UNIVERSITY OF EDUCATION, WINNEBA

EFFECTS OF LEARNING STRATEGIES ON JUNIOR HIGH SCHOOL PUPILS' PERFORMANCE IN SOCIAL STUDIES IN THE TAFO NHYIAESO EDUCATION CIRCUIT, KUMASI

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DECLARATION

Student's Declaration

I, Martha Adubea, hereby declare that this thesis, with the exception of quotations and references contained in published works which have been duly acknowledged, this dissertation is entirely my own original research and no part of it has been presented for a degree or diploma in this university or elsewhere.

Signature: .....

Date: .....

Supervisors' Declaration

I hereby declare that the preparation and presentation of the thesis were supervised per the guidelines on supervision of the thesis laid down by the University of Education, Winneba.

Supervisor's Name: Prof. Asonaba Kofi Addison

Signature: .....

Date: .....

DEDICATION

To my family.

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LIST OF ACRONYMS

AVE	Average Variance Extracted
CR	Composite Reliability
ICT	Information Communication Technology
MCT	Mechanics Concepts Test
SCT	Social Cognitive Theory
SDT	Self-Determination Theory
SET	Self-Efficacy Theory
SRL	Self-Regulated learning
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nation International Children‟s Emergency Fund

ABSTRACT

The age of adolescence is fraught with many emotional and environmental challenges that impact their mindset. Many studies on the declining performance in social studies have failed to consider how these emotional and environmental challenges contribute to the strategies that students adopt to learn social studies and the eventual impact on their performance. To fill this gap, this study sought to examine the moderating role of motivation on the link between learning strategies and their academic performance in social studies. A quantitative approach was adopted with a positivist paradigm and a causal-comparative research design. Questionnaire was the instrument used for data collection. Kredjcie and Morgan‟s 1970 stratified sampling method was used to select 188 boys and 182 girls from a population of 505 students at the Tafo Nhyiaeso circuit in the Ashanti Region of Ghana. The structural equation modelling technique was used to design a model for the moderating role of motivation on the link between learning strategies and performance in social studies. Smart PLS 3 was used to perform a partial least square regression analysis on the model and SPSS version 22 was used to perform factors on the data collected on the impediments to students‟ ability to learn social studies. The results revealed that motivating the significantly strengthened the impact of their learning strategies on their academic performance in social studies. Also, the students‟ learning strategies had a significant direct effect on their performance in Social Studies. Further, excessive time spent on sports activities, student organization activities and financial problems were the main impediments that significantly affected the students learning of social studies. It is recommended that, Social Studies teachers should provide opportunities for students to practice goal-setting, monitoring, regulating, and controlling their learning processes without constant supervision can enhance their autonomy and agency in their academic pursuits. Also, Social Studies teachers should highlight on how social studies topics intersect with other subjects and how they can be applied to address contemporary societal issues. Furthermore, there should be promotion of balanced approach to extracurricular activities and time management skills which will empower students to effectively prioritize their academic commitments while still engaging in activities they enjoy.

CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter is known as the introductory chapter and is made of the background to the study, the statement of the problem, purpose of the study, research objectives, research questions, research hypothesis, significance of the study, the delimitation of the study, definition of terms and organization of the study.

1.1 Background to the Study

For civic education, Social Studies is defined by experience and knowledge of human connections (Revelle, 2019). It has become a branch of study that integrates knowledge, experience, and efficient resource use for citizenship education (Huck, 2019). Graham, Kiuhara, and MacKay (2020) identified social studies as an interdisciplinary topic with greater potential for accomplishing educational goals than any other field of study. The subject aims to aid in developing cultural awareness, knowledge, and pride in the child‟s own culture and an understanding of different cultures both within and outside their country‟s borders (Bariham, Ondigi & Kiio, 2021).

As a subject in an academic setting, Social Studies inculcate in students the adverse effect of social vices like bribery, corruption, nepotism, and other allied evils (Ollila & Macy, 2019). On the other hand, Social Studies help students develop a patriotic attitude towards welfare, fundamental human rights, and community development to achieve sustainable national development. Similarly, Brown (2021) observed that powerful Social Studies instruction ensures students‟ competence and motivation to take citizenship obligations by helping them build long-term understanding in the

fundamental curriculum areas of civics, economics, geography, and history. Furthermore, the United Nations Children‟s Emergency Fund stated that learning social studies in schools produces well-informed and civic-minded students who can maintain and expand on democratic traditions (UNICEF, 2019).

The introduction of Social Studies in Ghana was preceded by a follow up of the Educational Conference of Mombasa in Winneba, Ghana, in 1969. The Ghana Education Service adopted it as part of the school curriculum. It was first introduced in the Primary Schools in 1972, called Environmental or Social Studies (Bekoe & Eshun, 2013). The primary aim of introducing Social Studies into Ghana‟s education system was to equip students with the knowledge and skills to handle societal issues in life and their interconnectedness as they arise in real-world circumstances (Kwenin, 2020), rather than treating them in a disjointed fashion as taught in distinct disciplines such as geography, theology, and sociology.

For these reasons, the syllabi for Social Studies were developed as an integrated subject to make education more relevant (Mensah, 2020). Furthermore, the structure of the syllabi focused on national development to ensure that national realized and achieved with a productive labour force who are adequately informed and skilled. In support of this, Nyantakyi, Anim and Brew (2020) noted that social studies enable students to initiate their intellectual ideas, creativity, and enterprise into the polity‟s political, social, economic, and technological transformation. Furthermore, some education experts (Odhiambo, 2020; Salawu, 2020) established causality between social studies and national development by arguing that national economic growth is anchored on citizens‟ collective qualitative transformation initiative contribution through qualitative education pioneered by teachers.

According to Theodorice and Cheong (2020), such teachers must be sufficiently prepared to be knowledgeable on evolving curriculum innovations regarding its requisite contents, pedagogies, values, and skills components to make the learner functionally productive in a dramatically transforming society. However, evidence (Frimpong, 2020; Osman & Mensah, 2020) indicates significant problems with how most Ghanaian schools teach social studies at the Junior High School (JHS) level. For example, Sarpong, Sarpong and Asor (2020) observed that most students could not quickly pick up sufficient knowledge to fill a place in the community with various skills at their command. Inusah (2020) discovered that the student‟s recognition that his interaction with, and dependence on, other people in the community was intended to be obtained from school to supplement what the parents offer at home is lacking.

Furthermore, Martey (2020) discovered that most students lack sufficient knowledge of significant historical eras, have a limited concept of how governments work, and organize their economies as they progress through the educational curriculum. Students at senior high school, according to Odekyi (2020), failed to describe the diversity of human cultures found around the world, as well as how people use natural and human resources. These difficulties highlight the lack of social studies lectures at the junior high school level. Furthermore, the absence of adequate and well-trained social studies teachers in Ghana‟s primary public schools has been blamed for these difficulties. Furthermore, Abdulai and Akaglo (2020) argued that excellent basic education and the degree of skills teachers possess would be elusive without quality social studies teachers and teaching.

Abudulai‟s (2020) research shows that there are instructional gaps in the proper execution of the Social Studies curriculum. Nyantakyi, Anim, and Brew (2020) critiqued Social Studies instructors‟ over-reliance on the expository teaching technique rather than the inquiry approach, which promotes learners‟ investigative skills and scientific and critical thinking abilities in addressing social problems. As a result, the search for a remedy to students‟ poor social studies performance has centred on instructors‟ inability to implement effective teaching tactics. Furthermore, evidence suggests that more researchers have concentrated on resources and national education policy (Andani, 2020).

However, few studies have focused on students‟ Social Studies learning practices. Nonetheless, evidence from Ghanney (2020) suggests that students‟ learning approaches have a major impact on their performance on any topic. The situation is particularly tough for Junior High School pupils since they are at the beginning of adolescence, a period of great emotional difficulties (Kiramba, Onyewuenyi & Sallar, 2020). Adolescence, according to psychologists, is a period of identity construction away from one‟s birth family while progressing toward more conformity with peers (Prinstein, Nesi & Telzer, 2020). This is similar to Stoffelsma, Spooren, and Antwi‟s (2020) definition of adolescence as a state of identity rather than role confusion. It is during this period that the teenager develops himself as a separate entity from his parents, frequently defying family, community, and religious conventions and standards.

Juggling social and academic options and making the best decisions so necessitates efficient learning methodologies. Rivas-Drake, Lozada, and Jagers (2020) argued that students‟ ability to examine social ties and society‟s functioning is hampered by their

lack of knowledge of history, government, economics, civics, and sociology, geography, and anthropology. Carey, Akiva, Abdellatif, and Daughtry (2020) suggested that mastering social studies teaches teenagers the laws of society and how to act under them, which contradicts their rebellious attitude. In this regard, early childhood development experts Fonsén and Soukainen (2020) argued that less attention had been paid to understanding the magnitude of student disengagement with learning strategies, its impact on social studies student achievement, and, ultimately, the role it plays in driving nations‟ graduation rate crisis.

However, research on teenage thinking (Orben, Tomova, & Blakemore, 2020) has demonstrated that studying the mindset can help comprehend students who appear to be closed as learners and unable to take on academic challenges. Similarly, Nkhoma, Lin, and Iqbal (2020) suggested that the results of such research must be causally related to teenagers who are willing to acquire new concepts and can establish their learning strategies. This is especially crucial as the complexity of academic content in contemporary social studies grows. As a result, Dako-Gyeke, Boateng, and Agyemang (2020) argued that it is critical to investigate students‟ Social Studies learning strategies to better understand their attitudes toward other subjects and social skills.

Understanding students‟ learning techniques in Social Studies, according to social cognition theory, is critical to understanding how they struggle to acquire various concepts or tasks and eventually master what appears to be difficult for them to know in their academic and social lives (Schunk & DiBenedetto, 2020). Learning strategy, according to Self-determination theory, is a personality attribute that involves behavioural elements. As a result, it focuses on why students choose to overcome

problems or complete various activities like learning social studies (Lim, Choe, Zhang & Noh, 2020). The theory‟s ideas are linked to the previous argument that effective teaching practices that inspire students to master Social Studies as a requirement for higher academic learning and personal growth in society are required.

Students can build their means to engage in an academic activity with the correct tactics because it is interesting and rewarding rather than being driven to attain a goal or obtain an external reward such as money, according to self-determination theory. Elms, (2020); Guay, Bureau, Litalien, Ratelle, & Bradet, (2020); Guay, Bureau, Litalien, Ratelle, & Bradet, 2020) concluded that self-determination, self-efficacy, and social and cognitive theory provide a solid foundation for students‟ ability to invent their learning strategies for academic success.

The structural techniques, on the other hand, encourage students to engage in active learning by encouraging them to consciously select important material and organize it into a single structure. The third technique is the generative one, which incorporates pupils‟ ability to integrate new information into their previous knowledge. Even though the need to improve students‟ social studies performance has been extensively documented in Ghana‟s educational systems for decades, Cheung, Eggers, and de Vries (2021) observed a steady drop in student performance. Furthermore, data from the reports of the West African examination council for the past ten years has revealed poor social studies performance. Despite having high-quality schools and generally skilled teachers, the Ashanti Region ranks third worse in terms of social studies proficiency.

The JHS students in Kumasi did much lower in Social Studies than pupils in other key Regions in terms of size and economic output, including Accra, Tamale, and Takoradi. In addition, when compared to other studies on Social Studies in the Ashanti Region, the Tafo Nhyiaeso circuit has some of the lowest-performing students in the Region (Kudawe, Otchere & Afari, 2020; Kwenin, 2020). According to Carter, Rose, Sabates, and Akyeampong (2020), most schools are well-equipped with teachers and learning materials. Most scholars, on the other hand, attribute the persistent fall in social studies performance to teacher quality, the provision of specialized resources for teaching social studies, school leadership, and stakeholders in the circuit. For these reasons, this study looked into the role of students‟ social studies learning practices.

Contrary to research findings which established a relationship between learning strategies and students‟ academic performance (Richardson, Abraham & Bond, 2012; Sperling, Howard, Staley & DuBois, 2014), other studies are replete with findings which suggest that there is no relationship between learning strategies and students‟ academic performance. For instance, Cazan (2012) discovered that the learning strategies have little or no consequence on students‟ academic achievement. Thus, the availability of conflicting results on the link between learning strategies and academic performance of students makes studies into these variables open for further enquiry. Hence, the issues of concern to the researcher were: 1) Is there a relationship between learning strategies and pupils‟ academic performance? 2) What are the impediments to students learning strategies? This study was therefore, carried out to provide answers to these concerns in the Tafo Nhyiaeso Education Circuit in the Old Tafo Municipality of the Ashanti Region of Ghana.

1.2 Statement of the Problem

As citizens of a culturally varied, democratic society in an interdependent world, young people must be capable of making informed and reasoned decisions for the public good (Ampofo & Fynn, 2020). These pressures have increased the importance of mastering social studies at a young age. However, kids in junior high school struggle to understand social norms and academic duties, making social studies more difficult to study (Acquah, Dsane & Koranteng, 2020). Many studies in Ghana have shown a decline in students‟ social studies performance over the last decade, particularly at the junior high school level (Mensah, 2020; Porter, 2020).

To address these issues, succeeding governments have changed the Social Studies curriculum and held training sessions, conferences, and seminars on Social Studies teaching (Kudawe, et al. 2020). In addition, schools have been strict in their recruitment and selection of social studies teachers, as well as organizing in-house training and refresher courses. Teachers are encouraged to pursue higher education to improve their social studies knowledge and teaching skills (Abudulai, 2020). Researchers such as Martey (2020; Bariham, Ondigi, & Kiio, 2021) concurred that none of these indicators accurately reflect students‟ social studies proficiency. For the past ten years, the West African Examination Council reports have consistently confirmed a deterioration in social studies performance among junior high school pupils (McLean, 2020).

Many studies have linked poor performance to various reasons (Ampofo & Fynn, 2020; Kudawe et al., 2020). Few researchers have looked at the relationship between students‟ Social Studies performance and their learning styles, which is a vacuum in the literature. This study went a step further by looking at the role of student

motivation as a moderator. Besides, several studies on social studies and student accomplishment have focused on the senior high school level (Frimpong, 2020; Kudawe, et al., 2020). According to evidence in the West African Examination Council reports by McLean (2020), the Tafo Nhyiaeso circuit is among the Ashanti Region"s worst-performing circuits in terms of Social Studies. Despite this, no investigation into the cause of the failure has been conducted.

Reports on student performance in Social Studies in the Basic Education Certificate Examination (BECE) in the Tafo Nhyiaeso Municipality showed that a proportion of pupils who write the examination fail each year. The results of the examination from 2018 to 2021 are presented in Figure 1.1.

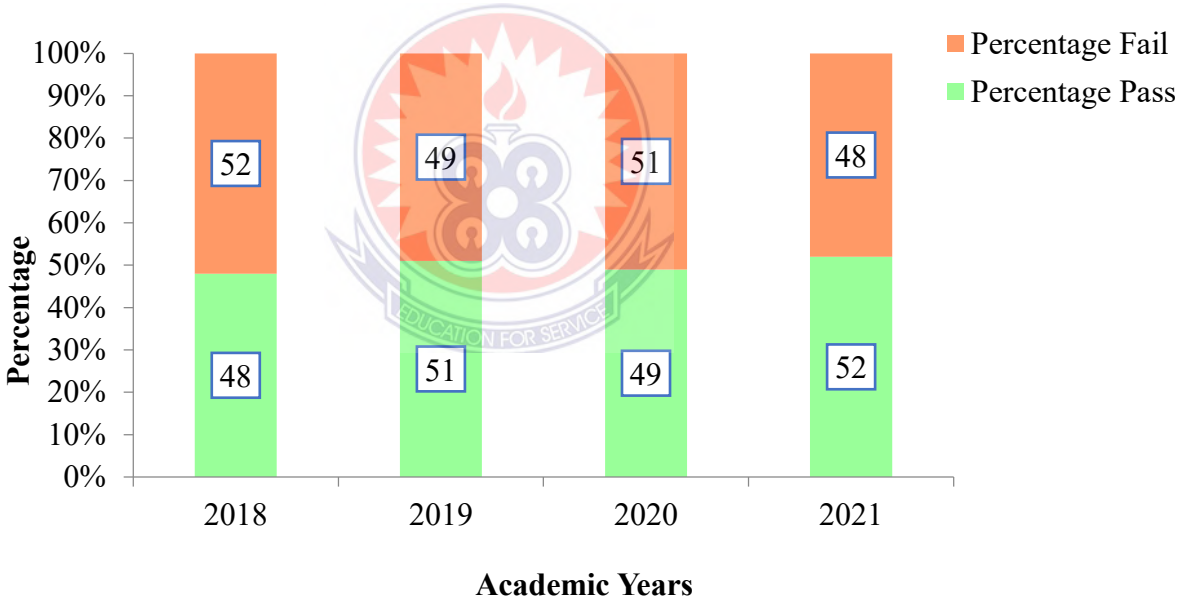

Figure 1.1 BECE Results in Tafo Nhyiaeso Municipality (2018 to 2021)
Source: Examination Unit of the Tafo Nhyiaeso Education Directorate

The trend in the performance in Social Studies among the pupils in the BECE has not been consistent over the years. The information in Figure 1.1 revealed that the average pass rate in Social Studies among the pupils in the examination from 2018 to 2021 was 50.0%, and the average failure rate is 50.0%. The pass rate in 2018 was

48% while the failure rate in the same year was 52%. Performance in 2019 increased where 51% of the pupils passed leaving the rest 49% to fail. There was a drop in performance over the 2018 performance with 48% pass and 51% failure in 2019. Performance improved in 2021 with 52% pass and 48% failure. Even though the performance of the pupils in the BECE was average, the failure rate implies that some pupils were unable to qualify for placement into senior high schools, hence their aspiration for further education was truncated since Social Studies is one of the core subjects which is used as basis for progression into Senior High Schools. This is a concern to education stakeholders who are obliged to provide education to all citizens as their fundamental human right.

Indeed, researchers have investigated the antecedents of academic performance elsewhere, and discovered that learning strategies influenced students‟ academic performance (Schunk & DiBenedetto, 2020; Fonsén & Soukainen, 2020). Therefore, it is probable to assume that the performance of the pupils in Social Studies in BECE in the Tafo Nhyiaeso Municipality was influenced by the learning strategies adopted by students. This speculation is informed by the fact that the Tafo Nhyiaeso Municipality is regarded as one of the least ranked circuits in Ashanti Region (Ghana Statistical Service, 2021). However, this assumption is untenable since there is no empirical evidence to support it. To fill this gap, this study therefore sought to investigate the influence of learning strategies on the academic performance of pupils in the Tafo Nhyiaeso Education Circuit of the Old Tafo Municipality in the Ashanti Region of Ghana.

