



LOCUS CONTROL AS CORRELATE OF TEACHERS' INSTRUCTIONAL LEADERSHIP IN PUBLIC SECONDARY SCHOOLS IN SOUTH EAST, NIGERIA

Ogwo-Agu, Jacinta Nkemejina,

Prof. Nnennaya Ibiam

&

Prof. Modebelu Melody Ndidi

Department of Educational Management,
Michael Okpara University of Agriculture, Umudike Nigeria.

Abstract

The study examined the relationship between locus control and teachers' instructional leadership in public secondary school in South East, Nigeria. The study adopted a correlational survey design. Two research questions and two null hypotheses formulated and tested at 0.05 level of significance guided the study. The population of the study comprised 16023 male and female teachers in the 1140 public secondary schools in 21 education Zones in five states in the South Eastern States of Nigeria. The sample for this study comprised 381 teachers from all the five states in South East Nigeria. The sample is determined using Taro Yamen's 1973 formula, which is suitable for estimating population proportions with a specified degree of accuracy. The instrument for data collection were three sets of the researcher's self-developed questionnaire titled; "Locus Control Questionnaire (LCQ) and Teachers' Instructional Leadership (TILQ)". The instruments for data collection were validated by three experts, two from the Department of Educational Management and one from Science Education, majored in Test and Evaluation all from Michael Okpara University of Agriculture, Umudike. Cronbach alpha statistic was used to determine the internal consistency of LCQ and TILQ which yielded an index of .72, and .81 for LCQ, and TILQ respectively. Five briefed research assistants helped in the administration and collection of the instruments. Data collected were analysed using Pearson Product Moment Correlation to answer the research questions while linear Regression statistics was used to test all the null hypotheses. Based on the result of the analysis, the study finds that; internal locus of control significantly to a positive very high extent correlate with teachers' instructional leadership in public secondary schools in South East; that external locus of control significantly to a positive moderate extent correlate with teachers' instructional leadership in public secondary schools in South East. Based on the findings of the study, the researchers recommended that secondary school principals should endeavor to organize regular workshops to teachers on how to effectively explore internal locus of control while carrying out their instructional delivery; that more experienced teachers should mentor the younger ones on how best to rely and trust on their own potentials and abilities rather than relying on external factors before immediate and vital actions are taken in instructional delivery.

Key words: locus control, internal control, external control, and teachers' instructional leadership

Introduction

Nigeria is a diverse and rapidly developing country with a large population and a young workforce. Education is a key priority for the government and is seen as a means to promote social and economic development. However, the Nigerian education system faces many challenges, including underfunding, teacher shortages, and lack of access to quality education in rural areas (Salovey, 2019). In another development, Oni (2019) reported that South East region of Nigeria in particular, has faced unique challenges, such as history of political instability and economic underdevelopment. The

complex challenges faced by the Nigeria education system particularly South East region highlight the importance of understanding the factors that affect teachers' instructional leadership in senior secondary schools. The concept locus of control (LOC) directly and indirectly may relate to teachers' instructional leadership.

Locus of control (LOC) refers to an individual's belief about the causes of events and outcomes in their lives. Locus of control is a psychological construct that refers to an individual's perception of control over their life events and outcomes. It is the degree to which an individual believes that his/her life is controlled by internal or external factors (Dweck, 2017). It could be the belief a person has about the causes of events (Rotter, 2020). The components of Locus of control could be either internal or external. Some researchers have linked fatalism, powerlessness and dependency as part of the components of locus of control (Aldwin, 2019, Rosenthal & Jacobson, 2018). Individuals with an internal locus of control believe that they have control over their own outcomes, while those with an external locus of control believe that external factors determine their outcomes (Di, et al 2021).

Teachers with an internal LOC are more likely to take ownership of their teaching and make proactive efforts to improve their instructional leadership skills. Teachers with an internal LOC believe that their actions and decisions directly influence their outcomes, which mostly lead to greater self-efficacy, problem-solving skills, and adaptability to changing situations. Conversely, those teachers with an external LOC believe that external factors beyond their control determine outcomes, which mostly lead to decreased motivation and performance. Teachers with an internal locus of control may be more likely to have a strong sense of self-efficacy, which can be a key component of effective instructional leadership.

