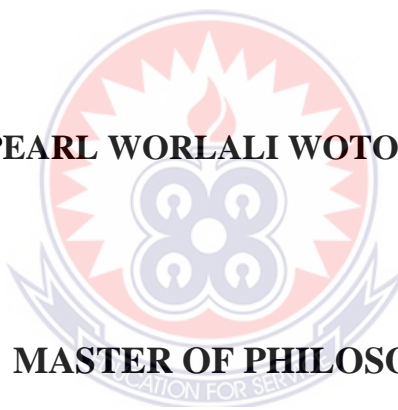


**UNIVERSITY OF EDUCATION, WINNEBA**

**FACTORS AFFECTING ACADEMIC PERFORMANCE IN SOCIAL  
STUDIES AMONG STUDENTS IN SELECTED PUBLIC JUNIOR  
HIGH SCHOOL IN HOHOE MUNICIPALITY, GHANA**

**PEARL WORLALI WOTORDZOR**



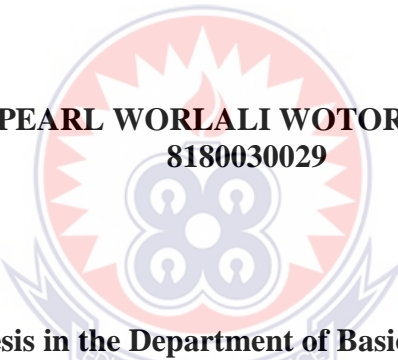
**MASTER OF PHILOSOPHY**

**2022**

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**PEARL WORLALI WOTORDZOR  
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The logo of the University of Education, Winneba, is a circular emblem. It features a central white sunburst or starburst design. Below the sunburst are four stylized human figures, each with arms raised, arranged in a square pattern. The entire emblem is set against a red background with a white border. The text of the thesis is centered over this logo.

**A thesis in the Department of Basic Education,  
Faculty of Educational Studies, submitted to the School of  
Graduate Studies in partial fulfilment  
of the requirement for the award of the degree of  
Master of Philosophy  
(Basic Education)  
in the University of Education, Winneba**

**APRIL, 2022**

## DECLARATION

### Student's Declaration

I, Pearl Worlali Wotordzor, declare that this thesis, with the exception of quotations and references contained in published works which, have all been identified and duly 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

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

**Name:** Dr Robert Andrews Ghanney (Principal supervisor)

**Signature:** .....

**Date:** .....

**Name:** Kweku Esia-Donkoh (Co- supervisor)

**Signature:** .....

**Date:** .....

## **DEDICATION**

To my son, Joy Kweku Dominic



## ACKNOWLEDGEMENTS

I feel extremely fortunate to have had Dr Robert Andrews Ghanney and Mr. Kweku Esia-Donkoh as my supervisors. It would not have been possible to write this thesis without their support. Their patience, guidance and inspiration throughout the writing of my thesis helped me to complete a goal which I would have never dreamt to be possible I would also like to thank them for their constant advice and encouragement which pushed me out of my comfort zone and challenged me to grow professionally.

To other lecturers in the Department of Basic Education, University of Education, Winneba, I say a big thank you for the rich knowledge, skills and experiences you imbibed in me throughout my Master of Philosophy programme. I wish to indicate my appreciation to my course mates and other students I interacted with. Their various ideas shared during lectures and other informal activities have helped me to improve on my work as a tutor of a College of Education. To all my family members and colleague tutors, I am very grateful for your prayers, support and encouragement.

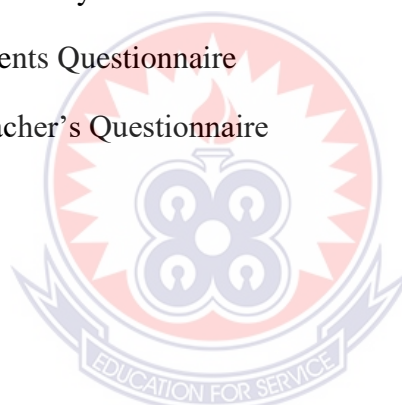
Finally, I would like to acknowledge authors of the numerous books and research works that I consulted while writing this thesis. I am however solely responsible for any shortcomings in this work.

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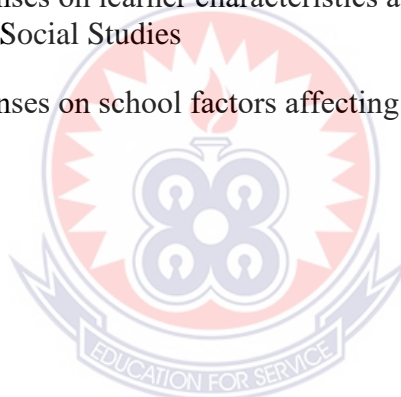
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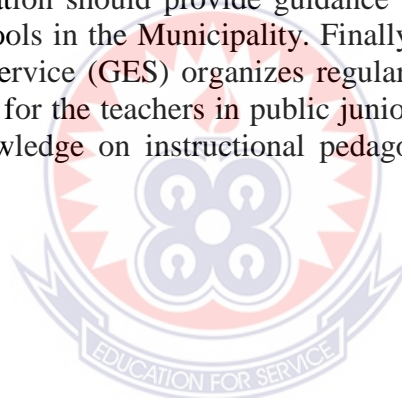
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## ABSTRACT

This study examined the factors that affect academic performance in Social Studies among public junior school students in Hohoe Municipality of the Volta Region, Ghana. The study used quantitative (positivist) approach and employed the natural science inquiry paradigm. This work further employed a descriptive, a cross-sectional survey design. Systematic sampling approach was used to in the selection of sample of 180 junior high students. The census method was adopted to sample 30 teachers since they were few. Data collected from questionnaires were coded into SPSS version 25 which generated descriptive and inferential statistics. The study revealed that, home factors such as parents taking keen interest in their wards' education, numerous home chores and students socio-economic background affected the academic performance. The study also revealed that teacher factors like teacher professional qualification, teaching experience, control over subject matter, teacher-student cordial relationship and foremost the completion of the Social Studies syllabus were also responsible for academic performance among public junior high students in Hohoe Municipality. Furthermore, and more importantly, it was revealed that either student discipline or student indiscipline was a key factor affecting academic performance. It was therefore recommended that Ghana Education Service and Ministry of Education should provide guidance and counselling systems in the public junior high schools in the Municipality. Finally, Hohoe Municipal Directorate of Ghana Education Service (GES) organizes regular and comprehensive in-service and workshop training for the teachers in public junior high schools to assist them to improve on their knowledge on instructional pedagogies, knowledge and teaching skills.



## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Overview**

This chapter discusses the background to the study, statement of the problem, purpose of the study, objective of the study, research questions, significance of the study, delimitation, limitation of the study, and finally organization outline of the study.

#### **1.1 Background to the Study**

The development of any country is dependent on the quality of formal education available to its citizens and population from time to time in a consistent and organized manner. The human resource capacity of a nation largely determines or projects the rate of development of that nation. It is believed that for any nation to truly develop, her workforce must be trained and skilled to meet the growing demand of the continuously expanding economic and social development of the country. Education is therefore the bedrock of accelerated development. Through quality education a wide variety of intellects and skilled labour is produced across the various fields of discipline. It is for this inevitable phenomenon that societies transferred information and knowledge gathered to younger generation to preserve customs and traditions. In a similar way, nations, societies and international organization, such as, United Nations (UN), have made conventions to support education and the right to be educated. The UN Convention on the Right of the Child states that no person shall deprive a child to access to education, immunization, adequate diet, clothing, shelter, medication, attention or any other thing required for his or her development as stated in Education for All (EFA) (Baaden, 2002). Similarly, in April 2000, a World

Education Forum was held in Dakar to achieve the Education For All (EFA) goals which seeks to improve academic performance as one of the prerequisites.

In the same year (2000), the Millennium Development Goals (MDGs) were declared by the UN to assist developing countries in their efforts to increase the living standards of people. The MDG is to “ensure that by 2015, children everywhere, boys and girls alike, will be able to complete a full course of basic schooling” (UN, 2006, p.5). The millennium targets are often measured through basic school-enrolment, primary-completion, literacy and numeracy rate among school going children.

The 1992 constitution of Ghana gives more strength, weight, value and effectiveness to basic (primary) education through the enactment and implementation of Free Compulsory Universal Basic Education (FCUBE). As part of the policy, the Capitation Grant was introduced to eliminate payment of fees while the introduction of School Feeding Programme (SFP) is also to supplement the needs of learners at school. This has given a positive boost to basic education especially enrollment and management practices, all geared toward improved academic performance in schools. Currently in Ghana, the basic school education that prepares students toward the West African Examination Council (WAEC) examinations for the award of BECE Certificate includes Kindergarten, Primary School and Junior High School (JHS) for completion of a full Basic Education Programme. A total of nine (9) subjects are studied in Ghanaian Basic Schools out of which four (4) subjects are classified as Core Subjects which include Social Studies, Mathematics, Integrated Science and English Language.

According to Awoyemi (2001) Social Studies as a discipline was introduced into the Ghana school curriculum during the implementation of the Educational Reform of

1987 under the Provisional National Defence Council (PNDC) regime. The main purpose of Social Studies is Citizenship Education and aims at guiding students to be able to solve personal and societal problems that they may encounter.

Bennell and Akyeampong (2007) defined poor academic performance as performance that is adjudged by the examinee/testee and some other significant as falling below an expected standard. Academic performance is commonly measured through examinations or continuous assessments. The academic performance of a school is one of the main actors of increase in enrollment and prestige of both the school and its products because high quality basic education is of great concern to many parents these days and pragmatically effects selections of school for their children. Social Studies is one of the equally important and a Core Subject that students must pass to enable them go through the Computerized School Selection and Placement System used by the School Placement Secretariat of the Ghana Education Service in recent times. It is worth worrying that the academic performance of pupils in public JHS in the Hohoe Municipality in Social Studies is unsatisfactory. Despite the overall percentages of the subjects as analyzed by the Hohoe Municipal Education Office from 2016 to 2019 is encouraging, the individual pupil's grade obtained is poor.

In 2017, the Ghana Education Service (GES) announced that over 182,000 students who failed one or more core subjects in BECE were not placed in any Senior High School by the Computerized School Selection Placement System and as a result, the GES gave a second chance to candidates who could not get placement into second cycle institutions. The Chief Examiner's Report of BECE in Ghana (2016, 2017, 2018 and 2019) revealed that the standard of the candidates' performance was diverse. Most of the candidates' performance was considered to be average performance but

the case of the Hohoe Municipality, especially, in Social Studies, is of interest to the researcher and therefore seeks to investigate the factors that affect academic performance of students in Social Studies among public JHS students in Hohoe Municipality.

The overall academic performance of the students among public JHS in the Hohoe Municipality needs to be stepped up. This is because the percentage of the students who have crossed the pass mark of 50% was nothing to boast off. But the results showed that almost a half of the candidates who sat for the examination had failed representing percentages between 44 and 58.04. It is not encouraging since it reflects that a large number of pupils from 2016 to 2019 failed in the core subjects and obtained grade 31 and above. Although, the focus is on Social Studies, and percentages above 50 have been consistent from 2016 to 2019 the information again directs to the fact that a large number of the students failed. To appropriately interpret the data based on the academic performance in terms of WAEC, the grades for BECE begins from 1 and end at 9, the greater the number than 1, the poorer the performance, these performances or grades expressed from the scores of candidates are interpreted in words such as Highest, Higher, Average etc., certified by the GES and WAEC.

The trends were not different in the academic performance of the schools in Social Studies sampled for the study in 2017 BECE results in the Hohoe Municipality. A total of 2063 students were presented for the BECE examination in the municipality which turned out a pass percent of 61.42 against a failure percent of 38.58, which means a total number of 796 candidates failed Social Studies in the Hohoe Municipality, which brings to bear the extent of students' academic performance in Social Studies. For example: Fodome-Xelu R.C JHS presented 53 students for 2017

BECE examinations. As many as 45 failed when they obtained grades from 7-9 which produced 96.3% against a pass percent of 3.7 with only 8 students who made grades from 4-6 in Social Studies. Wli-Todzi L/A JHS presented 34 students in 2017 out of which only 1 students obtained grades ranging 4-6 indicating a pass representing a pass percent of 2.9 and a failure percent of 97.1 which corresponds 33 pupils who obtained grade between 7-9 in Social Studies.

Similarly, in 2018, Hohoe Municipal presented 2093 students for the BECE examination and recorded 65.98% pass against 34.02% failure. In the case of the three Selected Schools for the study, Hohoe Adabraka JHS again presented 15 students for Social Studies, their data revealed that 10 students obtained grades between 4-6 that produced a pass percent of 66.6 while only 5 out of the 15 obtained grades between 7-9, which turned out a failure percent of 33.4, indicating that a 25% of the 15 students presented showed unfortunate academic performance in social studies. Fodome-Xelu R.C JHS in 2018 presented 33 students for the BECE examinations, out of which 17 students obtained grades from 4-6 recording a pass percent of 51.5 while 16 students scored 7-9 representing a failure percent of 48.5 academic performance in social studies. More so, Wli- Todzi L/A JHS also presented 9 pupils for Social Studies, their data revealed that 7 students obtained grades ranging from 4-6 that produced a pass rate of 77.8% while 2 out of the 9 obtained grades ranging from 7 to 9, which turned out a failure rate of 22.2%, showing incredible performance in social studies.

Again in 2019, 2068 pupils were presented for the BECE examination in the Hohoe Municipality. Hohoe Adabraka JHS presented 22 students for social studies in 2019, only 6 obtained grades from 4-6 while 16 obtained grades from 7-9 which corresponds to a pass of 27.3% and a failure of 72.7% indicating reduced academic



performance in Social Studies. Fodome-Xelu R.C JHS presented 32 students for 2019 BECE examinations. As many as 24 failed when they obtained grades from 7-9 which produced 75% against a pass percent of 25 with only 8 students who made grades from 4-6 in Social Studies indicating poor academic performance. Wli-Todzi L/A JHS presented 16 students in 2019 out of which 7 students obtained grades ranging 4-6, represents a pass percent of 43.8 and a failure percent of 56.2 which again alerts the researcher to investigate the factors affecting academic performance in Social Studies.

Summarizing the above narrative suggests the existence of some factors that contributed to academic performance in Social Studies among Public Junior High Pupils in the Hohoe Municipality with reference to the above examples. Because of the inconsistencies in the pass and failure percentages of the Selected JHS, Adabraka JHS in 2016 had a failure % of 86.7%, 2017 a failure% of 78.6%, while in 2018 the failure% dropped to 33.3% and jumped to 72.7% in 2019 clearly bring to bear that some factors affect students' performance in social studies. To add, Fodome-Xelu R.C JHS in 2016 had a failure % of 96.3%, 2017, a failure% of 84.9%, while in 2018 the failure% dropped to 48.5% and jumped to 75% in 2019 again reveals that there were some factor that influence academic performance in social studies. Also, in 2016, Wli-Todzi L/A JHS achieved a failure rate of 92.9%, and in 2017, there was a failure rate of 97.1%. This however reduced to 22.2% in 2018 and in 2019, the failure rate increased to 56.2%. These statistics suggest that there is the confirmation of factors affecting academic performance in the Hohoe Municipality and the justification to investigate the factors contributing academic performance in Social Studies among students in public Junior High Schools in the Hohoe Municipality.

## 1.2 Statement of the Problem

Over the past few years, concerns have been raised by stakeholders about the poor academic achievement of pupils in Hohoe Municipality. A study of the BECE results of the schools from 2016 to 2019 buttresses this observation. An analysis of the BECE results of Hohoe Municipality in Social Studies for the period 2016-2019 revealed that there are factors contributing to academic performance of students in Social Studies. There has been a notable worst academic performance in Social Studies in these schools. The analysis of the BECE results obtained from the Hohoe Municipal Education Office for the period of 2016- 2019 in three selected schools indicate that the pass rates for Social Studies in the BECE have been inconsistency and not encouraging.

This is shown in the data provided in Table 1 and Table 2 respectively.

