UNIVERSITY OF EDUCATION, WINNEBA

EXPLORING THE FACTORS THAT AFFECT STUDNETS' PERFORMANCE: A CASE STUDY OF MANKRANSO CIRCUIT

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DECLARATION

STUDENT'S DECLARATION

I, CHARLES OSEI, 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 that 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 were supervised in accordance with the guidelines on supervision of dissertation as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: DR. K. Y. ASIAMAH

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DEDICATION

This project work is dedicated to the almighty God and my family for their love, encouragement and support.

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ABSTRACT

The purpose of this study was to explore factors that are responsible for the low academic achievement of pupils in Mankranso Circuit Junior High Schools in the Ashanti region of Ghana. To identify these factors, the Mankranso Islamic Junior High and L/A Junior High Schools were selected as high and low performance schools respectively. A quantitative research approach involving systematic random sampling technique, semi structured interviews and questionnaire were adopted for the study, with a sample size of 340 students, 310 Parents and 40 Teachers deduced from Kish (1965) formula. The study explored that, teachers, school environmental, parents and the pupils were primarily responsible for the low academic achievement of the pupils. The school environmental factors identified include limited number of teachers with high academic qualification, inadequate teaching and learning materials, and misuse of contact hours with pupils. The teacher factors that were found to contribute to the low academic performance were incidences of lateness to school and absenteeism, inability to complete the syllabi and inadequate homework assigned to pupils. The pupil characteristics found significant were incidences of lateness to school and absenteeism, lack of assistance with studies at home and use of local language in the classroom. Home conditions or parental support variables causing pupils to perform poorly academically were their inability to provide textbooks and supplementary readers, low level of interaction with children's teachers, and low involvement in the Parent Teacher Association.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is considered as the development of the endowed capacities in the individual, which will enable them to control their environment and fulfil their possibilities to a large extent (Saxton, 2017). Indeed, in this era of globalization and scientific revolution, education is considered as the first step of every human activity. It plays an important role in the development of human capital which is linked with an individual's well-being and opportunities for better living. According Kimani, Kara and Njagi (2013) the purpose of education is to equip the citizenry with values, skills and knowledge to reshape their society and eliminate inequality. This is because education propels an individual to develop their capabilities, attitudes and behaviour that is acceptable to the society. The benefits of having quality education is to enable an individual to adapt to the changing needs of the country as the world changes and spearhead the development of human resource and the country's economy. Hoyle (1986) argued that schools are established with the aim of imparting knowledge and skills to those who attend them, and its high academic performance, as measured by the examination results, is one of the major goals of a school. The ultimate purpose of education is to empower an individual to excel in a chosen field of endeavour or career, and to be able to positively impact their environment, and the social and economic development of the country being directly linked with student academic performance.

A number of studies have been carried out inappropriately to identify the factors that, affect academic performance of students in a number of educational institutions worldwide. Most of these studies focus on three elements that intertwine, that is, parents (family causal factors), teachers (academic causal factors), and students (personal

causal factors) (Crosnoe, & Elder, 2014). According to ISSER (2008) the performance of many children in the school, is failing to meet the minimum learning requirements and to acquire basic skills and competencies.

Pupil's performance is considered a vital indicator of good schooling, so the poor performance of pupils at the basic level of education has not only led to public outcry, but also educationists have been increasingly occupied in their attempt to identify factors that influence pupil's performance especially in Basic Education Certificate Examination in Ghana (ISSER, 2008). In fact, a number of factors have been identified as contributing to the poor performance of students' in Basic Education Certificate Examination in Ghana.

