

**CORRELATES OF LOCUS OF CONTROL AND ATTITUDE TOWARDS
ACADEMIC ACHIEVEMENT IN PUBLIC SECONDARY SCHOOLS IN
NAIROBI CITY COUNTY, KENYA.**

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DECLARATION AND APPROVAL

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

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DEDICATION

I want to thank my late parents, Joel and Egra Njiru, for their undying support and confidence in me, which helped me to realize the importance of a good education. Thank you to my family—Mbaabu, my husband, and Brenda, Brandon, and Billy, my children. I couldn't have stayed focused on my work without you.

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ABSTRACT

Young people are considered as the cogwheels of development in any society. Therefore, educators and parents wish that students, who will ultimately be the future leaders and professionals, prosper academically. Nationally there has been a decline in academic achievement in secondary schools as indicated by the available statistics and Nairobi City County has not been left behind. Research indicates that attitude is considered as an important determinant of student's achievement in an education setting. It is therefore necessary that learning institutions establish and clarify the cause of good academic achievement. The purpose of this study was to determine if factors such as age, gender, and type of school (which determine locus of control and attitude) have an impact on academic achievement in Nairobi County Secondary School. The study's main objectives were to determine the relationship between locus of control and attitude toward academic achievement, to determine whether age variation has an impact on the relationship between locus of control and attitude toward academic achievement, to look for any gender differences in the relationship between locus of control and attitude toward academic achievement, and, finally, to determine whether the type of school has an impact on the relationship among locus of control and mindset toward academic ability. The study was founded on Rotter's (1954) social learning theory and Katz's (1960) functionalist theory. The research design used in the study was correlational. The target population consisted of 6460 form three secondary school students from Nairobi City County. Boys boarding, girls boarding, and mixed day schools were separated into three strata using stratified random sampling. Seven public institutions, including two mixed-gender day schools and two boarding schools for boys and three for girls, were chosen using simple random selection. Following proportional allocation, a simple random selection was utilized to choose 385 pupils from form three (208 boys and 167 girls). The academic attitude scale and Rotter's locus of control scale (internal vs. external, or I-E) were the study tools used. After being piloted, the tools were used to determine their applicability. 32 students who were not a part of the study's main subjects were used to test the research tools. To assess reliability, the Cronbach alpha coefficient (α) was computed to test for reliability. Both descriptive (percentages and mean) and inferential statistics were used to analyze the data (Kruskal-Wallis one-way analysis of variance and Pearson correlation). The findings showed that there was a linear relationship between locus of control scale score and attitude towards academic achievement scale scores of public secondary school students from Nairobi County was very weak(0.00196) though not significant at the 0.05 level of significance; that age negatively correlates with both attitude and locus of control scores, but these relationships were very weak(-0.099, -0.021) and not significant at 0.05 level of significant, that there were gender differences across attitude and locus of control scale scores, hence the null hypothesis was rejected at 0.05 level of significant and that there were significant differences across school type in relation to locus of control and attitude scale scores, thus the null hypothesis was rejected at 0.05 level of significance. Policy recommendations were made to students, Teachers, school counselors and policy markers in regard to creation of awareness and sensitizations on the relationship between locus of control and attitude towards academic achievement in learners. Further research was recommended in relation to inclusion of other variables such as culture, social economic status so that it is clear whether disparity in these variables affect the locus of control and attitudes towards academic achievement in learners.

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ABBREVIATIONS AND ACRONYMS

DQAS	Directorate of Quality Assurance and Standards
KCSE	Kenya Certificate of Secondary Examination
KNEC	Kenya National Examinations Council
IQ	Intelligence Quotient
MOE	Ministry of Education
UNICEF	United Nations children's and Education Fund.
UNESCO	United Nations Educational Scientific and Cultural Organization.
UN	United Nation
SPSS	Statistical Package for Social Sciences
LOC	Locus of Control

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter provides an overview of the study, including its context, a description of the issue, the study's goal and objectives, research questions, research hypotheses, limits, delimitations, significance, and conceptual operational definitions.

1.2 Background to the Study

Globally, great attention has focused on students' academic achievement. Many studies have sought to establish the underlying factors that propagate or hinder the learners' achievement. Findings from some of these studies have established that, students' academic achievement is dependent on various intrinsic and extrinsic factors within the environment in which the learners live (Tokan&Imakulata, 2019). Studies indicate that academic achievement which can be looked at both short and long term is a product of student's attitude in education. Achievement though may include the student's results in this study it will importantly look at the process of acquiring the results. Students that struggle academically tend to have a pessimistic outlook on school and learning, and they tend to feel that neither will lead to future success (Al-Zoubi, & Younes, 2015).

Similarly, Getie (2020) argues that students who enter a field with a bleak outlook are certain to fail. A positive attitude therefore enables the learners to relax, remember, focus and absorb information as they learn. Such learners are also ready to welcome new experiences and recognize many different kinds of learning opportunities. Daud, Abdirahman and Mohamad (2019) further notes there exists a strong relationship between academic achievement and learner attitude. Several factors including age, gender and

school type are responsible for stimulating positive attitude and locus of control towards learning subjects. The intention of this study is to evaluate how the aforementioned elements impact the correlations between attitude and locus of control in the context of improving academic performance.

The research defines gender as the physical difference between people who are male and female. According to American Psychological Association (2015), it is typical that sex is assigned at birth based on physiological characteristics including their genitalia and chromosome composition. In addition, author grouped the types of schools as boys boarding, girls boarding and mixed day. Further, the average age of form three pupils in Kenya is between 15 and 18 years old. The age corresponds to the period of development when teenagers in high school are often self-conscious and extremely aware to their peers (Siddiquah, 2019). Many parents and teachers also convey to the learners at this stage the essence of academic success in their future success. Attitudes are psychological predispositions that are articulated by evaluating a specific entity. They emanate from people's viewpoints, intentions or conducts. Attitudes toward education are multifaceted mental states that include one's ideas, emotions, values, and predispositions to behave in accordance with a set of standards or requirements (Paquette, et al., 2016). An attitude involves students learning to own critical abilities and being assessed on their own achievement.

According to Leite and Christofolletti (2018), a student who possesses an open liberalized mind and takes responsibility of his/her academic progress has a good attitude. A student's overall attitude towards their academic work in secondary school might affect how successful they are. A positive attitude reflects a positive emotional disposition in relation

to subject and similarly, a negative attitude is related to a negative emotional disposition (Radford, 2015).

Lambert (2016) claims that such a personal attachment influences a student's behavior, sense of self-worth, and desire to learn. A good attitude encourages diligent effort, which in turn leads to great academic accomplishment, whereas a bad attitude causes a lack of academic work preparedness, which in turn leads to poor academic ability. Hanks, & Hanks, (2015) argues that attitude is a determined way of rationalizing, feeling or behaving about something. The researcher's big question is what correlates to attitude and locus of control among secondary students' which research has attributed to academic achievement?

The concept "locus of control" refers to an individual's sense of agency and the conviction that he or she can steer his or her own life in the way that he or she sees fit (Tas& Iskender, 2018). Locus of control is described as an individual's belief system regarding the cause of their experiences and the factors to which that person's attributes lead to success or failure. This concept is mainly divided into two categories; internal and external dispositions. The term "education locus of control" often refers to a student's perspective on the factors that contributed to his or her success or failure in school. According to Khir (2015), the term "locus of control" describes how much students believe they can affect their own academic performance. In schools, locus of control of students influences not only how they responded to their studies, but also their attitude towards education.

Rotters (1966) posited that locus of control (LoC) was the personal conviction about the degree to which an individual's behavior determined a particular outcome. The scholar characterizes locus of control as being either internal or external where individuals who exhibited the internal LoC were referred to as internals while those who identify with external LoC were termed as externals. Many students with internal LoC presumed that their current and prospective outcome was hinged predominantly on their personal behavior and effort (Khir, 2015). These students exalted themselves for their success. However, students who were identified as having external LoC ascribed their actions and achievement to factors beyond their control or superior beings. These factors included luck, fate chance or even witchcraft. Such students laid the blame of their failure on their school environment, their teachers, the government or even acts of nature. When a student felt they had no control of their academic achievement, their attitude was negative which finally affected their academic grades.

Angelova (2016) notes that the locus of control and attitude greatly correlates and greatly affects the academic achievement of students. Furnham and Cheng (2017) adds that students with internal locus of control had positive attitude towards learning since they knew that their hard work would be rewarded. Such students tend to motivate themselves and by doing so, they developed a positive attitude to what they were studying. However, students with external locus of control tended to exhibit a negative attitude towards their learning process mainly because they ascribed their academic achievement to external forces that they deemed to be beyond their control (Kobayashi& Farrington, 2020). In particular, Kurtović, Vuković and Gajić (2018) present insights that individual with either internals and or externals locus of control exhibit behavior consistent with their attitudes.

More often than not, this attitude is influenced by how the students perceived the environment and what happened around them (Tokan&Imakulata, 2019). Since students' academic success in secondary schools in Nairobi City County, Kenya, may depend on characteristics such as their ages, genders, and the types of schools they attend, this research aims to determine how students' loci of control and attitudes connect to these demographic variables.

Recent studies in the United States found that students who held an external locus of control credited others and circumstances for their achievements and setbacks (Tan et al., 2021). Students who held the view that their academic success or failure was predicated on random chance seldom persisted in their studies and rarely made an effort to do well. Feelings of helplessness, and despair resulted from having an external locus of control. High-external-locus-of-control students felt helpless and powerless over their life (Safran, 2019). They believed that things that happened to them were orchestrated by supernatural forces. The students' tendency to place causal agency outside of themselves resulted in a condition known as "Learned Helplessness," in which the person internalizes the belief that they can do nothing to alter their circumstances or protect themselves from damage. Feeling helpless contributed to sadness, which in turn influenced a poor attitude and, ultimately, subpar performance in school. Attitude was the deciding factor in college and high school graduates' job preparation and sense of agency (Tokan&Imakulata, 2019). Students would be more motivated if they believed they could affect the result of their schooling. It is crucial that all involved in the educational system-including students, instructors, psychologists, parents, and policymakers-understand these characteristics so that they may design effective educational programs.

According to the office of civil Rights of the US Department of Education, out of the 49 million students enrolled in public schools in 2013, 3.5 million were suspended out of school and 130,000 were expelled. This was linked to behavioral and disciplinary problems that emanated from negative attitude (Grants, 2018; Kobayashi & Farrington, 2020). Accordingly, most of children in the US did not believe that they were in charge of their own achievement. These children had low regard for education which they believed did not benefit their later life. Instead they felt that talents like sports mainly football and even music were significant in success of their future life.

According to Ahadzadeh, Ong, Wu and Deng (2021), the locus of control of Malaysian students was influenced by environmental factors such as educational support provided by the peers and teachers, which consequently affected their attitude. According to Candelas (2019), students in Portugal are more likely to fail classes and have a negative outlook on education whenever their gender, sense of control, and socioeconomic background are concerned and have a greater impact than when those factors do not. Lowes and Lin (2015) makes a similar case, claiming that students' performance improves along with their moods toward a certain topic and their school. Therefore, the findings of the research provide credence to the claim that a learner's correlates of locus of control and attitude are crucial elements in their academic success.

In Nigeria, Okoli and Ettu (2017) argue that people's attitudes are acquired rather than innate and that they may be changed via experience and persuasion. A student's success also relies on how they feel about their course materials. In general, people assume that those who enter the learning process with a positive frame of mind will have more success. Thus, according Atibuni et al. (2017), students who place their sense of agency in factors

outside of themselves are more likely to engage in dishonest activity. Many American students, according to Paramore (2021) have a poor academic outlook and hence are unwilling to put in the necessary effort to succeed. This research is motivated by a curiosity in how age, gender, and school setting impact students' attitudes and locus of control, and by extension, how these predict students' academic performance in Nairobi's public secondary schools. Kenya.

In East Africa, studies carried out reveal a relationship between locus of control and attitude and consequently affecting the students' grades. Uganda was the first to launch the universal primary education program (UPE) in 1997, the government of Uganda hoped to empower the students attain internal locus of control; hence they viewed education as something which change their future (Atibuni et al., 2017). Regardless, dramatic increase in enrollment levels in Kenyan schools due to the launch of the free primary education (FPE) the academic achievement has registered a decline (Uwezo, 2013). Okeke and Ukoh, (2020) attributed this to the fact that many students felt that they were not in charge of the grades they achieved.

The academic performance of pupils in Kenyan public secondary schools was studied by Uka and Uka (2020) in connection to three factors: institution type, educational aspirations, and self-regulated learning. Obura (2019) looked at how pupils in form three in Embu County responded to different types of schools based on their accomplishment goal orientation. Studying the correlation between academic resilience and performance in both male and female boarding schools, Obura (2019) found that the latter is more important for students' long-term success. A significant link was found between achievement and motivation and school category in a research conducted in Nairobi County by Kariuki et

al. (2017). Going by the data of fore stated kind of school and student's personal attributes there is need for more studies to find out how age gender and type of school effect academic accomplishment. Because of this discrepancy, the present research aims to determine the impact of the aforementioned correlates on academic performance in Nairobi county's public secondary schools, Kenya.

From the above research findings, it is hypothesized that there are correlates of locus of control and attitude which may affect academic performance. These variables include age, gender and type of school and have also been considered by the researcher as important determinants of student's achievement in an education setting. Students' belief in the cause of their success or failure played a very important role henceforth, influencing their academic achievement. However, most of these studies have been carried out in populations without considering what correlates to the type of locus of control and attitude the students acquire. Moreover, the local studies have studied the two variables either separately or with other variables ignoring the determinants to their formation. This piqued the interest of the present researcher, who set out to determine whether or not demographic variables such as age, gender, and school type, as well as students' correlate of locus of control and attitude, predict students' performance in secondary school in Nairobi City County, Kenya, where results at the national level have been relatively been lower compared to yester years.

Table 1: Nairobi County Schools Mean Score according to Sub County.

SUB-COUNTY	NO.OF SCHOOLS	2018	2019	2020
LANGATA	19	5.585	5.505	6.03
MAKADARA	21	4.123	4.439	5.53
WESTLANDS	33	5.222	5.562	5.24
STAREHE	25	-	4.412	4.49
KAMUKUNJI	20	3.127	3.127	4.45
DAGORETTI	41	2.91	3.13	4.21
KIBERA	17	3.678	3.889	3.95
EMBAKASI	64	3.008	3.14	3.17
KASARANI	59	2.963	3.244	3.05
NJIRU	55	-	2.832	2.72
MATHARE	12	-	-	2.69

Nairobi County is the capital city of Kenya and can boast of best facilities in education institutions in the country. However, a number of students in the county tend to perform below average as expressed in the mean scores of Mathare, Njiru and Kasarani sub-counties. For instance, in 2018 out of about 574,00 candidates who sat for KCSE about 150,000 scored D- while 30,000 scored E (KNEC, 2018). The below average performance has raised concerns among students, parents, teachers and the community at large. A lot of emphases in Kenya has been put on National Examinations as an indicator of student's achievement. These are the grades which determine the entrance into the next level of education which is the university where students develop their carriers (Ambaa 2015). It is

difficult for many elementary school pupils to advance to the country's top secondary schools, which are rated according to their KCSE scores. These institutions are also believed to have superior infrastructure in terms of both infrastructural quality and student-teacher ratios. Schools like this attract students from all around Nairobi County, not just the urban core. Table 1 shows that the performance of some of these students is well below average, which is a cause for serious worry. Exam anxiety (Mukolwe, 2015), motivation self-regulation (Kariuki & Mbugua, 2018), and self-concept motivation and resilience motivation and self-regulation (Gachigi, 2018), are only a few examples of the psychological characteristics that have been used as predictors in several research

The relationship between age, gender and type of school with locus of control and attitude could be among factors that might influence academic achievement in Nairobi County. Due to the scarcity of research literature on these variables locally, it was important to investigate the relationship between these variables to add more research literature on the hypothesis relating to the widely publicized academic achievement in Nairobi County Secondary Schools.

1.3 Statement of the Problem

Education is a major pillar in Kenya's vision 2030, which aims to turn the nation into a middle-income economy (MOE, 2017). Given that education is predicated on academic performance, the stakeholders are worried because of the persistent decline in the students' academic performance as shown by KCSE results mean score of Nairobi County. It may become an impediment to the achievement of the vision 2030. Since the year 2018 the KCSE performance has not been satisfactory as previously envisioned to produce students with high skills. In 2014, the percentage of students who attained grade C+ and above was

30.78%; in 2016, 32.93%; in 2017, 15.48%, and in 2018, 14.23% (KNEC, 2018). The number of students who obtained the minimum entry requirement points for university was low. This poor trend has also been reported in Nairobi City County. From the table above we note the mean score per county from 2018 to 2020 is very low. Where improvement has been noted like Langata sub-county in 2019 the mean score was 5.5 then 2020 the mean score went up to 6.03. This is very minimal improvement noting that this is the sub-county with the best results in Nairobi City County. Worse is the fact that some counties have even dropped in their mean score, Njiru sub-county mean score was at 2.83 in 2019 while 2020 the mean score dropped to 2.72, Kasarani sub-county 2019 the mean score was at 3.24, 2020 it dropped to 3.05. Nairobi being the city county is endowed with the best infrastructure and ratio of teacher to pupil in the country and so it is expected to be producing much better results.

A number of scholars have indicated that low academic performance is influenced by factors such as academic self-concept, academic motivation, resilience and causal attributions (Obura, 2019; Ngunu, 2019). Mukolwe (2015) adds that the correlates of examination anxiety contribute to low learning outcomes. The research presumes that other factors are also contributing to the decline of academic achievement which include age, gender and type of school. Many studies however are not conclusive on locus of control as one of the cognitive variables associated with attitude. The research therefore presume that the determinants of locus of control and attitude may affect academic achievement. It is theorized that factors such as pupils' ages, genders, and the schools they attend all have a role in their academic performance. Accordingly, this study in Nairobi County, Kenya, was conducted in response to that assumption.

