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LOCUS OF CONTROL AND SELF-EFFICACY AS CORRELATES OF ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN ANAMBRA STATE

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ABSTRACT

The study examined the locus of control and self-efficacy as correlates of academic achievement of secondary school students in Anambra State. Two research questions and two null hypotheses tested at 0.05 level of significance guided the study. Relevant literature was reviewed is under conceptual review, theoretical framework and review of empirical studies. The study adopted a correlational research design. The population of the study consisted of 19,576 SS2 students of public secondary school students in the 267 public secondary schools in Anambra State. The sample comprised 392 SS2 students. Multistage sampling technique was used to draw the sample. The instruments for data collection were three set of questionnaires titled Locus of control inventory (LCI) developed by Julian Rotter's, Self-efficacy scale (SES) developed by Scherer et al. and Academic scores of Mathematic and English Language. The instruments were subjected to face validation. Cronbach Alpha method was used to determine the reliability of the instruments. The result gave average co-efficient value of 0.85 for locus of control scale (LCS) and 0.82 for self-efficiency scale (SES). Pearson Product Moment Correlation was used to answer the research questions 1-5. Pearson Product Moment Relationship was used to test hypotheses 1-6, while multiple regression was used to test hypotheses seven (7) at 0.05 level of significance. The study revealed, that there was a low positive relationship for English language and a very low positive relationship for mathematics between locus of control and academic achievement of English language and mathematics in public secondary schools in Anambra State. The study also indicated there was a low positive relationship with English language while it had a very low positive relationship with mathematics in public secondary schools in Anambra State. The study recommended that there was a low positive relationship for English language and a very low positive relationship for mathematics between locus of control and academic achievement of English language and mathematics in public secondary schools. Therefore, there is need for education stakeholders to come up with guidelines on how to improve the pupils' academic self-efficacy and locus of control to help them improve on their English and mathematics performance.

Keywords: Locus of control, Self-efficacy and Student Academic Achievement.

Introduction

Education in every human community is an indispensable tool to achieve human progress and development. Any nation that lacks a sound educational culture and philosophy is at the risk of backwardness and retrogression. This is because education (primary, secondary and higher) plays a vital role in the overall development of a country. Thus, informed the commitment of achievement is a major variable that is of interest to both the teachers and educational psychologists. However, one of the pivotal metrics utilized to gauge advancements in education lies in assessing the academic achievement of students (Kumar, et al. 2021). This is because students' academic achievement serves as a crucial indicator of their comprehension, mastery of subject matter, and overall educational growth (Lamas 2015). Over the years, academic achievement is the overall measured cognitive, affective and psychomotor performance of a student with which they are judged academically fit or unfit (Okafor et al. 2018).

Academic achievement is also defined as the knowledge gained by the student which is assessed by marks by a teacher and/or educational goals set by students and teachers to be achieved over a specific period of time. The attainment of academic excellence of students through making them portray better academic achievement is the foremost motive of academic institutions (Kumar, et al. 2021). More so, Tella, et al. (2017) viewed academic achievement as students' scholastic ability and attainment, which signifies the overall level of knowledge they have acquired in school, a subject, or a particular learning activity, process or situation. The field of academic achievement is very wide-ranging and covers a broad variety of educational outcomes; the definition of academic achievement depends on the indicators used to measure it. Academic achievement is often measured through examinations or continuous assessment (Oloo, 2020). It is also generally regarded as the display of knowledge attained or skills developed in the school subject.

Among the many criteria that indicate academic achievement, there are very general indicators such as procedural and declarative knowledge acquired in an educational system, more curricular-based criteria such as grades or performance on an educational achievement test, and cumulative indicators of academic achievement such as educational degrees and certificates (Hattie, 2018). All these criteria have one thing in common. They represent intellectual endeavors and thus, more or less, mirror the intellectual capacity of a person. The overall aim is to determine the level of success gained by students and level of knowledge needed to be imparted by teachers.