This has become a recurrent phenomenon which has militated against the smooth transition from the basic level to the secondary (Adetunde & Asare, 2009). For example, Anamuah-Mensah (2010), attributed the phenomenon to lack of effective supervision and monitoring at school, lack of motivation for teachers and inadequate number of qualified teachers to fill empty classrooms. Several factors have, generally, been identified as causes of poor academic performance. A number of studies have been carried out to identify these factors that affect academic performance in schools worldwide. Agyeman (1993), and Dimbisso, (2009), reported that, a teacher who does not have both the academic and the professional teacher qualification would indubitably have a deleterious impact on the teaching and learning of their subject, visa- vis a teacher whose academic and professional qualification is higher, but works under unfavourable conditions of service would be less dedicated to his work and thus be less productive than a teacher who is unqualified but works under favourable conditions of service. Etsey (2015) and Anamuah-Mensah, et'al (2007), and Adane (2013) attributed the cause of poor school performance to a combination of factors relating to school

environment (limited teaching and learning materials (TLMs), inadequate textbooks, less professionally trained teachers, lateness to school, absenteeism, use of the local language in teaching, inability to complete the syllabuses, less students interest/understanding of lessons and non-hardworking, as well as lack of parental support, less students interaction/involvement in class. Moreover, poor school supervision and managerial skills of most head teachers contribute to bad school performance.

1.2 Statement of the Problem

The teachers' academic qualification in the various schools within Mankranso Circuit is high and of professional value per the statistics of the schools' records, however the schools perform poorly in the Basic Education Certificate Examination over the recent years. Table 1 below, shows the poor performance of Basic Education Certificate Examination in the said circuit from 2017 2019 academic years per Ghana Education Service Basic Education Certificate Examination analysis of Results as shown below.

Table 1.1: **B.E.C.E Performance of Pupils from 2017-2019 at Mankranso Circuit**

Year	Number of Candidates	Grade 7- 24 (%)	Grade 25-40 (%)	Grade 6-30 (%)	Overall Total (%)
2017	2341	259 (11)	1384 (59.1)	720 (30.7)	30.8%
2018	2203	512 (23.2)	1313 (59.6)	1015 (46)	46.1%
2019	3540	657(18.6)	1536 (43)	1347 (38)	59%

Source: Field Work 2020

In 2017, the district presented 2341 candidates. Out of this number 259 candidates had aggregates 7-24 representing 11% of the total candidates who wrote the exams. Again, 1384 of the candidates who sat the exams had aggregates 25- 40

representing 59.1% of the total candidates, and 720 of the candidates, representing 30.7% obtained aggregates 6-30. In 2018, the district presented 2203 candidates, and out of this number, 512 students obtained aggregate 7-24 representing 23.2 %, and 1313 of them obtained aggregates 25-40 representing 59.6%, while the rest of the candidates (1015), obtained aggregates 6-30, representing 46%. In addition, in 2019, the districts presented 3540 candidates, and out of this number, 657 candidates representing 18.6% obtained aggregates 6-24, 1536 of the candidates representing 43% obtained aggregates 25-40, whiles 1347 of the candidates, representing 38 % obtained aggregates 6-30. In view of this presentation above, none of the candidates had an aggregate 6 in the three successive years. Nevertheless, the students that score had aggregate 6-30, that qualifies a candidate to be enrolled in SHS has less than half percent of students the sum who wrote the three succession examination in the district. Hence, less than half of the candidates pass exams in the district, which accounts for low performance of students over the years. In view of this, there is a need to further research into the poor performance of students in the Mankranso Circuit in the Ahafo Ano South West District of the Ashanti and for that matter, this study sought to explore the factors that affect students' academic performance in the Mankranso Circuit of Ahafo Ano South West District of Ashanti region of Ghana.

1.3 Purpose of the Study

The general objective of this study was to explore factors that affect students' academic performance of Mankranso Circuit Junior High Schools.

The objectives of the study:

1. To explore school environmental factors associated with pupils' poor academic performance of Mankranso Circuit Junior High Schools,

2. To explore parental factors that are associated with poor academic performance of pupils within Mankranso Circuit Junior High Schools,
3. To explore the teachers' contributing factors to poor academic performance of pupils in Mankranso Circuit Junior High Schools,
4. To explore pupils' characteristics to poor academic performance in the Mankranso Circuit Junior High Schools.