1.4 Purpose of the Study

The purpose of this research is to determine whether and how students' locus of control influences their motivation for and engagement with schoolwork at public secondary schools in Nairobi County. Furthermore, the study looks at how many factors, including students' ages, genders, and school settings, affect the connection between locus of control and attitude, all of which have an impact on students' achievement levels in academic.

1.5 Objectives of the study

The objectives which guided the study included;

- i. To establish whether there is a relationship between student's locus of control and attitude towards academic achievement in Nairobi City County public secondary schools.
- ii. To examine whether variation in age influences student's locus of control and attitude towards academic achievement in public secondary school in Nairobi County.
- iii. To investigate whether gender influences the relationship between student's locus of control and attitude towards academic achievement in public secondary schools in Nairobi County.
- iv. To find out whether type of school affects students' locus of control and attitude towards academic achievement in public secondary schools in Nairobi County.

1.6 Hypotheses of the Study

The following hypotheses guided the study:

H₀₁: There is no statistically significant relationship between student's locus of control and attitude towards academic achievement in public secondary schools in Nairobi County.

H02: There is no statistically significant relationship between variation in age and student's locus of control and attitude towards academic achievement in public secondary schools in Nairobi County.

H03: There is no statistically significant differences in the relationship between student's locus of control and attitude towards academic achievement across gender in public secondary schools in Nairobi County.

H04: There is no statistically significant type of school effects on student's locus of control and attitude towards academic achievement in public secondary schools in Nairobi County.

1.7 Significance of the Study

The significant of this study include;

The Ministry of Education and other government agencies may utilize the study's results to craft programs that push young people toward developing positive characteristics of locus of control and attitude, so boosting their chances of succeeding in school. This may include recruitment of psychologists and counselors to help guide learners in developing positive personalities. Besides, this information will enable teachers in determining behavior patterns among learners and direct them to ascribe more time to behaviors that would help improve their attitude. These findings would also serve as an impetus for the delivery of guidance and counseling services to learners on their attitude and locus of control to aid in improving their academic achievement.

The finding is expected to enable parents realize that academic achievement may be adversely affected by the correlates of locus of control and attitude. This may probably guide them in using parenting style that enhance an appropriate environment for the

development of favorable locus of control and positive academic beliefs that would enable students acquire high academic achievement. The Non-governmental organizations which sponsor education of many orphans may also be informed by the results as it provided crucial information on factors related to correlates of locus of control and attitude that affect students' achievement. Ultimately, these groups may put their efforts where they will have the most impact on students' sense of agency and academic motivation. The findings have the potential to provide light on the connections between correlates of locus of control and perspective on academic success, and to inspire the development of novel explanations for these relationships.

1.8 Limitations of the Study

The following limitations underpinned this study

i)Examination performance is often an emotive aspect in Kenya and therefore, it was anticipated that some schools withheld significant information about students' attitude. The instruments were questionnaires which rely on self-report of the respondents, and have tendency for subjectivity. However, the researcher encouraged them to be as honest as possible and assured them of confidentiality.

ii)The research was also constrained by time factors as some schools did not permit visitation past certain hours. In addition, some school administrators were not positive about research activities in the institutions. The research attempted to address these concerns by providing extensive background on the study's rationale and methods and assuring participants that their responses would be utilized only for academic research. In addition, the researcher went to each school before the research began to let the

administration know about the study. The researcher also sought permission to carry out the study and organized for the most appropriate time to carry out the study. Additionally, the researcher substituted the schools where it was seemingly difficult to collect data with those that were cooperative.

1.9 Delimitation of the Study

The study was delimited to public secondary schools in Nairobi County. This was because such schools contain learners from diverse backgrounds, age groups and intellectual abilities who could exhibit different forms of locus of control and varying attitude. The intent of the study was to examine links between locus of control and mindset towards academic success. The evidence comes from pupils in the third class at the secondary schools in Nairobi City County that were chosen at random. This is because this learning community represented a diverse range of personalities and perspectives. Besides, the study was delimited to class teachers and school principals who provided permission for the researcher to collect data from the students.

1.10 Assumptions of the Study

The study had the following assumptions

- i. That the study participants provided accurate data.
- ii. That each student had a dominant disposition of correlates of locus of control which included age, gender and type of school that could easily be evaluated.

1.11 Operational Definition of Terms

Locus of control – It refers to what the students strongly believe to control their situations and incidents that affected their academic performance in secondary school. In the study these will be the scores attained from the I-E Rotter's scale.

External locus of control – It refers to students believe that his/her success or failure was controlled by external factors. In this study this are the scores above 14 attained by the students from the I-E Rotter's scale.

Internal locus of Control-It refers to students who believed that they were in control of their own lives and that their effort and ability determined their grades in school. In the study it refers to scores of 0-14 attained by the students from the I-E Rotter's scale.

Attitudes towards academic achievement - The students' views or opinions that predisposed them to either have positive or negative attitudes to academic activities. In this study it will be the scores attained by the students from the academic attitude scale.

Determinates of LOC and Attitude - Factors such as age, gender, and school attended are included in this analysis.

Correlates - In this study, this included age, gender and type of school the student go to.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter included a literature review on the factors that shape students' locus of control and their outlook on their own academic performance. Age, sex, and educational setting were examined as potential predictors of success in the classroom. A summary of the literature review, a review of the theory, and a conceptual framework were also offered in this volume.

2.2 Locus of Control and Attitude towards Academic Achievement

Work motivation is a product of two expectations; effort that leads to attitude and attitude that leads to desired results. Research suggests that quite a lot of variables drive attitudes among learners which consequently influences their academic success. Students were not completely engaged and did not work hard to reach their full potential in Mathematics, as shown in the research by Higgins et al. (2019).

Senler (2016) claims that secondary school students' locus of control has multiple significant academic effects. Investment in education is heavily impacted by the sense of agency. Students who believed that their human capital investment or other internal variables strongly influenced their future possibilities were more likely to graduate high school or enroll in college (Atibuniet al., 2017). Students who put less stock in themselves and more in luck, destiny, or outside circumstances were more likely to lose interest in or drop out of school. Students who had internal locus of control thought that they had immeasurable control and they behaved and lived in line to it. These children also obtained

high ranking in the school and received better scores in their exam. They were also more focused on succeeding, more aware of their surroundings, and better at gathering data.

Denham (2018) conducted research in the United States to examine the connection between nursing students' locus of control and their attitudes. A total of 106 students were utilized in the study, and the researcher used qualitative and quantitative approaches for her descriptive research. The findings indicated that factors associated with the students' internal locus of control were crucial to their achievements. Students credited their achievements to their own internal locus of control, citing things like diligence in their coursework, efficient use of time, effective study methods, adaptability, a can-do attitude, and a dedication to completing assignments as the reasons for their academic success. In contrast to the present research, which was conducted in secondary schools, this one was conducted among nursing students in the United States. A further distinction between the two studies is that the former involved college-aged participants, while the latter involved high schoolers, who may be influenced by the findings in making important life decisions. As a consequence, the research work was prompted by the prospect of interfering cultural variety.

In a study of relationship between internal locus of control and academic attitude and its role in determining university students' performance in food service management college U.S.A, a sample of 275 business college students was used. Locus of control was measure using a five-point likert scale an instrument that had 11 items. The results showed that there was strong linear association between internal locus of control and overall academic attitude in students doing food management. Students who saw their actions as being within their own control performed better academically. In contrast to the previous study's sample

size of 175 students, this one included 400 students from the same secondary school. More so, the above study used university students in the food industry which may not strongly bring out the similar results in the population of study. These shortcomings necessitated the current study (Chang & Ho, 2009),

In another study in Jalgaon District, India involving 120 (60 males and 60 females) secondary school subjects, Labhane et al. (2015) examined their state of internal locus control, academic attitude and motivation. The sample was selected from both rural and urban areas of the district and was aged between 14 and 18 years. To collect data for locus of control and academic attitude the researcher used a standardized psychological test. Results revealed that locus of control had a high influence on behavior. Since this study was carried out in Asia it may not be generalizable to the current population. The above study also had a sample size was 120 students which was smaller than the current study. Based on these premises the current study was carried out.

Mohamed et al. (2018) sought to investigate the relationship between locus of control and academic achievement and gender in selected higher education institution in Jordan. The findings asserted that internals were more discerning of their situations as such that they were inclined to exert more control over their lives partially because they were more accustomed to their environments. This meant that internals more readily acquired and used information that was significant to their objectives even when it seemed as if it was not relevant. It was interesting to note that students who had internal locus of control could easily filter the environment information that was useful for their studies and employed it to strengthen their positive academic attitude. Mohamed et al. (2018) continued to affirm that, students who had internal locus of control expected to be rewarded for attaining

certain behaviors in their learning process. Therefore, such students exerted more effort to achieve more and felt the pride of their achievements. Thus, internal locus of control made students' academic attitude more appealing which in turn enhanced their positive attitude to certain activities that increased their academic achievement. In the long run, these students performed highly because they were experiencing positive academic attitude and greater rewards from their performance. The current research sought to add more knowledge in the area of academic achievement on locus of control and attitude in a developing country Kenya.

Using data from Nigerian secondary school students, Akunne and Anyanmene (2021) investigated how locus of control, academic interest, and achievement were related. Using a method of stratified random selection, 2,160 students were selected to participate in the research. A standardized locus of control scale and a student's academic interest rating were chosen as the data collecting techniques. Direct delivery was used for the shipment of these instruments. The data was analyzed using the Pearson product moment correlation coefficient, and the hypotheses were tested using t-tests of correlation and multiple regression analysis at a 0.05 level of significance. The study's results indicated a substantial correlation between students' sense of agency and their performance in English language arts and mathematics in secondary school. In addition, the research found a considerable association between academic curiosity and higher grades. This result underscored the significance of locus of control and academic engagement as factors connected to academic success. This suggests that students' locus of control and their level of engagement in schoolwork are two criteria related to their academic achievement in high school. The

intention of this study was to examine the associations between locus of control and academic motivation in a greater number of participants.

A study by Atibuni et al. (2017) was done in Uganda at a public university to determine the effect of trainee secondary school science teachers' internal locus of control on their attitudes toward learning. An organized questionnaire was used to collect information from a cross-sectional survey of a representative sample of 175 students. SPSS analysis showed a positive and statistically significant relationship between students' internal locus of control and their attitudes toward school. The findings also revealed a notable difference in academic attitude between pupils from rural and urban locations. Since the study was carried out on university students whose ages differ from the current population this made the current study necessary so that the researcher could find out whether there would be consistencies or inconsistencies in the findings.

The impact of locus of control on academic attitude among secondary school science teachers training at a public institution in Uganda found out that 203 students completed a standardized questionnaire including biodata, locus of control, and academic attitude scales (Atibuni et al., 2017). Information was analyzed using SPSS and presented in tables. The findings showed that trainers had an external locus of control and a poor academic attitude. Control predicts academic attitude. Further investigation showed a statistically significant difference in academic attitude between rural and urban pupils. The usage of locus of control moved academic concerns from students to external factors, resulting in a counterproductive perspective of scientific topics and a bad academic attitude among students. The research included college-aged trainees who had already selected

employment. This research focuses on high school students who haven't chosen a major. This will help them progress academically and choose a job wisely (Atibuni, et al. 2017).

The social and economic status of the child's parents as well as the child's social standing within the family and their circle of friends all have a role in the student's academic performance. Additionally, parents give a wide variety of control and influence over their kid in addition to other learning contexts. Lawal, & Idemudia (2019) examined the effects of gender, parents' socioeconomic level (SES), parenting style, and alcohol-related locus of control (ALoC) on first-year students' perspectives on alcohol consumption at a Nigerian university. Three hundred first-year college students between the ages of 16 and 31 (mean age 21.28, standard deviation 2.85) participated in a cross-sectional study by filling out paper versions of a questionnaire administered at their respective schools. The results showed that male gender, high perceived parental SES, poor responsiveness, high autonomy-granting, high demanding parenting styles, and external ALoC were all strongly predictive of favorable alcohol use attitudes. Furthermore, autonomy-granting and less responsive parenting styles were most predictive of favorable alcohol attitudes, while alcohol-related locus of control contributed the least. The participants of this Nigerian-based study were college freshmen.

Human capital is built via education (Shirinkina, & Kodintsev, 2018). Few households realize that education is seen as both a consumption and investment good from an economic perspective. Parental involvement and influence can lead to improved academic outcomes for their children. Some of the factors that are thought to have a significant impact on a child's ability to succeed in school include parental cohesion, involvement, occupation, interest in education, access to learning materials at home, family size, stability,

background, social stratification, and socioeconomic status. Usman, Mukhtar, and Auwal (2016) conducted research to see how much of a difference parental participation and involvement made in how students felt about their own schoolwork. The eighty (80) students included in the study were chosen at random from four (4) secondary schools in the Dala local government region of Kano State. The pilot study served to verify the validity of the questionnaire used to gather data for this investigation. The students were briefed on the study's aims, assured of the anonymity of their replies, and given instructions on how to fill out the questionnaire. The study found statistically significant relationships between the two sets of replies and the outcome ($p < 0.05$). The data indicated that the cost of tuition and learning resources was influenced by a family's disposable income and other expenses.

Multiple studies on socioeconomic stratification reveal that children from working-class families have far lower rates of educational achievement and occupational success than their more affluent peers, as noted by Betthäuser, Bourne, and Bukodi (2020). Their research in Britain looked at how cognitive capacity and locus of control, two traits at the level of the person, moderated the relationship between parental class background and educational achievement and social class. Cognitive ability was shown to be a mediator of only approximately 35% of the overall parental class impact on educational attainment and about 20% of the total parental class effect on respondents' social class position after controlling for educational achievement. Thus, the results disproved the widely held belief that innate talent differences explain the disparities in life outcomes across children of various socioeconomic origins. Furthermore, although individuals' locus of control played a role in mediating the parental class impact, this function was significantly lower than the

mediating role performed by cognitive ability. The study also found that the mediating roles of cognitive ability and locus of control remained remarkably stable across individuals' working lives, despite the fact that the participants' social class positions were measured at different points in their careers (labor market entry and occupational maturity). Accordingly, the learner's socioeconomic status had no effect on their locus of control. While this study is based in Kenya, the original research was conducted in the United Kingdom.

2.3 Relationship between Age, Locus of Control and Attitude towards Academic Performance

The concept of "age" is used to categorize major phases in the life span of a human being. These stages are characterized by growth and maturity in the four basic areas of development: the physical, the cognitive, the linguistic, and the psychosocial. Therefore, one's age is a significant indicator of the stage of life they are now in, which in turn influences their life priorities and sense of agency. For example, a child's early growth lays the groundwork for their future academic success, social success, and physical well-being. What a child learns, how well they get along with others, and how they react to the demands and hardships of everyday life are all shaped by their early experiences (Music, 2016). In addition, age is sometimes equated with power, which means that children and young adults may not be able to exert influence or make choices for themselves, while elderly individuals may be more respected yet reliant on others for care. As a result, the human development of these groups could be mediated by the members of their families who are of working age and are able-bodied. .Therefore, age is a critical factor that shapes both locus of control and perspective on academic success.

Multiple investigations into the connection between developmental age and locus of control (Achhnani, & Amareliya, 2020; Angelova, 2016; Roy & Arora, 2017) confirmed that an individual's feeling of control grows in tandem with their growing sense of mastery and competence. According to research by Achhnani and Amareliya (2020), which looked at how teachers' ages correlated with various loci of control dimensions, it became clear that instructors' ages had an impact on their own loci of control. The studies looked at whether or not there are distinctions between the internal, external, and chance loci of control held by students in secondary education. There have been numerous recent developments in the field of education, from technologically advanced classrooms to even more intellectually capable students. Learners' confidence in their ability to affect their life stage as a whole is a major factor in determining the extent to which they will take initiative to effect positive change.

Personal beliefs involving internal versus external control of reinforcement bear an important relation to many human behaviors including achievement, adjustment and reaction to success and failure. Most of the time all this is determined by age. Mali (2013) argued that studies of age-related differences versus locus of control have been confirmed to children for whom increases in internality would be expected due to both improved cognitive ability and experience.

Gokalp, Mentese, Caksilikova, and Duran (2018) conducted a survey research study on 179 university students at Kyrgyzstan-Turkey Manas University to examine the association between irrational beliefs and locus of control in Kyrgyzstan. The Rotter Internal-External Locus of Control Scale and Irrational Beliefs Scale were employed by the researchers as part of the relational scanning approach to measure beliefs. The findings of the analysis

demonstrated that students, for the most part, dislike failure and hold the view that there isn't a flawless solution in practice. When deciding on a crucial issue, the students frequently sought advice from their more experienced peers and instructors. The study therefore revealed that healthy peer group discussions was essential for redirecting ones locus of control and attitude towards academic achievement. The study is of the view that younger adults need to consult the more experienced and mature personalities to help them shape their locus of control to attain better academic outcomes.

To better understand the perspectives of fifth-graders, Kumaran's (2019) research included an emotional mindfulness intervention. Thirteen kids in fifth grade were given an Emotional Mindfulness Intervention (EMI) specifically for the study, and their experiences were analyzed. Children were taught a set of skills in the course of 6 sessions of EMI therapy to better recognize, label, evaluate, and control their emotional responses to various situations. Researchers used an observation schedule, interviews, and a focus group held after the program ended to draw their conclusions. A qualitative data analysis indicated four elements that significantly impacted how students saw the world: self-awareness, empathy for others, mindfulness, and skill application. Participants reported that engaging in mindfulness exercises improved their ability to recognize and respond appropriately to emotional cues, as well as their ability to recognize and understand the emotions of others. Because of this, the findings suggested that locus of control was an idea that could be adapted for use with students of any age.

Islam and Khan (2017) examined the association between age and academic performance, academic attitude, and effective study habits in college students. Previous research had indicated that persons with a strong internal locus of control had higher academic

accomplishment. 100 participants completed a locus of control tool, Academic attitude and effective study habits. Both were positively connected with academic accomplishment. Scores were evaluated by age, academic year, and GPA. Third- and fourth-year students exhibited a stronger locus of control, good academic attitude, and effective study habits than first-year students. This research was done in a developed nation, unlike the current one in Kenya. The sample size was 100, compared to 400 for the present research.

