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Relationship between Locus of Control as a Determinant of Teacher-Pupil Relationship and Pupils' Academic Achievement in Public Primary Schools in Kesses Sub County, Uasin Gishu County, Kenya.

Tare Jeniffer, Dr. Susan W. Gitau, Dr. Joan N. Githae
Department of Counseling Psychology, Africa Nazarene University, Kenya

Abstract

The quality of the teacher-pupil interpersonal relationship is considered significant in the learning process since it can protect a learner from educational failure. This may arise from the psychological context in which they operate. Thus, the study's purpose was to assess the relationship between locus of control as a determinant of teacher pupil relationship and pupils' academic in public primary schools in Kesses Sub County, Uasin Gishu County, Kenya. The sample size was 351 participants which included 16 Class teachers, 11 Head teachers and 324 upper primary pupils from class six to eight. Primary data was collected by use of questionnaires for pupils and interview guides for teachers and head teachers. Quantitative data was analyzed using descriptive and inferential statistic and presented using pie charts, bar graphs and tables while qualitative data were analyzed using themes and sub themes and presented in a report format and verbatim. Study findings indicated that there is a significant relationship between locus of control as a determinant of teacher-pupil relationship and pupils' academic achievement ($\chi^2=702.462$, $p<0.05$). The study concluded that locus of control showed teacher pupil relationship had a significant relationship on pupils' academic achievement. That is when pupils have confidence that they can be successful and have good timing, relationship with their teachers improves. The study recommended that there was a need for training all primary teachers in psychology.

Keywords: Relationship, Locus Of Control, Teacher-Pupil, Academic Achievement.

Background to the Study

Students do best in school when they have good mental health and are satisfied with their lives (Bieda et al., 2019). No matter how good schools and teachers are, students' academic achievement suffers when they are unhappy. Children enroll in learning institutions not to learn class concepts alone, but also know how to relate and stay with peers (Panayiotou et al., 2019). They normally develop friendly connection with other pupils that may have an effect on academic outcomes. Social circle leads to satisfaction and completeness in a pupil's

learning curve (Alsubaie et al., 2019). These circles have proved to be helpful to the pupils in different ways, like solving academic tasks, participating in co-curriculum events, sharing in time of happiness and in time of sadness. A research conducted by Njenga et al (2019) stated that there existed an association between psychosocial dynamics and academic results which reveals a strong positive correlation between a learner and a teacher hence psychosocial dynamics should be given priority in the education sector.

There have been explanations that have been sought by different psychology researchers that explain the learning process of the school, investigating psychological variables influence as determinants of pupil teacher relationship on pupils' academic achievement. There are four psychological factors. Locus of control, in the theory of social learning, pupils' well-being is affected by their own behavior, namely, "If the pupil belief they can control the outcome of their task, the more likely they will persist until it is executed" (Allen et al., 2013).

In Kenya, learners from primary schools are affected by beliefs in their teachers' neutrality, competence, care, support and vice versa as well as the nature of the teacher-pupil relationship (Kibett et al., 2020). Additionally, Ma *et al* (2016) states that schools play an important role in relationships as much as families do, thus studies that delve into teacher-pupil relationships need more attention (Kalutskaya et al., 2015). Studies carried out on academic performance on public primary schools show that none has specifically focused on the psychological determinants of the relations between teachers and their students and their performance. The existence of this gap motivated the need to carry out this research of assessing the relationship between locus of control as a determinant of teacher-pupil relationship and pupils' academic achievement in public primary schools in Kesses Sub County, Uasin Gishu County, Kenya.

Statement of the Problem

Interactions are individuals' interpretations and responses to others are in their immediate social context. They are categorized as current and immediate situations at the heart of the social world (Leary, 2015). The interaction between teachers and pupils based on time spent together creates an unwritten psychological contract of roles and expectations which forms relationships (Leary, 2015). The Kesses County Educational Report (2017) highlights the reasons why the pupils performed poorly in Kesses primary schools and pointing teacher-pupil relationship as one of them. The report indicated that there existed an inadequate teacher-pupil attachment in the affected schools and hence, the dismal academic performance over the years.