1.4 Research Questions

In order to achieve the purpose of this study, the following research questions were answered:

1. What are school environmental factors that cause poor academic performance among students within Mankranso Circuit Junior High Schools?
2. What are parental factors causing pupils in the Mankranso Circuit Junior High School to poor academic performance?
3. What are the teaching factors that contribute to poor academic performance of pupils in Mankranso Circuit Junior High Schools?
4. What are pupils' characteristics that contribute to poor academic performance in Mankranso Circuit Junior High Schools?

1.5 Significance of the Study

High quality basic education is of great concern to many Ghanaians these days; and. parents select schools for their children based on performance track records in the Basic Education Certificate Examination (BECE). All things being equal, each parent will strive for a school with a good academic standing. The researcher, therefore, sees this study to be very useful to parents, teachers, pupils, school administrators,

Government, Ghana Education Service educators, policy makers and all stakeholders in the educational enterprise especially the Ghana Education Service (GES).

Parents: The study would help parents to know factors that affect their children's academic performance, which aid them to desist from every activity that poses a threat to pupil's academics and offer their wards the needed support for enhancement of their education.

Teachers: The study would also help teachers to improve upon factors that cause pupils to performance poorly, as well as vary their teaching techniques and methodology to bring efficient and effective learning environment in school.

Pupils: It will help pupils to know good/bad learning attitudes and desist from negative ones. This will aid them to put up good learning behaviours that will impact on their academics positively.

School administrators: School administrators would also be acquainted with the school- related factors that cause pupils poor performance. This will help them to ensure that; bad factors are eradicated, thereby, enhancing pupils' performance during policy formulation and implementation stages.

Ghana Education Service: The study would help the GES in seeking a solution to poor academic performance trend which is affecting other schools nationwide.

This study will shed more light into the causal relationships among school environment, home, teacher, education administration and pupil-related variables under investigation, and hence help to achieve high academic performance of pupils.

The study would also add to the body of knowledge in the study area, as well as, adding to literature, and, help to improve the performance of students in the circuit.

1.6 Delimitation

There are many Junior High schools in the Ahafo Ano South West District, which perform poorly in academics, but however, the study focused on Mankranso Circuit Junior High Schools, of which the researcher is interested in finding out the specific factors that are responsible for poor academic performance in the Circuit's Junior High Schools. This is because the factors accountable for poor academic performance vary from school to school, however, this study was to explore Parental factors, School environmental factors, Teachers' teaching factors and individual factors such as feeling extreme test pressure, feeling constantly ill, and having siblings who are regularly absent. Clark (2008), also added that, some pupils absent themselves from school when the courses in school are difficult and monotonous, lack of teacher motivation, lack of interest and joy in the teacher's lesson, etc.

1.7 Limitations

Among the limitations of the study are the following: getting out with a constructive topic for the study, financial constraints, and the study area was also considered in terms of time frame, and getting certain vital information from the heads of the institutions was a problem as they were unwilling to do so among others.

1.8 Organisation the Study

The research is organised into five chapters. The first chapter deals with the background of the study, statement of the problem, purpose of the study, significance of the study, research questions, delimitation, and limitation. Related literature is to be reviewed in the second chapter while the third chapter is devoted to methods of data collection, sample and sampling procedure and descriptions of research instrument used for data gathering and the method of data analysis. In the fourth chapter, there is a

discussion of the results obtained with the support of frequencies, percentages etc., whiles chapter five is devoted to summary of the study, conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section reviews literature on factors affecting academic performance of students. Poor academic accomplishment in school may be resulted from many factors. In the first part of this chapter, the concept of academic performance is defined and its scope delineated. This was followed by factors influencing academic attainment in terms of home-related factors, school related factors, student characteristics and teacher-side factors. Though an attempt is made in this chapter to review some of these factors under the aforementioned headings, it must be reiterated that most of these factors are closely related. Nevertheless, high expectations and low tolerance for failure can create dynamic views between parent and child that is characterized by tension and fear.