Teachers in secondary schools measure the academic achievements of students with the aim of achieving desired educational goals and objectives. The realization of such objectives is the touchstone for any educational system, hence if the achievement corresponds to the objectives, the system has justified its existence. Undoubtedly, academic achievement is interestingly an important issue and a fundamental premium upon which all teaching-learning activities are

measured using some criteria of excellence ranging from good academic achievement, poor academic achievement and academic failure (Tella & Adeniyi, 2014). In the context of this study, academic achievement is taken to mean a symbol that indicates the level of knowledge/experience a student has acquired in a particular course of study and their ability to communicate this knowledge/experience in oral or in written form.

Based on the researchers' personal visitation to some secondary school in Anambra State, the concern of improving academic achievement among secondary school students has increased in recent years. However, the reason for this concern can be attributed to the high percentage of low academic achievement recorded in recent times. Adeyemi and Adeyemi (2014) had attributed the causes of low academic achievement in schools to factors such as school environment, home background, economic, political, and intellectual capability, social and entry qualification as well as personality traits.

Supporting this assertion, Von et al. (2016) also stated that difference in academic achievement have been linked to factors including difference in intelligence, personality and school related factors. Von et al. observed that students with higher mental ability as demonstrated by intelligence quotient test and those who are higher in conscientiousness linked to certain factors tend to achieve highly in academic settings. In the opinion of Anyamene et al (2017), academic achievement of students can be improved upon if these factors are adequately addressed.

Besides, this poor academic achievement can delay students' admission into tertiary institutions or make the students make due with available courses instead of the intended initial choice which will make some students lose focus in school activities. Okoye (2015) defined poor academic achievement of the student or candidate in a learning situation as one in which a candidate fails to attain a set standard of achievement in a given evaluation exercise such as tests, examination or series of continuous assessments. A candidate who scored less or below the standard is regarded as showing a poor academic achievement in school. Sadly, the poor academic achievement makes the students to be frustrated and later become out-of-school children which may become nuisance to the society (Olutola, et al. 2018).

Furthermore, Priye (2015) opined that some have accused parents for this improper care of their children at home and others have attacked students' lackadaisical attitudes towards their academic work, future progress and development, while some have launched verbal and physical assault on teachers and school administrators. Priye (2015) stated that a good number have blamed the entire educational system. The problem is actually due to weak achievement among the students in recent times and this problem is now of concern to educational leaders on one hand, and heads of households on the other hand. However, other big causes of low academic achievement are parental care, low or adequate educational facilities, school locations, socio economic backward, poor achievement needs effect the academic achievement as well as locus of control.

Unfortunately, many of the students in some secondary school fail to recognize that true success in education requires not only cognitive abilities but also a strong belief in oneself, and how students assign causes to their successes or failures thus locus of control. Without locus of control students may lack the motivation or drive needed to fully engage in learning activities.

Locus of control is a person's perception of his control over events, activity and purposes in their environment. It is individual's perception to the locus of events as internally determined by his own behaviour versus fate, luck or external circumstances (Sagone&Maria, 2014). Similarly, Khan (2014) defined locus of control as the type of attributions we make for our successes or failures in task. The important thing about attribution is that they reflect personal beliefs about the sources or causes of life events and outcomes. Locus of control therefore, is the kind of excuse one makes concerning life occurrences. Schunk (2015) believed also that locus of control influences students' motivation that students who believed they had little control over academic work outcomes have low expectations for success and display low motivation to succeed. That is to say, the kind of belief a student has about the cause of his successes and failures in school task can increase or decrease his motivation for studying and doing academic work. Tschunk (2014) believed also that locus of control influences students' motivation that students who believed they had little control over academic work outcomes have low expectations for success and display low motivation to succeed. That is to say, the kind of belief a student has about the cause of his successes and failures in school task can increase or decrease his motivation for studying and doing academic work.

