

UNIVERSITY OF EDUCATION, WINNEBA

**FACTORS RESPONSIBLE FOR LACK OF PREFERENCE FOR ELECTIVE
LITERATURE BY STUDENTS AT SENIOR HIGH SCHOOLS IN NORTH-
DAYI DISTRICT, VOLTA REGION**

FERNANDEZ EKO OTOMEWO



POST GRADUATE DIPLOMA

UNIVERSITY OF EDUCATION, WINNEBA

**FACTORS RESPONSIBLE FOR LACK OF PREFERENCE FOR ELECTIVE
LITERATURE BY STUDENTS AT SENIOR HIGH SCHOOLS IN NORTH-
DAYI DISTRICT, VOLTA REGION**

**FERNANDEZ EKO OTOMEWO
(220000904)**



**A dissertation in the Department of Educational Foundations,
Faculty of Educational Studies submitted to the School of
Graduate Studies in partial fulfilment
of the requirements for the award of the degree of
Post Graduate Diploma
(Education)
in the University of Education, Winneba**

NOVEMBER, 2022

DECLARATION

Student's Declaration

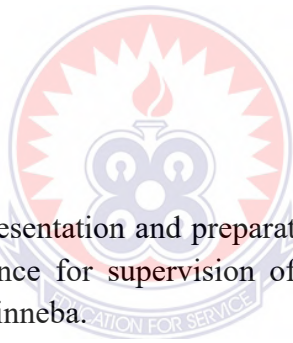
I, Fernandez Eko Otomewo, declare that this dissertation, with the exemption of quotations and references contained in published works that have all been identified and duly acknowledged, is entirely my original work, and it has not been submitted, either in part or whole for another degree elsewhere.

Signature:

Date:

Supervisor's Declaration

I hereby declare that the presentation and preparation of this work was supervised in accordance with the guidance for supervision of dissertation as laid down by the University of Education, Winneba.



Dr. Seth Dade Ansah (Supervisor)

Signature:

Date:

DEDICATION

This research project is especially dedicated to God Almighty for his infinite guidance, protection, mercy and grace throughout the programme and also to my Auntie, Grace Kenny Yanum.



ACKNOWLEDGEMENTS

I am most grateful to God Almighty for his sustenance, strength and protection throughout this study and my stay at University of Education, Winneba.

My sincere thanks and gratitude go to my supervisor Dr. Seth Dade Ansah, for his relentlessness, guidance, corrections and suggestions throughout this study. My profound gratitude also goes to Dr. Joseph Appianing for his encouragement and corrections.



TABLE OF CONTENTS

Content	Page
DECLARATION	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
LIST OF FIGURES	x
ABBREVIATION	xii
ABSTRACT	xiii
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the Study	1
1.2 Statement of the Problem	3
1.3 Purpose of the Study	5
1.4 Objectives of the Study	5
1.5 Research Questions	6
1.6 Significance of the Study	6
1.7 Scope and Delimitation of the Study	7
1.8 Limitation of the Study	7
1.9 Definition of Terms	7
1.10 Organization of the Study	8
CHAPTER TWO: LITERATURE REVIEW	9
2.0 Introduction	9
2.1 Resentment and Academic Performance	9

2.2	General Approach towards Elective Literature	10
2.3	Other Languages in Teaching Literature	11
2.4	Intended audience	12
2.5	Eradication Methods of Resentment for Elective Literature	13
2.6	The Principles of Teaching Elective Literature	14
2.7	Education and Academic Performance	17
2.8	Socio-Economic Status and Academic Performance	17
2.9	Environmental Factors and Academic Performance of Students	18
2.10	Summary of Review of Related Literature	19
CHAPTER THREE: METHODOLOGY		20
3.1	Introduction	20
3.2	Population of the Study	20
3.3	Sample Size	20
3.4	Sampling Techniques	20
3.5	Research Design	21
3.6	Research Instrument	21
3.7	Validity of the Instrument	21
3.8	Reliability of the Instrument	21
3.9	Method of Data Analysis	22
CHAPTER FOUR: RESULT AND ANALYSIS		25
4.1	Introduction	25
4.2.	Results Of Descriptive Statistics	25
4.2.2	Further Analysis	64
4.2.3	Anfoesec Multiple Regression Output:	64

4.2.4 Vasec Multiple Regression:	64
4.2.3 Research Findings	68
4.2.4 Discussion of Research Findings	68
4.2.5 Further Discussion	69
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION	71
5.1 Summary	71
5.2 Conclusion	72
5.3 Recommendations	73
5.3.1 Ministry of Education and Ghana Education Service	73
5.3.2 The Schools	73
5.3.3 Parents Association	74
5.3.4 Students	74
5.4 Areas for Further Research	75
REFERENCES	76
APPENDIX	78



LIST OF TABLES

Table	Page
4.2 1 Reasons that Hinder Reading	26
4.2 2 Students' Performance for Second Term Mid-Term Score	62
4.2 3 Students' Performance For Second Term Exam Score	63



LIST OF FIGURES

Figure	Page
4.2 1 Gender	25
4.2 2 Hours of reading literary works in a week	28
4.2 3 Hours spend using/accessing information via technology	29
4.2 4 Prefer reading the full novel or plot summaries	30
4.2 5 Work Affects Time for Reading	30
4.2 6 The future of literature	31
4.2 7 Society Need Literature	32
4.2 8 Elective Literature More Often	32
4.2 9 Elective Literature Class, I Understand Most Challenging Work	33
4.2 10 Never Felt Incapable	34
4.2 11 Elective Literature	35
4.2 12 Capable Of Making Good Grade In Literature	36
4.2 13 Extra Work To Learn Literature	37
4.2 14 Literature Gives Me Meaning To Learn Activities	38
4.2 15 Work in Literature Is Difficult, I Can Learn it	39
4.2 16 Questions In Literature Is Answerable	40
4.2 17 Sure I Can Learn The Skills Taught In Literature Class Well	41
4.2 18 Usually Do Well In Literature	42
4.2 19 Get Good Marks In Literature	42
4.2 20 Literature is Easy Subject to Pass	43
4.2 21 Literature is Worth Passing Well	44
4.2 22 I Feel Confident That I Have Done It Correctly	45
4.2 23 Longer To Comprehend Literature Ideas Than The Other Subject	46

4.2 24 Difficulties With Literature, I Know I Can Handle Them If I Try	47
4.2 25 Practically can do all the works in literature class if i do not give up	48
4.2 26 Feel Delighted When Answering Literature Questions	49
4.2 27 Encourages Me To Apply Detailed Steps To Solve My Problems	50
4.2 28 Makes Me Think Fast	51
4.2 29 Comfortable With Class-Size	52
4.2 30 The school environment is conducive for learning and teaching	53
4.2 31 The Library is Well Stocked With Variety of Books	54
4.2 32 The school is your preferred choice during school selection	55
4.2 33 Convenient With Mode Of Exam Questions	56
4.2 34 Comfortable with Number of Literature Question	56
4.2 35 Comfortable with Starting Time of Literature Exams	57
4.2 36 Comfortable With Time of Exams Duration	57
4.2 37 I Like my Literature Teacher	58
4.2 38 Teachers Are Reliable, Competent and Skill In Delivery Tuition	58
4.2 39 Administration is Reliable in Handling Issues	59
4.2 40 Timely Processing of Documents	60
4.2 41 Reliable in Handling of Clients	61

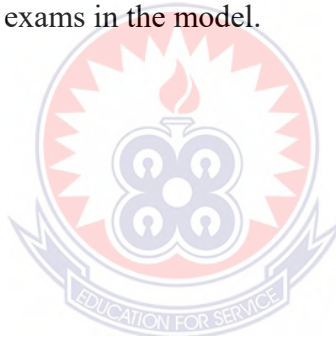
ABBREVIATION

ANFOESEC	Anfoega Secondary School
BECE	Basic Education Certificate Examination
SES	Socio-Economic Status
SHS	Senior High School
VASEC	Vakpo Secondary School
WEAC	West Africa Examination Council



ABSTRACT

Literature is one of the subjects students perform poorly and considered as non-scoring by students. One hundred and eleven questionnaires were administered in Anfoega and Vakpo Senior High Schools within the North District. The aim of this study is to model a multiple regression in assessing and identifying attributable factors of student performance in the second cycle institutions and be able to model for Anfoega and Vakpo Senior High Schools. Also, to evaluate the goodness of fit for multiple regression analysis. The significant factors in determining senior student performance are their mid-term score (x_2) and examination score (x_1). It appears the three estimates are significant with coefficients less than p-value of 0.05. $\hat{y}_{Anfoesec} = -3.104e13 + 1x_1 + 1x_2$, $\hat{y}_{Vasec} = -4.115e13 + 1x_1 + 1x_2$. From the model-3 and 4, with the coefficients of $\hat{\beta}_0 -3.104e13$ and $-4.115e13$ implies that without examination score and mid-term score, the student performance will reduce student's performance by $-3.104e13$ and $-4.115e13$ in form 2 at Anfoesec and Vasec respectively holding examination score and mid-term scores holding them constant. With one additional unit/scores in examination or mid-term scores holding one constant, there will be one unit increment of exam and mid-term scores. Students' performance can be determined in their secondary school certificate exams either he/she can perform well or not in these two secondary schools within the district using their mid-term scores and exams in the model.



CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Elective Literature has been receiving misconception by students especially those who feel they are snared by the Core Literature. For this reason, Literature is a vile subject. This common misconception results into resentment for the subject. A very large number of students doing the Core Literature perceive the subject as too bookish and complex to understand. To them, it entails enormous amount of time to read unlike practical subjects like Mathematics, Business or Accounting. Besides, the recommended textbooks (i.e. Poems, Novels and Drama) are too many as they keep changing every four years. Even some of those doing the Elective Literature feel obliged just because it is one of the requisite subjects for their chosen career. The height of this indifference to Elective Literature by students in Vakpo Senior High and Anfoega Senior High is simply disparaging. This is because the number of enrolments by first year students each year are relatively low compared to other departments of study. Enthusiastically, I am fanatic about Literature and that gives me the impetus to research on the factors responsible for lack of preference for Elective Literature by students in Senior High Schools; whereas using the said school as sampled population.

Elective Literature is central to English related subjects especially to those who will find themselves in the Faculty of Social Science. Literature is a subjective discipline. This implies that it means different thing to different people. It allows for variation of meanings as the reader or author may deem it fit. Based on this singular definition above, Literature ought to be the number one choice of subject by students, but

according to Babatunde (2002), "...individuals differ in their personal psychological organization, just as studies in the natural sciences had also revealed differential biological endowments." According to the Dictionary of Education, individual differences stand for the variations or the deviations among individuals in regard to a single characteristic or number of characteristics.

To be specific, the genre of Literature includes Poetry, Prose and Drama. For better comprehension, the divisions are spiced with literal devices which must be learnt and understood. Initially, this study was solely to focus on the lack of preferences for Elective Literature, but my vast reading on other related works and as the future Literature teacher, I am intrigued to include the causes of poor performances of students in this subject. Important to note, the recent handover ceremony from old staffs to the present incumbents held in November, 2021 in one of the said schools recorded previous academic performances of all the subjects over the few past years of which Elective Literature remains exception as it receives no applause due to 35% success rate. In our schools today, there are so many factors responsible for students' resentment for Elective Literature as well as its failure in the subject. Parents, Teachers or Students cannot blame it on one another as there is no sufficient justifiable measures and that is what this study is about to unravel. Among some of these ugly situations could be traced to personal, parental, governmental, administrative, contextual, social, institutional, socio-economic, environmental, demographic, and genetic factor.

As much is said, this study is set to fill the gaps left by other researches on lack of preferences for Elective Literature as well as some oversight factors responsible for the poor performance in the subject. Arising from these perspectives, the study will

provide holistic solutions to change the adverse conception, recommend superb learning and teaching methods, stipulate other expedient measures which can be used as platform for other researchers for more findings in the future in respect to other related studies.

1.2 Statement of the Problem

Lack of preference for Literature among students in Senior High Schools can be traced to personal challenges encountered by students which may differ from one student to the other. It is a general knowledge that lack of preference for something usually results into resentment and the end output is abortive. Though, students pass well in other subjects but the Elective Literature remains a nightmare. This is compounded with the fear that the anticipated success in the subject cannot be guaranteed. Some of these unlimited factors responsible for the poor performance and lack of preference could be pseudo beliefs, brainwash, lack of confidence and motivation, resentment for the teacher, poor reading culture, low level of proficiency in English, lack or no guidance and counseling, poor time management, inadequate teacher training or preparation, shallow treatment of topics, absenteeism and late coming, lack of subject background knowledge, substandard curriculum, literary style of catharsis, poverty of parents, teacher-students ratio, inadequate learning and teaching materials, use of outdated materials, exam stress, and lack of checks and balances.

In furtherance, students whose background of creative writing are porous will relatively turn to consider this intriguing subject as tedious. Students with this perception cannot be entirely blamed because it is of human nature to resent what is stressful. Again, students with low intellectual capacity complain that the subject is

too difficult to assimilate. What do we expect from such students with low grades pushed into language department which is intellectual faculty? Inevitably, resentment starts to build as the student cannot make anything out of what he is being taught or read on his own. In addition, inept approach of interpretation of literary works by a teacher or a writer in relation to Plots, Themes, and Subject matter create additional boring situation in the mind of students. The reflective verdict by such students is that the subject is ambiguous. This creates lacuna in frequent reading of the Literature books or notes. Another pervasive cause of fury against the subject among students in the district can be traced to the trend of enormous failures of outgone students in the respective schools. On this note, poor conclusions are drawn by students in a form of ‘if brilliant students failed the subject; how much more?’

However, it is frustrating when students cannot lay their hands on adequate or variety of literature books in the country unlike Nigeria where the writers and publishers are replete. It is true to say that desperation turns into frustration when desire fails, hence resentment emanates. On economy, little did some new entrants know that the subject has financial commitment. This abrupt discovery leaves sour appetite towards the subject. For the subject requires purchase of variety of books on the recommended genres for reading, comprehension and accomplishment. The challenge of meeting up with the finance generates spitefulness, especially in the minds of those unfortunate ones from poor homes. More so, some parents are responsible for this resentment. To some parents, the subject to be studied by the student is their decision. This conflict willy-nilly creates resentment for the subject as the students reluctantly studies the subject. The subject to such students become a means to an end. Poor or no motivation is another cause of resentment for the subject. Generally, works of literature receive no significant accolade in our societies. This lack of

acknowledgement puts the future of literature in jeopardy. This is because the enthusiasm for the subject is dwindling by the day.

Today, emphasis is placed on the quality of schools and teachers for lack of preference and failure without actually finding out other factors that can contribute to student's problems in school. Parents cannot blame teachers for the said problems without justification because the foundation of socialization of students is laid at home. The research work therefore tries to investigate the following:

- i. How resentment for Elective Literature can affect a student's academic performance in the subject.
- ii. How other social factors hindering the academic performance in Elective Literature.
- iii. Whether the amount of time spent on studying the subject affect the academic performance?



1.3 Purpose of the Study

The main objective of the study is to develop multiple regression model that predicts accurately average passing rate of students in the district.

1.4 Objectives of the Study

- i. To identify the factors that contribute to poor performance of students in Elective Literature in Anfoesec and Vasec.
- ii. To infer social factors that contribute to the poor performance of students in Elective Literature in North Dayi District.
- iii. To determine the average study time required for student passing elective literature in the district.

1.5 Research Questions

- i. What are the factors that contribute to poor performance of students in Elective Literature in Anfoesec and Vasec?
- ii. What social factors contribute to the poor performance of students in Elective Literature in North Dayi District?
- iii. What is the average study time required for student passing elective literature in the district?

1.6 Significance of the Study

This study will enable the teacher of the subject to take a closer look at the retrogressive effect of resentment towards Elective Literature. The study will enable him to strategize ways to curb the misconceptions before it becomes established fate among students that the subject is impossible to pass. On the other hand, the study will enable parents to know their responsibilities to their children's education and how their decisions, economic status, motivation and monitoring and supervision can affect academic performance of their children in school.

Equally, the students will be aware of the roots of their mischievous misconceptions that are responsible for their poor performance in the subject. The study is also significant to notify the government and educationists about the impact of the sentiments of misconception of students concerning the subject and specify ways to eradicate the menace. It will help the curriculum planners for secondary school to modify the curriculum in a way that it will cater for the need for all students irrespective of their background and magnitude of brainwashing.

Other researchers who wish to carry out a research on this topic will also find this study as a guide. It is also a guide to other individuals like guidance and psychologist

in handling students with problems related to resentment and poor performance in Elective Literature.

1.7 Scope and Delimitation of the Study

Initially, the study is designed to examine the factors responsible for lack of preference for Elective Literature in all the Senior High Schools offering Elective Literature in Volta Region. Due to time constraint and high cost of transportation, the study is limited to the Two Senior High Schools in the district.

1.8 Limitation of the Study

The study is limited to Secondary Schools within the District and the dataset is collected from students offering Elective Literature in form two of Anfoesec and Vasec respectively. The inference drew from this study only applied to the district. The study is constraint with time and it is only subject to Elective Literature in English, perhaps other subjects like Mathematics and Science which might have some correlation and impact on these subjects.

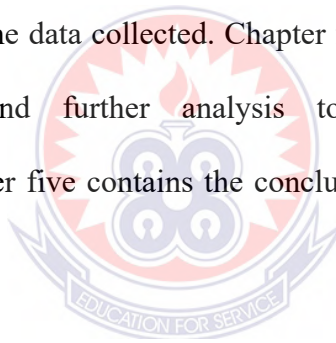
1.9 Definition of Terms

- i. Misconception: A falsehood that has no scientific basis.
- ii. Academic performance: Refers to how well a student is doing in subject areas.
- iii. Resentment: The feeling of anger or unhappiness about something one hates.
- iv. Curriculum: The subjects that are included in a course of study or taught in schools, colleges, etc.
- v. Genre: A particular type or style of literature, art, film or music that can be recognized because of its special features.

1.10 Organization of the Study

This document is divided into five structures and these are; Chapter one is the introduction to the background of the study, statement of the problem, objectives of the study, significance of the study and the organization of the study. The second chapter focuses on review of literature; it discusses previous knowledge and other relevant documents. In this chapter, both empirical and theoretical works that relate to the study shall be reviewed to enlighten the findings.

Chapter three elucidates on the methodology which discusses: the sampling techniques, target population, research design, and data collection techniques, study location, mathematical and statistical methodologies as well as the statistical software used for the analysis of the data collected. Chapter four tailors the statistical tables in preliminary analysis and further analysis to help deduced well-meaning recommendations. Chapter five contains the conclusion and recommendations of the study.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

There have been several studies carried out regarding the resentment towards Elective Literature by students and its subsequent effects on their academic performance. Some of these studies have conflicting results as to how resentment, socio-economic status and other social factors directly and indirectly hamper academic performance in the subject. Keeve and Saha (1992), opined that in most countries of the world, educational achievements are related to the socio-economic status of the family (and hence the student) and the ethnicity and language characteristics of the student.

The review of relevant literature will be based on the following subheadings:

- i. Resentment and Academic Performance
- ii. General Perception towards Elective Literature
- iii. Other Languages in Teaching Literature
- iv. Intended Audience
- v. Eradication Methods of Resentment for Elective Literature
- vi. The Principles of Teaching Elective Literature
- vii. Education and Academic Performance
- viii. Socio-economic Status and Academic Performance of Students
- ix. Environmental Factor and Student

2.1 Resentment and Academic Performance

Resentment which is an emotional anger towards something has the tendency to jeopardize intended result. On this note, academic performance in Elective Literature is no exception. Lellatom (1993) quoted John Ruskin that “when love and skill work,

expect masterpiece.” This implies that to register success in any endeavor, passion and creativity must be the vehicle of conveyance. Misconceptions that are ventilated and influenced by set of students can be overcome by constructive orientations, motivation, and guidance and counselling. In reality, resentments are figment of emotional distraction against academic excellence. Christina (2018) defines motivation as the internal processes that energize, direct and sustain behavior. To keep the said misconceptions that have developed into resentment towards Elective Literature at bay, students should be encouraged to spend more time reading their recommended books rather than whiling their time on idle talks.

2.2 General Approach towards Elective Literature

Over the years, it is conceived by most students, especially those in bucolic secondary schools that the subject is a jinx among the courses by the language students. That is the subject is absolutely difficult to pass unlike other reading subjects. This lack of confidence could be responsible to decimate the interest for the subject. It is true to ascertain that a man without decision can easily be influenced.

However, some parents presume that the structural change of educational system from 6:4:5:2 to 6:3:3 is inconsequential. This is because the three years duration for a broad subject like Elective Literature in Senior High School is fleeting and will only produce a bleak result.

On the contrary, Agudetse (1998) claimed that the reduction has not only saved the country from huge expenditure on education, but has brought Ghana in line with the international accepted duration.

In most contemporary societies of nowadays, doing or reading Elective Literature is simply waste of time unlike vocational and technical careers that can readily put food on the table. Therefore, most students now perceive the subject as “the end justifies the means”.

To large number of educationist like teachers, education is a stepping-stone into other lucrative professions. Kwarteng (2014) shared a similar view that there is always a temptation for teachers to look for other prospective avenues that would pay them more for their qualification. With this evidence, what can provoke competence, conscience and rationality of the subject teacher to sit down and compile a comprehensible note for the students? As we might all know, reading of textbooks is not enough to pass an Elective Literature. This is because it requires an in-depth explanations along with logical presentation. By doing so, it will be easy for students to extrapolate the themes in the genre of study.

2.3 Other Languages in Teaching Literature

Language usage in teaching is one of the keys in teaching students centered form of learning in school. The basic language of the student’s origin enables him or her understand and express himself or herself in classroom activities. It also enhances contribution and classroom participations of student. However, in spite of the fact that some effort is being made to incorporate aspects of ‘communicative language teaching’, that is, language teaching in which learners are encouraged to engage in authentic communicative interaction in the target language Nunan (1991) however, it creates a common interaction between the learners and the instructors even beyond contribution but peeling to imaginative learning to self-culture related. Most fiction books, the author uses objects close to their immediate setting which might probably

be unknown to the readers environ. With the usage of relates in the learner's settings fused their minds closer to the writers' own.

