UNIVERSITY OF EDUCATION, WINNEBA

FACTORS INFLUENCING ACADEMIC PERFORMANCE OF

PUPILS AT ABIREM R/C J. H. S IN KWABRE-EAST MUNICIPAL

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DECLARATION

STUDENT'S DECLARATION

1, ACHEAMPONG KWABENA, declare that this project report, with the exception of quotations and references contained are 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

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

NAME OF SUPERVISOR: PROFESSOR FREDERICK KWAKU SARFO

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DATE: ………………………………………

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DEDICATION

To my late uncle, Mr Francis Kusi Agyei and to my kid sister, Jane Asantewaa Nti.

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LIST OF ABBREVIATIONS

BECE	Basic Education Certificate Examinations
EFA	Education for All
FCUBE	Free Compulsory Universal Basic Education
GES	Ghana Education Service
GNCC	Ghana National Commission on Children
GOG	Government of Ghana
GSS	Ghana Statistical Service
ISSER	Institute of Statistical, Social and Economic Research
JHS	Junior High School
MDG	Millennium Development Goal
MOE	Ministry of Education
MOESS	Ministry of Education, Science and Sports
NGO	Non-Governmental Organization
PTA	Parent Teacher Association
SHS	Senior High School
UN	United Nations
WAEC	West African Examinations Council

ABSTRACT

The purpose of this study was to identify factors that are responsible for the academic performance of pupils in Abirem R/C Junior High School at Abirem in Kwabre- East Municipal. Based on this, a descriptive survey design was used to study 150 respondents comprising of 60 pupils, 30 teachers and 60 parents selected through systematic sampling technique. Separate questionnaires were designed for each category of respondents to collect data pertaining to factors influencing academic performance of pupils within the school. Statistical tools used to analyze the data collected included descriptive tools such as mean, median, frequencies and percentages, and the results were presented in tables. The study has been able to establish issues that are particular to Abirem R/C Junior High School. School factors, teachers, parents and the pupils were primarily responsible for the academic performance of Abirem R/C Junior High School pupils. The school factors identified include, inadequate teaching and learning materials, school location, bad odor from the environment, and class size. The teacher factors that were found to contribute to the academic performance were incidences of lateness and absenteeism to school, inability to complete the syllabi and inadequate homework assigned to pupils. Home conditions or parental support variables causing pupils to perform poorly academically were parent's inability to provide textbooks and supplementary readers, low level of interaction with their ward's teachers, and low involvement in the Parent Teacher Association. It was recommended that there is the need to improve parents' attitudes towards their wards education, intensify supervision of teachers and institute incentive packages, sensitize and motivate the pupils, recognize individual differences in education and encourage guidance and counseling services for pupils.

CHAPTER ONE

INTRODUCTION

This chapter presents the background of the study, statement of the problem, purpose, objectives and rational of the study. Also, research questions which guided the study have been formulated in this chapter. The chapter further discusses the limitations and delimitation of the study.

1.1 Background to the Study

Education is the best legacy a nation can give to her citizens especially the youth. Development of Human resources depends largely on the quality of education that government provides for its people. Education is seen as helping individuals grow and develop its knowledge toward solving problems being confronted with, earn a decent living in the society and contribute positively to the welfare of the society in which they live and the country as a whole. In addition to this, Education is considered as a reliable tool for poverty reduction apart from its direct functions of increasing knowledge, building skills, values and attitudes for critical thinking.

In Ghana, the Junior High School is the entry stage for Senior High School, Vocational and Technical education in Ghana. A good performance by students at the Junior High School level must therefore be seen as the determining entry point into Senior High schools in Ghana. Such performance is measured through externally supervised examinations conducted by the West African Examination Council (WAEC). Poor performance on the students' results therefore becomes a great worry to majority of stakeholders in the Education sector.

Generally, it is believe that over the years the performance of private schools at Basic Education Certificate Examination (BECE) level are better than the public schools in Ghana of which some scholars attribute to poor teaching and learning practices at the public schools. For instance, Anamuah-Mensah (2010), an educationist attributed the phenomenon to lack of effective supervision and monitoring at school, lack of motivation for teachers and inadequate number of qualified teachers to fill empty classrooms. It is therefore important not only to carry out empirical study on the causes of academic performance of pupils, but also to propose measures to assist on-going efforts at improving pupil academic achievement in general.

1.2 Statement of the Problem

The ultimate aim of policymakers and stakeholders in the education sector are to provide the various schools in Ghana with the needed teaching and learning materials so as to improve upon the quality of teaching and learning in order for students to excel in the Basic Education Certificate Examination (B.E.C.E). When B.E.C.E. results are released by the West African Examination Council (WAEC) for every academic year, stakeholders in the education sector raised a lot of concerns about the falling standard of student's performances, especially in public schools where teachers are professionally trained than that of the private schools. Statistics on Basic Education Certificate Examination results from the Kwabre-East Municipal Directorate for the period of 2014 to 2017 shows a downward trend in performance of students of which Abirem R/C Junior High School is of no exception (Kwabre-East Municipal Ghana Education Service, 2017). Last year for instance, out of the twenty-three students presented by Abirem R/C Junior High school in

the Basic Education Certificate Examination, three students had aggregates 15 to 20, five students had aggregates 25 to 30 and fifteen students had aggregates 30 to 35.

This situation raises questions about the depth of understanding of factors affecting the low performance of pupils of Abirem R/C JHS. The pertinent questions to address, therefore, are what is the cause of this poor academic performance of pupils? Is the fault entirely that of teachers or pupils or both? Or is the poor performance of students caused by parents' neglect or school environmental factors? The present study therefore sought to identify factors causing pupils of Abirem R/C JHS to perform poorly academically and to assist educational authorities to develop appropriate strategies to improve upon their output.

1.3 Purpose of the Study

The purpose of the study was to examine factors influencing academic performance of pupils in Abirem R/C J.H.S in the Kwabre- East Municipality.

1.4 Objectives of the Study

The main objective of the study is to:

1. Find out the school factors that causes pupils' academic performance.

2. Determine the home conditions responsible for the academic achievement of pupils.

3. Identify teacher factors that contribute to the academic performance of the pupils.

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1.5 Research Questions

The following research questions were formulated to guide the study.

1. What school factors are the causes of academic performances of pupils?

2. What home conditions cause pupils to perform poorly academically?

3. What teacher factors contribute to pupils' academic performance?

1.6 Significance of the Study

This study examined factors influencing academic performance of pupils in Abirem R/C J.H.S. The outcome of the study is therefore expected to assist all stakeholders in the district, particularly at the basic education level, to fashion out appropriate strategies that would enhance the academic performance of pupils. In this regard, the study would be useful to educational stakeholders in formulating educational policies to improve upon academic performance of pupils within the country. At the micro level, the school children at Abirem R/C School would benefit by performing better academically. They would therefore have more life opportunities and also improve their family lives and socio-economic conditions.

1.7 Delimitation of the study

The study was confined to Abirem R/C Junior High School and it focused on factors influencing academic performance of pupils. In view of this, it covered human and material factors that influence academic performance to determine the school's academic performance.

1.8 Limitation of the study

One limitation is the cross-sectional nature of the study, that is, the study was conducted based on data collected at only one point in time rather than collection of data at different periods of time. Thus, future research should be based on data collected at different periods of time to determine more precisely the factors affecting the academic performance of pupils in Abirem R/C JHS. In this regard, it is suggested that future research should look at factors that affect academic performance with a gender perspective in basic schools. Also, this study covers only one basic school, it would be difficult to generalize the findings to the population as a whole. As such, while the findings from this research may be used to guide future research efforts, it cannot be applied to other settings. Despite the above limitations the study has implications for practitioners.