The researcher defined locus of control as a personality characteristic that determines the degree with which an individual believes they are in control of life events. It is an individual's perception about underlying main causes of events in his life. Furthermore, researchers such as Spector et al. (2015) presented the two types of locus of control that may either positively or negatively affect students' academic achievement in schools. These includes internal and external locus of control. Spector et al. (2015) defined internal locus of control as a belief system that one has control over one's act to maximize the expected outcomes and minimize the bad or negative results or outcomes. Internal locus of control is described as a person's believe that his rewards or punishments depend on his own efforts (Cummings & Swickert, 2015). When a student feels that his success or failure is as a result of his action or inaction, such a student is internally controlled. Moreover, if a student attributes a high score on a test to his ability, then the locus is internal. Cherry (2020) stated that the key attributes of internal locus of control are the ability to be motivated intrinsically because they derive a sense of pleasure from completing a task, positive attitudes, ability to accept responsibility for achievements and understanding that one's success or failure comes from one's effort. Herbert (2018) defined external locus of control as a belief system that one is at the mercy of fate, luck, destiny, people or god in order to achieve or

attain and expected outcome or result in one's activity.

Student that tends to have external locus can be said to be helpless and not in control of their success or failure but rather blame other student or outside forces for their success or failure such as "I didn't do well in the exam, because my teacher doesn't know how to teach" or "that the teacher didn't cover the scheme". However, when a student feels that his success or failure is as a result of actions or inactions of significant others, he is externally controlled. Students with external locus of control are those students who believe that the rewards or motivation they receive are as the results of fate, luck, character or other external circumstances. Such students attribute their problems to environmental factors (Ogunmakin & Akomolafe, 2018).

Furthermore, if student attributes allow score to test difficulty or to hard teacher, then the attribution is external. Cherry (2020) highlighted the key attributes of external locus of control as mixed feelings and doubtful mindset, dependent on fate, luck, destiny, god and powerful people, among others. Thus, student with external locus of control tend to have the following characteristics; eager to blame outside forces for circumstances, always dependent on other student for success, prone to experiencing learned helplessness, frequently feeling hopeless and powerless in the face of challenge and difficulty in believing that they can make a change by their efforts. Anderson et al. (2014) stated that locus of control thus, it is expected that with greater belief in one's ability to influence success (high self-efficacy and having an internal locus of control), greater efforts will be invested that will lead to academic success. Locus of control have a strong effect on self-efficacy on performing task regarding studies in a student life. Hence if a student used their abilities well and make a goal to achieve success, then he uses their abilities to excel in academic.

Self-efficacy is the measure of one's competencies to complete tasks and reach goals. It is seen as an individual's belief in what he can accomplish using his or her skills under certain conditions. Gecas (2017), defined self-efficacy as a self-fulfilling prophecy. It is an individual's sureness in his abilities to successfully perform a particular task or achieve a goal (Hawthorne, 2017). In other words, self-efficacy is defined in terms of how individuals perceive their capabilities to accomplish designated type of task to achieve specific result. It is seen as a student's belief in his capabilities to do well academically or achieve a goal or an outcome. When students believe in themselves, they are more likely to approach challenges in a different way than someone who doesn't believe in their abilities. Students might work harder, overcome challenges, and be an active participant in the activity. Self-efficacy, also called perceived ability, refers to the confidence student have in their abilities for success in a given task. Self-efficacy refers to how individuals perceive their capabilities to attain designated types of performance and achieve specific results. If they possess the ability to successfully perform, then that task will be attempted. The task will be avoided if it is perceived to be too difficult. Although inefficacious students usually avoid

challenging tasks, when they do attempt them, they give up more easily than individuals with high efficacy. When inefficacious students fail, they attribute the unsuccessful result to a lack of ability and tend to lose faith in their capabilities.