2.4 Intended audience

Weinreich & Bartlett (2000, p. 127) do not define children's literature explicitly. They claim, however, that in any account of children's literature, "the child must be regarded as a necessary condition which the author consciously or unconsciously relates to in the creative process". For McDowell (1973) and Hunt (1996), the definition of children's literature includes explicit reference to intended readership. For them, the term 'children's literature' is applicable to books written for, and read by, that group referred to as 'children' by any society. It need not have any other specific characteristics or qualities. Furthermore, McDowell (1973, p. 17) notes that whether a particular text can be given a value "depends upon the circumstances of use". This approach to defining children's literature excludes books that are read by, but not primarily intended for children. Even so, to define children's literature in terms of intended readership alone is potentially problematic in that it allows for the inclusion of, for example, textbooks which would not normally be considered to come within the domain of children's literature. This is an issue that is not resolved by Lesnik-Oberstein (1996, p. 17) who defines 'children's literature' as "a category of books the existence of which absolutely depends on supposed relationships with a particular reading audience child". Even the inclusion of the word 'books' in this definition is problematic: it excludes a range of written materials that are not produced in book format. Townsend (1971, p. 9) observes that "any line which is drawn to confine children and their books to their own special corner is an artificial one", and therefore that only practical definition of a children's book today.

2.5 Eradication Methods of Resentment for Elective Literature

For decades, resentment for Elective Literature by students in Senior High Schools in Ghana has been on an increase. This automatically resorts to failure or low grades in the subject. However, Ryburn (1944) suggested eight general principles of teaching methods that could inevitably address these stigmas. These are:

- i. The Principles of Activity: the child learns assiduously by doing his assignment.
- ii. The principles of Linking with Life: to make new information to be a part of a child, we must link it with his activity or experience. To teach we must use the past knowledge already gained as a starting point for work.
- iii. The Principle of Definite Aim: this principle clarifies the lesson by giving room to precision of details as we move along.
- iv. The Principle of Division: here, teacher has the poetic license to present his materials in sequential order that he deems fit using the step-by-step method which must flow coherently.
- v. The Principle of Selectivity: in preparation for a lesson, a teacher must use his judgment of selection to select those areas that require utmost attention as he cannot teach everything in a limited period of time.
- vi. The Principle of Correlation: for a lesson to be part of a whole, the teacher must endeavor to bring up what is being done and learned with another knowledge.
- vii. The Principle of Revision and Practice: repetition is vital in teaching children. Repetition enhances emphasis and retention.

2.6 The Principles of Teaching Elective Literature

The principles in regard to the teaching of a subject is simply a fundamental speculation or guiding method. The application of such conceptualized principles varies from one teacher to the other. This depends on the perspective of an individual of how he or she deems it fit to convey the message to the students. According to Frege (1991), principle is multiple as well as a logic analysis which may not always hold. Regardless, we need some sort of principle to reason from. In his light, teaching and learning process must be critically looked at as a dynamic whole. Particularly, an ideal teacher must read a variety of literature books on recommended genres. This will enable him to write the comprehensive notes he intends to teach. The teacher also becomes eloquent in the delivery of his message to the intent students. By writing notes after extensive reading on a particular genre or topic, a prolific teacher must be able to paraphrase and raise possible West African Examination Council questions with ease. This will surely prove the depth of his knowledge of all he had read.

To start with the students on the whiteboard, the dexterous teacher must groom the students with the easiest poem of interest. Once the teacher instills enthusiasm, the students on the other hand will develop a passion for the subject. Hence, the objectives will be met. Moreover, as a teacher cannot teach everything, he must do a great work by sifting the wheat from the chaffs. According to Ryburn (1957), a teacher has to select what he judges needful for the class. He has to select those that special attention must be paid to. According to Esia-Donkor K., et al (2021), effective teachers make accurate judgments in selection. The earlier gathered questions can equally lead the direction of his selection to definite aim. However, as we have over three hundred literary devices or terminologies in Elective Literature, the veteran teacher should teach at least five of them before or after each lesson. In this direction,

the students get familiar with the accumulative dictions or language of literature. For clear logical presentation of lecture on Elective Literature, a teacher can write notes on the following headlines in teaching the three genres:

Poetry

- i. The Poem
- ii. Biography of the Poet
- iii. Difficult dictions explained.
- iv. Background of the Poem
- v. Subject Matter
- vi. Structure of the Poem
- vii. Content Analyses (Stanza by Stanza)
- viii. The Poetic Devices
- ix. Poetic Styles
- x. Themes or Didactics



Prose/Novel

- i. The Biography of the Novelist/Author
- ii. Background of the Novel
- iii. Subject Mater/Synopsis
- iv. Plot Account (Chapter by Chapter)
- v. Setting (Time and Place/Location)
- vi. Narrative Techniques
- vii. Themes/Didactics
- viii. Characterizations

Drama/Play

- i. Biography of the Dramatist/Playwright
- ii. Background of the Play
- iii. Subject Matter/Synopsis
- iv. Plot Account (Act by Act and Scene by Scene)
- v. Setting (Time and Place/Location)
- vi. Dramatic Techniques
- vii. Themes/Didactics

Due to time constraints of a school period, a teacher of this subject can evaluate the students on the premised of assignments. The performance of the students clarifies how best the teaching was conveyed.

Meanwhile, the teacher should not overlook his psychological and logical theories; they should be superb, not inept. In the same vein, he must inspire and stimulates the students. The encouragement must go with praises for the good works done. Guidance and Counseling is another. The child must be guided with the fairly difficult task till he gains momentum to face more difficult task himself. Going with Antwi (2019), everybody needs guidance and counseling to be able to achieve his or her best in life. The guidance could be carried out through discussion, advice giving, examples and emphases. For a teacher to sustain the ability of a student to listen, he must work on the student's emotional stability; this comes with affection. Thus, when a student feels and thinks of the teacher as a friend. Friendship in teaching minimizes the danger of the student harboring feeling of resentment.

2.7 Education and Academic Performance

Education is critical in providing people with the basic knowledge and needed skills to improve their quality of life and to enable them take up their future responsibilities.

There are 37 Pre-Schools, 37 primary schools, 32 Junior High Schools and three (3) second cycle institutions in the district. There is no tertiary institution in the District be it private or public. It must however be indicated that (5) 11% of K.G classes are held under shed or tree, (3) 8% in dilapidated structures. Also, at the JHS level, (6) 19% of classes are held in dilapidated structures whilst at the primary level (4) 11% are held in dilapidated structures which could serve as disincentive to teaching and learning and consequently affect negatively the performance of candidates in the BECE in the District. Also, there is high desk deficit within the sector. Writing places: 2,974 and sitting places: 2,738 to support teaching and learning in the District. The performance of the District in the annual Basic Education Certificate Examination (BECE) has been dwindling for the past five (5) years. An analysis of the results for the period revealed an average pass rate of 38%, 40%, 42% with over 60% of candidates failing. This could be attributed to ineffective teaching and learning and poor parental control among other. These wobbling backgrounds could be accumulative defects on Literature students in Senior High Schools in the district.

2.8 Socio-Economic Status and Academic Performance

Studies carried out by Mok and Flynn (2008) to examine the achievement of Catholic schools in New South Wales showed that parents' level of education made a significant contribution to achievement. High Socio-Economic Status (SES) schools also scored better in the Higher School Certificate than medium or low SES schools. In a meta-analysis including approximately 200 studied by White (1982), a high

correlation between SES and achievement was found ($r = 0.875$), while Keeves and Saha (1992) demonstrated that SES indirectly influences student achievement while the direct effects on students achievement are associated with other variables. Beaton *et al* (1996) reported that the more educational resources at home, the higher the student's achievement those with little access to such resources. The availability and reading of variety of the educational materials broaden a student's intellectual ability and keep him ahead of his peers. Similarly, undeniable influence is established between achievement in Elective Literature and those students having study aids at home.

2.9 Environmental Factors and Academic Performance of Students

The primary environment of students is home and it stands to exert tremendous impact on students' achievements. Moreover, the home is the primary agent of education in the child. Thus, the way the child lives, the food he or she eats and life style is influenced by the home. The type of family system the child is exposed to could influence his academic performance in school. The academic success of child depends on what parents do at home. It is observed that parent-child interactions are forces that lead to better academic performance. Some studies found that undergraduates that received democratic type of parenting performed better than their counterparts from autocratic homes.

Based on the increasing evidence that parental involvement are beneficial for children's success in school, this study, therefore, seeks to find out the impact of family type on students' academic performance in Elective Literature in Noth-Dayi District. More so, very few available studies have examine the influence of family

type on students' academic performance in Volta Region, Ghana. Filling this gap necessitates the present study.

Furthermore, many children have been hindered from reaching their optimum level in academic pursuit due to some negative factors arisen from home. These include lack of parental encouragement, lack of conducive environment, poor finance and housing, poor feeding, ill-health and lack of interest on the part of the students. Children's whose school needs (physical and emotional) are not provided for at home may forever remain underachievers and this could affect the general development (physical and human resources) of the country. Therefore, this study seek to investigate the impact of family type on the academic performance of Elective Literature students in secondary schools.

2.10 Summary of Review of Related Literature

From the reviewed literature, it was discovered that there are numerous factors which fuels students' resentment towards Elective Literature and subsequent failure in the subject. These factors were identified by different researchers to include brainwashing, misconception, socio-economic of parents, inept teaching approach, poor administration, parents' attitude, and environmental factors.

However, the findings of these various researchers have been largely concentrated in other areas of the world, especially in the western areas. In other words, no much research has been carried out by researchers to assess the impact or relationship between students' resentment and academic performance in Elective Literature. In North-Dayi District for instance, little or no research has been conducted to unravel and establish the impact of resentment on academic performance in Elective Literature.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter describes how data was managed and manipulated to deduce meanings from these metric and non-metric data to infer from the sample data collected from Anfoega and Vakpo Senior Schools in the North Dayi District. Summary of statistical outputs are expressed below with exploratory tables supporting prior summary table. The chapter ends by particularization, predictive, accuracy and goodness of fit methods used in the analysis.

3.2 Population of the Study

The population for this study was all Senior High final year students in North Dayi District. The target population is seven hundred and ninety-seven (797) Senior High School students but a hundred and fifteen (115) Senior High School Students were selected from these various Anfoega Senior High School and Vakpo Senior High School.

3.3 Sample Size

A total of one hundred and fifteen (115) respondents consisting of form two Senior High students from the two (2) Senior High Schools on different occasions were interviewed in North Dayi District.

3.4 Sampling Techniques

Information from primary sources was collected. The primary sources of data were obtained through questionnaire administered to respondents (students of Senior High Schools in the North Dayi District, Volta Region). Questionnaires were administered

to form two Senior High School students after the whole purpose of the research had been carefully explained to them.

3.5 Research Design

Simple Random sampling was employed in this study as the researcher was constrained by resources and time. Questionnaires were administered over a period of three weeks from April to May, 2022 to Senior High School students from the District.

3.6 Research Instrument

Data for the research was collected mainly through the administration of structured questionnaire to respondents. All sets of questionnaires contained open and closed-ended questions. Hence, the pre-test was done by the administration of five questionnaires. Responses generated from respondents indicated that the questions would serve the purpose of the research.

3.7 Validity of the Instrument

In order to get exact and reliable results which will be a true reflection of the research that was undertaken, the researcher submitted a copy to the supervisor for the necessary corrections to be made and the approval of its use and there after it was administered to the students by the researcher.

3.8 Reliability of the Instrument

Primary and secondary data used in this study came from form two students of Anfoega and Vakpo Senior Schools with sample size of One hundred and Fifteen (115) in which 63 from Anfoega and 52 from Vakpo Secondary Schools with their respective mid and end of term examination scores were used to obtain the required

information's in uncovering these objectives. Preliminary descriptive statistics was conducted on all variables and levels and further statistics unearth the aforementioned objectives.

Standardized characteristic values are summarized as proportions, mean, and median value. Comparisons of significance of the estimates used t-test or probability values, ANOVA and Wald test for multiple comparisons, respectively. A default of $p < 0.05$ is set as standard analysis of this thesis is at significance level of 95%. The entail statistics were conducted with R-studio version 3.5 and Microsoft office Excel.

3.9 Method of Data Analysis

Multiple regression generally explains the relationship between multiple independent or predictor variables and one dependent or criterion variable. A dependent variable is modeled as a function of several independent variables with corresponding coefficients, along with the constant term. Multiple regression requires two or more predictor variables, and this is why it is called multiple regression (www.statisticssolutions.com).

The multiple regression equation explained above takes the following form:

$$Y = \beta_0 + \beta_1 X_{11} + \beta_2 X_{12} + \beta_3 X_{13} + \cdots + \beta_k X_{ij} + \varepsilon_1$$

The estimated parameter

$$\hat{y} = \hat{\beta}_0 + \hat{\beta}_1 \hat{X}_1 + \hat{\beta}_2 \hat{X}_2 + \hat{\beta}_3 \hat{X}_3 + \cdots + \hat{\beta}_k \hat{X}_{ij}$$

$\hat{\beta}_0$ = is the coefficient of the intercept

$\hat{\beta}_1$ = is the coefficient of X_1 variable.

$\hat{\beta}_2$ = is the coefficient of X_2 variable.

$\varepsilon_1 =$ is the error term and it is zero when the residual is randomly and identically normally distributed with mean μ with σ which is $\varepsilon_i \sim N(\mu, \sigma^2)$.

Here, $\hat{\beta}_i$'s ($i=1,2,\dots,n$) are the regression coefficients, which represent the value at which the criterion variable changes when the predictor variable changes.

As an example, let's say that the test score of a student in an exam will be dependent on various factors like his focus while attending the class, his intake of food before the exam and the amount of sleep he gets before the exam. The objectives will be to test appropriate hypotheses about the treatment means and to estimate them, the random samples from the large population of treatments.

3. Assumptions:

- There should be proper specification of the model in multiple regression. This means that only relevant variables must be included in the model and the model should be reliable.
- Linearity must be assumed; the model should be linear in nature.
- Normality must be assumed in multiple regression. This means that in multiple regression, variables must have normal distribution.
- Homoscedasticity must be assumed; the variance is constant across all levels of the predicted variable.

There are certain terminologies that help in understanding multiple regression. These terminologies are as follows:

- **The beta value** is used in measuring how effectively the predictor variable influences the criterion variable, it is measured in terms of standard deviation.

- **R**, is the measure of association between the observed value and the predicted value of the criterion variable. R Square, or R^2 , is the square of the measure of association which indicates the percent of overlap between the predictor variables and the criterion variable. Adjusted R^2 is an estimate of the R^2 if you used this model with a new data set.



CHAPTER FOUR

RESULT AND ANALYSIS

4.1 Introduction

In order to achieve stipulated objectives of this study, data points were randomly gathered from 115 students from form 2 literature students. 63 of the students are from Anfoega Secondary School and 52 of the students are from Vakpo Secondary school. The data was collected from all the form 2 students from these two schools in the district. The questionnaire was administered in the classroom in both schools.

PRELIMINARY ANALYSES

4.2. Results of Descriptive Statistics

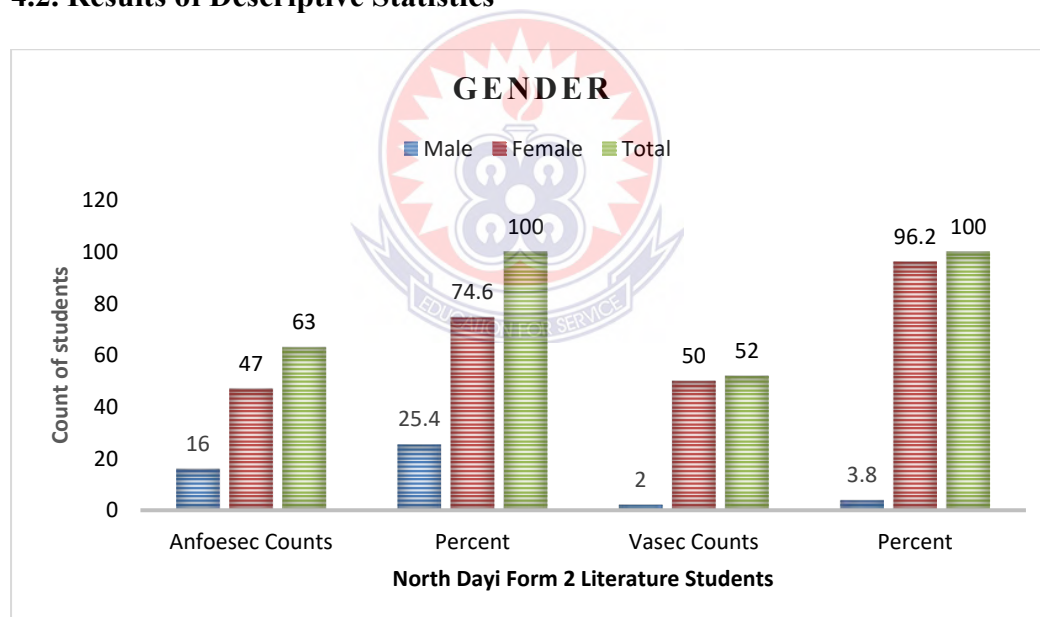


Figure 4.2 1 Gender

From figure 4.2.1, the total number of students in form 2 at Anfoesec is 63 in which 25.4% are males and 74.6% are female students offering Literature whilst out of the 52 students in form 2 at Vasec, 3.8% are males and 96.2% are female students. It

appears from the table that more females are pursuing Literature in these schools of the district.

Table 4.2 4 Reasons that Hinder Reading

Vasec	REASONS_HINDER_READING_B				Total	
	LACK OF TIME	OTHER WAYS TO RELAX	FACEBOOK, BLOGGING	CERTAIN BOOKS ARE NOT AVAILABLE		
Reasons_Hinder_Reading_A	Certain Books Are Not Available	2	2	0	2	6
	FACEBOOK, BLOGGING	0	0	0	2	2
	OTHER WAYS TO RELAX	0	2	7	1	10
	LACK OF TIME	0	21	12	1	34
Total		2	25	19	6	52

READ LITERARY WORKS READ LITERARY WORKS

Anfoesec	Read_Literary_Works						Total
	Curriculum	Fantasy And Relaxation	Vocabulary And Knowledge	Personal Value Development	Pass My Exams		
Read_Literary_Works_A	Curriculum	0	2	20	2	0	24
	FANTASY AND RELAXATION	1	1	10	1	0	13
	VOCABULARY AND KNOWLEDGE	2	1	0	21	0	24
	PERSONAL VALUES DEVELOPMENT	0	0	0	0	1	1
Total		3	4	30	24	1	62

From this table, the predominant factors affecting students' performance in literature work are lack of time which is about 40% of the factors. The second factors are lack of time and Facebook blogging constituting 23%.

Reading of literary work enriched students in their curriculum work, relaxation vocabulary and personal development. About 34% of the students responded that the relevance in reading literary works is their vocabulary and general knowledge with personal values and development, 32% and 16% of the students read because of it is part of their curriculum and fantasy couple with relaxation.

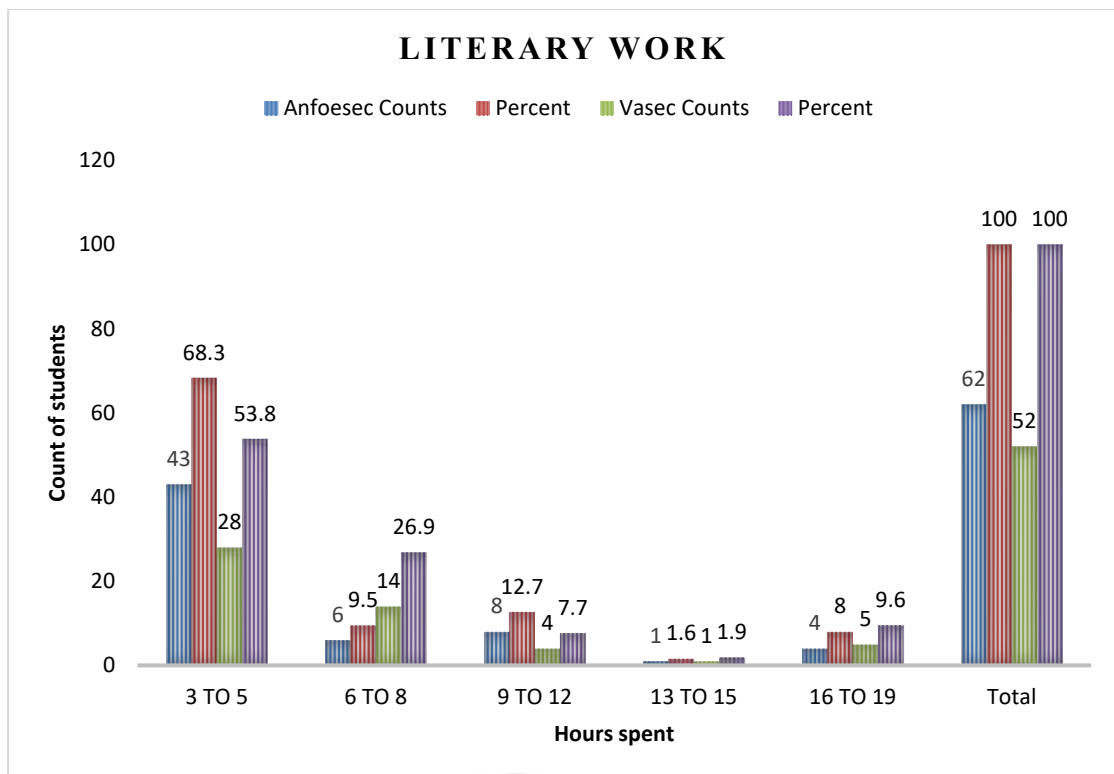


Figure 4.2 2 Hours of reading literary works in a week

From the figure above, 68.3% of the students spend between 3 to 5 hours on average in reading literary works in Anfoesec and 31.7% of the students spend between 6 to 19 hours averagely in a week reading. In Vasec, 53.8% of the students spend 3 to 5 hours averagely in a week to reads literary works and vice versa. In both schools, majority of the students spend between 3 to 5 hours per week in reading literary works without supervision.