**Table 1: Failure rates (%) for Social Studies**

<b>Selected Schools</b>	<b>Year 2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
Hohoe Adabraka JHS	86.7	78.6	33.3	72.7
Fodome-Xelu R.C JHS	96.3	84.9	48.5	75
Wli-Todzi L/AJHS	92.9	97.1	22.2	56.2

**Source:** GES, Hohoe Municipal Education Office.

**Table 2: Performance rates (%) for the selected schools in Social Studies**

<b>Selected Schools.</b>	<b>Year</b>	<b>No. of Stu. Presented</b>	<b>No. that Passed</b>	<b>Pass %</b>	<b>No. that Failed</b>	<b>Fialure %</b>
Hohoe	2016	15	2	13.33	13	86.67
Adabraka JHS	2017	14	4	28.57	10	71.43
	2018	15	9	60.00	6	40.00
	2019	22	19	86.40	3	13.60
Fodome-Xelu R.C JHS	2016	81	3	3.70	78	96.30
	2017	53	5	9.38	48	90.62
	2018	33	11	33.33	22	66.67
	2019	32	23	71.90	9	28.10
Wli- Todzi L/A JHS	2016	14	1	7.14	13	92.06
	2017	34	1	2.94	33	97.06
	2018	9	7	77.77	2	22.23
	2019	16	7	43.80	9	56.20

**Source:** GES, Hohoe Municipal Education Office.

From the data in Table 2, the academic performance of students of the selected schools who partook in the WAEC examinations for the BECE certificate are diverse for the years 2016 to 2019 for the study. The data shows that the academic performance in of the students has not been encouraging. These clearly show that academic performance has not been very favourable in the Municipality. These results clearly suggest that, students who failed were likely to go through likely to undergo stress and depression since they were not going to further their education in that same year they completed as far as Social Studied is a core subject. As a result, parents of the students who failed needed extra money to register their wards if only they wanted them to further their education. This could have brought a lot of financial pressures on some parents, guardians and even families who were not in good financial outstanding.

Also, the ultimate aim of every teacher is to see his or her students perform creditably in his or her subject area. This provides the opportunity for the teacher to measure his or her performance in the subject area. Such a measure enables stakeholders and teachers to either review or retain their method of teaching and possibly adopt remedial teaching to correct any weakness or defects so identified. A considerable number of studies such as Beauvais and Jensen (2003) has shown repeatedly that poor academic performance is linked to a range of indicators of child and adolescent well-being, including student's family background is widely recognised as the most significant important contributor to success in schools (Beauvais & Jensen, 2003). Lower income children have less stable families, greater exposure to environmental toxins and violence, and more limited extra-familial social support networks, which collectively leads to low academic achievement (Evans, 2004).

This situation raises questions about what factors affect academic performance of students in Hohoe Municipality. Though the Hohoe Municipal Assembly, in collaboration with the Hohoe Municipal Education Directorate have taken some steps such as remedial classes, periodic instructional supervision to address this problem. Unfortunately, it appears not much has been done in terms of scientific research to ascertain the factors responsible for such academic performance. This, therefore, calls for attention and action since many concerns have been raised by many stakeholders on how to overcome this challenge. It is based on this that, this study therefore sought to examine the factors that affect academic performance in Social Studies among Public Junior High School Pupils in Hohoe Municipality of Volta Region, Ghana.

### **1.3 Purpose of the Study**

The study sought to examine the factors that affect academic performance in Social Studies among Public Junior High Schools Pupils in the Hohoe Municipality.

### **1.4 Objectives of the Study**

The objectives of the study were to:

1. investigate the home factors that affect academic performance in Social Studies of pupils in the selected Junior High Schools in the Hohoe Municipality.
2. identify the teacher factors that affect academic performance in Social Studies of students in the selected Junior High Schools in the Hohoe Municipality.
3. examine the learner characteristics responsible for academic performance in Social Studies in the selected Junior High Schools in the Municipality.
4. determine the school factors that affect academic performance in Social Studies in the selected Junior High Schools in the Hohoe Municipality.

### **1.5 Research Questions**

The following questions were formulated to guide the study.

1. What home factors affect academic performance of JHS students in Social Studies in the Hohoe municipality?
2. What teacher factors affect academic performance of students in Social Studies in the selected schools?
3. What learner characteristics are responsible for students' academic performance in Social Studies?
4. What school factors affect academic performance in Social Studies of Selected JHS students in the Hohoe municipality?

### **1.6 Significance of the Study**

The result of this study will help provide vital information and throw more light on the academic performances of JHS students in Social Studies in the Hohoe Municipality especially in the three Selected Junior High Schools. The study would also help unearth some school factors which contribute to academic performance of JHS students in Social Studies in the Hohoe Municipality and also in the three Selected JHS. This would enable the stakeholders to design possible ways of improving academic performance of students and especially motivate students in the study of Social Studies. It will also serve as a tool to guide and empower teachers toward acceptable practices towards the teaching and learning of social studies most especially in the Hohoe Municipality.

Furthermore, the study would add to existing literature on factors that contribute to academic performance of students and in Social Studies in Ghana. The findings from this study may be useful in policy decisions that would stress on the need to support positive supervisor-supervisee relationships and permit for frequent and mandatory supervisory sessions. Supervision is an intervention that is provided by a senior member of a profession to a junior member or members of that same profession. This relationship is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the junior member(s), monitoring the quality of professional service offered.

### **1.7 Delimitation of the Study**

Firstly, the study was delimited to three selected public Junior High schools in the Hohoe Municipality. Secondly, the study focused home factors, teacher factors, learner characteristics, and school factors that affect academic performance in Social

Studies among students from selected public Junior High Schools in Hohoe Municipality.

### **1.8 Organization of the Study**

The study consists of five chapters. Chapter one provides the introduction of the study, with specifics such as background to the study, research problem, purpose of the study while chapter two is about the review of related literature of earlier studies conducted on the topic. Chapter three discusses the methodology in executing the study and chapter four looks at the data presentation, analysis and discussion of the findings. Chapter five deals with the summary, conclusions, recommendations and suggestion for further studies are discussed.

### **1.9 Definition of Terminologies**

*Academic Performance:* refers to a successful accomplishment in a particular subject area or a group of subjects usually indicated by grades, marks and scores of descriptive commentaries.

*School Factors:* refers to the quality of the physical environment, building and facilities, teaching and learning resources and student's perceptions of their learning and levels of interest towards academic work, thus academic performance.

*Home factors:* refers to the nature, access and socio-economic status relative to the provision of educational and learning resources to enhance or complement school learning which includes whether homes provide a stimulating environment and whether parents spend time with their wards in pursuit of activities that aid in cognitive development including the monitoring of children's use of time outside of school.

*Teacher Factors:* refer to whether the teacher, instructor or facilitators' commitment to learning, qualification and experience, his or her mastery of the subject matter and methodologies employed in teaching.

*Learner Characteristics:* refers to students well-being, perception of the school environment, motivation, involvement in academic and co – curricular activities and efforts of students, perception of students' on parental support and involvement and locus of control in all areas have significant effects on a students' academic performance (Engin-Demir, 2009).





## **CHAPTER TWO**

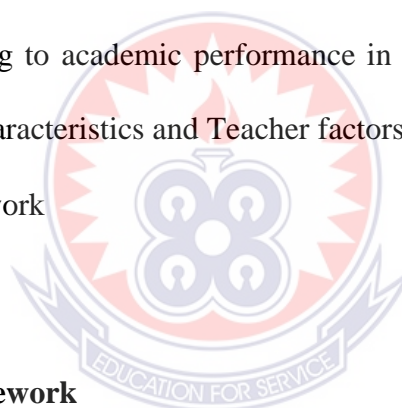
### **LITERATURE REVIEW**

#### **2.0 Introduction**

This section reviews literature on factors affecting academic performance in the selected Junior High Schools in the Hohoe Municipality. May be the result of many factors.

The chapter highlights:

- The theoretical framework of the study.
- The definition concept of academic performance and its scope delineated
- Factors contributing to academic performance in terms of Home factors, School factors, Learner characteristics and Teacher factors.
- Conceptual framework
- Summary



#### **2.1 Theoretical Framework**

This study adopted Urie Bronfenbrenner's ecological systems theory. 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's initial theory (1986), 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 (Bronfenbrenner, 1995) which he called Chronosystem. This theory can be extended to model the development of an organization as well,

and is particularly appropriate for describing the complex systems of a school district or even of an individual school. Each of the four system layers is described below:

**Microsystem:** The Microsystem is defined as the pattern of activities, roles, and interpersonal relationships experienced by a developing person in a particular setting with particular physical and material features and containing other persons with distinctive characteristics of temperament, personality, and systems of belief (Bronfenbrenner, 1995). In other words, this layer forms a 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 is influenced by the Microsystem. If this theory is extended from human development to organizational development, and an individual school is the unit of interest, the Microsystem of the school would include students, parents and family members, 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 Microsystems is bi-directional, the mesosystem involves bi-directional influences between these various structures. An example of the mesosystem of an individual school can be seen in the interactions and dynamics between two of its microsystems, students and parents. Parental expectations regarding the academic and extra-curricular success of their children can often create a dynamic that directly and indirectly impacts the atmosphere and climate of the school. Unreasonably high expectations and low tolerance for failure can create a dynamic between parent and child that is characterized by tension and fear. This impacts the school in various direct and indirect ways, including, for example,

student behaviour in the classroom resulting from such expectations, pressures to ensure their child's success placed on school personnel by the parent, or an attempt by school personnel to shield students from such parental pressures by restricting the amount of information that is communicated regarding student achievement (Johnson, 2008).

**Exosystem:** The exosystem represents the larger social system, and encompasses events, contingencies, decisions, and policies over which the developing person has no influence. The exosystem thus exerts a 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 macrosystem can be thought of as the "social blueprint" of a given culture, subculture, or broad social context and 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-, meso-, and exosystems as well. The macrosystem 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 system layers per se, the chronosystem represents a time-based dimension that influences the operation of all levels of the ecological systems. The chronosystem can refer to both short- and long-term time dimensions of the individual over the course of a lifespan, as well as the socio-historical time dimension of the macrosystem in which the individual lives. The

chronosystem of an individual school, therefore, may be represented by both the day-to-day and year-to-year developmental changes that occur in its student body, teaching staff, curricular choices, etc., as well as the overall number of years in operation (i.e., a newer school faces challenges and opportunities that differ from those of a school that has been in operation for a length of time).

In an attempt to understand the factors contributing to academic performance among Junior High School in the Hohoe Municipality, one has to take into account the individual children as well as the context within which it occurs. The relevance of this theory to the study is that it obliges the researcher to view academic performance in the schools as a phenomenon that is influenced by wider social systems. Similarly, the theory pinned that school children are directly present within some of these social systems, such as their household, school and immediate neighbourhood, and there are others in which they are not directly represented, but which impedes on their development including their siblings', social networks and their parents' or careers' friendship, leisure and the workplace relationships (Bronfenbrenner, 1986). In addition, the theory makes us aware of the influences of wider social systems including the cultures, political systems, social institutions, and values that exist in the society and argues that they should be taken into account in children's educational upbringing.

By inference, the influences and experiences that result from the interactions between different social systems play a key role in determining the extent to which children perform in school. From the constructs of the ecological theory, the poor performance of the learner is inextricably linked with the characteristics of social systems within Hohoe Municipality. The ecological theory is, therefore, the most appropriate theory

for studying the factors contributing to academic performance in the school and 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 children situation.

Consequently, it is within this framework that the present study seeks to investigate the factors contributing to academic performance in the selected Junior High Schools in Hohoe Municipality. Since learning outcomes depend on the way it is presented to the learner by his or her teacher, the way the learner interacts with the learning experiences presented to him/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, teacher, and the learners themselves.

## **2.2 Definition of the Concept of Academic Performance**

Cary, Roseth, David and Roger (2008) define 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 outcome, time or rate to solution, time on task, level of reasoning and critical thinking, creativity, recall and retention, and transfer of tasks” (p. 29).

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

The concept of poor academic performance varies in its definition. Diaz (2003) considers poor academic performance as the situation in which the learner does not

attain the expected performance according to his or her abilities, resulting in an altered personality which affects all other aspects of life. Similarly, Tapia (2002) as cited in Diaz (2003) notes that while the current educational system perceives that the learner fails if he or she 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 performance that is adjudged by the examinee/testee and some other significant as falling below an expected standard. The interpretation of this expected or desired standard is better appreciated from the perpetual cognitive ability of the evaluator of the performance. The evaluator or assessor can therefore give different interpretations depending on some factors. Bakare (1994) as cited in Asikhia (2010) described poor academic performance as any performance that falls below a desired standard. The criteria of excellence can be from 50 to 100 depending on the subjective yardstick of the evaluator or assessor.

### **2.3 Factors influencing Academic Performance**

Various factors have been given for poor academic performance of learner. Rothstein (2000) 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 academic performance. The next part focuses on the relative effects of the home, school, teacher and learner characteristics, as factors contributing to poor academic performance.

### **2.4 Home Factors**

The educational condition attributed to the family needs no emphasis, as there is an ever-increasing awareness of the importance of the parents' role in the progress and educational development of their children. The family background is the most

important and weighty factor in determining the academic performance of learners (Adell, 2002, p.91). Countries that are educationally progressive encourage the active interest of parents and local communities in the education of their children. Children who need assistance for their homework become frustrated and without any hope resulting in poor performance at the end of the year with results that prevent them from achieving required results for university entrance. Diaz, a teacher and psycho pedagogy expert in Spain who wrote a paper titled ‘Personal, family and academic factors affecting low achievement in secondary school’, indicates that among family factors of the greatest influence are the educational levels of parents (Castejon & Perez, 1998). The learner’s perception of family support directly affects performance, while the mother’s level of education does so indirectly. Those learners whose parents are not adequately literate are disadvantaged because these days’ parents are required to assist their children with their assignments and projects that are supposed to be done at home. Whether a child performs well in school can be influenced by a range of household factors. They refer to the provision of educational resources in the home.

They refer to whether homes provide a stimulating environment, full of learning physical objects and materials, and whether parents spend time with their pupils in pursuit of activities that aid in cognitive development including monitoring of children’s use of time outside of school. 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 child schooling are all factors which affect performance in school. In a study by Christenson and Gorney (1992), family and environmental factors were found to affect learner’s performance. The factors are parents’ expectation and attribution, structure and

learning, home environment, discipline, and parental involvement. Parents who create an environment early and expose their children to different styles of learning are enhancing their cognitive skills and, in turn, are also enriching them educationally (Tucker-Drob, & Harden, 2012).

Engin-Demir (2009) argued that sizable research has consistently shown that learner's academic performance has been influenced by background of family characteristics such as socio-economic status of parents. Schiller, Khmelkov and Wang (2002) also 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. Acheampong (1992, cited in Avortri et al., 1999) found that the educational status of parents was a major factor determining a child's academic performance. This finding corroborates that of Johnson and Kyle's (2001) study that parental education, particularly the mother's education has a big influence on children's school performance. Fertig and Schmidt (2002) also found that mother's education has a greater effect on child's learning overall, but that father's education becomes more important when they have attained higher levels.

Fuchs and Woessmann (2004) found parental education and occupation to have more significant effects on reading than on mathematics test scores. It is worth to note that Social Studies is a reading subject so therefore parents' inability to have reading control would make them reluctant to assist their wards at home. This would one way and the other affect the performance of their pupils in Social Studies. They also stated that parental occupation and having at least one parent with a full-time job have important effects on pupil academic performance. In other words poverty, low level



of parental education, parental and neighborhood negative attitudes toward schooling in general, children from disadvantaged background have significantly affected academic performance negatively (Currie, 1995; Gregg & Machin, 1999) whereas children of parents of high level of education have greater access to a wide variety of economic and social resources (family structure, home environment, parent-child interaction) that can be drawn upon to help their children succeed in school (Coleman, 2008 cited McNeal, 1999). Higher family income is associated with higher students' performance (Hanushek, 2002). According to Asikhia (2010) pupils from poor homes are forced out of school and made to engage in hawking, selling packaged drinking water and the likes so as to save money for their school expenses. Most of the time, they cannot afford instructional materials, and are always at the mercy of examiners during examination period. The persistence of this in the life of an individual learner may spell doom for his academic success. Tracy and Walter (1998) as cited in Asikhia (2010) corroborate this when they submit that individuals at the lowest economic level are often the least well-served by the school system.

Akanle (2007) studied socio-economic factors influencing learner's academic performance in Nigeria. Graetz (2000) conducted a study on socio-economic status of the parents of students and concluded that the socio-economic background has a great impact on student's academic achievement. It has been a main source of educational imbalance among students and students' academic success. Considine and Zappala (2002) in their study on the influence of social and economic disadvantage on the academic achievement of school students, noticed that parents or guardians who have social, educational and economic advantage definitely strengthen the level of their child's success in future. Amutabi (2003) has also discussed the impact of socio-economic status on children's readiness for school. Even in families

with above average income, parents often lack the time and energy to invest fully in their children's preparation for school, and they sometimes face a limited array of options for high-quality child care both before their children start school and during the early school years (Ominde, 2004). The study revealed that insufficient parental income influences learner's academic performance. Families with often lack the financial, social, and educational supports that characterize families with high socio-economic status. Poor families also may have inadequate or limited access to community resources that promote and support children's development and school readiness (Okioga, 2013). Parents may have inadequate skills for such activities as reading to and with their children, and they may lack information about childhood immunizations and nutrition (Okioga, 2013). Having inadequate resources and limited access to available resources can negatively affect families' decisions regarding their young children's development and learning.