Study conducted by O'Donoghue and Gallagher (2019) found that teachers with higher internal locus of control reported greater self-efficacy and confidence in their ability to lead instructional practices. Jackson and Goldberg (2020) argued that teachers with an internal locus of control were more likely to pursue professional development opportunities and engage in reflective practice, both of which are key components of instructional leadership. The deduction from the above view is that teachers with an internal locus of control may be more likely to take ownership of their instructional practices and be proactive in seeking out professional development opportunities to improve their skills. There are arguments both for and against the idea that an external locus of control can have positive impacts on instructional leadership in certain contexts.

External locus of control is the belief that events and outcomes in one's life are primarily determined by external factors, such as chance, luck, or the actions of others (Di, 2021). This is in contrast to an internal locus of control, which is the belief that one's own thoughts, actions, and choices determine the events and outcomes in one's life. Teachers with an external locus of control may be more likely to attribute their successes or failures to factors outside of their control, such as student motivation or school resources, rather than taking ownership of their instructional practices and outcomes.

In certain cultural contexts, a more external locus of control may be beneficial for teachers, as it can foster greater collectivism and a greater sense of shared responsibility. For example, in cultures that emphasise group harmony and interdependence, teachers with an external locus of control may be more likely to work collaboratively with colleagues and administrators to address instructional issues and challenges, rather than trying to address these issues on their own. In view of this, Yin and Zhou (2020) noted that in collectivist cultures, teachers with an external locus of control may be more likely to engage in "social comparison," which can lead to greater learning and professional growth. In another disposition, Zhang (2021) found that teachers with an external locus of control reported higher levels of job satisfaction and motivation, which may suggest that an external locus of control can have positive impacts in certain contexts.

Statement of the problem

The effectiveness of teachers instructional leadership is dependent on the critical roles of teachers locus control in the school. Teachers' ability to guide, to influence both the internal and

external learning environment can significantly influence students learning outcome. However, factors such as teachers' locus of control, years of teaching experience, teachers' training and gender may influence instructional leadership. This then suggests that these indicators having been in place could improve teachers' instructional leadership since the teacher is the key implementer of the curriculum and controls what goes on in the classroom in secondary schools in South East, Nigeria.

On the other hand, the obtainable situation to a high extent seems to indicate lack of level of locus of control of teachers both internal and external, years of teaching experience of teachers, teachers training and gender balance in public secondary school in south east, Nigeria. The above situation seems to give rise to poor teachers' instructional leadership in secondary schools in South East, Nigeria.

Since teachers role in shaping the educational outcomes of students are very important, it therefore become necessary to investigate the extent to which these internal and external factors relates with teachers' instructional leadership in public secondary schools in the South East Zone. Therefore, the problem of this study put in a question form is: To what extent do locus of control correlate with teachers' instructional leadership in public secondary schools in South East, Nigeria?

Purpose of the study

The study determined the extent locus control correlate with teachers' instructional leadership in public senior secondary schools in South East, Nigeria. Specifically, the study sought to:

3. Find out the extent of relationship between internal locus of control and teachers' instructional leadership in public secondary schools
4. determine the extent of relationship between external locus of control and teachers' instructional leadership in public secondary schools

Research Questions

The following research questions was guided the study

3. What is the extent of the relationship between internal locus of control and teacher instructional leadership in public secondary schools?
4. What is the extent of the relationship between external locus of control and teacher instructional leadership in public secondary schools?

Hypotheses

The following Null hypotheses (Ho) was tested at 0.05 level of significance:

H0₁: Teacher self-awareness does not significantly correlate with teachers' instructional leadership in public secondary schools.

H0₂: Teacher conflict resolution management skills do not significantly correlate with teacher instructional leadership in public secondary schools.

Theoretical review

This study is built on social cognitive theory by Albert Bandura (1977)

The Social Cognitive Theory propounded by Albert Bandura stated that the world and the person's behaviour cause each other and one's environment causes one's behaviour. This theory proposes that individuals learn by observing and modeling the behaviour of others. Bandura's theory says that it is both behaviourist, which means behaviour, and cognitive, which means behaviour in terms of individuals' cognitive processes of attention, memory, and motivation. Personality has an interaction between three components: the environment, the behaviour and one's psychological processes. Personality has a big impact when it comes to environmental and behavioural or psychological response patterns of an individual from a specific stimulus to others. It also stated how an individual obtains and sustains certain behavioural patterns.

