UNIVERSITY OF EDUCATION, WINNEBA

THE IMPACT OF SCHOOL LOCATION ON THE ACADEMIC ACTIVITIES OF PUPILS AND TEACHERS: A CASE STUDY OF DANSOKROM PRIMARY SCHOOL IN BIA WEST DISTRICT

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DECLARATION

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

Signature: ……

Date: ……

SUPERVISOR'S DECLARATION

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

Supervisor's Name : Dr. Gabriel Botchwey

Signature : ……..

Date : ……..

DEDICATION

I dedicate this work to my amazing mother, Madam Elizabeth Ofori as well as my beautiful children, Miracle Amoah Tawiah and Adwoa Sika Martrah.

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LIST OF ACRONYMS

D/A	: District Assembly
GES	: Ghana Education Service
GNA	: Ghana News Agency
GOG	: Government of Ghana
IBM	: International Business Machines
MOE	: Ministry of Education
MOESS	: Ministry of Education, Science and Sports
SDT	: Self-Determination Theory
SPSS	: Statistical Package for the Social Sciences
UN	: United Nations
UNESCO	: United Nations Educational, Scientific and Cultural Organization

ABSTRACT

The objective of the study is to ascertain the effects of school location on the academic activities of pupils and teachers of Dansokrom primary school; to identify what motivate and drive the pupils towards the attainment of their academic aspirations and to investigate the perception of parents/guardians on the influence of school environment on the academic growth of their wards. The study adopted the descriptive research design with the use of a survey instrument administered by the researcher in-person to 65 participants selected through the multi-stage sampling techniques. Data collected was handled quantitatively with the aid of the Statistical Package for Social Science (IBM SPSS v.21) within the Positivists research paradigm. The study found out that, the location of Dansokrom primary school has effect on the academic activities of the pupils which manifests in their rampant lateness to school to participate in morning assembly sessions, inability to partake in early morning lessons, and to a minimum level, discourages their involvement in school sporting/cultural/march pass activities. It also found that, the pupils are highly motivated by the advice receive from their parents/guardians as well as the manner in which their class teacher teaches them, to strive towards the attainment of their academic aspirations. They are however, less motivated by their class/exams scores and to a larger extent, demotivated by the current location of the school and its environment. It again found that, parents/guardians of Dansokrom primary school perceive the absence of classroom furniture such as tables and chairs; the absence of school canteen and the lack of qualified teachers, as having the greatest influence on the academic growth of their wards in that respective order. They however, consider the cocoa farms surrounding the school, to have the least influence on the academic growth of their wards. The research findings would significantly guide the Ghana Education Service through its curricular development and capacity building workshops for teachers, to re-orient instructors on their lesson delivery techniques and classroom management. It again calls on the local assembly in collaboration with the school authorities to locate canteen within the school compound. Since majority of the pupils are motivated by the manner in which their class teacher teaches, a further research work should be conduct in similar schools to ascertain the impact of divers teaching methodologies on the teaching and learning process.

Keywords: school location, academic activities, pupils, school environment

CHAPTER ONE

INTRODUCTION

1.1 Background/Introduction

The school is considered to be a social institution established with the rationale of developing and nurturing the skills of the individual so as to position mankind to face the challenges of society and to contribute meaningfully towards its advancement. Education which is purported to be the bedrock of individual and national civilization and development, has received the financial attention of most governments across the globe relative to its accessibility and quality (Adu-Gyamfi et al., 2016). Ghanaians have not been left out in this knowledge acquisition venture and as such, pushed almost all regimes of the pre-independence and the post-independent era to introduce and to consolidate formal education in both the urban and rural areas with the underlining principle and aspirations of preparing the citizenry for the contemporary world (Ministry of Education, 2008).

Primary education forms an integral part of the national educational system as it is considered to be the foundation block in one's educational journey whose quality predicts and influence the standard of the second cycle and tertiary education. Likewise, the level of literacy in the country as a whole (Mhiliwa, 2014). This notwithstanding, it is generally observed that, schools in most developing countries in Africa are not equally rated in terms of site locations, facilities available, the caliber of pupils frequenting them, quality of teachers and even curricular contents. Pascarella and Terenzini (1991) authoritatively attribute students' engagement in school activities and their eventual academic outputs to the nature of school environment. A school located in a rural area, they argued, will depicts the tenets of a rural environment; likewise, an urban-based school will have environment-based

activities peculiar to its environment. Thus, as the school environment differs, the level of academic performance may also differ (Mhiliwa, 2014).

A study by Walberg (1992) cited by Mhiliwa (2014) concluded that, there exist a positive correlation between school variables such as class size, teacher-pupil ratio on one hand, and pupils' class participation and academic outputs on the other hand.

Botswana has also not been spared of the hard-blow of poor location of public schools, as the study conducted by Baliyan and Khama (2020) on 168 students and their performance in Mathematics, clearly revealed that, long distance covered to school had a negative impact on performance hence, establishing a direct relationship between location of school and academic performance. He made a corresponding recommendation that, schools should be located close to the end users. It is against this background that, the researcher, being passionate about educational attainment, particularly at the basic level, seek to conduct an empirical study to investigate the effects of school location on the academic activities of pupils in Ghana, with Dansokrom Primary School in the Bia West District of the newly created Western North Region, as the case study.

1.2 Statement of the Research Problem

Education has been widely touted as the bedrock of societal growth and for that matter, has attracted the policy attention of governments across the globe particularly, in most democratic regimes which esteem the literacy of the citizenry as a prerequisite for the consolidation of any democratic gains chalked (Asiedu-Akrofi, 1978). The call for universal attainment of some form of education as one of the seventeen goals of the United Nations (UN) through its agencies such as the United Nations Educational, Scientific and Cultural Organization's (UNESCO) vision 2030 (UNESCO, 2015),

cannot be realized should primary level (Basic school) education which arguably, is the solid foundation upon which higher educational attainment dwells, be neglected by educational policy actors hence, the need to strive for near-equality in the nature of schools children are enrolled in (Peteros et al., 2022).

It is strongly argued by Ibok (2015) in his work on school location that, schools located in affluent centers come with the necessary facilities such as electricity, good drinking water, block-and-mortar edifice and even accessible road networks leading to and from the school to adjoining communities. However, same cannot be reported about community-based schools sited in remote and/or less endowed areas of the same country. To this end, the author concluded that, the selection of the place to situate schools, have a bearing, if not negative, on the academic engagement of the pupils enrolled in such village schools.

The choice of geographical locations for the sitting of schools meant to serve the academic and other social needs of the populace, has been considered by Mbipom (2000) to be a major decision that affects the school throughout its existence and operation and as such, should be treated very seriously during feasibility studies, contract bidding, award and execution phases of the school building project, devoid of all political, communal, groups and personal sentiment. Ntukidem and Etor (2001) further highlighted this by proposing that, in the choice of places to situate public schools, particularly, those targeting the Preschool, Creche and the Primary (Basic School) categories, policy makers and contractors should dedicate ample time and energy to adequately examine the nature of the soil, the prevalent climate conditions relative to the location and construction of buildings and other auxiliary structures of the school to help extend the shelf life of the project.

Akhtar (2012) as cited by Baliyan and Khama (2020) maintained that, effective schools must be situated in places that would require an estimated walking distance of about five to thirty minutes. However, most developing countries in Sub-Saharan Africa, have either ignored this entirely in their educational policy reforms or are unable to appropriate this truism due to inadequate financial resources, lack of technical know-how and/or deliberate attempt to deepen the lines of difference between the haves and the have-nots (Baliyan & Khama, 2020).

Pupils staying very far away from school sites would have to travel long distances to have access to the facility and its academic services. Baliyan and Khama (2020) opined that, there are two modes of travel available to the students namely; the passive mode which entails the use of motor transportation means such as vehicles, motor cycles and even locomotive trains; and the active mode which involves trekking and the use of bicycles by students and teachers. No matter which of the modes utilized by students, Onderi et al. (2014) found that, innocent pupils who have to cover long distance on foot, report to school late. They also get back home from school late and become exhausted which leads to poor concentration on school activities, encourage absenteeism and school drop-outs (Moyo, 2013; Taiwo, 2019).

A study conducted in Philippines by Waswa (2015) found out that, students walking long distances from home to school are unable to complete their outside school activities like take-home assignments, reading tasks and personal studies, since they spend most of their quality time and energy trekking.

In Ghana, just as prevalent in other West African countries, most community-based schools are seen to have been situated in areas far away from the bulk of the intended users (Awudu, 2014). The schools have poor ratings when it comes to infrastructural

growth, often times sited in areas that are not proportionate in proximity to both residents inside the town and those living far away in hamlets and cottages which therefore require pupils, teachers and other stakeholders to walk several miles to get access to the facility

Gyamfi and Pobbi (2016) found out that, inasmuch as the budgetary allocation on education keeps increasing year by year, it does not translate into the achievement of quality education. Dankwa (1997) attributed the continued fall in the academic performance of students in Ghana, to poor infrastructure, unwillingness of trained teachers to accept postings to certain community-based schools and the desperate location of schools far away from the people. Schools that are mostly sited in remote areas are starved of relevant textbooks, adequate classroom infrastructure and normally exhibit poor environment which demotivate both students and teachers (Adu-Yeboah, 2002; Ankomah et al., 2005). The government of Ghana through the Ministry of Education and the Ghana Education Service (GES) has chalked countless successes in improving upon the literacy rate of the citizenry. However, unresolved lapses in the educational administration such as lack of effective supervision and monitoring in schools, lack of motivation for teachers and the inadequacy of qualified teachers in most schools, are gradually eroding the success story (Adu-Gyamfi et al., 2016; Anamuah-Mensah, 2010).

Ofosua (2013) conducted a study on factors affecting low academic achievement of pupils in Kemp Methodist Junior High School in Aburi and concluded that, school environmental factors such as the limited number of trained teachers, inadequate teaching materials and incessant lateness to school, dominated. In the same vein, Dansokrom D/A primary school being the only educational unit in the cottage has

also been bewildered with poor classroom infrastructure as stated by the Bia West Education Directorate (Ghana News Agency, 2021). According to the 2021 report of the Bia West District Assembly on education, there was an increase in school drop-out rate in most remote schools which is partly attributed to parents sending their wards to the farm during and after the COVID-19 mandatory lockdown periods (Ghana News Agency, 2021). However, there is no empirical data available on Dansokrom D/A primary school in the current literature to help authorities to measure the impact of the location of the school on the pupils. Hence, the imperative of my work to fill this information gap and to further enrich the local literature by expanding the scope of school location and the school environment to cover their corresponding effects on pupils' participation in academic activities.

1.3 Objectives of the study

The main objective of the study is to ascertain the effects of school location on the academic activities of pupils in public primary schools in Ghana, using Dansokrom Primary School in the Bia West District, as the study area. But for the purpose of the study, the researcher intends to achieve the following objectives.

i. To investigate the effect of school location on the academic activities of pupils of Dansokrom Primary School.
ii. To ascertain the motivation factors that drive the pupils of Dansokrom Primary School towards attainment of their academic aspirations.
iii. To find out the perception of the parents/guardians of Dansokrom Primary School about the impact of school environment on the academic growth of their wards.

1.4 Research Questions

This research seeks to find empirical answers to the following questions;

1. What are the effects of school location on the academic activities of pupils of Dansokrom Primary School?
2. What motivation factors drive the pupils of Dansokrom Primary School towards the attainment of their academic aspirations?
3. What is the perception of the parents/guardians of Dansokrom Primary School about the impact of school environment on the academic growth of their wards?

1.5 Scope of the study

Considering the numerous challenges facing the educational sector of the country, laborious research work across the state is required to encompass all the relevant variables. However, this study is limited to ascertaining the effects of school location on the academic activities of only the pupils of Dansokrom Primary School situated in the Bia West district of the Western North Region. It is further narrowed to solicit for information from the pupils (from class 4 to class 6), teachers and immediate parents/guardians who have their wards in the school. The study considers these categories as the prime stakeholders interested in the academic activities of the community-based school rather than including all the people of Dansokrom Village.

1.6 Significance of the study

- The findings serve as empirical foundation for educational policy makers to craft policies to regulate the choice of sites to locate public schools closer to the target users.
- It also helped by exposing some salient challenges faced by pupils and teachers of Dansokrom primary school for possible government intervention.

- The inclusion of the pupils in the data collection phase somewhat contribute to building up their articulation and personal confidence level.

1.7 Organization of the study

The research work is organized into five chapters. Chapter one is concerned with the introduction, which consist of the overview of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and limitations of the study. The organization of the study also forms part of the chapter one. Chapter two highlights on the theoretical framework on which the study is based. Thus, the review of related literature is covered under the Chapter two. The historical background of the study population and other related topics are all covered. Chapter three deals with the research design and methodology adopted in the study. This covers the area of the study, research design, target population, sampling techniques and sample size, methods of data collection. Chapter four concentrates on data collection and analysis, and the presentation of findings. Chapter five has the summary of the study, conclusion and the recommendations made.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The Chapter covers the review of related literature which is presented as the secondary data source of the study. Empirical studies conducted on the effects of school location on students' performance, students' participation as well as the school environment and how it influences the motivational drive of students. It would also make exposition on the theoretical and conceptual frameworks of the study.

2.2 Theoretical Framework

Inasmuch as individuals strive to attain the heights achieved by others, they rather differ in terms of how, when and where such feats are attained. The child in this contemporary era, is said to have a unique thing that propels him towards the attainment of any pre-set aspiration of which, some might be informed by the environment whereas others are inherent. To better situate my study on the effects of school location on the activities of students, the Self-Determination Theory (SDT) propounded by Deci and Ryan (1985) is adopted to help measure the inherent factors driving the pupils forward in their educational journey.

The Self-Determination Theory (SDT) was first introduced in the 1970s and 1980s research works of Psychologists Edward L. Deci and Richard M. Ryan, on motivation and was expanded in terms of its basic attributes in their book untitled 'Deci and Ryan's Theory of Motivation' (Ackerman, 2018). According to the authors, SDT establishes a linkage between personality, motivation and functionality. It summarizes that, the intrinsic and extrinsic motivation forces are equally powerful in defining who an individual is and how he behaves (Deci & Ryan, 2008). The extrinsic

motivation drives a person to behave in a manner hinged on external forces which results in rewards emanating from the outside such as the grades earned in school, appraisal at the workplace and commendations received from others. The extrinsic factors limit the individual to conform with the standards set by others. On the contrary, the intrinsic motivation force is inherent in the person which informs and directs particular behaviour of which, Deci and Ryan (1985) enumerated as one's core values/beliefs, sense of morality and the aspirations of individuals which really define the ideal self.

Pupils enrolled in most community-based public schools are motivated by several factors both intrinsic and extrinsic and as such, the study crafted a salient objective of identifying the factors that motivate pupils of Dansokrom primary school to strive towards the attainment of their academic aspirations.

The SDT has been considered by Mhiliwa (2015) as working to highlight the motivation level of learners with its prime focus on how instructors/teachers would discover the interest level of students, what motivates and what demotivates them, how to sustain and transform learners into becoming self-motivated students. Certain individuals are extrinsically motivated by what they see, listen, touch and even feel and thereby requiring teachers to effectively harmonize rewards and punishments to instill the values of education in their students (Mhiliwa, 2015). Proponents of the Self-Determination Theory maintained that when the inherent needs of the learner is attained, the achievement leads to a change of behaviour which is termed, autonomous striving. Again, when learners are motivated mainly by the actions and inactions of others, they turn to live a controlled life so as to be accepted and respected by those who set the standards (Deci & Ryan, 2008). Hinging on the SDT, it

is very salient for educational policy framers and implementing agencies to factor-in the motivators and hygiene factors that make up the environment of learners.

2.2.1 Motivation, learning and teaching from the perspective of SDT

Inasmuch as lessons are to be planned and delivered by instructors to learners in unison, exponents of the Self-Determination Theory enjoin instructors to identify the basic psychological needs that underline the extent to which a learner is motivated to learn (Anderman et al., 2015). It is contended that, students who are intrinsically motivated do well to complete their homework when their immediate psychological needs are met. These students are autonomous and are self-determined to achieve their aspirations with or without any reward or punishment from the environment. On the contrary, extrinsically motivated students normally concentrate on building up their relatedness and thus, would initiate learning action if that will receive the commendation of others (Katz et al., 2014).

Deci and Ryan (2008) emphasized on the autonomy, competence and relatedness of the individual which translate into the ability to do things for self-fulfillment and to achieve heights without relying on others; believing in oneself towards accomplishment; and being accepted and cherished by others respectively. Pitched on these three tenets, my study seeks to identify the motivation factors that drive the pupils of Dansokrom primary school towards the attainment of their academic aspirations relative to the school's environment.

2.3 The advent of formal education in Ghana

Formal education is considered to be the model of learning carried out in established institutions such as schools and colleges with well-crafted programmes, curricula and time schedules under strict supervision where achievements are often recognized by

the award of certificates (Oti-Agyen, 2007). It is argued that communities in Ghana have their unique way of getting indigens educated, being it an art of literacy or practical vocation (apprenticeship) which makes it informal (Akorli & Gyamfi, 2021). Western education in modern Ghana was closely linked to the advent of European merchants in the Gold Coast in the fifteen Century of which, the Portuguese who arrived in the Gold Coast in January 1471, were the premiers.

The European merchants instituted measures to provide formal education to the Gold coasters so as to facilitate their merchandising activities (Oti-Agyen, 2007). The author maintained that, the premier school was established by the Portuguese at the Elmina Castle in 1529 solely to educate the Mulattos and sons of other indigenous wealthy merchants. Upon the takeover of Gold Coast trading by the Dutch, education for the Mulattos continued under then governor, Major de Richelieu in 1722. This school eventually came to be called 'Cape Coast Government Boys School' which was handed over to the Cape Coast Municipal Council in 1956 under the auspices of the Anglican Church (Oti-Agyen, 2007).

2.4 Primary school education in Ghana

Primary school education has been part of the educational system of Ghana since the inception of formal education in 16th century to help develop the child for the higher levels (Adu-Gyamfi et al., 2016). It comprised of a six-year model categorized into two sub-phases namely, the 3 years lower primary and the 3 years upper primary imbedded into class 1-3 and class 4-6 respectively. Jophus Anamuah Mensah in his 2007 committee report maintained that, the stages in the primary school system aids in the knowledge acquisition, skills development and the satisfaction of curiosity of the child (Adu-Gyamfi et al., 2016).

Pertaining to the rationale for introducing primary school system, the committee indicated that it helps in the development of sound moral habits and inculcation of cultural heritage and identity in the Ghanaian child; instill patriotism in children for national development; teach them to understand healthy lifestyles; lay the foundation for inquiry and to develop their creative and innovative minds (Jophus Anamuah Mensah 2007 committee report, cited in Adu-Gyamfi et al., 2016).

2.5 Impact of school location on academic achievement

The geographical location of schools is a salient factor to consider because the distance covered by students and teachers contributes to their motivation level in the teaching and learning process. Engelbrecht et al. (1996) revealed that, distance covered by students from their homes to the school correlated positively with their academic performance. He elaborated that, majority of the students covering long distances to school spend most of their quality time trekking rather than learning. Owoeye and Yara (2011) also maintained that, where a school is located greatly impacts students' academic performance. They observed that schools situated in rural areas are normally affected by improper school mapping, inaccessible roads and lack of motivation by students from villages to attend school. Trekking over long distances to and from school results in frequent late coming. Studies show that longer walking distances lead to fatigue, hunger and drowsiness of students whiles in class (Moyo, 2013).

Adeboyeje et al. (2003) found home-to-school distance as one of several factors that causes poor achievements of students in examinations. Other leading factors were poor location of schools, frequent policy changes, poor supervision, monitoring and evaluation mechanisms, inadequate textbooks and non-conductive school

environment. Onderi et al. (2014) also maintained that, trekking long distances to school normally make students come to class late and with empty stomachs which negatively impact their classroom participation. In this direction, Matingwina (2018) opined that after-school activities of the students are also affected by the long distance covered. He continued that, students find it quite difficult to focus on their private studies at home and to complete their take-home assignments.

Jovinius (2015) found out that, poor location of six schools in Muleba district in Tanzania caused students' absenteeism, early marriage and early pregnancy. The study concluded that the geographic location of the sampled schools have direct influence on students' performance. In the same vein, Galabawa et al. (2002) in a study conducted revealed that, when schools are located far from home, academic performance of learners is affected since most of them are left with limited time to concentrate on their private and/or classroom studies due to the long distances they travel to reach their schools.

2.6 Effects of environmental factors on community-based schools in Ghana

A conducive and attractive school environment according to Mgbodile (2004), allows for conducive learning and advance students' ego in their schools and their motivation to stay in school. Belanger (2003) maintained that learning goes beyond education provision to include the community in which students live, as it has profound effect on their aspirations, their curiosity and the need to polish up their self-competencies. The school environment in which the student finds himself/herself and frequently communicate with, is largely responsible for the level of his/her academic advancement. It also have the ability of influencing the behaviour, learning ability and motivation level of the student (Ogar, 2010).

Isenberg and Quisenberry (2002) observed that, for students to be self-motivated and self-imitating, the school's environment ought to be conducive environment for play. Majority of the students who are affected by these environmental factors often live in rural areas where infrastructure are under developed. In the Ghanaian setting, Hashim (2005) found out that, most schools located in the Northern regions are less populated even though there might be limited number of schools.

Enrollment is mostly affected by the use of children in labour activities rather than encouraging their early commencement of the educational journey. Blunch and Verner (2000) also attributed this menace to the increased pressure on children to drop-out of school in order to assist parents handle the economic hardship of the household especially, during the harvesting seasons. Canagarajah and Coulombe (1997) got their views known by asserting that, the inability of parents to afford the basic cost of education in most rural communities, leads to poor enrollment of pupils as iterated by Oduro (2000).

