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LOCUS OF CONTROL AND ACADEMIC PERFORMANCE: A CORRELATIONAL STUDY AMONG DEAF SECONDARY SCHOOL STUDENTS IN GHANA AND NIGERIA

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Abstract:
Determining the factors that affect academic success is essential for enhancing educational outcomes for students, especially those with disabilities like hearing impairments. The study examines the relationship between locus of control and academic performance in deaf secondary schools. The study employed a correlational design. The population for the study was 942 second-year deaf students of secondary schools. A multistage sampling procedure was used to choose 400 participants. The study employed three (3) instruments: the academic performance test (APT) (English Language and Mathematics) and the locus of control scale (LCS). The study data was analysed using Pearson Product-Moment Correlation (r) and Independent Sample t-test. Findings revealed a significant positive correlation between locus of control and academic performance among deaf students of senior secondary schools in Ghana and Nigeria. A significant difference also exists between Ghana and Nigeria based on deaf students' academic performance. It was therefore recommended that targeted interventions that foster an internal locus of control should be incorporated into educational assistance programs for deaf students to improve academic performance.

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Keywords: locus of control, academic performance, deaf students, secondary school

1. Introduction

Academic performance is a critical indicator of students' educational success and future career prospects. According to Shirazi and Heidari (2019), academic success is one of the most significant criteria for evaluating educational results. The scores obtained from exams or ongoing assessments are typically used to gauge academic success. In particular, Mathematics and English Language are foundational subjects that significantly influence students' overall academic achievements and cognitive development. The likelihood of developing Complex Thinking and Digital Transformation competencies increased with grade (Molina-Espinosa, 2024). Research has shown that oral comprehension and vocabulary are used to convey mathematical knowledge in general (Peng & Lin, 2019; Praet, Singer *et al.*, 2019). For example, receptive processes (like syntax) that make it easier to understand verbally delivered instruction may make oral comprehension generally important for the uptake of mathematics instruction (Chow & Ekholm, 2019). However, communication difficulties frequently disrupt these dynamics for deaf pupils. In Ghana, the limited integration of sign language in mainstream education has created significant barriers for deaf students, affecting their ability to actively engage in learning (Nortey, 2009). Empirical data also indicated that there is a dearth of sign language interpreters in Nigeria compared to the number of students enrolled with hearing impairments. This has the potential to have a major impact on the deaf students' academic performance (Dagari, Bamalli & Ahmed, 2024). Language accessibility is important for deaf students' academic success, especially in subjects like English and mathematics, which heavily rely on communication and comprehension.

Despite research on specific elements that have been identified as potential drivers of mathematics achievement, Obiero (2017) has noted that low math achievement has been a global concern. Therefore, for instructors and administrators to discover solutions, it is vital to understand the elements that may affect students' performance. The core courses of English and mathematics have a significant impact on students' overall academic performance and cognitive growth. However, academic achievement in many disciplines depends on more than just intelligence or the caliber of education; psychological aspects are also quite important. Locus of control is one such element that influences pupils' motivation, fortitude, and method of instruction. Creating successful educational interventions requires an understanding of how locus of control affects performance in English and mathematics (Rotter, 1966). There are two main types of locus of control: internal and external. People who have an internal locus of control believe that their efforts and abilities determine their success or failure, while people who have an external locus of control believe that fate, luck, or influential people determine their outcomes (Rotter, 1966; Findley & Cooper, 1983).

For many years, educational research has been interested in the relationship between locus of control and academic performance. Numerous studies have suggested that people who have an internal locus of control typically perform better academically than those who have an external locus of control (Bandura, 2012; Skinner, 1996). A person's perspective of their influence over life events is known as their locus of control (Rotter, 1966). Students who have an internal locus of control are more likely to be proactive, resilient, and driven in their learning, whereas those who have an external locus of control are more likely to be passive and powerless (Skinner, 1996; Weiner, 2000). According to the work done by Oshakuade, Ekpenyon, and Otutu (2023), students with an internal locus of control, who believe their actions determine outcomes, tend to perform better academically compared to those with an external locus. Oshakuade *et al.* indicated that internal belief fosters intrinsic motivation and a sense of responsibility, leading to enhanced academic achievement. Thus, developing a strong internal locus of control is crucial for improving students' academic performance. Also, Bahl *et al.* (2024) found that locus of control significantly influences academic performance among university students. Specifically, an external locus of control leads to increased academic procrastination, negatively impacting academic achievement. Conversely, an internal locus of control is associated with reduced academic procrastination, thereby enhancing academic performance. This indicates that students who believe they have control over their academic outcomes tend to perform better, highlighting the importance of fostering an internal locus of control to improve academic success.