This theory could be relevant to this research on teachers' instructional leadership because it may help to explain how teachers' emotional intelligence and locus of control influence their ability to model effective instructional strategies and behaviours for their students.



Methodology

The study adopted a correlational survey design. Nabaz in Ogedi (2021) noted that correlational research determines to what degree a relationship exists between two or more variables. The population of the study comprised 16023 male and female teachers in the 1140 public secondary schools in 21 education Zones in five states in the South Eastern States of Nigeria. The sample for this study comprised 381 teachers from all the five states in South East Nigeria. The sample is determined using Taro Yamen's 1973 formula, which is suitable for estimating population proportions with a specified degree of accuracy. The instrument for data collection were three sets of the researcher's self-developed questionnaire titled; "Locus of Control Questionnaire (LCQ) and Teachers' Instructional Leadership (TILQ)". The instruments for data collection were validated by three experts, two from the Department of Educational Management and one from Science Education, majored in Test and Evaluation all from Michael Okpara University of Agriculture, Umudike. Cronbach alpha statistic was used to determine the internal consistency of LCQ and TILQ which yielded an index of .72, and .81 for LCQ, and TILQ respectively. Five briefed research assistants helped in the administration and collection of the instruments. Data collected were analysed using Pearson Product Moment Correlation to answer the research questions while linear Regression statistics was used to test all the null hypotheses.

Result

Research Question One

What is the extent of the relationship between internal locus of control and teachers' instructional leadership in public secondary schools?

Table 1: Pearson Product Moment Correlation on the relationship between internal locus of control and teachers' instructional leadership in public secondary schools

Variables		ILC	TIL
ILC	Pearson correlation	1	.858
	Sig. (2 tailed)		.031
	N	362	362
	R ²	(0.736) 73.6%	
TIL	Pearson Correlation	.858	1
	Sig. (2 tailed)	.031	
	N	362	362

ILC= Internal Locus of Control = TIL= Teachers' Instructional Leadership

The results on table 1 showed a correlation coefficient (r) of .858 which is positive and within the coefficient limit of $\pm .80$ and above indicating strong, positive and a very high extent correlation. This however implies that internal locus of control positively and to a very high extent correlate with teachers' instructional leadership in public secondary schools in South East. The results also showed that the coefficient of determination (R^2) of 0.736 indicates that approximately 74% of the variance observed in teachers' instructional leadership in public secondary schools in South East was accounted for by the internal locus of control.

Hypothesis One

Internal locus of control does not significantly correlate with teachers' instructional leadership in public secondary schools.

Table 2: Simple linear regression Analysis of Internal locus of control and teachers' instructional leadership in public secondary schools

Variables	Term	Sum of Squares	Df	Mean square	F	Sig.	Decision
ILC	Regression	8996.244	1	8996.244	106.586	.031	S
TIL	Residual	30385.546	360	84.404			
	Total	39381.79	361				

instructional leadership in public secondary schools

S = Significant at $P \leq 0.05$

The results on table 2 show a p-value of .031 which is less than the alpha value of 0.05. This means that the null hypothesis which stated teachers' internal locus of control does not significantly correlate with teachers' instructional leadership in public secondary schools in South- East Nigeria is rejected. Therefore, teachers' Internal locus of control significantly correlate with teachers' instructional leadership in public secondary schools.

Research Question Two

What is the extent of the relationship between external locus of control and teacher instructional leadership in public secondary schools?

Table 3: Pearson Product Moment Correlation on the relationship between external locus of control and teachers' instructional leadership in public secondary schools

Variables		ELC	TIL
ELC	Pearson correlation	1	.505
	Sig. (2 tailed)		.027
	N	362	362
	R ²	(0.255) 25.5%	
TIL	Pearson Correlation	.505	1
	Sig. (2 tailed)	.027	
	N	362	362

ELC= External Locus of Control, TIL= Teachers' Instructional Leadership

The results on table 3 revealed a correlation coefficient (r) of .505 which is positive and within the coefficient limit of $\pm .40-.60$ and indicating strong, positive and a moderate extent correlation. This however implies that external locus of control positively and to a moderate extent correlate with teachers' instructional leadership in public secondary schools in South East. The results also showed that the coefficient of determination (R²) of 0.255 indicates that 25.5% of the variance observed in teachers' instructional leadership in public secondary schools in South East was accounted for by the external locus of control.

