a particular activity or the incentive value of success will determine achievement motivation (Atkinson and Raynor, 1974). Should academic achievement be important to a pupil, his/her drive to do well in school work will be strong despite the obstacles to be overcome. It was believed that this being the first time for Class 8 students to prepare for the K.C.P.E. examinations, an examination whose results would influence their selection into secondary schools etc, their need for academic achievement would be high.

2.1.2.2 **The probability of success:**

The extent to which one expects performance to lead to the goal or to success determines the level of achievement motivation (Atkinson, 1964). The probability of success will, however, vary with one's level of ability, the level of difficulty of the learning activity, as well as past experiences under similar situations. When a person undertakes an activity and succeeds, the expectancy of success at the task and at similar tasks is increased. When he fails, that expectancy weakens.

2.1.2.3 **The child's home environment:**

A child who is brought up in a home where academic success is valued is likely to be motivated to do well in school. Albert Bandura's social learning theory (1962) placed

emphasis on the role of the environment in shaping the behaviour of persons. A child learns his behaviour through imitating that of significant others in his/her environment so children brought up in homes where parents strive for success may very well have the same tendencies in them. Muola's (1990) and Arasa's (1995) studies found a significant relationship between fathers' level of education and children's achievement motivation.

2.1.2.4 **Parenting Style:**

The severity of weaning and independence training have been positively correlated with need for achievement (nAch) scores. Parents who train their children for early independence and insist on self-reliance and those who praise children when they do things difficult for their age have been found to raise children of high achievement motivation (Bandura, 1962).

Results of a study conducted by Winterbottom (1958) on mothers and their children of eight to ten years old with high and low achievement motivation scores indicate that mothers of highly motivated boys in comparison to those of less motivated boys insist on independence training during the first five years of age and reward self-reliance with more recognition and tender affection. Low motivated boys in contrast had mothers who believe in more restrictions on behaviour and who did not reward achievement motivated behaviour.

2.1.2.5 Social Class:

A person's need for achievement has been found to relate to his/her socio-economic status (SES) and that of the society in which he/she lives. McClelland (1964) pointed out that this achievement motive develops due to the demand put on the individual by the social environment which then contributes to one's desire for success.

Other factors that have shown relationship to achievement motivation include family size. Small families have been shown to have children of higher achievement motivation than children from larger families (Muola, 1990). Birth order is another with first borns generally being found to be highly motivated as compared to children of a different birth order. This observation was however found to be true among boys with the reason that first born girls are given more responsibilities especially for their younger siblings than their brothers are.

2.1.3 Age factor in achievement motivation

Most studies on achievement motivation come from observing children's success and failure at working at various tasks. Heckhausen (1984) observed that at eighteen months children have a measure of achievement motivation. They show pride in their accomplishments such as building tall stacks of blocks. By 2½ years, children are said to understand the idea of competition and show pleasure at beating someone else and disappointment at losing. Later in life when children enter school, their teachers force them to compare themselves to one another and with time some children approach tasks with a fear of failure instead of a joyful striving for success (Stipek, 1984).

2.1.4. Gender differences in achievement motivation

Studies report gender differences in achievement motivation. In a study of 3,348 rural and urban 9th grade children in Norway, Sandven (1975) observed that girls had higher school achievement motivation than boys. The researcher attributed the gender differences in need to achieve scores to the differences between the boys and girls. Girls, he said, were found to be more direct in their display of interest in school than boys who are more conscientious.

According to some reports, women score lower than men on nAch scores as measured by the Thematic Apperception Test (TAT). The society itself is also said to encourage boys to set high goals and to begin competing at an early age while encouraging the girls to be nurturing and to concentrate more on being sensitive to the needs to others.

In a related study, Elizur and Beck (1994) examined gender differences in achievement motive of a sample of Hungarian men and women and found the basic structure of the achievement motive domain to be similar for women and men. These results they concluded, support the view that gender differences in achievement motivation are rooted in socialization processes rather than basic differences between women and men.

2.1.5. Achievement motivation in relation to students academic performance

A student who is highly motivated to achieve academic success is one who will tend to work hard, putting a lot of effort in his/her work in order to obtain a high standard of performance and probably even outdo others in the same class. Many studies show a

significant positive relationship between students' achievement motivation and their academic performance. (McClelland, 1953; Atkinson, 1964; Heckhausen, 1967; Atkinson and Raynor (1974).

The above findings are supported by studies in the same area carried out in Africa. In Uganda, Osire (1983) reported a significantly positive relationship between achievement motivation of a sample of 179 primary standard seven (7) pupils of Kumi District and their academic performance. He used the Aberdeen Academic Motivation Inventory published by Entwistle to assess the strength of pupils' drive to excel in academic work.

In Kenya, Muola (1990) found that the academic performance of his sample of primary school students was influenced by the children's motivation to achieve success. Interestingly, he found locality to be a factor in the measure of achievement motivation whereby pupils from Machakos town schools had a comparatively higher need to achieve (nAch) score than those of Kilome Division. Earlier studies by Wanderi (1983) also provided similar results on the relationship between achievement motivation and academic performance.

This is not to say, however, that the findings on the relationship between the two variables has been consistent. Mehta (1969) found no relationship between nAch scores and students academic performance. Negative correlations were reported in Maundu's study (1980) using 352 students from government secondary schools in Kenya.

Due to the inconsistencies in the findings on the relationship between achievement motivation and academic performance, this study once again ventured to study the said variables to find out how they relate to each other by using a sample of primary school students in Bondo. This was done while considering the students locus of control in order to verify the prediction that a high need to achieve score will positively correlate with high academic performance.

2.2 LOCUS OF CONTROL

Do you believe in luck? Is something like luck or chance or the action of others responsible for what happens to you or do you see the direction of your life determined by your own action? These two views represent the extremes of a personality concept labelled "Locus of Control". This concept is concerned with whether an individual believes in an internal or external control of his life.

Locus of control is regarded as a generalized expectancy regarding how best to categorize situations that present the individual with a problem to be solved. When faced with a problem situation, persons of internal locus of control or 'internals' expect that construing the situation as one in which their efforts will make a difference, will help them resolve the problem. Those of External locus of control or 'externals' on the other hand, will behave on the basis of their expectations that chance or other uncontrollable factors are critical and will therefore behave accordingly. This locus of control or I-E (Internal - External control) is not a typology but rather is a continuum and a person can fall anywhere along that continuum from external at one end, to internal at the other.

Rotter (1966) defined the locus of control variable as follows:

When a reinforcement is perceived by the subject as following some action of his own but not being entirely contingent upon his action then it is typically perceived as the result of luck, chance, fate, as under the control of powerful others or as unpredictable because of the great complexity of the forces surrounding him. When the event is interpreted in this way by an individual, this belief is one of external control. If the person perceives that the event is contingent upon his own behaviour or his own relatively permanent characteristics, this is a belief in internal control.

2.2.1 Locus of Control as relates to motivation

Beliefs play an important role in human motivation. Beliefs are involved in values, expectation of future outcomes and apperception of environmental beliefs. Many theorists postulate that people function effectively when they believe they have control over the nature of events that happen to them. In many ways, internals seem more competent than externals. Perhaps this stems from their more active efforts to acquire information that will enable them to have the effect on their environment which they believe they can have.

Rotter (1966), whom the concept of locus of control has long been associated with, mentioned the achievement motivation theory as a possible source of additional data concerning his theory. He however indicated that the relationship between his theory and that of achievement motivation is probably not a linear one but rather one that is complex.

Researchers suggest the application of the principle that an internal expectation of control

over one's reinforcements as well as situational specific ones for such control is necessary for the direct and efficient satisfaction of certain needs. The argument is that learning the methods to adequately satisfy a need (in this case need to achieve -nAch) is related to the control one expects to exert over those reinforcements responsible for such learning (Wolk and Ducette, 1973).

Locus of control, as an expectancy variable, is consequently related to the establishment of consistent and dependable reinforcements instrumental for need satisfaction. Literature indicates that achievement motivation cannot make predictions when performance is solely based on chance, a highly external situation (Feather 1967; Lefcourt, 1967). The suggestion here is that internality of situation and personality should exist before achievement motivation can make valid predictions and this is the simplest possible relationship that can exist between the theory of locus of control and achievement motivation.

