

UNIVERSITY OF EDUCATION, WINNEBA

FACTORS AFFECTING LOW PREPARATION OF STUDENTS TOWARDS
BECE IN SOME SELECTED PUBLIC JUNIOR HIGH SCHOOLS IN THE
SAGNARIGU MUNICIPALITY

The logo of the University of Education, Winneba, is a circular emblem. It features a central sunburst design with a red and white color scheme. The text 'UNIVERSITY OF EDUCATION, WINNEBA' is written around the perimeter of the emblem.

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**A Project Report in the Department of Educational Leadership, Faculty of
Education and Communication Sciences, submitted to School of Graduate
Studies, University Education, Winneba, in partial fulfilment of the
requirements for award of the Master of Arts (Educational Leadership) degree**

DECEMBER, 2018

DECLARATION

STUDENT'S DECLARATION

I, PRUDENCE KOYIRI, declare that this project report, with the exception of quotations and references contained in published works which have been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE:.....

DATE:.....

SUPERVISOR'S DECLARATION

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

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DEDICATION

To my brother and sisters for their moral support and encouragement.



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ABSTRACT

The objective main of the study was to find out factors that affect adequate preparation of students towards the BECE in selected Public Junior High schools in the Sagnarigu Municipality. Three research questions were formulated to guide the study. The study employed descriptive survey designed. The population involved teachers, heads teachers, circuit supervisors and parents. Purposive sampling technique was used to select head teachers, parents and circuit supervisors. The teachers were selected through simple random technique. Questionnaire, semi-structured, interview guide and focus group discussion were used to gather data. Data were analyzed using frequency and percentages. Thematic analysis was used to analyze the interview data. The findings revealed among others that inadequate teaching and Learning materials, teachers inability to complete the content of the syllabus, lack of parental involvement of students education and absence of monitoring mechanisms affect students preparation for BECE. It was recommended that head teachers should organized regular sensitization programme in the communities to inform parents about the value of education to children. Community and the nation to encourage parental involvement. The Ghana Education Service needs to supply adequate teaching and learning materials to facilitate teaching. Supervision and monitoring department of the Municipal Education of Sagnari Municipal Education Directorate should be strengthened to ensure adequate preparation of students

CHAPTER ONE

INTRODUCTION

Background to the Study

Education might be seen as the best legacy a nation can give to her citizens especially the youth. This is because the development of any nation depends largely on the quality of education of such a nation. It might also be seen as helping individuals to grow, develop, earn a decent living in the society and contribute positively to the welfare of the society in which they live. It is generally believed that true development must start with the development of human resources. It could also be considered to be a reliable tool for poverty reduction apart from increasing knowledge, building skills, adding values and attitudes, and critical thinking. Education has been described as “the total process of human learning by which knowledge is imparted, faculties trained and skills developed” (Farrant, 1980). Education, either formal or informal continues to shape the three domains of human development. These are the cognitive, affective and the psychomotor domains. Formal education remains the vehicle for socio-economic development in any society. Therefore, education at the basic level must be of a quality that will help the young ones to acquire skills, knowledge, values and attitudes that will enable them to contribute positively to the social, economic, political and moral development of the society.

In Ghana, the basic education level comprises six years of primary and three years of Junior High School (Ministry of Education youth and sports, 2004). The Junior High School is the entry stage for a comprehensive Senior High School training in vocational, technical, agricultural and general education. A good performance at this level must therefore be seen as the preparatory stage of education and the entry point into further levels of education in Ghana. The performance is measured through externally supervised examinations conducted by the West African Examinations

Council on behalf of the Ghana Education Service called the Basic Education Certificate Examination (BECE). Selection and placement of pupil's performance to the Senior High Schools are based on pupil's performance at the BECE. Results from the BECE are the yardstick for the measurement of quality education at the basic level by many parents in Ghana. Inadequate preparation of students in this area therefore becomes a great source of worry to majority of Ghanaians. There is a general concern about the poor performance of students at all levels of education especially at the basic level.

Adjei (1996) expressed his views in writing on the poor performance of pupils and students and tried to find out likely causes that might have accounted for that. Paaku (2008) showed his concern about the poor academic performance in the BECE in some selected schools in the Ajumaku-Enyan-Essiam District in the Central Region in Ghana and also tried to find out factors contribution to that. Many parents showed concern in the inability of their wards to pass final examinations and gaining admission to further their education. It is a common practice these days in Ghana for people to compare modern day graduates from the basic schools to those of the middle schools era in the 1960s. Some graduates from the middle schools gained direct entry into the civil service; some got appointed as pupil or untrained teachers and performed creditably. The Government of Ghana and other stakeholders in education have put in place a number of measures aimed at addressing this perceived poor performance of pupils at the basic level of education and improving the general quality of education in the country. For example, in 1996, the free Compulsory Universal Basic Education (fCUBE) was introduced to ensure that children get access to basic quality education.

According to Mayer (1960), a teacher's influence can be unlimited and his or her ideas can affect thousand. He further states that one of the foremost problems of

education deals with the recruitment and preparation of teachers. Recognizing this and the fact that pupils performance at the basic level cannot be improved without a conscious effort at upgrading the knowledge of teachers at this level of education, the Government of Ghana has initiated certain policies aimed at improving the quality of teachers at the basic level. The Teacher Training Colleges have been upgraded into Diploma Awarding Institutions (Colleges of Education) and infrastructure upgraded to offer better facilities to teacher –trainees. The universities have organized Distance Education Programmes to teachers who are willing to upgrade themselves. The Teacher Education Division of the Ghana Education Service (GES) has also organized the Untrained Teachers Trainings Diploma in Basic Education (UTTDBE) programme to enrich the knowledge of pupil teachers and improve their competencies. The various District/Municipal/ Metropolitan Directorates of the Ghana Education Service have been organizing workshops and in-service training programmes for Circuit Supervisors and other officers with the view of enhancing their capacity as officers who are directly in-charge of basic schools, to offer effective supervision in the schools to ensure the provision of quality education.

With the above stated interventions by the Government and other stakeholders and the fact that a great percentage of the national budget is spent on basic education, one would have expected that performance at the basic level of education would improve. The case is however to the contrary as exemplified by results of students in the Basic Education Certificate Examination (BECE). A number of these students cannot make it to the Senior High School and drop out after Junior High School 3, to join the trend of unemployed and unskilled youth. This state of affairs is a big bother to parents, stakeholders and Ghana as a whole. Ankomah et al., (2005) also asserted that, the quality of a country can be identified by the examination results of its students.

Fallen standards in education can primarily be based on poor preparation towards the basic education certificate examinations.

Various researchers have investigated and have found a number of factors that contribute to poor preparation of pupils in basic schools in Ghana. The findings of these researchers are available and serve as a guide to policy makers in addressing this problem at hand, yet pupils' performances at the basic school level continue to fall in the country, especially in the rural areas and among farming and fishing communities. There is therefore the need to conduct further research into the causes with the view of finding out factors contributing to the poor preparation of students towards the BECE in selected public junior high school in Sagnarigu Municipality and probably suggest ways of managing them.

Statement of the Problem

Academic performance of students in the Basic Education Certificate Examination (BECE) has received much attention of the public in recent times. The education directorate and parents in the Sagnarigu Municipality had expressed great concern about the recurring failure of students in the Basic Education Certificate Examination especially in the public schools. Some schools in the Sagnarigu Municipality seem to have similar problems of low performance of students in the BECE. From the analysis of the 2010 BECE results, out of 103 schools in the Sagnarigu Municipality 62 schools had below 50% with one school scoring 0%. In 2011, the Sagnarigu Municipality recorded 40.32% pass. In 2012, the percentage pass was 40.45%. From the comparative analysis of the 2012 and 2013 BECE results showed fallen standard in performance.

Quansah's (1997) analysis of the National Criterion Reference Test (CRT) results showed low mastery of numeracy and literacy of students in the rural areas.

Researchers, Adjei (1996) and Paaku (2008) found low performance of students in BECE in certain parts of the country. There is therefore the need to conduct an inquiry into what factors contribute to students' preparation towards the basic education certificate examinations and to suggest ways of improving upon the situation hence this research.

Purpose of the Study

The purpose of this study was to investigate inadequate preparation of students towards BECE in selected public junior high schools in the Sagnarigu Municipality.

Objectives of the Study

The objectives of the study were to:

1. Identify school related factors that contribute to inadequate preparation of students towards BECE in the Sagnarigu Municipality.
2. find out home factors that contribute to inadequate preparation of junior high schools students towards the BECE. in the Sagnarigu Municipality
3. assess monitoring mechanism exist in the junior high schools to monitor students' preparation for BECE in the Sagnarigu Municipality.

Research Questions

In order to meet the purpose of the study, the following research questions guided the study:

1. What school related factors affect students' preparation towards BECE in some selected public junior high schools in the Sagnarigu Municipality?
2. What home factors influence inadequate preparation of students towards the BECE in some selected public junior high schools in the Sagnarigu Municipality?
3. What mechanisms exist in monitoring students' preparation towards BECE in the Sagnarigu Municipality?

Significance of the Study

It is envisaged that findings from the study will reveal factors that contribute to the inadequate preparation of students towards the Basic Education Certificate Examination in the Sagnarigu Municipality. This exposition would help the Sagnarigu Municipal Directorate to adapt measures to improve the preparation of students for the BECE. The findings of the study will prompt head teachers to supervise teaching and learning in more efficient manner. The study will provide useful information for the purposes of in-service training for teachers and other stakeholders in education in the Municipality.

The findings of the study will help policymakers to consider appropriate policies that might yield encouraging BECE results. The study will serve as reference material for researchers who may consider similar studies in future. It will add to already existing literature.

Delimitation of the Study

The study was delimited to inadequate preparation of students for BECE. The study covered nine public Junior High Schools and three circuits in the Sagnarigu

Municipality. Teachers, students Circuit supervisors and parents were used for the study.

Limitations of the Study

In spite of the assurance made by the researcher, some teachers were reluctant to provide responses on the questionnaire. Some parents were also reluctant to grant audience to the interview. These issues might have affected the validity of the findings of the study. The use of likert type scale for the questionnaire items limited the respondents views on the study. This might have affected the outcome of the study. The researcher may be biased on how the interview questions were posed. This weakness might have influenced responses interviews provided.

Operational Definition of Terms

For the purpose of clarity, the following terms are explained according to how they have been used in the study.

Resources: Materials in the school environment that support teaching and learning.