Łubianka et al. (2020) compared pre-teens and adolescents' locus of control in integrated and non-integrated Polish schools. Polish teens' success and failures are very circumstantial. The 90 participants were 30 integrated and 60 non-integrated elementary school students. Sixth, seventh, and eighth graders were questioned across three years. Students in the seventh grade who were not in a mixed-ability class tended to be more observant of their integrated classroom colleagues. In contrast to the more external locus of control typical of infancy, the more internal locus of control typical of adolescence develops as a child matures and has the ability to discern between circumstances that are and are not causally connected to one's actions. Individuals become more whole and more powerful as they go through life.

The research further notes that most children between the ages of four and five attribute their successes and failures to factors outside of their control. With growing age humans gain more internal locus of control. The majority of 7-year-olds had an internal locus of control when faced with a positive outcome, but it wasn't until 11 that kids began to ascribe both positive and negative outcomes to internal factors. Locus of control and academic achievement were shown to change with age. The current study's investigators wanted to test the hypothesis that older students' greater experience and maturity would lead to a more

positive locus of control and attitude toward secondary school, and thus higher academic achievement. This offers justification of the present research.

ANaik (2015) investigated college students in Culbarg city to determine the impact of age and the variation in demographic characteristics like course and locale on students' locus of control. The age of these college students is a crucial piece of information in researching personality since it represents the stage of life in which they are developing their personality. In this research, 171 college students from Gulbarga, India, were chosen at random (lottery method). Rotter's locus of skill scale and a demographics sheet made up the questionnaire. Data was analyzed using descriptive statistics and non-parametric statistics (a Mann-Whitney test(u)). One of the findings was that locus of control changes with age. As the kids matured, they learned that their efforts directly correlated with their outcomes, and their center of control shifted from being external to being internal. In the present study the researcher is interested in finding out how age connects with locus of control and attitude of students towards academic accomplishment. The research is done on the form three pupils who are discovered to be of diverse ages. This research has been done on a bigger population than the latter and in a developing nation Kenya unlike the other which was done in a developed country USA.

In a research designed to assist determine the influence of several factors on the locus of control of secondary school pupils, Siddiquah (2019) surveyed over 120 students across four demographic groups: age, grade level, subjects, and family income. Students' internal and external loci of control were measured using the Brown locus of control scale (Blocs), and T-tests and Anova were used to see if there was a significant difference between students of various ages, grades, topics, and household incomes. The findings showed that

students in the younger age group (12-14 years) and in the lower grade level (9th) had a stronger external locus of control than students in the older age groups (16-17 and 18-19 years old) and in the higher-grade level (10th). It is for this reason that the present research, conducted in Kenya with a sample size of 375 pupils, is interested in learning the outcomes of a comparable study conducted in a different region and with a bigger sampling.

A research was conducted in Malaysia to determine the effect of LOC on academic achievement in secondary school (Khir, 2015). The research comprised 402 students from 10 different high schools. The findings revealed that the vast majority of pupils had characteristics of an external locus of control. Based on the results, the study found that early adolescents had a strong external locus of control, whereas late adolescents had an internal locus of control. These results were attributed to influence by parents thus attributing their achievements and experiences to chance, fate and luck. Such students were also found to be less persistence in what they were doing, especially academically, and also they had very low and negative academic expectations. The present research examined age, locus of control, and academic results attitudes among Nairobi Kenyan form three pupils.

In Turkey, Korkmaz (2018) studied the impact of self-efficacy, procrastination, and locus of control on gifted and non-gifted learners' academic attitude. The sample included 6th-8th graders. Data was examined using Pearson product-moment correlation and linear regression. Gifted students have a good attitude and a low locus of control. Non-gifted students had a substantial relationship between external locus of control and academics. External locus of control kids showed worse academic attainment. Researchers found that external locus of control negatively affected student attitudes. This study was however carried out on young children in primary school. At times when students are young, locus

of control and academic attitude may not have fully developed meaning it may change as they mature. This made the current study necessary because it comprised of form three students whom the researcher assumed that their locus of control and academic attitude were more developed and could be studied.

Drago et al. (2018) conducted research among nursing students in the United States to determine if there was a correlation between age locus of control and motivation to succeed in school. The researcher selected a convenience sample of 106 high school students and used a descriptive research design, incorporating both qualitative and quantitative methods. The study found a significant inverse relationship between students' external locus of control and their academic attitude once they reached the age of 18 and up. Study motivation and test scores for nursing students were shown to be significantly predicted by age, with a negative association between the two. Therefore, the study concluded that age, external locus of control was a barrier to academic attitude leading to poor performance. It was therefore recommended that teachers should come up with strategies of motivating students with higher age external locus of control to be persistent in their studies and to take a personal responsibility for the success of their studies. The current study dealt with a bigger population of 400 form three students unlike the latter which had 106 students. The current study was dealing with secondary school students whose age is hypothesized to affect locus of control and attitude hence their academic performance. The latter study was in a nurse training college where the students had already chosen a career so nothing much can be changed. The age differences is what prompted the current study so as to find out whether the previous findings could be generalized to the population of study and the Kenyan situation.

2.4 Relationship between Gender, Locus of Control and Attitude towards Academic Achievement

According to the American Psychological Association (2015), the word "gender" refers to the biological differences that exist between men, females, and intersex people. A person's sex is typically established at the time of birth based on their genitalia as well as their genetic make-up. When trying to construct the most effective intervention to enhance academic performance, it may be helpful to first investigate the link between gender and students' locus of control and attitude. In the context of this research, the idea of gender serves as a defining characteristic of a development perspective and process that is participatory and empowering, equitable, sustainable, free from violence, respectful of human rights, supportive of self-determination, and ultimately results in the actualization of human potential. Not only can a person's sense of locus of control impact how they react to the happenings in their lives, but it may also have an effect on their desire to take action. If a person believes that they have control over their own destiny, they are more likely to take action to alter their circumstances when it becomes necessary to do so. Numerous studies have shown that females, in general, have a greater capacity to control and adjust their reactions, which enables them to avoid unwanted behaviors, enhance favorable behaviors, and accomplish long-term objectives. The study operates on the assumption that young women who have a strong internal locus of control are more likely to achieve success in their academic endeavors.

Multiple research was analyzed to determine the nature of the connection between gender, locus of control, and outlook on academic accomplishment. Elkins and Schurer (2020) found that females with a strong belief of social allure had better external scores than men

with a low believe of social allure in their analysis of the relationship between locus of control and academic attitude and the role of gender. So, one may assume that women's views on appropriate gender roles influenced their answers on locus control measures. As a result, women's locus of control ratings never accurately reflected their actual attitudes. Further, the super-male measures fared better in terms of their external evaluations. Gender role attitudes for both sexes were on full display in this answer. Women were shown to have a higher external locus of control than men. In contrast to those conducted in a developed nation, the present research on gender and locus of control and attitude were conducted in Kenya, a developing country.

A research was conducted by Flores et al. (2020) to evaluate gender, self-control, and the locus of control as potential predictors of internalizing and externalizing difficulties in children and adolescents in Northern Chile. The purpose of the research was to determine whether or not there is a significant predictive relationship between locus of control and self-control in terms of internalizing and externalizing problems in the infantile-juvenile population, and this was to be done both on a general level and in terms of dimension-specific relationships. A cross-sectional-correlational study was conducted in order to determine whether or not there was a possible predictive relationship in 3,664 schoolchildren of both primary (4th–6th grade) and secondary (7th–12th grade) in northern Chile, utilizing the short version of the Nowicki-Strickland scale in order to measure locus of control, the Tangney scale in order to measure self-control, and the Child and Adolescent Evaluation System (SENA) in order to measure the dimensions. Both locus of control and self-control seem to have a major impact on internalizing and externalizing difficulties. The

research thus confirmed that Self-control, locus of control, and gender could together significantly predict each of the internalizing and externalizing problems.

Nalk's (2015) research on the connection between locus of control, academic attitude, and gender in a subset of Jordan's higher education institutions shed some light on how students' senses of agency vary across demographic categories including sexual identity, field of study, and urban/rural residence. In all, 171 college students from Gulbarga were included in the research, all selected at random. A questionnaire with a demographics sheet and Rotter's locus of control scale was used to gather information. As shown by the data, there were no statistically significant variations in locus of control between the sexes among the student population.

Similar results were found by Sanadgol and Abdolmanafi-Rokni (2015) who examined the connection between locus of control, test anxiety, and religious affiliation among Iranian students. Individuals' degrees of internal-external orientation were measured using Rotter's (1966) LOC scale, and statistically significant variations between the sexes were analyzed using an independent sample T-test. Males and females did not vary significantly in their internal and external locus of control, according to the study's findings.

Musa (2020) carried out a survey-based research study to investigate the link between academic self-efficacy and educational achievement among college students. The purpose of this research was to investigate whether or not there is a correlation between academic self-efficacy and academic performance among students enrolled in their first year of university. Participants (140 females and 153 males) were selected from three faculties (Education, humanities, and science) using stratified sampling. The sample was drawn

from two universities (public and private) on which the questionnaire to measure academic self-efficacy and the Cumulative Grade Point Average (GPA) was distributed to participants. The universities were selected using stratified sampling. The educational institutions were picked out with deliberation. . Academic self-efficacy was shown to have a statistically significant link with academic performance among undergraduate students at universities ($r(293) = .816, p .01$). Both the academic self-efficacy of the students ($t(291) = 2.76, p .01$) and their academic performance ($t(291) = 1.56, p .05$) were shown to vary depending on the student's gender. The research thus supported the narrative that females had higher sense of control than their male counterparts. The analysis proved that females had a greater internal locus of control compared to men. The male learners were more reliant on 'chance' than women, thus revealing the considerable effect of gender on correlates of locus of control in academic achievement.

Kronborg, Plunkett, Gamble and Kaman (2017) showed that although men are better at using external locus of control, women are marginally but significantly better at using internal locus of control. In addition, Yates (2009) found that, compared to males, women are more prone to attribute their achievements or shortcomings solely to their own efforts. These disparities prompted the current study, which aimed to investigate how students' gender and locus of control affect their performance in public secondary schools throughout Nairobi County.

ANaik (2015) research finds no statistically significant correlation between male and female control orientations. According to ANaik (2015) research, there are no statistically significant variations in mean scores on locus of control between the sexes. Alternatively, there are research that run counter to the findings of the currently funded projects.

Specifically, Keshmandi, Akbari and Ghonsooly. (2015) found that female students scored higher than male students on the locus control. Male students tend to have an internal locus of control, while female students tend to have an external locus of control (Nowicki & Duke, 2013). Women tend to have a strong external locus of control, whereas boys tend to have a strong internal locus of control (Malhotra, 2017). Girls' LOC means were more expansive than boys' (Tekin, Tekin, & Çalisir, 2017). The purpose of this research was to illuminate the ways in which gender affects locus of control and attitude, and by extension, academic performance.

Mohamed et al. (2018) investigated the link between locus of control and performance in school and tested for potential gender disparities. 204 Jordanian freshmen from Yarmouk University made up the study's sample. A study using the multidimensional-multi-attributational causality scales (MMCS) discovered a link between students' sense of agency and their grades. A favorable correlation between locus of control and academic performance was confirmed by the statistical analysis, lending credence to the findings of previous studies on the topic. Males were shown to have higher levels of both internal and external motivations than females. Among male students, internal locus of control was found to be high and positively connected with academic attitude, whereas external locus of control was found to be high and strongly correlated with student motivation. For female students, an internal rather than an external locus of control was associated with higher grades. The present research dug further into the relationship between gender and locus of control in regards to academic attainment.

Multiple studies have shown a connection between students' perception of their own lack of agency in the classroom and their overall outlook on schoolwork. Gender differences in external locus of control have been studied, but the findings have been contradictory. According to the findings of Gujjar and Aijaz (2014), who set out to determine whether or not there was a correlation between LOC and students' academic attitude, they discovered that gender also affected the academic success of students in the United States. There were 466 pupils in all, 205 male and 261 females. Each student ranged in age from 16 to 21. Results showed a statistically significant disparity in the academic mean scores of male and female students after controlling for locus of control. The present investigation has expanded our understanding of the factors that contribute to students' success in school by including the participants' attitudes.

Ali (2020) revealed that male students had a considerably higher mean score on the internal locus of control than female students, leading the author to infer that male students were more in command of their lives. When comparing students' attitudes and loci of control, the research found that male students had a higher command of motivating elements and, hence, achieved higher test results. The study also found that older male students, who had more command over their Locus of control, performed better academically than their younger counterparts. This study aimed to provide light on the topic of external locus of control and its association with gender variations in motivation and success.

Tella and Ibinaiye (2020) conducted research among Nigerian secondary school students to investigate how demographic factors such as gender, age, grade level, topics studied, and family income affected their sense of agency. The purpose of research was to identify the factors that have an effect on students' sense of agency in the secondary school

setting. To measure students' sense locus of control, the author administered the Brown Locus of Control Scale (BLOC S). The t-test and Chi-square were employed to analyze the scholastic locus of control of males and females. The findings indicated that pupils' external locus of control shifted as they got older. There was no gender difference in the results for the internal locus of control. There was a substantial gender difference in both the external social locus of control and the external other locus of control. Female students scored much higher on the external social and external other loci of control than male students, indicating that female students are more external. They gave more weight to chance and fate than the average guy does. When comparing students of different ages, the study found that between the ages of 12 and 14 had a significantly higher locus of control than those between the ages of 16 and 17 and 18 and 19 did, and that students in the lower grades (9th and 10th) also had a higher locus of control than those in the higher grades.

Nongtdu and Bhutia(2017) did a research in Meghalaya and discovered that the academic success of male students was correlated with their sense of control over their own lives, their self-concept, and the amount of time they dedicated to learning. There was a 0.98-fold reduction in test failure probabilities for male students if they studied for an extra hour each week, according to the research. The research also found that the failure rate of male students was raised by a factor of 1.105 for every unit rise in their external Locus of control scores. Yet the research showed that a one-unit rise in male students' internal LoC reduced their risk of failure by a factor of 0.904%. As such, the investigations highlighted the prospects of age affecting the student's locus of control.

Hung (2016) conducted research in India to see whether there was a correlation between students' and teachers' perceptions of each other's gender and the students' and teachers' perceptions of each other's academic achievement on standardized tests taken by high school seniors. There were 335 students and 10 educators who took part. A favorable correlation between students' study attitudes and their overall academic achievement was found. The results of the research also showed a beneficial association between students' gender and their academic achievement. The purpose of this investigation was to add to the body of research on students' academic performance by providing more concrete examples in the Kenyan context.

2.5 Relationship between Type of School, locus of control and Attitude towards Academic Achievements

Educationalists and experts are able to employ number of methods, such as causal instruction, to help students feel like they have a greater role in their own learning and academic success. In essence, school environment has the ability to teach learners how to internalize positive thinking regarding academic success. Creswel (2014) conducted research on the relationship between students' levels of internal locus of control and their attitudes toward mathematics. The research used a sequential explanatory design and a combination of methodological approaches. Using stratified random purposive sampling, we randomly selected 445 students, 11 Mathematics teachers, and 9 teacher counselors. A student questionnaire was used to collect quantitative data, while interviews with guidance counselors and mathematics instructors were conducted to get qualitative data. The study's findings showed that internal locus of control predicted students' success in mathematics at boarding schools for the secondary level. Based on the findings of the research, it was

suggested that mathematics educators devise a range of instructional approaches designed to foster in their pupils a sense of internal locus of control, leading them to see instructors as facilitators rather than arbiters of their mathematical success. With this strategy, students at boarding schools may take charge of their own education and make significant progress in Math. The current study purposed to assess learner performance across a range of subjects thus providing information on how educator's practices influenced academic achievement.

Afshan et al. (2020) conducted a quantitative research on the effects of locus control and attitude to learn if and how boarding school affects students' sense of agency in regards to their academic achievement. Learning performance and organizational behavior theory served as the theoretical framework for this investigation. All students who enroll in colleges that include boarding facilities have been designated as the target population. Standardized survey methodology is employed to collect the data needed for the study. The internal-external scale produced by Rotter (1966) and the learning scale created by Hasan and Khalid (2014) were used to assess locus of control. The analysis revealed that students at boarding schools who have a strong sense of internal locus of control tend to do better in school because they are more engaged and invested in their education. Meanwhile, those who control their locomotion from the outside tend to be more submissive and reactive. Attitude was added as a separate factor in the present investigation. The study's focus is on the relationship between school type, locus of control, and outlook on academic success.

Senler (2016) examines the correlation between student accomplishment and school type by looking at primary school students' objectives, classroom environment views, competency expectations, and motivation. Students from 452 urban, Turkish, public,

schools made up the sample. Eighth graders spanned the ages of 10 to 14. Participants were chosen using a combination of convenience and cluster random selection techniques. Few caveats were raised, despite the fact that the research provided important insights into the connection between primary students' accomplishment goals, competence expectations, and their perceptions of the classroom environment. Inaccurate and biased self-report data may have been contributed by students because the study relied on their responses to a self-report and questionnaire. There were doubts regarding the reliability of the results due to the use of secondary cluster random sampling. To distinguish between school categories such "girls exclusively," "boys only," "boarding," and "co-ed," the research used basic and stratified random sampling. Quantitative and qualitative information was also gathered. The investigations revealed a correlation between the kind of school and academic success. In order to predict students' success in public secondary school, Mutweleli (2014) investigated the major interaction impact of school type on academic motivation, self-regulated learning, and academic performance. Academic motivation subtype and self-regulated learning proficiency were shown to have a substantial interaction influence. This lends credence to the inclusion of school type in the current research as a predictor of kids' academic performance.