A study by Ahmed (1985), found internality to correlate with high nAch scores. His study, which was carried out in Bangladesh, found a positive relationship between nAch scores and locus of control supporting and extending previous research findings. Both high need to achieve and internality were found to correlate positively with socio-economic status, level of education, faster learning and greater attentiveness (Phares, 1984). Review of research from the two theoretical camps, i.e. locus of control and achievement motivation reveals that the two theories are similar in that there is a basic relationship of probability and value of reinforcement in each. They share common types

of theoretical variables and there is considerable overlap between the two theories in terms of dependent variables that have been studied. Both theories discuss persistence, shift in level of aspiration and success estimation and both theories make very similar predictions about the performance of certain subjects on these dependent variables. Internals and achievement - motivated subjects perform very similarly over a wide range of situations while failure-avoidant subjects and externals perform similarly too.

2.2.2 Locus of Control in relation to Academic Performance

Coleman (1966) found a strong relationship between Internal - External beliefs in students and their academic performance. In a survey of equality of educational opportunity, he found that black children in the United States believed more than white children that success in exams was caused by luck rather than by hard work. There was a strong relationship between what students believed was responsible for their performance in exams and their actual academic performance. Those children who believed in hard work had higher scores on reading tests and verbal achievement tests than those who believed in luck.

In his study on the relationship between locus of control and achievement, Messer (1972) found that 4th grade children who believed that their academic performance was contingent on their own effort had higher grades and higher academic achievement scores than those who perceived themselves to be externally controlled. High grades were more likely to be obtained from boys who took credit for their achievement and from girls who blamed themselves for their failures.

One would expect children raised in poverty to feel that the course of life was outside of their control and thereby develop external beliefs but research does not confirm this. In a study that compared beliefs in children from an impoverished area and those from a suburban area, Ducette (1972) found little difference in the children's beliefs about locus of control.

Millar and Irving (1995) suggest the advantage of holding an internal rather than external locus of control beliefs with respect to both achievement motivation and academic performance. In Nigeria, Muhammad (1981) examined the relationship between internal versus external orientation and academic achievement of male secondary school students. He looked at the external (powerlessness) versus internal orientation of seventy Hausa secondary school males and used the Nowicki-Strickland locus of control scale for children as a measure of their control. The findings were that the more externally oriented students were rated significantly higher in anti-social behaviour and tended to underachieve in school.

According to mastery (Dweck, 1986) and learned helplessness (Seligman, 1975) theories, students with low perceptions of control or those of external control, according to Rotter (1966), should in essence be at risk scholastically. Their perceptions are thought to be reflective of their previous academic experiences such as consistently failing at academic tasks. In a study of students' perceptions of control and success in the classroom, Schnowetter *et al* (1993) also found students of external or low control to perform lower than those of internal control.

Lema (1998) also found students of external control perform significantly lower than those of internal locus of control. Weiner (1990) stated that when an individual experiences failure or success, there are changes in his/her expectancy and consequently, performance is affected. Failure decreases expectation of future success.

Education researchers recognize the significance of student self perceptions of ability to control important aspects of scholastic development (Stipek & Weisz, 1981; Weiner, 1986). Perry (1991) argued that students' responsibility for academic achievement is increasingly emphasized as they progress through the education system so perceived control can be particularly important for learners in our school system. Instead of passively receiving information, students must contribute actively to learning goals and exercise a large degree of control over the attainment of these goals. Furthermore, the academic survival of students in the school is also determined by a number of school related tasks.

For instance, studying and completing class assignments etc. Such activities require the responsibility of the student. Students who take the initiative in completing these tasks therefore tend to succeed unlike those who are less responsible and therefore more vulnerable to fail and subsequently drop out of school. Students' perception of control and success evolve as students proceed through their school years and move on to university (Stipek & Weisz, 1981). As such, these perceptions are thought to be stable and, thus, to differentially distinguish students' scholastic outcomes.

Students of internal control are characterized as seeking challenge and being persistent in the face of difficulty (Dweck, 1986). These students are more likely to thrive even with poor instruction. Those of low control or of external control as in Rotter's (1966) theory are classified as the learned helpless in Seligman's (1975) theory. Hakoda and Fincham (1995) found that children exhibiting helplessness attribute failure to uncontrollable causes such as ability and task or luck. Consequently, they have low expectations for future success and their performances deteriorate. These students show tendency to avoid challenge and exhibit little persistence in the face of difficulty. This type of behaviour can be maladaptive for student learning.

There are observed behaviour differences between internals and externals (Lefcourt, 1972). Internals are said to be more curious about the situations in which they find themselves than are persons with more external control. Phares (1984) noted that internals seek information and use it more effectively than externals. Externals are poor at paying attention when compared to internals. They are poor at paying attention to information and find it difficult to discern the principles necessary to solve problems. It is not surprising noted the researcher, that internals in his study described themselves as active, striving, achieving and independent.

In the light of the noted differences in behaviour and beliefs between subjects of internal and external locus of control, this study hypothesized that subjects who have an internal locus of control realize and accept the responsibility for their action, and therefore work hard to achieve academic success. It also hypothesized that subjects who are termed

external perceive outcomes in life to be as a result of chance, fate or are as a result of the intervention of powerful others and therefore these subjects do not work hard to achieve academic success.

2.2.3 **Factors that influence the development of locus of control**

The following factors influence the development of locus of control.

2.2.3.1 **Parenting Style**

Parents who are warm, protective, positive, nurturant in their child rearing practices tend to have children with internal orientation. Consistency of parental reinforcement, discipline and standards are also linked to the development of internality. Davis and Phares (1969) found that externals reported their parents as being inconsistent in discipline. There is also evidence to suggest that the child's locus of control may, to some extent, reflect the parents own locus of control (*Chandlers, et al* 1980).

This was, however, not supported by Galejs ,*et al* (1985) study. These researchers investigated the development of sixty five (65) pre-schoolers age three to six years. They looked at the children's locus of control in relation to that of their parents. Although the students perceived most control over social interactions involving teachers and parents and less over peers and themselves, the findings showed no correlations between students' and parents' locus of control. These results suggest that locus of control may not be acquired through modelling, but rather through contingent reinforcement.

2.2.3.2 Socio-Economic Status (SES)

Lower socio-economic status has been associated with external beliefs (Phares, 1976). Children born of parents in minority groups or racial and ethnic groups that have little access to power and mobility, learn from their own cumulative experience that their own efforts had little to do with their achievement in society and will likely show more external belief systems. These findings were earlier reported in Rotter (1966) who observed that people who believe they have little control over events that happen to them are more anxious and are less likely to behave in ways that lead to positive outcomes than individuals who believe their action affect external events and consequences.

2.2.4 Gender Differences in Locus of Control

Most studies show similar scores for males and females although study by Strickland and Haley (1980), which examined patterns of response on the I-E scale (an instrument measuring locus of control), discovered that on certain items males and females respond differently. Items related to academic achievement showed males to be more internal than females, while items dealing with political influence revealed females to be more internal than males.

A study done in Nigeria revealed the same results. Muhammad (1980) investigated the relationship between belief in personal control and several variables including stages of moral reasoning. Responses of a sample of sixteen to nineteen year old in two residential secondary schools showed no sex differences in belief in personal control.

2.3 Theoretical Rationale.

Below is the theory behind locus of control.

2.3.1 Rotter's Social Learning Theory:

Rotter's social learning theory is an attempt to describe the significant variables that determine human behaviour. He believed that a great deal of so-called personality behaviour is acquired or learned. The bulk of learning occurs in situations involving interactions with other people. He termed this a social learning theory because it stresses the fact that the major or basic modes of behaving are learned in social situations and are inextricably fused with needs requiring for their satisfaction with the mediation of other persons. From the social learning perspective, locus of control or I-E is a generalized expectancy about how best to construe the nature of reinforcement (Rotter et al, 1972).

He cited three variables that determine human behaviour and these are:

i) expectancies, ii) reinforcement values and iii) the psychological situation. Simply explained, any behaviour occurs because of expectancies that it will achieve the goal toward which it is directed and because of the value of that goal. The specified situation influences both the magnitude of one's expectancies and the value of the goal. Behaviour is explained as being determined by expectations that the behaviour will in fact bring about reinforcement.