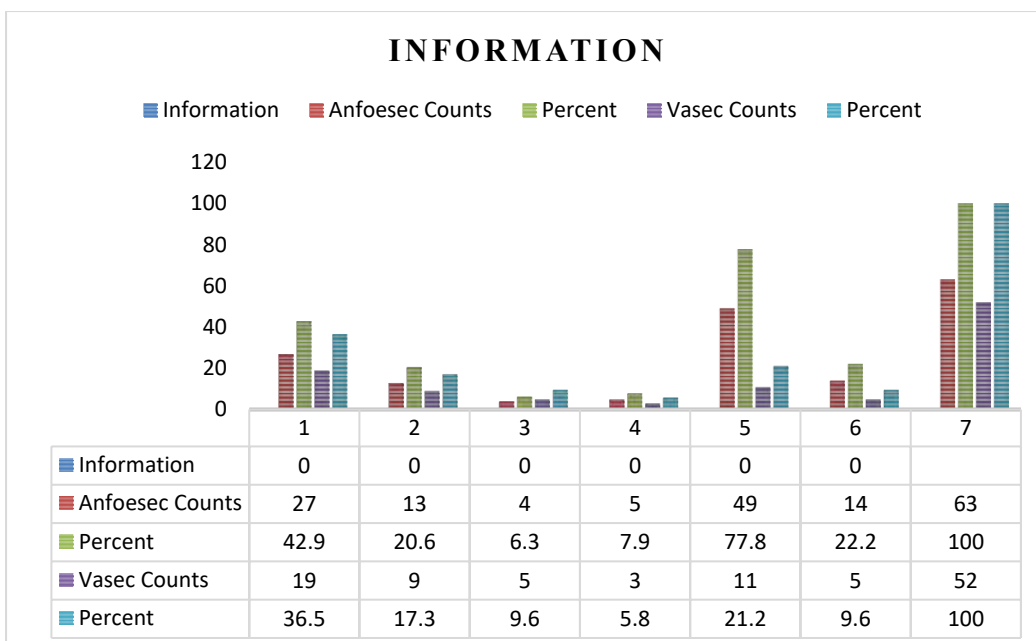


Figure 4.2 3 Hours spend using/accessing information via technology

The table above shows the average hours spend accessing information via technology, 42.9% and 36.5% of students spent averagely three to four hours in accessing information per week from electronic means in Anfoesec and Vasec respectively. It quiet appear that 22.2% and 9.6% of the students spent below three hours to accessing information in enhancing their studies and assessment in Anfoesec and Vasec respectively.

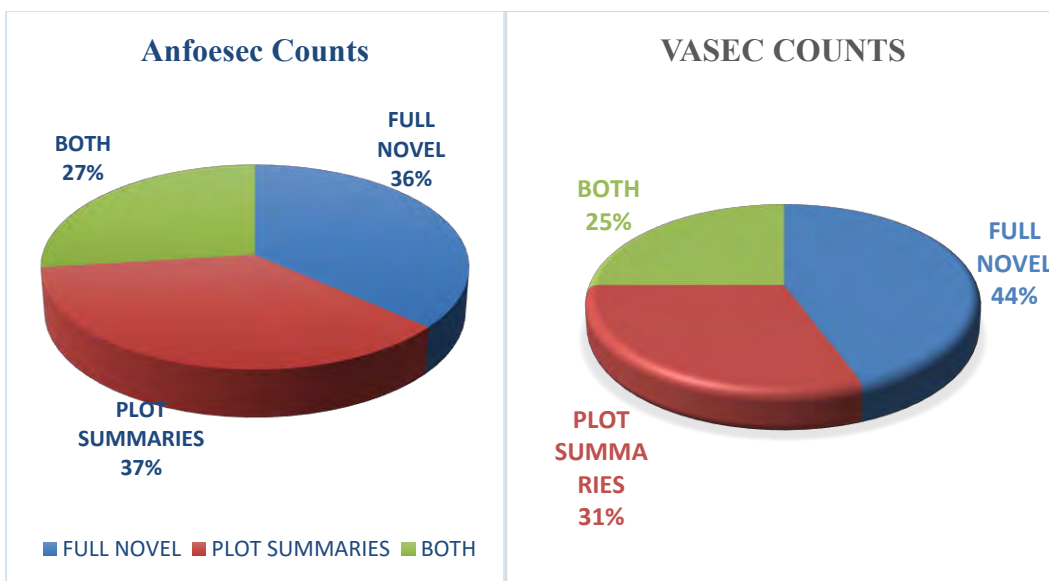


Figure 4.2 4 Prefer reading the full novel or plot summaries

From figure 4.2.4 in respect of prefer reading of full novel or plot summaries, it appears partially that students prefer reading either full novel or plot summaries with 36.5% apiece in both schools. The percentage of students who read both from both schools are 27% and 25%, nevertheless, does reading full novel same to plot summaries or both? It deems fit that reading both will deepen the understanding of the students than others.

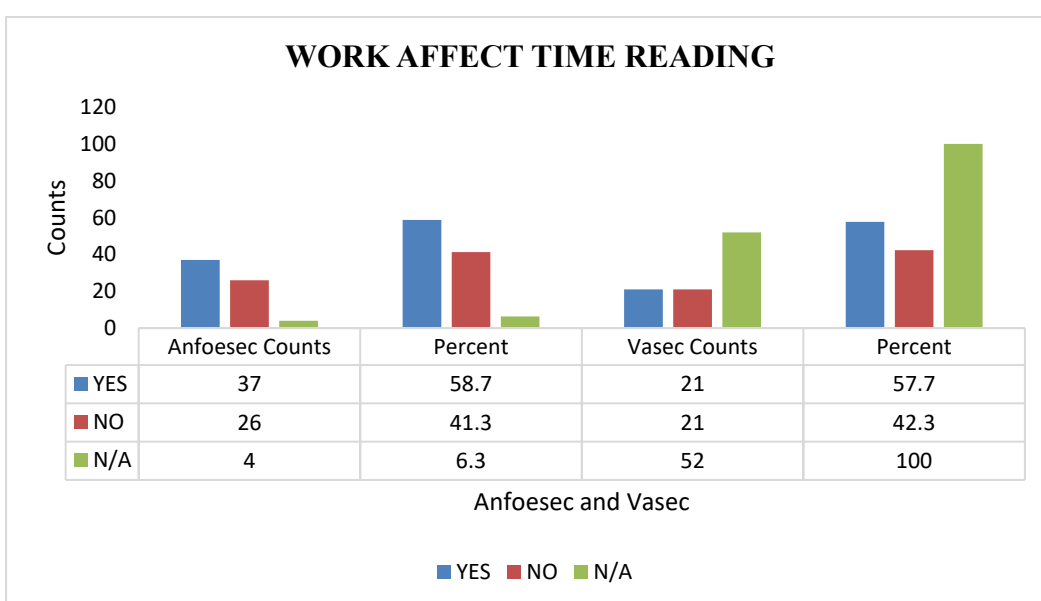


Figure 4.2 5 Work Affects Time for Reading

Working or learning for assumption requires quality time, from the table above 58.7% and 57.7% of the students believed work affect time for reading literature books in Anfoesec and Vasec whilst 41.3% and 42.3% of students do not believed work interfere reading literature books but 6.3% of the students are indecisive if work affect reading or not.

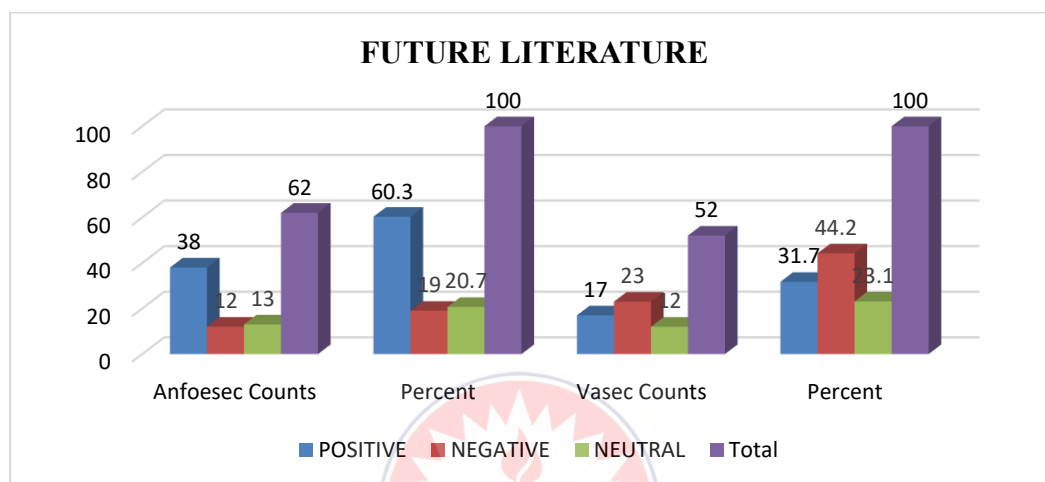


Figure 4.2 6 The future of literature

From table 1I, Majority of students (60.3%) hope there is a positive future ahead for literature in Anfoesec whilst 31.7% from Vasec. About 19% and 44.2% hold the view that the future of literature work is a negative one meaning anything relating to literature will deem off gradually and it requires that the stockholders review the curriculum, upgrade the teacher, and provide competition among the second circle schools in the district.

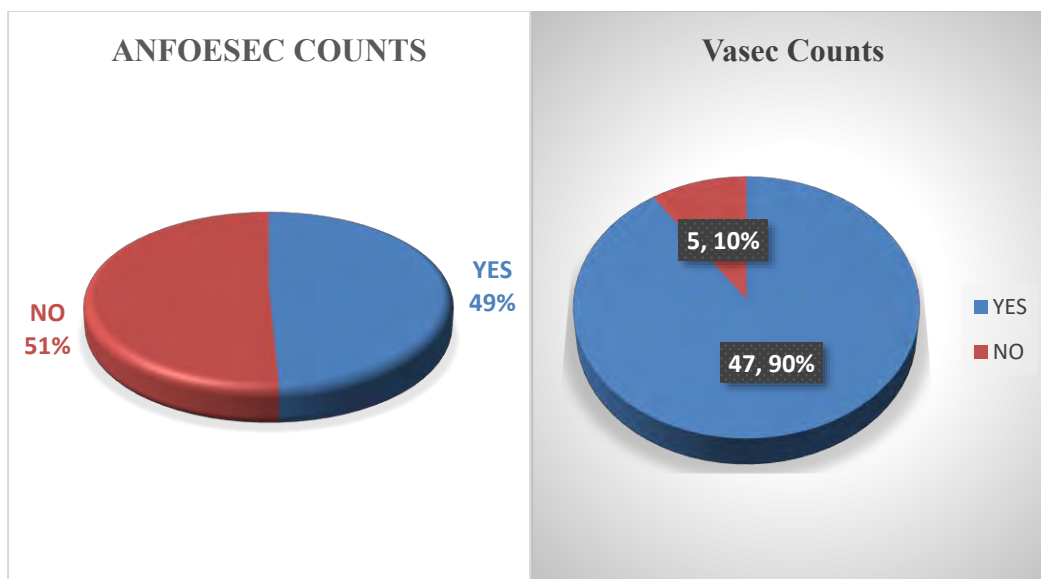


Figure 4.2 7 Society Need Literature

The question on if the society need literature is almost a dicey decision by Anfoesec students, 49.2% yes against 50.8% no. 90.4% of the students in Vasec trust society need literature for the day-to-day activities. The variation in these two schools (form 2 students) opinion leaves a further investigation.

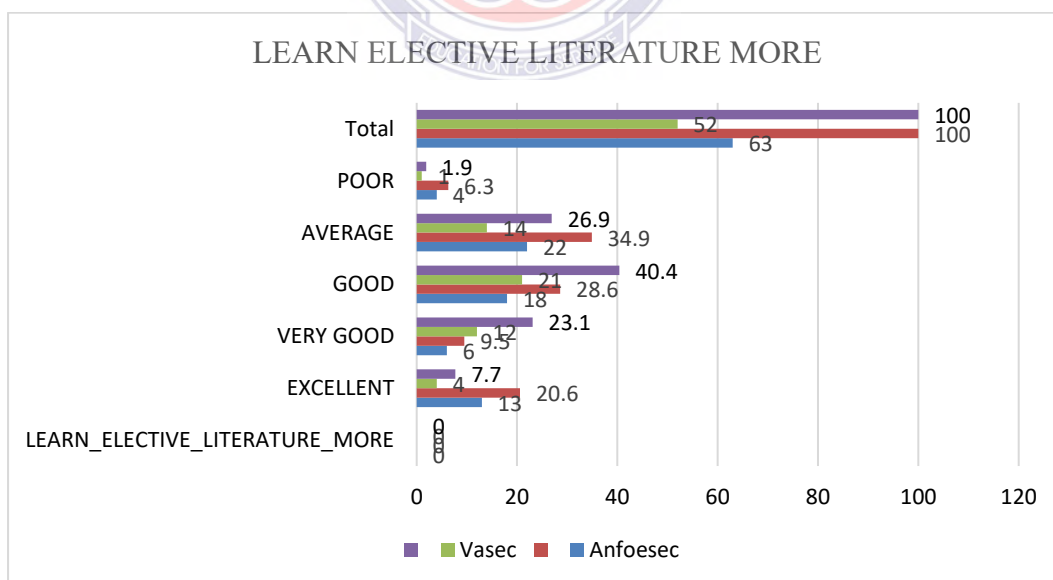


Figure 4.2 8 Elective Literature More Often

From figure 2.1 above, it appears most of the students in Anfoesec averagely learn literature with 34.9% follow by 28.3% good. The situation in Vasec tilted to good

with 40.4% of students responding to good. About 93.7% and 98.1% of Anfoesec and Vasec learn elective literature above poor.

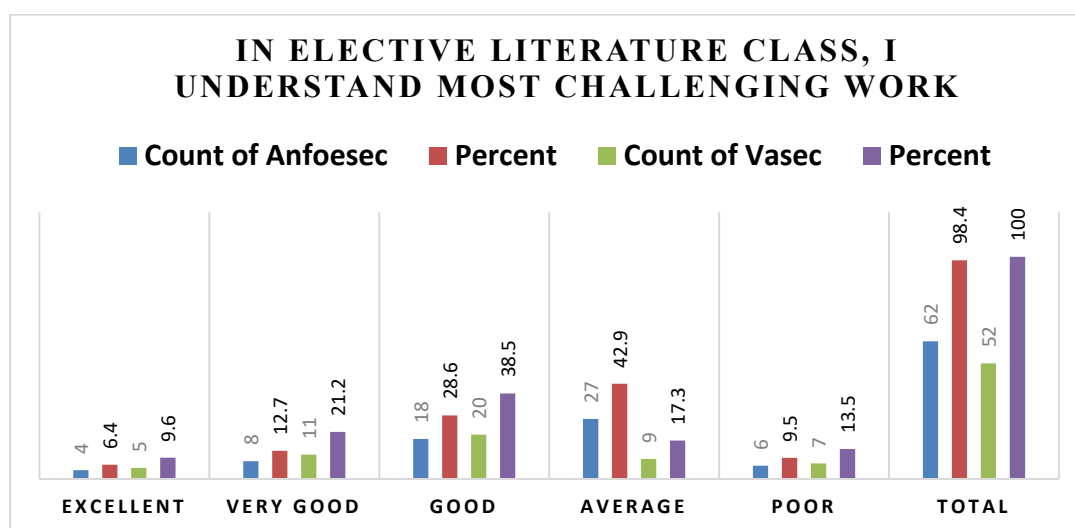


Figure 4.2 9 Elective Literature Class, I Understand Most Challenging Work

The figure above measures the students understanding of most challenging work, only 6.4% and 9.6% excellent understand most of challenging literature assignments in class in both schools whilst about 42.9% of Anfoesec averagely understand most challenging assignments in class and 38.5% of Vasec (form 2) have good understanding of tough assignments. For poor understanding of tough assignments are 9.5% and 13.5% from respective schools and most of such assignments are most re-occurring questions in their exams or final exams. From the above table, the percentage of students who understand most challenging in Literature is extremely low. This could mean that they are not working hard by reading, or they don't have access to variety of reading materials, or the teacher is not giving them comprehensive notes and explanations.

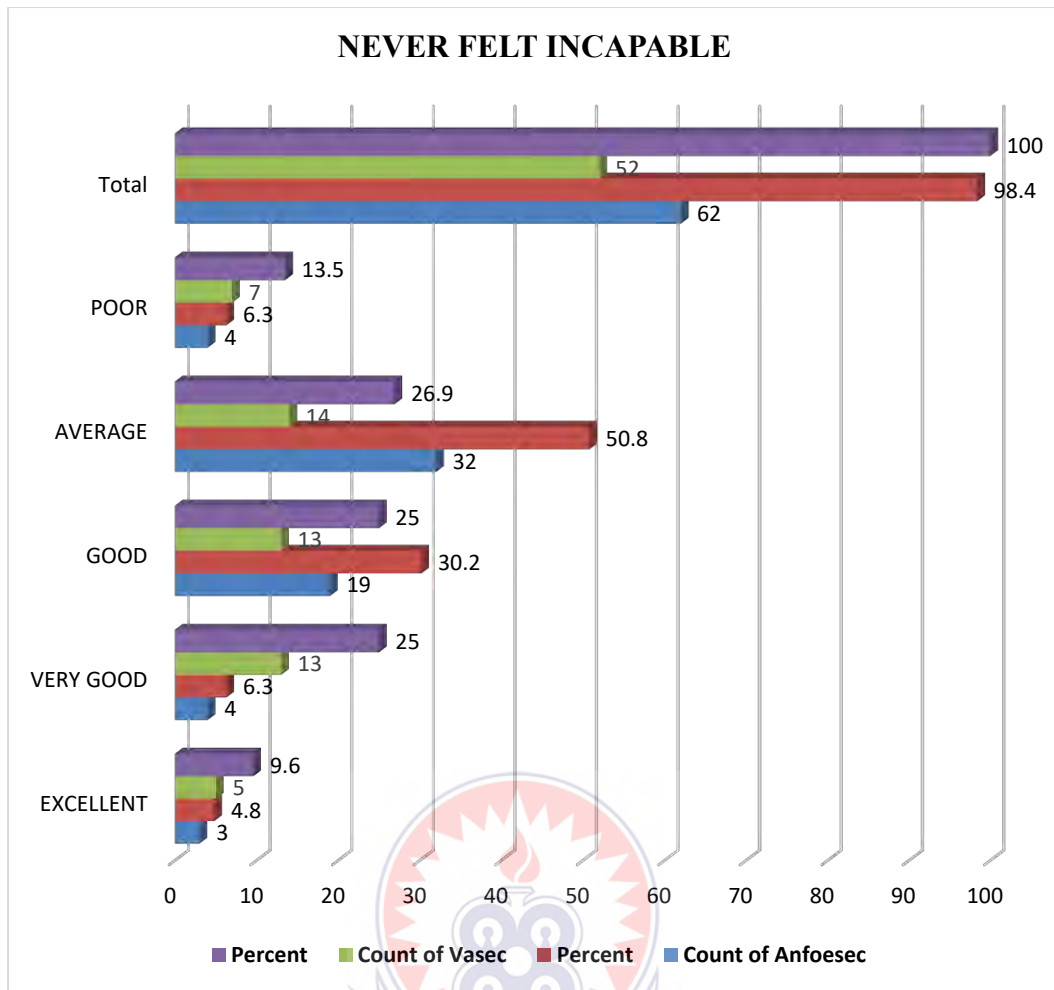


Figure 4.2 10 Never Felt Incapable

From figure 4.2.10 above, most students seem not to understand even most of the challenging assignments and table 2.3 support the assertion where more than half of the class averagely have never felt capable of learning literature in Anfoesec whilst about 40.4% felt never capable in Vasec.

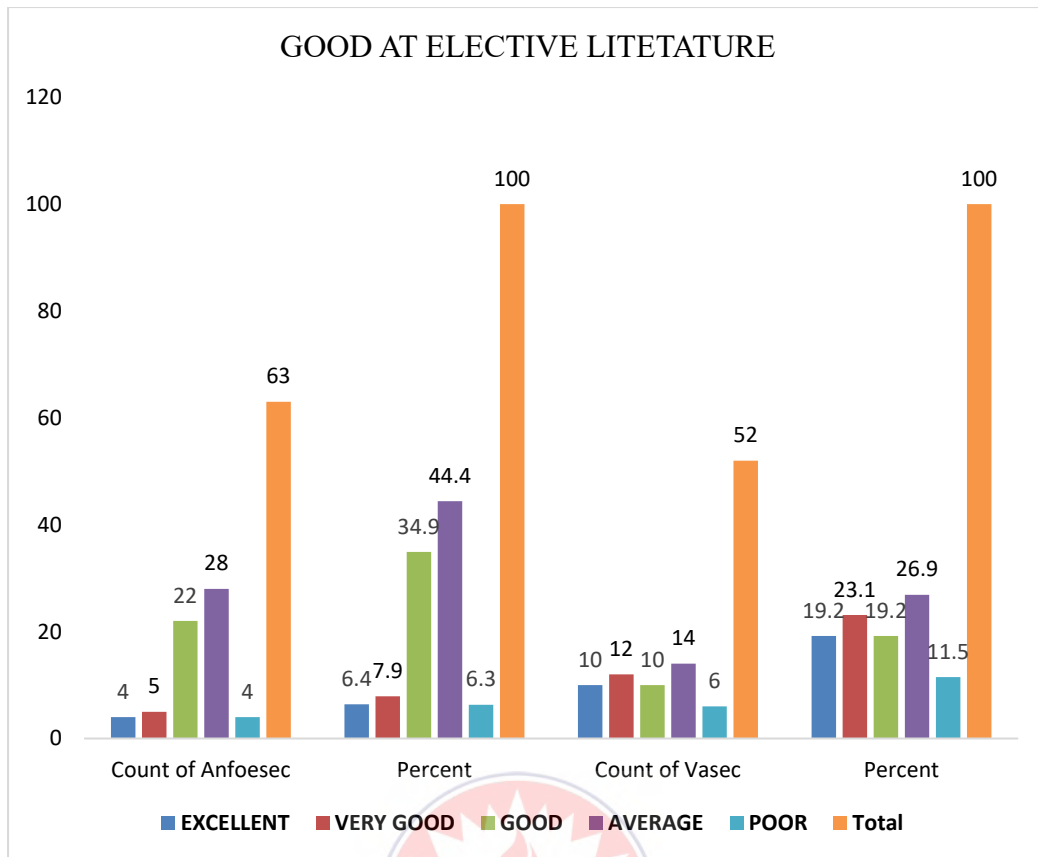


Figure 4.2 11 Elective Literature

Most of the students in the table above are either good or averagely good at elective literature. About 6.4% and 19.2% of the students in form 2 literature class in Anfosec and Vasec ascertain to be excellent with Elective Literature and believe to reflect on their performance if they write their final exams now.