Studies done by Spelman et al (2016), on factors related to quality in classrooms, suggests that pupils' attitudes and beliefs about their relationship with their teachers are very important components to predicting the quality of a child's education. Despite the significant attachment of teacher-pupil relationship in the social, psychological and academic achievement, Georgiou et al (2020) argue that this relationship does not always yield positive results in pupil academic achievement. In order to establish this claim or otherwise, the current study looked at the relationship between locus of control as a determinant of teacher-pupil relationship and pupils' academic achievement in public primary schools in Kesses Sub County, Uasin Gishu County, Kenya.

Purpose of the Study

To examine the relationship between locus of control as a determinant of teacher-pupil relationship and pupils' academic achievement in public primary schools in Kesses Sub County, Uasin Gishu County, Kenya

Research Hypotheses

H01: There is no statistically significant relationship between locus of control as a determinant of teacher-pupil relationship and pupils' academic achievement in public primary schools in Kesses Sub County, Uasin Gishu County, Kenya

Review of Literature

Effects of Locus of Control on Academic Achievement

Locus of control is an extent to which people see things in their lives as being repercussions of their own deeds. It is classified into two categories - internal and external locus of control. People who have had the first type of internal locus of control could influence events in both negative and positive ways by factoring in their ego and self-preservation. A person who experiences a positive locus of control could influence the events by chance, as well as self-confidence. Findings on the outcome behavior of students observed (majorly youths) showed that student activities could be checked by their studies, family background and parent's qualification. The authoritative influence of parents on students was a strategy to help in judgment of locus of control (Yusuf, 2018).

A study was done on Locus of Control; was among the best academic determinant of Academic performance in Iranian College learners, (Hosseini, et al 2016). A short-term research carried out on a sample of 300 college learners from Kermanshah University, School of Medical Sciences. The outcome revealed a significant association between locus of control and academic achievement of the students'. 29.8% of the study subjects had internal locus of control. To increase interventions on internal locus of control among learners helped improve academic performance among them. The data was collected from Iranian medical college students in the west of Iran, while our current study subjects are the upper primary students. According to Muhammad et al (2016), conducted a study on the Effect of Locus of Control on Academic Performance of the Students at Tertiary Level. Locus of control was very significant, more proactive and efficient on the education curve. To attain its objective, the theoretical frame was tailored to cover matters concerning the internal and external locus of control under the framework of structural behavior and learning outcome. On the contrary, external locus of control was docile and reactive during that time. Other than that, it established some variations between learners' demographic classification and the educational aspects. Keep in mind that the data used in this research were from a self-report cross-sectional design. Thus, you cannot make conclusions. While the current study employed Correlational research design.

In his research Senler (2016), a study carried out on influence locus of control on Student performance. This particular research collected a sum of 78 studies during the literature review in which a total of 20 were added in the meta-analysis to get a sample size of 18,918 subjects. Conclusion drawn indicated a small significant effect on students' performance. This particular study was identified by moderators through school level, publications, culture, and year of studies and data collection were found to be moderator variables. The research employed meta-analysis while the current study used correlation analysis.

An investigation was completed by Oluwakemi (2015) to determine the connection which existed on Locus of Control and L2 Reading and Writing execution. The end drawn indicated locus of control has a noteworthy positive relationship with L2 perusing and composing execution. It was acquired related to meetings and polls. It drew the significance of an awareness of others' expectations in EFL students to improve their LOC direction bringing about higher accomplishments in L2 perusing and composing. The examination was an easygoing correlation in this way can't be utilized to show any relationship between locus of control, enthusiasm for tutoring, and self-viability.

According to Kaul and Luqman (2018), in their study on Locus of Control on Academic performance of Undergraduate College Students of Guwahati City. A sample size of 240 male and female college understudies from different degree schools of Guwahati was taken. The Indian transformation of Rotter's Locus of control scale showed no critical positive connection between the understudies' outer locus of control and scholastic performance. In this particular study the target population focused on the undergraduate students while our study is in upper primary persons'.