1.8 Organization of the Study

This section focuses on how the study is organized. The first chapter dealt with the introduction of the study including background and statement of the problem, purpose of the study, research question, significant of the study, delimitation, limitation and organization of the dissertation. Chapter Two is on literature review. It reveals related literature by other scholars in the field of education. Documents, publications and unpublished works on pupil's academic performance were reviewed. Chapter Three is the study of methodology. It describes the research design, population sample and sampling procedure and data analysis. Chapter Four present and discusses the result of the study taking into consideration the research questions. Chapter Five is devoted to summary, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This section reviews the relevant literature on factors affecting academic performance. Poor academic performance in school may be the result of interplay of many factors. In the first part of this chapter, the concept of academic performance is defined and its scope delineated. This was followed by factors influencing academic achievement in terms of home-related factors, school-related factors, student characteristics and teacher-side factors. Though an attempt is made in this chapter to review some of these factors under the aforementioned headings, it must be reiterated that most of these factors are closely related.

2.1 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 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).

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Ferla, Martin and Yonghong (2009) use the notion of academic self-concept referring to individuals' knowledge and perceptions about themselves in academic achievements, and convictions that they can successfully perform a given academic tasks at designated levels. They further stated that academic self-concept represents a more past-oriented, aggregated and relatively stable judgment about one's self-perceived ability in a particular academic domain; while academic self-efficacy represents a context specific and relatively future oriented judgment about one's confidence for successfully performing an upcoming subject-specific academic task.

Good as cited in Dimbisso (2009) stated that achievement encompasses actual accomplishment of the students' of potential ability. Kobaland and Musek (2001, p. 9) stated that:

There are two broad groups of definitions of academic achievement. The first one could be considered more objective, because it refers to numerical scores of a pupil's knowledge, which measure the degree of a pupil's adaptation to school work and to the educational system. The second group is a more subjective one, as its determination of academic success is reliant upon the student's attitudes towards his academic achievement and himself, as well as by the attitudes of significant others towards his/her success and him/herself.

The concept of low academic performance varies in its definition. Diaz (2003) considers low academic performance or academic failure as the situation in which the subject does not attain the expected achievement according to his or her abilities, resulting in an altered personality which affects all other aspects of life. Similarly, Tapia as cited in Diaz (2003) notes that while the current educational system perceives that the student 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 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.

The criteria of excellence can be from 40 to 100 depending on the subjective yardstick of the evaluator or assessor. For example, a 70 per cent performance of senior secondary three students in junior secondary English language examination is by all standards a very good performance. However, a cursory look at the performance and the individual examined and the standard of the examination he or she took could reveal that the performance is a very poor one. On the other hand, a junior secondary two student's performance of 37 per cent in senior secondary three mathematics can be said to be a poor performance when in actual fact the performance is by all standards a very good one. This shows that the concept of poor academic performance is very relative and this depends on so many intervening variables.

2.2 Factors influencing Academic Performance

Various factors have been given for poor academic performance of students. 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 school achievement. The next part focuses on the relative effects of home-related, school-related, student characteristics, and teacher-side factors.

2.2.1 Home-Related Factors

Whether a child performs well in school can be influenced by a range of household factors. These include socio-economic status (education, occupation and income), size of the household, type of discipline at home, family structure, and the level of parental involvement and interest in 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 students' achievement. The factors are parents' expectation and attribution, structure and learning, home environment, discipline, and parental involvement. Engin-Demir (2009) argued that sizable research has consistently shown that students' academic achievement 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 are better able to provide their children with the academic and social support important for educational success when compared to parents who are less educated. Acheampong cited in Avotri *et al*. (1999), for instance, found that the educational status of parents was a major factor determining a child's academic achievements. 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 achievement. 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 tertiary levels.

Fuchs and Woessmann (2004) found parental education and occupation to have more substantial effects on reading than on mathematics test scores. They 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 among from disadvantaged background have significantly affected academic achievement negatively (Currie, 1995; Gregg & Machin, 1999) whereas children with high level of parental 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, 2006; McNeal, 1999). Higher family income is associated with higher students' achievement (Hanushek, 1992). 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 student 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 students' academic performance in Nigeria. The study revealed that insufficient parental income influences students' academic performance. 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 students' academic achievement.

The number of siblings that a pupil has is assumed to have an influence on his/her academic achievement. The larger the family size the less the attention 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 lead to less favorable child outcome. Children from larger families have been found to have less favorable home environments and lower levels of verbal facility (Parcel & Menagham, 1994) as well as highest rates of behavioral problems and lower levels of education achievement (Downey, 1995).

Research work has shown that the nature of parental discipline affect 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. 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.

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, dissertation and illegitimacy in which case, the family was never completed

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(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)

Furthermore, parental involvement tends to influence children's school achievement. Grolnick and Slowiaczek (1987) indicated that pupils with parents who are involved in their education tend to have better academic performance than pupils 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 achievement. Conway and Houtenwille (2008) also found that parental involvement has a strong positive effect on student achievement. Further research shows parental involvement in children's learning not only leads to higher academic achievement, but greater cognitive competence, greater problem solving skills, greater school enjoyment, better school attendance and fewer behavioral problems at school (Melhinsh et al., 2001 reported in Ademola & Olajumoke, 2009). Additionally, Tremblay, Ross and Berthelot (2001) found a significant association between students with parents involved at school and their academic performance.

Also, parental interest in schooling has been found to contribute significantly to the academic achievement 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 achievement 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.

2.2.2 School-Related Factors

Several school 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 pupil-teacher ratios, teacher qualification and experience, and supervision.

Instructional materials provide information, organize the scope and sequence of the information presented, and provide opportunities for pupils to use what they have learned (Lockheed & 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 aids. The availability and use of teaching and learning materials affect the effectiveness of a teacher's lessons.

In addition, the school location and quality of the physical building influence the performance and achievement levels of pupils. Harbison and Hanushek (1992) stated that the quality of the physical facilities is positively related to student performance. This assertion corroborates that of Danesty (2004) who stressed that good sitting arrangement

and good buildings produce high academic achievements 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. 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. Engin-Demir (2009) argue that attending a school with a better physical environment is associated with increased maths scores. Adepoju (2001) found that students in urban schools manifest more brilliant performance than their rural counterparts. Also, Ogunleye (2002) reported a significant difference in the achievement of students in urban peri-urban areas.

Class sizes have also been identified as determinants of academic performance. Studies have indicated that schools with smaller class sizes perform better academically than 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 students' achievement 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 achievement, especially for children in early grades. Kraft (1994) in his study of the ideal class size and its effects on teaching and learning in Ghana concluded that class sizes above 40 have negative effects on students'

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achievement. Adeyela (2000) found that large class size is unconducive for serious academic work.

Furthermore, schools with effective supervision of teaching and learning activities have high performance rates. Etsey, Amedahe and Edjah (2004) in a study of 60 schools from peri-urban (29 schools) and rural (31 schools) areas in Ghana found that academic performance was better in private schools than public schools because of more effective supervision of work. According to Etsey (2005) if circuit supervisors are more regular in schools, this would put the teachers on the alert to be more regular and early in school. This would forestall teacher absenteeism and improve teaching in the schools. If teachers are present always following regular visits of circuit supervisors, pupils would be challenged to change their attitudes toward school.