For these reasons, the study seeks to look into the relationship between students‟ learning styles and their social studies performance. The research also looks into how motivation affects this link. The reasoning for the study is that it would find unique learning tactics that connect with specific performance measures, as well as the motivational elements that influence the relationship. This would allow the study to give precise policy recommendations for enhancing Junior High School students‟ Social Studies performance at the Tafo Nhyiaeso Circuit.

1.3 Purpose of the Study

The purpose of the study was to determine the strategies Tafo Nhyiaeso Circuit‟s JHS pupils adopt in learning Social Studies and their effect on their performance in Social Studies.

1.4 Objectives of the Study

To achieve the purpose of the study, the following objectives were used.

1. To examine the strategies Tafo Nhyiaeso Circuit JHS students adopt in learning social studies.
2. Assess Tafo Nhyiaeso Circuit JHS students‟ motivation factors towards the learning of social studies.
3. Examine the effects of Tafo Nhyiaeso Circuit students‟ learning strategies on their academic performance in social studies in the Tafo Nhyiaeso Circuit.
4. Identify the impediments to Tafo Nhyiaeso Circuit students‟ ability to learn social studies.

1.5 Research Questions

Considering the objectives of the study, the following research questions guided the study.

1. What are the learning strategies Tafo Nhyiaeso Circuit‟s JHS students adopt in learning Social Studies?
2. What are the Tafo Nhyiaeso Circuit students‟ motivation factors towards Social Studies learning?
3. What are the effects of the Tafo Nhyiaeso Circuit‟s students learning strategies on their performance in Social Studies?
4. What are the impediments to Tafo Nhyiaeso Circuit students‟ ability to learn Social Studies?

1.6 Research Hypothesis

1. ***H_0:*** Tafo Nhyiaeso Circuit students‟ learning strategies do not statistically significantly affect their academic performance in Social Studies
2. ***H_1:*** Tafo Nhyiaeso Circuit students‟ motivation does not statistically significantly influence how learning strategies impact their academic performance in social studies

1.7 Significance of the Study

This study holds significant implications for educational policy development, as it provides empirical evidence on the relationship between learning strategies and academic performance in social studies among JHS students in the Tafo Nhyiaeso Circuit. The findings of the research would inform policy decisions aimed at improving the quality of social studies education within the circuit, guiding the development of curriculum frameworks, instructional guidelines, and teacher training

programs that promote the adoption of effective learning strategies. Additionally, policymakers would use the insights gained from this study to allocate resources strategically, implement targeted interventions, and formulate evidence-based policies aimed at enhancing students' academic achievement and fostering a culture of lifelong learning in social studies.

In terms of educational practice, this study offers valuable insights for educators, administrators, and practitioners involved in teaching social studies to JHS students in the Tafo Nhyiaeso Circuit. By understanding the effects of different learning strategies on students‟ performance in social studies, educators would tailor their instructional approaches to better meet the diverse needs and learning styles of students within the circuit. The findings would inform the development of innovative teaching methods, classroom interventions, and support mechanisms aimed at enhancing students‟ engagement, motivation, and learning outcomes in social studies.

From a theoretical perspective, this study contributes to the advancement of educational theory by deepening our understanding of the complex interplay between learning strategies, student motivation, and academic performance in social studies education. By examining the theoretical underpinnings of learning strategies and their effects on students‟ performance in social studies, the research enhances existing theoretical frameworks and models of teaching and learning. The findings would stimulate further theoretical development in the field of educational psychology, curriculum design, and instructional theory, providing new insights into the mechanisms through which learning strategies influence students‟ learning outcomes in social studies. Additionally, the study would inform future research endeavours and theoretical debates surrounding effective pedagogical practices, educational

interventions, and learning environments conducive to academic success in social studies education.

1.8 Delimitation of the Study

The study was delimited to only Junior High School students. Content wise, the study was delimited to the learning strategies and students‟ academic performance in Social Studies. Geographically, the study was delimited to Tafo Nhyiaeso in the Ashanti Region of Ghana.

1.9 Definition of Terms

Adolescence is the process of developing from a child into an adult.

Students: a person who is studying at a university or other place of higher education.

Education: the process of receiving or giving systematic instruction, especially at a school

Learning strategy: is an individual‟s approach to completing a task

Learning: acquiring knowledge or skills through study, experience, or being taught.

Academic achievement is how a student, teacher or institution has achieved their short or long-term educational goals.

Performance: an act of presenting a play, concert, or other forms of entertainment.

1.7 Organization of the Study

The study is divided into five chapters. Chapter One dealt with the introduction to the study consisting of the background to the study, problem statement, significance of the study, the study‟s objectives, the scope of the study, and the organization of the study. Chapter Two contains a review of related literature relevant to the study by examining the theories, conclusions, and research findings on related topics. Chapter

Three is the methodology, it gives a general description of how the research was done, the research design, the sample frame, sample size, data collection instrument, the data collection method and the analytical tools employed to analyze the data for inferential statistics. Chapter Four dealt with the actual analysis of the data and presents a detailed description of the findings and discussions of the study. The last chapter (Chapter Five) consists of the summary of findings and conclusions of the entire body of research and includes recommendations, limitations and suggestions for further/future research.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

The review of related literature focused on five main sections to establish a gap in the topic under study. This included a theoretical review that examined three main theories to underpin the study. The second section reviewed a definition of the concept. The study compared and contrasted various definitions of the fundamental tenet of the study. Third, the empirical review was based on observed and measured phenomena derived from experience rather than theory or belief. Fourth, the lessons learnt compared the critical issues noticed in the review and the theory and methodology approach gap. Finally, the conceptual framework provided a framework to guide the rest of the study.

2.1 Theoretical Review

The framework focussed on reviewing relevant theories to underpin the study. The Social Cognitive Theory and self-efficacy theory were the leading theories for the study; however, the self-determination theory supported the self-efficacy theory and critique Social Cognitive Theory. Such formulation aims to explain, predict, and understand students‟ strategies and influence their social studies performance. In many cases, this challenged and extends existing knowledge within the limits of critical bound assumptions. Therefore, the theoretical framework is the structure that was designed to hold or support the theories of this research study.

2.1.1 Social cognitive theory (Bandura, 1989)

Social Cognitive Theory (SCT) is founded on vicarious learning, which claims that behaviour is taught through observation, imitation, and positive reinforcement. Individuals re-enact behaviours they have directly observed or seen in the media, which helps them learn. People learn by observing the benefits of other people"s behaviours, according to the theory (Bandura, 1989). Ghoreishi, Jafari, and Tehranid (2019) stated that because students spend more time socializing with their peers and interacting with their teachers, some students can pick up learning habits from their peers to develop their strategies for studying social studies and other academic achievements. Schunk and DiBenedetto (2020) agreed that teachers and school administration have a substantial impact on students.

As a result, some students may regard their teachers as role models, imitating their learning practices or following the teacher"s recommendations. The idea emphasizes the importance of behavioural change in this regard. Students are determined by environmental, social, personal, and behavioural factors, according to proponents of the notion. Rienties, Tempelaar, Nguyen, and Littlejohn (2019) found a favourable association between these variables. This is because predicted consequences govern behaviour, according to Nückles, Roelle, and Renkl (2020). Proponents of the idea (Beauchamp, Crawford, & Jackson, 2019; Hsu, Wang, & Levesque-Bristol, 2019) identified six important principles about the link between SCT and behaviour.

1. Reciprocal determinism: the person, behaviour, and environment influence one another
2. Behavioural capability: the knowledge and skill needed to perform a behaviour
3. Expectations: anticipated outcomes

4. Self-efficacy: confidence in one‟s ability to take action
5. Observational learning: learning by observing others
6. Reinforcements: responses to behaviour that increase or decrease the likelihood of reoccurrence

2.1.2 Self-determination theory (Deci & Ryan, 1991)

Self-determination theory (SDT) is a behavioural personality theory. It focuses on the motivations that drive people‟s decisions. Research into intrinsic motivation, or engaging in an activity because it is interesting and rewarding rather than being motivated to achieve a goal or get an external reward such as money, inspired self-determination theory. Intrinsically motivated people seek out challenges that allow them to improve. When intrinsic motivation is linked to feelings of safety and connectedness, it thrives (Deci & Ryan, 1991).

2.1.2.1 Challenges of self-determination theory

Several correlational investigations have supported the self-determination idea. However, few experimental investigations on health-promoting behaviours have been conducted (Chatzisarantis & Hagger, 2009). Critics (Roth, Vansteenkiste, & Ryan, 2019; Guertin, Barbeau, & Pelletier, 2020) claimed that more experimental study on the theory is required for these reasons. To modify physical activity intentions and self-reported leisure-time physical activity behaviours, Chatzisarantis and Hagger (2009) conducted an empirical study with 215 students as part of a randomized school-based intervention. Teachers in the intervention group gave positive feedback and explained why they should become more active. They acknowledged the difficulty of exercising.

Using neutral terminology such as physical education can be enjoyable and increase the students‟ sense of choice. According to Chatzisarantis and Hagger (2009), students taught by autonomy-supportive professors had higher intentions to exercise and thus engaged in more leisure-time physical activities than students in the control group. Self-determination theory is a macro theory of human motivation and personality that concerns people‟s fundamental growth inclinations and innate psychological requirements, according to Sheldon and Prentice (2019). It is concerned with the reasoning behind people‟s decisions made without the influence of others.

2.1.3 Self-Efficacy Theory (SET) (Bandura, 1977)

Self-efficacy is an individual‟s belief in their ability to carry out the behaviours required to achieve specified performance goals. Self-efficacy is the belief in one‟s ability to influence one‟s motivation, behaviour, and social environment. The goals for which people strive, the amount of energy devoted to goal achievement, and the possibility of obtaining levels of behavioural performance are all influenced by these cognitive self-evaluations. Self-efficacy beliefs, unlike standard psychological conceptions, are thought to alter based on the domain of functioning and the circumstances surrounding a behaviour.

2.1.4 Expectancy theory by Atkinson (1964)

Expectancy theory is a theory of motivation regarding beliefs that individuals‟ attempts to achieve depend on their reward expectations. Atkinson (1964) presented this theory based on the following formula:

Motivation (M) = Perceived probability of success (Ps) × Incentive value of success (Is).

Expectations are necessary for students. However, Atkinson (1964) maintained that pupils should make an effort to meet such standards regardless of the medium. When pupils‟ possibilities of success are high or their expectations are high, they are motivated. Expectancy and value were also thought to play a role in achievement-related behaviour, such as obtaining an award, according to the notion. According to Lloyd and Mertens (2018), students‟ successes have a significant impact on their drive to learn.

Expectancy theory, according to Corwyn and McGarry (2020), can influence students‟ motivation by influencing how they perceive their chances of success. Some detractors contend, however, that because the theory is multiplicative, if pupils believe their chances of success are nil, their motivation is also nil. As a result, maintaining pupils‟ motivation requires an ideal level of probability perception. The relationship between the expectancy-value theory and students‟ motivation to learn has been studied in some studies (Corwyn, & McGarry, 2020; Eccles & Wigfield, 2020; Schnettler, Bobe, Scheunemann, Fries, & Grunschel, 2020). Although the current findings are more experimental, they demonstrate that students are motivated when academic success is feasible, even if it is not easy to obtain (Mehboob & Othman, 2020; Schunk & DiBenedetto, 2020; Weiner, 2010).

2.2 Definition of Concept

In the mind, speech, or other researchers‟ thoughts, concepts are ordinary ideas or general notions of learning strategies and academic achievements. Concepts are the fundamental building blocks of principles, thoughts, and beliefs in practice and theory, and they are critical to cognition. This section introduces the concept of student learning techniques as it relates to academic success.

2.2.1 Student learning strategies

Studies in educational psychology have recently focused on the characteristics of a successful learner and students‟ abilities to change their learning practices (Molloy, Boud & Henderson, 2020). However, research on Self-Regulated Learning (SRL) from the 1980s (Zimmerman, 1989; Schunk, 1989; Pintrich, 1989) was vital to understanding the critical processes in modern educational psychology. Stracke‟s (2019) perspective has laid the groundwork for a vast body of SRL research, which includes cognitive, metacognitive, and motivational components to explain learning and academic accomplishment.

Though Self-Regulated Learning (SRL) research has progressed significantly since Zimmerman (1989), Schunk (1989), and Pintrich (1989), Dornyei (2019) noted that the idea has been the same since the beginning: students who establish learning objectives and then make an effort to keep an eye on, manage, and regulate their thoughts, intentions, and behavior. Pintrich‟s (1989) supporters suggested that cognition, motivation, behaviour, and context are the major determinants for SRL students‟ planning, monitoring, controlling, and reacting to academic problems (Schreck, Weilbach & Reitsma, 2020). Planning, monitoring, controlling, and reacting to academic obstacles, on the other hand, are based on prior task analysis and motivating beliefs, self-control and self-observation, and lastly, self-reflection, self-evaluation, and reaction, according to Zimmerman (1989).

Self-regulation processes, on the other hand, could be taught to students to help them build a better learning strategy for academic performance, according to Stracke (2019). Such an approach, according to Dornyei (2019), is critical in primary education because successful learning is linked to strong SRL abilities. Most institutions in advanced countries provide this form of training, either in-class or

online, to teenage students at the junior high level, according to empirical findings (Vermunt, Vrikki, & Mercer, 2019; Presmeg, 2020). The goal, according to Andrade and Brookhart (2020), is to assist students in overcoming the challenges they face when studying individually. Nancekivell, Shah, and Gelman (2020) stated that most African public schools do not provide such important training.

Weinstein and Underwood (1985), for example, pioneered the concept of Learning to Learn, which is built on skill, will, self-regulation, and situational variables. The findings had a significant impact on overall academic achievement, particularly in the areas of reading comprehension and self-reported techniques. Other recent studies (Siayah, Kurniawati, & Setiawan, 2020) adopted Pintrich‟s research on teaching cognitive, metacognitive, resource management, and motivational strategies to teach learning to learn. Learning to learn enhances academic accomplishment, self-reported techniques, and enhanced learning strategies. According to the findings of students studying accounting principles, Dindar, Malmberg, and Kirschner (2019) utilized the concept of learning to learn to improve SRL. Goal-setting, self-monitoring, and adjusting tactics were found to be the most effective learning strategies for improving students‟ academic performance. Similarly, Jansen, Leeuwen, and Kester (2019) employed SRL as an intervention model to promote meaningful reading learning skills, emphasizing underlying, paraphrasing, structure identification, self-questioning, and conceptual mapping. The results suggest that the technique was well-understood, that the training was transferred, and that the effects lasted. Cerezo, Bogarin, and Romero (2020) found that SRL improved elaboration, transfer, and performance in course tasks in a similar study.

Rovers, Clarebout, and Merrienboer (2019) stated that understanding self-regulation processes in teenagers is necessary for a proper understanding of improvised learning mechanisms among students. Wong, Khalil, and Paas (2019) discovered that improving techniques, reducing surface approaches to studying, and extending acquired skills to new tasks are all important in teenage self-regulation. On the contrary, Van-Laer and Elen (2019) claimed that self-regulation processes differed between students at the beginning of adolescence and those at the end. In the short term, the variations were satisfactory, students improved their tactics, and knowledge was transferred. The long-term transfer was, however, far less acute for pupils in their years.

Rovers, et al. (2019) ascribed these differences to the fact that students at the peak or near the end of adolescence will not apply learning strategies unless they are seen as beneficial. Chen, Chen, and Yang (2019) also pointed out that at the JHS level, the focus is generally on knowledge acquisition, even though education goals are considerably broader and include improving SRL to build lifelong learners. Therefore, Albelbisi (2019) argued that favouring authentic learning produces more development of a deep approach to learning and the learning strategies that promote it. According to Zheng, et al. (2020), learning to learn is essential for students and an essential skill for the 21st century.

The key goal for higher education, according to international organizations such as UNESCO, is that students develop a lifelong capacity to learn, particularly autonomously and with little supervision (Stoffelen, Groote & Weitkamp, 2019). Fuentes, Garcia-Ros, and Sancerni (2019) observed that this concern had gained relevance within the European Space for Higher Education Europe. Furthermore,

several statements in education have been made across Europe to support permanent lifelong learning. Professionals are interested in the necessary adjustments in higher education, according to Van-Laer and Elen (2019). Furthermore, empirical data (Albelbisi, 2019; Zheng, et al. 2020) has demonstrated how to alter instruction to promote independent learning among students, particularly students.

Despite this, Alonso-Menca, Pérez-Sanagustn, and Delgado (2020) suggested that both goals are complementary due to the relationship between context needs and SRL development. Iaconelli and Wolters (2020) compared students from different continents and voiced great concern for Africans for these reasons. The findings revealed that, while European students at all levels of school focus more on creating learning techniques in response to the challenges of their academic assignments, African students are compelled to learn what is being taught to them and reproduce it during tests. The findings also revealed that African pupils do not fully comprehend the concept of SRL, which they interpret as studying on their own. Nonetheless, they are simply memorizing what they have been told.

Though much of the responsibility can be attributed to instructors and school administrators who, unlike their European counterparts, encouraged students to replicate what they believed in their comprehension, in Africa, students who reproduce a contrary opinion are marked down or punished. As a result, an education expert is pushing for additional research into the elements that influence kids‟ academic progress, with a focus on the students‟ abilities.

2.2.2 Enhancing achievement motivation

Achievement motivation is one of the types of motivation for education that can help kids stay motivated in school. It is the generalized inclination to try for success and choose goal-oriented success/failure activities (Zimmerman & Schunk, 2011; Gares, Kariuki & Rempel, 2020). A drive that defines students‟ cognitive, emotional, and behavioural attachment to the educational process is also known as achievement motivation (Bakadorova, Lazarides & Raufelder, 2020). Furthermore, Smith, Karaman, Balkin, and Talwar (2020) pointed out that employing performance evaluation to create a standard of excellence and competition might lead to accomplishment motivation.

In other words, it is a type of motivation that "satisfies high-performance requirements while still exhibiting a competitive drive" (Romero-Frias, Arquero, & del Barrio-Garcia, 2020; Yu, Gao, & Wang, 2021). It can also be characterized as putting in more effort in all of one‟s activities. These activities can also serve to reflect a person‟s sense of greatness. "Achievement motivation also consists of a variety of and complex evaluations, estimates, inferences, values, standards, set of assumptions, and emotional reactions that may be unreasonable, flawed, and contradictory," according to the study (Bureau, Howard, Chong & Guay, 2021).