In the context of deaf students, locus of control may be particularly important, as they may need to rely on themselves to overcome the obstacles they face in their academic journey. Deaf students often encounter unique challenges, including limited access to resources, stigma, and communication barriers (Adejimola *et al.*, 2019; Nwosu *et al.*, 2018). For example, research carried out by Ogbu (2017) found that deaf students who had a significant level of self-efficacy, which is closely associated with locus of control, tended to perform better academically than those with lower levels of self-efficacy. This suggests that deaf students who have a stronger sense of control over their learning may be better equipped to overcome the challenges they face and achieve academic success. The academic performance of students with deafness is a concern to stakeholders in education. The majority of the deaf students performed poorly as compared to their hearing counterparts (Asonye, Emma-Asonye, & Edward, 2018).

The condition known as deafness results from the loss of the hearing organ's capacity to process sound signals; to put it another way, people who are deaf may find it extremely difficult to receive and react to sound signals (Adigun, 2020). Unfortunately, compared to their hearing counterparts in Ghana and Nigeria, few studies on the factors that contribute to deaf students' academic challenges are readily available. Stakeholders who are not special educators may be swayed by this and harbor the ignorant notion that deaf pupils cannot succeed like other students due to their auditory loss. Deaf people appear to be one of the vulnerable groups in many African countries. In several communities, deaf people were acknowledged to varying degrees. While some of these

individuals were simply viewed as slaves employed by the royal family, others were only entertainers, and yet others were welcomed and acknowledged as residents of the villages in which they lived (Miles, 2004). Quite a lot of deaf individuals still live in poverty and age-long marginalization, which continues to shut them out of our larger community. Hearing loss among children has been estimated to be higher in sub-Saharan Africa than in any part of the world (WHO, 2012).

The education of deaf children is a significant topic that needs to be covered in all educational programs and policies. As part of the disability community, deaf persons face the same negative perceptions as other individuals with disabilities. These stigmatizing notions, which stem from superstitious beliefs, prevent them from participating in socioeconomic activities like education. According to Agbengyega, as cited in Boadi (2016), deaf people are frequently excluded from education because they are perceived as cursed, stupid, and incapable of making contributions to society. The quality of deaf education in the majority of African countries is lower than that of many developing nations. The largest percentage of Deaf pupils have academic delays in comparison to their hearing peers. According to Kiyaga and Moores (2003), Andrew Foster's missionary work in Africa was largely responsible for the introduction of formal education to deaf populations in sub-Saharan Africa. The inclusion of many deaf individuals in the African labour force, their potential for socio-economic progress, and improved living conditions for themselves and their communities were all made possible by formal education. These children still cannot perform at levels that are commensurate with their abilities or comparable to those of their peers, with or without disabilities, even with new technology, accommodations for staff, and access to the general education curriculum. Many deaf people continue to live in poverty, and their long-standing exclusion from our wider society has persisted (Edward, 2015).

Notwithstanding these prevailing conditions, there exists a dearth of studies regarding the impact of locus of control on students' academic performance in Ghana and Nigeria, specifically in Mathematics and English. Furthermore, there exists a paucity of studies explicitly addressing deaf secondary school children, who encounter distinct learning experiences and challenges that may influence their locus of control differently than their hearing counterparts. Comprehending the correlation between locus of control and student performance in Mathematics and English in Ghana and Nigeria is essential for educators, policymakers, and psychologists. This study will furnish empirical evidence to endorse targeted treatments that augment students' internal locus of control, thus enhancing their academic performance.

2. Hypothesis

These search hypotheses were formulated to guide the study:

H_{01}: There is no significant relationship between locus of control and academic performance among deaf students in secondary schools in Ghana.

H_{02}: There is no significant relationship between locus of control and academic performance among deaf students in secondary schools in Nigeria.

H_{03}: There is no significant difference in the academic performance of deaf students in secondary schools in Ghana and Nigeria.