School related factors: The attitudes and behaviours of teachers, students, head teachers that either promote or inhibit the preparation of students.

Home factors: Factors outside school environment. They include parental support for students learning, peers pressure and learning time at home

Monitoring mechanism: Strategies use to manage teaching and learning activities to ensure effectiveness.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This section looks at both theoretical and empirical review of related literature on factors involved in the preparation of students for examination. The literature was reviewed under the following sub-headings: school factors, home factors and monitoring mechanisms that exist in schools to support students preparation in the Junior High Schools.

School factors and preparation of students for BECE

Academic performance of students at the basic level of education has been of great concern to most citizens in the country. Flolu et al., (2007) posited that performance at the basic level has not been encouraging. Several factors have generally been identified as causes of low performance of students towards the BECE in Ghana. One cause that is relevant to consider is teacher attitude and behaviour towards the preparation of students for BECE.

Teacher commitment and Work Habit

According to Ikonta (2008), teachers should be made to realize that they are the bedrock of any educational system and should therefore show more responsibility and commitment to their work. Many teachers lack commitment to their work. A good number of them are highly deficient in their subject areas and thus fail to teach what they are supposed to teach (Durotoye 1993; Akinboye 1981; Balogun 1986; Baikie 1996). According to Etsey (2005), the completion of the syllabuses for each subject in each class provides the foundation for the next class to build upon. The uncompleted syllabus pose a hindrance to effective comprehension of content taught in the next class.

As this continues, there would be a backlog of content not taught and this would affect the performance of the students. Since the subject matter syllabuses tend to be spiral, the non-completion of a syllabus tends to have negative cumulative effect on the students such that as they move from grade to grade, they come across materials they are not familiar with. In the final analysis, this results in inadequate preparation of students towards the basic education certificate examination (BECE).

A teacher's influence can be unlimited and his/her ideas can affect students (Mayer, 1960). In view of this, a research conducted by Etsey (2005) on the causes of low academic performance of primary school pupils in the Shama-Ahanta East Metropolitan area in Ghana highlighted poor teacher habit and commitment as some of the main causes of poor academic performance of students. Teachers commitment and work habits were low. The teachers lacked enthusiasm and were unable to teach effectively. According to the researcher, this attitude made the pupils not to be able to learn well and acquire much classroom content and knowledge resulting in the poor performance in the BECE. This supports Lockheed's (1991) assertion that, lack of motivation and professional commitment produce poor attendance and unprofessional attitudes towards students which in turn affect their performance academically.

A well commitment teacher may consider the assigning of homework to students to augment their efforts on completing the content for a particular year. Etsey (2005) citing Butler (1987) found homework to be a correlate of academic performance. He stated that homework have a positive relationship with learning outcomes when it is relevant to learning objectives, assigned regularly in reasonable amounts, well explained, motivational and collected and reviewed during class time and used as an occasion for feedback to students.

According to Northern Network for Education and Development (NNED) which undertook a research in the Northern Region stated that Tamale had a lot of qualified teachers with some schools overstuffed but yet still they performed poorly in the BECE due to the interference of some influential members of society who came to plead with education authorities not to post their wards, relations or friends to rural areas. They always misbehave when they know that they can fall on influential people for their support, hence making them lazy towards their work.

The teacher who may be seen as the pivot of the transmission of knowledge can be effective if he/she learns and applies all of the teaching principles and methods that make a teacher as professional and competent enough to impart knowledge in any given field (Numale & Yelkpiari, 2008). Teachers who are seen by students as supportive and who set clear expectations about behaviour help create an atmosphere in which students feel in control and confident about their ability to succeed in future educational endeavours (Akey, 2006). It is well for the professional teacher to remember this in relation to the use of teaching aids and methods (Farrant, 1968). Das (1985) agrees with Eshun and Ossie-Anto (2000) that there are several methods of teaching but a teacher's choice of a method depends on a variety of factors: the teacher's experiences, interests and availability of textbooks and extra-reading materials, class size, and students' learning preferences (Etsey, 2005).

Teacher Qualification and Teaching Environment

Professional qualifications are important in education. The professional skills of the teacher establish a productive classroom atmosphere from the start by means of good organization and carefully planned teaching structures' (Farrant, 1980). Professional competence, according to the author, often transforms into high quality of

teaching with the expectation that this would influence the learning of students. Teacher professionalism should be exhibited in skills like giving prompt feedback, questioning, dealing with students' problems effectively and creating specific kinds of climate settings for different lessons, making sure that pupils understood and coped with the amount of knowledge given to them.

Agyemang (1993) reported that a teacher who does not have both academic and professional teacher qualification would undoubtedly have a negative influence on the teaching and learning of his/her subjects. He further stated that a teacher who is academically and professionally qualified, but works under unfavourable working environment would be less dedicated to his work and thus, be less productive than a teacher who is unqualified but works under favourable environment.

Motivation and Job Satisfaction

Another factor is motivation. A highly motivated person puts in maximum effort in his or her job. According to Farrant (1968), today, the relationship between teachers and pupils is often up-side down. Pupils go to school because they must and teachers teach because they are paid to. Teachers mourn that their profession is not respected and complain that they are inadequately paid for work they are required to do. They look over their shoulders at other professions and conditions of service. This assertion by Farrant (1968) exhibited lack of motivation both on the part of teachers and students and thus, would have wished otherwise. This may contribute to ineffectiveness and inefficiency in academic work and results low performance.

Several other identified factors can be considered to provide motivation and job satisfaction for a teacher and how the teacher is motivated (Okendu, 2008). A teacher whose needs are not met may be psychologically unstable and consequently not productive (Asamoah, 2009). On the other hand, a satisfied teacher is stable and thus,

efficient and effective. In line with this, Cook (1980) observed that the key to improving performance is motivation and for this reason employers need to understand what motivates their employees. Young (1989) examined the job satisfaction of Californian public-school teachers in the USA and found that one of the overall job predictors was the salary one earned from teaching.

Maslow (1968) observed that gratification of one's needs is essential for one's psychological health, which is related to one's performance on the job. When one's needs are gratified, psychological health is enhanced. During the colonial days, some Gold Coast teachers resigned in teaching to make cocoa farms because they were not satisfied with their salaries (Mac William & Kwamena Poh, 1975). Studies by Lockheed (1991) cited in Etsey (2005) revealed that, lack of motivation and professional commitment produce poor attendance and unprofessional attitudes towards students academically.

Class sizes as Determinant of Academic Performance

Class sizes have also been identified as determinant and a motivating factor for a better academic performance. A non professional teacher who has to work with too large a class size would undoubtedly have his performance hindered and this will have a negative spill over effect on students. Too large class size might be one of the unfavourable conditions that might affect the performance of teachers in most Ghanaian schools. With the inception of the Ghana School Feeding Programme (GSFP, 2005), school enrolment has increased tremendously in some cases over 90 pupils in a class handled by one teacher. This increase in class size brings in problems of effectiveness class management, supervision of assignment and effective teaching and pupil and teacher contact hours. Studies have indicated that schools with smaller class size perform better academically than schools with larger class sizes. Kraft (1994) in his

study of the ideal class size and its effects on effective teaching and learning in Ghana concluded that, class sizes above 40 have negative effects on students' achievement. Aseidu-Akrofi (1978) indicated that since children and teachers have differences in motivation, interests and abilities also differ in health, personal and social adjustment and creativity, good teaching is generally best done in classes with smaller numbers that allows for individual attention.

Availability and use of Teaching and Learning Materials

The availability and use of teaching and learning materials affect teachers' motivation and the effectiveness of lessons as well (Etsey, 2005). Furthermore, the effectiveness of a teachers' lesson may be a determiner of an improved academic performance. The use of appropriate teaching and learning materials in a teacher's lesson makes the lessons more practical and well connected to the students' environment. According to studies conducted by Etsey (2005), on causes of low academic performance of students in some schools in Ghana, one causes identified was inadequacy of T/LMs in the schools. The author concluded that, the situation made it difficult for the students to understand the lessons and this led to low performance.

Etsey (2005) further posited that T/LMs stimulate ideas, demand and active response from the learners and provide enjoyment of lessons. Again, lessons become more alive and understanding and grasping of the major concepts become easier. Broom (1973) pointed out that, the creative use of a variety of media for learning increases the probability that students would learn more, retain better what they learn and improve their performance on the skills that they are expected to develop. Ausubel (1973) also stated that young children are capable of understanding abstract ideas better if they are provided with sufficient materials and concrete experiences with the phenomenon that they are to understand.

Nnadi (1997) looking at employers in terms of motivation of employees was of the view that, when employers are unable to provide employees with all the requisite or very unreliable materials for the completion of a job, it may lead to frustration and the spill over effect may be in efficient and ineffective performance. This normally happens when especially the employer expects the employee to complete the job on schedule and with perfection, in spite of the unavailability of some materials.

Therefore, the availability and use of teaching and learning materials motivate and affect the effectiveness of teachers lessons as well as enhancing the retentive memory of students hence, improving academic performance.

Lateness and Absenteeism

Lateness and absenteeism reduce the amount of instructional time and these results in the syllabi not being completed (Etsey 2005). According to this author, the completion of the syllabus for each subject in each class provides the foundation for the next class to be built upon. When the syllabus is not completed, content that should be taught in the next class which is based on the previous class could not be taught. As these continue, there would be a backlog of content not taught and this would affect the performance of the students. Moreover, since the subject matter syllabuses tend to be spiral, the non-completion of a syllabus tends to have cumulative effect on the pupils such that as they move from grade to grade, they encounter materials they do not have the foundation to study. In the final analysis, poor performance is the result due to poor preparation. The Middle School Programme (2004) of the West Orange public School, America cited in Paaku (2008) noting the importance of the presence of a student in class wrote that it is the student's responsibility to make up work missed as a result of being absent. It also added that the student must speak to each teacher upon return from

an absence of any duration to arrange to make up work missed. Paaku (2008), the programme continued to state that if a student were absent for two days and beyond, double those days should be provided to make up work missed. This indicates the need and importance of students' regularity as a way of commitment in effective academic work before the student can succeed.