Belief in internal control should allow reinforcement to play its customary role, meaning, a positive reinforcement following a behaviour will increase the likelihood of the

behaviour occurring again while a negative reinforcement will have the opposite effect. When a person regards events as externally controlled then reinforcement will not work as we expect it to.

2.4 **Observations made from the Review of Literature**

From the studies reviewed in this section, the following points were drawn in conclusion:

- 1- There is a relationship between achievement motivation and locus of control whereby a high need to achieve score correlates with internality and low need to achieve score correlates with externality.
- 2- There is a relationship between locus of control and academic performance whereby internality has been associated with high academic performance and externality has been associated with lower academic performance.
- 3- The relationship between achievement motivation and academic performance is inconsistent. The relationship has been found to be non-existent in some studies.
- 4- There are gender differences in achievement motivation whereby males are said to have a higher need to achieve than females.
- 5- There are no gender differences in locus of control.

2.5 RESEARCH HYPOTHESES

Introduction

Based on the results of the studies reviewed and the theoretical framework, the following hypotheses are hereby advanced.

- 1- Pupils with a low need to achieve (nAch) have external locus of control.
- 2- Pupils with a high need to achieve (nAch) have internal locus of control.
- 3- Pupils with a low need to achieve (nAch) are low academic performers.
- 4- Pupils of internal locus of control are high academic performers.
- 5- Pupils with external locus of control are low academic performers.
- 6- There are no gender differences in locus of control.
- 7- Boys have higher need to achieve (nAch) than girls.

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

Described in this section are the research design, sample and sampling method, instruments for data collection and procedures that were followed in the study as well as techniques proposed in data analysis.

3.1 Research Design

The research design was correlational in nature. Simon, J. (1978) describes a correlational design as that which attempts to investigate possible relationships among the variables without intervention. It can also suggest associations. A correlational design was selected because it appeared appropriate in this study that seeks to establish whether there is a relationship between:

- a- Academic performance of learners and their locus of control
- b- Academic performance of learners and their achievement motivation.
- c- Achievement motivation and locus of control and their combined effect on academic performance.

3.2 Population and Sample

A total of 362 pupils from class eight took part in this study. The sample comprised of 172 girls and 190 boys. Mixed schools were selected since these schools were able to give responses from both gender which was needed for testing for differences in the said variables on gender lines. The Class eight pupils were selected on the basis of the following considerations:

- a- Having been in school longer than pupils in lower classes, they were thought to be able to handle tasks given to them with relative ease.
- b- These students would be sitting for their K.C.P.E. examinations which in itself is an incentive for achievement.
- c- It was assumed that their use of English in creative writing as well as in their expression of ideas is good.

It is, however, noted that class eight being an exam class, K.C.P.E. could be an extraneous variable in the study.

The sampling unit was primary schools in the entire Bondo District. By stratified random sampling twenty seven (27) schools out of the overall hundred and three (103) schools in Bondo District were considered in the study.

This is how the number was achieved. Out of the seven (7) educational zones in the entire administrative district of Bondo, four schools were randomly selected from each zone for

the study. Out of the total of twenty eight schools, one school did not participate in the study. Thus only twenty seven schools participated in the study.

3.3 **INSTRUMENTATION**

Described here are the instruments that were used to measure locus of control, achievement motivation as well as the academic performance of the learners.

3.3.1 **Locus of Control Instrument (The I-E Scale)**

The I-E scale constructed by Nowicki and Strickland (1973) was used. This instrument was constructed with the purpose of measuring locus of control in children. Norms for the scale show its use among males and females from 3rd to 12th grade.

I-E stands for Internal - External which are the two levels in the scale. The instrument itself consists of forty questions which require the respondents to mark 'Y' for Yes against statements they agree with and 'N' for No against statements they do not agree with. Although this instrument has not been used in Kenya before, it was noted that the same has been used with relative success in studies carried out on locus of control among students in West Africa, namely in Nigeria. It is with the realisation that this instrument had not been used in Kenya before that it became necessary to propose a pilot study in order to identify and change those items that may appear to be difficult for the students to comprehend. This was done in an effort to make the items suitable for the pupils in the study.

This test can be given to any number of persons and takes 15 - 20 minutes to complete and to score. No special room arrangements, special materials or preparation is required.

A questionnaire on the students background preceded the I-E scale. This contained items examining the students background e.g. age, sex, etc.

The Internal - External locus of control scoring key in Appendix II was used. One point was given for every answer that agreed with the keyed answer. Low scores of zero to eight (0-8) indicate internality or an internal control, average scores of nine to sixteen (9-16) indicate one answered questions in each direction while high scores of seventeen to forty (17-40) show one is externally controlled.

3.3.2 Achievement Motivation instrument (TAT)

The Thematic Apperception Test (TAT) is a projective technique consisting of vague pictures that are used as stimuli to elicit responses from a respondent. Although the old technique had twenty (20) picture cards, over the years fewer pictures have been used. In Kenya, studies by Maundu (1980), Kitivo (1989), Arasa (1995) all used five pictures. The TAT has been used with relative success in the Kenyan studies to measure achievement motivation.

Heckhausen (1967) noted the following advantages of the TAT.

- a- It is less susceptible to faking and subjects cannot predict scoring or interpretation since the subjects remain unaware of the true aim of the test.

- b- The scores of the TAT remain relatively stable even if achievement oriented degree of arousal is stepped up in a test instruction situation.
- c- The TAT shows a high level of correlation with one's behaviour in situations where competition with some standard of excellence is expressed.
- d- It is a highly structured stimulus which requires more complex and organized verbal responses.
- e- It is designed to examine the whole latitude within ones personality meaning that the whole breadth within one's environment can be perceived and elaborated in the most individual manner.

McClelland (1953), however, identifies some limitations of the TAT, which are:-

- a- Some students may be unable to write a story within the time allocated to them while those with higher language proficiency may complete early or on time.
- b- Some respondents may have low achievement motivation scores due to fear of failure that blocks achievement imagery of the stories.

In order to minimize problems on the TAT, Heckhausen (1967) pointed out that the scoring system actually does attempt to minimize problems on the TAT. The scoring

system, for example, emphasizes that one category should not be scored more than once for every story no matter how many times that category appears in a story. Secondly, a time limit is imposed on all subjects in order to prevent any marked differences in story length due to extra persistence. Finally, English language, grammar, spellings, etc. should not be marked in order to rule out language proficiency as an important factor in the scores obtained by the respondents.

The scoring system 'C' as developed by Smith and Feld (1938) and elaborated by McClelland, et al (1976) was adapted. According to this system, all stories written fall under one of the three categories namely:-

- a- Achievement Imagery (AI)
- b- Doubtful Imagery (TI)
- c- Unrelated Imagery (UI)

If a story is classified as belonging to either TI or UI category, no further scoring is done. A story is classified TI if it contains some reference to achievement imagery but does not contain any of the criteria regarding achievement imagery. In most cases, the story could just be a description of the picture and that is why this category is also called Task-related Imagery (TI). UI category is for stories that have no reference at all to achievement goals.

Stories with Achievement Imagery (AI) are those that contain an indication of competition with some standards of excellence. The primary concern of the subjects here is winning

or doing as well as or better than another person. Such adjectives as 'good'; 'better' are the acceptable phrases under this category. A story is also categorized in this class when it contains some evidence of a long term endeavour toward a particular goal as in the phrase "..... putting lot of effort to become the best overall student". Also, stories that indicate a unique accomplishment such as writing an original play are scored as AI (Achievement Imagery).

Stories with Achievement Imagery are further scored according to the ten subcategories below:

(1) **Stated Need for Achievement (N):**

N or need is scored only when there is a definite statement of motivation by one of the characters. However, a story is not scored for (N) when a statement is given which defines an achievement goal for another character, e.g. 'The teacher wants the students to do well in their exams'.

(2) **Instrumental Activity (I):**

A score under this sub-category is given when an activity indicates there is something being done about the said goal being achieved, e.g. "working hard to pass exams".

(3) **Positive Anticipatory goal state (Ga+):**

This is expressed in a story as a thought of success or an expectation of achievement of a goal. For example, "He is dreaming of becoming a scientist one day".