Hypothesis Two

External locus of control does not significantly correlate with teachers' instructional leadership in public secondary schools.

Table 4: Simple linear regression Analysis of external locus of control and teachers' instructional leadership in public secondary schools

Variables	Term	Sum of Squares	Df	Mean square	F	Sig.	Decision
ELC	Regression	10719.252	1	10719.252	130.066	.027	S
TIL	Residual	29668.923	360	82.414			
	Total	40388.175	361				

S = Significant at $P \leq 0.05$

The results on table 4 show a p-value of .027 which is less than the alpha value of 0.05. This means that the null hypothesis which stated that teachers' external locus of control does not significantly correlate with teachers' instructional leadership in public secondary schools in South- East Nigeria is rejected. Therefore, teachers' external locus of control significantly correlate with teachers' instructional leadership in public secondary schools.

Major findings

3. Internal locus of control significantly to a positive very high extent correlate with teachers' instructional leadership in public secondary schools in South East.
4. External locus of control significantly to a positive moderate extent correlate with teachers' instructional leadership in public secondary schools in South East.

Discussion of the findings

The discussion of the study was done according to the research questions and the hypotheses that guided the study.

Internal locus of control and instructional leadership in public secondary schools

The results from the study showed that internal locus of control positively and to a very high extent correlate with teachers' instructional leadership in public secondary schools in South East. In other words, an increased internal locus of control will ring about an increased teachers' leadership in schools to a very high extent and vice versa. The results specifically indicated that teachers' locus of control which involves one having sense of control over ones' own life and destiny during teaching and learning as well as one believing that his efforts and actions can have a significant impact on teaching and learning among others: positively relate to teachers' instructional leadership to a very high extent. The results equally indicated that teachers' internal locus of control significantly correlate with teachers' instructional leadership in public secondary schools. This implies that teachers' internal locus of control is very essential to teachers' instructional leadership in public secondary schools. The results corroborated the earlier but similar studies (Zhang, Chen & Song, 2020; Alhasan & Al-Khatib) which found among others that teachers' locus of control have significant relationship on teachers' burnout as well as job satisfaction. The results also supported Iram and Qureshi (2020) who found from a similar study that primary school teachers in Paskistan with internal locus of control had more positive instructional leadership. The results could because according to Guajardo-Sanchez (2019), teachers with internal locus of control were more likely to take ownership of their instructional practices and engage in innovative teaching strategies which are very important aspect of instructional leadership.

External locus of control and teachers' instructional leadership in public secondary schools

The results from the study revealed that external locus of control positively and to a moderate extent correlate with teachers' instructional leadership in public secondary schools in South East. This however means that the instructional leadership of teachers are determined to a moderate extent by the external locus of control such as external factors or events outside their personal life. The results specifically showed that external locus of control such as attributing their successes and failures to



factors like luck or the behavior of others, believing that the successes of their students is largely determined by external factors such as their home environment and innate abilities among other relate to a moderate extent to teachers' instructional leadership. It was also found from the study that teachers' external locus of control significantly correlate with teachers' instructional leadership in public secondary schools. The results aligned with Zhang et. al (2020) who found from a similar study that teachers with an external locus of control reported high level s of job satisfaction and motivation which may likely suggest that an external locus of control have positive impacts on the actions of teachers in their job performance. The results also agreed with Zhou (2020) who noted that teachers with external locus of control are likely to engage in social comparison which can lead to greater learning and professional growth. The results are not surprising since it is natural that teachers tend to improve on their duties when they realize that external factors or stakeholders such as the principal, colleagues, parents, and even students always measure their performances through the students' external examination results.

Recommendations

From the findings and conclusions drawn from the study, the following recommendations were made:

3. Secondary school principals should endeavor to organize regular workshops to teachers on how to effectively explore internal locus of control while carrying out their instructional delivery.
4. More experienced teachers should mentor the younger ones on how best to rely and trust on their own potentials and abilities rather than relying on external factors before immediate and vital actions are taken in instructional delivery.

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