According to the history of research relating to poor academic performance of learners at high schools, is an International problem, which has been linked to the low socio-economic background of learners. The marital status of being either single, married, divorced, or widow, the parents' social class in terms of their income categories of lower, middle or upper income class all impact on self-concept and the learning process of learners. A stigma is often attached to separation and divorce, affecting the learner's academic performance negatively (Adell, 2002, p.91). The uncertainty results in undue anxiety among young people. Discussion of family problems between parents and their children will reduce such uncertainty, and they will eventually adapt to the situation. However, it is taboo to talk to children about reasons why their father did not marry or divorce their mother in our Black culture. The anxiety triggers emotional problems and long-term distress resulting in academic

underachievement. Internal processes such as perception, memory, motivation, attitude, level of ability, and emotions should be taken into account when issues relating to the academic performance of learners are being dealt with. If a learner is an orphan or his/her parent is terminally ill, the learner will have a problem coping with schoolwork, thus resulting in poor academic performance due to her/his emotional state (Karande & Kulkarni, 2005, pp.961-967). A lower level of concentration results in poor academic performance (Lintner, 1991, p.24).

Jing-Lin, Gang and Wei (2009) found that perceived importance of learning success to family, English writing ability and social communication with their compatriots are significant predictors of international learner's academic performance. The number of siblings that a pupil has is assumed to have an influence on his/her academic performance. The larger the family size the less the attention and devotion from parent child parents and the more the difficulties encountered by the parents in meeting the needs of the children both physically and emotionally particularly in this austerity period when the prices of food and commodities are skyrocketed (Asikhia, 2010). An increased number of children in the family leading to less favourable child outcome. Children from larger families have been found to have less favourable home environments and lower levels of verbal facility (Parcel & Menagham, 1994) as well as highest rates of behavioural problems and lower levels of education performance (Downey, 1995). Research work has shown that the nature of parental discipline affects academic output of children (Aremu, 2000). Oluwole (2001) found that the degree of self-efficacy and anxiety manifested by learners determine their academic performance. On the other hand, children from permissive homes are too complacent, unmotivated, and lack personal will to succeed.

Crider (1993) in Amenyedzi and Ampofo (2010), say that, motivation as the desires, needs and interests that arouse or activate an organism and direct it towards a specific goal. Consequently, it is expected that the behavior of motivated organisms should differ sharply from that of unmotivated organisms. Amenyedzi and Ampofo (2010), maintains that, motivation is a process and concerns behavioural choice, directional goal and reward received for performing.

The democratic style of parenting has been found to be very helpful to teaching-learning situation. Here, children receive punishment that is commensurate with the offence committed. Such children are strong willed and ready for success. Aremu (2000) observes from a study that undergraduates that receive democratic type of parenting perform better than their counterparts from autocratic homes.

Single-parent family is a social phenomenon which has become more common over the past few decades (Gucciardi, Celasun & Stewart, 2004). A single parent is the parent who has the day to day duty in the raising of his or her children alone without the help of the wife or husband. It has been indicated by Eweniyi (2005) and Tenibiaje (2009) that single parent families' results from issues such as divorce, loss of one parent, never married, and separation. Lee, Kusher, and Cho (2007) viewed single-parent family unit as threats to a child's development. This they argue is so because single-parent families are unable to fulfill the appropriate responsibilities towards the child. Bellavia and Frone (2005) have also indicated that single parents struggle with most family demands. And the research conducted by Usakli (2013), on Comparison of children with single and Two Parents in terms of Behavioral Tendencies in Turkey", it is found out that, the children with single parents are less

assertive and more aggressive and submissive in schools which lead to poor academic performance than children with two parents.

Ginther (2004) indicated that individuals from intact families completed, on average, more years of schooling and were also more likely to graduate from high school, attend college and complete college compared to peers raised in single-parent families. Similarly, Pong et al. (2003) compared the achievement gap between children in Single Parent homes and those in Two Parent homes across 11 countries. They found that the United States had the largest gap between the academic achievement of children from Single Parent homes and children from Two Parent homes. The findings of Abudu and Fuseini (2013) revealed that there is a significant difference between the academic performance of male pupils and female pupils from single parent homes.

In addition, structurally, a family is either broken or intact. A broken family in this context is one that is not structurally intact for various reasons; death of a parent, divorce, separation, desertion and illegitimacy in which case, the family was never completed (Coukline, 1996). This analysis becomes necessary because life in a single parent family can be stressful for both the child and the parent. Such families are faced with the challenges of diminished financial resources, assumption of new roles and responsibilities, establishment of new patterns in intra- familial interaction and reorganization of routines and schedules (Agulanna, 1999). These conditions are not conducive for effective parenting. This is because when the single parent is overburdened by responsibilities and by their own emotional reaction to their situation; they often become irritable, impatient and insensitive to their children's

needs. Such conditions do not provide a conducive environment for academic excellence (Nzewunwah, 1995 cited in Uwaifo, 2008).

Furthermore, parental involvement tends to influence children's school performance. Grolnick and Slowiaczek (1987) indicated that students' whose parents who are involved in their education tend to have better academic performance than students whose parents are not involved in their school. Corroborating this finding, Reynolds and Gill (1994) revealed that a significant relationship existed between parental involvement and academic performance as it positively compliments what is done at school.

Amenyedzi and Ampofo (2010), maintains that, motivation refers to factors within the individual such as needs, desire and interest that activate, maintain and direct behavior towards a goal.

These scholars therefore agree on motivation as a tool that can be employed to encourage, better and also sustain the academic interest in learners to improve and better academic performance and also shape behavior within the acceptability of human societies.

Conway and Houtenwille (2008) also found that parental involvement has a strong positive effect on learner academic performance and directs parents to do so from the basic level to obtain better rewards from the school system. Further research shows parental involvement in children's learning not only leads to higher academic performance, but greater cognitive competence, greater problem-solving skills, greater school enjoyment, better school attendance and fewer behavioural problems at school (Melhuish et al., 2001 reported in Ademola & Olajumoke, 2009). Additionally,

Tremblay, Ross and Berthelot (2001) found a significant association between learners with parents involved at school and their academic performance.

Also, parental interest in schooling has been found to contribute significantly to the academic performance of pupils. 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. Ghanney (2007) examined the effects home environment has on the child's performance in primary schools in Winneba Township. He found that positive parental attitude towards education; great parental support and interest combine to enhance children's progress in education rather than the level of parent's educational attainment.

## **2.5 School 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, class size and student-teacher ratios, teacher qualification, study and understanding of child psychology, guidance and counseling, experience, and supervision both internal and external. Aküzüm et al. (2014) stated that the insufficiency of the physical facilities of the school is also an important cause of absenteeism leading to academic poor performance. Student's seeing oneself worthless, being an object of derision, exclusion, being unjustly accused and feeling insecure were found as causes of absenteeism. According to Lamote et al. (2013) and Strand and Granlund (2014), the sense of belonging to school, trust in school, trust in the staff, commitment to various school activities decrease absenteeism rates, the negative aspects of the school setting may cause stress in students and lead to dropout.

According to Sari (2013), when students view themselves as an important constituent of school, their academic success increases and their probability of dropping out of school. School climate constituted by human relationship affects students' and teachers' behaviours (Mizelle, 1992).

GES Handbook for headteachers (1994), alerts that school managers and authorities have to make sure that there is discipline among teachers and learners in the school. And according to Asiedu-Akrofi (1978), the authority in a school has one common source and it is the headmaster or headteacher. The school needs only this centre of authority in order to integrate the work of the teachers, students, parents and supervisions to achieve better academic outcomes.

Amenyedzi (2010) affirms that, students who observe school rules have free state of mind and thus increase their capacity toward academic performance and total development of potentials.

Instructional materials provide adequate information, organize the scope and sequence of the subject matter presented, and provide opportunities for learners to use what they have learned, and ease the teacher relative to the pedagogical skills that can be employed.

Lockheed and Verspoor (1991), Students usually perform better when they have books or study aids to foster their learning. These study aids or material resources could be textbooks, teachers' guides, wall pictures, maps, atlases and other learning related materials to use both at home and school. They add that, the availability and use of teaching and learning materials affect the effectiveness of a teacher's lessons.



Farrant (1980) highlights that, teaching is not merely having a lesson but rather when learners participate and partake in the lesson. Tamakloe (1994) adds that when teachers use learners' aids in the classroom it makes the lesson learner- centered. Talabi (2003), learning resources enable learner to practice and learner new things on their own.

In addition, the school location and quality of the physical building influence the academic performance and interest levels toward academic work of students. Harbison and Hanushek (1992) stated that the quality of the physical facilities is positively related to learner academic performance. This assertion corroborates that of Danesty (2004, cited in Yinusa & Basil, 2008) who stressed that good sitting arrangement and good buildings produce high academic success and performance, while dilapidated buildings that lack mental stimulating facilities coupled with low or no sitting arrangements is destructive. According to Asikhia (2010) where the school is located determines to a very large extent the patronage such a school will enjoy. He highlighted on sound setting, noise and environmental pollution. Similarly, 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 promotes poor academic performance and includes pollutants, noise, highway distractions, poor building structures and lack of learning resource center.

Engin-Demir (2009) argue that attending a school with a better physical environment is associated with increased mathematics scores. Adepoju (2001) found that learners in urban schools manifest more brilliant performance than their rural counterparts. Also, Ogunleye (2002) reported a significant difference in the academic performance

of learners in urban areas from one urban to another urban area based on facilities and standards.

Class sizes have also been identified as determinants of academic performance. Studies have indicated that schools with smaller class sizes perform better academically than schools with larger class sizes. Fabunmi, Brai-Abu and Adeniji (2007), for instance, indicated that three class factors (class size, student classroom space and class utilization rate), when taken together, determined significantly students' academic performance in Oyo state, Nigeria.

Similarly, Salfi and Saeed (2007) found a significant correlation between school size and learners' academic performance in Pakistan. They revealed that small schools performed better than medium and large schools. In 2001, Tremblay, Ross and Berthelot found class size to be inversely related to academic performance, 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 sizes above 40 have negative effects on learners' academic performance.

Adeyela (2000) found that large class size is unconducive for serious academic work as large class numbers stresses the teacher-student ratio and does limit the teachers' attention on individual students as well as deter some teachers from using participatory methods of teaching.

Furthermore, effective supervision of teaching and learning activities turn out high academic performance of learners and also build a smooth-running school system.

Jones and Hand (1938) in Amenyedzi (2010) writes that guidance is an inseparable aspect of the educational process that is peculiarly concerned with helping

individuals discover their needs, assess their potentials, develop their life purpose and proceed to their realizations.

To Shertzer and Stone (1976), guidance is the process of helping individuals to understand themselves and their world. Amenyedzi (2010), guidance in school helps the individual to answer questions about him/herself and accept ones identify. Etsey, Amedahe and Edjah (2004) in a study of 60 schools from peri-urban and rural areas (29: 31 schools) respectively in Ghana found that academic performance was better in private schools than public schools because of more efficient, frequent, regular and effective supervision of school, work of teachers and related resources. According to Etsey (2005) if circuit supervisors are more regular in schools, this would put the teachers on the focus to be more regular, innovative, dynamic, serious and punctual in school. This would forestall teacher absenteeism and improve teaching and learning in the schools. If teachers are present always and punctual at school due to regular visits of circuit supervisors, students would be challenged more and become focused to change their attitudes toward school attendance, academic work and practicing of what is learnt at school that includes classroom and lesson participation.

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

According to Engin-Demir (2009) regardless of intelligence, students who spend more time on assignments and homework and related academic activities stand a greater chance to improve their academic performance. The amount of time

students invests in homework and other related activities have also been found to be strongly related to motivation and extrinsic in nature. Butler (1987, quoted in Etsey, 2005) 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"

## **2.6 Learner Characteristics**

Several learners' characteristics have greatly influenced the academic performance of students and level of interest towards academic work input, regular reading of books and homework, attendance in school, students' attitude towards schooling, learners' self-concept and motivation, health and nutritional status of students.

Nile (2006) pointed out that there is a weakness among the students of the main stages in language skills, and confirms the reality of this weakness of students in key stage of the delay in the mastery of reading and writing skills, as well as weaknesses in the skills of writing the alphabet and calligraphy.

According to Engin-Demir (2009) regardless of intelligence, learners who spend more time on assignments and homework are very important activities to improve their grades. The amount of time learner invests in homework and other related activities have also been found to be strongly related to motivation. Butler (1987, quoted in Etsey, 2005) 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 learners" (p. 3). Homework is in reality an interaction between school and the home, and an essential ingredient of the educational process when measuring academic characteristics (Harbison & Hanushek, 1992; Alomar, 2006). Also Stricker and Rock (1995) conducted an analysis by assessing the impact of the pupils' initial characteristics (gender, ethnicity, parental education, geographic region and age) and the academic performance. They found that the learners' initial characteristics have a modest impact on their academic performance and among them parental education is the most significant.

In addition, school attendance has a high correlation with individual academic characteristics performance. The success of a pupil in school is predicated on regular school attendance. According to Allen-Meares, Washington and Welsh (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 pupils' academic. Heady (2003) argued that there is a negative relationship between learner academic performance and work during school hours. 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. Unbalanced demand of work and education places a physical and mental strain on students and often leads to poor academic performance.

Several researchers have investigated the significant role of learner attitudes toward learning with regard to their academic performance. Learners' attitudes such as absenteeism, truancy, indiscipline, etc can affect their performance. For instance, McLean (2007) found, by distinguishing between the attitudes of high and low

achievers, that five attitudinal factors were significantly related to academic performance. Learners' attitudes may not only directly affect academic performance, 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 performance. House (1997) and Hassan (2002) further complemented the results of earlier studies, with the former proving that the pupil's initial attitude towards school was significantly related to academic performance, while the latter found that attitudes predicted the pupil's basic approach to learning.

Among one of the personal variables most studied is self-concept, which concerns the group of thoughts and beliefs that a pupil has about his/her academic ability. Self-concept results from the learner's internalization of his social image. It is developed from different interactions with the social environments and agents. Great importance is assigned the learners self-image and the acceptance or rejection by others (Diaz, 2003). This factor has also been investigated by several authors, as regards the relationship between self-concept and academic performance. Marsh (1990) investigated the reciprocal relationship between self-concept and academic performance and found that an individual's present performance 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 performance did affect subsequent academic self- concept, and likewise, prior academic self-concept also affected subsequent performance, with prior performance being the control. Contrary to these results, Helmke and Van Aken (1995) found that elementary school performance did not affect prior self-concept. Edwards (2002)

found that self-concept better predict performance than variables such as age or student gender.

Another personal variable most studied is motivation. Motivation is considered to be the element that initiates the pupil's own involvement in learning. When a learner is strongly motivated, all his effort and attention are directed toward the performance of a specific goal, thus bringing to bear all his or her resources (Diaz, 2003). In relation, learners' academic performance motivation is influenced by the learners' perception of parental support and involvement. If learners' perception is positive on their parents support and involvement, they will achieve well (Grolnick & Slowiaczek, 1994; Wang & Wildman, 1995).

Amenyedzi and Ampofo (2010) motivation therefore refers to factors within an individual such as needs, desires and interests that activate, maintain and direct behavior toward a goal. Motivation can be intrinsic or extrinsic. They concluded that, intrinsic motivation is the desire to perform an activity or task for its own sake. The motivation is derived from the satisfaction arising out of the desired behavior itself. On the other hand, extrinsic motivation is the desire to perform an activity or task because of external rewards.

According to Engin-Demir (2009), Learners' perceptions that their parents are involved and interested in their schooling and encourage them to do well are positively related to academic performance. 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 learner performed significantly worse in reading, maths and science in schools whose principals reported that learning was strongly hindered by the lack of parental

support. However, some research has shown most aspects of the relationship between educational support of parents and scholastic performance of children to be positive.