3. Literature Review

3.1 Weiner's Attribution Theory

Within the discipline of social psychology, the attribution theory aims to clarify the mental process by which people draw explanatory conclusions about the reasons behind events. According to Weiner (1986), attribution is the process by which people assess whether their own or other people's behaviours were successful or unsuccessful. Heider was one of the first to examine the attribution process in 1958. Heider made a distinction between the internal and external broad types of explanation.

In contrast to external attributions, which attribute specific behaviours to external factors like the task, other people, or luck, internal attributions attribute specific behaviours to personal traits like ability, attitudes, personality, mood, and effort. Individuals who have a higher internal locus of control, in particular, feel in control of their lives and, thus, attribute the outcomes of events to their self-managing actions. Also, they believe that the outcome of an action is the outcome of their achievement, which they achieve through their efforts.

These individuals are more prone to believe that their self-control is responsible for a certain outcome and to place the blame or credit on their skills (Chiang, Fang, Kaplan, & Ng, 2019).

Kelley (1967) outlines the cognitive process as the process by which people develop internal or external explanations with his three-way attribution cube. Kelley was the first to propose that the concept of co-variation is the source of attributions. According to this inferential logic concept, the cause of an event must be present when it happens and missing when it doesn't.

However, Kelley suggested that when determining the causal origin of behavioural events, people should look for three different kinds of covariant data. When determining the origin of a behaviour, three factors are taken into account: consensus, consistency, and distinctiveness. Whether or not other people act in the same way in a particular circumstance is referred to as consensus. The term "consistency" describes whether a person acts consistently in a specific scenario from one instance to another. The term "distinctiveness" describes whether a person acts in the same way in different circumstances. To put it another way, uniqueness refers to whether a behaviour is specific to a given situation or appears in a wide range of situations.

According to Kelley, the informational foundation for evaluating an individual's behavior is provided by the levels of these three behavioral co-variables. According to Kelley's attribution cube, an event's circumstances will be attributed as the cause of an action if it is believed that there is a high degree of consensus (everyone behaves this way

in this scenario), consistency (the individual always behaves this way in this given scenario), and distinctiveness (the behavior is unique and distinct to the given scenario). However, the cube predicts that if the individual's traits are consistent (he always acts in this way in this scenario) and distinctive (no one else acts in this way in this scenario, and he always acts like this regardless of the scenario), then the individual's traits will be blamed for an event. When an observer tries to determine whether a specific behavior was produced by internal characteristics or external social situations, other combinations of behaviorally covariant information lead to uncertainty about the locus of causation.

Students will either succeed or fail despite their drive to succeed. They look for causes for their success or failure as they go along, attributing their performance to a particular factor: The test was challenging; I'm not excellent at this subject; the teacher doesn't like me. Students' expectations for future success or failure in that topic are then guided by their attributions.

The three fundamental tenets of attribution theory are as follows (Petri, 1991). First, individuals want to understand why they and others behave the way they do, especially when it involves things that are significant to them. Second, attribution theory makes the assumption that we don't assign our behavior at random. Third, the reasons we give for our actions have an impact on new actions. If we blame a specific individual for our failure, we could grow to despise them.

The need for achievement is also well-related to attribution theory. According to Weiner (1990), we often ascribe our accomplishment to one of these four factors when achievement is aroused: ability, effort, task complexity, or luck.

- **Ability:** This is where we find the reasons behind reading difficulties, math anxiety, and a disdain for science. Students frequently assume they lack talent when they have a history of failure, which may be quite damaging. This propensity is especially evident when other people perform well on the job. Students who start doubting their skills start doubting other subjects and tasks as well. A widespread sense of inadequacy quickly sets in, immobilizing initiative and igniting a failure-apprehension.
- **Effort:** Another intriguing finding by Weiner was that students typically don't realize how hard they work to achieve. Students use their performance on a given task as a gauge for their efforts. Students who performed well thought they put out more effort than those who did not, even in tasks that included pure chance. Thus, an important cycle is created: effort leads to more success; success leads to more effort.
- **Luck:** When there is no obvious connection between behavior and achieving goals, people have a propensity to blame their achievement on chance, which circumvents the motivational network previously discussed. In this situation, success won't lead to further effort; insufficient effort doesn't support self-confidence, and tasks continue to be a daunting challenge.
- **Task Difficulty:** The performance of others on the task is typically used to gauge task difficulty. The task is seen as simple if many people are successful, and vice

versa. Here, an intriguing phenomenon may emerge. A student will ascribe success to ability if they routinely perform well on a task that others struggle with. However, if the success of one person is equal to that of others, then the task is the cause of the success. Weiner's results highlight the significance of matching a task to a student's aptitude to improve aptitude and boost effort.