Gender disparity in primary school enrollment in Ghana has also been partly attributed to the household poverty as an environmental factor. In this regard, Avotri (2000) observed that girls in less endowed communities are usually less enrolled in schools at the basic level than boys of the same age due to affordability constraints which pushes parents/guardians to send boys to school over girls. Households that consider the likelihood for their wards to advance into middle or senior high schools as unreachable, and reduce their expenses on primary school education (Glewwe, 1991). Another school environmental factor that got the attention of scholars is the short supply of qualified teachers at the basic school level (Bennell & Akyeampong, 2006; Akyeampong, 2003; Hedges, 2002).

In confirming the findings of the President's Committee on the Review of the Education Reforms that, about 5 percent of basic schools in Ghana had one teacher or no teacher at all (GOG, 2002), the authors converged on the point that community schools located in peripheral areas other than the urban and peri-urban centers, are faced with acute shortage and poor attendance of teachers. Also, trained teachers are mostly unwilling and unmotivated to honour postings to such schools hence, leaving the communities to employ the services of unqualified personnel (MOESS, 2005).

The plights of rural schools have also been investigated by CARE International (2003) with the findings that, these schools are located in places quite far away from the communities making up the area. Particularly, fishing communities, cocoa growing areas and mining communities are reported to have suffered much about school location (Fentiman et al., 2001).

Omari (1995) also asserted that, quality-learning output comes as a result of a harmonious interaction between the class teacher and the students in the teaching and learning process. Teachers who get on well with their students have good rapport as an environment which makes it relatively easier for students to voice-out when facing any difficulty in the teaching and learning process (Omari, 1995).

2.7 The research gap

The literature reviewed have a good bearing on the entire research work as it has empirically established the relationship between school location and students' performance, school environmental factors and their corresponding impacts on students' performance across the globe. It has however, done little about the effects of these variables on students' participation in school activities, and most specifically, the current literature revolves around the secondary schools to the neglect of the

primary school (Basic school) which forms the bedrock of the academic ladder. My work on the effects of school location on the academic activities of pupils of the Dansokrom primary school, is pertinent to fill this knowledge gap.

2.8 Conclusion

The Chapter has thoroughly reviewed relevant articles, published and unpublished thesis and other related books on the study objectives. The review helped in situating the entire study theoretically which subsequently guided the crafting of the survey items and the analysis of data. Chapter three seeks to make a detailed presentation on the research methodology and the research design adopted for the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter gives a vivid account of the methodological issues deployed for the study. The chapter starts by explaining the research design within which the study is situated, which is a quantitative research approach. The chapter further stresses on the quantitative methods that were used in addressing the questions raised for the research. These methods are finally explained under various sub-headings such as research design, the population and sampling technique, sample size, instrumentation and data collection procedures.

3.2 Research design and approach

Research design refers to the conceptual blueprint within which research is conducted (Akhtar & Islamia, 2016). The study adopted the descriptive research design to help describe the characteristics of the phenomenon under study. Descriptive design actually concerns itself with describing what is happening rather than telling why something happens as it is with the explanatory or experimental designs. The descriptive design was chosen over other research designs because it aided in presenting a clear picture of the phenomenon under study through fact finding, by provide accurate information aimed at achieving the research objectives.

The descriptive design is viewed as a survey approach in which data is collected about a given phenomenon to answer questions concerning the current or present status of the phenomena under study and helps to define the characteristics of a specific

population (Gay et al., 2012). Observation and survey tools are often used to gather data in this design which is usually analyzed quantitatively with the help of frequencies, percentages, averages, and other statistical methods to determine relationships between variables (Nassaji, 2015). The quantitative method was utilized to collect data to answer the research questions with the aid of a field survey tool known as questionnaire. The quantitative approach involves quantifying and analyzing variables in order to get results and to also reduce variables to values so as to perform statistical analysis (Apuke, 2017). According to Kothari (2004), the quantitative method is applicable to phenomena that can be expressed in terms of quantity and numbers. The quantitative method makes good use of the conventional arithmetic and statistical methods in measuring research outcomes. Harwell (2011) observers that, the quantitative research method provides an enhanced objectivity and generalizations with regard to its findings.

The quantitative method was deployed because it brings objectivity to data collection and analysis. It is in line with this that, in drawing the distinction between the quantitative and qualitative method, Johnson and Christensen (2008) argue that, in conducting quantitative research, objectivity is key. Moreover, quantitative data are based on precise measurement because the researcher uses structured and validated data-collection instruments. The quantitative method is also relatively less rigorous and also enhances easy understanding of research findings.

3.3 Data Collection and Sources

Data collection is considered to mean the act of soliciting for information from verifiable sources to aid in addressing research questions. Data gathered solely for

research work come in the form of primary data and secondary data (Hox & Boeije, 2005).

3.3.1 Primary data

Primary data is considered to be the first-hand information gathered to achieve specific research goals (Hox & Boeije, 2005) which has not been used by previous researchers. The study collected first-hand data from sixty-five (65) respondents with the aid of the crafted survey questionnaire which comprised mainly of closed-ended questions of which, respondents were required to select from among multiple options applicable to them and to express their level of agreement or disagreement on stated items modeled along the four-point standard Likert Response Scale.

3.3.2 Secondary data

Secondary data is a form of data collected beforehand in a different study which is utilized by another researcher which include official statistics, policy documents, progress reports and many others. Secondary data helps to identify research gaps and put research problems under proper contexts or perspectives. A review of relevant books, published and unpublished theses on the impact of school location on academic activities, students' participation and academic performance of student and other related articles, served as the secondary data for the study.

3.4 Data Collection Instrument

A structured questionnaire crafted by the researcher with mostly closed-ended questions was administered on the field to collect data from the respondents. The survey items were crafted relative to the objectives of the study namely; to ascertain

the effect of school location on academic activities of pupils and teachers of the study area; to find out the motivation factors that drive the pupils towards the attainment of their future aspirations; and to find out the perception of the parents/guardians about school environment and academic growth of their wards.

The study utilized field survey questionnaires over other research tools such as quasi-experiment, test, in depth-interviews and phone surveys because of its capability to reach out to several participants within a researcher's limited resources and also increase the response rate for reliability (McLeod, 2018) as it gives enough room for the researcher to personally administer the survey items using the face-to-face approach. Two set of questionnaires were utilized of which, there were slight variation in the items included to be administered to the pupils which revolved around two main objectives and that of the parents/guardians (teachers inclusive). The rationale for this slim disparity is to give ample space for the researcher to cover most relevant variables peculiar to both categories making up the sample size.

3.4.1 Administering the questionnaire

The researcher observed the following protocols before, during and after the field survey;

i. Crafted questionnaires were subjected to review by the project supervisor where appropriate recommendations were given on question formatting, wording and presentation.
ii. Pretesting of the questionnaire was conducted in Yawmatwa D/A Primary School which is a small town close to Dansokrom, with a total of 25 participants who have same characteristics with the intended population under

study. The imperative for the pretesting exercise was to help highlight the problem areas, reduce measurement error, ascertain whether or not participants would interpret the questions correctly, ensured that ordering of questions would not influence the way a respondents follow the items, check the validity and reliability of the instrument and also aided in quantifying the time needed for the completion of the items included in the questionnaire.

iii. All COVID-19 protocols were duly observed on the field especially, the observation of social distancing during the questionnaire administration. The safety of the pupils were ensured by sanitizing their hands before and after the exercise.

iv. Permission to access the school premises and have its occupants as respondents, were sought by a written letter to the headmaster which eventually earned the researcher the greenlight to conduct the study. Also, a self-introduction was given to the parents/guardians upon visiting their homes (hamlets) and brief exposition on the intended research so as to get their willingness and attention span throughout the exercise.

v. The face-to-face questionnaire administering method was adopted rather than giving out the items to the participants to complete in the absence of the researcher. This was done in order to achieve a good response rate, check to ascertain the category of the respondent before asking the questions and also helped in explaining or interpreting questions in the local dialects (Sefwi and Twi) to the parents/guardians and pupils who had challenges understanding the English language.

vi. A questionnaire was duly completed with one respondent before moving to the others. The entire field work lasted for 3 days (6^{th} – 9^{th} September, 2022).

3.4.2 Validity of the instrument

Field (2005) considered instrument validity as the ability of the survey items to gather data that comprehensively cover area of study and therefore requires the field instrument to be tested to verify if it would measure what it actually seeks to measure. For the researcher to attain instrumental validity, specifically content-related validity in this study, the items on the questionnaires were crafted in simple expressions devoid of unfamiliar words that might have a negative bearing on the choices of respondents. The study again did a pilot test of the survey instrument with a total of 25 participants in Yawmatwa D/A primary school as the pupils share same characteristics with the intended respondents of the study. The items were also reviewed to ascertain their ability to elicit informed responses from participants which were interpreted according to the data gathered, operationalization of concepts and in consonance with the research objectives. The survey instrument was administered in-person (face-to-face) by the researcher to all the sampled respondents to help achieve a higher degree of both construct and content validity.

3.4.3 Instrument Reliability

Research instrument is said to be reliable if it exhibits the ability to be produced and to give a consistent result when utilized by different researchers under the same methodology, giving that, all variables remain constant (Robinson, 2009). To achieve reliability, the researcher did not interfere with the responses given to the close-ended questions even though interpretation was given on the questions for easy understanding. The researcher sincerely ticked the options suggested by the individual respondents. Also, during the data analysis, the researcher only assigned numbers to

the responses to be inputted into the IBM SPSS version 21 software for analysis without any personal biases or prior knowledge about the study area.

The data gathered through the pilot-test survey conducted in Yawmatwa D/A primary school, was beforehand analysed with the same IBM SPSS version 21 to generate the codebook for the final data analysis; developing of mini frequency tables and descriptive statistics to check the mean and modal responses. Due to time and financial constraints, the study did not utilize the test-retest reliability model but rather, capitalized on the pilot-test as the first test of the instrument and the final field survey conducted with the 65 sampled respondents to improve upon the reliability of the study outcomes.

3.5 Research Population

A research population refers to the set of all units on which the research findings would be applied as it possesses certain characteristics under the study (Shukla, 2020). It is simply the total number of elements in the study area from among which a research sample is derived. The target population for the study is 189 comprising of 128 pupils (65 lower primary and 63 upper primary), 4 teachers and 57 registered parents/guardians of Dansokrom D/A primary school's Parents and Teachers Association (PTA).

3.6 Research Sample Size

Research sample refers to the selected group of elements or units from the total population from whom the primary data would be gathered. Simply put, it is the subset of the research population. A sample is defined by Webster (1985) as a finite part of a statistical population whose properties are studied to obtain information about the whole. In this research, respondents were selected from two categories of

the entire population namely; the pupils which comprised of pupils from stage/class 4 up to stage/class 6; and the parents/guardians which comprised of both teachers and those who have their wards enrolled in Dansokrom Primary School.

To effectively determine the sample size to use in order to make findings and generalization applicable to the entire population, scholars have recommended some minimum percentages researchers can use; key among them are, the 40% minimum proposed by Turkson (2013) and Saunder et al. (2007) if the population size involves a few hundred; a minimum of 20% if it is several hundred; a minimum 10% rate if population is a thousand and 5% minimum should it exceed thousand. Yamane (1967) proposed a mathematical formula which has been widely used by quantitative researchers. It requires the researcher to be certain of the total population of the study area and to decide on the confidence level and permissible margin of error. The formula is mathematically presented as n= N/1+N(e)^2 where 'n' is the expected sample size, 'N' is the total population and 'e' is the error margin.

This research study selected a sample size of sixty-five (65) out of the total 189 target population using the Yamane's formula at a 90% confidence level and 0.10 permissible error margins. That is;

Sample size (n) = Population/1+ [Population (Error Margin) ^2]

$$n = \frac{N}{[1 + N(e)^2]}$$

(n) = 189/1+ [189(0.10) ^2]

(n) = 189/1+189(0.01)

(n)= 189/1+1.89

(n)= 189/2.89 = 65.4

Therefore, sample size (n) = 65

3.6.1 Research sample scheme

The study collected primary data from a total of sixty-five (65) participants which is composed of forty (40) upper primary level pupils, all the four (4) teachers and twenty-one (21) parents/guardians. The researcher selected participants from only the pupils of the upper primary level (class/stage 4 to 6) due to the fact that their average age of 10.7 helps tone down the ethical requirements to be met when interviewing or administering questionnaires to children. Again, they can respond to the survey items easily under minimal guidance relative to those at the lower level. Also, the study included all the 4 teachers of Dansokrom D/A primary school in the sample size because they teach across all the stages.

Table 3.1: Composition of the sample size

Category	Population	Male	Female	Sample	Percentage
Lower primary	65	28	37	0	0.0
Upper primary	63	43	20	40	61.5
Teachers	4	3	1	4	6.2
Parents/guardians	57	24	33	21	32.3
Total	**189**	**98**	**91**	**65**	**100.0**

Source: Researcher's own construct (2022)

3.6.2 Sampling Technique

The study adopted the multi-staged probability sampling technique to help select the sixty-five (65) participants by first utilizing the stratified non-proportional probability sampling technique which allowed elements in the target population to be categorised into two strata namely; the pupils' category and the parents/guardians' category. This

was done to give enough space for both the pupils and their parents/guardians to be fairly represented.

Secondly, the quota sampling method was utilized to allot preset quota of 61.5% and 38.5% to the pupils and the parents/guardians' categories respectively. The disparity in the percentages is because the pupils' contribution to the entire study population is relatively higher than the parents/guardians. Also, the pupils are considered to be the main subjects of study. To help select the representatives from the 63 upper primary pupils' category, a sub-quota of 17.5%, 45.0% and 37.5% were allotted to those in class four, class five and class six respectively. This was done relative to the 11, 28 and 24 total number of pupils duly registered in each class/stage respectively.

Thirdly, the lottery method was deployed to select the final participants from each class. 'YES' was written on 40 pieces of papers and 'NO' written on countless pieces which were folded and casted on the table once for the pupils to pick from each class. The pupils who picked the 'YES' papers were included in the sample. The study adopted this method over others to minimize bias in selecting participants. All the 4 teachers available in the school were purposely included in the sample due to their limited number and also because they handle pupils across the classes under study. Finally, the snow-ball method was utilized in getting the 21 parents/guardians to participate.

3.7 Data analysis

The data gathered was handled quantitatively following the Positivists research paradigm which argues that science and for that matter the systematic way of knowing about our world is by observation, measurement and recording (Waismann,

2011). The study used quantitative statistical analysis in order to make a deduction and to present findings devoid of any personal biases (Crowther & Lancaster, 2008; Park et al., 2020). Responses from the closed-ended questions in the biodata section were pre-coded into values of '0' or '1' as well as the four-point Likert response scale and entered into the Statistical Package for Social Sciences (IBM SPSS v21) computer software. Data were presented in simple frequency tables and graphically illustrated with bar graphs and pie charts for easy comprehension.

3.8 Ethical Considerations

The study paid peculiar attention to the under listed ethnical principles as prescribed by Bhandari (2021) before, during and after the field work.

i. *Informed consent*: the researcher made it clear to participants without any prejudice that they are free to participate in the study and could also opt out any time within the process. The people were willing to respond to the survey items due to the prior permission sought from school authorities. Even though children may not be able to pledge their consent to a research study, the presence of their teachers and parents during the questionnaire administration helped to handle this effectively.

ii. *Respect for confidentiality and anonymity*: most of the questions included in the survey were somewhat critical on the distance to be covered by pupils and teachers to and from school which could trigger emotional memories and even bring to bear the socio-economic conditions of respondents. To this end, the researcher gave word of mouth assurance of the confidentiality of their responses and also pledged to keep them anonymous during the recording, numbering, coding and analysis of any information given.

iii. *Objectivity in communicating results*: the field data collected was carefully coded and entered into the IBM SPSS version 21 computer software for quantitative analysis. The outcomes were presented in simple frequency tables and graphs and discussed accordingly without any interference from the researcher's personal interest or foreknowledge about the challenges facing Dansokrom Primary School.

iv. *Protection for Child Rights*: the study needed direct information from the pupils about how they perceived the location of the school and its impacts on their academic activities. However, considering the ethics in having children as research participants, the researcher resultantly restricted participation to only pupils of stage/class 4 up to stage/class 6 who are considered to be of an average age range of 9-12. Also, the questionnaire was administered to the pupils by the researcher herself in the presence of their class teachers and parents/guardians (those we met at home).

v. *Potential for harm*: considering the need to include the pupils in the research sample, questions were crafted in a way that would not harm them psychologically. Also, with the global issue of COVID-19 pandemic, the researcher ensured a considerable level of health and safety of participants by observing the necessary protocols and also encouraged participants to emulate. Alcohol-based hand sanitizer was applied intermittently before, during and after the questioning process.

3.9 Conclusion

The chapter has presented in detail, the methods, research designs and paradigms used in conducting the research. Inasmuch as the methodology used may have its strengths

such as the use of survey questionnaires to gather data from a relatively larger sample size with limited resources, it could also deny participants the opportunity to fully express themselves on a given variable unlike in-depth interviews since they are restricted to multiple choice questions and response scales. It is however imperative to use such quantitative tool so as to shape the responses and to perform statistical analysis with ease within the positivist's paradigm which guides the entire work.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF RESULTS

4.0 Introduction

The objective of this research work was to ascertain the impact of school location on pupils' participation in academic activities of Dansokrom Primary School and specifically, to find out the motivation factors that drive pupils towards the attainment of their aspirations; and to find out the perception of parents/guardians about the school's environment and its influence on the academic growth of their wards. Data was collected using survey questionnaires administered by the researcher in-person to a total of sixty-five (65) respondents; and was quantitatively analysed with the aid of the SPSS (version 21) computer software within the framework of the Positivists/Objectivists paradigm. The Chapter presents data of the entire 65 sampled respondents in two distinct sessions where section 1 covers field data from the pupils' category and section 2 having the data of the parents/guardians' category at a response rate of 100% due to the face-to-face questionnaire administering approach adopted on the field.

4.1 SECTION I: Field data from the Pupils' category

4.1 Demographic data of respondents

The study collected the demographic data of the pupils since differences could have an influence on their responses. The demographic data gathered are age, gender, class, religious affiliation, place of birth or origin, place of stay, distance to school and mode of transport to school.

Table 4.1: Age distribution of respondents

Age	Frequency	Percent	Valid Percent	Cumulative Percent
9 years	6	15.0	15.0	15.0
10 years	12	30.0	30.0	45.0
11 years	11	27.5	27.5	72.5
12 years	9	22.5	22.5	95.5
13 years	2	5.0	5.0	100.0
Total	**40**	**100.0**	**100.0**	

Source: Field survey, (2022).

Table 4.1 shows the age distribution of the pupils. Out of a total of 40 participants, 15.0% (n=6) are aged 9 years, 30.0% (n=12) are 10 years, 27.5% (n=11) are 11 years, 22.5% (n=9) are 12 years whilst the remaining 5.0% (n=2) are 13 years. The data reveals that, a slight majority of the pupils included in the study were 10 years of age with a little below that percentage, being 11 years old. Those who were 13 years formed the minority as graphically displayed in Figure 4.1.

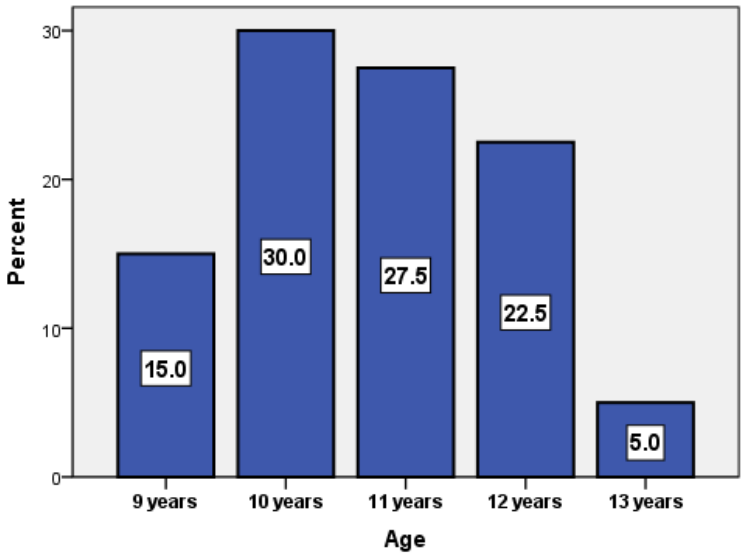

Figure 4.1: Age distribution of respondents
Source: Field survey, (2022).

The Figure 4.1 is a graphical illustration of the age distribution of the 40 pupils sampled for the study. It depicts a slight majority of those aged 10 years over that of the 11 years old which are represented by the tallest and the second tallest bars respectively. Also, a significant percentage of the pupils were 12 years old as represented by the 22.5% bar which far exceeds the 9 years and 13 years categories.

Table 4.2: Gender distribution of respondents

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Male	24	60.0	60.0	60.0
Female	16	40.0	40.0	100.0
Total	**40**	**100.0**	**100.0**	

Source: Field survey, (2022).

Table 4.2 portrays the gender category of the respondents. A total of 60.0% (n=24) out of the 40 sampled, are males whilst 40.0% (n=16) are females. The statistics show

a male majority as they formed over half of the participants even though a significant 40.0% of them are females hence, given a good representation to both genders. The data presented in Table 4.2 is graphical illustrated in Figure 4.2 for easy comprehension.