Studies have looked at learner's nutritional and health status on school indicators such as classroom concentration, general intelligence and performance on selected cognitive tasks including performance test scores (Pridmore, 2007). Research by the Ghana National Commission on Children (GNCC, 2000) found that in total, a little over 16 per cent of school- aged learner 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 learner were anaemic. Sarris and Shams (1991) studied malnutrition among school age learner in Ghana and found that about 36 per cent of learner surveyed were malnourished. Most weighed below the 80 percent Harvard weight-for-age standard. 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 & Shams, 1991) where socio-economic indicators are low. In these regions enrolment, attendance, completion rates and performance tend to be lower.

Health has the potential to affect access to schooling. Research indicates a child's health can influence when and whether they go to school, 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 (Glewwe & Jacoby, 1995; Fentiman, Hall, & Bundy, 1999, 2001). A child'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 learner (Pridmore, 2007, p. 21).

Harbison and Hanushek (1992) found a statistically significant relationship between health and nutritional indicators and academic performance. They concluded that the influence of poor health and nutritional status on performance begins early in a child's life and have cumulative impact on learners' performance. Vegas and Petrow (2008) assert that although the mechanisms by which malnutrition affects academic performance are not known, deficiencies in proteins, calories and micronutrients are believed to impair cognitive development. Lockheed and Verspoor (1991) indicate three aspects of nutritional status that affect academic performance adversely: temporary hunger, micronutrient deprivation and protein-energy malnutrition. A local study on early primary school learners' in Malaysia showed a weak but significant association between poor nutritional intake and academic performance (Ong, Chandran, Chen & Poh, 2010)

Pollitt (1990, cited in Lockheed & Verspoor, 1991) reported a significant relationship between protein-energy nutritional status and school performance in Kenya. He further indicated that children who are temporary hungry as a result of not eating breakfast are more easily distracted from their school work than those who have eaten.

## **2.7 Teacher/Facilitator Factors**

Several teacher factors influence academic performance. These include teacher attendance in school, teachers' interest and motivation, and teaching effectiveness and methods of teaching.

Teacher regularity in school is important in terms of both learner's access to education and the nature of that access. A widespread problem of teacher absenteeism is likely to contribute to poor pupil performance. The prevailing evidence is that teacher absenteeism at primary school level in Ghana appears to have worsened in the last fifteen years (World Bank, 2004). The World Bank impact evaluation of basic education in Ghana found that, "in 2003, nearly 13 per cent of teachers had been absent in the past month, compared to just over 4 per cent in 1988" (World Bank, 2004, p. 101). It also observed that "in 1988, 85 per cent of schools did not suffer at all; whereas this figure has now fallen to 61 per cent, with 13 per cent of schools with over one-third of the teachers being absent for reasons other than sickness in the past month" (World Bank, 2004, p. 103). The study also found absenteeism to be significantly worse in rural schools than in urban schools, and worse in public schools compared to private schools. Similarly the CARE International (2003, p. 18) report which looks at deprived rural areas in northern Ghana talks of 'chronic teacher absenteeism' which 'adversely affects the learning environment' and Dunne and Leach (2005) talk 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 classes.

The World Bank (2004) report put forward a number of reasons for the increasing teacher absenteeism. These included teachers living long distances from schools and experiencing transportation difficulties; teachers having to travel to town once a month to collect their pay, which may or may not have arrived; and, rural teachers engaging in farming activities. Although factors will be context-specific, multivariate analysis on teacher survey data also showed 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 relations (World Bank, 2004). These last three factors were explained as possible causes of distraction from work. Barnes (2003) indicates how teachers are being encouraged in Ghana to facilitate local level development, which although it can 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 schools and found that about 85 per cent of teachers go to school late. Lateness ranged from five minutes up to one and a half hours. This meant teaching time was lost, teachers taught fewer school subjects (i.e. taught mainly English and Mathematics out of 10 subjects), and the shortening of the school day for students. Lateness and absenteeism affect completion of syllabi. When the syllabus is not completed, pupils find it difficult to understand content that is to be taught in the next class which foundation in most cases is based on the previous class (Etsey, 2005). This assertion supports Pryor and Ampiah's (2003) view that most children do not follow school work because they do not possess the understanding from previous work that is prerequisite for the syllabus of the higher grades of primary school and junior secondary school. Both absenteeism and lateness Bennell and Akyeampong (2007) point out are symptomatic of education systems 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.

Another factor is teacher motivation. A highly motivated person puts the maximum effort in his or her job. Ofoegbu (2004) linked poor academic performance of learners to poor teachers' performance in terms of accomplishing the teaching task,

negative attitudes to work and poor teaching habits which have been attributed to poor motivation. Corroborating this position, Lockheed and Verspoor (1991) asserted that lack of motivation and professional commitment on the part of teachers produce poor attendance and unprofessional attitudes towards pupils which in turn affect the performance of learners academically.

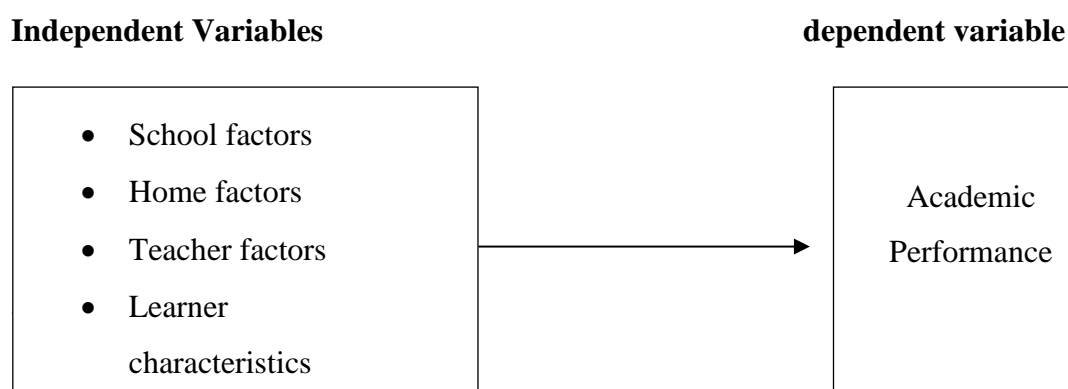
perform better achievement. A teacher's knowledge of the subject matter coupled with textbooks, instructional time and other learning materials have great influence on learning at the basic school level (Lockheed & Verspoor, 1991). Agyemang (1993) reported that "a teacher who does not have both the academic and the professional teacher qualification would undoubtedly have a negative influence on the teaching and learning of his/her subject" (p. 2). According to Hedges (2002) many trained teachers are unwilling to accept postings to deprived communities in Ghana. As a result there is a tendency for less qualified teachers to be employed in these communities, which affects their academic performances negatively. Darling-Hammond (2000) 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 (2001) found out that 63 per cent of chemistry, physics, earth and space science instructors do not have certification in the subjects and this result in the poor performance of learners in American Secondary schools. Also, Greenwald, Hedges and Laine (1996) found academic achievement to be positively correlated with teacher qualification. Additionally, Abuseji (2007) found teacher's 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 5.00 per cent of the total effect on learners' performance in chemistry in Lagos state, Nigeria.

Bilesanmi (1999) found that teachers' teaching experience had significant effect on learners' performance in science. Also, Fettler (2009) investigated the relationship between measures of teachers' experience and learner performance in science and mathematics. He found that teaching experience as measured by years of service correlated positively with learner test results.

Effective teaching embraces a variety of different aspects of teaching such as subject mastery, effective communication, lesson preparation and presentation, pacing the class to the learners' level and taking into account individual differences, allowing learners to practice and applying what they have learned, letting learners know what is expected of them, and monitoring and evaluating performance so that learners learn from their mistakes (Lockheed & Verspoor, 1991). Jacob and Lefgren (2006) found a positive correlation between effective teaching and academic performance. Similarly, Adediwura and Tayo (2007) suggest that effective teaching is a significant predictor of learners' academic performance and concludes that effective teaching produce learners of higher academic quality. Akiri and Ugborugbo (2009) showed that effective teaching produced better performing learners.

## **2.8 Conceptual Framework**

Haralambos and Holborn (2008) asserted that a conceptual framework enables the researcher to find links between the existing literature and his own research goals. Figure 2.1 shows the conceptual framework of the study on factors contributing to weak academic performance among pupils of Hohoe.



**Figure 1: Conceptual framework of the study**

**Source:** By the Researcher.

It could be seen from Figure 1, that the independent variable was made up of four components: school factor, home factors, teacher factors, and learner characteristics. Thus, the presence (+) of low-class size, adequate school facilities such as library, toilet, classrooms learning resources, adequate teaching staffs and many others, there is the likelihood that, it would contribute positively to academic performance of students. However, the absence of proper school facilities, qualified teachers, low class size and teaching and learning resources including the discipline and setting of the school could lead to poor academic performance of students in social studies.

Also, Home factors include parents' socio-economic status, such as level of education, nature of occupation and level of income could also influence the academic performance of children. For example, if the income of parents is high, there is the likelihood that they would be able to honour the financial obligations of their children concerning provision of books and other learning materials needed at home for self-practice and thus enhance academic performs positively while on the other hand, students whose parents cannot meet the above standard as a result of low income, is likely to perform poorly in academics, since their lack the financial muscle to perform their responsibilities as parents towards their children education, these students rely

heavily on classroom interactions and this limits the opportunities and negatively affects their academic performance.

Furthermore, when parents have high educational background, it is likely to have positive impact on the academic performance on their children (students) because higher education leads parents to be responsible and properly understand information students bring from school to them and appropriately respond to them ultimately to help improve and better the academic performance of their wards. This is so in the sense that; these parents could guide their children in doing their homework, through the provision of textbooks at home and engage them academically but, when parents have low educational background, it could negatively influence the academic performance of their children because they think that everything they need to perform or excel is found and present in the school. For example, if it happens that their children find it difficult to complete their homework, they may not be able to teach them since they have low educational background. The nature of parent's occupation can influence the academic performance of their children. For example, parents with tight occupational schedule may not be able to attend to the educational needs of their wards such as assisting them to complete their homework. However, parents with less busy occupational schedule are likely to have more time for their children at home also visit them at school to collect information about their performance and conduct

The teacher factor is one of the major factors that accelerate the academic performance of students and development of interest to learning among students in the classroom. The teacher is therefore regarded as the pivot of the teaching and learning activities in the classroom or during lesson delivery. The teachers' adequate skills and knowledge about teaching methods, teaching and learning resources, classroom

management and adequate knowledge on the subject matter to be taught have great impact on the academic performance of students and also in Social Studies.

When the teacher is well informed on the subject matter or content, good methods of teaching of every topic, careful selection teaching and learning materials (TLMs) for every topic, know-how on appropriate used of the TLMs and good classroom management skills promotes effective teaching and learning thereby positively affect academic performance of student, because the interaction becomes learner- centered, practical and brings abstract concept to the door step of the students, which breaks all barriers between the learner and conceptualization of the topics the teacher teaches. Equally, when there is the absence or shortfall on the part of the teacher relative to their pedagogical skills, classroom management, selection and use of teaching and learning resources, the overall teaching interface is faced with barriers that limits students understanding leading to a negative effect on their academic performance. Also, teachers who rely greatly on teacher- centered methods of teaching in the basic schools such as lecture method, teacher demonstrations contribute to the poor academic performance of students especially in Social Studies as it limits or eliminate manipulation TLMs during teaching and learning.

Learner characteristics briefly, refer to the readiness and conduct of students in the classroom towards teaching and learning in the schools. The classroom room is an assembly of children from different backgrounds, orientation, perception, interest and mixed abilities which play a significant role in classroom during teaching and learning especially in Social Studies. The teacher therefore professionally harmonizes all these to help students acquire knowledge in a standardized manner, however, the prominent



characteristics that have influence students' academic performance are attentiveness, interest and participation in classroom learning activities.

Learners who pay attention, and have interest and participate in classroom activities show excellent and high academic performance because, paying attention in the classroom enable students to actually listen and hear all the teacher says in the class during the lesson, including the contributions made by their colleagues to enrich their information and understanding of the subject matter especially during discussions in the teaching and learning of Social Studies. Similarly, when learners have interest towards school and academic work it automatically increases their attendance and output in academic work since they display interest on daily bases towards the learning content. To add, classroom participation in teaching and learning activities by students increase their knowledge and the understanding level of students and increase their probability of retention of what is being taught, which goes to a large extent to enable students perform better academically. On the contrary, learners' who does not have these learner characteristics perform poorly in academics because they pose and exhibit feature that enhance negative academic outputs.

## **2.9 Summary of Chapter**

In conclusion, literature has been reviewed on issues concerned with academic performance, social studies, teaching and learning of social studies, school environmental factors, home, learner characteristics and teacher factors contributing to poor academic performance related to the study. However, the literature reviewed does not address the questions raised by this research in the study. Knowledge on factors contributing to poor academic performance in the study is limited. Information on variables contributing to poor academic performance in the Basic

school education in Junior High School in Hohoe Municipality is pertinent to help stakeholders to develop strategies for improving academic performance of learners. This demonstrates a need for further study on this topic and provides the rationale for this thesis.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

The focus of this chapter describes the research methods used in the study, highlighting the research design, sampling techniques and procedures, population definition and data collection instruments employed. It also describes the data sources including the methods of data collection, ethical concerns and data handling procedures.

#### **3.1 Research Paradigm**

A paradigm speaks about researchers' philosophical orientation which decides ontology, epistemology, methodology and methods to be used (Tuli, 2010). It reflects researchers' abstract beliefs that guide his interpretation of reality. Tuli further posits that paradigm decides how a researcher should view a phenomenon and which research methodology to use to study those phenomena. A research paradigm may be a set of fundamental assumptions and beliefs on how knowledge is gained (Jonker & Pennink, 2010). Although the philosophical backgrounds usually remained inherent most research, they affect the practice of research. The two main philosophical dimensions that distinguish existing research paradigms are ontology and epistemology (Kalof, Dan & Dietz, 2008; Saunders, Lewis & Thornhill, 2012). They relate to the character of data and therefore the development of that knowledge respectively. The paradigm portrays that there is a reality out there which is tangible, stable and apprehensible; and can be investigated independent of the researcher by observing, experimenting on a large number of participants resulting in the finding

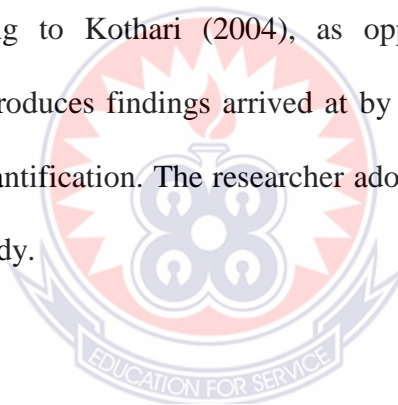
that can be analysed statistically and pruned for the purpose of generalization (Cohen, Manion & Morris, 2007).

Atieno (2009) posits that, a paradigm can be understood either as an approach or a design, So, there are some paradigms which are favourable for quantitative approach (Positivist Paradigm) while there are others which is favourable for qualitative approach (Interpretive paradigm) and there are some other paradigms which are favourable for both approaches known as mixed method approach (pragmatist paradigm) (Mackenzie & Knipe, 2006).

This study was aligned to the positivism research philosophy. The key features of positivism philosophical approaches are presented by Ramanathan (2008) are: The researcher or observer must be independent, human interests should be irrelevant, explanations must demonstrate causality, research progresses through hypotheses and deductions, concepts need to be operationalised so that they can be measured, units for analysis should be reduced to the simplest terms, generalization through statistical probability, sampling requires large numbers randomly selected. Positivism depends on quantifiable observations that lead to statistical analyses. It has been noted that “as a philosophy, positivism is in accordance with the empiricist view that knowledge stems from human experience. The positivist paradigm advocates the use of quantitative research methods as the bedrock for the researcher’s ability to be precise in the description of the parameters and coefficients in the data that are gathered, analysed and interpreted, so as to understand relationships embedded in the data analysed. Also, the positivist paradigm is usually validated by applying four criteria namely, internal validity, external validity, reliability, and objectivity (Burns, 2000).

### **3.2 Research Approach**

The study used quantitative (positivist) approach and employed the natural-science inquiry paradigm. This ideology corroborates the idea that human beings inhabit a relatively stable, uniform, and coherent world that can be measured, understood and generalized (Gay & Airasian, 2000). This suggests that in order to understand the factors contributing to students' academic performance in Social Studies, the existing information can be sourced not only basing on the feelings and opinions of the researcher; but as well as using other methods such as, measurement and numeric data. It advocates for the researcher to be detached from the respondents and as such the researchers tried their level best to distance themselves to avoid any form of bias creeping in. According to Kothari (2004), as opposed to qualitative research, quantitative research produces findings arrived at by means of statistical procedures and other means of quantification. The researcher adopted the quantitative method as the approach in this study.