3.2 Concept of Locus of Control

According to psychologists, locus of control (LOC) is a crucial aspect of personality research. It is a personality trait that establishes how much a person feels in control of their life's circumstances. According to Ahmed-Gawas (2022), psychologists must comprehend human behavior in a variety of living circumstances, whether they be social or psychological, because people are diverse. A key predictor of academic success is locus of control, which is defined as a person's sense of control over their surroundings and experiences (Rotter, 1966). In particular, studies indicate that academic accomplishment among deaf students is positively correlated with internal locus of control, which is the belief that one's skills and efforts are the cause of success (Hintermair, 2005).

According to a Ghanaian study, deaf students' locus of control and academic success are significantly correlated, with internal locus of control being linked to improved academic performance (Abukari *et al.*, 2020). Choudhury and Borooah (2017) define locus of control as a student's personality and beliefs about what influences their academic success or failure. These factors can be either internal or external. According to Miller, Fitch, and Marshall (2003), a person has an internal locus of control when they feel that their abilities and circumstances are what determine their success or failure.

3.3 Concept of Academic Performance

Education is a tool for social change and national development. For self-actualization and the general advancement of society, it maximizes each person's innate potential and abilities (Federal Republic of Nigeria, 2013). Academic achievement is one of the most obvious measures used to assess educational outcomes (Shirazi & Heidari, 2019). Several authors have defined and explained academic performance (Brew, Nketiah, & Koranteng, 2021). Academic performance, according to Abaidoo (2018), is the knowledge acquired that is evaluated by a teacher using grades and/or educational objectives that students and teachers establish to be met over a predetermined amount of time.

Deaf individuals go through a highly important stage of social and psychological development, particularly throughout adolescence. Emotional and sentimental balance is highly necessary during this time; maintaining equilibrium between emotions and senses is particularly crucial. Achieving self-awareness, forming a successful relationship, deciding on life's true objectives, maintaining a balance between psychological and emotional needs in the face of environmental stressors, developing empathy, and developing problem-solving skills are the special needs of this time (Ennett, 1994).

Deaf students attending colleges and universities have been the subject of numerous studies. On LOC measures, deaf post-secondary students typically perform better externally than their hearing peers. The scores of 144 deaf students in post-secondary institutions with a hearing population were compared by Bodner and Johns (1977). On the Rotter Internal-External scale, they found that the deaf pupils outperformed the comparator hearing group in terms of external scores.

Using reading scores, Bodner and Johns further separated their deaf population into quarters. In comparison to the hearing comparison group, deaf kids who scored in the top 25% of the reading level distribution also had higher exterior scores. When comparing the LOC scores of deaf kids who attended residential schools for the deaf to those who attended day programs, Bodner and Johns found no discernible difference.

3.4 Locus of Control and Students' Academic Performance

The relationship between locus of control and academic achievement among students both domestically and abroad was empirically reviewed. For example, a study by Olatoye and Aanu (2010) found that deaf and typical children differed significantly in their locus of control and interest in school. The external locus of control was substantially more prevalent in typical children. According to Abashiya (2017), junior secondary school pupils' academic achievement in social studies is significantly correlated with their internal locus of control. According to Naik (2015), those who have an internal locus of control are more likely than those who have an external locus of control to exhibit adaptive behaviors.

According to Ozuome *et al.* (2020), there was a strong correlation between students' locus of control and their English language achievement scores, as well as a correlation between students' locus of control and their math achievement scores. It is suggested that kids who have a high locus of control are better able to perform in both mathematics and English.

The findings of Akunne and Anyanmene (2021), who found a substantial correlation between locus of control and secondary school pupils' academic ability in the English language, lend credence to this study. The study also showed a strong correlation between secondary school pupils' academic success in mathematics and their locus of control.

