University of Nairobi Students' Locus of Control

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Abstract
In a recent definition, Joeison (2017) expresses as follows: "Locus of control is an individual's belief system regarding the causes of his/her experiences and factors to which the person attributes success or failure". As a person with internal locus attributes his/her success to hi/her own effort and ability. Such a person is more motivated and likely to successfully acquire new knowledge.
Key Words: New knowledge, Locus of control

Introduction
By locus of control in Social Psychology is meant the source of control in one's given in every person's pattern of behaviour falling into external and internal (Reber, 1985; Rotter, 1966). With external control locus, a person who attributes the control locus of behaviour, as originating from outside self. In other words, one's failure or success is controlled by outside forces and therefore, there is not much that can be done to exercise control of such behaviour. In contrast, a person who has internal locus of control holds the view that she or he is responsible for his/her behaviour, as it does not occur on the basis of luck or chance (Joeison, 2017; Kendra, 2017).
In a recent definition, Joeison (2017) expresses as follows: "Locus of control isan individual's belief system regarding the causes of his/her experiences and factors to which the person attributes success or failure". As a person with internal locus attributes his/her success to hi/her own effort and ability. Such a person is more motivated and likely to successfully acquire new knowledge. Whereas a person with external locus ofcontrol is of the view that success or failure is due to good luck or fate. As such, the person is less motivated to learn or engage in a given set of behaviour.According to Kendra (2017):

Locus of control refers to the extent to which people feel that they have
Control over the events that influence their lives. When you are dealing with
a challenge in your life, do you feel that you have control over the outcome?
Ordo you believe that you are simply at the hands of outside forces?
If you believe that you have control over what happens, then you have what
Psychologists refer to as internal locus of control. If you believe that you have
No control over what happened and that external variables are to blame, then
You have what is known as an external control.

Moreover, Kendra (2017) characterises both personalities as follow**s:**

Internal Locus of Control
1 They take responsibility for their actions.
2 They are less influenced by others views/opinions
3 They do better in engaging in tasks done at their pace.
4 They command strong sense of self-efficiency.
5 They work hard to achieve what they want.
6 When faced with challenge, they are confident.
7 They are happier and more independent.
8 In their work place, they are more successful.
9 They are physicallymore healthy.

External Locus of Control
1 Blame outside forces for their circumstance.

2 In success, they attribute it outside forces.
3 Often they are helpless or powerless, when they encounter problems.
4 They do not believe they can change their situation by use of their own effort.

In the context of the above, many research studies have carried out in different parts of the world to confirm the authenticity of the theory of the Locus of Control dimension of personality. Similarly, the current investigation sought to explore the University of Nairobi in Kenya students' locus of control. In terms of the literature review, the authors will report on various researchers who have reported on Locus of Control in various parts of the world. For example**,** Naik (2015) made a study of College Students' locus of control in Gulberga City in India on the basis of gender, field of study and environment (rural & urban). The sample comprised 171 randomly selected males and females, whose age ranged from 16-25 years. A Rotter Scale Questionnaire was administered to the participants. The end results showed no statistically significant difference on the basis of gender, field of study such, such as Science or Arts and whether they were female or male, and whether they were rural or urban. This further held true regardless of gender.

In Pakistan, Zaidi and Mohsin (2013) investigated a relationship between gender and locus of control of graduation students. Participants consisted of an equal number of both 100 males and 100 females university students, thus making a sum of 200 participants. Their age ranged from 18-25 years. The testing instrument was Rotter's 29-number questionnaire. For statistical analysis, an independent sample "t"-test was employed. The results showed that male students were more internally controlled compared to their counterparts, who were more externally controlled

Marthur (2014) explored a relationship betweenstudents locus of control and their corresponding academic performance. The sample comprised a total of 60 participants, whose age ranged from 18-21. These were administered two questionnaires, namely Locus of Control Inventory and Life Experience Inventory. Those who had a higher score in internality performed better academically than those who had a high score in externality. The author concludes thus:" It can be thus concluded on the basis of the above research made that, College students with internal locus of control can be expected to perform better in their academics and also have a positive attitude towards life; whereas the ones with an external locus of control are not expected to perform, as well as previous case" (Page 80).