### **3.3 Research Design**

Research designs are plans and procedures for doing an investigation during a research. The plan is a systematic guide to the whole process. This plan indicates and shows how the researcher is going to test, measure or observe a phenomenon of interest. The design describes and highlights the procedures for conducting the study, indicating when, from whom, and under what conditions the data will be obtained. Research design is the blueprint or structure with which research will be conducted (Ali et al., 2016).

The present study was an investigation of factors that affect academic performance of students in Social Studies among public basic schools in the Hohoe Municipality of Volta Region. The study employed a descriptive, cross-sectional survey design. The descriptive method was used to identify and describe the factors that affect the academic performance of students of the Schools. The descriptive design was used to examine out whether there was a relationship between the home, student, teacher, and school related factors and student's academic performance. The design was considered suitable for the study as it involves gathering of data from members of the population in order to determine its current status in regard to one or more variables. According to Fraenkel and Wallen (2008), a cross-sectional research describes an existing relationship between variables. It is also encouraged for studies that involve collecting data from a large population. Furthermore, descriptive studies are concerned with gathering facts rather than manipulation of variables (Charles & Merton, 2002). In this regard, the descriptive and the cross-sectional survey design was considered appropriate as a means of achieving the main objective of the study which was to establish the factors contributing to academic performance of the students in Social Studies in Hohoe Municipality.

### **3.4 Population**

According to Neuman (2006), research population is an abstract idea of a large group of many cases from which a sample is drawn. It is also described as the aggregate of elements from which a sample is obtained (Rubin & Babbie, 2008). The population for the study comprised all JHS students and teachers in public basic schools in the Hohoe Municipality of Volta Region. The accessible population, however, included all JHS students and teachers from the three selected schools in the Hohoe Municipality namely: Adabraka JHS, Fodome-Xelu R.C JHS and Wli-Todzi JHS.

The total population of the students and teachers from the three selected schools were 481 and 30 respectively. This population was chosen for the study because it was a mixed school population and was easy to access in terms of proximity and transportation to make the collection of data easy to the researcher. Also, the necessary character traits of the behaviour and attitude and all the components of a complete community may easily be found in these school settings.

### **3.5 Sample and Sampling Procedures**

The sample frame for the study was all students and teachers in the three selected JHS in Hohoe Municipality. A sample of 180 pupils from the selected Junior High Schools and 30 teachers that included both Junior High School Social Studies Teachers and other subject teachers from the selected schools since the teachers might have further and better knowledge about the contributing factors to the poor academic performance of the JHS Pupils in Social Studies in the Hohoe Municipality. The sample size for students from the three selected schools was determined by using Krejcie and Morgan (1970) sampling table. According to Frankael and Wallen (2008), a sample size of a minimum of one hundred (100) was enough to give a meaningful generalization. Hence, a sample of one hundred and eighty (180) pupils was good for a meaningful generalization. The three junior high schools (Adabraka JHS, Fodome-Xelu R.C JHS and Wli-Todzi JHS) were randomly selected.

As already indicated, the main concern in this study was to identify the factors contributing to poor academic performance in Hohoe Municipality, the researcher selected three poor academic performing school thus Adabraka JHS, Fodome-Xelu R.C JHS and Wli-Todzi JHS based on purposive sampling. The purpose was to select schools to reflect poor academic performing schools in Social Studies by the results

of BECE examinations from 2016 to 2019. Thus, the three selected JHS represented the poor performing schools adequately fit the purpose in the study area. (Hohoe Municipal)

There are three classes in a Junior High School namely, JHS one, JHS two and JHS three. All the three classes were considered for both the three selected schools for the study. The researcher believed that students in these classes might have knowledge about BECE and is also familiar with school and home factors that influence their academic performance. Class registers and a personal visit to count the students present in each sampled class in the schools were used to arrive at the exact class enrolment for the selection. The total enrolment from JHS 1 to JHS 3 in Adabraka JHS was 216 students, Fodome-Xelu R.C. JHS was 157 and Wli-TodziL/A JHS was 108 students. The researcher selected an equal number of students from all the three selected schools. Systematic sampling approach was used in the selection process.

At Abraka JHS, the researcher intended to select 60 out of the total of 216, which means that the researcher had to divide 216 by 60 to get the sampling interval to use in the selection. In that case the sampling interval was 4. This interval (4) comprised the numbers between 0 and 4 in the list. The first four numbers were copied and placed in a box and one was randomly selected. Thus, the number drawn was 3 or the number 3 in the list and represented the first student; the next pupil was  $3+4=7$ ,  $7+4=11$ , for the third pupil and so forth. The researcher kept selecting names by adding 4 until the required sample of 60 pupils was reached. The procedure ensured that all the pupils had an equal chance of being selected.

Similarly, at Fodome-Xelu R.C. JHS, the researcher intended to select 60 out of the total of 157, which means that the researcher had to divide 157 by 60 to get the



sampling interval to use in the selection. In that case the sampling interval was 3. This interval (3) comprised the numbers between 0 and 3 in the list. The first three numbers were copied and placed in a box and one was randomly selected. Thus, the number drawn was 2 or the second (2) name in the list and represented the first student; the next pupil was  $2+3=5$ ,  $5+3=8$ , for the third pupil and so forth. The researcher kept selecting names by adding 3 until the required sample of 60 pupils was reached. The procedure ensured that all students had an equal chance of being selected.

Also, at Wli-Todzi JHS, the researcher intended to select 60 out of the total of 120, which means that the researcher had to divide 120 by 60 to get the sampling interval to use in the selection. In that case the sampling interval was 2. This interval (2) comprised the numbers between 0 and 2 in the list. The first two numbers were copied and placed in a box and one was randomly selected. Thus, the number drawn was 1 or the first (1) name in the list and represented the first student; the next pupil was  $1+2=3$ ,  $3+2=5$ , for the third pupil and so forth. The researcher kept selecting names by adding 2 until the required sample of 60 pupils was reached. The procedure ensured that all students had an equal chance of being selected.

This technique was used in order to give students equal chances of being selected and to help avoid biases in the selection of the respondents. Again, a census method was used in selecting the teachers for the study. The census method was used because the teachers were few, so all of them were included in the study.

### **3.6 Sample Size**

A sample is a smaller set of cases selected from a larger population or a subset of the population which consists of individuals, objects, or events that form part of the

population (Agyedu, Donkor & Obeng, 2011; Neuman, 2006). Sample size refers to the total number of independent, random sample units drawn from the research population. At the end of the sampling procedure, there were sample total of 180 basic school pupils and 30 basic school teachers involved in this survey. Table 3 provides a summary of the sample distribution.

**Table 3: Distribution of study participants**

<b>Participants</b>	<b>Sample selected</b>
Students of :	
Adabraka JHS	60
Fodome- Xelu JHS	60
Wli-Todzi JHS	60
<b>Total</b>	<b>180</b>

**Source:** Author's Construct, 10<sup>th</sup> January, 2020.

### 3.7 Research Instrument

Instrumentation refers to the preparation, organization and development of tools or instruments for gathering data for the subject matter of the study. Some of these include questionnaires, interview schedule, and including observation etc. Although a number of instruments for data collection could have been used, a questionnaire was deemed most appropriate for the study. Questionnaires are easy to administer, friendly to complete and fast to score and therefore take relatively less time from researchers and respondents (Knowles, 1980). Two sets of self-developed questionnaires were used in the data collection. The questionnaires were designed for both school teachers and students and they related to factors which might be responsible for poor academic performance in Social Studies of the JHS Pupils in the Hohoe Municipality. Both teacher and student questionnaires were organized in two sections (A and B) (see Appendix A). Section A dealt with the demographic profile of the respondents, while

Section B contained items relating to school environment factors, teachers' related factors, home related factors and student-personal factors. The items in the questionnaires were structured in such a way that they enabled the respondents to pick alternative answers against their choice of responses. The questionnaires included only close-ended questions. The questionnaires were again developed using five-point, Likert-type Scale ranging from 1 = strongly disagree (SD), 2= disagree (D), 3 = undecided (UN), 4= Agree (A) and 5 = strongly Agree (SA). On this scale, the highest mean score possible was 5 and the lowest mean score possible was 1. The midpoint between these two extreme scores was 2 which were arrived at thus:  $\frac{5-1}{2}=2$ . Hence, the cut-off point for deciding whether the teacher or students related factor was high or low was  $5 - 2$  or  $1 + 2$ , which in either case is 3. Therefore, any item having a teacher or students related factor mean score of 3 or higher was regarded as high teacher or students related factor. On the other hand, any item having a teacher or students related factor mean score of less than 3 was regarded as low teacher or students related factor. The same process was used to determine the home related factors and school related factors. Cohen, Manion and Morrison (2007) observed that the questionnaire tends to be more reliable since its anonymity encourages greater honesty than interview. The questionnaire might have some demerits such as respondents not necessarily reporting their beliefs and attitude to portray them in good light, as well as data being affected by the respondents' knowledge, experience and motivation; yet, it is a good instrument to be used. Cohen et al. (2007) specify that questionnaire provides a relatively simple and straightforward approach to the study of attitudes, values, beliefs and motives. It may also be adapted to collect generalized information from any human population. They add that, questionnaires also have high

amounts of data standardization. It was against these merits that the researcher opted to use questionnaires to elicit response from the subjects for the study.

### **3.8 Pre- Testing of Questionnaires**

The aim of the pre-testing is to confirm the clarity of the questions and related instructions, examine the time period of replying to these questions by the participant, and to obtain a feedback from the respondent on validity, reliability, content clarity, content relevance, and content specificity (Church, Waclawski & Kraut, 2007). And according to Hair, Black, Babin and Anderson (2013), the pre- testing of the questionnaires is required prior of utilizing them to collect data. A pre-test was conducted to ascertain the strengths and weaknesses of the items in the questionnaire. The pre-test involved administration of the questionnaires to 20 teachers and 50 students in Alavanyo- Agorxe Basic School, at Alavanyo in the Hohoe Municipality which was not included in the sample for the study. Participants of the pretest were asked to complete the questionnaires and to provide comments or suggestions for revising any ambiguous items. The final instruments for the study (see Appendices) were produced after subsequent revisions in the wording of a few items. The reliability of the instruments was determined using Cronbach's alpha analysis. Cronbach's coefficient alpha values of 0.74 and 0.98 were obtained for pupils and teachers' questionnaires respectively. Cronbach's alpha as an estimate of reliability was adequate at 0.74 and 0.98. Such reliability values, according to Livingstone (1985), were a fair indication of a good internal consistency, and the researcher thus concluded that the instruments were adequately reliable.

### 3.9 Validity of the Instrument

Validity of a research instrument is concerned with how well it measures the concept(s) it is intended to measure (Alhassan, 2007; Awanta & Asiedu-Addo, 2008). Drew, Hardman and Hosp (2008) refer to validity of a research instrument as the extent to which it actually taps the underlying concept that it purports to measure. Kothari (2004) pointed out that validity measures the accuracy of the instruments in obtaining the anticipated data which can meet the objectives of the study. The instruments underwent content validation with the help of my supervisors. This resulted in the modification of some items and the cancellation and the inclusion of new ones. So, face and content validity of the instruments were determined. Face Validity can be described with a sense that the questionnaire measures what it was intended to measure (Cohen, Manion & Morrison, 2011). The face validity of the instruments for this study was established by giving the prepared instruments to supervisor and other lecturers and they addressed the following questions: For example, are we able to say for certain that the changes in the independent variable are indeed responsible for the variations we have observed in the dependent variable? Furthermore, are we satisfied that the variation in the dependent variable might not be attributable to some other causes? These questions were answered to assess the clarity and the relevance of the questions to the topic. Their comments were used to make necessary adjustments on the instrument to achieve the face validity.

Content validity is the extent to which the questions on the instrument and the scores from these questions are representative of all the possible questions that could be asked about the content or skills (Creswell, 2009). It refers to the degree to which the results obtained in a study can be generalized to other contexts (Prochaska, 2017). This is often an indication that our data were drawn from a sample that is

representative of the population. It helps us to answer the question, based on the results of our study, are we able to say that the same thing happens or would happen in another or other settings? And so, if the results of our research can readily be generalised to the population at large, then we say that we can legitimately say that our results have a high level of validity. The content validity of the items was determined by experts in measurement and evaluation and the supervisor of the researcher in the Department of Basic Education in the University of Education, Winneba. Some ambiguous questions were removed while others were modified.

### **3.10 Reliability**

Reliability is the degree to which a research instrument produces stable or consistent results (Kirk & Miller, 1986). According to Joppe (2000, p.1) reliability is defined as “the extent to which results are consistent over time. An accurate representation of the total population under study is referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable”. And according to Creswell (2012), reliability means that individual scores from an instrument should be nearly the same or stable on repeated administrations of the instrument and that they should be free from sources of measurement error and consistent. In everyday language the term is used to mean consistency or repeatability of measurement. The Cronbach Alpha reliability coefficient of the questionnaire was established. The data generated from the pilot test were entered into the Statistical Package for Social Sciences (SPSS version 25) to compute the reliability co-efficient. The Cronbach Alpha reliability coefficient value of the questionnaires was 0.74 and 0.98 (Appendix:...). This was considered to be acceptable since according to Fraenkel and Wallen (2000) reliability should be at least 70 or preferably higher.

## **Objectivity**

Objectivity in research is quite a broad criterion. It refers to the degree to which you, as the researcher, utilizes precise instruments, approach the research without bias, and with honesty, and remain open to suggestions from participants in the research (Myrdal, 1969). In research methods, objectivity means that all sources of bias are minimized and that personal or subjective ideas are eliminated as humanly possible. In the strict positivist sense, this criterion requires that as far as possible, you, the researcher, should remain distanced from what you study so that the findings of your research will depend on the nature of the data rather than on your preferences, personality, beliefs and values. This could be achieved through the use of the questionnaire.

### **3.11 Data Collection Procedure**

The study made use of secondary data and primary data. Secondary data were obtained from school class registers, records, number of students, etc. Primary data were obtained through self-administered questionnaire. Since the study involves human beings, the ethical principle was followed during data collection. The data were collected in two weeks, from 10th to 25th March, 2021. Before the study was conducted, a research proposal of the study was approved by the Department of Basic Education, of the University of Education, Winneba. Prior to the data collection, I obtained an introductory letter from the Department of Basic Education to seek permission from the institution to start the study. With the introductory letter, I also sought permission from the various heads of the schools where my study was to be conducted. The introductory letter helped to solicit for the co-operation of the management and staff of the schools, and also to create a rapport between the researcher and the respondents. Also, I obtained consensus from the school head

teachers before administering the questionnaire to the teachers and the students. In doing so, a consent statement was read out to each participant for acceptance before the questionnaires were administered. For teachers, the researcher obtained informed verbal consent from them before the questionnaires were administered. The respondents were made aware that their participation was voluntary, and that they were free to withdraw from partaking in the study anytime. Efforts were made to maintain confidentiality of the responses. Participants were told that their responses would be kept confidential and that no one known to them would have access to the information provided and none of the respondent's name was recorded. Furthermore, the questionnaires were packed in an envelope and kept under locked to avert any losses. The researcher self-administered the questionnaires to the students and teachers and each of them took about 10-20 minutes in filling the questionnaires. The questionnaires were recovered on the day of administration and the return rate was 100%.

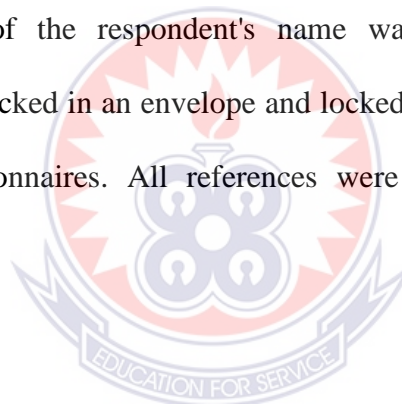
### **3.12 Data Handling and Methods of Analysis**

The field data were collated, sifted through and edited in order to address questions that have been answered partially or not answered. After editing and coding, the data were entered into the computer using the Statistical package for the Social Sciences (SPSS) software, version 25. 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 database was generated. Data from the selected schools were then merged into one file to facilitate the analysis. The data were analyzed using descriptive statistics involving mainly frequency and percentage distributions, mean and standard deviation.