However, the impacts of poor academic performance in various schools can be seen as direct and indirect ways, including, for example, student behaviour in the classroom resulting from such expectations, pressures to ensure their child's success placed on school personnel by the parent, or an attempt by school personnel to shield students from such parental pressures by restricting the amount of information that is communicated regarding student achievement (Johnson, 2008). The exosystem represents the larger social system, and encompasses events, contingencies, decisions, and policies over which the developing person has no influence. This exerts a unidirectional influence that directly or indirectly impacts the developing person, and an individual school might be comprised of such structures as, for example, state regulations, local economics, district mandates, and local disasters, whiles macrosystem is thought as the "social blueprint" of a given culture, subculture, or broad

social context and consists of the overarching pattern of values, belief systems, lifestyles, opportunities, customs, and resources embedded therein (Bronfenbrenner, 1995). This system is generally considered to exert a unidirectional influence upon not only the person but the micro-, meso-, and exosystems as well. The macrosystem of an individual school is embodied not only in the cultural, political, social, and economic climate of the local community, but that of the nation as a whole (Johnson, 2008). In view of this, an individual school, therefore, may be represented by both the day-to-day and year-to-year developmental changes that occur in its student body, teaching staff, curricular choices, etc., as well as the overall number of years in operation (i.e., a newer school faces challenges and opportunities that differ from schools in operation for a long time) of which Mankranso Circuit is not exceptional.

2.2 Factors Influencing Academic Achievement

In an attempt to understand the causes of the poor academic performance in Mankranso Circuit of Ghana Education Service, one has to take into account of an individual child as well as the context within which it occurs. The relevance of this theory to the study is that it impinges on the researcher to view the poor academic performance in the school as a phenomenon that is influenced by wider social systems. The theory opined that school children are directly present within some of these social systems, such as their household, school and immediate neighbourhood, and there are others in which they are not directly represented, but which impinge on their development including their siblings, “social networks and their parents” or carers‟ friendship, leisure and the workplace relationships (Bronfenbrenner, 1986). In addition, the theory makes us aware of the influences of wider social systems including the cultures, political systems, social institutions, and values that exist in the society and argues that they should be taken into account in children’s educational upbringing.

By corollary, the influences and experiences that result from the interactions between different social -culture systems play a key role in determining the extent to which children perform in school. From the constructs of the ecological theory, the poor performance of the pupils is inextricably linked with the characteristics of social systems in Mankranso vicinity. The ecological theory is, therefore, the most appropriate theory for studying the causes of poor academic performance in the school and for locating target(s) of intervention. It is appropriate in that it directs attention to the whole and not to any one part, system, or aspect of the children situation. Consequently, it is within this framework that the present study seeks to investigate the causes of poor academic performance in Mankranso Circuit. Since learning outcomes depend on the way it is presented to the learner by his or her teacher, the way the learner interacts with the learning experiences respect to the environment within which the learning takes place, it is therefore expected that these entities would be affected by factors associated with the school environment, home and community conditions, teacher, education administration and the pupils themselves. Therefore, various factors have been given for poor performance of students. Rothstein (2000) argues that learning is not only a product of formal schooling but also of communities, families and peers. Socio-economic and socio-cultural forces can affect learning and thus school achievement. The next part focuses on the relative effects of home-related, school-related, student characteristics, and teacher-side factors.

2.2.1 Home-Related Factors

This indicates that, a child is performance in school can be influenced by a range of household factors. These include socio-economic status (education, occupation and income), size of the household, type of discipline at home, family structure, and the level of parental involvement and interest in child schooling are all factors which affect

performance in school. In a study by Christenson and Gorney (1992), family and environmental factors were found to affect students' achievement. The factors were parents' expectation and attribution, structure and learning, home environment, discipline, and parental connexion.