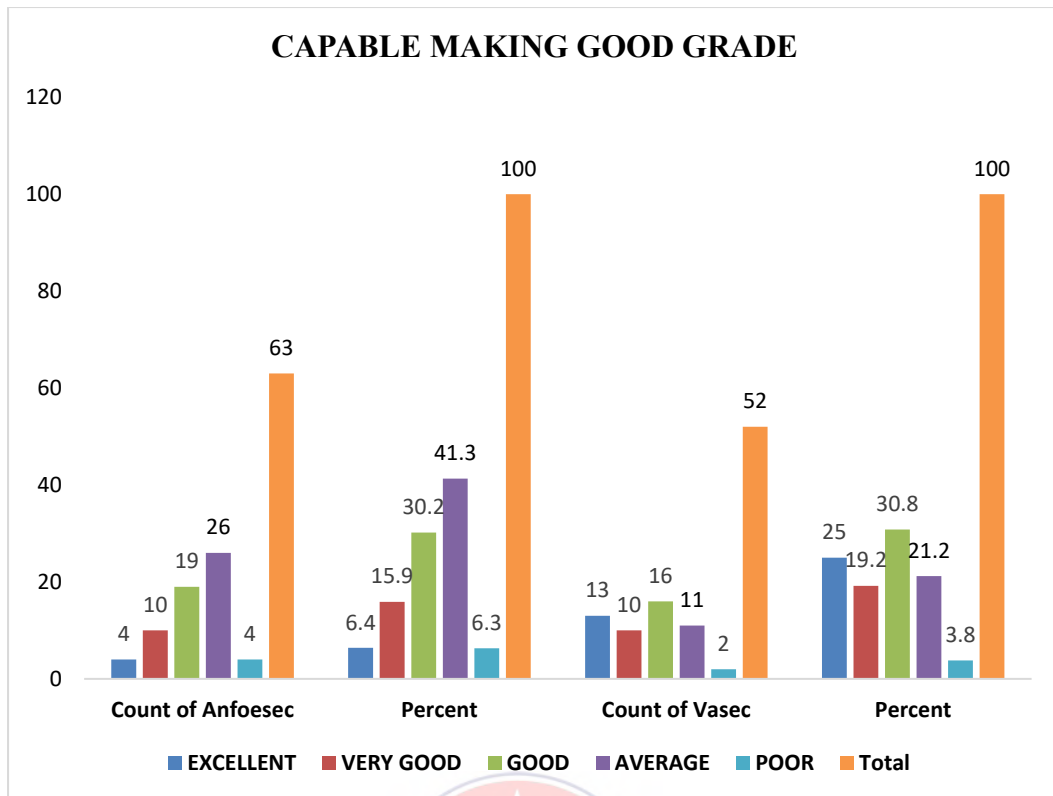


Figure 4.2 12 Capable Of Making Good Grade In Literature

Table 2.5 rank students' capability of making good grade in their final exams, about 30.2% and 41.3% of the students are good and averagely capable of making good grades if the final exams were to be written in Anfoesec. Whilst in Vasec 30.8% and 21.2% are good and averagely ready to make good grade. 25.0% of the students in Vasec are excellently prepared and assured that they will make a good grade.

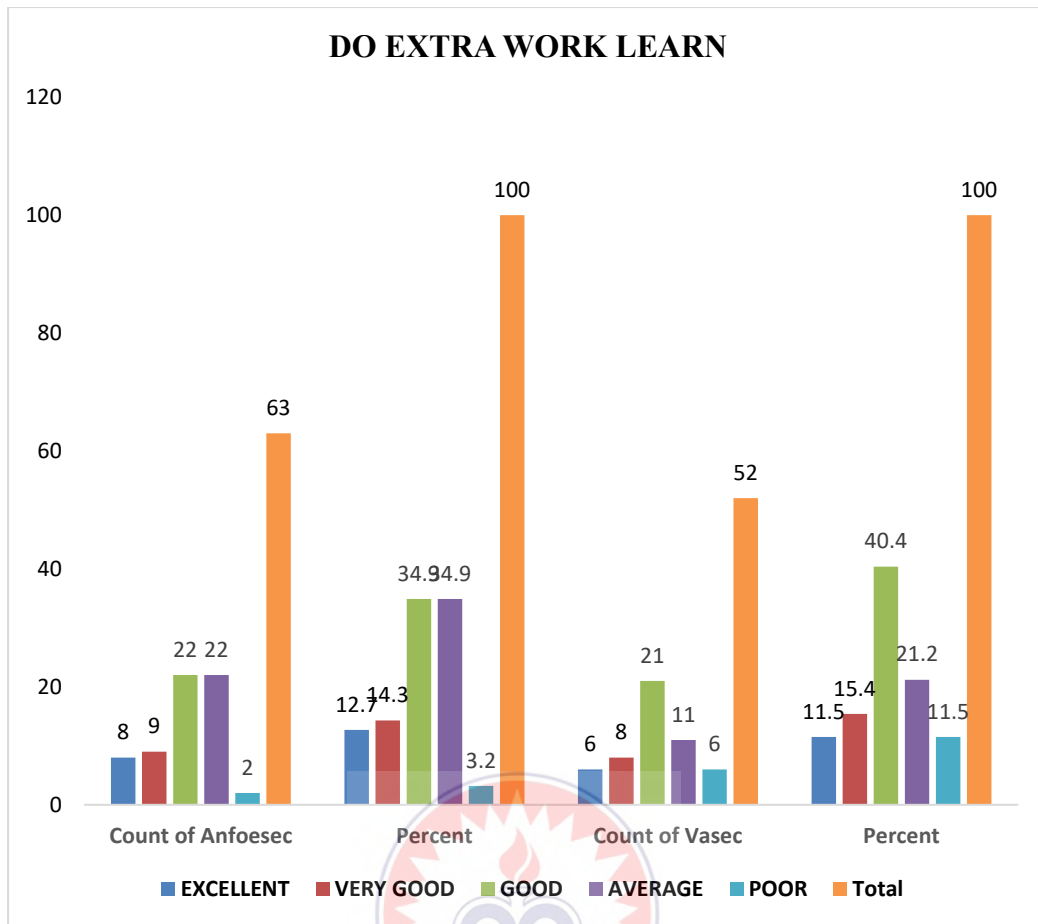


Figure 4.2 13 Extra Work To Learn Literature

Students do extra work to learn by reading other literature materials, 34.9% of the students responded of being good or averagely doing extra work to learn literature in Anfoesec meanwhile 40.4% and 21.2% in Vasec respectively.

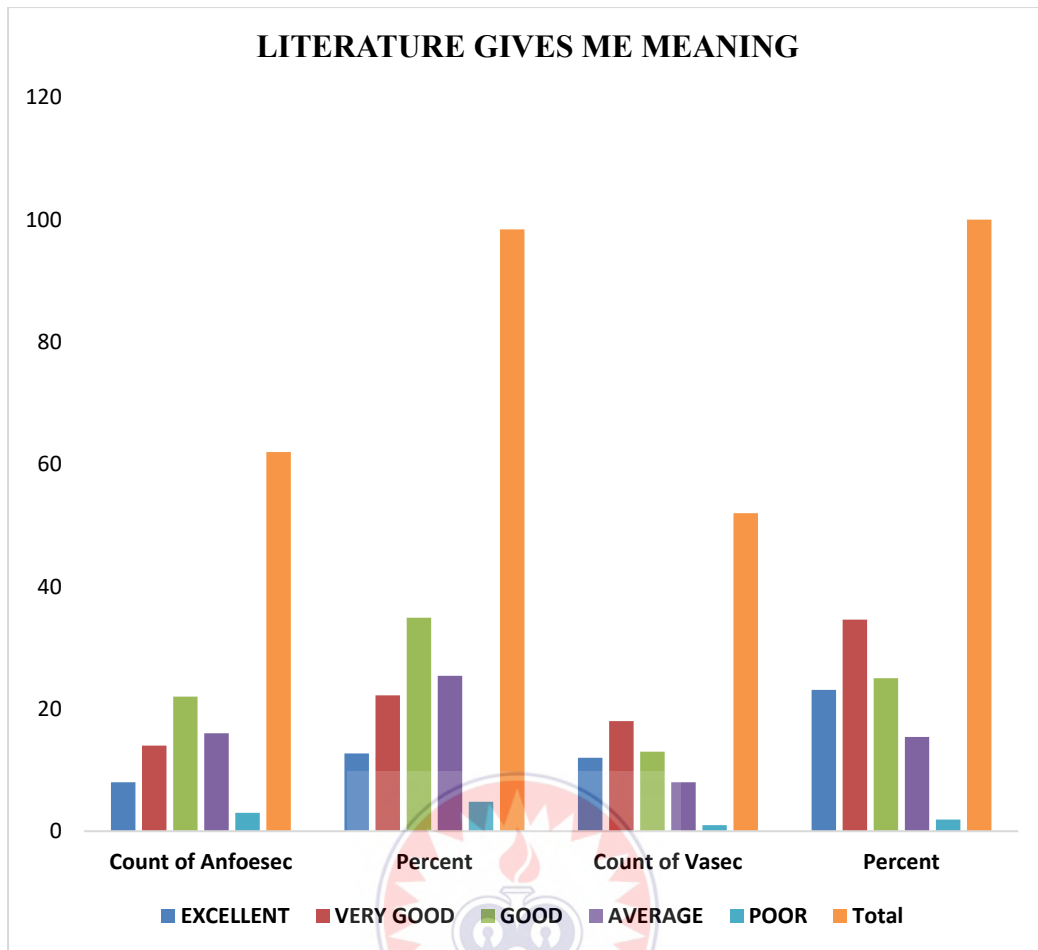


Figure 4.2 14 Literature Gives Me Meaning To Learn Activities

From the figure above, 12.7% and 23.1% responded that literature gives them meaning to learn activities relating fluent reading, writing of essay and performing good in the core English. Notwithstanding, it makes the understanding of other courses more meaningful to me. It appears normal with the responses where most students are good in learning activities pertaining to literature and other activities.

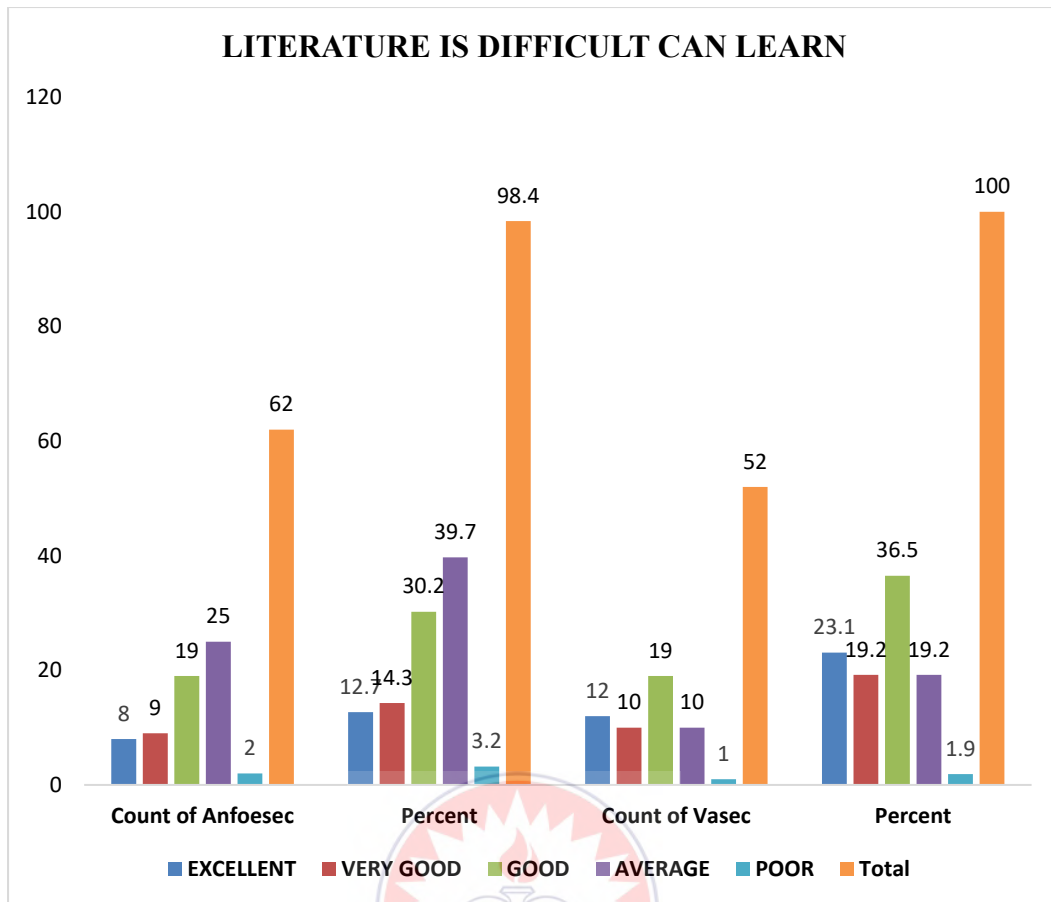


Figure 4.2 15 Work in Literature Is Difficult, I Can Learn it

Work in literature is believed to be difficult but 12.7% and 23.1% believed they can learn it excellently in Anfoesec and Vasec form 2 respectively. Most of the students are not fully certain of if they can learn it and pass well in the final or exams, because about two-third of form 2 students from both schools responded being good, average or poorly learn literature.

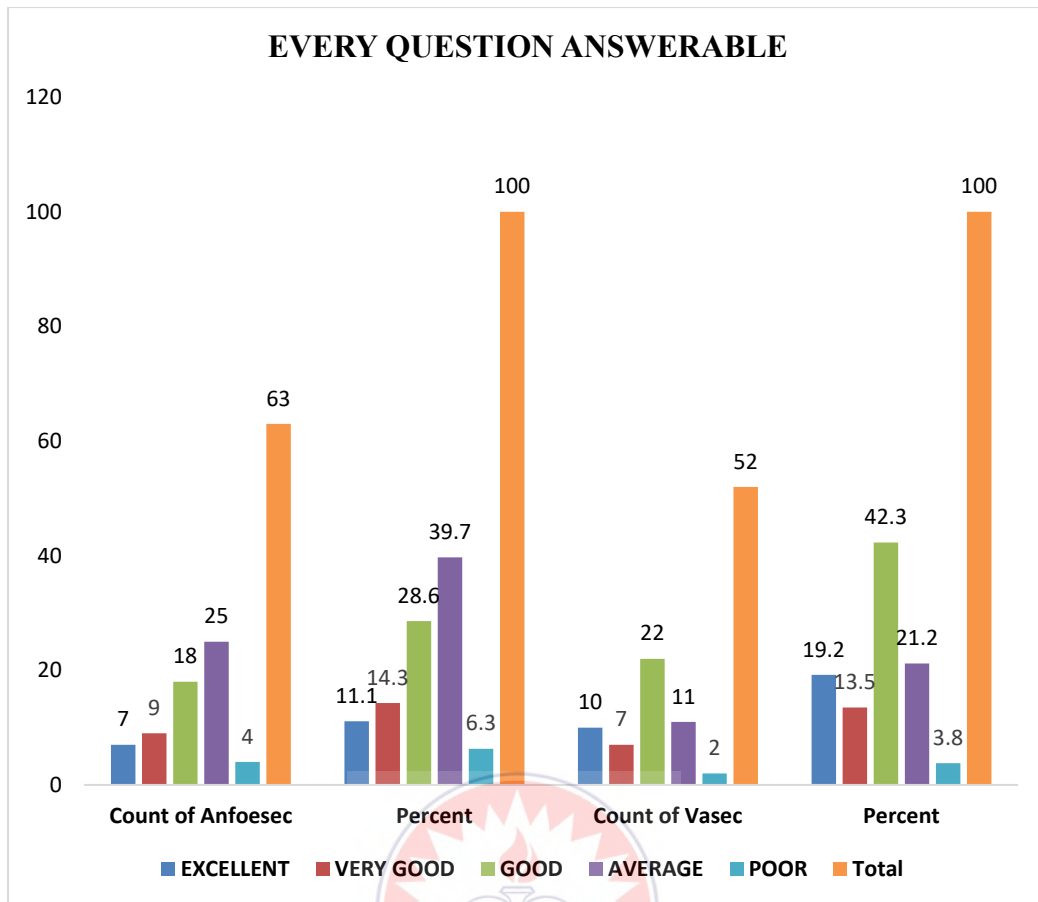


Figure 4.2 16 Questions In Literature Is Answerable

From table 2.9 confirms table 2.8, most students from both schools believed they can answer almost all the questions if the exams were to be written that day. 11.1% and 19.2% of the students have responded excellently that every question is answerable.

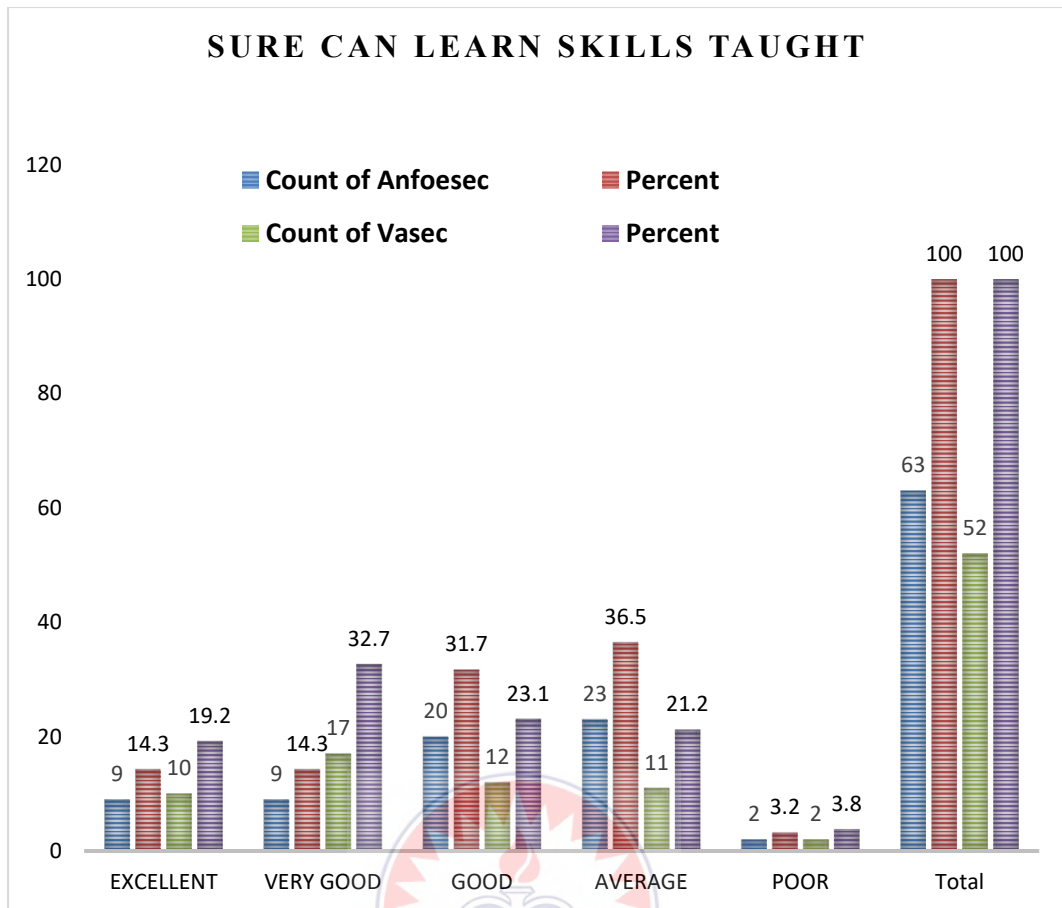


Figure 4.2 17 Sure I Can Learn The Skills Taught In Literature Class Well

Majority of students from both schools believed they can learn the skills taught in literature class well, about 3.2% and 3.8% are sure they are poor in learning skills taught in literature in respective schools. Approximately, more than two-third of the students responded that they are certain that the skills taught in literature class which implies that the mode of literature delivery is sustainable and appropriately.

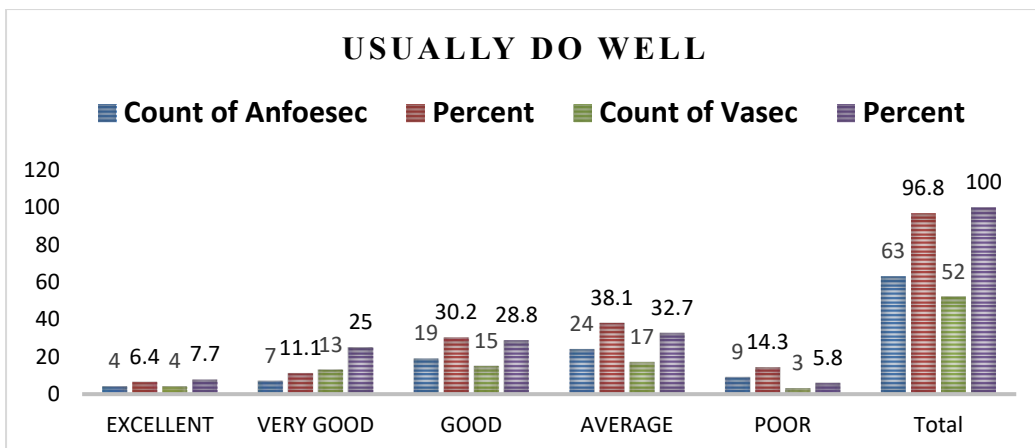


Figure 4.2 18 Usually Do Well In Literature

From the figure above, 14.3% and 5.8% of the students in Anfoesec and Vasec do not do well in literature in their respective schools and also 38.1% and 32.7% think averagely they can do well in literature in form 2 in Anfoesec and Vasec. The students need to be encouraged of them doing well in the literature and they can pass well if they study more and believed.

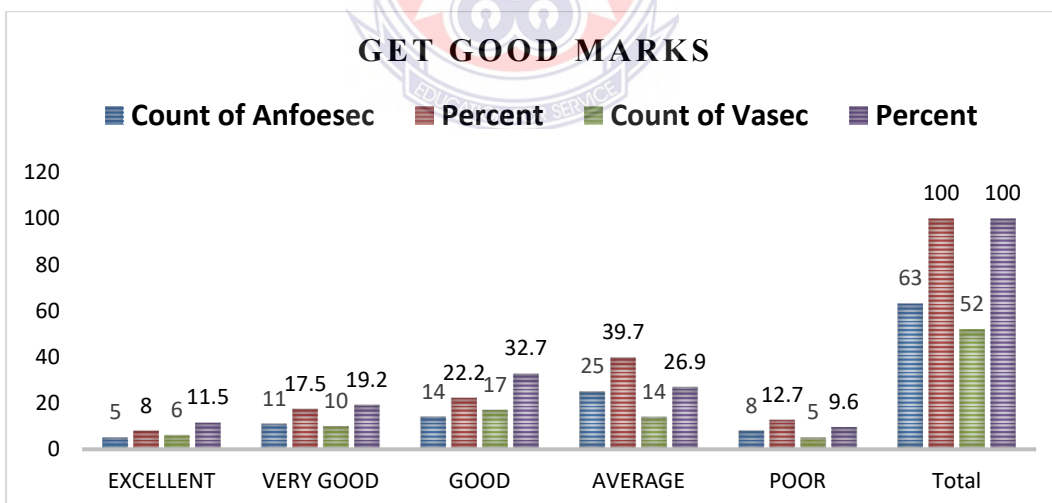


Figure 4.2 19 Get Good Marks In Literature

Getting good marks in an exam is almost or very students dream. 12.7% and 9.6% of the students in Anfoesec and Vasec responded that they will not get good grades if literature exam were conducted that day.