2.2.3 Student's motivation

Students are motivated when they have goals, according to both practitioners and theorists (Brandmiller, Dumont & Becker, 2020; Saadon, Ahmad, Pee, & Hanapi, 2020). Furthermore, some experts claim that when goals are withdrawn or downgraded, employee performance suffers (Kaur, Mantri & Horan, 2020; Zaccoletti, Camacho & Daniel, 2020). Apart from employees, Owens, Sadler, Barlow, and

Smith-Walters (2020) stated that students have a variety of goals they desire to attain, which are divided into two categories based on goal orientation. Individuals may have learning objectives or learning and self-improvement objectives. Second, this aim is motivationally geared toward learning goals called task or mastery goals. The second type of goal explained that individuals might have outcome goals or goals to demonstrate competence by meeting an external standard. This goal is motivationally oriented toward performance goals. In this regard, Halif, Hassan and Salleh (2020) posited that students with learning goals consider the main goals and objectives to achieve competence in the skills. At the same time, students with performance and goals attempt to enhance favourable judgments of their capability and keep away from negative judgments. Senjaya, Kotamena and Pramono (2020) also, students who endeavour toward learning goals would probably take complex projects and courses and look for challenges and difficulties.

Conversely, Senjaya, et al. (2020) argued that students with performance goals concentrate on obtaining good marks, taking simple and easy courses, and avoiding complex and challenging circumstances. Similarly, Jungert, Levine and Koestner (2020) observed that goal achievement was emphasised in outcome goals to accomplish an external achievement and, thus, emphasise the consequences. However, in learning goals, Madigan and Kim (2021) noted that it was more on self-improvement and personal growth, which emphasised higher achievable goals and stressed the process of achieving them. Conversely, Kim, Mok and Seidel (2020) opined that goals that require high demands would cause students to have low self-esteem as they perceive they are incapable of reaching the goal.

Students will also be more prone to engage in unethical behaviour, such as cheating in examinations or tasks, to achieve their objectives. In summary, Gustami (2020) contended that teachers must allow students to set learning goals rather than performance expectations. This, according to Anderman (2020), is because pupils will try to learn for intrinsic motivation rather than extrinsic motivation such as grades or performance. Allowing pupils to pick their learning can help them build their learning goals. According to Halif, et al. (2020), certain students are willing to learn a subject regardless of the rewards or incentives they would receive during the learning process.

2.2.4 Intrinsic motivation

Guill, Lüdtke and Köller (2020) argued that any individual act is derived from motivation within an individual. Similarly, Deci and Ryan (2010) stated that intrinsic motivation is an encouragement that comes from within, which leads to satisfaction. As a result, intrinsically motivated students are more engaged, retain information better, and are generally happier than other students.

Ryan and Deci (2020) reiterated that intrinsic motivation benefits are shown within formal education. In the same vein, Leitão, Maguire, Turner and Guimarães (2021) reported a significant relationship between intrinsic motivation and school achievement. Similarly, Brandmiller, et al. (2020) found that the higher the intrinsic motivation, the higher the performance and thus become one of the outlines of student achievement. Agus, Nur, Syamsul and Nita (2020) also reported that students‟ engagement could be predicted by intrinsic motivation, which they reported helps predict their achievement in GPA. Finally, Saeedi, Ghafouri, Tehrani and Abedini

(2021) attributed this to the fact that student learning behaviour was influenced by intrinsic motivation.

Sugano and Mamolo (2021) observed that students‟ learning behaviour also increases when intrinsic motivation increases. This further supports the assertion that intrinsic motivation influences students‟ achievement and learning behaviour. Besides, Strelan, Osborn and Palmer (2020) showed that motivation as an essential study skill could assist students‟ academic achievement and learning. Moreover, it has been demonstrated in the literature that compared to extrinsically motivated students, those who are intrinsically motivated are more likely to persist when facing learning challenges.

2.2.5 Concept of academic performance

Educationists have presented their definitions to the concept of academic performance among students. For instance, Otoo (2007) stated that academic performance constitutes what a student is capable of achieving when he or she is tested on what he or she has been taught. This definition implies that academic performance of students is determined when they are examined on content that has been taught. This shows that in order to ascertain the extent of academic performance among students, some form of assessment is required. However, the definition is unable to spell out the nature of the assessment, and who the assessor should be. It is further understood that academic performance is evaluated on what has been taught. In essence, what students are taught form the basis for the determination of their academic performance. This is pertinent because when teachers are unable to teach lessons contained in the syllabus, there would be no basis for judging the degree of academic performance among the

students. Hence, for a credible assessment of academic performance of students, lessons in the syllabus need to be effectively taught to the students.

According to Otoo (2002), academic performance is what a student is capable of achieving when he/she is tested on what he/she has been taught. It is how well a student meets standards set out to be attained in an educational institution. It implies that academic performance is determined after the student has been taught specified courses of academic studies or curriculum. Adams and Hayes (2001) argued that academic performance really means three things:

a. the ability to study and remember facts;
b. being able to study effectively and see how facts fit together to form larger patterns of knowledge and being able to think for oneself in relation to facts and thirdly
c. being able to communicate knowledge verbally or writing it down on paper.

Otoo"s (2007) delineation of academic performance is similar to that of Nuthana and Yenagi (2009) that academic performance is evaluated through test. Therefore, it is construed that the above educationists consider tests as critical processes through which students are judged to have acquired knowledge and skills as outlined in the curriculum. This perspective is upheld by Velasco (2007) that many available definitions of academic achievement rely on quantitative data and calculation like that of test scores and grades. However, Otoo has pointed out that teaching determines academic performance of students, and it precedes testing. This study derives two conclusions from the viewpoint of Otoo. Firstly, students are tested on what has been taught which makes academic performance an outcome of the experiences of students in the classroom encounter. This observation presumes that students should not be

tested on what they have not been taught. Secondly, the role of the teacher is vital in determining the academic performance of students through teaching. Therefore, effective teaching results in good performance, and poor teaching leads to dismal performance.

The concept of academic performance has caught the attention of researchers and academicians in recent times. Daulta (2008) argued that academic performance serves as a key criterion in judging students‟ true potentials and capabilities. Therefore, academic performance mirrors a student‟s aptitudes and worth in a chosen endeavour, and a system of identifying and selecting competent students for future tasks. In Ghana, employers require that job seekers present certificates and transcripts of results for consideration for employment. Tertiary institutions demand certificates and statement of results from prospective candidates for admission. Consistently, de Simone (2008) asserted that valuable insights are necessary in admission processes because "college admissions can be a high-stakes gamble" (p12). Therefore, information regarding academic performance and is essential decision making. The above scenarios suggest that students of good academic standing are judged as more competent than their peers with low performance. Thus, determining the level of academic performance could help sustain the performance of those who are high achievers, and implement strategies to enhance the performance of those struggling.

To some scholars, academic performance is the focus of any education system. Nuthanap (2007) contended that academic performance is one of the most important goals of the educational process. Therefore, the success of educational institutions is based on the degree to which students demonstrate good academic performance. Basic schools whose students attain high performance could be considered as accomplishing

educational goals than those whose students perform poorly in Ghana. Furthermore, academic performance plays a major role in ensuring education quality (Ali, Jusoff, Ali, Mokhtar & Salamt, 2009). Thus, it is one of the determinants of quality education in any country.

Academic performance is the extent to which a student, teacher or institution has achieved their short term or long-term educational goals. It also states that the GPA and completion of education benchmarks such as secondary school diplomas and bachelor‟s degree represent academic achievement. In the context of this study, academic performance can be students‟ response to lessons; students‟ performance in class work; students‟ performance in project work; students‟ performance in group work; students‟ performance in end of term examination and students‟ performance in the Basic Education Certificate Examination (BECE).

The academic achievement is commonly measured through examinations or continuous assessments (William, 2018). One can say that students‟ academic performance is how well a student has performed based on the educational goals. It could also mean how good or bad the performance of a student is. William (2018) posited that the definition of academic performance extends to achievement outside the classroom. He stated that some of the brightest students do not earn straight „As‟ but are extremely well-rounded, succeeding at everything from music to athletics. The ability to master a diverse set of skills illustrates intelligence, curiosity, and persistence.

Kapur (2018) stated the following as the determinants of academic performance of students: class participation, class assignments, homework assignment, tests, examinations and participation in competition or other events. Kapur (2018)

enumerated some factors that influence academic performance of students. One of the factors she pointed out is the “leadership aspect”. She mentioned that the principal (headteacher), teachers and the administrative staff members of the school have been given the authority to implement the managerial function of planning, organizing, controlling and dire cting the activities of the school. The headteachers have the right to make decisions or they may consult others to seek ideas. Kapur again stated that the major role of leadership aspect in influencing academic outcomes is based on administration and management of the school.

Some researchers believe that the students‟ characteristics, their living and learning environments and instructional activities contribute to students‟ performance (House & Hayes, 2002). A study by Hijazi and Naqvi (2006) indicated an association between performances of students and the role of different factors such as family, teacher, school environment and personal profile of the students. Academic performance in the context of this study refers to academic achievement in test and examination scores of students in end of semester examinations. In this study, academic performance refers to the scores attained by students in Social Studies in the end of term examination.

Velasco (2007) alluded to testing as a means of establishing academic performance among students when he opined that many available definitions of academic performance rely on quantitative data and calculation like that of test scores and grades. This definition concentrates on quantifiable information in assessing the academic performance of students. Conversely, this position rejects qualitative methods in determining academic performance. Accordingly, examination results offered in numbers are appropriate ways of measuring academic performance. Thus,

qualitative methods of gathering information like interviews and focus group discussions are not considered reliable in evaluating academic performance of students. The definition from the above scholars also indicates that academic performance is not subject specific, but rather the aggregate performance in all courses. This explanation of academic performance relates to the basic education system in Ghana where Junior High School Students are graded in aggregate scores in the compulsory subjects (English, Mathematics, Integrated Science, Social Studies) and any other two subjects in the Basic Education Certificate Examination. Besides, teachers conduct tests and give assignments and homework to assess the level of academic performance of students.

Educationists contended that academic performance discourse should specify the time frame within which the performance occurred. This claim is supported by Hijazi and Naqvi (2006) who they observed that researchers used current test results or previous year results in judging academic performance since the students are studying performance for the specific subject and time. Apart from the use of test scores which are normally presented in percentages, researchers like Galiher (2006) used Grade Point Average (GPA) to measure student academic performance because the focus was on the students‟ performance for the particular semester. In this study, academic performance was determined by the scores in the end of year examination organized by the Old Tafo Education Directorate in Social Studies in the 2020/2021 academic year.

2.2.6 Relevance of academic performance in education

Educationists argue that education success would elude countries that are exclusively preoccupied with widening access and participation to education to the neglect of other quality issues like academic performance. Corroborating this assertion, Kuh, Cruce, Shoup, Kinzie and Gonyea (2008) postulate that academic achievement is one of the key indicators of student educational success. Deductively, students‟ academic achievement is a measure of quality education in a country. Moreover, academic attainment has far-reaching repercussions for students as well as nations. The social and economic development of the country is directly linked to student academic performance. At the state level, Ali, Jusoff, Ali, et al. (2009) posited that students‟ academic performance plays a crucial role in producing the best quality graduates as future leaders and manpower for a country‟s economic and social development. It could be construed from the above view that students of good academic standing are perceived to have demonstrated grasp of relevant concepts, knowledge, skills, and attitudes to take leadership positions and man the various sectors of the economy. Conversely, poor academic performance of students is evident of lack of necessary capacities for socio-economic progress and personal fulfillment.

Many countries are convinced that students form the core of educational process, and that without good academic performance, all innovations in education would be a failure (Achombo, 2010). In Ghana, students‟ academic performance is a vital determinant for selection and placement into higher education and programmes. With the Computerized School Selection and Placement System (CSSPS) which is a competitive selection into senior high schools and programmes based on students‟ performance in the Basic Education Certificate Examination (BECE), academic performance has become a concern for all stakeholders. Thus, contrary to the view

that the school should adopt more holistic approach to focus on a much wider range of desired outcomes such as cognitive processing skills, emotional and social awareness, and moral character development (Huitt, 2006), there is consensus among practitioners that the primary focus of schools should be academic preparation of students (Tienken & Wilson, 2001).

Due to the concern among stakeholders for students‟ scholastic achievement, research into factors that predict students‟ academic performance has received considerable attention in past decades. Based on empirical evidence through extensive studies, scholars have documented numerous factors that either bolster or throttle academic performance of students. In a review of 800 meta-analyses, Hattie (2009) discovered 138 variables that significantly affect academic performance. This author identified socio-economic status (SES), parental involvement and home environment as three major context variables that influence academic performance. Drawing from this finding, it is instructive that stakeholders should enhance these conditions for better academic attainment else they (factors) stymie performance.

2.3 Conceptual Framework

Adolescence is the stage of life between childhood and adulthood, ranging from 10 years to 19 years. Evidence in the literature affirms that it is a unique stage of human development and a crucial period for the foundations of good health. At this stage, students experience rapid physical, cognitive and psychosocial growth. The mindset is heavily influenced by his/her biological and environmental changes and affects his/her motivation to undertake tasks and challenges. These biological and environmental factors range in the categories of age, gender, socio-economic background, family, environment, School, etc.

Some experts have argued that since students have an increased sensitivity to social evaluation, praising their learning process and successful strategies can support their development of a positive mindset and motivate them to learn. In this regard, the study resort to social cognitive development to argue that students process, remember, and use information in social contexts to explain and predict their behaviour and that of others. Further, their social cognition may be influenced by multiple factors that may be external and internal to them.

Such multiple factors include social cognitive development reciprocal determinism, behavioural capability, expectations, self-efficacy, observational learning, or reinforcement. In school, students are tasked with learning, classwork, assignment, test, homework, examination, and extracurricular activities. For social studies, students resort to learning strategies such as task analysis and motivational beliefs, self-control and self-observation, self-reflection, self-evaluation, and reaction. The strategies are rooted in Self-Determination to gunner the need for competence, autonomy, and relatedness to motivate self-initiated behaviour and optimal function and growth.

Boost their confidence, self-motivation, behaviour, social environment, and self-evaluations. The goal of adopting these learning strategies is a higher academic achievement in social studies in terms of good grades, awards, passes, graduating, timeliness, and consistency. However, with the right motivation, the student can overcome learning challenges in social studies concerning cognitive ability, poor teaching skills, limited resources, family, bad peer influence.

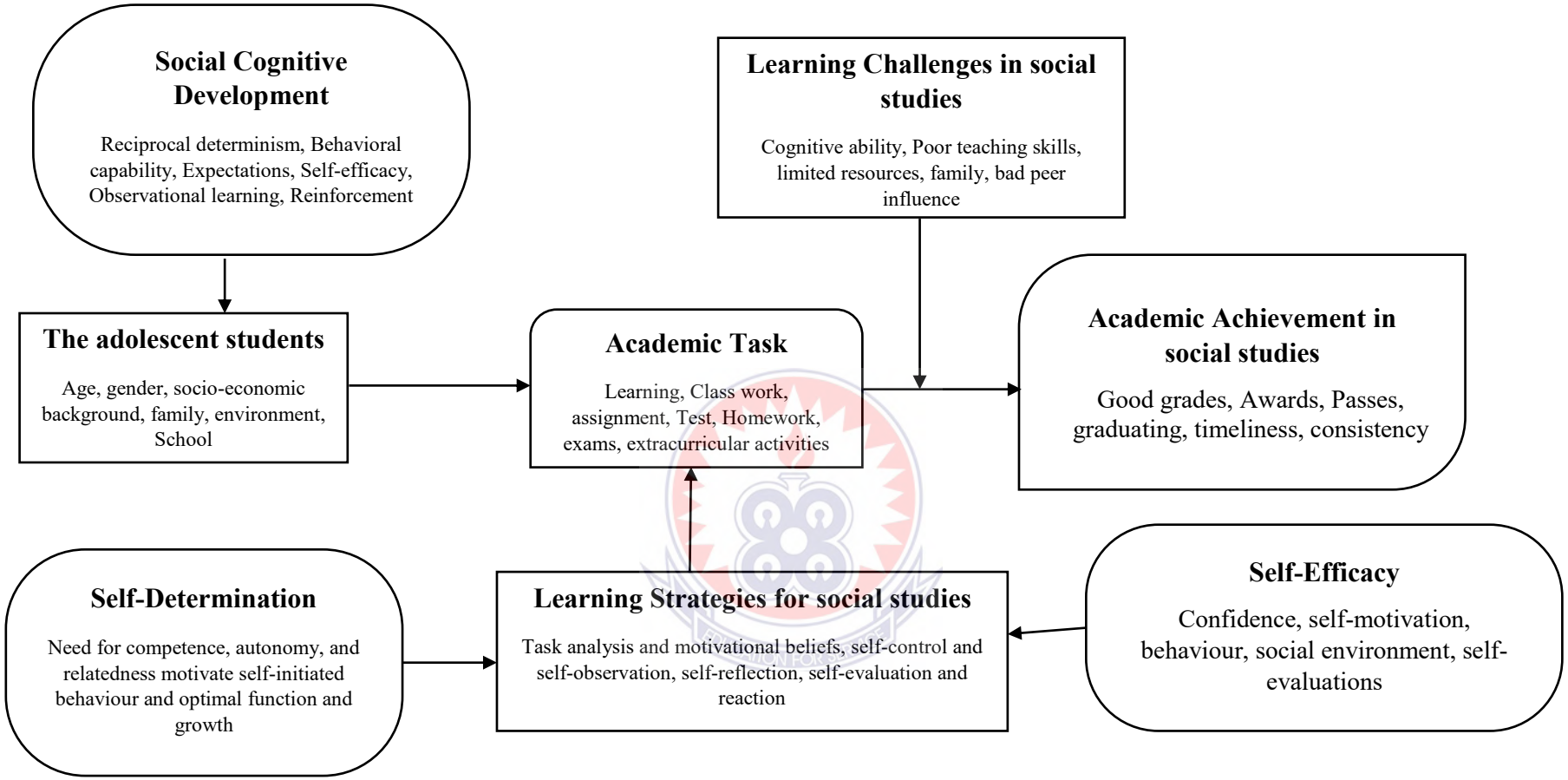

Figure 2.1: The Conceptual Framework for the Study

Source: Authors construct, 2021

2.4 Empirical Review

This review is based on observed and measured phenomena and derives knowledge from experience rather than from theory or belief. Technically, it is an interdisciplinary field of research which includes the psychology, sociology, and philosophy of texts, the contextual study of literature, and the history of reading literary texts.