(4) **Negative Anticipatory goal state (Ga-):**

The story should express anticipation of frustration or failure. For example a statement of this nature would do "He wonders whether he will succeed in his final exams".

(5) **Personal Obstacle or Block (BP)**

There should be an indication of some hinderance toward goal achievement which is within the person himself such as low IQ, bad eye-sight or lack of confidence.

(6) **Environmental or Worldly Block (BW)**

There should be an obstacle in the environment itself, for example, 'lack of school fees' and this obstacle has to be overcome before one can achieve the goals.

(7) **Nurturant Press (NP):**

A story may indicate some help within or without the person and this help would facilitate the achievement of the goals. Examples would include any advice given, sympathy or encouragement toward goal attainment.

(8) Positive Affective or Emotional States (G+):

A statement could be expressed in the story showing positive emotion such as "He is satisfied about the outcome of the exams".

(9) Negative Affective States:

The emotion could be expressed negatively such as when one in the story is shown to be expressing failure in achieving a goal. These would be indicated in terms such as "disturbed", "discouraged", "angry" etc.

(10) Achievement Thema (Ach Th)

This is scored when there is no doubt that the achievement imagery is the central theme of the story. Where there is an explicit counter-plot somewhere in the story Ach Th is not scored.

A total score or achievement score was obtained by summing up the scale categories score for each story. The maximum score for one story was 10, and 50 for five, while the minimum score is 0. A score of 25 - 50 indicates high achievement motivation while 0 - 24 low achievement motivation. These stories were not scored for length, grammar or spelling as mentioned earlier.

3.3 Academic Performance Instrument.

Standardized end term scores for class seven were used as a measure of the students academic performance. These exams were prepared by the teaching staff of the various

subjects. The exams were used because there was no standardized achievement battery which was available for use with class eight during first term. Only scores in English and Mathematics were used.

3.4 Data Collection Procedure.

The administration of the instruments took place between February 8th and March 20th 1998. The researcher had the help of one consistent research assistant and sought the help of a cooperative teacher in each school for the administration of the I-E scale and the TAT.

Out of the 3 possible conditions for administration of TAT, the 'neutral' condition was used. Here the respondents were left without any attempt to raise their motivation deliberately for example the word 'test' was not to be used in the instructions. Instructions were read out to the respondents by the researcher and time given for the clarification of any unclear items in the questionnaire before the subjects began the task.

A time limit within which the I-E scale was to be completed was flexible since constant interruptions by the pupils when they did not understand a statement meant the same question had to be translated to them sometimes in their mother tongue(Dholuo). Ten (10) minutes was given for viewing of the TAT pictures and for recording each story on paper. Four (4) guiding questions were also provided to help respondents write their stories.

3.4.1 **Reliability and Validity of the Instruments.**

A pilot study was carried out prior to the main study. This was not only to help the researcher assess the type of responses she would expect to gather in the field but also allowed her to familiarize herself with the administration as well as scoring procedures of both the I-E scale and TAT.

Results of the pilot study proved useful in identification and dropping unreliable items in the questionnaire and in the improvement of others where need arose.

3.4.2. **Data Analysis Technique**

Correlation coefficients were used to determine the strength of the relationships between achievement motivation, academic performance and locus of control.

Multiple regression analysis was used to look at the contribution of locus of control and achievement motivation on academic performance.

The t-test was used to test for gender differences among the said variables.

CHAPTER IV**Data Presentation and Analysis****4.0 Introduction**

In this chapter, demographic data for each of the variables under study are presented using selected descriptive statistics. The hypotheses formulated in the study are also considered in relation to the data analysed using inferential statistics.

4.1 Students' achievement motivation

The range of scores for achievement motivation lay between zero (0) and fifty (50). Analysis of the results show that minimum score attained by a student was zero (0) and a maximum score attained was twenty six (26). The dividing line was obtained by dividing the maximum score by two. The scores between 0-24 were classed as the low achievers while those between 25-50 were classed as high achievers. Table 4.1 next page gives a summary of the results.

Table 4.1 Frequency distribution, mean, mode, standard deviation and skewness for students' achievement motivation scores.

Score Value	Frequency	Percentage
0	165	45.6
1	37	10.2
2	36	9.9
3	28	7.7
4	27	7.4
5	20	5.5
6	13	3.6
7	6	1.6
8	7	1.9
9	5	1.4
10	6	1.7
11	3	0.8
12	1	0.3
13	2	0.6
14	1	0.3
15	2	0.6
16	1	0.3
17	0	0
18	1	0.3
19	0	0
20	0	0
21	0	0
22	0	0
23	0	0
24	0	0
25	0	0
26	1	0.3
Total	362	100

Mean 2.367 Variance 11.906

Mode 0 Skewness 2.386

Standard Deviation 3.451

The following observations can be made from the results in table 4.1:

- (i) The level of achievement motivation of the students is very poor since more than 99% of the students have low achievement motivation scores.
- (ii) The average score of two 2 is very low considering the highest possible score of fifty (50).
- (iii) Majority of the students have a score of 0(zero) on the level of achievement motivation. (Mode=0).
- (iv) The distribution is positively skewed i.e, the scores tended to be concentrated on the low scores or near zero.

4.1.1 Students' Locus of control

The maximum score possible was 40 while the minimum score possible was zero. Analysis of the results show that the maximum score obtained was 27 while the minimum score obtained was 9.

According to the test constructors' manual, those whose scores lie between (0-8) are termed internals or have an internal locus of control. Those whose scores range between (9-16) are average meaning they answered questions indicating internality as well as externality. Finally those whose scores range between (17-40) are termed external. (Please see chapter (iii) on instrumentation).

Table 4.2 Frequency distribution, mean, kurtosis, minimum and maximum score, standard deviation and skewness for Locus of control.

Score	Frequency	Percentage
0-8	0	0
9-16	146	40.3
17-40	216	59.7
Total	362	100

Mean 17.191 Skewness 0.071

Mode 26 Standard

Variance 10.066 Deviation 3.173

The results presented in table 4.2 show that;

1. The average locus of control score is 17.

2. No pupil scored within the range of internality i.e none scored between (0-8).

3. Over half of the students have an external locus of control (59.7%)

4. The most common I-E score is 18 which falls in the region of external locus of control.

5. The distribution of I-E scores is negatively skewed showing that majority of the students have external locus of control.

4.1.2 Parents' level of education

The parents level of education was grouped into four categories namely;

- i) Primary
- ii) Secondary
- iii) Post-secondary
- iv) No formal education

Table 4.3 Frequency distribution, percentages, mean, mode, Kurtosis, Standard deviation, Skewness for fathers' and mothers' level of education.

Level of formal Education	Frequency		Percentage	
	Father	Mother	Father	Mother
None	05	07	1.4	1.9
Primary	69	140	19.1	38.7
Secondary	139	149	38.4	41.2
Post-secondary	134	57	37.0	15.7
Unknown	15	09	4.1	2.5
Total	362	362	100	100

	<u>Father</u>	<u>Mother</u>
Mean	2.331	1.890
Mode	Secondary	Secondary
Maximum value	Post-secondary	Post-secondary
Minimum value	None	None
Skewness	0.620	1.168
Standard Deviation	0.936	0.926
Variance	0.876	0.858

The following observations can be made from the results of Table 4.3

- i) There is an increase in percentage of the level of education for both mothers and fathers from no formal education to secondary school.
- ii) Although more mothers (1.9%) ,than fathers (1.4%) had no formal education, many students had more mothers with secondary education (41.2%) than the fathers (38.4%).
- iii) The mode indicates that the majority of fathers and mothers attained secondary school education.

- iv) Post-secondary education was attained by more fathers (37%) than mothers (15.7%). This indicates fathers are more highly educated than mothers.

4.1.3 Family size

Family size here refers to the number siblings a student has. The study only examined the number of children in the nuclear family. Where students had up to four siblings the families were considered small, where they had five or more siblings these were considered big families.

The table 4.4 gives a distribution of students' family size.

Table 4.4: Frequency distribution, percentage, mean, mode, Kurtosis, standard deviation, skewness and variance for student family size.