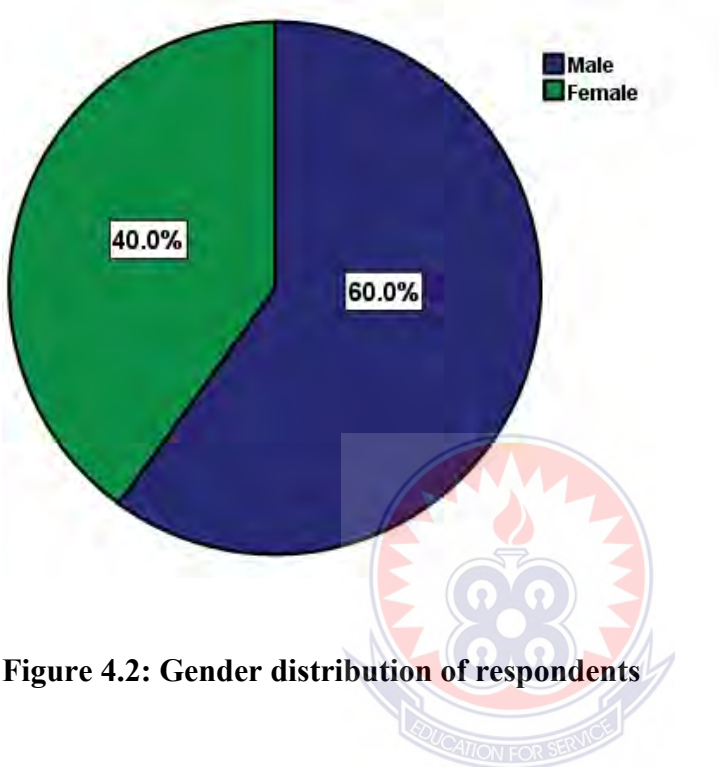

Figure 4.2: Gender distribution of respondents

Source: Field survey, (2022).

Figure 4.2 graphically portrays that the male category dominated the total participants as shown in the graph with the 60.0 % slice whilst the female gender category trailed sparsely with the small slice presenting 40.0% of the pupils.

Table 4.3: Current stage/class of respondents

Stage/class	Frequency	Percent	Valid Percent	Cumulative Percent
Class four	7	17.5	17.5	17.5
Class five	18	45.0	45.0	62.5
Class six	15	37.5	37.5	100.0
Total	**40**	**100.0**	**100.0**	

Source: Field survey, (2022).

The rationale of the study is to ascertain the effects of school location on pupils' participation in academic activities and as such, informed the researcher to ask of the current stage/class of the respondents of which, Table 4.3 has it that 17.5% (n=7) are in class four, 45.0% (n=18) are in class five whilst the remaining 37.5% (n=15) are in class six. The statistics interpret that, out of the total 40 respondents, a little below half of them are currently in class five which is followed loosely by those in class six whereas that the class four category is the minority as depicted graphically in Figure 4.3.

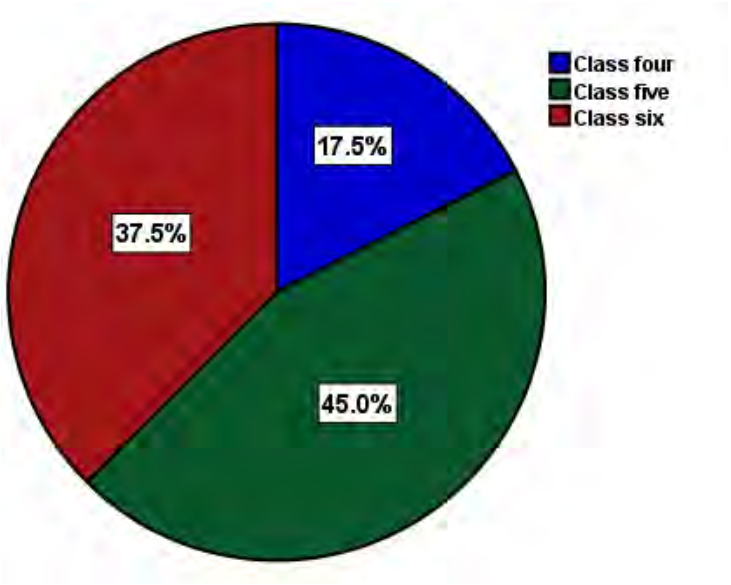

Figure 4.3: Current stage/class of respondents

Source: Field survey, (2022).

Figure 4.3 is a graphical illustration of the data in Table 4.3 which presents the current stage/class of the pupils. The Figure shows majority being in class five which is closely trailed by those in class six as represented with the 45.0% and the 37.5% slice respectively. A significant percentage of the participants are in class four, even though it forms the minority group which is represented with the 17.5% smallest slice.

Table 4.4: Religious affiliation of respondents

Religion	Frequency	Percent	Valid Percent	Cumulative Percent
Christianity	26	65.0	65.0	65.0
Islam	10	25.0	25.0	90.0
Other	4	10.0	10.0	100.0
Total	**40**	**100.0**	**100.0**	

Source: Field survey, (2022).

Table 4.4 is the summary of the data on the religious affiliation of the respondents of which, 65.0% (n=26) are Christians, 25.0% (n=10) of them are affiliated to the Islamic religion whilst the remaining 10.0% (n=4) are affiliated to other forms of religion. Figure 4.4 is the pictorial view of the data presented.

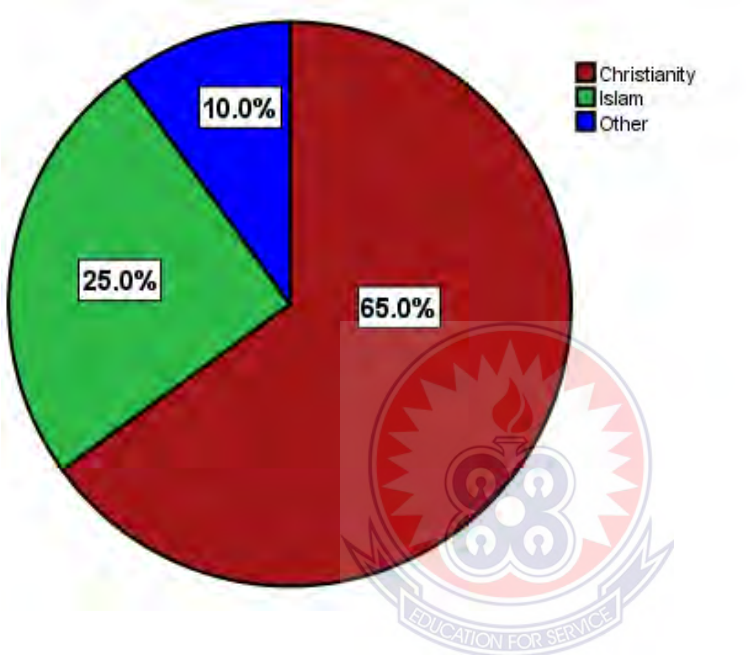

Figure 4.4: Religious affiliation of respondent

Source: Field survey, (2022).

Figure 4.4 presents a pictorial view of the data in Table 4.4 which is on the religious affiliation of respondents of which, the biggest slice representing the 65.0% who are Christians occupy more than half which is sparsely followed by the 25.0% who indicated they are affiliated to the Islamic religion. A significant 10.0% though represented the minority group, are affiliated to other forms of religions.

Table 4.5: Are you a native of Dansokrom?

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	27	67.5	67.5	67.5
No	13	32.5	32.5	100.0
Total	**40**	**100.0**	**100.0**	

Source: Field survey, (2022).

Table 4.5 presents a tabular view of the nativity of respondents relative to Dansokrom. It shows that 67.5% (n=27) indicated they are natives whilst the remaining 32.5% (n=13) are not natives. The data reveals that majority of the participants are natives and also having good representation of those who are not indigenes. Figure 4.5 is a graphical illustration of the data.

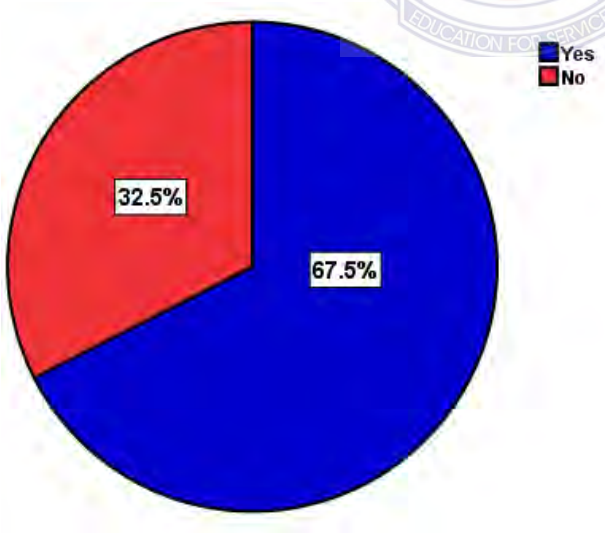

Figure 4.5: Are you a native of Dansokrom?

Source: Field survey, (2022).

Figure 4.5 is a graphical representation of the resident status of the respondents relative to the study area. The graph portrays a convincing majority of the natives over those who are not natives as depicted by the 67.5% and the 32.5% slices respectively.

Table 4.6: Place of stay in Dansokrom

Response scale	Frequency	Percent	Valid Percent	Cumulative Percent
Town	28	70.0	70.0	70.0
Village	12	30.0	30.0	100.0
Total	**40**	**100.0**	**100.0**	

Source: Field survey, (2022).

The objective of the study is to ascertain the effects of school location on pupils' participation in academic activities and as such enquired about where participants reside in Dansokrom of which, Table 4.6 summarizes the response. Out of the 40 participants, 70.0% (n=28) stay in the town whilst 30.0% (n=12) reside in surrounding villages. The data reveals that, more than halve of the respondents reside in town as compared to the 30.0% minority who indicated they reside in villages as illustrated in Figure 4.6.

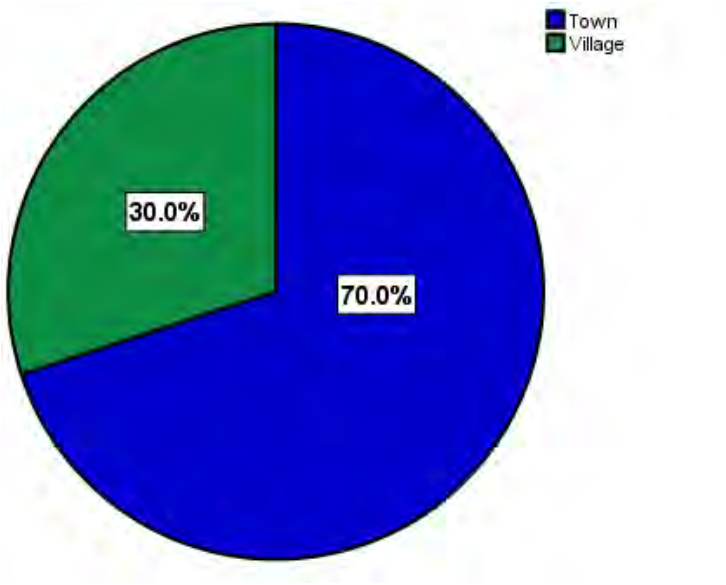

Figure 4.6: Place of stay in Dansokrom

Source: Field survey, (2022).

Figure 4.6 is a graphical illustration of the data in Table 4.6 of which, 70.0% representing the majority group, are natives of Dansokrom as depicted with the bigger slice. Though a significant percentage are not indigenes, they constituted the minority group as graphically depicted with the 30.0% smaller slice.

Table 4.7: Distance from home to the school

Response scale	Frequency	Percent	Valid Percent	Cumulative Percent
Very close(0-0.99 kilometres)	3	7.5	7.5	7.5
Close(1.0-2.49 kilometres)	9	22.5	22.5	30.0
Far(2.5-4.49 kilometres)	21	52.5	55.5	82.5
Very far(4.5+ kilometres)	7	17.5	17.5	100.0
Total	**40**	**100.0**	**100.0**	

Source: Field survey, (2022).

To be able to ascertain the impact of school location on participants, an enquiry was made on their description of the distance from their home to school and the results summarized in Table 4.7. Out of the 40 respondents, 7.5% (n=3) indicated their home is very close to the school, 22.5% (n=9) said it is close, 52.5% (n=21) indicated their home is far from the school whilst the remaining 17.5% (n=7) said it is very far from the school. Figure 4.7 presents a pictorial view of the data for easy comprehension.

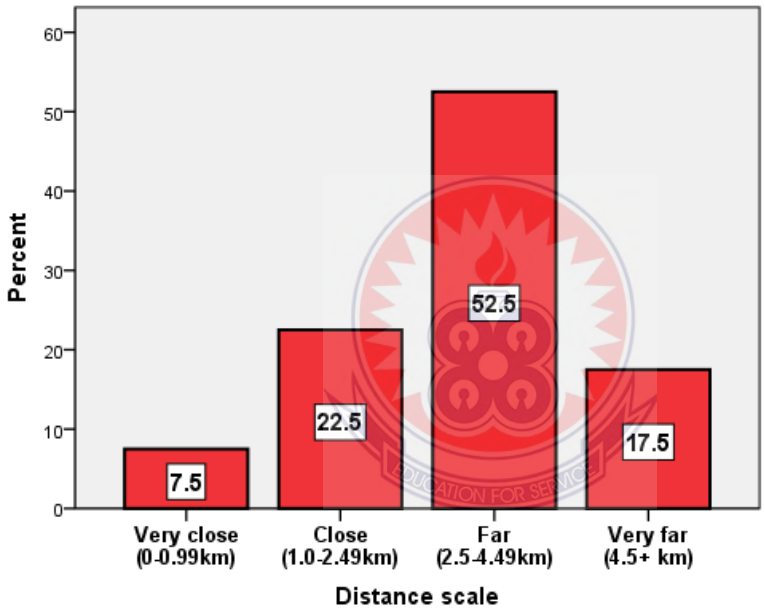

Figure 4.7: Distance from home to the school

Source: Field survey, (2022).

Figure 4.7 graphically presents the data in Table 4.7 of which, 52.5% majority which is a little over halve the total respondents, described the distance from their home to the school as far hence, the tallest bar which is followed halfway with the 22.5% bar representing those whose homes are close to the school. Pertaining to the two extreme distances of very close and very far, the 17.5% which is a little over twice that of the

very close bar which is the minority, represents those whose homes are considered to be very far from the school and thereby giving a combined 70.0% majority of those whose homes are far from the school as compared to the combined 30.0% minority who described the distance from their homes to the school as being close.

Table 4.8: Usual mode of transport to the school

Response scale	Frequency	Percent	Valid Percent	Cumulative Percent
Bicycle	2	5.0	5.0	5.0
Walking/Trekking	38	95.0	95.0	100.0
Total	**40**	**100.0**	**100.0**	

Source: Field survey, (2022).

Table 4.8 is a tabular summary of the usual mode of transport respondents utilize in accessing the school. It shows that, 5.0% (n=2) usually go to school by bicycle whilst the remaining 95.0% (n=38) usually go to school on foot (walking/trekking). The data reveals that almost all the participants usually go to school by trekking as graphically portrayed in Figure 4.8.

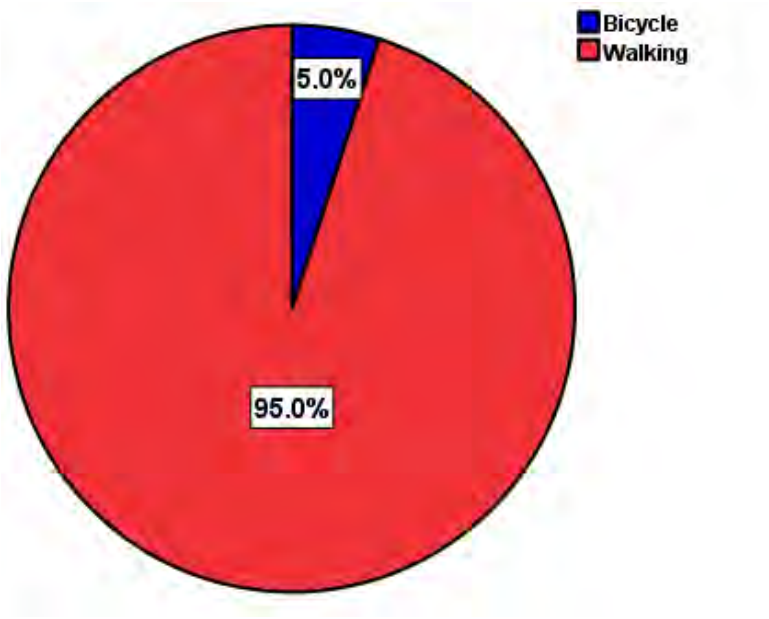

Figure 4.8: Usual mode of transport to school

Source: Field survey, (2022).

Figure 4.8 portrays the pictorial view of the data in Table 4.8 of which, 95.0% representing the majority, usually go to school by walking (trekking) as shown by the bigger slice whilst the 5.0% minority represents those who usually ride bicycles to school.

4.2 The effects of school location on pupil's participation in academic activities

A significant objective of the study is to ascertain the effects of school location on pupils' engagement in school activities and to effectively achieve this fit, related statements based on the reviewed literature were crafted for which, participants were required to express their degree of agreement or disagreement to the various positive statements using the four-point Likert response scale of 'Strongly disagree'; 'Disagree'; 'Agree' and 'Strongly agree'. The ensuing Tables and Figures make corresponding tabular and graphical summaries of the data.

Table 4.9: The location of the school makes it very easy for you to access it

Response scale	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	11	27.5	27.5	27.5
Disagree	17	42.5	42.5	70.0
Agree	9	22.5	22.5	92.5
Strongly agree	3	7.5	7.5	100.0
Total	**40**	**100.0**	**100.0**	

Source: Field survey, (2022).

Table 4.9 is a tabular summary of responses on the statement that, the location of the school makes it very easy for you to access it. It shows that, 27.5% (n=11) strongly disagreed, 42.5% (n=17) disagreed, 22.5% (n=9) agreed to the statement whilst 7.5% (n=3) strongly agreed. The data reveals that, majority of the 40 respondents disagreed with the given statement which is followed loosely by those who strongly disagree; those who agree and those who strongly agree with the statement in a respective order. The data is presented graphically in Figure 4.9.

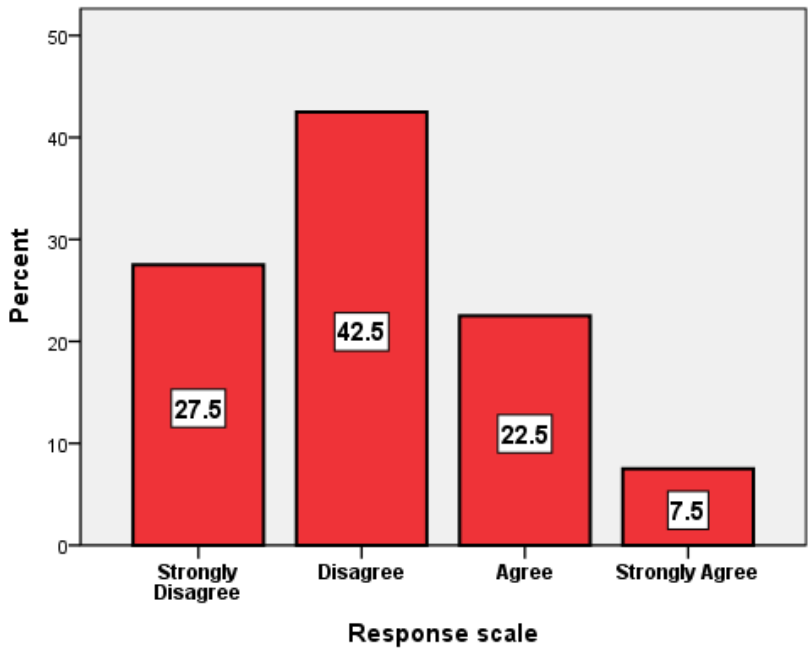

Figure 4.9: The location of the school makes it very easy for you to access it

Source: Field survey, (2022).

Figure 4.9 graphically illustrates the data in Table 4.9 which shows that, the tallest bar representing the 42.5% who disagreed to the given statement that, the location of the school makes it very easy for them to access it, largely exceeds the second and third tallest bars representing those who strongly disagreed and those who agreed respectively. It again shows that those who strongly agreed constitutes the minority as depicted by the 7.5% shortest bar. It is however pertinent to notice that, 70.0% combined majority expressed their disagreement with the statement which greatly exceeds the combined 30.0% minority who generally agreed.

Table 4.10: The location of the school enables you to report to school very early

Response scale	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	14	35.0	35.0	35.0
Disagree	16	40.0	40.0	75.0
Agree	7	17.5	17.5	92.5
Strongly agree	3	7.5	7.5	100.0
Total	**40**	**100.0**	**100.0**	

Source: Field survey, (2022).

The study again enquired to find out whether the location of the school enables participants to report to school very early of which, Table 4.10 presents the results. Of the total 40 respondents, 35.0% (n=14) strongly disagreed, 40.0% (n=16) disagreed, 17.5% (n=7) agreed whilst the remaining 7.5% (n=3) strongly agreed. The data shows a slim majority of those who disagree over those who rather registered a strong disagreement with the statement but greatly exceeds those who agree and strongly agree respectively hence, the difference in height of the bars in Figure 4.10.

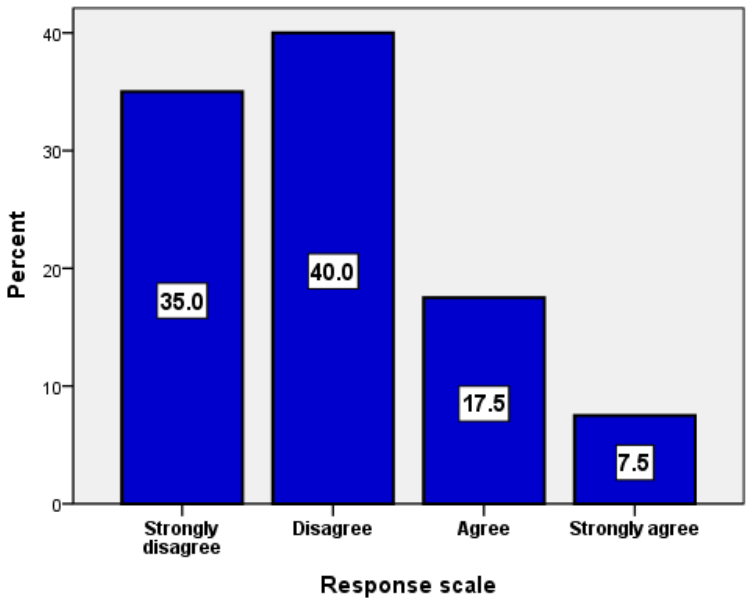

Figure 4.10: The location of the school enables you to report to school very early

Source: Field survey, (2022).

