

UNIVERSITY OF EDUCATION, WINNEBA

FACTORS THAT AFFECT STUDENTS' ACADEMIC PERFORMANCE. A CASE OF
ST. ANDREW'S JUNIOR HIGH SCHOOL IN NANDOM MUNICIPALITY

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Communication Sciences, submitted to the School of Graduate Studies, University of
Education, Winneba, in partial fulfilment of the requirement for award of the Master
of Arts (Educational Leadership) degree**

DECEMBER, 2020

DECLARATION

STUDENT'S DECLARATION

I, THADDEUS BOONAA-IM SIEMOGLO, declare that this dissertation, with exception of quotations and references contained in published works which have been duly identified and acknowledged, is entirely my own 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 preparation and presentation of this thesis was supervised in accordance with the guidelines on supervision of dissertation laid down by the school of Graduate studies, University of Education, Winneba.

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Finally, this research work could not have been completed without the contribution and support of many other people whom I have not mentioned here. To all of you: may the Most High richly bless you all.

DEDICATION

To my lovely wife Mrs. Eunice Siemoglo and my parents; Mr. Jonas and Mrs. Benedicta Siemoglo; my younger siblings and children; Nancy, Nestor and Nelson Jacob.

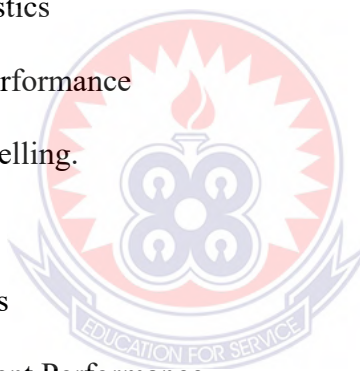


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ABSTRACT

Basic Education Certificate Examination (BECE) performance have witness a significant decline in the Municipality since 2014 till date. This therefore has sparked a considerable academic investigation regarding the consequences and factors that affect students' academic performance on St. Andrews Junior High School. Surprisingly, the area of study has received little attention in context or public discourse. The general objective of the study was to examine the factors that affect students' academic performance (teacher-related factors, school environmental-related factors, students' own related factors and as well measures that would recuperate students' academic performance). The study also sought to determine which of the variables identified significantly predicted academic attainment of children. To achieve this objective, a survey was conducted using purposive sampling on all the eighteen (18) respondents identified through the sampling technique. Respondents consisted of all the teachers in the school under study. The data was analyzed using the Statistical Package and Social Sciences (SPSS) system. The results showed that the variables or factors identified above have a huge effects on the students' academic attainment. All variables measured proved to be a statically significant determinant of students' academic attainment. Teacher-Related factors, School environmental-related factors, Home/household-related factors and Students own characteristics when duly dealt with would have huge influence on the academic attainment of students. Findings of the study suggest that when these factors are properly addressed would take care of students' academic attainment. In view of this, the study suggest that government , parents, school authorities, Education Directorate, teachers as well as students themselves should as a matter of fact made to know these factors and their consequences taking cue from this study.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

In this era of globalization and technological revolution, education is considered as a first step for every human activity which serves as a bedrock for survival (Farooq, Shafiq, Chaudhry & Berhanu, 2011). It plays a very important role in the development of human capital and is linked with an individual's well-being and opportunities for better living. Education ensures the acquisition of knowledge and skills that enables individuals to increase their productivity and improve their quality of life (Farooq et al 2011).

This increase in productivity also leads towards new sources of earning which enhances the economic growth of a country (Saxton, 2000). The quality of students' performance remains a priority for educators. It is meant for making a difference locally, regionally, nationally and globally (Farooq et al 2011). Educators, trainers, and researchers have long been interested in exploring variables contributing effectively for quality educational performance of learners (Farooq et.al, 2011). These variables contribute effectively to the quality of performance of learners. These variables fall within and outside the schools that affect students' quality of academic achievement. 'These factors may be termed as student factors, family factors, school factors and peer factors as well as environmental factors'. (p. 45.). (Crosnoe, Johnson & Elder, 2004). The formal investigation about the role of these demographic factors rooted back in the 17th century (Mann, 1785). In general, these factors include age, gender, geographical belongings, ethnicity, marital status, socio-economic status (SES), parents' education

level, parental profession, language, income and religious affiliations. These are usually discussed under the umbrella of demography. In a wider context, demography is referred to as a way to explore the nature and effects of demographic variables in the biological and social context. Unfortunately, defining and measuring the quality of education is not a simple issue and the cumbersomeness of these processes increase due to the changing values of quality attributes associated with the different stakeholders' view point. (Blevins, 2009).

Table 1.1 shows the statistics of candidates' performance from 2014-2019.

YEAR	NUMBER OF CANDIDATES PRESENTED	NUMBER OF CANDIDATE REGISTERED		NUMBER OF CANDIDATES ABSENTED		PERCENTAGES		NUMBER PASSED	NUMBER FAILED
		BOYS	GIRLS	BOYS	GIRLS	% PASSED	% FAILED		
2014	1063	562	501	0	1	12	88	127	935
2015	924	481	439	1	3	13	87	205	764
2016	972	491	481	4	1	21	79	415	467
2017	882	414	467	1	0	30	70	261	616
2018	831	447	384	3	3	36	64	279	528
2019	831	411	420	5	5	33	67	271	550

With respect to the quality of education and student achievement, the performance of students in Ghana especially in the WAEC results in the Basic Schools most especially in recent times has been very abysmal in the Nandom District. Statistics from the BECE in 2014 indicates that a total of 1063 candidates registered for the examination in that year with 562 boys and 501 girls, out of that 562 boys who sat for the exams and 500

girls with 1 girl absent in that year which represents 99% attendance for the examination. Out of the number that sat for the examination, 12% of the total pupils presented for the examination passed and 88% of them failed. From the above analysis you realize that only 127 pupils passed and 935 pupils woefully failed.

In 2015, a total of 924 candidates registered for the BECE examination with 482 boys and 442 girls. 481 boys and 439 girls who took the exams that year making a total of 920 who sat for the exams with only 1 boy and 3 girls absent respectively. The total percentage passed for year was 13% and 87% failed.

Again in 2016, the District registered a total of 972 pupils for the BECE examination with the break down as follows; 491 boys and 481 girls. The total number that sat for the examination were 487 boys and 480 girls respectively with 4 boys and 1 girl absent during the examination. Total number of pupils who passed the examination that year were 205 and 764 failed.

The best aggregate for the boys was aggregate 08 and that of the girls was aggregate 16. The entire percentage pass rate for the entire District was 21% and 79% failed.

In 2017, the District registered a total of 882 candidates, 415 boys and 467 girls respectively. Out of the 882 candidates registered 881 candidates wrote the exams with the breakdown as follows; 414 boys and 467 girls. In that year only one (1) boy was absent from the examination. The number that passed the examination in 2017 were only 265 out of the 881 candidates who sat for the exams. 616 pupils also failed entirely. The percentage pass rate for the year was 30% and 70% failed the exams which was not encouraging for the District as a whole. The best aggregates in the District in the year under review was aggregate 09 for a boy and 10 for a girl.

In 2018, the District presented candidates for the BECE examination again. A total of 831 candidates were registered out of that 447 were boys and 384 girls. Out of the number presented, 825 sat for the examination that year with 3 boys and 3 girls absent. The total percentage passed for the year under review was 36% and 64% failed respectively. The best aggregate for the boys was aggregate 12 and that of the girls was aggregate 06. Out of the number that sat the exams only 297 pupils passed and 528 failed.

Again in 2019 academic year a total of 831 candidates were presented to WAEC for registration for the BECE examination which 411 and 420 were boys and girls respectively. The number that took the examination were 406 boys and 415 girls with 5 boys and 5 girls absented for the exams. The best aggregate for the year was 11 for boys and 11 for girls too. Out of the number that sat the exams that year again, a total of only 271 pupils only passed and 550 pupils also failed respectively. The total percentage passed for the District was 33% and 67% failure which represented the entire district on the national BECE league table at number three counting from the bottom.

This therefore buttresses the fact that parents' socio- economic status has serious influenced on students' academic performance in Ghanaian schools is a challenge which needs to be tackled seriously most especially in the Nandom district of the republic of Ghana. Students' performance is considered a vital indicator of good schooling, so the poor performance of students at Basic level in the Nandom District has not only led to a public outcry, but also educationist have been increasingly occupied in their attempt to identify the factors that influence students' performance especially in the BECE Examination at the West Africa Examinations.

For example, Anamuah-Mensah (2010), an educationist attributed the phenomenon to lack of effective supervision and monitoring at school, lack of motivation for teachers and inadequate number of qualified teachers to fill empty classrooms. In the same vein, Anamuah-Mensah (2010) found factors such as intellectual inability, poor study habits, achievement motivation, lack of vocational goals, low self-concept, low socio-economic status of family, poor family structure and anxiety as contributing factors to educational poor performance.

It is therefore no exaggeration that factors that affect students' academic achievement in school may be the result of interplay of several factors. It therefore beckons on researchers not only to carry out an empirical study on the issue, but also look for the opportunities and propose measures to assist on-going efforts at improving students' academic achievement in general.

1.2 Problem Statement

Education has been is an important asset and is regarded as a key human development index (Farooq et al, 2011). Various states and governments globally spend a large share of their budget on education sector as part of their strategy to achieve the millennium development goal of education for all (World Bank, 2006). The government made provision for enhancing the education sector most importantly. Last year the World Bank education index also indicated that Ghana's education would be at high risk come 2030.

According to the reports many basic school leavers cannot construct simple sentences without basic errors, which is a clear sign of disaster for our education. (World Bank, 2006).

The Budget statement stipulated that under the Basic Education Improvement Project (BEIP) Government secured donor funding to construct 102 new schools and rehabilitate several existing ones in the country which will improve and support their quality in terms of infrastructure and human resource development. Under this project all Junior High School pupils are to benefit free new school uniforms from it. (2019 Budget Statement).

However, despite the various intervention put in place by the Ghana Education Service Directorate in Nandom, there has since been a massive decline in the performance of Basic Education in this country most especially in the Nandom Municipality. It is heart breaking when one takes a serious look at the down- sizing performance of the Basic Education School candidates' performance in the Basic School Certificate Examination (BECE) of late in the District. This makes it difficult for one to conclude whether the educational system is progressing or retrogressing especially at the Basic level. In Ghana BECE serves as a link for Basic Schools graduates to enter into the Senior High Schools or obtain admission into the Senior High Schools. Statistics available from the BECE from 2014 to 2019 results pointed to the fact that students performed very poorly especially at the Basic Education Certificate Examination. Results were poor in both elective and core subjects as well indicating that few pupils were likely to get admission into the senior high schools if the cut off aggregate were to be aggregate

24 or better which is a very sad trend in the history of our education in Nandom most especially at the Basic level.

Table 1.2 showed the statistics of candidates' performance from 2014-2019.

YEAR	NUMBER OF CANDIDATES PRESENTED	NUMBER OF CANDIDATE REGISTERED		NUMBER OF CANDIDATES ABSENTED		PERCENTAGES		NUMBER PASSED	NUMBER FAILED
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2019	831	411	420	5	5	33	67	271	550

With reference from the table 1.2 above you can realized the statistics as released by WAEC indicated that 12% of pupils presented to WAEC in 2014 passed the examination while 88% of the total candidates failed. Similarly in 2015, 13% passed against a failure of 87%. In 2016, the district recorded another appalling records of 21% passed against 79% failure which is also detrimental to the growth of education in the district. In 2017, the percentage passed rate was 30% against 70% failure in the district. In 2018, the pass rate in terms of percentage was 36% against 64% failure and again in 2019, BECE results indicated a drop of pass rate from the previous year to 33% against 67% a marginal depreciation of 3% of pass rate and an appreciation of 3% in the failure. It has been a headache to stakeholders in the educational sector tracing the causes of these poor performances. It even becomes more difficult to attempt putting the blame on

either teachers or the students, parents and stakeholders. When this is subjected to critical analysis it becomes obvious that the blame should be shared. Are the teachers found in our various schools up to the standards to teach these subjects? Are the institutions that train these teachers producing the right caliber of teachers capable of handling these subjects very well? These are several of the questions we have to ask and they need to be answered.

Aside teachers who are not up to the task, students are also to blame for their poor performance. In today's Ghana, students have developed so much trust in leakages "apoo" that they hardly take the pain to sit down and study. They rather prefer to pay a lot of attention to the "apoo" which most often turn to fail them. Many of these ill prepared students turn to cheat in the examination hall. It is therefore not a surprise that all the years passed you will hear that either the entire results of a school is cancelled or withheld for an investigation to be carried out on examination malpractices before the results being release or sometimes, some candidates are even barred from taking any examination from WAEC for the next two years. This is the very reason why our educational institutions and foundations need to be well set. This will go a long way to help train the human resources needed to work in the various sectors of the economy to aid development. A country that has its educational priorities misplaced is heading towards doom. In a seminar conducted for educational stakeholders in 2015, The Minister of Education Professor Jean Nana Opoku Agyemang admonished heads of schools to be accountable to the poor academic performance of students; stating that '*the Ministry of education cannot accept the practice of heads who superintend over consistent poor performance...we wonder why a head from a public or private institution, that*

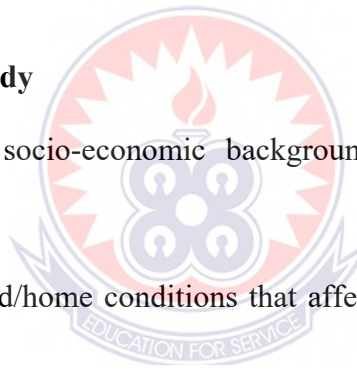
superintend over a failure rate of 90 per cent is allowed to continue operation without accounting to the Ghana Education Service and the public''. It is therefore expedient to conduct a study into factors that affect students' academic performance and also to find ways of improving students' low academic achievement.

1.3 Purpose of the study

The purpose of the study is to explore the factors that affect students' academic performance of students at St. Andrews Junior High School in the Nandom Municipal in the Upper West Region.

1.4 Objectives of the Study

1. Examine parental socio-economic background that affect students' academic performance.
2. Explore the household/home conditions that affect students' academic performance among the students.
3. Identify students' own poor study habits that affect their academic performance.



1.5 Research Questions

The following research questions were formulated to guide the study.

1. To what extent do parental socio-economic background influence their wards' academic performance at St. Andrews Junior High School in the Nandom Municipal in the Upper West Region?