Locus of control has a positive effect on academic performance when pupils develop power in believing in themselves. However, this could yield negative results when there is lack of power or confidence.

Research Methodology

Research Design

This study opted for a correlational research design, this design is normally used to determine association between different variables under, if so, in what way (Schober et al., 2018). Correlation research design was chosen because the study sought to explore and understand the relationship between locus of control as a determinant of teacher-pupil relationship and pupils' academic achievement in public primary schools in Kesses Sub County. Correlational research design allows the researcher to collect data using questionnaire and interview guides.

Research Site

This research was undertaken in Kesses. Kesses is one of the sub counties in Uasin Gishu County. According to records from this sub-County Office (2017), there were 85 public primary schools based in the sub-County. In which there were 718 teachers (593 teaching lower and 125 upper primary) and 24,640 pupils (22,040 lower and 2,600 upper primary). In Kesses Sub County public primary schools are experiencing poor academic achievement of pupils.

Target Population

The study targeted both teachers and pupils in upper primary (Class 6-8) in all public primary schools in Kesses sub-county. Therefore, the total population under study was 2810 respondents, which consisted of 85 head masters, 125 class teachers and 2600 upper class pupils, from public primary schools in the research site.

Study Sample Size

According Chatterjee and Diaconis (2018), the sample size was computed by the shown formula:

$$n = N / [1 + N (e)^2]$$

The symbols represent:

n- Sample

N- The population size

e- Accepted level of error taking alpha as 0.05.

Applying this formula, we get:

$$n = \frac{2810}{1 + 2810 \times (.05)^2}$$

n=351 person

Sampling Procedure

This research utilized stratified random sampling to collect data, in stratified sampling the study subjects is classified into different groups known as strata; Ordinary Teachers, headmasters and pupils, as illustrated in Table 1;

Table 1: Sampling Frame

Respondents category	Population size	$n_i = (N_i \times n)/N$	Sample size
Class teachers (Class 6-8)	125	$(125 \times 351)/2810$	16
Head teachers	85	$(85 \times 351)/2810$	11
Pupils in Upper Primary (Class 6-8)	2600	$(2600 \times 351)/2810$	324
Total	2810	$(2810 \times 351)/2810$	351

(Source: Field data 2019)

Data Collection Instruments

The study utilized questionnaire and interview guides as the data collection instruments. A questionnaire is a research tool in form of questions that are arranged in a predetermined order and designed to get data to answer specific objectives (Paradis et al., 2016). The interview guides were given to teachers in charge of a class (Class 6-8) and all the headmasters.

Pilot Testing of Research Instruments

According to Doody and Doody (2015), a pilot study is performed to assess the feasibility of techniques, methods, questionnaire and interviews and how they function together in a particular situation. In this case, pilot testing was done in a neighboring Kapseret sub-county to test for validity and reliability of research instruments.

Data analyzed from the pilot survey was used to determine the reliability of the instruments' items. On the same note, the reliability was tested using the Cronbach Alpha coefficient technique, and the outcome was Tabled in 2.

Table 2: Reliability Test

Items	Cronbach's Alpha	No. of Items
Locus of control	0.717	6
Academic achievement	0.813	4

(Source: Field data 2019)

From table 2, locus of control with 0.717 and a frequency of 6 items, academic achievement which had a frequency of 4 and Cronbach alpha coefficient of 0.813. The Cronbach alpha coefficient passed the minimum threshold, thus the instruments used were deemed to be reliable.

As defined earlier validity is the extent to which an instrument measures what it purports to measure. Validity is the trying to explain the truth of research findings as explained by (Zohrabi, 2013)

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To establish and determine the level of validity of the, the researcher supervisors and other two qualified staff from the School of Psychology, who were familiar with the constructs helped in guaranteeing that the instruments were valid and clear for use in the study. Their recommendations and remarks were utilized as a basis to alter the examined items and to make them fit the investigation.

