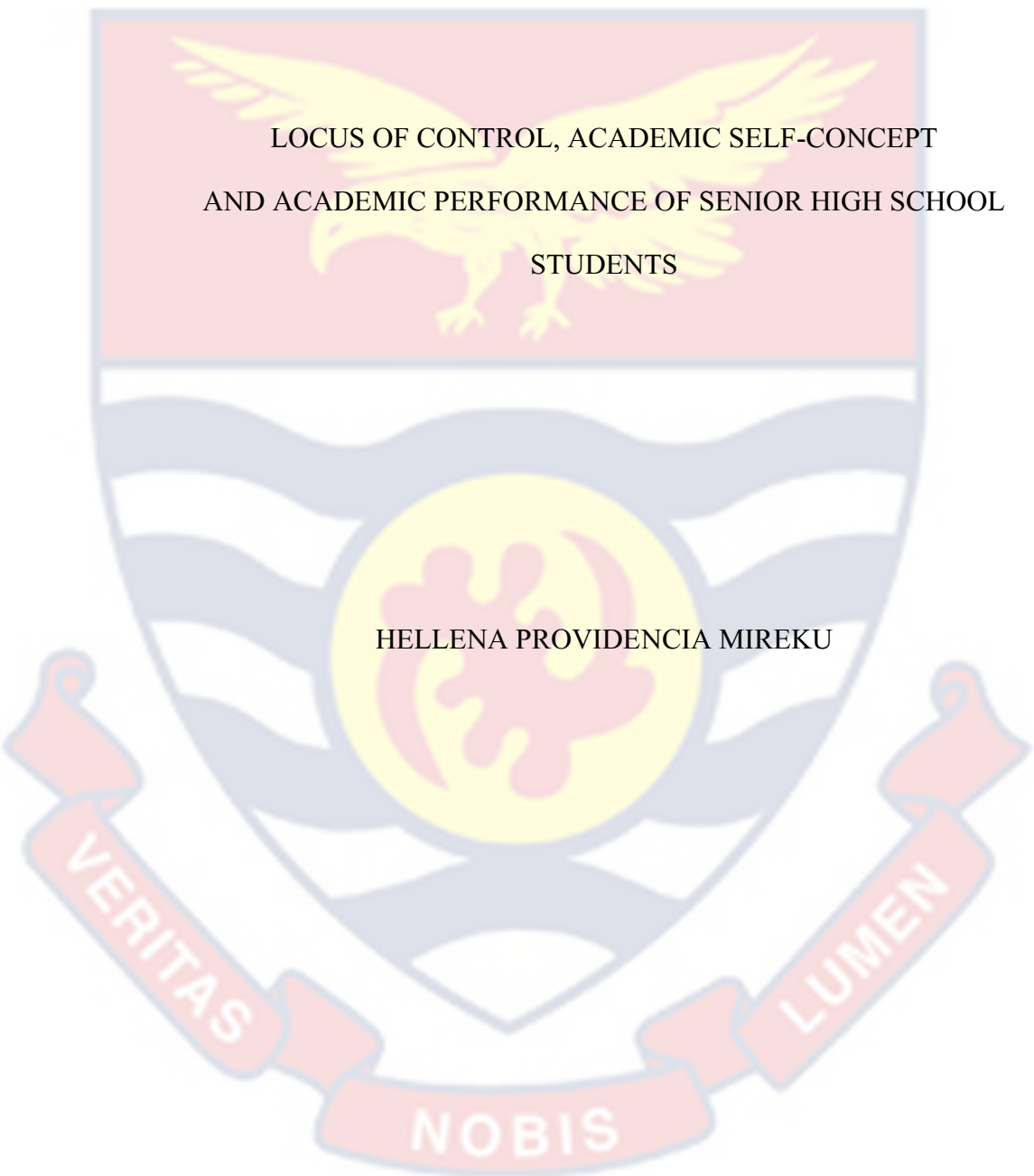


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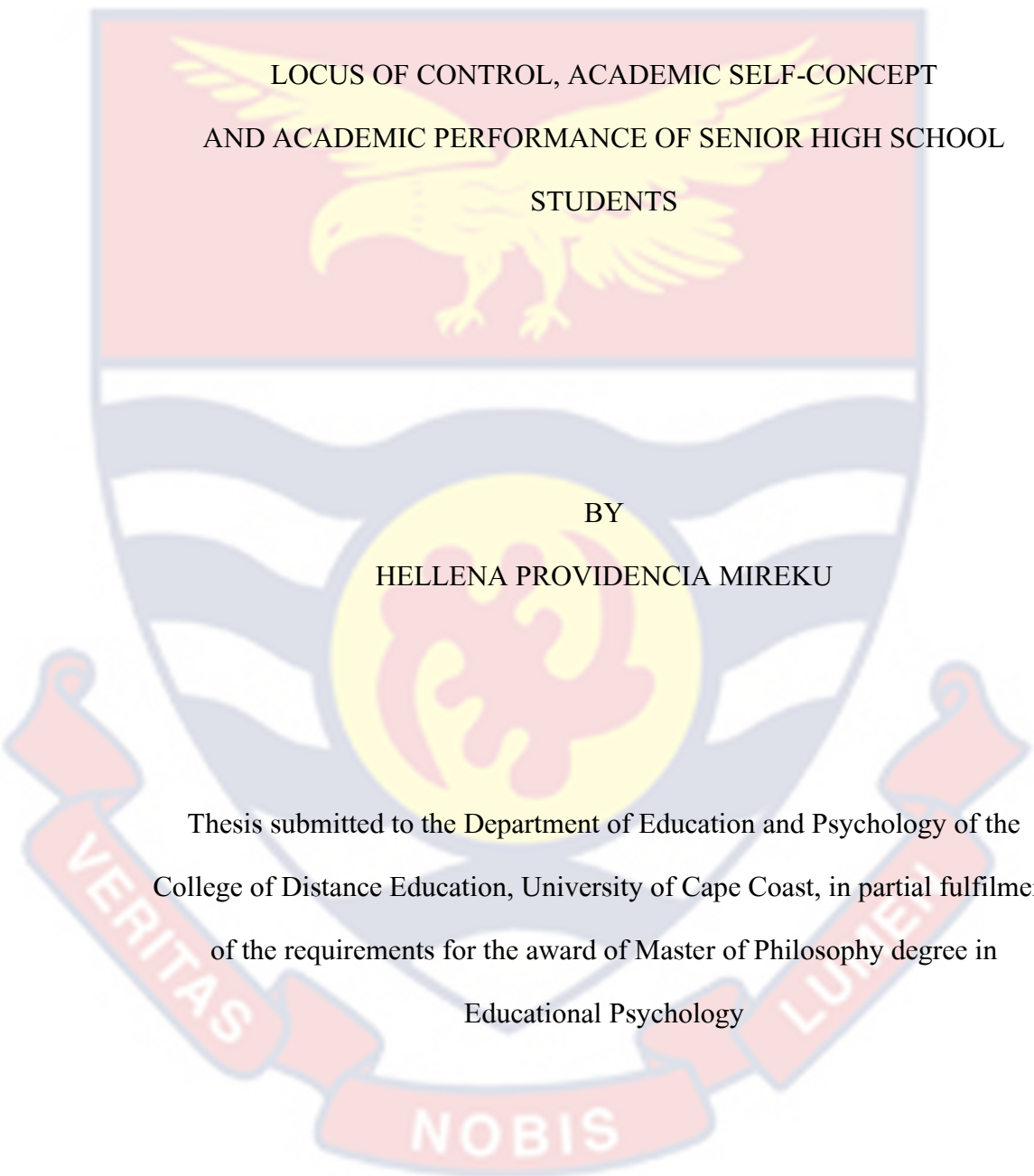


LOCUS OF CONTROL, ACADEMIC SELF-CONCEPT
AND ACADEMIC PERFORMANCE OF SENIOR HIGH SCHOOL
STUDENTS

HELLENA PROVIDENCIA MIREKU

2023

UNIVERSITY OF CAPE COAST



LOCUS OF CONTROL, ACADEMIC SELF-CONCEPT
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STUDENTS

BY
HELLENA PROVIDENCIA MIREKU

Thesis submitted to the Department of Education and Psychology of the
College of Distance Education, University of Cape Coast, in partial fulfilment
of the requirements for the award of Master of Philosophy degree in
Educational Psychology

OCTOBER 2023

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature..... Date:

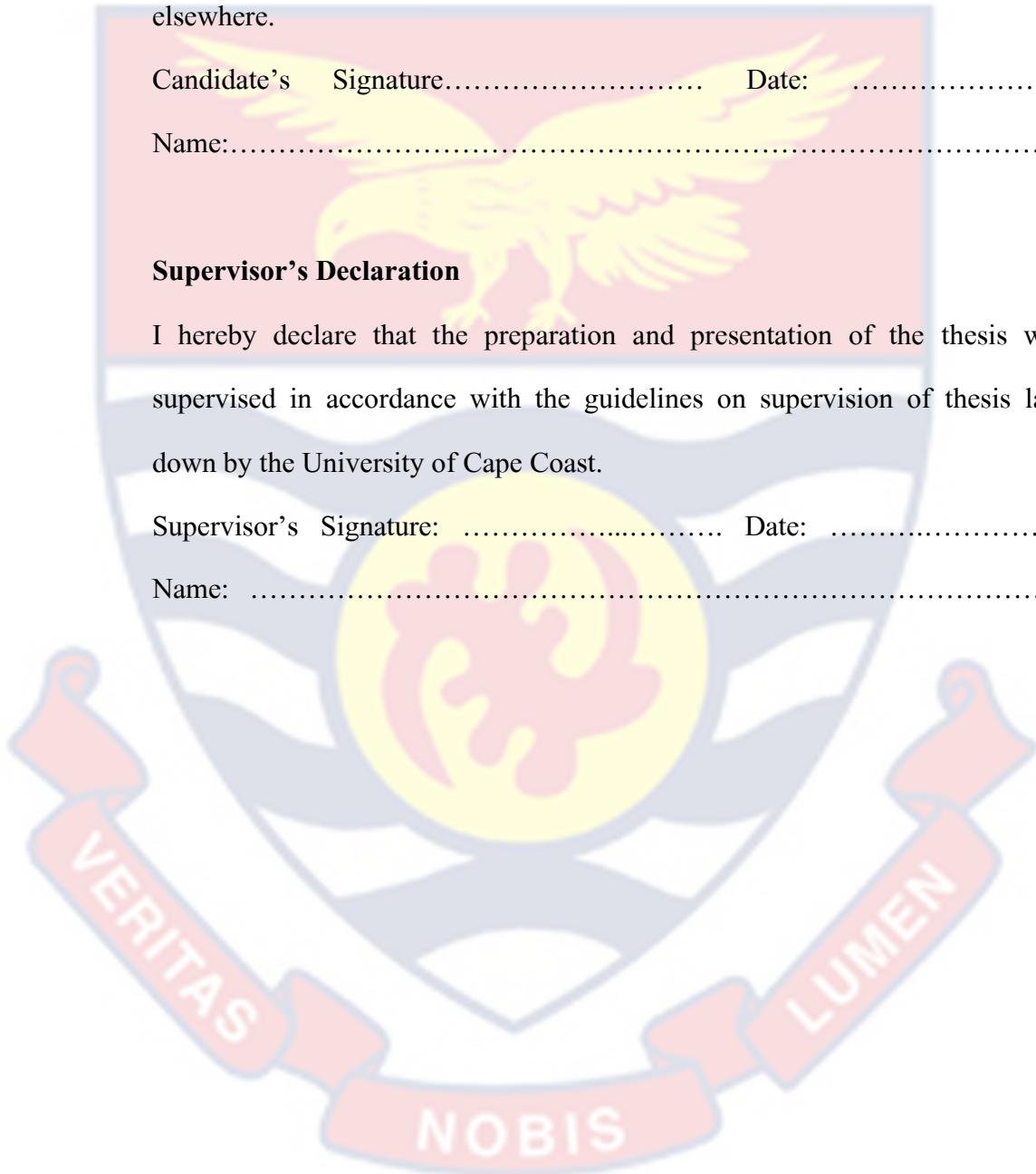
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Supervisor's Declaration

I hereby declare that the preparation and presentation of the thesis was supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Supervisor's Signature: Date:

Name:



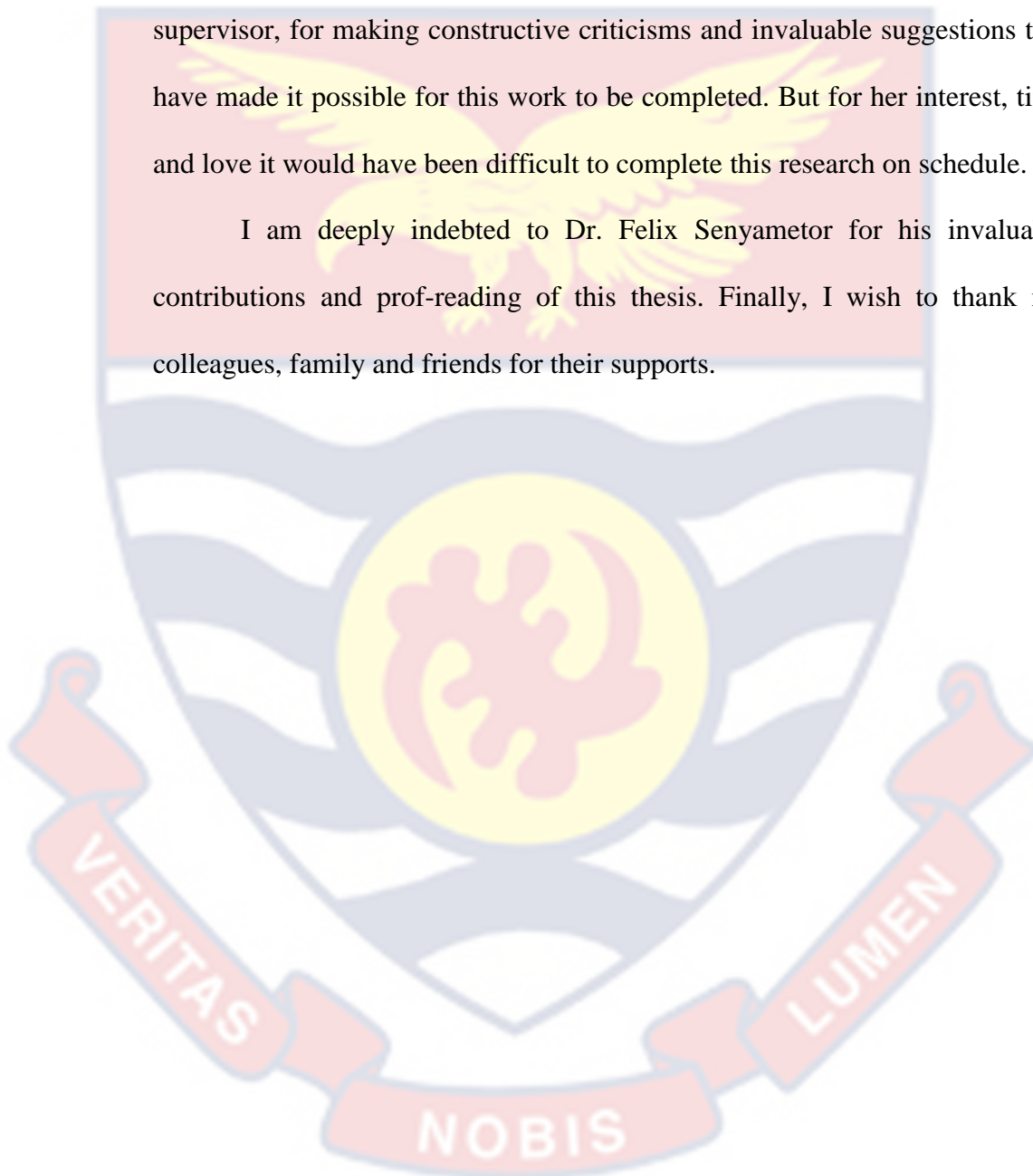
ABSTRACT

The focus of this study was to examine locus of control, academic self-concept and academic performance of Senior High School (SHS) students. A multistage sampling procedure was engaged in selecting a sample of 375 out of a population of 5914. A correlational design was adopted for the study. The study adapted Academic Self-Concept Scale (ASCS) and Locus of Control Scales (LCS) and tests were used to collect data. Statistical tools such as mean, standard deviation, frequency, Pearson product moment of correlation, independent samples t-test and multiple linear regression were used to analyse the data. The results indicated that external locus of control was the best predictor of academic performance of SHS students in the Denkyemba District. The results further showed that academic self-concept had a positive significant influence on students' academic performance. The study, therefore, recommended that administrators and teachers of the various SHSs in the District develop and maintain a positive attitude toward students in order to help boost their academic self-concept by encouraging, assuring, and reinforcing them positively toward their academic work. This will motivate them to believe that they are academically capable and can do well if they work hard.

ACKNOWLEDGEMENTS

The success of this thesis is due to the help, encouragement and support I got from many people and I am greatly indebted to all of them. Specifically, I would like to express my gratitude to Professor Josephine Sam Tagoe, my supervisor, for making constructive criticisms and invaluable suggestions that have made it possible for this work to be completed. But for her interest, time and love it would have been difficult to complete this research on schedule.

I am deeply indebted to Dr. Felix Senyamator for his invaluable contributions and prof-reading of this thesis. Finally, I wish to thank my colleagues, family and friends for their supports.



DEDICATION

To Joseph Kofi Mireku, my father.