When they succeed, they are more likely to attribute their success to external factors. If students master a challenging task with limited assistance, their levels of self-efficacy rise. Individuals who possess a high degree of self-efficacy are more likely to attempt challenging tasks, to persist longer at them, and to exert more effort in the process. If highly efficacious individuals fail, they attribute the outcome to a lack of effort or an adverse environment. When they succeed, they credit their achievement to their abilities. It is the perception that their abilities caused the achievement that affects the outcome

Students' belief in their innate abilities involves valuing their cognitive strengths, determination, and perseverance to overcome obstacles that would interfere with utilizing their innate abilities to achieve academic goals. The strength of students' efficacy belief affects their choice for plans and actions Hoy et al. (2014). Efficacious students do not only set goals and try hard to achieve the target goals (Meral et al. 2015) but they also exhibit coping behaviour, and perseverance when they encounter difficulties, more organized and even perform better than students who doubt their learning capabilities Suleiman et al. 2021).

Learning is influenced by students' sense of self-efficacy. When faced with challenges, students who have high self-efficacy put up a lot of effort and are likely to affirm, "I can accomplish this." They'll be highly confident in their skills, which will boost their drive and excitement for learning. Students with poor self-efficacy, on the other hand, could have second thoughts about their abilities and say, "It looks hard and difficult." Self-efficacy can influence motivation and activity choice. It is natural to develop and apply self-efficacy beliefs. A person participates in an event, analyzes the outcomes of their actions, and then utilizes those interpretations to construct beliefs about their abilities to engage in following behaviors in similar tasks and activities. Then, the person acts in accordance with those beliefs. For instance, at school, a student's views about their academic aptitude influence what they do with the knowledge and skills they have acquired. As a result, their academic accomplishments are influenced in part by what they start to feel they can and have accomplished. This explains why students with similar skills may achieve academically in quite different ways.

Earlier researches show that efforts and persistence are one of the attributes of students with high self-efficacy (Zajacova, et al. 2015). Such students continuously work, if unable to follow course, they find out effective ways to control difficulties in achieving their goals. While students with low self-efficacy will discontinue, they are unable to remove barriers in achieving and learning Ormrod, (2014). Hence, high levels of self-efficacy are associated with high levels of achievement.

Researcher defines self-efficacy as the global view of one's coping abilities in a wide variety of situations and global person's

belief in his or her ability to organize and execute the courses of action required to achieve specific goals. A metal-analytic study by Richardson et al. (2015) also showed that locus of control and self-efficacy significantly positively correlated with academic achievement. As such Bahcekapili and Karaman (2020) found that self-efficacy had a significant direct and indirect effect on student academic achievement, whereas locus of control had a significant negative direct and indirect effect on their scores. Many researchers have attempted to carry out studies on locus of control, self-efficacy and academic achievement in different geographical locations. Therefore, the findings most have been overtaken by the changes in the society. Also, there seems to be paucity of empirical investigations on locus of control and self-efficacy as correlates of academic achievement. It is against this background that this study intends to investigate locus of control and self-efficacy as correlates of academic achievement among the public secondary school students in Anambra State.

Statement of the Problem

There is a growing public concern about the underperformance of students in the secondary school system, attributed to the significant pressures and challenges faced by secondary schools in maintaining optimal academic standards. The 2018 June/July NECO examination results highlighted this issue, with 290,274 candidates out of 1,032,729 failing to achieve five credits, including either English Language or Mathematics. This poor academic performance may stem from factors such as internal locus of control, low self-efficacy, and inadequate motivation, high student failure rates in examinations, lack of interest in the subject matter, poor teaching methods, difficulty in understanding the lesson, learning disabilities (e.g., dyslexia, ADHD), personal issues (e.g., family problems, health concerns, financial stress), high stress levels, lack of autonomy, competing priorities. These factors could lead to poor students' academic achievement, and understanding their individual and intersecting effects could help identify solutions to re-engage the students' back to academics.