2. What are some of the home conditions affect students' academic performance of the students at St. Andrews Junior High School in the Nandom Municipal in the Upper West Region?
3. What are some of the poor study habits of students that affect their academic performance at St. Andrews Junior High School in the Nandom Municipal in the Upper West Region?

1.6 Significance of the Study

This study throws more lights into the relationship among school environment, home, education administration related variables under investigation and achievement of students. The outcomes of the study is therefore expected to assist all stakeholders in the district, particularly at the basic level, to fashion out appropriate strategies that would enhance the academic performance of students. In this regard, the study would be useful to St. Andrews Junior High School in the analysis of the factors that affect students' academic performance in the B.E.C.E. At the micro level, the school children at St. Andrews junior High School would benefit by performing better academically, progressing successfully through the stage of education.

They would therefore have more life opportunities and also improve their family lives and socio-economic conditions. At the mezzo or community level, Nandom would benefit from improved quality of education and successful students and its citizens. The community would also get more contributions from its members. And at the macro level, identifying the variables that influence the achievements of young individuals at school is of great importance, because it would serve as an essential tool for Ghana Education

Service and other policy makers in the design of education policies. This would eventually lead to a rise in the number of students who pass nationally. The study would also add to the body of knowledge in the study area.

1.7 Limitation of the Study

The study focused on the factors that affect students' academic performance of students of St. Andrews Junior High School in the Nandom Municipality of the republic of Ghana. There were three main limitations to this project.

Firstly the research was done at the same time academic work combined with work amidst this COVID-19 period. Indeed, the time duration for the research was also a major constraint to the researcher. However, researcher defied all odds and made greater efforts to gather sufficient and relevant data for the study. Services of other people were rendered to obtain and identified respondents.

Thirdly, the sensitive nature of the gap understudied also made seeking for information on the study a bit difficult. The researcher provided a lot of evidence for instance an admission letter to support the claim that this was for academic purpose and confidentiality and anonymity were highly assured.

1.7 Delimitation of the Study

The study was conducted at St. Andrews Junior High School in the Nandom District of the Upper West Region. The teaching staff were the participants of the study. The study focused more on the factors that affect students' academic performance on the basic level education or schools. The study also thrives on the factors that contribute to

improve the academic performance of students and the possible strategies that could be implemented to improve the academic standard of students in the St. Andrews Junior High School in the Nandom District of the Upper West Region in the Republic of Ghana.

1.8 Organization of the Study

The study had been organized into five (5) chapters. Chapter one which is general Introduction presents the Background of the study, Problem statement, Research objectives, and research questions, scope of the study, relevance and limitations of the study. Chapter two is a presentation of the relevant literature on the subject that was reviewed. It looks at the concepts and theories as they relate to the research topic, research objectives and research questions. Chapter three (3) discusses the research methodology that was adopted. It outlines the research design, data collection techniques, sources of secondary data, the research instruments used and sampling technique. The target population, analytical and presentation tools that were used are also explained.

Chapter four (4) is detailed accounts of the findings and results of the study. It discusses the researcher's analysis of the responses to the issues that were investigated. Chapter five (5), the final chapter is a presentation of the conclusions that were drawn from the findings and recommendations to enhance students' performance at St. Andrews Junior High School in the Nandom District of the Upper West Region.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section reviews literature on the factors that affect students' academic performance of St. Andrews Junior High School. Students' academic achievement in school may be the result of interplay of many factors. In the first part of this chapter, the concept of academic performance and achievement is defined and its scope delineated. This was followed by factors influencing academic achievement in terms of home-related factors, school-related factors, student characteristics and teacher-side factors. The issue of supervision and student achievement is also taken care of seriously.

2.2 Theoretical Framework

This study adopted Urie Bronfenbrenner ecological system theory. Being one of the first psychologist, he adopted a holistic perspective on human development. Bronfenbrenner emphasized the value of the social environment in which children live and raised. From this perspective, the breakdown of any family leads to unending growth rates of delineation, apathy, rebellion, delinquency and violence among the American youth. His work led him to research into new directions and in the design of programme and policies (of schools, families and government) which affect the welfare of children and their families in both America and abroad. Bronfenbrenner, was married to his wife Liese, had six children with her and died at the age of 88. He had a bent for children and how they are reared and recognized that not only it is necessary to understand how the family or school influences human development, but broader influence as well. He

developed the ecological systems theory in an attempt to define and understand human development within the context of the system of relationships that form the person's environment. According to Bronfenbrenner initial theory (1989), the environment, is comprised of four layers of systems which interact in complex ways and can both affect and be affected by the person's development. These are Microsystems, Mesosystem, Ecosystems and Macrosystem. He later added a fifth dimension that comprises an element of time, which he called Chronosystem. (Bronfenbrenner, 1995)

This theory can be extended to model the development of an organization as well and it particularly appropriate for describing the complex system of schools each of the four system layers is described below:

Microsystem

The Microsystem is defined as the outlined of activities, roles, and interpersonal relationship experienced by a developing person in a particular setting with particularly physical and material features and containing other person with distinctive characteristics of temperament, personality, and systems of belief (Bronfenbrenner,1995). The Microsystem forms set of structures with which a person has direct contact, and the influences between the developing person and these structures are bidirectional. The person influences and its influence by the Microsystem. An extension of this theory from human development to organizational development sees the school as the unit of interest, with the microsystem of the school being students, parents, family members, school administration, teachers and the surrounding community (Johnson, 2008).

Mesosystem

The mesosystem, simply stated, comprises the linkages between Microsystems. (Bronfenbrenner, 1995). Just as the direction of influence between the school and each structure within the Microsystem is bidirectional, the mesosystem involves bidirectional influences between these various structures. An example of mesosystem of a school can be seen in the interactions and dynamics between two of its microsystems, students, parents.

Parental expectations regarding the academic and extra-curricular activities success of their children or wards can often create a dynamic that directly and indirectly impacts the atmosphere and climate of the school (Johnson, 2008). Unreasonably high expectations and low tolerance for failure can create a dynamic between parent and child that is characterized by tension and fear. This dynamic impacts the school in various ways both direct and indirect including, for the example, students behaviors in the classroom resulting from such expectations, pressures to ensure the children's success in placed on school personnel by parent, or an attempt by school personnel to shield students from such parental pressures by restricting the amount of information that is communicated regarding students achievement (Johnson, 2008)

Exosystem

The exosystem characterized by the larger social system, and encompasses events, contingencies, decisions, and policies over which developing person has no influence. The exosystem thus exerts on unidirectional influence that directly or indirectly impacts the developing person. The exosystem of an individual school might be comprised of

such structures as, for example, state regulations, local economics, district mandates, and local disasters (Johnson, 2008).

Macrosystem

The macro system can be thought of as the “social blueprint” of a given culture, subculture, or broad social context which consists of the overarching pattern of values, belief systems, lifestyles, opportunities, customs, and resources embedded therein (Bronfenbrenner, 1995). This system is generally considered to exert a unidirectional influence upon not only the person but the micro, mezzo, and exo-system as well as macro system of an individual school is embodied not only in the cultural, political, social, and economic climate of the local community, but that of the nation as a whole (Johnson, 2008)



Chronosystem

Although not one of the four systems layers per say, the chronosystem represents a time based dimension that influences the operation of all levels of the ecological systems. The chronosystem can be referred to as both short and long term-term time dimensions of the macrosystem in which the individual lives (Johnson, 2008). The chronosystem of a school therefore, may be represented by both the day-to-day and year-to-year development changes that occurs in each student body, teaching staff, curricular choices so on as well as the overall number of years that the student make in school. (i.e a new school faces challenges and opportunities that differ from that of a school that has been in existence or operations for a length of time). In an attempt to understand the

factors that affect students' academic performances in St. Andrews Junior High School in the Nandom District, one has to take into consideration the individual students as well as the context within which it occurs.

The relevance of this theory to the study is that, it pricks on the researcher to view or look holistically on the socio economic status and its effects on academic performance in the school as a phenomenon that is influenced by a wider social systems. The theory opined that students are directly present within some of these social systems, such as their households, schools and immediate neighborhood, and there are others in which they are not directly represented, but which impinge on their development including their siblings, "social networks and their parents" or career friendship, leisure and the workplace relationship (Bronfenbrenner,1986). Moreover the theory draws recognition to the fact that influences of wider social systems including the cultures, political systems, social institutions, and values that exist in the society and they argues that they should be taken into account in students' educational upbringing.

Ontogenic system

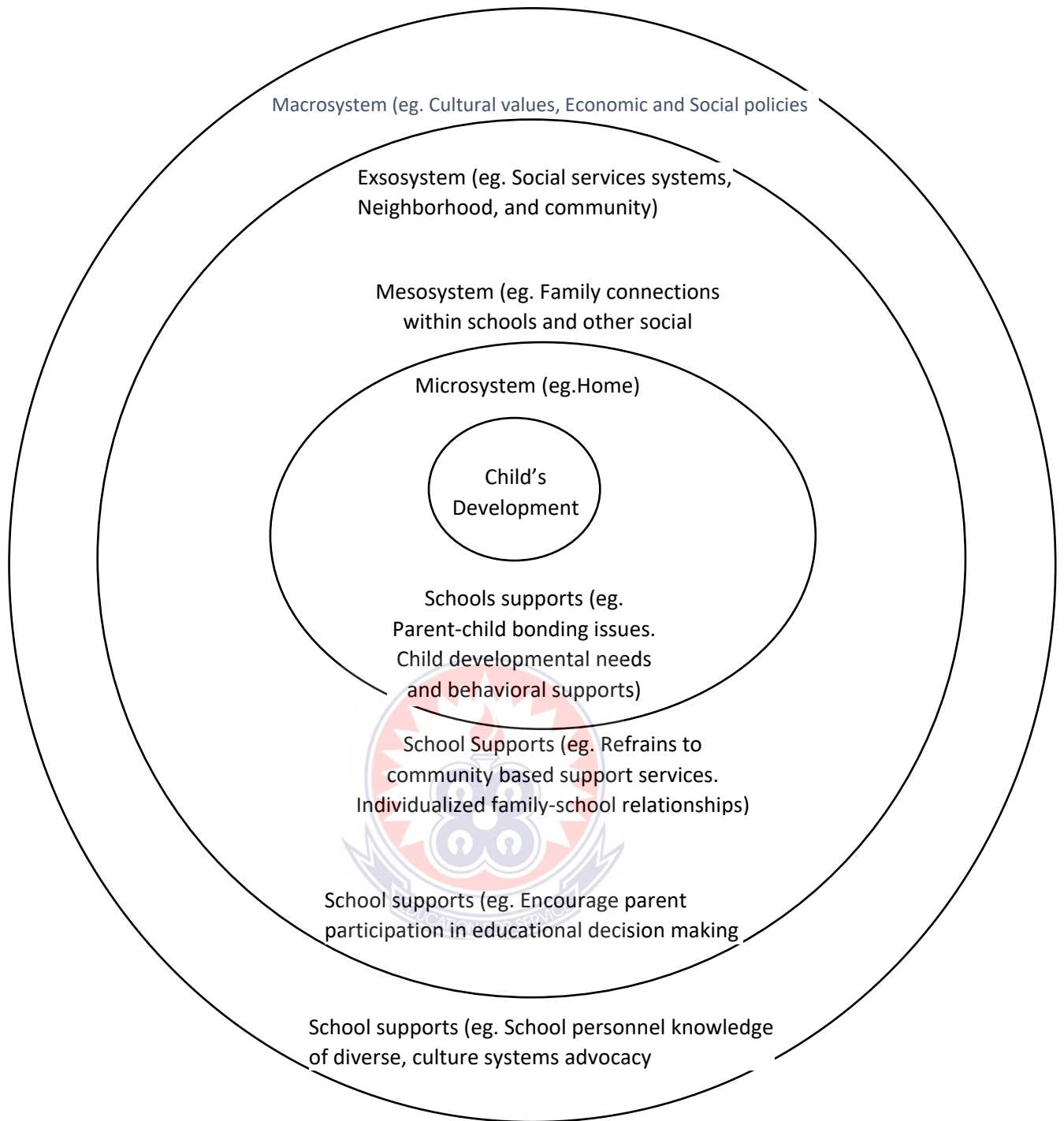
This system is also known as "autogenic" system which is about the child or self'. This system includes the personal characteristics of the individual which Shea and Bauer (1994) state the followings;

- a. Cognitive skills
- b. Language and communication skills
- c. Social and emotional skills
- d. Psychomotor and physical competences

e. Identification and evaluation

Each individual has personal factors for coping with the environment including personality attributes, skills, abilities and competencies with the child's own personal factors, the child will bring these to bear on to the values and beliefs of parents in the microsystem. These factors can bring complications such as conflicts between the child and the family members at times in terms of disagreement and other related issues.





By inference, the influence and experiences that result from the interactions between different social systems play an important role in determining the extent to which students perform in school. From the constructs of the ecological theory, the factors that affect students' academic performance of the student is arguably linked with the characteristics of the social systems in the Nandom District and its environs. The ecological theory is therefore, the most appropriate theory for studying the factors that affect students' academic performance in the school for locating target(s) of intervention. It is appropriate in that, it directs attention to the whole and not to any one part, system, or aspect of the students' situation. Consequently, it is within this framework that the present study seeks to investigate the factors that affect students' academic performance in St. Andrews Junior High School pupils in the Nandom District. It must however be mentioned that the learning outcomes depend largely on the way or the pedagogy the teacher uses to present learning concepts to learners, the way the learner interacts with the learning experiences presented to him or her and the environment within which the learning takes place.

It is therefore expected that these entities would be affected by factors associated with the school environment, home and community conditions, teacher, education administration, student relationships with others and the learners themselves.

2.3 The Concept of Academic Performance and Achievement.

In educational institutions, success is measured by academic performance, or how well a student meets standards set out by local government and the institutions themselves (Osei Mensah, 2012). Academic performance, according to the Cambridge

Dictionary of English Language (1995) refers to how well a school, College, University, an individual or group is able to perform when given a learning task, activity or one's achievement in standardized tests in academic pursuit. Thus, academic performance refers to how learners deal with their studies and how they cope or achieve different tasks given to them to perform by their teacher(s). Academic performance is therefore related to the content and intellect, meaning that academic performance depends on the learner's competence.