Students' Attitudes and Behaviours

Most research in recent years has focused on identifying the key factors that promote academic success among learners. One of such factors is engagement and learning. Student engagement according to Akey (2006), can be defined as the level of participation and intrinsic interest that a student shows in school. The author further posits that, engagement in schoolwork involves both behaviours such as persistence, effort, attention and attitudes such as motivation, positive learning values, enthusiasm, interest, and pride in success. Thus, engaged students seek out activities, inside and outside the classroom, that lead to success of learning. They also display curiosity, a desire to know more and positive emotional responses to learning. According to the National Research Council (2000) as cited in Akey (2006), Students' beliefs about their competence and expectations for success in school have been directly linked to their levels of engagement, as well as to emotional states that promote or interfere with their ability to be academically successful. Akey (2006) was of the view that students who believe that they are academically incompetent tend to be more anxious in the classroom and more fearful of revealing their ignorance. They fear that educational interactions would result in embarrassment and humiliation, and this in turn, inhibits them from behaving in ways that might help them, such as asking questions when they are confused or engaging in trial-and-error problem solving. In addition, such students are more likely to avoid putting much effort into a task so that they can offer plausible

alternative to low ability or lack of knowledge as an explanation for failure. Further evidence from an exploratory analysis on School Context, Student Attitudes and Behaviour and Academic Achievement (Akey, 2006), also suggested that when classroom instruction draws on students' pre-existing knowledge, culture, and real-world experiences, it becomes more meaningful. Students enjoy learning more and learn better when what they are studying is of personal interest and relates to their lives. The earlier schools and teachers began to build students' confidence in their ability to do well, the better off students performed. Students' perceptions of their capacity for success are key to their engagement in school and learning. Schools should be designed to enhance students' feelings of accomplishment (Akey 2006).

Home Factors and Preparation of Students for BECE

Rainforth and York-Barr (1997) cited in Amoako-Gyimah (2007) ability to give quality education to students to produce encouraging academic performance largely depends on parents, teachers and other educational stakeholders.

Collaboration among these groups has a great impact on the quality of education. Collaboration as a term is defined as a process in which problems or goals are addressed by a team of individuals each of whom contributes his or her skills and knowledge and are viewed as having equal status'. This group of people has a common objective, sense of direction and purpose. Therefore, parental attitude cannot be underestimated. From a survey conducted by Aseidu-Addo (2009) on why many pupils in the Central Region fail in the BECE, it was revealed that, many pupils from poor background, just refused to learn or prepare adequately for the examination.

According to the pupils in the study, they had been told several times at home that they could not be sponsored to the next level of the educational ladder (Annotated

source). This evident of parental discouragement was imprinted and became ways of life for the youngsters reared under these conditions. Their academic performances and perceptions about the value of education were influenced by these thoughts. This invariably made the pupils show passive attitudes towards learning academic excellence. Parental involvement makes impact on student's attitude, attendance, and academic achievement and promotes better cooperation between parents and school. It also allows parents and teachers to combine efforts to help children succeed in school.

In the Zabzugu District which performed very well in the BECE, it was noted that the district education directorate held regular meetings with the Parent Teacher Association (PTA), the School Management Committee (SMC) and the opinion leaders in the community adding that the district assembly and world vision were of great assistance as they took up the challenge and cooperated with the district director of education to bring up the issue of education to the community.

Conditions and experiences in students' families are of paramount importance to their academic performance. Traditionally, parental involvement in education included contribution to their children's home-based activities (helping with homework, encouraging children to read, and promoting school attendance) and school-based activities (attending PTA meetings, parent-teacher conferences, and participating in fund raising activities). According to Dampson and Dominic (2010), the unrelenting parental courage and determination to persevere despite all odds has a ripple effect on children's attitudes towards education and challenges. Lareau (1996) also explained that involvement of parents and families in decision making is often cited as one of the most important ways to improve public schools.

Epstein and Dauber (1991) identified six areas of parental involvement in their children's academic activities: parenting, communicating, volunteering, learning at

home, decision-making, and collaborating with the community. It may be perceived that if parents are actively involved in these areas, there is the likelihood that it will stimulate children's interest in school and positively influence academic achievement. Families and schools have worked together since the beginning of formalized schooling.

However, the nature of the collaboration has evolved over the years (Epstein & Sanders, 2002). Initially, families maintained a high degree of control over schooling by controlling, hiring of teachers and apprenticeships in family businesses. By the middle of the 20th century, there was strict role separation between families and schools. Schools were responsible for moral, cultural and religious education. In addition, family and school responsibilities for education were sequential. That is, families were responsible for preparing their children with the necessary skills in the early years, and schools took over from there with little input from families. However, today in the context of greater accountability and demands for children's achievement, schools and families have formed partnerships and share the responsibilities for children's education. According to Epstein and Sanders (2002), parental school involvement could be largely defined as consisting of the following activities: volunteering in school, communicating with teachers and other school personnel, assisting in academic activities at home, and attending school events, meetings of parent-teacher associations (PTAs), and parent- teacher conferences. The inability of parents to provide the basic needs of students, attend Parent Teacher Association (PTA) meetings and limited interaction with children's teachers among others are the findings from a study conducted by Etsey (2005) as some of the causes of low academic performance of some public schools in Ghana. Inability to provide basic school needs like textbooks,

supplementary readers, food to eat when coming to school, motivation, and school uniforms among others, may have rippling effects on the child's performance.

Parental involvement in students homework

It is well established that parental school involvement has a positive influence on school-related outcomes for children. Consistently, cross-sectional (Grolnick & Slowiaczek, 1994) and longitudinal (Miedel & Reynolds, 1999) studies have demonstrated an association between higher levels of parental school involvement and greater academic success for children and adolescents. For the Ghanaian school child to achieve a meaningful academic success, parental involvement in students' homework becomes crucial or key in pupils academic performance. It is therefore interesting to note that parental school involvement is thought to decrease as children move to Junior and Senior high school, in part because parents might believe that they cannot assist with more challenging high school subjects (Eccles & Harold, 1996). In spite of this challenge few parents stop caring about or monitoring the academic progress of their children within the high school age and parental involvement continues to be an important predictor of school outcomes through adolescence.

A research on parental involvement in children's homework by Hoover-Dempsey et al (2001) focused on understanding why parents become involved in their children's homework, what strategies they employ, and how such involvement contributes to student learning. The review supported theoretical arguments that parents chose to involve themselves in homework because they believe they should be involved, believe their involvement will make a positive difference in their children's learning, and perceive that their involvement is invited, expected and valued by school personnel (Hoover-Dempsey & Sandler, 1997). The review suggests that parents engage in a wide range of activities in this effort; from the establishment of basic

structures for homework performance to more complex efforts focused on teaching for the understanding and helping students to develop effective learning strategies. Therefore, parental involvement in children's homework is pertinent in this present era where parents seem not to have adequate time helping their kids in their homework. This may otherwise not augur well for the academic progress of students in schools.

Monitoring mechanisms that exist in schools

Monitoring in schools has been of tremendous help in improving academic performance. According to the World Bank report (1996), inadequacies in the supervision of schools, both by district level officers and Head teachers, and the limitations of disciplinary processes are seriously undermining effective teaching and learning which has adverse effects on the academic performance and preparation of students.

Eagles and Evans (1970) cited in Etsey (2005) were also of the view that effective supervision of instruction can improve the quality of teaching and learning in the classroom. Supervision is the process of bringing about improvement in an institution by working with people who work with students. It is a process of stimulating growth, and a means of helping teachers and students to help them. Etsey (2005) reported that, effective supervision is necessary for efficient work. It provides a climate in which people have a sense of working for themselves. In public schools in Ghana, internal supervision is normally done by the head of institutions or their assistants while external supervision is done by supervisors or inspectors from Ghana Education Service. Etsey, Amedahe and Edjahs (2005) in a study of 60 schools in Ghana (29 from urban and 31 from rural areas) found that academic performance was better in private schools than public schools because of more effective supervision of

work. Of particular concern are the quality and impact of school inspections and the degree of professional independence of the inspectors and circuit supervisors.

In the Sagnarigu Municipality Education Directorate, certain monitoring mechanisms have been put in place to help pupils prepare adequately towards their BECE. Some of these mechanisms are performance monitoring tests (PMT), School Report Card (SRC) and District Mock Examination.

Due to lack of funds, some schools in the municipality conduct about two internal mock examinations before students are made to write the final BECE. All these are aimed at improving pupils' preparation and performance in the BECE yet there is more to be done.

Theoretical Framework

The study was guided by Maslow's Needs theory. It is a theory of motivation which was applied to the problem of finding factors contributing to poor academic performance. This theory is based on human behaviour that when the needs of people are not met at work, they tend not to function effectively and efficiently. According to Maslow, human beings are motivated by essential needs and that certain lower needs have to be satisfied before the higher needs can be taken care of. The theory assumes that there are general types of needs and they include physiological, safety, love and esteem. When these needs are met, one can act unselfishly, honourably, and be better able to contribute to the organization's work. As long as people are motivated to satisfy these natural cravings, they are moving towards happiness and growth, or self-actualization. In the work place, failure to meet the needs of workers results in poor production, which causes loss to the organization.

Maslow's Theory is of five hierarchical levels. These are Physiological Needs, Safety Needs, Social Needs, Esteem Needs and Self Actualization. These are the needs required to sustain life such as air, water, food, sleep, or rest. It is also known as the fundamental and basic life sustaining needs. Once these needs are met, they no longer influence behaviour, otherwise, they remain very strong motivators. In schools, these basic needs of students need to be satisfied before better learning can take place.

Once physiological needs are met, one's attention turns to safety and security needs. In the conviction of Maslow, if a person's survival needs have not been met, he would not be in a state of readiness that would cause him to seek the next level of personal needs, those of safety. These include job security, insurance and medical aid and the need to feel protected against physical and emotional harm. In educational institutions, fringe benefits, retirement or pension schemes, medical care, among others often meet such needs.

This is the third level of Maslow's Needs Theory. Social needs are those connected with the human interactions which the person faces in whatever situation he finds himself. Some examples of these needs are love, friendship, acceptance and belonging to a group. These needs are satisfied when the individual is loved and accepted by colleagues, and socialize in the work environment. In an educational institution, teachers and students fulfil these needs as they are encouraged to interact with one another and with others to share ideas.

This level of needs is the need for social status and recognition, reputation, attention and respect from others. Teachers and students must be part of the decision-making machinery of the school. This would encourage them to work assiduously for effective teaching and learning to take place. Circuit supervisors can play this role actively by showing appreciation for teachers' and students' activity and solicit inputs from teachers on issues concerning teaching and learning.