In Mexico, Garcia, Delgado, Llanes, Fernandez andPando (2017) undertook an investigation to compare the profiles of locus of control among University students. The total sample was 1537 (820 females and 717 males) with a mean age of 20.38 (SD=1.8) and 20.78 yrs (SD=1.94) respectively. Multivariate and univariate analysis of variance were used for the analysis of data; on variables such as: luck, political power, destiny and interpersonal relationships and locus of control.

The results were as follows: MANOVA results showed global differences statistically significant, according to the gender variable in self-concept scores. Thereafter, the use of ANOVA showed that male students had higher scores in internal locus of control than the female participants inluck and lower in destiny and in interpersonal relationships. It was further noted that in the scale of political power, there was no significant gender differences.

Moreover, women showed higher level of scores in external locus of control in destiny and interpersonal relationship. Men were observed to have higher scores of external locus of control in luck. Both aspects have been confirmed by similar research investigation (Garcia et al. 2017).

In Poland, Guszkowskowskaand Kuk (2012) investigated differences in health locus of control between faculties, gender and type of physical activity. There were 241 participants (111 females and 130 males). The results indicated that, Polish undergraduates had a moderate level of belief in personal control over their health. Only to a slight extent were their scores associated with students gender, faculty and type of physical activity.Bedel (2015) assessed locus of control by gender and learning styles in pre-service early childhood education student teachers. Two questionnaires, namelyRotters Locus of Control Scale and Kolby Learning Style were administered to 110 participants. Scores on locus of control did not show significant difference in terms of either gender or class level. Furthermore, diverging learning styles was commonly used by the participants.

In Turkey, Akkaya and Akyol (2016) assessed a relationship between locus of control and teachers' job satisfaction. The sample was made up of 825 teachers. The results indicated a significant relationship between teachers' locus of

control and job satisfaction. The majority of them belonged to the internal locus of control; evidently reflecting that they were in control of their lives.

Another interesting study was carried out among Nursing College students' locus of control and their being ready to engage in self-directed learning (Arkan, Ardal& Sari, 2016). There were 171 volunteer participantsfrom a population of 3,348 first to fourth-year students. The sample was duly administered the Locus of Control Scale and Self-Directed-Learning Skills Scale. The data was analysed by using descriptive statistics, correlation analysis, as well as two independent sample t-test. The results observed indicated that, students who were internally oriented were much better than their counterparts, who were externally oriented.

Jeloudar and Goodar (2012) aimed at exploring teachers' locus of control and their teaching performance at Secondary School Level. By means of random sampling, 197 teachers were selected for their participation in the investigation. The results clearly showed a statistically significant association between their locus of control and their teaching performance. This held true, as it applied to internal locus of control teachers. It was further observed that, the locus of Bachelors and Masters students were significantly different. Graduate teachers scored better on locus of control than those who had undergraduate qualification.

Serin, Serin and Sahin (2010) made a study of factors that have a bearing on University students' locus of control. The sample comprised a total of 380

participants (176 females and 107 males) registered in the Faculty of Education. These were administered the Locus of Control questionnaire. T-tests and analysis of variance were used for data analysis.

The results were that: there were gender differences in locus of control, with more males falling under the category of internal locus of control, whereas females fell under the category of external locus control. It was further observed that, the locus of control was associated with socio-economic level (middle & high); those in the high level were internal locus of control. Whereas those in the middle level were external locus of control. Similarly, students who lived with parents at home had internal locus of control; whereas students who had accommodation at the University fell under external locus of control.

In Kenya, Aomo, Aloka and Raburu (2015) carried out an investigation, which aimed at determining a relationship between locus of control and Secondary School students' behaviour problem as experienced in Kenya. The target population was 11,479 form three students selected from the Kisii County. The Locus of Control Scale and Indulgence in Behavioural Problems Questionnaire were administered to the participants.