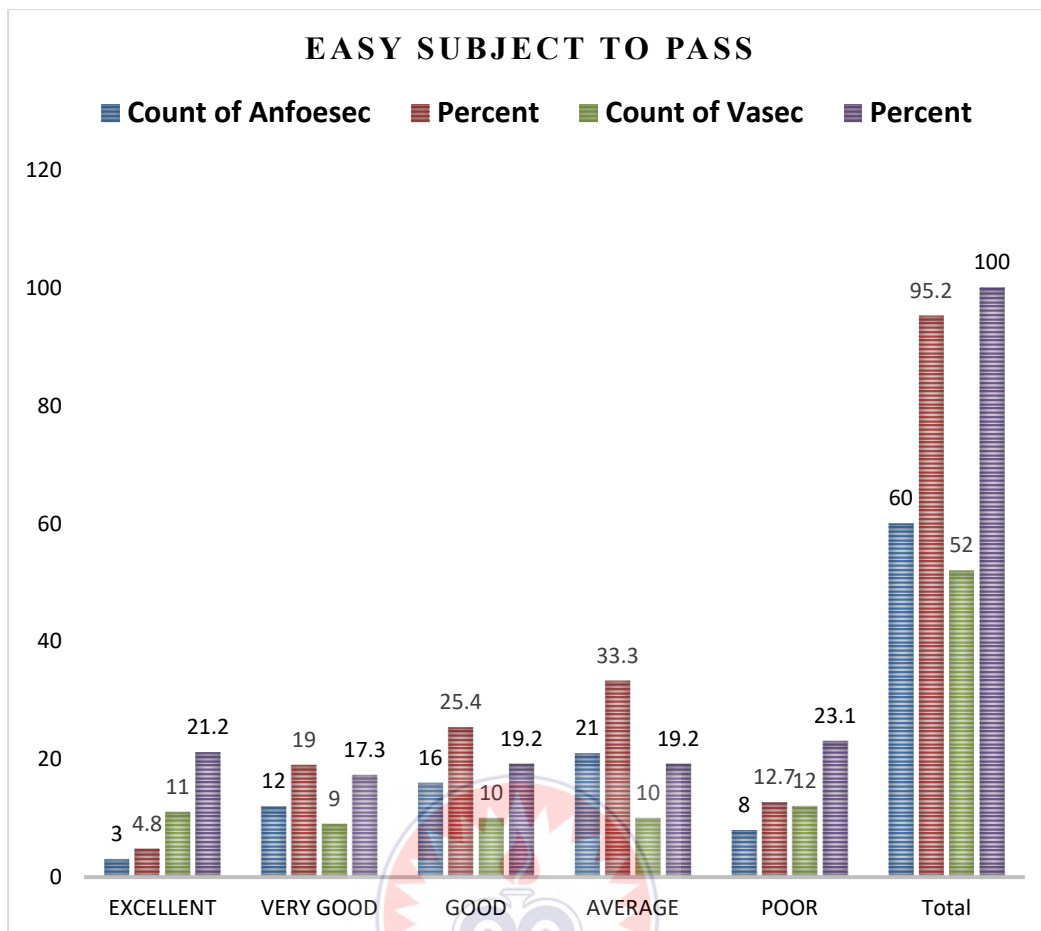


Figure 4.2 20 Literature is Easy Subject to Pass

From figure 2.13 above, about 56% of the students holds the view that they can averagely, good, excellently pass literature easily in Anfoesec whilst about 76.9% of the students who believed that if the literature exam were conducted that day will averagely or excellently pass the exam. 12.7% and 23.1% think they will perform poorly if the literature exams were to be conducted now Anfoesec and Vasec respectively. From the aforementioned tables ascertain the pattern of their response.

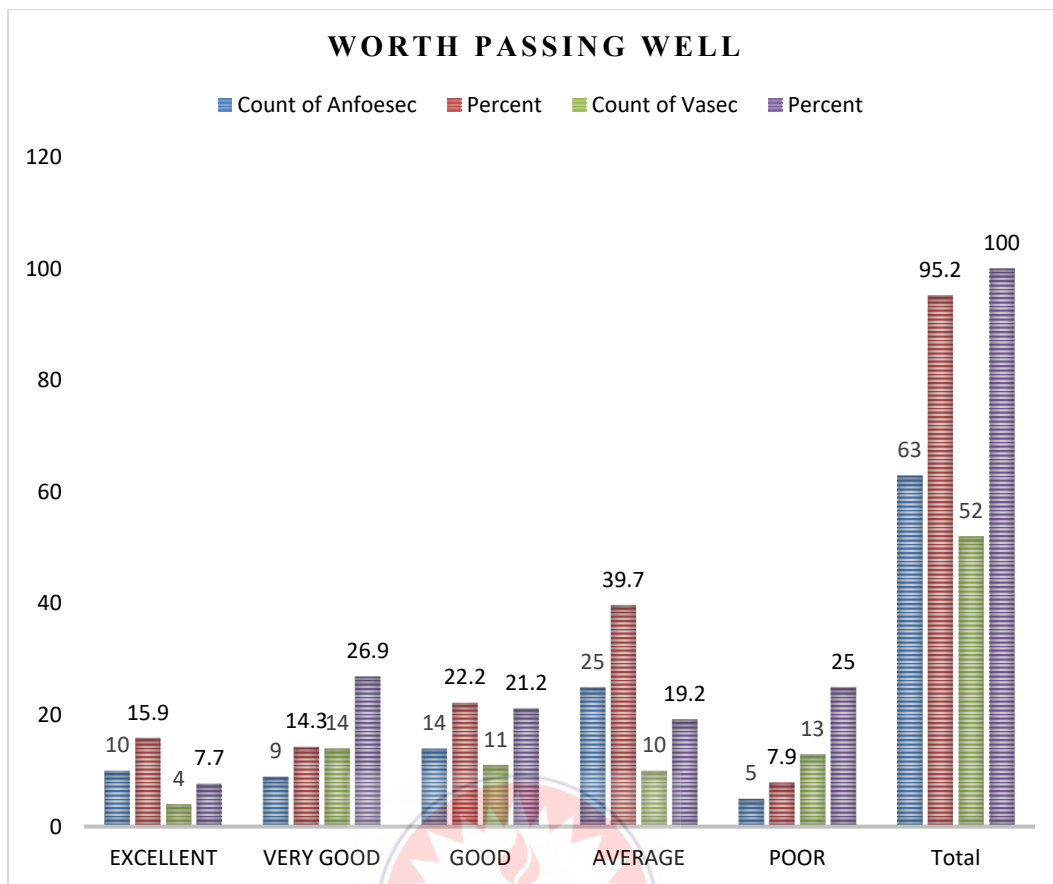


Figure 4.2 21 Literature is Worth Passing Well

Literature is worth passing and not just passing but passing well. 15.9% and 7.7% from Anfoesec and Vasec believed it worth passing literature well. the proportion of the students seeing literature averagely or poorly worth passing well should be encourage because it is one of their major subjects.

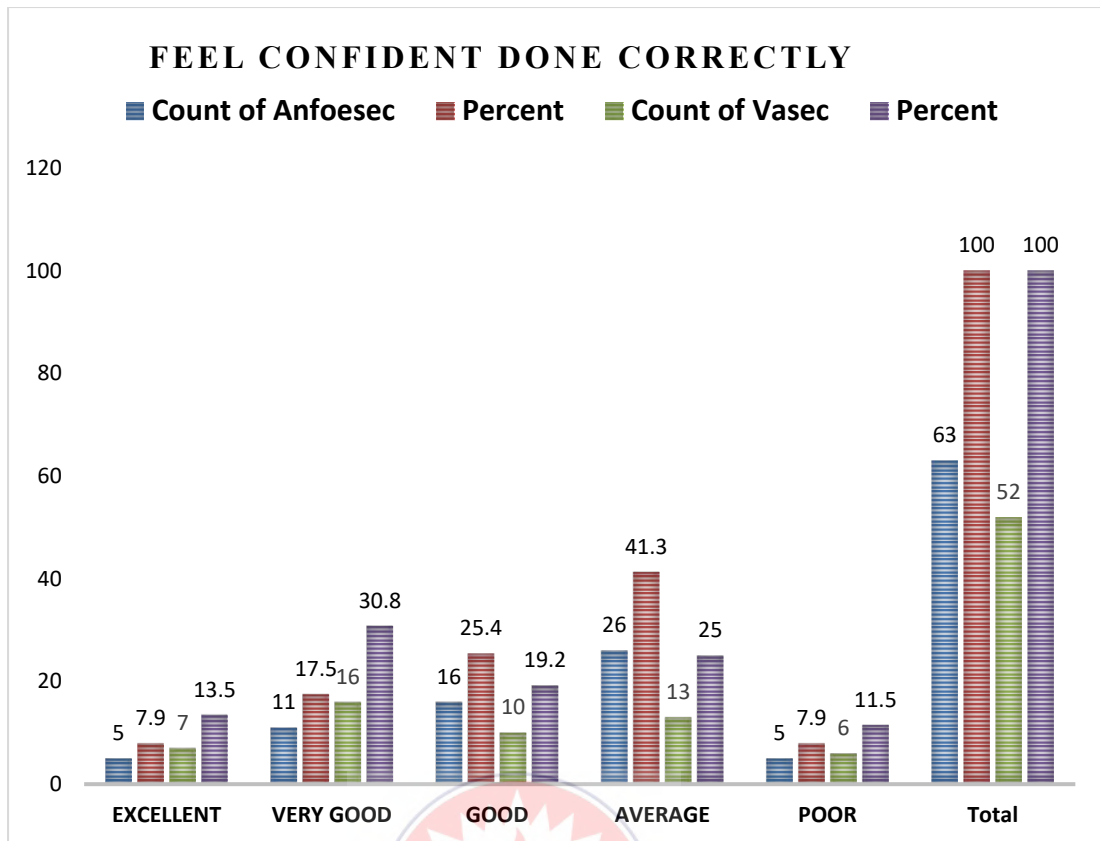


Figure 4.2 22 I Feel Confident That I Have Done It Correctly

Confident of studying and writing literature exam is one of the keys in passing literature with good grade. About 7.9% and 13.5% of the students in Anfoesec and Vasec feel they are confident of correctly doing assignments or exams in literature whilst most of the students believed that averagely they confident of the literature works.

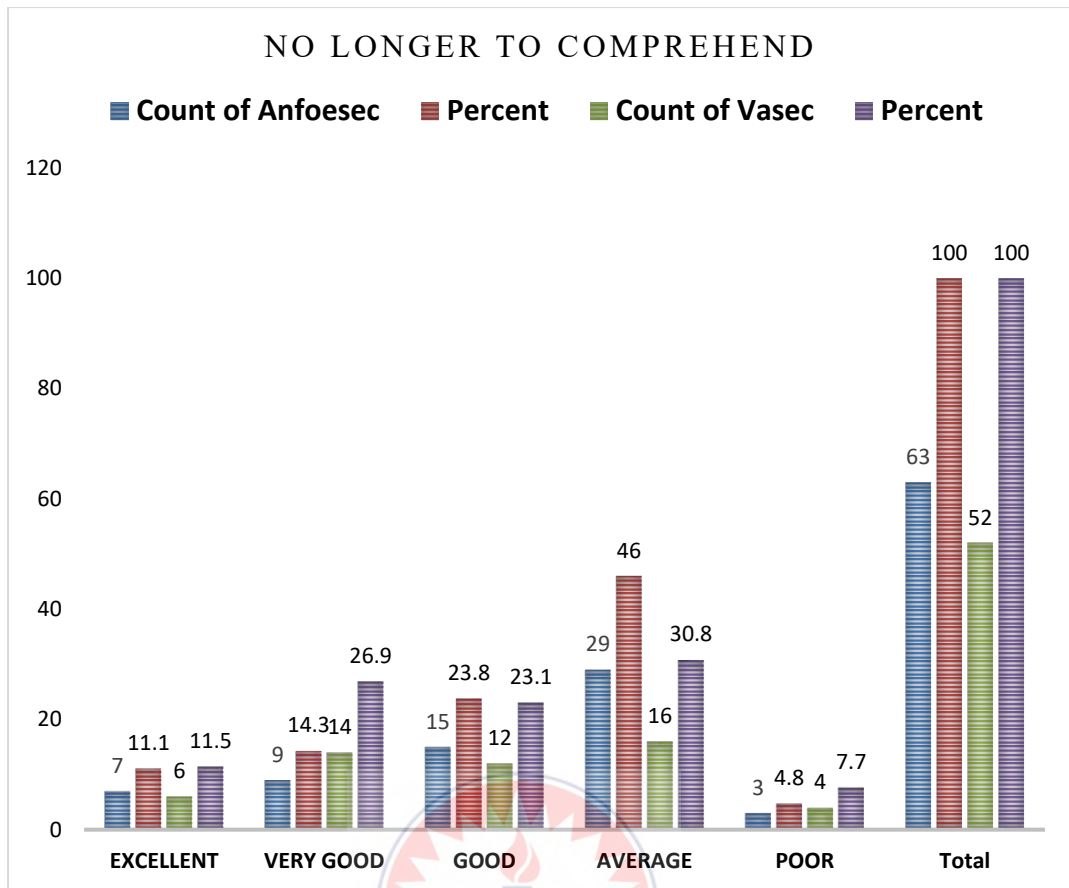


Figure 4.2 23 Longer To Comprehend Literature Ideas Than The Other Subject

From figure 2.16, it appears most form 2 students do not spend long time to comprehend literature ideas than other subjects in both schools. 4.8% and 7.7% of the students spend more time to comprehend literature ideas than other subjects in Anfoesec and Vasec form 2 students respectively. Meanwhile 46% and 30.8% of the students averagely do not spend longer time to comprehend literature.

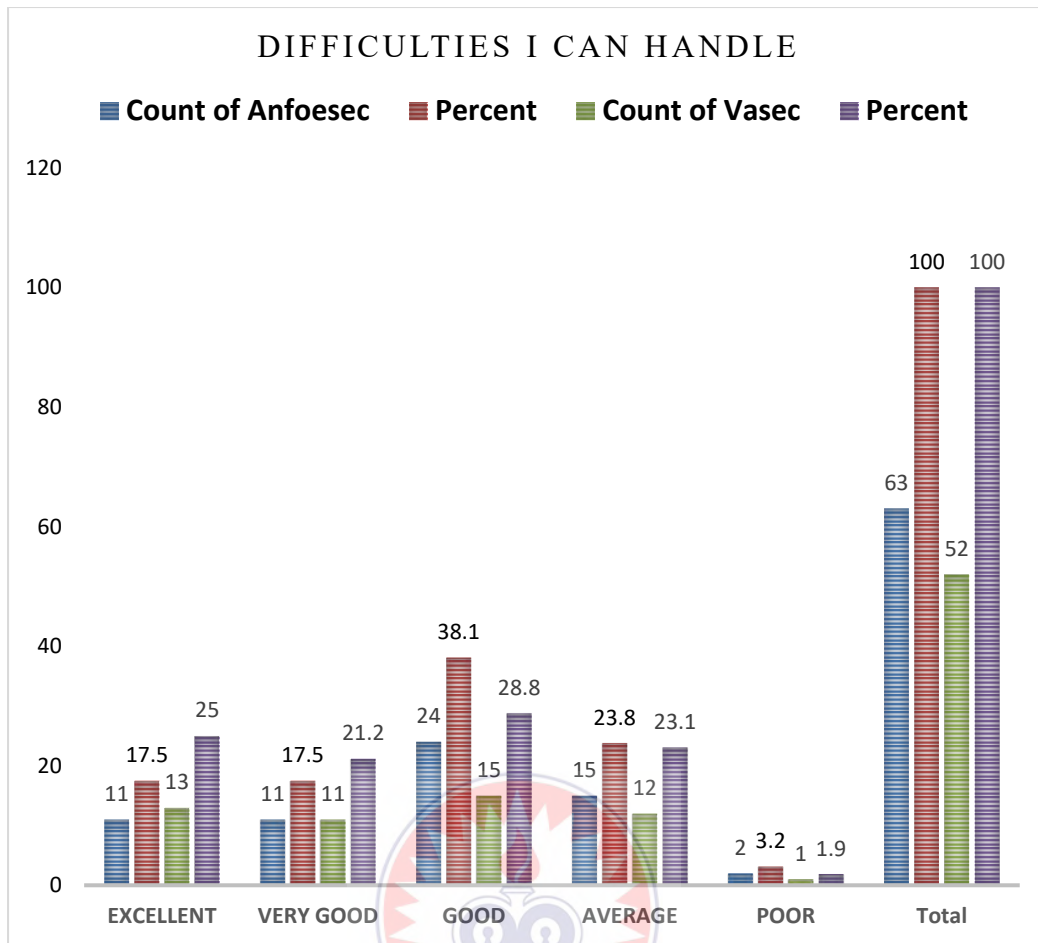


Figure 4.2 24 Difficulties With Literature, I Know I Can Handle Them If I Try

The figure above shows that 3.2% and 1.9% of form 2 students when face with difficult assignments can poorly handle them in trying it in Anfoesec and Vasec. Averagely 23.8% and 23.1% of studently can handle tougher assignments when tasked that day. We can quietly tell that more than three-fourth of the students can handle difficult tasks in literature activities.

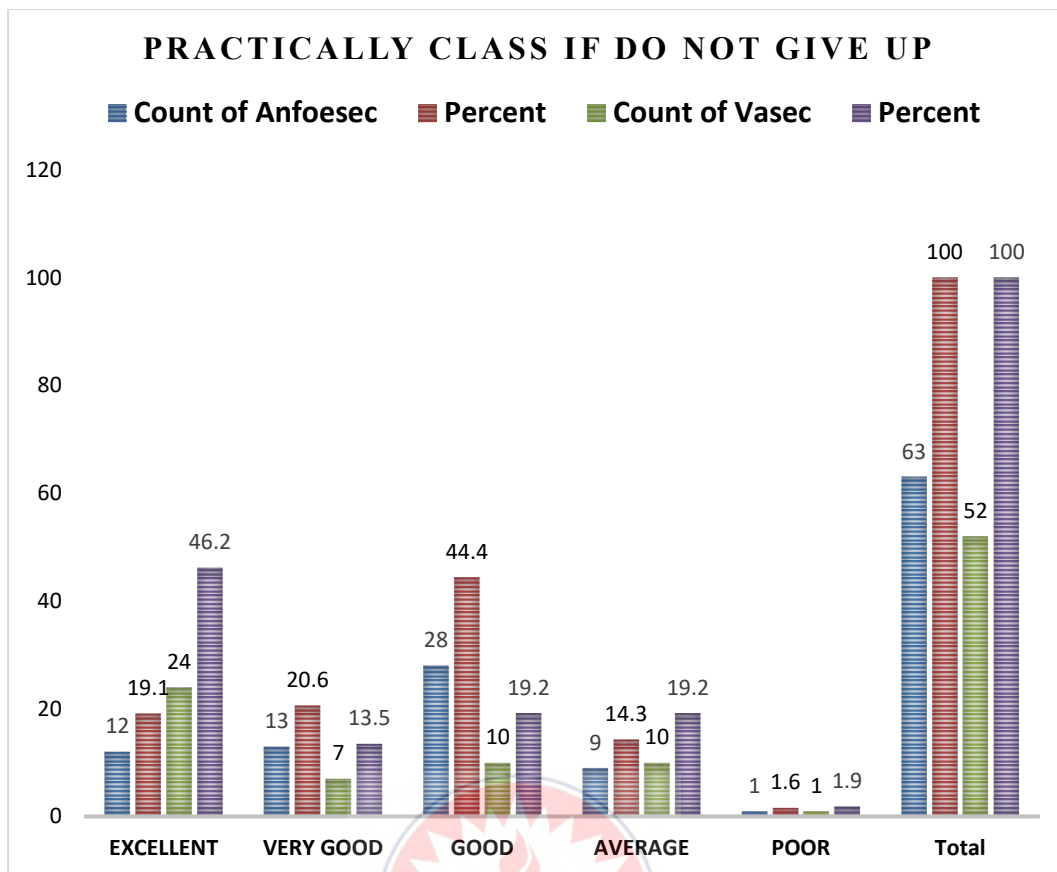


figure 4.2 25 Practically can do all the works in literature class if i do not give up

Most of the students in both schools believed they can practically all the work in literature class if they do not give up trying. Hence, from figure 2.17 above shows that most of the students have positive attitude towards learning and passing of literature if they themselves will do extra work. 1.6% and 1.9% of the students will poorly handle practically all literature work.