2.2.3 Student Characteristics

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, pupil's self-concept and motivation, health and nutritional status of pupils, time students 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 students' (p. 3). Homework is in reality an interaction between school and the home, and an

essential ingredient of the educational process when measuring academic achievement (Harbison and 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 students' 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 achievement. 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 student academic achievement and work during school hours. As Akabayashi and Psacharopoulos (1999) found that additional working hours decrease a child's reading and computational ability, whereas with additional hours of school attendance and study the reading and computational ability increased. From their findings, Ray and Lancaster (2003) concluded that time spent at work had negative impact on education variables with marginal impact weakening at higher levels of study hours. 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 pupil attitudes toward learning with regard to their academic achievement. Pupils' attitudes such as absenteeism, truancy, and indiscipline, can affect their performance. For instance, McLean (1997) found, by distinguishing between the attitudes of high and low achievers, that five attitudinal

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factors were significantly related to academic performance. Pupils' attitudes may not only directly affect academic achievement, but also may indirectly influence the effect of other factors as well. In another study, Abu-Hilal (2000) found the effect of attitudes on student level of aspiration. Despite the difference between the findings of these two studies, the authors achieved consensus as regards to the significance of attitudes in predicting achievement. 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 pupil's internalization of his social image. It is developed from different interactions with the social environments and agents. Great importance is assigned the pupils 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 achievement. Marsh (1990) investigated the reciprocal relationship between self-concept and academic achievement and found that an individual's present achievement is affected by prior academic self-concept, and that grades had no effect on subsequent academic self-concept. Similarly, Marsh and Yeung's (1997) revealed that prior academic achievement did affect subsequent academic self-concept, and likewise, prior academic self-concept also affected subsequent achievement, with prior achievement being the control. Contrary to these results, Helmke and Van Aken (1995) found that elementary school

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achievement 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 student is strongly motivated, all his effort and attention are directed toward the achievement of a specific goal, thus bringing to bear all his or her resources (Diaz, 2003). In relation, students" academic achievement motivation is influenced by the students" perception of parental support and involvement. If students' perception is positive on their parents support and involvement, they will achieve well (Grolnick & Slowiaczek, 1994; Wang & Wildman, 1995). Gottfried (1994) revealed that parental motivational practices have significant direct effects on academic intrinsic motivation, and indirect effects on subsequent motivation and achievement. According to Engin-Demir (2009):

Students' perceptions that their parents are involved and interested in their schooling and encourage them to do well are positively related to academic achievement. Through their involvement, parents convey the message that school is important and provide their children with positive emotional experiences in relation to school. Fuchs and Woessmann (2004) observed that students performed significantly worse in reading, 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 achievement of children to be negative (p. 19).

Studies have looked at children's nutritional and health status on school indicators such as classroom concentration, general intelligence and performance on selected cognitive

tasks including achievement 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 children surveyed, suffered from recurring health problems such as headache, malaria/fever, stomach disorder and other ailments. Research by Fentiman, Hall and Bundy (2001) in the Eastern Region, revealed that 70 per cent of all primary school-age children were anemic. Sarris and Shams (1991) studied malnutrition among school age children in Ghana and found that about 36 per cent of children 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 and Shams, 1991) where socio-economic indicators are low. In these regions enrolment, attendance, completion rates and achievement 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 and Jacoby, 1995; Fentiman, Hall, and 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 children (Pridmore, 2007).

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

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and have cumulative impact on pupils' achievement. 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 achievement adversely: temporary hunger, micronutrient deprivation and protein-energy malnutrition. A local study on early primary school children in Malaysia showed a weak but significant association between poor nutritional intake and academic achievement (Ong, Chandran, Chen and Poh, 2010).

Pollitt, cited in Lockheed and 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.

2.2.4 Teacher-Side Factors

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

Teacher regularity in school is important in terms of both children'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

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"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.

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 students 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 students academically.

The influence of effective teaching on pupil's academic performance has been the subject of several studies. Quality of teachers and commitment are key inputs in educational production to 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 (1999) 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 students 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 students' achievement in chemistry in Lagos state, Nigeria.

Bilesanmi (1999) and Okoruwa (1999) found that teachers' teaching experience had significant effect on students' achievement in science. Also, Fettler (1999) investigated the

relationship between measures of teachers' experience and student achievement in science and mathematics. He found that teaching experience as measured by years of service correlated positively with student test results.

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

2.3 Summary of Literature Review

In this chapter, the relevant literature, per the objective of the study, was revealed as well as other issues related to the topic under study. These included school environment, home related, student characteristics and teacher factors responsible for poor academic performance. The chapter started with a brief introduction. This was followed by the concept of academic performance. Knowledge on factors causing low academic performance in the study is limited. Information on variables causing the low academic performance in the basic level education in the Abirem R/C Junior High School is pertinent

to help stakeholders to develop strategies for improving academic performance of students. This demonstrates a need for further research in the area under study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter examines the research methods used to carry out the research. It begins with the description of the design, and explains the rational for its selection. The chapter also looks at the population, sample and sampling procedure, the instruments used to collect the data and data analysis.

3.1 Research Design

Research designs are plans and procedures for doing an investigation. The plan is a guide to the whole process. This plan tells how the researcher is going to test, measure or observe a phenomenon of interest. The design describes the procedures for conducting the study, including when, from whom, and under what conditions the data will be obtained. The descriptive survey design was employed for the study. The descriptive survey design was used because the nature of the topic required a description of the academic performance emphasized in the school. The design enabled the researcher to evaluate the extent to which effective teaching and learning is carried out in the school. In this case, the assessment of academic performance was made through administering questionnaires to the various respondents in the study.

Descriptive survey design is however not without disadvantages. Its disadvantages, according to Babbie (2005) and Sarantakos (2005) include the danger of prying into the private affairs of respondents and the difficulty in assessing the clarity and precision of the questions that would call for the desired responses. Being aware of these disadvantages, the

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researcher did all that could be done to minimize any defect as a result of the chosen design.

3.2 Population of the Study

Population refers to the empirical units such as, persons, objects, occurrences, etc. used for the study. The target population is the group of interest to the researcher. It is the group from whom the researcher would like to generalize the results of the study. The target population consisted of school children, teachers, and parents'. The total population was 500 which are made up of Pupils, Parents and Teachers of Abirem R/C Junior High School.

3.3 Sample and Sampling Technique

A sample is a subset of population and consists of individual, object or event that forms the population. Class registers were obtained to know the total number of pupils in Abirem R/C JHS, parents of these pupils was also compiled through PTA meetings, and teachers were also obtained.

Table 3.1 Breakdown of Respondents for the Study

Types of population	Sample	Sample identification
Pupils	60	Class register of pupils in Abirem R/C JHS from JSS 1-3
Parents	60	Parents of the pupils
Teachers	30	List of teachers in Abirem R/C JHS

Source: Author construct, September 2018

Sampling techniques refers to methods used to select a sample from the target population. Examples are simple random sampling, systematic sampling, purposive sampling, snowball sampling, etc.

At Abirem R/C JHS, the study selected 60 pupils out of 240, the researcher had to divide 240 by 60 to get the sampling interval to use in the selection. In this 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. The researcher kept selecting names by adding 4 until the required sample of 60 pupils was reached. This process ensured the pupils had an opportunity of being selected.

Parents and Teachers

Purposive sampling was used to select parents from the list of parents. The purpose was to administer questionnaires to parents of pupils that participated in the study at the school level. Each sampled pupil was to have one of his/her parents administrated questionnaires. A total of 30 parents administered the questionnaires because they were the people who had adequate knowledge about the study. Currently, Abirem R/C JHS has 30 teachers. All the teachers in school were considered for this study.

3.4 Research Instrument

Research Instrument refers to a device or tool used for gathering data from the research participants. Although a number of instruments for data collection could have been used, a questionnaire was deemed most appropriate for the collection of data from research participants. In the view of Knowles (1980), questionnaires are easy to administer, friendly

to complete and fast to score and therefore take relatively less time from researchers and respondents. Three different questionnaires were utilized in this study. The questionnaires were designed respectively for school teachers, pupils and parents on factors which might be affecting academic performance in the school. The first set of questionnaires designed for pupils had four sections. Section A dealt with Demographic characteristics of pupils. It had eight items (Example Age, Gender, survival status of parents etc.) Section B was about School- Related factors. It dealt with school factors that affect academic performance of pupils. It had five items (Example School location, Bad odor from the environment etc.) Section C was also about teacher- related factors that affects academic performance of pupils and it had six items (Example teachers work habit, number of times teachers give homework to pupils etc.). Section D was about pupil characteristics and it also had six items (Example pupils' punctuality in school, number of times teachers give pupils class exercise etc.)

The second questionnaire was for teachers and it had four sections. Section A dealt with Demographic characteristics of teachers. It had eight items (Example Age, Sex etc.). Section B elicited School factors that affect pupil's academic performance. It had five items (Example pupil- teacher ratio, availability of instructional materials etc.). Section C was also about home conditions. It had seven items (Example language teacher use in teaching, teacher's completion of the syllabus etc.). Section D also elicited pupils' characteristics that affect academic performance. It had ten items (Example pupil's absenteeism and lateness to school etc.)

