



***THE SELF - ESTEEM, LOCUS OF CONTROL AND
ACADEMIC PERFORMANCE OF STUDENTS OF
KELAMENO SPECIAL HIGH SCHOOL***

A Thesis submitted to School of Graduate Studies

Addis Ababa University

By

SHIMELES MEBRATU

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A Thesis submitted to School of Graduate Studies
in Partial Fulfillment of the Requirements for the
Degree of Master of Arts in Special Needs
Education

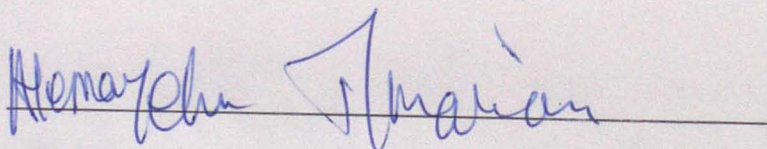
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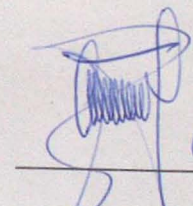
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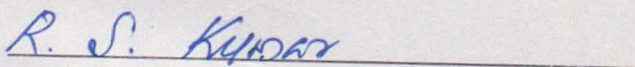
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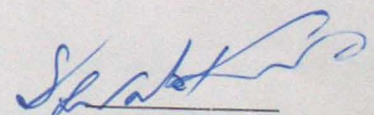


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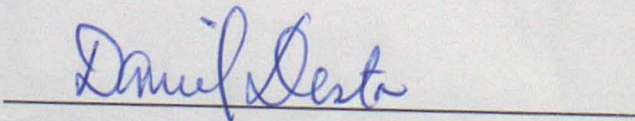
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List of Abbreviations

CGPA = Cumulative Grade Point Average

CNSIES = Children's Nowicki - Strickland Internal - External Scale

KSHS = Kelameno Special High School

LOC = Locus of control

MIT = Mekelle Institute of Technology

RSES = Rosenberg Self - Esteem Scale

TDA = Tigray Development Association

TNRS = Tigray National Regional State

Abstract

The aim of the present study was to investigate the nature and intra - relationship among the variables of self-esteem, locus of control and academic performance of students of Kelameno Special High School.

Data was collected through questionnaire and psychological inventories of Rosenberg Self - Esteem Scale (RSES) and Children's Nowicki Strickland Internal - External Scale of Locus of Control (CNSIES) from 176 (88male 88 female) participants out of a total population of 352 students.

The participants were selected firstly by applying quota method to bring about equivalent representation of each gender type and secondly by using proportional stratified random sampling technique to provide equivalent chance for each grade level depending on their ratio in the total student population. A table of random number was utilized in the process of selecting the participants of the study. The questionnaire and psychological inventories package was administered to the participants in group and in face - to - face session.

The collected data was analyzed by using SPSS version 15.0. Descriptive statistics, correlation, and t -test were the specific techniques employed.

As a major outcome of the study, the following findings were obtained:

The nature of self - esteem of students of Kelameno Special High School was found to be substantial at a mean score of 21.72 out of a ceiling score of 30 and a standard deviation of 3.21. The locus of control of the students of

Kelameno Special High School was found to be moderately internally oriented at a mean score of 12.02 and standard deviation of 5.72. The academic performance of the students of Kelameno Special High School was found to be higher at a mean score of 89.11 and standard deviation of 4.34. The gender disparity in the score of self - esteem and locus of control of students of Kelameno Special High School was found to be statistically not significant; whereas it was statistically significant in academic performance. There was a significant but negative relationship between self - esteem and locus of control being scored from external orientation of students of Kelameno Special High School. There was a high, positive and significant relationship between self - esteem and academic performance scores of students of Kelameno Special High School.

Consequently, based on the findings of the study recommendations were forwarded.

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the Study

1.1.1 Historical Foundation of the Study Site

Kelameno Special High School (KSHS) is a non - governmental boarding school found in the Tigray National Regional State (TNRS). It is situated in a rural village in the suburb of south of the town of Mekelle.

The school was established in 1998 G.C. by the effort of Tigray Development Association (TDA), as a tributary school for Mekelle Institute of Technology (MIT). According to the information of the officials of the school, TDA established the school so as to foster development of the region with the help of technologically equipped human power. In the implementation process, the first sixty (forty nine male and eleven female) students were recruited to grade nine from each provinces of the TNRS. Students with the highest rank in grade eighth national examination were recruited and accommodated.

An approximate number of sixty students were admitted to KSHS each year for the first seven consecutive years and ninety for the next two years. However; in the academic year of 2006/07, the school didn't receive newcomers because of financial shortcoming in TDA. In the academic years of 2007/08, KSHS increased its magnitude of accommodation and received 180 (96 male and 84 female) students of grade nine and 125 (71male and 54 female) students of grade nine in 2008/09. The gender distribution of the incoming students was not equitable for the first nine

years but there exists equivalency in the number of male and female students since the last two years. The effort of affirmative action has been done by allowing quota for female students to each province in addition to the general quota and permitting newcomers to join by the payment of 6,000 Ethiopian Birr annually after being tested against the entrance criteria of:

- Scoring more than 90% in the Grade eighth National Regional Examination
- Age limits of 14 and 15 years for applicants to join grade nine.
- Pass mark in the entrance examination of the school, which mainly tests the ability and tendency for natural science subjects.

The detailed description on the study site was presented in the methodology section under the subtitle research setting.

1.1.2 Theoretical Background of the Research Study

In order to produce educated, skilled, or trained human power that can manage and utilize the current and future technological advances, public administration, health sector or other areas of professions, there is a need to establish schools by taking into account the various demands of societies and of abilities of learners. Kelameno Special High School has been attempting to accommodate students with excellent academic performance from different provinces of TNRS with the above objective in mind. Majority of the students, as it is expected, are adolescents as it is a secondary and preparatory school for tertiary level of education.

Providing the necessary attention and care for students with better academic performance and creative tendency in most cases could be viewed by many educators as involving special privileges to the already advantaged ones (Edwin, et al (2005).

Maintaining the needs of high ability students is one of the areas of special needs education. Children with various talents need the attention of the school, the community and/or the government as a whole to be successful in their academic and life endeavors.

However; there is a need to pay attention to those learners with supernormal performance capacity whether in academic or other areas like art, technology, music, literature, and the like.

With respect to the personality characteristics of individuals with some form of above normal ability, which is one of the aspects of the discipline, special needs education, the following characteristics could be mentioned: sensitivity to problems, curiosity, sense of humor, fantasy thinking, risk taking, unsociable, absorption in work, internal locus of control, self-confident, independence of thought, self-awareness of creativeness and others (Edwin, Emily and Johri, 2005).

Edwin, et al (2005) had suggested that high achievement is a kind of mental self-management. The mental management of one's life in a constructive, purposeful way has three basic elements: adapting to environments, selecting new environments, and shaping environments. According to Sternberg, & Davidson, (2005) the key psychological basis of intellectual development resides in insight skills that include three main processes. (1) Separating relevant from irrelevant information, (2) combining isolated pieces of information into a unified whole, and (3) relating newly acquired information to information acquired in the past.

As a key focus of this study, there is a concern with the importance of examining the self-esteem and locus of control, and academic achievement among youth since positive self-esteem is a key factor in developing good mental health, social relations and a productive lifestyle (Emil, (2003). If

having high self-esteem has a positive contribution on perceiving daily life events as less stressful, it becomes important concern for parents and counselors who deal or work with adolescents.

A favorable self-esteem is obviously essential for personal happiness and effective functioning, through one's life. As Emil (2003) explained, people who seek psychological and psychiatric help frequently acknowledge that they suffer from feeling of inadequacy and unworthiness. They see themselves as helpless and inferior, incapable of improving their situations and lacking their inner resources to reduce anxiety aroused by everyday events. It can be understood that feeling worthy and respecting oneself could have a supporting effect on coping strategy with daily life events.

Indeed, daily life events that are both within and outside of the adolescent's life contribute to the development of the adolescent's sense of self. An individual's life - goals will depend on age and personality. For instance, for preschool children, recognition from parents will be dominant while for adolescents, peers affirmation will be weighted heavily. As it is known, adolescence is a period of development and it is a transition period through the adulthood in one's life (Freidrichsen, 1997). During this transitional period, a new kind of life course may challenge self-image, especially individuals' self-evaluations, as one attempts to new tasks; when one is successful or not, as one changes his/her self-values and the areas which are important for self-esteem.

The importance of self-esteem can be considered from several perspectives. First of all, it is important to normal psychological development. One should believe in selves in terms of capacity to achieve what they need and want to do. As a result, one could adequately cope with challenges of growing and daily life. Lacking a belief in selves, one may be productive in an external sense, but he/she will probably be less effective and creative than they

would be if they possessed high self-esteem. According to Emil (2003), although there are some individual fluctuations caused by daily encounters, there is an average expression of self-esteem that one develops over time. If a person has succeeded consistently over a period or has experienced repeated failures, the general level of self-trust or distrust may shift from one valence to the other.

Moreover, for the development of self - esteem, significant others in one's life have a determining influence on self-esteem. Socialization process as a means of learning things of this world, could be described as learning values about all other aspects of the world that give information about how others see themselves. Observation of actions and attitudes of significant others can help individual to imitate and internalize their behaviors.