Figure 4.10 presents a graphical illustration of the data in Table 4.10. As portrays in the graphs, the percentage who disagree with the statement constitutes the majority hence, being represented with the 40.0% tallest bar which is followed closely by the 35.0% bar representing those who strongly disagreed. Pertaining to those that expressed their agreement with the statement, 17.5% indicated that they agree whilst 7.5% strongly agree hence, the short and the shortest bars respectively. As can be seen from the Figure 4.10, a combined majority of 75.0% which is more than halve the total respondents expressed disagreement with the statement whereas a combined minority of 25.0% registered their agreement with the statement.

Table 4.11: The location of the school enables you to participate in morning assembly sessions

Response scale	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	12	30.0	30.0	30.0
Disagree	20	50.0	50.0	80.0
Agree	6	15.0	15.0	95.0
Strongly agree	2	5.0	5.0	100.0
Total	**40**	**100.0**	**100.0**	

Source: Field survey, (2022).

Table 4.11 portrays that, 30.0% (n=12) of the respondents said they strongly disagree with the statement that, the location of the school enables them to participate in morning assembly sessions; 50.0% (n=20) disagree, 15.0% (n=6) agree whilst the remaining 5.0% (n=2) indicated that they strongly agree. The statistics reveals that, halve of the total participants disagree which is followed sparsely with those who strongly disagree as it also far exceeds those who agree and strongly agree respectively. Figure 4.11 presents a graphical exposition to the data.

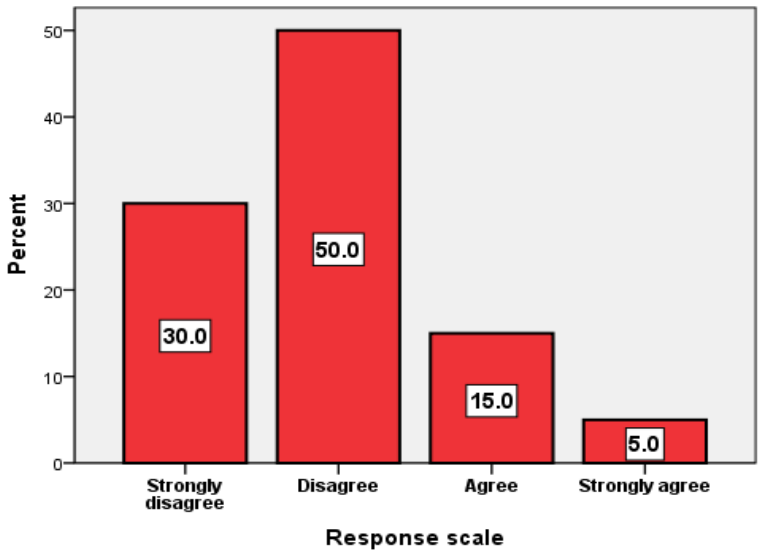

Figure 4.11: The location of the school enables you to participate in morning assembly sessions

Source: Field survey, (2022).

Figure 4.11 graphically portrays the data in Table 4.11 of which, 50.0% being the majority, indicated they disagree with the statement and thus, represented by the tallest bar which is trailed sparsely by the 30.0% bar representing those who strongly disagreed. It again portrays that, a significant 15.0% of the respondents which twice as much as those who strongly disagree, indicated they agree with the statement whilst the shortest bar represents the 5.0% who strongly agreed and therefore giving a combined majority of 80.0% of the respondents who are in disagreement with the statement whereas a combined 20.0% minority registered their agreement with the statement.

Table 4.12: The distance to the school from home enables you to be present in class on time throughout till closing

Response scale	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	15	37.5	37.5	37.5
Disagree	17	42.5	42.5	80.0
Agree	4	10.0	10.0	90.0
Strongly agree	4	10.0	10.0	100.0
Total	**40**	**100.0**	**100.0**	

Source: Field survey, (2022).

Table 4.12 is a tabulated summary of the responses on the statement that, the distance to the school from your home enables you to be present in class early throughout till closing. Out of the total 40 participants, 37.5% (n=15) said they strongly disagree with the statement, 42.0% (n=17) disagree, 10.0% (n=10) indicated they agree and another 10.0% (n=4) strongly agreed. The data reveals that majority of the participants disagree with the statement which slightly exceeds those who strongly disagree. It also shows that the percentage who agree is as equal as those who strongly as depicted graphically in Figure 4.12.

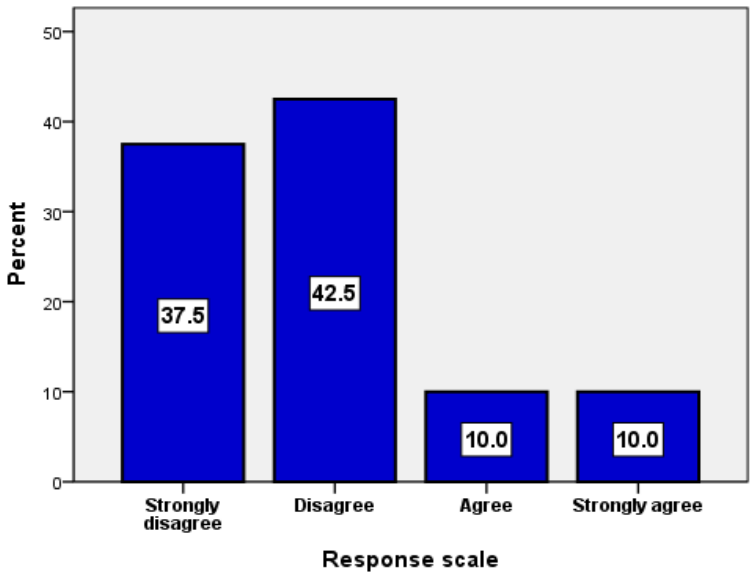

Figure 4.12: The distance to the school from home enables you to be present in class on time throughout till closing

Source: Field survey, (2022).

Figure 4.12 is a pictorial view of the data on in Table 4.12 of which, 42.5% being the majority, disagreed as represented by the tallest bar which is closely trailed by the 37.5% bar representing those who strongly disagreed. It again portrays that, 10.0% which is as equal as those who agree, strongly agree with the given statement as depicted by the two shortest bars respectively and thereby constituting 20.0% combined minority who agreed, which is far below the 80.0% combined majority who expressed disagreement with the statement.

Table 4.13: The distance to the school from home enables you to participate in school sporting/cultural/march pass activities

Response scale	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	8	20.0	20.0	20.0
Disagree	17	42.5	42.5	62.5
Agree	13	32.5	32.5	95.0
Strongly agree	2	5.0	5.0	100.0
Total	**40**	**100.0**	**100.0**	

Source: Field survey, (2022).

Table 4.13 summarises the responses on the statement that, the distance to the school from home enables you to participate in school sporting/cultural/march pass activities. From the Table, 20.0% (n=8) said they strongly disagree with the statement, 42.5% (n=17) disagree, 32.5% (n=13) indicated they agree with the statement, whilst the remaining 5.0% (n=2) strongly agree. The statistics reveal that, a slight majority of the participants disagreed with the statement as it is closely followed by those who agreed but rather far exceeds those who strongly disagree and strongly agree with their respective 20.0% and 5.0%. Figure 4.13 graphically presents the data for easy comprehension.

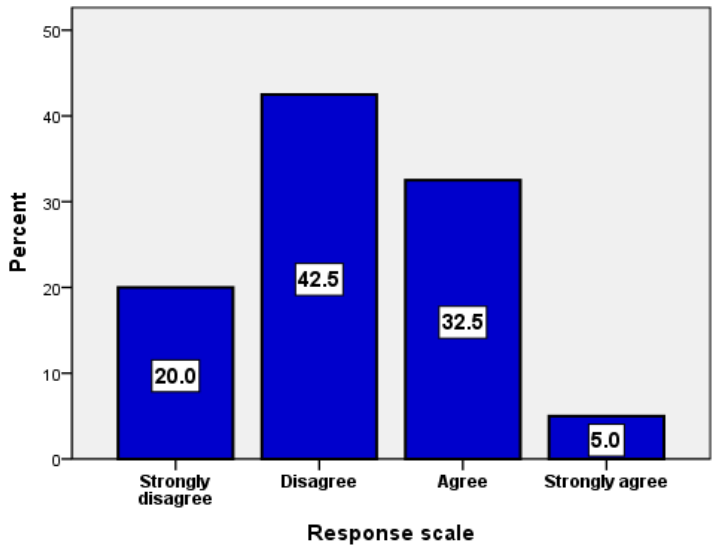

Figure 4.13: The distance to the school from home enables you to participate in school sporting/cultural/march pass activities

Source: Field survey, 2022

Figure 4.13 presents a graphical illustration of the data in Table 4.13 of which, 42.5% constituting the majority of the respondents, disagreed with the given statement as can be seen by the tallest bar which is closely trailed by the 32.5% who rather agreed. A little below halve of the majority group, but far outweighing those who strongly agree, indicated their strongly disagreement with the statement as depicted by the 20.0% third tallest bar and the 5.0% shortest bar respectively. Summing up, a combined 62.5% majority expressed their disagreement with the statement whereas a combined 37.5% minority registered their agreement with the statement.

Table 4.14: The distance to home from the school contributes positively towards your private studies after school

Response scale	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	17	42.5	42.5	42.5
Disagree	13	32.5	32.5	75.0
Agree	7	17.5	17.5	92.5
Strongly agree	3	7.5	7.5	100.0
Total	**40**	**100.0**	**100.0**	

Source: Field survey, (2022).

Table 4.14 presents the data on the statement that the distance to home from the school contributes positively towards your private studies after school. 42.5% (n=17) of the 40 respondents strongly disagree, 32.5% (n=13) disagree, 17.0% (n=7) said they agree with the statement whilst the remaining 7.5% (n=3) strongly agree. It is revealed that, majority of the participants strongly disagreed which is somewhat closely followed by those who disagreed. Again, a marginal percentage of 17.5% which constitute about halve of those who disagree, indicated they agree with the statement likewise the least percentage who strongly agreed hence, forming the minority group as graphically illustrated by Figure 4.14.

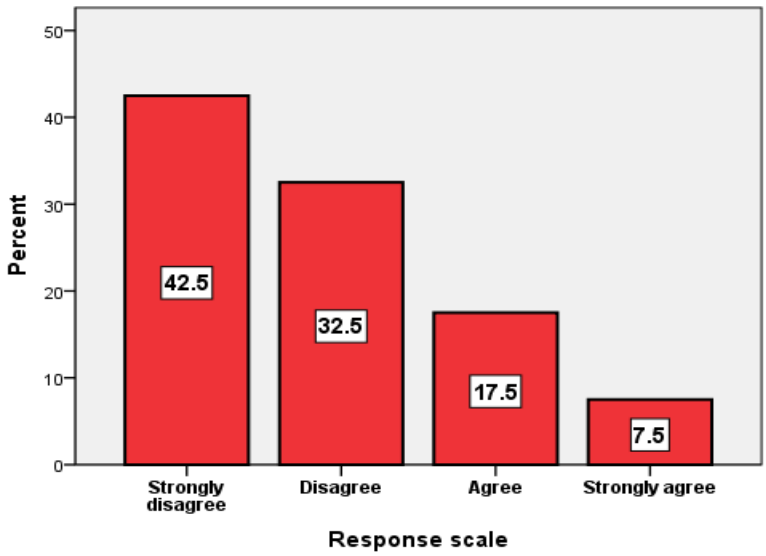

Figure 4.14: The distance to home from the school contributes positively towards your personal studies after school

Source: Field survey, 2022

Figure 4.14 graphically illustrates the data in Table 4.14 of which, 42.5% being the majority, strongly disagreed with the statement as shown by the tallest bar and loosely trailed by the 32.5% representing those who disagreed whilst the shortest bar represents those who strongly agreed thereby adding up to give 25.0% combined minority with regards to those who are in agreement with the statement which is hugely lower than the 75.0% majority group who responded otherwise.

Table 4.15: The location of the school from your home helps save enough time to complete your take-home assignments after school

Response scale	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	18	45.0	45.0	45.0
Disagree	9	22.5	22.5	67.5
Agree	11	27.5	27.5	95.0
Strongly agree	2	5.0	5.0	100.0
Total	**40**	**100.0**	**100.0**	

Source: Field survey, (2022).

Table 4.15 is a tabulated summary of responses on the statement that, the location of the school from your home helps save enough time to complete your take-home assignments after school. The data shows that, 45.0% (n=18) strongly disagree, 22.5% (n=9) disagree, 27.5% (n=11) said they agree with the statement whilst the remaining 5.0% (n=2) strongly agree. The data reveals that, majority of the participants which is almost halve of the total, strongly disagreed which is followed by those who agree, disagree and strongly agree relative to their order of percentages. Figure 4.15 presents a pictorial view to the data for easy comprehension.

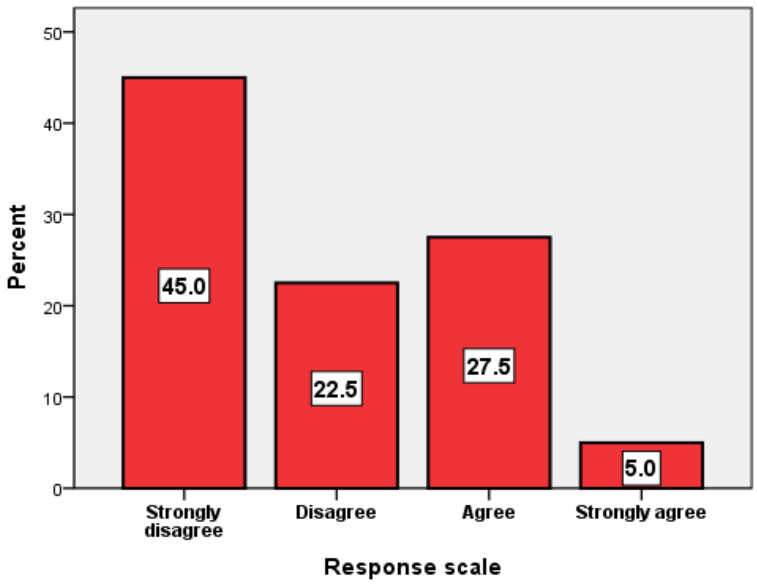

Figure 4.15: The location of the school from your home helps save enough time to complete your take-home assignments after school

Source: Field survey, 2022

Figure 4.15 graphically illustrates the data in Table 4.15 of which, 45.0% majority strongly agreed with the statement and thus, represented by the tallest bar which is sparsely followed by both the 27.5% and the 22.5% bars representing those who agreed and those who disagreed respectively; likewise, the shortest bar which is seven times as short as the tallest bar hence giving a combined 67.5% majority who registered their disagreement as compared to the combined 32.5% who are in agreement.

4.3 Motivation factors that drive pupils towards the attainment of their academic aspirations.

Inasmuch as people in academia aspire to attain their academic aspirations, keen considerations ought to be given to the intrinsic and extrinsic motivation factors that

drive them towards such aspirations. To this end, the study made it one of its salient objectives which therefore informed this subsection to cast some statements around certain motivation factors to elicit the degree of agreement or disagreement of participants along the four-point Likert response scale.

Table 4.16: The location of the school motivates you to strive towards the attainment of your academic aspirations

Response scale	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	19	47.5	47.5	47.5
Disagree	12	30.0	30.0	77.5
Agree	8	20.0	20.0	97.5
Strongly agree	1	2.5	2.5	100.0
Total	**40**	**100.0**	**100.0**	

Source: Field survey, (2022).

Table 4.16 summarizes the views of respondents on the statement that, the location of the school motivates you to strive towards the achievement of your academic aspirations. The Table shows that, 47.5% (n=19) of the 40 participants said they strongly disagree, 30.0% (n=12) disagree, 20.0% (n=8) indicated they agree with the statement whilst the remaining 2.5% (n=1) strongly agree. The statistics therefore reveal that, a little below halve of the 40 participants, strongly disagree which is followed by those who disagree and those who agree in a difference of 17.5% and 27.5% respectively. A few respondents constituting 2.5% strongly greed with the statement as can be seen graphically in Figure 4.16.

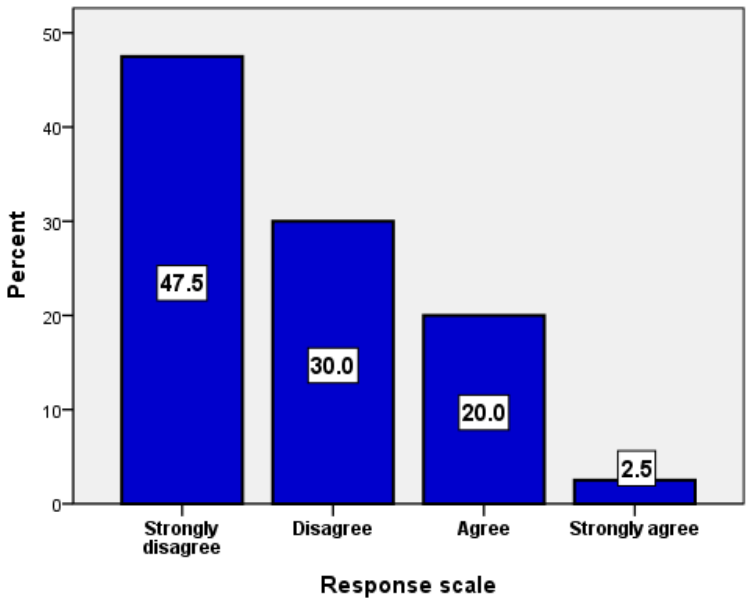

Figure 4.16: The location of the school motivates you to strive towards the attainment of your academic aspirations

Source: Field survey, 2022

Figure 4.16 is a graphical illustration of the data in Table 4.16 of which, 47.5% representing the majority who strongly disagreed with the statement, is depicted by the tallest bar which is sparsely trailed by the 30.0% bar representing those who disagreed which also outweighs the 20.0% who said they agree. The Figure again shows the shortest bar representing the 2.5% who strongly agreed with the statement which resultantly added up to give the 22.5% combined minority group who are in agreement whilst the combined 77.5% represents the majority who are in disagreement with the statement.

Table 4.17: The school's environment is a prime motivation factor towards the achievement of your academic aspirations

Response scale	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	17	42.5	42.5	42.5
Disagree	18	45.0	45.0	87.5
Agree	2	5.0	5.0	92.5
Strongly agree	3	7.5	7.5	100.0
Total	**40**	**100.0**	**100.0**	

Source: Field survey, (2022).

Table 4.17 presents a tabular view of the response on the statement that, the school's environment is a prime motivation factor towards the achievement of your academic aspirations, of which, 42.5% (n=17) strongly disagree, 45.0% (n=18) disagree, 5.0% (n=2) said they agree with the statement whilst 7.5% (n=3) also strongly agreed. The data reveals a slight majority of those who disagree over those who indicated they strongly disagree. Pertaining to the few who are in agreement, a thin line of difference can be seen as the 7.5% who strongly agree, marginally surpasses the 5.0% who agreed. Figure 4.17 gives a pictorial touch on the data presented.

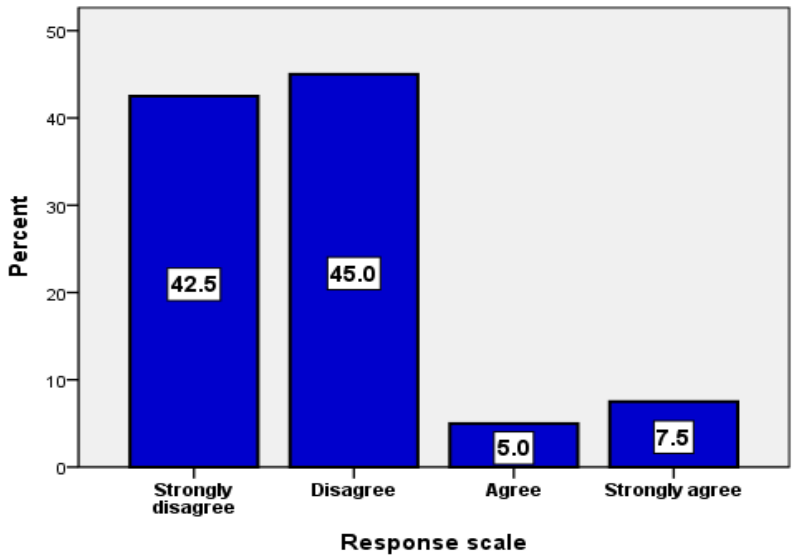

Figure 4.17: The school's environment is a prime motivation factor towards the achievement of your academic aspirations

Source: Field survey, 2022.

Figure 4.17 graphically portrays the data in Table 4.17 of which, 45.0% representing the majority of the respondents, said they disagree with the statement as shown by the tallest bar which is closely followed by the 42.5% bar representing those who strongly disagreed hence, giving a combined total of 87.5% disagreement which outweighs the 12.5% combined minority who are in agreement with the statement.

Table 4.18: The manner in which your class teacher teaches is a motivation towards the attainment of your academic aspirations

Response scale	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	3	7.5	7.5	7.5
Disagree	6	15.0	15.0	22.5
Agree	10	25.0	25.0	47.5
Strongly agree	21	52.5	52.5	100.0
Total	**40**	**100.0**	**100.0**	

Source: Field survey, (2022).

Table 4.18 is a tabulated summary of the responses on the statement that, the manner in which your class teacher teaches is a motivation towards the attainment of your academic aspirations. It shows that, 7.5% (n=3) of the 40 respondents said they strongly disagree with the statement, 15.0% (n=6) disagree, 25.0% (n=10) said they agree with the statement whilst the remaining 52.5% (n=21) strongly agreed. The data reveals that, a little over halve of the total participants which is also twice as much as those who agreed, registered their strong agreement with the statement. Again, a significant percentage of the respondents rather disagreed and strongly disagreed, though they are far lesser than those who are in agreement as typified in Figure 4.18.