The researcher observed a persistent drop in some students' academic achievement which had continued to raise concerns among stakeholders in education. In an interview with some students in public secondary schools in Anambra State, many prefer to abandon school to join quick money-making ventures such as internet fraud otherwise called yahoo business. The researcher wonders if students' lack of interest in their academics could be as a result of student locus of control and self-efficacy. To find answers and possibly proffer solutions to these observations, the study examined the correlation between locus of control and self-efficacy and academic achievement of rural public secondary school students in Anambra State.

Purpose of the Study

The main purpose of this study was to examine locus of control and self-efficacy as correlates of students' academic achievement on English language and Mathematics among senior secondary two (SS II) students in public secondary schools in Anambra State. Specifically; the study sought to:

1. Examine the relationship between locus of control and academic achievement on English language and Mathematics among senior secondary two (SS II) students in public secondary schools in Anambra State.
2. Ascertain the relationship between self-efficacy and academic achievement on English language and Mathematics among senior secondary two (SS II) students in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. What is the relationship between locus of control and academic achievement in English language and Mathematics among senior secondary two (SS II) students in public secondary schools in Anambra State?
2. What is the relationship between self-efficacy and academic achievement in English language and Mathematics among senior secondary two (SS II) students in public secondary schools in Anambra State?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance

1. There would be no significant relationship between locus of control and academic achievement in English language and Mathematics among senior secondary two (SS II) students in public secondary schools in Anambra State.
2. There would be no significant relationship between self-efficacy and academic achievement in English language and Mathematics among senior secondary two (SS II) students in public secondary schools in Anambra State

Methodology

The study adopted a correlational research design for this study. The area of the study is Anambra state. There six educational zone in Anambra State which are Aguata, Awka, Nnewi, Ogidi, Onitsha and Otuocha. The population of the study comprised 19,576 SS2 students of public secondary school students as respondents. The sample size is 392 SS2 students drawn from the population using Taro Yamane's (1967) scientific. Multistage sampling technique was used for this study. The instrument for the study was locus of control inventory, self-efficacy scale and students' academic scores in Mathematic and English Language. The instrument has four section A-D. Section A deals with the personal data of the respondents, while section B has 20 items, and C has 20 items, section C was designed to evaluate students' capacity in Mathematics and English language subjects in learning settings. The instrument has four-point scale response options with response format of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) and numerical value of 4,3,2 and 1 respectively. The instrument was validated by three experts two in educational Psychology and one in Measurement and Evaluation, all in

the Department of Educational Foundations, Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus.

The questionnaire was administered to the respondents with the help of three research assistants. The reliability of the instrument was determined using Cronbach Alpha formula and average coefficient values of0.85 for locus of control scale and 0.82 for self-efficiency scale which is considered adequate for the study. Data were analyzed using Statistical Package for social Sciences (SPSS Version 27). Research questions were answered using Pearson Product Moment Correlation Coefficient to determine the relationship between independent and dependent variables. The hypothesis 1-6 were tested using Pearson Product Moment Relationship while hypothesis 7 were tested using multiple regression at 0.05 level of significance. In answering the research questions, the coefficient (r) and the size of the relationship was interpreted using Correlation Coefficient based on Nworgu (2015) as shown:

+/- r .00 to .19	Very low relationship,
+/- r .20 to .39	Low relationship,
+/- .40 to .59	Moderate relationship,
.60 to .79	High relationship,
.80 to and above	Very high relationship

The null hypotheses were tested at 0 .05 level of significance and the decision rule is if the *P*-value is less than the significance level (α =0.05), REJECT the null hypothesis in favor of the alternative and If the *P*-value is greater than the significance level (α =0.05) fail to reject the null hypothesis.

Research Question 1: What is the relationship between locus of control and academic achievement on English language and mathematics among senior secondary two students in public secondary schools in Anambra State?