One of the primary theorists or researchers in self-esteem is the sociologist Rosenberg, who emphasized especially on the dynamics of the development of positive self-image during adolescence. He searched for examining the development of self-evaluative behavior within the social environment of the family and the relation of self-esteem to subsequent social behaviors (Rosenberg, 1989).

The other variable which was given a focus was the study of locus of control of students of Kelameno Special Boarding School. Locus of control refers to a person's belief about what causes the good or bad results in his or her life, either in general or in a specific area like in academic environments. In this regard, the study was concerning externality or internality from the specific angle of school life. Internality and externality represent two ends of a continuum, not an either/or typology. *Internals* tend to attribute outcomes of events to their own control. *Externals* attribute outcomes of events to external circumstances (Christi and Jennifer (2003).

According to Christi and Jennifer (2003), there are differences between internals and externals in terms of their academic achievement, suggesting that internal locus is linked with higher levels of achievement. Due to their locating control outside themselves, externals tend to feel they have less control over their fate. In relation to gender difference in locus of control, men may have a greater internal locus for questions related to academic achievement.

With the above stated background in mind, the present study focused on students of Kelameno Special Boarding School.

1.2 Statement of the Problem

Special needs education accommodates not only children with various impairments and disabilities but also those who are above average in their academic and other areas of performances. This is because of the fact that these children need particular attention and treatment. The type of treatment could be providing *Individualized Educational Plan (IEP)* so as to balance their curious nature and/or tolerating their behavioral deviations that distinguish them from the majority of the student population or any other remedy. Unless such special considerations are practiced, there will be dissatisfaction by the existing situation on the side of the students there by wasting their opportunity of exploiting their talent.

The absence of intelligence test which is adapted to Ethiopian overall context inhibits institutions from identifying abilities of students on a standard basis. Though the present study is not striving to develop an Ethiopianized IQ test, it is targeted to explore the self - esteem, locus of control and academic performance of students at Kelameno Special High School.

The presence of high academic ability by itself is not free of problems; rather it will also have its own challenges. This can be experienced in school life as well as in life situations outside of the school system. Some of the challenges could be related to the psychological, social or academic aspect of the students. Kelameno Special High School accommodates students of relatively best performance in their academic and other aspects school life endeavors.

Having this in mind, the present research attempts to answer the following questions.

- What is the nature of self - esteem of students of Kelameno Special High School?
- How does the locus of control of the students look like?
- How does the academic performance of the students look like?
- Is there a considerable gender disparity in the self - esteem, locus of control and academic performance of students of Kelameno Special High School?
- Is there a significant relationship between self - esteem and locus of control of students of Kelameno Special High School?
- Is there a significant relationship between self - esteem and academic performance of students of Kelameno Special High School?
- Is there a significant relationship between locus of control and academic performance of students of Kelameno Special High School?

1.3 Objective of the Study

The major objective of the study is to evaluate the Self - esteem, locus of control and academic performance of students at Kelameno Special High School.

The following points also show the specific objectives of the study.

- To look into the presence of gender difference in self - esteem, locus of control and academic performance of students of Kelameno Special High School.
- To see the relationship of self - esteem and locus of control of students of Kelameno Special High School.
- To examine the relationship of academic performance and locus of control of students of Kelameno Special High School.
- To check the relationship of self - esteem and academic performance of students of Kelameno Special High School.
- To learn about the unique features of Kelameno Special High School.
- To identify the strategies, if any, those are applied in the school to fulfill the needs of students of Kelameno Special High School.

1.4 Significance of the Study

It is understood that a research is conducted to solve problems or develop a theory that can contribute something to the world of knowledge. The present study will have the following uses.

- To give insight for curricularists, school directors, teachers and other educational bodies about the self - esteem, locus of control and academic performance situation of students so that they may intervene to solve problem areas, if any.
- To open debate and discussion with intellectuals in order to share experiences on the education of the high achieving students.
- To serve as a benchmark for researchers who are interested to develop new ways of addressing the ability and interests of high achieving students.
- To share the experience of Kelameno Special High School to other educational and developmental institutions who are interested to work on ability grouping.

- To suggest some ways of preventing potential problems of students of Kelameno Special High School.

1.5 Scope of the Study

This study was conducted at Kelameno Special High School. One hundred seventy six students from among the three hundred fifty two total student population of the school, were participants of the study. The collection of data as well as the conclusion and recommendations of the research study were delimited to the school.

1.6 Limitations of the Study

The presence of limited number and age range of students of Kelameno Special High School was not so large in order to earn more diversifications reflected in the results of the study. Moreover, the study could have more depth and sharp contrast among the studied variables had it been conducted by taking the mode of comparative study with other schools which have ability grouping and boarding nature.

1.7 Operational Definition of Variables

Self - Esteem:

In the present study, the variable self - esteem measures the feeling of how participants of the study view and value themselves. It was measured using The Rosenberg self - esteem scale (the 1965 version). The scale was a self-report measure of global self-esteem. It consists of 10 statements related to overall feelings of self-acceptance. It ranges from 0-30; with 30 indicating the highest score possible. Scores between 15 and 25 are within normal or medium range; scores below 15 suggest low self-esteem with higher scores indicating higher self-esteem. Hence, the present study follows the definition provided for the global self - esteem.

Locus of control:

In the present study, the variable locus of control measures the perception of the occurrence of events in a given situation. It has two aspects internal and external locus of control orientation (I-E). The internal aspect refers to

those individuals who perceive that they can control their success or failure. On the other hand, the external aspect refers to those individuals who believe that success or failure is beyond their control, it is rather controlled by chance, luck, or powerful others.

Children's Nowicki Strickland Internal - External Scale of locus of control was utilized to measure the locus of control of the students of Kelameno Special High School; it has 40 items, which were developed and used using in a Yes or No, dichotomous format. In the process of scoring, the respondents of the scale would earn one point for each with a maximum score of forty and minimum score of zero. More score on the scale means more external orientation and less internal orientation, and vice versa for the low score on the scale.

According to the manual of the original scale, the scoring was from the external orientation. (See section 3.4.3 of the tool description for more detail). Individuals who scored below 20 were termed as internals and individuals who scored above 20 were termed as externals.

Academic performance

This variable is related to school performance in the formal educational environment. In the present study, the term refers to a result of the first semester average score of the 2008/09 academic year. It holds the quotient of the sum of all academic subjects that were provided in each grade level of Kelameno Special High School.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 The Concept of Self - Esteem

In ordinary terms, self-esteem is one of the characteristics to be explained by the everyday conversation between and among people. It is the global evaluative dimension of the self. It has divisions like global self esteem and specific academic self esteem. According to Rosenberg, Rosenberg, Schooler and Schoenbach (1995), self - esteem like an attitude could be toward the whole or toward a particular part of a given object. The difference is that the holder of the attitude and the object itself are the same in the case of self - esteem. Like other attitudes, individuals' view of themselves can contain both positive and negative components. It reflects how the individual views and values the self at the most fundamental levels of psychological experiencing. Self - esteem is an important variable that is one of the major forces influencing the behavior of all humans. It is a fundamental need that influences one's accomplishment, interaction with other, achievement patterns, and mental health (Morgan, King, Weisz, & Schopler, 1986).

Campbell (1984) defined self esteem as awareness of possession of desirable qualities or objects by oneself. According to him self-esteem reflects a person's overall evaluation or appraisal of her or his own worth. It encompasses beliefs (for example, "I am competent/incompetent and emotions (for example, triumph/despair, pride/shame). Behavior may reflect self-esteem (for example, assertiveness/timorousness, confidence /caution). Self-esteem is usually as an enduring personality characteristic though normal, short-term variations occur.

Self-esteem can apply specifically to a particular dimension (for example, "I believe I am a good writer, and feel proud of that in particular") or have

global extent (for example, "I believe I am a good person, and feel proud of myself in general").

Synonyms or near-synonyms of self-esteem include: self-worth, self-regard, self-respect self-love which can express overtones of self-promotion self-integrity. Self-esteem is distinct from self-confidence and self-efficacy, which involve beliefs about ability and future performance.

Branden (1969), labeled external validation as "pseudo self-esteem", arguing that "true self-esteem" comes from internal sources, such as self-responsibility, self-sufficiency and the knowledge of one's own competence and capability to deal with obstacles and adversity, regardless of what other people think.

All the definitions given above reveal that self-esteem is how people feel about themselves, their judgment, of self worth. Each person may have high self-esteem in some aspect of his or her life and low self-esteem in other aspects.

2.1.1 The Relationship of Self – Esteem and Self - Concept .

Emil, (2003) explained that self-esteem and self-concept clearly represents two different dimensions. According to him, self-concept can be defined as the perception(s) one has about oneself in terms of personal attributes and the various roles which are played or fulfilled by the individual. Since self-concept represents only a description of the perceived self and does not include a value judgment, self-concept should not be displayed as positive and negative.

In addition, self-concept connotes a relatively broad definition of the construct that includes cognitive, affective and behavioral aspects, whereas self esteem is considered to be a more limited evaluative component of the broader, self-concept term.

According to Rosenberg et al (1995), the key element differentiating self-concept and self-esteem was the extent to which one considered the attribute under study to be important. "For example, a student may describe him/herself as not being very good at sports and thereby show evidence of low physical self-concept, however, if the student considers sports to be little importance, his/her self-esteem will be totally unaffected." Therefore, one could consider self-esteem to be closely associated with one's sense of self - worth.