Cary, Roseth, David and Roger (2008) defined academic performance as: Performance on task with measures including comprehension, quality and accuracy of answers of tests, quality and accuracy of problem solving, frequency and quantity of desired outcomes, times or rate to solution, time task, level of reasoning and critical thinking, creativity, recall and retentive memory as well as the transfer of knowledge or skills acquired.

The researcher believes academic performance or achievement refers to a successful accomplishment in a particular subject area and is indicated by grades, marks and scores of descriptive commentaries. Dimbisso, (2009) argued that academic performance refers to how students or learners deal with their studies and how they cope with or accomplish different task given to them by their teachers in a fixed time or academic year.

Ferla, Martin and Yonghong (2009) use the notion of academic self-concept referring to individuals' knowledge and perceptions about themselves in academic achievements and convictions that they can successfully perform a given academic tasks at designated level or time . They further stated that academic self-concept represents a

more past-oriented, aggregated and relatively stable judgment about one's self-perceived ability in a particular academic domain; while academic self-efficacy represents a context specific and relatively future oriented judgment about one's confidence for successfully performing an upcoming subject- specific academic task.

Dimbisso (2009) stated that achievement encompasses actual accomplishment of the students' of potential ability. Kokaland Musek (2001) stated that; there are two broad groups of definitions of academic achievements. The first one could be considered more objective, because it refers to numerical scores of pupil's knowledge, which measure the degree of a pupil's adaptation to school work and to educational system. The second group is more subjective one, as its determination of academic achievement and himself, as well by the attitude towards significant work towards his /her success and him/herself.

The concept of low academic performance varies in its definition. Tapia (2002) considered low academic performance or academic failure as the situation in which the subject does not attain the expected achievement according to his or her abilities, resulting in an altered personality which affects all other aspects of life. Similarly, Tapia (2002) notes that while the current educational system perceives that the student fails if he or her does not pass, more appropriate for determining academic failure is whether the student performs below his or her potential.

Aremu (2000) defines poor academic performance as that is adjudged by the examinee/testier and some other significant bodies measured academic standards as falling below an expected standard. The understanding of this expected desire standard is better appreciated from the perpetual cognitive ability of the evaluator of performance rather than looking at it holistically. The evaluator turns to over-look the other two

domains, that is psychomotor and the affective which also form part of academic development of an individual performance. The evaluator can therefore give different interpretation depending on some factors.

Bakare (1994) described poor academic performance as any that falls below a desired standard. The criteria of excellence can be from 40 to 100 percent depending on the subjective yardstick or measurement of the evaluator or assessor wants to use. For example, a 70 per cent performance of senior high school two student in junior high school Mathematic examination is by all standard a good performance. However, if a junior high school one pupil scored 40 per cent in senior high school three English Language, this performance can be said to be very poor which in fact a very good performance exhibited by the junior high school one pupil by all standard considering levels of these students. The latter by a measurable standard performed excellently well all things being equal than the other. This therefore shows that the concept of socio-economic status and its effects on academic performance is very relative and this depends on so many factors and intervening variables (Mensah, 2012).

2.4 Factors Influencing Academic Achievement.

Various factors have been attributed to, for poor performance of students. Rosthstein (200) argues that learning is not only a product of formal schooling but also of communities, families and peers. Socio economic and socio cultural forces can affect learning and thus school achievement. The next part focuses on the factors such as home-related, school-related, student characteristics, and teacher- side that affect students' academic performance.

2.4.1 Home-Related Factors

Whether a student performs well or poor in school can be influenced by a range of household factors. These include socio-economic status (education, occupation and income), size of the household, type of discipline at home, family structure, and the level of parental involvement and interest in student schooling are all factors of parents' socio-economic status on the perceived effects on students' academic performance in school either positive or negative.

2.4.1.1 Family Background

Majoribanks (1996) holds the view that family is the key to students' life outside of school; it is the most important influence on pupils /students learning and includes factors such as socio-economic status and family structure. The environment at home is a primary socialization agent and influences a child interest in school and aspirations for the future. Osuafor (2013) noted that family background including family structure, parental occupation and parental education level had a significant influence on the child's academic achievement in biology. Further, McIntosh (2008) in his study concluded that in Canada children who came from income households, having divorced or separated parents would actually perform better than average if they came from homes that had positive attitudes and that strongly supported their children. This was supported by another study on children and youth in Canada that was carried out by Rothstein (2000) who reported that there was a significant effect of family background variables, parents support to their children, and teacher support on a child's educational achievement. The relationship between parental resources on the academic performance of their children

has received a great deal of attention in the economic literature in Africa Countries. For instance, Guo and Harris (2000) observed that in Ghana and South Africa States, students' performance in school was strongly associated with parents' educational attainments.

The Socialization Theory

Socialization is the process by which human infants begins to acquire skills necessary to perform as a functioning member of their society, and is the most influential learning process one can experience (Cooley, 1929). Although cultural variability manifests in the actions, customs, and behaviors of whole social groups the most fundamental expression of culture is found at the individual level. This expression can only occur after an individual has been socialized by his/ her parents, family, extended family, and extended social networks. This reflexive process of both learning and teaching is how cultural and socio characteristic attain continuity.

Socialization theory was developed by Cooley in 1929 and it refers to the parenting practices that influences children's development. Socialization is a lifelong process that involves inheriting and disseminating norms, customs and ideologies hence providing and individual with the skills and habits that are necessary for participating within one's own society. Socialization therefore is the means which individuals acquire skills that are necessary to perform as functional members of their societies and is the most influential learning process. (Cooley, 1929). Although cultural variability manifests in the actions, customs and behaviors of the whole social groups, the most fundamental expression of culture is usually found at the individual levels, and this expression is

usually socialized by one's parents, extended family and extended social networks. Chao (2000) highlighted that usually it is assumed that cultural models defines the desirable endpoint for development that inform socialization goals which defines the ideas about parenting in terms of parenting ethno theories. He, however, added that the cultural model is represented mainly by families which encompasses loyalty, reciprocity and solidarity with the members of the family and therefore the family is an extension of self. Therefore this study added to the knowledge of socialization theory by relating the influence that family background has on only one aspect of a child's life, which is academic achievement.

2.4.1.2 Socio- Economic Status (SES)

Majoribanks (1996) defines socio- economic Status as a person's social position to which attainment in both the social and economic domain contribute.

When used in studies of students' school achievement, it refers to the socio-economic status of parents' or family educational level, occupational level and income level of the parents or family. Several comprehensive reviews of the relationship between socio-economic status and educational outcomes exist. These studies make it clear that those children from low socio-economic families are more likely to exhibit the following pattern in terms of educational outcomes such as lower level of literacy, truancy, numeracy, comprehension, lower retention rate, earn lower scores and more likely to drop out of school, have difficulties with their studies and display negatives attitudes towards school as compared to children from high Socio-Economic Status families; exhibit lower levels of problematic school behavior, for instance; truancy, school

dropout, comprehension, higher retention rate and are more likely not to have difficulties with their studies and display positive attitudes towards school.

Similarly, studies of students' educational achievement over time have also demonstrated that social background remains one of the major sources of educational inequalities. In that other words, educational success depends very strongly on the socio-economic status of one's parents. The effect of parental Socio-economic Status and its perceived effects on students' educational outcomes according to Barry (2005), may be neutralized, strengthened or mediated by a range either contextual, family or individual characteristics.

Parents may have a low income and low- status occupation, for example, but nevertheless transmit high educational aspirations to their children (Osei-Mensah, 2012). What family members have (material resources, for instance) can often be mediated by what family members do (for example parental support, family cohesion). The social and economic components of socio-economic status, in other words may have distinct and separate influence on educational outcomes. While both components are important, social factors (for instance, parents' educational attainments) have been found to be more significant than economic factors such as a family's capacity to purchase goods and services, in explaining different educational outcomes (Osei-Mensah, 2012)

It is argued that families where the parents are advantaged socially, educationally and economically, foster a higher level of academic achievement in their children. They also may provide higher levels of psychological support for their children through environments that encourage the development of skills necessary for success at school (Barry, 2005).

Akyeampong (1992) for instance, found that the educational status of parents was a major factor determining a student's academic achievements. This finding corroborates that of Jonson and Kyle's (2001) study that parental education, particularly the mother's education has a big influence on students' school achievement. Fertig and Schmidt (2002) also found that mother's education has a greater effects on student's learning overall, but that father's education becomes more important when they have attained tertiary levels. Engin-Demir (2009) also has argued that sizable research has consistently shown that students' academic achievement has been influenced by background of their parents' family characteristics such as socio-economic status of parents.

2.4.1.3 Family Structure

Socio-economic status may be linked to family structure. Evidence has shown that children from single-parent household do not perform well in school as students from two-parent households (Majoribanks, 1996). Barry (2005) supports this view by explaining that students from single-parent families are likely to have lower educational performance because sole parent families on average have lower levels of income, are headed by parents with lower educational attainment and are less likely to be in the labor force. According to Barry (2005), other factors that are likely to adversely affect educational outcomes of such students compared to those from two-parent families are said to include:

The custodial parent having less time to spend with students in terms of supervision of school-work and maintaining appropriate levels of discipline, increased responsibilities on students such as child care roles, domestic duties which impedes the time available for

school work; and the nature of parent-child relationship in sole parent families may cause emotional and behavioral problem for the child.

On the other hand, where a student suffers parental and material deprivation and care due to divorce or death of a parent, or absconding of one parents, the student's schooling may be affected as the mother alone may not be financially capable to pay school fees, purchase books and uniforms, such a student may play truant, thus his performances in school may be adversely affected.

Similarly, good parenting supported by strong economic home background could also enhance strong academic performance of the child. This further predicts academic performance where the student is properly guided in choice of his/her courses and vocation that his mental ability, interest as well as capabilities can afford him.

Parental interest in schooling has been found to contribute significantly to the academic achievement of students. For instance, Odinko and Adeyemo (1999) found that parental interest in schooling together with socio-psychological factors were good predictors of students' learning outcomes in English Language. Moreover, Schiller et al 2002 argued that parents who have more education appear better able to provide their children with the academic and social support important for educational success when compared to parents with less education.

Schiller et al (2002) indicated that students with parents who are involved in their education tend to have better academic performance than those whose parents are not involved in their schooling. Buttressing this point or findings, Reynolds & Gill (1994) revealed that a significant relationship existed between parental involvement and academic achievement. Conway and Houtenwille (2008) also found that parental

involvement has a strong positive effect on student achievement academically. Further research shows that parental involvement in their children learning not only leads to higher academic achievement, but greater cognitive competence, greater problem solving skills, greater school enjoyment, better school attendance and fewer behavioral problem at school. Additionally, Ross and Berthelot (2001) found that there exist a vital association between parents with students involved at school and their academic performance.

Ghanney (2007) also examined the effects home environment has on the student's achievement in primary school in Winneba Township. He found that positive parental attitude towards education; great parental support and interest combined enhance student progress in education rather than the level of parent's educational attainment. It must however be said that the number of siblings that a pupil has, is assumed to have an influence on his/her academic achievement.

The larger the family size the less the attention, care and devotion from parents and the more the difficulties encountered by the parents in meeting the needs of the family both physically and emotionally particularly in this austerity period when the prices of food and commodities are skyrocketed (Asikhia,2010). An increase in the number of children in the family leads to less favorable child performance outcome. Children from larger families have been found to have less favorable home environment and lower level of verbal facilities as well as highest rates of behavioral problem and lower level of education achievement.

2.4.2 School-Related Factors

Several school environmental factors have generally been identified as influencing academic performance. These include availability of instructional materials, school location and quality of the physical facilities, the class size as well as pupil-teacher ratios, teacher qualification and experience, and supervision.

2.4.2.1 Learning Environment

Barry (2005) holds the view that, a student's educational outcome and academic success is greatly influenced by the type of school they attend. In view, the school one attends is the institutional environment that sets the parameter of the student's learning experience. Depending on the environment a student can either close or open the doors that lead to academic achievement.

Learning environment that is free of barriers, or obstacles or distractors such as noise, gas/smoke pollution and so on can constitute health hazards, which in turn affects or reduces the student's concentration or conceptual focus to learning. According to Barry (2005), markets and garages located close to schools have always posed a threat to students. Noise and pollution from these sources have always endangered students' life and concentration. Therefore, for an effective learning and high academic performance, schools in both rural and sub-urban and urban areas should be located off zones characterized with smoke /gas pollution, market centers or garages, as conducive learning environment stimulate learning, understanding and high perception (Mensah, 2012).

Crosone, Johnson and Elder (2004) have suggested that school sector (public or private) and class size are two separate important structural components of schools.

Private schools tend to have better funding and smaller class size than that of public schools especially in Ghana. The traditional funding of private schools leads to better academic performance and more access to resources such as computers, which have been shown to enhance academic achievement (Eamon, 2005). Smaller class size creates more intimate setting and therefore can increase teacher-pupil bonding which has been shown to have a positive learning outcome on students' success.

The researcher in his observation found out that students to teacher ratio at St. Andrews' Junior High School stood at 15:3 with class size of 41 students in a class on the average.

According to Dansesy (2004), other factors that complement environmental and socio-economic factors to produce high academic achievement and performance include good teaching methods, counselling, good administration, good seating arrangements and good building. Dilapidated buildings lacking mentally stimulating facilities that are characterized with low or no seating arrangement are also destructive to students' academic achievement.

Danesy (2004) indicated that innovative environment do stimulate head start learning and mental perception. It has also been proven that students who come from simulative environments with laboratory equipment or those that are taught with rich-instructional aids and pictures perform better than those that trained without them (Osei-Mensah, 2012). This implies that teaching and learning should be done under organized, planned, and fortified environment with teaching instructional aides to stimulate students' sense of conception, perception and concentration to facilitate systematic understanding and acquisition of knowledge in them.

In sum, a combination of a healthy family background, good environment couple with the child being educated in a conducive environment with a fortified learning or instructional aides or motivational incentives prompt academic performance while a lack of this will affect good academic performance.

2.4.2.2 Instructional Materials

Instructional materials provide information, organize the scope and sequence of the information presented, and provide opportunities for students to use what they have. Students usually perform better when they have books or study aides to transfer their learning. These study aides or materials resources could be textbooks, teachers' guides, wall pictures, maps, atlases, globes, laboratory equipment and other learning aides. The availability and use of teaching and learning materials affect the effectiveness of a teacher's lesson during instructional delivery.