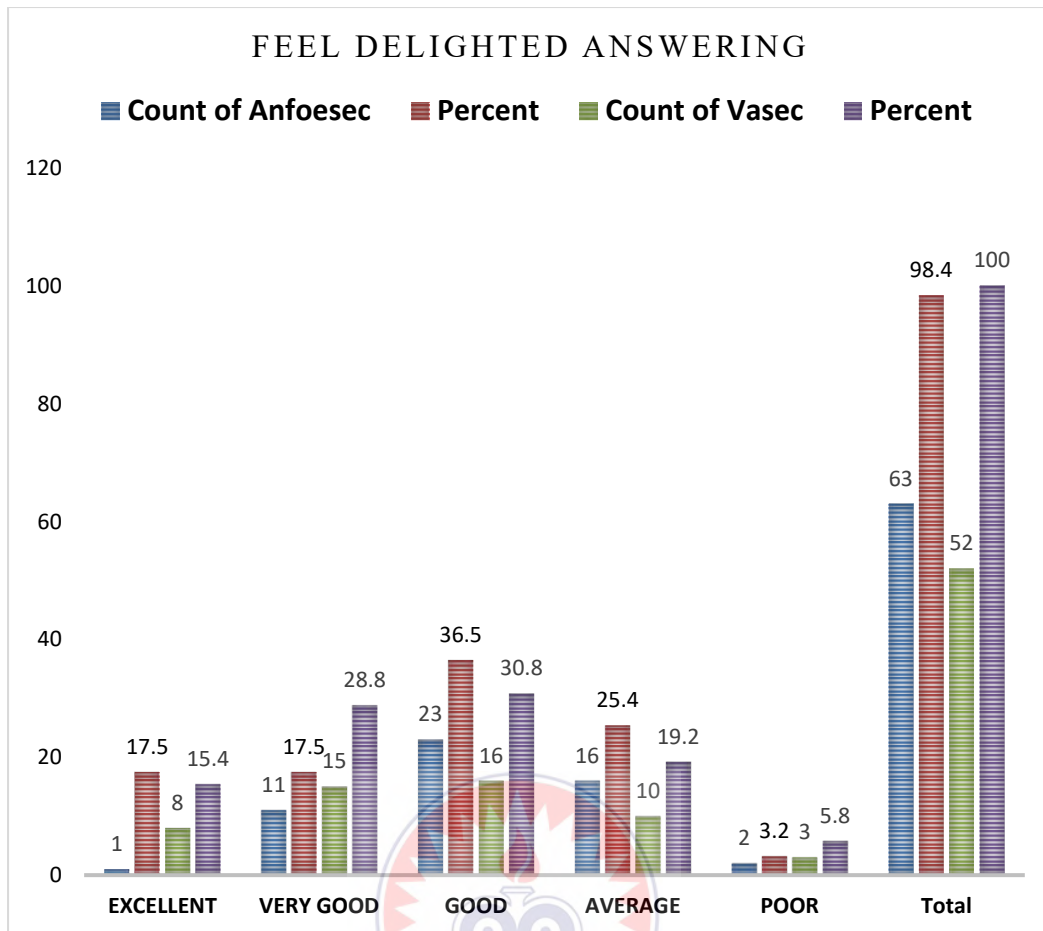


Figure 4.2 26 Feel Delighted When Answering Literature Questions

The proportion of students averagely feel delighted when answering literature questions are about 25.4% and 19.2% from the two schools whilst majority of the students feel good and delighted answering literature questions in Anfoesec and Vasec respectively.

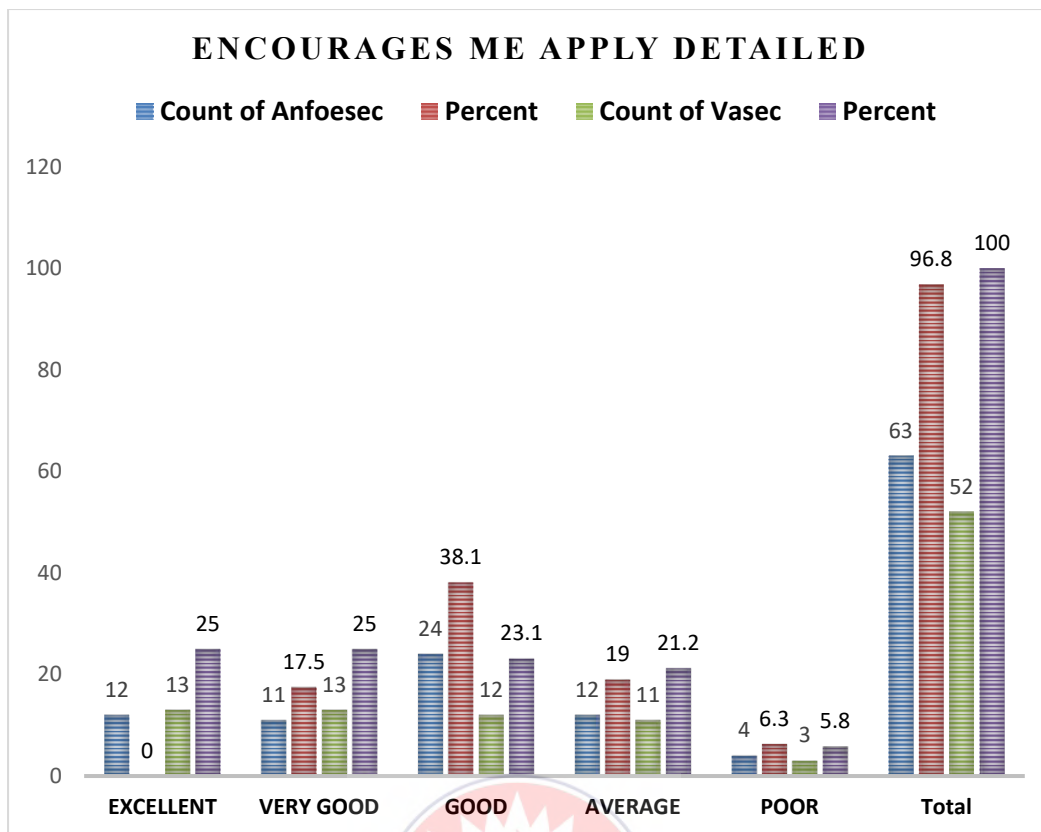


Figure 4.2 27 Encourages Me To Apply Detailed Steps To Solve My Problems

It appears most of the students see literature encouraging them to apply detailed steps to solve their problems. From the figure above, 19.1% and 25% of the students conceive that literature excellently encourages them to apply detailed steps in solving the problems like learning, solving other subjects on their own at Anfoesec and Vasec respectively. 6.3% and 5.8% consider literature poor in encouraging them to apply detailed to other subjects.

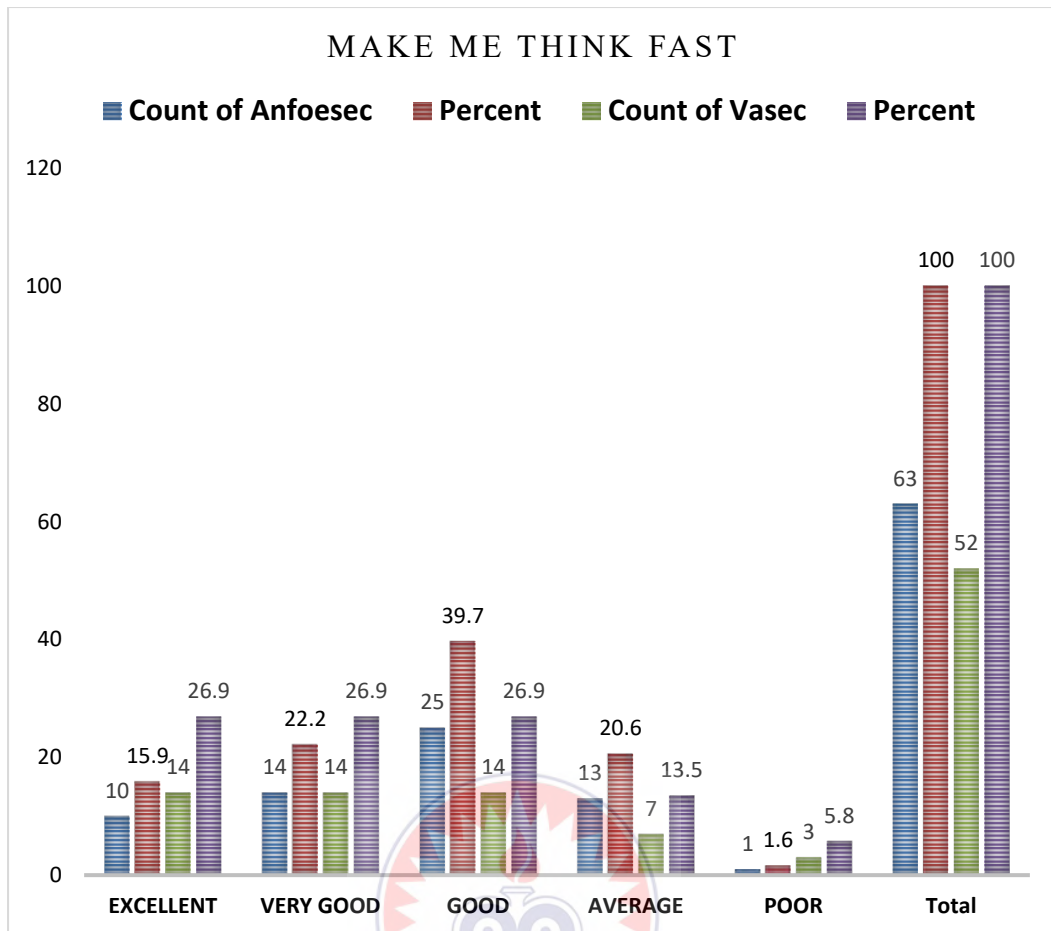


Figure 4.2 28 Makes Me Think Fast

It is obvious that 15.9% and 26.9% of the students are in view that literature makes them think fast in analyzing issues excellently and 20.6% and 13.5% of Anfoesec and Vasec students averagely make them think fast. About 98% and 94% of the form 2 students rate literature averagely of excellently responded that it makes them think fast in reacting to issues or questions.

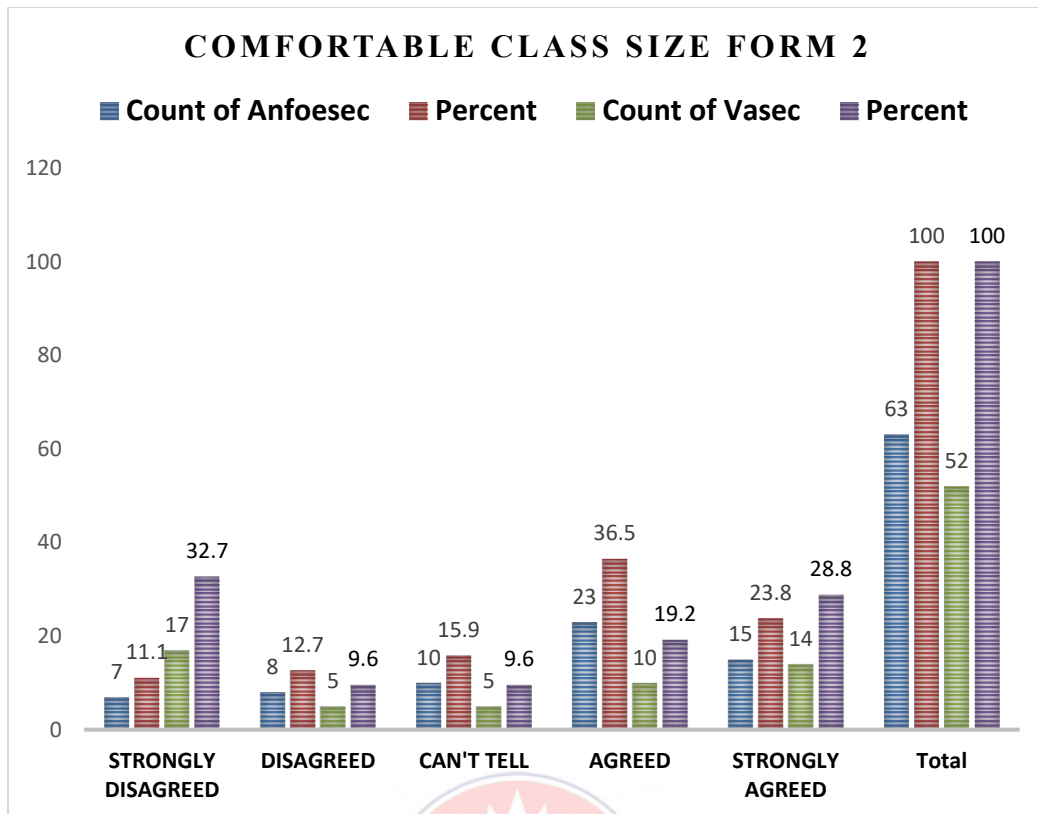


Figure 4.2 29 Comfortable With Class-Size

From the figure above, about 23.8% and 42.3% of Anfoesec and Vasec form 2 students replied they disagreed or strongly disagreed that they are comfortable with the class size and 15.9% and 9.6% cannot tell if they agreed and disagreed in the two schools. more than 60.3% of the students in form 2 either agreed or strongly agreed that they feel comfortable with class size in Anfoesec whilst 48% of students agreed or strongly agreed in Vasec.

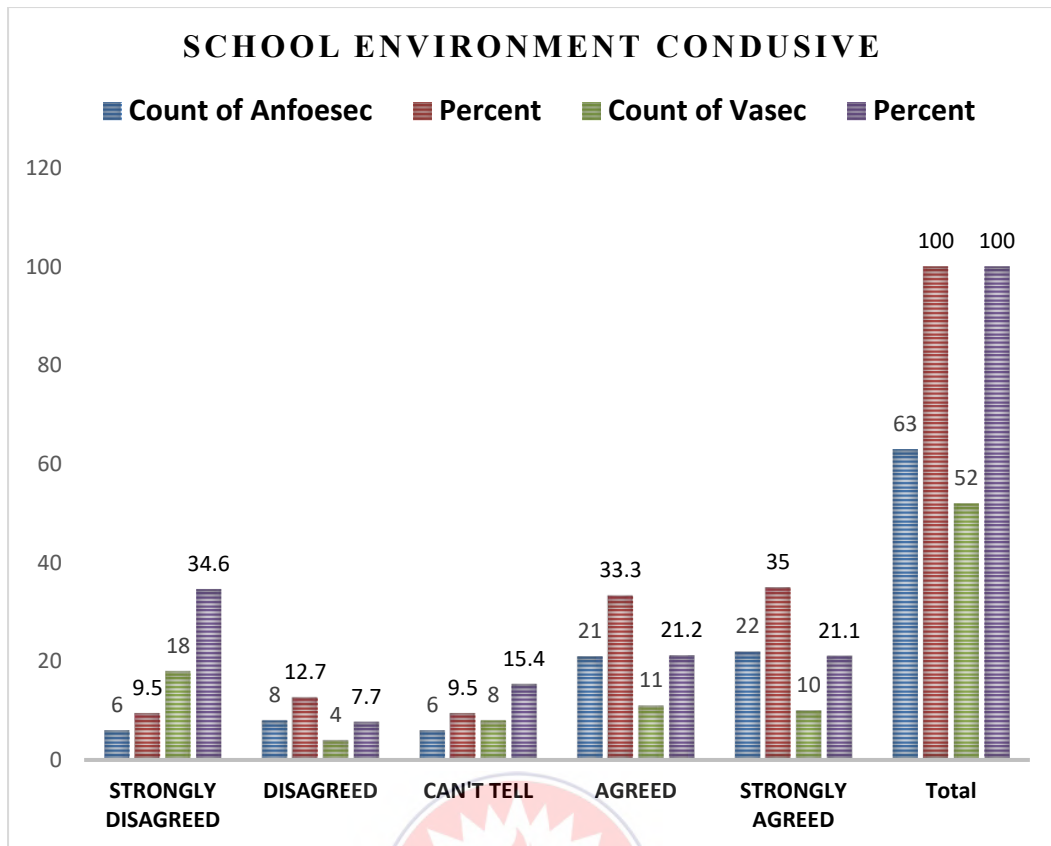


Figure 4.2 30 The school environment is conducive for learning and teaching

From the figure above, about 22.2% and 42.3% of Anfoesec and Vasec form 2 students replied they disagreed or strongly disagreed that the school's environment is conducive for learning and teaching and 9.5% and 15.4% cannot tell if they agreed and disagreed in the two schools. more than 68.3% of the students in form 2 either agreed or strongly agreed that school environment is conducive for learning and teaching in Anfoesec whilst 42.3% of students agreed or strongly agreed in Vasec.

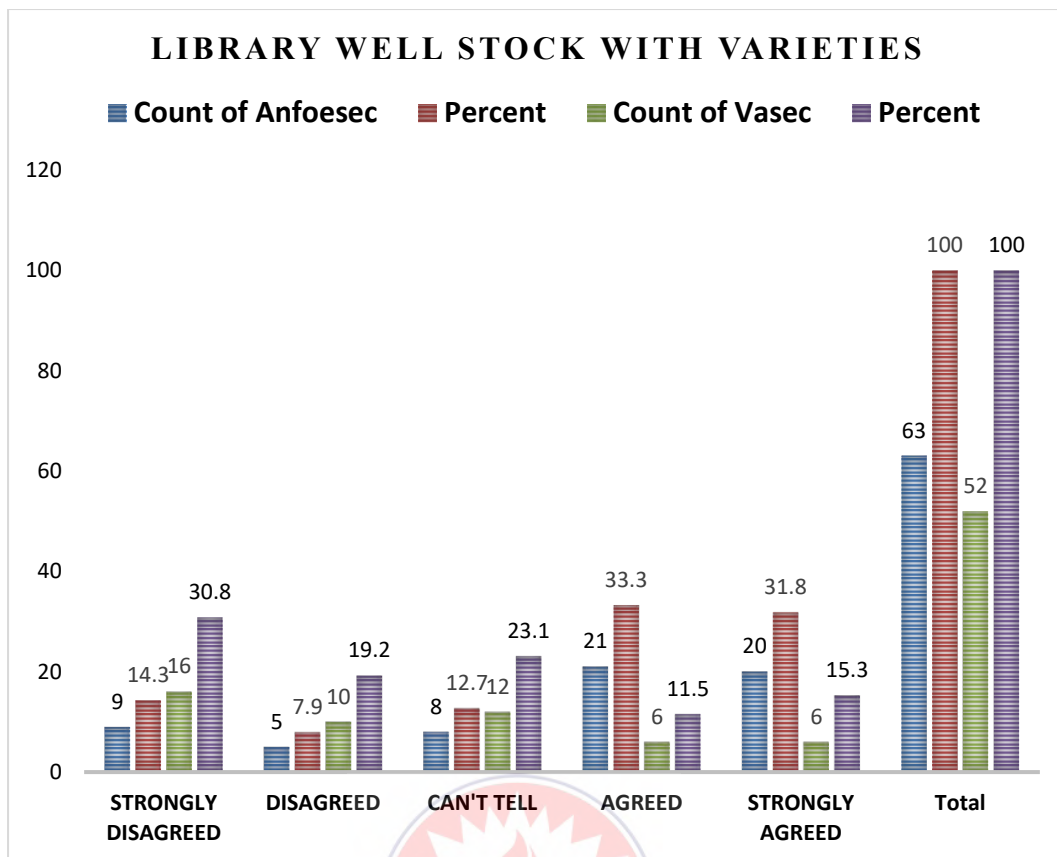


Figure 4.2 31 The Library is Well Stocked With Variety of Books

From the figure above, about 22.2% and 50% of Anfoesec and Vasec form 2 students replied they disagreed or strongly disagreed that their school library is stock with varieties of modern literature books and 12.7% and 23.1% cannot tell if they agreed and disagreed in the two schools. More than 62.1% of the students in form 2 either agreed or strongly agreed that school library is well equipped with varieties of literature text books in Anfoesec whilst 26.8% of students agreed or strongly agreed in Vasec.

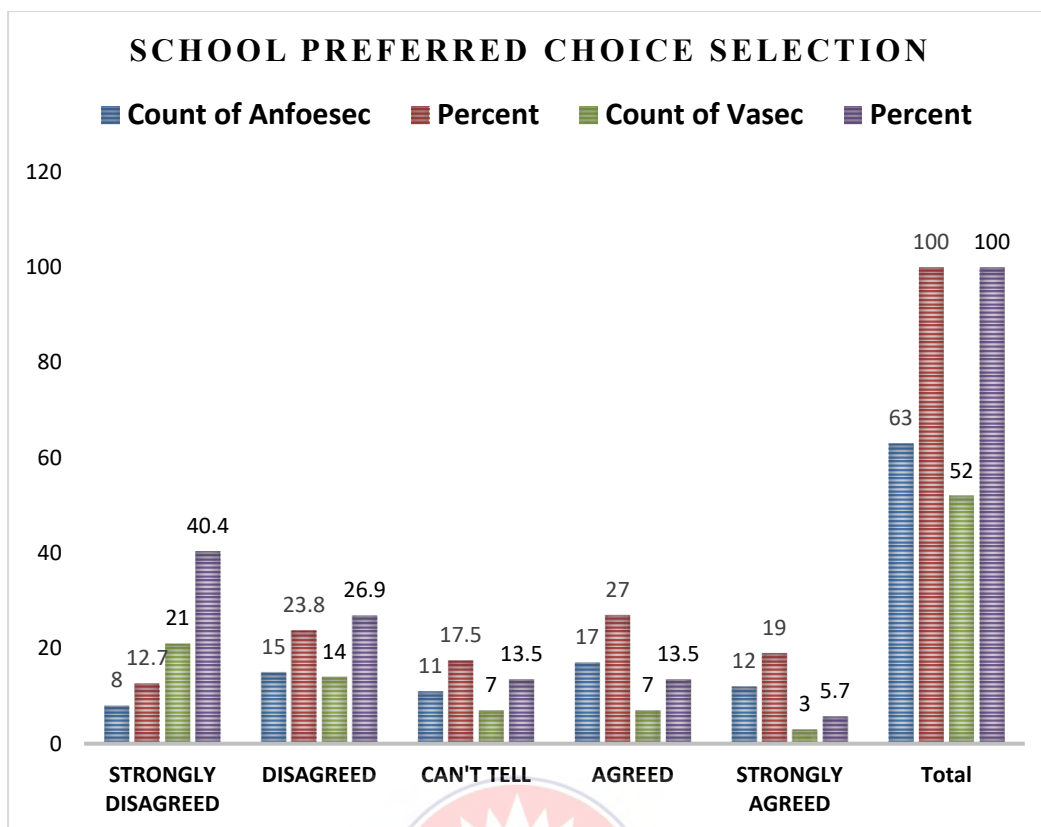


Figure 4.2 32 The school is your preferred choice during school selection

Choosing secondary school is most done by parents/wards/ placement system with or without the consent of the child. About 36.5% and 67.3% of the form 2 students either strongly disagreed or disagreed of the school they are in now is not their preferred choice selection in the Anfoesec and Vasec respectively. The percentage point of students in Vasec is very higher and what is the consequences of such situation on academic and the students or society? The fraction of students who cannot tell if the school is or not their preferred choice in Anfoesec and Vasec 17.5% and 13.5% respectively.