To sum up, self - esteem is an evaluative aspect of self - concept that show how people feel about their personal worth and self - concept is wider in its scope than self - esteem.

2.1.2 The Relationship of Self - Esteem and Academic performance

The analysis of relevance of academic performance to specific academic self - esteem was completed after the untimely death of M. Rosenberg in 1992 (Rosenberg et al 1995). Since then, global self - esteem and specific self - esteem have their internal differences in their usage and application. Global self - esteem is more relevant to psychological well-being; and specific self-esteem is more relevant to behavior.

In a study that participated three hundred thirty one university students from different grades and departments in Turkey, Emil, (2003) found that high achiever students' self-esteem score was higher than nonachiever students whereas there was no significant difference between male and female on the self-esteem score.

High self-esteem correlates highly with self-reported happiness. However, it is not clear which, if either necessarily leads to the other. Additionally, self-

esteem has been found to be related to forgiveness in close relationships, in that people with high self-esteem will be more forgiving than people with low self-esteem (Temesgen, 2006).

High self - esteem is valued because it is positively correlated with desirable outcomes like academic achievement, happy moods and self - confidence (Bahru, 1999). There are also statements that maximize the value of self - esteem by saying self - esteem is the main spring that can serve as a basis for good personality, effective social functioning and success as human being. The relationship involving self-esteem and academic results does not signify that high self-esteem contributes to high academic results. It simply means that high self- esteem may be accomplished due to high academic performance. Many people assumed as a matter of course that students' self-esteem acted as a critical factor in the grades that they earn in school, in their relationships with their peers, and in their later success in life. (Campbell, 1984)

On the other hand, for youngsters in the U.S.A. who were in pre-college high achieving a special program, their self-esteem was found to be highest when attention was focused on their talents but lowest when focused on personal relationships. As Coleman (2001), in Israel, too, most of the children in a national survey of special classes for the high achieving felt that the label increased their self-confidence.

2.1.3 How a Positive Self - Esteem Develops

In the late childhood period, students put up pictures and other items to announce publicly what they want. The thought was good about themselves. As described by Kathleen, Fredric, and James (2004) activities of this type are common in elementary schools, all seeking to boost the self - esteem of the students. They assume that self - esteem is the key to achievement and in fact, much evidence, shows that students achieve more with self- esteem.

Teachers seem to accept self - esteem as critical for intellectual development and necessary for students to excel or even achieve needed competence in academic tasks. Teachers generally seem to accept the modern dogma that self- esteem is the critical variable for intellectual development: the master key to learning. Children cannot achieve excellence or even competence, until their self - esteem is raised as postulated by Kathleen et al (2004).

Linking self- esteem to success and overall well- being is so well accepted that there are many institutes, foundations, task forces and centers dedicated to promoting self- esteem programs.

The fundamental idea is that once educators focus on improving student's self - esteem, not only will behavior and achievement improve, but students also will be more satisfied, better adjusted, and happier. The assumption is that concentrating on enhancing self - esteem will produce these positive outcomes.

Many self - esteem programs fundamentally encourage students to think more about themselves, to be more introspective and self - oriented. The idea is that the self can be enhanced by focusing on it positively.

A popular self - esteem book (Kathleen et al 2004) for educators suggest enhancing self - esteem with one or more of the following:

- Improving self - evaluating skills
- Developing a sense of personal worth
- Reflecting on self - esteem
- Thinking one - self in positive terms
- Discovering the reasons the individual is unhappy or

- Examining sources and influences on self - esteem

These activities and programs are designed to promote self-acceptance and self - awareness, to help students become aware of their unique characteristics, and to put children in touch with themselves.

There are other negative consequences of overemphasizing self - oriented self - esteem according to Kathleen et al (2004) for most students and surely young children the idea of self esteem is abstract and hard to understand. Generalized statements such as "you are valued," or "you are great," or "you are special" have no objective realities.

For students who already have low self - esteem, such statements reinforce a noncaring attitude from adults.

In contrast, as stated by Kathleen et al (2004) there is ample evidence that our mental health improves as we forget ourselves and focus on activities that are not self - oriented. Often we are most happy when we are so involved in outside pursuits that we don't think about ourselves this leads us to an alternative theoretical foundation for self - esteem: the notion that healthy self - esteem results from self preoccupation and analysis but just the opposite - from not being self - oriented but being occupied by interests and pursuits external to self. Indeed, many self - esteem enhancement programs appear to be based on this idea.

Accomplishment means that self esteem is enhanced as children work hard to meet externally set, reasonable standards of achievement.

The self - esteem which is developed based on success in meeting tests of reality at home and in school is said to be earned self - esteem. It is necessarily hard - won, and develops slowly, but is stable and long - lasting,

and provides a secure foundation for further growth and development. It is not precondition for learning but a product of it.

Achieving meaningful success in schoolwork enhances self - esteem after many years of meeting standards and demands. A foundation for self - esteem based on tangible evidence is internalized by students because it makes sense to them in their social environment. Internally meaningful performance and accomplishment can be attributed to ability and effort. Such internal attributions underlie a sense of self - efficacy so that the child becomes confident in being a capable learner.

Striving for achievement also directs children's thinking off themselves and on something external to themselves. This change in thinking orientation determines self-esteem programs that theoretically are diametrically opposed to self - oriented programs. Self -esteem is a byproduct of successful external - to- self experiences. The more success a student has in such activities, the stronger his or her own self - esteem will be.

From social psychological point of view, participating constructively with others is necessary for positive self esteem. As stated in Kathleen et al (2004):

Growing up in large part means learning to participate constructively in the social world. This in turn means developing real skills, getting along with others, acquiring respect for social rules and legitimate authority, caring about those in need and assuming social responsibility in a host of ways. All of these efforts necessarily bring children out of themselves. They require children to orient themselves toward other people and other people's standards.

By focusing outside themselves children learn respect for others and an objective reference for acquiring a stable and meaningful sense of themselves.

Self - esteem is improved by involving students in meaningful group activity; not by self -introspection. Another program reports that children acquire self esteem from successful experiences and appropriate feedback in motor skill development.

Teachers and administrators need to design programs directing to student attention away from the self, not toward it. Paradoxically, positive self - esteem develops as students forget about self - esteem, focus on external pursuits, and obtain positive feedback following meaningful involvement and effort.

2.2 The Definition and Nature of Locus of Control

"Locus" is a Latin word for "place" or "location". In this respect, locus of control refers to the extent to which individuals believe that they can control events that affect them. Individuals with a high internal locus of control believe that events result primarily from their own behavior, and actions. Those with a high external locus of control believe that powerful others, fate, or chance primarily determine events.

In other words, with regard to the center of control of events around us, people usually attribute in two different directions; those who attribute to ability (an internal cause) and those who attribute to luck (an external cause). When internal attribution is made, the cause of the given behavior is assigned to the individuals' personality, attitudes, character, or disposition. When an external attribution is made, the cause of the given behavior is assigned to the situation in which the behavior was seen. The individual

producing the behavior did so because of the surrounding environment or the social situation.

Motivation is one of the most vital determinants of learning. People's beliefs about the cause of their success and failure influence their motivation for learning. It is totally an internal state which directs our thoughts, beliefs, and actions. Locus of control is one aspect of motivation.

Locus of control is the degree to which we believe that we cause, or control the events in our lives. If we believe that we are the cause of most events we have a highly internal locus of control; if we believe that most events are caused by luck, fate or powerful others we have a highly external locus of control. As research on locus of control illustrates, we can learn useful things about people by focusing on a single trait. For instance, people who believe in internal locus of control are to control outcomes of their actions. On the other hand, people who believe in external locus of control, see no relationship between their actions and consequence of those actions. Students with an external locus of control tend to perceive themselves as more effective and often search more academic activities. (Morgan, King, Weisz, & Schopler, 1986).

External refers to the belief that one's outcome is under the control of powerful others (i.e., doctors) or is determined by fate, luck or chance. Internal refers to the belief that one's outcome is directly the result of one's behavior.

2.2.1 Academic performance and Locus of control

The effective use of certain learning approaches required internal locus of control as well as high ability. Ability as well as internal orientation significantly impacted one's ability to make planning decisions about how to approach an academic task.

According to Christi and Jennifer (2003), students with a more internal locus of control had higher scores whereas students with a more external locus of control had lower scores in their academic achievement. This type of disposition usually emanates from the thinking that students who had a more external focus believe that their grades are often not under their own control but that of some outside force whereas students who are internally oriented believe success is dependent on their efforts and may expend more effort for their own academic success. As it is indicated above, locus of control is a significant predictor of academic performance with higher levels of academic performance being associated with a more internal locus of control.

According to Belay (1996), there are no statistically significant difference between males and females in locus of control orientations but there is a statistically significant difference among the grade levels across elementary to high school. This is to mean that as age level increases, externality decreases and internality increases. The study indicated that internality was related to several positive behaviors, there was a strong interest to change locus of control orientations. In most instances, changes in locus of control were found to correlate with change in achievement.

According to Christi and Jennifer (2003), the relationships among locus of control, academic program, and sex of grade nine secondary school students were investigated. Two hundred sixty-seven high school students from advanced, general, and basic level programs were administered the modified forms of the Nowicki-Strickland Locus of Control Scale for Children. As

stated, students in the advanced level program were more internally controlled than either general or basic level students. As well, advanced level students were more internally responsible for their intellectual-academic failures than general level students.