2.4.1 Students learning strategies

Nhem (2019) stated that, one of the most overlooked factors is a language learning strategy. Language learners should be aware of "how to learn a language" to be successful language learners. As language learning strategy has been recognized as an important factor in learning a second language (O'Malley & Chamot, 1990; and Oxford, 1990), showed that students mostly used cognitive, metacognitive, and social strategies. In addition, when examining if young learners use different learning strategies from learners, no statistical difference was found, except for two learning strategies, namely, cognitive and compensation strategies used more frequently by young learners.

Shin and So (2018) examined the moderating role of socio-economic status on the motivation of students' foreign language learning strategy use. According to the study, previous research has amply established the link between motivation and learning strategy about language learning. However, there have been few investigations into the role of socio-economic status (SES) in second or foreign language learning. A series of hierarchical linear models provided empirical evidence that, when drawing only on intrinsic motivation, low-SES students tended to make relatively high use of social strategies. High-SES students, on the other hand,

generally showed higher levels of effort, mastery of goal orientation, and internal control, and they made greater use of cognitive, metacognitive, compensatory, and social strategies. These findings suggest that students SES does affect the relationship between motivation and the use of various language learning strategies; they also suggest the need for greater fostering of low-SES students who are learning foreign languages.

Masanet, Guerrero-Pico and Establés (2019) indicated in this study that teenagers have different transmedia skills, but they have them too very varying degrees. Their acquisition of these skills is conditioned by their motivations, attitudes, and their context. YouTube is a key source of information and learning of transmedia skills among the Spanish students. The study"s findings show that young people rely mostly on „imitation" and „learning by teaching" strategies to learn new skills. Based on these results the myth of the digital native is deconstructed and the concept of „digital apprentice" is considered.

Gonida, Karabenick, Stamovlasis, Metallidou and Greece (2019) examined how to help seek a self-regulated learning strategy and achievement goals: The case of academically talented students. The rationale was that seeking help as an important self-regulated learning strategy has been consistently associated with student motivation. Despite the extensive body of research on typically achieving students, no studies have included help-seeking in the literature on talented children. The study explored the help-seeking intentions and beliefs and achievement goal motivational profiles of academically talented students who were identified via a special testing process organized by the Center of Talented Youth in Greece.

Students were administered self-report scales measuring mastery-approach, mastery-avoidance, performance-approach and performance-avoidance goals, general intention to seek academic help, intention to seek instrumental help, avoidance of help-seeking, and perceived help-seeking benefits and costs. Latent class analysis indicated four latent clusters based on the four-goal orientations as indicator variables. The probabilities of seeking instrumental help and perceived help-seeking benefits were high for students in the high mastery and low-performance goals profile.

Students in the high-performance goals profile were more likely to perceive help-seeking costs, whereas students having all goal orientations low were less likely to perceive help-seeking benefits and to seek instrumental help. Findings are discussed considering current theory and evidence for typically achieving student motivation and help-seeking beliefs and tendencies. Implications for educational practices with talented students are discussed.

Hapsari, Februhartanty and Bardosono (2021) looked at students‟ interests and learning venues as enablers for school-based nutrition education among students in Jakarta. Their study revealed that students‟ interest in nutrition and potential learning venues for interactive nutrition education were potential enablers for SBNE. The students‟ interest in nutrition information comprised eight topics, with some different patterns by gender. Nutrition information not represented in the schoolbooks included: food fads, women‟s nutrition, halal-certified food establishments and cooking. To complement the nutrition information that was not provided in schoolbooks, student club activities and school special programs were suitable settings as potential learning venues for SBNE.

Appiah-Twumasi, Antwi, Anderson and Sakyi-Hagan (2020) indicated that students taught using the cooperative learning strategy with the instructional manual performed significantly better in the Mechanics Concepts Test (MCT) than those taught using the cooperative learning strategy only. Therefore, it is recommended that physics teachers should use the cooperative learning strategy along with the instructional manual to enhance the performance of students in secondary schools.

Owusu-Agyeman and Amoakohene (2021) revealed that, student–lecturer engagement, student assessment, students‟ sense of belonging and peer engagement demonstrated a strong positive effect on students‟ perceived gains in TNE. The study further revealed that a supportive campus environment and cross-cultural interaction among students enhance students‟ sense of belonging. The authors argued that the study adds to an emerging body of literature that suggests that student engagement provides rich information for enhancing the experiences of students who enrol in TNE programmes. Additionally, integrating a supportive campus environment as part of the multidimensional construct which has not been addressed in previous TNE student engagement literature, shows the significance of institutional structures and commitment to supporting student engagement.

2.4.2 Determinant of student's motivation to study

Syam, Akib, Yunus and Hasbiah (2018) examined the determinants of entrepreneurship motivation for students at educational institution and education personnel in Indonesia. The study argued that the main problem of entrepreneurship education in Indonesia is that, most young generation think that they continue to pursue an education in universities, including in Educational Institutions Teaching Personnel (LPTKs), and that they aspire to become civil servants/civilian government

officials, not to become entrepreneurs. Furthermore, it is argued that entrepreneurial learning in universities is not able to change the mindset of college graduates from job seekers to job inventors.

Therefore, the study assumes that the factors that cause alumni of educational institutions to engage in entrepreneurial activities are because of the strong desire or motivation for entrepreneurs who have been instilled or "formed" since those who are students or when pursuing learning at college, including at the State University of Makassar (Universitas Negeri Makassar/UNM). The results of the study found that there is a significant positive effect on the entrepreneurial pursuit of student entrepreneur motivation at UNM. Based on the focus and locus of the study UNM"s vision of "education and entrepreneurship" has "coloured" the preparation of mission, objectives, policies, and curriculum content in each study program. Similarly, its output and impact (effects), both the instructional effect and the nurturant effect can foster attitudes and entrepreneurial motivation for students. Thus, the results of the study are expected to contribute to the formation of creative, innovative, and educated young entrepreneurs in the future.

Islam, et al. (2018) examined how to boost students" motivation and achievement through blended learning. The study aimed to determine differences in motivation and student achievement between students using the direct learning model and students using the blended learning model, improving motivation and student achievement by applying the blended learning model to students of SMKN 1 Kraksaan. The quasi-experimental study used two groups, the experimental group using a blended learning model and the control group using the direct learning model. The result of the research shows that there is a significant difference between students ,motivation and

achievement using the blended learning model and students using the direct learning model; there is a significant increase in students‟ motivation and achievement because of the blended learning model, and there is no interaction of the influence of the application of learning model and motivation to student achievement.

Isik, et al. (2018) examined the factors influencing the academic motivation of ethnic minority students. The study aims to create a comprehensive overview of factors that may influence the motivation of ethnic minority students from their perspective. A systematic review was conducted in PubMed, ERIC, and PsycINFO to find studies in which the motivation of ethnic minority students was studied. The articles reviewed were qualitatively synthesized using meta-ethnography and were subjected to a quantitative meta-analysis where appropriate. Forty-five articles were included.

Several factors were found to have either a positive or a negative influence on academic motivation, which can be classified into individual, family-related, school-related, and social factors. These factors should be considered when developing interventions aimed at enhancing motivation, which is expected to improve. However, evidence for the influence of most identified factors is weak, given that almost every factor was investigated in a single study only. Based on the outcomes of the current overview an integrative model, that provides a structure of the identified factors concerning motivation which can be used for interventions, cannot be generated; thus, further research is needed.

Jereb, et al. (2018) examined the factors influencing plagiarism in higher education. Over the past decades, plagiarism has been classified as a multi-layer phenomenon of dishonesty that occurs in higher education. Several research papers have identified a host of factors such as gender, socialisation, efficiency gain, motivation for study,

methodological uncertainties or easy access to electronic information via the Internet and new technologies, as reasons driving plagiarism. The current study examines whether such factors are still effective and if there are any differences between German and Slovene students‟ factors influencing plagiarism.

Kapur (2018) stated that in secondary schools, there are numerous factors within the school and outside of school that influence the academic performance of the students. The main areas that have been taken into account include, factors influencing the academic performance of the students, academic performance and a large number of students in class, parental and associated factors relating to academic achievement, and contribution of school factors towards the academic performance of students, influence of poverty on academic achievement of students and other causes of low academic achievement.

2.4.3 Learning strategies and academic performance

Abdul-Ghafour and Alrefaee (2019) examined the relationship between language learning strategies and EFL university students‟ achievement and identified the differences between high and low achievers in using language learning strategies. The study design was an exploratory correlational study. Seventy students were randomly selected from the fourth level based on their high and low achievers‟ university scores. The study adopted the SILL questionnaire developed by Oxford (1990) to collect the study‟s data. The obtained data were statistically analysed through SPSS software. The study results showed that the most frequently used strategies of high achievers were meta-cognitive, compensation and cognitive strategies. In contrast, the least frequently used strategies were affective, memory and social Strategies.

On the other hand, the most frequently used strategies of low achievers were meta-cognitive, the strategies entitled others and affective. In contrast, the least frequently used strategies were cognitive, social and memory strategies. The findings also revealed that there was a statistically significant difference between high and low achievers in the widespread use of LLC in favour of high achievers, and there were significant differences between high and low achievers in using meta-cognitive, compensation and cognitive strategies in favour of high achievers and there was a positive relationship between the widespread use of language learning strategies and students‟ academic achievement. It was also found that the meta-cognitive and compensation strategies positively correlate with the student‟s academic achievement. The findings have significant implications for research on LLSs, classroom instruction, materials design, and teacher preparation.

Matcha, Gašević, Uzir, Jovanović and Pardo (2019) conducted a study on analytics of learning strategies: associations with academic performance and feedback. The conceptualisation of the study was based on the tenets of social cognitive, self-efficacy and self-determination theories. Their argument was that learning analytics could detect and explain characteristics of learning strategies through analysis of trace data and communicate the findings via feedback. However, Matcha et al. contended that the role of learning analytics-based feedback in the selection and regulation of learning strategies is still insufficiently explored and understood.

Using a quantitative approach and a descriptive design, Matcha et al. (2019) examined learning strategies‟ sequential and temporal characteristics and investigated their association with feedback. Three years of trace data were collected from online pre-class activities in a flipped classroom, where different types of feedback were

employed each year. Clustering, sequence mining, and process mining were used to detect and interpret learning tactics and strategies. Inferential statistics were used to examine the association of feedback with learning performance and the detected learning strategies. The results suggest a positive association between personalised feedback and practical strategies. According to Ardura and Galán (2019), self-efficacy plays an important role as a mediating variable between the surface strategy and the deep motive learning approaches and academic achievement. Gender effects were also studied as girls showed higher levels of achievement both in general performance and in Physics and Chemistry.

Chen and Yang (2019) conducted a study to revisit the effects of project-based learning on students‟ academic achievement using a meta-analysis investigating moderators. The rationale for the study was that project-based learning is generally considered an alternative to traditional, teacher-led instruction. However, there is a noticeable lack of meta-analyses about determining its overall effects on students‟ academic achievement, and what study features may moderate the impacts of project-based learning. The study performed a meta-analysis to synthesise existing research that compared the effects of project-based learning and those of traditional instruction on student academic achievement.

Forty-six effect sizes (comparisons) extracted from 30 eligible journal articles published from 1998 to 2017 were analysed, representing 12,585 students from 189 schools in nine countries. The results showed that the overall mean weighted effect size (d+) was 0.71, indicating that project-based learning has a medium to a large positive effect on students‟ academic achievement compared with traditional instruction. In addition, the mean effect size was affected by subject area, school

location, hours of instruction, and information technology support, but not by educational stage and small group size.

2.4.4 Nature and scope of learning strategies

Learning strategies are a collection of approaches used by students to acquire information and knowledge, such as taking notes, organizing information, summarizing, and coding (Muelas & Navarro, 2015). There is a distinction to be made between learning styles and learning strategies. Learning style is used to describe the information processing routines associated with students‟ personalities, whereas learning strategies refer to students‟ learning approaches in specific learning activities and learning situations (Curry, 1990; Li, Medwell, Wray, Wang, & Xiaojing, 2016).

Effective learning strategies are techniques and approaches that learners use to acquire, store, retain, recall, and adopt knowledge. Cognitive learning theories regard learners as primary participants in the educational process, with their role expanding from passively acquiring information to active participation. As a result, students not only receive information and knowledge but also engage in mental activities in order to effectively process and adopt information (Shi, 2017). As a result, learners have access to a variety of resources and are free to choose their learning strategies and direct their learning process and manage their emotions and tendencies in order to achieve their learning goals (Diaz, Zapata, Diaz, Arroyo, & Fuentes, 2019).

Academics claim that students are not well prepared to meet the requirements of higher education, and that they face significant challenges in being self-regulated students (Rosario et al., 2015). Tomar and Jindal (2014) identified seven effective learning strategies, which are as follows:

1. Determine the most important information by extracting keywords, ideas, and models.
2. Create notes that will be used more frequently in class, assisting students in recalling the lecturer‟s information.
3. Retrieve relevant information related to the constructivist learning approach, which is based on making associations between prior and newly acquired information.
4. Arrange the content and material in accordance with the specific plan and obvious objectives established by the learners.
5. Expand on the content of the material and course sources, draw conclusions, and extrapolate data.
6. Consolidate the information into general ideas and concepts, identifying the most important relationships and conceptual definitions.
7. Check their memorization and comprehension on a regular basis to ensure their comprehension and knowledge.

Similarly, Montero and Arizmendiarrieta (2017) identified ten learning strategies: elaboration, time and effort, perseverance, organization, classmates‟ support, metacognition, self-questioning, the study environment, repetition, and instructors‟ assistance. Juste and Lopez (2010) also identified seven learning strategies that include Self-esteem planning and reinforcement, classification, problem-solving, repetition cooperation, deduction and inference, prediction and evaluation. Aside from that determining specific strategies, Muelas and Navarro (2015) categorized strategies into four types main categories (for example, information acquisition strategies, information coding strategies) strategies for information retrieval and processing support), whereas Vega-Hernandez, three were identified by Patino-Alonso, Cabello,

Galindo-Villardon, and Fernandez-Berrocal (2017). Cognitive and learning control strategies are the two main types of learning strategies for support and study habits.

Further research has attempted to categorize learning strategies as micro and macrostrategies (Jimenez, Garcia, Lopez-Cepero, & Saavedr, 2017). The main pillars of macrostrategies are planning and self-regulation, whereas summarizing and highlighting information is related to tasks and situations in micro strategies. Homework, according to Nikou and Economides (2019), is one of the most common examples of a micro learning strategy, which explains why microstrategies are so popular among students. Micro learning imparts knowledge in small and short units within short, focused activities. Students in micro learning summarize and highlight content to create smaller units such as definitions, formulas, and brief paragraphs.

In contrast, macro strategies are viewed as a collection of approaches that include monitoring, revising, checking, and self-assessment. Macro strategies are more general and developmental in nature, and they are difficult to define. Rosario et al. (2015) proposed another classification associated with the use of learning strategies, stating that students must be self-regulated in order to control their learning and effectively implement learning strategies. As a result, students must acquire three types. Declarative, procedural, and conditional knowledge are the three types of knowledge. Declarative knowledge contains details about various learning strategies. Knowing how to apply the various learning strategies is part of procedural knowledge. Finally, conditional knowledge identifies the appropriate context in which to implement a particular learning strategy. A number of studies were conducted to examine the different preferences among students when adopting learning strategies,

in addition to identifying and classifying the different learning strategies that students employ.

Vega-Hernandez et al. (2017) investigated gender and age differences in learning strategy utilization among students and discovered that male students preferred learning support strategies and study habits, whereas female students preferred cognitive and learning control strategies more frequently. According to Diaz et al. (2019), university students prefer studying in groups, learning through graphic expression, and focusing on information synthesis. Tan (2019) discovered in a recent study that students rarely used surface or strategic learning strategies, but frequently used deep learning strategies at a moderate level, resulting in less interest in reading and in other subjects like Social Studies.

While there are a number of studies that investigated different aspects of the use of learning strategies, there is a lack of such research from the Ghanaian context. Hence, the current study contributes to closing this gap in the literature by looking at the use of learning strategies by students from the Ghanaian context and the relationship between strategy use and academic performance.

2.5 Chapter Summary

The empirical evidence revealed that most studies on students learning strategies and academic achievement have adopted social cognitive theory, self-efficacy theory and self-determination theory most of the studies used these theories in combination with other theories or a mixture of the three. Further, it was observed that most of the studies adopted a quantitative approach and a descriptive design or correlational design. A few studies used the structural equation modelling approach to examine the link between learning strategies and academic achievement.

It was also observed that studies in learning strategies and achievement were not limited to academia but applied to any endeavour where there was the possibility to learn and to achieve. Though studies on learning and achievement have been extensively conducted in many areas, the exact nature of the relationship between the two constructs remains unclear. Further, most of the studies conducted in school settings focused on the students themselves and how their learning strategies are influenced by their teachers, school management and their home environment. It thus suffices to conclude that self-efficacy theory, social cognitive theory and self-determination theory are appropriate for this study. Further, they can be used to conceptualise the research problem and objectives.

CHAPTER THREE

METHODOLOGY

3.0 Overview

To be able to examine the learning strategies that students adopt to enhance their academic achievement, the study adopted different statistical techniques and analytical procedures for each research objective. This was to ensure the validity of the data collected and by extension the reliability of the research findings for policy and decision making. This includes the research approach, research design, the target population, sample and sampling procedure, research instrument, data collection procedure, data collection issues and data processing and analysis.

3.1 Philosophical Underpinning

The study adopted a positivist paradigm because issues relating to students learning strategy and academic achievement are a matter of behavioural adjustment and self-discipline (Park, Konge & Artino, 2020). This adheres to the positivist paradigm, which argues that exploring social reality is based on the idea that one can best understand human behaviour through observation and reason (Alharahsheh & Pius, 2020). Stated differently, positivists argue that only objective, observable facts can be the basis for science (Ling, 2020). This is akin to empirical evidence that academic achievement can be predicted by observing learning behaviour based on facts. According to the positivist paradigm, true knowledge is based on the experience of senses and can be obtained by observation and experiment (Wang, 2020).