Table 1: Pearson (r) of the relationship between locus of control and academic achievement of English language and mathematics

Variables	N	Locus of Control	English	Mathematics	Remark
Locus of control	392	1.00	.278*		Low positive relationship
English language	392	.278*	1.00		
Locus of control	392	1.00		.137**	Very low positive relationship
Mathematics	392	.137**		1.00	

* r (.278) = Low positive relationship
** r (.137) = Very low positive relationship

Pearson (r) displayed in Table 1 showed low positive relationship between locus of control and English language and very low positive relationship between locus of control and mathematics in public secondary schools in Anambra State.

The result in Table 1 revealed that Pearson (r) value of .278 was obtained for English language and .137 was obtained for

mathematics. This implied a low positive relationship (r = .278, N = 392) for English language and a very low positive (r = .137, N = 392) for mathematics between locus of control and academic achievement of English language and mathematics in public secondary schools in Anambra State.

Research Question 2: What is the relationship between self-efficacy and academic achievement on English language and mathematics among senior secondary two students in public secondary schools in Anambra State?

Table 2: Pearson (r) of the relationship between self-efficacy and academic achievement of English language and mathematics

Variables	N	Locus of Control	English	Mathematics	Remark
Self-efficacy	392	1.00	.380*		Low positive relationship
English language	392	.380*	1.00		
Self-efficacy	392	1.00		.124**	Very low positive relationship
Mathematics	392	.124**		1.00	

* r (.380) = Low positive relationship
** r (.124) = Very low positive relationship

As shown in Table 2, the Pearson (r) between self-efficacy and academic achievement in English language and mathematics in public secondary schools in Anambra State was .380 for English language and 0.124 for mathematics. The values indicated that the relationship between self-efficacy and academic achievement of SSII in English language had a low positive relationship while that of mathematics had a very low positive relationship. This deduced that self-efficacy had a low positive relationship with English language while self-efficacy had a very low positive relationship with mathematics in public secondary schools in Anambra State.

Test of Hypotheses

Hypothesis 1: There would be no significant relationship between locus of control and academic achievement on English and Mathematics among senior secondary two students in public secondary schools in Anambra State.

Table 3: Test of Significance of correlation between locus of control and academic achievement in English language and Mathematics

Variables		Locus of Control	English	Mathematics	Decision
Locus of control	Pearson	1.00	.278*		Not significant
English language	Sign (2 tailed)	392	.121*		
	N		392		
					Not significant
Locus of control	Pearson(r)	1.00		.137**	
Mathematics	Sig (2-tailed)			.469*	
	N	392		392	

***Correlation is not significant at 0.05 level (2-tailed)**

Analysis from Table 3 revealed that the correlation between locus of control and academic achievement of students in English language and Mathematics were .278 for English language with associated probability values of .121 and .137 for mathematics with associated probability values of .469. These p-values of 121 and .469 were greater than 0.05 alpha level hence the null hypothesis was not rejected. More so, there is no significant was relationship between locus of control and academic achievement of students in English language and Mathematics in Public Secondary Schools in Anambra State.

Hypothesis Two: There is no significant relationship between self-efficacy and academic achievement on English language and Mathematics among Public Senior Secondary Two Student in Anambra State

Table 4: Test of significance of correlation between self-efficacy and academic achievement in English language and Mathematics

Variables		Self-Efficacy	English	Mathematics	Decision
Locus of control	Pearson(r)	1.00	.380		Not significant
English language	Sign (2 tailed)		.115*		
	N	392	392		
					Not significant
Locus of control	Pearson(r)	1.00		.124**	
Mathematics	Sig (2-tailed)			.696*	
	N	392		392	

***Correlation is not significant at 0.05 level (2-tailed)**

Finding from Table 4 showed that the correlation between self-efficacy and academic achievement of students in English language and associated probability value of .0115 and 0.124 for Mathematics with associated probability value of 0.696. These p-values of .115 and 0.124 for mathematics with associated probability value of .696 were greater than 0.05 alpha level, hence the null hypothesis was not rejected. Notwithstanding, there was no significant relationship between self-efficacy and academic achievement of students in English language and Mathematics in Public Secondary Schools in Anambra State.