### **3.13 Ethical Considerations**

Ethic in research is usually put in place to control the relationship between the researchers and the participants and between the researchers and the fields they wish to study (Cohen et al., 2011). The researcher obtained consent from the school head teachers before getting to the teachers and students at school. In doing so, a consent statement was read out to each participant in the language of the participants' choice, for acceptance before administration of questionnaires. The participants were made aware that their participation was voluntary. Efforts were made to maintain confidentiality of the responses. Participants were told that their responses would be kept confidential and that no one known to them would have access to the information provided and none of the respondent's name was recorded. Additionally, the questionnaires were packed in an envelope and locked in a cabinet to prevent the loss of any of the questionnaires. All references were duly acknowledged to avoid plagiarism.



## **CHAPTER FOUR**

### **RESULTS AND DISCUSSIONS**

#### **4.0 Introduction**

This chapter presents the results of data analysis and discussion of the results. The chapter is organized in four sub-sections. These are response rate, demographic characteristics of respondents, results of analyses of research questions, and discussion of results.

#### **4.1 Response Rate**

Two hundred (200) questionnaires were distributed to the respondents, and 195 were retrieved. Five of the questionnaires were not returned by the students even though the researcher did a self-administration of the questionnaire and collected them after the students had completed filling them. This represented a response rate of 97.5%. This response rate was considered adequate based on the suggestion of Saunder, Lewis and Thornhill (2007) that an average response rate of 30% to 40% is reasonable in surveys. However, in the analyses of the data, 180 questionnaires were used. The reason was that fifteen (15) of the questionnaires retrieved either contained many missing data.

#### **4.2 Demographic Data of Respondents**

This section shows the socio-demographic data on respondents' sex, age distribution, and people students are staying with, their parents or guardians level of education, and marital status of their parents or guardians. Table 4 summarised the demographic data of respondents.

**Table 4: Student's demographic data**

<b>Variable</b>	<b>Sub-scale</b>	<b>Frequency(n)</b>	<b>Percentage (%)</b>
Sex	Male	110	61.1
	Female	70	38.9
	Total	180	100.0
Age Distribution	11-14	72	40.0
	15-18	74	41.1
	Above 18	34	18.9
	Total	180	100.0
Class/Forms	JHS 1	17	9.4
	JHS2	25	13.9
	JHS3	138	76.7
	Total	180	100.0
Student staying with	Both parents	105	58.3
	Mother only	41	22.8
	Father only	20	11.1
	Guardian	12	6.7
	Other relative	2	1.1
	Total	180	100.0
	Level of education of parent	JHS	54
SHS		63	35.0
Tertiary		39	21.7
No education		24	13.3
Total		180	100.0
Marital Status of parent		Single	6
	Married	111	61.7
	Divorced	31	17.2
	Widow/Widower	32	17.8
	Total	180	100.0

**Source:** Field Data 2021

It is observed from the results in Table 4 that out of 180 students, a majority (n=110; 61.1%) were males while 70 (38.9%) were females. This shows that the male students were more than their female counterparts. It was also observed that 72 (40.0%) of the students were within the age group of 11 and 14 years while 74 (41.1%) were found to

be in the age group of 15-18 years. It was found that the majority 105 (58.3%) of the students were living with both parents, 41 (22.8%) were living with their mothers, 20 (11.1%) were living with their fathers, 12 (6.7%) were living with their guardians, while 2 (1.1%) were living with other relatives. The results on the level of education of respondents' parents indicated that 39 (21.7%) of the respondents had parents who had attained tertiary education, 63 (35.0%) of the respondents' parents had attained Senior High School education, and 54 (30.0%) of the respondents had parents who at least completed Junior High School. This is an indication that majority of the parents of the respondents had not gained tertiary education. Again, on marital status of the parents of the students, the results showed that 111 (61.7%) of the students' parents were still married, 6 (3.3%) of the students had single parents, 31 (17.2%) of the respondents had their parents divorced, and 32 (17.8%) of the respondents had mothers who were widows.

#### **4.3 Analyses of Research Questions**

Four research questions were formulated to guide the study. In responding to the items in the questionnaire, respondents expressed their views based on four items which addressed issues on home factors, teacher factors, learner characteristics, and school factors. The responses to each of the items under the four themes ranged from Strongly Agree to Agree, Undecided, Disagree and Strongly Disagree, and respondents were to select one of them that best suited their opinion on each of the items. However, for easy analyses, Strongly Agree and Agree were merged as Agree while Strongly Disagree and Disagree were merged as Disagree. In analysing the data for each of the research questions, frequency, percentage, mean, and standard deviation were used. The guideline for the interpretation of the means were adapted from Underwood (2004) as shown in Table 5.

**Table 5: Guideline for interpreting job performance**

Scale	Range	Level of Job Performance
1	0.01 – 1.00	Strongly Disagree
2	1.01 – 2.00	Disagree
3	2.01 – 3.00	Undecided
4	3.01 – 4.00	Agree
5	4.01 – 5.00	Strongly Agree

**Source:** Underwood (2004)

As indicated in Table 5, the level of agreement to each of the items in the questionnaire ranges from strongly disagree to strongly agree based on the 5-point Likert scale used. Mean scores ranging from 0.01 to 1.00 is classified as strongly disagree, 1.01 to 2.00 is described as disagree, 2.01 to 3.00 is categorized as undecided; 3.01 to 4.00 is labeled as agree; and 4.01 to 5.00 is considered as strongly agree.

#### 4.3.1 Analysis of research question 1

##### **Research Question 1: What home factors affect academic performance in Social Studies among students in selected public Junior High Schools in Hohoe Municipality?**

This research question sought to find the home factors that affect academic performance of JHS students in Social Studies. The results are displayed in Table 6. The data in Table 6 show that the mean for the items ranged from 2.96 with a standard deviation of 1.26 to 4.26 with a standard deviation of 0.99. The statement that recorded the highest mean (M=4.3; SD=0.83) was “Senior High School and university students in my community serve as role models to me and I am motivated to study Social Studies very well”. The interpretation for this mean is that generally, the respondents strongly agreed to the statement.

**Table 6: Students' responses on home factors affecting academic performance in Social Studies**

Items	A	UN	D	Total	M	SD
At home, I do not waste too much time talking, watching television or listening to the radio instead of studying Social Studies.	77(42.8)	20(11.1)	83(46.1)	180(100.0)	2.96	1.26
I have access to a community library and this encourages me to learn at home to improve my academic achievement in Social Studies.	87(48.4)	8(4.4)	85(47.2)	180(100.0)	2.98	1.26
My parents are interested in my education and as such they provide me with the needed school resources to encourage me to learn Social Studies well.	141(78.4)	22(12.2)	17(9.4)	180(100.0)	4.25	1.02
Senior High School and university students in my community serve as role models to me and I am motivated to study Social Studies very well.	144(80.0)	23(12.8)	13(7.2)	180(100.0)	4.26	0.99
I consult my parents and other people in my home environment to assist me when I face difficulties with my homework or studies in Social Studies.	143(79.4)	11(6.1)	36(14.5)	180(100.0)	3.99	1.01
Overall Weighted Mean					3.69	1.11

**Source:** Field Data 2021; A (Agree); UN (Undecided); D (Disagree); M (Mean); SD (Standard Deviation).

Specifically, it was observed that 144 (80.0%) of the respondents agreed to the statement, 23 (12.8%) were undecided, and 13 (7.2%) disagreed to it. Also, the data from Table 6, showed that the statement that recorded the second highest mean (M=4.25; SD=1.02) was “my parents are interested in my education and as such they provide me with the needed school resources to encourage me to learn Social Studies well”. The interpretation of the mean is that generally, the respondents strongly agreed to the statement. With this statement, 141 (78.4%) of the respondents agreed, 22 (12.2%) were undecided while 17 (9.4%) disagreed to it. Again, the statement, “I

consult my parents and other people in my home environment to assist me when I face difficulties with my homework or studies in Social Studies” recorded that third highest mean ( $M=3.99$ ;  $SD=1.01$ ). This mean is interpreted to show that generally, the respondents agreed to the statement. For this statement, the data revealed that 143 (79.4%) of the respondents agreed, 11 (6.1%) were undecided, while 36 (14.5%) disagreed.

More so, the statement, “I have access to a community library and this encourages me to learn at home to improve my academic achievement in Social Studies” recorded the fourth highest mean ( $M=2.98$ ;  $SD=1.26$ ), and it is interpreted that generally, the respondents were undecided with respect to the statement. Specifically, 87 (48.4%) of the respondents agreed, while 8 (4.4%) were undecided, while 85 (47.2%) disagreed to the statement. The fifth highest mean, which was the lowest ( $M=2.96$ ;  $SD=1.26$ ) was recorded by the statement, “I do not waste too much time talking, watching television or listening to the radio instead of studying Social Studies”. Similarly, the mean for the statement is interpreted that generally, the respondents were undecided on the statement. However, 77 (42.8%) of the respondents agreed to the statement, 20 (11.1%) were undecided, and 83 (46.1%) disagreed to the statement. With an overall weighted mean of 3.69 and its standard deviation of 1.11, it could be deduced that the respondents agreed that home factors affect the academic performance of public JHS students in Social Studies in the Hohoe Municipality.

### 4.3.2 Analysis of research question 2

Research question 2: What teacher factors affect academic performance in Social Studies among students in selected public Junior High Schools in Hohoe Municipality?

This research question sought to assess the teacher factors affecting academic performance in Social studies of JHS students in the Hohoe Municipality. The results are displayed in Table 7.

**Table 7: Students responses on teacher factors affecting academic performance in Social Studies**

Items	A	UN	D	Total	M	SD
My Social Studies teacher comes to school regularly and always completes the syllabus.	143(79.5)	7(3.9)	30(16.6)	180(100.0)	3.98	1.09
My Social Studies teacher has good relationship with students, and are open to questions, suggestions, and clarification on issues.	156(86.7)	19(10.6)	5(2.8)	180(100.0)	4.18	0.73
Most of my teachers have adequate knowledge and skills in teaching Social Studies.	162(90.0)	6(3.3)	12(6.7)	180(100.0)	4.27	0.84
My teachers always see to it that students submit their homework on time, and do all classroom exercises for marking.	168(93.3)	9(5.0)	3(1.7)	180(100.0)	4.49	0.67
Overall Weighted Mean					4.23	0.83

**Source:** Field Data 2021; A (Agree); UN (Undecided); D (Disagree); M (Mean); SD

(Standard Deviation)

The results in Table 7 established that the mean for the items formulated to help answer the second research question ranged from 3.98 with a standard deviation of 1.09 to 4.49 with a standard deviation of 0.67. It is observed from the data that the statement, “my teachers always sees to it that students submit their homework on time, and do all classroom exercises for marking” recorded the highest mean (M=4.49; SD=0.67). This mean indicates that generally, the respondents were



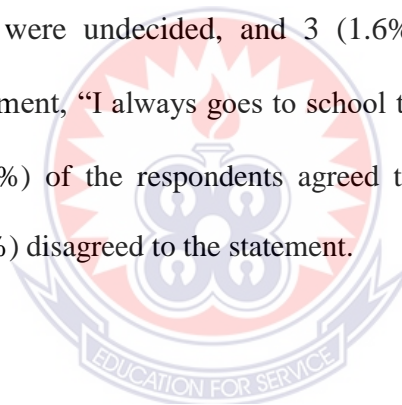
strongly in agreement with the statement. The analysis further revealed that 168 (93.3%) of the respondents agreed to the statement, 9 (5.0%) of the respondents were undecided on the statement while 3(1.7%) disagreed to the statement. The statement, “most of my teachers have adequate knowledge of their subject area” recorded the second highest mean ( $M=4.27$ ;  $SD=0.84$ ), which means that generally, the respondents strongly agreed to the statement. Specifically on the statement, 162 (90.0%) of the respondents agreed, 6 (3.3%) were undecided, and 12 (6.7%) disagreed.

From the data in Table 7, it is observed that the statement, “my teachers have good relationship with students, are open to questions, suggestions, and clarification on issues” recorded the third highest mean ( $M=4.18$ ;  $SD=0.73$ ). The interpretation of this mean is that generally, the respondents strongly agreed to the statement. A closer look at results showed that 156 (86.7%) of the respondents agreed to the statement, 19 (10.6%) were undecided, and 5 (2.8%) disagreed to the statement. Again, the statement, “my teachers come to school regularly and they always complete the syllabuses” recorded the lowest mean ( $M=3.98$ ;  $SD=1.09$ ) which meant that generally, the respondents agreed to the statement. With an overall weighted mean of 4.23 and a standard deviation of 0.83, it could be inferred that the respondents strongly agreed that teacher factors affected the academic performance in Social Studies among public JHS students in Hohoe Municipality.

#### **4.3.3 Analysis of research question 3**

What learner characteristics affect academic performance in Social Studies among students in selected public Junior High Schools in Hohoe Municipality?

This research question sought to unravel the learner characteristics that affect academic performance in Social studies among students in selected public Junior High Schools in Hohoe Municipality. The results are presented in Table 7. The data as shown in Table 8, indicate that the means for the various items ranged from 3.44 to 4.36 and standard deviation from 0.68 to 1.25. The statements, “I actively participate in all class discussions, class exercises and home work” (M=4.36; SD=0.68), and “I always goes to school throughout the week” (M=4.36; SD=0.92) recorded the highest means. These two means implied that the respondents strongly agreed to the statements. For the statement, “I actively participate in all class discussions, class exercises and home work”, the results showed that 165 (91.7%) of the respondents agreed to the statement, 12 (6.7%) were undecided, and 3 (1.6%) disagreed to the statement. Similarly, for the statement, “I always goes to school throughout the week”, the results showed that 163 (90.6%) of the respondents agreed to the statement, 4 (2.2%) were undecided, and 13 (7.2%) disagreed to the statement.



**Table 8: Students' responses on learner characteristics affecting academic performance in Social Studies**

Items	A	UN	D	Total	M	SD
I always go to school throughout the week	163(90.6)	4(2.2)	13(7.2)	180(100.0)	4.36	0.92
I am ready to learn Social Studies very well to score good grades.	162(90.0)	9(5.0)	9(5.0)	180(100.0)	4.34	0.79
I read additional materials on Social Studies to gain a better understanding of what I am taught in class.	147(81.7)	25(13.9)	8(4.4)	180(100.0)	4.11	0.88
I actively participate in all class discussions, class exercises and home work.	165(91.7)	12(6.7)	3(1.6)	180(100.0)	4.36	0.68
Most of the time, students who are truants, rude and not disciplined do not perform well in Social Studies.	105(58.3)	21(11.7)	54(30.0)	180(100.0)	3.44	1.25
Overall Weighted Mean					4.12	0.90

**Source:** Field Data 2021; A (Agree); UN (Undecided); D (Disagree); M (Mean); SD

(Standard Deviation)

The statement, "I am ready to learn Social Studies very well to score good grades", recorded the second highest mean ( $M=4.34$ ;  $SD=0.79$ ) and this was interpreted to mean that generally, the respondents strongly agreed to the statement. Specifically, 162 (90.0%) agreed to the statement, 9 (5.0%) were undecided about the statement, and the remaining 9 (5.0) were in disagreement with the statement. The statement that recorded the next highest mean ( $M=4.11$ ;  $SD=0.88$ ) was, "I read additional materials to gain a better understanding of what I am taught in class". The interpretation of this mean value is that the respondents strongly agreed to the statement. Specifically, the results as shown in Table 7 portrayed that 147 (81.7%) of the respondents agreed to the statement, 25 (13.9%) were undecided about the statements, and 8 (4.4%) disagreed to the statement. Again, the statement, "most of the time, students who are truants, rude and not disciplined do not perform well in Social Studies", recorded the lowest mean ( $M=3.44$ ;  $SD=1.25$ ). Specifically, 105 (58.3%) of the respondents agreed

to the statement, 21 (11.7%) were undecided on the statement, and 54 (30.0%) disagreed with the statement. The implication of an overall weighted mean of 4.12 and a standard deviation of 0.90, is that the respondents strongly agreed that learner characteristics affected academic performance in Social Studies by public Junior High School students in Hohoe Municipality.

#### **4.3.4 Analysis of research question 4**

What school factors affect academic performance in Social Studies among students in selected public Junior High Schools in Hohoe Municipality?