This further buttresses the assertion that the level of knowledge attained by students is based on their academic experiences and dictated by their self-discipline and behavioural adjustments to learn. Positivist thinkers lean strongly on determinism,

empiricism, parsimony and generality (Holtz & Odağ, 2020). Determinism means that events are caused by other circumstances therefore, understanding causal links is necessary for prediction and control. This notion is underpinned by self-determination theory which focuses on the motivation behind choices that individuals make (Giraldo, 2020). Juxtaposing this on student achievement, it can be argued that the motivation behind students adopting strategies to learn and overcome academic challenges is to perform well in their careers (Bouchard, Price & Swan, 2020).

On the other hand, empiricism means a collection of verifiable empirical evidence in support of theories or hypotheses because knowledge stems from human experience (Sackmann, 2020). Furthermore, the researcher is seen as being independent of the study and follows a deductive approach (Majeed, 2019). The researcher concentrates on facts rather than human interests, making this approach a deductive one (Giraldo, 2020). Parsimony refers to the explanation of the phenomena in the most efficient way possible. To achieve this, this study adopted descriptive design to enable the researcher to gather the right data, analyse it and make an accurate description of the situation.

Generality is the process of generalizing the observation of a particular phenomenon to the world at large. This is fulfilled by adopting the right sampling approach which for this study was stratified random sampling. This ensured that the right proportion of participants from each of the six schools in the circuit is selected. And with random sampling, biases are eliminated and each student in each of the six schools has an equal chance of participation. This approach makes the used sample representative of the population and hence accurate for generalizing the research findings. It is for these reasons that the study adopted a positivism paradigm to give the researcher the

theoretical and empirical support to make arguments when the findings are compared with other studies in the literature.

3.2 Research Approach

The unique feature of quantitative research is that it explicitly specifies what is measured and how it is measured to uncover patterns such as behaviour, motivation, emotion, and cognition (Remler & Van Ryzin, 2021). This makes quantitative data collection much more structured than qualitative methods. Jacobsen (2020) noted that quantitative techniques typically comprise various forms of questionnaires and surveys based on explicit coding and categorisation schemes. After data collection, quantitative analysis techniques and statistics can be applied, such as t-tests and ANOVAs, to non-parametric methods (McGill, et al. 2021).

This often necessitates much bigger sample sizes than qualitative research but allows you to make more solid conclusions backed up with data. This research took a quantitative approach because it enabled the researcher to establish a causal relationship between students learning strategies and their academic achievement. Further, the researcher was able to relate the findings to the challenges students face in achieving their academic goals (Bruner, Wang & Bertagnolli, 2019). In addition, the quantitative approach would enable the researcher to collect data from more expansive geographical areas and a huge sample size. It is for these reasons that this study used a quantitative approach as its attributes are more suited to the requirement of the study‟s objectives. Thus, the right tools can be used to collect the correct amount of data and analyzed as an interpreter.

Also, by adopting a quantitative approach, the researcher can formulate questions based on measurable variables. This would enable the study to explain, predict and control the studied phenomena (Mayer, Breugst & Mayr, 2019). Consequently, the researcher gains a better understanding of the problem and thus, can either affirm or decline the research hypothesis and make appropriate inferences. This is akin to Dhiman, Kalbar and Inamdar‟s (2019) observations that the quantitative approach gives precision through reliable measurement, giving the researcher the ability to control the sampling and research design. For similar reasons, Pearce and Pons (2019) noted the researcher can produce causality statements using statistical techniques that allow for sophisticated analyses and replicability of the research.

3.3 Research Design

The primary objective of the study was to establish a cause-effect relationship between students learning strategies and their academic achievement. To meet these demands, a causal-comparative research design was adopted to guide the study on the processes of data collection and analysis. Also, known as a quasi-experimental design, it is a form of investigation in which the researcher has no direct control over the students‟ learning strategies as its expression has already occurred or because they are essentially non-manipulable (Miller, Smith & Pugatch, 2020). Inferences about cause-and-effect relationships are made without direct intervention, based on a concomitant variation of independent and dependent variables (Kuehne, Jahn & Murray, 2019).

Kettler (2019) noted that the basic causal-comparative method starts with an effective and seeks possible causes. Therefore, if the researcher observes that the academic achievement of students varies from one school to another who is in the same circuit, a cause seeking method was used to examine their learning strategies. For similar

reasons, Aymen and Ines (2020) noted that as part of the cause seeking method, the researcher may consider certain factors such as gender and age by hypothesising. What makes causal-comparative design appropriate for this study is that the researcher can identify past learning strategies of the students that are consistent with their academic achievements and compare them with students who have had a different academic achievement.

3.4 Study Setting

Tafo is a town in Kumasi Metropolitan in the Ashanti Region of Ghana near the Regional Capital Kumasi. Tafo is the thirtieth most populous settlement in Ghana, in terms of population, Tafo has a population of 60,919 people. Because of the town‟s population and housing development in recent years, it is debatable whether Tafo is still regarded as a separate town, or already a suburb of Kumasi, the capital of the Ashanti Region. The town is approximately 3.3 kilometres to the canter of a similar name sounding village named New Tafo and must be distinguished from Tafo. However, per the traditional/kingship administrative system new Tafo and Old Tafo are run by a single Chief who happens to be the leader of the left-wing of Kumasi Traditional council. It‟s, therefore, under the same authority but political administration runs them separately.

Tarkwa-Makro is located just 4.6 km away from Tafo. The city centre of Kumasi is located approximately 9.8 kilometres away. Tafo is one of the urban constituencies of the Kumasi Metropolitan Assembly. Nhyiaeso is a suburb of Old Tafo located about 2-kilometre northwards from the centre of the Regional Capital. The town in the Nhyiaeso Constituency is both a residential and business area. The educational system

comprises three circuits namely the Old Tafo circuit, Tafo Nhyiaeso circuit and Tafo-Pankrono circuit. The research, however, was conducted in the Tafo Nhyiaeso circuit.

3.5 Population

A research population is generally an extensive collection of individuals or objects that focus on a scientific query (Etikan & Bala, 2017). Therefore, it is for the benefit of the population that research is done. However, due to the large sizes of populations, Schmidt and Rattenbury (2018) noted that researchers often could not test every individual in the population because it is too expensive and time-consuming. For these reasons, researchers rely on sampling techniques because all individuals or objects within a specific population usually have a standard, binding characteristic or trait.

The target population was all the public schools in the Old Tafo municipality. This is the entire group of students from which the people who participated in the investigation were drawn. However, the accessible population was the Tafo Nhyiaeso circuit of Old Tafo municipality. Details of the constituents of the school are shown in Table 3.1.

Table 3.1: Distribution of Students Population across the Six Schools in the Circuit

School	Boys	Girls	Total (B&G)
Badriya Islamic JHS	20	16	36
Old Tafo M/A JHS „B“	47	30	77
Old Tafo SDA JHS	63	70	133
Rockanje Presby Exp JHS	106	107	213
St. Bernadette“s R/C JHS	40	42	82
Umar Ibn Khatab JHS	3	10	13
Total enrolment	**279**	**275**	**554**

Source: Old Tafo Municipality, Ghana Education Service, 2021

3.6 Sample and Sampling Technique

Standardised procedures were to ensure that the sample represents the people to generalise the findings from the research sample to the population. Simple random sampling was used to select the circuit in the municipality and four schools out of the six schools in the circuit. Simple random sampling is a type of probability sampling in which the researcher randomly selects a subset of participants from a population (Liu, Wu, Li, Xiao, & Mao, 2020). The benefit is that each member of the population has an equal chance of being selected. Data is then collected from as large a percentage as possible of this random subset (Tsoulos, Karvounis & Tzallas, 2021).

The circuits were sampled using simple random sampling without replacement, the lottery method. Thus each circuit represents a homogeneous group, the names of circuit were written on pieces of paper and the lottery method of the simple random sampling methodology was used to select Tafo Nhyiaeso circuit (Ary, Jacobs, Razavieh & Sorensen, 2006). Also, simple random sampling was used to sample four schools out of the six schools within the Tafo Nhyiaeso circuit. Each school represents a homogeneous group of students, the names of schools were written on pieces of paper and the lottery method of the simple random sampling methodology was used to select four schools (Ary, Jacobs, Razavieh & Sorensen, 2006). This makes the sample size a representative of the target group and hence the finding is externally valid for generalization.

Table 3.2: Accessible Population for the study

School	Boys	Girls	Total (B&G)
Old Tafo M/A JHS „B‟	47	30	77
Old Tafo SDA JHS	63	70	133
Rockanje Presby Exp JHS	106	107	213
St. Bernadette‟s R/C JHS	40	42	82
Total Enrolment	**256**	**249**	**505**

Stratified random sampling was used to separate the girls from the boys in each of the four schools in table 3.2. Stratified random sampling is a method of sampling that involves the division of a population into smaller sub-groups known as strata (Fu, Cheng, Yang, Batista & Jiang, 2020). In stratified random sampling, the strata are formed based on members‟ shared attributes or characteristics such as income or educational attainment (Hussain, Ahmad, Saleem & Akhtar, 2020). Each school was regarded as a stratum and the stratification process was applied based on the total population of each school. Kredjcie and Morgan‟s (1970) sampling procedure was used to determine the sample size of each school.

Table 3.3: Sample Size for Each School

Schools	Population	Sample Size (Kredjcie & Morgan, 1970) Table
Old Tafo M/A JHS „B‟	77	66
Old Tafo SDA JHS	133	98
Rockanje Presby Exp JHS	213	136
St. Bernadette‟s R/C JHS	82	70
Total	**505**	**370**

$$\text{Sample Size (s)} = \frac{Populaiton\ of\ Stratum}{Population\ of\ Strata} * SS$$

Equation 1: Formula for deriving Sample Size for Each Stratum

The results in table 3.4 show how many boys were selected from each school

Table 3.4: Stratification for the Boys in each School

Schools	Population	Stratified Procedure	Sample Size for boys in each school
Old Tafo M/A JHS „B‟	47	$\frac{47}{77} * 66$	40
Old Tafo SDA JHS	63	$\frac{63}{133} * 98$	46
Rockanje Presby Exp JHS	106	$\frac{106}{213} * 136$	68
St. Bernadette‟s R/C JHS	40	$\frac{40}{82} * 70$	34
Total Number of Boys to be Selected from the four schools			**188**

The results in table 3.5 show how many girls were selected from each school

Table 3.5: Stratification for girls in each school

Schools	Population	Stratified Procedure	Sample Size for Girls in each School
Old Tafo M/A JHS „B"	30	$\frac{30}{77} * 66$	26
Old Tafo SDA JHS	70	$\frac{70}{133} * 98$	52
Rockanje Presby Exp JHS	107	$\frac{107}{213} * 136$	68
St. Bernadette"s R/C JHS	42	$\frac{42}{82} * 70$	36
Total number of Girls selected from the four school			**182**

3.7 Research Instrument

Gathering data from different schools in a circuit requires an effective strategy and to ensure speed and accuracy. For example, the six schools in the Tafo Nhyiaeso circuit are widely spread out with vast students at different levels. The questionnaire is the instrument for collecting data in survey research. Grassini and Laumann (2020) noted a set of standardised questions, often called items, that follow a fixed scheme to collect individual data about specific topics.

The use of the questionnaire enabled the researcher to structure questions on students" learning strategies, self-rated academic performance, and impediments to their learning. For each objective, the questions were formed from the theories, the gaps identified in the review, the definition of the concept and the lessons learnt. Further, the questions were structured in a closed-ended scenario that addresses the requirements of each objective. Finally, for each set of questions, the respondents had to indicate the extent to which they agreed or disagreed to each scenario based on a five-point Likert scale, with 1-strongly agree, 2-agree, 3-not sure, 4-disagree, 5-strongly disagree.

This enabled the participants to answer the questions quickly with little disruption to their activities. Similarly, Gooch and Vavreck (2019) opined that a questionnaire provides a relatively cheap, quick and efficient way of obtaining large amounts of information from a wider geographical area, especially when interviews are impractical. Therefore, with so many students spread across a circuit of six schools, questionnaires are the right instrument for data collection.

Researchers (Sinha, Gaughan & Tatem, 2019; Ramezan, Warner & Maxwell, 2019) have indicated challenges with using questionnaires for data collection, these challenges are limited to the need for extensive knowledge to be able to design a good questionnaire; data collection could be time-consuming, the respondents may choose answers without necessarily reading the instruction and processing the data for further analysis. In response to these critics, Bichi, et al. (2019) argued that the lack of information to buttress these claims makes them questionable. However, other researchers (Setiawan & Saputri, 2019; Eysenck, Barrett & Saklofske, 2020) have argued that the effectiveness of questionnaires in data collection far outweighs its disadvantages and evidence of this is the widespread use of questionnaires in almost any field of research.

The questionnaire comprised of two parts (Part I and II) and four sections (Sections A, B, C and D). Part I contains the biodata of the respondents whiles part II contains the various items to the responded by the students. The questionnaire made use of the 5-point Likert scale. Section A talks about the learning strategies that students adopt to learn social studies. It contained 12 items. Section B which seeks to collect data on research questions question 2, talks about the level of Tafo Nhyiaeso Circuit students‟ motivation (integrative, instrumental benefits in future) towards Social Studies

learning. It has 12 items. Section C seeks to collect data on effect of the Tafo Nhyiaeso Circuit‟s students learning strategies on their performance in Social Studies. It has 13 items. Section D which consists of 14 items seeks to collect data on the impediments to Tafo Nhyiaeso Circuit students‟ ability to learn Social Studies.

3.5 Validity of Instrument

In every research work, it is paramount to ensure the validity and reliability of the instrument used to collect the data. And for the results from a study to be considered valid, the measuring procedure must first of all be reliable. According to Golafshani (2003), validity and reliability are very important in a triangulated study where multiple methods of data collection and data analysis are employed to investigate a phenomenon.

Joppe (2000), defined validity as "when a research measures that which it was intended to measure or how truthful the research results are" (p.1). Thus, validity is portrayed here as the outcome of the research reflecting exactly what the study set out to investigate. Similarly, Key (1995), and Lankshear and Knobel (2004) reiterated that validity refers to the degree to which a test or other measuring device truly measures what it is purported to measure. For Fraenkel and Wallen (2009), validity refers to the appropriateness, meaningfulness, and usefulness of the specific reference made based on the data obtained and that validation is the process of gathering evidence to support such inference.

Validity, therefore, means determining the accuracy of a data collection instrument for the results to be accurately applied and interpreted (Friberg & McNamara, 2010). To ensure face validity, the extent to which an instrument measures what it is supposed to measure, content validity, and format of the instrument, the self-

developed instrument was subjected to expert validation (Lafaille & Wildeboer, 1995) by my supervisor. Based on his comments, the necessary corrections were done to improve the validity of the instruments.

3.6 Reliability of instrument

On the other hand, "reliability is explained as the extent to which results are consistent over time and are an accurate representation of the total population under study" (Joppe, 2000, p.1). Joppe explained that if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable.

According to Wang (2006), reliability provides information on whether the instrument is consistently collecting data. Lankshear and Knobel (2004) have seen reliability as the stability of a data collection tool despite the number of times the data is administered to the same respondents. The common element in these definitions is that consistency in results provided by the same instrument administered at different times makes the data to be reliable.

Kirk and Miller (1986) as cited in Golafshani, (2003) identified three types of reliability referred to in quantitative research, which relate to (1) the degree to which a measurement, given repeatedly, remains the same, (2) the stability of measurement over time, and (3) the similarity of measurement within a given period.

To determine the reliability of my research instruments, therefore, the questionnaire was pilot tested at a different circuit, Tafo Pankrono. Tafo Pankrono circuit was considered because Tafo Nhyieaso and Tafo Pankrono circuits share common features including language, commercial activities, and also Tafo Pankrono circuit was once part of the Kumasi Metropolis. The necessity of the pre-test was that it helped

establish the validity and reliability of the instruments and also improved the question format.

In analyzing the reliability of the data from the pre-test, the data were coded and scored before entering them into the computer. The Statistical Product for Service Solution (SPSS) Version 22 was used to calculate the Cronbach Alpha Coefficient. A Cronbach`s alpha reliability coefficient of 0.712, 0.763 and 0.727 for each section were realized which indicates that the instrument was highly reliable for data collection. Alpha values of above 0.7 are considered highly reliable (Cohen, Manion & Morrison, 2007)

There are several ways to measure the reliability of an instrument. For the present study, the researcher assessed the teachers‟ questionnaire instrument‟s reliability, and its internal consistency using Correlation and Cronbach‟s α.

3.7 Pilot study/Pre-Testing

Pilot test according to Fraenkel, Wallen and Hyun (2012) is a small-scale trial of the proposed procedures. Fraenkel, Wallen and Hyun (2012) further explained that, its purpose is to detect any problem so that they can be remedied before the proper study is carried out. In this study, the researcher piloted the research instrument in the Tafo Pankrono circuit in the Ashanti Region of Ghana. The reason for the choice of this circuit had to do with the similarity in attributes, characteristics and general performance in the Basic Education Certificate Examination with students in the study area. The results in Table 3.6 show that the three objectives were all more than 70% reliable which is very good considering the minimum reliability threshold is 69% for latent variables. Similarly, The Kaiser-Meyer-Olkin (KMO) values show that more than 70% of each objective is explained by the research questions while

Bartlett‟s Test of Sphericity showed that for each research objective, there were significant variations in the responses to research questions. This indicates diversity and, the research questions do not linearly predict each other. Therefore, there were no issues of multicollinearity.

Table 3.6: Reliability of Research Objectives

Research Objective	Cronbach's Alpha (%)	Kaiser-Meyer-Olkin Measure of Sampling Adequacy. KMO-Value	Approx. Chi-Square	Bartlett's Test of Sphericity
The learning strategies JHS use/adopt in learning social studies	70.0	0.728	1054.807	0.00
The level of pupil‟s motivation (integrative, instrumental benefits in future) towards the learning of social studies	76.3	0.711	552.904	0.00
The impediments to student‟s ability to learn	72.7	0.776	449.582	0.00

Source: Field Data, 2021

3.8 Data Collection Process

The data collection process was designed to ensure it does not cause too many inconveniences to students or disrupt their academic work. However, measures were taken to ensure their full participation and willingness to provide the needed information. Therefore, during the data collection process, the researcher introduced herself, the study, and the data collection purpose. For each school, students were randomly invited to participate in the study without any precondition or requirement. The data collection process was made to coincide with the breach hours of each school. The process was done one school at a time.