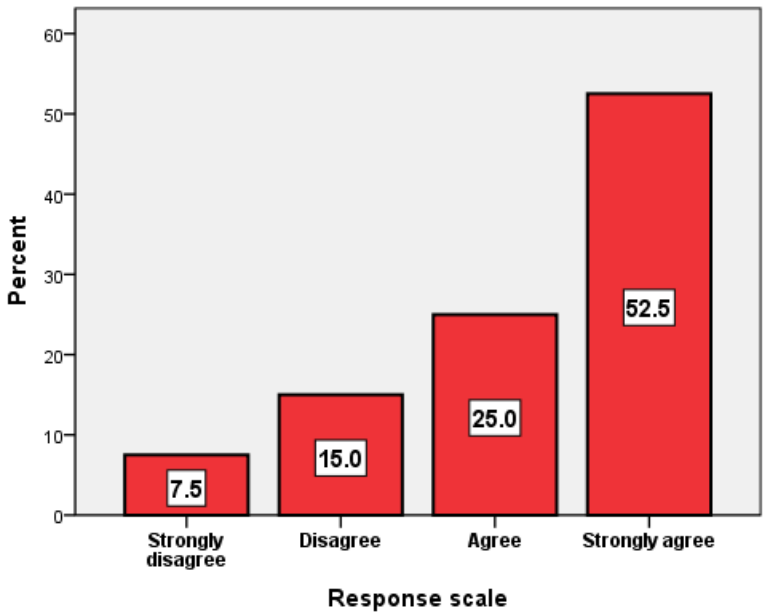

Figure 4.18: The manner in which your class teacher teaches is a motivation towards the attainment of your academic aspirations

Source: Field survey, 2022.

Figure 4.18 graphically illustrates the data in Table 4.18 of which, 52.0% majority strongly agree with the statement as shown by the tallest bar which is trailed halfway by the 25.0% bar representing those who agreed and thereby, giving a combined 77.5% confirmation to the statement which largely surpasses the 22.5% who jointly dissented the given statement.

Table 4.19: The advice receive from your parents/guardians is the main motivation factor towards the attainment of your academic aspirations

Response scale	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	2	5.0	5.0	5.0
Disagree	6	15.0	15.0	20.0
Agree	14	35.0	35.0	55.0
Strongly agree	18	45.0	45.0	100.0
Total	**40**	**100.0**	**100.0**	

Source: Field survey, (2022).

Table 4.19 presents the response on the statement that, the advice receive from your parents/guardians is the main motivation factor towards the attainment of your academic aspirations, of which, 5.0% (n=2) strongly disagree, 15.0% (n=6) disagree, 35.0% (n=14) indicated they agree with the statement whilst the remaining 45.0% (n=18) said they strongly agree. It is seen from the data that, majority of the respondents strongly agree with the statement which is followed by those who agree and thereby leaving the 15.0% who disagree and the 5.0% who strongly disagree, trailing the table as portrayed in Figure 4.19.

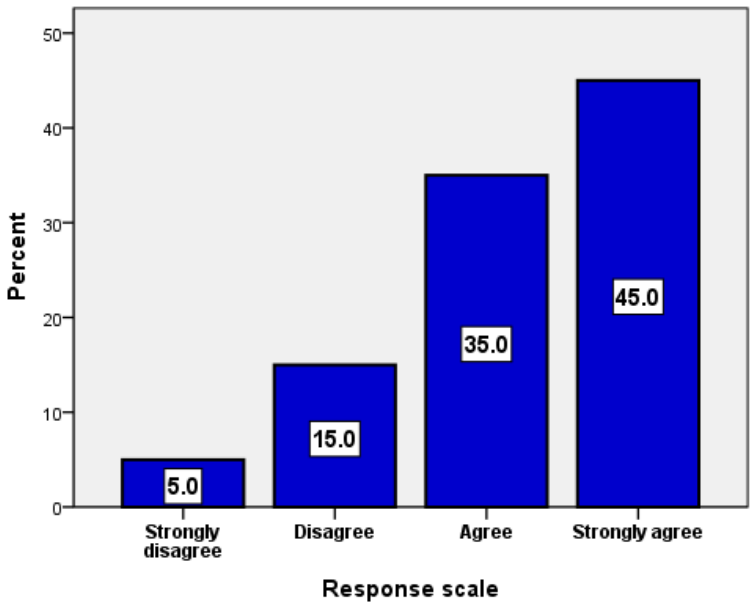

Figure 4.19: The advice receive from your parents/guardians is the main motivation factor towards the attainment of your academic aspirations

Source: Field survey, 2022

Figure 4.19 graphically illustrates the data in Table 4.19 of which, the tallest bar depicts the 45.0% majority who strongly agreed with the statement which is followed loosely by the 35.0% bar representing those who agreed. It again portrays that, a little below halve the percentage who agreed, disagree whereas one-seventh of that, strongly disagreed hence, the short and the shortest bar respectively. Summing up, the graph portrays a combined 80.0% majority who reaffirmed the statement which greatly surpass the 20.0% combined minority who dissented.

Table 4.20: Your class/exams scores serve as a great motivation towards the attainment of your academic goals

Response scale	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	2	5.0	5.0	5.0
Disagree	16	40.0	40.0	45.0
Agree	18	45.0	45.0	90.0
Strongly agree	4	10.0	10.0	100.0
Total	**40**	**100.0**	**100.0**	

Source: Field survey, (2022).

Table 4.20 summarises the response on the statement that, your class/exams scores serve as a great motivation towards the attainment of your academic aspirations. It shows that, 5.0% (n=2) of the 40 respondents said they strongly disagree with the statement, 40.0% (n=16) disagree, 45.0% (n=18) indicated they agree with the statement whilst the remaining 10.0% (n=4) strongly agree. The data reveals a slim majority of those who agree over those who disagree. Likewise, the percentage who strongly disagree constitute half of those who strongly agree as displayed in Figure 4.20.

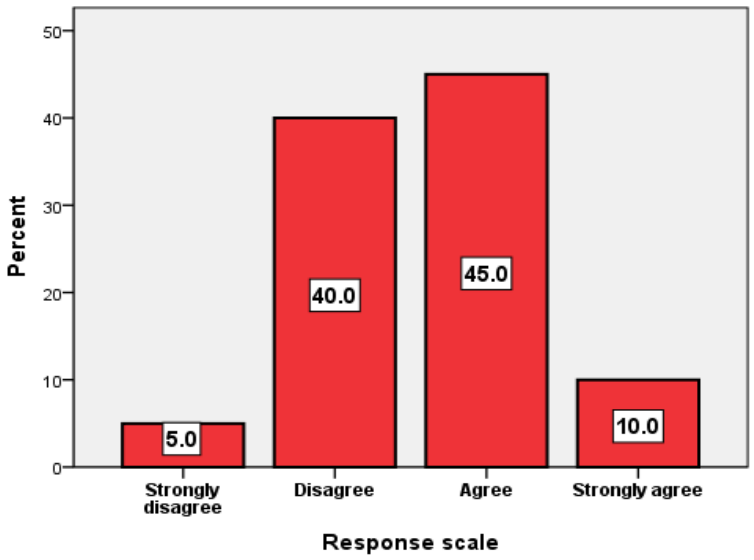

Figure 4.20: Your class/exams scores serve as a great motivation towards the attainment of your academic goals

Source: Field survey, 2022

Figure 4.20 graphically illustrates the data in Table 4.20 of which, the two competing bars in height represent the 45.0% who agree with the statement as well as the 40.0% who think otherwise. It however, portrays a clear minority group who strongly disagree as shown by the 5.0% shortest bar. Pertaining to the degree of agreement and disagreement, the graph reveals a combined 55.0% agreement which constitute a slight majority over the combined 45.0% who rather disagreed with the statement.

4.4 SECTION 2: Field data from the Parents/Guardians category

The study also gathered quantitative data from the parents/guardians of the pupils of Dansokrom Primary School since they are considered as part of the immediate stakeholders of who have vested interests in the academic and other extra-curricular activities of the school.

4.4.1 Demographic data of participants

The bio-data and other relevant demographic information were sought from the participants to aid in the description of the target population.

Table 4.21: Gender distribution of Parents/Guardians

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Male	11	44.0	44.0	44.0
Female	14	56.0	56.0	100.0
Total	**25**	**100.0**	**100.0**	

Source: Field survey, (2022).

Table 4.21 shows the gender distribution of the parents/guardians of which, 44.0% (n=11) out of the total 25 sampled, are males whilst 56.0% (n=14) are females. The data shows a female majority as they formed a little over half of the participants even though a significant 44.0% of them are females hence, given a good representation to both genders. The data presented is graphically illustrated in Figure 4.21.

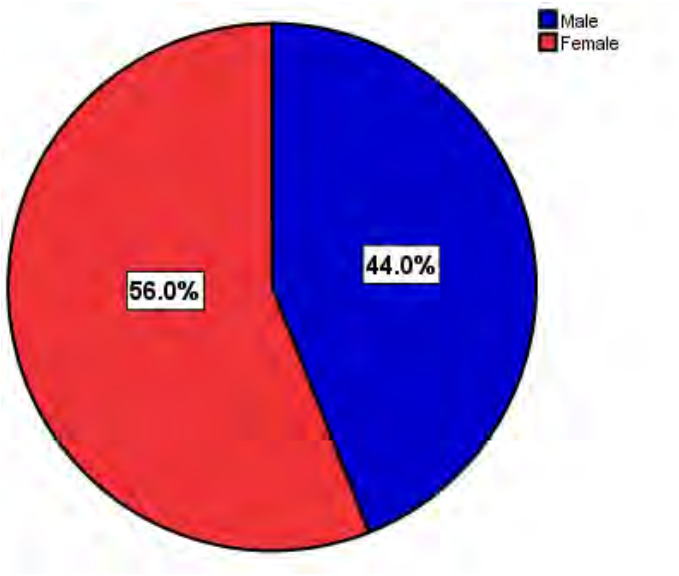

Figure 4.21: Gender distribution of Parents/Guardians

Source: Field survey, (2022).

Figure 4.21 graphically illustrates that the female category slightly dominated the total participants as depicted in the graph with the 56.0 % bigger slice whilst the male gender category followed somewhat closely with the smaller slice representing 44.0% of the parents/guardians.

Table 4.22: Age distribution of respondents

Age	Frequency	Percent	Valid Percent	Cumulative Percent
Below 20	2	8.0	8.0	8.0
20-24	3	12.0	12.0	20.0
25-34	8	32.0	32.0	52.0
35-44	10	40.0	40.0	92.0
45-50	2	8.0	8.0	100.0
Total	**25**	**100.0**	**100.0**	

Source: Field survey, (2022).

Table 4.22 summarises the age distribution of the parents/guardians. Out of a total of 25 participants, 8.0% (n=2) are below 20 years, 12.0% (n=3) are 20-24 years, 32.0% (n=8) are 25-34 years, 40.0% (n=10) are 35-44 years whilst the remaining 8.0% (n=2) are 45-50 years. The data reveals that, a slight majority of the participants are aged between 35-44 years which is followed closely with those aged between 25-34 years. It also shows that, those below 20 years are as many as those between the 45-50 years category as can be seen by the height of the bars in Figure 4.22.

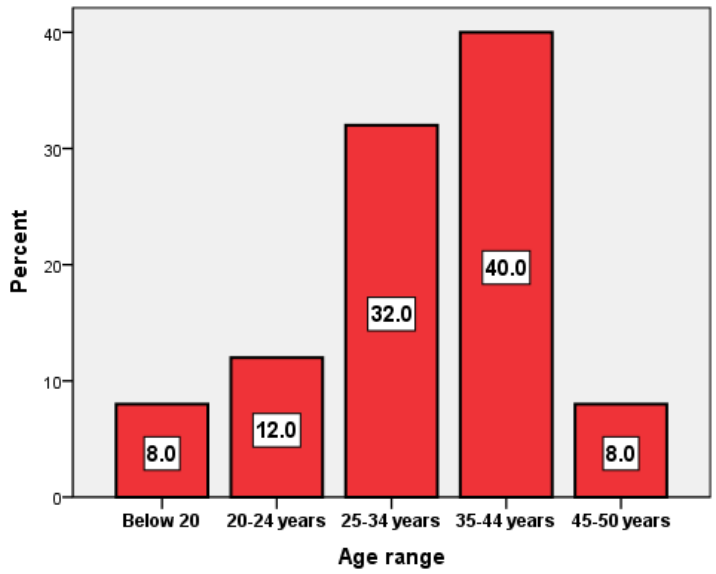

Figure 4.22: Age distribution of Parents/Guardians

Source: Field survey, 2022

The Figure 4.22 graphically illustrates the age distribution of respondents, of which, the tallest bar depicts the 40.0% majority aged between 35-44 whereas the next tallest bar represents those aged 25-34 years which far exceeds the 12.0% bar depicting those aged 20-24 years. It again shows a tie between those at the thresholds as depicted by the 8.0% equal bars representing those below 20 years and those between 45-50 years.

Table 4.23: Highest education completed

Qualification	Frequency	Percent	Valid Percent	Cumulative Percent
None	2	8.0	8.0	8.0
Non-formal	4	16.0	16.0	24.0
Basic	6	24.0	24.0	48.0
Senior High	6	24.0	24.0	72.5
Diploma	4	16.0	16.0	88.0
Bachelor's degree	3	12.0	12.0	100.0
Total	**25**	**100.0**	**100.0**	

Source: Field survey, (2022).

Table 4.23 is a tabulated summary of the highest education completed by the parents/guardians, of which, 8.0% (n=2) said they had no form of education, 16.0% (n=4) had non-formal education, 24.0% (n=6) have completed Basic education, 24.0% (n=6) also completed senior high, 16.0% (n=4) have obtained Diploma certificate whilst the remaining 12.0% (n=3) have completed Bachelor's degree. The data shows that most of the participants if not all, have had some form of education, particularly, formal education to at least, the basic and/or senior high school level. It also reveals that, a significant percentage of them have tertiary level education. Figure 4.23 makes a graphical presentation of the data.

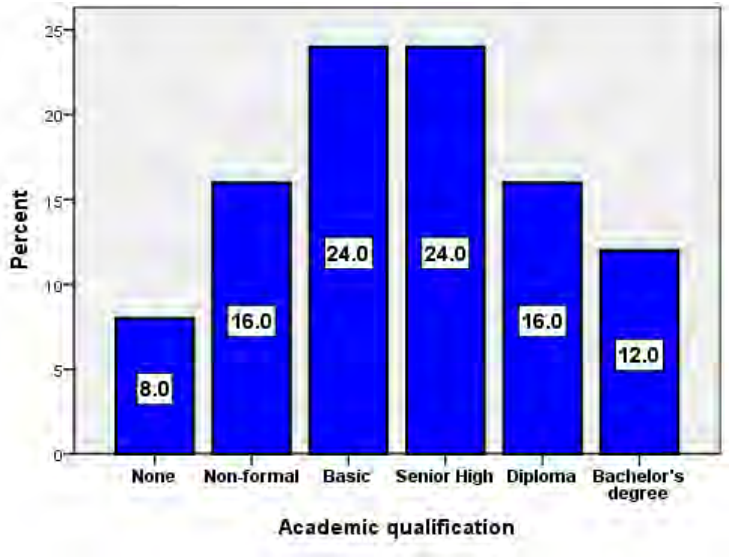

Figure 4.23: Highest education completed

Source: Field survey, 2022

Figure 4.23 graphically illustrates the data in Table 4.23 which has two distinct education level tied for the majority groups as depicted by the 24.0% tallest bars each representing those who had basic and senior high school education. It again reveals another tie between those who had a non-formal education and those who have acquired Diploma certificates as depicted by the 16.0% bars respectively. Pertaining to the two thresholds, the 12.0% bar representing those with Bachelor's degree slightly exceed the 8.0% who had no form of education.

Table 4.24: Occupation distribution of Parents/Guardians

Occupation	Frequency	Percent	Valid Percent	Cumulative Percent
Professional/Artisan	2	8.0	8.0	8.0
Public/Civil servant	4	16.0	16.0	24.0
Business/Trader	3	12.0	12.0	36.0
Farmer	12	48.0	48.0	84.0
Unemployed	4	16.0	16.0	100.0
Total	**25**	**100.0**	**100.0**	

Source: Field survey, (2022).

Table 4.24 shows the occupation distribution of the parents/guardians of which, 8.0% (n=2) are trained Artisans/Professionals, 16.0% (n=4) are Public/Civil servants, 12.0% (n=3) are into Business/Trading, 48.0% (n=12) are Farmers whilst the remaining 16.0% (n=4) indicated they are unemployed. The data reveals that, majority of the participants constituting about halve the total sampled, are farmers which is followed sparsely by both those who are public servants and those who are unemployed whilst those into business/trading and professional artisans formed the minority in that order as graphically illustrated by Figure 4.24.

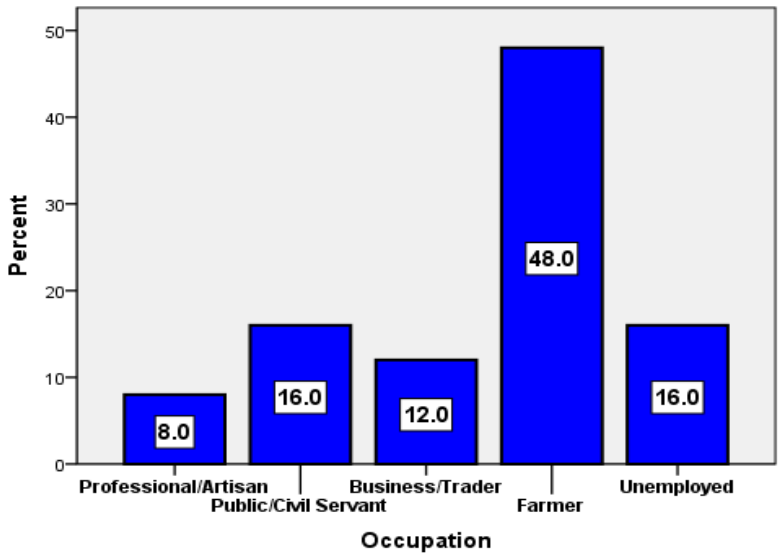

Figure 4.24: Occupation distribution of Parents/Guardians

Source: Field survey, 2022

Figure 4.24 graphically illustrates the data in Table 4.24 of which, 48.0% constituting the majority, are farmers as shown by the tallest bar which is followed loosely by the 16.0% bars representing the public servants and the unemployed categories whilst the shortest bar represents the professional artisanship group which therefore affirm the diversity of the participants.

Table 4.25: Religious affiliation of Parents/Guardians

Religion	Frequency	Percent	Valid Percent	Cumulative Percent
Christianity	16	64.0	64.0	64.0
Islam	6	24.0	24.0	88.5
Other	3	12.0	12.0	100.0
Total	**25**	**100.0**	**100.0**	

Source: Field survey, (2022).

Table 4.25 is a tabulated summary of the religious affiliation of respondents, of which, 64.0% (n=16) of the 25 respondents indicated they are affiliated with Christian religion, 24.0% (n=6) are of the Islamic religion whilst the remaining 12.0% (n=3) are affiliated with other forms of religion. Figure 4.25 is the pictorial view of the data presented.

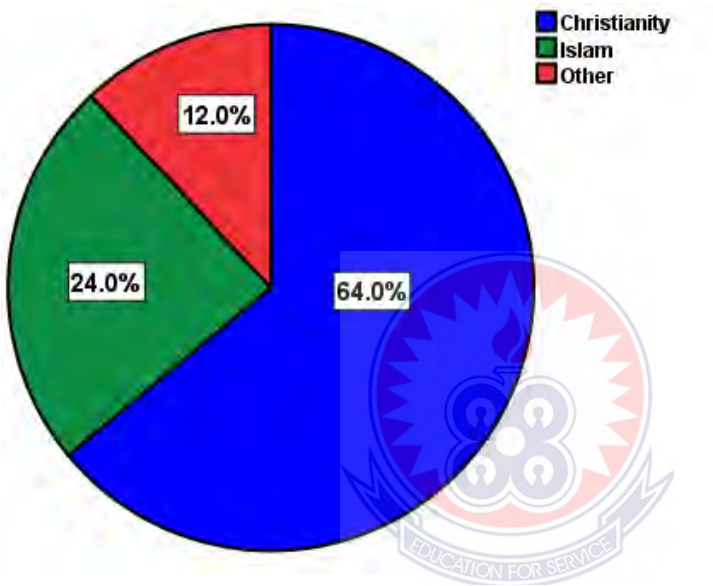

Figure 4.25: Religious affiliation of Parents/Guardians

Source: Field survey, (2022).

Figure 4.2 is the pictorial view of the religious affiliation of participants, of which, the 64.0% slice representing those affiliated with Christianity, constitute more than halve of the total participants. Also, those affiliated with the Islamic religion, is depicted with the 24.0% second biggest slice which is twice that of those affiliated with other forms of religion. The graph however, reveals the religious diversity of the participants.

Table 4.26: Are you a native of Dansokrom?

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	17	68.0	68.0	68.0
No	8	32.0	32.0	100.0
Total	**25**	**100.0**	**100.0**	

Source: Field survey, (2022).

Table 4.26 presents a tabular view of the nativity of respondents relative to Dansokrom. The Table shows that, 68.0% (n=17) indicated that they are natives or indigenes of Dansokrom whilst 32.0% (n=8) are nonnatives. The data reveals the good blend of people with different resident status in the study area notwithstanding the dominance of the natives as graphically illustrated in Figure 4.26.