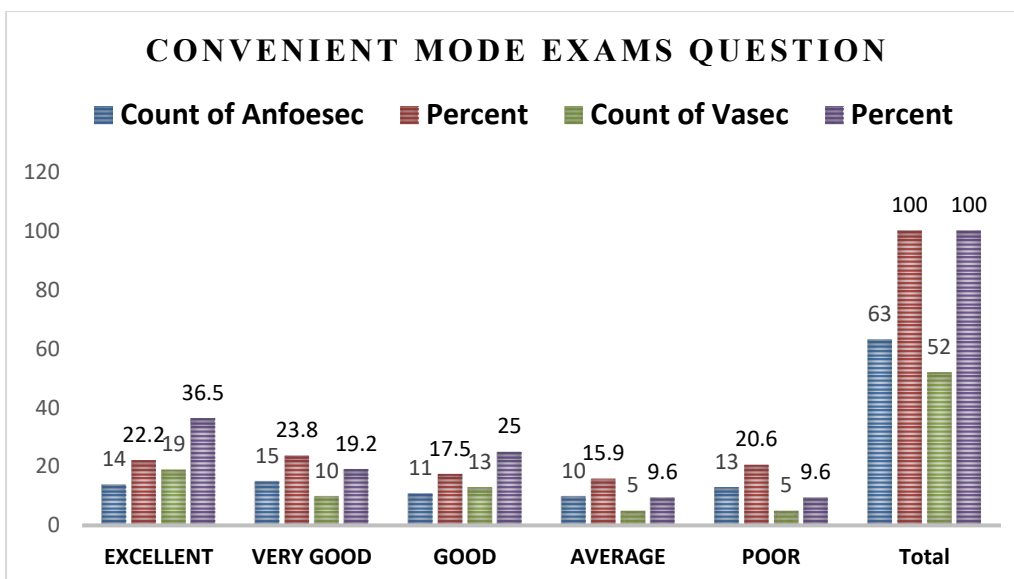


Figure 4.2 33 Convenient With Mode Of Exam Questions

From the figure above, the 10% and 13% of the students from Anfoesec and Vasec are convenient with mode of exams administrated to them in both schools.

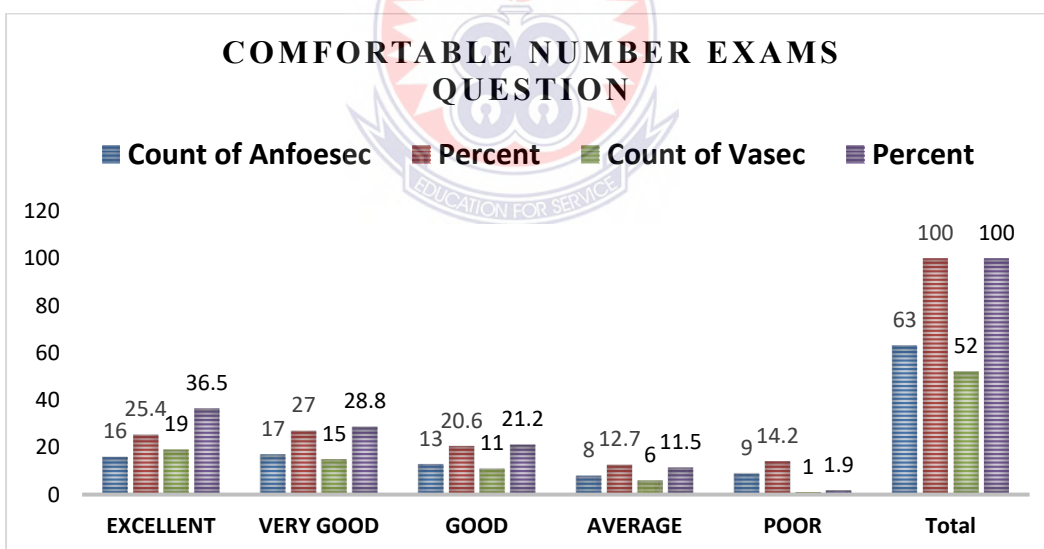


Figure 4.2 34 Comfortable with Number of Literature Question

Students from both schools are comfortable with number exam questions with 14.2% and 1.9% believed the duration is poor. With 85.8% and 98.1% agreed that they comfortable with number of exam questions for literature exams is above poor.

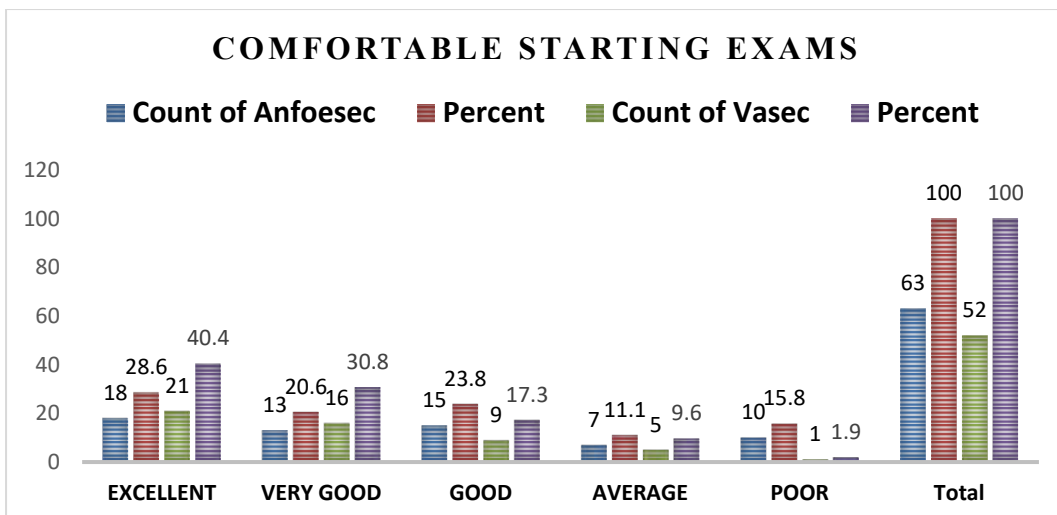


Figure 4.2 35 Comfortable with Starting Time of Literature Exams

Students from both schools are comfortable with starting exams with 15.8% and 1.9% believed the duration is poor. With 84.2% and 98.1% agreed that start time set for literature exams is above poor.

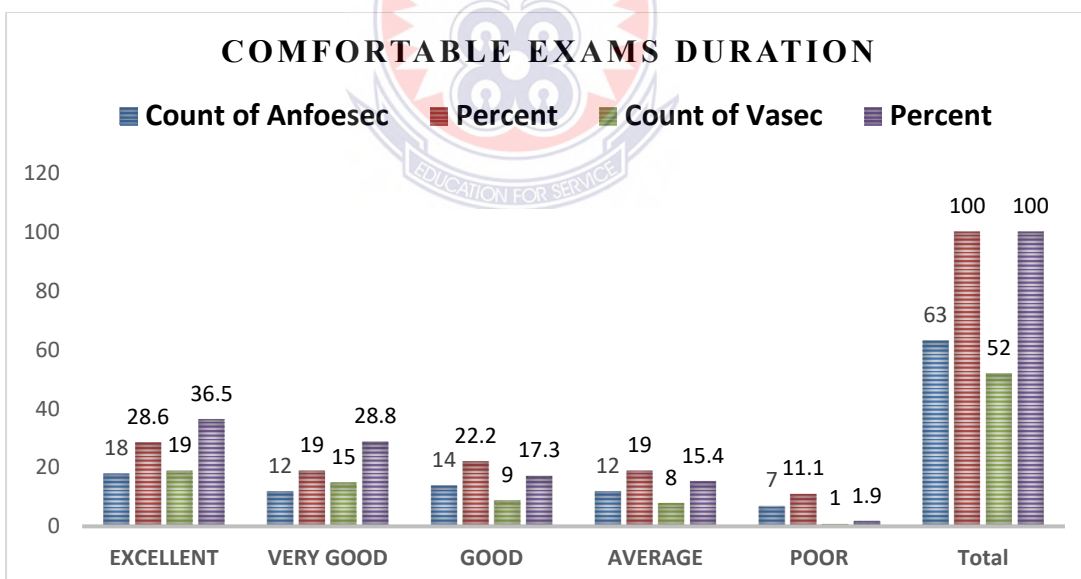


Figure 4.2 36 Comfortable With Time of Exams Duration

Students from both schools are comfortable with exams duration with 11.1% and 1.9% believed the duration is poor. With 88.9% and 98.1% agreed that durations set for literature exams is above poor.

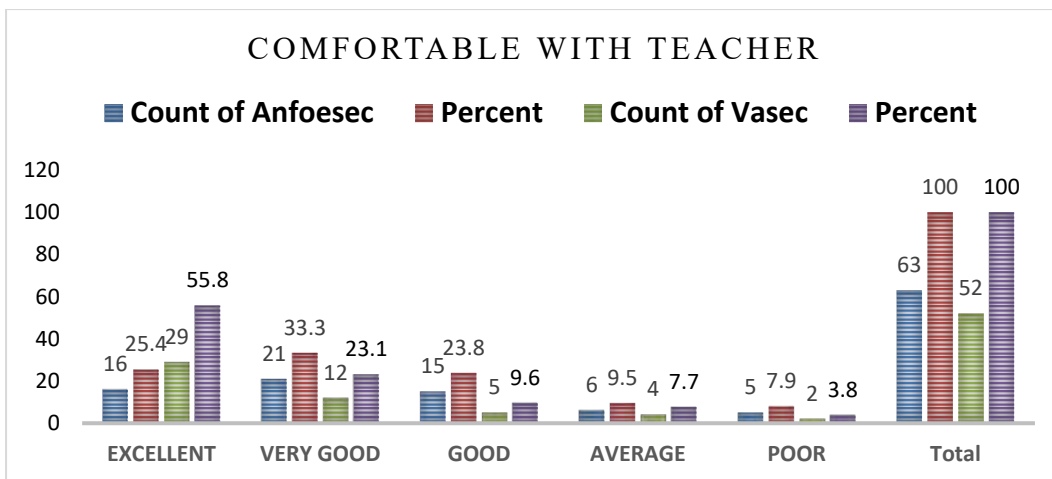


Figure 4.2 37 I Like my Literature Teacher

From the table above it is obvious that most of the form 2 students in both secondary schools in the district like their literature teachers. The proportion of form 2 students poorly like their teacher in Anfoesec and Vasec are 7.6% and 3.8% respectively.

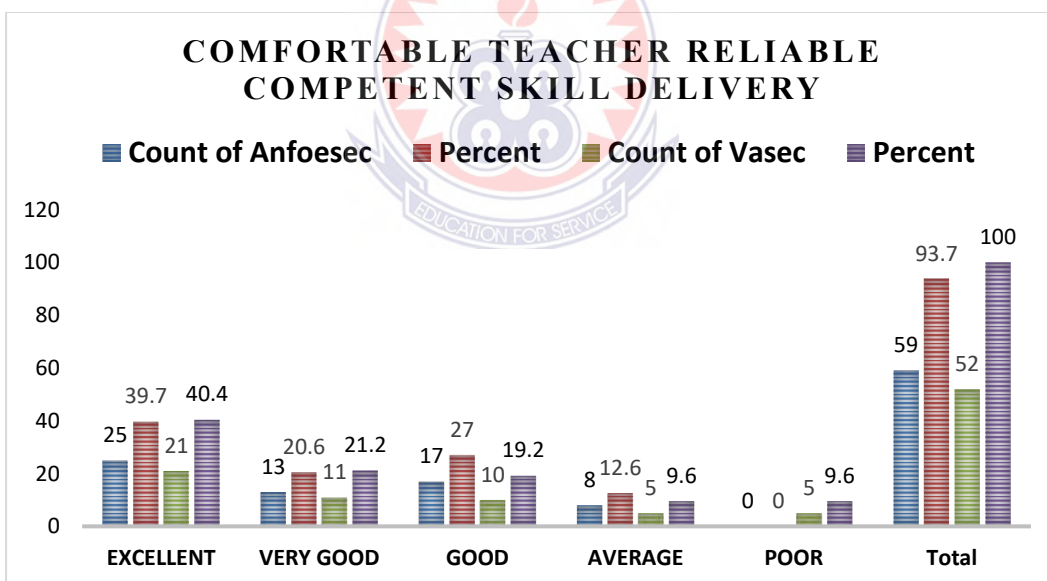


Figure 4.2 38 Teachers Are Reliable, Competent and Skill In Delivery Tuition

The responses are evenly distributed in the two schools relating to comfortability of teachers' reliability, competency and skills in delivering tuition. Even though none of the form 2 students rank their teachers' competency and delivery skill as poor in Anfoesec, 9.6% of the form 2 students in Vasec did so.

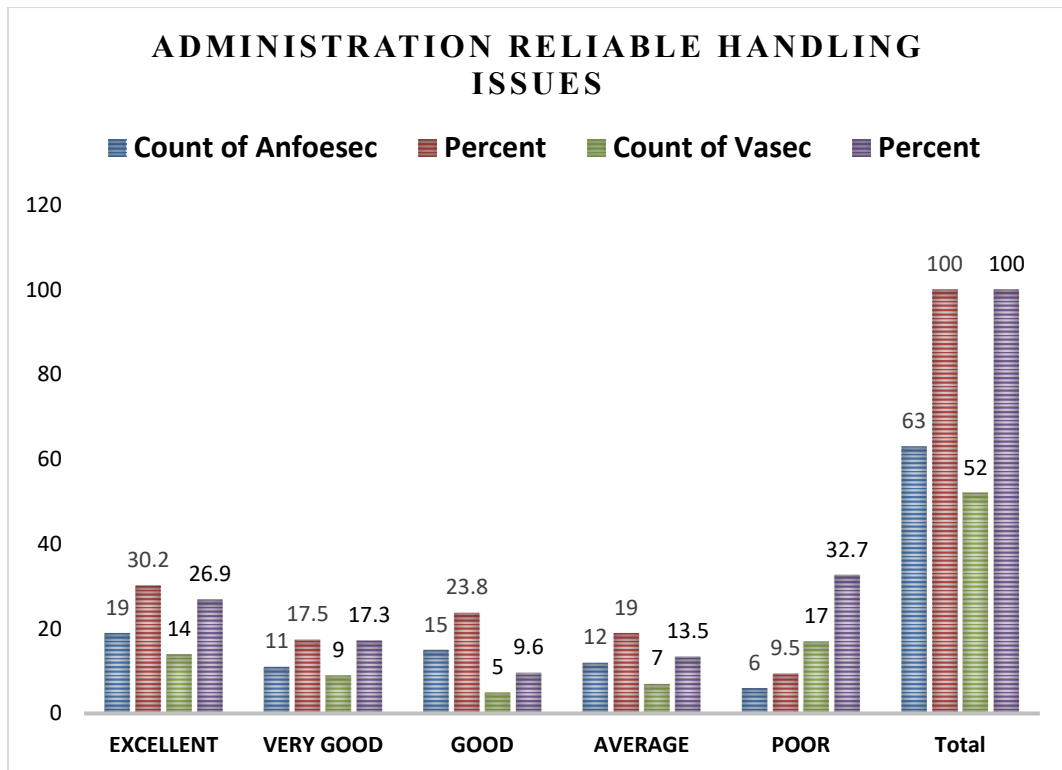


Figure 4.2 39 Administration is Reliable in Handling Issues

From the figure, it seems the administrations for both schools are managing issues in the schools. about 90.5% of Anfosec form 2 students ranked their administration being reliable in handling issues above poor. Meanwhile, 32.7% of Vasec form 2 students believed administration is poor in handling issues although about 67.3% of Vasec form 2 students rated the administration supra poor.

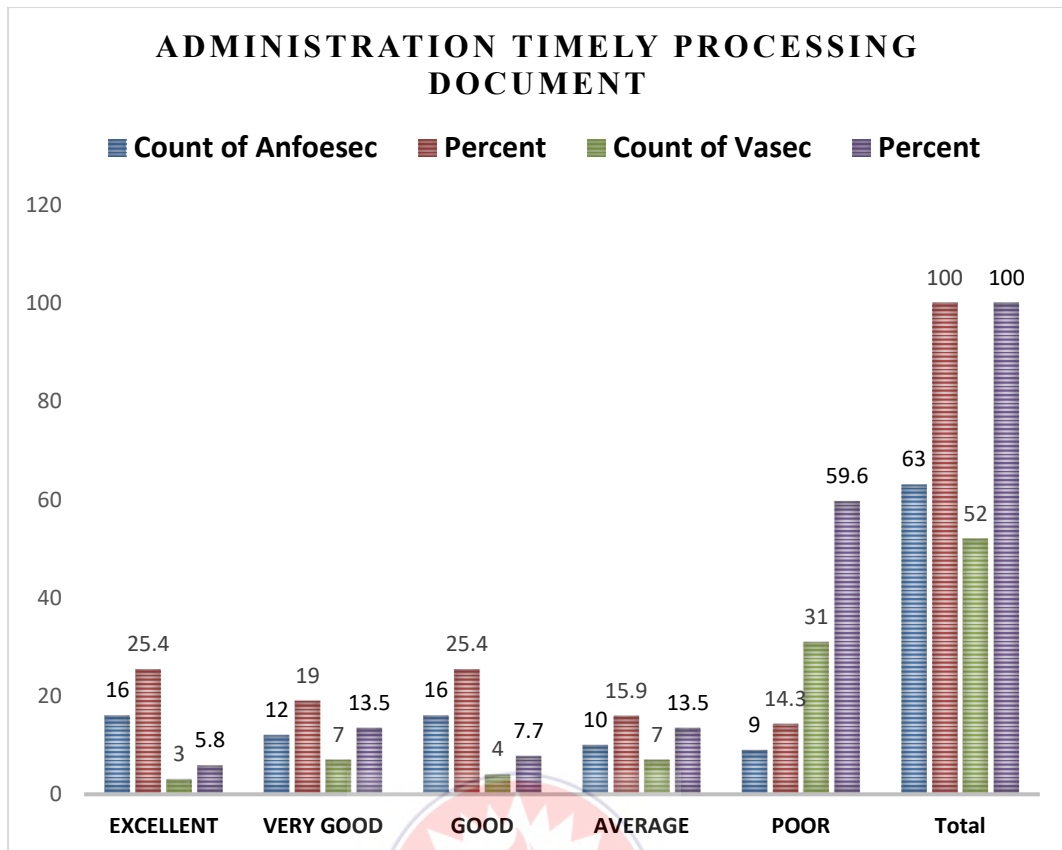


Figure 4.2 40 Timely Processing of Documents

From figure 5.2 above, it appears administration timeliness in processing documents submit to them is fairly distributed on the scale of poor to excellent. 14.3% of the form 2 students replied administration timeliness in processing of their documents is poor in Anfoesec whilst 59.6% Vasec form 2 students responded that their administration time of processing document is poor.

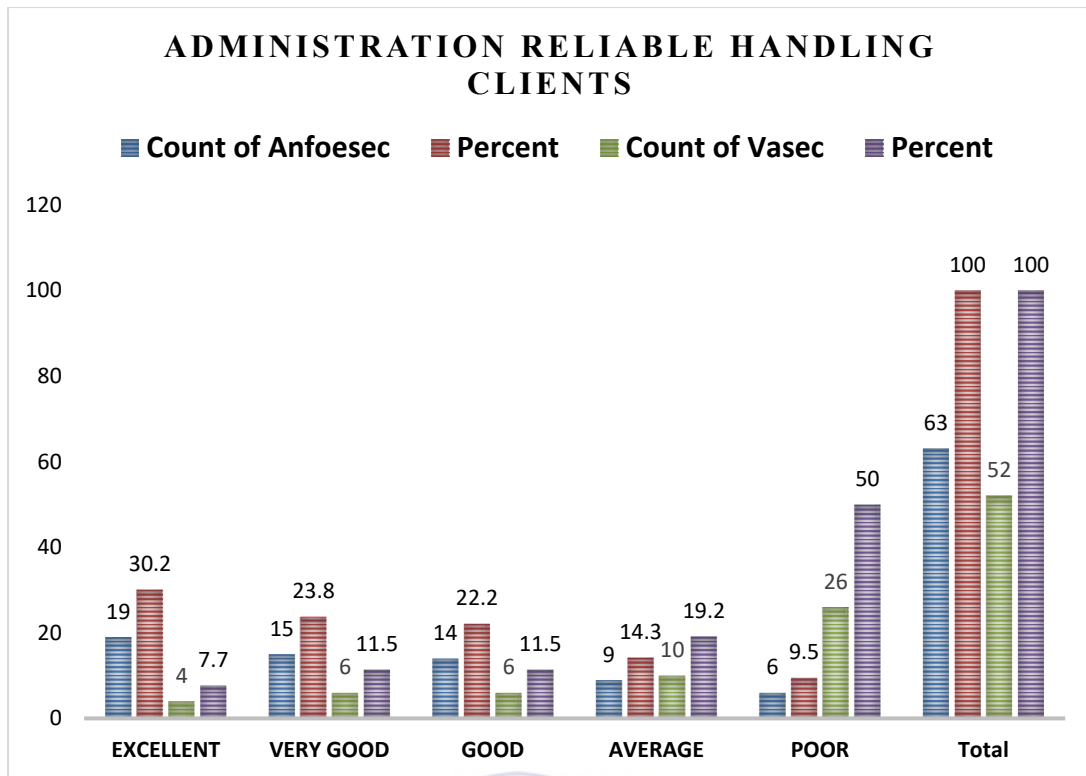


Figure 4.2 41 Reliable in Handling of Clients

Most Students in Anfoesec rated their administration as excellent or very good in reliably handling of clients either their parents or the students themselves but the situation in Vasec looks variant from what the sister school students ascertain. 50% and 19.2% of form 2 students in Vasec says the administration is poor and averagely in handling clients respectively.

Table 4.2 5 Students' Performance for Second Term Mid-Term Score

Anfoesec			Vasec		
MID_TERM_EXAMS _SCORE	Freque ncy	Perc ent	MID_TERM_EXAMS _SCORE	Freque ncy	Perc ent
14.00	1	1.6	20.00	2	3.8
16.00	2	3.2	21.00	1	1.9
17.00	1	1.6	22.00	1	1.9
18.00	2	3.2	25.00	5	9.6
20.00	5	7.9	26.00	2	3.8
21.00	1	1.6	27.00	3	5.8
22.00	1	1.6	28.00	6	11.5
23.00	1	1.6	29.00	1	1.9
29.00	1	1.6	30.00	22	42.3
40.00	48	76.2	31.00	1	1.9
Total	63	100.	32.00	1	1.9
			35.00	2	3.8
			38.00	1	1.9
			39.00	2	3.8
			50.00	2	3.8
			Total	52	100.
					0

The mid-term exams score was scale down to 40%, from the table above 76.2% of the students from Anfoesec scored 40 percents indicating that most of the students are excellent students and can perform excellently well if this were their final exams but about 42.3% of students in form 2 from Vasec scored 30 percent of the mark and the rest shared the marks between 20 to 50 presents. It quitely appears that students in form 2 of Anfoesec have done well than Vasec but it will not be fair to compare these two schools or students because the questions were not the same.