This is at the top of Maslow's hierarchy of needs. At this stage, a person is said to have reached his/her potential in self-actualization. Individual become creative and use their talents well. In education, conditions which permit teachers and students to use their initiatives and potentials fully need to be created in the schools. This would make them have a high sense of achievement when they have been able to use their skills, abilities and potentials profitably.

Implication of Maslow's Needs Theory to the Study

This theory is mainly on motivation. When the needs of individuals are met, either through intrinsic or extrinsic motivation, it makes them to use their potentials, values, skills and time to improve performance at the work place. The implication of this theory to the study in relation to teaching and learning is that, for teaching and learning to be effective and efficient to improve upon performance, adequate provision of teaching learning materials and other study material need to be considered before self-actualization can be achieved.

Another implication is that, if the social needs of teachers and students are met, absenteeism and lateness as well as the inability to complete the syllabus on the part of teachers would be addressed. In fact, interaction may encourage team teaching to address the issue of inability to complete the content of the teaching syllabus. More so,

these interactions would improve parent and teacher relationship to enhance academic performance of students. Furthermore, it would help improve upon teaching and learning to bring out encouraging final examination results.

Another implication of the theory to the study is that, when the physiological needs, (which are the basic necessities of life) of students are met by parents, it becomes a strong motivator to them. This would in turn increase the rate of assimilation of information obtained in the classroom. Again, retention and recall would be effective for improved academic performance.

The study is linked to Maslow's Needs theory in an attempt to develop it for the theory. The present study also draws from the learning theory concerning academic performance in order to guide the selection of variables because academic performance is affected by various factors, for instance provision of T/LMs, absenteeism and lateness, and parental involvement. This would help improve academic performance of students in schools in the Tamale Metropolis.

Summary of Literature Review

The Literature highlighted on some of the factors that affect students' preparation towards the BECE. Areas of concern were school-related factors, home-related factors and mechanisms for monitoring performance of students. When these factors are identified, they may help to improve preparation of students for BECE in the Sagnarigu Municipality.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter deals with the methodology used to conduct the study. It includes research design, population, sample, sampling techniques, instruments procedure for data collection, validity and reliability, data analysis plan ethical consideration.

The Research Design

The research adopted descriptive survey design. Avoke (2005) citing Blaxter, Hughes and Tight (1996) indicated that survey research in education involves collection of information from members of a group of students, teachers or other persons associated with educational issues. According to Ary, Jacobs and Rezavieh (2002), survey permits the researcher to gather information from a large sample of people relatively quickly and inexpensively.

The descriptive survey was further considered the most appropriate design for conducting this study since the survey deals with issues as they currently are (Creswell, 2009). Again, information gathered from the descriptive research can be meaningful or useful in diagnosing a situation since it involves describing, recording, analyzing and interpreting conditions that exist. Most surveys are based on samples of a specified target population that is, the group of persons in whom interest is expressed (Kelley et al, 2003).

Survey was also deemed appropriate for the study as the current views, attitudes and opinions of students, teachers, Circuit Supervisors and Parents will therefore be sampled

Some weakness of the design are that the private affairs of respondents may be pried into and there is therefore, the likelihood of generating unreliable responses and difficulty in assessing the clarity and precision of questions that elicit the desired responses (Fraenkel & Wallen, 2000). In spite of these weaknesses, descriptive survey design was deemed appropriate. It has the potentiality of providing a lot of information that could be gathered from the respondents. (Creswell & Clark, 2017).

Mixed- method approach was applied. The essence of mixed-method approach was to take advantage of the benefits of two main research approaches: quantitative and qualitative and triangulate the responses. Thus, the approach was useful in generating data that helped find factors that affect the preparation of students towards BECE in the Sagnarigu Municipality in Ghana.

Population

The population consisted of teachers, parent and students in the Sagnarigu Municipality. This population is the targeted group of people of interest for the study. According to Ary, Jacobs and Rezavieh (2002), population is used for the entire group of individuals to whom the findings of a study apply. It is whatever group the investigator wishes to make inferences about.

The target population was all teachers' parents, circuit supervisors and students of Junior High Schools in the Sagnarigu Municipality.

The accessible population comprise teacher, circuit supervisors' students and parents in the nine public Junior High Schools in the three circuits in the Sagnarigu Municipality

Sampling Technique

Purposive sampling technique was used to select the head teachers (9) and Circuit Supervisors (9) because they were considered to have the needed information for the study (Bryman, 2012). However, simple random sampling technique which provides participants with equal opportunity to be randomly selected was used to select 12 teachers and 15 students. The first, second and third year students and were randomly selected. The lottery technique was applied. Numbers 1-10 were written on pieces of paper folded and put in container. The students were asked to pick the folded papers. All those who picked the first seven numbers formed the sample for the study. Fifteen (15) Parents of students who were selected were automatically included in the study.

Sample Size

In all, a total of 60 respondents formed the sample for the study.

Instrument for Data Collection

The instruments employed to collect data were questionnaire and semi-structured interview guide. According to Ary et al. (2002), interview and questionnaire are the two basic ways in which data are gathered in survey research. The use of multiple data collection instruments ensures validity and reliability of data generated through triangulation (Yin, 2004).

Questionnaire was used for the study to collect information from teachers and head teachers. The questionnaire was developed from the literature. Five-point likert-type scale ranged from Strongly Agree, Agree, Uncertain, Disagree to Strongly Disagree was used. According Ary et al (2002), Likert – type scale is mostly used to measure attitudes. Borg and Gall (1983) found it to be popular, easy to construct, administer and

score. The items on the questionnaire were based on three research questions raised to guide the study.

Semi-structured interview guide was used to collect data from students, parents and the circuit supervisors. Interviewees were assured of the anonymity of their responses. The researcher personally conducted the interview. The interview covered broad areas such as school factors, home factors and mechanism to ensure effective teaching and learning. The interviews helped the researcher to establish the triangulation of information from respondents.

Validity of Instrument

Validity was used to determine if an instrument measures what it is intended to measure. Therefore, to ensure the validity of the questionnaire. Draft copies were given to three tutors from the Bagabaga College of Education in the Sagnarigu Municipality, who read through and made necessary corrections. After this review, the questionnaire were sent to the researcher's supervisor for further review. From the responses in the pilot study, it was clear that respondents understood the questions as they fully answered the questions.

Reliability of Instrument

To ensure reliability of the instrument used for the study, a pilot testing was conducted at the Zagyuri Islamic Junior High School in the municipality in November 2017. The purpose was to find out whether the items were good to guide the respondents to answer the questionnaire. The researcher chose this school because it was one of the schools which exhibit similar characteristics as that of the selected schools. The researcher used 30 questionnaire the pilot test. Cronbach alpha was used to analyze the data and the alpha coefficient achieved was .88%. The acceptance of coefficient was

based on Parot, Colven, Diener and Sandrik 's rule of thumb that an alpha level of 0.85% is good for a study. The pilot testing helped the researcher to reframe ambiguous statements. Reshape and delete unclear items. All the necessary corrections and changes were made before the main data collection.

Data Collection Procedure

An introductory letter was obtained from the head of Department of Educational Leadership, University of Education, Winneba. The letter was sent to the Education Directorate in order to gain access to the schools, participants, and other documents that would facilitate the study. A copy of the letter was given to the heads of the selected Junior High Schools where the research was carried out. To establish a relationship with the teachers and students, the heads conveyed a short meeting with the teachers to seek their maximum support. The researcher assured them of confidentiality responses (Greener, 2011).

The researcher then administered the questionnaire to the teachers for later collection on an agreed date which was two weeks later. Out of the 63 questionnaire distributed to the teachers, 60 were retrieved, putting the return rate of the instrument at 97%. The interview data were collected alongside the questionnaire. Questions were posed and probes were asked for further reasons. One week was used for collecting the interview data. Each interview session lasted for 25 30 minutes. The researcher used two weeks for data collection.

Data Analysis Plan

The questionnaire data collected were analysed using descriptive statistics which allowed the researcher to use numerical values to represent scores in the sample. The returned questionnaire was edited, scored and coded for analysis and answering of

the research questions. Percentages and frequencies were used to analyze the questionnaire data with the help of Statistical Package for Service Solution. The data were presented tabular form and according to the research questions.

The results from the interviews were transcribed. Similar responses were translated into specific categories for the purposes of analysis. This exercise according to Cohen et al (2003) is referred to as coding which enables the researcher to organize large amount of text and to discover patterns that would be difficult to detect by just listening to a tape or reading a transcript. Goldenkoff (2004) was of the view that to get an in-depth understanding of complex issue, the researcher should conduct a systematic analysis using full transcript.

The data were analysed using thematic analysis and the results were presented through content analysis which according to Krueger (1998) is comparing of words used in the answers of the respondents. Verbatim expressions were used support the thematic context of the discussions.

Ethical Consideration

Respecting the site where the research takes place and gaining permission before entering is very important in research. According to Kelley et al. (2003), these are the most important ethical issues to adhere to when conducting a survey. Confidentiality of responses was guaranteed by a researcher to respondents. Therefore, the respondents were confident that any information provided to the researcher will not be for other activities and will be kept strictly confidential. Also, in the main data gathering, the privacy of the respondents was respected. Time and space were agreed by both the researcher and interviewees.

Anonymity was achieved by using pseudonyms to represent names of respondents. The researcher acknowledged works used in the study. Also, respondents were assured that all information obtained would be used for the intended purpose. The researcher adhered strictly to the various ethical issues in the conduct of social sciences research as indicated by researchers (Kelley et al, 2003 & Greener, 2011).



CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter deals with presentation and analysis of field data on preparation of students towards Basic Education Certificate Examination (BECE). Data were gathered from 60 respondents in public Junior High Schools in the Sagnarigu Municipality. The aim was to find out adequacy of the preparation of students for the BECE. The presentation and analysis were done with the use of frequency tables and percentages..

The chapter was grouped under four main headings. They include:

1. Biographic data of respondents
2. School factors
3. Home factors
4. Monitoring mechanism

Biographic Data of Respondents

The biographic data of respondents such as gender, highest qualification, rank of respondents and length of service were analyzed. This information was needed to enable the researcher have an idea of the kind people used in the study. The first part deals with gender of teachers.

The result is presented in Table 1.

Table 1: Gender of Respondents

	Frequency	Percentage
Male	40	66.7
Female	20	33.3
Total	60	100.0

Source: Field Data, 2018.

Findings from Table 1 indicated that 40% of the respondents were males while 20% were females. This means that majority of the teachers are males. This is due to the fact that in basic schools, more males teachers are employed.