However, Engin-Demir (2009) argued that, sizable research has consistently shown that students' academic accomplishment has been influenced by background of family characteristics such as socio-economic status of parents, and parents who have more education appear better for providing their children with academic and social support needed for their educational success in contradiction of parents with less educated.

Acheampong (1992, cited in Avotri et al., 1999), for instance, found that the educational status of parents was a major factor determining a child's academic achievements. This finding corroborates that of Johnson and Kyles (2007) study that parental education, particularly the mother's education has a big influence on childrens' school achievement. Fertig and Schmidt (2002) also found that mother's education has a greater effect on child's learning overall, but that father's education becomes more important when they have attained tertiary levels.

Fuchs and Woessmann (2004) found parental education and occupation to have more substantial influence on reading than on mathematics test scores. They stated that parental occupation and having at least one parent with a full-time job have important effects on pupil academic performance. In other words, poverty, low level of parental education, parental and neighbourhood negative attitudes toward schooling in general, children from disadvantaged background has significantly affected academic achievement negatively, whereas children with high level of parental education have greater access to a wide variety of economic and social resources (family structure,

home environment, parent-child interaction) that can be drawn upon to help their children succeed in school (Coleman, 2006). Higher family income is associated with higher students' achievement, and pupils from poor homes are forced out of school and made to engage in hawking, selling packaged drinking water and the like so as to save money for their school expenses, (Asikhia, 2010).

Most times, they cannot afford instructional materials, and are always at the mercy of examiners during examination period, and its tenacity in the life of an individual student may spell doom for his academic success, and they are often the least well-served by the school system. In addition, Akanle, (2007) studied socio-economic factors influencing students' academic performance in Nigeria, and revealed that, insufficient parental income influences student's academic performance. Jing-Lin, Gang and Wei (2009) found that, perceived importance of learning success to family's English writing ability and social communication with their compatriots are significant predictors of international students' academic feat.

The number of siblings that a pupil has is assumed to have an influence on his/her academic achievement. That is, the larger the family size, the lesser attention and devotion from parent to child and the more the difficulties encountered by the parents in meeting the needs of the children both physically and emotionally particularly in this austerity period when the prices of food and commodities are skyrocketed (Asikhia, 2010). An increased number of children in the family leads to less favourable child outcome. Children from larger families have been found to have less favourable home environments and lower levels of verbal facility (Parcel & Menagham, 1994) as well as highest rates of behavioural problems and lower levels of education achievement (Downey, 1995).

Research work has shown that the nature of parental discipline affects academic output of children (Aremu, 2000). Oluwole (2001) found that the degree of self-efficacy and anxiety manifested by learners determine their academic performance. On the other hand, children from permissive homes are too complacent, unmotivated, and lack personal will to succeed. The democratic style of parenting has been found to be very helpful to teaching-learning situation. Here, children receive punishment that is commensurate with the offence committed.

More so, structurally, a family is either broken or intact. A broken family in this context is one that is not structurally intact for various reasons; death of a parent, divorce, separation, and illegitimacy in which case, the family was never completed (Coukline, 1996). This analysis becomes necessary because life in a single parent family can be stressful for both the child and the parent. Such families are faced with the challenges of diminished financial resources, assumption of new roles and responsibilities, establishment of new patterns in intra familial interaction and reorganization of routines and schedules (Agulanna, 1999). These circumstances are not advantageous for an effective parenting, because when the single parent is put-upon by responsibilities and by their own emotional reaction to their situation, they often become irritable, impatient and insensitive to their children's needs. Such conditions do not provide a conducive environment for academic excellence (Uwaifo, 2008).

Conway and Houtenwille (2008) also found that parental involvement has a strong positive effect on student achievement. Further research shows parental involvement in children's learning not only leads to higher academic achievement, but greater cognitive competence, greater problem-solving skills, greater school enjoyment, better school attendance and fewer behavioural problems at school (Ademola & Olajumoke, 2009).