3.9 Data Processing and Analysis

Data processing involves performing a series of actions to verify, organise, transform, integrate, and extract data in an appropriate output form for subsequent use. Also, the other hand, data analysis is the actions and methods performed on data that help describe facts, detect patterns, develop explanations, and test hypotheses (Odenkirk, Reif & Baker, 2021). When the data collection process is completed successfully, the student‟s responses to the research questions were scrutinised and pruned to ensure they were answered according to the stated instructions. Numeric codes were assigned to each response and coded into SPSS version 22.

Missing values analysis was performed to ensure the amount of missing information is insufficient to render the data gathered invalid. Descriptive analysis was used to analyse the data in line with the demands of each research objective and hypothesis. Descriptive analysis refers to the type of research question, design and data analysis that can be applied to a given topic to give a more detailed description of research questions „what is‟ (Mura, Franco & Akhavan-Tabatabaei, 2020). There are many statistical tools for descriptive analyses, but factor analysis was chosen for this study.

Factor analysis was used to analyse the challenges impeding student‟s ability to learn social studies Mao, Zhang, Zhu, Liu and He (2019) posited that factor analysis is carried out on the correlation matrix of the observed variables, and a factor is a weighted average of the original variables. This means that the number of variables indicating the challenges students face when learning could be reduced to about four or five variables based on the extent of the influence. Thus, the researcher could identify each factor as representing a specific theoretical factor. On the other hand, though Factor Analysis (FA) has many solutions in this regard, if a factor presents

two solutions, they may be rotated to form a different solution that does just as good a job at reproducing the correlation matrix.

For these reasons, Sellbom and Tellegen (2019) noted that two researchers can find two different sets of factors that are interpreted quite differently yet fit the original data equally well. However, one big advantage of FA is that the results may be rotated using varimax or quart max rotation depending on the nature of the research objectives. The factor scores may be stored for further analysis (Widodo, 2020). FA also uses the Kaiser-Meyer-Olkin (KMO) Test for Sampling Adequacy for determining the number of factors based on Eigenvalues. Besides, the Rotation method makes it more reliable to understand the output (Morton & Altschul, 2019).

For the research objectives one, two, three and the first hypothesis, partial least square regression (PLS) was used to examine the link between students learning strategies and their academic achievement and the moderating role of students‟ motivation in learning social studies. The data on students learning strategies, students‟ motivation and self-rated academic performance was converted to a comma-separated values file (CSV) and uploaded in SmartPLS 3 software. The model for the PLS analysis was based on the conceptual framework in Figure 1. However, the analytical approach was based on the structural equation model in Figure 2. The purpose of such an approach is to identify the prominent factors of the students‟ learning strategies that correlate significantly with variables that define students‟ academic achievement and the motivational factors that mediate the relationship.

Thus, by performing Partial least square (PLS), the technique reduces the variables to a smaller set of uncorrelated components and performs least squares regression on these components, instead of on the original data (Zheng, Xing & Xie, 2020).

According to Sarstedt, Hair, Cheah, Becker and Ringle (2019) the PLS algorithm reduces the number of variables using a technique like principal components analysis to extract a set of components that describes a maximum correlation between the students learning strategies and their academic achievement and the moderating factors of students‟ motivation. Also, PLS can calculate as many components as there are variables; it often employs cross-validation to identify the smaller set of components that provide the greatest predictive ability (Helland, Sæbø & Rimal, 2018). From the conceptual framework, students learning strategies is the exogenous constructs (independent variables) and their academic achievement is the endogenous construct (dependent variable).

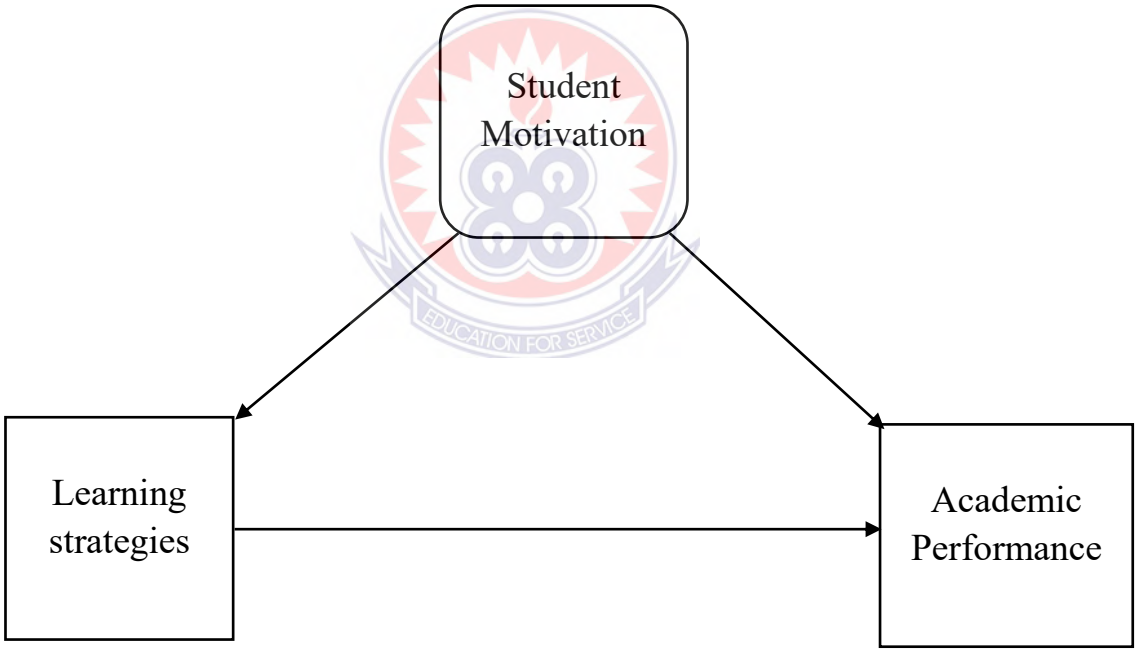

Figure 3.1: Regression Model for regression equation

The regression model for examining the causality between the constructs is based on the general regression equation

$$Y = a + B_1X_1 + B_2X_2 + B_3X_3 + ……..+B_nX_n$$

Equation 2. The Regression Model for the Study

Where:

Y = is the student‟s academic achievement

a = Regression Constant

X = Unstandardized coefficient of independent variables

B = the students learning strategies

1, 2, 3, …….,n = number of independent variables

n = total number of independent variables

By making the appropriate substitutions

Students' Academic Achievement = a + Students Learning Strategies (X_2)

Equation 3: Conceptual Regression Model for the Study

Furthermore, the minimum threshold for the reliability of the variables as well as the constructs were based on a Cronbach‟s alpha of 0.65 (Golafshani, 2003), the average variance extracted (AVE) must be less than 0.5. The AVE is the commonality of the construct and it indicates the nature of the association between the factors influencing each construct. If the AVE is less than 0.5 it implies the factors directly influence each other. The Fornell-Lacker criterion must be less than 0.9, this implies that the constructs are unique and do not linearly predict each other in the model (Creswell & Miller, 2000). Besides, the variance inflation factor must be less than 10 and tolerance must be greater than 0.1 to suggest there are no issues of multicollinearity (Creswell, 2010).

Furthermore, the Hetrotrait-Metrotraite ratio (HTMT) must be above 0.5 to indicate that the factors that influence each construct are unique (Suhandy & Yulia, 2017). When these criteria are met, then the results was valid. Lastly, a blindfolding analysis

was done to determine the extent to which the exogenous constructs predict the endogenous constructs (Zhang, Zhou, Yang & Zeng, 2019). Then a bootstrapping analysis is done to measure accuracy sample estimates. This gives an idea of the statistical significance of the model for policymaking (Schwarz, Becker, Sahm, Horstkemper, Rousi, & Becker, 2017) Microsoft Excel version 2019 was used in analysing the data to produce a line graph. This is because line graphs can show small changes in data collected over some time. Thus, the pattern of enrolment can be determined.

For the second hypothesis, the cross-tabulation technique was used to determine whether gender influenced the students preferred learning strategies. According to Momeni, Pincus and Libien (2018), cross tabulation groups variables to understand the correlation between different variables. The technique shows how correlations change from one variable grouping to another to find patterns, trends and probabilities within raw data (Fujie, et al. 2018). Also, in contrast to Frequencies, which summarises information about one variable, Schwarz, et al. (2017) noted that crosstabs generate information about bivariate relationships.

3.10 Ethical Consideration

To ensure the full corporation of the schools and students, the researcher sought the consent of management of the schools first. The researcher provided them with enough information about the purpose of the study, how the study was to be conducted and what the study sought to achieve. The researcher made it clear that the purpose of the data was purely academic, and that information would be treated as confidential.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Overview

This chapter discusses the results of the study. The study‟s primary goal is to examine how students learning strategies impact their academic performance and the role of students‟ motivation. The analysis of the data was discussed under the subheadings of each of the four research questions. The results were presented in Tables, while the discussed results were compared to the literature review to affirm or contradict the findings of previous researchers.

Research Question One: What are the learning strategies Tafo Nhyiaeso Circuit's JHS students adopt in learning Social Studies?

4.1 Learning Strategies JHS Use/Adopt in Learning Social Studies

Literature has shown that students adopt various learning strategies in different subjects to learn and improve their academic performance. For example, the results in Table 4.1 show the prominent learning strategies Social Studies students adopt to improve their academic performance in Social Studies. The information in Table 4.1 disclosed that there were several learning strategies that are available to Junior High School Students in the Tafo Nhyiaeso Education Circuit. Particularly, the findings showed that time management was the major strategy that the students employed in learning Social Studies (M=4.62, SD=0.52) as compared to visualization (M=4.47, SD=0.67), cooperative learning (M=4.43, SD=0.59), self-confidence (M=4.40, SD=0.67), inquiry-based instruction (M=4.38, SD=0.56), courage (M=4.37, SD=0.52), conceptualization (M=4.35, SD=1.18), self-tasking (M=4.32, SD=1.11), technology in learning (M=4.28, SD=0.69), behaviour management (M=4.23, SD=0.65), avoid disruption (M=4.20, SD=0.88 while professional development was

the least (M=3.64, SD=0.66) learning strategy adopted by students in learning Social Studies in Tafo Nhyiaeso Education circuit.

Table 4.1: Learning Strategies Adopted by JHS Students in Tafo Nhyiaeso Education Circuit

S/N	Strategy	Learning Strategies	Mean	Std. Deviation
1.	Time Management	I keep a strict schedule for my social studies‟ academic demands	4.62	0.52
2.	Visualisation	I use visual and practical learning experiences to relate what I have been thought in social studies to the real world.	4.47	0.67
3.	Cooperative learning	I have joined study groups of students with mixed learning abilities	4.43	0.59
4.	self-confidence	I verbally express my ideas in social studies and respond to other students‟ questions as well	4.40	0.67
5.	Inquiry-based instruction	I pose thought-provoking questions on social studies to my teachers and fellow students to inspire me to think and become a more independent learner.	4.38	0.56
6.	courage	I Encourage myself to ask questions and investigate new ideas in social studies to help improve my problem-solving skills	4.37	0.52
7.	conceptualisation	I seek a deeper understanding of academic concepts when learning social studies.	4.35	1.18
8.	Self-tasking	I differentiate myself by allocating tasks based on my abilities to ensure I am not left behind in social studies class	4.32	1.11
9.	Technology in Learning	I incorporate technology into my learning as a great way to actively engage with my teachers during social studies classes	4.28	0.69
10.	Behaviour management	Implement an effective behaviour management strategy when learning social studies to ensure I have an equal chance of reaching my full potential.	4.23	0.65
11.	Avoid Disruption	I avoid noisy, disruptive places that do not encourage a productive learning environment,	4.20	0.88
12.	Professional development	I engage in regular professional development programmes as a great way to enhance my learning of social studies	3.64	0.66
		Average/Mean Total	**4.31**	**0.73**

Source: Field Data, 2021

These findings are akin to self-determination theory, which focuses on behavioural factors and the motivation behind individuals‟ choices. The theory further argued that to achieve greater academic height, some students can motivate themselves to engage in their academic activities because it is exciting and satisfying rather than being motivated to achieve a goal or receive an external reward such as money.

Similarly, the findings underpin the Self-efficacy theory because it shows that the social studies students reflect confidence in exerting control over their motivation, behaviour, and social environment. According to Bandura (1977), such cognitive self-evaluations influence all aspects of the student‟s academic experience, including the goals for which people strive, the amount of energy expended toward goal achievement, and the likelihood of attaining particular levels of behavioural performance. Also, the findings align with Pintrich‟s (1989) argument that cognition, motivation, behaviour and context are the primary determinant for students practising Self-Regulated Learning (SRL) to plan, monitor, control and react to academic challenges.

Similarly, Zimmerman (1989) also found that planning, monitoring, controlling and reacting to academic challenges are based on students to do self- task analysis and motivational beliefs, self-control and self-observation, and self-reflection, self-evaluation and reaction. Thus, the study further affirms Stoffelen et al. (2019) research for UNESCO, which concluded that the primary demand for higher education is that the students develop the lifelong capacity to learn, especially on their own, with little supervision. But, on the other hand, the findings contradict that of Rovers et al. (2019), who attribute such variations in students learning strategies to

the fact that unless the learning strategies are perceived as valuable, students are at the peak or close to the end of adolescence are not going to use them.

Research Question Two: What are the Tafo Nhyiaeso Circuit students' motivation factors towards Social Studies learning?

4.2 Students' Motivation Factors towards the Learning of Social Studies

Most scholars agree that achievement of motivation is not a single construct but rather subsumes various constructs such as self-concepts, task values, goals, and achievement motives. The few existing studies investigating motivational constructs as predictors of students‟ academic achievement showed that most motivational constructs predicted academic achievement beyond intelligence. Thus, most literature concluded that students‟ self-concepts and task values are more powerful in predicting their achievement than goals and achievement motives as shown in Table 4.2.

Table 4.2: Perception on Motivating Factors in Learning Social Studies

Motivation Factors	Mean	Std. Deviation
1. Available Learning materials	4.58	0.69
2. Links with other subjects	4.46	0.60
3. Moral and social responsibility	4.38	0.98
4. Personal interest in social studies	4.32	0.94
5. To enhance the academic career	4.34	0.61
6. To excel in other subjects	4.19	0.74
Average/Mean Total	**4.38**	**0.76**

Source: Field Data, 2021

The data in Table 4.2 showed that the students had diverse perceptions on the factors motivating them in learning Social Studies. However, the data disclose that students rated highest on the availability of learning materials (M=4.58, SD=0.69), followed by it links with other subjects (M=4.46, SD=0.60), moral and social responsibility

(M=4.38, SD=0.98), their personal interest in Social Studies (M=4.32, SD=0.94) and to enhance their academic career (M=4.34, SD=0.61), while noting their willingness to excel in other subjects recorded the lowest perception among the students (M=4.19, SD=0.74).

However, based on the 5-point Likert scale used in the questionnaire where the mean score is 3.0 (1+2+3+4+5/5), it could be said that all the motivating factors outlined in the study were rated above average. This implied that all the motivation factors were common with the students in the Tafo Nhyiaeso Education Circuit and that their motivation level was high in the study of Social Studies.

According to Bureau et al. (2021), students‟ motivation requires increased effort in all activities to help reflect the students‟ perspective of excellence. More so, Bureau et al. argued that achievement of motivation consists of various and complex evaluations, estimates, inferences, values, standards, sets of assumptions and emotional reactions that may be unreasonable, flawed, and contradictory.

The findings show that the students are motivated when they have goals, and this is akin to the findings of Brandmiller et al. (2020) and Saadon et al. (2020). Similarly, Owens et al. (2020) opined that students have learning goals or goals for the sake of learning and self-improvement. First, this study shows students being motivated for career reasons, the link between social studies and other subjects, and personal interests. Second, Owens et al.‟s student goals are motivationally oriented toward learning goals and the task or mastery goals. This is similar to the social studies students being motivated for moral and social responsibility and excelling in other subjects.

Moreover, it has been demonstrated in the literature that compared to extrinsically motivated students, those who are intrinsically motivated are more likely to persist when facing learning challenges. Lee and Hall (2020), Schunk and DiBenedetto (2020), and Weiner (2010) opined that students are motivated when the probability of success in academics is possible, although it is not easy to achieve

Research Question Three: What are the effects of the Tafo Nhyiaeso Circuit's students learning strategies on their performance in Social Studies?

4.3 Students' Self-Rated Academic Performance

Many research findings have shown that student self-assessment is a powerful mechanism for enhancing learning. First, the evidence encourages students to reflect on how their work meets the goals set for learning concepts and skills. Second, it promotes metacognition about what is being learned and practical practices for learning. Third, it encourages students to think about how a particular assignment or course fits into the context of their education. Finally, it imparts reflective skills that was useful on the job or in academic research. For example, when the social students were asked to make a self-assessment of their academic performance, it can be observed from Table 4.3 that 74.9% of the students indicated they were above average in performance, 71.1% said they had a clearer understanding of social studies, 65.9% said they had consistent improvement in grades, and 81.0% said they are consistent in class attendance.

These findings are similar to the assertion of Stracke (2019), who noted that self-regulation processes could teach students to help develop a better learning strategy for academic performance. According to Dornyei (2019), such an approach is crucial in primary education, as good learning is related to solid learning skills. Wong et al.

(2019) found that students improve their knowledge of strategies, reduce surface approaches to studying, and extension of the acquired skills to other tasks is crucial in self-regulation. On the contrary, Van-Laer and Elen (2019) argued that self-regulation processes varied among students at the onset of studies and those at the peak of studies. However, the variations were satisfactory in the short term, students improved their strategies, and there was transfer of knowledge.

Table 4.3: The Prominent Factor of the Research Objectives

	Academic Performance	Learning Strategies	Moderating Effect of Motivation	Student Motivation
Above Average in Performance	0.749			
Clearer Understanding of Social Studies	0.711			
Consistency in Grades	0.659			
Consistent in Class Attendance	0.810			
Behavioural Management		0.706		
Self-Confidence		0.805		
Self-Tasking		0.792		
Time Management		0.689		
Learning Strategies * Student Motivation			2.529	
Available Learning materials				0.688
links with other subjects				0.650
moral and social responsibility				0.720
personal interest in social studies				0.817
to enhance the academic career				0.771
to excel in other subjects				0.696

Source: Field Data, 2021

4.4 Effects of the Students Adopted Learning Strategies on their Performance

In developing students‟ understanding to learn important concepts, they adopt a variety of learning strategies that work best for them. Generally, literature shows that Students‟ academic performance is affected by several factors which include students‟ learning skills, parental background, peer influence, teacher quality, and learning infrastructure among others. On the other hand, literature shows that student achievement motivation is not a single construct but rather subsumes a variety of different constructs likeability self-concepts, task values, goals, and achievement motives. For these reasons, the study sought to examine how student motivation affects the relationship between their learning strategies and their academic performance. The result of such nexus is shown in figure 4.1.