Highest Qualification of Teachers

The highest qualification of respondents was further analyzed. Table 2 presents the results.

Table 2: Qualification of teachers

Qualification	N	%
Bachelors degree	10	16.7
Diploma	48	80
Masters	2	3.3
Total	60	100

Source: Field Data, 2018.

As showed in Table 2, the highest percentage of the respondents, (16.7%) were holders of bachelors degree. About 80% were diploma holders and the least percentage (2%) were holders of masters degree. It could be deduced from the analysis that majority of the respondents are holders of diploma certificate. This finding is in line

with G.E. S requirement that every teacher basic school should at least possess diploma certificate.

Rank of Respondents

In the teaching service, the position of teachers is indicated by their ranks. It is G.E.S policy that every teacher at senior should be at least superintendent. These teachers are considered experienced to provide responses on supervisory practices of heads. Rank of teachers was analyzed. Table 3 presents the results.

Table 3: Rank of Teachers

Rank	N	100
Principal Superintendent	43	71.7
Director	4	6.7
Superintendent	8	13.3
Senior superintendent	5	8.3
Total	60	100

Source: Field Data, 2018.

Results in Table 3 indicated that majority of the respondents (71.7) were of the rank of principal superintendent. Over 13.3% were superintendent and 8.3% were senior superintendent. About 6.7% were directors. From the analysis, it could be said that majority of the respondents are principal superintendent. They are experienced enough to supervise subordinate.

Table 4: Length of Service

Length of service	N	%
1-5 years	10	16.7
6-10years	15	25
11-16years	15	25
17-20years	14	23.3
20years and above	6	10
	60	100

Source: Field Data, 2018.

Findings from the study revealed that the highest percentage of the respondents 25% had worked from 6-10 years and 11-16 years. About 23.3% had worked for 17-20years. The least percentage of respondents had worked for 1-5years. The analysis means that majority of respondents fall within the range of 6-10 and 11-16years. This means that the respondents are have worked for more years and that they could provide the needed information for the study.

Research Question 1: What school related factors affect students' preparation towards BECE in some selected public junior high schools in the Sagnarigu Municipality?

This question presents responses on school factors that affect preparation of students for BECE examinations in the Sagnarigu. Each respondent chose from the options provided on the questionnaire to indicate the factors. The discussion was organized in line with the literature reviewed.

Information Table 5 reveals school related factor. Details presented in Table 5.

Table 5: School Related Factors

Statement	Strongly Agree		Agree		Uncertain		Disagree		Strongly Disagree		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
	Low teacher commitment work habit	26	43.33	23	38.33	2	3.33	5	8.33	4	6.67	60
T/LMs and textbooks are available.	7	11.67	6	10	1	1.67	15	25	31	51.67	60	100
I teach to the relevance of the syllabus.	6	10	9	15	2	3.33	25	41.67	18	30	60	100
I complete the content of the syllabus	6	10	10	16.67	0	0	25	41.67	19	31.67	60	100
I periodically get feedback from student performance	14	23.33	28	46.67	2	3.33	9	15	7	11.67	60	100

Source: Fieldwork data (2017-2018).

Results in Table 5 showed that the highest percentage, 43.33% strongly agreed to the statement that teacher commitment was low. The least percentage, 6.67% of the respondents strongly disagreed. However, 23 respondents representing 38.33% agreed with the statement while 5 representing 8.33% disagreed. Two respondents representing 3.33% remained uncertain about the statement. This means that majority of the teachers

exhibit low teacher commitment and this affect preparation of students for BECE. The low commitment makes teachers inactive and they fail to give out their best to students. This has adverse effect on the preparation of the students, consequently low academic performance. This finding is in line with the finding of Etsey (2005) who found out that teachers show low commitment to work and low work habit which made them not to teach enough classroom content knowledge.

On the question as to whether teaching and learning materials and textbooks are available and are in use for teaching and learning in the schools, it was revealed in Table one that majority of the respondents, 46 representing 51.67% strongly disagreed. However, 13 teachers representing 21.67% agreed to the statement. Only one respondent representing 1.67% was uncertain about the statement. The results mean that most schools lack teaching and learning materials and textbooks. This impedes preparation of students for BECE which often leads to low performance of students. During the interview with the circuit supervisor one of them remarked:

most schools in the circuit have no teaching learning material and other facilities like libraries and computer laboratories. (respondent #4).

Another remarked:

most of the teachers in my circuit complained of non-availability of teaching and learning materials and other facilities and these delay the teaching of practical lessons. I can confidently say that facilities like libraries, laboratories are in short supply in the schools.(respondent #5).

The results confirmed Etsey's (2005) finding that there is unavailability of Teaching and Learning Materials (T/LMs) and other study equipment. The study found out whether teachers teach according to the relevance of the syllabus. It was revealed that majority of the respondents (41.67%) disagreed to the statement, 25 representing

30% strongly disagreed. Only 10% of the respondents agreed while 23.33% respondents remained uncertain. The results mean that majority of the teachers do not teach to the relevance of the syllabus. The implication of this finding is that some teachers may teach content which will not be useful to measure students academic achievements. The students may lack content knowledge needed to write BECE and this will affect their cognitive abilities and as result, low performance in school.

Further investigation was to ascertain whether teachers complete the content of the syllabus each year. Findings revealed that 44 respondents representing 41.67% disagreed that teachers completed the content of the syllabus each year. About 11.67% disagreed with the statement. Only 6 respondents, representing 10% agreed with the statement. This pattern of responses shows that most teachers do not complete the content of the syllabus each year. Completion of the teaching syllabus for each subject in one academic year provides the foundation for the next class to build upon. This implies that students may be inadequately prepared for the examination and consequently, low performance of students. This finding is in line with Etsey (2005) finding that when the syllabus is not completed, content that should be taught in the next class which is based on the previous class could not be taught. As these continue, there would be a backlog of content not taught and this would affect the performance of the students. Moreover, since the subject matter syllabuses tend to be spiral, the non-completion of a syllabus tends to have cumulative effect on the students, such that as they move from grade to grade, the students then encounter materials they do not have the foundation to study. In the final analysis, poor performance is the result. The implication of this to the study is that, incompleteness of the syllabus for the year may lead to poor preparation of students towards the final Basic Education Certificate Examination (BECE).

Again, responses on feedback clearly indicated that majority of the teachers periodically got feedback on students' performance through homework and class exercises. To respond to this statement, 46.67%) agreed to the statement that teachers periodically got feedback from students' performance through homework and exercises. Over 23.3% strongly agreed respondents, 11.67% strongly disagreed and two (2) representing 3.33% were uncertain. It could be deduced from the analysis that majority of the teachers get feedback on the performance of students through homework and class exercises. This will enable teachers to know areas students need improvement and help them. Teachers will also identify their weaknesses and find means of rectifying them.

From the interview results, it was a general opinion of the students, head teachers and Circuit Supervisors that schools lacked textbooks and other facilities. Some of the subjects studied at the junior high schools need practical demonstrations which are often ignored making the lessons more theoretical than practical. This makes it more difficult for students to understand. During the interview ne student reported that:

We don't have textbooks; we have to pair to share the few available. At times some of us even do not get any to read. Another remarked: During practical lessons in Science and Technical, we do not have laboratory which makes it difficult for us to understand the lesson. Most at times it makes it difficult to identify certain things during examination.

Wiles, Bondi and Wiles (2006) were of the view that, the Junior High school classrooms should look slightly congested because there should be an effort to provide materials for many kinds of learners. This assertion of Wiles et al., (2006) is relevant because students in the junior high schools learn in diverse ways; some learn by seeing,

touching, tasting, doing or a combination of more methods. According to Ausbel (1973), young children are capable of understanding abstract ideas better if they are provided with sufficient materials and concrete experiences with the phenomenon they are to understand. For this reason, Broom (1973) pointed out that, the creative use of a variety of medium for learning increases the probability that students would learn more, retain better what they learn and improve their performance on the skills that they are expected to develop. This would make lessons become more alive and understanding and grasping of the major concepts become easier.

The needs theory of Maslow states that when the needs of individuals are met, either through intrinsic or extrinsic motivation, it makes them to use their potentials, values, skills and time to improve performance at the work place. The implication of this theory to the study in relation to teaching and learning is that, effective and efficient teaching and learning to improve upon performance, the provision of adequate teaching and learning materials and facilities and textbooks need to be considered before relevant results can be achieved.

On commitment to teaching and work habit, it was emerged from the interviews that most teachers show low commitment to teaching and work habit. There were many concerns about the attitude of some teachers towards teaching in the schools. *A student commented that: ‘*

I don't like the way some of the teachers behave during lessons’. Some of them when you ask questions in class ignore you. At times I rely on my friend to help me understand certain things taught in class, they rarely give us homework (respondent #6).

Additionally, another student remarked that:

“most of our teachers give notes to some of us to do the copying on the chalkboard for others to copy. They do not even explain to us and give us work on it. I usually become confuse. Some just sit down and be doing private reading” (Respondent #7).

This issue of teacher commitment was of a great concern to the Circuit Supervisors as well. One of them commented that:

we have a very big problem on our shoulders as a directorate. Most of the teachers are on the Distance Learning programme and they bring their modules to school to read instead of devoting their time to teach’ (respondent #8)

Low teacher commitment to teaching and work habit may have adverse effect on the preparation of students. Mayer (1960) posits that, a teacher’s influence can be unlimited and his/her ideas can affect thousands. A study conducted by Etsey (2005) on causes of low academic performance in Ghana revealed poor teacher habit and commitment as one of the main causes of poor academic performance of students. A good number of them are highly deficient in their subject areas and thus fail to teach what they are supposed to teach. This supports Lockheed’s (1991) assertion that, lack of motivation and professional commitment produce poor attendance and unprofessional attitudes towards students which in turn affect their performance academically. The Needs Theory draws on human behaviour that, when the needs of people are not met at work, they tend out not to function effectively and efficiently. According to the theory, human beings are motivated by insatiable needs. In view of this, the quest for teachers to satisfy their higher educational needs may have contributed to the fact that they show low commitment to teaching and this adversely affects the pupil, leading to their poor preparation towards their examinations.

The size of the class and homework were also issue of concern during the interview.. The number of students in a class is so large that assigning of enough homework is a problem to the teachers. This, to some of the students, does not motivate them to do extra studies at home resulting in their inability to perform better. A student remarked that:

We are almost 70 in only. Junior high school 3A. B and C have almost the same number of students. We are hardly given homework. In fact the whole of last term, we did only two English home work among other subjects.(respondent #9).