As stated by Christi and Jennifer (2003), people, described as "internal", believe that they exercise more control over events and outcomes affecting them. In contrast, "externals" tend to believe that they have little control over what happens to them. These expectancies are perceived to be the result of many past experiences. The literature review of the relationship between locus of control (generalized and specific expectancies) and achievement, described as follows:

"... 31 of 36 studies reviewed indicated a significant relationship between locus of control and academic achievement with internals having higher achievement than externals. The study found that particularly for males an internal score on the Nowicki-Strickland Scale is related to academic competence and to social maturity and appears to be a correlate of independent, striving, and self-motivated behaviors." (Christi and Jennifer (2003)).

This maintains that girls and boys have different characteristic ways of coping with positive and negative outcomes. The two sexes interpret their successes and failures differently and have different views of the implications for their abilities. They differ in the persistence of their attempts to solve a difficult problem, in the quality of their performance after failure, and in their task choices after they encounter difficulty.

Christi and Jennifer (2003) has recently pointed out, the conclusion that males tend to attribute their failures to external or unstable causes while females tend to attribute their failures to internal causes appears to be an

oversimplification. Moreover, secondary school students take courses at one of three levels: advanced, general, and basic. Advanced level students are expected to continue their education at a university. General level students are prepared to continue education by taking technical or professional courses related to specific occupations or they may not continue studies. Basic level students follow vocational courses at high school and are generally not considered to be capable of succeeding at the general or advanced levels. Students enrolling in basic level vocational programs are directed to these programs by elementary school staff. Typically, these students have a record of low achievement and many have specific learning problems. They have likely received special help throughout their elementary school experience.

Students with the advice of both elementary and secondary school staff choose to study either general or advanced level academic courses (biology, chemistry, English, geography, history, mathematics, physics). Because of these past experiences which cause students to select or to be counseled into specific levels, it was hypothesized that advanced level students would be most internal and basic level students least internal for both generalized and specific locus of control measures. On the basis of the literature reviewed, it was also hypothesized that females would take more responsibility for failure than males.

2.3 The Nature of Special Schools

On the side of formal schools, special schools could be established for the purpose of enhancing the overall development of a given society or to promote or attempt some kind of extraordinary advancement in any sort of education or training in technology. These schools could specialise in particular areas of the curriculum, such as the arts, technology, agriculture, sport or languages.

On the other hand, according to Christi and Jennifer (2003), there are special schools that are specifically designed, staffed and resourced to provide the appropriate special education for children with additional needs. These needs could be learning difficulties or physical disabilities. To maintain these needs, the nature of the special schools should allow provision of individualized education, addressing specific needs. Student - teacher ratios are kept low, based on the nature of the needs of the students. Special schools will also have other facilities for the development of children with special needs, such as soft play areas, sensory rooms, or swimming pools, which are vital for the therapy of certain conditions. Nowadays, places available in special schools are declining as more children with disabilities are mainstreamed or included. There will always be some children, however, whose learning needs are not appropriately met in a regular classroom setting and will require specialized education and resources to provide the level of support they require.

There is usually some form of entry test or interview or both. Special schools will be equipped for both their speciality and for the general curriculum, which students must continue to do.

Young students with special interests that are best met in a specialist setting rather than a nearby school portray some peculiar characters. According to Edwin et al (2005), successful students supported the concept of grouping in honors and advanced classes, had supportive adults in their lives, and participated in multiple extracurricular activities. High achieving females usually chose not to date. High achieving students characteristically had a strong belief in self and resilience to negative factors. Cultural and gender differences were also found.

Some schools have special program in which children with high academic potential usually complete schooling in less than the usual number of years. As stated in McCreary, Slavin, and Berry, (1996) pertinently such schools are named accelerated program and can require special entry tests. Others go for extension work which means students are given additional work and might be placed with a supervisor. Some others could also have a provision of more challenging and rigorous tasks.

CHAPTER THREE

Research Design and Methodology

In this section, population of the research study, participants of the research study, sampling techniques applied to collect data, instruments of data collection, research setting, pilot study, procedure of data collection and procedure of data analysis were dealt as subtopics according to the sequence presented here.

3.1 Research Design

It has been already mentioned that the objective of the study was to evaluate the self - esteem, locus of control and academic performance of students of Kelameno Special High School. Thus, in order to obtain the required information, the student researcher used quantitative research design.

Under the quantitative design, data was collected using questionnaire and the psychological inventories of Rosenberg self-esteem Scale and Children's Nowicki Strickland Internal - External Scale of locus of control (1973 version of CNSIE). Statistical procedures and techniques were applied in the process of sampling and analyzing the data that was gained from the questionnaire, the psychological inventories.

3.2. Participants of the Study

As shown in Table 1 below, the population of the present study included three hundred fifty two students of Kelameno Special High School. The student researcher decided to take about fifty percent of the population as a participant of the study, to make the sampling more representative and the study more valuable.

Table1: Description of population and samples

Grade	Population of the study			Samples of the study		
	Male	Female	Subtotal	Male	Female	Subtotal
9	71	54	125	29	34	63
10	77	62	139	32	39	71
10+2	63	25	88	27	15	42
Grand Total	211	141	352	88	88	176

Data was obtained from students of Kelameno Special High School. One hundred seventy six (eighty eight female and eighty eight male) students were the participants of the study.

3.3 The Techniques and Process of Sampling

As mentioned before, the population of the research study was students of Kelameno Special High School. Among this population, one hundred seventy six students from grade levels of 9, 10, and 10+2 of the school were sampled using proportional stratified random sampling technique because each grade level and gender type has to be represented by providing equivalent chance depending on their ratio in the total student population.

This was done to bring about equivalent representation and to increase the probability of peculiar characteristics in the member of the population to be embodied.

The first decision was on the participation of equal number of male and female students in the research study. There were 141 female and 211 male students as it is indicated in Table 1. By using quota method, eighty eight male and eighty eight female students were to be selected by first dividing the 50% chance based on gender representation. Next, the selection was on the basis of their ratio or proportion in the general student population from each grade level as a stratum. This was approximately thirty five percent of the samples from grade 9, thirty nine percent of the samples from grade 10 and twenty five percent of the samples from grade 10+2 were to be selected. Accordingly, sixty three students from grade 9, seventy one students from grade 10 and forty two students from grade 10+2 were to be selected. On the side of females, approximately thirty eight percent from grade 9, forty three percent from grade 10, and seventeen percent from grade 10+2 were selected. On the side of males, approximately thirty three percent from grade 9, thirty seven percent from grade 10 and thirty percent from grade 10+2 were selected.

A table of random number was utilized so as to select the participants of the study through simple random sampling. Then, each member of the population was assigned a consecutive number starting from zero to the fixed number that was decided in the process previously. A crosscheck was conducted between the number in the random table and the number assigned to the student. Inhere, when there was a similar number assigned to the student and the right side column of the random number table reading, the student was selected as a participant.

One hundred seventy six participants from the three hundred fifty two student population were identified in such a process of sampling.

3.4 Instruments of Data Collection

The intended information for this research was collected through major data collection tools which are listed as follows.

3.4.1 Questionnaire

The questionnaire consisted of open and close - ended type items and was about personal or biographical information of the participants like:

- grade level,
- sex,
- age,
- and
- the average score of all subjects in the most recent semester in the school.

3.4.2 Rosenberg Self - Esteem Scale

The Rosenberg self - esteem scale (the 1965 version) was developed by Morris Rosenberg. The scale was a self-report measure of global self-esteem. It consists of 10 statements related to overall feelings of self-worth or self-acceptance and one of the most widely used self-esteem tests among psychologists and sociologists. It was used without modification because it was originally developed to assess self-esteem among adolescents. There is similarity in that students of Kelameno Special High School are also in the period of adolescence. The Rosenberg Self-Esteem Scale was a ten item Likert scale with items answered on a four point scale - from strongly agree (weighted 3) to strongly disagree (weighted 0) which has five negatively - laden and five positively - laden items. This is to avoid response set. Based on their belief participants are expected to respond by circling among the alternatives in the space provided in front of each statement.

As mentioned in the Rosenberg (1995), Rosenberg's Self-Esteem Scale is a brief measure of global self-esteem which has demonstrated good reliability and validity across a large number of different sample groups. It has been validated for use with both male and female adolescents, adult and elderly populations. It has been used with French - Speaking populations but studies were not found on the use of the Rosenberg's Self-Esteem Scale with other specific cultural groups.

On another occasion, Lorenzo-Hernandez and Ouellette, (1998), explained that Rosenberg's Self-Esteem Scale had a Permission granted to use for educational and research purposes. It has good reliability with internal consistency of Cronbach alpha for English version which equals to 0.78 and a Cronbach alpha for Spanish version which equals to 0.77.

Regarding the scoring of Rosenberg Self -Esteem Scale, the second, the fourth, the sixth, the eighth and the ninth items which were reversed in valence, scored as follows:

- Strongly Agree =0,
- Agree=1,
- Disagree=2,
- Strongly Disagree=3.

The rest of the items which are not reversed in valence such as the first, the third, the fifth, the seventh, and the tenth were scored by calculating as follows:

- Strongly agree = 3,
- Agree = 2,
- Disagree = 1
- Strongly disagree = 0.

The nomination of numbers is simply to make the summation feasible. The maximum value will be thirty and the minimum value will be zero based on the assignment of numbers.