Number	Frequency	Percentage
None	5	1.4
1-2	44	12.1
3-4	117	32.3
5-6	93	25.7
>6	102	28.2
Error	01	0.3
Total	362	100

Mean 3.685 Skewness 0.085
 Mode 3-4 Std. Deviation 1.092
 Variance 1.191

Observations made from Table 4.4 above indicate that ;

- i) More than half the students come from big families of five or more siblings (53.9%).
- ii) The modal number of siblings was three or four.
- iii) The average child had 3-4 siblings.
- iv) The least number of pupils had no sibling (1.4%).

4.1.4 Students' Age

The age of the students was also studied. The results are presented below:-

Table 4.5 Frequency distribution, percentage, mean, mode, skewness, standard deviation and variance of students' age.

Age	Frequency	Percentage
<14	103	28.45
14-15	177	48.9
16-17	074	20.44
>17	005	1.38
Untold	003	0.83
Total	362	100

Mean 2.008 Std. Deviation 0.978

Mode 14-15 Variance 0.956

Skewness 3.07

From table 4.5, the following observations can be made;

- i) The average age of the students was 14-15yrs.
- ii) The modal age of the students was between (14-15).
- iii) The least number of pupils are more than 17 years (1.3%).

4.1.5 Parents' Occupation

Parents occupation was categorized into five groups, i.e

- i) Business oriented who were businessmen, managers, accountants etc.
- ii) Teaching profession who included teachers at all levels of the profession.
- iii) Health related professions which include doctors, nurses etc.
- iv) Housewives
- v) Others included parents who were drivers, cooks, fishermen, farmers, etc.

Table 4.6: Frequency distribution, percentage, mean, mode, kurtosis, standard deviation, skewness and variance for parents' occupation.

Occupation	Frequency		Percentage	
	Father	Mother	Father	Mother
Business Oriented	24	70	6.6	19.3
Teaching Profession	75	43	20.7	11.9
Health Profession	19	17	5.2	4.7
Housewife	00	105	00	29.0
Others	222	119	61.3	32.9
Unknown	18	05	5.0	1.4
Total	362	362	100	100

According to table 4.6 ,

- i) Most of the parents were in the group of others i.e, they were fishermen, tailors, etc.
- ii) There were some students who were not aware of their parents profession.

4.1.6 Item analysis of I-E scale

Academic related items in the locus of control scale are questions 4,6,22,37,40. Question 4 asked whether students felt that getting good grades meant a great deal to them. Responses show that 77.9% of the students felt that getting good grades meant a great deal to them while 22.1% did not.

Question 6 asked whether if somebody studies hard he or she can pass any subject. Responses show that only 90.6% of students were in agreement with this statement while 9.4% were not. Question 22 asked whether students felt there was a relationship between doing their homework and the grades they attained. Responses show that 34.8% of the sampled students felt that this was true while 65.2% did not.

Question 37 asked whether the students felt it useless to try in school since their classmates were much smarter than they were. Responses show that only 11.6% of the students felt so while 88.4% did not. Question 40 asked whether it was better to be smart (read clever) than to be lucky. Responses show that 51.7% felt so while 48.3% did not.

Health related item is question 2. It asked whether students felt they believed they could stop themselves from catching a cold. Responses show that 59.4% agree with the statement while 40.6% were not.

All the above indicate that the students generally are not a helpless thinking lot but rather feel that they have some role to play in their academics. However, a greater majority still show some belief in the role of luck in their lives as is evident in their responses to questions 21 and 24 .

Questions 21 and 24 are related to belief in good luck charms. Question 21 asked whether students believe that finding a good luck charm would bring them good luck. Responses show that 46.7% (almost half of the pupils) agree with the statement while 53.3% do not. Question 24 asked whether the students ever had a good luck charm. 72.7% had them while 27.3% never did. Question 3 which asked whether they believed some people are just born lucky. 74.9% believed so while 25.1% did not.

4.2 Interpretation of data

In this section each of the hypotheses is discussed briefly in relation to the results already presented.

- i) Pearsons product moment correlation analysis was used to measure the strength and direction of the relationship between; locus of control and achievement motivation, locus of control and academic performance; achievement motivation and academic performance.

ii) Multiple regression analysis was done to find out the contribution of various independent variables on the dependent ones.

iii) Two tailed t-test for mean differences was used to test gender differences in locus of control and in achievement motivation.

	Ach	I-E	Acc	Gen	F
I-E	-0.07				
Acc					
Gen					
F					
Model	0.13	0.04	-0.03	0.02	-0.12
Adjusted R Square					0.34**

The following null hypotheses were tested.

1. There is no significant relationship between locus of control and achievement motivation.
2. There is no significant relationship between locus of control and academic performance.
3. There is no significant relationship between achievement motivation and academic performance.
4. There is no significant difference between mean scores of male and female pupils in locus of control.
5. There is no significant difference between mean scores of male and female pupils in achievement motivation.

The results presented in table 4.7 show a correlation coefficient of -0.07. This correlation was not significant at p<0.05 level of significance.

Table 4.7 Table showing intercorrelations among the variables under the study.

	nAch	I-E	Aca Perf	Gen	Fam Size	F Ed
nAch						
I-E	-0.07					
Aca Perf	0.05	-0.01				
Gen	-0.05	0.10	-0.05			
Fam Size	0.04	-0.11	-0.05	-0.13*		
F Edu	0.16*	0.08	0.06	0.06	-0.06	
M Edu	0.13	0.04	-0.03	0.02	-0.12	0.34**

* Significant at 0.01

** 0.001

4.2.1 **Relationship between locus of control and achievement motivation.**

The first null hypothesis stated; There is no relationship between pupils' locus of control and their achievement motivation.

This hypothesis was tested by correlating the pupils' scores on locus of control and their achievement motivation. The results presented in table 4.7 show a correlation coefficient of -0.07. This correlation was not significant at $p < 0.05$ level of significance.

Multiple regression analysis was carried out to determine the combined contribution made by the variables: achievement motivation, age, gender, family size, parents' occupation, parents' level of education on students' locus of control.

Table 4.8 gives a summary of the results.

Table 4.8: Multiple regression analysis to show the interaction effect of achievement motivation, age, gender, family size, parents' occupation, parents' level of education on students' locus of control.

Item	Value
Multiple R	0.178
R Square	0.031
F	1.36
Signif F	0.212

From the results in table 4.8, the following observations can be made:-

- i) The R Square of 0.031 means that 3.1% of the total variance in students' locus of control was accounted for by age, gender, parents' occupation and parents' level of education. This value of about 3% is quite low.
- ii) The F- value shows that the contribution made by these variables toward student locus of control is not significant at $p < 0.05$ level of significance.

A t-test was carried out to find out the individual contribution of the independent variables on students locus of control.

Table 4.9 summarises the results.

Table 4.9 Multiple regression analysis to show individual contribution of age, gender, family size, parents' occupation and parents' level of education on students locus of control.

Variable	T	Significant T
Achievement Motivation	-1.546	0.1230
Age	-0.996	0.3201
Gender	1.505	0.1333
Family Size	0.332	0.7401
M/Occupation	-0.098	0.9218
F/Occupation	1.400	0.1623
M/Education	0.305	0.7605
F/Education	1.622	0.1059

From the results in Table 4.9 above, none of the variables has any significant contribution towards locus of control at $p < 0.05$ level of significance.

All these statistical inferences confirm that students' locus of control is not significantly correlated to either achievement motivation, age, gender, family size, Parents' occupation and parents' level of education. The amount of variance explained by the variables on locus of control was about 3%. This percentage of variance is low and therefore still not

significant. The other 97% unexplained variance could be attributed to other factors which were not considered in the present study.

The result shows a low, negative relationship between the two variables. The pupils' locus of control is not significantly correlated to their achievement motivation at $p < 0.05$ level of significance. The null hypothesis was accepted at $p < 0.05$ level of significance.

4.2.2 **Relationship between locus of control and academic performance**

The second null hypothesis stated: There is no significant relationship between pupils' locus of control and their academic performance.

Correlation analysis as presented in table 4.7 gave a result of -0.01 on the relationship between the two variables. The relation between the two variables was negative, weak and there was no statistical significance at $p < 0.05$ level of significance.

Multiple regression analysis was carried out to determine the combined contribution made by locus of control, age, gender, family size, parents' level of education and parents' occupation on students' academic performance.

Table 4. 10 gives a summary of the results.