Data Analysis

For quantitative examination; both descriptive and inferential statistics were applied. Descriptive statistics included frequencies, means and percentages. Inferentially data were analyzed using Chi-square was utilized to determine the nature of association between locus of control as a determinant of teacher-pupil relationship and pupils' academic achievement. Qualitative data analysis involved the identification, examination, and interpretation of patterns and themes in textual data and determined how these patterns and themes helped to answer the research questions at hand.

Data Analysis and Findings

Relationship between locus of control as a determinant of teacher pupil relationship and pupils' academic achievement

In this section, both descriptive and inferential analysis were used to examine the correlation between locus of control as a determinant of teacher pupil relationship on pupils' academic achievement in public primary schools in Kesses Sub County, Uasin Gishu County, Kenya.

Descriptive analysis of relationship between locus of control and pupils' academic achievement

Under this sub-section, descriptive and analysis was conducted.

Table Frequencies on the relationship between locus of control as a determinant of teacher pupil relationship

Statements		SD	D	U	A	SA	MEAN
Pupils' confidence that they can be successful enhances teacher-pupils relationship	F	38	21	40	102	101	3.69
	%	12.6	7.0	13.2	33.8	33.4	
Taking personal responsibility by the pupils enhances teacher-pupils relationship	F	21	42	27	104	108	3.78
	%	7.0	13.9	8.9	34.4	35.8	
Pupils' greater control of the behaviours enhances teacher-pupils relationship	F	146	100	43	5	8	1.77
	%	48.3	33.1	14.2	1.7	2.6	
Depending on luck enhances teacher-pupils relationship	F	124	140	7	25	6	1.84
	%	41.1	46.4	2.3	8.3	2.0	
Pupils' ride on fate enhances teacher-pupils relationship	F	99	133	61	3	6	1.95
	%	32.8	44.0	20.2	1.0	2.0	
Pupils' good timing enhances teacher-pupils relationship	F	11	3	50	104	134	4.15
	%	3.6	1.0	16.6	34.4	44.4	

Source: Field data 2019)

From Table 3, 102(33.8%) showed pupils' confidence enhances teacher-pupils relationship, 101(33.4%) strongly agreed, 40(13.2%) were undecided, 38(12.6%) strongly disagreed and 21(7.0%) disagreed with the statement. Majority of the respondents agreed to pupils' confidence that they could enhanced teacher-pupils relationship.

This was expressed by a head teacher who had to say:

"Confidence that pupils could be successful enhances teacher-pupils relationship. When pupil's belief in themselves, their teachers will belief on them too. The way the pupils think about themselves will have a big impact on the way they behave and this will enhance their relationship with their teachers."

(Source: Male teacher, 53 years)

Additionally, 108(35.8%) indicated that taking personal responsibility by the pupils enhances teacher-pupils relationship, 104(34.4%) agreed, 42(13.9%) disagreed, 27(8.9%) were undecided and 21(7.0%) strongly disagreed with the statement. Most of the respondents strongly agreed that taking personal responsibility by the pupils enhances teacher-pupils relationship.

On whether pupils' greater control of the behaviours enhanced teacher-pupils relationship, 146(48.3%) strongly disagreed, 100(33.1%) disagreed, 43(14.2%) were undecided, 8(2.6%) strongly agreed and 5(1.7%) agreed to the statement. Majority of the respondents tended to strongly disagreed that pupils' greater control of the behaviours enhanced teacher-pupils relationship.

This was in support by one of the teachers interviewed that:

“Greater control of the pupil’s behaviours may hinder teacher-pupils relationship. This implies a lot of discipline from both teacher and pupil.”

.....
(Source: Male teacher, 29 years)

“When pupils behave well or according to the rules, the teachers won’t get a hard time dealing with the pupils hence the teacher becomes good to learners”

.....
(Source: Male teacher, 43 years)

Similarly, 140(46.4%) of the respondents disagreed with the statement on luck enhanced teacher-pupils relationship, 124(41.1%) strongly disagreed, 25(8.3%) agreed, 7(2.3%) were undecided and 6(2.0%) strongly agreed with the statement. Respondents disagreed that depending on luck enhanced teacher-pupils relationship.

This was supported by a teacher who stated that:

“Depending on luck hinders teacher pupil relationship. Luck creates laziness, thus, making pupils not to work hard through consultation of their teachers, thus, teacher-pupil relationship is hindered.”