According to Abid *et al.* (2016), pupils' academic performance and locus of control were positively correlated. This result is consistent with the findings of Adeniyi and Kuku (2018), who found that students with hearing impairments who have an internal locus of control earn considerably higher mean English language scores than those who have an internal-external locus of control. Additionally, it was discovered that the academic performance of individuals with hearing impairments is significantly influenced by their study habits and locus of control.

The study also shows a strong correlation between the academic success of children with hearing impairments and locus of control. Students in the fields of science, math, and English had a substantial difference in their internal locus of control, but not

in their external or chance locus of control, according to Kumaravelu (2018). This implies that an internal locus has an impact on academic achievement in particular topic areas.

3.5 Difference in Academic Performance in Terms of Countries

According to data from PASEC (2019), there are notable differences in the language proficiency of early-grade students across several African nations, with some, like Madagascar and Congo, exhibiting low levels of proficiency and others, like Cote d'Ivoire and DR Congo, displaying high levels. The average mean of 28.5% indicates that most students have difficulty understanding the language they are learning, which might seriously hinder their academic performance. PASEC (2019) research also found that students' performance varied by country and among countries, and they had trouble acquiring the verbal number sequence. These challenges call into question early primary school teaching and learning environments as well as methods related to numbers and amounts. Any analysis should, however, consider the length and regularity of number names in the languages of teaching, as well as the vocal communication and understanding skills of the students in those languages.

SACMEQ III, as cited in Spaull (2012), indicates that students' reading proficiency varies in several African nations, with Kenya and Mauritius having higher mean scores and Malawi and Mozambique lagging. Perhaps the reason why urban areas outperform rural ones is because of better educational facilities. While the literacy rates in the poorest districts of Malawi and Mozambique are the lowest, and many pupils still have the lowest competence level, Nairobi has the highest advanced literacy students.

4. Materials and Methods

This study employed a correlational research approach to investigate the association between locus of control and academic performance among deaf secondary schools in Ghana and Nigeria. A correlational design is employed to examine the correlations between two or more variables within a single group, which may occur at several levels. Esser and Vliegenthart (2017) assert that correlation denotes the strength and direction of the relationship between two or more variables. This design was suitable for the study as it aimed to investigate the relationship between variables. The study population comprised just SS2 deaf pupils from the selected schools in Ghana and Nigeria. There were 942 deaf students from six high schools in Ghana and Nigeria. Ghana had a total of 454 deaf pupils, comprising 252 men and 202 females, whereas Nigeria had 488, consisting of 307 males and 181 females. A sample of 400 students was extracted from the population utilizing the sample size determination method outlined by Research Advisor (2006). A multistage sampling method utilizing cluster and simple random sampling approaches was employed to identify the participants. The sample was evenly distributed between Ghana and Nigeria, with each country comprising 200 pupils.

Three distinct tools were employed to assess locus of control and academic achievement in mathematics and the English language. The instruments underwent pilot

testing with 30 pupils at Malumfashi Government School for the Deaf to ascertain clarity and comprehension. The Locus of Control Scale (LCS) was modified from the works of Craig, Franklin, and Andrews (1984) and Rotter (1966). The instrument comprises 20 items utilizing a 5-point Likert scale to assess students' locus of control. The academic performance test had 50 multiple-choice items for both mathematics and English language, developed in Nigeria and validated in Ghana. The instrument's reliability, as measured by Cronbach's alpha, was determined to be 0.75 for locus of control, 0.78 for mathematics, and 0.81 for English language. Ethical approval was secured from institutional review boards in Nigeria, with school authorities granting permission. Informed consent and student assent were obtained, ensuring confidentiality, anonymity, and voluntary participation throughout the study. The Pearson product-moment correlation was employed to evaluate hypotheses one and two at a significance threshold of 0.05, whereas an independent sample t-test was utilized to analyze hypothesis three to determine significant differences.

5. Results

This section of the study examines the three hypotheses through Pearson's moment correlation (r) and an independent sample t-test. All hypotheses were evaluated at a significance level of 0.05. The likelihood of either rejecting or accepting the hypotheses is $p < 0.05$.

H_{01}: There is no significant relationship between locus of control and academic performance among students in the secondary school for the deaf in Ghana.