Among students in third grade, Obura (2019) investigated how school type interacted with students' achievement goal orientation. A total of 375 people from Embu County were included in the sample. Students' academic success in both all-girls and all-boys boarding schools was strongly predicted by their strategy, achievement objective, orientation. Students' academic performance was substantially predicted by their avoidance achievement goal orientation, whereas their achievement goal orientation in co-ed day

schools was only somewhat significant. The prediction value for co-ed residential institutions was found to be insignificant. This study's investigator is interested in contrasting the influence of students' locus of control and attitude with that of the sort of school they attend.

Obura (2019) sheds a lot of light on the current situation of education in Kenya by using data from boys' boarding schools, girls' boarding schools, and mixed schools in Kiambu County, Kenya. Despite the fact that the research factors were diverse, the findings appeared to suggest that a certain intrinsic personal component was neither fostered nor impeded by the sort of school attended. Four hundred students from Nairobi County's boarding, day, and coed schools were used in the study. Positive correlations were found between motivation orientation and performance in the classroom. Even if all of the participants have the same cultural background, the addition of the locus of control and attitude factors strengthens the case for this report.

Wach et al. (2015) conducted research into the efficacy of all-female versus mixed-gender classrooms for teaching mathematics and science to high school students in Ontario, Canada, during grades 9 and 10. In all, 786 people took part in the long-term research (402 girls and 384 boys). Participants' feelings about mathematics were assessed based on their own reports. The findings showed that when females were taught mathematics in isolation, they had a lower perception of their own mathematical skill than when they were taught with guys. It was evident that the kind of school attended was a significant influence in the perception of competence, despite differences in research methodology and cultural backgrounds among the sample. In contrast to the former, the sample in the later is not

from a developing nation, and all of the participants in the former are included in the present research. The present research is warranted because of this.

Mwangi (2015) did a research to evaluate the association among academic stress and learning motivation. For the study, she used a sample size of 388 students from three schools located in Kiambu County. Ethnically diverse schools showed the greatest mean difference in academic resilience, whereas boarding schools for males showed the least. However, the goal of academic resilience is to succeed in school despite obstacles, therefore it is impossible to draw any firm conclusions about the impact of educational setting on students' perceptions of their own abilities. That gap was the motivation for our investigation.

Six hundred secondary school pupils in Nairobi County were analyzed in the local correlation research conducted by Kariuki et al. (2017). The correlation between academic drive and grade level was striking (public and private). Furthermore, there was no statistically significant correlation between academic drive and educational setting (day and boarding). The evaluated study did not look into whether or whether students' perceptions of their own ability varied depending on the sort of school they attended, which is why this research is necessary.

Test anxiety, attitude toward school, parental influence, and peer pressure were all examined by Basse and Iruoje (2016) as potential predictors of cheating behaviors among secondary school students in Edo State, Nigeria. Ex-post facto research methodology was used, and a stratified random sampling procedure was used to choose a sample of 1200 students from the last year of secondary school (SS 2). Data was collected using a 60-item, four-point Likert style questionnaire, and analyzed using multiple regression. Exam

cheating was found to be significantly predicted by students' test anxiety, their outlook on school, their parents' influence, and their peers. The data also revealed that test anxiety, attitude to school, parental influence, and peer pressure accounted for around 34.2% of the overall difference in cheating tendencies. In conclusion, the study's findings demonstrated that parental and peer influences contributed to students' attitudes toward school. Nigeria served as the focal point of the probes. This study aimed to better understand the impact of mediating variables like these on locus of control and outlook on academic accomplishment among Kenyan students.

According to Zhao et al. (2021), students are particularly vulnerable to the effects of social pressure in the classroom. He argues that instructors face difficulty in encouraging students' BIM abilities and preparing them for a future in the AEC business due to the influence of students' peers. He created four educational situations to induce varying levels of peer pressure in a Building Information Modeling (BIM) course at Michigan State University, and then examined the learning outcomes of students in these classes. Multiple regression analysis revealed a favorable correlation between students' exposure to peer pressure and their final grade. As a result, those who were subjected to stronger forms of peer pressure performed better academically. According to the results, students were attracted to the group and worked together because of the "social magnet" effect of their peers. It is, therefore, of paramount importance to cultivate learning environments that facilitate the spread of information and technology. The current study examines how the different school environments promote positive attitude and locus of control among secondary school learners.

Several forms and sources of peer pressure are examined in Afolabi's (2019) study on the effects of peer pressure on pupils with physical and health disability in Oyo metropolis. Peer pressure, as discussed in the research, has a significant impact on students with physical and health impairments. The best way to protect children from the harmful effects of hanging out with the wrong crowd is for parents to keep a close eye on them, and for secondary schools to teach pupils how to recognize and resist this influence. Therefore, having an external locus of control and a negative outlook on academic success are both strongly correlated with peer pressure.

2.6 Summary of Literature Review

It is important to recognize the potential influence of factors such as locus of control and attitude toward academic accomplishment. The evaluated literature revealed a correlation between students' age, gender, and educational setting on their correlates of locus of control and motivation to achieve academically. Researchers found that pupils who focused within had an easier time adjusting to college than those who looked outside for answers. Students' performance in school was shown to be affected by a number of factors, including their sense of agency, age, gender, educational background, and outlook. The majority of these research, however, were conducted on populations from outside the group under investigation, whose cultural environment was distinct. Also, the secondary school students employed in the present research were much younger than the college students used in the aforementioned studies. In addition, the three factors have not been explored in tandem with one another. The importance of this research cannot be overstated, since the findings may be applied to the contemporary population at large. When looking at the research based on factors like as gender, age, and kind of school vs locus of control, the

findings were mixed. The present research is required in order to more confidently draw conclusions based on empirical data, given the existence of these inconsistencies and the necessity to examine age, gender, and kind of school together as drivers of schooling attainment.

2.7 Theoretical Framework

The study was guided by Rotter's 1954 Social Learning Theory and Daniel Kurtz (1960) Functional Theory. These theories compliment each other in helping the researcher to understand how age, gender and type of school correlates to locus of control and attitude towards academic achievement in public secondary school in Nairobi City County, Kenya.

2.7.1 Rotter's (1954) Social Learning Theory

The theory offers a conceptual basis for understanding the variable, locus of control. It was advanced by a psychologist named Julian Rotter (1954). He built his idea around the social learning theory concept which suggests that people's expectations regulate their actions. Rotter argued that individuals differ in the degree of their perception of things happening to them as being under their internal influence or under the influence of the outside force referred to as external locus of control.

One of the most important generalized expectancies underlying behavior, and perhaps Rotter's best known concept, is referred to as internal versus external control of reinforcement (commonly known as locus of control): People are known to differ in their belief that what happens to them is the result of their own behaviors and attributes (internal control) versus the result of luck, fate, chance, or powerful others (external control). Clearly, persons who believe or expect that they can control their own destinies will behave

differently, in many situations, than those who expect that their outcomes are controlled by other people or determined by luck. (pg. 105; Rotter & Hochreich, 1975). Rotter pointed out that almost all psychologists recognize the role that reinforcement or reward plays in determining future behavior, but that this is not a “simple stamping-in process.” For beings as complex as humans, the effects of reinforcement depend upon an individual’s perception of a causal relationship between their behavior and the potential reward (Rotter & Hochreich, 1975).

A number of scales have been developed to measure locus of control (for an early review see Lefcourt, 1976), including one developed by Rotter himself (Rotter, 1966). Rotter’s scale, simply referred to as the I-E scale (for internal-external), consists of 29 forced-choice statements. Locus of control appears to arise from two primary sources: the family, and contingency awareness (Carton, Ries, & Nowicki Jr, 2021). The role of the school environment in the development of locus of control is complex, and appears to be somewhat different based on the behavior of mothers and fathers (Bishara & Kaplan, (2018)). The most reliable finding appears to be that individuals with an internal locus of control had mentors who pushed them to achieve independence at an early age. Learners need support, guidance and nurturance, but they must not be smothered to the point of being pampered. Contingency awareness refers to an understanding of instrumentality, the conception that one’s actions are indeed related to certain outcomes. In order for a child to repeat a behavior with purpose, the child must be able to recall that their prior actions resulted in a given outcome, and they must know that their actions were related to the expected outcomes. It would appear that children as young as two months old are capable of this type of social learning, and it tends to result in positive emotional reactions.

The theory claim that our behaviors are influenced by rewards and punishments and that these outcomes regulate learners' belief about the fundamental causes of their behaviors. The theory expounds further that an individual's belief on what instigates their good performance then influences their behavior and attitude. While applying this theory, Anderson et al. (2016) observed that adolescents with an internal locus of control were more likely to take charge of their outcomes, exhibited a high sense of self-efficacy, were not easily swayed by the outlooks of others and often performed better when given an opportunity to perform tasks. Such students were inclined towards working hard to attain what they had set to achieve. They portrayed characteristics that included resilience in the face of challenges, exhibited of good physical health, and were happier, had greater control of their lives and finally often achieved greater results. Anderson et al. (2016) also demonstrated that students with internal locus of control were in charge of their academic attitude. Research linked internal locus of control to high self-esteem, great self-efficacy and high educational aspiration (Chatterjee & Burns, 2021).

Students who have an external locus of control tend to attribute their successes to random events or luck rather than their own efforts. According to Mohamed et al. (2018), having an external locus of control is associated with more stress, chronic health problems, mental abnormalities, and unsuccessful relationships. Learners with an external locus of control tend to attribute their successes and failures to factors outside of themselves, such as chance, fate, circumstances, injustices, biases or unjust instructors, prejudice, or a lack of requisite skills, as proposed by Ejiobi-Okeke and Samuel (2021).

A good attitude toward schoolwork has been associated with developing a sense of agency among students (Manichander, 2014). Students who have an internal locus of control attribute positive outcomes to their own efforts and take credit for bringing about the effects of their actions. Students who have an internal locus of control believed that their good efforts would lead to favorable outcomes. Students who came to terms with the idea that their actions had consequences and that the course of events was ultimately up to them had a different outlook on the world.

Academic motivation, determination, and performance were hypothesized to be significantly affected by whether a student had an internal or external locus of control. In the field of education, "internals" were thought to be more motivated to put in extra effort in order to advance their knowledge, skills, and opportunities, while "externals" were more likely to view such efforts as fruitless because of the unfair treatment they received from others or the obstacles placed in their way. Students who relied on their environment for motivation had a pessimistic outlook on their academic success because they believed their efforts were not being noticed or rewarded. When another person or outside factor was to blame for a student's academic performance, it was not the duty of the students to improve their performance. Researchers found that students' locus of control was related to their feelings of helplessness, defined as "the tendency to behave as if one is helpless even when one is in control of one's circumstances or has the capacity to modify one's condition or result." Some psychologists argued that "external" factors were more probable than "internal" factors to contribute to this student's helplessness.

This theory guided the current researcher in hypothesizing that locus of control influences the student's academic attitude. It is presumed that it is possible to stimulate a particular type of locus of control and that if the learners develop an appropriate and favorable locus of control this would allow them to hold more optimistic attitudes hence improve in their academic performance. This was based on the premise that learners who thought that their low attitudes and achievements were induced by factors beyond their control, were unlikely to put extra in effort to improve their performance. On the contrary, if learners ascribed their poor scores to lack of appropriate skills or due to poor study habits, were more likely to persist in their studies in the future.

2.7.2 Functionalist Theory (Daniel Katz, 1960)

Functionalism grew out of the writing of English philosopher and biologist Herbert Spencer (1820-1903), who saw similarities between society and human body. He argued that just as the various organs of the body work together to keep the body functioning the various parts of the society work together to keep society functioning (Tyler, 2020). This brought up a theoretical perspective postulating that attitudes are formed to serve one or more different functions and these functions can influence such processes as attitude change and attitude behavior consistency. In 1050s two groups of scholars developed attitude theories proposing that attitudes serve different functions. (Carpenter et al., 2013;Petty & Krosnick, 2014).

Carpenter et al. (2013) proposed a functionalist theory of attitudes which took the view that attitudes are determined by the function they serve as people held given attitude because these attitudes helped achieve their basic goals. This resonates too with academic attitude.

Students who had a positive attitude about education tended to work very hard to achieve their dreams. They distinguished four types of psychological functions that attitudes meet.

Instrumental or adjustment function attitude help students to adjust to their work environment because when students were well-trained, they are likely to develop a positive attitude towards management in their learning institutions. When students are intimidated and negatively criticized, they develop a negative attitude towards education. The adjustment function directs students towards pleasurable or rewarding object thus keeping them away from unpleasant and undesirable ones. It served the utilitarian concept of maximizing reward and minimizing punishment. Students' attitude was dependent on their perception of what was needed in satisfying and punishing.

Carpenter et al. (2013) argued that students develop attitudes that help them meet their education goals. They developed a favorable attitude towards things that aid or reward them with the aim of maximizing rewards and minimizing penalties. It was right to argue that students were likely to change their attitude according to how much these attitudes helped them fulfill their goals or avoid undesirable consequences.

To create a purposeful and organized workplace, knowledge-based attitudes are essential. Students tried to establish a sense of personal order, clarity, and consistency in their academic lives. Students that have the right mentality are better able to evaluate their own performance. For pupils, this provides a feeling of foreknowledge and agency over their futures. Some perspectives are helpful for pupils because they make education more enjoyable. Students might then assign meaning to their accomplishments by focusing on the characteristics or circumstances most likely to have contributed to those outcomes. As

a result, one's perspective may have a significant impact on one's ability to comprehend, plan for, and control their environment. As a matter of fact, we can anticipate a person's actions once we understand their mindset.

Students' sense of identity is bolstered when they adopt a value-expressive attitude. If a kid believes he will succeed in school, for instance, he would adopt a constructive outlook on learning and put in more effort to do well. Students who cultivate a value-expressive mindset are better able to articulate who they are and what they stand for in the world. Finally, the ego-defensive function involves maintaining beliefs that shield our sense of self-worth or provide excuses for behaviors that leave us feeling guilty. Students' employment of defensive mechanisms to prevent psychological injury highlights the relevance of psychoanalytic ideas in their lives. Some beliefs and values help to shield pupils from facing the uncomfortable truths about themselves and the world.

Whenever a person encounters roadblocks or frustration as a result of their current mindset, Acemoglu (2012) argues that it is time for a shift. The researchers in this study argued that altering people's motivations and psychological needs was more effective than altering their knowledge or perspective on an item in order to alter their attitude toward it. Students' academic performance would improve if they had a more optimistic outlook, since they would learn to take pride in their work and look forward to class.

2.8 Conceptual Framework

The study's objective was to ascertain how secondary school students in Nairobi County's locus of control and attitudes are influenced by factors such as age, gender, and school type. Locus of control and attitude served as the study's predictor variables, with internal, external, positive, and negative outcomes as potential results. The determination of a learner's locus of control and attitude was made in relation to a set of three correlates, including age, gender, and kind of school, as shown in the figure below.

The conceptual framework shown in Figure 1 makes the assumption that how learners conform to locus of control and attitude toward academic accomplishment will likely be influenced by the age difference between the two genders in different secondary schools. While external locus of control is a belief in outside factors like luck as the cause of one's success, internal locus of control is a belief in one's own ability to succeed. Being optimistic about circumstances, relationships, and oneself is what is meant by having a positive attitude. As a result, one is hopeful and sees the best in all circumstances. A disposition, sentiment, or behavior that is not constructive, cooperative, or hopeful is referred to as having a negative attitude. This research model depicts the correlates of locus of control and student's attitude towards educational achievement. The predictive variables comprised of correlates of locus of control and attitude which included age gender and type of school. The conceptual model postulated that age, gender and type of school correlates to locus of control and attitude which affects the academic achievement either positively or negatively.

The null hypotheses are shown in Figure 1 of the conceptual framework illustrating the relationship between age, gender, and kind of school and locus of control and attitude (H0). There are four null hypotheses (H0₁, H0₂, H0₃, and H0₄) in the conceptual framework that demonstrate how these factors are related to students' sense of agency and their outlook on their own potential for academic success.

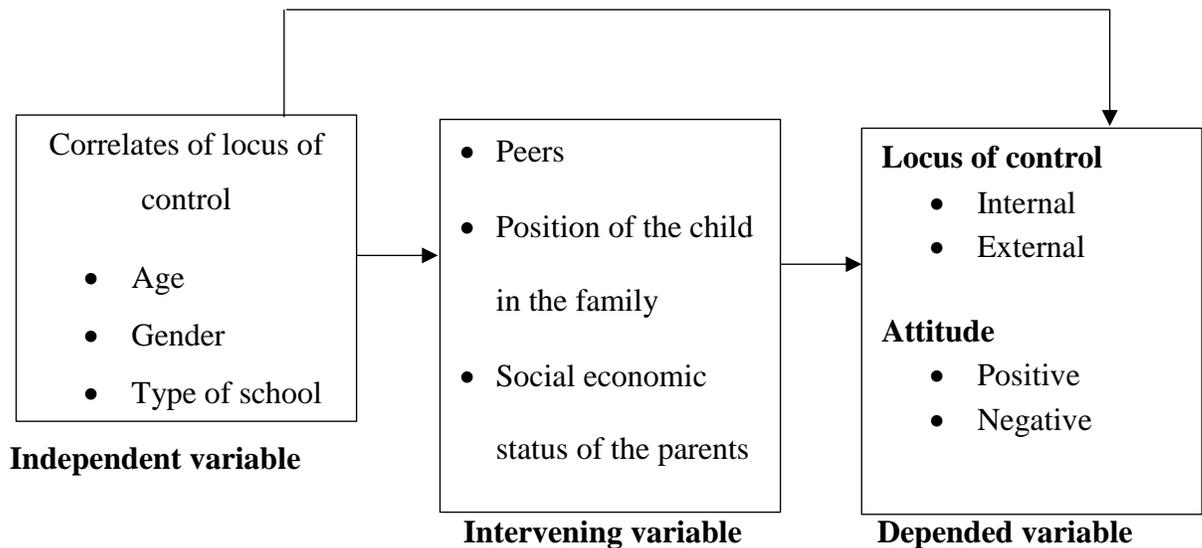


Figure 1: Conceptual Framework

In addition, participants in the research were asked to provide their candid opinions on the attitude statement, with the aggregated results serving as independent variables. To rephrase it in another way, the theoretical framework assumes that each independent variable (correlate) affects both locus of control and attitude (dependent variable). Peer pressure, the learner's social standing, and the socioeconomic status of his or her family all play a role in mitigating the extent to which this occurs. Each of the correlates of students' locus of control and their motivation to succeed in school was affected by the three dimensions of students' qualities.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter consists of research design, the location of the study, target population and sample selection. It also describes the research instruments, its piloting and the actual data collection and ends with analysis of data.