A parent also made the following comment that:

My child does get time to study at home. He does that only when he has homework. But most at times he comes home without any.’ (respondent #10).

One other student added that: all our homework is done as class work as my teacher always says, it is extra burden as we are too many in the whole junior high 3. So, I become free when I go home without homework. (respondent #11)

The amount of studies students engaged themselves in was limited due to the inadequate homework as a result of the class size. Class size has been identified as another determinant and a motivating factor for better academic performance Kraft (1994) in his study of the ideal class size and its effects on effective teaching and learning in Ghana concluded that, class size above 40 has negative effects on students’ achievement. Large classes, whether handled by qualified or unqualified teachers, hinder teachers’ performance and this in turn has negative spill over effects on students’ academic performance. Asiedu-Akrofi (1978) indicated that due to individual differences, good teaching is generally best done in classes with smaller numbers that allow for individual attention. However, Butler (1987) found homework to be a correlate of academic performance. Homework augments the effort of teachers in

completing the contents of the syllabus for a particular year. It bears a positive relationship with learning outcomes when it is relevant to learning objectives, assigned regularly in reasonable amounts, well explained, motivational and collected and reviewed during class time and used as an occasion for feedback to students. In view of this, students' preparation was adversely affected from the class level to external level (which is the Basic Education Certificate Examination level).

Research Question 2: What home factors influence students' preparation towards the BECE in some selected schools in the Sagnarigu Municipality.

Several factors outside the confines of the school influence students' preparations towards the BECE. This section identifies those factors outside the school that influence directly or otherwise the preparations of students towards the BECE examinations. The very important home factors variables critically examined included school absenteeism, Students doing menial jobs, as well as parental involvement in their children education.

Table 6: depicts responses on home factors that affect students' preparation towards BECE . Teachers views were sought. Table 6 provides the results.

Table 6: Home Factors

Items	Strongly Agreed		Agree		Uncertain		Disagree		Strongly Disagree		TOTAL	
	F	%	F	%	F	%	F	%	F	%	F	%

My students skip classes during market days	26	43.3	1	31.6	5	8.3	6	10	4	6.67	60	10
Students do other menial jobs	31	51.67	18	30	1	1.66	4	6.66	6	10	60	100
Parental involvement in students' education is encouraging and active.	3	5	6	10	5	8.33	22	36.67	24	40	60	100
Students skip class to watch movies	27	45	17	28.33	6	10	3	5	7	11.67	60	100
Parents financial contribution to children education is good and encouraging	7	11.67	8	13.33	2	3.33	21	35	22	36.67	60	100

Source : Fieldwork Data (2017-2018).

Teachers views on whether students skip classes during market days to assist parents sell their wares were sought. The results in Table 6 showed that majority of the respondents 43.33% strongly agreed that students absent themselves from school during market days to assist parents. With 4% of the respondents disagreed. Only 6 percent strongly disagreed. The results point to the fact that, students skipping classes

may lose valuable contact hours which are irreplaceable and it is likely to have an adverse effect on their academic performance and their preparation towards the BECE.

Similarly, majority of respondents (51.67%) strongly agreed that, students do other menial jobs to support themselves and their school needs. This may give an indication of students lacking certain support in their education. Six representing 10% strongly disagreed and 4 (6.66%) disagreed. Only 1.66% were uncertain whether students do other jobs to support themselves or not.

The implication of the outcome of this study may be that, students would not be able to concentrate in classroom learning process to perform creditably in the final examination. This finding is in consonance with Etsey (2005) that, lack of basic needs could not provide a stable mind and conducive environment for the students to study. When such a situation arises, it is likely that students may go to the classroom with divided attention. The Needs theory propounded by Maslow points out that, when the psychological needs, which are the basic necessities of life of students are met by parents; it becomes a strong motivator to them. This would in turn increase the rate of assimilation of information obtained in the classroom. Again, retention and recall would be effective for improved academic performance.

Again, on parental support in students' education, majority of the respondents 24 (40%) strongly disagreed while 22 (36.67%) disagreed. Though 5(8.33%) of the respondents were uncertain, a total of 6(10%) agreed to the statement. This implies that parental support for students is not encouraging. This follow-up statement confirms the reason why students had to do other menial jobs to support themselves with their school needs.

Parental support is a crucial aspect of the school system. In view of the importance of the parent in the education of the child, the Free Compulsory Universal

Basic Education (fCUBE) included in its policies that a drive for educational decentralization with greater recognition of the important role of community participation in school improvement be given recognition. Akinleye (2005) noting Woolfork (1998) stated that parental beliefs influence children's perception of their abilities, their attitudes and their expectation for success and failure. The expectations parents have, are likely to take them as far as providing for the needs of their children in the schools. Students become aware of the concern their parents have for them in their education and would turn to study hard. On the other hand, when parents seem to show no concern and support toward their children's education, students may turn to be careless about their own school activities which may affect them adversely.

Another crucial factor was on whether school students skip classes to go to day cinema halls or movie rooms to watch movies. It was noted that majority of the teachers (45/60) representing 45% strongly agreed and 28.33% agreed. The teachers who were uncertain were 6 constituting 10% while those who disagree were 5% and 11.67 strongly disagreed. The implication of this finding is that majority of teachers believe some students or pupils skip classes to watch movies at the expense of their academic work. This act has serious consequences on their preparation towards BECE. This finding concurs with Paaku (2008) finding on students' absenteeism that if a student was absent for two or more days it affects the student academic performance. Thus, the teacher needs to provide double those days of absence to make up what work was missed. This point stresses the importance of students' regularity in class as a way of commitment towards effective academic work before the student can succeed in his or her examination.

On parents' financial contribution to children is good and encouraging, most teachers responded negatively, as 22 representing 36.67% strongly disagreed and 21 (35%) disagreed. The teachers who were uncertain were 2 (3.33%). While 11.67%

strongly agreed, 13.33% agreed that parents financial contribution to their children or wards is good and encouraging. The finding implies that majority of teachers (71.67) hold the view parents' financial commitment or support for their children or wards education is not good and not encouraging in the selected schools in the Sagnarigu Municipality. The finding is consistent with Eccles & Harold, 1996 findings that parents' involvement including financial support for children turn to decrease as the children move to Junior and Senior High Schools due to some challenging junior and senior high subjects. But the study finding appears to be inconsistent with other studies Grolnick and Slowiaczek (1994) and Miedel and Reynolds (1999) which show a positive correlation between parental support like financial and greater academic success for children/adolescents in schools.

Students' absenteeism and irregularity were evident in the interview with the students and parents. It emerged that students from the selected schools absented themselves from school mostly on market days at Tamale to assist their parents sell their wares, whilst others joined their parents for their commercial activities. Others come to school late because they have to go and sell early in the morning or accompany their parents to the market before coming to school. They come to school late and almost tired. A student commented that:

I am always late to school. I have to take my mother's wares to the market to display for her to come later before I will come to school every morning. At times she comes so late that I don't go to school at all...I always miss the first two periods...' (respondent #12).

One other student remarked that:

I come to school early if I don't go to Savelugu with my mother. We usually go to sell maize on Market days. I am the eldest daughter, I assist my mother at the market place. After sales she then buys some few things that we may need for school. (respondent #13).

One parent commented that:

Am a single parent and I sell before I can take care of them. So my daughter normally doesn't go to school when it is harvest time. She assists me AT the market to sell. At times when I am not well, she does all the sales to take care of the family. (respondent #14)

Another parent said:

I am a busy worker in a bank. I leave very early in the morning to work and come home always late; so to monitor the attendance and regularity of my daughter is a bit difficult for me. I only see she doesn't go to school regularly and punctually only when I receive her End of Term Report.it is a big challenge to me.”(respondent #15).

Absenteeism and irregularity are likely to affect students' ability to perform well in preceding lessons based on lessons taught on the days of their absence since learning takes place from known to unknown (Paaku, 2008). Absenteeism may have negative effect on the preparation of students for examination. It makes students lose valuable school contact hours, the spill over effect of which may be failure and loss of competence for success in school. Students' perceptions of their capacity for success are key to their engagement in school and learning. Akey (2006) is of the view that students who believe that they are academically incompetent tend to be more anxious in the classroom and more fearful to revealing their ignorance for them to be assisted. In that, they fear that educational interactions would result in embarrassment and humiliation, and this in turn, inhibits them from behaving in ways that might help them in class such as asking of questions when they are confused in a lesson. Moreover, such students are more likely to avoid putting much effort into a task so that they can offer a plausible alternative to low ability or lack of knowledge as an explanation for failure.

Etsey (2005) study revealed that, absenteeism and lateness reduced the amount of instructional time and these results in the syllabi not being completed. That study pointed out that, most of such students who go to school late or absent themselves from school lose a lot of school contact hours which may affect their performance in the final examination. In view of the effects of absenteeism on learning, it is necessary that lost periods are made up, should teachers and students anticipate good results. This conclusion is in line with The Middle School Programme (2004) of West Orange Public School, America which indicated that it is the student's responsibility to make up missed contact hours as a result of being absent. The evidence of students absenting themselves from school is a contributory factor to inadequate preparation towards the BECE and hence poor academic performance of students.

Parental Involvement

Students and parents were of the view that parental involvement was not encouraging in terms of education. The students see the involvement of their parents as being sometimes limited to the supply of their basic needs like food. In some instances, even the supply of school uniforms and other writing materials like pens, exercise books were a problem. Parents could not extend their involvement in teaching and assisting their children to do their homework and study at home.

A student explained that: most of our parents did not attend school. It is difficult for them to help us with our homework (respondent #16). Another student said that:

My parents give excuses as, our 'modern day' subjects especially Mathematics are too difficult for them to help me with homework. At times they say that, they are too busy (respondent #17).

A parent explained that:

I don't have the money to employ a teacher to assist my child. I always advise my child to join her friend to assist with her homework and I make sure she gets time to study at home (respondent #18).

Another Parent said that: I ask whether his teacher has given him homework and assist him to do it. I have also arranged for extra tuition by a teacher at home (respondent #19).

The ability to give quality education to students to produce encouraging academic performance largely depends on parents and other educational stakeholders. The Department of Children, schools and families of the United Kingdom postulated that when parents reinforce the work of the school, there is a potential for raising standards further. A survey conducted by Asiedu- Addo (2009) on why many students in the Central Region of Ghana fail in the Basic Education Certificate Examination (BECE), revealed that, most of the students just refused to learn or prepare adequately for the examination because of parental discouragement.