Moreover, the schools location and quality of physical building influences the performance and achievement level of students. Harbison and Hanushek (1992) stated that the quality of the physical facilities is positively related to student performance. This assertion buttresses that of Dansey (2010) who stressed that good sitting arrangements and good building produce high academic achievements and performance, while dilapidated building that lack mental stimulating facilities coupled with low or no sitting arrangement is very destructive to learners and learning outcomes.

According to Asikhia (2010) where the school is located determines to a very large extent the patronage such a school will enjoy. Equally, the entire unattractive physical

structure of the school building could de-motivate learners to achieve academically. This is what Isangedighi (1998) refers to as learner's environment mismatch.

According to him, this promote poor academic performance. Engin-Demir (2009) argue that attending a school with a better physical environment is associated with increased mathematics scores. Adepaju (2001) found that students in urban schools manifest more brilliant performance than those in rural schools. Also, Ogunleye (2002) revealed that there is significant difference in academic performance in those in rural schools and peri-urban areas.

Class sizes have also been identified as determinants of academic performance. Studies have indicated that schools with smaller class sizes perform better academically than those with larger class sizes. Fabunmi, Brai-Abu and Adeniji (2007), for instance, indicated that the three class factors (class size, student classroom space and class utilization rate) when taken together, determined significantly students' academic performance in Oye state in Nigeria. Similarly, Salfi and Saeed (2007) found a significant correlation between school size and students' achievement in Pakistant. They revealed that small schools performed better than medium and large schools. In 2001, Tremblay, Ross & Berthelot found class size to be inversely related achievement, especially for children in early grades. Kraft (1994) in his study of the ideal class size and its effects on teaching and learning in Ghana concluded that class size above 40 have serious negative effects on students' achievement Adeyela (2000) found that large class size is uncondusive for serious academic work.

2.4.2.3 Learning Facilities and Academic Achievement.

Schools' facilities have been observed as a potent factor to quantitative education. The importance to teaching and learning of the provision of adequate instructional facilities for education cannot be over-emphasized. The dictum that 'teaching is inseparable from learning and learning is not separable from teaching'' is that teachers do the teaching to make the student learn, but the students can learn without the teachers.

According to Akande (1985), learning can occur through one's interaction with one's environment. Environment here refers to facilities that are available to facilitate students learning outcomes. It includes books , audio- visuals, software and hardware of educational technology; so also class size of the classroom, sitting arrangements and position, availability of tables, chairs, chalkboards, shelves on which instruments for practical lessons are arranged.

According to Oni (1992), facilities constitute a strategic factor in organizational functioning. This is so because they determine to a very large extent the smooth operation of any social organization or system including education. He further stated that their availability, adequacy and relevance influence efficiency and high productivity. In their assertion, Ajayi and Ogunyemi (1990) opined that the wealth of a nation or society could determine the quality of education in that land; emphasizing that a society that is wealthy will establish good schools with quality teachers, learning infrastructures that with such, students may with ease thus bringing about good academic achievements. Writing on the role of facilities in teaching, Balogun (1982) submitted that no effective science education programme can exist without equipment for teaching. This is because, facilities enable the learner to develop problem-solving skills and scientific attitude. In their

contribution, Ajaye and Ogunyemi (1990) reiterated that when facilities are provided to meet relative needs of a school system, students will not only have access to reference materials mentioned by the teacher, but individual students will also learn at their own paces. The net effect of this is increased overall academic performance of the entire students. Adesina (1981) identified poor and inadequate physical facilities obsolete teaching techniques....overcrowded classrooms among others, as factors.

Throwing more light on school facilities and moral provision, Fabunmi (1997) asserted that school facilities when provided will aid teaching and learning program and consequently improve academic achievement of students while the models guiding their provision to schools could take any form as rational bureaucratic and or political model. Whichever model is adopted, according to him, there is always a common feature of differing allocation of facilities to schools. Ojoawo (1990), however, noted that certain schools are favored in allocation of facilities at the expense of others. Writing on poor performance of students in public examination, London (1993) stated that in many developing countries including Ghana, certain physical facilities are none existent, and that those instances where amenities are available many are of sub-standard quality. What is even more alarming is the connection, which these observers claim to exist between quality of facilities and academic performance. Lamenting on the glowing inadequacies of schools facilities in our educational industry, Akinkugbe (1994) opined that everywhere you look whether, primary, secondary, special, technical, tertiary, there is abundant evidence of crippling inertia, criminal neglect and pervasive decay in values and standard. Other scholars have various identifiable significance of academic facilities in teaching and learning spheres. The researcher can thus say that absence, poor as well

as deteriorating quality of educational facilities can affect academic performance at all stages.

2.4.3 Teacher- Side Factors

The researcher believes several teacher factors influence academic performance of students. These include teacher attendance in school, teachers' interest and motivation, teaching effectiveness, methods of teaching, teaching experience, teacher's place of work etc. Teacher regularity in school is important in terms of both children's access to education and nature of that access (Osei-Mensah, 2012). A widespread problem of teachers' absenteeism is likely to contribute to poor student performance. The prevailing evidence is that teacher absenteeism in Ghana appears to have worsened in the last fifteen years (World Bank, 2004). The World Bank impact evaluation education in Ghana found that, "in 2010, nearly 13percent of teachers had been absent in the past month, compared to just over 4 percent in 1988 (World Bank, 2004). It also uncovered that "in 1988, 85percent of schools did not suffer at all; whereas this figure fell to 61 percent, with 13 percent of schools with over one-third of the teachers being absent for reasons other than sickness in the past month" (World Bank, 2004).

The study also found non-attendance to be significantly worse in rural schools than in urban schools, and worse in public schools compared to private schools. Also the CARE international (2003) reports which looks at deprived rural areas in northern Ghana talked of "chronic teacher absenteeism" which "adversely affects the learning environment" and Dunne and Leach (2005) talked about the low levels of

professionalism in schools (especially low performing ones), with teachers having high rates of lateness, absenteeism and sometimes refusing to teach during classes.

The World Bank (2004) reports put forward a number of reasons for the increasing teacher absenteeism in Ghanaian schools. These included teachers living long distances from schools and experiencing transportation difficulties, teachers living to travel to town once a month to collect their pay, which may not have arrived; and, rural teachers engaging in farming activities.

Although factors were context-specific, multivariate analysis on teacher survey data in Ghana also indicated that teacher absenteeism was more likely to occur if the following factors were prevalent: poor working conditions, low morale, and high pupil-teacher ratio, living with spouse, being in their home district, and having good social relation (World Bank, 2004). These last three factors were explained as possible causes of distraction from work.

Barnes (2003) indicated how teachers are being encouraged in Ghana to facilitate local level development, which although could have positive impact on schooling, can also lead to teacher absenteeism and lateness.

In another study, Fobih, Akyeampong and Koomson (1999) arrived unannounced in some 60 Ghanaian schools and found that about 85 per cent of teachers go to school late. Lateness ranged from five minutes up to one and half hours. This implied that teaching time was lost, teachers taught fewer subjects (i.e, mainly English and Mathematics out of 8 subjects), and the shortening of school day for students. Lateness and absenteeism affect completion of syllabi. When the syllabus is not completed students find it difficult to understand content that is taught in the next class which

foundation in most cases is based on the previous class. This assertion buttresses Pryor and Ampiah's (2003) view that most students do not follow school work because they do not possess the understanding from previous work that is prerequisite for the syllabus of the Senior High Schools. Both absenteeism and lateness according to Bennell and Akyeampong (2007) pointed out systematic of education system that are unable to manage teachers effectively, have weak teacher management structures, and are unable to provide incentives to motivate teachers to improve their attitudes to work in schools.

Teacher Quality

Quality of teachers and commitment are key inputs in educational production to perform better achievement (Osei-Mensah, 2012). A teacher's knowledge of the subject matter coupled with textbooks, instructional time and other learning materials have great influence on learning at the basic school level. Agyemang (1993) reported that "a teacher who does not have both the academic and the professional teacher qualification would undoubtedly have a negative influence on the teaching and learning of his /her subject". According to Hedges (2002) many trained teachers are unwilling to accept posting to deprived communities in Ghana. As a results there is a tendency for less qualified teachers to be employed in these communities, which affects their academic performance negatively.

Darling-Hammond (2002) found that teacher quality characteristics such as certification status and degrees in subject to be taught are very significant and positively correlated with subject outcomes in science and mathematics. Ingersoll (1999) found out that 63 per cent of Chemistry, Physics, and Earth and Space Science instructors do not

have certification in the subject and this result in the poor performance of students in the American Secondary Schools. Also Greenwald, Hedges (2002) found academic achievement to be positively correlated with teacher qualification. Additionally, Abuseji (2007) found teachers' qualification to be the second most potent causal effect on student's achievement in chemistry. Its direct and indirect effect accounted for 4.37 per cent, and 5 per cent of the total effect on students' achievement in chemistry in Lagos state, Nigeria.

Okoruwa (1999) found that teachers' teaching experience had significant effect on students' achievement in science. Also, Fetter (1999) investigated the relationship between measures of teachers' experience and student achievement in science and mathematics. He found that teaching experience as measured by years of service correlated positively with student test results.

Effective teaching embraces a variety of different aspect of teaching such as subject mastery, effective communication, lesson preparation, pacing the class to the students' level and taking into account individual differences, allowing students to practice applying what they have learnt, letting students know what is expected of them, and monitoring and evaluating performance so that students learn from their mistakes. Jacob and Lefgren (2006) found a positive correlation between effective teachings as a significant predictor of students' academic achievement and concludes that effective teaching produces students of higher academic quality.

2.4.4 Students' Characteristics

Several students' characteristics have generally been identified as influences to their academic performance. These include time with books and homework, attendance in school, attitude towards schooling, students' self-concept and motivation, health and nutritional status of students.

According to Engin-Demir (2009) regardless of intelligence, students who spend more time on assignments and homework are very important activities to improve their grades. The amount of time students invest in homework and other related activities have also been found to be strongly related to motivation. Butler (1987) found homework to be a correlate of academic performance. He stated that ' homework bore a positive relationship with learning outcomes when it is relevant to learning objectives, assigned regularly in reasonable amounts, well explained, motivational and collected and reviewed during class time and used as an occasion for feedback to students'. Homework and assignment are in reality an interaction between school and the home, and an essential ingredient of the educational process when measuring academic achievement.

Moreover, Stricker and Rock (1995) conducted an analysis by assessing the impact of the students' initial characteristics (gender, ethnicity, parental education, geographic region and age) and the academic performance. They established that the students' initial characteristics have modes impact on their academic performance with parental education being the most significant. In addition, school attendance has a high correlation with individual academic achievement (Osei- Mensah, 2012).

The success of students in school is predicated on regular school attendance. According to Welsh et al. (2000) poor attendance such as truancy or unexcused absence

from school, cutting classes, tardiness, and leaving school without permission is seen as important in determining students' academic performance. Heady (2003) argued that there is a negative relationship between student academic achievement and work during school hours. As Akabayaskhi and Psacharopoulos (1999) found out that additional working hours decrease a child's reading and computational ability, whereas with additional hours of school attendance and study the reading and computational ability are increased. This implies that much as students require maximum time to study in the classroom, the issue of extra classes should be looked at to ensure quality and not quantity of academic exercise.

From their findings, Ray and Lancaster (2003) concluded that time spent at work had negative impact on education variables with marginal impact weakening at higher levels of study hours. The researcher of this study believes unbalanced demand of work and education places a physical and mental strain on students and leads to poor academic performance.

Several researchers have investigated the significant role of student attitudes toward learning with regards to their academic achievement. Students' attitudes such as absenteeism, truancy, indiscipline, etc. can affect their performance. For instance, McLean (1997) found by distinguishing between the attitudes of high and low achievers, that five attitudinal factors were significantly related to academic performance. Students' attitudes may not only directly affect academic achievement, but also may indirectly influence the effect of other factors as well.

In another study, Abu-Hilal (2000) found the effect of attitudes on student level of aspiration. Despite the difference between the findings of these two studies, the authors

achieved consensus as regards to the significance of attitudes in predicting achievement. Hassan (2002) further complemented the results of earlier researchers results with the former proving that the students' initial attitudes towards school was significantly related to academic performance, while the latter found that attitudes predicted the students' basic approach to learning.

Self-Concept

Self-Concept "is the set of perception or reference point that a person has about himself/herself, the set of characteristics, qualities, attributes, and deficiencies, capabilities and limits, values and relationships that he/ she knows to be descriptive of himself or herself and which he or she perceives as data concerning his or her identity" (Hamackhek, 1981) . It is the set of knowledge and attitudes that we have about ourselves; the perceptions that the individual assigns to himself or herself and characteristics or attributes that we use to describe ourselves. Self- concept however, concerns the group of thoughts and beliefs that a student has about his/ her academic ability. Self-concept results from the student's internationalization of his social image (Osei-Mensah, 2012).

It is developed from different interactions with the social environments and agents. Great importance is assigned to the student's self-image and the acceptance or rejection by others. This factor has also been investigated by several authors, as regards the relationship between self-concept and academic achievement. Marsh (1990) investigated the reciprocal relationship between self-concept and academic achievement and found out that an individual's present achievement is affected by prior academic self-concept, and

that grades had no effect on subsequent academic self-concept. Similarly, Marsh and Yeung's (1997) revealed that prior academic achievement did affect subsequent academic self-concept, and likewise, prior academic self-concept also achievement being the control. Contrary to these results, Helmeke and Van Akens (1995) found that elementary school achievement did not affect prior self-concept. Edwards (2002) found that self-concept better predict performance than variable such as age or student gender.

Another variable most studied in relation to motivation is that, motivation is considered to be the element that initiates the student's own involvement in learning. When a student is strongly motivated, all his efforts and attention are directed toward achievement of a specific goal, thus bringing to bear all his or her resources. In relation, students' academic achievement motivation is influenced by the students' perception of parental support and involvement, they will achieve well. Gottfried (1994) revealed that parental motivational practices have significant direct effects on academic intrinsic motivation, and indirect effects on subsequent motivation and achievement. According to Engin-Demir (2009), students' perception that their parents are involved and interested in their schooling and encourage them to do well are positively related to academic achievement. Through their involvement, parents convey the message that school is important and provide their children with positive emotional experiences in relation to school. Fuchs and Woessmann (2004) observed that students performed significantly worse in reading, Mathematics and Science in schools whose principals reported that learning was strongly hindered by the lack of parental support. However, some researchers have shown most aspect of the relationship between educational support of parents and scholastic achievement of children to be negative.