Additionally, Tremblay, Ross and Berthelot (2001) found a significant association between students with parents involved at school and their academic performance, and parental interest in schooling has been found to contribute significantly to the academic achievement of pupils, because, it reaches pupils with their learning demands. Parental interest in schooling together with socio-psychological factors were good predictors of students' learning outcomes in English language. Ghanney (2007) examined the effects "home environment" has on the child's achievement and accession that positive parental attitude towards education; great parental support and interest combine to enhance children's progress in education rather than the level of parent's educational attainment.

2.2.2 School-Related Factors

Numerous school environmental factors have been generally identified as influential academic performance, because pupils learn through environmental interactions. These comprise availability of instructional materials, school location and quality of the physical facilities, class size and pupil-teacher ratios, teacher qualification and experience, and supervision. Instructional materials provide information, organise the scope and sequence of the information presented, and provide opportunities for pupils to use what they have learned (Lockheed & Verspoor, 1991). Students usually perform better when they have books or study aids to foster their learning. These study aids or material resources could be textbooks, teachers' guides, wall pictures, maps, atlases and other learning aids. The availability and use of teaching and learning materials affect the effectiveness of a teacher's lessons, as well as good school location and quality building influence the performance and achievement levels of pupils.

This assertion corroborates with (Yinusa & Basil, 2008), who hassled that good sitting arrangement and good buildings produce high academic achievements and performance, while dilapidated school buildings lacks mental stimulating of pupils, since it discomforts environmental interactions coupled with low or no sitting arrangements is destructive. According to Asikhia (2010) where the school is located concludes to a very large extent of patronage such as enjoying schooling, because all school should have a sarnie environmental climate of which teaching and learning is friendly. Also, pupils largely like to interact with beautiful attractive things in their environment, which through come out with their learning outcomes. Similarly, the entire unattractive physical structure of the school building could de-motivate learners to achieve academically. This is what Isangedighi (1998) refers to as 'learner's environment mismatch', and hence promotes poor academic performance.

Engin-Demir (2009), also, argue that, attending a school with a better physical environment is associated with increased maths scores, whiles, Adepoju (2001), found that, students in urban schools manifest more brilliant performance than their rural counterparts. Moreover, a class size has also been identified as determinants of academic performance. This means that, a schools with smaller class sizes perform better academically than schools with larger class sizes. Fabunmi, Brai-Abu and Adeniji (2007), for instance, indicated that three class factors (class size, student classroom space and class utilization rate), when in togetherness, determines significantly students' academic performance. Similarly, Salfi and Saeed (2007) found a significant correlation between school size and students' achievement in Pakistan. They revealed that small schools performed better than medium and large schools. Kraft (1994) in his study of the ideal class size and its effects on teaching and learning in Ghana concluded that class sizes above 40 have negative effects on students"

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

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

2.2.3 Student Characteristics

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

According to Engin-Demir (2009) regardless of intelligence, students who spend more time on assignments and homework are very important activities to improve their grades. The amount of time students invests in homework and other related activities have also been found to be strongly related to motivation. Etsey, (2005) found homework to be a correlate of academic performance. He stated that "homework bore a positive connexion with learning outcomes when it is relevant to learning objectives, assigned regularly in reasonable amounts, well explained, motivational and collected and reviewed during class time and used as an occasion for

feedback to students' (p. 3). Homework is in reality an interaction between school and the home, and an essential ingredient of the educational process when measuring academic achievement (Alomar, 2006). Also Stricker and Rock (1995) conducted an analysis by assessing the impact of the pupils' initial characteristics (gender, ethnicity, parental education, geographic region and age) and the academic performance. They found that the students' initial characteristics have a unassertive impact on their academic performance and among the, parental education is the most significant. In addition, school attendance has a high correlation with individual academic achievement. The success of a pupil in school is predicated on regular school attendance. According to Allen Meares, Washington and Welsh (2000) poor attendance such as truancy or unexcused absence from school, cutting classes, tardiness, and leaving school without permission is seen as important in determining pupils‟ academic. Heady (2003) argued that there is a negative relationship between student academic achievement and work during school hours.