.....
(Source: Female teacher, 35 years)

On whether pupils’ ride on fate determined teacher-pupils relationship, 133(44.0%) disagreed, 99(32.8%) strongly disagreed, 61(20.2%) were undecided, 6(2.0%) strongly agreed and 3(1.0%) agreed. Majority of the respondents disagreed that pupils’ ride on fate enhanced teacher-pupils relationship.

One of the Head teacher interviewed commented:

“Pupils’ ride on fate hinders teacher-pupil relationship. Pupils’ ride or fate negatively influences the relationship between the teacher and the pupils, as pupils’ will not feel free to interact with their teachers and work hard. It is something that can happen naturally without a plan.”

.....
(Source: Male teacher, 30 years)

Lastly, 134(44.4%) of pupils’ good timing determined teacher-pupils relationship, 104(34.4%) agreed, 50(16.6%) were undecided, 11(3.6%) strongly disagreed and 3(1.0%) disagreed with the statement. The respondents strongly agreed to pupils’ good timing determined teacher-pupils relationship.

This was supported by one of the teachers who pointed the following:

“Good timing determines teacher-pupils relationship. Good timing can be achieved through discipline for instance planning or punctuality and enhances good relationship between a teacher and a pupil.”

.....
(Source: Female teacher, 40 years)

Chi-square test of relationship between locus of control as a determinant of teacher pupil relationship and pupils’ academic achievement in public primary schools

A chi-square test was conducted to test the following null hypothesis:

H0₃: There is no statistically significant relationship between locus of control as a determinant of teacher pupil relationship and pupils' academic achievement on public primary schools in Kesses Sub County, Uasin Gishu County, Kenya.

Table 4: Chi-Square test between locus of control and academic achievement

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	702.462 ^a	130	.000
Likelihood Ratio	386.579	130	.000
Linear-by-Linear Association	71.380	1	.000
N of Valid Cases	302		

(Source: Field data 2019)

From table 4, we reject the null hypothesis and conclude that there is a statistically significant relationship on locus of control as a determinant of teacher pupil relationship and pupils' academic achievement ($p < 0.000$).

This was commented by a head teacher who expressed the following;

"There is a relationship between locus of control as a determinant of teacher pupil relationship and pupils' academic achievement. That is considering locus of control as a psychological determinant of teacher-pupil relationship enhances academic achievement of pupils."

.....
(Source: Female Head teacher, 42 years)

Discussions, Conclusions and Recommendations

Relationship between locus of control as a determinant of teacher pupil relationship and pupils' academic achievement

The study findings showed that the respondents agreed that pupils' confidence in success enhanced teacher-pupils relationship. Additionally, from the investigation that the respondents consented to taking personal responsibility by the pupils enhanced teacher-pupils relationship. On whether pupils' greater control of the behaviours enhanced teacher-pupils relationship, the examination discoveries indicated that the respondents would in general cannot help disagreeing with the statement. Likewise, it rose up out of the examination that the respondents tended to disagree that depending on luck enhanced teacher-pupils relationship. On whether pupils' ride on fate enhanced teacher-pupils relationship, it emerged from the study that the respondents tended to disagree with the statement.

In conclusion the respondents agreed that pupils' good timing enhanced teacher-pupils relationship. Chi-square test revealed that there was statistically significant relationship between locus of control as a determinant of teacher pupil relationship and pupils' academic achievement in Kesses Sub County, Uasin Gishu County, Kenya.

Conclusions

The study concluded that locus of control had a positive relationship with pupils' academic achievement in public primary schools. Additionally, locus of control showed teacher pupil

relationship had a significant relationship on pupils' academic achievement. That is when pupils have confidence that they can be successful and have good timing, relationship with their teachers improves, however, when pupils take responsibility, greater control of the behaviours, relies on luck and ride on fate, relationship with their teachers is hindered.

Recommendation

It was noted that locus of control significantly influence the academic achievement of learners in public primary schools hence the need of considering training all primary teachers in psychology

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