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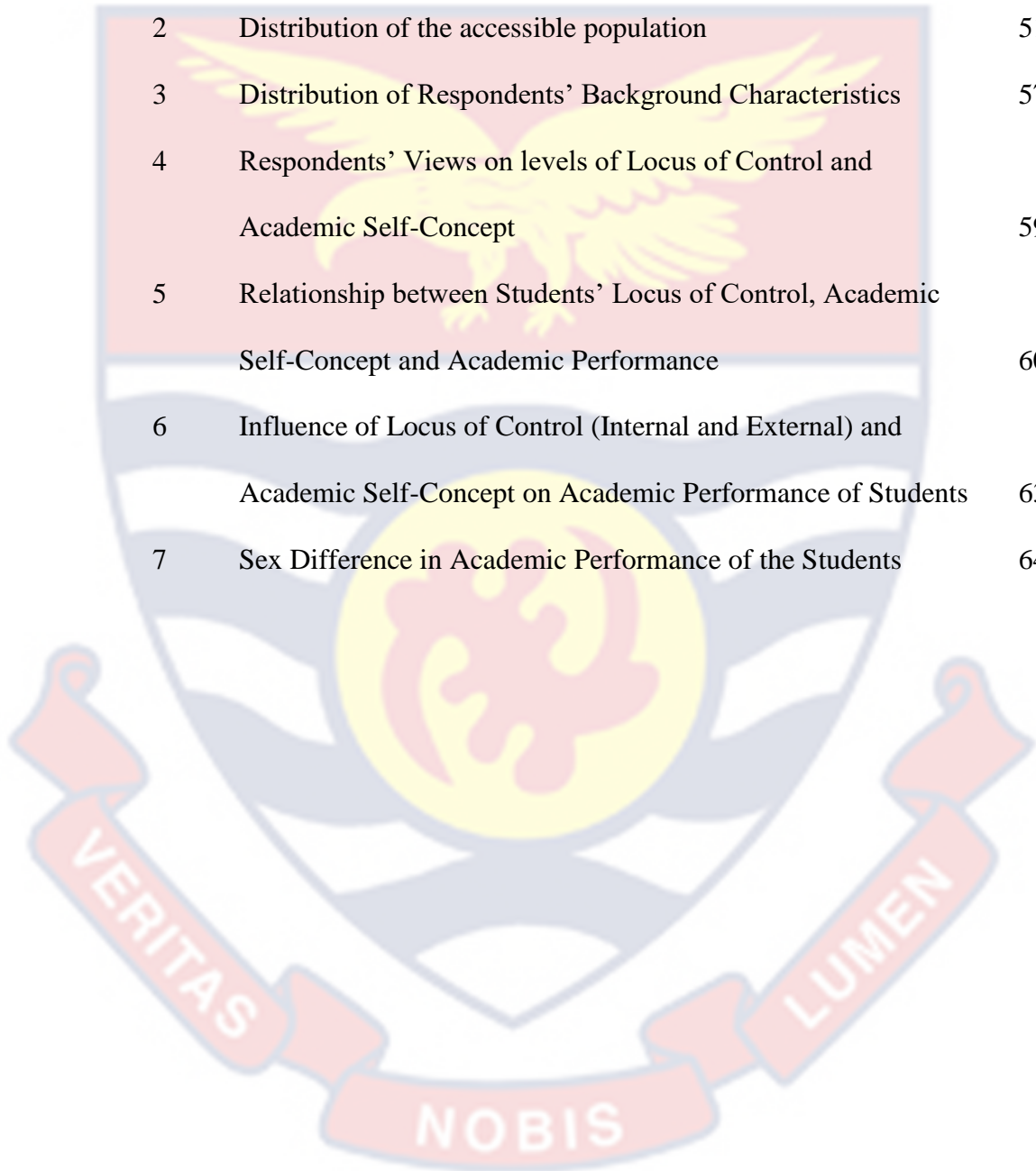
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CHAPTER ONE

INTRODUCTION

Students' sense of agency and self-perception have risen to the status of "major" topics in the educational discourse as more research demonstrates their importance in determining academic success and success in school. Abdulkadir and Solomon (2016), in their paper presented during the 3rd Annual conference organized by Faculty of Education and Extension Services, Sokoto, it say that a person's self-concept and locus of control are critical because they have a significant effect on academic performance. Many students in developing countries, such as those in Ghana, face disruptions in their academic activities, resulting in low academic performance (Anakwe, 2003). Students' lack of self-control and low self-esteem are major contributors to their low academic performance (Abdulkadir & Solomon, 2016). Few studies have been done in Ghana, particularly the rural areas, to examine how the presence or absence of these two variables affects a student's academic performance. It is therefore appropriate for researchers and practitioners in the educational sector to pay scholarly attention to the challenges of academic disruption indicated earlier in order to attend to the many challenges that arise from this problem.

Background to the Study

Education has long been considered the single most important factor in meeting the requirements for healthy and successful human development. Education and knowledge are what differentiate developed countries from developing countries; it has nothing to do with race, colour, or any other aspect of a person's identity. Even within the confines of a single society, individuals are categorized according to the amount of formal education they have obtained

(Mumthas, 2006). As a consequence of this, education exerts a significant influence on the progression of human society. Because it is the only way to differentiate a gifted or brilliant student from an average or below average one, educationists, stakeholders, and researchers continue to be concerned about student academic performance.

Academic performance is a method for determining the extent to which students have learned, with the goal of improving both the lives of the students as well as the progress of the nation as a whole. It becomes a major point of attraction when the performance levels of some students in certain Senior High Schools (SHSs) are not encouraging. Each student possesses one or more of these factors, which are known to have an effect on academic performance and are influenced by both individual and environmental factors. The locus of control, which can be affected by both internal and external factors, is the sole determinant of the outcome of this. Students can motivate themselves to work honestly or to finish their work on time by developing an internal locus of control, which is related to the concept of internal motivation. When students are motivated from within, they are able to perform at a higher level and learn in a more focused manner. On the other hand, if they lose interest in it, their expectations become more dependent on the motivation that comes from outside of themselves, which puts the desired goals or achievements in jeopardy.

As part of an effort to investigate the issue of low academic performance of students, a wide variety of factors have been pinpointed as potential predictors. Researchers such Bandura, 1997; Gottfried, Fleming, & Gottfried, 2001, found a connection between academic performance and factors such as motivation, goal orientation, and self-efficacy in students. Studies have either

concentrated on the internal locus of control or the overall locus of control as their primary foci (Ojo & Omoyemiju, 2014; Abdulkadir & Solomon, 2016).

In 1954, a psychologist by the name of Julian Rotter came up with the term "locus of control." (Fakeye, 2011). His hypothesis was that human behaviour can be influenced by both negative and positive consequences. The effects of an individual's choices on the world around them will have an effect on how they view the world's events and the forces that drive them. In 1966, Julian Rotter developed and published a scale that measures whether an individual's locus of control is internal or external. This contributed to the concept's continued development and refinement. As a result, the term "locus of control" refers to the degree to which an individual believes that he or she possesses some degree of influence or control over life-altering circumstances and experiences. There are many different points of view that people have regarding who or what controls their lives. Some people put the blame for their failures on the gods, on bad luck, or on another person, while others place the blame on their own actions and the experiences they have had (Ogunmakin & Akomolafe, 2013).

Internal locus of control is a psychological variable that causes a person to believe that he has complete control over his own destiny and trusts in his own abilities to complete a task. It also causes a person to believe that he has complete control over other people's lives. Internal locus of control is a factor that affects a person's capacity to think about and exercise control over his or her own achievements, both successful and unsuccessful. On the other hand, an individual who is influenced by an external locus of control does not credit or blame themselves for either their successes or their failures. Instead, he puts the

blame on the environment and other aspects of the social context (Abdulkadir & Solomon, 2016).

Self-concept is an essential component in interaction because it is the driving force behind each person's behaviour in a balanced way of life. This makes it one of the most important factors. Humans, in contrast to other living beings, have the ability to observe, comprehend, and judge each action taken as well as the behaviour that is exhibited (Abdulkadir & Solomon, 2016). The term "self-concept" refers to an individual's beliefs, confidence, ideas, and convictions about themselves, including the characteristics and qualities of that individual. A person's self-concept is defined as the value that he or she places on his or her own characteristics, qualities, abilities, and actions (Haung, C. 2011). Academic self-concept is a useful tool in psychology because it reveals how an individual evaluates his or her own academic characteristics, qualities, abilities, and actions.

Both theoretical and empirical research in the field of psychology have given considerable attention to the phenomenon. Many efforts have been made to define the term self-concept (Skaalvik, 1997; Skaalvik & Bong, 2003).

In spite of the fact that these three factors—locus of control, academic self-concept and academic performance—have a strong correlation with one another, it appears that very little research has been conducted on them in senior high schools located in rural parts of the country of which the Denkyembaour District is of no exception. As a consequence of this, the purpose of the current study is to investigate the impact of senior high school students' locus of control and academic self-concept on the academic performance of those students in the Denkyembaour District of the Eastern Region.

Statement of the Problem

Academic performance of students remains an issue of great concern to educationists, stakeholders and researchers as it remains the means to distinguish a gifted or brilliant student from an average or below average one. However, in recent past, schools and the educational process has been the subject of much media attention. Media stories abound of educational inequities and falling test scores, particularly in the rural areas of the nation (Adu-Gyamfi, 2017). The common theme of these media stories, is low academic performance. Students in the Denkyemba District are of no exception to these media stories of low academic performance.

Students often attribute good grades to themselves, while bad grades are attributed to teachers, test item difficulty, learning frustration, and inability to cope with academic work (Allensworth, & Luppescu, 2018). Some students believe they are inferior to others in terms of academic performance when compared to others (Gbollie, & Keamu, 2017). For example, observations and experiences have led me to believe that in the Denkyemba District, majority of visual art students regard science students as superior, and vice versa. Even the teachers, school administration, and some parents support this viewpoint. Those with low academic grades are typically assigned to visual arts classes, whereas those with good grades are assigned to science classes (Moro, I. & Eshun, 2018). These comparisons are mostly based on a student's locus of control or self-concept, which influence their believe and performances (O'Bryan, 2021).

Some studies have examined the connection between academic performance and locus of control (Findley & Cooper 2003; Anakwe 2003 &

Fakeye 2011), as well as the connection between academic performance and academic self-concept (Findley & Cooper 2003; Anakwe 2003 & Fakeye 2011). (Gerardi, 2005; Sheikh, 2010). Previous researches appear to have focused on either locus of control or academic self-concept alone, but not both, when it comes to academic performance. This study was therefore, designed to fill this void particularly on SHSs in the Denkyembour District.

Purpose of the Study

The purpose of the study was to examine locus of control, academic self-concept and academic performance of SHS students, specifically to:

1. Determine the levels of locus of control and academic self-concept of SHS students in the Denkyembour District of the Eastern Region of Ghana
2. Examine whether there is a relationship between Locus of control and academic performance.
3. Examine whether there is a relationship between academic self-concept and academic performance.
4. Determine whether locus of control and academic self-concept predict academic performance.
5. Examine whether male and female students differ in their academic performance.

Based on the stated specific objectives of the study, the following research question and hypotheses were formulated to guide the study:

Research Question

What are the levels of locus of control and academic self-concept of SHS students in the Denkyembour District of the Eastern Region of Ghana?

Research Hypotheses

H₀¹: There is no statistically significant relationship between Locus of control and academic performance.

H₁¹: There is a statistically significant difference between locus of control and academic performance.

H₀²: There is no statistically significant relationship between academic self-concept and academic performance.

H₁²: There is a statistically significant difference between academic self-concept and academic performance

H₀³: Locus of control and academic self-concept will not predict academic performance

H₁³: Locus of control and academic self-concept will predict academic performance.

H₀⁴: There is no statistically significant difference between the academic performance of male and female students.

H₁⁴: There is a statistically significant difference between the academic performance of male and female students.

Significance of the Study

The findings of the study hope to assist policymakers in Ghana and beyond to formulate policies to address challenges of low academic performance in public senior high schools students. It will act as a jumping-off point for other researchers to conduct in-depth studies on locus of control, self-concept, and academic performance in other parts of the country. The findings are intended to provide school counsellors with sufficient information to use as a guide when dealing with student's academic performance issues.

Delimitation

Denkyembour District has four public senior high schools and borders Kwaebibirem Municipal and Akyem-Mansa District to the north, West Akim Municipality to the south, and Birim Central Municipality to the south-west.

Academic self-concept and locus of control seems to be a problem in many schools across the country. The study was however, restricted to the Denkyembour District.

Limitations

The study was limited by two major constraints. Time and COVID-19 issues did not permit the researcher to collect data on all the SHS students of the district for the research. Also, issues of locus of control, academic self-concept and academic performance of male and female students keep changing with time.

Definition of Terms

Academic performance: it refers to how well and easily students participate in academic work and score higher marks of at least 70% on average.

Organisation of the Study

The work was organised into five chapters. Chapter One, presents the statement of the problem, the purpose of the study and research objectives, research hypotheses, the significance of the study, as well as the delimitations and limitations of the study. A literature review, an empirical review, and a chapter summary were all included in the second chapter of the report. In Chapter Three, the study covered topics such as research design, the study area, the population, the sample and the sampling procedure, the data collection instruments, data collection procedures, data analysis, and chapter summary.

Results and discussions were addressed in the fourth chapter. Chapter Five, presents summary, conclusions, recommendation, and suggestions for further research.



CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter presents review of related literature on the influence of academic self-concept and locus of control on academic performance of SHS students. The review was done as follows:

1. The Theoretical Framework
2. The Conceptual Review
3. Empirical Review
4. The Conceptual Framework

Theoretical Framework

Bandura's self-concept and Social Learning Theory (Bandura, 1997)

Self-concept theory proposes that the belief that a person has in their own abilities to achieve external goals is a powerful motivating factor that enables them to succeed on cognitive and social tasks. Self-concept theory explains why people are more likely to do things they think they can do well than things they think they cannot do well. People with a strong sense of efficacy, on the other hand, think they can do anything, even if it is hard. They see hard tasks as challenges to be overcome, not as dangers to be avoided (Bandura, 1997). This implies that students who set high academic targets for themselves based on their locus of control and academic self-concept can work towards its attainment so also is the opposite.

High achievers set big goals and keep working toward them, even when things get hard. In the face of impending failure, they increase and sustain their efforts to be successful. They approach difficult or threatening situations with

confidence as they believe they have control over them. They go into risky or hard situations with confidence because they think they can handle them. Having a positive attitude makes you less likely to get anxious and depressed (Bandura, 1997). In the main work of the theory, things like mastery experience, somatic and emotional state, verbal persuasion, and vicarious experience will all be talked about.

More and more people say that sustainable management of natural resources and encouraging good behaviour change are important parts of the social learning theory (Muro & Jeffrey, 2008). This theory says that we learn from interacting with other people. Seeing how other people act can change how a person act. People often learn from what they see others do, especially if they have had good experiences or been rewarded for doing something similar. Bandura's theory says that imitation is the act of doing exactly what one has seen (Bandura, 1977).

The theory of social learning and development has become one of the most important educational research theories. There are a lot of similarities between this and the old theory of learning. This theory is often called a link between behavioural learning theories and cognitive learning theories. It covers attention, memory, and motivation (Muro & Jeffrey, 2008). On the other hand, Bandura thinks that direct reinforcement cannot explain all kinds of learning. Now, social learning is a part of his theory. This is the idea that people can learn new skills and habits by watching how other people act. The elements of this theory say that there are three general rules for how people can learn from each other. From the above, students who see their colleagues set high academic

target and working towards it can also be influenced positively to reorganise the way they view and believe in themselves.

General principles of Social Learning Theory

People assume that the same rules apply to social learning throughout a person's life. Anyone of any age can learn from what they see. As long as a person's life stage allows them to meet new influential, powerful people with money, there is always the chance that modelling can help them learn more (Newman, 2007). The social learning theory says that people learn from each other in three ways via: Observation, Imitation and Modelling. It can be agreed that students will consciously or unconsciously learn from their peers in terms of locus of control or academic self-concept which will impact on their academic performance.

If you follow these general rules, you can learn without changing how you act. Social learning theorists say that because people can learn from watching others, their learning may not always show up in a change in behaviour (Bandura, 1965). One's behaviour may or may not change as a result of what they learn (Bandura, 2006). Bandura showed that thinking plays a role in learning and remembering. In the last 30 years, the way the social learning theory explains how people learn has changed (Newman, 2007).

Behaviours learned through modelling

Models and modelling are both ways to talk about the way people learn by watching what others do. This thought is supported by (Newman, 2007). Bandura says that people will copy and model their behaviour if they see good results in the first stage of social learning. Students' academic performance will improve when they surround themselves with peers who have strong believe in

themselves and work towards it. Teachers who take in-world classes are more likely to want to teach in-world classes themselves if they find the students interesting, knowledgeable, and well-behaved. They can use what they have learned to improve their own teaching methods and those of other teachers in the future (Bandura, 1986).

Research done in the past has shown that modelling is an effective way to teach some behaviours. Students can learn from watching their parents read, seeing how math is done, or seeing someone face a scary situation with courage (Bandura, 2006). Based on this, you can also learn to be aggressive by watching models. Observational studies show that when kids see violent or aggressive role models, they become more violent and aggressive themselves. In this view, moral thinking and behaviour are affected by what people see and how they act. Using models in the classroom can help kids learn how to make moral decisions. Parents, peers, teachers and school administrators can help improve how students view and believe in themselves by encouraging and reinforcing them.

Social Learning Theory Concepts

The research shows that Social Learning Theory (SLT) can be broken down into three main groups. People often learn by watching what other people do. This is called observational learning. One's own thoughts and feelings play a big role in learning. This is called "intrinsic reinforcement," and it is a key part of how people learn. As a final point, it shows that the modelling process comes after learning and not before it. Through observation of their peers, students can believe in themselves to put in more effort in achieving their academic goals

Social Cognitive Learning Theory

People learn by watching what other people do, and how people think is a key part of understanding who they are. This is the basis for the Social Cognitive Learning Theory (SCLT) learning theory. In the middle of the 1980s, because of this change in Bandura's research, he started to look at how people learn and think in a more global way in terms of social learning. Social cognition theory is the name given to the theory he built on top of social learning theory (Bandura, 1999). This theory makes it possible to understand, predict, and change how people act (Green & Peil, 2009). The SCLT programme also puts a lot of emphasis on cognitive ideas. It also looks at how kids and adults think about their social experiences and how that affects how they act and grow.

Basic assumptions of Social Cognitive Learning Theory

Bandura (2006a) says that his theory is "cognitive," not "behaviourist," so that it does not get lumped in with the work of American behaviourists. Even though he has been criticized for this, his work fits into the exogenous paradigm of developmental theories because he focuses on how social factors affect how people think. He says that people can learn both behaviours and ways of thinking by watching how others act, and that these things can be learned even if they are not explicitly reinforced (Green & Peil, 2009). Some students' may learn from others to view and believe in themselves, this could however be innate and may reflect in later part of their lives.

Cognitive features on Social Cognitive Learning Theory

The following are five cognitive characteristics that, according to research, can have an impact on behaviour in SCLT:

- Predicted outcomes and responses based on current circumstances;

- Vicarious experiences of the consequences of other people's actions;
- People's perceptions of what will happen in the future influence how they process new information.
- What people expect of you can influence your actions;
- Expected outcomes that are not there have consequences.