In other words, the scale ranges from 0-30; with 30 indicating the highest score possible. Scores between 15 and 25 are within normal range; scores below 15 suggest low self-esteem with higher scores indicating higher self-esteem. Though there are no discrete cut-off points to delineate high and low self-esteem. It is recommended that consulting the literature relevant to the population and cultural values of a given community someone is interested in studying; so as to be in line with the norms of a specific population. (Rosenberg, 1989).

3.4.3 Children's Nowicki Strickland Internal - External Scale of Locus of Control

Children's Nowicki Strickland Internal - External Scale of locus of control (1973 version of CNSIE) was selected among measures of control construct because it was initially prepared to assess the control construct of school children while other measures are either of health locus of control or of clinical setting.

Children's Nowicki Strickland Internal - External Scale of locus of control was utilized to measure the locus of control of the students of Kelameno Special High School; it has 40 items. The items of locus of control scale were developed and adapted using in a Yes or No, dichotomous format or Internal - external category. The *yes* response was represented by **A** and the No response represented by **B** in the psychological inventory. Item numbers 1, 3, 5, 7, 8, 10, 11, 12, 14, 16, 17, 18, 19, 21, 23, 24, 27, 29, 31, 33, 35, 36, 37 and 39 represent externality for YES responses whereas items 2, 4, 6, 9, 13, 15, 20, 22, 25, 26, 28, 30, 32, 34, 38 and 40 represent externality for No responses. Although the name of the scale says '*children*', the practical

application manual of the scale indicates its utilization in assessing the locus of control of adolescents or youngsters. As stated by Belay (1996), it was constructed to include different age groups from preschool to old age. All in all, there has not been better instrument than *CNSIE* to adequately assess the locus of control of adolescents in school settings currently at hand.

After selecting the Children's Nowicki Strickland Internal - External Scale of locus of control as most appropriate measure, some modification in the items 3, 17, 18, 23, and 30 was made. The word *child* is replaced by *youngster* by taking into account the age level of the respondents as a feedback of the pilot study. Four high school students and three high school teachers were consulted about the comprehensibility and the absence of culture dependency nature of the scale.

The reliability and validity information as mentioned by Belay, (1996) was reported on the *CNSIE* manual. Using the split - half method as corrected by Spearman - Brown, Nowicki Strickland, (1973) found $r = 0.74$ for grades 9, 10, 11; and $r = 0.71$ for grade 12 students. The presence of construct validity report was also mentioned by Belay, (1996). In the same way, the original English version of the Nowicki-Strickland Locus of Control Scale for Children was translated from the original English language into the Chinese language and the reliability and validity of the translated scale were tested.

Results showed that there was high test re-test reliability, acceptable internal consistency reliability, appropriate content validity, concurrent validity and construct validity. It is concluded that the psychometric properties of the Chinese version of the Nowicki-Strickland Locus of Control Scale for Children, its feasibility as a research instrument to measure children's locus of control objectively and appropriately in the Chinese population as it is mentioned in Christi and Jennifer (2003).

On another study, the reliability of Children's Nowicki Strickland Internal - External Scale of locus of control was ranging from 0.63 - 0.71 whereas its validity is ranging from 0.63 - 0.81 (Nowicki and Duke, (1973) cited in Mulugeta, (1998)).

Concerning the scoring of Children's Nowicki Strickland Internal - External Scale of locus of control, the manual of the original scale suggested the scoring from the external orientation according to Nowicki and Duke, (1973) cited in Mulugeta, (1998), the instrument has a range scores from zero to forty. Belay (1996), mentioned about the scoring of Children's Nowicki Strickland Internal - External Scale of locus of control. In his explanation, he asserted that the respondents of the scale would earn one point for each with a maximum score of forty and minimum score of zero. More score on the scale means more external orientation and less internal orientation, and vice versa for the low score on the scale.

(Based on their belief, participants were expected to respond by encircling one of the options in the space provided before each question.

3.5 Research Setting

To acquaint the physical and social environment of research to readers of the present research study, the student researcher attempted to present some major features under the following subheadings.

3.5.1 Overall view of the Research Site

The location of the research site was at the vicinity of the town of Mekelle, which is the capital of Tigray National Regional State. It is 783 kilometers away from Addis Ababa to the North direction. Kelameno Special High School (KSHS) is found approximately 15 kilometers to the south of Mekelle. It is located on side of a stream; within the large area enclosed by Tigray Development Association (TDA) for the practice of farming through irrigation, cattle rearing, centre for educational research, training and demonstration. The surrounding environment being an irrigation farm land, has no settlement around. The compound of the school was serving as

educational and dwelling site for students for the last eleven years since modern buildings were constructed by the donation from an Ethiopian - born foreigner benevolent named Sheik Mohammed Hussein Ali Moudi according to the monument inscripted in front of the main gate of the management building. As it has been manifested in the vision and mission billboard of the school, it has the future of becoming an internationally recognized centre of excellence in secondary education as a vision and to become benchmark, role model and center of excellence and diffuses all dimensions of quality secondary education in Tigray National Regional State and to breed itself to other areas and ultimately thereby contributing to the formation of human capacity in the region a mission.

3.5.2 Educational Features of Kelameno Special High School

Kelameno Special High School utilizes the usual curriculum of the Ethiopian secondary education with some increment of information technology courses and a greater tendency to natural science fields especially technological ones. The social sciences subjects receive less attention in the grades levels of nine and ten and they are absent at the college preparatory level. This was done deliberately to make students focus only on the natural science subjects because they were recruited from each province in order to finally join either MIT or other governmental universities in fields of natural sciences after completing secondary and college preparatory education. Based on their skill, ability and interest, students are expected to serve the objective of TDA by filling the gap of human power shortage in the rural and urban areas in the region after taking higher level trainings in their professions according to the mission documents of KSHS. The institute of technology encourages technological inventions and creativeness in advanced levels and facilitates conditions for further training and studies in universities of the developed nations.

3.5.3 Human and Material Resources of Kelameno Special High School

Regarding the human resource distribution, KSHS was providing its service through the effort of instructors, lab- technicians, librarians, information technology experts, educational management research professionals in the educational aspect other service agents of boarding school like proctors, nurses, janitors, security guards day time and overnight. There were no female instructors; all of the instructors were males. They were dwelling at Mekelle town and working at Kelameno as commuters by using the transport service of TDP. There were no school counselors or educational psychologists at KSHS. In addition, there was no effort to include social science streams in the college preparatory program to maintain the interest of learners. Only Specializations in natural science fields were within proper treatment. There were foreigner instructors at the establishment of the school. But nowadays, all of instructors are Ethiopians.

The working hours of the academic staff have been are from 8:00- 12:00 in the morning and from 2:00- 5:30 in the afternoon from Monday to Friday and there could be some tutorial and special support hours on Saturdays.

The Students - as Target of the Research

Since its establishment, Kelameno Special High School (KSHS) enrolled 904 students in secondary education that would serve as a spring - board to join the tertiary level technology college of MIT; among these students, 480 of them had completed their secondary and college preparatory education in the school. This statistical data was obtained from the office of the headmaster of KSHS.

At present, KSHS has a total of student population of 352 at the grade levels of 9, 10, and 10+2 (College preparatory II). Like any other secondary school

students in Ethiopia or elsewhere; the students were found in the period of adolescence approximately from about fourteen to nineteen years of age. Since the 2007/08 academic year, there have been two types of student population in the school: sponsored by TDA and non-sponsored ones. They were from the rural and urban backgrounds as they had been recruited from the different provinces of TNRS. Under their uniform clothing, red by white shirt, they look alike than different.

The recruitment process to join KSHS involves admitting one best achiever male or female student and one best achiever female student from each school which offered grade eighth national examination with in TNRS.

Before few years, there had been scholarship opportunity provided from one U.S. American educational institution for nine Ethiopian secondary school students; according to the information from the headmaster of the school; four among the nine of the students that succeeded for the scholarship opportunity were KSHS students.

The school also documented that the group of information technology experts in the newly established Information Network Security Agency (INSA) comprised of the former students of KSHS. Inhere; he remarked that the school had started to taste its ripened fruits within a short period after its establishment.

The school has well - constructed, furnished and equipped class rooms, library, laboratory conference hall and management building in relation to other secondary schools not only in the Tigray National Regional State but also in the federal level. There are play grounds for volley ball and football but not for basket ball. KSHS has the tradition of being open during the ten months and being closed for two months summer vacation.

3.5.4 What makes Kelameno Special High School 'Special'?

According to the information of the interview with headmaster of the school, the school follows the usual curriculum of the Ethiopian Secondary

Education except some minor modifications in the period allotment and focus of the study. As a prerequisite for a technology institute study, the school expects the students to concentrate on natural science subjects and information technology than social sciences, sports and arts. To implement this objective, the school introduced some introductory information technology courses. Moreover, there was also reduction from the normal period allotment for social science subjects in grade levels nine and ten.

The other distinguishing feature in the school was the presence of entrance criteria to join the school. Such as

- Scoring more than 90% in the Grade eighth National Regional Examination
- Age limits below 14 and beyond 15 years are not accepted for applicants to join grade nine.
- Pass mark in the entrance examination of the school

The other point to be raised was the criteria for recruitment of instructors: i.e. a minimum CGPA of 2.75 in the undergraduate program and at least two years and a maximum of ten years experience in the teaching or related profession has been a requirement for employment.

The school made some amendments after the academic year of 2007/08. Accordingly, representation in gender equity and accommodating students who can afford the tuition fee in addition to the sponsorship of TDA; after attaining the aforementioned criteria of age limit and minimum score in the entrance examination and in the grade eighth National examination.