The third questionnaire was designed for parents and it had five sections. Section A dealt with background information of parents. It had four items (Example Age, Sex etc.).

Section B was about school factors responsible for academic performance. Section C talked about Home conditions responsible for pupils' academic performance. It had six items (Example provision of textbook for children, how often do parents inquire from their wards teacher etc). Section D dealt with teacher- related factors. It had only one item. Section E dealt with Pupils characteristics and it had four items (Example what your child do after school hours, monitoring of children use of time after school hours)

The questionnaires included both close and open ended questions. The study also used Likert scale to help the respondents to indicate the magnitude of the problem understudy.

3.5 Discussion of the Validity and Reliability of Research Instrument

Before the pilot- test, the researcher sought a formal permission from the Head teacher with the help of an introductory letter from the graduate office of the University of Education, Winneba (UEW/K), to administer the questionnaire. The data collected were input into SPSS and the reliability coefficient was obtained. The Questionnaire had Cronbach's alpha reliability of 0.74, which showed that the research instrument had a strong internal reliability. (Pallant, 2005).

3.6 Pilot-Testing of the Instrument

A pilot-test was conducted to ascertain any need for revisions and to ensure the validity and reliability of the questionnaire. The pilot-test involved administration of 50 questionnaires comprising of 10 teachers, 20 pupils and 20 parents in Abirem M.A Junior

High School which was not included in the sample for the study. They were selected because they had similar learning characteristics with Abirem R/C J.H.S.

The pilot- testing helped the researcher to identify the problem likely to be encountered during the actual administration of the questionnaires and measures were taken to eliminate or minimize them.

3.7 Data Collection Procedure

The data used in the study were collected personally from the 60 pupils, 30 teachers and 30 parents'. A letter of introduction from the Graduate Office of the University of Education, Winneba (UEW/K) and personal letter of information to the Head of the sampled school were provided. In order to collect data the sampled school, permission was sought from the Municipal Education Office. The questionnaires were sent to the sampled school.

The Head teacher, teachers and pupils were briefed about the purpose of the study. They were given the questionnaire to complete. The researcher assisted pupils who had difficulty in reading by explaining to pupils in the local language as result most of them were affected. Questionnaires were collected after completion by the respondents. As deemed appropriate, the researcher went to all 30 parents who had a tight schedule to make time to attend to the questionnaire. The tight schedule of some of the parents was the data collection challenge.

3.8 Data Analysis Procedure

The field data were collated, sifted through and edited in order to address questions that have been answered partially or not answered. After editing, the both closed and open-ended questions were coded (i.e., the assignment of numbers or codes to responses to make them computer readable). After editing and coding, the data were entered into the computer using the Statistical package for the Social Sciences (SPSS) software. Before performing the desired data transformation, the data were cleaned by running consistency checks on every variable. Corrections were made after verification from the questionnaires and the database was generated. Data collated were then merged into one file to facilitate the comparison of characteristics between the groups. The data were analyzed using basically descriptive statistics involving mainly frequency distributions and cross tabulations.

3.9 Ethical Considerations

The researcher obtained consent from the school head teachers before administering the questionnaire to the pupils. In doing so, a consent statement was read out to each participant for acceptance before administration of questionnaires. For parents and teachers, the researcher obtained informed verbal consent from them before issuing the questionnaires. The participants were made aware that their participation was voluntary, and that they were free to decline at any time during the study. 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 were recorded. Additionally, the questionnaires were

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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.

3.10 Summary

This chapter described the research methodology that the researcher used to generate data for this study. The chapter started with a detailed description of the study design. The target population and the study population were identified, sampling technique and procedures used to select participants were explained. Instrumentation and methods of data collection were also discussed. Finally, data handling and methods of analysis and ethical consideration were clearly delineated.
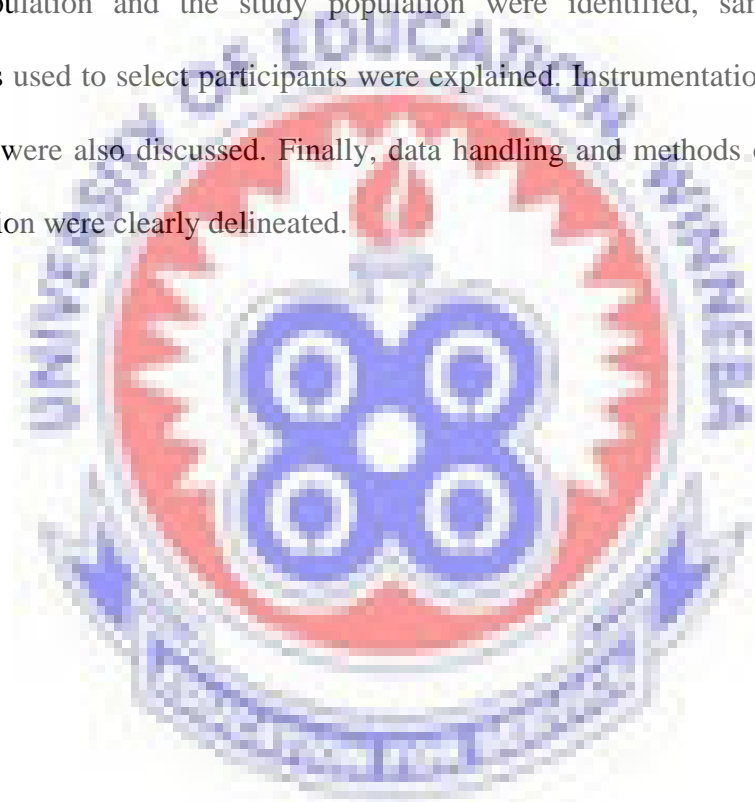
CHAPTER FOUR

PRESENTATION AND DISCUSSION OF RESULTS

4.0 Introduction

This chapter aims at presenting and discussing findings obtained from the administrated questionnaires concerning the factors affecting academic performance of pupils in Abirem R/C Junior High School in the Kwabre-East Municipal. The respondents of the study were pupils, parents and teachers. The chapter is based on data obtained from 60 basic school pupils; 30 teachers, and 30 parents in Abirem R/C Junior High School of Kwabre-East Municipal in the Ashanti region. The data were analyzed using frequency distributions, Likert scales and cross tabulations. The first part of this chapter describes the demographic characteristics of respondents. In the second part, the research findings are presented in three sections according to the research questions posed on school factors, parental/home support variables, and teacher factors.

4.1 Demographic Characteristics of the Study Participants

4.1.1 Pupils' Demographic Characteristics

Table 4.1 Pupils' Sex

Sex	Frequency	Percentage
Male	28	46.7
Female	32	53.3
Total	60	100

60 pupils were administered with questionnaires. The result of the findings indicated that 53.3 per cent were female and 46.7 per cent male. The average age of the pupils was 16.4years. The youngest was 14 years old and the oldest 20 years old. The age distribution shows that all the respondents were of school going age which helps in identifying the factors of academic performances within the school.

4.1.2 Teachers' Demographic Characteristics

Table 4.2 Teachers' Sex

Sex	Frequency	percentage
Male	14	46.7
Female	16	53.3
Total	30	100

From Table 4.1, Out of the 30 teachers who administrated the questionnaires, majority of respondents (53.3%) were female and 46.7% were male. This means that there are more female teachers than male teachers in Abirem R/C J.H.S. This finding of the study confirmed with Anamuah-Mensah et al. (2007) who revealed that there are more female teachers in urban areas in Ghana. This could partly be due to female teachers joining their husbands who work in urban areas and therefore manage to avoid working in rural schools (Avotri et al., 1999).

Table 4.3 Teachers' Age

Age	frequency	Percentage
20-30 years	4	13.3
31-40	18	60
41-50	6	20
51-60	2	6.7
Total	30	100

From Table 4.3, Teachers' ages are an important indicator for assessing the experience they have as well as future supply on the basis of attrition which could result from retirement, death and other factors (Avotri et al., 1999). From the result of the study, it was revealed that teacher's ages ranged between 25 and 52 years old with a mean age of 37.5 years. The result also indicated that most of the teachers fall within 33-36 age range which represents 25.8 per cent of the total number of teacher's administrated questionnaires. Those within 49-52 age range make up 20.0% of total respondents of the teachers. This means that the age distribution particularly in the school understudied have significant proportion of the teaching force is young (33-36).