Table 4.10: Multiple regression analysis to show interactional effect of locus of control, age, gender, family size, parents' level of education and parents' occupation on students' academic performance.

Multiple R	0.19664
R Square	0.0386
F	1.6692
Signif F	0.1048

From the results in Table 4.10 above, the following observations can be made:-

- i) The R Square =0.0386 means that 3.8% of the total variance in students academic performance was accounted for by locus of control, age, gender, family size, parents' occupation, parents' level of education. This value of about 4% is quite low.
- ii) The F-value shows that the contribution made by these variables towards academic performance is not significant at $p < 0.05$ level of significance.

A t-test was carried out to find out individual contribution of the independent variables towards academic performance. It was assumed there was no interaction among these independent variables. Table 4.11 gives a summary of the results.

Table 4.11: Multiple regression analysis to show individual contribution of locus of control, age, gender, family size, parents' occupation and parents' level of education on academic performance.

Variables	T	Significant
Variable Locus of Control	-0.360	0.7189
Age	-2.852	0.0046
Gender	-1.698	0.0905
Family Size	-0.635	0.5260
F/Occupation	0.683	0.4952
M/Occupation	0.325	0.7456
F/Education	1.419	0.1567
M/Education	-1.297	0.1957

From the above results;

- i) Locus of control does not have a significant contribution towards students' academic performance.
- ii) Of all the variables in the study only age is seen to have a significant contribution towards academic performance at $p < 0.05$ level of significance.

These statistical inferences confirm that students academic performance is not significantly correlated to locus of control, age, gender, family size, parents' occupation and parents' level of education. The amount of variation explained by the variables is about 4%. This percentage of variance is indeed low. The other unexplained for variance could be attributed to other factors.

4.2.3 Relationship between achievement motivation and academic performance.

The third hypothesis stated: There is no significant relationship between students' achievement motivation and academic performance.

According to table 4.7 correlation analysis result is 0.05. This relationship is positive yet low. It was not significant at $p < 0.05$ level of significance.

Multiple regression analysis was carried out to determine the combined contribution made by the variables: achievement motivation, age, gender, family size, parents' occupation and parents' level of education on academic performance.

Table 4.12 gives a summary of the results.

Table 4.12: Multiple regression analysis to show the interaction effect of achievement motivation, age, gender, family size, parents' occupation and parents' level of education on academic performance.

Multiple R	0.19819
R Square	0.03928
F	1.69672
Signif. F;	0.0981

From the results of table 4.12, the following observations can be made:-

- i) The R Square =0.039 means that 3.9% of the total variance in academic performance is accounted for by achievement motivation, age, gender, family size, parents' occupation, and parents' level of education .
- ii) The F-value shows that the contribution made by these variables is not significant at $p < 0.05$ level of significance.

The t-test was carried out to find individual contribution of the independent variables on student academic performance. It was assumed that there was no interaction among the independent variables. Table 4.13 summarises the results.

Table 4.13: Multiple regression analysis to show the individual contribution of achievement motivation, age, gender, family size, parents' occupation and parents' level of education.

Variable	T	Significant T
Achievement Motivation	0.584	0.5597
Age	-2.779	0.0058
Gender	-1.692	0.0915
Family Size	-0.678	0.4985
M/Occupation	0.325	0.7454
F/Occupation	0.648	0.5176
M/Education	-1.341	0.1808
F/Education	1.313	0.1900

From the above results;

- i) Only student age had a significant contribution toward academic performance.
- ii) Achievement motivation does not contribute significantly to academic performance at $p < 0.05$ level of significance and neither do the other variables namely gender, family size, parents' occupation and parents' level of education.

The variation explained by these variables is about 4% which again very low. 96% unexplained variance could be attributed to other factors other than those considered in this study.

4.2.4 Relationship between achievement motivation, locus of control and academic performance

Multiple regression analysis was done to show contribution of achievement motivation and locus of control on student academic performance. The results are presented in the table below.

Table 4.14 Multiple regression analysis showing the combined effect of achievement motivation and locus of control on academic performance.

Item	Value
Multiple R	0.0411
R Square	0.0017
F	0.30342
Signif. F	0.7385

The coefficient of determination (R Square) represents the portion of variation explained by the two variables in the regression equation. The R Square of 0.0017 means that 0.17% of the total variance in academic performance was accounted for by the two variables. This is indeed low. The other 99% unexplained variance could be attributed to other factors.

From the above results;

- i) F-value shows the contribution made by the variables is not significant at $p < 0.05$ level of significance.

The t-test was further carried out to find out the individual contribution of the variables on academic performance. It was assumed there was no interaction among locus of control and achievement motivation. Table 4.15 gives a summary of the results.

Table 4.15 Multiple regression analysis showing individual contribution of achievement motivation and locus of control on academic performance.

Variable	B	T	Significant T
Achievement	0.0178	0.738	0.4612
Motivation			
Locus of Control	-5.6133	-0.213	0.8316

From the above;

- i) Achievement motivation is a higher contributor to academic performance than locus of control.
- ii) Neither of the variables had any significant contribution towards academic performance at $p < 0.05$ level of significance.

4.2.5 Relationship between gender and locus of control

The fourth null hypothesis stated: There is no significant difference in mean scores of boys and girls in locus of control.

Table 4.16: Table showing mean differences between boys and girls in locus of control scores.

Variable	BOYS (N=190)		GIRLS(N=172)		t-TEST	p
Locus of Control	<u>Mean</u>	<u>S.D</u>	<u>Mean</u>	<u>S.D</u>	<u>t-value</u>	
	16.95	3.1	17.45	3.2	-1.50	0.13

From table 4.16;

- i) There was no significant difference in mean scores of boys and girls in locus of control. This means that both groups are more or less equivalent in their perceptions of control.
- ii) The results however show the mean scores of girls as being slightly higher (tending toward externality) than boys. This difference however, is not statistically significant $p < 0.05$ level of significance.

The findings support those of Muhammad (1980) who's results show no gender difference in belief in personal control.

4.2.6 Relationship between gender and achievement motivation.

The fifth null hypothesis stated; There is no significant difference between mean scores of boys and girls in achievement motivation.

Table 4.17 Table showing mean differences between boys and girls in achievement motivation scores.

Variable	BOYS (N=190)		GIRLS N=172		t-test	p
	<u>Mean</u>	<u>S.D</u>	<u>Mean</u>	<u>S.D</u>	<u>t-value</u>	
Achievement Motivation	2.51	3.89	2.20	2.89	0.83	0.408

Table 4.17 shows;

- i) That the mean achievement motivation score for boys was higher than that of girls. This difference was not statistically significant at $p < 0.05$ level of significance.

The null hypothesis stating there is no significant mean difference in achievement motivation was accepted.

A gender difference was expected because of the fact that boys are encouraged by the society to set high goals and to begin competing at an early age, whereas girls are encouraged to be nurturing. Honig (1983) study found females scored lower in achievement motivation than males. He gave a biological explanation for the difference. The male hormones encourage aggressiveness and competition and this may be the reason behind why boys have higher achievement motivation scores than girls.

4.3 Summary of findings

At $p < 0.05$ level of significance, the following were the findings of the study.

1. There is no significant relationship between locus of control and achievement motivation.
2. There is no significant relationship between locus of control and academic performance.

3. There is no significant relationship between achievement motivation and academic performance.

4. There is no significant difference between mean scores of boys and girls in locus of control.

5. There is no significant difference between mean scores of boys and girls in achievement motivation.

The findings (1-3) are consistent with the predictions made about the relationship between the variables where the population is one of external locus of control. No significant relationship was found between locus of control, achievement motivation and academic performance.

As recorded in studies cited in review of literature, no gender differences exist in locus of control. The finding of no gender difference in achievement motivation agrees with results found by Elizur and Beck (1994).

CHAPTER V

DISCUSSION

5.0 Introduction

The results are discussed in this chapter. The discussion is organised according to the following variables under study.

- i) Students' locus of control
- ii) Students' achievement motivation
- iii) Students' academic performance

Implications of the study findings are presented and finally, recommendations based on the findings are made.

5.1 Discussion on implications of the results

Below are discussions on individual variables under study.