3.6 Pilot Study

In order to try out the comprehensibility of the questionnaire pilot study was conducted at Gerji campus of Ethio - parents' Community Secondary and preparatory School by taking 50 students from grade levels 10+1 and 10+2 with equivalent participation of male and female. This school was selected because the student population was assumed to be representative

of diversifications in language, culture, religion, gender and socio- economic situations. It has to be understood that the community school accommodates students with the heterogeneous local and western experiences. In addition, the student researcher had previous acquaintance with the school environment.

With respect to the process of sample selection for the pilot study, twenty four female and twenty six male student participants were invited to be respondents. The purpose of the study was explained to the respondents before they were requested to fill in the questionnaire that needs a biographical response and the psychological inventories *Rosenberg's Self - Esteem Scale* and *Children's Nowicki Strickland Internal - External Scale* of locus of control and it was also promised not to disclose any information to somebody else that goes against the privacy of the respondents. In addition, they were informed to inquire if there had been any ambiguity or equivocation in the statements of the items.

This was done in their lunch - time at the library of the high school compound as there was no conference hall in the school that could accommodate the respondents at once.

As a consequence of the feedback, necessary amendments were made on the items of the Children's Nowicki-Strickland Locus of Control Scale. To mention, the word *child* is substituted by *youngster* in the items 3, 17, 18, 23, and 30 considering the maturity level of the participants as modification following the feedback of the respondents in the pilot study; however; there was no modification made on Rosenberg's Self - Esteem Scale.

3.7 Procedure of Data Collection

In order to simplify matters, it is reasonable to discuss each specific step by using subheadings such as the following:

3.7.1 Prerequisites to Data collection

So as to have a valuable and reliable data for a research purpose there is a need to follow predetermined procedures. In doing so, the student researcher arranged the desired tools for the sake of gathering the information from the respondents. The student researcher endeavored to create conducive environment with the school community. As a result, a permission to access the required information was earned from the officials of the school and unreserved cooperation from the students and instructors.

As a preliminary step of data collection, the student researcher contacted with the headmasters and instructors in the school and explained the purpose of the study. As it was dealt in the sampling techniques subsection, the process of selecting participants of the study, which was one of the most difficult steps to conduct descriptive survey research, was conducted with the very willingness of the record officer and the permission of the headmaster and the school administrator.

3.7.2 The Actual process of Data collection

The data collection process was started by conducting semi-structured interview with the school administrator and followed by headmaster of Kelameno Special High School.

The interview was conducted in their respective offices of the school administrator and the headmaster which was relatively free of noise. The student researcher himself conducted the interview with the help of one assistant. The duration was for about half an hour with the school administrator and an hour with headmaster. The time of interview was when the school administrator and the headmaster were free of duty.

The questionnaire and psychological inventories packet was administered by having the permission, cooperation and coordination of the deputy headmaster as it was mentioned above. Adequate orientation on how to

respond to each item was provided by the student researcher himself; in addition, the respondents were encouraged to respond honestly to all items because the personal information they provide during the response would be kept confidential. The student researcher took the responsibility not to disclose or handover their personal information to unqualified authorities other than the research processes.

The administration of the questionnaire and the psychological inventories was in three face – to – face sessions for each grade level separately. The total amount of time that took for the process was approximately about twenty five to thirty five minutes for each session.

The student researcher and his assistance made some arrangement and facilitation in explaining and clearing ambiguities in the process of the administration of the questionnaire and the psychological inventories. The first to respond to the questionnaire and the psychological inventories were students from grade 9 followed by students from grade 10 and finally students from grade 10+2. The rooms where they respond to the questionnaire were different depending on the number of respondents. At the end of each session, the student researcher thanked the respondents for their time, effort and genuine response.

The last but not least, engagement was crosschecking the academic average scores of the participants of the study from the record office of the school. With the help of the assistant, the student researcher gained the desired information from the record office of the school.

3.7.3 Ethical Considerations

Regarding ethical considerations, the student researcher was governed by the research code of ethics in maintaining privacy and confidentiality and/or other related values. The student researcher promised to the participants of the study that the information which was collected from the respondents

shall not be transferred to third party in candid or it will not be exploited for undertakings other than the purpose of the research study.

Besides this, the process of data collection was done anonymously without writing their name, identification number, telephone number or dormitory number so that the threat of being disclosed was very much minimized. The time of the data collection was the second semester of the 2008/09 academic year.

3.8 Procedure of Data Analysis

As an initial step to the beginning of the process of data analysis, the responses of the participants of the study were coded, interpreted and counted by using tallying sheets.

The data collected through the psychological inventories was organized and analyzed by using quantitative research design to answer the basic research questions of the present study. In the process of analyzing, the Version 15.0 of the Statistical Data for Social Sciences software (SPSS windows 15.0) was utilized.

Regarding the scoring of Rosenberg Self -Esteem Scale, items were added up depending on their valences and the sum was taken as a score of self -esteem.

Before summing up the scores of locus of control, the process of interpreting the codes of the options was made. Concerning the coding and interpretation of scores of Children's Nowicki-Strickland Locus of Control Scale, 'yes' response for externality orientation items and 'no' response for internality orientation items was assigned or nominated by number one whereas 'yes' response for internality orientation items and 'no' response for externality orientation items was assigned or nominated by zero. In here, 'no' response doesn't mean absence of response.

Similarly, in the process of analysis to run the quantitative information coding and interpreting the codes was compulsory. To do this, female was coded with number one and male was coded with number two. It was a simple convention that there was no fixed value or one can exchange those values by some sort of another convention.

The outcome of the analysis was presented using tables followed by description and discussion on the raised subtopic. Preliminary, descriptive statistics such as mean, standard deviation, minimum, maximum, intercorrelation matrix, and T- test were computed.

In much of the procedures of the quantitative data such as mean, standard deviation, minimum, maximum t- test, Pearson product moment correlation coefficient of various types were analyzed by the statistical package for social sciences (SPSS) software windows 15.0.

In here, the bivariate index of the Pearson product moment correlation coefficient were computed to examine the presence of any relationship between and among the different variables of self- esteem, locus of control and academic performance of the participants in the study.

Finally, independent sample t- test was computed to find out whether there is difference between male and female students with respect to self - esteem, locus of control and academic performance.

CHAPTER FOUR

4. RESULTS AND DISCUSSION

The results and discussion section presents the findings obtained from the collected data, the interpretation and discussion. It is feasible and logical to data presentation and statistical computations first and then the discussion will be followed.

4.1 Results

This section deals with presentation of data and statistical computations using tables. The tables will be in summarized form and will embody the descriptive statistics of mean, standard deviation, minimum, maximum, t-test and intercorrelation of the variables studied.

4.1.1 Descriptive Statistics of the Variables in the Study

The values of the descriptive statistics were depicted in Table 2 below. As it is shown in the table, there is a uniform distribution of self-esteem score among the students (both male and female). Out of a maximum score of 30, the mean score for all the participants was 21.72 with a standard deviation of 3.21. The self-esteem score for males (22.28) was slightly higher than the self-esteem score for females (21.28). As the range of scores between 10 and 30 indicates, there exists a moderate distribution of self-esteem scores among the participants.

On the other hand, there is a lower mean for males in the locus of control score (11.75) and a standard deviation of 6.37 than the score for the locus of control of female students (with a mean of 12.29 and a standard deviation of 5.00). As it is mentioned in the methodology section, the higher the score in locus of control orientation, the more external it means.

Table 2: Descriptive Statistics of the Variables in the Study

Measures	Gender	Mean	Stand. Dev.	Minimum	Maximum	Total number
Self - Esteem	Female	21.28	3.09	10	28	88
	Male	22.15	3.28	11	30	88
	Total	21.72	3.21	10	30	176
Locus of control	Female	12.29	5.00	3	24	88
	Male	11.75	6.37	2	26	88
	Total	12.02	5.72	2	26	176
Academic Average Score	Female	88.47	4.26	78.18	97.71	88
	Male	89.75	4.34	79.13	98.34	88
	Total	89.11	4.34	78.18	98.34	176

Regarding academic performance, the average score of all academic subjects in the first semester of the 2008/09 academic year has been taken, summarized and presented in Table 2. Based on this score, the mean score of all the participants of the study was 89.11 with the standard deviation of 4.34. The mean score of males (89.75) was slightly higher than the mean score of female students (88.47) with standard deviation of 4.34 and 4.26 respectively.

4.1.2 Intercorrelation Matrix Among the Variables in the Study

To look at the relationship among variables, it is essential to examine the strength of relationship and to test the statistical significance of the relationship. This helps to recognize the nature and degree of relationship among different variables in the study. Self - esteem, locus of control and

academic performance of students of Kelameno Special High School was summarized in Table 3 after being computed by using the bivariate index of the Pearson product moment correlation coefficient.

Table 3: Intercorrelation of self- esteem, Locus of control and academic performance.

Variables	1	2	3	4
1. Self - esteem	-			
2. Locus of control	-.284(*)	-		
3. Acad. Average score	.694(*)	-.338(*)	-	
4. Gender	.137	.048	.148	-

* Correlation is significant at the 0.05 level (2-tailed)

As it is indicated in Table 3 above, self - esteem has a negative and significant ($r = -.284$) relationship with locus of control as it is scored from external direction. The results also indicated that self - esteem was highly, positively, and significantly correlated to academic performance.