Table 4.4 Teaching Experience

Teaching experience	frequency	Percentage
1- 5years	3	10
6 – 10 years	9	30
11 – 15years	8	26.7
16 - 20years	7	23.3
21 – 25 years	3	10
Total	30	100

According to Tremblay, Ross and Berthelot (2001), pupils perform better at school when taught by teachers who have more than 5years teaching experience. From the outcome of the study from Table 4.4, it was revealed that the number of years of teaching experience ranged from 3 to 26 years with a mean of 11.6 years. Majority of the teachers representing 60% have more than 10years of teaching experience. 40% of the teachers have less than 10 years of teaching experience. It can be assumed from the result of the study that most of the teachers have adequate work experience in teaching and learning as well as knowledge about their schools.

Table 4.5 Teacher's Qualification

Qualification	Frequency	Percentage
Diploma	7	23.3
Degree	20	66.7
Masters	3	10
Total	30	100

Out of 30 teachers who administered the questionnaires, it was revealed from the study that 7 of the respondents representing 23.33% hold Diploma in Basic Education, 66.7% representing majority hold Degree in Education and 3 of representing 10% hold Masters in education. This means that majority of teachers have knowledge in their subject areas which can influences academics of the pupils within the school.

4.2 Presentation and Discussion of Results for Research Question One: What School Factors Affect Pupils' Academic Performance?

The first objective of this study was to investigate the role school factors play in pupils' academic performance in Abirem R/C JHS. The research findings are presented according to the research question posed to achieve this objective. What school factors affect academic performance in your school? This was followed by what school factors are the causes of pupil's academic performance in Abirem R/C JHS? The school factors considered include school location, bad odor from the environment, availability of instructional materials, pupil-teacher ratio.

Table 4.6. Indicate to what extent do you think school factors affect academic performance?

Question Number	SA & A		N		SD & D	
	F	%	F	%	F	%
School location	52	43.3	38	31.7	20	16.7
Bad odor from the environment	68	56.7	35	29.1	14	11.7
Inadequate teaching and learning materials	85	70.8	29	24.2	6	5
Class size	82	68.3	35	29.2	3	2.5
Pupil – teacher ratio	72	60	43	35.8	5	4.2
Percentage		78.2		33		9.6

From Table 4.6, it was revealed from the study that 52 of the respondents representing 43.3% agree that school location was a factor the affect academic performance. 31.7% of the respondents were neutral and 16.7% of respondents disagree to school location a factor affecting academic performances. From the study, it means that most of the pupils have to walk a long distance to school which discouraged them to attend school regularly. This problem creates a situation where majority of pupils did not understand the various topics treated within the academic periods leading to poor Basic Education Certificate Examination results.

In the case of bad odor from the environment, it was indicated in the study that 56 .7% forming the majority agree that bad odor from the environment affect students' academic performance. Pupils are not able to pay attention in class as well as understand the topics treated which affect their academic performances. From that same result 29.1% of the

respondents were neutral and 11.7% disagree that bad odor from the environment affect academic performance. This means that the refused dump as well as open defecating by the people close to the school creates a pungent odor in the school environment which affect effective teaching and learning.

On inadequate teaching and learning materials, it was discovered in the study that 70.8% of the respondents agree that unavailability of these instructional materials affect effective teaching and learning. 24.2% were neutral and 5% of the respondents were of view that unavailability of instructional materials is not a cause of poor academic performances. This means that unavailability of instructional materials in schools make it difficult for teachers to teach effectively leading to poor academic performances of the students.

In relation to class size, it was found that majority of respondents representing 68.3% strongly agree that class size is a factor that affect academic performance. 29.2% were neutral and 2.5% representing the minority disagree that class size is not a factor that affect academic performance. This means that because of class size, teachers in the school are not able to regularly access the performances of the students in the form of class exercises on the various topics treated which affects the pupils BECE performances.

On pupil- teacher ratio, it was revealed from the study that 60% of the respondents agree that pupil- teacher ratio is a cause of poor academic performances in the school. 35.8% were neutral and 4.2% disagree that pupil –teacher as factor of academic performances. This means the pupil to teacher ratio is relatively high, (1 to 10 students) which make it difficult for the teacher to provide the needs of the students when teaching. This confirmed Linda Ofosua Adane's (2013) study that pupil- teachers are high in rural areas which affect academic performances.

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4.3 Presentation and Discussion of Results for Research Question Two: What Home Conditions Cause Pupils to Perform Poorly Academically?

The second objective was to ascertain how home conditions contribute to academic performance of the pupils in Abirem R/C Junior High School. The research findings are presented according to the research question posed to achieve this objective. The home conditions considered in the study include; number of siblings, rank among siblings, survival status of biological parents, and occupation of parent/ guardian.

Number of siblings of pupils

The study finds out the number of siblings of the school pupils sampled. The study checked that the questionnaires were answered by pupils from the same family. The number of siblings of a pupil is assumed to have an influence on his/her academic achievement (Blake, 1989). The result of the finding revealed that 96.5 per cent of the pupils had other siblings in the family: they had an average of two brothers and two sisters in the family. The study further investigated the rank these pupils are among the siblings which the result on the average indicated 42% as the oldest children within their sibling, 53% were rank between 2-4 within their siblings, 8% were rank between 5-7. This confirmed to Asikhia's (2010) study, that the position a child occupies in a family equally plays a significant role in his/her academic performances.

Survival status of biological parents

The composition of the family such as whether or not a child lives with his/her biological parents has an influence on the educational performances of pupils. The outcome of the finding showed that (61%) representing a greater proportion live with both parents, (24.0%) had only their mothers being alive and only (15%) having none of their biological parents living. This means that these pupils not having both parents alive and single parent representing 39% are likely to miss the love, attention and the inspiration to perform well in their academic works. This confirmed to Kim (2004) asserted that having both biological parents around improves children educational performances.

Parents' Educational Background

According to Anamuah-Mensah et al. (2007) educated parents tend to value their children's education more, buying books and other supporting materials, helping them with homework and advising them on career options. In studying factors affecting academic performance, the educational levels of parents become crucial in an understanding of the phenomenon. From the outcome of the result, it was discovered that 11% of parents were educated up to the tertiary level, 65.0% of the parents had the same level of education as their children and (24%) has had secondary/technical level education.

Parents' occupation

According to Vegas and Petrow (2008), the kind of occupation that the parents do influence the academic performance of the pupils since parents in high level occupation usually have higher income than in low level occupation. That is, pupils from high income

families usually enjoy some privileges such as attending extra class and buying of supplementary text books which normally enhance academic performances. From result of the study, it was revealed that 38% of the parents were found to be low income earners, 19% of the parents were within the middle level profession such as nurse, teacher, bankers, security services, accountant etc, 23% of the parents were within the low level professions such as hairdressers, tailors, seamstress, decorators, barbers etc. 15% of the parents were into agriculture and its related activities, and 5% were unemployed.

Table 4.7 Do you think home conditions affect academic performance in your school?

Question	Frequency	percentage
Strongly Agree	22	18.33
Agree	26	21.67
Not sure	30	25
Disagree	42	35
Total	120	100

From Table 4.7, it was discovered from the finding that 22 of respondents representing 18.33% strongly agree that home conditions do affect academic performance, 21.67% agreed that home condition affect performance. 42 of respondents representing 35% forming majority said home conditions do not affect academic performance. This means that there are other factors such as TLM, commitment of teachers, output of teachers among others that affect academic performance in school. This confirmed to Anamuah-Mensah et al (2007) study that home condition do not affect academic performance in school.

4.4 Presentation and Discussion of Results for Research Question Three: What Teacher Factors Contribute to the Academic Performance of the Pupils?

The Third objective was to identify teacher factors that contribute to the academic performance of the pupils in Abirem R/C Junior High School. The research findings are presented according to the research question posed to achieve this objective. What teacher factors contribute to academic performance of the pupils in Abirem R/C Junior High School? The teacher factors considered in the study include; incidences of lateness to school and absenteeism, completion of syllabi, regularity of homework and teacher work habits.