This invariably made the student show passive attitudes towards learning academic excellence. Parental involvement makes an enormous impact on the student's attitude, attendance, and academic achievement and promotes better co-operation between parents and school. According to Hixson (2006), it also allows parents and teachers to combine efforts to help the children succeed in school. Therefore, for parents to neglect such a vital role in their responsibility, it might seem to be detrimental to the academic performance of students in schools in the Sagnarigu Municipality.

What emerged was that, parental involvement was not encouraging as their support was limited to the supply of some basic needs. Students' absenteeism was

evident in the findings. It was also noted that some students had to do other menial jobs to fend for themselves.

Research Question 3: What mechanisms exist in monitoring students' preparations towards BECE in the Sagnarigu Municipality?

Respondents were asked a number of questions related to monitoring mechanisms. The findings are shown in Table 7 below.

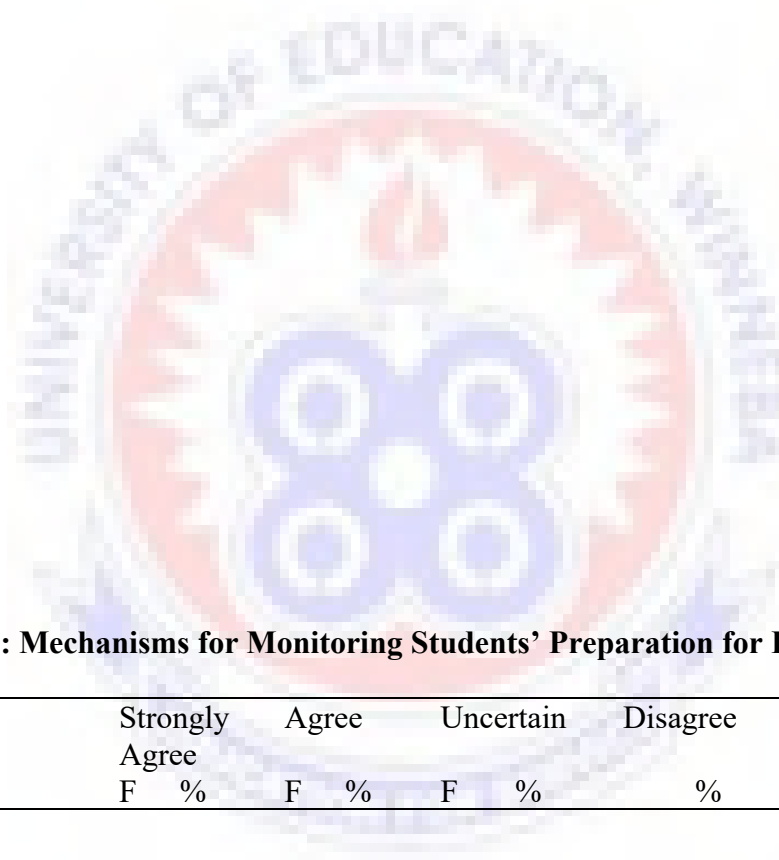


Table 7: Mechanisms for Monitoring Students' Preparation for BECE

Items	Strongly Agree		Agree		Uncertain		Disagree		Strongly Disagree		Total	
	F	%	F	%	F	%	%	F	%	F	%	
Routine supervision of lesson notes	22	36.67	24	40	5	8.3	1	1.67	8	13.33	60	100
performance monitoring examinations	13	21.67	20	33.33	10	16.67	13	21.67	4	6.67	60	100

Parents	6	10)	10	16.67	8	13.33	30	50	6	10	60	100
respond to												
invitation for												
discussions.												
Circuit												
supervisors												
visit my												
school	6	10	13	21.67	2	3.33	18	30	21	35	60	100
weekly												
Parents do	5	8.33	9	15	6	10	16	26.67	24	40	60	100
visit my												
school												

Source: Fieldwork Data (2015)

The results in Table 8 indicated that 36.67% of the respondents strongly agreed to the statement that supervision of lesson notes and teaching are done in the schools. One constituting 1.67% disagreed and 5 respondents (8.33%) were uncertain. The results mean that majority of the respondents lesson notes are supervised. This implies that supervision of lesson notes and teaching are done in schools. This will ensure systematic delivery of lesson. Teachers will kept on their toes to complete the syllabus.

As to whether performance monitoring examinations are held in the schools, as much as 33% of teachers agreed that performance monitoring is held in the schools every year while 13 (21.67%) disagreed. Ten (10) teachers constituting 16.67% were uncertain. Only 6.67 strongly disagreed.. The results imply that, performance monitoring examinations are held in the schools every year. This will promote

judicious use of instructional hours and the achievement of the goals of the will be realized.

Furthermore, a large proportion of teachers 50% disagreed that parents of students who are irregular at school responded to invitation for discussion. The parents who do not respond to invitations, sixteen (10) teachers representing 16.67% agreed that parents respond when invited for discussions, whereas 8 teachers constituting 13.33% were uncertain. The least percentage, 10% strongly disagreed. This implies that parents do not respond to invitations for discussion on the progress of their wards education. This will prevent parent from knowing their children performance and what to provide to support their children education. This finding supports Hill and Craft's (2003) assertion that, parents who do not visit the school less valued education. This belief about parents' values in turn associates with the teachers' ratings of students' academic skills and achievement. The finding is not in consonance with Hixson' (2006) statement that parents visits to school allows parents and teachers to combine efforts to help the children succeed in school. Therefore, for parents to neglect such a vital role in their responsibility, it might seem to be detrimental to the preparation of students towards their BECE in schools in the Sagnarigu Municipality.

In addition, the highest number of teachers 60 representing 35% strongly disagreed that circuit supervisors on weekly basis visit schools to supervise the work of teachers. A further 30% of the teachers disagreed on circuit supervisors' weekly visits to schools. Two teachers (3.33%) were uncertain on the issue. The teachers who strongly agreed were 10% and those who agreed were 21.67%. This implies that most teachers hold that view that circuit supervisors do not visit their schools on weekly basis. This may have negative effect on monitoring and supervision of teachers towards students' preparation for BECE. This finding is consistent with World Bank Report

(1996) and Etsey (2005) findings on supervision of teachers, head teachers and school administrators by supervisors is not frequent.

Surprisingly, as the views of teachers were sought on parents visit to school to find out their children or wards performance, it was found that 8.33% teachers strongly agreed that parents do not visit schools to find out the performance of their children or wards while 15% teachers agreed. Over 40% of the teachers strongly disagreed with parents visit to schools, and 26.67% disagreed. About 10% of teachers were uncertain on the issue of parents visit to school to check the academic performance of their children or wards. The findings suggest that most parents do not visit schools to find out their children or wards academic performance in schools. Thus, parents' responsibility to monitor their children performance in schools is not encouraging. This finding is consistent with Etsey (2005) view point that parental involvement including school visits to find out how their children are doing academically is not encouraging. However, the study finding is inconsistent with Epstein and Sanders (2002) findings on parental visit to schools in the forms of volunteering in school, communicating with teachers, assisting in academic activities at home, attending school events, meetings of parent-teacher associations (PTAs), and parent-teacher conferences. As it was found that most parents do not visit schools in the Sagnarigu Municipality. This does not help the preparation of students towards BECE.

It was evident in the discourse of the circuit supervisors that, they visited the schools from time to time to do comprehensive inspection of the activities of teachers, head teachers and students. The head teachers inspected students exercises and teachers work output. The circuit supervisor also inspected head teachers evidence of routine supervision of teaching and learning. When one of the circuit supervisors was asked how she monitors the activities of the teachers and students in her circuit, she explained that:

I go on routine inspection to the schools to check on attendance of teachers and students, teaching and learning, students' exercises and teachers work output. I also inspect teachers' lesson Notes and Teaching / learning Materials. In some cases I witness teacher teaching' (respondent #20).

Another Circuit Supervisor said:

The schools are many so I normally visit the schools once or twice in a week. I interact with the heads and members of staff to address some of their pertinent issues concerning teaching and learning. I inspect teachers lesson notes and other study material. I sometimes supervise the classroom teaching and student's exercises.' (respondent #21)

Mock examinations are other ways of monitoring students' performance and assessing the performance of teachers in the school. Mock examinations are conducted internally in the schools and externally by the Education directorate.

A Circuit Supervisor reported that:

Examinations like School Education Assessment and Mock examination are held to assess them (students) before they go to the next transition level. These are school based and general (respondent #20).

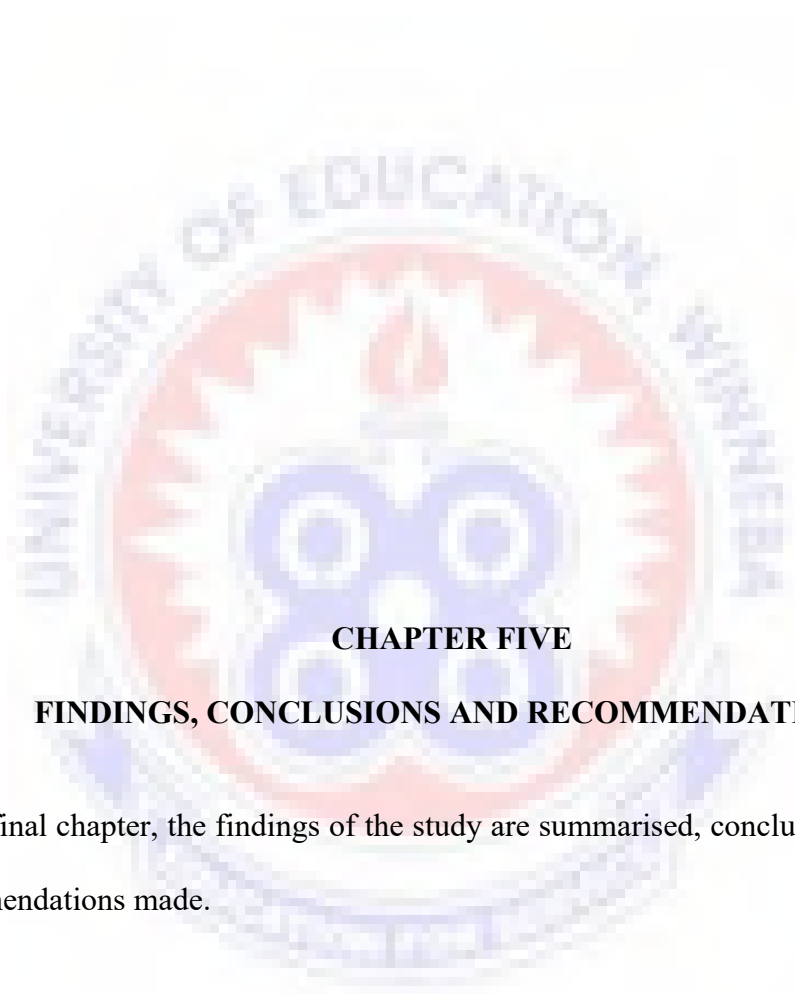
Another Circuit Supervisor added that:

Such examinations help prepare the students enough to write the final Basic Education Certificate Examination. Results of such examinations are communicated to parents during Parent Teacher Association (PTA) meetings. Also, they are displayed on the school's notice board for the students to read. This motivates the students and parents to work harder towards a better achievement." (respondent #23).