3.2 Research Design

This study employed a correlational research design. This design involves the measurement of relationship between or among variables (Strangeor, 2011). This design looks at the association between the variables and allow the researcher to infer on whether there is presence or absence of the relationship between variables of the study and establish the direction of the relationship. The choice of the design was based on its ability to explore co-relationship among variables that cannot be manipulated. In this study, the researcher sought to establish whether there was a relationship between correlates of locus of control and academic attitude towards academic achievement. The researcher did not manipulate any variable but simply measured two or more variables and then determined if a co-relationship exist between them.

3.3 Study Variables

The independent variable in this study are correlates of locus of control and attitude which include age gender and type of school. The dependent variable is locus of control and attitude. The intervening variables included position of a child in the family, peers and

social economic status of the family. Random sampling helped control the intervening variables. The type of school was categorized as either boys boarding, girls boarding or mixed day schools.

3.4 Location of the Study

This study was carried out in Nairobi City County. Geographically, Nairobi covers an area of approximately 695,000km², at an elevation of 1,661 meters (5449ft) above sea level. Nairobi enjoys a fairly moderate climate with mean maximum temperature of 19 degrees centigrade with annual average rainfall of 869 mm and has an estimate population of between 4 and 5 million. The county is sub-divided into 17 sub-counties which were: Dagoretti North, Dagoretti South, Embakasi East, Embakasi Central, Embakasi South, Embakasi North, Embakasi West, Kamukunji, Kasarani, Kibra, Lang'ata, Makadara, Mathare, Roysambu, Ruaka, Starehe, and Westlands.

In this study, Nairobi was selected because it covers varying socio-economic zones, has students from every part of the country, and boasts of learning institutions with varying performance and infrastructural quality that range from the best to the lowest. Some schools are located in slums while others are in prestigious environment, some schools are boys boarding, girls boarding or mixed day schools. With these varying social and physical aspects, it was believed that a fairly representative sample of the Kenyan student population was selected to indicate their diversities and therefore, how Locus of control influenced their academic attitude. Besides, the highest and lowest grades of academic performance in the republic has been recorded in this County in the recent past. The purpose of the study was to ascertain whether variations in performance could be ascribed to elements like locus of control and attitude.

3.5 Target Population

As defined by Mugenda & Mugenda (2008), a target population is a set of people who share one or more criteria. In a similar vein, Kombo and Tromp (2006) said that a population was a collection of people, things, or other entities from which representative samples were drawn for statistical analysis. The target population for this study was 6460 form three students from all 85 secondary schools in Nairobi County. The selected sample of the study was 375 students from 7 selected public schools using stratified random sampling.

3.6 Sample Techniques

Most of the educational phenomena comprised of a large number of units. It would have been unrealistic if not impossible to test, interrogate or examine each unit of the population under controlled conditions in order to achieve principles of universal validity. Methods for choosing a sample that is representative of the whole population and how the sample size was determined are discussed in this section.

This study adopted both probability and non-probability sample techniques. Purposive sampling was used to select Nairobi City County. Probability sampling guaranteed that each element in the population had an equal probability of being included in the sample. More specifically, stratified sampling was employed to identify schools from boys boarding, girls boarding and mixed day schools' strata. This enabled the researcher to obtain estimates that were more accurate from every stratum since each stratum is more homogeneous than the total population. Therefore, the information collected from different strata was more reliable and heterogeneous information. Simple random sampling was used

to select the 375 students from the sampled schools. This ensured that every subject had an equal chance of being selected thus resulting in a truly representative sample.

Table 2: Sample Size of Schools and Students

School Category	Sampled schools (30%)	Students per school
1. BB	3	169
2. GB	2	138
3. MD	2	68
TOTAL	7	375

The sample size was attained using Slovin’s formulae (1967) cited in Israel (1992) that was $n=N/(1+N*e^2)$. Where “n” was the desired sample “N” is total population and “e” was the margin of error which was rated at 0.05. Using this formula, 400 study subjects were selected as the base sample. In each class a table of random numbers was used to get suitable respondents. Proportionate stratified sampling was used to allocate study subjects in the boys boarding, girls boarding and mixed day schools to ensure that the size of the sample drawn from each stratum was equivalent to the relative size of the stratum in the population as espoused by Strangeor (2011). This was computed based on the total number of students per strata relative to the total number of students in public secondary schools in Nairobi City County and the sample size. The number of students per strata was arrived at by using the formulae $n/N*n$ where “n”, was the population size of the particular strata, “N” was the total population and “n*” was the sample size.

3.7 Research Instruments

The researcher used a questionnaire tool to gather study data. The first section of the questionnaires comprised of items on students' personal information. It helped collect data on demographic information this is, gender, age and type of school. The second section consisted of locus of control scale internal versus external scale and the third section academic attitude scale. Appendix A and B show the specific items that were used to measure the locus of control and attitude.

3.7.1 Locus of Control Scale

The Rotter's I-E locus of control scale was used to measure the locus of control of the students. External locus of control (I-E) scale that was developed by Rotter's (1966) for assessing the learners' locus of control. The scale consists of 29 pairs of items. For each pair of items, a response to one item indicated a tendency towards a specific type of locus of control either internal or external locus of control. Based on the total score, a lower score indicates a tendency towards an internal locus of control while a higher score indicates a tendency towards an external locus of control. For scoring purposes, all the 29 items were considered. A respondent is expected to score a maximum score of 29 and a minimum score of zero. A student who scored 29 was interpreted as having an extremely strong external locus of control while a student who scored a perfect zero was perceived as having an extremely strong internal locus of control. In this study, a student who scored below 13 was classified as having an internal locus of control while a student who scored above 13 was classified as having an external locus of control. (Appendix B).

3.7.2 Attitude towards Academic Achievement Scale

An academic attitude scale was formulated to measure academic attitude. The participants were scored on a five-point likert scale ranging from 1=strongly Agree, 2=Disagree, 3=Somehow agree, 4=Agree, 5=Strongly Disagree.(Appendix C).

3.8 Piloting of the Research instrument

Mugenda and Mugenda (2003) posit that, pilot testing is an approach that is employed to test the model, research techniques and instrument clarity before carrying out the actual research. It entails carrying out a preliminary test. The pretest sample should range between 1% to 10% subject to the sample size sample to pretest the research instruments. The students were drawn from another school within Nairobi County that was not sampled to participate in the actual study. Care was taken to ensure that the students bear similar characteristics with the students who were not sampled to participate in the final study (Cooper &Shindler,2006). The pilot study aimed at pointing some shortcomings that the researcher might have overlooked such as determining if the allocated for responding to the questionnaire was sufficient. It was expected that the pilot research would also aid in improving the validity and reliability of the study tools.

3.8.1 Validity of the Instruments

Instrument validity referred to how significant and useful an instrument was in measuring the variables it was intended to measure (Mugenda & Mugenda, 2008). This study sought to establish content validity of the instrument. According to Kothari (2008), content validity measures the scale to which an instrument embraces all aspects of the topic under study. To test for content validity, the researcher employed the face validity approach. Through this, she sought the skillful views of the lecturers on the department of educational

psychology at Maasai Mara University to refine the validity of the instrument (Gatumu, 2008). Besides, she also sought peer review from colleagues. Also, to ensure content validity, the researcher ensured that questions were clearly formulated in line with the stated objectives to eliminate any form of ambiguity. Moreover, simple random sampling was used to select the respondents which were in turn ensure representativeness hence enhancing validity of the study.

3.8.2 Reliability of the Instruments

Mugenda and Mugenda (2008) postulated that, instrument reliability was the level to which an instrument generated consistent results with repeated trials. Amiably, Kothari (2008) averred that, an instrument was deemed reliable if it measured a variable precisely and consistently and achieved the same outcomes under the same circumstances. The locus of control questionnaire was tested for its reliability using the Cronbach Coefficient alpha (α) to verify the internal reliability of the stated elements. This is a technique of estimating reliability of scores through a single implementation of a test. Afterwards, it was expected to deliver good scores of reliabilities. Therefore, it was anticipated that the more constant all factors will remain, the more comparable the content and conditions of instrument execution were, the higher the internal consistency and reliability was (Mugenda & Mugenda, 2008).

Table 3: Summary of Analyses of Measures of Reliability

Variable	Items/ scale	Alpha coefficients	Alpha coefficients (pilot study)
Locus of Control	29	.74	.74
Academic Attitude	10	.73	.67

Table 3 shows that the reliability coefficients for locus of control scale as .74. Therefore, Locus of Control scale was deemed consistent since it had a reliability coefficient of 0.74 and above. An acceptable score is the one that is 0.7 and higher according to Shuttleworth (2009 indicated thus adequate levels of internal consistency for all measures and the scale was adopted. The reliability coefficient for the Academic Attitude scale was .73, which was higher than at the piloting (.67). This scale was also considered adequate and was adopted for the study. The α coefficients indicated that there was internal consistency in the different items measuring the constructs of locus of control and academic attitude.

3.9 Data Collection Procedures

The researcher's ultimate purpose was to establish whether or not there were any obstacles or promising avenues for data collection, allowing for the establishment of objectives in accordance with the strategies and procedures already established. The researcher was successful in getting an introduction research letter from the head of the Education Department at Maasai Mara University. After that, she applied to the National Commission for Science and Innovation (NACOSTI) at the Ministry of Education to get a license to do research. Thereafter, she sought for permission to administer the research instruments to respective students from the school principles. Afterwards, she sought the guidance of

form three class teachers to access the class registers. The researcher used the class registers to select research study subjects through random sampling. In each center, the researcher grouped learners into two groups that were based on their current classes. The researcher and her assistants introduced themselves and the study and its purpose to the learners where their consent to participate was sought. Having secured the learners' consent to participate in the study, the researcher and her assistants guided the learners on how to respond to the research instruments. Thereafter, the instruments were checked for completeness and were collected.

3.10 Data Analysis

After data collection, the research instruments were coded and the data was fed into a computer for analysis using SPSS version 25. Both descriptive and inferential statistics were used to analyze the data. Quantitative data results were analyzed and then presented using frequencies, means, and percentages, tabulated in tables, charts and polygons. Data was organized into related themes and then summarized in report form. Each research hypothesis was analyzed as follows:

Table 4: Summary of the Methods of Data Analysis

Hypothesis	Independent Variable	Dependent Variable	Method of Analysis
H₀₁: There is no statistically significant relationship between student’s locus of control and attitude towards academic achievement in public secondary schools in Nairobi County. The hypothesis was analyzed using Pearson correlation. The significant level was 0.05.	<ul style="list-style-type: none"> • Locus of control • Attitude 	Academic performance	Pearson Correlation Co-efficient
H₀₂: There is no statistically significant variation in age influence on student’s locus of control and attitude towards academic achievement in public secondary schools in Nairobi County. The hypothesis was analyzed using Pearson correlation. The significant level was 0.05	Locus of control based on Age	Attitude towards academic achievement	Pearson correlation co-efficient
H₀₃: There is no statistically significant differences in the relationship between student’s locus of control and attitude towards academic achievement across gender in public secondary schools in Nairobi County. This hypothesis was analyzed using Kruskal-wallis. The significant level at 0.05	Locus of control based on Gender.	Attitude towards academic achievement	Kruskal-wallis
H₀₄: There is no statistically significant type of school effects on student’s locus of control and attitude towards academic achievement in public secondary schools in Nairobi County. This hypothesis was analyzed using Kruskal-Wallis. The significant level at 0.05	Locus of control based on type of school.	Attitude towards academic achievement	Kruskal-wallis

3.11 Ethical and Logistical Considerations

Before embarking on the study, the researcher considered the ethical and logistical issues and obtained the following Research approval letter from the Department of Educational Psychology, Maasai Mara University. Research permit from National Council for Science and Technology (NACOSTI) Permission was also sought from principals of the participating public secondary schools and the respondents by means of letter of introduction and consent form. Since most students were below 18 years, consent to collect data from them was secured from the school Principals on behalf of the students' parents. Additionally, data was collected from willing respondents. Collected data was only used for academic purposes and all responses were kept confidentially (Cohen & Marion, 1994). To maintain their anonymity, respondents were not required to indicate their names anywhere on the research instruments (Mugenda & Mugenda, 2008). Should there be need to mention the names of some respondents, care was taken by use of pseudo names. The data was also collected in the presence of the class teachers.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

In this chapter, the data analysis, interpretations and discussions of the hypotheses of this study are presented. This chapter shall proceed by presenting the response rates, demographic information, statistical characteristics of the sample scores and then followed by presentation of the findings and discussions of the following research hypotheses of the study, which were as follows;

H₀₁: There is no statistically significant relationship between student's locus of control and attitude towards academic achievement in public secondary schools in Nairobi County.

H₀₂: There is no statistically significant variation in age influence on student's locus of control and attitude towards academic achievement in public secondary schools in Nairobi County.

H₀₃: There is no statistically significant differences in the relationship between student's locus of control and attitude towards academic achievement across gender in public secondary schools in Nairobi County.

H₀₄: There is no statistically significant type of school effects on student's locus of control and attitude towards academic achievement in public secondary schools in Nairobi County.

4.2 Response Rate

The researcher picked the filled questionnaires after two weeks. The study had targeted a sample size of 400 respondents but the actual sample size comprised of 375 respondents. 10 questionnaires were not filled while 15 incomplete questionnaires were discarded during the cleaning process. The discarded questionnaires included those that had more than three items not filled in the scale, those that had multiple responses on items and those that scored similar answers consistently throughout the document. The study had a response rate of 93.75%. Due to the constraint of time, the researcher continued with the analysis since according to Akinyode and Khan, (2018) a response rate of 50% is considered adequate, 60% good and above 70% very good. Therefore, in view of this, the response rate was considered very good and exceeded the threshold postulated. The targeted sample size compared with the actual response rate was as presented in Table 1 below;

Table 5: Response Rate

		Gender		
		Male	Female	Total
		F*	F*	
Sch Cat	BB	169(45.1%)	0 (0)	169(45.1%)
	GB	0(0)	138(36.8%)	138(36.8%)
	MD	39(10.4%)	29(7.7%)	68(18.1%)
Total		208(55.5%)	167(44.5%)	375(100%)

Note. N=375, F* frequency (%), Sch Cat= school category, BB=boys boarding, GG=girls boarding, MD=mixed day

Source: The researcher, 2021

From the table above, majority of the respondents were from boys' boarding schools.45.1% followed by 36.8% of respondents were from girls' boarding schools and 18.1% of respondents were from mixed day schools.

4.3 Demographic Information

In this section, percentages were used to describe and summarize data in reference to demographic characteristics of respondents. The demographics variable analyzed were gender across age, school type locus of control and attitude towards academic achievement, age across locus of control and attitude towards academic achievement; and finally, school type across locus of control and attitude towards academic achievement. In addition, gender, age and school type were analyzed in relation to mean standard diversion and skewness of locus of control and attitude towards academic achievement skills scores.

These results are summarized in the following Figure 2.

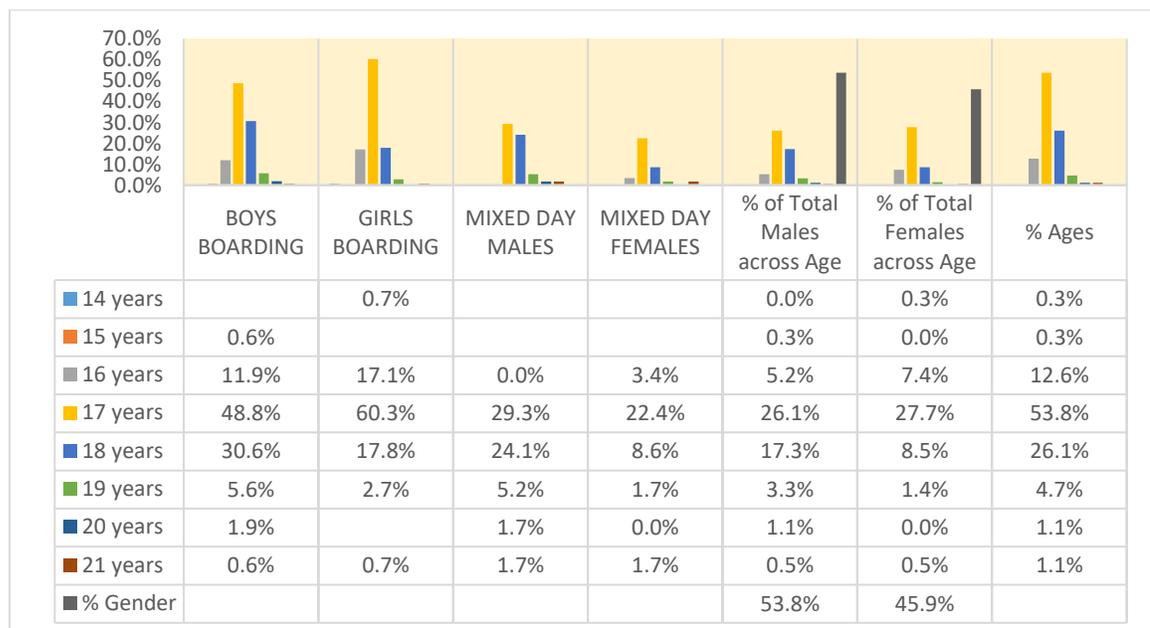


Figure 2: Distribution of Respondents across Gender, Age and School Type

The sample shown in Figure 2 comprised of girls boarding, boys boarding and mixed day schools. From Figure 2 above, 53.8% of the respondents represented the boys while girls were represented by 45.0% of the total sample. This depicts slight differences in enrollment between boys and girls where the enrollments of boys is slightly more (Global Gender Gap Report, 2020). Apart from the fact that girls are enrolled more the retention by form three is lower hence the boys becoming more. Retention could be hampered by factors such as social cultural, finance (school fee) and accessibility to education opportunities (Abungu, 2015).