One way analysis of variance was employed for data analysis. The results observed were that, there was a significant difference in students' indulgence in behavioural scores for the three locus of control. The groups comprised external,

internal and intermediate locus of control. Students with external locus of controlwere identified, as experiencing most behavioural problems at School; Compared to other two groups. With internal locus of control students less behavioural problems were experienced.

In Ethiopia, Abay, Blalock and Berhane (2017) examined the implication of farmers' locus of control on their technology adoption decisions. The results indicated that the locus of control is a good predictor of farmers' technology of adoption decisions; which is inclusive of use of chemical fertilisers, improved seeds and irrigation. It was concluded that farmers who have internal locus of control have the propensity to adopt agricultural technology.

In South Africa, Van WLyk (2013) study aimed at determining how locus of control was related to the new political and economic dispensation of South Africa among engineers in the public service. This was based on the premise that, democratisation gave equal access to political power to all South Africans irrespective of their race. The sample comprised 297 males with a mean age of 30 years, representing all three races, namely Black, White and Mixed-race employees. They were administered Rotter's Internality-Externality Scale. The variables on which they were evaluated were personal and political control factors.

The results showed that all participants believed in an equal internal control over their personal lives. It was nevertheless noted that, Blacks scored higher on externality, when it came to the political control factor, indicating less control over political matters.

At the University of Cape Town, April, Dharani and Peters (2012) focussed their investigation on the impact of locus of control expectancy on level of well-being of past and current Graduate Business Students at the University of Cape Town, South Africa. Participants were administered questionnaires on locus of control and level of happiness. The Spearman Rank Correlation was used for the analysis of data. There were 140 subjects who were sent an online questionnaire, but only 114 were tested. The sample breakdown was: 68 alumni and 46 current South African and International students.

The results showed "that a maximum level of happiness is achieved by individuals with a balanced locus of control. Such finding was not in harmony with what the
majority of findings, which have confirmed that maximum level of happiness is achieved by those who command internal locus of control.
In conclusion, it is evident that the theory of Locus of Control has been supported and confirmed by empirical research findings. Basic in such research is the identification of two major aspects of locus of control, namely internality and externality. Those falling under internal locus of control hold the view that, their behaviour is a function of their decision and ability; whereas those falling under external locus of control hold the view that their behaviour is due to good luck and other related outside forces. Put it differently, internal locus of control implies one being responsible for his/her behaviour, whereas external locus of control implies that one is not responsible for her/his behaviour, in so much as it is a matter of luck, or some external forces.In short, this served as the motivation for wishing to determine the University of Nairobi students' locus of control among both genders, male and female students.

Analysis of data (Results)
Based on Rotter's Locus of Control Scale and performance in Psychology academic performance a chi-square statistical analysis was employed as displayed in Table 1. Calculation of: x2 test [2df, N224]= 0.61, which was short of reaching level of significance.; thus confirming that, there was no mean significant difference between male and female participants on their academic performance based on their locus of control.

Table 1: University of Nairobi Students' Locus of Control			
Category	**Scores**	**X2**	**P**
Males	**E60 I610.61**	**NS**	
Females	**E59 I67**		

Method
Participants in this study were randomly drawn from two undergraduate classes of second year students in the Department of Psychology, University of Nairobi. One class of students attended their lessons during the day while the others took their lessons in the evening. Each of the classes had approximately 150 students.
Sample
The sample size comprised 127 females and 97 males, giving a total of 224 university students. Their age ranged from 20 to 55 years. The participants were all taking psychology as a major subject.
Test Instrument
A questionnaire comprising 25 pairs of statements was used. Each statement had two options for participants to respond to as normally provided for in the Rotter's Locus of Control Scale. Participants were asked to circle whichever option they agreed with the most. They were also asked to indicate their age, gender and year of study at the university. Twenty minutes were allocated for the completion of the questionnaire, following which it was collected and counted for accuracy in the analysis.