Summary of Findings

The study finding is summarized as follow:

1. There was a low positive relationship for English language and a very low positive relationship for mathematics between locus of control and academic achievement of English language and mathematics in public secondary schools in Anambra State.
2. Self-efficacy had a low positive relationship with English language while it had a very low positive relationship with mathematics in public secondary schools in Anambra State.

Discussion

Findings on the relationship between locus of control and academic achievement in English language and Mathematics among senior secondary two (SS II) students in public secondary schools in Anambra State revealed that there was a low positive relationship for English language and a very low positive relationship for mathematics between locus of control and academic achievement of English language and mathematics in public secondary schools in Anambra State. This finding was as a result of teachers 'and students' agreeing that that locus of control influences students' motivation that students who believed they had little control over academic work outcomes have low expectations for success and display low motivation to succeed. That is to say, the kind of belief a student has about the cause of his successes and failures in English and mathematic can increase or decrease his motivation for studying and doing academic work. Furthermore, the concern for improving academic achievement has also increased in recent years. The reason for this can be attributed to the high percentage of poor achievement of the students at senior secondary school level in recent time. For instance, the National Examinations Council (NECO) has said that 290,274 candidates who sat for its 2018 June/July examination failed to make five credits including English Language and Mathematics. These findings are in disagreement with the study of Villa and Sebastian (2021) who researched on achievement motivation, locus of control and study habits as predictors of mathematics achievement of new college students in Phillipines. The findings revealed that most students had internal locus of control and therefore, performed well in mathematics.

Finding on the relationship between self-efficacy and academic achievement in English language and Mathematics among senior secondary two (SS II) students in public secondary schools in Anambra State showed a low positive relationship with English language while it had a very low positive relationship with mathematics in public secondary schools in Anambra State. The findings of corresponding hypothesis in table 7 reveled that there is no significant relationship between self-efficacy and academic achievement of students in English language and Mathematics in Public Secondary Schools in Anambra State. This is in line with the findings of Kaburi (2019) who examined the relationship between self –efficacy and academic performance in Mathematics and English language in Nyamira County. The possible reason for a low positive relationship between self-efficacy and academic achievement on English language and Mathematics among senior secondary two (SS II) students could be that self-efficacy triggers emotional reactions. For example, individuals with low self-efficacy believe that a task is tough and hence build stress, depression and a narrow vision on how to solve problems. On the other hand, those with high self-efficacy would be more relaxed in solving difficult tasks. Therefore, these influences are strong determinants of the individual's level of achievement.

Conclusion

The study was conducted to determine the relationship between locus of control and self-efficacy as correlates of academic achievement of secondary school students in Anambra State. Based on the findings of the study, the study concluded that there was a low positive relationship between locus of control and self-efficacy as correlates of academic achievement of secondary school students in Anambra State. The relationship between locus of control and self-efficacy as correlates of academic achievement of secondary school students is insignificant. However, locus of control and self-efficacy did not added value to student academic achievement.

Recommendations

Based on the findings and conclusions of the study, it was recommended that:

1. The study established that there was a low positive relationship for English language and a very low positive relationship for mathematics between locus of control and academic achievement of English language and mathematics in public secondary schools. Therefore, there is need for education stakeholders to come up with guidelines on how to improve the pupils' academic self-efficacy and locus of control to help them improve on their English and mathematics performance.
2. Since Self-efficacy had a low positive relationship with English language while it had a very low positive relationship with mathematics in their academic achievement, Guidance Counsellors should therefore pay more attention to other factors such as self-esteem, study behaviour, among others when fighting the problem of poor academic achievement among secondary school students.

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