This research question sought to unravel school factors that contribute to academic performance in Social studies among public Junior High School students in the Hohoe Municipality. The results are presented in Table 9. The data presented in Table 9 show that the means for the various items ranged from 3.23 to 4.42 and standard deviation from 0.63 to 1.26. The statement, “my headteacher always sees to it that teachers are in class and make good use of instructional time for Social Studies” recorded the highest mean (M=4.42; SD=0.63). This implies that generally, the respondents strongly agreed to the statement. Specifically, 171 (95.0%) of the respondents agreed to the statement, 7 (3.9%) were undecided, and 2 (1.1%) disagreed. The statement, “the number of teachers in my school are adequate and can assist me pass my examination in Social Studies” recorded the next highest mean (M=4.36; SD=0.75), and this suggested that generally, the respondents strongly agreed to the statement. In specific terms, 162 (90.0%) of the respondents agreed to the statement, 15 (8.3%) were undecided, and 3 (1.7%) disagreed to the statement. The statement, “student discipline in my school is important for effective learning and academic performance in Social Studies” recorded the third highest mean (M=4.28; SD=0.87) implying that the respondents strongly agreed

to the statement. Specifically, 154 (85.5%) of the respondents agreed to the statement, 17 (9.5%) were undecided about the statement, whereas 9 (5.0%) disagreed to the statement.

**Table 9: Students' responses on school factors affecting academic performance  
in Social Studies**

Items	A	UN	D	Total	M	SD
The number of teachers in my school are adequate and can assist me pass my examination in Social Studies.	162(90.0)	15(8.3)	3(1.7)	180(100.0)	4.36	0.75
Teaching and learning resources such as real materials, wall pictures, maps, atlases and other learning aids are enough to assist me to improve my performance in Social Studies.	132(73.3)	25(13.9)	23(12.8)	180(100.0)	3.86	0.98
School infrastructure and materials such as school building and library, electricity and water are all in good conditions to enhance teaching and learning of Social Studies.	93(51.7)	20(11.1)	67(37.2)	180(100.0)	3.23	1.26
My head teacher always sees to it that teachers are in class and make good use of instructional time for Social Studies.	171(95.0)	7(3.9)	2(1.1)	180(100.0)	4.42	0.63
My school environment encourages me to learn Social Studies because materials for learning are readily available.	127(70.6)	23(12.8)	30(16.6)	180(100.0)	3.79	1.13
Student discipline in my school is important for effective learning and academic performance in Social Studies.	154(85.5)	17(9.5)	9(5.0)	180(100.0)	4.28	0.87
Overall Weighted Mean					3.99	0.94

**Source:** Field Data 2021; A (Agree); UN (Undecided); D (Disagree); M (Mean); SD (Standard Deviation)

More so, the statement, “teaching and learning resources such as real materials, wall pictures, maps, atlases and other learning aids are enough to assist me to improve my performance in Social Studies” recorded the fourth highest mean (M=3.86; SD=0.98).

In specific terms, 132 (73.3%) of the respondents agreed to the statement, 20 (11.1%) were undecided, and 67 (37.2%) were in disagreement with the statement. Furthermore, the statement, “my school environment encourages me to learn Social Studies because materials for learning are readily available” recorded the fifth highest mean ( $M=3.79$ ;  $SD=1.13$ ) implying that the respondents agreed to the statement. The details for the statement showed that 127 (70.6%) of the respondents were in agreement with the statement, 23 (12.8%) were undecided whereas 67 (37.2%) of the respondents disagreement. It is also observed that the statement, “school infrastructure and materials such as school building and library, electricity and water are all in good conditions to enhance teaching and learning of Social Studies” recorded the least mean ( $M=3.23$ ;  $SD=1.26$ ). Specifically, 93 (51.7%) of the respondents agreed to the statement, 20 (11.1%) were undecided and 67 (37.2%) disagreed with the statement. The suggestion from an overall weighted mean of 3.99 and a standard deviation of 0.94, is that the respondents agreed that school factors affected academic performance in Social Studies by public Junior High School students in Hohoe Municipality.

From the results, it is a clear indication that student discipline could have significant impact on the academic performance in Social Studies by public Junior High School students in Hohoe Municipality. It is also noted from the findings that staff strength could be a school factor affecting academic performance of JHS students in Social Studies. It is deduced from the findings that students identified head teachers’ supervisory role as very critical in ensuring effective instructional activities in the schools.

#### 4.4 Discussion of Findings

This study investigated the factor that affects academic performance in Social Studies among students in public basic schools in Hohoe Municipality of Ghana. The first research question sought to investigate the home factors affect academic performance in Social Studies among students in selected public Junior High Schools in Hohoe Municipality. The results showed that generally, the students agreed ( $M=3.69$ ;  $SD=1.11$ ) that home factors affected academic performance in Social Studies among students of selected public Junior High Schools in Hohoe Municipality. It was revealed that the students used in the study strongly agreed ( $M=4.26$ ;  $SD=0.99$ ) that Senior High School and university students in their various communities served as role models and this motivated them to study Social Studies very well. Similarly, the students strongly agreed ( $M=4.25$ ;  $SD=1.02$ ) that their parents showed interested in their education and as such they provided them (students) with the needed school resources to encourage them to learn Social Studies well. It was also established that the students agreed ( $M=3.99$ ;  $SD=1.01$ ) that they consult their parents and other people in their home environment to assist them when they are faced with difficulties in answering questions given to them as homework by their Social Studies teachers. However, the students were undecided ( $M=2.98$ ;  $SD=1.26$ ) as to having access to a community library to encourage them to learn at home to improve their academic performance in Social Studies. They were also undecided ( $M=2.96$ ;  $SD=1.26$ ) that they did not waste too much time talking, watching television or listening to the radio instead of studying Social Studies.

From the results, it is a clear indication that the JHS students acknowledged the importance of role models in the home environment who are students in or graduates from Senior High Schools or Universities. This serves as a home motivating factor for

the respondents. It is therefore significant that role models at home serve as a motivating factor in the academic performance, and specifically, in Social Studies. The results also suggest that the respondents consult their parents and other people in their communities to who are academically good to assist them in their Social Studies assignments. This is commendable and it indicates that parents and other community members take keen interest in the academic activities of the students in the home environment. It is obvious that this could positively affect the academic performance of these students in Social Studies. Furthermore, it is refreshing to note that generally, majority of the respondents agreed that their parents show interest in their education and as a result they do their best to provide them with the required resources to enhance learning at school. This is a vital factor in ensuring good academic performance, and more specifically, in Social Studies. Another home factor revealed by the study is some students wasting too much time at home watching television, talking, and listening to radio instead of learning Social Studies. When students are left alone or are not supervised by their parents to learn, most of them (students) would prefer to watch television, and concentrate on things that do not help them to learn.

The findings from the results based on the first research question are in line with findings from a study conducted by Raychaudhuri et al. (2010) which revealed that socio-economic factors like, family income, and parents' level of education affect academic performance of the students. Alam et al. (2014) also pointed out from a similar study that socio-economic background of students is home factor that affects their academic performance. Similarly, Banik and Kumar (2019) indicated from a study that effort, motivation, willingness to study, and socio-economic variables such as, family income and parents' education affect academic performance of students.



The second research question sought to examine the teacher factors that affect academic performance in Social Studies among students in selected public Junior High Schools in Hohoe Municipality. The findings disclosed that generally, the students strongly agreed ( $M=4.23$ ;  $SD=0.83$ ) that teacher factors affected academic performance in Social Studies among students of selected public Junior High Schools in Hohoe Municipality. It was discovered that the students used in the study strongly agreed ( $M=4.49$ ;  $SD=0.67$ ) that their teachers always ensured that students submit their homework on time, and do all classroom exercises for marking. They also strongly agreed ( $M=4.27$ ;  $SD=0.84$ ) that most of their teachers had adequate knowledge and skills in teaching Social Studies. Likewise, the students strongly agreed ( $M=4.18$ ;  $SD=0.73$ ) that their Social Studies teachers had good relationship with them (students) and as a result, they were open to questions, suggestions, and clarification on issues discussed in the classroom. Again, the students agreed ( $M=3.98$ ;  $SD=1.09$ ) that their Social Studies teachers were regular, punctual and always completed the syllabus.

The results suggest respondents' admission that their teachers practiced good instructional techniques and strategies to promote effective learning for improvement in academic performance in Social Studies. It is suggested from the results that respondents participating in home works and classroom exercises under the instruction of their teachers will promote the academic work. With this, their Social Studies teachers can identify the learning needs of the students and design strategies for address these learning needs. Furthermore, the results suggest that immediate feedback on the students' assignment and class exercises provide encouragement to the students to perform better in Social Studies.

It is worthy to note that majority 90.0% of the respondents attested to the fact that most of their teachers have adequate knowledge of their subject area. This is a factor that could positively affect the academic performance of the students in Social Studies. The reason is that generally the teachers have mastery over the subject areas. It is also commendable that the teachers were found by the respondents to be regular and punctual to school, and as a result, are able to complete their syllabus on time. It is also refreshing to note that the respondents agreed that their teachers show good interpersonal relationship with them. This is vital for effective communication and feedback from the teachers. Again, the good interpersonal relationship between the respondents and their teachers would provide a conducive environment for the respondents to prompt the teachers of their challenges in learning Social Studies and seek clarifications for enhanced learning outcomes.

Alos et al. (2015) emphasized the importance of having qualified teachers in the field of teaching, and indicated that success of any programme is conditioned by the ability of the teacher to teach. Dewett (2007) also mentioned that good teachers are constantly on the alert for methods and instructional materials that will make learning meaningful. Hence, a teacher's knowledge of the subject matter and other learning materials have great influence on learning in schools. In a similar fashion, Heinesen (2010) maintained that teachers' ability and competence in selecting appropriate teaching techniques is important in improving students' academic performance. More so, Abbasi and Mir (2012) reiterated that the competence of teaching staff is significant in determining academic performance of students. Agyemang (1993) pointed out that a teacher who does not have both the academic and the professional teacher qualification would undoubtedly have a negative influence on teaching and learning.

The third research question aimed at probing the learner characteristics that affect academic performance in Social studies among students in selected public Junior High Schools in Hohoe Municipality. The findings revealed that generally, the students strongly agreed ( $M=4.12$ ;  $SD=0.90$ ) that learner characteristics affected academic performance in Social Studies among students of selected public Junior High Schools in Hohoe Municipality. It was exposed that the students strongly agreed ( $M=4.36$ ;  $SD=0.92$ ) that they always go to school throughout the week, strongly agreed ( $M=4.36$ ;  $SD=0.68$ ) that they actively participate in all class discussions, class exercises and homework, strongly agreed ( $M=4.34$ ;  $SD=0.79$ ) that they are ready to learn Social Studies very well to score good grades, and also strongly agreed ( $M=4.11$ ;  $SD=0.88$ ) that they read additional materials on Social Studies to gain a better understanding of what they are taught in the classroom. Additionally, the students agreed ( $M=3.44$ ;  $SD=1.25$ ) that most of the time, students who are truants, rude and not disciplined do not perform well in Social Studies.

From the results it is deduced that the students identified that rude and indiscipline on the part of the students as a contributing factor affecting academic performance in Social Studies among students in selected public Junior High Schools in Hohoe Municipality. Regular attendance by the students throughout the week is a sign of promoting positive academic works. It is pleasant to observe from the results that majority of the respondents agreed they read other books and resources on Social Studies to gain better understanding of what they are taught in class. This implies that the respondents were aware of the importance of reading extra materials to improve the knowledge acquired from the classroom. They duly embraced researching to gain more ideas on the concepts they learn in Social Studies. This characteristic of the students could positively affect their academic performance in Social Studies. Again,

many (91.7%) of the students agreed that they keenly participated in class discussions, class exercises and assignments. This helped them to develop critical thinking and problem solving skills to enhance their performance in Social Studies. The findings indicated that most of the time indiscipline and unruly students did not perform well. It is clear that indiscipline among the students is a learner factor that affect the academic performance in Social Studies among students in selected public Junior High Schools in Hohoe Municipality.

The findings from the third research question substantiates the idea of Abbasi and Mir (2012) that students themselves play critical roles in getting good results and must therefore explore all opportunities available within their academic environment to promote significant academic performance in Social Studies. On indiscipline among students, the finding of this study corroborates that of Gitome et al. (2013) that where there is good discipline, there is improved academic performance. Similarly, Njoroge and Nyabuto (2014) reiterated that discipline is crucial for students' academic performance. Thus, for a successful academic work, student discipline is paramount. Previous research (Rahimi & Karkami, 2015) shows that teachers reward and praise for students for good behaviour suggest that disciplined students may be more appreciated and accepted by teachers and this affect academic performance of students. The findings are similar to that of Sule (2013) who established from a study that instructional supervision (internal or external) is an essential administrative activity for checking teachers' job performance to improve learning outcomes of students.

The fourth research question sought to investigate the school factors that affect academic performance in Social Studies among students of selected public Junior

High Schools in Hohoe Municipality. It was found out that generally, the students agreed ( $M=3.99$ ;  $SD=0.94$ ) that school factors affected academic performance in Social Studies among students of selected public Junior High Schools in Hohoe Municipality. It was uncovered that the students strongly agreed ( $M=4.42$ ;  $SD=0.63$ ) that their head teachers always ensured that teachers are in class and make good use of instructional time for Social Studies. Furthermore, it was established that the students strongly agreed ( $M=4.36$ ;  $SD=0.75$ ) that they had adequate number of Social Studies teachers in their schools to assist them pass their examination in Social Studies. Again, the results showed that the students strongly agreed ( $M=4.28$ ;  $SD=0.87$ ) that student discipline was important for effective learning and academic performance in Social Studies in their schools. The findings also indicated that the students agreed ( $M=3.86$ ;  $SD=0.98$ ) that teaching and learning resources in their schools were adequate to assist them to understand what they are taught to improve my performance in Social Studies. They further agreed ( $M=3.79$ ;  $SD=1.13$ ) that their school environment encouraged them to learn Social Studies because materials for learning were readily available. Last, but not least, the students agreed ( $M=3.23$ ;  $SD=1.26$ ) that infrastructure and materials in their schools, including school building, library, textbooks, electricity and water were in good condition to enhance teaching and learning of Social Studies.

The findings from the fourth research question are in line with the assertion by Aküzüm et al. (2014) that insufficiency of the physical facilities of the school is also an important cause of absenteeism leading to academic poor performance. Hence, since the students used for this study agreed that infrastructure, teaching and learning resources, and school environment were generally conducive for effective learning of Social Studies, then issues about student absenteeism would be minimal in the

schools. The findings also substantiate that of Banik and Kumar (2019) whose study established that institutional variables such as school environment and conducive classroom environment affected good academic performance of the students.



## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Overview**

This chapter presents the summary of the findings, conclusions drawn as well as recommendations made based on the findings of this study. It also contains the limitations and suggestions for further studies.

#### **5.1 Summary of Key Findings**

The purpose of this study was to investigate factors that affect academic performance in Social Studies among students in selected public Junior High Schools in Hohoe Municipality of Ghana. To achieve the purpose of this study, four objectives with its aligned research questions were outlined and investigated. Literature was also reviewed in line with the objectives and research questions of this study. This study adopted the descriptive survey design with a quantitative approach. A structured questionnaire was designed and used to collect quantitative data from the respondents. The instrument was pre-tested to ensure its validity and reliability before actual data collection commenced. The factors considered for this study were home factors, teacher factors, learner characteristics and school factors. The data were descriptively analysed by using frequency, percentage, mean and standard deviation. Based on the analyses of the data, the following key findings were observed:

1. Generally, the students agreed that home factors affected academic performance in Social Studies among students of selected public Junior High Schools in Hohoe Municipality. Specifically, the students strongly agreed that Senior High School and university students in their various communities served as role models and this motivated them to study Social Studies very well. The

students strongly agreed that their parents and guardians showed interested in their education and as a result provided them with the needed resources to encourage them to learn, especially in Social Studies. It was found out that the students agreed that they consult their parents and other people in their home environment to assist them in their Social Studies assignments. Nonetheless, the students were undecided on the issue of accessibility to a community library to encourage them learn Social Studies at home. They were also undecided on the issue of wasting much time conversing, watching television, or listening to radio.

2. Generally, the students strongly agreed that teacher factors affected academic performance in Social Studies among students of selected public Junior High Schools in Hohoe Municipality. In specific terms, the students strongly agreed that their teachers made sure students submitted their assignments on time and performed all classroom exercises for marking. The students strongly agreed that most of their teachers were qualified with the requisite knowledge and skills in teaching Social Studies. Besides, the students strongly agreed that their Social Studies teachers had good interpersonal relationship with them (students). This provided opportunities for the students to ask questions and seek clarification on issues discussed in the classroom. The students were also in agreement that their Social Studies teachers were regular, punctual and always completed the syllabus before end of term examination.
3. Generally, the students strongly agreed that learner characteristics affected academic performance in Social Studies among students of selected public Junior High Schools in Hohoe Municipality. It was uncovered that the students strongly agreed that they always attended school throughout the week, actively participated in all class discussions, class exercises and homework. They also



strongly agreed that they were prepared to learn Social Studies very well to obtain good grades, and also strongly agreed that they read other materials on Social Studies to gain a clearer understanding of what they are taught in the classroom. Moreover, the students agreed that truant, rude and indisciplined students mostly did not perform well in Social Studies.