From Figure 2, the highest age of respondents was between 16 and 18years. (16yrs-12.6%, 17yrs 53.8% and 18, 26.1%. Majority of girls sampled had 60.3% of age 17 compared to boys at 48.8%. Never the less these age ranges are most likely to be found in form three students in secondary schools in Kenya. However, we had extremes of ages 14 and 21 represented in the sample by less than 1% as shown in the Figure 2 above.

The distribution of respondents on gender across locus of control and attitudes towards academic achievement is shown in Figure 3 below:

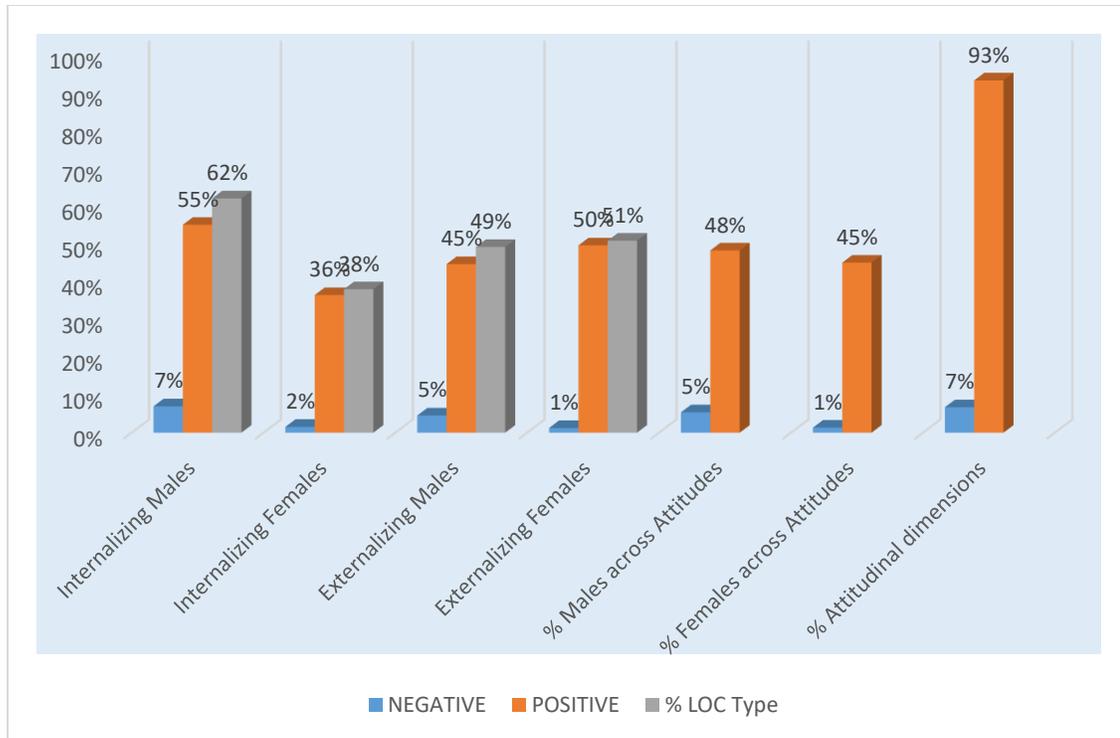


Figure 3: Distribution of Respondents across Gender, LOC and Attitudes towards Academic Achievement

According to Figure 3 above the sample consisted of more males with internal locus of control (62%) followed by females with external locus of control (51%) over whole. Never the less the percentage of external locus of control males (49%) was close to external locus of control female (51%) while as internal locus of control males had a higher percentage (62%) than internal locus of control female (38%). In overall males were more internalizing than females like was reported by (Emine,2015) in another related study.

Still in Figure 3 the findings on attitude indicate that the symbol embraced more of positive attitude towards academic attitudes represented by (93%) with the majority male recording slightly more positive attitude (48%) while as female at (45%).This coincides with Abayomis (2015) study on gender differences and attitude towards academic performance.

Figure 4 below shows the finding on the distribution of respondent's age across locus of control and attitude towards academic achievement.

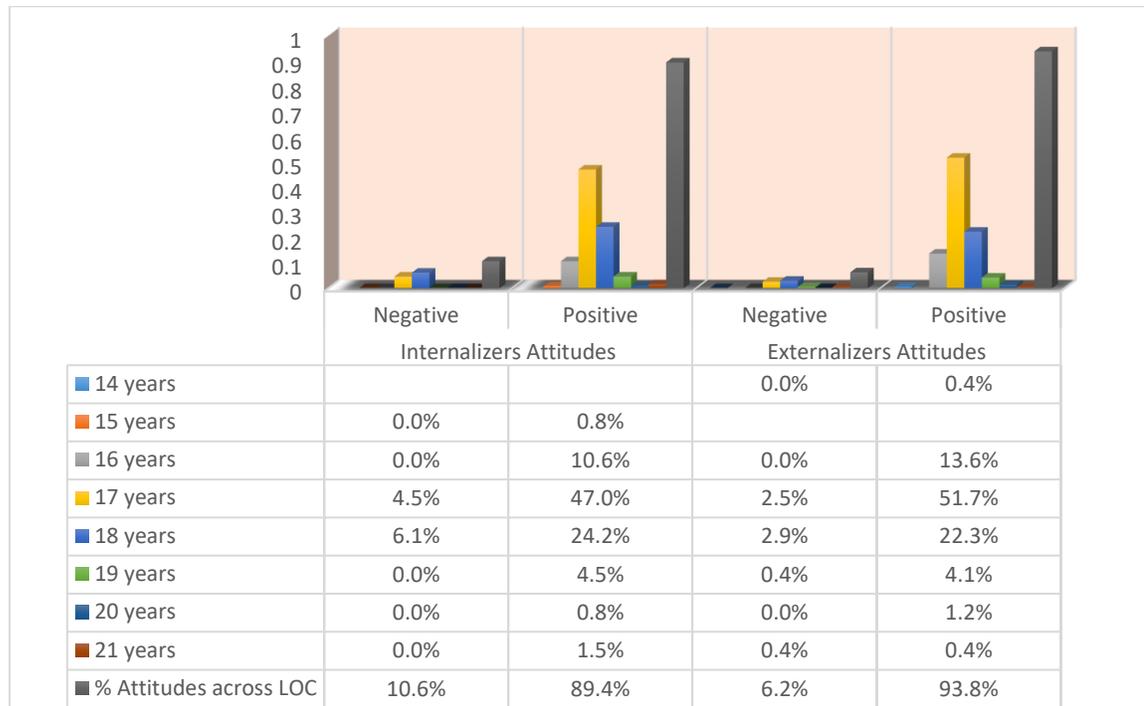


Figure 4: Distribution of Respondents across Age, LOC and Attitudes towards Academic Achievement

Across all ages, categories there were more external locus of control respondents (93.8%) than internal locus of control respondents (89.4%). Further analysis also shows that external locus of control for ages 17 years recorded the highest percentage (51.7%) in positive attitude towards academic achievement compared to (47%) of internal locus of control in the age category. This was followed by 18 years old who recorded high percentage (24.2%) in attitudes towards academic achievement under the internal locus of control than in external locus of control (22.3%). This finding indicates that age has a potential of causing variations in locus of control and attitude towards academic achievement.

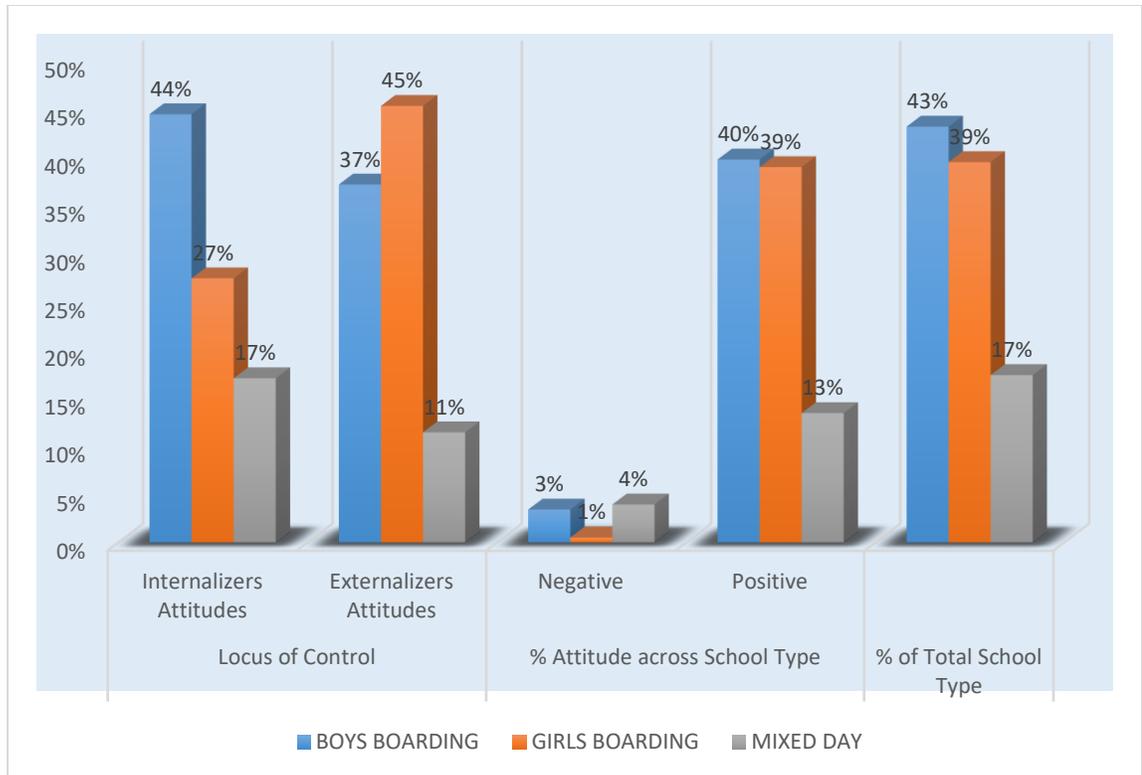


Figure 5: Distribution of Respondents across School Type, LOC and Attitudes towards Academic Achievement

In the Figure 5 above, boys boarding were represented by 43% of respondents followed by 39.7% respondents from girls boarding and finally 17% of respondents were drawn from mixed day secondary schools. Across school type, girls boarding recorded, the highest number of respondent's with external locus of control (45%) compared with 44% of respondents from boys boarding schools with internal locus of control. Furthermore, boys boarding schools' respondents had a slightly a high percentage of positive attitude towards academic achievement (40%) than the girls boarding at (39.7%). Finally, the percentages of students in mixed-day schools who reported having a negative locus of control and attitude toward academic achievement were lower.

4.4 Descriptive Statistics of the Sample Scores

The following figures summarize the results of further investigation on statistical characteristics of sample score with respect to gender, age, and school type in terms of locus of control and attitude towards academic accomplishment.

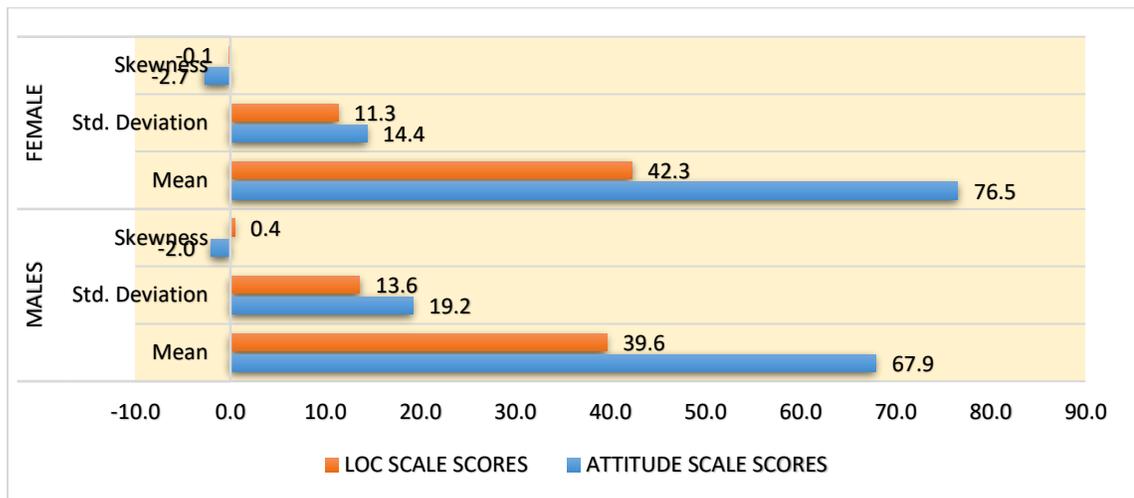


Figure 6: Descriptive Statistics for Gender, LOC and Attitudes towards Academic Achievement Scores

Figure 6 shows comparisons in terms of mean standard deviation and skewness between boys and girls across the locus of control scale scores and attitude towards academic achievement scale score. The finding indicates a high mean score in attitude towards academic achievement for girls (76.5) than boys at 67.9. However, with the skewness of -2.7 and -2.0 respectively the slight differences in the mean are insignificant. Since the implication shows that both males and females scored high mean scores in the attitude towards academic achievement scale score. Indeed, with reference to Figure 6 above it is clearly indicated that in both sexes there were positive attitude towards academic achievement. Ideally, attitudes play a few important roles in academic achievement hence

studies such as Labhane et al. (2015) have indicated a positive relationship between student's attitudes towards their studies and overall academic achievement.

Likewise, Figure 6 indicate a high mean score for the female respondents in their locus of control scale scores (42.3) than their male counterparts (39.6). This implies that with high mean score in females it depicts them to be more of external locus of control than males who in this case were more of internal locus of control, still in reference to Figure 2 above it reflects the same scenario in which males were more of internally locus of control while majority of females were more of externally locus of control. This pattern of score is confirmed by skewness value Figure 5 while females obtained -0.1 skewness while as the male had a skewness of positive 0.4 indicating of inherence difference in their mean scores on locus of control. It is undeniable that some related (Elkins & Schurer, 2020); in which females had high external locus of control scores than the males.

Statistical descriptors were also carried out on age in reference to locus of control scale scores and attitude, towards academic achievement scale score. The findings are presented in the Figure 7 below:

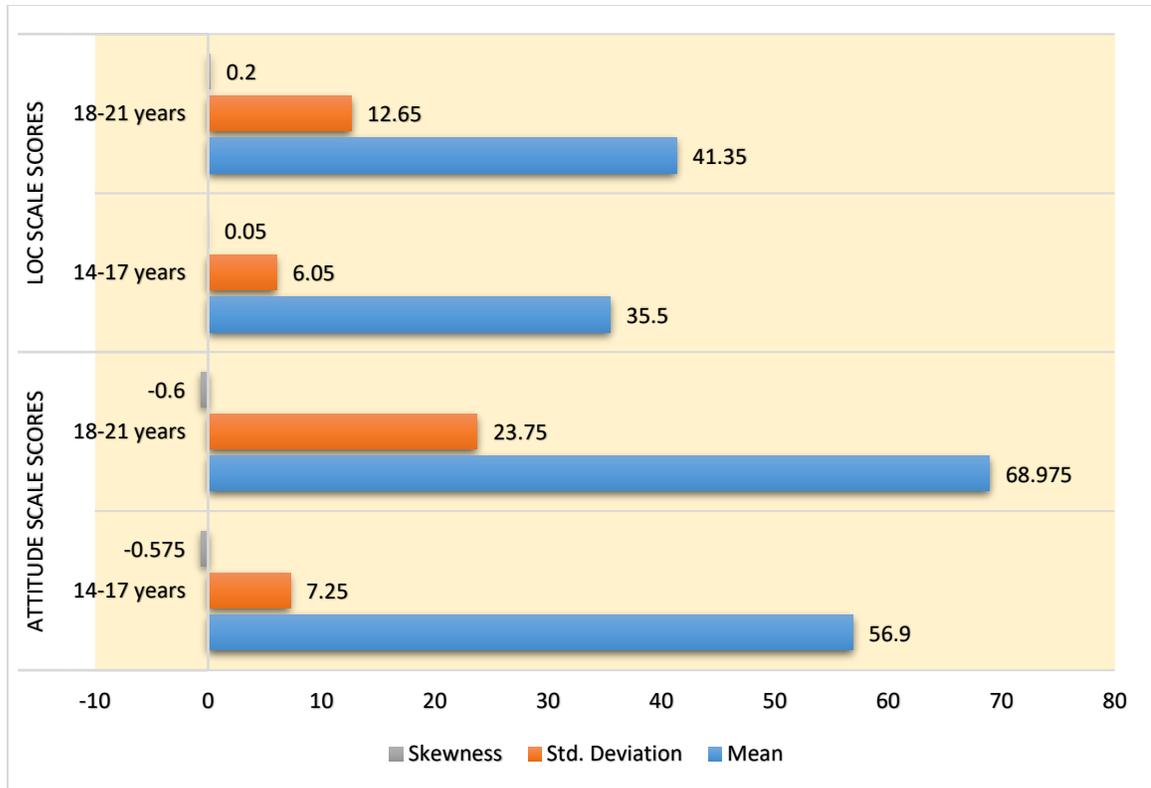


Figure 7: Descriptive Statistics for Age, LOC and Attitudes towards Academic Achievement Scores

In Figure 7 above, the age categories of 18-21 years old obtained high mean score of 41.35 on locus of control scale score than age categories of 14-17 years old who obtained 35.5. Never the less those differences in mean score are insignificant as the skewness values in each case are positive 0.2 and +0.05 respectively. Furthermore, as evident in Figure 6 above the comparisons between age and locus of control did indicate that across age differences majority of respondents were of external locus of control. This finding concedes with Drago et al. (2018) study findings in which with the higher age the external locus of control was noted.