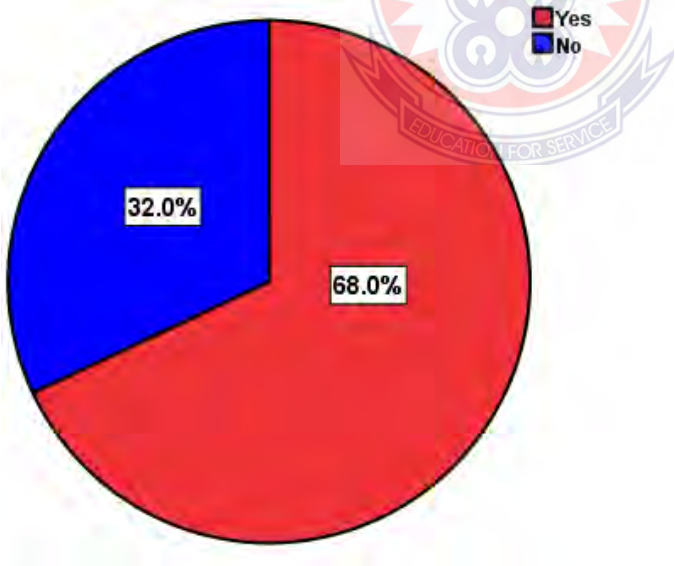

Figure 4.26: Are you a native of Dansokrom?

Source: Field survey, (2022).

Figure 4.26 is a graphical illustration of the data in Table 4.26 of which, 68.0% majority occupying the bigger slice, depicts the natives whilst the 32.0% slice represents the nonnatives.

Table 4.27: Where do you stay in Dansokrom?

Location	Frequency	Percent	Valid Percent	Cumulative Percent
Town	15	60.0	60.0	60.0
Village	10	40.0	40.0	100.0
Total	**25**	**100.0**	**100.0**	

Source: Field survey, (2022).

The main objective of the study is to ascertain the effects of school location on pupils' participation in academic activities and as such, enquiring about the location of the parents/guardians relative to their place of in Dansokrom is needful. Table 4.27 shows that, 60.0% (n=15) of the 25 participants, stay in town whilst the remaining 40.0% (n=10) indicated that they stay in the surrounding villages of Dansokrom. Figure 4.27 presents a graphical view of the data.

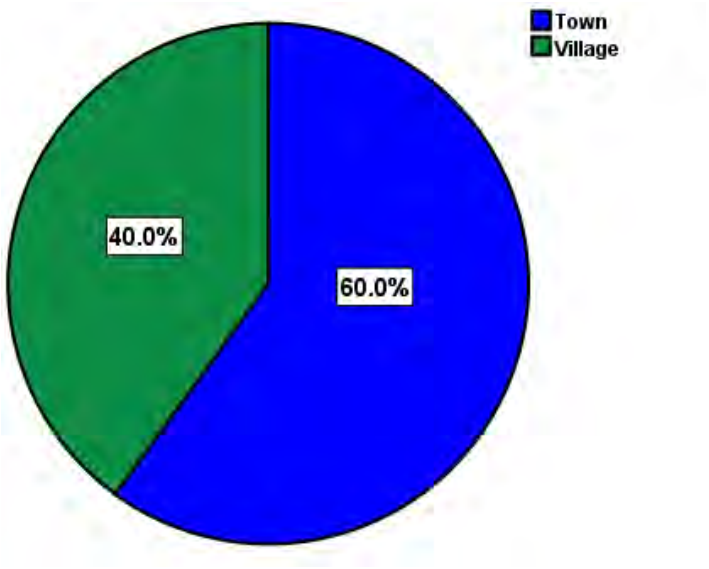

Figure 4.27: Where do you stay in Dansokrom?

Source: Field survey, 2022

Figure 4.27 graphically illustrates the data in Table 4.27 of which, 60.0% being the majority, stay in town as depicted by the bigger slice whilst the smaller slice represents those who stay in the surrounding villages of Dansokrom.

Table 4.28: How many of your wards are enrolled in Dansokrom Primary School?

Number	Frequency	Percent	Valid Percent	Cumulative Percent
One	13	52.0	52.0	52.0
Two	5	20.0	20.0	72.0
Three	5	20.0	20.0	92.0
Four plus	2	8.0	8.0	100.0
Total	**25**	**100.0**	**100.0**	

Source: Field survey, (2022).

Table 4.28 presents a summary of the number of wards that participants have enrolled in the school. The Table shows that, 52.0% (n=13) of the respondents indicated they have one ward enrolled in the school, 20.0% (n=5) have two, 20.0% (n=5) have three whilst the remaining 8.0% (n=2) have a minimum of four wards enrolled in the school. The data shows that, most of the participants which constitutes halve the total number, have one ward enrolled as compared to those who have more than one as graphically illustrated by Figure 4.28.

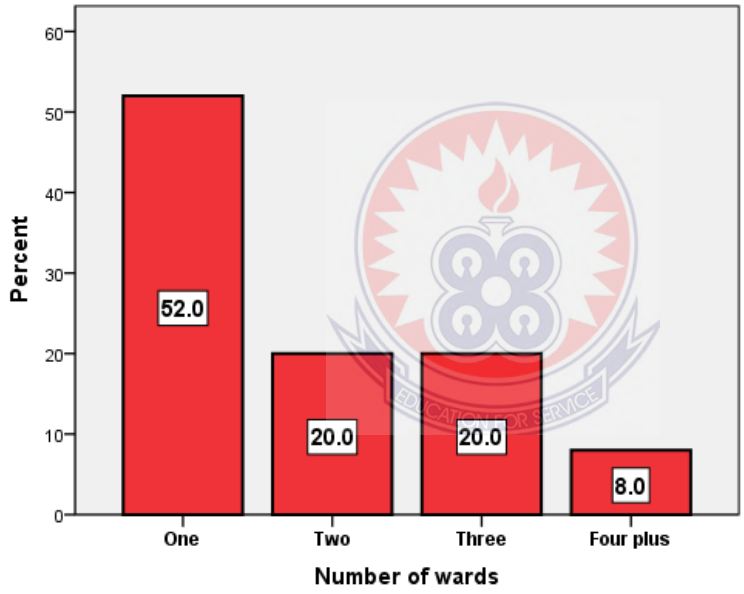

Figure 4.28: How many of your wards are enrolled in Dansokrom Primary School?

Source: Field survey, 2022.

Figure 4.28 graphically illustrates the data in Table 4.28 of which, the tallest bar, representing the majority, depicts those who have one ward enrolled in the school which is sparsely trailed equally by the bars representing those having two and three

wards enrolled respectively. The graph again reveals the shortest bar which represents the 8.0% who have not less than four of their wards enrolled.

Table 4.29: Distance from home to the school

Distance scale	Frequency	Percent	Valid Percent	Cumulative Percent
Very close(0-0.99 kilometres)	3	12.0	12.0	12.0
Close(1.0-2.49 kilometres)	5	20.0	20.0	32.0
Far(2.5-4.49 kilometres)	11	44.0	44.0	76.0
Very far(4.5+ kilometres)	6	24.0	24.0	100.0
Total	**25**	**100.0**	**100.0**	

Source: Field survey, (2022).

Table 4.29 is a tabulated summary of the perceived distance from participants' home to the school so as to help assess the impact of school location on their wards. The Table shows that, 12.0% (n=3) indicated that the school is very close to the school, 20.0% (n=5) said it is close, 44.0% (n=11) said it is far whilst the remaining 24.0% (n=6) said the distance to the school from their home is very far. The statistics show that, majority of the respondents perceived the distance between the school and their home, to be far rather than being very far. Concerning those who perceived the distance as short, a combined 32.0% minority responded to the effect which is woefully less than the combined 68.0% majority who perceive the said distance as not being close. The data presented is graphically portrayed in Figure 4.29.

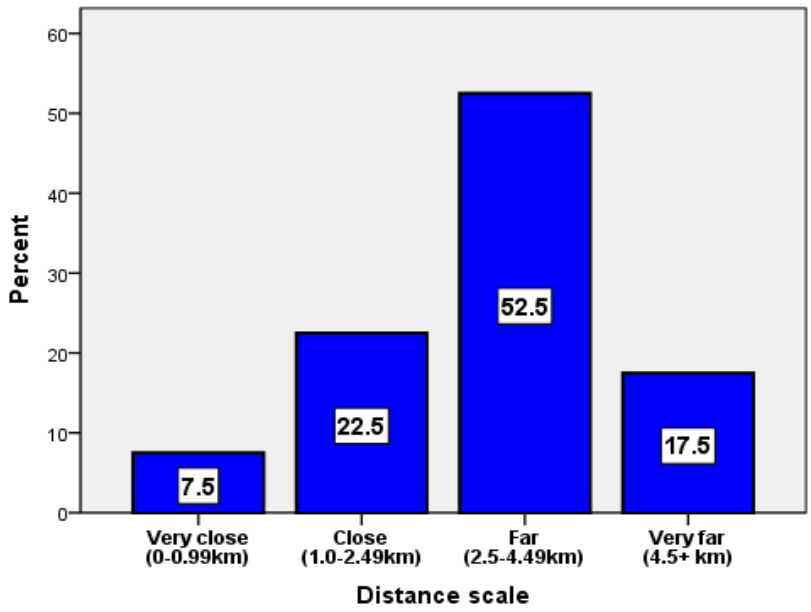

Figure 4.29: Distance from home to the school

Source: Field survey, 2022

Figure 4.29 graphically illustrates the data in Table 4.29 which shows that, majority of the participants constituting 44.0% indicated that the school location is far from their homes hence, the tallest bar which is followed somewhat loosely by those who rather see the distance as very far. The graph has the 12.0% shortest bar representing those who chose very close, trailing the other bars relative to their heights.

4.5: Effects of school location on pupils' participation in academic activities

One of the salient objectives of the study is to ascertain the effects school location have on pupils' participation in academic activities and for which reason, the parents/guardians were asked to express their degree of agreement or disagreement to related statements to help validate the corresponding responses from their wards.

Table 4.30: The location of the school makes it very easy for your wards to access it

Response scale	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	10	40.0	40.0	40.0
Disagree	7	28.0	28.0	68.0
Agree	5	20.0	20.0	88.5
Strongly agree	3	12.0	12.0	100.0
Total	**25**	**100.0**	**100.0**	

Source: Field survey, (2022).

Table 4.30 is a tabulated summary of the responses on the statement that, the location of the school makes it very easy for your wards to access it. The Table shows that, 40.0% (n=10) indicated they strongly disagree with the statement, 28.0% (n=7) disagree, 20.0% (n=5) indicated they agree with the statement, whilst the remaining 12.0% (n=3) strongly agree. The data show that, majority of the respondents constituting about twice the number who disagree, strongly disagreed with the statement whereas the category which strongly agreed, constitutes the least as depicted by Figure 4.30.

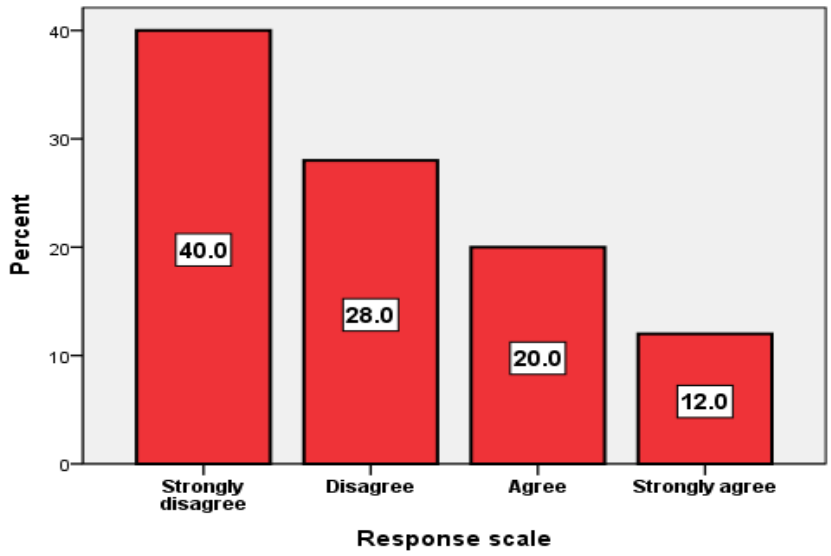

Figure 4.30: The location of the school makes it very easy for your wards to access it

Source: Field survey, 2022

Figure 4.30 graphically illustrates the data in Table 4.30 of which, the tallest bar represents the 40.0% majority who strongly disagree with the statement which is widely followed by the 28.0% bar representing those who disagree hence, giving a combined 68.0% disagreement whereas the short bars depict the 20.0% and the 12.0% who agree and strongly agree respectively hence, adding up to give a combined 32.0% minority who registered their agreement with the statement.

Table 4.31: The location of the school enables your wards to report to school very early

Response scale	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	9	36.0	36.0	36.0
Disagree	8	32.0	24.0	60.0
Agree	6	24.0	22.0	82.0
Strongly agree	2	8.0	8.0	100.0
Total	**25**	**100.0**	**100.0**	

Source: Field survey, (2022).

Table 4.31 summarises the responses on the statement that, the location of the school enables your wards to report to school very early, of which, 36.0% (n=9) of the 25 respondents, indicated they strongly disagree with the statement, 32.0% (n=8) disagree, 24.0% (n=6) said they agree with the statement, whilst the remaining 8.0% (n=2) said they strongly agree. The statistics show that, majority of the respondents strongly disagreed which is narrowly followed by those who disagreed. Also, those who strongly agree with the statement constitutes the least group as illustrated graphically by Figure 4.31.

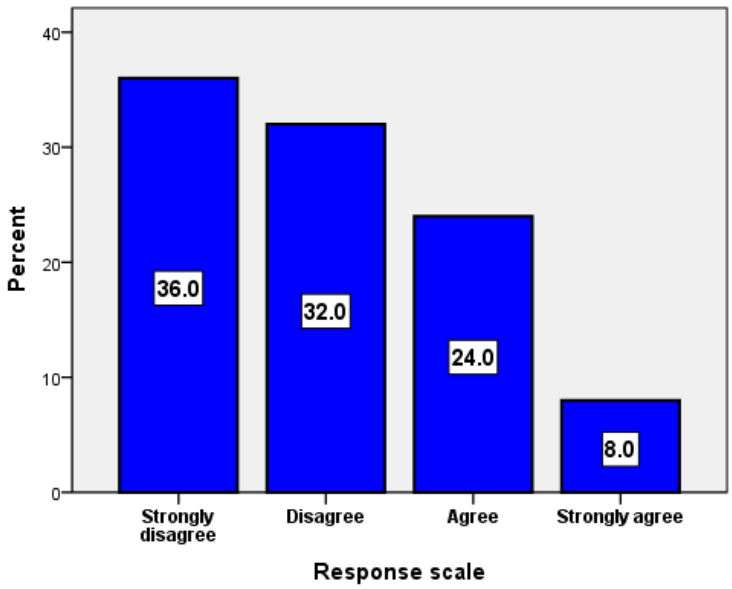

Figure 4.31: The location of the school enables your wards to report to school very early

Source: Field survey, 2022.

Figure 4.31 graphically presents the data in Table 4.31 of which, the tallest bar depicts the 36.0% who strongly disagreed with the statement which is closely followed in height by those who disagree and thereby constituting a combined 68.0% dissention of the statement whilst the combined 32.0% representing those who reaffirmed the statement, form the minority.

Table 4.32: The distance to the school from your home enables your wards to partake in all class lessons

Response scale	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	13	52.0	52.0	52.0
Disagree	5	20.0	20.0	72.0
Agree	6	24.0	24.0	96.0
Strongly agree	1	4.0	4.0	100.0
Total	**25**	**100.0**	**100.0**	

Source: Field survey, (2022).

Table 4.32 is a tabulated summary of the responses on the statement that, the distance to the school from your home enables your wards to partake in all class lessons, of which, 52.0% (n=13) strongly disagree with the statement, 20.0% (n=5) disagree, 24.0% (n=6) said they agree with the statement, whilst the remaining 4.0% (n=1) strongly agree. The data reveals that, a little over halve the total participants strongly disagreed which is followed by those who agreed as well as those who disagree and strongly agree in that order. Figure 4.32 graphically illustrates the data presented.

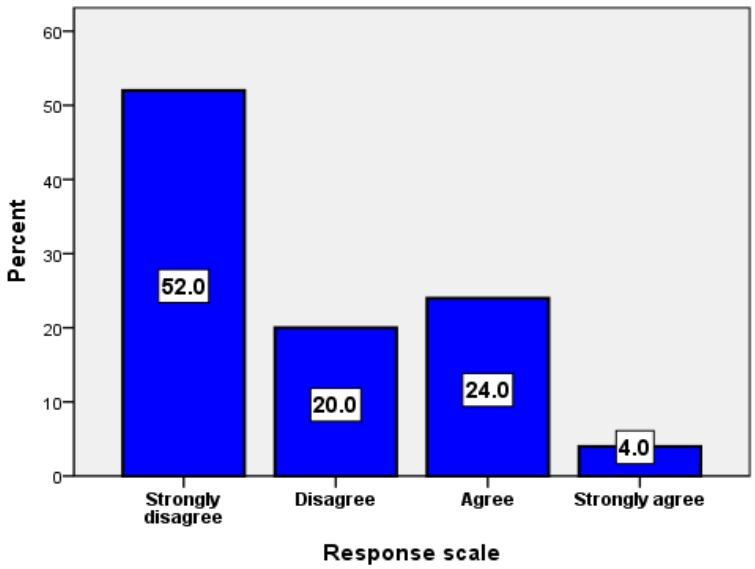

Figure 4.32: The distance to the school from your home enables your wards to partake in all class lessons

Source: Field survey, 2022.

Figure 4.33 is a graphical illustration of the data in Table 4.32 of which, the majority who strongly disagree is depicted by the 52.0% tallest bar which far surpasses the bar representing those who agree and those who disagree respectively. The graph also clearly portrays the minority group as can be seen by the 4.0% shortest bar which adds but, nothing significant, to give a combined 28.0% minority who are in agreement with the statement as compared to the combined 72.0% majority who expressed disagreement with the statement.

Table 4.33: The distance to home from the school enables your wards to do house chores after school

Response scale	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	13	52.0	52.0	52.0
Disagree	5	20.0	20.0	72.0
Agree	3	12.0	12.0	84.0
Strongly agree	4	16.0	16.0	100.0
Total	**25**	**100.0**	**100.0**	

Source: Field survey, (2022).

Table 4.33 is a tabulated summary of responses on the statement that, the distance to home from the school enables your wards to do their house chores after school. The Table shows that, 52.0% (n=13) indicated they strongly disagree with the statement, 20.0% (n=5) disagree, 12.0% (n=3) indicated they agree with the statement whilst the remaining 16.0% (n=4) strongly agree. The statistics reveal that, majority of the respondents strongly disagreed. Also, those who disagree is slightly higher than those who strongly agree and those who agree hence, giving a combined majority of 72.0% disagreement which far exceeds the combined 28.0% affirmation of the statement. Figure 4.33 graphically illustrates the data.

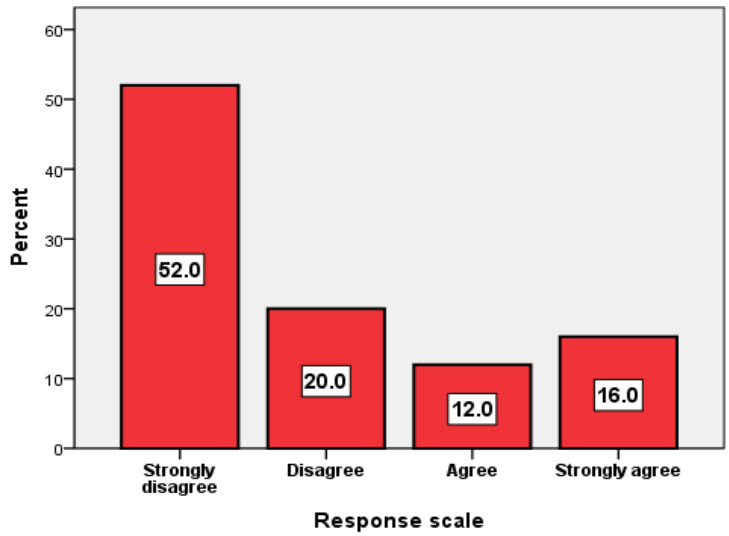

Figure 4.33: The distance to home from the school enables your wards to do house chores after school

Source: Field survey, (2022).

Figure 4.33 graphically illustrates the data in Table 4.33 of which, 52.0% being the majority, strongly disagree with the statement as depicted by the tallest bar which is sparsely followed by the 20.0% bar representing those who disagree. It again portrays that, few respondents, though significant, strongly agreed with the statement. The 16.0% bar and the 12.0% bar depict those who strongly agree and those who agree with the statement respectively.

Table 4.34: The distance to home from the school contributes positively towards your wards' personal studies after school

Response scale	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	9	36.0	36.0	36.0
Disagree	9	36.0	36.0	72.0
Agree	5	20.0	20.0	92.0
Strongly agree	2	8.0	8.0	100.0
Total	**25**	**100.0**	**100.0**	

Source: Field survey, (2022).

Table 4.34 is a tabulated summary of the responses on the statement that, the distance to home from the school contributes positively towards your wards' personal studies after school . The Table shows that, 36.0% (n=9) of the respondents indicated they strongly disagree with the statement, 36.0% (n=9) disagree, 20.0% (n=5) said they agree with the statement, whilst the remaining 8.0% (n=2) strongly agree. The statistics reveal that, as many as those who strongly disagree, also disagreed with the statement. This thereby gives a combined 72.0% majority who are in disagreement with the statement as compared to the combined 28.0% minority who reaffirmed the statement as can be found in Figure 4.34.