Phenomena of Social Cognitive Learning Theory

There are many different ways in which people learn about their society's norms of thought and action, and social cognitive theory is an attempt to explain all of them. According to Bandura's extensive research, there are four distinct types of learning effects that can be identified (Green & Peil, 2009). The following are the four characteristics of SCLT phenomena:

- Acquiring new behaviour by watching someone else do it.
- An increase in the frequency of learned behaviour after a model's behaviour is reinforced is known as the "Response Facilitation Effect."
- A decrease in the frequency of learned behaviour after observing a punished model is called the Response Inhibition Effect.
- The return of an inhibited response after watching a model behave in such a negative way is known as the response dis-inhibition effect.

Internal principle of Social Cognitive Learning Theory

People are just one part of what they see. It is just as important that we create good environments and then have control over them. We can choose what kind of person we grow up to be by choosing where we grow up. The choices we make are affected by both what we think and what we can do (Bandura, 1997). Bandura says that there is only one internal principle, which is made up of three parts that work together. This principle is called "triadic reciprocity."

Bandura's view of triadic reciprocity is widely accepted, but some SCLT scholars do not agree with it. Betz (2007) and Green & Peil (2009), for example, think that human behaviour is the result of a three-way interaction between a person's personal traits, their behaviour, and their environment. When you look more closely, you can see that these three pillars help each other out.

Self-efficacy and Social Cognitive Learning Theory

As part of an explanation of human behaviour, the Bandura theory says that self-efficacy is a cause of expected behaviour outcomes, but not the other way around (Bandura, 1986c, 1995, 1998, 2004, 2006b). Self-efficacy beliefs affect how we think, what drives us, how we feel, and what decisions we make. A person's belief in their own power can affect whether they have thoughts that help them or hurt them. Goal challenges and expectations of results make it easier for people to control their own motivation (Mark & Campbell, 2011). Self-efficacy is the most important part of Social Cognitive Learning Theory (SCLT). It shows how someone feels about their own ability or capacity to do something well. This shows that people tend to do things based on how good they think they are at them or how successful they have been in the past.

Bandura's model lists four sources of efficacy information, or learning experiences, that lead to the development of self-efficacy expectations as a main feature. This is a key part of both SCLT and Bandura's social cognitive theory (Betz, 2007). Betz (2007) and McCormick and Martinko (2004), who both agreed with Bandura's idea of self-efficacy, said that it can affect behaviour and thought in the following ways: activity choice, goal setting, effort and persistence, learning and accomplishment.

They concluded that people with high self-efficacy see hard tasks as something to master instead of something to avoid. People with low self-efficacy, on the other hand, are more likely to avoid hard tasks and instead focus on their own mistakes and bad outcomes (Mark & Campbell, 2011).

Self-regulation and Social Cognitive Learning Theory

Social Cognitive Learning Theory (SCLT) says that people can control their thoughts, feelings, reasons for doing things, and actions. Self-regulation is the process by which a person takes charge of and controls his or her own behaviour. This theory says that each person has a set of predetermined goals and is responsible for figuring out how to best respond to changes in their environment so they can reach their personal goals. Effective self-regulation is a cycle in which performers actively keep an eye on the performance environment, come up with functional task strategies, put those plans into action with skill, and keep an eye on the results (Locke & Latham, 1990).

But in Social Cognitive Learning Theory (SCLT), a person is self-regulating when he or she has his or her own ideas about what is appropriate or inappropriate behaviour and acts on those ideas. Self-regulation has become a bigger part of SLT (Williams 2010). Bandura's theory (1978) has a key method that involves helping people control themselves. In view of this, the researcher agrees that the most common way to teach a student is how to reward himself or herself after doing what is wanted. Also, though students' academic performances are highly based on their personal beliefs, their views have a great impact as well.

The Link between Social Learning Theory and Social Cognitive Learning Theory

Social Learning Theory stands for Social Cognitive Learning Theory, which Bandura renamed in 1986 as a result of his research and findings (SCLT). For lack of a better term, the Social Learning Theory (SLT) is what gave rise to the Social Cognitive Learning Theory (SCLT).

Strengths and weaknesses of Social Learning Theory

Based on previous research, the pros and cons of SLT can be put into two groups. For instance, if an observer copies a good action, others may notice or reward that action. Positive reinforcement is the first type of reinforcement. As for punishment, it is used when someone does something that hurts or offends others and the person doing it needs to be punished in some way. According to the research, the model seems to be the most important factor in figuring out the strengths and weaknesses of social and observational learning.

As a general rule, the observer will copy the model's behaviour if it is appropriate, responsible, and positive. So, as people who want to become teachers, we must always be aware of what we do and how we look. Lastly, if we believe Bandura's theory, then everything we do is always being watched by the people around us.

Strengths of Social Cognitive Learning Theory

Social Cognitive Learning Theory (SCLT) has a number of advantages, including the following: Focused on important theoretical issues, such as the role of reward in learning and the stability of behaviour. Reasonable view of people and concern with the social implications of the theory

Limitations of Social Cognitive Learning Theory

Some researchers say that the SCLT has some flaws, but others say that the theory's depth and complexity make it hard to use. Many applications of the SCLT, for example, only look at one or two constructs, like self-efficacy, and ignore the others.

Loosely put together theory that hasn't been fully unified and systematized yet. Things that people argue about: Does reinforcement have to happen for people to learn and do well? Is self-efficacy just about what you think you can do? Why do the self-efficacy expectations of some people stay the same while those of others change quickly? What does a person's overall personality have to do with how they feel about themselves in different situations? Why does it seem like self-efficacy beliefs have nothing to do with behaviour? How about the example of giving up smoking? Putting too much weight on self-reporting

Uncared-for places: People do not pay attention to how people grow up and change over time. Motivation, conflict, and feelings are not given much thought.

First impressions: Is the idea of a person's personality based on how they think? Can modelling and guided participation help with a wide range of mental problems?

Some people think that the SLT and SCLT theories connect the behaviourist learning theory and the cognitive learning theory. A lot of attention was also paid to how the mind works. Albert Bandura is also thought by many to be the best living psychologist. His Social Cognitive theory has had an effect on many fields of study, such as education, health sciences, social policy, and

psychotherapy. When you look more closely, you can see that social cognitive theory comes from American behaviourism. However, Bandura goes beyond radical behaviourism to include cognitive factors in his explanation of how people learn to get along with others. Green and Peil (2009) say that he has also used cognitive theory to help solve a number of global problems, such as protecting the environment, ending poverty, slowing the rise of the world's population, and so on.

Carl Rogers Personality Theory

Rogers (1902-1977), who pioneered Humanistic psychotherapy was one of the first therapists to emphasize a "person-Centered" approach (Rogers, 1951). Rogers viewed personality as a study of one's own self. People are motivated by an innate tendency, according to Rogers (1959), to actualize, enhance, and maintain their own selves. Thus, the actualizing tendency serves as the foundation for the rest of his theory (Schultz & Schultz, 2013). Rogers' self-theory is the most significant contribution to personality science. Throughout his career, he concentrated on psychotherapy. Rogers devoted himself to the study of personality change. His greatest concern was the process of change or transformation (McLeod, 2007).

In essence, Rogers' theory (1951) of personality is based on the idea of one's own identity, or "self-concept." The tendency of an individual to act in ways that help them realize themselves leads to differentiation. As a result, a group of experiences are differentiated and symbolized in conscious awareness as self-experiences, the sum of which sets the individual's self-concept. Client-centered theory of therapy and personality are very important to his study of the idea of self. The Q-technique (Stephenson, 1953) and the Q-sort of self (Butler

& Haigh, 1954), which he changed to study the self, were two methods he often used for this.

Rogers said that a healthy person is one who is able to incorporate their life experiences into their own identity (Cervone & Pervin, 2008). When people have a healthy sense of self-awareness, they are more open to new things. On the other hand, people who have neurotic self-awareness deny important sensory and emotional experiences. Rogers (1975) used the following terms in his self-theory.

Real-self (self-image): How we feel about ourselves is directly linked to how we see ourselves. Having a good opinion of ourselves is very important for our mental health. We can think of ourselves as both beautiful and ugly, as well as good and bad. How we feel about ourselves affects how we see ourselves and the world around us. After an actualizing tendency comes organismic valuing, which needs and gets self-respect and positive regard. Rogers named the "true self" in 1954. If everything goes as planned, you should be successful. Rogers says that we all have a real self. One's true self is, of course, linked to their inner personality. We are at our best when we are in touch with who we really are. If there is anything that does not feel right about us, it is the real self (Grice, 2007). From the foregoing, the researcher agrees that a students' academic performance is influenced by the belief in the self being either positive or negative.

Ideal self: In a nutshell, it is a metaphor for our ongoing efforts to reach our highest goals. A more accurate term would be "dynamic goals and ambitions." It is possible that this does not apply to children. It is not the ideal self we had in our twenties or thirties or whenever (McLeod, 2007). To some

extent, our society is divergent from the actualizing tendency and we are sometimes forced to live with conditions of worth that might be out of place with organismic valuing need, which may receive only conditional positive regard and self-regard we develop instead of an ideal self' (Boeree, 2006).

Rogers (1961) said that the gap between the real self and the ideal self might lead to some things that are out of our reach (Boeree, 2006). This self, in fact, is the result of things we cannot control. The self is made up of everything we think we should be and what we think other people think we should be. Rogers' theory says that free choice is important, but osmosis is more likely to cause a person to take on other people's beliefs and values. It means that people are responsible for their own actions and should not blame their bad luck on outside factors (Derlega, Winstead & Jones, 2005; Singer, 1984). Students' are to be responsible for their academic performances and not blame them on external factors such as learning frustrations and teacher related factors.

Fully-functioning person: Self-movement and growth toward achieving one's full potential can be expected if people are able to fully utilize their valuing processes. Because they are able to self-actualize, these people can be referred to as "fully functioning" people (Rogers, 1961). They will be on their way to becoming fully functioning people, according to Roger's terminology. Rogers believes that fully functioning people are well-balanced, well-adjusted, and fascinating to know (McLeod, 2007). As Rogers (1961) continued to write, he broadened his concept of the fully functioning person to include the emerging individual.

The conditions of worth and self-worth: Individuals learn to differentiate their own self-experiences in the same way they differentiate the differences in

their own self-experiences among other people as being unequally deserving of positive regard (Nelson-Jones, 2000). What psychologists call "condition of worth" is a factor that influences how highly people value their own worth. Conditional regard, according to Rogers (1961), is a factor in determining one's worth. As an organismic valuation process explains, the conditions of worth may also prevent an individual from meeting both their own need for positive self-esteem and the needs of the entire organism at once (Anderson, 1998).

A person with a high sense of self-worth, who is able to deal with life's difficulties, and who is willing to be open with others was defined by Carl Rogers in 1959. An individual with a strong sense of self-worth may avoid life's difficulties, refusing to accept the fact that life can be difficult and distressing from time to time. Child development and self-esteem can be positively affected through early parental involvement, according to Rogers' research. As a child gets older, his or her sense of self-worth will be affected by interactions with the outside world (McLeod, 2007). Though students' external factors can influence their academic performances, one can avoid to accept the fact that learning can be difficult and distressing while focusing on their beliefs.

Self-image, ideal-self and congruence or incongruence are described in Rogers' personality theory. Having a positive self-image is critical to maintaining a healthy outlook on life. So, one's self-perception as good or bad affects their feelings, thoughts, and behaviours in the real world, for better or worse. It is the actualizing tendency that sets off the self-actualization process, which is followed by organismic valuing, as well as the need for and receipt of positive self-esteem and regard. Continuity in all aspects of one's life, including one's inner personality, is described as the key to success. Even though it is not

perfect, it is the part of us that feels most authentic and true to who and what we really are (Grice, 2007).

Our "ideal self" is a shorthand way to talk about our goals or ideals. In other words, it shows how our hopes and dreams change over time (McLeod, 2007). There is a match between a person's true self and their experience if their self-concept and unconditional positive regard have no conditions of worth. So, a person's sense of self-worth is higher if his or her self-image and ideal-self are similar or match up. It was (Rogers 1975).

Raymond Cattel's Personality Theory

The 16 Personality Factors proposed by Raymond Cattel are discussed in depth in his theory of human personality. Personality traits can be found on a continuum. To put it another way, each person has at least some of the 16 traits, but some may be more prominent than others (Cattel 1998). Cattel was of the opinion that observations made by clinicians could not be used as a scientific basis for character analysis or classification. To arrive at his theory of personality, he relied on the inductive approach to scientific inquiry. Thus, he amassed an enormous amount of data and then performed factor analysis on it in an effort to identify groups of data.

Cattel (1998) defined personality as the ability to know ahead of time what a person will do given a specific set of circumstances. He referred to the fundamental aspects of a person's personality as "source traits." Using factor analysis, he discovered clusters of surface characteristics that were similar. They are known as source traits by Cattel. Data from the individual's life-record and questionnaires were combined with test results and source traits to create a personality profile for each person he studied.

Cattell (1998) found that out of the 35 main traits, 23 were found in normal people and 12 were found in abnormal people. The result of his work was the 16PF scale, which he made to measure 16 different normal behaviour traits. This means that both humans and other primates are naturally driven by ergs, which Cattell says include hunger, curiosity, anger, fear, and other basic drives. Cattell says that there are two types of intelligence: those that are fluid and those that are solid. He said that fluid intelligence is the ability to learn new things no matter how much experience you have, while crystallized intelligence is the ability to solve problems based on what you already know.

Cattell (1998) said that intelligence was passed down from the mother's side of the family. Cattell thought that a person's personality should be looked at not just in terms of their traits, but also in terms of their attitudes. Cattell said that attitude is the desire to act in a certain way in a given situation. The Dynamic lattice is Cattell's attempt to show graphically his theoretical analysis of the relationship between the mind's instinctive driving forces and their overlying semantic and attitudinal superstructure. This is Cattell's attempt to show graphically his theoretical analysis of the relationship between the mind's semantic and attitudinal superstructure. Some attitudes are less important than others, which controls the specific connections between attitudes in the dynamic lattice. As part of the subsidization chain, it is possible to predict how people will think and act. Cattell thought that a person's personality and behaviour were strongly affected by how they grew up. From the researcher's view, students can either believe positively or negatively in themselves depending on the type of their personality and this affects their academic performance.

Conceptual Review

Locus of Control

The term "locus of control" is very important in psychology. Neill (2006), says that Julian Rotter, came up with the term "locus of control" in the 1950s. People use the term to talk about their own ideas about what led to the things that happened in their lives. Determinism is the belief that a person's future is controlled by fate, God, other spirit beings, or other powerful people. Rotter (1966) called it "Locus of Control of Reinforcement," which is the full name. Mearns (2006) says that a person's locus of control is what they think about what makes their rewards and or outcomes in life.

Rotter came up with this name in 1966 to connect behavioural and cognitive psychology. Rotter's ideas about how people act was based on the idea that rewards and punishments, which he called "reinforcements," shape what people think about why they do the things they do. People's attitudes and actions are based on what they believe to be true. This way of thinking about the Locus of Control is similar to what famous psychologist Philip Zimbardo (1985) says about it.

Zimbardo (1985) defines locus of control orientation as the belief that the results and consequences of our actions depend on what we do (also called "internal control orientation") or on things we cannot control (also called "external control orientation"). Mearns (2006) also says that a person's locus of control can be separated into two groups: the person's internal locus and the outside world. Neill (2006) says that the locus of control can be thought of as a one-dimensional continuum that goes from external where the individual believes that his/her behaviour is guided by fate, luck, or other circumstances,

to internal forces at which the individual believes his/her behaviour is guided by personal decisions and efforts. Connecting to the above, students' locus of control drives their beliefs and affect their academic performance

Internal locus of control

People are said to have an internal locus of control if they believe they have some control over their own lives. From a psychological point of view, it seems good to feel like you have some control over things you can change. Most people would rather have more control over their own lives. People think that the things they do and how hard they work determine what they get out of life (Neill, 2006). They think they did not try hard enough if they fail at something. Students who look inside themselves for answers are more likely to fail their tests than those who look outside of themselves. He decides that this is because he did not study enough for the test. He has admitted that his work is directly responsible for his grade and promised to do better in the future (Grantz, 2006).

Having an internal locus of control is the same thing as having self-agency, personal control, or the ability to make your own decisions. The research of Mamlin, Harris, and Case (2001), shows that men tend to have a more internal locus of control than women. People also need to be able to control themselves more as they get older. People who are in positions of power in an organization are also more likely to have an internal locus of control (Rotter 1975). A students' belief in his or her internal factors relates to their academic life as well.

Eternal locus of control

External locusts think that "luck, chance, or powerful others" are to blame for their rewards and good fortune in life (Mearns, 2008). If they do not

do well at something, they think it was because of something else. Grantz (2006) says that if a student puts his sense of control outside of himself, he is less likely to do well on an exam. He said that the test was poorly made and that the teacher did not know what she was doing. He thinks that things he cannot change are to blame for his low grade, so he does not see any reason to try harder.

People should be careful not to believe the simple idea that having a sense of control from the inside is better than having a sense of control from the outside. There are a lot of details and things to think about that are important. For example, it is common for internals to have mental illness or be unstable. For a person to feel like they are in charge of their lives and have control over them, they need to have the skills, confidence, and opportunities to do so. People who are too focused on themselves often have anxiety, depression, or neurosis because they do not have enough skills, opportunities, or effectiveness. So, internals need to have a clear picture of their circle of influence if they want to be successful. People on the outside can be happy and live without worries (Neill, 2006).

Still, psychological research shows that people do better in life when they feel more in control of their lives. For instance, they have more clear goals and are more likely to get well-paying jobs. But you should also think about what led to this. Did the situation cause the beliefs, or did the beliefs cause the situation? Rotter J. B. (1975).

Can the control on the outside be changed? This is another question that could be asked. When a student in class seems to be having trouble in school and does not try to get better, that student may have an external locus of control (Grantz, 2006). Have you thought about what you could do to help this student?

Training that helps students feel like they have more control over their own lives may help them be more motivated (Grantz, 2006). From the researcher's point of view, students experiencing learning frustrations, test item difficulty, and are unable to cope with academic work are experiencing external locus of control.

People are trained in attribution when they are told to talk well about themselves. If you work a little, you can reach this goal. By convincing themselves they are in charge of their own lives, students learn to believe they can make a difference (Grantz, 2006). They say that students should be shown the results of their actions so that they can figure out why they are having trouble in school.

People sometimes think that the idea of "Locus of Control" is a permanent part of who they are. But theory and research show that this is mostly something that can be taught. There is some evidence that the locus of control is a reaction to the situation, at least in part. Studies have shown that some educational and psychological interventions, like outdoor education, change a person's sense of how much control they have over their own lives (Hattie, Marsh, Neill and Richards, 1997; Hans, 2000).