Table 4.8: Teacher Factors contributing to Academic performance of the Pupils

Question	Strongly Agree	(%)	Agree	(%)	Not sure	(%)	Disagree	(%)
Incidence of lateness to school	66	44	57	38	21	14	6	4
Incidence of absenteeism	73	48	48	32	19	12.67	10	7.33
Completion of syllabi	61	40.67	46	30.67	23	15.33	18	12
Regularity of homework	43	28.67	49	32.67	41	27.33	35	23.33

Source: fieldwork September 2018

A total of 60 pupils and 30 teachers were asked to provide responses about the Absenteeism in their schools. The results in Table 4.8 shows that 66 of respondents representing 44% forming majority of the pupils from the school strongly agree that teachers do not come to school on times which affect academic work, 38% agreed that their

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teachers do not come to school on time. 14% were not sure that lateness to school affect academic performance and 4% disagree that lateness do not affect academic performance.

The study results shows that teachers in Abirem R/C JHS often got to school late. When teachers get to school late, they do not take part in the morning assembly and start classes on time. This meant teaching time was lost; fewer school subjects were taught and shortened school days for pupils in the school. As this continued, there would be a backlog of syllabi not taught and this resulted in the lower output of work by the pupils from Abirem R/C JHS. Thus, affecting the academic performance of the students. This is consistent with Etsey (2005) who found a statistically significant relationship between teacher lateness to school and academic performance of pupils in Ghana. The finding also agreed with Fobih, Akyeampong and Koomson (1999) who indicated that about 85 per cent of teachers in Ghana go to school late, which contributed to poor academic performance of basic school pupils.

The pupils were asked to indicate how often their teachers attend school. The result displayed in Table 4.6 shows that 72 of the respondents representing 48% of the respondents strongly agreed that teachers absenting from school affect academic performance 32% agreed that absenteeism on the part of the teachers affect performance, 12.67% were not sure that absenteeism affect academic performances and 7.33% of the respondents disagreed that absenteeism of teachers do not affect academic performances. This means that teachers in Abirem R/C Junior High School were often absent from school. A number of reasons accounting for teachers absenting themselves from school included, teachers having to attend lectures because most of them are pursuing higher education and asking for permission to write examinations. Some teachers were also absent because of

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maternity leave. A widespread problem of teacher absenteeism reduces the amount of instructional time and this often results in the syllabi not being completed. Teachers from Abirem R/C Junior High School therefore were not able to cover a lot more of the syllabus before the end of the year resulting in the poor performance by the pupils. This finding is consistent with Etsey (2005) who found teacher absenteeism to be significantly and positively correlated with primary school pupils" performance in Ghana. The finding also supports CARE International (2003) assertion that chronic teacher absenteeism adversely affects learning in school. Urie Bronfenbrenner's microsystem of the ecological theory also highlights the importance of other people's behaviors on a developing person. The teacher's lateness and absenteeism affect the pupils they teach. Additionally, the finding confirms Etsey, Amedahe and Edjah (2004) who found academic performance to be better in private schools than public schools because of regular school attendance among teachers.

Teachers were asked to indicate whether they completed the syllabi for the classes they taught the previous academic year. The result of the study discovered that 72 of the respondents representing 40.67% of the respondents strongly agreed that completion of syllabi affect academic performance, 30.67% agreed that completion of syllabi by the teachers affect performance, 15.33% were not sure that completion of syllabi affect academic performances and 12% of the respondents disagreed that completion of syllabi by the teachers do not affect academic performances

The results show that fewer teachers in Abirem R/C JHS do not complete the syllabi. The completion of the syllabus for each subject in each class provides the foundation for the next class to be built upon. When the syllabus is not completed, content that should be taught in the next class which is based on the previous class could not be understood. As

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this continues, there would be a backlog of content not taught and this would affect the performance of the pupils. In the final analysis, the non-completion of syllabus in Abirem R/C JHS resulted in poor performance of the pupils. This position supports Pryor and Ampiah's (2003) assertion that most children perform poorly because they do not follow school work due to lack of understanding from previous work, which is a prerequisite for the syllabus of higher grades.

The pupils were asked to indicate the number of times in a week their teachers gave them homework. The result displayed in Table 4.5 shows that 43 of the respondents representing 28.67% of the respondents strongly agreed that regular of homework given to pupils affect academic performance, 32.67% forming the majority agreed that teachers given homework to pupils affect performances, 27.33% were not sure that regular homework affect academic performances and 11.33% of the respondents disagreed that regular homework do not affect academic performances

The results further show that these teachers in Abirem R/C Junior High School do not give homework regularly to their pupils. Homework is a supplement of schoolwork and enhances pupils' learning abilities and school achievement. According to Harbison and Hanushek (1992) homework is in reality an interaction between school and the student. Since pupils in Abirem R/C JHS were not assigned homework more regularly, their academic performance tended to be low. This supports Butler (1987 cited in Etsey, 2005) who 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"
(Butler, 1987 cited in Etsey, 2005, p. 2).

The finding of this study does not support Cooper, Lindsay, Nye and Geathouse (1998), as they found a negative correlation between student performance and volume of homework. In other words they found student performance to be high with limited volume of homework.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

The preceding chapter has presented the results on the factors affecting academic performances of pupils in the Abirem R/C Junior High School in the Ashanti Region. This chapter highlights the main findings of the study and the overall study conclusions and implications of the study findings. It also provides concrete recommendations on what needs to be done based on the identified factors responsible for the poor academic performance in Abirem R/C Junior High School.

5.1 Summary of the study

The study sought to examine factors responsible for the academic performances of pupils in Abirem R/C JHS and to suggest strategies that may help to improve pupils' academic performance. Based on this, a descriptive design was used to study 150 respondents comprising of 60 pupils, 30 teachers and 60 parents. Separate questionnaires were designed for each category of respondents to collect data pertaining to factors influencing academic performance of pupils within the school. Statistical tools used to analyze the data collected included descriptive tools such as mean, median, frequencies and percentages, and the results were presented in tables. In some cases, the statistical significance of responses were analysed using their associated probability values.

5.1.1 Key Findings on Objectives

The following key findings were arrived at in the present study;

1. As the first objective, the study identified the role school play in pupil's academic performance in Abirem R/C Junior High School in the Kwabre- East Municipality and it was found from the study that inadequate teaching and learning materials are among the factors that have accounted for the low academic performance of the pupils. None of the respondents of the school indicated that the school had enough teaching and learning materials to support their work. Pupils perform better when they have enough teaching and learning materials like textbooks, maps, science equipment and pictures to aid them in their studies.

2. The second objective ascertained home conditions responsible for the academic performance of pupils. Findings from the second objective, revealed that parent's level of education have significant influence on their ward's academic performance. Again, it was revealed that, most of the parents (65%) of Abirem R/C J.H.S have been educated up to the Junior Secondary School or Middle School level and so are not able to help their wards effectively with their studies. Parents with high level of education have more interest in their ward's academic performance. They buy more books to supplement their school work and also help with their homework.

3. The third objective identified teacher factors that contribute to pupils' academic performance. It was revealed that, majority of the teachers (66.67%) have bachelor degree. Teacher's level of education plays a very important role in their level of delivery in the classroom. A teacher's knowledge of the subject matter coupled with all the educational materials have great influence on teaching and learning in Abirem R/C

Junior High School. In addition, teacher factors such as incidence of lateness to school and absenteeism, inability to complete syllabi and inadequate homework assigned to pupils contributed to the low academic performance of pupils in Abirem R/C J.H.S. The role of the teacher in achieving academic excellence is very important so lateness to school on the part of the teacher affect pupils greatly. Teacher's lateness to school affect their output of work and this can be seen when teachers are not able to complete their syllabi before pupils write their final exams. Giving homework to pupils is a way of ensuring that pupils continue to learn after school so if teachers refuse to give pupils homework regularly, it does not encourage the lazy pupils to learn after school and this will affect them academically.