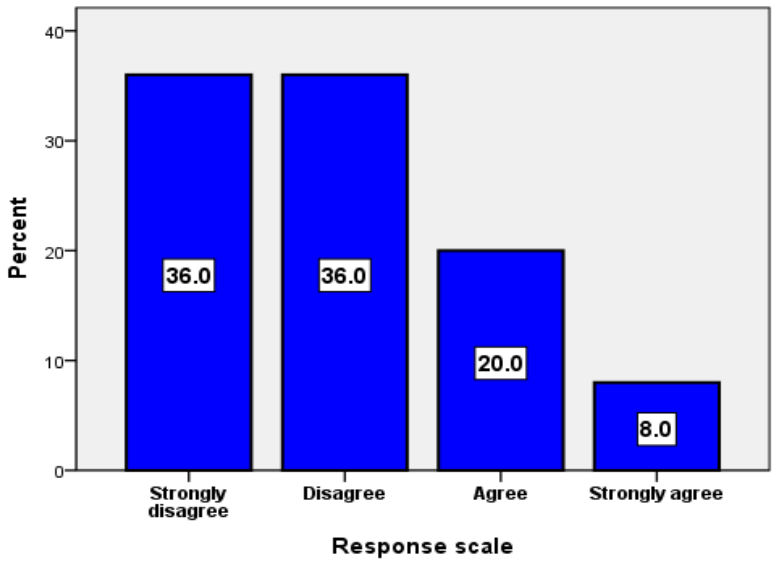

Figure 4.34: The distance to home from the school contributes positively towards your wards' personal studies after school

Source: Field survey, 2022

Figure 4.34 graphically illustrates the data in Table 4.34 of which, the two tallest bars represent those who strongly disagree and those who disagreed. It is followed by the 20.0% bar representing those who agreed whilst the shortest bar depicts the 8.0% who strongly agreed with the statement.

Table 4.35: The location of the school helps your wards to return home early enough to complete their take-home assignments

Response scale	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	4	16.0	16.0	16.0
Disagree	11	44.0	44.0	60.0
Agree	7	28.0	28.0	88.0
Strongly agree	3	12.0	12.0	100.0
Total	**25**	**100.0**	**100.0**	

Source: Field survey, (2022).

Table 4.35 is a tabulated summary of the responses on the statement that, the location of the school helps your wards to return home early enough to complete their take-home assignments. The Table shows that, 16.0% (n=4) indicated they strongly disagree with the statement, 44.0% (n=11) disagree, 28.0% (n=7) indicated they agree with the statement, whilst the remaining 12.0% (n=3) strongly agree. The statistics reveal that, majority of the respondents disagreed, which is sparsely followed by those who agreed. Also, significant number of respondents strongly disagree and also strongly agreed with the statement. The data is graphically portrayed by Figure 4.35.

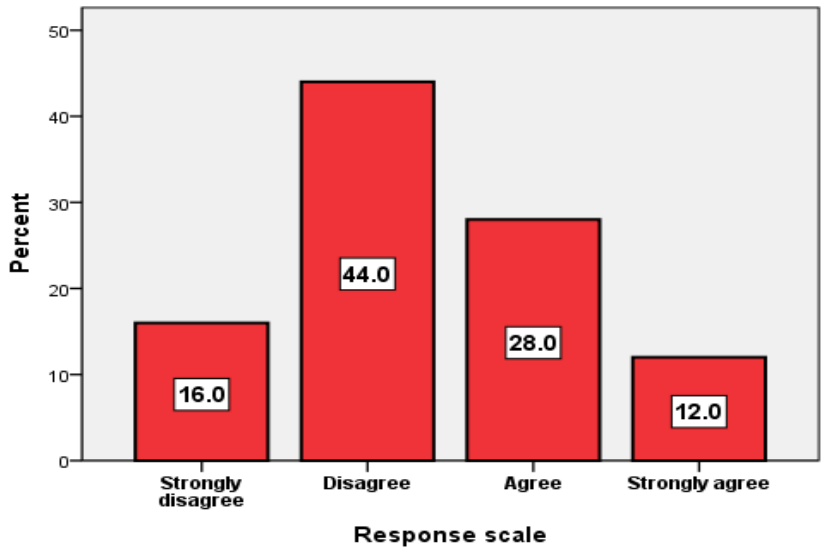

Figure 4.35: The location of the school helps your wards to return home early enough to complete their take-home assignments

Source: Field survey, 2022

Figure 4.35 graphically illustrates the data in Table 4.35 of which, the 44.0% majority who disagreed is depicted by the tallest bar which is trailed by the 28.0% bar representing those who said they agree with the statement. The graph also portrays the two extreme bars in order of their heights. The statistics reveal a combined 60.0% majority who expressed agreement with the statement whereas a combined 40.0% constitutes the minority group who are in agreement.

4.6: The perception of parents/guardians about school environment and its influence on the academic growth of their wards

Another equally important objective of the study is to investigate the perception of parents/guardians about school environment and its influence on the academic growth of their wards. The research posed salient statements about identified school

environmental variables relative their possible influence on pupils' academic growth; which required participants to express their degree of agreement or disagreement.

Table 4.36: The school's surroundings of mainly cocoa farms is a challenge on the academic growth of your wards

Response scale	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	2	8.0	8.0	8.0
Disagree	16	64.0	64.0	72.0
Agree	5	20.0	20.0	92.0
Strongly agree	2	8.0	8.0	100.0
Total	**25**	**100.0**	**100.0**	

Source: Field survey, (2022).

Table 4.36 is a tabulated summary of the responses on the statement that, the school's surroundings of mainly cocoa farms is a challenge on the academic growth of your wards. The Table shows that, 8.0% (n=2) indicated they strongly disagree with the statement, 64.0% (n=16) disagree, 20.0% (n=5) indicated they agree with the statement, whilst the remaining 8.0% (n=2) said they strongly agree. The statistics reveal that, majority of the respondents disagreed which is sparsely followed by those who agreed. Also, a significant number of respondents constituting 8.0% which is equivalent to those who strongly disagree, strongly agree. Figure 4.36 graphically illustrates the data.

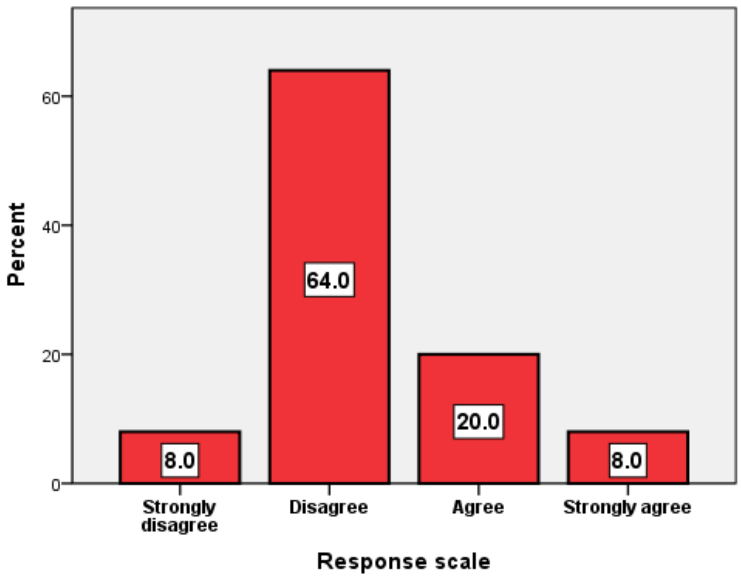

Figure 4.36: The school's surroundings of mainly cocoa farms is a challenge on the academic growth of your wards

Source: Field survey, 2022

Figure 4.36 graphically illustrates the data in Table 4.36 of which, 64.0% being the majority, disagree with the statement and thus, represented by the tallest bar which is widely followed by the 20.0% bar representing those who agreed. It again portrays that, the number of participants who registered their strong disagreement, is same as those who strongly agree, as depicted by two 8.0% shortest bars. The graph reveals that, those who expressed their degree of disagreement, constitute a combined 72.0% majority which far outweighs the combined 28.0% who are in agreement with the statement.

Table 4.37: The absence of qualified trained teachers in the school is a challenge on the academic growth of your wards

Response scale	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	2	8.0	8.0	8.0
Disagree	6	24.0	24.0	32.0
Agree	7	28.0	28.0	60.0
Strongly agree	10	40.0	40.0	100.0
Total	**25**	**100.0**	**100.0**	

Source: Field survey, (2022).

Table 4.37 is a tabulated summary of the responses on the statement that, the absence of qualified trained teachers in the school is a challenge on the academic growth of your wards. The Table shows that, 8.0% (n=2) indicated they strongly disagree with the statement, 24.0% (n=6) disagree, 28.0% (n=7) indicated they agree with the statement, whilst the remaining 40.0% (n=10) said they strongly agree. The statistics reveal that, majority of the respondents strongly agreed, which is loosely followed by those who agreed. Also, a significant number of respondents constituting 8.0% strongly disagree. Figure 4.37 graphically illustrates the data.

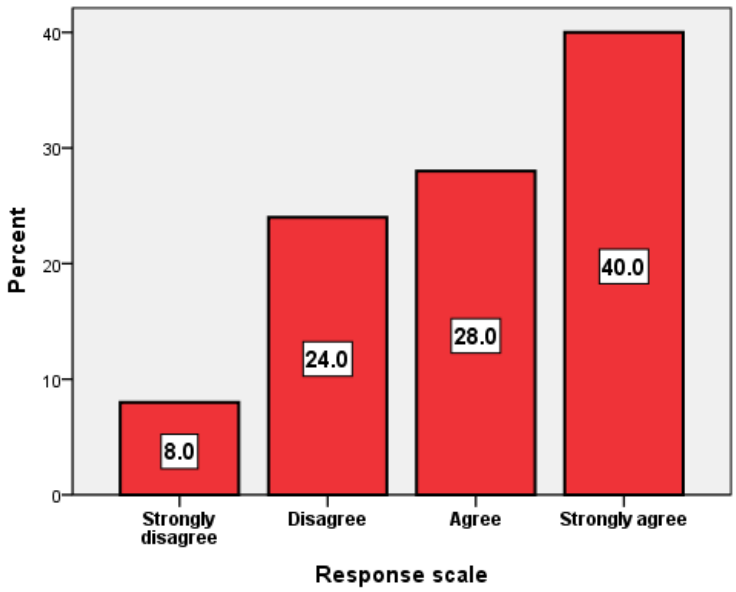

Figure 4.37: The absence of qualified trained teachers in the school is a challenge on the academic growth of your wards

Source: Field survey, 2022

Figure 4.37 graphically illustrates the data in Table 4.37 of which, the tallest bar depicts the 40.0% majority who strongly agree with the statement. It is followed by the 28.0% bar representing those who agree, which is slightly higher than the 24.0% bar representing those who disagreed. It again portrays the few who strongly disagreed with the 8.0% shortest bar which insignificantly adds-up to give a combined 32.0% minority who are in disagreement with the statement as compared to the combined 68.0% majority who are in agreement.

Table 4.38: The absence of canteen on the school compound is a challenge on the academic growth of your wards

Response scale	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	1	4.0	4.0	4.0
Disagree	5	20.0	20.0	24.0
Agree	10	40.0	40.0	64.0
Strongly agree	9	36.0	36.0	100.0
Total	**25**	**100.0**	**100.0**	

Source: Field survey, (2022).

Table 4.38 is a tabulated summary of the responses on the statement that, the absence of canteen on the school compound is a challenge on the academic growth of your wards. The Table shows that, 4.0% (n=1) strongly disagree with the statement, 20.0% (n=5) disagree, 40.0% (n=10) indicated they agree with the statement, whilst the remaining 36.0% (n=9) strongly agree. The statistics reveal a slim majority of those who agreed, over those who strongly agree hence, giving a combined 76.0% reaffirmation. On the contrary, the 4.0% who strongly disagreed, insignificantly adds-up to those who disagree, to give a combined 24.0% minority who are in disagreement with the statement. Figure 4.38 graphically illustrates the data for easy comprehension.

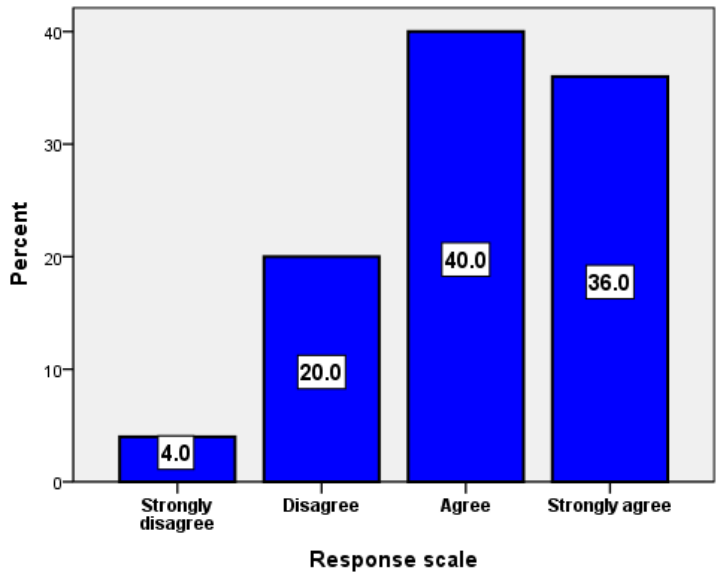

Figure 4.38: The absence of canteen on the school compound is a challenge on the academic growth of your wards

Source: Field survey, 2022

Figure 4.38 graphically illustrates the data in Table 4.38 of which, 40.0% being the majority, agree with the statement as depicted by the tallest bar, which is closely followed by the 36.0% bar representing those who strongly agreed. The graph again portrays that, the shortest bar which is five times as tall as the 20.0% bar, represents those who strongly disagree with the statement.

Table 4.39: The absence of school bus in the school is a challenge on the academic growth of your wards

Response scale	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	3	12.0	12.0	12.0
Disagree	8	32.0	32.0	44.0
Agree	9	36.0	36.0	80.0
Strongly agree	5	20.0	20.0	100.0
Total	**25**	**100.0**	**100.0**	

Source: Field survey, (2022).

Table 4.39 summarises the responses on the statement that, the absence of school bus in the school is a challenge on the academic growth of your wards. The Table shows that, 12.0% (n=3) indicated they strongly disagree with the statement, 32.0% (n=8) disagree, 36.0% (n=9) indicated they agree with the statement, whilst the remaining 20.0% (n=5) said they strongly agree. The statistics reveal a slim majority of those who disagreed over those who agreed. Likewise, those who strongly agree, slightly exceeds the 12.0% who strongly disagree as shown in Figure 4.39.

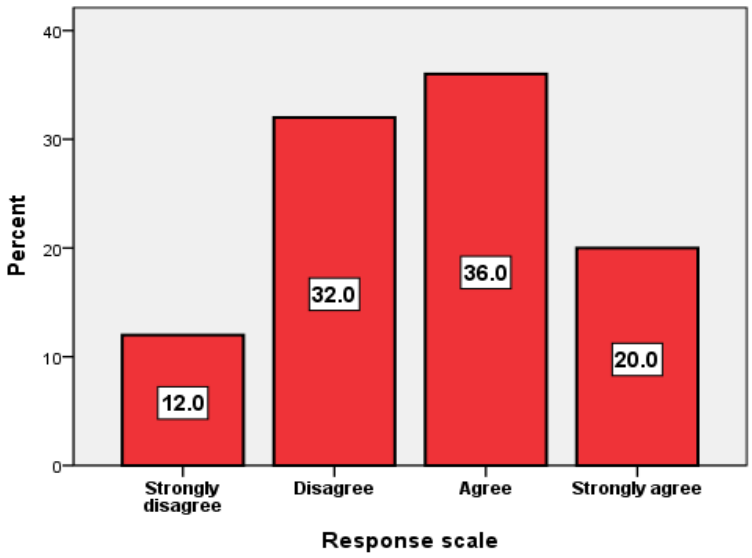

Figure 4.39: The absence of school bus in the school is a challenge on the academic growth of my wards

Source: Field survey, 2022

Figure 4.39 graphically illustrates the data in Table 4.39 of which, the tallest bar represents the 36.0% who agreed with the statement, which is closely matched in height by the bar depicting those who disagreed. Pertaining to the two extreme responses, the 20.0% bar depicting those who strongly agree, slightly exceeds the 12.0% bar representing those who strongly disagree.

Table 4.40: The distance covered on foot by your wards to school is a challenge on their academic growth

Response scale	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	2	8.0	8.0	8.0
Disagree	6	24.0	24.0	32.0
Agree	11	44.0	44.0	76.0
Strongly agree	6	24.0	24.0	100.0
Total	**25**	**100.0**	**100.0**	

Source: Field survey, (2022).

Table 4.40 is a tabulated summary of the responses on the statement that, the distance covered on foot by your wards to school is a challenge on their academic growth. The Table shows that, 8.0% (n=2) indicated they strongly disagree with the statement, 24.0% (n=6) disagree, 44.0% (n=11) indicated they agree with the statement, whilst the remaining 24.0% (n=6) strongly agree. The statistics reveal that, majority of the respondents agreed, which is widely followed by those who agreed as well as those who strongly agree. It again shows that few respondents did strongly disagree with statement as graphically portrayed by Figure 4.40.

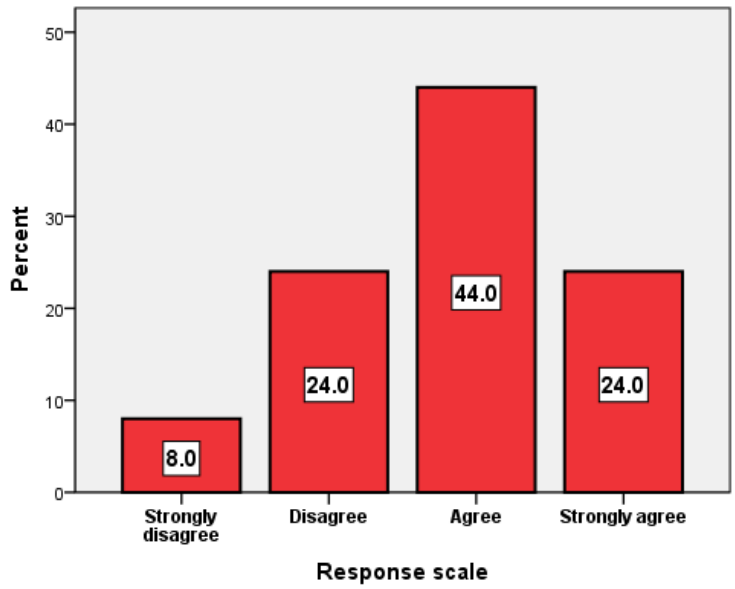

Figure 4.40: The distance covered on foot by your wards to school is a challenge on their academic growth

Source: Field survey, 2022

Figure 4.40 graphically illustrates the data in Table 4.40 of which, the 44.0% tallest bar represents those who agree with the statement. It is followed apar by the bars representing those who disagree as well as those who strongly agree. The shortest bar depicts those who strongly disagreed with the statement thereby, giving a combined 32.0% minority who registered their disagreement with the statement as compared to the 68.0% combined majority who are in agreement with the statement.

Table 4.41: The absence of stationery shop in and around the school compound is a challenge on the academic growth of your wards

Response scale	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	16	64.0	64.0	64.0
Disagree	5	20.0	20.0	84.0
Agree	3	12.0	12.0	96.0
Strongly agree	1	4.0	4.0	100.0
Total	**25**	**100.0**	**100.0**	

Source: Field survey, (2022).

Table 4.41 is a tabulated summary of the responses on the statement that, the absence of stationery shop in and around the school compound is a challenge on the academic growth of your wards. The Table shows that, 64.0% (n=16) indicated they strongly disagree with the statement, 20.0% (n=5) disagree, 12.0% (n=3) indicated they agree with the statement, whilst the remaining 4.0% (n=1) strongly agree. The statistics reveal that, majority of the respondents constituting more than halve the total sampled, strongly dissented the statement which far surpasses the 4.0% who strongly agreed. The data presented is graphically illustrated by Figure 4.41.

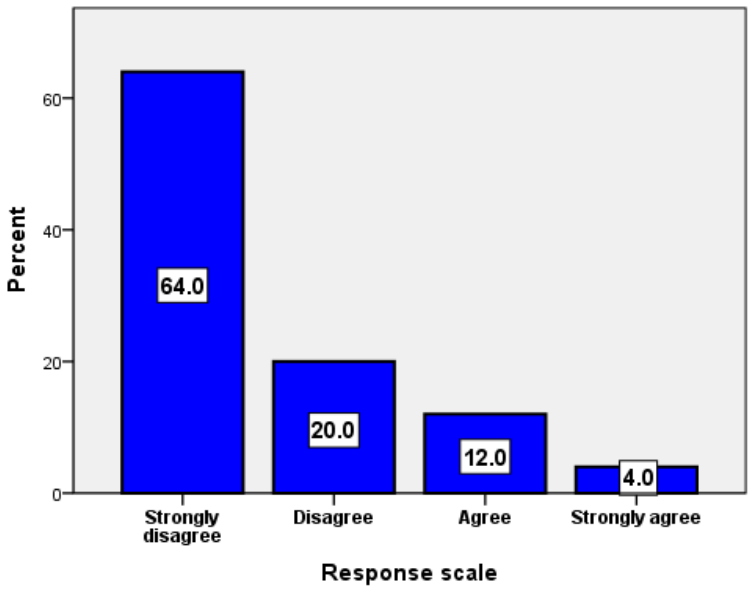

Figure 4.41: The absence of stationery shop in and around the school compound is a challenge on the academic growth of your wards

Source: Field survey, 2022

Figure 4.41 graphically illustrates the data in Table 4.41 of which, the tallest bar represents the 64.0% majority who strongly disagree with the statement. The category who disagreed, is depicted by the 20.% bar which is almost twice those who agreed and also five times as much as those who strongly agreed with the statement. It is shown from the graph that, those who are in disagreement with the statement constitute 84.% of the total participants whilst those who are in agreement, constitute 16.0%.

Table 4.42: The absence of classroom furniture like tables and chairs is a challenge on the academic growth of your wards

Response scale	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	1	4.0	4.0	4.0
Disagree	2	8.0	8.0	12.0
Agree	13	52.0	52.0	64.0
Strongly agree	9	36.0	36.0	100.0
Total	**25**	**100.0**	**100.0**	

Source: Field survey, (2022).

Table 4.42 is a tabulated summary of the responses on the statement that, the absence of classroom furniture like tables and chairs is a challenge on the academic growth of your wards. The Table shows that, 4.0% (n=1) strongly disagree with the statement, 8.0% (n=2) disagree, 52.0% (n=13) indicated they agree with the statement, whilst the remaining 36.0% (n=9) said they strongly agree. The statistics reveal that, majority of the respondents agreed, which is sparsely followed by those who strongly agreed. It also shows that few respondents constituting 12.0%, expressed their disagreement with the statement as compared to the combined 88.0% who are in agreement. Figure 4.42 graphically illustrates the data presented.