Studies have also looked at students' nutritional and health status on school indicators such as classroom concentration, general intelligence and performance on selected cognitive tasks including achievement test scores. Research by the Ghana National Commission on Children (GNCC, 2000) found that in total, a little over 16 per cent of school-age children surveyed, suffered from recurring health problems such as headache, malaria/fever, stomach disorder and other ailments. Research by Fentiman, Hall and Bundy (2001) in the Eastern Region revealed that 70 per cent of all primary school- age children were anemic. Sarris and Shams (1991) studied that malnutrition among school age children in Ghana was high and found out that about 36 per cent of children surveyed were malnourished. Most of whom weighed 80 per cent Harvard weight-for-age standard. This means, much as teachers may try as much as possible they cannot to deliver lessons appropriately, several aspects of the student's well-being should be taken care by parents to ensure a sound mind for students to learn or study.

The GNCC survey (2000) also reported that only about a third (29%) of children ate meals with protein. The research indicates that in general malnutrition is higher in Northern Ghana (Sarris and Shams, 1991) where socio-economic indicators are low. In these regions enrolment, attendance, completion rates and achievement tend to be lower too.

Health has the potential to affect access to schooling, their functioning in school and how long they are expected to stay in school. Research in Ghana indicates a correlation between malnutrition, stunted growth and delayed enrolment in school (Fentiman, Hall & Bundy, 1999).

The researcher believes a student's health status affects how they function at school. Children who suffer from malnutrition, hunger, or who lack certain micronutrients do not have the same potential for learning as healthy and well-nourished children.

Harbison and Hanushek (1992) found a statistically significant relationship between health and nutritional indicators and academic achievement. They concluded that the influence of poor health and nutritional status on achievement begins early in a student's life and have cumulative impact on students' achievement.

Vegas and Petrow (2008) asserted that although the mechanism by which malnutrition affects academic performance are not known deficiencies in protein, calories and micronutrients are believed to impair cognitive development. Three aspects of nutritional status that affect academic achievement adversely: temporary hunger, micronutrient deprivation and protein-energy malnutrition. A local study on early primary school children in Malaysia showed a weak but significant association between poor nutritional intake and academic achievement (Ong, Chandran & Poh, 2010).

2.5 Improving Students Performance

2.5.1 Guidance and Counselling.

Sink (2003) recommends for the introduction of intensive guidance and counseling techniques for students, teachers, the community and parents as a whole. In keeping with such view, Lapan's (2001) Green and Keys (2001) and others (e.g., Adelman & Taylor, 2002; Gysbers & Henderson, 2000; Johnson & Johnson, 2003; Johnson & Whitfield, 1991; Myrick, 2003;

Schmidt, 2000) emphasized that school counseling programs (a) align their student target with the goals of the school reform, (b) use evidence-based best practices, and (c) report outcome-based data as way of ensuring accountability of their work with students and their caregivers. In particular, several prominent scholars in the school counseling field have recommended that school guidance and counseling program should include results-based assessment, where school counseling program outcome data ought to be directly aimed at improving student learning (e.g., Gysbers, 2001; Lapan, 2001; Lapan, Kardash, & Turner, 2002; Paisley & Hayes, 2003).

For instance, House and Martin (1998) and House and Hayes (2002) resonating with the position of Green and Keys & Gysbers (2001) called for school counselors to provide evidence that positively impact student achievement and other relevant outcomes. Paisley and Hayes, (2003). Bemak (2000) pressed the issue a bit farther than others. He suggested that by revising school counselors' position descriptions to include the advancement of students' academic achievement, the highly publicized performance gap among low income, disadvantaged pupils and other student groups would diminish. Lapan et al., (2002) Believed that "By performing a proactive leadership role in empowering, students to become self-regulated learners, professional school counselors will both motivate young people more to fully realize their academic potential"

Although Glossoff and Kaporwicz (1990) offered preliminary research findings the area of elementary school counseling and its relationship to enhancing academic achievement, students' retention rates and children's socio-emotional behaviors, attitudes, and skills, studies attesting to the potential efficacy of counseling programs for improving, in particular, academic achievement, are scarce (House and Hayes, 2002).

Program evaluation research conducted by Gysbers, 2001; House and Hayes, 2002; 2002; Lapan, 2001 and to a lesser extent in Utah (Nelson and Gardner, 1998) indicates that school counseling programs can have a positive influence on various non-cognitive and cognitive students outcomes, including achievement or performance.

2.5.2 Teacher Motivation

Teacher motivation naturally has to do with teachers' attitude to work. It has to do with teachers desire to participate in the pedagogical processes within the school environment. It has to do with teachers' interest in the student discipline and control particularly in the classroom. Therefore it could underlie their involvement or non-involvement in academic and non-academic activities which operate in schools. Teacher motivation could therefore be referred to as those factors that operate within the school system which if not made available to the teacher could hamper performance, cause stress, discontentment and frustration all of which would subsequently reduce classroom effectiveness, efficiency and student quality output. This therefore, implies that teacher motivation includes factors that cause, channel, sustain and influence teachers' behavior towards high management and academic achievement standard in schools, Ofoegbu, (2004).

According to Domyei, (2001) the following factor among others teacher motivation; the school's general climate and the existing school norms; the class size , the school resources and facilities; general expectations regarding student potential; the school's leadership and decision-making structure. Also, without discovering and acquiring new knowledge, skill and abilities, many teachers teach the same subject so they can "lose spark". The prescribed requirement and fixed, imposed course content do

not let teachers have leeway to create “variations” and “intellectual detours”. Restricted autonomy is believed to be one of the negative influences on teacher motivation (Domyei, 2001).

Pelletier et al, (2002), also maintained that there are three types of pressure that affect teachers’ self-determined motivation and these include the following:

- a. Being responsible for students’ behavior and students performing up to standards.
- b. Being forced to follow colleagues’ teaching methods or involvement in school activities.
- c. Having limited or free in determining the course’s curriculum or following a certain curriculum decided by the school’s administration.

The finding of EFA report of 2005 revealed that teachers in developing countries such as Ghana often receive earnings that are insufficient at providing them with reasonable standard of living. Bennel (2004) also remarked that teachers’ pay and other marital benefits were too low for individual and household survival needs to be met in developing countries such as Ghana. Indeed, careful analysis of the literature seem to suggest that salary is crucial in teacher satisfaction among the developing countries. This is so because a study conducted by Tansin (2006) also found Bangladeshi teachers to be dissatisfied with their salary levels. Also, Zembylas and Panaastasiou (2004) in their study of Cyprus teachers found that salary was one of the issues which dissatisfied teachers. These point, to the fact that the issues of teachers’ salary must not be joked with since it is the only source of income to majority of them.

The key finding of a study Kazeem (1999), cited in Adelabu, 2002) is that, teachers and other school workers tend to remain contented and reasonably motivated as

long as salaries are paid on time and they are promoted regularly. Earlier, Eton (1984) also identified the payment of salaries, allowances and promotion as the key factors that shape teacher attitudes towards their work. Not surprisingly, Akinwunmi (2000) and Ejiogu (1983) cited in Adelabu, 2005, found that what the typical low-income earning teacher yearns is a sizeable salary increase, and they conclude that the payment of a living wage would significantly enhance their commitment and performance.

Next to pay, the social status of teachers has been identified as an important factor impacting teacher morale and motivation. Where teacher feel society is dismissive of the profession, their commitment is undermined. Promoting teachers' self-esteem without basing it on an evaluative mechanism linked to job performance, has also been found to de-motivate many teachers.

School leadership and management style are also important factors, which can either motivate or lower teacher morale and commitment. Adelabu (2005) found that teachers feel highly motivated when they are consulted about decisions regarding their work. Unfortunately, many people in the leadership positions in the education services including some heads of schools at all levels highhanded and autocratic in their dealing with teachers (Ayeni, 2005). The attitude of inspectors towards teachers in supervising their work is another important work related motivational factor.

The work environment is also an important determining factor in motivation. The teacher's working environment in Nigeria has been described as the most impoverished all sectors of the labor force (NPEC, Nigeria 1998). Facilities in most schools are dilapidated and inadequate, (Adelabu 2003, Sanusi 1998) Kazeem (1999) has recommended that greater attention should be given to improving work-related conditions

of teachers to improve the quality of teacher in education. In particular, there should be improvement to enhance students learning.

Kazeem (1999) and Akinwumi (2000) found that private school teachers in Nigeria appear more motivated than teachers in public schools. Regular payment of salaries and remuneration much more than pupil-teacher ratio are key reasons for this. Muheeb (2004) found that the condition for teaching are more conducive in private schools most especially at the second cycle the maximum class size is only 30 in private schools to compare with over 80 maximum in public schools

2.5.3 Educational Facilities

A good school facility supports the teaching and learning process of any school. Research has shown that clean air, good light, and a small, quiet, comfortable, and safe learning environment are important for academic achievement (Cash 1993, Earthman and Lemasters 1996, Lemasters 1999, Lackney 1999, Schneider 2002). While factors such as student socio-economic status and parental involvement are among the most important predictor of student academic performance, the conditions, adequacy and management of a school building are directly under the control the school district and state, hence improving school facilities offers a feasible opportunity for improving academic performance.

Edwards (2006) believes schools who maintain the environment of urban educational facilities have a significant impact upon teaching and learning. Arguably, an essential component of effective school is that they ‘are as eager to avoid things that don’t work as they are committed to implement to implementing that do ‘Edmonds,

1979). In effect, because studies (Earthman, 1996; Edwards 1991; & Hines, 1996) have shown certain aspects of school climate (for purposes of this study-orderly, safe, and appropriate educational facilities which are conducive to teaching and learning) to be determinant of academic achievement, it is incumbent upon school administrators to make improvements in the physical climate of schools so as to establish gain in academic achievement. Substandard students' performance in deteriorating schools is often connected to policies and/ or decisions which negatively affect the physical learning environment. Studies (Carnegie Foundation for the Advancement of Teaching, 1988; Edwards, 1991; Poplin and Weeres, 1992) suggest that the depressed physical environment of many urban schools is believed to reflect society's lack of and priority for urban students and their education; deferred maintenance, building age and dramatically reduced operating budgets have each contributed to the substandard physical nature of urban schools. The researcher believes it is expedient on Educational Authorities to improve upon the standard of educational facilities to ensure improvement in students' performance. Improvement of facility could include the provision of laboratories (science and computer), classroom ventilation etc.

2.5.4 Motivation and Student Performance

Motivation is important to the development of life-long learners, but is often hard to see in classrooms. Many teachers, in both general and special education have come to rely on rewards and incentive programs in order to manage behavior and learning (Barnek, 1996). For example a teacher may give a boy a treat for entering the room quietly with the hope that the reward will increase the chance that she is promoting a

productive classroom environment, but they only learn what behaviors earn a treat. He does not learn about the value of a productive classroom environment. The field of behaviorism has contributed to the common use of reward in the classroom. The field of behaviorism produced a theory in the 1950's that heavily influenced by B. F. Skinner's, works on the premise that if a reinforcement is delivered after a certain behavior is performed, then the strength of behavior of that increased (Cosgrove, 1982). A reinforce is any stimulus given after a behavior that increases the chances of the behavior recurring. Past and present teachers are using the principles of operant conditioning when they give out stickers, treats, and praise. The powerful idea of operant conditioning is subject to cautionary statements. McMillan (1973) states that many reinforcement techniques are target for use in populations with mild handicaps, and that care should be used when choosing reinforcement with a particular group. Even with the caution, the principles of operant conditioning have seen a widespread implementation in education.

The field of study on motivation was also going through some changes beginning in the 1950's. Motivation researchers and dissonance theorist began to reject Freud's idea that a man is motivated only by drives and instincts (Festinger & Carlsmith, 1959; White, 1959). White went on to explain that motivation is man's attempt to change his environment, and then feels satisfied when the desired change occurs. These ideas, along with Deci's identification of intrinsic motivation on behavior.

As a result, the idea began to emerge that extrinsic motivators may have a negative effect on a person's internal motivation. Since many of the rewards given in school are extrinsic motivators, school became the setting for a large body of research.

During the last 50 years researchers have thoroughly investigated the effects of rewards on all aspects of schools. Festinger and Carlsmith (1959) found that the payment of money to college students to lie about enjoying a dull learning task did little to change the student's opinions of the task. Similarly, Deci (1971; 1972) discovered that money as a reward has detrimental effects on motivation.

Intrinsically motivated college students became less motivated when paid money as a reward. On the other hand, when intrinsically motivated students were given praises as a reward, their motivation was enhanced. In addition, in 1972 Deci found that when a person perceives a reward to be more than what is warranted for a given situation, the person puts forth more efforts in an activity. The type and amount of a reward have an effect on motivation and performance.

The timing of a reward also affects motivation. In a study done at nursery school, Lepper, Green, and Nisbett (1973) assigned 51 children with a high interest in drawing to one of experimental conditions. One group of students agreed to complete a drawing activity for a reward of a certificate and star, one group completed the drawing activity and then received a surprise reward, and the third group completed the activity but received no reward. The authors then studied the amount of time subjects spent with the drawing supplies during choice time.

Lepper et al. (1973) found that the subject who received no reward an unexpected reward spent significantly more time drawing than subjects in the expected award condition.

Rewards contracted for, before an activity begins appear to undermine interest in that activity later on, since students in the unexpected reward condition still spent

considerable time drawing during free time. In addition to the type, amount, and time of a reward, researchers also studied the effect of rewards on the process of learning.

