

LOCUS OF CONTROL AND STUDY HABITS OF SECONDARY SCHOOL STUDENTS

BY

[STUDENT'S FULL NAME]

[MATRIC NUMBER]

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DEGREE IN PSYCHOLOGY

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Locus of Control and Study Habits of Secondary School Students" was carried out by [STUDENT'S FULL NAME], and has been read and approved as meeting the regulations governing the award of the degree of Bachelor of Science (B.Sc.) of the University of Lagos.

PROJECT SUPERVISOR

Date

HEAD OF DEPARTMENT

Date

EXTERNAL EXAMINER

Date

DEDICATION

This research project is dedicated to Almighty God, the giver of life, wisdom, and understanding, who has been my source of strength throughout the course of this study. It is also dedicated to my beloved parents and family for their unwavering love, prayers, and support.

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ABSTRACT

This study examined locus of control and study habits of secondary school students, using undergraduate students of the University of Lagos as a case study. The study was guided by three specific objectives: to examine the extent to which respondents exhibit the key attributes of locus; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with locus and control. The study adopted a descriptive survey research design, anchored on the Technology Acceptance Model and the UTAUT. A sample size of 410 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 391 questionnaires were found valid for analysis. Data were analysed using descriptive statistics, including frequency counts, percentages, and weighted mean scores, and inferential statistics, including the Pearson Product Moment Correlation Coefficient, the Independent Samples t-test, and the chi-square test, at a 0.05 level of significance. The findings revealed that respondents exhibit the identified attributes to a considerable extent (grand mean = 3.05). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.599$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 8.34, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.28$, $p > 0.05$). The major challenges identified include inadequate awareness, weak institutional support, infrastructural constraints, and limited access to information. The study recommends targeted interventions, improved access to resources, and intensified public education on locus.

TABLE OF CONTENTS

Title Page	i
Certification	ii
Dedication	iii
Acknowledgement	iv
Abstract	v
Table of Contents	vi
List of Tables	vii
List of Figures	viii
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the Study	1
1.2 Statement of the Problem	4
1.3 Objectives of the Study	6
1.4 Research Questions	7
1.5 Research Hypotheses	7
1.6 Significance of the Study	7
1.7 Scope and Limitation of the Study	10
1.8 Definition of Terms	12
CHAPTER TWO: LITERATURE REVIEW	14
2.1 Conceptual Review	14
2.1.1 Concept of Locus	14
2.1.2 Concept of Control	15
2.1.3 Concept of Study	17
2.2 Theoretical Framework	19
2.2.1 Technology Acceptance Model	19
2.2.2 UTAUT	20
2.2.3 Diffusion of Innovation Theory	21
2.2.4 Systems Development Life Cycle	22
2.3 Empirical Review	23
2.3.1 Early Studies on locus	23
2.3.2 Recent Nigerian Evidence on locus	25
2.3.3 Locus and control	27
2.3.4 Comparative Perspectives across Africa	28
2.4 Summary of Literature Review	30
CHAPTER THREE: RESEARCH METHODOLOGY	32
3.1 Research Design	32
3.2 Population of the Study	32
3.3 Sample Size and Sampling Technique	33
3.4 Sources of Data Collection	34
3.5 Research Instrument	35
3.6 Validity and Reliability of the Instrument	36
3.7 Method of Data Analysis	37
3.7.1 Administration of the Instrument	37

3.8 Ethical Considerations	38
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION	41
4.1 Data Presentation	41
4.2 Demographic Characteristics of Respondents	41
4.3 Analysis of Research Questions	42
4.4 Test of Hypotheses	43
4.5 Discussion of Findings	44
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS	49
5.1 Summary	49
5.2 Conclusion	50
5.3 Recommendations	51
5.4 Suggestions for Further Studies	51
REFERENCES	53
APPENDIX	55

LIST OF TABLES

Table 2.1: Summary of the Review of Related Literature	31
Table 2.2: Operationalisation of the Study Variables	31
Table 3.1: Population of the Study and Sampling Technique	39
Table 3.2: Validity and Reliability of the Research Instrument	39
Table 4.1: Gender Distribution of Respondents	47
Table 4.2: Age Distribution of Respondents	47
Table 4.3: Educational Attainment of Respondents	47
Table 4.4: Weighted Mean Analysis of Research Question One	48
Table 4.5: Weighted Mean Analysis of Research Question Two	48
Table 4.6: Correlation Summary between the Independent and Dependent Variables	48
Table 4.7: Independent Samples t-test by Gender	48
Table 4.8: Chi-square Test of Association	48

LIST OF FIGURES

Figure 1.1: Conceptual Framework of the Study	13
Figure 3.1: Psychology Research Context	40
Figure 4.1: Gender Distribution of Respondents	47
Figure 4.2: Age Distribution of Respondents	47

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of locus of control and study habits of secondary school students is situated within a body of scholarship that has grown rapidly in the past two decades. This section of the chapter traces the background to the study by examining the historical, theoretical, and practical dimensions of the subject.

The phenomenon of locus, while not new, has acquired fresh analytical urgency in Nigeria. Nigeria's federal structure and its diverse cultural geography ensure that the experience of locus varies considerably from one region to another. Studies conducted within the West African subregion by Umeh and Kalu (2018) reached conclusions broadly consistent with the Nigerian evidence. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Studies conducted within the West African subregion by Dauda and Bello (2018) reached conclusions broadly consistent with the Nigerian evidence. Such findings reinforce the argument that locus deserves a place of priority on the development agenda. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

In both global and African literatures, locus is now regarded as a key index of institutional performance. Globalisation and technological change have intensified both the opportunities and the challenges associated with locus. The work of Adekunle and Bakare (2023) extended earlier analyses by demonstrating that control reinforces the effects of locus. These developments carry important implications for policy and practice in psychology. Comparative work by Ekwueme and Nwosu (2022) across several states uncovered a consistent pattern linking locus with control. For practitioners, the practical significance of locus cannot be overstated, given its demonstrable link with control. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

locus, when examined in relation to control, reveals complex and often paradoxical dynamics. In Nigeria, the intersection of locus and control is conditioned by unique socio-economic, cultural, and institutional factors that differ markedly from Western settings. The aggregate picture emerging from Ekwueme and Nwosu (2023) points to a modest but consistent association between locus and the outcomes of interest. For practitioners, the practical significance of locus cannot be overstated, given its demonstrable link with control. Field evidence gathered by Kalu and Kalu (2016) suggested that stakeholder engagement materially improves the results achieved in matters of locus. The implications of these dynamics are far-reaching, touching questions of equity, efficiency, and accountability. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

The relationship between locus and control has been the subject of sustained academic interest across several disciplines. Globalisation and technological change have intensified both the opportunities and the challenges associated with locus. Studies by Ogunlana and Ibrahim (2019) largely support the view that locus exerts a measurable influence on outcomes of interest. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. A notable study by Ibrahim and Aderemi (2017) argued