Self-Concept

A big factor is how a person sees themselves and how well they are doing. A person's self-concept is how they see themselves, how they judge themselves, or what they think of themselves. Someone must know who they are in order to be self-aware (Saul Mcleod, 2008). The way a person thinks, feels, knows, and is sure about who and what he or she is makes up his or her self-concept. When we talk about a person's "self-concept," we mean how much they value their own unique set of traits, skills, and accomplishments. It changes

the mind in a big way. Psychological theories and real-world research have paid a lot of attention to the idea of self-concept and how it changes over time. There has been a lot of work done to define the two most common terms, "self-concept" and "self-esteem," and it has been hard to figure out how these two ideas are different (Skaalvik, 1997; Skaalvik & Bong, 2003).

There are many ways to explain self-efficacy. Self-concept is one of them. Self-concept is when a person thinks they are good at something (Hawthorne, 2004). Also, the study's authors say that self-efficacy is a person's belief that he or she can do a certain task well (Adeyinka, Adedeji, and Olufemi, 2016). Researchers have found that students are more likely to do well with their social and emotional lives if they have a positive view of themselves while they are in school (Eccles, 2009; Harter, 2012; Nasir & Lin, 2012; and Chen et al., 2013). Based on this research, it can be said that having a positive view of yourself as a child can help you learn skills and strategies for dealing with life.

A positive self-concept has also been linked to a number of good things, such as more happiness, more pro-social behaviour, better grades, and a better quality of life in general (Hunagund & Hangal, 2014; Hunagund & Hangal, 2014; Salami & Ogundokun, 2009; Schwarzer & Fuchs, 2009; Hunagund & Hangal, 2014). According to Mamata and Sharma (2013), Self-concept is how a person sees and thinks about himself or herself (Haung, C. 2011). It includes what you think, how you feel, and what you know about yourself. Linking to students' academic work, having a good thought of ones learning results to better grades and future quality of life.

If you want to be social and independent at the same time, you need to have a strong sense of self-worth. When a person feels good about themselves,

they can see the bigger picture in everything they do. Self-concept is helpful in all areas of life especially in academics because it is made up of many different parts. For a student to do well in school, he or she needs to be able to get along with others and handle disagreements in a productive way. It can only be done by someone with a strong sense of self-worth. You know what kind of person you are. Students with a high sense of self-worth might be able to run their own lives, but those with a low sense of self-worth might not be able to.

Components of self-concept

Bracken (1992) identifies six distinct aspects of one's self-perception (Gerardi, 2005). Domains include:

- Social: the ability to interact with others;
- Competent: the ability to meet one's own basic requirements.
- the awareness of emotional states

When it comes to one's physical well-being as well as one's academic performance, there are many factors to consider. Gayen and Behera (2018), grouped these into Spiritual Self, which concerns the internal perception of who an individual is, such as personality traits, abilities, interests, feelings and desires; Social Self, concerned with how an individual is perceived by others largely based on social roles and group membership and Material Self, concerned with tangible objects, people or places that an individual claim as his or her own (Gayen and Behera, 2018).

Further, Gerardi (2005), viewed self-concept in four components: self-esteem, body image, personal identity and role performance.

Carl Rogers (1959) on the other hand holds that one's self-concept is comprised of three distinct elements, such as:

- Self-image - Your perception of your own worth.
- To put it another way, it's a measure of how much respect you have for your own worth.
- Your "ideal self" is a fantasy version of who you would be if you could.
- Self-Esteem, Body Image, Role Performance, and Identity are the most common components of Self-Concept.

Academic self-concept

This talk about self-concept has shown that it is made up of many different parts or areas. But because of the topic of this investigation, it is important to do a more in-depth review of the academic literature on the idea. A review of the research on the subject shows that researchers have tried to explain what academic self-concept is. In this part, we'll look at a few of them in more depth.

In 1997, the authors said that Academic Self Concept is a collection of students' attitudes, beliefs, and perceptions about their academic abilities and performance. "Academic self-concept" is how a person thinks about his or her own academic skills. Cokley (2000) says that the term "Academic Self Concept" means how a student sees his or her own academic skills compared to those of his or her peers. Byrne (1996), Hattie (1992), and Marsh, Byrne, and Shavelson (1996) say that an Academic Self Concept is a description and evaluation of how a person sees his or her own academic abilities (1988). According to Lent et al. (1997), the term "Academic Self Concept" means how a person sees and thinks about their own intellectual and academic abilities in relation to school. In relation to the above, individual student's academic performance will

improve based on his or her own beliefs in the abilities, perceptions and attitudes towards his or her academic life

McCoach and Siegle (2003) define Academic Self Concept as a description and evaluation of a person's perceived academic abilities. It also includes the global beliefs of self-worth that a person has about himself or herself because of how well they think they do in school. Every student has an idea of how smart they are in relation to the different subjects they study in school. This idea can be positive or negative to different degrees.

Self-concept in school grows and changes over time. There is some evidence that academic self-concept can start to form as early as age three or four, but there is also evidence that it does not start to form until age seven or eight, when children start to judge their own academic skills based on feedback from their parents, teachers, and peers. When kids are ten or eleven, they start to compare how well they do in school to how well their peers do. Self-estimates are another name for these kinds of social comparisons. Self-judgment often helps people understand themselves better. The best predictor of cognitive ability was found to be the ability to do math. Research also shows that poor self-estimates in other areas of cognitive ability, like reasoning speed, are less likely to be taken into account (Minchekar, 2019). Since a person's academic self-concept begins early and continue to develop as the individual grows, a students' academic performance will also improve with time.

Learning how to have a positive academic self-concept has been linked to a number of other behavioural and emotional changes in everyday life, such as more happiness, self-respect, and anxiety. Because a person's academic self-concept has such a big effect on their life, some people have said that schools

should help kids develop a good sense of themselves. A student's view of himself or herself as a good student has a strong and positive effect on both their overall academic success and how well they do in language and math. The academic self-concept of a student is a great way to predict how well they will do overall.

Parents and teachers should pay attention to these findings because they can be used in real life. Research shows that parents and teachers need to give their children specific feedback that focuses on their specific skills or shown abilities in order to boost their academic self-confidence. There is a positive link between academic performance and academic self-concept (Caster, 1997). Another study found that putting kids in a group where they are constantly compared to their peers can hurt their sense of themselves as academics.

Abdulkadir and Solomon (2016) say that academic self-concept is made up of eight things. Here is a list of these eight things:

1. **Self-Concept of Academic ability:** Academic Ability Self Concept is known as the evaluations of self-emotions, motivations, trust, attitudes, and habits held by the students toward the academic abilities.
2. **Self-Concept of Academic Interests:** Academic Interest Self Concept is a student's feelings, motivations, attitudes, habits and views of his or her academic interest. In short academic interest is set or patterns of self-assessment of academic interest.
3. **Self-Concept of Study:** Study Self Concept is the evaluations of self-abilities, interests, habits, attitudes, views, motivations and imaginations of the students about study. In short study self-concept means set of self-views or thoughts about overall study.

4. **Self-Concept of Examination:** Examination Self Concept means the evaluations of self-motivations, emotions, imaginations, interests, opinions and attitudes towards the examination. In short examination self-concept means a review of what he or she think and what he or she feel about the examination.
5. **Self-Concept of Academic interactions:** Academic Interaction Self Concept means students' belief of being friend of other students in school and keeping healthy relations with them. Moreover, it involves the belief of getting warm support from teachers and others in school.
6. **Self-Concept of Academic efforts:** Academic Efforts Self Concept can be explained as specific attitudes, feelings, expectations, opinions, interests, beliefs of students about the academic efforts. In short academic efforts self-concept means set of self-thoughts and beliefs about overall efforts relating to his or her education.
7. **Self-Concept of Curriculum:** Curriculum Self Concept is defined as a set of students' attitudes, beliefs, motivations, interests, expectations, and imaginations about the curriculum. It also involves a description and evaluations of student's perceptions of curriculum of various subjects.
8. **Self-Concept of Academic future:** Academic Future Self Concept can be explained as a set of specific attitudes, feelings opinions, trust, expectations and perceptions of students about what is the use of his or her education in future. In short future self-concept is the self-analysis about the use of his or her education. In the researcher's view, academic performance has to do with the academic ability of students. It further refers to how well a student is able to internalize academic lessons and it is measured by the scores which the

students is able to make in class and at both terminal/semesterly and final exams.

Empirical Review

Various studies have shown that students' academic self-concept, internal locus of control, and external locus of control all have an impact on their academic work, achievement, and performance. Singhal (1982), Haines et al. (1986), McCabe and Trevin (1997), Crown and Spiller (1998), and Whitley (1998) have all noted that a student's academic self-concept and locus of control are likely to affect their academic achievement. Some empirical studies on the impact of academic self-concept on academic performance are reviewed here. Other existing empirical findings on internal and external locus of control and academic performance are also reviewed in this study.

Academic Self-Concept and Academic Performance

Researchers like (Wosu, 2013; Mensah, 2014; Ferla 2009; Marsh & Hau, 2003; Seaton 2010; Nagengast & Marsh, 2012; Marsh & Martin, 2011; Guo, 2016), looked at the link between academic self-concept and academic performance both in the early stages of education and in higher education. According to their results, academic self-concept had a big effect on student's academic performance. Additionally, academic self-concept significantly correlated with school adjustment in Primary Education and predicted academic achievement. Further, students from different cultures and countries with a bad opinion of themselves did worse in school. A clear indication that students' background can be translated into their academic self-concept which might relate to their academic work.

Strayhorn, 2010; Chrisler and McCreary 2010; and DiPrete and Jennings 2007, looked at how self-concept affected how well students did in school. In their study of primary school students from both majority and minority groups in North America, they found that children from minority groups did worse in school and thought less of themselves as students than those from majority groups. A students' background and their academic performances can either be positively or negatively connected.

There were also differences between male and female students in how they saw themselves (Nagy, 2010; Huang, 2013). Using a sample of 407 students, 192 boys (47.2%) and 215 girls (52.8%), it was found that females had a higher self-concept than the males did. Ahmed (1986), Gordon (1997), Anisul-Haque and Sarwat (1998), Sabir (1999), and Shafique (1998) all found a strong link between academic self-concept and academic success. In terms of academic self-concept and academic performance, males and females differ.

In the same way, Li (2010) did a study on how secondary school students see themselves. The study found that students' ideas about their own self-image, self-worth, and ideal self were different depending on their gender. On tests of physical self, self-criticism, and self-satisfaction, male students did better than female students. On tests of ethics, however, female students did better. In terms of how they saw themselves in social situations, there were big differences. Students who studied liberal arts did better on tests than students who studied science. Sex and or gender affects students' academic life depending on their academic self-concept.

Researchers such as Sangeeta, Nanda, Sumitra and Rath did a study in 2012 to examine the consequence of sex and educational competence on the

self-concept of adolescents in India. With a sample of 300 students and using mean, standard deviation, ANOVA and t-test, the researchers found that teenagers who did well in school had a better view of themselves in terms of their physical health, moral character, household responsibilities, social relationships, and other areas. This was not the case for students who did less well in school. Boys have a stronger link between how they see themselves as individuals and how they see themselves as a group than girls do. So, girls have stronger links between how they feel about their bodies and how they feel about themselves in general and in social situations. Academic self-concept is influenced by sex.

Chamundeswari, Sridevi, Archana and Kumari (2013), did a study on how secondary school students feel about themselves and how well they do in school used a sample of 321 students. They found that how students feel about themselves and how well they do in school are inextricably linked. According to the study, how a student sees himself or herself has a big effect on how well they do in school. The study's results showed that students from central board schools were more-sure of themselves and did better in school than students from other boards. There was a strong and positive link between a student's academic success and how they felt about themselves.

Again, Chamundeswari S., Sridevi V., and Archana K. (2014), looked at how students saw themselves, how they studied, and how well they did in school. The survey method was used to choose a group of 381 high school students. The researchers found a strong link between how students see themselves, how they study, and how well they do in school. Students from three different kinds of high schools—state schools, matriculation schools, and

central board schools—were very different in how they thought of themselves, how they studied, and how well they did in school. It is evident from the results that self-concept and academic achievement are dynamically interactive and reciprocal.

Joshi and Rai (2014) looked at how boys and girls of visual arts felt about themselves and how learned they were. The main goals of the research were to find out how visual arts teens felt about themselves and how learned they were. The results show that teenagers who are good in arts have an average sense of self and an average level of learning. There was not a big difference between the two thus how they feel and how learned they were, but rather, there was a big difference between the level of male and female students who were creative when they were teenagers. Visual arts students view themselves as average students as compared to their counterpart students in the same school.

Maheswari and Singh looked into how rural female students felt about themselves in (2014). The goal of this study was to find out how rural female students in the Pennagaram Block of Dharmapuri District felt about themselves. The study found that 56.5% of the people who took part had a good opinion of themselves. According to the results, the only thing that affected how the female students felt about themselves outside of school was their academic experience. However, Adebule's (2014) research shows that how students feel about themselves has no effect on how well they do in school. Though students' academic self-concept may not influence their academic performances while in school, later in life, their academic experiences can boost their self-concept.

The theory behind their research was REM (Reciprocal Effect Model), which Marsh and Martin (2011) came up with. With a sample of 4,000 high

school students from eight Australian high schools in Years 7 to year 11, there seems to be a connection between how well students think they do and how well they do in school. From an evolutionary point of view, DEH (the Developmental Equilibrium Hypothesis), Marsh (2016), says that self-concept and academic performance are two things that must be in balance for this hypothesis to be true. Eccles (2009), Murayama (2013), and Paramanik (2014) have already shown that achieving a state of equilibrium is important for a student's development. However, it is important to note that each individual student's self-concept development is different based on their personal, emotional, and social traits. It must be underscored that each individual student's development of self-concept is different based on personal, emotional, and social characteristics of the individual student.

Locus of Control and Academic Performance

In the study of Chinedu and Nwizuzu (2021), to determine the relationship between locus of control and academic achievement of secondary school students in the Abia State of Nigeria, the objective of the study was to determine if locus of control correlated with academic achievement of students as moderated by gender. They adopted a correlational research design with a sample of 388 students using purposive and simple random sampling techniques. Instruments for data collection were an adopted Locus of Control scale and students' exam scores in Mathematics, English and Christian Religious Studies. Using Pearson Product Moment Correlation Coefficient, the results showed significant relationship between locus of control and academic achievement of male students. Gender actually affect students locus of control

and academic performance, however it may vary from one nation to the other. Also, locus of control predicted academic performance of students.

The results of this study show that a person with a positive internal locus of control and a negative external locus of control has a positive internal locus of control and a negative external locus of control, respectively. In the research that was looked at, self-concept was looked at more than locus of control. Place of control is a concept that has only been looked at in a few studies. According to the next few paragraphs, this study only found a small number of empirical studies to look at.

Internal Locus of Control and Academic Performance

Several studies (Uget, 2007; Grantz, 2006; Marshall J. L & Owen, D, 2006), have found a link between a person's sense of control and how well they do in school. Students with an internal locus of control did better in school than those with an external locus of control, these studies found students who have an internal locus of control are more likely to do well in school because they are sure that if they work hard and study, they will do well. Because of this, these students tend to study longer and work harder on their homework. Students who plan their studies and are committed to it exhibiting internal locus of control most often do well academically.

External Locus of Control and Academic Performance

The study of Mwemine, B; Zekarias, Z & Woldeyesus E, (2019), on external locus of control and academic achievement of graduating class of secondary school students at Wolaita Sodo, the study employed the use of correlation design to establish the nature of the relationships. Data was collected from 313 respondents by using the simple random sampling method. Analysis

of variance (ANOVA), T-Test, and Pearson product moment correlation statistical tools were used. Findings revealed the existence of a significant difference in academic performance in students of different gender groups. Although students' academic performances are affected by their external locus of control, gender and or sex plays a major role.

Uget, 2007 and Grantz, 2006, studied on external locus of control and academic achievements. Their results on the other hand, found that students with external locus of control think they have no control over things that are out of their hands. Because they failed so many school assignments, they may not have had high hopes for school and studying. Any success they have will be chalked up to luck or the fact that the task was too easy. Low hopes and goals that cannot be reached are the norm for them. Most of such students are the ones who attribute academic failure to others such as: teacher related factors, test item difficulty, learning frustration, and inability to cope with academic work.

Conceptual Framework

In the study's conceptual framework, all possible relationships were taken into consideration, both from literature and from direct observation. A student's academic performance is influenced by their sense of agency, as well as their own self-concepts of their own image, worth, and the ideal self (Abdulkadir & Solomon, 2016). Self-concept and the student's ability to control their own destiny play an important role in how well a student performs academically. A high-test score can also boost a student's self-image, and the opposite is also true (Anakwe, 2003).

The conceptual framework for study takes into consideration all possible factors from the literature and from observations to derive the dependent and

independent variables for descriptive and inferential analysis. The study is interested in is how students' academic performance relates to how they believe and vies themselves as persons in general.

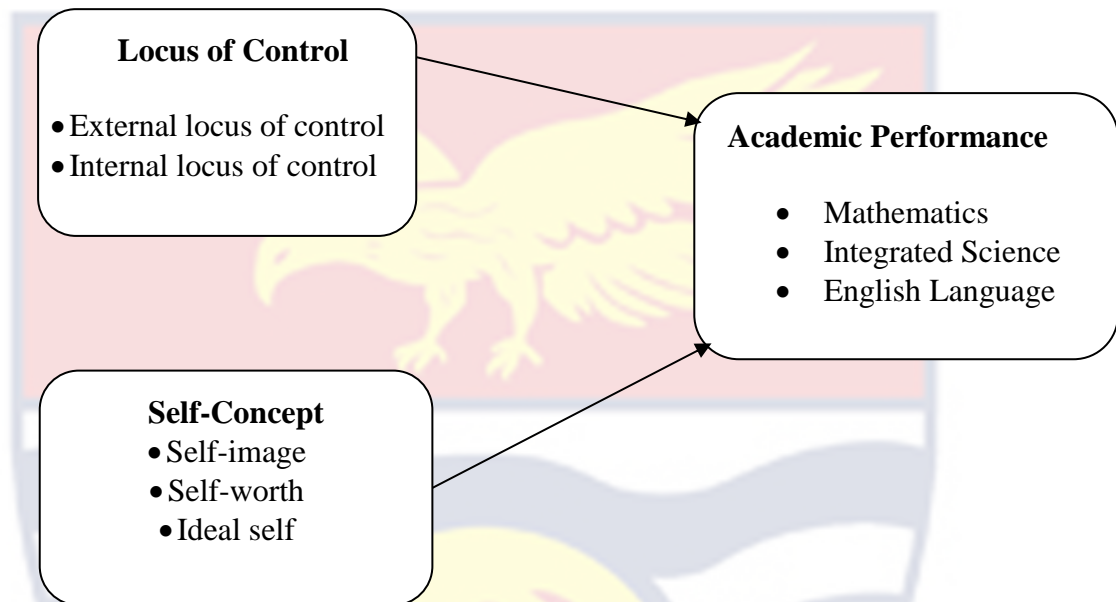


Figure 1: Model on the Influence of Locus of Control and Self-Concept on Academic Performance

Source: Author's construct (2022)

Three factors were used to measure students' academic performance in Senior High Schools: their performance in English language, mathematics, and Integrated Science because these seems the challenging areas of SHS students in the District. Students' academic performance is influenced by a number of factors, including their sense of self-efficacy and their sense of locus of control. Internal and external locus of control and self-concept constructs such as one's self-image, one's sense of self-worth, and one's ideal self all play a role in how well students do academically.