Table 4.2 6 Students' Performance For Second Term Exam Score

EXAMS_SCORE	Anfosec	Percent	EXAMS_SCORE	Vasec	Percent
	Count			Count	
28.00	1	1.6	20.00	1	1.9
30.00	2	3.2	22.00	1	1.9
31.00	1	1.6	23.00	1	1.9
32.00	1	1.6	24.00	1	1.9
35.00	4	6.3	30.00	3	5.8
36.00	3	4.8	31.00	4	7.7
37.00	1	1.6	32.00	4	7.7
39.00	3	4.8	33.00	1	1.9
60.00	47	74.6	34.00	2	3.8
Total	63	100.0	35.00	3	5.8
			36.00	2	3.8
			37.00	5	9.6
			38.00	1	1.9
			40.00	5	9.6
			41.00	1	1.9
			42.00	3	5.8
			44.00	1	1.9
			45.00	3	5.8
			50.00	2	3.8
			54.00	2	3.8
			58.00	2	3.8
			59.00	1	1.9
			60.00	1	1.9
			Total	50	96.2

From the table above, 74.6% of the student scored 60 percent out of 60 marks in Anfosec which shows that there are lot of students in form 2 who are excellent

students and can score good grades in the final exam but from Vasec it appears the marks were distributed fairly between 20 percent to 60 percent.

4.2.2 Further Analysis

Analyzing the data using r-studio perform multiple regression on performance, Exam score (V2), Mid-term score (V3), Age (V4) and Gender (V5) in the modelling of Vakpo secondary school form 2 performance in literature.

4.2.3 Anfoesec Multiple Regression Output:

`lm(formula = perf1 ~ V2 + V3 + V4 + V5, data = t1)`

Residuals:

Min	1Q	Median	3Q	Max
-7.102e-13	-1.336e-14	9.470e-15	9.730e-15	6.058e-13

Coefficients:

Estimate	Std. Error	t value	Pr(> t)
(Intercept) -3.104e-13	2.116e-13	-1.467e+00	0.148
V2 1.000e+00	5.178e-15	1.931e+14	<2e-16 ***
V3 1.000e+00	6.545e-15	1.528e+14	<2e-16 ***
V4 -5.668e-14	3.835e-14	-1.478e+00	0.145
V5 1.289e-16	8.272e-15	1.600e-02	0.988 ---

Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Residual standard error: 1.27e-13 on 57 degrees of freedom

Multiple R-squared: 1, Adjusted R-squared: 1

F-statistic: 3.831e+29 on 4 and 57 DF, p-value: < 2.2e-16

4.2.4 Vasec Multiple Regression:

`lm(formula = perf2 ~ V2 + V3 + V4 + V5, data = t3)`

Residuals:

Min	1Q	Median	3Q	Max
-2.936e-14	-6.050e-16	2.308e-16	9.169e-16	2.649e-14

Coefficients:

Estimate	Std. Error	t value	Pr(> t)
(Intercept) 7.883e-15	1.528e-14	5.160e-01	0.608
V2 1.000e+00	8.901e-17	1.124e+16	<2e-16 ***
V3 1.000e+00	1.687e-16	5.928e+15	<2e-16 ***
V4 -1.742e-15	4.339e-15	-4.020e-01	0.690
V5 7.628e-16	6.776e-16	1.126e+00	0.266 ---

Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Residual standard error: 5.903e-15 on 47 degrees of freedom

Multiple R-squared: 1, Adjusted R-squared: 1

F-statistic: 4.051e+31 on 4 and 47 DF, p-value: < 2.2e-16

From the r output above,

Table 4.2 7 Parametric Identification

Coefficient of Estimate of Anfoesec	Coefficient of Estimate of Vasec
Intercept ($\hat{\beta}_0$) = -3.104e - 13	Intercept ($\hat{\beta}_0$) = 7.883e - 15
Exam score ($\hat{\beta}_1$) = 1.000e + 00	Exam score ($\hat{\beta}_1$) = 1.000e + 00
Mid-term score ($\hat{\beta}_2$) = 1.000e + 00	Mid-term score ($\hat{\beta}_2$) = 1.000e + 00
Age ($\hat{\beta}_3$) = -5.668e - 14	Age ($\hat{\beta}_3$) = -1.742e - 15
Gender ($\hat{\beta}_4$) = 1.289e - 16	Gender ($\hat{\beta}_4$) = 7.628e - 16

From the output, the three of the coefficients are not significant these are the intercept

($\hat{\beta}_0$), age ($\hat{\beta}_3$) and gender ($\hat{\beta}_4$) for Anfoesec and Vasec due to their p-values greater

than 0.05 but the coefficients of exam score ($\hat{\beta}_1$) and mid-term score ($\hat{\beta}_2$) with p-values less than 0.05.

$\hat{Y}_{Multiple\ regression\ est.} = \hat{\beta}_0 + \hat{\beta}_1x_1 + \hat{\beta}_2x_2 + \hat{\beta}_3x_3 + \hat{\beta}_4x_4$, therefore

$$\hat{Y}_{Anfoesec} = -3.104e13 + 1x_1 + 1x_2 - 5.668e14 x_3 + 1.289e16x_4 \quad \text{model1}$$

$$\hat{Y}_{Vasec} = 7.883e15 + 1x_1 + 1x_2 - 1.742e15 + 7.628e16x_4 \quad \text{model2}$$

Hence, since only two of the coefficients the model reduces to;

Reduce models for Anfoesec:

lm(formula = perf1 ~ V2 + V3, data = t1)

Residuals:

Min	1Q	Median	3Q	Max
-7.251e-13	-5.030e-15	-5.030e-15	-5.030e-15	6.480e-13

Coefficients:

Estimate	Std. Error	t value	Pr(> t)
(Intercept) -4.115e-13	8.645e-14	-4.760e+00	1.3e-05 ***
V2 1.000e+00	5.190e-15	1.927e+14	< 2e-16 ***
V3 1.000e+00	6.566e-15	1.523e+14	< 2e-16 ***---

Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Residual standard error: 1.274e-13 on 59 degrees of freedom

Multiple R-squared: 1, Adjusted R-squared: 1, F-statistic: 7.613e+29 on 2 and 59 DF, p-value: < 2.2e-16

Vasec reduce model:

lm(formula = perf2 ~ V2 + V3, data = t3)

Residuals:

Min	1Q	Median	3Q	Max
-2.845e-14	-1.081e-16	1.131e-16	3.416e-16	2.893e-14

Coefficients:

Estimate	Std. Error	t value	Pr(> t)
(Intercept) 2.365e-14	6.012e-15	3.934e+00	0.000263 ***
V2 1.000e+00	8.821e-17	1.134e+16	< 2e-16 ***
V3 1.000e+00	1.675e-16	5.971e+15	< 2e-16 ***---

Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Residual standard error: 5.861e-15 on 49 degrees of freedom

Multiple R-squared: 1, Adjusted R-squared: 1, F-statistic: 8.219e+31 on 2 and 49 DF, p-value: < 2.2e-16

From the reduced output, it appears the three estimates are significant with coefficients less than p-value of 0.05.

$$\hat{y}_{Anfoesec} = -3.104e13 + 1x_1 + 1x_2 \quad \text{model-3}$$

$$\hat{y}_{Vasec} = -4.115e13 + 1x_1 + 1x_2 \quad \text{model-4}$$

From the model-3 and 4, with the coefficients of $\hat{\beta}_0$ $-3.104e13$ and $-4.115e13$ implies that without exam score and mid-term score, the student performance will reduce by $-3.104e13$ and $-4.115e13$ in form 2 Anfoesec and Vasec respectively holding exam and mid-term scores constant. With a unit additional in exam (x_1) and mid-term (x_2) scores, there will be one unit increment of exam and mid-term scores. The Multiple R-squared of 1 (100%) signify that the model is able to

explain the variation in the model. The Adjusted R-squared of 1 implies that there is a positive strong correlation in the dependent and correspondent data.

4.2.3 Research Findings

1. There are no significant effect of resentment or misconception on academic performance in Elective Literature.
2. There is no significant impact of social factors like socio-economic status of parents, and environmental factor on academic performance in Elective Literature.
3. There is no significant relationship between average time study and academic performance in Elective Literature.

4.2.4 Discussion of Research Findings

The study aims at investigating the effect of resentment and other social factors hampering academic performance in Elective Literature.

i. Resentment and Academic Performance in Elective Literature

The result shows that there is no significant effect of resentment on academic performance in the subject. This implies that students' performance in the subject cannot be based on their conceived misconceptions. These psychological set-backs can be surmounted through proper orientation, guidance and counseling.

ii. Social Factors and Academic Performance in Elective Literature

The result of the findings shows that there is no significant effect of social factor being socio-economic, gender, or environmental circumstance on academic performance in Elective Literature.

iii. Average Study Time and Academic Performance in Elective Literature

The result of findings reveal that there is no actual significant time requirement for superb performance in Elective Literature. In modifying performance in the subject, focus should be laid on principles of teaching; more especially on the relevant topics. As teachers cannot teach everything, so the students cannot read and assimilate everything in Elective Literature.

4.2.5 Further Discussion

The best model to predict form 2 literature students' performance in Anfoesec and Vasec are model 4 and model 5 when their exams and mid-term scores are known. The estimated coefficients are significant with p-value values less than 0.05, the F-Statistics support the model with their respectively R-Square and R-Adjusted at alpha value of 5%. There is about 22.2% and 42.3% of Anfoesec and Vasec form 2 students replied they disagreed or strongly disagreed that the school's environment is conducive for learning and teaching and 9.5% and 15.4% cannot tell if they agreed and disagreed in the two schools. more than 68.3% of the students in form 2 either agreed or strongly agreed that school environment is conducive for learning and teaching in Anfoesec whilst 42.3% of students agreed or strongly agreed in Vasec and also it seems the administrations for both schools are managing issues in the schools. about 90.5% of Anfoesec form 2 students ranked their administration being reliable in handling issues above poor. Meanwhile, 32.7% of Vasec form 2 students believed administration is poor in handling issues although about 67.3% of Vasec form 2 students rated the administration supra poor.

The average mid-term exam and end-of-term exam scores of Anfoesec are 45.06% of 40% and 53.44% of 60% whilst it is 29.29% on 40 and 38.40 on 60% respectively. It

quietly appears that average scores of Anfoesec students are higher than Vasec implying that Anfoesec literature students perform better than their counterparts couple with their administrative silages.



CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

The study was aimed at examining the factors responsible for lack of preference for Elective Literature as well as other social factors hindering the performances in the subject. The chapter one explores the background of the study. This chapter equally highlights some of the instances that gave the impetus to the study. These further led to the statement of the problems, purpose of the study, objective of the study, research questions, significance of the study, scope and delimitation of the study, limitation of the study, definition of terms and study organization.

Chapter two covers a critical, but systematic analysis of the relevant literature. This chapter elucidates on the resentment and academic performance, general perception towards Elective Literature, other language for literature tutelage, intended audience, how to study literature, eradication methods of resentments, education and academic performance, socio-economic status and academic performance of students and environmental factor and student.

The chapter three stipulates the research methodology that outlines research design, population of the study, type of the population of the study, sample and sampling techniques, the instrument for data collection, validity of research instrument, reliability of instrument and instrument for data analysis.

Chapter four covers result and analysis, presentation and discussion of data gathered from the field.

Chapter five encloses the epitome, conclusion and recommendation of the study.

Specifically however, the findings from the study reveals that there is no significant effect of resentment on academic performance of students in Elective Literature. The findings further reveals that there is no significant relationship between environmental factors, gender, average study time, and socio-economic status of students and their academic performance.

5.2 Conclusion

Based on the summary of findings, the study concludes that self-confidence can miscarry misconceptions and resentment towards Elective Literature. The study also concludes that the socio-economic status of students may give an added advantage in acquiring reading materials that might aid their study. The study however shows that other social factors like environmental circumstances, and economic status of students do not have significant effect on students' academic performance in Elective Literature. This is because student's academic performance has more to do with study habits, techniques, having access to reading of variety of materials, and student's intellectual quotient. The study also reveals that there is no standard duration of time allocation to reading of Elective Literature books that will guarantee excellent performance in the subject. Though, vast reading is an additional advantage of doing well in the subject, but focusing on relevant topics is most ideal.

Further study also reveals that age, gender, class, educational level, and brainwashing do not have effect on academic performance in Elective Literature among students at North-Dayi District in Volta Region.

5.3 Recommendations

5.3.1 Ministry of Education and Ghana Education Service

The ministry should intensify its advertisement of the awareness of English literature as control measures and should be incorporated into routine practice in all schools in Ghana as stipulated by most guidelines on teaching practices and syllabus. Literature is mirror down as one of the minor subjects in rating students' performance, it is unfortunate that students' strength in such subject areas are not taken into consideration to the extent of their further studies in Ghana. Literature can be fused into primary and junior schools in Ghana as the foundational basis of the students.

Since class population and gender dominance have no effect on academic performance in Elective Literature, the government should motivate students and teachers towards the ultimate goal of academic performance. These motivations can come in form of annual awards for best students and teachers in terms of academic performance and teaching professionalism respectively. Organization of regional quiz and publication of students' literary works like written poems in the National Daily is another way forward. More importantly, the government must promptly provide the current recommended textbooks every four years to all S.H.S. schools across the country.

5.3.2 The Schools

Culture awareness techniques in communicating appropriately the relevant of English literature to students and its importance to their every-day-waking with its direct and indirect relation to other subjects as their move along. The schools should create conducive, infrastructure and serene environment for enabling studies in various schools. Both the administration of the said schools and Ghana Education Service

(G.E.S.) must channel in checks and balances on competencies of the Elective Literature teachers. The reason being the likeness of the teachers by the students does not reflect in their academic performances. To clear this bewilderment, teacher's notes and methods of teaching must be scrutinized.

As reading the full plot of literary texts is hardly achievable and understandable by students, teachers should device a straight forward of teaching to avoid boring tendencies. To this effect, the teachers must adopt a distilled approach by making literary epics interesting. By so doing, teachers notes must be replete of hybrid of relevant and logic ideas that are of students standard and assimilation.

5.3.3 Parents Association

Charity they say begins at home. Therefore, parents are not left in this fight against the stigma of poor performance in Elective Literature. Parents should be able to procure variety of Literature textbooks as their children cannot solely rely on the few ones provided by the government. Parents should not deny their children of the economic support in exploring the internet for additional materials and knowledge because of the economic meltdown. Again, parents should ensure that their children spend adequate time studying the subject with the aid of Past-Questions for evaluation.

5.3.4 Students

Students should develop a proactive study habit. This is the major factor that enhances academic performance. That is students should let their passion for the subject propel their tenacity and dexterity in the subject towards anticipated good results.

5.4 Areas for Further Research

There is the need for in-depth research to analyze the factors contributing to poor performance of literature in Ghana and the latent contributing. Further studies should be conducted to unearth the mystery of some school administration performing low in addressing students' needs and issues. The study should be done for all second cycles in Ghana offering literature studies.



REFERENCES

- Achen, C. H. (1982). *Interpreting and using regression*. Newbury Park, CA: Sage Publications.
- Agudetse, (1998). *Social Studies for Senior Secondary School*. Accra: Sedco Publication Limited.
- Antwi, T. (2019). *Guiding and counseling*. Yak Impression Press.
- Babatunde, F. (2002). *Theories of mass communication: The individual differences perspectives*. Ogun State, Nigeria: Link Publication, Abeokuta.
- Beaton, D.A. et al (1996). Parental Involvement Interest in Schooling and School Environment as Predictors of Academic Self-efficacy among fresh Secondary School Students in Oyo State, Nigeria. *Electronic Journal of Research in Educational psychology*, 5-3 (1) 163-180.
- Esia-Donkor, K., Addai-Mununkum, R., Appianing, J. & Ofosu-Dwamena, E. (2021). *Fundamentals of Effective Teaching*: Sprint Publication Limited.
- Harmer, J. (2011). *The Practice of English Language Teaching, (3rd ed.)*. London and New York: Longman.
- Hunt, P. (1996). Defining children's literature and children. In P. Hunt (Ed.), *International Companion Encyclopaedia of Children's Literature*. London: Routledge.
- Keeves, A. & Saha, I. (1992). *Adolescence Psychology for teachers*. Abodurin Rogba Publishers.
- Kwarteng, J. T. (2014). Motivating senior high school accounting teachers to stay at post in Ghana: A tripartite elemental analysis. *International Journal of Scientific Research Publication*, 4(9), 1-7. <http://www.ijsrp.org>
- Lesnik-Oberstein, K. (1996). Defining children's literature and childhood. In P. Hunt (Ed.), *International companion encyclopedia of children's literature* (pp. 17-31). London: Routledge.
- McDowell, M. (1973). Fiction for Children and Adults: Some essential differences. *Children's Literature in Education*, 10, 50-53.
- Mok, S. & Flynn, T. (2008). Psychological predictors of academic achievement. *Psychology for Everyday Living*, 2(2), 155-169

North Dayi District Assembly (2022) 2022 - 2025 Medium Term Development, DPD,

Ryburn, W. M. (1957). *The Principles of Teaching*, (3rd ed.). Oxford University Press.

Townsend, J. R. (1971). *A sense of story; essays on contemporary writers for children*. Boston: Horn.

Weinreich, T., & Bartlett, D. (2000). *Children's Literature: art or pedagogy?* Roskilde University Press.



APPENDIX

Dear Respondents,

This questionnaire is intended to collect information about factors that are directly or indirectly affecting performance of students in elective literature in the district. **Your response will be helpful in enhancing students' ability to perform with some marginable increased. Your response will only be used for survey purposes. Thank you very much for your time and suggestions.**

1. Personal information (tick the appropriate box).

a. Gender i. Male ii. Female

b. How old are you in a completed year?

1B. How many hours in a week do you spend reading literary works (novels, poems, drama, etc)?

- A. 3 – 5 B. 6 – 8 C. 9 – 12 D. 13 – 15
E. 16 - 19

1C. How many hours in a week do you spend using/accessing information via the new information technologies?

- A. 3 – 5 B. 6 – 8 C. 9 – 12 D. 13 – 15
E. 16 - 19

1D. Do you prefer reading the full novel or reading plot summaries of the novel?

1E. Why do you read literary works? (Give at least 3 reasons in order of relevance)

- A. Because they are part of the curriculum
- B. Fantasy and relaxation
- C. Vocabulary and general knowledge
- D. Confirm personal values and personal development
- E. Just to pass my exams

1F. What are the reasons which hinder you from reading? (Give at least 3 reasons in order of relevance)

- A. Lack of time
- B. Other ways to relax
- C. Facebook, blogging
- D. Certain books are not available

- 1G. What are, according to you, the values that reading literary works promotes?
- A. Moral (honesty, modesty, strength of character, truth, empathy, wisdom, tolerance)
 - B. Cultural
 - C. Religious
 - D. Aesthetic
- 1H. Does work affect your time for reading?
- A. Yes B. No
- 1I. According to you, what is the future of literature?
- A. Positive B. Negative C. Neutral
- 1J. Identify at least 3 factors which drive society away from reading literature?
- A. Promotion of non-values by the media
 - B. Internet, communication technology
 - C. Lack of time
 - D. Socio-economic factors (lack of education, poverty)
 - E. Because of the teachers' attitude
- 1K. Do we/ does society need literature?
- A. Yes B. No

2. Rate the following questions below and tick the appropriate boxes.

Tick the appropriate boxes	Excellent	Very good	Good	average	Poor
2.1. I learn Elective Literature more often					
2.2. In my Elective Literature class, I understand even the most challenging work					
2.3. I have never felt incapable of learning Literature.					
2.4. I am good at Elective Literature					
2.5. I am capable of making good grade in Literature.					
2.6. I do extra work to learn Literature.					

2.7. Learning Literature gives me meaning to learn activities.					
2.8. Even if the work in Literature is hard, I can learn it.					
2.9. Every question in Literature is answerable.					
2.10. I am sure I can learn the skills taught in Literature class well					
2.11. I usually do well in Literature					
2.12. I get good marks in Literature.					
2.13. Literature is an easy subject to pass.					
2.14. Literature is worth passing well.					
2.15. When I do Literature, I feel confident that I have done it correctly.					
2.16. It takes me no longer to comprehend Literature ideas than the other subjects.					
2.17. When I have difficulties with Literature, I know I can handle them if I try.					
2.18. I can do practically all the work in Literature class if I do not give up.					
2.19. Literature improves my understanding of other subjects.					
2.20. I feel delighted when answering Literature questions.					
2.21. Literature encourages me to apply detailed steps to solve my problems.					
2.22. Literature makes me think fast.					
2.23 My present knowledge of Literature concept is high.					

2.24. Literature is essential in the future.					
2.25. I am comfortable in Literature.					
2.26. Literature improves my learning and retention capacities.					
2.3. teachers' approach towards the handling of the curriculum is strong and good in;					
a. Core English					
b. Mathematics					
c. Science					
d. Religious Studies					
e. Geography					
f. Visual Arts					
2.4. The number of home-works per week is good.					
2.5. Number of hours spent a day in school is convenient.					
2.6. Reporting time of teachers to school is convenient.					
2.7. Convenient with the closing time.					
2.8. Convenient with the number of textbooks.					
2.9. Comfortable with type of textbook being used.					
2.10. Convenient with the cost of textbooks.					
2.11. Convenient with the cost of note/exercise books.					
2.12. Comfortable with the size and brand of exercise books.					
2.13. The text books are out molded on the Library shelves					

3. INFRASTRUCTURE FACILITY

Tick the appropriate boxes	Strongly Disagreed	Disagreed	Can't Tell	Agreed	Strongly Agreed
3.1. Comfortable with class-size of 20 pupils.					
a. Grade 11					
b. Grade 12					
3.2. The school environment is conducive for learning and teaching					
3.3. The Library is well stocked with Variety of Elective Literature Text Books					
3.4 The school is your preferred choice during school selection					

SCHOOL BUS

4. 1. How many excursions has the class successful organized?

If no, skip to question 19 (Administration)

Tick the appropriate boxes	Excellent	Very good	Good	average	Poor
4.2. Convenient with mode of exams questions.					
4.3. Comfortable with number of exams questions.					
4.4 Comfortable with time of;					
a. Starting exams.					

b. Exams duration					
4.5. I like the teacher.					
4.6. The teachers are reliable, competent and skill in delivery tuition.					
5. Administration					
5.1. The administration is reliable in handling issues.					
5.2. Timely processing of document.					
5.3 Reliable in handling of clients.					