5.2 Conclusions

The purpose of the study was to investigate the factors that were responsible for the low academic achievement of pupils in Abirem R/C Junior High School at Abirem in the Ashanti region of Ghana. Through this, the study has been able to establish factors that pertain solely to Abirem R/C Junior High School. These factors attributed to teachers, school environment, parents and the pupils were primarily responsible for the low academic performance of Abirem R/C Junior High School pupils. The school environmental factors found included lateness, absenteeism, inadequate teaching learning materials and misuse of contact hours leading to not completing of the syllabi. Also home conditions found to have negative influence on academic performance included parents not supporting their children with their homework and studies, not interacting with teachers to know how their children are doing in school. Pupil factors found to affect their academic achievements include

lateness, absenteeism and problem with the use of English Language in class. The findings are generally consistent with the ecological perspective of Urie Bronfenbrenner that poor academic performance is influenced by wider social systems. This shows that pupils face many challenges that justify the need for stakeholders to come up with intervention measures to improve their output. The study has practical significance as it sheds light on the factors affecting the low academic performance of pupils in Abirem R/C Junior High School and for decision making to improve their academic performance.

5.3 Recommendations

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

5.3.1 Improve Parents' Attitudes towards Schooling of their Wards

It is recommended that parents need to be sensitized to make the education of their children and wards a priority. This can be achieved through organizing regular sensitization meetings, community non-formal education classes by Youth Groups within the Abirem community. This would encourage parents to be active in the affairs of the school. As Etsey (2005) indicates: Parents' involvement in school activities would make them aware of problems and issues affecting the pupils, teachers and the school in general. In this way, they would be able to provide solutions that would lead to the provision of a better teaching and learning environment to improve upon the academic performance in the schools.

5.3.2 Intensify Supervision and Institute Incentive Packages

It is recommended that supervision should be strengthened and circuit supervisors should be more regular in the sub-metro schools. Regular visits to the schools would motivate the teachers to be more regular and early in school. When pupils realize that supervisors are regular in visiting the schools and teachers are also present always, they would be challenged to change their attitude towards school. In addition, the Kwabre – East Municipal Assembly should work out incentive packages to increase teachers" motivation to teach. Motivation is the force that determines how much effort a teacher puts into teaching.

5.3.3 Sensitize and Motivate the Pupils

It is recommended that pupils need sensitization and past students from the community who have made progress in their fields need to be invited regularly to talk to the pupils. Pupils who made it to the senior secondary schools could be used for the same purpose. They would serve as role models and motivators. In addition, teachers need to motivate the children. It is important for the teachers to arouse the interest and the joy in each lesson they teach. They could do this through the use of humour in the classroom, paying individual attention to the pupils, using different approaches to teaching and positive reinforcements. This can also be done by developing achievement motivation in students through achievement motivation training.

5.3.4 Recognize Individual Differences in Education and Encourage Guidance and Counselling

There is the need for the recognition of individual differences in pupils and the need to deal with them accordingly. By gaining a better understanding of individual differences in learning, teachers would develop more effective methodologies in teaching their subject matter. Furthermore, guidance and counselling should be encouraged in the schools to meet pupils' needs. School social workers should provide the necessary assistance and psychological support for the pupils to overcome obstacles in the home and school environment. However, social workers, because of their emphasis on system/ecological perspective, often played an important role in this shift in focus from individual to family counseling.

5.4 Suggestion for Future Research

Thus, future research should be based on data collected on high achieving and low achieving schools to determine more precisely the factors affecting the low academic performance of pupils in Kwabre- East Municipal. In this regard, it is suggested that future research should also look at factors that affect academic performance with a gender perspective in basic schools. The study should also be replicated in more schools in the Municipality or in the whole country in other to gain a comprehensive understanding of the factors that affect pupil's academic performance.

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APPENDIX I

QUESTIONNAIRES TO STUDENTS

Dear Respondent,

The goal of this study is to obtain data on the factors that are responsible for the academic performance of pupils in schools. This is a partial fulfillment of my Master of Arts programme. I therefore, solicit your cooperation and consent to participate in this study. The confidentiality of your responses is guaranteed.

A. Socio – Demographic Characteristics

1. What is your age?... (Completed years)

2. Are you male or female?
   i.   Male   [   ]
   ii.   Female [   ]

3. Do you have other siblings?
   i.   Yes   [   ]
   ii.   No   [   ]

4. If 'yes' how many?
   i.   Brothers…………………………..
   ii.   Sisters…………………………….

5. What is your rank in siblings?
   i.   1-3[   ]
   ii.   4-6[   ]
   iii. 7-9[   ]
   iv.   Others……………………….………..

6. Are any of your parents still alive?

    i.   Yes, both alive [ ]

    ii.   Yes, father alive [ ]

    iii.   Yes, mother alive [ ]

    iv.   None, alive [ ]

    v.   Don't know [ ]

7. Whom do you live with?

    i.   Both parents [ ]

    ii.   One parent [ ]

    iii.   Other relatives [ ]

    iv.   Other (specify)…………………………………………

8. What is the occupation of your parent/guardian?

    i.   Teacher [ ]

    ii.   Trader [ ]

    iii.   Farmer [ ]

    iv.   Driver[ ]

    v.   Other specify……………………………………

B. School Factors

Please express your views on the extent to which you agree or disagree by ticking the right option in the response column.

SA = 5 strongly agreed, a = 4 agree, N = 3 neutral, D= 2 disagree SD= 1 strongly disagree

10. Indicate to what extent do you think these school factors affect academic performance?

	SA	A	N	D	SD
School location					
Bad odor from the environment					
Availability of instructional materials					
Class size					
Pupil- teacher ratio					

Please express your views on the extent to which you agree or disagree with the following statements by ticking the right option in the "Response" column.

SA = 5 strongly agreed, a = 4 agree, N = 3 neutral, D= 2 disagree SD= 1 strongly disagree
Please tick where applicable.

11. To what extent do you think these educational policies in your school affect academic performance?

	SA	*A*	*N*	*D*	*SD*
Time of reporting to school					
Lesson notes preparation					
Output of work					

Others(specify)…………………………………………………………………………………
………………………………………………………………………………………………………
……………………………………………………………………………………

Teacher Factors

Please tick (✓) or supply your own answer where applicable

12. How often do your teachers come to school before morning assembly?

    i.   Never [ ]

    ii.   Sometimes [ ]

    iii.   All the times [ ]

    iv.   Others (specify)………………………………

13. How often do your teachers come to school?

    i.   On average, comes once a week [ ]

    ii.   On average, comes twice a week [ ]

    iii.   On average, comes three times a week [ ]

    iv.   On average, misses once every two weeks [ ]

    v.   Comes everyday [ ]

14. What do your teachers do most to encourage you to study?

    i.   Makes sure I understand each lesson   [   ]

    ii.   Helps me with extra tuition   [   ]

    iii.   Explains what I can do with my education   [   ]

    iv.   Praises me when I do good   [   ]

    v.   Refer me to other pupils that can help me with studies   [   ]

    vi.   Nothing. Does not care about me   [   ]

    vii. Others (Specify)…………………………….