The study agrees that students' locus of control and academic self-concept are positively influenced by these constructs, and the inverse is also true that students' locus of control and academic self-concept are positively

influenced by their academic performance. In the literature, the individual variables will be thoroughly explained. According to the research, students' sense of control and self-esteem have a significant effect on their academic performance. With regard to students' self-concept, the general argument is that, if students' locus of control (internal/external) constructs are viewed positively or in an ideal state, they will do well in school and vice versa.

Summary of Literature Reviewed

This chapter was a comprehensive review of the literature on the subject matter. The review focused on the following sub-headings: academic performance, self-concept, and the relationship between academic performance, locus of control, and self-concept. The self-efficacy theory of Bandura (1997), the personality theory of Carl Rogers (1977), and the personality theory of Raymond Cattell were also considered (1998). The study's conceptual, theoretical, and empirical frameworks were all discussed. There was a summary of the literature review at the end of the chapter.

Confidence in one's own abilities to accomplish goals is referred to as "self-efficacy." It is a theory in and of itself, as well as a social cognitive construct. In the self-efficacy theory, it is shown that people are more likely to take on tasks they believe they can accomplish rather than those they believe they will fail at. It is possible to achieve even the most difficult tasks if you have a strong belief in your own efficacy and a positive outlook on life. The Bandura (1997). Setting and achieving goals that are difficult but attainable is a hallmark of those who are effective. To avoid failure, they keep working harder and longer to achieve success. Because they believe they are in control, they

approach dangerous or difficult situations with a sense of self-assurance. Stress and depression are both reduced when one has a positive outlook.

Efficacy perception is influenced by mastery experience, emotional state, verbal persuasion and vicarious experience, all of which will be addressed in the main work. Rogers' personality theory explains the relationship between one's self-image, ideal self, and how it creates congruence or incongruity. In order to maintain a healthy state of mind, we must cultivate a positive self-image. To put it another way, a person's self-perception can influence how they feel, think and act in their daily lives.

Actualizing tendencies lead to an organismic valuing of life, which necessitates positive regard and self-esteem for the real self to thrive. According to this, one can expect to succeed if all goes well, which of course has a lot to do with one's inner personality. Even though it isn't perfect, it's the part of us that feels most authentic and true to who and what we really are (Grice, 2007). When it comes to our goals or ideals, our ideal-self serves as a shorthand for what we are trying to achieve. In other words, it is our ever-evolving aspirations and goals that are the driving force behind our company (McLeod, 2007). When a person's self-perception and self-esteem are free of any conditions attached to their value, they can be said to be in good mental health because their true selves and their experiences are in harmony. It is easier for a person to feel good about themselves if their self-image and ideal-self are in sync (Rogers 1975).

The 16 Personality Factors of Raymond Cattel's personality theory are discussed here. It goes on to say that there is a spectrum of personality traits to consider. To put it another way, everyone has all 16 characteristics to some

degree, but some people may have higher levels of some characteristics than others (Cattell 1998).

Previous research has shown a link between academic performance and a student's self-concept, but this study examines the influence of these two factors on academic performance among students in Denkyemba District in the Eastern Region.



CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter explains the study's methodology. Research design, population, sample and sampling procedure, as well as instrumentation are the focus of the discussion. Also included are discussions of the ethical issues raised by the study, data collection methods, and subsequent data analysis. The instrument's reliability and validity are also addressed.

Research Design

A study's central questions can only be answered through a well-thought-out research design that includes a strategy for achieving those answers (Kothari, 2004). Three primary methods for conducting research are quantitative, qualitative and mixed methods. To back up or disprove alternative knowledge claims, this study used a quantitative approach that entails gathering data and putting it through statistical analysis. As an added benefit, it is easier to implement, standardizes results, and allows researchers to estimate the magnitude of an effect (Morgan, 2007 and Cohen, Manion & Morrison, 2018).

The study used a descriptive-correlational approach. A correlational research design was used to determine if and to what extent a relationship exists between two or more variables in a population or a sample, and the influence of independent variables on a dependent variable (Larini & Barthes, 2018). Gravetter and Forzano (2018) state that it also examines relationships between two or more variables without the researcher having control or manipulation over any of the variables under study. Non-experimental quantitative research is what it is called in this case. In spite of the fact that it can be time-consuming

as well as prone to errors, it allows researchers to collect more data than experiments do, and provides a wealth of additional research opportunities for other researchers. For researchers, it is easy to understand and aids in reducing errors, while important issues are highlighted and several options are presented for data analysis (Jain, 2019; Mukherjee, Sinha & Chattopadhyay, 2018).

Study Area

The study will take place in Denkyembour, in the Eastern Region. It is part of the Eastern Region of Ghana's 33 Municipalities and Districts and one of Ghana's 261 MMDAs (Metropolitan, Municipal and District Assembly). The administrative capital of Akwatia was carved out of Kwaebibirem in 2012 and is a part of the new districts and municipalities that were inaugurated simultaneously across the country on June 28th of the same year.

Legislative Instrument (LI) 2042 established the district. The Denkyembour District is situated in the Eastern Region's southwest corner. Kwaebibirem Municipal and Akyem-Mansa District to the north, West Akim Municipality to the south, and Birim Central Municipality to the south-west are the district's four neighbouring municipalities. According to the 2021 census, the district's population is 99,767, with 49,116 males and 50,651 females (Ghana Statistical Service, 2022). More than 5,000 people attend the city's four senior high schools, including 2,526 boys and 3,388 girls.

Population

As a general term, population refers to all cases that meet a specific set of criteria established by the researcher (Ary et al., 2006). As a result, the intended population consisted of all 5,914 senior high school students at the Denkyembour District's public senior high schools. Wenchi Salvation Army has

1,446 students (mixed gender). St. Roses Senior High has 1,820 students (all females). Akwatia Technical Institute has 2,250 students (all males), and Takrowase Community Day School has 398 students. The accessible population was second year students in three public Senior High Schools, namely: St. Roses Senior High (664), Akwatia Technical Institute (799) and Wenchi Salvation Army (717), totalling 2,180. The mixed gender school was added to have a fair distribution of males and females. Also, due to the tracking systems of senior high school in Ghana, second year students were used because they were accessible at the time of data collection.

Table 1: Population of three public Senior High Schools in Denkyembour District.

SENIOR HIGH SCHOOL	FORM 1	FORM 2	FORM 3	TOTAL
St. Rose's Girls SHS	685	664	471	1820
Akwatia Technical Institute (all Males)	812	799	639	2250
Wenchi Salvation Army (Males/Females)	402 (163/239)	717 (251/466)	327 (169/158)	1446 (583/863)
Total	1899	2180	1437	5516

Sample and Sampling Procedure

Sampling, according to Mugenda and Mugenda (2003), is a method used to select a small number of subjects from the target population as a representative sample of that population. A sample is a subset of the population. For the majority of researchers (Cohen et al., 2018; Gravetter & Forzano, 2018; Patten & Newhart, 2018), specifying the level of estimation precision desired and determining the sample size required in order to achieve it is the most

acceptable approach for determining survey sample size. As a result, the Slovin sample formula was used to generate a sample size of 375 (Rosen, 2019). Due to its precision requirements, the Slovin's formula was used. It was decided to use the same formula because it has been tried and tested in numerous surveys.

Sample size (n) equals population size (N) divided by precision (e), so the formula reads: $n = N [1 + N(e)^2]$.

$$n = 5,914 \div [1 + 5,914 (0.05)^2] = 5,914 \div 15.785 = 374.659.$$

As a result, using a population of 5,914, the appropriate sample size for this study was 375. The final n was approximated to 375 to take care of attrition rate and other contingencies (Cohen et al., 2018; Gravetter & Forzano, 2018; Patten & Newhart, 2018).

As a result, the study's sample size was 375. In addition to being simple, practical, economical, and quick, the method did not necessitate the use of an elaborate sampling frame that was readily available. The researcher made sure that the sample size was scientifically sound and sufficiently representative. Cohen et al. (2018) argue that a large sample size is not always necessary, but that what matters most is how well it represents the characteristics of the subjects in the population as a whole. Multistage sampling procedure were used to select the respondents. Organizing the student body into single or dual-track schools was the first step in the process. The next step was the determination of the sample of each selected school by $(\text{sample size}/\text{population size}) \times \text{stratum size}$ (Hayes, James & Beer, 2021). This was to ensure a fair representation of each school in the sample. Based on the respective sample, individual respondents were selected by convenience. Table 2 shows the distribution of the population by sample.

Table 2: Distribution of the accessible population

SeniorHigh Schools	Target population	Accessible Population		Sample
St. Rose's Girls SHS	1820	664	$(375/2180) \times 664$	114.2
Akwatia Technical Institute	2250	799	$(375/2180) \times 779$	137.4
Wenchi Salvation Army	1446	717	$(375/2180) \times 717$	123.3
Total	5516	2180		374.9

Source: Field survey, 2022

Data Collection Instruments

The information was gathered through the use of a short, closed-ended survey. Questionnaires are research tools used to collect data from participants by asking them a series of questions and providing them with additional instructions (Mugenda & Mugenda, 2003). All four sections of the questionnaire were labelled with alphabetical abbreviations. Respondents' demographic data were collected in Section A. Using Bandura's (1977) academic self-concept scale for adolescents and Rotter's (1966) locus of control scale, sections B, C and D were used to measure adolescents' internal and external locus of control, respectively. The instrument's internal and external locus of control scales, as well as its academic self-concept scale, were all adapted for use.

Data on students' academic performance was also gathered by using twenty test items for each of the three subject areas (Mathematics, English language, and

Integrated Science) (Appendix B) based on 2nd year syllabus were from experts outside the district.

Validity and reliability of the instruments

In order to improve the validity and reliability of the instruments, a pre-test was conducted. As a general idea, validity is how well an instrument measures what it is supposed to measure. Cohen et al. (2018), say that the performance of an instrument during pre-testing can be used to fine-tune the instrument before it is given to the main research group. In this study, validity means how well the instruments were able to get the answers the researcher wanted from the respondents (Larini & Barthes, 2018; Sarstedt & Mooi, 2019). Instruments were looked at to see if they could accurately measure what they were made to measure and if they had any mistakes that could make it hard to understand what they were measuring or give wrong answers.

Based on the content validity of the study, the items on the instruments covered the area that the instruments are supposed to measure. This choice was made with the help of the knowledge of my supervisor and other educational psychologists. Face validity of the instruments were confirmed by colleague teachers as well as programme mates of the researcher to make sure that the instruments measured what they seemed to measure.

As a pre-test, 40 high school students at Takrowase SHS filled out the questionnaire. This school was chosen for the pre-test because its students are similar to those at the other three schools in many ways, such as their gender and age. A predictive analytics software tool (PASW) Version 21.0 was used by the researcher to measure the test items and questionnaire's internal consistency with a Cronbach's alpha reliability coefficient of 0.867, 0.911,

0.921 and 0.903. Most researchers think that scales with a Cronbach's alpha coefficient of 0.70 or higher are reliable (Cohen et al., 2018; Mukherjee et al., 2018). Though a few suggestions came out of the validation process, most of the questionnaire items were maintained while almost all of them met the required Cronbach's alpha co-efficient.

Data Collection Procedure

With an introductory letter from the University of Cape Coast, permission was asked from the heads of the three Senior High Schools that would be used for the study. This was done so that data collection could begin. The heads of the science, mathematics, and languages departments put the researcher in touch with some teachers who could help. In each school, a classroom was chosen and a date was set for collecting the data.

On the day of data collection, the researcher distributed the test items to participants for answering at duration of 30 minutes for each subject area at an interval of 15 minutes break after which students were refreshed. After an hour break, participants were re-called to respond to the questionnaire. Data gathering was at different dates in each of the participating schools. At the end of data collection, the researcher was able to count 348 fully completed data, out of 375, completed data. This represents a response rate of 92.8 percent, which is good and appropriate to use. The remaining 27 instrument were not fully complete by the respondents and therefore could not be used for proper analysis.

Data Processing and Analysis

The data was put into categories as a starting point for sorting, and then each category was manually coded with a number (in PASW Version 21.0).

TAFS (Test Analytics for Surveys) was used to analyse the data. Social scientists and other experts use one of the best statistical software packages to analyse quantitative data (Mukherjee et al., 2018). Before putting the answers into the computer's coding system, each questionnaire had to be looked over to make sure there were no irrelevant answers.

The researcher looked at the data after doing a normality test with descriptive statistics to see if the data were spread out in a normal way. When the distribution is normal, mean and standard deviation are used. When the distribution is skewed, median and skewness are used (Cohen et al., 2018). Cohen et al. (2018), say that in a normal distribution, the median and mean values are almost the same. The data must also have skewness values between -2 and 2 and a kurtosis between -3 and 3. During the first analysis, a normality test showed that the distribution was normal.

Frequency, percentage, mean and standard deviations were used in a statistical analysis to look at data about the demographics of the respondents and the research question.

For the study's first and second research hypotheses, Pearson Product Moment correlation was used, while multiple linear regression analysis was used in the third research hypothesis. The study was able to figure out the relationship between the study's variables and meet the multicollinearity requirement by using Pearson Product Moment correlation. This statistical tool worked well because all of the variables were measured numerically with closed-ended questions and responses were measured on a discrete scale. Mukherjee et al. (2018), say that the Pearson Product Moment correlation coefficient can be used to study the relationship between two numerically

measured variables on a ratio or interval scale and generalize the findings. Further, multiple linear regression analysis allows researchers look at the relationship between explanatory variables and a numerically measured dependent variable on a discrete scale (Mukherjee et al. 2018). Also, to find out how much each of the independent variables affected the dependent variable.

For the fourth, hypothesis, the researcher used the independent samples t-test to compare how well male and female SHS students in the Denkyemba District did in school. Cohen et al. (2018) say that the independent samples t-test can be used to see how gender affects a number-based variable like academic performance. With the help of the Eta Square statistic, the researcher could figure out if there was any difference between two groups.

Ethical Issues Considered

Ethics tells us what we should expect, how we should act, and how others should act. In the end, it tells how and why they should act a certain way. Respondents were assured that their participation in the research was absolutely voluntary. They may also withdraw from the study without penalty or giving any reason, or informing the researchers of same. As part of the consent form that respondents filled out, if there were any questions that they did not want to answer, they could type 'prefer not to answer' in the text box, skip the question, or quit the survey at any time. In the light of anonymity, the data were pseudonymised and any data that could identify them as individuals were redacted. The data were also aggregated to make it impossible to identify any individual respondent. This research was reviewed and received ethical clearance from the University of Cape Coast (reference number: UCCIRB/CoDE/2021/08).

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The focus of this study was to examine how students' self-concept and locus of control influenced their academic performance in the Denkyemba District of Ghana's Eastern Region, where the study was conducted. A quantitative method was chosen because of the study's stance on truth and reality, which was outlined in the literature.

A descriptive correlational design was used in the study with a population of 5,914 students from three of the public senior high schools in the Denkyemba District. St. Roses Senior High (664), Wenchi Salvation Army (717) and Akwatia Technical Institute (799) second-year students, totalling 2,180 students could be reached. As a basis for the research, 375 participants were selected at random. A multi-step sampling process was used to select the participants. In order to organize the students, the researcher classified them according to school type (such as single-or double-tracks) and then according to programme. As a next step, the researcher used the Slovin's formulae to divide the total number of participants evenly among all second-year students in each school. Finally, the convenience sampling method was used to select a sample from each school.

A structured questionnaire and three test items (Mathematics, English Language, and Integrated Science) were used to collect the data. Each test item had a Cronbach alpha reliability coefficient of .869 .911, .921 and the questionnaire has a Cronbach alpha reliability coefficient of .903. Each participating school's data were collected at a different day and time. In total,

the researcher had 348 out of 375 completed pieces of data when she finished collecting them. A 92.8 percent response rate is a good number to use. The data was analysed with statistical tools like frequency, percentage, mean, standard deviation, independent samples t-test, Pearson Product Moment correlation, and linear multiple regression analysis.

Analysis of Data on Respondents' Background Characteristics

According to their gender and schooling, respondents are categorized in this section of the chapter. The dynamics of these variables were studied using descriptive methods. Frequency and percentage distributions were used to analyse the data in this section. Table 3 shows the results.

Table 3: Distribution of Respondents' Background Characteristics

Variables	Sub-scale	Frequency (No.)	Percent (%)
School	St. Roses SHS	105	30.2
	Akwatia Technical Institute	128	36.8
	Wenchi Salvation Army	115	33.0
Sex	Male	150	43.1
	Female	198	56.9

Source: Field survey, 2022

(N = 348)

According to Table 3, all of the students were distributed equally among the schools. There were 56.9 percent female respondents and 43.1 percent male respondents in the survey.

Analysis of Data Pertaining to the Research Question and Hypotheses

Here are the answers to the specific research question and hypotheses of the study. The data set was looked at using both descriptive and inferential statistical methods. These statistical tools were used because the items were

measured with numbers on discrete scales and a preliminary analysis showed that the distribution was normal.

The skewness values in the distribution were close to each other and were within the normal range (they were within a range of $- .474$ to $.379$). The kurtosis values, which ranged from $-.626$ to $.297$, were also in a normal range, showing that the data were spread out normally. Even the standard deviations of the wide-ranging distribution were small and close to each other, showing that there was no dispersion. The standard deviations of the distribution show that the opinions of the respondents came from a moderately homogeneous group. This means that they had similar traits or knowledge and experience when it came to the issues being talked about. In other words, the opinions of the people who answered the survey were as close to normal as possible.

As a response score gets closer to 1, the respondent strongly disagrees, while as a response score gets closer to 4, the respondent strongly agrees. Based on the recommendation of Sarstedt and Mooi (2019), the study adopted mathematical approximation techniques to interpret the mean scores. Thus, Strongly Agree ($4 - 3.5$), Agree ($3.4 - 2.5$), Disagree ($2.4 - 1.5$), and Strongly Disagree ($1.4 - 1$). The results are presented as follows:

Research Question One: What are the levels of locus of control and academic self-concept of SHS students in the Denkyemba District?