Figure 7 also shows comparison in mean of attitude found academic achievement scale score across age. In this case, the 18-21-year-old had a high mean score of 68.96 than the

14-17 old who had a mean of 56.9 on the attitude towards academic achievement scale score. Similarly, with negative skewness in each case -0.6 and -0.575 respectively the differences are insignificant. This implies that majority of respondents across age had positive attitude towards academic achievement as shown on Figure 7 above. Aktar(2011) in which higher ages were found to embrace positive academic attitude found similar finding.

Figure 8 below shows descriptive statistics of school type across locus of control scale score and attitude towards academic achievement scale score.

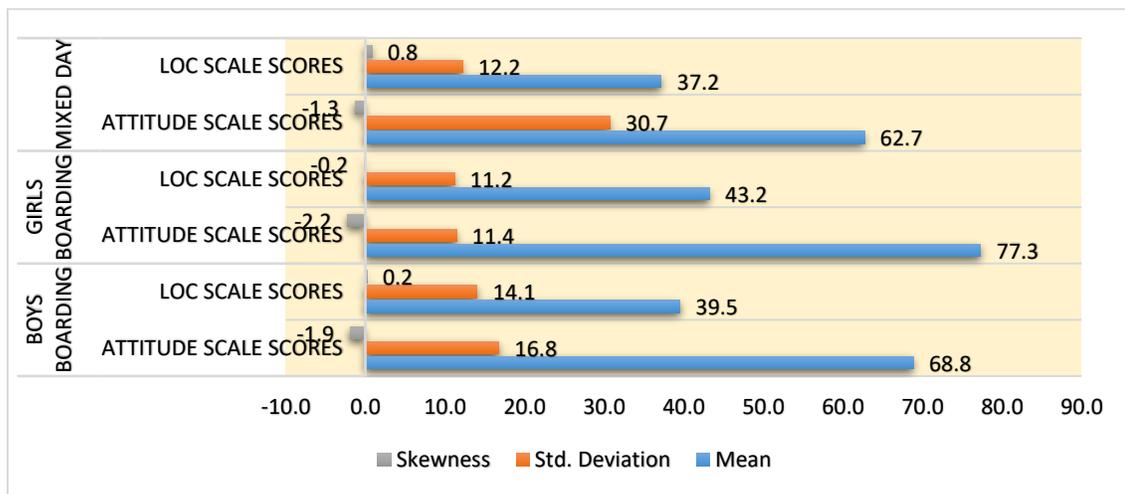


Figure 8: Descriptive Statistics for School Type, LOC and Attitudes towards Academic Achievement Scores

The findings in Figure 8 indicate that across all the school type, that is girls boarding, boys boarding and mixed day had higher mean score for attitude towards academic achievement scale score for example 77.3, 68.8 and 62.7 respectively further their skewness' value were all negative; -2.2, -1.9 and -1.3 respectively. This indicates no differences in attitudes across school types.

Undoubtedly, these findings are consistent with discussions under Figure 3, 4 and 5 above on high positive scale scores in the respondents. On the part of locus of control across school types, Figure 8 findings indicate that girls boarding obtained a high mean of 43.2 on locus of control scale scores with a skewness value of -0.2 . This shows a high external locus of control in girls boarding than in other school types. The same findings are embraced in Figure 3, 4 and 5 above. Nevertheless, there were still slightly high mean scores in locus of control scale scores for boys boarding 39.5 with a positive skewness of 0.2 and mixed day at 37.2 with $+0.8$ skewness indicating an internal locus of control for most of the respondents in this school. Such research as Creswell (2013) and Senler (2016) have accepted broader categorizations of their findings on locus of control and attitudes towards academic accomplishment across school type. The subsequent sections present the findings of the null hypothesis that were formulated and tested in this study.

4.5 Locus of Control and Attitude towards Academic Achievement

The first objective of this study was to establish whether there is a relationship between locus of control and attitude towards academic achievement of students in public secondary schools in Nairobi County Kenya. To yield the data for students' locus of control, Rotter's (1954) locus of control scale was used whereas a five-point Likert scale was used to obtain data on students' attitude towards academic achievement. The Pearson Correlation test at 0.05 level of significance was therefore used to test the formulated null hypothesis that there was no statistically significant relationship between locus of control and attitude towards academic achievement among students in public secondary schools in Nairobi County. The results of the analyses are shown in Table 5 below:

Table 6: Relationship between Locus of Control and Attitude towards Academic Achievement in Public Secondary Schools in Nairobi County.

Variables		Loc Scale Scores
Attitude Scale Scores	Pearson Correlation	0.014
	Sig. (2-tailed)	0.780
	N	381
	R ²	0.000196

The findings of analysis from Table 5 indicate the linear relationship between locus of control scale score and attitude towards academic achievement scale scores of public secondary schools' students from Nairobi County was weak and not significant at 0.05 level of significance, even though both locus of control and attitude scale scores recorded high mean in the sample (see Figure 7 above) to denote a positive relationship. This relationship is very weak to warrant significance between these two variables. Thus, the differences in the means of these scale was not significant as confirmed by the co-efficient of determinants (R²) which was quite negligible (0.000196; 0.0196%) to account for any difference between these two variables. Therefore, the null hypothesis, which state that there was no statistically significant relationship between locus of control and attitude towards academic achievement among students in public secondary school in Nairobi County was accepted. This implies that the influence of locus of control on attitude among the respondents was negligible. As such, the respondents' attitude was affected by other variables. The findings concur with Muhammad (2021) study which realized that learners

of higher educational institutions with external locus of control were more passive though it never affected their academic achievement.

The results are consistent with those of Langat (2021), who found that children who performed better in mathematics tended to have a more positive outlook on the subject and to regard it as cute and easy to master. Therefore, the research suggested that educators use a wide range of teaching methods that encourage exploration and pique students' curiosity. Students who are doing well academically should be challenged to put their newfound knowledge and abilities to use via regular feedback and assignments. Since a positive locus of control and attitude alone are not sufficient for success in mathematics, it was necessary to provide and expand upon chances that motivated pupils to actively interact with the subject matter and learn the skills and information necessary to achieve success.

The results also corroborate the findings of Mali (2013), which found a small but statistically significant negative relationship between test anxiety and students' academic achievement ($R=-0.22$, $p0.05$), as well as a small but statistically significant positive relationship between students' internal locus of control and their academic achievement ($r=0.191$, $p0.05$), and a small but statistically insignificant negative relationship between students' external locus of control and their academic achievement ($r=0.081$, $p,0.05$). So that they don't have to cram the night before an exam or worry about missing class, students should begin studying for tests and exams on the first day of class. Students also need to know that success is a function of both one's efforts and one's outlook on life. They need to rid themselves of the notion that one's good fortune determines one's level of achievement in life.

However, these findings run counter to those of Drago et al. (2018) research, which found that students' internal locus of control commitments were significantly associated with their achievement. Therefore, the researcher concluded that students' achievements were due to elements associated with internal locus of control, such as students' diligence, ability to effectively manage their time, and use of effective study techniques. adaptability, an upbeat demeanor, and the will to complete all homework assignments are all essential qualities for students to have. The results also went against those of Yadav et al. (2021), who reported a linear relationship between internal locus of control and academic attitudes among all students majoring in food management. As another finding, the analysis was found to be incongruent.

According to research (Ngunu, 2019), people who live in their own communities are better able to assess their circumstances and make decisions that benefit themselves and others around them. In a similar vein, Mwangi (2015) study found that students with an internal locus of control had higher hopes of being rewarded for their achievements. As a result, they worked harder so that they might do more and enjoy the satisfaction that comes with accomplishing something challenging. As a result, students' favorable attitudes about academic accomplishment were bolstered by their increased adoption of an internal locus of control. Because of this, these students engage in pursuits that boost their academic performance. An individual's sense of agency, or locus of control, may have a profound impact on many facets of their educational experience, including their motivation to succeed.

4.6 Age Influence on Locus of Control and Attitude towards Academic Achievement

The second objective sought to examine whether variation in age influence student's locus of control and attitude towards academic achievement in public secondary school of Nairobi County. Variation in age is shown in Figure 2 above which ranges from 14-21 years with the ages of 17 to 18 having the highest percentage of respondents (58% and 26.1 respectively) Therefore Pearson Correlation test at 0.05 level of significance was used to analyze the null hypotheses that there is no statistically significant variation in age influence on locus of control and attitude towards academic achievement among students in public secondary school in Nairobi County. The summary of the findings on the analyses are presented in Table 6 below:

Table 7: Age Influence on Locus of Control and Attitude towards Academic Achievement in Public Secondary Schools Nairobi County

Variables		Attitude Scale Scores	Loc Scale Scores
AGE	Pearson Correlation	-0.099	-0.021
	Sig. (2-tailed)	0.056	0.680
	N	374	374
	R ²	0.009801	0.000441

In the table above, there is a small but negative correlation between age and both attitude and locus of control scale scores (-0.099 and -0.021 respectively). In addition, neither association was statistically significant at the 5% confidence level (0.056 and 0.680

respectively). Moreover, their determinant co-efficient R_s was quite little (0.009801 and 0.000441 respectively). Hence, the null hypothesis which stated that there is no statistical difference variance in age influence on locus of control and attitude towards academic achievement among student n public secondary school in Nairobi County was accepted.

This implies that the difference in ages did not influence both locus of control and attitudinal dispositions of respondents to bring about a significant relationship. Indeed, reflecting upon the spread of percentage across locus of control and attitudes on respondents as shown in Figure 4 above it is realized that there were high percentage of respondents with external locus of control and positive attitude despite the differences in mean scores of the same variables across age as shown in Figure 7 above. There was, however, no significant effect of age on locus of control or attitude among the depressed individuals, despite some fluctuation. These results corroborate those of Julian et al. (2019) study, which found that the onset of adulthood had little bearing on scholastic performance.

The results also agree with a study conducted by Lawrence (2015), which found that individual characteristics, such as drowsiness in class, significantly impacted learning outcomes for fourth-year nursing students. In addition, the time schedule was shown to have the biggest influence among school-related elements, whereas those associated with the home, such as distance from school, had the least. In contrast, age has no bearing on intellectual achievement. So, characteristics associated with teachers had the greatest impact on students' academic success, ahead of both students' study habits and the quality of their education.

These findings are consistent with those of Tus (2020), who found that nursing students did not experience a significant difference in stress and motivation as they aged. Similarly, Huizing(2015) analysis of the correlation between parental participation in education and children' academic achievement across three groups of high school seniors found a positive correlation but found no age to be a relevant factor. Since parents are in the best position to introduce their children to the intellectual and social world, they should take the lead in encouraging their children to pursue higher education.

Research by Łubianka et al. (2020) indicated that children in non-integrated classes with an inclusive curriculum had a lower internal locus of control in general and in cases of failure. Students in non-integrated classrooms were progressively more inattentive to their peers in non-integrated classes as they progressed through seventh grade. Student achievement rose with age, but only in schools with a balanced curriculum. Instead, it was only evident among students who had been exposed to such a program in school. Adolescence is marked by a transition from an external locus of control, typical of childhood, to a more internal locus of control, indicative of adulthood, when a person obtains the cognitive and emotional maturity to distinguish between events that are and are not causally related to their actions. As a person grows up and becomes adulthood, their sense of agency undergoes tremendous changes as a consequence of the influence of their family and school environments, where they learn to take ownership of their actions and develop their skills. While most youngsters as young as six or seven had an internal locus of control in this context, it wasn't until the students were in their twelfth and thirteenth years that they started to attribute both success and failure to internal factors, and their grades began to rise.

However, a different research by Azlina, (2015) indicated that most Orang Asli pupils in Malaysia had an external locus of control. There was a substantial age effect on locus of control, with late adolescents showing an internal locus of control that was negatively associated with academic success. Furthermore, older kids had greater academic success than their younger counterparts. Siddiquah (2019) reported a research with seemingly contradicting results, showing that external locus of control and attitude were much greater among students in lower grades than among students in higher grades.

4.7 Locus of Control and Attitude towards Academic Achievement across Gender

The third goal informed the analysis of the hypotheses, which were designed to see whether, in public secondary schools in Nairobi County, there were statistically significant variations in the link between locus of control and attitude toward academic accomplishment on the basis of gender. For a graphic illustration of the gender gap in locus of control and attitude, please refer to Figure 3. Figure 6 also showed that there were significant variations in mean locus of control and attitude scores between the sexes, therefore we ran a Kruskal wallis Anova test at the 0.05 level of significance to see whether these differences were real. Table 7 shows the results of the analysis:

Table 8: Relationship between Locus of Control and Attitude towards Academic Achievement across Gender in Public Secondary Schools in Nairobi County

	Attitude Scale Scores	LOC Scale Scores
Test	Kruskal Wallis Anova	Kruskal Wallis Anova
	Test	Test
Total N	371	371
Test Statistics	31.419	7.172
Degrees of Freedom	1	1
Sign	0.0001	0.007

This result demonstrates that the two sexes differed in their responses to the attitude and locus of control scales. Therefore, at the 0.05 significance level, the null hypothesis was not supported. Therefore, as shown in Figures 3 and 6, above, there are statistically significant differences in mean and percentage locus of control and attitude scores between the sexes. These findings are consistent with those of other research, such as Sayid's (2011), which found that students' gender had a role in their motivation to succeed in school. The investigation also revealed gender variations in the considered factors, with the girl demonstrating an internal locus of control and doing higher in literary tests. Better grades in Math were seen among male students who used tactics such concentrating information processing and picking key themes. Both academic drive and a belief in one's ability to influence outcomes depend on factors outside of oneself, and these factors differ across the sexes.

Furthermore, there were distinctions in boys' and girls' cognitive motivation and functioning in the classroom, with the latter taking a more flexible approach to educational tasks. The results of the current study are coherent with those of Siddiquah (2019), who found that women's higher levels of external locus of control contributed to their negative academic attitudes and, ultimately, their low levels of academic achievement, while men's higher levels of internal locus of control contributed to their positive attitudes and, ultimately, their high levels of academic achievement. Similarly, Robertson (2013) found that females' attitudes tend to be more upbeat and optimistic than boys', who tend to be less enthusiastic and pessimistic. Fisher and Hell (2013) also found that compared to their male peers, adolescent girls' higher levels of motivation to learn are reflected in the quality of their academic performance. This research found that there were substantial variations between male and female students' performance in English language classes and overall.

The results challenge the conclusions of other research that found no difference in the association between locus of control and outlook on academic success by gender. According to research conducted by Brown et al. (2017), the majority of college students have an internal rather than an external locus of control, and there are no significant differences in locus of control based on gender. Not only that, but Magableh and Abdullah (2022) also discovered no statistically significant difference between sexes and levels of education. Musa (2020) found no significant differences between the sexes in terms of how they approached and avoided performance.

Overall, because of gender differences, we anticipate that male respondents would have a more internally focused locus of control and female respondents will have a more outwardly focused one. Results from this aim suggest that such orientations may have an impact on people's final attitudes.

4.8 Locus of Control and Attitude towards Academic Achievement across Type of Schools

Importantly, the fourth goal's study looked for evidence of substantial variations in locus of control and attitude toward academic accomplishment by school type. Examining the results of the locus of control and attitude scales (Figures 5 and 8) reveals that there are significant disparities in the percentages and averages of respondents by school type. Because of this, the study aimed at determining whether or not there are statistically significant changes in students' locus of control and attitude towards academic accomplishment across school type in public secondary school in Nairobi County. These hypotheses were tested using the Kruskal Wallis Anova test at the 0.05 level of significance. Table 8 below summarizes the results.

Table 9: Type of School Effects on Locus of Control and Attitude towards Academic Achievement in Public Secondary Schools in Nairobi County

	Attitude Scale Scores	LOC Scale Scores
Test	Kruskal Wallis Anova	Kruskal Wallis Anova
	Test	Test
Total N	380	380
Test Statistics	30.364	17.351
Degrees of Freedom	2	2
Sign	0.0001	0.0001

The null hypothesis was rejected at the 0.05 level of significance because Table 7 displays significant variations in locus of control and attitude scale scores across school type. This verifies the significance of the shown variations in means and percentages for locus of control and attitude measures (Figures 5 and 8).

These results are consistent with those found by Tarman and Kilinc, (2022) who concluded that students in boarding schools had a higher proportion of internals than those at day schools. Researchers Afshan et al. (2020) found that boarding school students who had a strong sense of agency in their education and who live in a supportive community had better academic outcomes. Those who place their sense of agency outside of themselves, in contrast, tend to be less proactive and more reactive. Furthermore, Mutweleli's (2014) study shown a substantial interacting impact among academic motivation, self-regulated learning, and school setting.

In addition, Obura, (2019) research found that, both at all-girls' boarding schools and at all-boys' boarding schools, students' academic success was significantly predicted by their approach and achievement goal orientations. Internal personal factors did not arise by coincidence, according to Obura, (2019). Rather, they were aided or impeded by the educational setting. For females taught in separate courses, Wach et al. (2015) found a negative significant association between perceived math ability and achievement, while finding a positive significant relationship when boys and girls were taught together. Despite the variations in research methods and cultural contexts throughout the literary studies, it is evident that the sort of school attended was a significant factor in participants' assessments of their own abilities.

The results also contradict those of a research by Mwangi (2015), which found that the mean difference in academic resilience was greatest for girls' boarding schools and smallest for boys' boarding schools. However, academic resilience only provides inferences about the student's capacity to cope with academic challenges; it cannot provide hard evidence that shows how students' perceptions of their own competence vary depending on the sort of school they attend. Furthermore, Kariuki (2017) discovered no significant association between accomplishment motivation and school type (day and Boarding). Since the residential status of schools varies, the research hypothesized that this would lead to variances in students' locus of control and attitude toward school.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The section summarizes the findings, provides generalizations in the form of conclusions and recommendations for the solution of problems discovered in the study.