5.1.1 Students' locus of control

Results of descriptive statistics show there were no students with internal locus of control. 60% of the students had scores falling in the external end of the continuum on the I-E scale. This kind of distribution of I-E scores did not allow for testing for differences in academic performance nor in achievement motivation because we could not establish internals and externals for comparison

When the students' locus of control was examined in relation to other variables namely age, gender, family size, parents' occupation and parents' level of education none of the variables correlated significantly with locus of control. (see table 4.6). Results of multiple regression analysis showed that none of these variables was a significant contributor to locus of control.

Students in this study exhibited average and external locus of control. More than half of the students were external. While average group are said to answer questions both on the external and internal, the external beliefs involve perception that reinforcements occur as a result of fate, chance, intervention of powerful others or are simply unpredictable because of the complexity of events. It is a small wonder therefore that this same group were also of low achievement motivation. Their drive to succeed or strive toward success as measured on the Thematic Apperception Test was low.

Locality may be a contribution factor to majority of the students having external locus of control. This study only covered rural primary schools and gave no indication of what the case would be like in urban schools. Probably students in urban areas would show more of internal locus of control. Lema (1998) studied pupils in both rural and urban primary schools of Tanzania. He found that less pupils in rural schools attributed internal locus of control to performance compared to pupils in urban schools. More pupils in rural schools than in urban schools attributed external locus of control to performance. This goes to show that the location of a school may have something to do with students perception of control.

However, not all students in this study showed external locus of control. There were those who fell in the average category. This group consisted of students who perceived control to be both in external and internal direction. In some areas, they perceived that they had control over the situations (Internal), while in others, they felt helpless (external). This goes to show the different beliefs about the causes of performance and/or situations or outcome that exist in the studied group.

These depressed controls manifested by the students is probably as a result of nurturing. May be the students were not weaned by their parents to see the relationship between their own effort and outcomes in their life. They might have grown up in an environment where people are very superstitious, believing that forces outside of their control are responsible for whatever happens to them. It is evident that 74% of them have been in possession of good luck charms at some point in time. These charms are worn or kept in the belief that they can not only ward off evil but ensure good happens to one in the possession of them.

It was hypothesised in the study that pupils with internal locus of control will perform better academically than those of external control. This comparison could not be established since the study did not find a group of internal locus of control. Results as indicated in Table 4.2 show that 0% of students had internal locus of control or scored between (0-8) on the I-E scale.

The study was also not able to establish how internal locus of control would compare with external locus of control in relation to achievement motivation. It had been hypothesised, following the literature reviewed that students of internal locus of control would show higher achievement motivation than those of external locus of control. Although this could not be done in this study, it was observed that majority of the students were both of external locus (60%) and also of low achievement motivation (99%).

The results obtained in the study are similar to these observations. Low need to achieve has been directly related to externality (Seligman, 1975). Persons of low need to achieve are failure avoidants. Instead of striving to do well in the face of competition, anxiety about failure steers them away from challenging situations. This fear of failure, probably because of cumulative experiences of failure in school or in other areas of life needing excellence, may have created a culture of helplessness/hopelessness in the students. This disposition is maladaptive for student learning because such students see their own efforts as having little to do with their achievement (Rotter, 1966).

2 **Students' achievement motivation**

The students in this study were discovered to be of low achievement motivation with more than 99% of them scoring less than half on the Thematic Apperception Test (T.A.T.). Only one student scored above 25 in achievement motivation. The rest scored between 0-25. These findings are the same as Wanderi (1989) who had more than 90% students scoring below 25. Arasa (1990) had more than 99% of the slum children scoring below 25 out of 50.

Probably the fact that these students are in a rural setting may be the reason behind this kind of observation. Muola's study (1990) observed that locality may be a factor in students achievement motivation. Students from rural Machakos had lower scores on achievement motivation than those from the rural areas. Lema (1998) found more pupils in urban schools had instrumental motivation than those in rural schools. This study sample was drawn from a rural area too and this factor may be the reason behind the low score in achievement motivation. A rural setting could be lacking in challenge and intellectual stimulation necessary for development of high need to achieve. In order to develop high achievement motivation, a person would need to be exposed to situations requiring success and be praised or encouraged to pursue higher level difficulty tasks. When incentives associated with achievement motivation are lacking, or when these incentives are difficult to realise for most of the rural population and primary schools students, e.g. chances of being selected for higher learning, chances of getting good employment etc., then drive to achieve will not be high.

The motive to avoid failure could be the reason behind the students' low achievement motivation. Atkinson (1966) explained differences in achievement motivation scores in terms of the strength of achievement motive. Those of a strong achievement motive scored high in achievement motive while those with a stronger need to avoid failure scored low in achievement motive.

Results of correlation coefficient of Table 4.7 showed that it was the father's level of education that had a significant relationship towards students achievement motivation at

$p < 0.01$ level of significance. This was similar to what was found in study by Muola (1990). Such a relationship may be because of the fact that the child would want to be like the parent who is a model to the child. A father who is educated would find it easy to help a child with homework and even provide him/her with the necessary learning facilities. Since he sees education as being important, he can pass his value of education onto the children. This parental involvement with the child's school work has been related to students achievement motivation Arasa(1995).

Other variables looked at in the study in relation to achievement motivation i.e gender and parents occupation, etc., had significant relationship towards students achievement motivation. This was unlike Muola's study(1990), where a significant positive relationship was found between the parents' occupation and the students achievement motivation.

There were no significant differences in mean score for boys and girls in achievement motivation scores. The findings are different from Muola(1990) where boys scored significantly better than girls. It was expected that the boys would be of higher motivation than girls in the belief that much is expected of them by the society.

These results however agree with those of Elizur and Beck(1994) who found no basic difference between the genders on the achievement motive domain of his study.

Score of achievement motivation may also have been low because of the students poor expression in English language. Even with the opportunities to learn English in schools,

many pupils and people in the rural population speak in the local language and not in English. Urban areas have more people speaking English as compared to rural areas.

5.1.4 **Academic Performance**

Neither achievement motivation nor locus of control had a significant contribution towards students academic performance. Of the various factors considered in the study, only the students' age had a significant relationship with the students academic performance at $p < 0.01$ level of significance. All the other variables namely gender, family size, parents' education level, and parents' occupation showed a low correlation with academic performance. The correlation coefficients of the variables ranged from -0.05 to 0.06. Results of multiple regression supported the observation that age had a significant contribution to academic performance of the students. The other variables did not show a significant contribution to academic performance.

Between achievement motivation and locus of control it is the students achievement motivation that had a higher contribution towards academic performance than students locus of control. This implies that students perception of locus of control is not such a great contributor to students academic performance rather it is their need to achieve that play such an important role towards their performance. This low relationship is not statistically significant at $p < 0.05$ level of significance.

5.1 CONCLUSION

These points were drawn in conclusion;

- i) From the above we can conclude that there is no significant relationship between locus of control, achievement motivation and academic performance. This relationship was expected to be non-significant in a sample of non-internals such as the one handled in this study. A significant relationship was expected to be found in a population with internals.
- ii) Achievement motivation has a higher contribution towards academic performance than locus of control. Of all the variables considered to relate to achievement motivation, only fathers' level of education showed a significant relationship with it.
- iii) The age of learners has been shown to relate to their academic performance. The younger the pupil, the better the performance.
- iv) Father's level of education is significant in students achievement motivation. Higher level of education of fathers is related to higher achievement motive in children.

- v) The research showed that gender was not one of the factors that account for differences in achievement motivation and locus of control. This calls for further investigations into factors that relate to students' achievement motivation and locus of control.

5.3 **RECOMMENDATIONS**

The following recommendations have been made based on the observations made in this study.

1. Parents and teachers need to cultivate in their children a culture of personal responsibility where students are made to see the relationship between their own effort or hard work and good results. They should also discourage the children from seeing successes in life as being a matter of chance or luck. This should bring out an aspect of internality in the children who would then see it important to read, do their homework all in a bid to improve their classwork. These teachers should also be taught how to identify students who see their school performance outside of their control and seek to help and counsel such individuals to cease from the habit of tending towards helplessness since this pattern of behaviour is detrimental to good and productive learning.
2. Curriculum developers have already seen the need to incorporate effective techniques of inculcating motivation in pupils and this is now part of the teaching methodology applied in teacher training colleges. Teachers need to encourage

pupils to strive for excellence in sports, drama, classwork or whatever field students are involved in. This should help develop a high need to achieve among the students. If teachers and parents would let students know that learning is important and is related to their future success and if students were made to know that the goal of academic success is achievable, they can have higher need to achieve.