It is evident that, much effort is put in place in terms of supervision and monitoring to improve the preparation of students towards BECE. This is consonance with Etsey's (2005) view point that, supervision and regular visits to the schools motivate teachers to be regular and punctual at school. Also, when students realize that supervisors are regular at visiting the schools and teachers are always present, they too would be challenged to change their attitude towards school. This would in turn reflect positively on their preparation towards their academic performance. Findings indicated that routine supervision is done in the schools and examinations are held occasionally to monitor academic performance of students. But parental response to invitation to the schools to discuss the welfare of students was not encouraging.

Summary of Results

In summary, generally, students preparation for BECE was inadequate. the study has provided answers to three research questions. The findings of the study indicated that school and home factors affect the preparation of junior high school students for BECE. The respondent accepted the view that the lack teaching and learning materials. Low commitment was found to be common among teachers. The study revealed lack of parental involvement in their wards education affect students performance at school. Monitoring mechanisms were put in place assist the preparation of students for BECE.



CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

In this final chapter, the findings of the study are summarised, conclusions drawn and recommendations made.

Overview of the Study

The study investigated stakeholders' preparation of students for the BECE in Junior High Schools in the Sagnarigu Municipality. The objective of the study was to find out student were adequately prepared for the examination. The focus of the study was on school factors, home factors and monitoring mechanisms existed in the schools.

Descriptive survey was used with the aim of finding out the adequacy of the preparation of students for BECE. Mixed approach was adopted. The target population was head teachers, teachers, circuit supervisors, students and parents. The sample size was 60 respondents from nine selected public Junior High Schools (JHS) in the Sagnarigu Municipality of the Northern Region of Ghana. Random and purposive sampling techniques were adopted for selecting respondents. Three research questions were raised and analysed. The main instruments used for collection of data were questionnaire and interview guide. The questionnaire was pilot tested at the Zagyuri Islamic Junior High School in the Sagnarigu Municipality. From the pilot test the reliability coefficient obtained was .88% using Cronbach Alpha for likert type scale items. Frequencies and percentages were used to analyse and present the data obtained.

Summary of Key Findings

From the study a number of findings emerged, they include the following:

1. Concerning school related factors, it was discovered that most of the teachers do not teach to the relevance of the syllabus. The study revealed that textbooks and teaching learning materials were unavailable for use. Again, they completed the content of the syllabus each year. Also, the study also found that low teacher commitment and work habit contributed to inadequate preparation of students towards the BECE. Large class sizes were discovered to be a contributing factor. Teachers periodically received feedback from students' performance through homework and class exercises.
2. On home factors, it was revealed by the study that students skip classes during market days to assist parents sell. It was found that students did menial jobs to support themselves and parental involvement in school education was not

encouraging. Other factors included students skipping classes to watch movies in cinema or video rooms, and low parental financial contributions. Moreover, findings revealed that some students were absent from school or come to school late due to support for parents to perform some house chore.

3. On monitoring mechanisms, the study indicated that routine supervision of lesson notes and teaching learning materials were done in the school. Performance monitoring examinations were done every year. It was again found that parents did not respond to invitation for discussions on their wards irregular school attendance and performance. It was realised in the study that circuit supervisors did not visit the schools on weekly basis as expected. Also, parents visit schools to find out the academic performance of their wards was not encouraging.

Conclusions

The study revealed that school factors affect students' preparation towards BECE in some schools in the Sagnerigu Municipality. These factors have adverse effect on students' performance and this can affect the realisation of the overall goals of the schools.

Parental factors were reported to be inadequate. These factors affected students' preparation for BECE. It could thus be concluded that parents do not support their children preparation for the examination and this will eventually affect the overall goals of the school academic performance of students.

The supervisory mechanism put in place to teaching and learning was reported to be inadequate. It could be concluded that concluded that parents' inability to honour teachers' invitation for discussions on issues affecting their children on school attendance, doing class exercises and homework has potential of affecting students'

preparation towards BECE. These factors can affect the overall goals of the schools in terms of academic performance of students.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. On school factors, it is recommended that the Sagnarigu Municipal Education Directorate should supply Junior High Schools in the municipality with adequate textbooks, teaching and learning materials as well as other study materials to help enhance teaching and learning to raise the academic standards of students
2. The head teachers should ensure that the number of students in a class should not be more than forty. This would enable teachers to efficiently and effectively handle the students as well as increasing individual attention. This would go a long to improve performance in schools. The Ghana Education Service should motivate teachers to make them demonstrate high commitment to teaching.
3. On parental factors, the head teachers should organize regular sensitization programmes every academic year within the communities in the Sagnarigu Municipality to inform parents about the value of education to children, the community and the nation as a whole.
4. The head teachers should encourage parents to be actively involved in Parent Teacher Associations as well as in other activities of the schools. Their involvement would make them aware of the problems and issues affecting the students, teachers and the schools in general. In this way, parents would be able to provide suggestions that may lead to the provision of a better teaching and learning environment to improve upon the academic performance in the

Metropolis. Parents visits to schools would help them know their children or wards performance in schools.

5. On the supervision mechanisms, the monitoring department of the Municipal Education Directorate and circuit supervisors should embark on regular visits particularly on weekly basis in the schools. The regular visits to the schools would continue to motivate the teachers to be regular and punctual at school. Also, students would be challenged to change their attitudes towards school. Furthermore, this would increase contact hours to complete the content of the syllabus to avoid backlog and its spill over effects on students' academic performance.

Suggestions for Further Study

Further studies could be conducted to find out strategies to employ to ensure effective parental involvement in their children's education. Since this study was limited to only nine schools in the Sagnarigu Municipality, a further study would be necessary to cover other schools in the municipality or at regional level, so as to establish a holistic trend regarding the factors contributing to inadequate preparation of students towards the BECE.



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APPENDIX A
UNIVERSITY OF EDUCATION, WINNEBA
QUESTIONNAIRE FOR TEACHERS

Exploring the factors contributing to the poor preparation of students in the BECE in selected public Junior high in Sagnarigu Municipality.

Preamble

This study surveys factors that are likely to influence preparation of students in the BECE in the Sagnarigu Municipality. The confidentiality and anonymity of all participants are greatly assured.

Kindly answer the questions that are in the questionnaire. Using the scale assigned to each statement write your name.

Please tick () the correct response from the options given

SA= Strongly Agree 4=Agree U= Un certain D= Disagree SD=Strongly Disagree

School related factors.

S/N	QUESTIONS	SA	A	U	D	SD
1.	Low teacher commitment and work habit					

	Contributes to poor performance.					
2.	T/LM's and textbooks are adequate and being put to Use for teaching and learning in my school.					
3.	I teach to the relevance of the syllabus.					
4.	I complete the content of the syllabus each year.					
5.	I periodically get feedback from students performance Through homework and exercises.					

Factors outside the school environment

6.	My students skip classes during market days to assist Parents sell their wares.					
7.	Students do other menial jobs to support themselves With their school needs.					
8.	Parental involvement in students 'education is encouraging and active.					

Mechanism for monitoring students' academic performances.

9.	Routine supervision of lesson notes and teaching is done In my school					
10.	Performance monitoring examinations are held in my school every year.					
11.	Parents of students who are irregular at school respond to invitations for discussion.					

APPENDIX B

SEMI – STRUCTURED INTERVIEW FOR STUDENTS

1. What are some of the factors in your school that affects your academic performance?

Prompt: How regular do you go to school?

How punctual?

How favourable is your school environment towards teaching and learning.

Do other officers come round to check your work?

2. How do you see your teachers?

Prompt: Are they helpful towards your studies?

How often do they give exercises and homework?

What about test?

Are you able to do your exercises?

How regular are your teachers to school?

How punctual

3. How large is the number of students in your class?

Prompt: Is your enrolment up to 40?

How does it affect your studies in class?

What do you think needs to be done?

4. Do you lack anything that helps you to learn effectively at school?

Prompt: Mention two or three?

What do you think can be done to help the situation?

Home School – Related Factors

5. How involved are your parents in education here in school?

Prompt: Do they assist with your homework?

What other assistance do you get from your parents?

What about the provision of your school needs like textbooks/ exercise books/writing material etc.?

Are you given sufficient time to do extra studies at home?

Why?



APPENDIX C

SEMI-STRUCTURED INTERVIEW GUIDE FOR CIRCUIT SUPERVISORS

MONITORING MECHANISM

1. Are Teaching/learning materials, textbooks and facilities like libraries and laboratories available in the schools in your circuit?

Prompt: How useful are they to the schools:

2. How do you supervise the work of teachers and students?

Prompts: Have there being any comprehensive inspection of school work this year?

Student's exercises and teachers work output?

3. How often do you visit to interact with teachers in your circuit?
4. Do they complain about their working environment?
5. How often do you organize any form of examination to monitor academic performance of students in your circuit?

Prompt: Once or twice a term?

6. What in your view is contributing to poor academic performance in the school?

APPENDIX D

INTERVIEW GUIDE FOR PARENTS

HOME SCHOOL FACTORS

1. How are you involved with your child's education at school?

Prompt: How punctual is your child at school?

How regular?

How often do you visit the school?

2. Do you think homework is relevant to learning?

Prompt: How do you assist with your child's homework?

How do you take care of your child's extra studies at home?

3. How do you provide for your child's basic school needs?

Prompts: Needs like textbooks/exercise books/writing materials etc.?

Does your child assist in any way?

4. Do you plan to further the education of your child after Junior High School to Senior

High School or learn a trade?

Prompt: Why?

How do you encourage your child?