4. Generally, the students agreed that school factors played a crucial role in the academic performance in Social Studies among students of selected public Junior High Schools in Hohoe Municipality. Specifically, the students strongly agreed that their head teachers always made sure teachers utilised instructional hours very well. They also strongly agreed that there were enough Social Studies teachers in their schools to assist them pass their examination. The students strongly agreed that discipline among students was very critical in improving learning outcomes in Social Studies. They were also in agreement that adequate teaching and learning resources in their schools assisted them to understand what they learn in Social Studies. More so, the students agreed that the conducive school environment encouraged them to learn Social Studies effectively, and also agreed that infrastructure and materials in their schools enhanced teaching and learning of Social Studies.

## **5.2 Conclusions**

Attaining good educational qualification, skills and abilities is dependent on good academic performance which is also based on certain factors. Hence, the academic performance in Social Studies by students of public Junior High School in the Hohoe Municipality could be as a result of certain factors. This is confirmed by the findings of this study based on which a conclusion is made that many factors in and outside the school affect the academic performance of students in public Junior High Schools in

the Hohoe Municipality in terms of the study of Social Studies. This suggests that factors affecting the students' academic performance in Social Studies are multi-faceted and consist of home factors, teacher factors, learner characteristics and school factors. The conclusion that could be drawn is that the academic performance in Social Studies of students in public Junior High School in the Hohoe Municipality is expected to improve when there is quality in these identified factors. Conversely, where there is no quality in the factors identified, there is the likelihood that the students' academic performance in Social Studies may not be the best.

The implication is that for the students in public Junior High Schools in the Hohoe Municipality to perform well in Social Studies, home factors such as conducive home environment for studies, good community library facilities, and provision of needed school resources by parents, and good role modelling at home must be at the disposal of the students. Another implication is that teacher factors such as requisite academic and professional qualifications, teachers establishing cordial relationship with students, good instructional skills, as well as punctuality and regularity among teachers will likely enable students to perform well in Social Studies in public Junior High Schools in the Hohoe Municipality.

More so, learner characteristics including learner efforts, learner engagement, learner discipline, and learner motivation greatly affect their academic performance in Social Studies in public Junior High Schools in the Hohoe Municipality. As a result, it is concluded that headteachers, teachers, and parents see to it that the students are guided and encouraged to be engaged, motivated, and disciplined to improve on their academic performance in Social Studies. Last, but not least, it is realised from the findings of this study that the quality of school factors including instructional

materials, school facilities, effective supervision, and conducive school environment will greatly affect the academic performance of the students in Social Studies.

It is concluded from the foregoing that with the right atmosphere and conditions in place, and suitable and sufficient facilities and learning resources available, students in public Junior High School in the Hohoe Municipality could improve their academic performance in Social Studies regardless of their socio-economic or family background. It must be reiterated that largely, these factors do not function in isolation. As such, there should be a holistic attempt by stakeholders to improve students' academic performance in Social Studies in public Junior High Schools in the Hohoe Municipality.

### **5.3 Limitations**

This study which was based on quantitative approach made use of data collected through questionnaire but issues this study addressed are based on human perceptions and sentiments. As a result, the researcher could not get in-depth information on how the teachers and the students felt about the factors affecting the students' academic performance in Social Studies in public Junior High Schools in the Hohoe Municipality. More so, this study was conducted in the Hohoe Municipality of the Volta Region in Ghana. As such, the findings cannot be generalized to other Districts and Municipalities in the Volta Region of Ghana.

### **5.4 Recommendations**

Based on the findings, the following recommendations are made:

1. The Ghana Education Service and Ministry of Education should provide guidance and counseling systems in the public junior high schools in the Hohoe Municipality. They must further provide learning facilities such as

school buildings, library, and electricity in the schools to promote teaching and learning for successful academic performance.

2. It is recommended that the government should enact laws or policies that will strictly implement teacher-student ratio in the public junior high schools. This will promote academic where by teachers can pay attention to individual student. This also will assist the teachers to curb indiscipline in their schools.
3. It is also recommended that Non-Governmental Organisations should be interested in building community libraries in the communities as their social responsibility. This will serve as a motivating factor for the students to study through research work to improve academic performance in Social Studies.
4. The Hohoe Municipal Education Directorate should regularly organise workshops and in-service training programmes for teachers in public junior high schools to assist improve on instructional pedagogies, knowledge and teaching skills of the teachers.
5. It is again recommended that the Ghana Education Service and The Ministry of Education should make sure that teachers with professional qualification, teaching experience in Social Studies are recruited. Again, the teachers with mastery of Social Studies should be considered for employment in these schools after an aptitude test and face to face interview. This will promote selection of rightful person for the job which may significantly impact on the academic performance of the student.

### **5.5 Suggestions for Future Research**

It is suggested that a qualitative study on the factors that affect academic performance in Social Studies among students of public Junior High School students in the Hohoe Municipality should be conducted to provide a thorough understanding of the situation.



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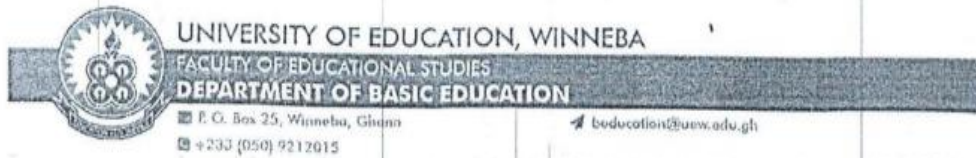
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## APPENDICES

### APPENDIX A

#### Introductory Letter



Date: August 20, 2021

The Headmaster

Fodome Helu Basic Sch.

Hohoe, V/R

Dir sir/madam,

#### LETTER OF INTRODUCTION

We forward to you, a letter from Miss Pearl Worlali Wotordzor a second year M. Phil student of the Department of Basic Education, University of Education, Winneba, with registration number: 8180030029.

Miss Pearl Worlali Wotordzor is to carry out a research on the Topic: "*factors that affect academic performance in social studies among public junior high school students in Hohoe municipality, Ghana*"

We would be grateful if permission is granted her to carry out this study in your institution.

Thank you.

Yours faithfully,

MR. NIXON SABA ADZIFOME  
(Ag. Head of Department)

DEPT. OF BASIC EDUCATION  
UNIVERSITY OF EDUCATION  
WINNEBA, GHANA



## APPENDIX B

### Students Questionnaire

This questionnaire seeks to collect information on the factors contributing to poor academic performance of students in public Junior High Schools in the Hohoe Municipality. Your candid and objective responses to the items in the questionnaire will go a long way in assisting the researcher to get the needed information. This questionnaire is strictly for an academic exercise, and you are humbly requested to provide accurate and frank information that will assist the researcher in obtaining the correct data for this exercise. Your responses will be treated in strict confidence. You are please requested to **tick** (✓) a number that best describes your view. Thank you.

#### SECTION A: Personal Information

1. Form: JHS1[  ] JHS2 [  ] JHS3 [✓]
2. Sex: Male [✓] Female [  ]
3. Age: 11-15 [  ] 15-18 [  ] Above 18 [  ]
4. Who are you staying with? Both parents [  ] Mother only [  ] Father only [  ]  
Guardian [  ] Other relatives [  ]
5. Parents' Level of Education ( Tick one): no Education [  ] JHS [  ] SHS [✓]  
Tertiary [  ]
6. Fathers' Occupation: Government [  ] Private [✓]
7. Mothers' Occupation: Government [  ] Private [✓]
8. Parents' Marital Status: Married [  ] Single [  ] Widow/Widower [✓]  
Divorced [  ]

#### SECTION B

The following is a list of questions concerning your views on the possible factors affecting your poor academic performance of students. Carefully read each statement and answer it as accurately as possible. Please tick (✓) a number that best describes your view on each of the items. On a scale of 5-1, rate your views on the following statements. Thank you.

S/N		Please <b>TICK</b> a number to rate <b>EVERY</b> option				
		Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1	The number of teachers in my school are adequate and can assist me pass our exams.	5	4	3	2	1
2	My teachers come to school regularly and they always complete the syllabuses.	5	4	3	2	1
3	My teachers have good relationship with students, are open to questions and suggestions, and the give clarification on issues.	5	4	3	2	1
4	Most of my teachers have adequate knowledge of their subject area.	5	4	3	2	1
5	My teachers always see to it that students submit their homework on time, and do all classroom exercises for making.	5	4	3	2	1
6	Teaching-Learning Materials such as real materies, wall pictures, maps, atlases and other learning aids are adequate enough to assist me to improve on my academic performance	5	4	3	2	1
7	I always goes to school throughout the week	5	4	3	2	1
8	School infrastructure and materials such as school building and library, electricity and water are all in good conditions to enhance teaching and learning in my school.	5	4	3	2	1
9	My headteacher always sees to it that teachers are in class and make good use of instructional time.	5	4	3	2	1
10	My school environment encourages me to learn because materials for learning in the school are readily available.	5	4	3	2	1
11	I am ready to learn every subject very well to score good grades.	5	4	3	2	1
12	I read additional materials to gain a better understanding of what I am taught in class.	5	4	3	2	1
13	I actively participate in all class discussions, class exercises and home work.	5	4	3	2	1
14	Student discipline in school is important for good learning and academic achievement.	5	4	3	2	1
15	Most of the time, students who are rude and not disciplined do not perform well in class exercises, class test and end term examinations.	5	4	3	2	1
16	At home, I waste too much time talking, watching television or listening to the radio instead of studying.	5	4	3	2	1

<b>17</b>	I have access to a community library and this encourages me to learn at home to improve my academic achievement.	5	4	3	2	1
<b>18</b>	My parents are interested in my education and as such they provide me with the needed school resources to encourage me to learn well.	5	4	3	2	1
<b>19</b>	Senior High School and University students in my community serve as role models to me and I am motivated to study very well.	5	4	3	2	1
<b>20</b>	I consult my parents and other people in my home environment to assist me when I face difficulties with my homework or studies.	5	4	3	2	1

## SECTION C

### CHECK LIST FOR STUDENTS' END OF TERM EXAMINATION RESULTS

This check list is designed to collate examination results of students in public Junior High Schools in the Hohoe Municipality for the three terms in 2017/2018 academic year. The researcher circled the examination scores for English Language, Mathematics, integrated Science, and Social Studies as in the Continuous Assessment.

English Language					Mathematics					Integrated Science					Social Studies				
1	21	41	61	81	1	21	41	61	81	1	21	41	61	81	1	21	41	61	81
2	22	42	62	82	2	22	42	62	82	2	22	42	62	82	2	22	42	62	82
3	23	43	63	83	3	23	43	63	83	3	23	43	63	83	3	23	43	63	83
4	24	44	64	84	4	24	44	64	84	4	24	44	64	84	4	24	44	64	84
5	25	45	65	85	5	25	45	65	85	5	25	45	65	85	5	25	45	65	85
6	26	46	66	86	6	26	46	66	86	6	26	46	66	86	6	26	46	66	86
7	27	47	67	87	7	27	47	67	87	7	27	47	67	87	7	27	47	67	87
8	28	48	68	88	8	28	48	68	88	8	28	48	68	88	8	28	48	68	88
9	29	49	69	89	9	29	49	69	89	9	29	49	69	89	9	29	49	69	89
10	30	50	70	90	10	30	50	70	90	10	30	50	70	90	10	30	50	70	90
11	31	51	71	91	11	31	51	71	91	11	31	51	71	91	11	31	51	71	91
12	32	52	72	92	12	32	52	72	92	12	32	52	72	92	12	32	52	72	92
13	33	53	73	93	13	33	53	73	93	13	33	53	73	93	13	33	53	73	93
14	34	54	74	94	14	34	54	74	94	14	34	54	74	94	14	34	54	74	94
15	35	55	75	95	15	35	55	75	95	15	35	55	75	95	15	35	55	75	95
16	36	56	76	96	16	36	56	76	96	16	36	56	76	96	16	36	56	76	96
17	37	57	77	97	17	37	57	77	97	17	37	57	77	97	17	37	57	77	97
18	38	58	78	98	18	38	58	78	98	18	38	58	78	98	18	38	58	78	98
19	39	59	79	99	19	39	59	79	99	19	39	59	79	99	19	39	59	79	99
20	40	60	80	100	20	40	60	80	100	20	40	60	80	100	20	40	60	80	100



## APPENDIX C

### Teacher' Questionnaire

This questionnaire seeks to collect information on the factors contributing to poor academic performance of students in public Junior High Schools in the Hohoe Municipality. Your candid and objective responses to the items in the questionnaire will go a long way in assisting the researcher to get the needed information. This questionnaire is strictly for an academic exercise, and you are humbly requested to provide accurate and frank information that will assist the researcher in obtaining the correct data for this exercise. Your responses will be treated in strict confidence. You are please requested to **tick** (✓) a number that best describes your view. Thank you.

#### SECTION A: Demographic Data

**Instruction: Please tick (✓) as appropriate.**

1. Gender: Male [  ] Female [  ]
2. Marital Status: Single [  ] Married [  ] Divorced [  ] Widow [  ]
3. Age: 20 -30 [  ] 31 – 40 [  ] 41 – 50 [  ] 51 and above [  ]
4. Highest Academic Qualification:
 

Post sec. Cert A. [  ] Diploma [  ] Bachelor's Degree [  ] Master's Degree [  ]
5. Rank: Senior Supt. II [  ] Senior Supt. I [  ] Principal Superintendent [  ]
 

Assistant Director II [  ] Assistant Director I [  ] Deputy Director [  ]
 

Director [  ]
6. Years of Teaching Experience: 1- 5 [  ] 6 – 10 [  ] 11 – 15 [  ] 16 – 20 [  ]

**SECTION B**

The following is a list of questions concerning your views on the possible factors affecting your poor academic performance of students. Carefully read each statement and answer it as accurately as possible. Please tick (✓) a number that best describes your view on each of the items. On a scale of 5-1, rate your views on the following statements. Thank you.

S/N		Please <b>TICK</b> a number to rate <b>EVERY</b> option				
		Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1	I have the requisite qualification, knowledge and skills that enable me teach my subject very well	5	4	3	2	1
2	I am a qualified teacher with the requisite knowledge, skills and experience to enhance effective teaching and learning in my school.	5	4	3	2	1
3	I ensure that student submit their homework on time and they actively participate in all class activities, including exercises.	5	4	3	2	1
4	I have cordial relationship with my students and it gives them the opportunity to ask questions and clarify issues they do not understand.	5	4	3	2	1
5	I am regular and punctual at school and I make sure I complete my syllabus.	5	4	3	2	1
6	Teaching-Learning Materials such as real materies, wall pictures, maps, atlases and other learning aids are adequate enough to assist me to improve on my academic performance	5	4	3	2	1
7	School infrastructure and materials such as school building and library, electricity and water are all in good conditions to enhance teaching and learning in my school	5	4	3	2	1
8	.large class size often causes teachers to ignore the individual needs of student.	5	4	3	2	1
9	In my school, there is effective instructional supervision on the part of circuit supervisor	5	4	3	2	1

	and the head teacher.					
<b>10</b>	The school environment encourages teachers to teach well and for student to learn.	5	4	3	2	1
<b>11</b>	Most student in my school are always ready to learn every subject, and are eager to get good grades in class test and end of term examinations.	5	4	3	2	1
<b>12</b>	Most in my school read additional materials for additional information on what is taught at school.	5	4	3	2	1
<b>13</b>	Student discipline in school is essential for good leaning and it enhances academic performance	5	4	3	2	1
<b>14</b>	Indiscipline and unruly students in my school do not perform well in class exercise, class tests and end of term examinations.	5	4	3	2	1
<b>15</b>	Lack of professional support (psychologists, counsellors etc.) in my school negatively affect student behaviour and their academic performance.	5	4	3	2	1
<b>16</b>	Numerous home chores and excessive time wasting activities such as conversing, playing, watching television on the part of students prevent them from effective studies.	5	4	3	2	1
<b>17</b>	Student's access to a community library encourages them to learn at home and this helps to improve their academic performance.	5	4	3	2	1
<b>18</b>	Poor students' socio-economic background mostly results in their poor academic performance and this makes some of them neglect school work.	5	4	3	2	1
<b>19</b>	Provision of the needed school resources to students by parents help in good academic performance of the students.	5	4	3	2	1
<b>20</b>	As a teacher in the community, I serve as a role model to the JHS students and this motivate them to study very well.	5	4	3	2	1