Procedure
Two research assistants knowledgeable in the discipline of Psychology administered the Rotter's Locus of Control Scale to the participants. This was preceded by a briefing to the students by the principal researcher, on what the

questionnaire/scale was all about and that responding to it was voluntary. No potential participants refrained from responding to the questionnaire.

Analysis of Data (Results)

Based on Rotter's Locus of Control Scale, there emerged both external and internal locus of control participants in uneven proportions. A chi-square statistical analysis was employed as displayed in Table 1. Calculation of: x2 test [2df, N224] = 107.6, <p 0.001; which was statistically significant. Thus confirming that, there was a mean significant difference between external internal locus control participants on their performance based on their locus of control. Specifically, externally oriented participants exceeded internally oriented participants.

Table 1: University of Nairobi Students Academic Performance in the Context of Locus of Control

Category	Scores	x2	P
External	**172**		
Internal	**54**	**107.6**	**0.001**

Discussion

The aim of this study was to explore the relationship between Locus of Control and academic performance among University of Nairobi students who were pursuing a psychology course. The study was motivated by the need to find out the reason why some studies reported no relationship between locus of control and academic performance while others indicated that a relationship exists between the two. Further exploration indicated that the difference could be attributed to whether the focus was on internal or external locus of control in the context of academic performance.

According to Manichandler (2014) and in the context of academic performance, students with an internal locus of control outperform their counterparts who have an external locus of control. In addition, a distinction is drawn between internally and externally locus controlled individuals by certain mediating and motivating factors as well as cognitive reactions. The argument is that a relationship between locus of control and academic performance exists when internal beliefs are associated with superior performance.

Using a sample of 60 participants, Marthur (2014) explored the relationship between college students and their corresponding academic performance. The findings indicated that those who had a higher score in internality performed better than those who had a high score in externality.

A similar study by Mkumbo and Amani (2012) among students at the University of Dares salaam observed that students attributed their academic performance to internal, stable and controllable factors; while failure was attributed to external and uncontrollable factors by those who were externally controlled.

Ogolla, Aloka and Raburu (2016) assessed the relationship between locus of control and stress management among high school principals in Kenya. Both locus of control and stress management questionnaires were administered to a sample of 169 principals. The results showed that participants who had internal locus of control had a mean of 3.37 compared to a mean of 1.76 for those who had external locus of control. The mean difference was statistically significant in both locus of control and stress management among high school principals was therefore confirmed.

Mujlatun and Ashal (2017) explored the performance of Bank employees in relation to their locus of control. From a sample of 65 participants, the results showed that their locus of control was a predictor of their good performance, especially those who had an internal locus of control. Khir, Redzuan et al. (2015) sought to determine the relationship between locus of control and academic achievement among 402 high school students. The results indicated that the majority of students had an external locus of control. A relationship between age and locus of control was also shown. The older one gets, the more internally oriented they become. Those that were internally oriented were better in academic achievement. Those who had low achievement were externally oriented.

In the current study and based on the Rotter's Locus of Control Scale, it was observed that both internal and external locus of control participants emerged but in uneven proportions. The employed chi square analysis was found to be statistically significant. Specifically though, externally-oriented participants exceeded those who were internally-oriented. Since locus of control is the extent to which people perceive outcomes as internally controllable by their

own efforts and actions or as externally controlled by chance or outside forces, we might assume that participants in this study may have perceived that their academic performance was the result of luck, fate or powerful others.

Conclusion

The objective of this investigation was to establish the relationship between academic performance and locus of control among University of Nairobi students. The results indicated that externally-oriented participants exceeded internally-oriented participants. The impact of this finding is that those with an internal locus of control are better at tackling a wide range of challenges, such as university examinations compared to those with an external locus of control. In general, locus of control is closely related to achievement and success in life. Moreover, people who feel in control of a situation may experience a sense of empowerment. Furthermore, individuals with a high sense of mastery in academic work believe that they can control most aspects of their lives. On the other hand, those who are unable to gain mastery in academic performance or to exert influence over their circumstances may feel a sense of helplessness.

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