Table 3: Pearson Product-Moment Correlation(r) statistics showing the relationship between locus of control and the academic performance of deaf students in Ghana

Variable	N	Mean	S.D	r	p
Locus of control	200	52.35	5.68	.352**	.000
Academic performance	200	35.70	6.05		

Table 3 demonstrates a substantial positive relationship between locus of control and academic performance across secondary schools for the deaf in Ghana, with $p < .05$ and $r = .352$. This indicates that as the locus of control rises, the academic performance of deaf students in Ghana will similarly improve.

H_{02}: There is no significant relationship between locus of control and academic performance among students in the secondary school for the deaf in Nigeria.

Table 4: Pearson Product-Moment Correlation(r) statistics showing the relationship between locus of control and the academic performance of deaf students in Nigeria

Variable	N	Mean	S.D	r	p
Locus of control	200	52.12	6.03	.338	.000
Academic performance	200	42.78	6.50		

Table 6 presents the calculated correlation between locus of control and academic performance (r = .338, p = .000). This demonstrated a substantial positive link between locus of control and academic performance among secondary schools for the deaf in Nigeria, as $p < .05$. This indicates that an increase in locus of control correlates with enhanced academic performance among deaf children in Nigeria.

H_{03}: There is no significant difference between Ghana and Nigeria on deaf students' academic performance in English and Mathematics.

Table 5: Independent sample t-test statistics showing the difference in the deaf students' academic performance between Ghana and Nigeria

Variable	N	Mean	S.D	Df	t-value	p-value
Ghana	200	35.70	6.05	398	-11.27	.000
Nigeria	200	42.78	6.50			

As shown in Table 5, the results obtained from the analysis are t (398) = -11.270, p= .000. Since $p<0.05$, the results show that there was a statistically significant difference between Ghana and Nigeria in academic performance. The mean score of the two countries indicates that the performance of Nigeria in terms of English and Mathematics is higher than that of Ghana.

6. Discussion of Findings

The results indicated a substantial positive link between locus of control and academic achievement among deaf students in secondary schools in Ghana. This indicates that both locus of control and academic performance are positively correlated; hence, a rise in locus of control corresponds with an enhancement in academic performance. A diminished locus of control correlates with reduced academic achievement in Ghana. The study's findings align with Ozuome *et al.* (2020), who asserted that students' locus of control is significantly correlated with their achievement scores in English and also linked to their achievement scores in Mathematics. This indicates that a strong locus of control among pupils affects their proficiency in both English and mathematics. It can be extrapolated from the findings that an increase in the locus of control among deaf students correlates with a higher likelihood of improved academic achievement. The conclusion is corroborated by Naik's (2015) study, which confirmed that individuals with an internal locus of control are more likely to exhibit adaptive behaviors than those with an external locus of control. The findings align with Abashiya (2017), which demonstrated

substantial positive correlations between secondary school pupils' locus of control and their academic performance in English Language and Mathematics. Nonetheless, the study contradicts the findings of Adeniyi and Kuku (2018), who examined gender, locus of control, and study habits as determinants of academic achievement among students with hearing impairments in two Southwestern Nigerian states. This research corroborates Wolk (1985), who identified that the primary factors contributing to inadequate academic performance among deaf students are characteristics such as self-esteem and study habits, rather than the students' locus of control. It also contradicts the findings of Kumaravelu (2018), which indicated a substantial negative association between locus of control in school kids and academic achievement. This implies that while one variable increases, the other decreases.

A substantial positive association exists between locus of control and academic achievement among deaf students in Nigerian secondary schools. This indicates that the locus of control and academic performance of deaf students in Nigeria are correlated; an increase in locus of control corresponds with an improvement in academic performance, whereas a decrease in locus of control is associated with a decline in academic performance. Similarly, the findings corroborated Werner's (1986) claim that individuals possessing an external locus of control maintain two distinct beliefs: they forecast one outcome while attributing failure to external factors rather than personal shortcomings, and they ascribe internality exclusively to effort and externality to chance. Naik (2015) posits that individuals possessing an internal locus of control exhibit adaptive behavior, consequently enhancing their effort or diligence in pursuit of achievement. Choudhury and Borooah (2017) elucidated that students with an internal locus of control attribute their failures to external reasons and may perceive no prospects for future achievement. Akunne and Anyanmene (2021) corroborated this conclusion by demonstrating favorable correlations between secondary school students' locus of control and their academic performance in English Language and Mathematics. Another corroborative conclusion was presented by Abid, Kanwal, Nasir, and Iqbal (2016), who investigated the influence of Locus of Control on the academic performance of tertiary-level students in Okara, Pakistan. The study demonstrated that Locus of Control is a predictor of students' academic achievement, indicating a positive correlation between locus of control and academic performance. In contrast, Olatoye and Aanu (2010) conducted a study examining the Locus of Control, Interest in Schooling, and Science Achievement among some deaf and typical secondary school students in Nigeria, revealing substantial variations. The variations in students' abilities may be ascribed to the assertion by Bender (1998) that kids with learning impairments possess a greater external locus of control compared to their peers. Another contradictory conclusion emerged from Samayalangki and Yodida (2017), who examined the locus of control in relation to the academic achievement of college students in Meghalaya, revealing a substantial difference.