3. Results of multiple regression analysis showed age to be a significant contribution to students' academic performance. Teachers should discourage repetition in school since this means students are kept in primary school well into their adolescence yet their performance instead of improving, decreases. Students should be enrolled in primary school when young (less than eight years may be) so that they do not advance so much in age while in primary school.
4. In the future, research may look further into the area of locus of control in a bid to establish factors that relate to it. This study ended up without any internals probably because the sample was drawn from a rural population where superstitions could consist of part of the belief system of the people. A study carried out in an urban area may probably give a different picture in the distribution of perceptions of control among primary school students. This may also counter the effect of culture since urban areas tend to be multi-ethnic. A similar study carried out on a larger sample would make the results applicable countrywide.

5. There is need to carry out a well controlled experimental research on the relationship between locus of control, achievement motivation and academic performance because of the likelihood of the presence of uncontrolled influences/extraneous variables, which may have had an influence on the findings of this study.

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APPENDIX I**SECTION A : QUESTIONNAIRE ON STUDENT BACKGROUND.****Instruction :**

Please tick (✓) against the appropriate response.

1. How old are you ?

Less than 14 yrs

14 - 15 yrs

15 - 16 yrs

More than 16

Other please specify here _____

2. Are you a boy or a girl ?

Boy

Girl

3. How many brothers and sisters do you have ?

None

1 - 2

2 - 3

4 - 5

More than 5

4. What level of education did your father achieve ?

Primary school

Secondary school

Polytechnic / College

Any other please specify here _____

5. What level of education did your mother achieve?

Primary school

Secondary school

Polytechnic / College

Any other please specify here _____

6. Parents' occupation.

Father _____

Mother _____

SECTION B : **THE I-E SCALE**

Put "Y" to indicate Yes and "N" to indicate No against the statements below.

- 1. Do you believe that most problems will solve themselves if you don't fool with them?
- 2. Do you believe that you can stop yourself from catching a cold ?
- 3. Are some people just born lucky ?
- 4. Most of the time, do you feel that getting good grades means a great deal to you ?
- 5. Are you often blamed for things that are just not your fault ?
- 6. Do you believe that if somebody studies hard he or she can pass any subject?
- 7. Do you feel that most of the time it doesn't pay to try hard because things never turn out right anyway ?
- 8. Do you feel that when things start out well in the morning, it is going to be a good day no matter what you do ?

- 9. Do you feel that most of the time, parents listen to what their children have to say ?
- 10. Do you believe that wishing can make good things happen ?
- 11. When you get punished, does it usually seem it is for no good reason at all ?
- 12. Most of the time do you find it hard to change a friend's opinion ?
- 13. Do you think that cheering more than luck helps a team to win ?
- 14. Did you feel that it is nearly impossible to change your parents' minds about anything?
- 15. Do you believe that parents should allow children to make most of their own decisions ?
- 16. Do you feel that when you do something wrong there is very little you can do to make it right ?
- 17. Do you believe that most people are just born good at sports ?
- 18. Are most of the other people of your age stronger than you are ?

- 19. Do you feel that one of the best ways to handle most problems is just not to think about them ?
- 20. Do you feel that you have a lot of choice in deciding who your friends are ?
- 21. If you find a good luck charm e.g. ring, bracelet, chain, would you believe that it might bring you good luck ?
- 22. Do you often feel that whether or not you did your homework has much to do with what kind of grades you get ?
- 23. Do you feel that when a person of your age is angry at you, there is little you can do to stop him or her ?
- 24. Have you ever had a good luck charm ?
- 25. Do you believe that whether or not people like you depends on how you act ?
- 26. Do your parents usually help you if you asked them to ?
- 27. Have you ever felt that when people are angry at you it is usually for no reason at all ?

- 28. Most of the time, do you feel that you can change what might happen tomorrow by what you do today ?
- 29. Do you believe that when bad things are going to happen, they just are going to happen no matter what you try to do to stop them?
- 30. Do you think that people can get their own way if they just kept trying ?
- 31. Most of the time do you find it useless to try to get your own way at home ?
- 32. Do you feel that when good things happen they happen because of hard work?
- 33. Do you feel that when somebody of your age wants to be your enemy there is little you can do to change matters ?
- 34. Do you feel that it is easy to get friends to do what you want them to do ?
- 35. Do you usually feel that you have little to say about what you get to eat at home ?
- 36. Do you feel that when someone doesn't like you there is little you can do about it ?

----- 37. Do you usually feel that it is almost useless to try in school because most other children are just plain smarter than you were ?

1. Yes 2. Yes 21. Yes 31. Yes

----- 38. Are you the kind of person who believes that planning ahead makes things turn out better ?

2. No 12. Yes 22. No 32. No

----- 39. Most of the time, do you feel that you have little to say about what your family decides to do ?

4. No 14. Yes 24. No 34. No

----- 40. Do you think it is better to be smart than to be lucky ?

5. Yes 15. No 25. No 35. Yes

6. No 16. Yes 26. No 36. Yes

7. Yes 17. Yes 27. Yes 37. Yes

8. Yes 18. Yes 28. No 38. No

9. No 19. Yes 29. Yes 39. Yes

10. Yes 20. No 30. No 40. No

Total Score _____

APPENDIX II**Scoring Key**

1. Yes	11. Yes	21. Yes	31. Yes
2. No	12. Yes	22. No	32. No
3. Yes	13. No	23. Yes	33. Yes
4. No	14. Yes	24. Yes	34. No
5. Yes	15. No	25. No	35. Yes
6. No	16. Yes	26. No	36. Yes
7. Yes	17. Yes	27. Yes	37. Yes
8. Yes	18. Yes	28. No	38. No
9. No	19. Yes	29. Yes	39. Yes
10. Yes	20. No	30. No	40. No

Total Score _____

Interpreting Scores

One point is given for every answer that agrees with the keyed answer.

Low Score: (0 - 8)

The low scorers most likely believe they have lot of control over what happens to them both good and bad. These take initiative in everything related to themselves, their work etc.

Average Score: (9 - 16)

These answered some questions in each direction. Internal and external control beliefs for these is situation specific.

High Score: (17 - 40)

External control end of scale. This score may represent to strong belief in luck and supervision.

APPENDIX III

Use the following questions as guidelines in writing your own stories based on the pictures provided.

1.
 - a) Who are the people in this picture?
 - b) What are they doing?

2.
 - a) Why do you think they are doing what they are doing?
 - b) What previously happened in this picture?

3.
 - a) What do these people think and what do they feel?
 - b) Why do you think they think and feel like that?

4.
 - a) What shall happen when they finish what they are doing?
 - b) Why?

APPENDIX IV

Table for scoring stories using scoring system "C".

Pupil No.	story	I	TI	AI	N	I	Ga+	Ga-	P	BW	H	G+	G-	nAch Th	nAch Score

KEY

Sub category :	Points
UI Unrelated Imagery	-1
TI Task related Imagery	0
AI Achievement related Imagery	+1

N Need +1

I Instrumental Activity +1

Ga+ Anticipation of success of goal +1

Ga- Anticipation of goal failure +1

BP Personal Obstacle / Block +1

BW Worldly or environmental obstacle / Block +1

H Help by another person +1

G+ Positive emotion / affective state +1

G- Negative emotion / affective state +1

Ach Th Achievement Thema +1

APPENDIX V**SCHOOLS INVOLVED IN THE STUDY:**

<u>ZONE:</u>	<u>NAME OF PRIMARY SCHOOL SELECTED</u>
AILA	Barchando
	Lwala
	Nyabenge
	Mawere
MARANDA	Goma
	Kambajo*
	Ugadhi
	Usire
BARKOWINO	Barkowino
	Bondo
	Waringa
	Matangwe

NYAWITA

Nyawita

Sinapanga

Uloma

Gobei

NANGO

Odao

Dago

Uyawi

Warianda

NYANG'OMA

Nyang'oma Mixed

Wambarra

Mbeka

Magak

AMOYO

Got Abiero

Nyaguda

Thim

Mitiro

KEY

* Did not participate in the study.