2.6 Conceptual Framework of the Study.

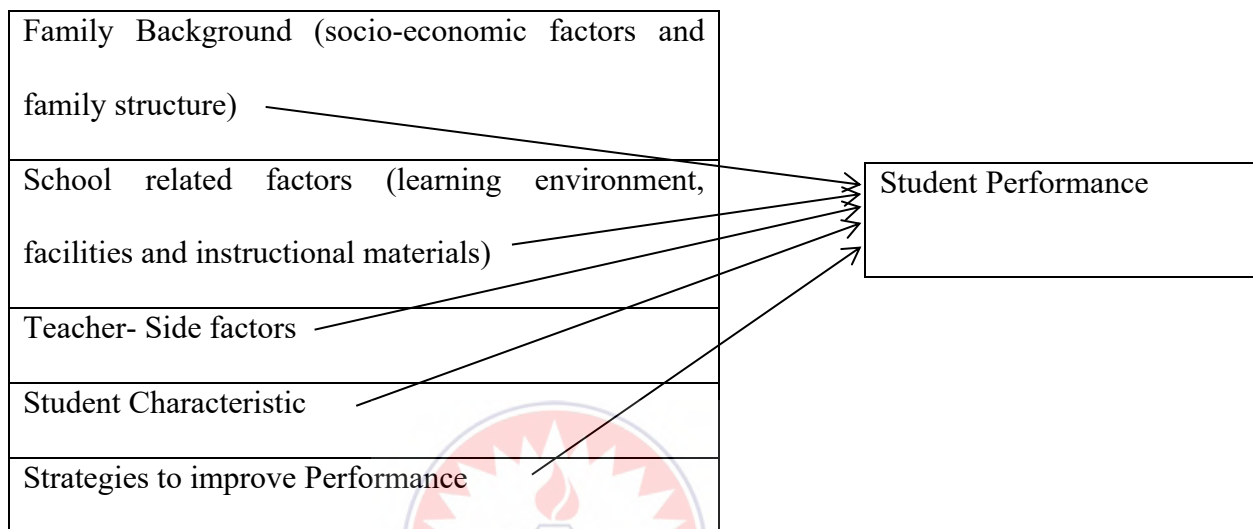


Figure 1 Paradigm Illustrating the Conceptual Framework.

The conceptual framework of the study identifies the variables required in the research investigation. It serve as the research “Map” in pursuing the research investigation.

This study claims that family background of the individual student, the learning environment, and teacher side factor as well as students’ characteristics correlate significantly to improve student academic performance. Figure 2.1 shows the graphical representation of factors that affect students’ academic performance of St. Andrews’ Junior High School in the Nandom District of the Upper West Region.

2.7 Conclusion

In conclusion, literature has been reviewed on issues related to the study. These include, home related, parental socio-economic factors. However, the literature reviewed does not address the questions raised by this research in the study. Knowledge on factors that affect students' academic performance. Information on factors that affect students' academic performance in the St. Andrews Junior High School in the Nandom Municipality of Upper West Region of Ghana is pertinent to help stakeholders to develop strategies for improving academic performance of students.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter describes the research methods used in the study including the research design, sampling techniques and procedures, population definition, instrumentation. It describes the data sources including the methods of data collection, ethical concerns and handling procedures.

3.1 Research Design

The design adopted for this research was a descriptive survey. According Burns and Grove descriptive research ‘‘is designed to provide a picture of a situation as it naturally happens’’. (2003:201). It may be used to justify current practice and made judgment and also to develop theories. The researcher’s choice of the descriptive stems from the fact that he wants to explain and interpret concept covered in the study.

However, the use of the descriptive research design to make the study easy to describe and report also, helps the researcher in generalizing qualitative generated from the study. Again, descriptive survey research in education involves collection of data or information from members of a group of students and teachers other persons associated with educational issues. Barry (2005) argues that a descriptive survey permits the researcher to gather information from large sample of people relatively quickly and expressively. The researcher thought it appropriate to use descriptive survey because, it was dominant form of collecting data in education and sciences (Barry 2005). The

descriptive survey was further considered the most appropriate design for conduction of this study since it is the one that deals with things as they currently are.

3.2 The study Area

There have been a nationwide concerns about Basic Education Certificate Examination (BECE) in various parts of the country. This study however focused on the B.E.C.E results of St. Andrews Junior High School for two basic reasons.

Firstly, the gap understudied is a distinctive one, denoting that it could be conducted or carried out in any school in any part of this country. The researcher has been a teacher in the District for eleven (11) years and a native of the town and he is therefore familiar with the trend of affairs at the school and the district as a whole. Secondly, the researcher hails from Nandom and he had his primary and secondary education in Nandom and must confirm that it was not like this, it was good for me in terms of data collection and the conduct of interviews. Moreover, concerns have been raised or expressed in both electronic and print media about the poor B.E.C.E results in Nandom Municipality of which St. Andrews Junior High School is situated. A permission was sought from the District Education Directorate to seek approval to conduct this study in that setting. Letters were also sent the headmistress and the teachers to equally seek permission and their consent to participate in the study. The data gathered were kept confidential and obscurity of the participation was shielded.

3.3 Population

Target population refers to the empirical units such as persons, objects, occurrences, and so on used for the study. The target population is the group of interest to the researcher. It is the group from which the researcher would like to generalize the results of the study. The target population consisted of all teachers of St. Andrews Junior High School. These people were used because they contain the group that teach students in the school to participate B.E.C.E Examination of the West Africa Basic Education Certificate Examination, which was the overall measure of academic performance at the Basic level.

3.4 Sample Size and Sample Techniques

Francis and Bankide, (2010), defines sample as the number of observations that constitute and represents the population entirely. Mostly denotes by the 'n' the sample size is an important feature of any empirical study in which the goal is to make inferences about a population from a sample. In practice, the sample size used in the study is determined based on the expense of data collection, and the need to have sufficient statistical power.

The researcher employed the use of purposive sampling technique to select the teachers for the study. Purposive sampling technique was adopted because it afforded all members of the sample equal opportunity or chance of being selected to avoid the researcher being bias.

The procedure was used to select the teachers because all the teachers in the school participated. The school has only eighteen (18) teachers which all were given equal opportunity to participate in the research.

3.5 Validity and Reliability

To ensure the validity of the questionnaire are drafted and copies were given to the lecturer (supervisor) at the Department of Educational Leadership, College of Technology who read through and made corrections to ensure face validity of the test item. The revised questionnaires were further reviewed by the supervisor of the researcher. For reliability, a pilot testing was conducted in two sister Junior High Schools in the Nandom Municipality which is near the context of the study in July, 2020. These schools were chosen because they exhibit the same characteristics as the school of the interest to the researcher.

The researcher supplied three (3) teachers the draft copies of questionnaires. Time was made by the researcher and the respondents to discuss any ambiguity, doubt and incoherencies that the respondents may face with any aspect of the draft. The respondents were given time to complete and return the questionnaire to the researcher.

Their views were collated and studied closely by the researcher. The pilot study helped to remove ambiguous statements and all necessary corrections made before the data collection.

3.6 Instrument for Data Collection

Instrumentation refers to the development of tools or instrument for gathering data from the field. This include questionnaires. Although a number of instruments for data collection could have been used, the researcher employed questionnaire as most appropriate for the study. Questionnaires are easy to administer, friendly to complete and

to score and therefore take relatively less time from researcher's respondents (Knowles, 1980).

The questionnaires were designed respectively for school teachers on factors that affect students' academic performance in the school. The questionnaires, as shown in the Appendices, elicited demographic data, and data on aspects relating to parents economic status, school, home and community conditions variables. The items in the questionnaires were structured in such a way that they enabled the respondents to pick alternative answers against their choices of responses. The questionnaires included only close-ended questions on factors that affect students' academic performance at St. Andrews Junior High School. This offered the respondents the opportunity to express their views on issues in details. It also allowed the researcher to seek for clarification on issues during the process in detail. This research tools help to generate a massive amount of relevant data even though it can be time consuming and difficult. The use of multiple data collection instrument ensure validity and reliability of data generated.

3.7 Procedures for Data Collection

The study made secondary data and primary data. Secondary data were obtained from school class register, records, number of students, scores, etc. Primary data were obtained through self-administered questionnaires.

Questionnaire

A self-administered questionnaire was used to collect data from teachers. The researcher gave a week advance notice before the administration of the questionnaire. The researcher sought permission from the Headmistress and the teaching staff on the benefits of the study to the school and the District as a whole. After a lengthy discussion, the questionnaires were distributed and explanation was given to respondents as to how to complete the questionnaire themselves. This method was used because it allowed the teachers to complete the questionnaires at their convenience and to check records if necessary, in relation to the factors that affect students' academic performance. Questionnaire items were developed for teachers. The questionnaire was constructed to collect data based on the research question proposed.

It was made up of twenty-seven (27) closed items for the teachers. However the concern issues were what was discussed in the analysis. The Likert-scale form was adopted because it was quick to compile and straight forward to code and do not discriminate unduly on the basis of how articulate the respondents are. The five Likert-type scale ranged from "Strongly Agree" (SA), "Agree" (A), "Neutral" (N), "Disagree" (DA) to "Strongly Disagree" (SD). All the items on the questionnaire were based on the research questions formulated. After the stipulated time has elapsed, the researcher personally visited the respondents for the data. The researcher explained the questionnaire items to them as to how to answer them themselves. The researcher made time for distribution of the questionnaires to the teachers with the help of their Headmistress. The teachers conscientiously, respectfully and due diligence returned the completed questionnaires to the researcher.

3.8 Data Analysis Procedures

The field data were collated, sifted through and order edited in order to address questions that have been answered partially or not answered. After editing and coding, the data were entered into computer using the Statistical Package for the Social Sciences (SPSS) software. Before performing the desired data transformation, the data were cleaned by running consistency checks on every variable. Corrections were made after verification from the questionnaires and the base generated. The data were analyzed using basically descriptive statistics involving mainly frequency distributions. The descriptive statistics allowed the researcher to use numerical values to represent scores in the sample. It also provides the researcher with data that allow for inferences on the population and direction for answering the research questions. The percentage, mean and standard deviation of the responses for each research question was given. Table and charts were used for the presentation. The two outside categories were combined in the analysis. For instance, the researcher combined “strongly disagree” and “disagree” and also “strongly agree” and agree”, and neutral” to project a unique response. A summary of the conclusion and findings were presented, based on the findings and supported literature.

3.9 Conclusion

This chapter described the research methodology that the researcher used to generate data for this study. The chapter started with a detailed description of the study design. The target population and the study population were identified, sampling techniques and procedures used to select participants were explained. Instrumentation

and methods of data collection were also discussed. Finally, data handling and methods of analysis and ethical consideration were delineated.



CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents the results and discussion of the study.

4.2 Demographic Features of Respondents

In assessing the factors that affect students' academic performance of St. Andrews JHS students, the demographic characteristics of the respondents were assessed (Table 4.1)

Table 4.1 Demographic Characteristics of Respondents

Gender	Frequency scoring of respondents	
	n	%
Male	12	66.7
Female	6	33.3
Age of teachers		
21-30 years	6	33.3
31 –40 years	9	50.0
41 -50 years	3	16.7
51-60 years		
Experience		
2---5 years	6	33.3
6—10 years	8	44.4
11 and above	1	5.6
Qualification		
Diploma	6	33.3
First Degree	11	61.1
Post Graduate	1	5.6

Presented in Table 4.1 is the demographic characteristics of the respondents. The results in Table 4.1 shows the category of respondents. For the gender distribution about 66.7 % were male teachers' respondents whiles 33.3% were also female teachers. This can be deduced that respondents as far as gender was concerned were no evenly

distributed. These were sampled for the fact that they teach the final year students who write the final external examination which was used to assess their performance and for that matter they could provide the rightful information as far as this study was concerned. Again, in Table 4.1 revealed that, 33.3% of the teachers reported to be 30 years or younger while 50% were teachers who were 31-40 years. This aged group suggests the real aged of teachers in the school and therefore represents a true reflection of the participants selected for the study. Moreover, about one-third (33.3%) of teachers reported to have work as teachers from 1-5 years. However, 44.4% of teachers reported also to have worked from 6-10 years while 5.6% of the teachers reported also worked for 11 years and above in their teaching experience in the services. On issue about higher educational background of teachers Table 4.1 shown that, majority (61%) of the teachers were graduates whereas (33.3%) holds Diploma qualifications. However, (5.6%) of the teachers hold post graduates degree qualification.

This shows that the sample is a true reflection of the population. Again the long service would help them provide the necessary information for the study since they have encountered a lot of issues of perceived socio economic effects on parents of students in St. Andrews' JHS academic performance and the way forward.

They devote their time on these things so much that, they don't even remember what was taught the very day in school. Even though some of these could be source of information for academic work, students always ignore the informative part they offer but rather focus on the entertainment aspect. Students could recite as many as possible adverts on television and radio but cannot remember exactly what they were taught in school. This is because they don't have time for books resulting poor academic

performance. Barry (2005) who was with the same opinion that student's addiction in the unnecessary stuff from both electronic and print media amounts to their academic failure in their terminal and final examination which was used as a measurement of their academic performance. Butler (1987) found that homework and assignments to be a correlate of academic performance. He stated that "homework bore a positive relationship with learning outcomes when it is relevant to learning objectives, assigned regularly in reasonable amount, well explained, motivational and collected and reviewed during class time and used as an occasion for feedback to students" Homework and assignments are in reality an interaction between school and the home, and essential ingredient of the educational process when measuring academic achievement.

On issue of students seeking support or clarification from friends and understanding of concepts taught teachers ($M=3.07$, $SD=.554$). Respondents (40%) were of the view that student does not seek help which has a negative effect on their academic performance. Any time they were taught a concept, the teacher can progress if his or her students understand the concept therefore a teacher always moves on with his or her lesson progressively. Even though assignment and exercises would be the determinant of the end results of understanding concepts by students, the teacher always introduces the next concept provided students admit that their understanding of it. It was the sole of students to draw the attention of the teacher to clarify concept taught. Again, students were supposed to consult their friends for anything they couldn't understand or catch up in class for further explanation. Because even one understand very well when a peer explains matters or concepts to you. Sticker & Rock (1995) argue that, student inability to seek for further clarification from teachers has negative effects on their performance.

They therefore outlined three reasons why students were unable to seek clarification from teachers and friends. One was that, prospective students thought their peers and teachers would see them as failure. Secondly, their teachers were not approachable and thirdly their peers would tease at them anytime there was a misunderstanding between them.

Students health status is also one the issues that need to be considered as one of the causes of the low academic performance ($M=2.31$, $SD=1.314$). Respondents (60%) agree that good health status promotes good academic work. (29%) of respondents also disagree with the fact that good health doesn't necessarily support good academic results. There is a saying that "sound mind rest in sound health " this therefore rest in the assertion of the group that suggest that students who of sound health could produce good academic outcome. One could be brilliant as anything if you don't have healthy body it would therefore be impossible for one to study and produce any good results at end of the academic course. It is therefore paramount for parents and guidance to provide good health care for their wards to enable learn effectively.

One cannot attend school regularly when you are confronted with ill health. Learning takes place effectively when one of peaceful and healthy mind. In conclusion, good health promotes excellent academic work if all things are equal among all other things.