Students in Denkyemba District of Ghana were studied for their locus of control and academic self-concept in the study. Several related items were pooled together to create each variable in the study. Self-image, self-worth, and ideal self were the three components of academic self-concept. Two dimensions were included in the concept of locus of control: the internal and external locus

of controls. Results were examined using descriptive statistics, such as mean and standard deviation, to determine how respondents felt.

Table 4 indicate the results

Table 4: Respondents' Views on levels of Locus of Control and Academic Self-Concept

Variables				Kurtosis
	Mean	Std. Dev.	Skewness	
<i>Self-image</i>	3.381	.482	-.474	-.203
<i>Self-worth</i>	2.033	.678	.227	-.626
<i>Ideal self</i>	2.853	.534	.107	-.389
Academic Self-Concept	2.756	.316	.073	-.202
<i>Internal locus of control</i>	2.795	.368	-.195	.297
<i>External locus of control</i>	2.360	.404	.379	-.312
Locus of Control	2.578	.305	.319	-.426

Source: Field survey, 2022 (N = 348)

As depicted in Table 4, respondents perceived their academic self-concept in positive terms (Mean = 2.756, Std. Dev. = .316), particularly, regarding self-image (Mean = 3.381, Std. Dev. = .482) and ideal self (Mean = 2.853, Std. Dev. = .534). This shows that SHS students in the Denkyemba District have positive image about themselves. Furthermore, the results show that students are able to demonstrate meaningful level of locus of control (Mean = 2.578, Std. Dev. = .305), particularly, regarding their internal locus of control (Mean = 2.795, Std. Dev. = .368). This shows students agreed that in the case of being well-prepared there is nothing like an unfair test, and also there is a direct connection between how hard students' study and the grades they get.

Relatively, when we compare the levels of academic self-concept (Mean = 2.756, Std. Dev. = .316), and locus of control (Mean = 2.578, Std. Dev. = .305), academic self-concept has the highest level.

HO¹: There is no statistically significant relationship between Locus of control and academic performance.

HO²: There is no statistically significant relationship between academic self-concept and academic performance.

The findings in this section pertain to the study's first and second research hypotheses. Locus of control (internal and external) and academic performance were examined in the first research hypothesis while academic self-concept and academic performance were examined in the second research hypothesis. All variables were measured using discrete scale items on a multi-dimensional basis, as previously mentioned. Pearson Product Moment Correlation analysis was used to find out the relationship between the variables. Table 5, shows the results.

Table 5: Relationship between Students' Locus of Control, Academic Self-Concept and Academic Performance

Variables	English Language	Mathe Matics	Integrated Science	Academic Performance
Self-image	.347**	.250**	.231**	.305**
Self-worth	.372**	.244**	.321**	.339**
Ideal self	.100	.066	.100	.095
Academic Self-Concept	.146**	.085	.168**	.141**
Internal locus of control	.113*	.017	.057	.065
External locus of control	.401**	.380**	.376**	.427**
Locus of Control	.334**	.262**	.283**	.322**

Source: Field survey, 2022

**p<.01, *p<.05

(N = 348)

Table 5 shows that a student's locus of control had a statistically significant positive relationship with academic performance with a correlation coefficient of ($r = .322, p < 0.01$), especially their external locus of control ($r = .427, p < 0.01$). This shows that a student's academic performance improves the more they understand the main causes of events in their academic life, especially those that are controlled by forces outside of their control. Further, students' self-image ($r = .305, p < 0.01$) and self-worth ($r = .339, p < 0.01$) are linked to their academic performance in a way that is statistically significant. Overall, students' academic self-concept ($r = .141, p < 0.01$) has a weak but statistically significant positive relationship with how well they do in school ($p < 0.01$). This means as students' academic self-concept increases so also is their academic performance

HO³: Locus of control and academic self-concept will not predict academic performance.

This section shows how the third research hypothesis was looked at and what the results were. The third research hypothesis focused on the type of locus of control (internal or external) that best predicts how well SHS students in the Denkyembour District of Ghana do in school. Also, it looked at how students' sense of control and academic self-concept affect how well they do in school.

The third research hypothesis was looked at with the linear multiple regression analysis. First, a diagnostic test was done to see if the independent variables were all related to each other. This was done to see what could go wrong when there are strong links between the variables. The Variance Inflation Factor (VIF), which measures multicollinearity in the regression model, was calculated with PASW Version 21.0. Multicollinearity inflates the standard

errors in a way that is not clear, which makes some variables statistically insignificant even though they should be significant. The results show that the strong relationship between the variables was not the main reason why the independent variables affected the dependent variable. The results of the analysis are shown in Table 6.



Table 6: Influence of Locus of Control (Internal and External) and Academic Self-Concept on Academic Performance of Students

Variables	Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
	B	Std. Error	Beta (β)	T	Sig.	Tolerance	VIF
Self-image	1.591	.347	.222	4.586**	.000	.897	1.115
Self-worth	.894	.261	.175	3.428**	.001	.803	1.246
Ideal self	.614	.304	.095	2.018*	.044	.951	1.052
Internal locus of control	.729	.458	.078	1.592	.112	.884	1.131
External locus of control	2.998	.424	.351	7.076**	.000	.855	1.170
Constant	3.511						
R	.830						
R square (R^2)	.681						
Adjusted R square (R^2)	.670						

Source: Field survey, 2022 **p<.01, *p<.05 (N = 348)

Dependent Variable: Academic Performance

The students' academic performance was used as the dependent variable while the three components of academic self-concept (self-image, self-worth, and the ideal self) were treated as independent variables.

The results from Table 6 show that self-image [$\beta = .222$ (.347), $p < .01$], self-worth [$\beta = .175$ (.261), $p < .01$], and ideal self [$\beta = .095$ (.304), $p < .05$], had a positive effect on students' academic performance. Also, as shown in Table 6, the results show that students' internal locus of control does not have a big effect on their academic performance [$\beta = .078$ (.458), $p < .05$], instead their external locus of control [$\beta = .351$ (.424), $p < .01$] had a big effect on their academic performance. There is a 68.1 percent chance that a student's academic self-concept and sense of control can predict their academic performance.

HO⁴: There is no statistically significant difference between the academic performance of male and female students.

The study's fourth research hypothesis sought to determine the differences in academic performance between male and female SHS students in the Denkyembaour District of the Eastern Region. Three subjects were used to evaluate students' academic performance: Mathematics, English language, and Integrated Science. The academic performance variable was created by combining all of these scores. Male and female students at SHS were compared using an independent samples t-test. Table 7 shows the results.

Table 7: Sex Difference in Academic Performance of the Students

Variable	Sex	N	Mean	Std. Dev.	t-value	p-value	η^2
Academic performance	Male	150	8.253	2.000	-11.908**	.000	.291
	Female	198	11.823	3.537			

Source: Field survey, 2022 ** $p < .01$ Where η^2 = Eta square (N = 348)

Using the data in Table 7, it is clear that male and female students in the SHSs differ significantly in academic performance [$t = -11.908$, $df = 346$, $p = .000$]. After determining that there was a statistically significant difference in academic performance among males and females, the researcher went on to calculate the effect size, which revealed a significant difference ($d = .291$) indicating a 29.1 percent difference between the academic performance of male and female students in secondary schools in the district.

Discussion of Results on Distribution of Respondents' Background Characteristics

The findings in Table 3 shows that it is possible to assert that the total number of female SHS students in the three selected schools exceeds the number of males in terms of percentages. Males make up the majority of students at federal government colleges in Sokoto state, according to research by Abdulkadir and Solomon (2016). Women are more likely to attend free secondary school in Ghana than their male counterparts despite the fact that males and females have equal rights and opportunities in the modern Ghanaian society, a society that is perceived to be patriarchal. As a result, males in such societies are more likely to enjoy social prestige and education than females, a phenomenon that the researcher and other researchers completely disagree with.

Discussion of Results on Respondents' Views on Level of Locus of Control and Academic Self-Concept

The results in Table 4 means, the students are able to follow lessons easily during teaching and learning, they are capable of studying hard to pass their exams in order to get good grades, and they feel capable of always passing their exams without help from friends during exams. Similarly, they agreed that

they are smarter when it comes to performance in exams, they are interested in school work and learning to pass exams, and they often do not forget what they have learned.

The findings are consistent with the comments of Cokley (2000) who asserts that most students are able to hold positive attitudes, beliefs and perceptions about their academic skills and performance. This shows that students have positive personal beliefs about their academic abilities or skills. This may mean that SHS students in the Denkyembour District views of their academic ability are high when compared with other students. The findings are consistent with that of Abdulkadir and Solomon (2016) who indicated that most students of federal government secondary schools in Sokoto state are able to demonstrate meaningful level of academic ability. Also, students are able to internalise academic lessons and they are able to make high scores in class and at both terminal or semesterly and final exams. However, the findings are incongruent with that of Minchekar (2019) who also avers that most students, particularly, those with poor academic performance records, are not able to demonstrate high level of academic self-concept.

Furthermore, the results show that respondents are able to demonstrate meaningful level of locus of control (Mean = 2.578, Std. Dev. = .305), particularly, regarding their internal locus of control (Mean = 2.795, Std. Dev. = .368). This shows that the students agreed that in the case of being well-prepared there is nothing like an unfair test, and also there is a direct connection between how hard students' study and the grades they get. They again, agreed that students who have study plans and follows them make good grades.

This shows that SHS students in the Denkyemba District believe that their destiny is controlled largely by forces other than themselves, namely, fate, God, other spirit beings, or powerful others. This may mean that their academic life and success is not largely controlled by them. This means, the students' beliefs determine their academic rewards. The finding that students are able to demonstrate high level of internal locus of control as compare to external locus of control is consistent with the submission of Zimbardo (1985) who asserts that most student's belief that the consequences and results of their actions are dependent upon what they do (internal control orientation), than consequences outside their control (external control orientation).

Discussion of Results on Relationship between Students Locus of Control, Academic Self-Concept and Academic Performance

The findings in Table 5 shows how well students do in school is directly related to how well they think they can do. The results do not match those of (Ahmed, 1986; Gordon, 1997; Haque and Sarwat, 1998; Sabir, 1999 and Shafique 2002), who all found that a student's academic self-concept has a statistically significant and strong positive relationship with how well they do in school.

But the finding that there is a statistically significant positive relationship between academic self-concept and academic performance of SHS students in the Denkyemba District of the Eastern Region of Ghana is in line with what Kumari et al. found in (2013). Kumari et al. (2013), found in their study of high school students' academic self-concept and academic achievement that academic self-concept and achievement are dynamically linked and work together. According to this work, certain psychological factors, like a student's

sense of self, play a very important role in how well they do in school. The results of the research showed that students from central board schools had a better sense of themselves and did better in school than students from other board schools. The study showed again that there was a strong and positive link between how well students did in school and how they felt about themselves.

Table 5 results also show that a student's sense of control ($r = .322, p < 0.01$), especially their sense of control over things outside of themselves ($r = .427, p < 0.01$), has a statistically significant positive relationship with how well they do in school. This shows that a student's academic performance improves the more they understand the main causes of events in their academic life, especially those that are controlled by forces outside of their control. This result goes against what Uget (2007) found, which was that students with an internal locus of control did better in school than those with an external locus of control. Students with an internal locus of control do better in school because they believe that if they study hard and work hard, they will get good grades (Grantz, 2006). He further says that this is why these students tend to study longer and spend more time on their homework.

Discussion of Results on Influence of Locus of Control (Internal and External) and Academic Self-Concept on Academic Performance of Students

The findings in Table 6 shows that a student's self-image, self-worth, and ideal self can each contribute (22.2%), (17.5%), and (9.5%) to their academic performance. The results are similar to those of Ferla (2009), Wosu (2013), and Mensah (2014), who all found that academic self-concept has a strong positive effect on student academic performance. This means that if

students are able to feel like they can learn well on their own, it will lead to a big improvement in how well they do in school. The results of cross-cultural studies have also shown that having a bad opinion of oneself affects a student's academic performance (Marsh & Hau, 2003; Seaton 2010; Nagengast & Marsh, 2012).

But the fact that academic self-concept has a big effect on academic performance goes against what Adebule (2014) found that academic self-concept does not affect students' academic performance. Also, the fact that a student's academic self-concept affects how well they do in school backs up what Marsh and Martin (2011) and REM say. Marsh and Martin (2011) and the REM model say that academic self-concept and academic performance help each other improve.

Also, as shown in Table 6 the results show that students' internal locus of control does not have a big effect on their academic performance [$\beta = .078$ (.458), $p < .05$]. But their external locus of control [$\beta = .351$ (.424), $p < .01$] has a big effect on their academic performance. It helped the students' grades by 35.1%. This shows that external locus of control is the best predictor of academic performance among SHS students in the Denkyembour District of the Eastern Region of Ghana. This finding supports the idea that students with an external locus of control think they have no control over what grade they get. This may have been because they tried to do many school assignments and failed, making them think that studying and school were not worth it (Grantz, 2006). Any success they might have will be explained as luck or because the task was too easy. They believe and expect low success, therefore the goals they set about their academics are unrealistic (Uget, 2007).

Table 6 shows that the independent variables' total contribution to the dependent variable's variance is .681, with an adjusted R2 of .670, as can be seen from the data. There is a 68.1 percent chance that a student's academic self-concept and sense of control can predict or explain their academic performance. As a result of this, 31.9 percent of students' academic performance can be predicted by other variables that were not included in this study.

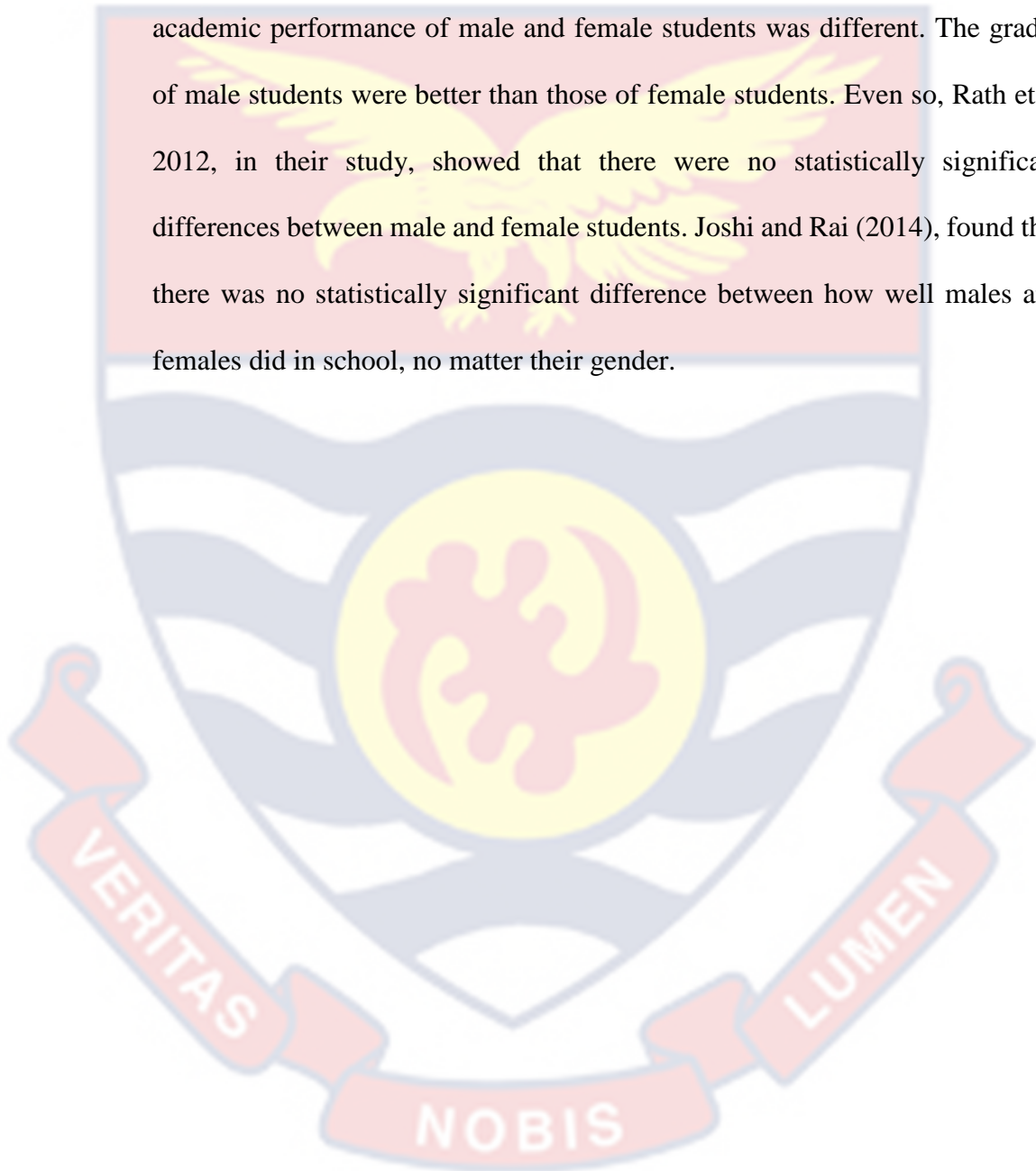
A significant improvement in academic performance can be attributed to social learning and personality theories, which all agree that when students feel they can learn well on their own and understand the main causes of things that happen in their academic lives, they are able to show positive results in their academic activities. Students' academic self-concept and locus of control have been found to have a significant impact on academic performance by Ferla (2009); Guay (2010); Moller; Skaalvik and Skjalvik (2013); Wosu (2013); and Mensah (2014). It has also been stated by Nagengast and Marsh (2012) that people who have a positive internal locus of control and a negative external locus of control are more likely to succeed in terms of academics than those who have a negative internal locus of control.

Discussion of Results on Sex Difference in Academic Performance of Students

The finding in Table 7 shows that Denkyemba District students in Ghana's Eastern Region show a strong correlation between their sex and academic performance. After determining that there was a statistically significant difference in academic performance among men and women, the researchers went on to calculate the effect size, which revealed a significant difference ($\eta^2 = .291$). This shows that there was a 29.1 percent difference

between the academic performance of male and female students in the district's secondary schools.