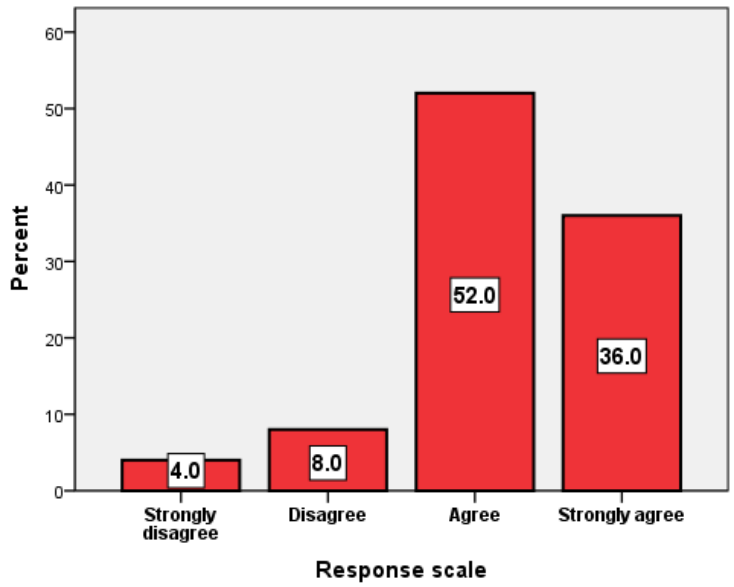

Figure 4.42: The absence of classroom furniture like tables and chairs is a challenge on the academic growth of your wards

Source: Field survey, 2022

Figure 4.42 graphically illustrates the data in Table 4.42 of which, 52.0% being the majority who agreed with the statement, is depicted by the tallest bar . the 36.0% bar represents those who strongly agree with the statement whilst the short bar and the shortest bar represents the 8.0% who disagreed and the 4.0% who strongly disagreed respectively.

Table 4.43: The school environment have influence on the academic growth of your wards

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	20	80.0	80.0	80.0
No	5	20.0	20.0	100.0
Total	**25**	**100.0**	**100.0**	

Source: Field survey, (2022).

Table 4.43 is a tabulated summary of the responses on the statement that, the school environment have influence on the academic growth of your wards. The Table shows that, 80.0% (n=20) responded Yes, whilst the remaining 20.0% (n=5) responded No. the statistics reveal that, majority of the participants perceive that the school environment have influence on the academic growth of their wards, whereas the minority group thinks otherwise. Figure 4.43 graphically illustrates the data presented.

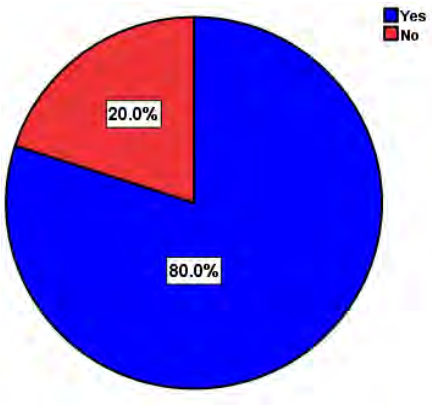

Figure 4.43: The school environment have influence on the academic growth of your wards

Source: Field survey, 2022

Figure 4.43 graphically illustrates the data in Table 4.43 of which, the lagger portion of the slice represents the 80.0% who said yes whilst the smaller portion represents the 20.0% who said no. The graph portrays that, those who perceive the school's environment as having an influence on their wards, highly dominate those who perceive otherwise.

Table 4.44: The most important thing to be provided/improved in Dansokrom Primary School

Response scale	Frequency	Percent	Valid Percent	Cumulative Percent
Teacher quantity	4	16.0	16.0	16.0
Teacher quality	3	12.0	12.0	28.0
School bus	3	12.0	12.0	40.0
School canteen	6	24.0	24.0	64.0
Furniture	9	36.0	36.0	100.0
Total	**25**	**100.0**	**100.0**	

Source: Field survey, (2022).

Table 4.44 is a tabulated summary of what participants consider the most important to be provided/improved in the school. The Table shows that, 16.0% (n=4) of the respondents said teacher quantity, 12.0% (n=3) said teacher quality, another 12.0% (n=3) said school, 24.0% (n=6) said school canteen, whilst the remaining 36.0% (n=9) said furniture. The statistics reveal a slight majority of those who chose furniture over those who chose school canteen. It also surpasses those who chose

teacher quantity, teacher quality and school bus as the most important in a respective order. The data is graphically illustrated by Figure 4.44.

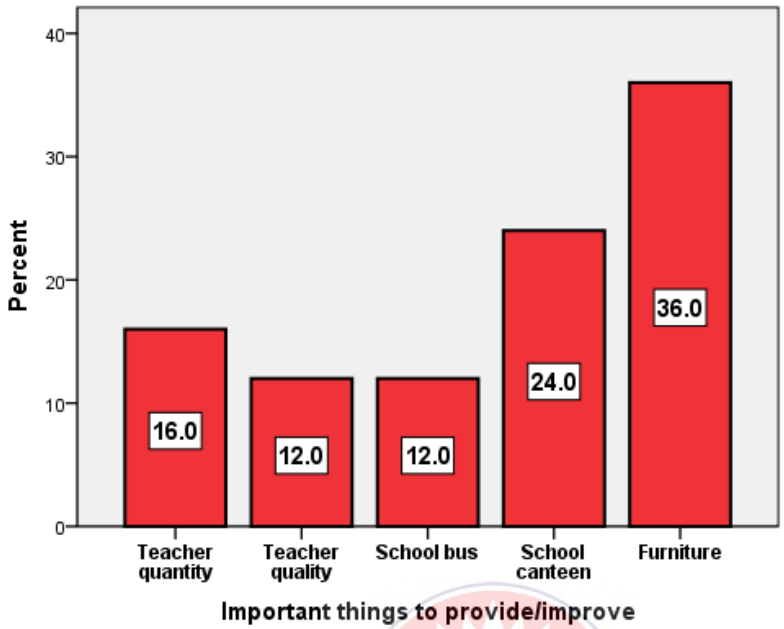

Figure 4.44: The most important thing to be provided/improved in Dansokrom Primary School

Source: Field survey, 2022

Figure 4.44 graphically illustrates the data in Table 4.44 of which, the tallest bar represents 36.0% majority who perceive furniture as the most important. The graph also shows that, school canteen is perceived by 24.0% of the participants as the most pressing which slightly exceeds the bar depicting teacher quantity. The teacher quality and the school bus environmental variables had equal number of participants considering each as the most pressing thing to provide/improve in the school.

4.7 Conclusion

The Chapter has made a detailed presentation of the field data which was collected with the aid of closed-ended questionnaire and analyzed quantitatively within the premises of the positivists' paradigm. The data was transformed into simple frequency tables and graphs such as the bar graph and the pie chart, to help present the outcomes. Frequency tables were adopted because it helps simplify the data in numerical terms for easy understanding. The graphs adopted also further described the data graphically. Chapter five contains the research findings, discussions, conclusions and recommendations for policy actions as well as recommendations for further research.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The rationale of the study was to ascertain the effects of school location on the academic activities of pupils of Dansokrom primary school, and to also identify the perception of parents/guardians about the school environment and how it influences the academic growth of their wards. The Chapter presents the summary of findings, conclusions, and implication for policy action and recommendations for further studies.

The research work conducted a field survey with a sample size of 65 selected from among the pupils (class 4-6) and the parents/guardians of Dansokrom primary school. The sample was largely selected using the multi-staged method. A survey questionnaire of mainly closed-ended questions modeled along the four-point standardized Likert response scale, was administered by the researcher in-person to the respondents in the pupils' category in the presence of their class teachers; and also, assisted the parents/guardians by explaining the items in the local dialects (Sefwi and Twi) to make an informed choice. The data collected was handled quantitatively with the IBM SPSS v.21 computer software following the positivists' research paradigm of assigning values to each response scale.

5.1 Summary of the research findings

The purpose of the study was to ascertain the effects of school location on the academic activities of pupils in Dansokrom primary school with specific objectives namely;

i. To investigate the effect of school location on the academic activities of pupils of Dansokrom Primary School.
ii. To ascertain the motivation factors that drive the pupils of Dansokrom Primary School towards the attainment of their academic aspirations.
iii. To find out the perception of the parents/guardians of Dansokrom Primary School about the impact of school environment on the academic growth of their wards.

The research findings based on the preset study objectives are discussed below.

5.2.1 Objective 1: The effects of school location on pupil's participation in academic activities

The study found out that, the location of the school makes it very difficult for the pupils to access it as indicated by 70.0% of the participants. This difficulty in accessing the school was found to have a negative bearing on the pupils, as it leads to habitual lateness to school as well as lateness to class. The observations made by the pupils on the effects of school location, were largely confirmed by 68.0% of the parents/guardians who also indicated that, their wards find it very difficult to access the school which eventually makes them report to school late and also unable to partake in early class lessons (Onderi et al., 2014).

Another salient effect of school location found is that, pupils are required to cover long distances on foot to and from school which leaves them exhaustive to engage in personal studies after school which is congruent with the findings of Galabawa et al. (2002), Moyo (2013) and Taiwo (2019). This phenomenon according to 72.0% of the parents/guardians, do not enable their wards to do house chores. It is pertinent to note that, school location was found to rather have a minimal impact on pupils' participation in school sporting/cultural/march pass activities and the completion of take-home assignments. This was affirmed by 37.5% and 32.5% respectively as compared to its hard sting on morning assembly attendance and partaking in early class lessons. This revelation diverges from the findings of Waswa (2015) as well as Matingwina (2018) that, students who walk long distances back home from school are unable to engage in outside school activities as well as being unable to complete their take-home assignments. School location was largely found to have a direct relation on pupils' engagement in academic activities which locally confirms that of Baliyan and Khama (2020) in Botswana.

5.2.2 Objective 2: Motivation factors that drive pupils towards the attainment of their academic aspirations.

The study found out that, the greatest motivation factor that drives the pupils towards the attainment of their academic aspirations was the advice received from their parents/guardians, as confirmed by 80.0% of the participants. Another motivating factor is the manner in which their class teacher teaches as affirmed by 77.5% of the pupils. These findings concur with that of Ronfeldt et al. (2018), which found that effective teaching strategies adopted by teachers help reduce wastage in classroom and influence student learning. Also, the findings is in line with Morrison et al. (2019)

who concluded that teachers should know which teaching strategies to adopt as each has a bearing on students' engagement in the learning process.

Pertaining to the motivation factors the study found that, the school's environment does not motivate the pupils to strive for academic growth. Again, the current location of the school relative to their homes does not motivate the pupils to strive for academic advancement which is consistent with the findings of Awudu (2014).

Inasmuch as students' class and exams scores contribute towards their educational advancement (Bruce & Neville, 2009), the study found that, the pupils were almost equally divided on whether their class/exams scores motivate them to push towards the attainment of their aspirations. On this variable, 55.0% consider it as a motivation factor whereas 45.0% do not.

5.2.3 Objective 3: The perception of parents/guardians about school environment and its influence on the academic growth of their wards

The study found out that, the absence of classroom furniture such as tables and chairs in the school, is perceived by 88.0% of the parents/guardians to have the greatest influence on the academic growth of their wards. This is followed closely by the absence of canteen on the school compound as perceived by 76.0% of the participants as Awudu (2014) accordingly found out that, pupils enrolled in less endowed schools in the Tamale Metropolis spend most of their time roaming in search of drinking water due to lack of flowing water or school canteen on campus.

It was also revealed by the study that the absence of stationery shop in and around the school are perceived to have the least influence on the academic growth of the pupils as stated by 88.0% and 84.0% of the participants respectively. As many as perceived

the absence of qualified teachers in school as having an influence on their wards, equally considered the distance covered on foot to and from school by the pupils as a threat to their academic growth as opined by Adeboyeje et al. (2003).

It is prudent to point out that, the school's surroundings of mainly cocoa farms was perceived by the parents/guardians to have the least influence on their wards' academic growth as declared by 72.0%. Again, the issue of school bus almost had an equal response. Whereas 56.0% perceived its absence in the school as having a toll on their wards, a significant 44.0% thought otherwise.

The findings on the influence parents/guardians perceived the school environment to have had on their wards were finally subjected to a dichotomous question of whether participants think the school environment have impact on their wards. To this end, 80.0% answered yes to the questions whereas 20.0% refute. Hence, concluding that, the school's environment has influence on the academic growth of the pupils.

5.3 Conclusions

based on the research findings, the following empirical conclusions are drawn accordingly;

1. The location of Dansokrom primary school has effect on the academic activities of the pupils which manifests in their rampant lateness to school to participate in morning assembly sessions, inability to partake in early morning lessons, and to a minimum level, discourages their involvement in school sporting/cultural/march pass activities.
2. The pupils are highly motivated by the advice receive from their parents/guardians as well as the manner in which their class teacher teaches

them to strive towards the attainment of their academic aspirations. They are however, less motivated by their class/exams scores and to a larger extent, demotivated by the current location of the school and its environment.

3. Parents/guardians of Dansokrom primary school perceive the absence of classroom furniture such as tables and chairs; the absence of school canteen and the lack of qualified teachers, as having the greatest influence on the academic growth of their wards in that respective order. They however, consider the cocoa farms surrounding the school to have the least influence on the academic growth of their wards.

5.4 Implication for policy actions

i. Since majority of the pupils are motivated by the teaching strategies of their class teachers, the Ghana Education Service through its curricular development and capacity building workshops, should reorient instructors on their lesson delivery techniques and classroom management.

ii. Since majority of the parents/guardians perceive the absence of classroom furniture such as tables and chairs as having the greatest influence on the academic growth of pupils, pragmatic steps should be taken by the District Educational Directorate and other major stakeholders to provide furniture in the school.

iii. Since the absence of canteen on the school compound is perceived to have a toll on the academic growth of the pupils, the local assembly should corroborate with school authorities to help locate a mini-canteen within the school compound.

5.5 Recommendation for further research

Since the study found out that, the pupils are to a greater extent, motivated by the teaching strategies of their class teachers, a further study should be conducted in similar community schools to investigate the impacts of lesson delivery strategies of teachers on the learning outcomes of students.

5.6 Limitations of the study

1. A study of this nature should have been wider in scope to include the entire pupils and their respective parents/guardians. However, the limited nature of resources such as time, human capital and financial strength of the student researcher could only make room for the sample size chosen hence, making it relatively inappropriate to generalize.
2. The study have pupils of class 4-6 with an average age of 10.7 years as its core participants which thereby require the presence of their class teachers during the questionnaire administration process. However, getting the maximum attention of the teachers was somewhat not forthcoming which eventually extended the time on the field.
3. Lastly, the researcher faced a slight challenge of locating most of the parents/guardians in their villages as well as getting most of them to understand the survey items in their local dialects. The researcher however, minimized this as she is fluent in the Sefwi and Twi dialects.

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APPENDIX A

QUESTIONNAIRE FOR THE PUPILS

UNIVERSITY OF EDUCATION, WINNEBA

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF POLITICAL SCIENCE EDUCATION

Introduction:

The objective of this research work is to ascertain the impact of school location on pupils' participation in academic activities of Dansokrom Primary School and specifically, to find out the motivation factors that drive pupils towards the attainment of their aspirations; and to know the perception of parents/guardians about the school environment and its influence on the academic growth of their wards. The data being collected would be purely used for academic work and that, all information that you provide would be treated with strict confidentiality and anonymity. The items included in this questionnaire pose no harm to participants and would therefore be very grateful if you could respond objectively to the items to make the study a success. Thank you in advance for your cooperation.

Section A: Demographic Data

1. What is your current age? [ ]

2. What is your gender? Male [ ] Female [ ]

3. What is your current stage/class? Class 4 [ ] Class 5 [ ] Class 6 [ ]

4. What is your religious affiliation? Christianity [ ] Islam [ ]

Other, please specify…….....

5. Are you a native of Dansokrom? Yes [ ] No [ ]

6. Where do you stay in Dansokrom? Town [ ] Village [ ]

Other, please specify…….....

7. How would you describe the distance from your home to the school?

Very close (0-0.99km) [ ] Close (1.0-2.49km) [ ]

Far (2.5-4.49km) [ ] Very far (4.5+ km) [ ]

8. What is your usual mode of transport to the school? Bicycle [ ]

Motor bike [ ] Car [ ] Walking [ ]

Other, please specify…….

Section B: The effects of school location on pupil's participation in academic activities.

Please indicate your degree of agreement or disagreement with the following statements in the table using the four-points Likert response scale (where all positive statements are coded as 1=Strongly disagree, 2=Disagree, 3=Agree and 4=Strongly Agree).

What are the effects of school location on pupils' participation in academic activities?

Item	**1**	**2**	**3**	**4**
9. The location of the school makes it very easy for you to access it				
10. The location of the school enables you to report to school very early				
11. The location of the school promotes your participation in morning assembly sessions				
12. The distance to the school from home enables you to be present in class on time throughout till closing				
13. The distance to the school from home enables you to participate in school sporting/cultural/match pass activities				
14. The distance to home from the school contributes positively towards your personal studies after school				

15. The location of the school from your home helps save enough time to complete your take-home assignments				

Section C: Motivation factors that drive pupils towards the attainment of their academic aspirations.

What motivation factors drive the pupils towards the attainment of their academic aspirations?

Item	**1**	**2**	**3**	**4**
16. The location of the school motivates you to strive towards the attainment of your academic aspirations				
17. The school's environment is a prime motivation factor towards the achievement of your academic aspirations				
18. The manner in which your class teacher teaches is a motivation towards the attainment of your academic aspirations				
19. The advice receive from your parents/guardians is the main motivation factor towards the attainment your academic aspirations				
20. Your class scores serve as a great motivation towards the attainment of your academic goals				

Thank you for your time and interest to participate in the research study. Enjoy your day and continue to be a good and respectful student.

APPENDIX B

QUESTIONNAIRE FOR THE PARENTS/GUARDIANS

UNIVERSITY OF EDUCATION, WINNEBA

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF POLITICAL SCIENCE EDUCATION

Introduction:

The objective of this research work is to ascertain the impact of school location on pupils' participation in academic activities of Dansokrom Primary School and specifically, to find out the motivation factors that drive pupils towards the attainment of their aspirations; and to know the perception of parents/guardians about the school environment and its influence on the academic growth of their wards. The data being collected would be purely used for academic work and that, all information that you provide would be treated with strict confidentiality and anonymity. The items included in this questionnaire pose no harm to participants and would therefore be very grateful if you could respond objectively to the items to make the study a success. Thank you in advance for your cooperation.

Section A: Demographic Data

1. What is your gender? Male [ ] Female [ ]

2. What is your age range?

Below 20 [ ] 20-24 [ ] 25-34 [ ] 35-44 [ ] 45-50 [ ] 51 and above [ ]

3. What is your highest education completed? None [ ] Non-formal [ ] Basic [ ] Senior High [ ] Diploma [ ] Bachelor's degree [ ]

Other, please specify……...

4. What is your occupation? Professional/Artisan [ ] Public/Civil Servant [ ]

Student [ ] Industry worker [ ] Business/Trader [ ] Farmer [ ] Unemployed [ ] Other, please specify……

5. What is your religious affiliation? Christianity [ ] Islam [ ]

Other, please specify…….....

6. Are you a native of Dansokrom? Yes [ ] No [ ]

7. Where do you stay in Dansokrom? Town [ ] Village [ ]

Other, please specify…….....

8. How many of your wards are in Dansokrom Primary School?
   One [ ] Two [ ] Three [ ] Four plus [ ]
9. How would you describe the distance from your home to Dansokrom Primary School? Very close (0-0.99km) [ ] Close (1.0-2.49km) [ ]
   Far (2.5-4.49km) [ ] Very far (4.5+ km) [ ]

Section B: Effects of school location on the participation of pupils in school activities.

Please indicate your degree of agreement or disagreement with the following statements in the table using the four-points Likert response scale (where all positive statements are coded as 1=Strongly disagree, 2=Disagree, 3=Agree and 4=Strongly Agree).

What are the effects of school location on the participation of pupils in school activities?

Item	**1**	**2**	**3**	**4**
10. The location of the school makes it very easy for your wards to access it				
11. The location of the school enables your wards to report to school very early				
12. The distance to the school from your home enables your wards to partake				

in all class lessons				
13. The distance to home from the school enables your wards to do their house chores after school				
14. The distance to home from the school contributes positively towards your wards' personal studies after school				
15. The location of the school helps your wards to return home early enough to complete their take-home assignments				

Section C: The perception of parents/guardians about school environment and its influence on the academic growth of their wards

What is your perception about the school environment and its influence on the academic growth of your wards?

Item	**1**	**2**	**3**	**4**
16. The school's surroundings of mainly cocoa farms is a challenge on the academic growth of your wards				
17. The absence of qualified trained teachers in the school is a challenge on the academic growth of your wards				
18. The absence of canteen on the school compound is a challenge on the academic growth of your wards				
19. The absence of school bus in the school is a challenge on the academic growth of my wards				
20. The distance covered on foot by your wards to school is a challenge on their academic growth				

21. The absence of stationery shop in and around the school compound is a challenge on the academic growth of your wards				
22. The absence of classroom furniture like tables and chairs is a challenge on the academic growth of your wards				

23. With reference to your responses given (**Q16-22),** would you say the school environment have influence on the academic growth of your wards in Dansokrom Primary School? Yes [ ] No [ ]

24. What would you consider **most important** to be improved in Dansokrom Primary School towards your wards' academic growth? Classroom block [ ] Teacher quantity [ ] Teacher quality [ ] School bus [ ] School canteen [ ] Furniture [ ] Classmate [ ] Other, please specify……

Please kindly provide any suggestion you think would help improve upon this current research

study ……

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Thank you for your time and interest to participate in the research study. Enjoy your day

You may wish to contact the research student on 0249 118 303 for any enquiry.