Table 4.2 School environmental-Related factors on students' academic performance

School environmental related factors on students' academic performance.	Percentage of scoring of respondents				
	Strongly agree or agree	Neutral	Strongly disagree or disagree	Mean	SD
1. Inadequate facilities in school hinder performance	40.9	11.0	47.7	3.11	1.178
2. Inadequate provision of teaching/ learning materials cause poor academic performance.	27.2	18.2	54.6	3.40	1.027
3. The atmosphere in my school is conducive for teaching and learning.	47.6	16.7	35.7	2.79	1.308
4. Poor teacher to student ratio cause poor performance.	48.9	16.7	44.4	2.87	1.373
5. Large class sizes in my school affect instructional delivery.	36.4	13.6	50.0	3.23	1.237
6. Inadequate funding of educational programs affect educational facilities and subsequently poor performance.	39.5	9.3	51.2	3.23	1.027
7. Good academic facilities motivate students to give up their best.	27.9	2.79	58.2	2.79	1.237

Source (Researcher's field data, 2020)

Table 4.4 reveals the environmental-related factors that affect students' academic performance. In this table there are seven factors that are outlined and understudied. Respondents have responded positively to almost all the understudied causes. However, some were preferred than others. Lack of educational facilities in the various schools (M=3.11, SD=1.175) was the most concerned factor that affect academic performance as

far as school environment was concerned. Due to over burden of the government schools, there were lack of adequate educational facilities such as adequate classroom blocks, computers laboratories as well as computer aides and tools to facilitate teaching and learning. Respondents strongly belief that when there were inadequate educational facilities it tends to affect student performance academically. This however opposes Danesy (2004) who found that educational facilitators and learners can make good use of any available facility and materials efficiently and effectively to achieve a higher academic performance provided the learners were prepared to learn and follow instruction.

Again, among the factors that affect academic performance was inadequate provision of teaching and learning materials to schools ($M=3.40$, $SD=1.027$). Respondents also responded that among the environmental related factors that affect academic performance. Minority respondents (27.2) agreed that students' low performance could be attributed to inadequate provision of teaching and learning materials. (55%) which constitute the majority also strongly disagreed with the notion that inadequate provision of teaching and learning materials affect academic performance in students. Effective teaching and learning depend on the use of proper and adequate materials (Danesy 2004). However, most schools in Ghana most especially the basic schools lack the materials to help students achieve their ultimate academic goal of good performance. Text books, chalk, furniture, capitation grant, markers among others were lacking in supply. Even if it was supplied comes late. Facilitators sometimes have to use their meager monies to buy some of these materials for lesson demonstration purposes to enhance teaching and learning for better learning outcomes. In the absence of these

teaching and learning materials it therefore affect students' performance because lessons would have to be taught in abstract, there by resulting to poor academic performance.

According to Adeyela (2000) poor students to teacher ratio also a factor that affect academic performance. (49%) of the respondents agreed that poor students to teacher ratio cause poor instructional delivery resulting to poor academic performance. (44.4%) of the respondents also disagreed that poor student teacher ratio was a cause of low academic performance in schools.

Adeyela (2000) found out that small class size enhances instructional delivery. Again Kraft (1995) also argues that effective teaching and learning is attained when there is a reasonable class could be a class of 25 students or at most 30 students. The study revealed that, due to the limited infrastructure in the schools there were poor student to teacher ratio this therefore affects effective instructional delivery resulting to students' low academic performance. This finding was agreed to both Adeyela (2000) and Kraft (1994) views.

Another factor that academic performance of students on the environmental related is unconducive atmosphere of the schools ($M=2.27$, $SD=1.308$). Respondents (48%) strongly agreed and (36%) of the respondents also disagreed with fact unconducive atmosphere doesn't necessarily be a factor affect poor academic performance in schools. Barry (2005) his study found that good atmosphere was very good for teaching and learning and contributes greatly to students' performance. Osei Mensah (2012) was of the view that certain subjects such as mathematics, chemistry and physics were better absorbed when taught in the morning. He added that the atmosphere looks very conducive in the morning of which the mind is stable. However the

atmosphere in most of basic schools in the country especially the peri-urban areas are in bad state and not of good standards that promotes good academic work that would result in excellent outcomes. Some of these make our schools un conducive for teaching and learning which affect results in low academic performance of students.

Finally, good academic facilities motivate students to learn is another factor of concern in this study. School location and quality of the physical building influence the performance and achievement level of students. ($M=2.79$, $SD=1.237$). Respondents (27%) agreed and (58%) disagreed that good academic facilities motivate students to learn. Harbison and Hanused (1992) stated that the quality of the physical facilities is positively related to student performance. This assertion buttresses that of Danesy (2004) who stressed that good sitting arrangement and good building produce high academic achievement and performance, while dilapidated building that lack mental stimulation facilities coupled with low or no sitting arrangement is destructive.

According to Asikhia (2010) where the school is located determines to a very large extent the patronage such a school building could be a de-motivating factor to learners to achieve academically. This is what Isangedighi (1998) refers to as learner's environment mismatch. According to him, it promotes poor academic performance. Engin-Demir (2009) argues that attending a school with better physical environment is associated with increased mathematics scores. Adepoju (2001) found that students in urban schools manifest more brilliant performance than their counterparts in rural areas. Also, Ogunleye (2002) revealed significant difference in the achievement of students in peri-urban areas.

Table 4.3 Students-Related Characteristics or factors

Home / Household-Related conditions on students' academic performance	Percentage of scoring of respondents				
	Strongly agree or agree	Neutral	Strongly disagree or disagree	Mean	SD
1. Students spend a lot of time on Homework and assignments to help them understand concepts.	38.6	4.5	54.5	2.77	.548
2. Students have enough time to read their notebooks and textbooks at home.	51.2	9.3	39.5	3.15	1.314
3. Students seek help from friends when they have difficulty in a particular Subject area.	39.5	9.3	48.8	3.07	.554
4. Students understand concept taught in class.	40.0	6.7	53.3	3.12	1.113
5. Students' health status are good enough to help them learn efficiently.	60.5	2.3	29.5	2.31	1.314

(Researcher's field data, 2020)

Table 4.4 represent student-related causes of the factors that affect students' academic performance. Among the outlined causes were students spend time on their notebooks and assignment to help them understand concept taught. (M=2.77, SD=.548). Respondents (39%) said students spend sufficient time on their homework and assignment whiles (55%) also said they disagree that students do not spend enough time on their homework and assignment which contributes immensely to their low

performance in academic work. Most at times students are students are seen either playing football or engaging in non-academic activities which do not promote academic excellence. Some of them include watching of television or on cell phone chatting with friends either on face book. Twitter or Instangram etc. They devote their time on these things so much that, they don't even remember what was taught the very day in school. Even though some of these could be source of information for academic work, students always ignore the informative part they offer but rather focus on the entertainment aspect. Students could recite as many as possible adverts on television and radio but cannot remember exactly what they were taught in school. This is because they don't have time for books resulting poor academic performance. Barry (2005) who was with the same opinion that student's addiction in the unnecessary stuff from both electronic and print media amounts to their academic failure in their terminal and final examination which was used as a measurement of their academic performance. Butler (1987) found that homework and assignments to be a correlate of academic performance. He stated that "homework bore a positive relationship with learning outcomes when it is relevant to learning objectives, assigned regularly in reasonable amount, well explained, motivational and collected and reviewed during class time and used as an occasion for feedback to students" Homework and assignments are in reality an interaction between school and the home, and essential ingredient of the educational process when measuring academic achievement. On issue of students seeking support or clarification from friends and understanding of concepts taught teachers ($M=3.07$, $SD=.554$). Respondents (40%) were of the view that student does not seek help which has a negative effect on their academic performance. Any time they were taught a concept, the teacher can progress if

his or her students understand the concept therefore a teacher always moves on with his or her lesson progressively. Even though assignment and exercises would be the determinant of the end results of understanding concepts by students, the teacher always introduces the next concept provided students admit that their understanding of it. It was the sole of students draw the attention of the teacher to clarify concept taught. Again, students were supposed to consult their friends for anything they couldn't understand or catch up in class for further explanation. Because even one understand very well when a peer explains matters or concepts to you. Sticker & Rock (1995) argue that, student inability to seek for further clarification from teachers has negative effects on their performance. They therefore outlined three reasons why students were unable to seek clarification from teachers and friends. One was that, prospective students thought their peers and teachers would see them as failure. Secondly, their teachers were not approachable and thirdly their peers would tease at them anytime there was a misunderstanding between them.

Students health status is also one the issues that need to be considered as one of the causes of the low academic performance ($M=2.31$, $SD=1.314$). Respondents (60%) agree that good health status promotes good academic work. (29%) of respondents also disagree with the fact that good health doesn't necessarily support good academic results. There is a saying that 'sound mind rest in sound he health ' this therefore rest in the assertion of the group that suggest that students who of sound health could produce good academic outcome. One could be brilliant as anything if you don't have healthy body it would therefore be impossible for one to study and produce any good results at end of the

academic course. It is therefore paramount for parents and guidance to provide good health care for their wards to enable learn effectively.

One cannot attend school regularly when you are confronted with ill health. Learning takes place effectively when one of peaceful and healthy mind. In conclusion, good health promotes excellent academic work if all things are equal among all other things

Table 4.4 Home/ Household Related Condition.

Home / Household-Related conditions on students' academic performance	Percentage of scoring of respondents				
	Strongly agree or agree	Neutral	Strongly disagree or disagree	Mean	SD
1. Students from low socio economic backgrounds perform poorly in examinations	34.0	11.1	54.9	2.56	1.337
2. Students whose parents are educated perform greatly better during exams	58.5	7.3	34.2	2.60	1.134
3. Large family size influences students' academic achievements	53.31	11.1	35.6	2.66	.876
4. Parents provide the needs to their wards in school to help them learn effectively	46.6	6.7	46.6	2.96	.778
5. Students' whose parents are uneducated do perform worse during exams.	54.3	11.1	35.1	2.80	1.204

6. Students have enough time to read their notebooks and textbooks at home.	51.2	9.3	39.5	3.15	3.314
7. Students seek help from friends when they have difficulty in a particular subject area.	39.5	9.3	48.8	3.07	.554
8. Poor family structure and anxiety of parents on students' academic performance of their wards.	54.2	8.3	36.4	1.02	.742
9. Poor study habits of students' on their academic performance.	56.3	8.14	24.4	2.96	1.205
10. Students intellectual inability on academic performance.	64.2	2.23	33.57	2.56	1.373
11. Students indiscipline towards academic work.	59.4	2.45	32.4	2.68	1.124

Source (Researcher's field data 2020)

Table 4.5 presents the home related causes on students' academic performance. Respondents underscored about eleven factors as home related causes of academic performance. First and foremost is the socio economic status of students' parents. (M=2.56, S=1.337). Respondents (34.0%) agree and (55%) also disagree to this fact. Many scholars have written on the socio economic status of parents and how it directly or indirectly affects their wards education and performance. Good parenting supported by strong economic home background could enhance strong academic performance of the child in school. This further shows academic performance where the students is properly

counseled in the choice and supported with the needed resources in the choice of his or her course and vocation that matches his mental capabilities and interest and ability.

Parents' interest in schooling has been found to contribute significantly to the academic achievement of students. For example, Odinko and Eyemo (1999) found that predictor of students' learning outcome in English Language. Moreover, Schiller, Khmelkov and Wang (2002) argued that parents who have more education appear better able to provide their children with the academic and social support important for educational success when compared to parents with less educated.

Another issue with regards to home related causes on students' academic performance is educated and uneducated parents ($M=2.60$, $SD=1.134$), ($M=2.80$, $SD=1.204$) respectively. Respondent (58.5%) agree and (34.2%) also disagree to the fact that parent's education plays a key role in their children academic performance. Schiller, Khemelkov and Wang (2002) indicated that students whose parents are educated and involved in their education tend to have better academic results than students whose parents are uneducated and involved in their education. Buttressing this finding, Reynolds and Gill (1994) revealed that a significant relationship existed between parental involvement and academic achievement. Conway and Houtenwille (2008) also found that parental involvement has a strong positive effects on students' achievement. Further research shows that parental involvement in children's learning not only leads to higher academic achievement, but greater cognitive competence, greater problem solving skills, greater school enjoyment, better school attendance and fewer behavioral problem problems at school.

Additionally, Ross and Berthelot (2001) found a significant association between students with parents who involved themselves in their wards academic performance. ($M=2.96$, $SD=.778$). Respondents (46.6%) strongly agree and agree and (2.96%) responded as neutral and (46.6%) also responded strongly disagree and disagree. This therefore buttress Akyeampong' study (1992) that parents education was a major factor determining a student's academic achievement. Parents with higher educational backgrounds probably understand education better than their counterparts with low academic status. As a result they tend to provide the necessary materials their children would need to enhance their education which intend helps in children's academic progress.

Another issue discussed was also large family size considered one of the factors that affect students' low academic performance. Family size ($M=2.66$, $SD=.876$) Family size refers to the number of children in the family. The larger the family the less the attention and devotion of each child by parents and the more the difficulties encountered by the parents in meeting the needs of both physical and emotional particularly in the austerity period when prices of food and commodities are skyrocketed (Asikhia, 2010). As a result children or students from larger family size tend to suffer in term of necessary attention need from parents to carry on in life as far as education was concerned. Such students normally perform abysmally because they become both physically and emotionally disturbed thereby loosing concentration on whatever was being taught in school hence their low academic performance.

One of the major issues also discussed was poor study habits of students ($M=29.6$, $SD=1.205$). Students own study habit is a worrying situation in the academic world,

students do not want to stick to their books and study diligently which cumulate to poor academic performance. Students' studies habits (56%) responded agreed to that fact while (24.4%) also disagreed to the fact and (8.14%) responded as neutral. Most often students seen engaging in non-academic activities which do not promote academic excellence. Some of them include watching of television or on cell phone chatting with their friends either on Facebook, Twitter or Instagram etc. They devote their time on these things that, they do not even remember what was taught they very day in school. Even though some of these could be source of information for academic work, students always ignore the informative part they offer but rather focus on the entertainment aspect. Student could recite as many as possible adverts on television and radio but cannot remember exactly what was taught in school. This is because they do not have time for books resulting poor academic performance. Barry (2005) who was with the same opinion that students' addiction in their terminal and final examination which was used as a measurement of their academic performance. He stated that 'homework bore a positive relationship with learning outcomes when it is relevant to learning objective, assigned regularly in reasonable amount well explained, motivational and collected and reviewed during class time and used as an occasion for feedback to students''. Homework and assignments are in reality an interaction between school and the home, an essential ingredient of the educational process when measuring academic achievement.