The relationship between gender and self- esteem was found to be low, positive but not significant ($r = .137$).

Moreover, as it is illustrated in Table 3, locus of control (being scored from external direction), has low, negative, but significant ($r = -.338$) correlation with academic average score. This shows that the more external the locus of control orientation, the less will be the academic average score and vice versa.

Gender has low but not significant correlation with three of the variables (self - esteem, locus of control and academic average score). $r = .137$, $r = .048$, and $r = .148$ respectively. As it was declared in the interpretation of scores of Children's Nowicki-Strickland Locus of Control Scale, it was mentioned that externality orientation was assigned by number one and

internality orientation was assigned by zero. As it was explained in the process of analysis, female was coded with number one and male was coded with number two. Thus, the sum of scores of locus of control scale and the nomination of gender were correlated and the type of relationship became negative which denotes that male students are less external than female students among the participants of the study.

4.1.3 The Relationship of Self - esteem, Locus of Control, and Academic Performance Based on Grade Levels

As it is indicated in Table 4, participants of the study could be viewed from the angle of grade level against the variables of self – esteem and locus of control and academic performance.

From Table 4 it can be simply observed that there existed an increase in the mean of self - esteem score, as the grade level of participants increased. With the mean score of 21.09 and a standard deviation of 3.97 in grade 9 to the mean score of 21.76 and a standard deviation of 2.29 in grade 10 and then a mean score of 22.59 and a standard deviation of 3.13 in grade 10+2.

Proceeding in the same lines, academic average score which used to be the indicator of academic performance shows an increment in the mean as the grade level of participants increased from grade 9 to grade 10 and to grade 10+2. A mean score of 87.43 in grade 9 to the mean score of 89.57 in grade 10 and a mean score of 90.85 in grade 10+2 and a standard deviation of 4.68, in grade 9 to 3.91 in grade 10 and 3.64 in grade 10+2.

On the other hand, an inverse relationship existed between grade level and score of locus of control orientation being scored from external direction. A mean score of 16.17 and a standard deviation of 4.91 in grade 9, a mean score

of 12.30 and a standard deviation of 3.81 in grade 10 and a mean score of 5.30 and a standard deviation of 2.38 in grade 10+2. As the grade level of participants increase, there is a decrease in externality in locus of control scores.

Table 4: Description of the scores of self - esteem, locus of control, and academic performance based on grade levels.

Grade	Descriptive	Self - esteem	Locus of control	Acad. Performance
9	Mean	21.09	16.17	87.43
	N	63	63	63
	Stan. dev.	3.97	4.91	4.68
10	Mean	21.76	12.30	89.57
	N	71	71	71
	Stan. dev.	2.29	3.81	3.91
10+2	Mean	22.59	5.30	90.85
	N	42	42	42
	Stan. dev.	3.13	2.38	3.64
Total	Mean	21.72	12.02	89.11
	N	176	176	176
	Stan. dev.	3.21	5.72	4.34

4.1.4 Results of the Independent Sample t- test for Self-Esteem

One of the concerns of the present study was to check whether there is a considerable disparity between male and female students in their self - esteem scores.

The independent sample t-test which was computed in the course of examining the difference between the self – esteem score of male and female students was summarized and depicted in Table 5.

Table 5: Data and results of the independent sample t- test on the variable self-esteem

Sex	N	Mean	Standard Dev.	Variance	t	df
Male	88	22.15	3.28	10.75	1.818*	174
Female	88	21.28	3.09	9.54		

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

As it is indicated in Table 5, the mean difference between male and female students in their self – esteem scores was not statistically significant.

4.1.5 Results of the Independent Sample t- test for locus of Control

Table 6: Data and results of the independent sample t- test on the variable locus of control

Sex	N	Mean	Standard Dev.	Variance	t	df
Male	88	11.75	6.37	40.57	.631*	174
Female	88	12.29	5.00	25.00		

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

One of the objectives of the present study was to investigate whether there is a significant difference between male and female students in their locus of control.

The independent sample t-test which was computed so as to examine the difference between the locus of control score of male and female students was summarized and depicted in Table 6.

As it is indicated in Table 6, the mean difference between male and female students in their locus of control scores was not statistically significant.

4.1.6 Results of the Independent Sample t- test for Academic Performance

It was one of the objectives of the present study was to look whether there is a considerable disparity between male and female students in their academic average scores.

The independent sample t-test which was computed to examine the difference between the academic average score of male and female students was summarized in Table 7 below.

Table 7: Data and results of the independent sample t- test on the variable academic performance

Sex	N	Mean	Standard Dev.	Variance	T	df
Male	88	89.7580	4.34086	18.84	1.974*	174
Female	88	88.4770	4.26872	18.22		

* Correlation is significant at the 0.05 level (2-tailed)

As it is indicated in Table 7, the mean difference between male and female students in their academic average scores was statistically significant. Male

students score slightly higher than female students among the participants of the study.

4.2 Discussion

The points which were raised in the result summary will be dealt turn by turn as they appeared in the results section.

4.2.1 Relationship of Self - esteem and Locus of Control

As it was mentioned in the result summary Tables 2 and 3, there existed a negative relationship between self - esteem and locus of control, as locus of control was scored from external orientation. This implies that the presence of increment in self - esteem score might not go directly with increasing in externality orientation. Statistically, the relationship between the two variables is significant although the bivariate index of the Pearson product moment correlation coefficient ($r = -.284$) indicated the presence of low coefficient of relationship. Looking at the reverse side, there could be a direct relationship of lower score of self - esteem and external orientation or higher score of self - esteem and internal orientation. In the present study the relationship of the two variables becomes inversely due to the style of scoring as locus of control was scored from external direction. It was indicated that internalizing locus of control went with increasing self - esteem score among the participants of the study.

4.2.2 Relationship of Self - esteem and Academic Performance

The result summary Table 3 indicated that self - esteem was significantly correlated with academic performance. The bivariate index of the Pearson product moment correlation coefficient ($r = .694$) revealed that the strength of their relationship also was found to be substantial, which implies the that the higher the score of self - esteem, the higher will be the academic

performance and the lower the self - esteem score, the lower will be the academic performance. This result was consistent with the finding of Emil, (2003) in which the self - esteem score of the higher achiever students was higher than the self - esteem score of the lower achievers.

Furthermore, Bahru, (1999) also explained that self esteem is valued because it is positively correlated with desirable outcomes like academic performance, happy moods and self - confidence.

As students of higher achiever since their primary school education, the presence of such a positive correlation of self - esteem with academic performance in the students of Kelameno Special High School would be in line with the findings in various other cultural and socioeconomic backgrounds cited above.

4.2.3 Relationship of locus of control and Academic Performance

The Pearson product moment correlation coefficient ($r = -.338$.) that revealed the relationship between locus of control and academic average scores was significant at the 0.01 level of significance and two tailed test, though the strength of relationship was low. The presence of negative correlation shows that the more external the locus of control orientation, the less will be the academic average score and the more internal the locus of control orientation, the higher will be the academic average score. This finding was consistent with the finding of Mulugeta (1998) whose participants of the research were the freshmen students of Addis Ababa University. He found significant negative relationship of locus of control and academic performance. He also added that the presence of significant relationship between internal locus of control and superior academic performance and the high interrelation of external locus of control and lower GPA.

In a similar manner, the finding of the present study suggests that students who believe that powerful others, chance, fate, or luck score lower than those who believe in their internal power of controlling the occurrence of events.

Besides these, according to Christi and Jennifer (2003), people described as "internal", believe that they exercise more control over events and outcomes affecting them. In contrast, "externals" tend to believe that they have little control over what happens to them. These expectancies are perceived to be the result of many past experiences. As it is indicated in the literature, locus of control is a significant indicator of academic performance with higher levels of academic performance being associated with a more internal locus of control.

4.2.4 The Relationship of Self - esteem, Locus of Control, and Academic Performance Based on Grade Level

By looking the details of Table 4 it can be understood that there existed an increase in the mean of self - esteem score, as participants increase in grade level. In other words, the result of the present study depicted the presence of an increasing trend of self - esteem as grade level increases even though expressing differences being associated only with a single variable is unreasonable because of the presence of unforeseen reasons and factors, in a similar manner, there has been found increment in academic performance as grade level increases. However; this could emanate from the change in the recruitment policy of the Kelameno Special High School. The school started to accommodate students of non- sponsorship by TDA and female students by quota system to balance the number of male and female students in the school system since 2007/08 academic year.

The factors could have influences in that in the recent recruitment processes were not as strong as the earlier ones so as to include greater number of students and equivalence in the gender distribution.

Moreover, since 2007/08 academic year, the number of students in grade levels 9 and 10 was double of the previous years. These factors might have contribution to the lower score in academic performance of grade levels of 9 and 10 than grade level 10+2 though the difference was slight.

Unlike the previous two variables, externality orientation of locus control was found to be negatively related to increment in grade level. This finding was consistent with findings of Belay (1996) in which he found the practical contribution of school level to development of internal locus of control was only 7.64% which indicated that there were more important variables than school level. The present study also revealed that students of grade level 10+2 were found to be by far less external (mean 5.30 and standard deviation 2.38) than students of grade level nine (mean 16.17 and standard deviation 4.91). The finding that explained school level is positively associated with increase in internality orientation might also be attributed to school curricula, values of peers, and parental behaviors according to Belay, (1996).