5.2 Summary

Majority of the research respondents were drawn from boys' boarding schools (45.1%) whereas 36.8% of responses were from girls' boarding schools and 18.1% from mixed day schools. In general, 53.8% of the respondents represented the boys while girls were signified by 46.2% of the total sample. The range of age of respondents was between 16 years and 18 years. Those aged 16 yrs accounted for 30 (12.6%), 17 yrs were 53.8% and 18 yrs contributed 26.1%. Among those aged 17 years, majority were girls at 60.3% while 48.8% were males. The minimum age recorded was 14 years while the oldest age was 21 years. The sample also consisted of more males with internal locus of control (62%) followed by females with external locus of control (51%). The percentage of external locus of control males (49%) was close to external locus of control female while the internal locus of control male had a higher percentage than internal locus of control female (38%).

With regard to attitude, the results showed that many responses adopted a more positive attitude towards academic achievement as represented by (93%), with males recording slightly higher positive attitude (48%) than females (45%). In terms of ages, younger categories exhibited more external locus of control respondents (93.8%) than internal locus of control respondents (89.4%). External locus of control for ages 17 years recorded the highest percentage (51.7%) in positive attitude towards academic achievement

compared to (47%) of internals locus of control in the age category. In addition, the 18years olds recorded high percentage (24.2%) in attitudes towards academic achievement under the internal locus of control than in external locus of control (22.3%).

Across school type, girls boarding recorded the highest number of respondent's with external locus of control (45%) compared with 44% of respondents from boys boarding schools with internal locus of control. Boys boarding schools' respondents had a slightly high percentage of positive attitude towards academic achievement (40%) than the girls boarding at (39.7%). The findings indicated a high mean score in attitude towards academic achievement for girls (76.5) than boy at 67.9. However, with the skewness of -2.7 and -2.0 respectively the slight differences in the mean are insignificant, since the implication shows that both males and females scored high mean scores in the attitude towards academic achievement scale score.

The analysis also indicate there was a higher mean score for the female respondents in their locus of control scale scores (42.3) than their male counterparts (39.6). This implied that with high mean score in females it depicts them to be more of external locus of control than males who in this case were more of internal locus of control. Age categories of 18-21 years old obtained high mean score of 41.35 on locus of control scale score than age categories of 14-17 years old who obtained 35.5. Nevertheless, those differences in mean score are insignificance as the skewness values in each case are positive 0.2 and +0.05 respectively.

The 18-21 year old had a high mean score of 68.96 than the 14-17 old who had a mean of 56.9 on the attitude towards academic achievement scale score. Similarly with negative

skewness in each case -0.6 and -0.575, respectively the differences are insignificant. Across all the school type that is girls boarding, boys boarding and mixed day had higher mean score for attitude towards academic achievement scale score of 77.3, 68.8 and 62.7 respectively further their skewness' value were all negative; -2.2, -1.9 and -1.3 respectively. This indicates no differences in attitudes across school types. Students in Nairobi County's public secondary schools had a positively modest, but not statistically significant, linear association between locus of control scale score and attitude towards academic accomplishment scale score. Thus, the differences in the means of these scale was not significant as confirmed by the co-efficient of determinants (R^2) which was quite negligible (0.000196; 0.0196%) to account for any difference between these two variables.

Accordingly, the results did not contradict the null hypothesis, which stated that students' locus of control did not predict their attitude toward academic achievement at the secondary level of public education in Nairobi County. Weak negative correlations were seen between age and scores on both the attitude and locus of control scales (-0.099 and -0.021 respectively). In addition, neither association was statistically significant at the 5% confidence level (i.e. 0.056 and 0.680 respectively). Also, their R^2 co-efficients were quite low (0.009801 and 0.000441 respectively).

Students at Nairobi County's public secondary schools showed no significant age-related differences in their locus of control or their attitude toward academic accomplishment. Gender disparities were seen in the results of scales measuring both attitude and locus of control. Therefore, at the 0.05 significance level, the null hypothesis was not supported. The null hypothesis was rejected at the 0.05 level of significance due to variations in locus of control and attitude scale scores by school type.

5.3 Conclusions of the Study

The goals of this research were to determine whether or not there is a correlation between locus of control and attitude toward academic achievement in public secondary schools in Nairobi County; determine whether or not this correlation varies with age, establish whether or not there are any variations in this correlate between genders, and determine whether or not there are any demographic factors that contribute to this correlation. The study's primary findings showed that students' ages negatively correlated with both their attitude and locus of control scale scores, but that these relationships were very weak and not significant at the 0.05 level of significance. The study also found that students' locus of control scale scores positively correlated with their attitude towards academic achievement scale scores, but that this relationship was positively weak though not significant.

According to the research on LOC, Rotter's (1954) theoretical explanation makes sense in the classroom: a good attitude toward schoolwork is associated with developing a locus of control over one's own learning (Groinic& Ryan, 1989). Students who have an internal locus of control attribute positive outcomes to their own efforts and take credit for any positive effects that stem from their actions. Students who have an internal center of control believed that their efforts will ultimately pay off. Such students also accepted the reality that events occurred whether or not they could have prevented them since they felt that every action had consequences.

Students' levels of motivation, persistence, and performance in class were hypothesized to differ significantly depending on whether they possessed an internal or external locus of control. While "internals" were seen to be more motivated to put in the work necessary to learn more, grow, and succeed, "externals" were more likely to believe that their efforts

would be in vain because of the unfair or limiting treatment they received from others or from the system. Students with an external locus of control had a pessimistic outlook on academic success because they believed their efforts were not appreciated.

According to Katz's functionalist theory, students who are well-trained are more likely to develop a positive attitude towards management in their educational institutions, which is consistent with the findings on attitudes toward academic achievement. This is because the instrumental or, more accurately, adjustment function attitude helps students adjust to their work environment. Under pressure and criticism, pupils often lose interest in learning. Using the adjustment function, teachers can steer their students away from potentially negative stimuli and toward those that are more likely to elicit positive emotions. Utilitarianism, which aims to maximize reward while reducing punishment, was served. How students felt about pleasing and punishing depended on what they thought was necessary.

According to Katz (1960), the right mindset may make all the difference in a student's ability to succeed in school. In an effort to maximize benefits and minimize costs, they evolved a preference for what helps or rewards them. It seemed plausible to assume that students would adjust their attitudes in light of how much such attitudes helped them achieve their objectives or avoid negative outcomes. Knowledge-attitude creates a purposeful, ordered setting.

Students tried to establish a sense of internal consistency, order, and clarity in their academic lives. Students that have the right mentality are better able to evaluate their own performance. It provides students with a feeling of agency and helps them prepare for what's

coming. Some perspectives might be helpful to students since they make school life more enjoyable. Students might then assign meaning to their accomplishments by focusing on the factors or circumstances most likely to have contributed to those accomplishments. As a result, attitudes contribute to a reality that is easier to comprehend, anticipate, and master. This means, one can anticipate a person's actions after their attitude has been ascertained.

The findings further fit in to the conceptual framework whereby the predictive variables of LOC and attitudes towards academic achievement, that is, age, gender and types of schools (herein, being the independent variables) correlated positively with the dependent variables, LOC and attitudes towards academic achievement. In conclusion, therefore, these relationships significantly affected academic achievement of learners in Nairobi County.

5.3.1 Policy Recommendations

Based on the findings of the study that academic success will be determined by how attitudes towards academic achievement relates to locus of control the following recommendations were made:

i) One important step is to help students see and appreciate the connection between their locus of control and their motivation for academic success. The negative attitudes and external locus of control among students must be addressed in the design of treatments. Students from a wide range of demographics and with a wide range of personal situations may benefit from these interventions, which are designed to boost both academic achievement and future employability.

ii) Teachers should be aware of the latest findings and developments in the study of where students place responsibility for their own learning and how they feel about their own academic success. Teachers will be better able to recognize when their pupils have an external locus of control, and they may then take correct action, such as praising and rewarding students for exhibiting internal locus of control behaviors or implementing strategies to foster these attitudes.

iii) School counselors are also encouraged to participate in classroom advice that emphasizes the relevance of internal locus of control and discourages usage of external locus of control in students, and to organize groups that concentrate on gaining an internal locus of control. Students' ability to develop a healthy sense of internal control over their lives and circumstances is crucial to their academic success.

iv) Fourth, policymakers should institute initiatives to educate teachers on the significance of locus of control and how to alter their pupils' adverse locus of control. Students need to develop an internal locus of control in order to take more responsibility for their academic performance, whereas an external locus of control promotes the use of external factors as an excuse for poor performance.

v) The girls were found to have an external locus of control orientation, and they also scored very highly in negative attitude, despite the fact that the findings suggested that there were substantial gender differences in both locus of control and academic attitude. Educators should devise strategies for females specifically that reinforce internal locus of control in order to increase academic optimism. Academic performance was linked to a man's use of

an internal locus of control, therefore boys who primarily used this strategy should be encouraged and supported. The results on the type of school are the same.

5.4 Recommendations for Further Study

Based on the research findings recommendations for further research include:

i)The pupils were from Nairobi City County, Kenya, and all were in their third year of high school. This means that the findings of the study may not be generalized beyond this population of study. The study can therefore be replicated in other counties because of the cultural or geographical differences that may affect the results.

ii)Second, it may be necessary to include other variables, such as culture and socioeconomic status, in order to determine whether disparities in these factors affect the locus of control or whether gender plays a vital role in determining locus of control. This is because previous research has failed to provide conclusive evidence on the relationship between gender and internal locus of control and how this relates to students' attitudes toward academic achievement.

iii)Third, further research is needed on gender differences in locus of control since some studies have shown that females have a more external locus of control than men, while other studies have not found such differences. This is because of the strong emphasis on the link between locus of control and attitude towards academic achievement brought out by the current study so that the right intervention measures based on gender can be put in place.

iv) Since correlational procedures were used to analyze data the results did not indicate the causes of the established relationships among the locus of control and attitudes towards academic achievement. It was not also clear how each factor influences and/or is influenced by other factors. The researcher therefore recommends for use of other research designs.

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APPENDICES

APPENDIX A: CONSENT FORM

CONSENT TO PARTICIPATE IN THE STUDY

Dear student,

I am a Ph.D student at the Department of Educational Psychology of Maasai Mara University. As part of requirement for the award of the degree I am conducting a research on the “Relationship between students Locus of control and their Academic attitude in selected public secondary schools Nairobi City county among the form threes students.

You have been selected to participate in the study as a respondent and I have attached a questionnaire for you to answer. The information you give will be treated with utmost confidentiality. Do not write your name on the questionnaire. This information will only be used for the purpose of this study. As a participant you have the freedom to participate/or withdraw at whatever stage of this study in case you feel that this research will cause any form of physical, emotional or psychological harm. Please answer all questions as honestly as possible to facilitate the successful completion of the study. Your co-operation will be highly appreciated.

Thank you

Signature----- (I agree to participate in this research)

Margaret MurugiNjiru

Department of Educational psychology

Maasai Mara University

Narok.

**APPENDIX B: LOCUS OF CONTROL INTERNAL VS EXTERNAL CONTROL
(I-E) SCALE**

Section A: Demographic Data

Instructions

Answer by marking an “x” or by writing an answer in the space provided

1. How old are you?.....years

2. In which class are you? Form 1 Form 2 Form

3. What is your gender? Male Female

4. What is the name of your school? _____

5. Name the constituency where your school is located _____

6. What is the type of school you attend?

		<input type="checkbox"/>
a) Boys Days	<input type="checkbox"/>	d) Girls Boarding
b) Goods Days	<input type="checkbox"/>	e) Mixed Day
c) Boys Boarding	<input type="checkbox"/>	f) Mixed Boarding

Internal Vs External Control (I-E) Scale (Rotters, 1966)

To measure students locus of control internal vs external control (i-e) scale (rotters, 1966)

Instructions

Please give your answers as honestly as possible. This information will be treated confidentially. This is not an examination and there is no right or wrong answer. The responses you give will only describe your personal feelings. So, tick (v) one out of the two statements in each set that best describes what you think about the topic.

1. a) Children get into trouble because their parents punish them too much.
- b) The trouble with most children is that their parents are too easy with them.

2. a) Many unhappy things in people's lives are partly due to bad luck.
- b) People's problems result from the mistakes they make.

3. a) One of the major reasons why we have wars is because people are not interested in politics.
- b) There will always be political wars, no matter how hard people try to prevent them.

4. a) In the long run people get the respect they deserve in this world.
- b) Unfortunately, an individual's worth often passes unrecognized no matter how he tries.

5. a) The idea that teachers are unfair to students is not true.
- b) Most students don't realize the extent to which the grades are influenced by accidental happenings.
6. a) Without self control one cannot be an effective leader.
- b) Capable people who fail to become leaders have not worked hard enough of their opportunities.
7. a) No matter how hard you try some people just don't like you.
- b) People who cannot get others to like them don't understand how to get along with others.
8. a) Heredity plays the major role in determining one's personality.
- b) It is one's experiences in life which determine what they are like.
9. a) I have often found out that what is going to happen will happen.
- b) Trusting to fate has never turned out as well as for me like making a decision to take a definite course of action.
10. a) In the case of the well-prepared student, there is rarely if ever such a thing as an unfair test.
11. b) Many times exam questions tend to be so unrelated to course work that studying is really useless.

12. a) Becoming a success is a matter of hard work; luck has little or nothing to do with it.
- b) Getting a good job depends mainly on being in the right place at the right time.
13. a) The average citizen can have influence in government decisions.
- b) This world is run by the few people in power, and there is not much the little guy can do about it.
14. a) When I make plans, I am almost certain that I can make them work.
- b) It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.
15. a) There are certain people who are just not good.
- b) There is some good in everybody.
16. a) In my case getting what I want has little or nothing to do with luck.
- b) Many times I decide what to do by flipping the coin.
17. a) Who gets to be the boss often depends on who was lucky enough to be in the right place first.
- b) Getting people to do the right thing depends upon ability; luck has little or nothing to do with it.
18. a) As far as world affairs are concerned, most of us are victims of forces we can neither understand, nor control.

19. b) By taking an active part in political and social affairs the people can control world events.
20. a) Most people don't realize to which extent their lives are controlled by accidental happenings.
- b) There really is no such thing as "luck".
21. a) One should always be willing to admit mistakes.
- b) It is usually best to cover up one's mistakes.
22. a) It is hard to know whether or not a person really likes you.
- b) How many friends you have depends on how nice person you are.
23. a) In the long run the bad things that happen to us are balanced by the good.
- b) Most misfortunes are the results of lack of ability, ignorance, laziness, or all three.
24. a) With enough effort we can wipe out political corruption.
- b) It is difficult for people to have much control over things politicians do in office.
25. a) Sometimes I can't understand how teachers arrive at the grades they give.
- b) There is a direct connection between how hard I study and the grades I get.
26. a) A good leader expects people to decide for themselves what they should do.
- b) A good leader makes it clear to everybody what they should do.

27. a) Many a times I feel that I have little influence over the things that happen to me.
- b) It is impossible for me to believe that chance or luck play an important role in my life.
28. a) People are lonely because they don't try to be friendly.
- b) There's not much use in trying too hard to please, if they like you, they like you.
29. a) There is too much emphasis on athletics in high school.
- b) Team sports are excellent ways to build character.
30. a) What happens to me is my own doing.
- b) Sometimes I feel that I don't have enough control over the direction my life is taking.
31. a) Most of the time I can't understand why politicians behave the way they do.
- b) In the long run people are responsible nationally as well as on a n individual

SCORE RATE

A score above 13 - External locus of control.

A score blow 13 - Internal locus of control

APPENDIX C: ACADEMIC ATTITUDE SCALE

INSTRUCTIONS

Show by marking with an 'X' in the spaces provided which best describe you

- Key: 1) Strongly Disagree (1)
 2) Disagree (2)
 3) Undecided (3)
 4) Agree (4)
 5) Strongly Agree. (5)

Item	STATEMENT	SA (5)	A (4)	AS (3)	D (2)	SD (1)
1	I am always able to meet my goals at school.					
2	I always feel completely involved in my school work.					
3	I am often involved in my academic work that days go quickly.					
4	Good Academic grades will always help me in future.					
5	In school I prefer to read my book rather than watch sports.					
6	It is always worth for me to take extra-time to read my notes					
7	I take advantage of my free time to associate with my teachers.					
8	I always avoid being in trouble with my teachers for indiscipline.					
9	I always make a time table to enable me revise					
10	I like good performance					

APPENDIX D: RESEARCH PERMIT



MAASAI MARA UNIVERSITY

(OFFICE OF THE DIRECTOR, POSTGRADUATE STUDIES)

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P. O. Box 861-20500
NAROK, KENYA

Ref/MMU/AA0328/45/ VOL 1 (57)

Date: 27th January, 2021

Council Secretary,
National Council for Science and Technology,
P.O. Box 30623-00100
NAIROBI-KENYA

Dear Sir/Madam,

RE:APPLICATION FOR A RESEARCH PERMIT FOR: NJIRU MARGARET MURUGI, REG. NO. DE04/4034/2012.

I wish to recommend the above candidate for a permit to enable her collect data for her research. She defended her proposal at the School of Education successfully and has made the necessary corrections. The title is "*Relationship between Students Locus of Control and their Academic Attitude in Selected Public Secondary Schools Nairobi County, Kenya.*" She therefore qualifies for a permit to conduct research.

Any assistance accorded to her will be highly appreciated.

Thank you
MAASAI MARA UNIVERSITY
Box 861 - 20500
NAROK

R. Abila 3 JAN 2021

DIRECTOR
BOARD OF POSTGRADUATE STUDIES

Prof. Romulus Abila, PhD.
DIRECTOR, BOARD OF POSTGRADUATE STUDIES



REPUBLIC OF KENYA



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 983078

Date of Issue: 12/July/2021

RESEARCH LICENSE



This is to Certify that Ms. Margaret Murugi Njiru of Maasai Mara University, has been licensed to conduct research in Nairobi on the topic: Relationship Between Students Locus of Control and their Academic Attitude in Selected public Secondary Schools Nairobi County, Kenya for the period ending : 12/July/2022.

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Applicant Identification Number

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Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

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APPENDIX E: RESEARCH AUTHORIZATION

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is Guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014

CONDITIONS

1. The License is valid for the proposed research, location and specified period
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APPENDIX F: MAP OF NAIROBI