One issue of students seeking help or support from friends and parents of concepts taught by teachers. ($M=3.07$, $SD=.554$). Respondents (39.5%) were of the view that students seek help from parents, colleagues and teachers. (48.8%) of respondents also disagree with the view that students do not seek help from either their colleagues,

teachers or parents at home which affect their academic performance. Any time they were taught a concept, the teacher can progress if he or her students understand the concept therefore a teacher always moves on with his or her lesson progressively. Even though assignments and exercises would be the determinant of the end results of understanding concepts by students, the teacher always introduces the next concept provided students admit that their understanding of it. It was the sole responsibility of the students to draw the attention of the teacher to clarify concepts taught. Again, students were supposed to consult their friends for anything they could not understand or catch up in the class for further explanation. Because even one understand or catch up very well when a peer explains matter or concepts to you. Sticker and Rock (1995) argue that, students' inability to seek for further clarification from teachers has negative effects on their academic performance. They therefore outlined three reasons why students were unable to seek clarifications from teachers and from friends. One was that, prospective students thought their peers and teachers would see them as failures. Secondly, their teachers were not approachable and the third is their peers would tease them any time there was a misunderstanding between them.

Another issue worth noting in the home related causes of that affects students' academic performance is students intellectual inability to study. Students intellectual inability to study ((M=2.56, SD=1.373). Respondents (64.2%) responded positively to the question whiles (33.6 %) also disagreed to this and (2.23%) remained neutral to this. Students' intellectual inability to study is an issue of concerned to most scholars as academic performance is seriously dwindling at all levels. This could boil down to either health status or malnutrition. There is a saying that " a sound mind rest in sound health"

this therefore rest in the assertion of the group that suggest that, students who are of sound health could produce good academic outcome than those who are ill. One could be brilliant as anything if but you do not have healthy mind and body it would therefore be impossible for one to study and produce any good academic results at the end of the academic course. It is therefore paramount for parents and guidance to provide good health care as well good nutrition for their wards to enable them learn effectively. One cannot attend school regularly when you are confronted with ill health. Learning takes place effectively when one is of peaceful and healthy mind. In conclusion, good health promotes excellent academic work if all things are equal among all other thing.

The custodial parent having less time to spend with student in terms of supervision of school-work and maintaining appropriate levels of discipline, increased responsibilities on students such as child care roles, domestic duties which impedes the time available for school work, and the nature of parent-child relationship in sole parent families may cause emotional and behavioral problem for the child.

On the other hand, where a student suffers parental and material deprivation and care due to divorce or death of a parent. Similarly, good parenting supported by strong economic home background could also enhance strong academic performance of a child. This further predicts academic performance where the student is properly guided in choice of his/her course and vocation that his mental ability, interest as well as capabilities can afford him.

Table 4.5 Factors that recuperate low academic performance of students

Measures to recuperate academic performance	Mean	SD	Ranking
1.Regular motivation of students	1.48	.515	1 st
2 .Effective assessment of students	1.53	.662	2 nd
3. Appropriate use of instructional materials	1.5	.638	3 rd
4. Counselling post at school	3.23	1.490	4 th
5. Adequate supply of teaching and learning materials	2.35	1.110	5 th
6. Provision of conducive learning environment,	3.46	1.476	6 th
7. Adequate parental support	1.71	.989	7 th

Source (Researcher's field data 2020)

The respondents underscored about seven measures to recuperate the academic performance of students. Among these measures were regular motivation of students (M=1.48) the respondents reported the academic performance of our pupils in Junior High Schools would be improved if pupils were motivated regularly being outwardly or inwardly. Motivation is therefore an essential element to the development of life-long learners, but is often difficult to see in many classrooms as in the typical Ghanaian society. Festinger and Carlsmith (1959) found that students' academic performance was most likely to improve if motivated in their classrooms. This was because students appreciate being motivated and therefore put a lot of efforts in learning a particular subject and subsequently excelling exceedingly in it. Furthermore, adequate use of instructional methods (M=1.57) was also considered as a measure to improve students low academic performance. The information in table 4.6 shown that respondents attested that, use of appropriate instructional methods would improve students' performance. This

was because, instructional methods use contribute immensely to students understanding of a concept.

This data indeed affirmed what Salfi and Saeed (2007) who found a significant correlation between student's achievement and instructional methods used. Adediwura and Tayo (2007) also suggested that effective teaching using the right instructional methods at the right time was significant predator of students' academic achievement and was concludes that effective teaching produce students of higher academic quality.

Moreover, Table 4.6 further revealed that the academic performance of students would be improved if there exist counseling posts at schools (M=3.23). Counselling posts would seek to give appropriate counselling to teachers, students and parents towards the achievement of students performance. This confirms Lapan, Kardash and Turner (2002) believe that performing a more proactive leadership role in empowering students to become self-regulated learners, professional school counsellors will both motivate young people to more fully realize their academic potential. Furthermore, adequate supply of teaching and learning materials (M=2.35) was a measure reported to improve students' performance. Indeed effective teaching and learning materials improves performance. Effective teaching however depends on the availability of adequate supply of teaching and learning materials. Therefore, if teaching and learning materials are adequately, there was most likely to be effective teaching which will result in improved academic performance of students.

Another way of improving students' academic performance in our schools is to provide a conducive environment for teaching and learning. Unconducive environment tends to cause low academic performance. Therefore, if a very tranquil ambience was

provided, at various schools which is very good for teaching and learning would help improve the academic performance of them because, students would be eager to learn due to the conducive nature of the environment. This finding supports Barry, (2005) who holds the view that, a student educational outcome and academic success is greatly influenced by the type of school they attend. In his view, the school one attends is the institutional environment that sets the parameter of the student's learning experience. Barry (2005), further argues that, markets and garages located near schools which make the environment unconducive always posed threats to students which affects their academic performance.

Finally, to improve academic performance of students, adequate parental (M=1.71) could improve students' performance. This was because families where parents were advantage socially, educationally and economically foster a higher levels of psychological support for the their children through environment that encourage the development of skills necessary for success at school (Barry 2005) who holds the view that, students educational outcome and academic success is greatly influenced by the type of school they attend. In his view, the school one attends is institutional environment that sets the parameter of the student's learning experience. Barry further argues that, markets and garages located near schools which makes the environment unconducive always posed threats to students which affects their academic performance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This study assessed the factors that affect students' academic performance and the measures that could be taken to avert the poor students' academic performance.

5.2 Summary of key Findings

After thorough assessment, the study found out that, the factors that affect students' academic performance of basic school students could be attributed to a number of factors. The study found out that the factors that affects students' academic performance of basic school can be attributed to a number of factors. This include; low socio-economic status of parents, low income of parents, poor family structure, students intellectual inability to study, and indiscipline.

Furthermore, the study also identified home/household related factors that contributed to student low academic performance. These included, students do not spend time on homework and assignment, students do not have enough time to read their note books and textbooks at home, students do not seek help from friends and teachers when have difficulties, students' health status good enough to help them learn efficiently and students understanding of concepts taught in school.

Moreover, Inadequate facilities in school, inadequate provision of teaching/ learning materials, school atmosphere, poor teacher student ratio, large class size, inadequate funding of educational facilities and good academic facilities motivate students to give up their best were also the environmental related factors.

More so, low parents socio-economic backgrounds, parents educational backgrounds, family size, provision of students needs by parents, poor students studies habits, large family size, and income level of parents were other related factors that affect students' academic performance.

The study finally proposed adequate supply of teaching and learning materials, provision of conducive learning environment and adequate parental support, students seeking help from teachers and friends, devotion of enough time for their studies, self-discipline, and positive attitude towards studies as measures that could help students to achieve academic excellence.

5.4 Conclusions

Based on the findings, the following conclusion were drawn:

1. The study revealed that, with respect to teacher side factors, less qualified teachers, teacher absenteeism, inadequate assessment, teachers failure to use various methodological techniques during lesson delivery, negative attitude of teachers towards their work contribute to poor academic performance.
2. The study also established that less time on homework and assignment, notebooks as well as textbooks, no seeking of help from friends and teachers and their health status also amounted to students own characteristics of poor academic performance.
3. Other factors revealed by the study under home related causes include, low socio economic background of their parents, educated and uneducated parents, large family size, parental supports to students as well as parents income level.

4. Poor students-to-teacher ratio, inadequate facilities, inadequate provision of teaching learning materials, uncondusive atmosphere, large class size, inadequate funding of educational facilities all contributed to students' poor academic performance.

The study therefore conclude that, most of the students in St. Andrews Junior High School do not perform very well in their Basic Education Certificate Examination (BECE). Few could pass all their eight (8) subjects. Majority of them either fail one or more subjects. Their poor academic performance was attributed to numerous factors of which serious stakeholder in education (Teachers) was involved.

5.5 Recommendations

Based on the key finding of the study, the following recommendations have been made:

1. It emerged from the study that, there was inadequate supply of teaching and learning materials, and less qualified teachers. The Nandom Municipal directorate should as matter of urgency ensure that adequate and necessary teaching and learning materials are provided to schools with the needed teaching and learning resources to help effective teaching and learning as well as training and posting of professionally qualified teachers to the schools in the Municipality.
2. It also came up from the study that teacher absenteeism was a factor of poor academic performance. The Head teacher with the Circuit supervisor and the PTA executives should find a means of checking and reducing teacher

absenteeism drastically. There should be effective and efficient supervision and monitoring to curb teacher absenteeism.

3. Head of school, School Improvement Support Officer and the Municipal Education Directorate should conduct regular In -Service Training at the expense of the Education Directorate to teachers to equip them with the modern trend of teaching and learning.
4. The study has also revealed that, poor students- teacher- ratio also contributes to students' poor academic performance. The number of students per class should be at most 35 in class.
5. Another issue from the study is that the unconducive nature of the school environment affect students' academic performance. The authorities of St. Andrews Junior high school should therefore ensure that the school environment is as conducive for effective teaching and learning by establishing good interpersonal rapport between them and the students.
6. It also emerged from the study that most students felt they do not seek help and clarification from their friends and teachers. Teachers at St. Andrews Junior High School should as much as possible create a conducive rapport between them and their students so that students can always count on them for help.
7. There should be counselling post with "Professional Educational Counsellors" to counsel both teachers and students and parents on better achievement of academic performance. Counselling would help teachers and parents to involve themselves deeply in their children's education by seeking

the best for their students and wards. Parents should know that the best legacy they can give to their children is education. They should invest heavily to provide the needs of their education children at all cost.

5.6 Suggestions for Further Study

Further studies could be conducted to find out the role parents play in their wards education in the whole municipality could be used as a case study. Since this study was limited to St. Andrew Junior High, a further study would also be necessary to also compare Public Junior High Schools and Private Junior High Schools to establish the trend regarding factors that affect students' academic performance in the municipality.



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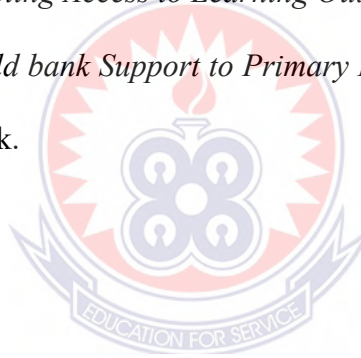
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APPENDIX A

QUESTIONNAIRE FOR TEACHERS

UNIVERSITY OF EDUCATION WINNEBA

COLLEGE OF TECHNOLOGY EDUCATION- KUMASI

FACULTY OF EDUCATION AND COMMUNICATION SCIENCES

DEPARTMENT OF EDUCATIONAL LEADERSHIP

QUESTIONNAIRE FOR TEACHERS

This Questionnaire seeks to solicit views from students, teachers and administrators of St. Andrews Junior High School on the factors that affect students' academic performance at the school. This is purely for academic work in partial fulfilment to the award of the Master of Arts in Educational Leadership. You are kindly requested to provide responses to the questions to enable the researcher contribute knowledge in the field of study. All information given will be treated with strict confidentiality. Your response would be appreciated for the success of the research. Thank you for your co-operation.

PART ONE: RESPONDENT PROFILE

GENDER **Male** **Female**

Age 21- 30 31- 40 41-50 51-60

Number of Years Taught 2-5 year 6-10 years

11years and above

Educational Qualification Diploma Graduate Post graduate

others (Specify)

SCHOOL ENVIRONMENTAL FACTORS

	STATEMENT					
	RESPONSE	SD	D	N	A	SA
1	Inadequate facilities in my school hinders lesson delivery.					
2	Inadequate provision of teaching and learning materials causes low academic performance in students.					
3	The atmosphere in my school is conducive for teaching and learning.					
4	Poor teacher to student ratio causes low academic performance.					
5	Large class sizes in my school causes poor academic instructional delivery.					
6	Inadequate provision of learning materials for students causes poor academic performance.					
7	Inadequate funding of educational programs cause lack of educational facilities and subsequently poor academic performance.					
8	Good academic facilities motivate me to give up my best.					

HOME/ HOUSEHOLD CONDITIONS

	STATEMENT					
	RESPONSE	SD	D	N	A	SA
1.	Students from low economic background perform poorly					

in examination.					
2. Students whose parents are educated perform greatly during examination.					
3. Large family sizes influences students' academic achievement.					
4. Parents provide all the needs to their wards in school to help them learn effectively.					
5. Students are allowed much time at home to do their studies.					
6. Students whose parents are uneducated do perform worst during exams.					
7. Students spend a lot of time on their homework and assignments to help them understand concept taught in school.					
8. Students seek help from friends and parents when they have difficulty in a particular subject area.					
9. Poor family structure and anxiety of parents on their wards academic performance.					
10. Poor study habits of students on academic performance.					
11. Students' intellectual inability to study causes poor academic performance.					

FACTORS THAT IMPROVE STUDENTS' ACADEMIC PERFORMANCE

	STATEMENT					
	RESPONSE	SD	D	N	A	SA
1	There are measures in place to check teachers and students' punctuality in school.					
2	Teachers assess students effectively to ensure improvement in students' performance.					
3	Appropriate use of teaching and learning methods by teachers ensures an improvement in students' performance					
4	Motivation of students helps arouse their interest and performance.					
5	My school has adequate facilities to ensure improvement in students' performance.					
6	My school has made adequate provision of teaching and learning materials to help in students learning.					
7	The atmosphere in my school is conducive for teaching and learning.					
8	Good students to teacher ratio causes high academic performance.					
9	The class size in my school is of the required standard for effective teaching and learning.					
10	Adequate parental support ensures improvement in students' performance.					