It goes against what Chrisler and McCreary (2010), Li (2010), DiPrete and Jennings (2012), and Voyer and Voyer (2014) all found, which was that the academic performance of male and female students was different. The grades of male students were better than those of female students. Even so, Rath et al 2012, in their study, showed that there were no statistically significant differences between male and female students. Joshi and Rai (2014), found that there was no statistically significant difference between how well males and females did in school, no matter their gender.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

In general, the study examined how students' self-concept and locus of control influenced their academic performance in the Denkyemba District of Ghana's Eastern Region, where the study was conducted. A quantitative method was chosen because of the study's stance on truth and reality, which was outlined in the literature. A descriptive correlational design was used in the study. 5,914 students from four public schools in the Denkyemba District were surveyed for the study. St. Rose's Girls SHS, Wenchi Salvation Army and Akwatia Technical Institute second-year students, totalling 2,180 formed the accessible population.

As a basis for the research, 375 students were selected at random. A multi-step sampling process was used to select the participants. In order to organize the students, they were first classified according to school type (such as single- or double-track) and then according to programme. As a next step, the researcher used Slovin's formulae to divide the total number of participants evenly among all second-year students in each school. Finally, the convenience sampling method was used to select the sample from each school.

A structured questionnaire and three test items of (mathematics, English language, and integrated science) were used to collect the data. Each test item had a Cronbach alpha reliability coefficient of .867, .911, .921 and the questionnaire had a Cronbach alpha reliability coefficient of .903. Collection data in each participating school was at a different day and time. In total, the researcher had 348 fully completed data out of 375 when she finished collecting

the data indicating a 92.8 percent response rate which is a good number to use. The remaining 27 were not fully completed and therefore could not be used for analysis. The data was analysed with statistical tools like frequency, percentage, mean, standard deviation, independent samples t-test, Pearson Product Moment correlation, and linear multiple regression analysis. The following are the most significant findings of the research:

Key Findings

The research question looked at the levels of SHS students' locus of control and academic self-concept. The key findings were that:

- Students' perceived the level their academic self-concept in positive terms particularly their self-image and ideal self. A clear indication that students in the district have high positive image about themselves.
- Further, students level of locus of control was meaningful especially their internal locus of control. This shows that the respondents agreed that in the case of the well-prepared students there is nothing like an unfair test, and also there is a direct connection between how hard students' study and the grades they get.

The first hypothesis looked at the relationship between students' locus of control and academic performance, while the second research hypothesis looked at the relationship between academic self-concept and academic performance. The main findings were:

Both the students' academic self-concept and locus of control had a statistically significant positive relationship with their academic performance,

but this relationship is weak. External locus of control was the best predictor of the students' academic performance.

The third research hypothesis examined whether locus of control and academic self-concept predicted academic performance. As a result, the study discovered that:

- External locus of control was the highest (35.1%) predictor of students' academic performance.
- Also, locus of control and academic self-concept predicted 68.1 percent of students' academic performance.
- 31.9 percent of other factors which predicted student's academic performance were not included in this research.

The fourth research hypothesis was to find out if there were any differences in how well SHS students in the district did in school based on their gender. After analysing the data, it was found that:

- There is a statistically significant difference between male and female students' academic performance.
- Gender a big effect on the students' academic performance.
- The difference between male and female SHS students' academic performance was 29.1%, in favour of female students.

Conclusions

Based on what the study found, the following conclusions were made.

First, the study concludes that SHS students believe they can learn well on their own and have a positive view of the main causes of events that happen in their school lives. Second, the study concludes that gender has a big effect on how well SHS students in the Denkyembaour District do in school. Lastly, the

study comes to the conclusion that a student's academic self-concept and sense control are still important factors that have a big effect on how well they do in school. So, the ability of the students to build positive relationships with their peers, teachers, parents, and others, will influence and make them feel good about their academic life. Also, SHS students may feel good and empowered when they take charge or control situations of their academic lives, however, the reverse may be true.

Recommendations

To learn more about how academic self-concept and locus of control affect students' academic performance in the Denkyembour District of Ghana's Eastern Region and beyond, several suggestions are made based on the study's main findings and conclusions.

1. Since both students' academic self-concept and locus of control predicted 68.1% of how well they do in school means that other factors not included in this study have a chance of explaining 31.9% of the differences in how well students do in school. So, it is suggested that the Headmasters/Headmistresses of the SHSs in the district look into other achievement-related factors such as motivation, school facilities, climate, financial and material needs of students which could also influence their academic achievement.
2. It is also suggested that the Director of Education Directorate organize guidance programmes like workshops, symposia, and public lectures for SHS students to improve their academic self-concept and sense of control. Also, schools that already have counselling units need to be retooled financially so that counselling can help build

students sense of self and control. They should be taught how to study well so that they do not waste time on things that do not matter, since academic self-concept and locus of control have a strong positive correlation with academic performance.

3. It is further suggested that teachers keep a positive attitude toward students to help boost their academic self-concept by encouraging, assuring, and reinforcing them in a positive way towards their academic work. This will improve the students' sense of control to work hard.
4. Headmasters/Headmistresses are to ensure males students are given the needed attention and opportunities to excel in their academic performance.
5. The schools' staff should help students learn how to get along with each other while not spending too much time with their friends at the expense of their schoolwork.

Suggestions for Further Research

In light of the study's findings and conclusions, future research should focus on the impact of academic self-concept and locus of control on student performance in all SHSs in the Denkyemba District.

These findings could also be applied to other parts of the country, where students' academic self-concepts, as well as their locus of control, have an impact on how well they perform in school. To this end, the study should be repeated in all of the country's metropolitan, municipal, and district assemblies.

Using a mixed-methods approach, future researchers should investigate how students' academic self-concept and self-control impact their academic

performance. The students will be able to express themselves through writing about their own lives with the mixed method. From a humanistic as well as a pragmatic standpoint, this could help determine how academic self-concept and locus of control affect academic performance. Finding out what parents and teachers have to say about the problem could help confirm what is already known.



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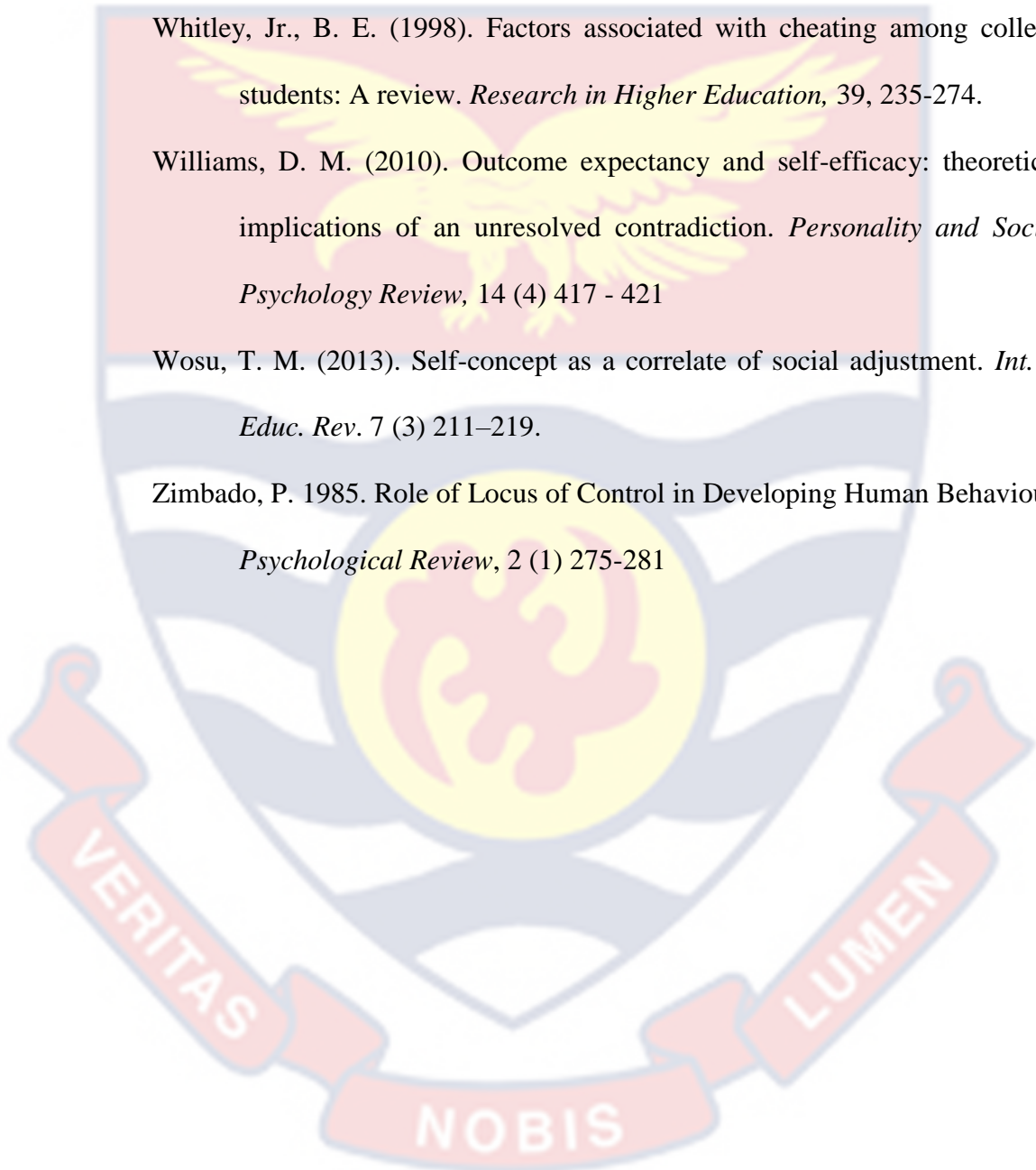
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APPENDICES**APPENDIX A****QUESTIONNAIRE****UNIVERSITY OF CAPE COAST****COLLEGE OF DISTANCE EDUCATION****DEPARTMENT OF EDUCATION AND PSYCHOLOGY****Introduction**

This questionnaire has been designed to find out the relationship between locus of control, self-concept and academic performance of Senior High School students at the Denkyemba District of the Eastern Region. Please indicate your opinion about each of the statements by ticking (√) in the column applicable to you. Your answers will be kept strictly confidential. For this reason, your name is not required.

Thank you.

SECTION A: BACKGROUND INFORMATION

Please tick (√) the response/option that is appropriate or applicable to you.

1. Your School:

A. St. Roses Senior High School []

B. Akwatia Technical Institute []

C. Wenchi Salvation Army []

2. Sex: Male [] Female []

SECTION B: ACADEMIC SELF-CONCEPT

Instruction: Please read each item carefully and tick (√) as indicated in the scale below. The more your response gets closer to one (1) the higher your disagreement to the items. Likewise, the more your response gets close to four (4), the higher your level of agreement to the statements/items

Statement/Items	1	2	3	4
1. I am able to follow lessons easily during teaching and learning				
2. I am capable of studying hard to pass all my exams in order to get good grades.				
3. I feel incapable of always passing my exams without help from friends during exams.				
4. Most students in the class are smarter than I am when it comes to performance in exams.				
5. I am usually interested in school work and learning to pass exams				
6. I often forget what I have learned which always affect my performance				

SECTION C: INTERNAL LOCUS OF CONTROL

Instruction: Please read each item carefully and tick (√) as indicated in the scale below. The more your response gets closer to one (1) the higher your disagreement to the items. Likewise, the more your response gets close to four (4), the higher your level of agreement to the statements/items

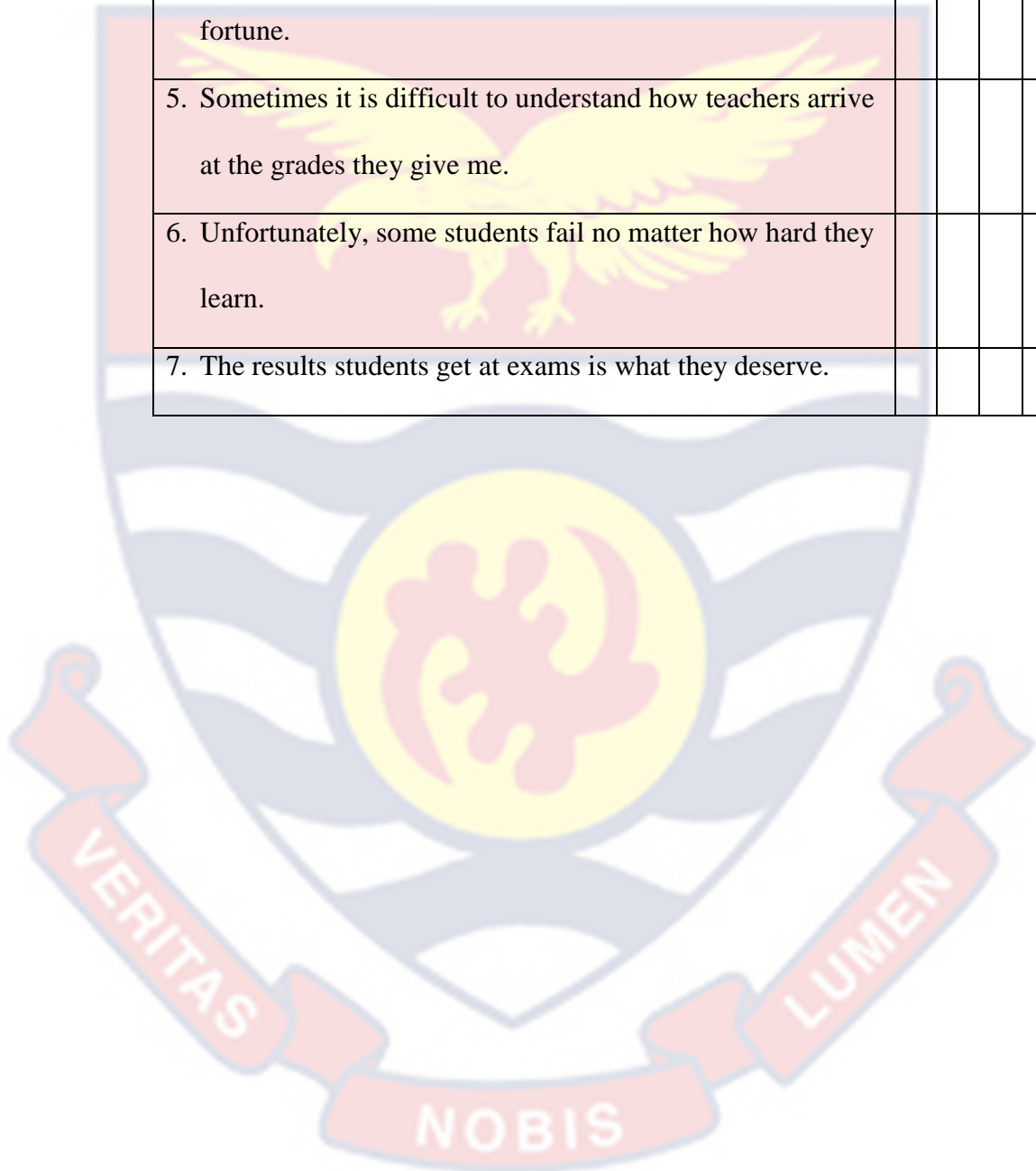
Statement/Items	1	2	3	4
1. Most of the time teachers are unfair to students in terms of tests.				
2. In the case of the well-prepared student there is nothing like an unfair test.				
3. There is a direct connection between how hard students' study and the grades they get.				
4. Many times, I feel I have little influence over the things that happen to my test scores.				
5. I Sometimes feel that I do not have enough control over the direction of my studies.				
6. There is nothing like "luck" in performance during exams.				
7. Students who have study plans and follow them make good grades.				

SECTION D: EXTERNAL LOCUS OF CONTROL

Instruction: Please read each item carefully and tick (√) as indicated in the scale below. The more your response gets closer to one (1) the higher your disagreement to the items. Likewise, the more your response gets close to four (4), the higher your level of agreement to the statements/items

Statement/Items	1	2	3	4
1. My academic performances are partly due to bad luck.				
2. Most of time, exam questions tend to be so unrelated to the subject area that always affects my performance badly.				

3. Success in exams is a matter of hard work, luck has nothing to do with it.				
4. It is not always wise to plan too far ahead of exams because many things turn out to be a matter of good or bad fortune.				
5. Sometimes it is difficult to understand how teachers arrive at the grades they give me.				
6. Unfortunately, some students fail no matter how hard they learn.				
7. The results students get at exams is what they deserve.				



APPENDIX B

TEST ITEMS

ENGLISH LANGUAGE TEST FOR FORM TWO SHS

Read the following passage and answer the questions 1 – 5.

Matilda trembled at the austerity of her father but backed by obedience to her mother, she dared to disobey her father's orders – guilty of this, she has never been! The gentle timidity of her nature made her pause for some minutes at his door. The sound of Manfred's backwards, forwards and disordered steps within his chamber increased Matilda's apprehensions. However, with the thought that her father's tears for the loss of her brother would be wiped *away* by the consoling sight of his sole remaining child, Matilda boldly stepped forward. Before she could knock at the door and beg admittance, Manfred suddenly pushed open the door and shouted angrily, "Who are you?" Matilda replied in a trembling voice, "My dearest father, it is I, your daughter." Manfred, stepping back hastily, cried – "Be gone! What use have I for a daughter?" Saying this, he clapped the door against the terrified young woman, who flooded the floor with tears.

1. Why was Manfred disturbed?
 - A. Matilda disobeyed his orders.
 - B. His son was dead.
 - C. His wife had abandoned him.
 - D. He was restless.

2. What part of speech is *away* in the passage?
 - A. Adverb
 - B. Adjective

- C. Pronoun
- D. Verb
3. How would you describe the behaviour of Manfred towards his daughter?
- A. He treats her with contempt.
- B. He hates her.
- C. He is indifferent about her.
- D. He is full of fear for her.
4. Where is the setting?
- A. classroom
- B. Manfred's bedroom
- C. An open environment
- D. In the forest
5. What is the dominant theme of the passage?
- A. Slavery
- B. Hatred
- C. Death
- D. Male dominance.
6. Which of the following is not an example of oral literature?
- A. Fiction
- B. Legend
- C. Folktale
- D. Myth

7. What term is given to the technique where a character directly addresses an audience without being heard by other actors on stage?
- A. Soliloquy
 - B. Aside
 - C. Euphemism
 - D. Aside
8. Neither the pastors nor that spiritualist the cure so far.
- A. knows
 - B. know
 - C. knew
 - D. known
9. The headmistress together with the SRC executives a test for the aspirants.
- A. have run
 - B. has ran
 - C. have ran
 - D. has run
10. Mother would be travelling with
- A. the old red leather big bag.
 - B. the big red old leather bag.
 - C. the old big red leather bag.
 - D. the leather old big red bag.
11. Ama and Akose love
- A. Herself
 - B. Each other

- C. One another
D. Ourselves
12. Among the three boys, Adongo is the

- A. Taller
B. Most tall
C. Tallest
D. Much tall

13. The students for close to two hours before the teacher arrived.

- A. have been waiting
B. are waiting
C. had been waiting
D. was waiting

14. When the students presented their concerns to the authorities, the authorities were dragging their feet. This means that the authorities were

- A. scared to take a decision.
B. deliberately delaying in taking a decision.
C. unable to decide on what to do.
D. unwilling to help the students.