15. How many times in a week do your teachers give you homework?

    i.   Never   [   ]

    ii.   Once a week   [   ]

    iii.   Two or three times a week   [   ]

    iv.   Almost every day of the week   [   ]

16. How would you describe your teacher's work habit in school?

    i.   Very hardworking   [   ]

    ii.   Hardworking   [   ]

    iii.   Works normal   [   ]

    iv.   Lazy   [   ]

17. Do you think teacher-love relationship with students affect performance?

    i.   Yes   [   ]

    ii.   No   [   ]

D. Pupils' Characteristics

18. How regular do you go to school?

    i.   Sometimes I come, sometimes I don't   [   ]

    ii.   Every week I miss 3 days   [   ]

    iii.   Every week I miss 2 days   [   ]

iv.   Every week I miss 1 day [   ]

v.   Others (specify)………………………………

19. How frequent do you come to school before morning assembly?

i.   Once a term   [   ]

ii.   Two or three times a term   [   ]

iii.   About once a week   [   ]

iv.   A few times a week   [   ]

v.   Almost every day   [   ]

20. How often do you enjoy your teacher's lesson?

i.   Rarely   [   ]

ii.   Sometimes   [   ]

iii.   Almost always   [   ]

iv.   Other (specify)……………………………………

21. How often do your teachers give you class exercise in your school?

i.   Rarely   [   ]

ii.   Sometimes   [   ]

iii.   Almost always   [   ]

iv.   Other (specify)……………………………………

22. Does somebody at home help with your studies or homework?

i.   Yes   [   ]

ii.   No   [   ]

23. Do you have extra classes in your school?

a. Yes   [   ]

b. No   [   ]

APPENDIX II

UNIVERSITY OF EDUCATION

DEPARTMENT OF EDUCATIONAL LEADERSHIP

QUESTIONNAIRES TO TEACHERS

A. Background Information

1. Age (in completed years) ………………………

    i.   20-25years [ ]

    ii.   26-30years [ ]

    iii.   31-35years [ ]

    iv.   36-40years [ ]

    v.   41-45years [ ]

    vi.   Others specify…………………….

2. Are you male or female?

    i.   Male [ ]

    ii.   Female [ ]

3. What is your academic qualification?

    i.   Diploma   [ ]

    ii.   Degree holder [ ]

    iii.   Non Degree holder [ ]

    iv.   Other (Specify)………………………..

3. Level of experience

    i.   1-5years   [ ]

    ii.   6-10years   [ ]

    iii.   11-15years   [ ]

    iv.   16- 20years [ ]

v.   Others, specify…………………………..

B. SCHOOL FACTORS

Please express your views on the extent to which you agree or disagree by ticking the right option in the response column.

SA = 5 strongly agreed, a = 4 agree, N = 3 neutral, D= 2 disagree SD= 1 strongly disagree

1. Indicate to what extent do you think these school factors affect academic performance?

	SA	A	N	D	SD
School location					
Bad odor from the environment					
Availability of instructional materials					
Class size					
Pupil- teacher ratio					

Others (specify)…………………………………………………………………………

C. Home Conditions

2. What percentage of pupils in your class has all the basic school needs? (School uniform, school bag, exercise books, pencils, ruler and pens)

    i.   50% and above of the class [   ]

    ii.   Less than 50% of the class [ ]

3. Does somebody (parent, guardian, etc.) ever ask you about his or her child's progress in school?

        i.   Yes [   ]

    ii.   No [   ]

4. If yes, how often do parents of your pupils interact with you about their children's

performance in school?

     i.   Rarely [　]

     ii.   Sometimes [　　]

     iii.   Often [　]

     iv.   Always [　]

5. How often does your school Parent Teacher Association (PTA) meet?

     i.   Never [　]

     ii.   Once a term   [　]

     iii.   Twice a term [　]

     iv.   Others specify………………….

6. How would you describe parent's attendance to the last two Parent Teacher Association (PTA) meetings?

     i.   Low   [　]

     ii.   Medium [　]

     iii.   High   [　]

     iv.   Teacher Factors [　]

7. What language do you use in teaching?

     i.   Local [　]

     ii.   English [　]

     iii.   Both [　]

8. Did you complete the syllabuses for the classes you taught the previous year?

     i.   Completed all [　]

     ii.   Completed some [　]

     iii.   Not completed any [　]

     iv.   Other (specify)……………………………….

D. Pupils Characteristics

9. Is lateness to school a common problem exhibited by pupils in your school?

     i.   Lateness is a problem [   ]

     ii.   Lateness is not a problem [   ]

     iii.   Other specify……………………………..

10. Is absenteeism a common problem exhibited by pupils in your school?

     i.   Absenteeism is a problem [   ]

     ii.   Absenteeism is not a problem [   ]

11. What language do pupils use mostly among themselves in school?

     i.   Local language [   ]

     ii.   English language [   ]

     iii.   Both [   ]

     iv.   Education Administration Factors [   ]

Please express your views on the extent to which you agree or disagree with the following statements by ticking the right option in the "Response" column.

SA = 5 strongly agreed, a = 4 agree, N = 3 neutral, D= 2 disagree SD= 1 strongly disagree

Please tick where applicable.

12. To what extent do you think these educational policies in your school affect academic performance?

	SA	A	N	D	SD
Time of reporting to school					
Lesson notes preparation					
Output of work					

Others

(specify)……………………………………………………………………………………

………………………………………………………………………………………….……

13. Do they organize in-service training for teachers in this school?

    i.   Yes [ ]

    ii.   No [ ]

14. If yes, how often do you attend in-service training in the last two months?

    i.   About once a month [ ]

    ii.   About twice or thrice times a month [ ]

    iii.   Four or five times a month [ ]

    iv.   Several times a month [ ]

    v.   Other (specify)………………………………………..

15. How often do you organize staff meetings in this school?

    i.   Never [ ]

    ii.   Rarely [ ]

    iii.   Sometimes [ ]

    iv.   Often [ ]

    v.   Always [ ]

16. Do you usually write complete lesson notes weekly?

    i.   Yes [ ]

    ii.   No [ ]

17. How often is your lesson notes vetted?

    i.   Never [ ]

    ii.   Rarely [ ]

    iii.   Sometimes [ ]

    iv.   Often [ ]

    v.   Always [ ]

APPENDIX III

QUESTIONNAIRE FOR PARENTS

Dear Respondent,

The goal of this study is to obtain evidence of the factors that are responsible for the

academic performance of pupils in schools. This is a partial fulfillment of my Masters

programme. I, therefore, solicit your cooperation and consent to participate in this study.

The confidentiality of your responses is guaranteed.

A. Background Information

1. 1. What is your age? .... (Completed years)

2. 2. Are you male or female?

   i. Male [ ]

   ii. Female [ ]

3. 3. What is the highest level of literacy you attained?

   i. Middle/JSS [ ]

   ii. Secondary/SSS [ ]

   iii. Tertiary [ ]

   iv. Other (specify)……………………….............................

4. 4. Occupation……………………………………………………….

B. School Factors

5. What school environmental factors do affects your children's academic

performance in their present school?

…………………………………………………………………………………………

…………………………………………………………………………………………

C. Home Conditions

7. Do you provide breakfast for your child or children before they leave for school?

i. Yes [ ]

ii. No [ ]

8. If yes, how often do you provide breakfast for your child or children before they leave for school?

i. Never [ ]

ii. Sometimes [ ]

iii. Always [ ]

9. Do you provide subject textbooks for your child or children?

i. Yes [ ]

ii. No [ ]

10. Have you ever inquired from your children's teacher about your children?

i. Yes [ ]

ii. No [ ]

11. If yes, how often do you interact with your children's teachers?

i. Rarely [ ]

ii. Sometimes [ ]

iii. Always [ ]

12. Have you attended the last two Parent Teacher Association (PTA) meetings?

i. Yes [ ]

ii. No [ ]

iii. Don't know what it is [ ]

D. Teacher Factors

13. What teacher factors do you think affects your children's academic performance in their present school?

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

E. Pupils' Characteristics

15. Does your child have enough time with books and homework at home?

i. Yes [ ]

ii. No [ ]

16. If No, give reason(s)

....

....

....

....

17. What does your child do mostly after school hours?

i. Homework/private studies [ ]

ii. Selling [ ]

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iii. Watch TV/Video [ ]

iv. Play with school mates [ ]

v. Play games on the computer/surf internet [ ]

vi. Don't know what they do after school hours [ ]

vii. Other (specify)...

18. Do you monitor your child/children use of time after school hours?

i. Yes [ ]

ii. No [ ]

19. What do you do to monitor your children's use of time outside of school?

i. Establish a specific period of time for study at home [ ]

ii. Do not allow them to watch TV except for a few hours on the weekend [ ]

iii. Limit the time my child/children play with friends/peers [ ]

iv. Gives them extra tuition at home [ ]

v. Do not allow them to work on the farm [ ]

vi. Limit their work on domestic chores [ ]

vii. Nothing. Does not care about them [ ]

viii. Other (specify)..