It can be observed that 25.9% of the changes in students‟ academic performance were because of changes in their learning strategies and motivation. Further, a unit change in the students learning strategies results in an 18.6% change in their academic performance and a unit change in their motivation reduces their performance by 0.5%. The model for the analysis can be written based on the linear regression equation

$$Y = a + B_1X_1 + B_2X_2 + \ldots\ldots B_nX_n$$

Academic performance = 0.259 + 0.186 (learning strategies) – 0.005 (student motivation)

Equation 4; the impact of motivation on the link between student learning strategies and their academic performance. On the other hand, it can be observed that about 28.5% of the changes in learning strategies were caused by changes in the students‟ motivation. Also, a unit change in student motivation will cause a 53.4% change in their learning strategies. The model for the results can be written as

Learning strategies = 0.285 + 0.534 (student motivation)

Equation 5; impact of student motivation on their learning strategies

To get the model for the study, substitute equation 2 into 1

Academic performance = 0.259 + 0.186 (0.285 + 0.534 (student motivation)) – 0.005 (student motivation)

Academic performance = 0.259 + 0.053 + 0.099 (student motivation)) – 0.005 (student motivation)

Academic performance = 0.312 + 0.094 (student motivation)

Equation 6; the model for the study

Converting the values of equation 4 into a percentage for easier interpretation,

Academic performance = 31.2% + 9.4% (student motivation)

The model in equation 3 shows that to improve the inverse effect of student motivation and academic performance, the role of learning strategies must be incorporated into any policy and resource allocation. Evidence of this is shown in the derivation of equation 4 which interprets as in there are no changes in students‟ motivations, their academic performance will increase by 31.1%. However, a unit change in student motivation will increase student performance by 9.4%.

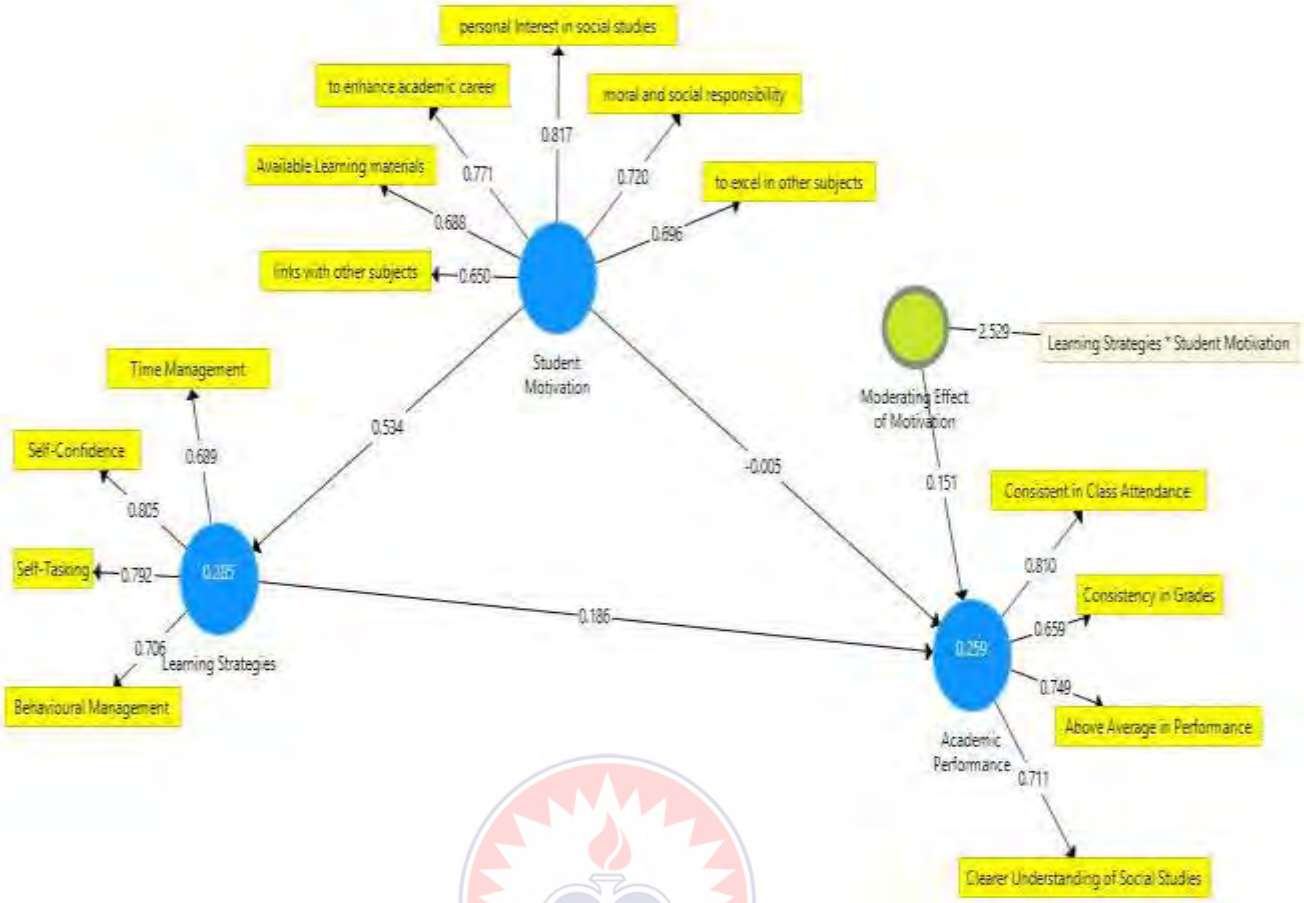

Figure 4.1: Effect of students' motivation on the impact of learning strategies on the performance of students

4.5 The Quality Criteria of the Model

This section examines the reliability and validity of the impact of student learning strategies on their academic performance and the effect on students" motivation. This will also include the link between the head teacher"s role and the transitional challenges of the newly appointed teachers.

4.5.1 Reliability of the Social Studies students' indications of their learning strategies, motivation, and self-rated performance.

Reliability is about the consistency of the research method, technique, or test in measuring the three constructs and their respective factors. Cronbach‟s alpha value measures of internal consistency of the research objectives. It indicates how closely related the various factors of each research objective item are as a group. The values between 0.6 and 0.7 (60% to 70%) are considered acceptable as reliable, with 0.6 being moderately reliable and 0.7 being highly reliable (Schrepp, 2020). For example, the Cronbach‟s Alpha values in Table 2 show that the factors explaining the students‟ academic performance were 71.8% reliable, the factors explaining student learning strategies were 74.3% reliable and the factors explaining student motivation were 81.9% reliable.

On the other hand, composite reliability, also known as construct reliability, measures the internal consistency in scale items, much like Cronbach‟s alpha (Netemeyer, 2003). Statistically, it is equal to the total actual score variance in each research objective (construct) relative to the total scale score variance (Brunner & Süß, 2005). However, the difference is unlike the Cronbach‟s alpha which measures the internal consistency of the factors explaining each construct; the composite reliability measures the reliability of the construct in the model. It can be observed from table 4 that all the constructs in the model were more than 80% reliable.

The rho_A values or the communality of each construct indicates how much each construct contributed to the model in Table 4.4. For example, it can be observed that the students‟ academic performance explained 71.8% of the model, student learning strategies explained 74.3% of the model and students‟ motivation explained 81.9% of

the model. Therefore, it suffices to assume that motivation is very important in how learning strategies influence academic performance. The Average Variance Extracted (AVE) values above 0.5 indicate a direct association between the factors of each construct; however, they do not linearly predict each other.

Table 4.4: Reliability of Research Objectives

Constructs	Cronbach's Alpha (%)	rho_A (%)	Composite Reliability (%)	Average Variance Extracted (AVE)
Academic Performance	71.8	73.1	82.3	0.539
Learning Strategies	74.3	75.1	83.6	0.562
Moderating Effect of Motivation	100.0	100.0	100.0	1.000
Student Motivation	81.9	82.1	86.9	0.527

Source: Field Data, 2021

4.5.2 Validity of the model

Validity is about the accuracy of the research method and techniques in measuring the three constructs. The model‟s validity hinges on the convergent validity, which indicates how closely the new scale is related to other variables and other measures of the same construct. Not only should the construct correlate with related variables, but it should not correlate with dissimilar or unrelated ones (Campbell & Fiske, 1959). In other words, if the Fornell Larker creation value is above .07, the convergent validity shows a high degree of confidence that the students‟ self-assessment of performance, student motivation and student learning strategies were well measured by their respective research questions.

Further, the Fornell-Larcker values in table 5 assess the degree of shared variance between the latent variables of the model. According to the criterion, the convergent validity of the measurement model can be assessed by the Average Variance Extracted (AVE) and Composite Reliability (CR). Thus, based on the results in Table 5, it suffices to conclude that the degree to which measures of different constructs are unrelated (Fornell-Larcker, 1981). It implies that the student‟s self-assessment of performance, student motivation and student learning strategies are different.

Since the measurement of the student‟s self-assessment of performance, student motivation and student learning strategies are latent variables, HTMT is used to assess their discriminant validity to ensure that they are truly different. The HTMT measures similarity between the latent variables and if it is smaller than one, then discriminant validity can be regarded as established. Based on the results in Table 5, discriminant validity is established. Also, the F-square values indicate that the relationship between student motivation and student learning strategies is the most important factor in determining student performance. Followed by the moderating effect of student motivation on how learning strategies influence academic performance.

Table 4.5: Measure of the Accuracy of the Research Objectives

Measurement		Academic Performance	Learning Strategies	Moderating Effect of Motivation	Student Motivation
Fornell-Lacker Criterion	Academic Performance	0.734			
	Learning Strategies	0.402	0.750		
	Moderating Effect of Motivation	0.486	0.571	1.000	
	Student Motivation	0.342	0.534	0.646	0.726
F-Square	Academic Performance				
	Learning Strategies	0.029			
	Moderating Effect of Motivation	0.101			
	Student Motivation	0.000	0.399		
Heterotrait-Monotrait Ratio (HTMT)	Academic Performance				
	Learning Strategies	0.512			
	Moderating Effect of Motivation	0.572	0.650		
	Student Motivation	0.443	0.665	0.712	

Source: Field Survey Data, 2021,

4.5.2 Collinearity Statistics (Variance Inflation Factor (VIF)

Table 4.6: VIF Values for Research Objectives

Factors	VIF-Values
Above average in performance	1.503
Available learning materials	1.716
Behavioural management	1.202
A clearer understanding of social studies	1.297
Consistency in grades	1.354
Consistent in class attendance	1.546
Learning strategies * student motivation	1.000
Self-confidence	1.599
Self-tasking	1.692
Time management	1.446
Links with other subjects	1.742
Moral and social responsibility	1.661
Personal interest in social studies	2.279
To enhance the academic career	2.025
to excel in other subjects	1.474

A variance inflation factor (VIF) detects multicollinearity in regression analysis detailed in the research method. It detects a correlation between the predictors of (the student‟s self-assessment of performance, student motivation and student learning strategies) in a model shown in figure 1. The presence of multicollinearity can adversely affect regression results. The result in the table estimates how much the variance of a regression coefficient is inflated due to multicollinearity in the model. The rule of thumb is that the VIF should be between 1 and 5 for the model to be reliable (Obite, Olewuezi, Ugwuanyim & Bartholomew, 2020; Shrestha, 2020). Based on the results in table 4.4, it suffices to conclude that the model in figure 1 and the resulting derivative in equation 6 are reliable.

4.6 Research Hypothesis

1. H0: Students adopted learning strategies do not have a significant effect on their academic performance.
2. Student motivation does not significantly influence how learning strategies impact their academic performance

Confidence interval = 95%, assumed error = 5%

The result in Figure 4.1 is a measure of the significance of the model in figure 4.2. The path coefficient values are t-statistics for measuring the significance of the model. It measures the size of the difference relative to the variation in the sample data. The t-values are the calculated difference represented in units of standard error hence the greater the magnitude of t, the greater the evidence against the null hypothesis ($t > 2$, $sig < 0.05$). Details are further shown in Table 5. It can be observed from figure 2 that all the t -values of the factors explaining each of the three constructs are greater than 2. Hence, they significantly explained their respective constructs. However, for the path coefficients, only the link between student motivation and learning strategies was significant ($t > 2$).

Therefore, for hypothesis one, the null hypothesis cannot be rejected. It implies that the social studies students learning strategies did not significantly influence their academic performance. Similarly, the influence of students‟ motivation on the impact of their learning strategies on their academic performance was one-sided as it only significantly strengthened the relationship with learning strategies but did not significantly influence the academic performance. However, the null hypothesis was retained since it was intended to strengthen or weekend both. Therefore, student

motivation did not significantly influence the relationship between the social studies students learning strategies and their academic performance.

This finding is akin to the assertion of Kaur et al. (2020) and Zaccoletti et al. (2020) who argued that motivation only increases performance if the right goals are set based on the nature of the assigned task. Similarly, Conversely, Senjaya et al. (2020) argued that students with performance goals concentrate only on obtaining good marks, taking simple and easy courses, and avoiding complex and challenging circumstances. In such a situation motivation would not play a significant role since the students have a preconceived mindset of looking for an easy way out. A critical examination of the students‟ self-rated performance indicates their performance metric convenience rather than taking on challenges.

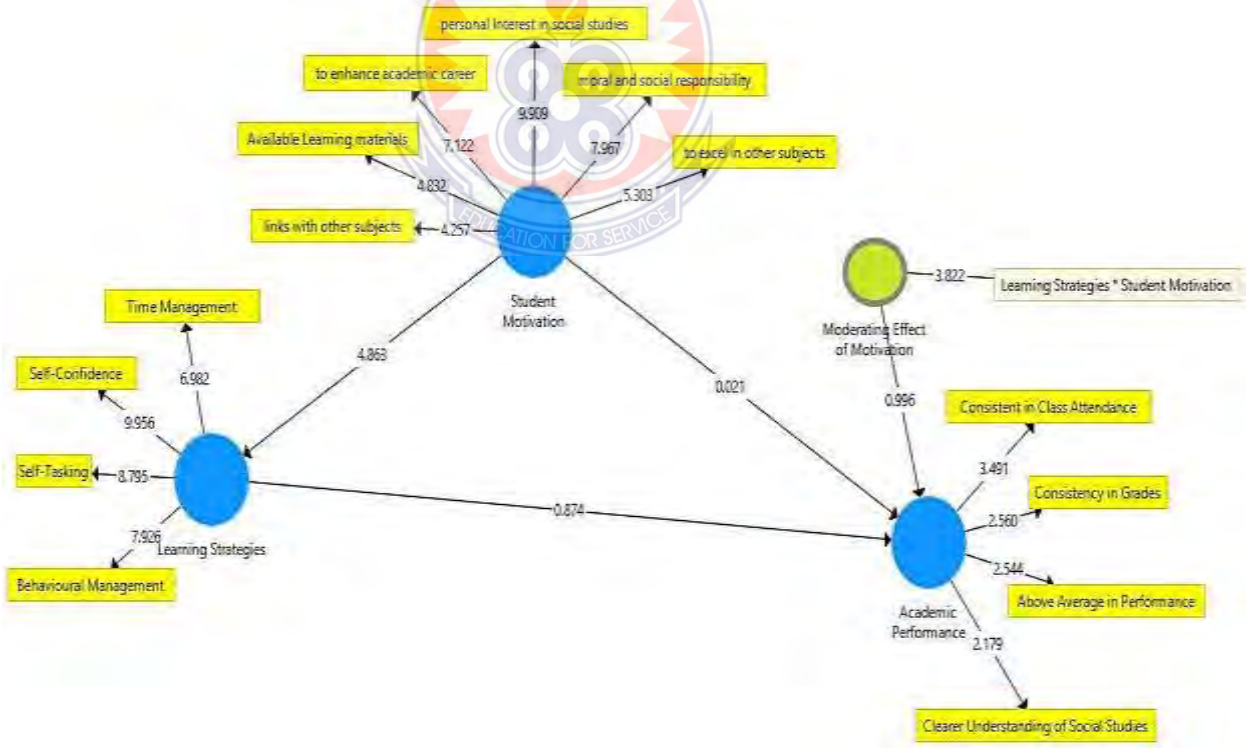

Figure 4.2: Significance of the model

4.7 Predictiveness Relevance of the Model

The results in figure 4.3 are a blindfolding analysis to determine the extent to which the constructs can predict each other. It can be observed that 7.6% of the changes in the students‟ academic performance can be predicted by changes in their learning strategies and motivation. Also, 10.7% of the changes in the students learning strategies can be predicted by changes in students‟ motivation.