The study's findings indicated a notable disparity in the academic performance of deaf pupils in Ghana compared to Nigeria. This is a quantifiable disparity in the academic achievement of deaf kids between Ghana and Nigeria. Nigeria has exhibited superior

performance compared to Ghana. This study aligns with PASEC (2019), which identified significant disparities in language competency among early-grade pupils across several African countries, with some, such as Madagascar and Congo, demonstrating low proficiency levels, while others, like Côte d'Ivoire and DR Congo, exhibited high proficiency levels. The average mean of 28.5% suggests that the majority of pupils struggle to comprehend the language they are studying, thus impeding their academic achievement significantly. The disparities in student performance may be ascribed to a deficiency of motivation. Both inner and extrinsic motivation have significantly influenced performance. Srinivas & Venkatkrishnan (2016) elucidated that desire enhances performance universally and across all age groups, particularly in students' academic achievements. Students who receive inspiration from their professors and parents are more likely to enhance their performance than their peers who do not have this advantage. Consequently, educators and parents ought to strive to inspire pupils and promote their future success. The disparity in performance may be ascribed to the student's intellectual capacity. This assertion is substantiated by Srinivas and Venkatkrishnan (2016), who recognise intelligence as a significant determinant of academic performance. They assert that student academic performance is predominantly influenced by intelligence quotient (IQ). Chamorro-Premuzic and Furnham (2006) indicated that cognitive talents alone do not adequately explain individual variations in academic achievement or underachievement. Considering potential factors that could impede academic performance without addressing health difficulties would be imbalanced. An astute pupil with a compromised health state cannot improve it. Srinivas and Venkatkrishnan (2016) asserted that preserving students' physical and mental health is essential for achieving positive academic outcomes. A healthy student may actively engage in the learning process that enhances performance.

A contributing factor to the subpar performance of the Ghanaian pupils in this study may be a lack of enthusiasm among the students. Students lacking interest in classroom activities are likely to exhibit low assessment performance, whereas those who are engaged tend to score quite well. For example, students who are committed to attending lessons consistently and applying the learned material to achieve mastery. This aligns with Maina (2010), who articulated that students with positive attitudes may fully commit to studying and achieve the appropriate academic results.

7. Conclusion

The findings concluded that students who believe they have control over their academic performance are likely to attain superior results. Promoting an internal locus of control via specific educational interventions, like mentorship programs and self-regulation skills, may improve academic achievement among deaf children.

The study concluded that deaf pupils in Nigeria outperformed their Ghanaian counterparts in English and Mathematics, highlighting inequalities in educational quality, resources, and teaching methodologies. The disparity in academic performance

highlighted the necessity for Ghana's systems to evaluate and enhance existing support mechanisms for deaf pupils. Enhancing teacher training, curriculum development, and access to educational resources could mitigate disparities and improve academic performance for deaf students in both nations.

8. Recommendations

Based on the findings of the study, the following recommendations are proffered:

1) Educators should provide life skills and character education programs specifically designed for deaf students, emphasizing critical thinking, self-advocacy, and community involvement through accessible and inclusive approaches.
2) It was also recommended that targeted interventions such as self-regulation training, goal-setting workshops, mentorship programs, and classroom strategies that promote personal responsibility be implemented to strengthen the internal locus of control among deaf students and enhance their academic performance.
3) Educators and guardians in Nigeria and Ghana must promote self-reliance, self-confidence, and independence in their deaf children to cultivate an intrinsic belief in their ability to manage their affairs.

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