4.2.5 Results of the Independent Sample T- test for Self-Esteem, Locus of control and Academic Performance

As it is indicated in Table 5, the independent t- test of score of self - esteem was made against the gender type participants of the study. The findings regarding the difference of mean scores of self esteem among male and females students was found to be statistically not significant.

In line with this, in his study of the difference of self- esteem score between male and female on 341 (217 male and 124 female) Turkish university students, Emil, (2003) conducted a t -test and there was no significant difference between male and female on the self-esteem scores.

However; this finding goes against the finding of Nuredin (2006) in which he found statistically significant difference between the mean self - esteem score of 240 (123 male and 117 female) adolescent high school students at Dessie Town, 400 kilometers away to the north of Addis Ababa.

With regard to the independent t- test of the mean difference of the score of locus of control orientation of the male and female participants of the study, as it was shown in the result summary Table 6, there had been found to be statistically not significant among gender types in the present study. Concerning sex differences and locus of control, Belay (1996), found out that male and female students do not differ significantly as determined by t- test at each grade levels from 5 through 12, at elementary, junior and high school levels. On the other hand, Mulugeta (1998), obtained significant and negative correlation between academic performance and locus of control which was scored from external orientation.

In contrast to the findings of self - esteem and locus of control with respect to significant difference of mean scores, academic performance of male and female students had been found to be statistically significant among the participants of the present research.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

The main objective of the present research study was to evaluate the self - esteem, locus of control and academic performance of students of Kelameno Special High School. To meet the objective in detail, the following research questions were raised.

- What is the nature of self - esteem of students of Kelameno Special High School?
- How does the locus of control of the students look like?
- How does the academic performance of the students look like?
- Is there a considerable gender disparity in the self - esteem, locus of control and academic performance of students of Kelameno Special High School?
- Is there a significant relationship between self - esteem and locus of control of students of Kelameno Special High School?
- Is there a significant relationship between self - esteem and academic performance of students of Kelameno Special High School?
- Is there a significant relationship between locus of control and academic performance of students of Kelameno Special High School?

In order to answer the above questions, data was collected through questionnaire and psychological inventories. The data was collected from 176 participants by the questionnaire and the psychological inventories of Rosenberg self - esteem scale and Children's Nowicki Strickland Internal - External Scale of Locus of Control (CNSIES).

The data collected was analyzed by using descriptive statistics (mean, standard deviation, minimum and maximum scores); correlation, independent t- test. Based on the result summary, discussions on the findings were made and consequently, conclusion and recommendation were forwarded on the basis of the research outcome.

5.2 Conclusion

Based on the findings of the study the following conclusions were drawn.

- The nature of self - esteem of students of Kelameno Special High School was found to be substantial at a mean score of 21.72 out of a ceiling score of 30 and a standard deviation of 3.21.
- The locus of control of the students of Kelameno Special High School was found to be moderately internally oriented at a mean score of 12.02 and standard deviation of 5.72.
- The academic performance of the students of Kelameno Special High School was found to be higher at a mean score of 89.11 and standard deviation of 4.34.
- The gender disparity in the score of self - esteem and locus of control of students of Kelameno Special High School was found to be statistically not significant.
- The gender disparity in academic performance of the students of Kelameno Special High School was found to be statistically significant. Male students surpassed the female students in their academic average score.
- There was a significant but negative relationship between self - esteem and locus of control being scored from external orientation of students of Kelameno Special High School.
- There was a high, positive and significant relationship between self - esteem and academic performance scores of students of Kelameno Special High School.

In a nutshell, the student researcher can sum up that there have been found a moderately high self esteem, moderately internal locus of control orientation and high academic performance among the participants of the study, especially in the higher grade levels and male students.

5.3 Recommendation

The nature of the study was not oriented to problem - solving. Hence, not much would be dealt in bringing solution to problems. However; the following points were suggested as a natural next step to the present study.

- The female students score was significantly lower in academic performance than the score of male students. Therefore, there is a need to implement the intervention of affirmative action like preparing special supports to female students.
- It is suggested that for those who scored lower on the self - esteem scale, higher on the externally oriented locus of control, and lower on the academic average score, there is a need to arrange special enrichment programs with the help of educational professionals of the school and out of the school to counter balance their belief and situation even though the indications were relative.
- It is suggested that those who scored higher on the self - esteem scale, more internally oriented in the locus of control scale and higher on the academic average score, there is a need to accelerate by providing individualized educational plans with the support of professionals in the school and out of the school so as to promote the high performing potential of the students.

With the above mentioned implications the student researcher believes that the desired outcomes of quality secondary education or substantial human power will be maintained.

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Questionnaire to be filled by the student participants

Objective –

The main objective of the questionnaire is to gather information about the self- esteem and locus of control of students at Kelameno Special High School. Your responses will be held confidentially and used only for the purpose of the study.

Please ask what you don't understand!

Thank you in Advance!

Part One

Please provide personal information indicated below.

1. Personal information

1.1 Grade level 9 ☐ 10 ☐ 10+2 ☐

1.2 Sex M ☐ F ☐

1.3 Age _____ (in years)

1.4 First semester Average (2008/09) _____

Part Two

Instructions:

Below is a list of statements dealing with your general feelings about yourself. If YOU **STRONGLY AGREE**, CIRCLE **SA**. If YOU **AGREE** WITH THE STATEMENT, CIRCLE **A**. If YOU **DISAGREE**, CIRCLE **D**. If YOU **STRONGLY DISAGREE**, CIRCLE **SD**.

No.	Items	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
1.	On the whole, I am satisfied with my self.	SD	D	A	SA
2.	At times, I think I am no good at all.	SD	D	A	SA
3.	I feel that I have a number of good qualities.	SD	D	A	SA
4.	I feel that I don't have much to be proud of.	SD	D	A	SA
5.	I can do things as well as most other people.	SD	D	A	SA
6	I certainly feel useless at times.	SD	D	A	SA
7	I feel that I am a person of worth, at least on an equal basis with others.	SD	D	A	SA
8	I feel I don't have much more respect for myself.	SD	D	A	SA
9	All in all, I am inclined to feel that I'm a failure.	SD	D	A	SA
10	I have a positive attitude toward myself.	SD	D	A	SA

Part Three

For each of the following forty questions, encircle A/yes or B/ no depending on your belief in the idea of the statements.

options		No.	Items
Yes	No		
A	B	1.	Do you believe that most problems will solve themselves if you just don't fool with them?
A	B	2.	Do you believe that you can stop yourself from catching a cold?
A	B	3.	Are some youngsters born lucky?
A	B	4.	Most of the time, do you feel that getting good grades means a great deal to you?
A	B	5	Are you often blamed for things that just are not your fault?
A	B	6.	Do you believe that if somebody studies hard enough he or she can pass any subject?
A	B	7.	Do you feel that most of the time, it doesn't pay to try hard because things never turn out right anyway?
A	B	8.	Do you feel that, if things start out well in the morning, it is going to be a good day no matter what they do?
A	B	9.	Do you feel that most of the time, parents listen to what their children have to say?
A	B	10.	Do you believe that wishing can make good things happen?
A	B	11.	When you get punished does it usually seem it's good reason at all?
A	B	12.	Most of the time, do you find it hard to change a friend's opinion (mind)?
A	B	13.	Do you think that cheering more than luck helps a team?

A	B	14.	Do you feel that, it is nearly impossible to change your parents' mind about anything?
A	B	15.	Do you believe that your parents should allow you to make most of your own decisions?
A	B	16.	Do you feel that when you do something wrong there is very little you can do to make it right?
A	B	17.	Do you believe that most youngsters are just born good at sports?
A	B	18.	Are most of other youngsters of your age stronger than you are?
A	B	19.	Do you feel that one of the best ways to handle most problems is just not to think about them?
A	B	20.	Do feel that you have a lot of choice in deciding who your friends are?
A	B	21.	If you find a four leaf clover, do you believe that it might bring you good luck?
A	B	22.	Do you often feel that whether you do your homework has much to do with what kind of grades you get?
A	B	23.	Do you feel that when a youngster of your age decides to hit you, there is little you can do to stop him or her?
A	B	24.	Have you ever had a good luck charm?
A	B	25.	Do you believe that whether or not people like you depends on how you act?
A	B	26.	Will your parents usually help you if you ask them to?
A	B	27.	Have you felt that when people were mean to you it was usually for no reason at all?
A	B	28.	Most of the time, do you feel that you can change what might happen tomorrow by what you do today?
A	B	29.	Do you believe that when bad things are gong to happen they just are going to happen no matter what you try to

			do to stop them?
A	B	30.	Do you think that youngsters can get their own way if they just keep trying?
A	B	31.	Most of the time, do you find it useless to try to get your own way at home?
A	B	32.	Do you feel that when good things happen they happen because of hard work?
A	B	33.	Do you feel that when some body of your age wants to be enemy, there are little things you can do to change matters?
A	B	34.	Do you feel that it is easy to get friends to do what you want them to?
A	B	35.	Do you usually feel that you have little to say about what you get to eat at home?
A	B	36.	Do you feel that when someone doesn't like you there is little you can do about it?
A	B	37.	Do you usually feel that it is almost useless to try in school because most other children are just plain smarter than you are?
A	B	38.	Are you the kind of person who believe that planning ahead makes things turn out better?
A	B	39.	Most of the time do you feel that you have little to say about what your parents decides to do?
A	B	40.	Do you think that it is better to be smarter than to be lucky?