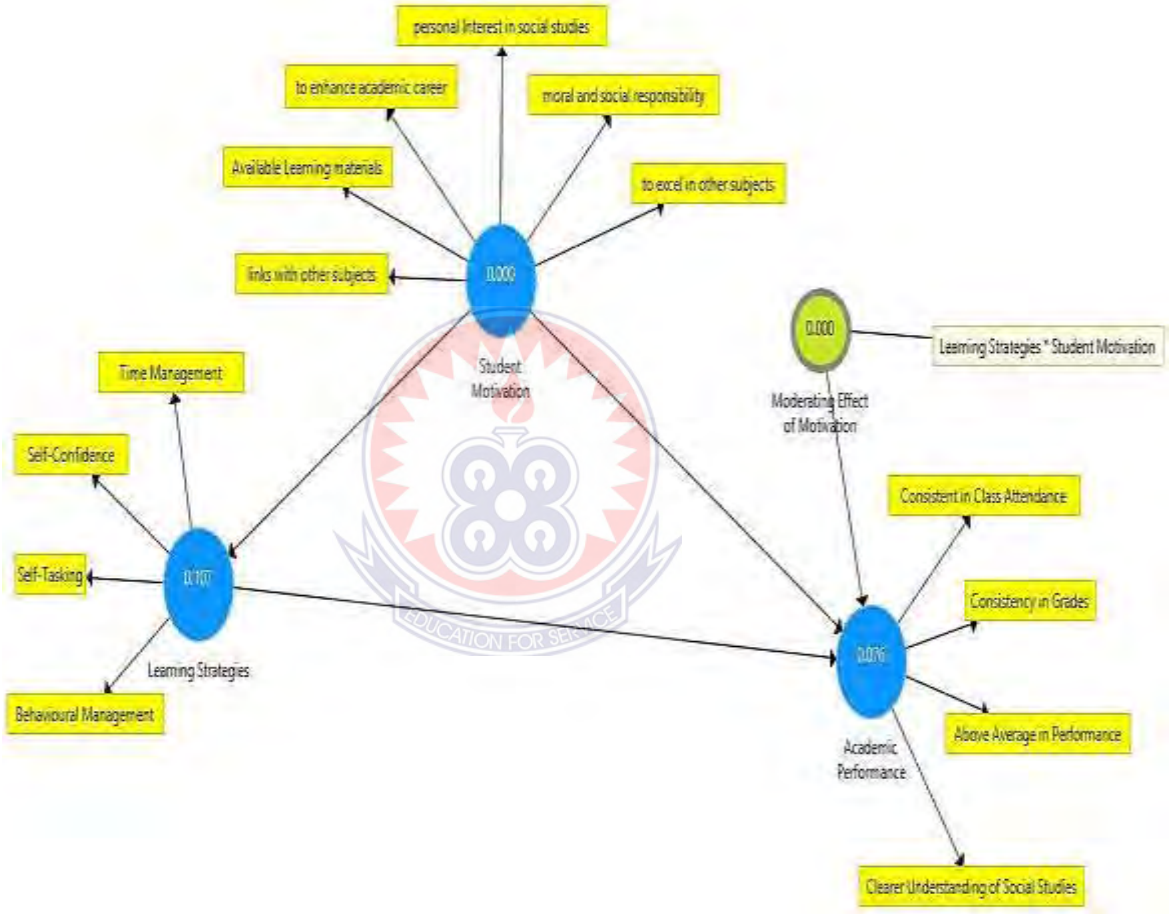

Figure 4.3: Predictiveness of the Model

Research Question Four: What are the impediments to Tafo Nhyiaeso Circuit students' ability to learn Social Studies?

4.8 The Challenges Social Studies Students Face in Learning

The result in Table 4.7 is an expression of the challenges the students face in learning social studies. Based on the smaller size of the standard deviation values relative to the mean response values, it can be observed that most of the students spend too much time on student organisations or activities, while some claim finding a quiet place to study with no distractions is difficult (mean response < 2 and std deviation < 1). Similarly, some of the students explained that their health problems impede their ability to learn, staying up too late/lack of sleep makes it difficult for them to study, and they are not comfortable with their teachers" teaching style.

On the contrary, Stracke (2019) noted that self-regulation processes could be taught to students to help to develop a better learning strategy for academic performance. According to Dornyei (2019), such an approach is crucial in primary education, as good learning is related to solid Self-Regulated Learning (SRL) skills. However, Presmeg (2020) found that most institutions in advanced countries provide this type of training to students at a junior high level, either in-class or online. Also, Nancekivell et al. (2020) argued that such essential training is not provided by most public schools in Africa and students are left to figure it out on their own.

Similarly, some of the students indicated that they were not sure if motivation from home and school affected their social studies study. In the same vein, other students also doubt how housework is taking too much of their time (mean response = 3< 4 and std deviation < 1). On the other hand, most of the students disagreed that not knowing where to get help or counselling for personal or relationship problems

destruct my studies. Similarly, the students disagreed that alcohol and other drugs impede their studies since they never used them.

Table 4.7: Students' Challenge in Learning Social Studies

Management Strategy	Mean	Std. Deviation
I spend too much time on student organisations or activities	1.46	0.60
Finding a quiet place to study with no distractions is difficult	1.39	0.51
My family problems are significant destruction to my studies	2.46	0.59
My financial problems are significant destruction to my studies	1.36	0.55
Housework is taking too much time	3.48	0.63
I am not motivated at home and in school to study	4.31	0.56
I have trouble getting along with my classmates	2.39	0.54
I engage in too much entertainment	3.51	0.60
The use of alcohol and other drugs impedes my studies		
My health problems impede my ability to learn	1.46	0.63
Staying up too late/lack of sleep makes it difficult for me to study	1.45	0.59
Not knowing where to get help/counselling for personal or relationship problems destruct my studies	4.37	0.56
I suffer other emotional problems which impede my studies	2.46	0.60
I am not comfortable with my teachers‟ style of teaching	1.55	0.66
I have difficulties in certain subjects	1.53	0.57
Average/Mean Total	**2.37**	**0.56**

Source: Field Data, 2021

The results in Table 4.7 show that all the 14 learning challenges in Table 4.7 can be reduced to three categories based on their impact on the students‟ ability to learn Social Studies. There are three main challenges in category one. Firstly, about 79.8% of the students noted that the sports activities take more time than expected. In addition, about 69.9% said they spend too much time on student organisations or activities whilst 61.7% said their financial problems are significant destruction to their

studies. These three challenges account for about 23.35% of the variation in challenges the students in the three schools face in learning social studies.

The second category has two challenges; about 72.2% of the students said their health problems impede their learning ability, whilst 68.4% said they suffer other emotional problems that impede their studies. The two challenges account for 22.47% of the challenges the students face in learning social studies. Finally, in the third category, about 79.1% of the students said finding a quiet place to study with no distractions is complex, and 70% said they have difficulties in certain subjects. The two challenges account for 22.27% of the challenges students face in learning social studies.

Dindar et al. (2019) found that goal, setting, self-monitoring, and modifying strategies were the prominent learning strategies that improved the student‟s academic performance. Similarly, Jansen et al. (2019) used self-regulated learning as an intervention model for developing learning strategies for meaningful reading, emphasising underlying, paraphrasing, structure identification, self-questioning, and conceptual maps. In a similar study, the results show a good mastery of the strategy, a transfer of the training and durability of the effects.

Table 4.8: Challenges Students Face in Learning Social studies

Challenges	Categories (%)		
	1	2	3
My sports activities taking more time than I expected	79.8		
I spend too much time on student organisations or activities	69.9		
My financial problems are significant destruction to my studies	61.7		
My health problems impede my ability to learn		72.2	
I suffer other emotional problems which impede my studies		68.4	
Finding a quiet place to study with no distractions is difficult			79.1
I have difficulties in certain subjects			70.0
Total variance Explained (%)	**23.35**	**22.47**	**22.27**

Source: Field Data, 2021

4.9 Chapter Summary

The primary objective of the study was to examine how social studies students learning strategies influenced their academic performance. The study further examined the moderating effect of students‟ motivation on the relationship and the impediments to the students‟ ability to learn. A quantitative approach was adopted to collect and analyse data based on the research objectives. The results revealed different findings which affirm and contradicted the findings of some researchers. Details of the analysis were presented in Tables, figures, and equations. The key findings of the study are presented in the next chapter.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Overview

This chapter provides a summary of the study, the conclusions drawn from the findings of the study, and recommendations made from the conclusions of the study.

5.1 Summary of the Study

The study sought to examine how the learning strategies of social studies students influence their academic performance. The study further examined the moderating role of students‟ motivation on the relationship between their learning strategies and the impediments to the student‟s ability to learn. Four specific objectives were set to enable the researcher to accomplish the purpose of the study. First, the study adopted a quantitative approach and a causal-comparative research design, which aligned it with a positivist philosophical paradigm. Second, a questionnaire was designed and used to collect data from the students.

The data was pruned and captured into SPSS version 22 for further analysis. First, a structural equation modelling approach was used to design a model of how student motivation can strengthen or weaken the relationship between students‟ learning strategies and academic performance. Next, the data was transferred into Smart PLS 3, and a partial least square regression analysis was performed on the structural model. Finally, the SPSS was used to perform factor analysis on the challenges impeding students‟ learning ability.

5.2 Key Findings

Regarding the learning strategies of the social studies students, the results showed that the students adopted behavioural management. They instil self-confidence, employ self-tasking and use time management. This shows a clear sign of self-regulated learning. Without supervision, the student can set goals for their learning and then monitor, regulate, and control their cognition, intentions, and behaviour. Similarly, the students show the ability to employ cognition, motivation, behaviour and context in learning social studies.

For the level of motivation of the social studies students, the results showed that the students were primarily motivated by the Availability of Learning materials, and how social studies could link with other subjects. In addition, they believe that social studies teachers‟ moral and social responsibility, their interest in social studies, and the need to enhance academic careers through social studies and use social studies to excel in other subjects. The results show that the students have to learn goals and are motivated by the need for self-improvement. It further indicates that the students believe in outcome goals or goals to demonstrate competence by meeting an external standard.

In terms of their self-rated performance, the students indicated that they were above average. In addition, they had a clearer understanding of social studies, a consistency in grade improvement, and consistent class attendance. The results show that the students are autonomous learners who think about how and what they should be learning. Also, the learning strategies of the social studies students did not significantly influence their academic performance. Similarly, student motivation

significantly influenced the students learning strategies but did not significantly influence their academic performance.

In terms of the challenges impeding the students learning, they spend more time on sports activities, they spend too much time on student organisations or activities, their financial problems are significant destruction to their studies, their health problems impede their ability to learn and some of the students suffer other emotional problems which impede their studies.

5.3 Limitations of the Study

A limitation of the study was its financial nature. The researcher's financial constraints prevented the study from being expanded to other districts.

The study faced limitations related to sample size and representativeness. Depending on the scope of the research, the sample size was relatively small, limiting the generalizability of the findings to a broader population of JHS students.

5.4 Conclusions

Based on the key findings, it was however concluded that,

Students are capable of setting and achieving learning objectives independently, effectively monitoring and regulating their cognitive processes, intentions, and behaviours. Furthermore, the students‟ adept utilization of cognitive, motivational, behavioural, and contextual factors underscores their comprehensive approach to learning social studies, highlighting their ability to navigate diverse learning environments with autonomy and efficacy.

Social studies students' motivation is primarily driven by access to learning materials and the perceived interdisciplinary relevance of social studies. Additionally, their motivation is influenced by factors such as teachers' moral responsibility, interest in

the subject, and the perceived utility of social studies in enhancing academic and career success. Moreover, students demonstrate a commitment to self-improvement and the attainment of outcome goals, indicating their aspiration to meet external standards of competence within the context of their social studies education.

Social studies students perceive themselves as above average performers, demonstrating a strong understanding of the subject matter alongside consistent academic progress and attendance. Moreover, the results indicate a tendency towards autonomous learning, with students actively considering their learning approach. Interestingly, while student motivation significantly impacts their learning strategies, it does not seem to have a direct effect on their academic performance, highlighting the complex interplay of factors influencing students' educational outcomes in the realm of social studies.

The key findings highlight various challenges that hinder students' learning experiences, including excessive time spent on sports and extracurricular activities, financial constraints, health issues, and emotional struggles. These obstacles pose significant disruptions to students' academic pursuits, underscoring the importance of comprehensive support systems within educational institutions. Addressing these challenges through tailored interventions and support services can help mitigate their impact, fostering an environment conducive to students' academic success and overall well-being.

5.5 Recommendations

Based on the key findings the following recommendations are made;

Social Studies teachers should provide opportunities for students to practice goal-setting, monitoring, regulating, and controlling their learning processes without constant supervision can enhance their autonomy and agency in their academic pursuits. Additionally, Old Tafo Municipal District Education director should communicate with NaCCA to integrate instructional strategies that foster the development of cognition, motivation, behavior, and contextual understanding into social studies curricula which can facilitate more effective and meaningful learning experiences for students in this subject area.

Social Studies teachers should highlight on how social studies topics intersect with other subjects and how they can be applied to address contemporary societal issues. Moreover, social studies teachers should foster a supportive and morally responsible learning environment where there will be genuine demonstration of interest in social studies, which will cultivate students' motivation and sense of purpose in their academic endeavours.

Social Studies teachers should focus on fostering metacognitive skills and self-awareness among social studies students by encouraging students to reflect on their learning processes, set realistic goals, and monitor their progress can enhance their ability to self-assess and make informed decisions about their academic endeavours.

There should be promotion of balanced approach to extracurricular activities and time management skills which will empower students to effectively prioritize their academic commitments while still engaging in activities they enjoy. Also, fostering a supportive and inclusive campus environment where students feel comfortable

seeking assistance and sharing their concerns can contribute to their overall well-being and academic success.

5.6 Suggestions for Further Research

To further advance research on the effects of learning strategies on Junior High School student‟s performance in social studies within the Tafo Nhyiaeso Education Circuit, Kumasi, several avenues for future studies can be explored. Firstly, conducting a longitudinal study that spans multiple academic years could provide deeper insights into the long-term effects of various learning strategies on students‟ academic performance. This longitudinal approach would allow researchers to track students‟ progress over time and assess the sustainability of the observed effects. Furthermore, investigating the impact of specific learning strategies, such as collaborative learning, inquiry-based learning, or technology-enhanced learning, on social studies performance could offer valuable insights into which strategies are most effective in this context. Utilizing mixed-methods research approaches, including surveys, interviews, and classroom observations, would provide a comprehensive understanding of how different learning strategies are implemented and perceived by both students and teachers in the Tafo Nhyiaeso Education Circuit. Additionally, exploring the role of socio-economic factors, parental involvement, and teacher training in shaping students‟ adoption of learning strategies and academic outcomes could enrich our understanding of the broader contextual influences on education within the circuit.

Overall, these suggestions offer promising directions for future research endeavours aimed at enhancing educational practices and outcomes in social studies at the junior high school level in Kumasi's Tafo Nhyiaeso Education Circuit.

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APPENDIX A

University of Education Winneba

QUESTIONNAIRE

This questionnaire is designed to seek information on students learning strategies in social studies and how it impact their academic performance. The underlying reason for this questionnaire is to explore factors that contribute to students adopting learning strategies in social studies. Please note that the information is solely for academic purposes only and shall not be used for anything other than research. This research is part of my MPhil Basic Education program at the University of Education Winneba. For anonymity, please do not write your name on any other of the sheets provided. This exercise is voluntary therefore you are free to decline participation. It is estimated that answering the questionnaire will take 15 to 25 minutes hence feel free to seek clarification if need be.

PART I

Demographic Information

1. Please indicate your age …….
2. What class are you ……..
3. What was your average mark for the last term……
4. Are you a regular absentee a. Yes, b No

PART II

SECTION A

The learning strategies that students adopt to learn social studies

Please indicate the extent to which you use the following strategies

Key: 1-Strongly Agree, 2-Agree, 3-Not Sure, 4-Disagree, and 5-Strongly Disagree.

Strategy	Learning Strategies	Measuring Scale				
		1	2	3	4	5
Time Management	I keep a strict schedule for my social studies academic demands					
Visualisation	I use visual and practical learning experiences to relate what I have been thought in social studies to the real world.					
Cooperative learning	I have joined study groups of students with mixed learning abilities					
self-confidence	I verbally express my ideas in social studies and respond to other students" questions as well					
Inquiry-based instruction	I pose thought-provoking questions on social studies to my teachers and fellow students to inspire me to think and become a more independent learner.					
courage	I Encourage myself to ask questions and investigate new ideas in social studies to help improve my problem-solving skills					
conceptualisation	I seek a deeper understanding of academic concepts when learning social studies.					
Self-tasking	I differentiate myself by allocating tasks based on my abilities to ensure I am not left behind in social studies class					
Technology in Learning	I incorporate technology into my learning as a great way to actively engage with my teachers during social studies classes					
Behaviour management	Implement an effective behaviour management strategy when learning social studies to ensure I have an equal chance of reaching my full potential.					
Avoid Disruption	I avoid noisy, disruptive places that do not encourage a productive learning environment,					
Professional development	I engage in regular professional development programmes as a great way to enhance my learning of social studies					

SECTION B

Students' motivation factors towards Social Studies learning?

Please indicate the extent to which you face the following challenges

Key: 1-Strongly Agree, 2-Agree, 3-Not Sure, 4-Disagree, and 5-Strongly Disagree.

	Motivations					
		1	2	3	4	5
Personal Interest	I like social studies					
	Studying social studies will enable us to know more about the people and the world					
	Social studies will help me know more about culture and social behaviour					
Moral and social responsibility	Social studies teach me morals and social responsibility					
	Social studies will help me increase my general knowledge of society					
To excel in other subjects	Knowledge of social studies can help me excel in other subjects					
To enhance the academic career	I need knowledge in social studies for my academic career					
	Social studies are easy to understand and apply					
Availability of learning materials	Different books can help me learn social studies					
	Social studies are easy to discuss with peers					
Links with other subjects	It is easy to link social studies with other subjects					
	It is easy to connect social studies to the outside world					

SECTION C

The self-rated performance of the students' academic activities

Please indicate the extent to which the following applies to you

Key: 1-Strongly Agree, 2-Agree, 3-Not Sure, 4-Disagree, and 5-Strongly Disagree.

	Self-Assessment	**Scale**				
		1	**2**	**3**	**4**	**5**
Consistencies in grades	I am consistent with my grades in social studies					
Consistent class attendance	I maintain a consistent class attendance for social studies					
	1 do not have difficulty with the way the teachers present social studies and learning material					
	I can adapt every teacher"s style of teaching social studies					
	I do not have communication problems with my social studies teachers					
Consistent taking class test	I do not have problem taking class tests on social studies					
	I participate fully in social studies class activities					
General performance is above average	My general academic performance in social studies is above average					
	I am very active in extracurricular activities on social studies					
	I can study social studies effectively on my own after regular classes					
A clearer understanding of social studies	I have a very clear understanding of the social studies subjects and why I am required to study					
	I can do my social studies at home by myself					
	I score high marks on my social studies homework					

SECTION D

The Challenges Impeding Student's Ability to Learn

Please indicate the extent to which you face the following challenges

Key: 1-Strongly Agree, 2-Agree, 3-Not Sure, 4-Disagree, and 5-Strongly Disagree.

Challenges					
	1	2	3	4	5
My sports activities taking more time than I expected					
Housework is taking too much time					
I spend too much time on student organisations or activities					
I have trouble getting along with my classmates					
Finding a quiet place to study with no distractions is difficult					
My financial problems are major destruction to my studies					
My family problems are major destruction to my studies					
I am not motivated at home and in school to study					
My health problems impede my ability to learn					
I engage in too much entertainment Use of alcohol and/or other drugs which impede my studies					
Staying up too late/lack of sleep makes it difficult for me to study					
I suffer other emotional problems which impede my studies					
Not knowing where to get help/counselling for personal or relationship problems destruct my studies					
I am not comfortable with my teacher"s style of teaching					
I have difficulties in certain subjects					