15. Nora's attitude towards this problem shows that she is still wet behind the ears. This means that Nora

- is
- A. angry,
B. adamant.

C. naïve.

D. proud.

16. Akosua has several applications for the job.

A. put in

B. put up

C. put out

D. pen in

17. The boys had faster to the field than we thought.

A. run

B. running

C. ran

D. being running

Identify the grammatical names of the underlined word or groups of words below.

18. The oranges on the bed were bought by Mother.

.....

19. The work was done rather slowly.

.....

20. Mensah attended a wedding ceremony yesterday.

.....

INTEGRATED SCIENCE FOR FORM TWO SHS

Select the appropriate answer by circling

1. Growth in an organism is as a result of

 - A. increase in weight
 - B. increase in protoplasm
 - C. taking in much food
 - D. increase in cellulose

2. The electronic configuration for sodium is

 - A. 2,1,8
 - B. 2,2,7
 - C. 2,8,1
 - D. 2,7,2

3. Diffusion can best be explained as:

 - A. Movement of particles from higher concentration to lower concentration until they are evenly spread.
 - B. Movement of solvent molecules across a semi-permeable membrane.
 - C. Movement of solvent molecules from weaker solution to higher solution.
 - D. Movement of particles using energy from the cell.

4. Which of the following substances is one of the *raw materials* for photosynthesis?

 - A. Glucose

- B. Carbon dioxide
- C. Oxygen
- D. Chlorophyll

5. A body has a density of 100.0kg/m^3 . If its mass is 4.0kg , calculate its volume.

- A. $4.0 \times 10^{-2}\text{m}^3$
- B. $4.0 \times 10^2\text{m}^3$
- C. $4.0 \times 10^3\text{m}^3$
- D. $4.0 \times 10^{-3}\text{m}^3$.

6. The slope of a *displacement-time graph* represents

- A. Acceleration
- B. Velocity
- C. Distance
- D. Time

7. Which of the following pig husbandry practices stimulates multiples births in farm animals?

- A. Flushing
- B. Creep-feeding
- C. Docking
- D. Castration

8. Determine the volume of water required to change the concentration of 100.00cm^3 HCl from 0.50mol dm^{-3} to 0.10mol dm^{-3}
- A. 100cm^3
 - B. 200cm^3
 - C. 400cm^3
 - D. 500cm^3
9. Night blindness is caused by the lack of:
- A. Vitamin C
 - B. Vitamin A
 - C. Vitamin D
 - D. Vitamin E
10. *Emulsification of fats* by the bile in the digestive system of a mammal signifies the
- A. Conversion of fat into fatty acids and glycerol
 - B. breaking down of large fat globules into small droplets
 - C. Destruction of fat
 - D. prevention of enzymes from digesting fats
11. An adaptation of leaves which ensures efficient photosynthesis in plants is the possession of
- A. A small number of chloroplasts in the mesophyll cells
 - B. Small leaf with a small surface area
 - C. Thick leaves to store sufficient amount of water

D. Thin leaves to allow easy diffusion of Carbon dioxide into the mesophyll cells

12. Which of the following metals will **not** release hydrogen from dilute acids?

- A. Ca
- B. Ag
- C. K
- D. Zn

13. A student of mass 50kg climbs a tree of height 5m. Determine the potential energy of the student on the tree. [take $g=9.8\text{m/s}^2$]

- A. 2.55J
- B. 2.86J
- C. 0.55Kj
- D. 2.45Kj

14. The unit of *amount of substance* and *molar mass* are, respectively:

- A. mol, no unit
- B. mol, g/mol
- C. mol, gram
- D. gram, mol

15. The number of protons in an ion with a charge of +3 is 13. How many electrons are present in the neutral atom?
- A. 10
 - B. 13
 - C. 16
 - D. 20
16. Which of the following organelles is the site for protein synthesis?
- A. Golgi body
 - B. ribosome
 - C. mitochondrion
 - D. nucleus
17. Which of the following best defines “**population**”
- A. people and living organisms in a given area
 - B. people living in a given area
 - C. people and few organisms in a given niche
 - D. people and few organisms in a biome
18. House-whole wiring in our homes are usually connected in parallel to enable:
- A. each appliance to have the same current
 - B. power to be saved
 - C. the power to be stepped up
 - D. each appliance to have the same voltage

19. A body of mass 22.0kg. Determine its weight

A. 220.0N

B. 22.0N

C. 2.20N

D. 0.22N

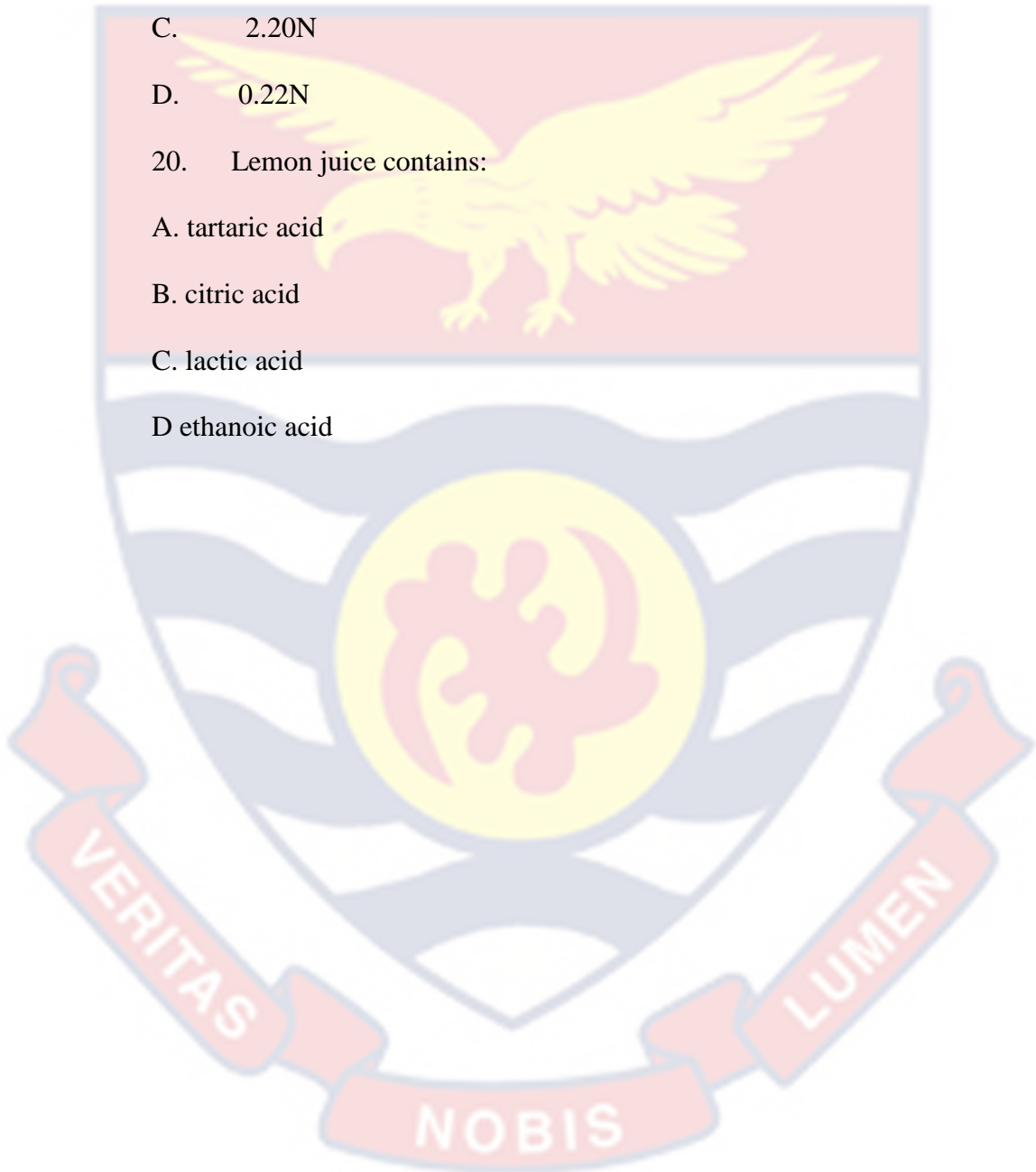
20. Lemon juice contains:

A. tartaric acid

B. citric acid

C. lactic acid

D ethanoic acid



MATHEMATICS TEST FOR FORM TWO SHS

Select the right answer by circling

1. Evaluate $617_8 - 49_8$

A. 405_8

B. 555_8

C. 550_8

D. 560_8

2. Simplify $3\left(\sqrt{\frac{125}{75}}\right)$

A. $\sqrt{3}$

B. $\sqrt{7}$

C. $\sqrt{2}$

D. $\sqrt{15}$

3. Given $a * b = \frac{a+b}{1-2ab}$, evaluate $3 * (-2)$

A. 13

B. $\frac{1}{13}$

C. 2

D. $\frac{3}{4}$

4. If $s = \begin{pmatrix} 2 \\ 6 \end{pmatrix}$ and $u = \begin{pmatrix} -2 \\ 3 \end{pmatrix}$, Calculate $4s - 3u$.

A. $\begin{pmatrix} 7 \\ 9 \end{pmatrix}$

B. $\binom{12}{15}$

C. $\binom{4}{5}$

D. $\binom{2}{6}$

5. Evaluate $1\frac{3}{5}\left(\frac{7}{8} - 1\frac{2}{3}\right) - 2\frac{3}{5}$

A. $3\frac{13}{14}$

B. $1\frac{9}{15}$

C. $5\frac{3}{8}$

D. 1

6. Solve the equation $3(x - 5) - 9(x - 1) = 4x - 10$.

A. 3

B. $\frac{5}{6}$

C. $\frac{2}{5}$

D. 4

7. A hexagon has $\left(\frac{3}{2}a\right)^\circ$, $(4a)^\circ$, a° , $\left(\frac{3}{2}a\right)^\circ$, $(2a)^\circ$ and $(2a)^\circ$ as its interior angles, find the value of a .

A. 60

B. 40

C. 100

D. 50

8. If $\overrightarrow{AB} = (6 \text{ km}, 280^\circ)$, find \overrightarrow{BA} .

A. $(6 \text{ km}, 280^\circ)$

B. $(6 \text{ km}, 020^\circ)$

C. $(5 \text{ km}, 100^\circ)$

D. $(6 \text{ km}, 100^\circ)$

9. If y varies directly as $2x^2$ and $x = 5$ when $y = 100$, what is the value of x when $y = 36$.

A. 1

B. 2

C. 3

D. 4

10. If $42 \pmod{8} = x$, find the value of x .

A. 1

B. 2

C. 3

D. 4

11. Find the value of x if $4^{2x+1} = \frac{1}{16}$

A. 7

B. $-1\frac{1}{2}$

C. -3

D. 2

12. Given $a = -2$, $b = 3$ and $c = 5$, evaluate $a^2 + \frac{b}{2c}$.

A. $1\frac{1}{10}$

B. $\frac{3}{5}$

C. $4\frac{3}{10}$

D. $5\frac{6}{8}$

13. Find the value of x which $2x - \frac{1}{3}(x - 1) \leq 5$.

A. $x \leq 5$

B. $x \leq \frac{14}{5}$

C. $x > 14$

D. -1

14. Given $y = \frac{2x+5}{2x+2}$, at what value of x is y not defined?

A. 1

B. 2

C. 3

D. -1

15. If $a : b = 3 : 2$, find ab when $b = 6$.

A. 10

B. 4

C. 36

D. 9

16. Solve $2x^2 - x - 1 = 0$

A. $\frac{-1}{2}$

B. 1 and 2

C. -3 and 2

D. -5 and 6

17. Solve the equations $2x - y = 4$ and $x + y = 5$.

A. $x = 3, y = 2$

B. $x = 5, y = 3$

C. $x = 1, y = 1$

D. $x = 10, y = 9$

18. If $\overrightarrow{OP} = \begin{pmatrix} -6 \\ 5 \end{pmatrix}$ and $\overrightarrow{OQ} = \begin{pmatrix} 9 \\ 3 \end{pmatrix}$, find \overrightarrow{PQ} .

A. $\begin{pmatrix} 15 \\ 2 \end{pmatrix}$

B. $\begin{pmatrix} 2 \\ 13 \end{pmatrix}$

C. $\begin{pmatrix} 15 \\ -2 \end{pmatrix}$

D. $\begin{pmatrix} 1 \\ 5 \end{pmatrix}$

19. Given $u = \begin{pmatrix} 4 \\ 5 \end{pmatrix}$ and $v = \begin{pmatrix} 2 \\ 4 \end{pmatrix}$, find $2v + u$.

A. $\begin{pmatrix} 4 \\ 2 \end{pmatrix}$

B. $\begin{pmatrix} 13 \\ 8 \end{pmatrix}$

C. $\begin{pmatrix} 8 \\ 13 \end{pmatrix}$

D. $\begin{pmatrix} 3 \\ 4 \end{pmatrix}$

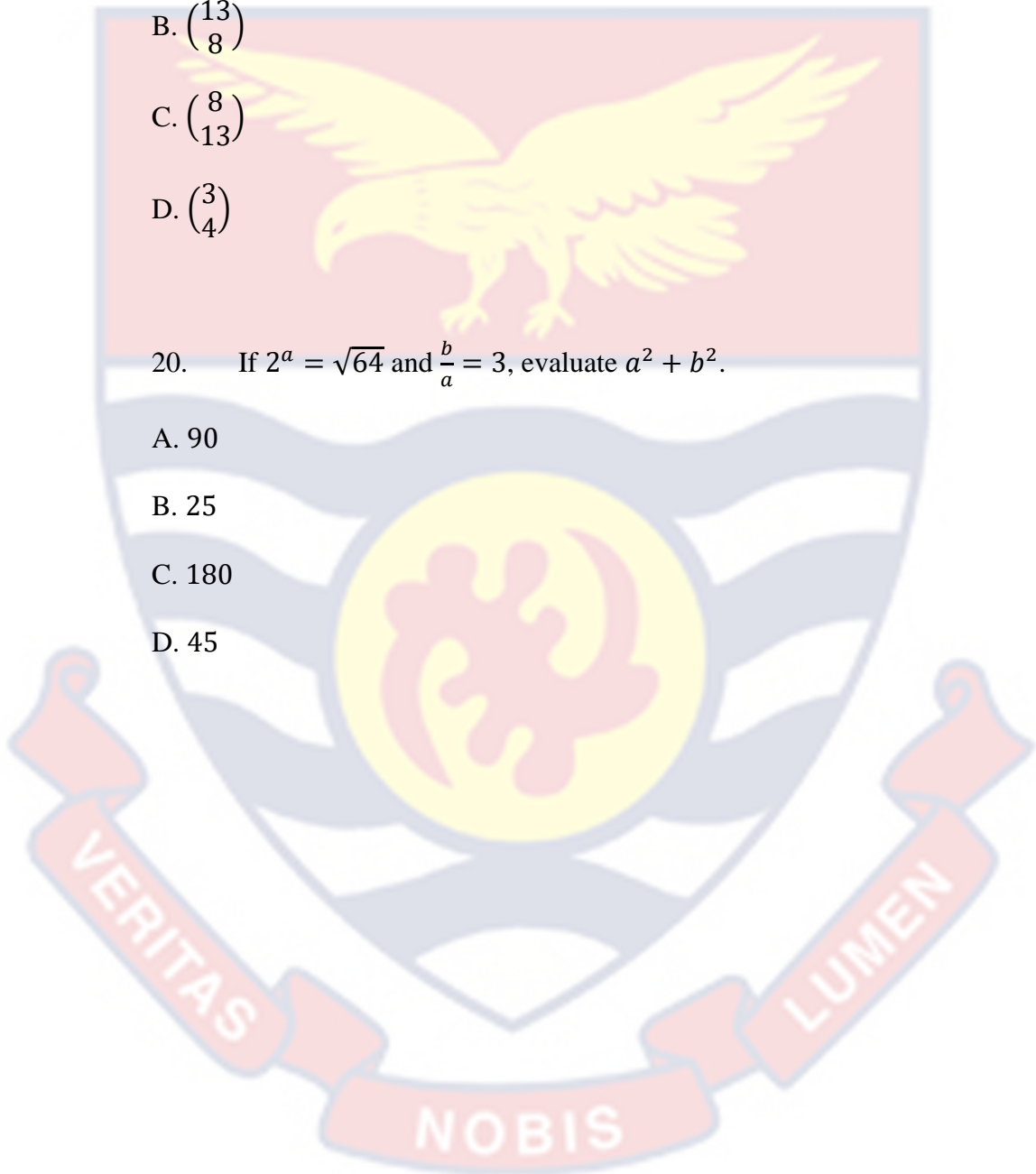
20. If $2^a = \sqrt{64}$ and $\frac{b}{a} = 3$, evaluate $a^2 + b^2$.

A. 90

B. 25

C. 180

D. 45



UNIVERSITY OF CAPE COAST

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IORG #: IORG0009096

22ND APRIL, 2022

Ms. Hellena Providencia Mireku

College of Distance Education

University of Cape Coast

Dear Ms. Mireku

ETHICAL CLEARANCE - ID (UCCIRB/CoDE/2021/08)

The University of Cape Coast Institutional Review Board (UCCIRB) has granted Provisional Approval for the implementation of your research Relationship between Locus of Control, Self-Concept and Academic Performance of Senior High School Students in Denkyemba District of the Eastern Region.

This approval is valid from 22nd April, 2022 to 21st April, 2023. You may apply for a renewal subject to submission of all the required documents that will be prescribed by the UCCIRB.

Please note that any modification to the project must be submitted to the UCCIRB for review and approval before its implementation. You are required to submit periodic review of the protocol to the Board and a final full review to the UCCIRB on completion of the research. The UCCIRB may observe or cause to be observed procedures and records of the research during and after implementation.

You are also required to report all serious adverse events related to this study to the UCCIRB within seven days verbally and fourteen days in writing.

Always quote the protocol identification number in all future correspondence with us in relation to this protocol.

Yours faithfully,



Samuel Asiedu Owusu, PhD

I-J.CCJRB Administrator

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