As Akabayashi and Psacharopoulos (1999) found that additional working hours decrease a child's reading and computational ability, whereas with additional hours of school attendance and study the reading and computational ability increased. From their findings, Ray and Lancaster (2007) concluded that time spent at work had negative impact on education variables with marginal impact weakening at higher levels of study hours. Unbalanced demand of work and education places a physical and mental strain on students and often leads to poor academic performance. Several researchers have investigated the significant role of pupil attitudes toward learning with regard to their academic achievement. Pupils‟ attitudes such as absenteeism, truancy, indiscipline, etc can affect their performance. For instance, McLean (1997) found, by distinguishing between the attitudes of high and low achievers, that five attitudinal factors were

significantly related to academic performance. Pupils' attitudes may not only directly affect academic achievement, but also may indirectly influence the effect of other factors as well.

Despite the difference between the findings of these two studies, the authors realized consensus as regards to the significance of attitudes in predicting achievement, further complemented the results of earlier studies, with the former proving that the pupil's initial attitude towards school was significantly related to academic performance, while the latter found that attitudes predicted the pupil's basic approach to learning.

Notwithstanding, one of the personal variables mostly studied is "self-concept", which concerns the group of thoughts and beliefs that a pupil has about his/her academic ability. Self-concept results from the pupil's internalisation of his social image. It is developed from different interactions with the social environments and proxies. Great importance is assigned the pupils self-image and the acceptance or rejection by others (Diaz, 2003, pp.84). This factor has also been investigated by several authors, as regards the relationship between self-concept and academic achievement, and found that, an individual's present achievement is affected by prior academic self-concept, and that results had no effect on subsequent academic self-concept. Similarly, self-concept better predict performance than variables such as age or student gender. Hence, motivation is considered to be the element that initiates the pupil's own involvement in learning. When a student is strongly motivated, all his effort and attention are directed toward the achievement of a specific goal, thus bringing to bear all his or her resources (Diaz, 2003). In relative, students' motivation is influenced by the students' perception of parental support and involvement. that is, if students' perception is positive on their parent's support and involvement, they

achieved well in academics, therefore, revealed that parental motivational practices have significant direct effects on academic intrinsic motivation, and indirect effects on subsequent motivation and achievement. According to Engin-Demir (2009), students' perceptions that, their parents are involved and interested in their schooling and encouraging them to do well are positively related to academic achievement. Through their involvement, their parents convey the message that school is imperative and for that matter, provide them with positive emotional experiences in relation to school. Fuchs and Woessmann (2004) observed that students performed significantly worse in reading, maths and science in schools whose principals reported that learning was strongly hindered by the lack of parental support. However, some research has shown most aspects of the relationship between educational support of parents and scholastic achievement of children to be negative (p. 19).

Once again, studies on children's nutritional and health status on school indicators such as classroom concentration, general intelligence and performance on selected cognitive tasks including achievement test scores (Pridmore, 2007). Research by the Ghana National Commission on Children ([GNCC], 2009) found that in total, a little over 16 per cent of school aged children surveyed, suffered from recurring health problems such as headache, malaria/fever, stomach disorder and other ailments. It also reported that, only about a third (29%) of children ate meals with protein. The research indicates that in general malnutrition is higher in northern Ghana, where socio-economic indicators are low, and as such, enrolment, attendance, completion rates and achievement tend to be lower. Research indicates that, a child's health can influence when and whether they go to school, their functioning in school and how long they are expected to stay in school. Nevertheless, research in Ghana indicates a correlation between malnutrition, stunted growth and delayed enrolment in school (Bundy, 2011).

Children who suffer from malnutrition, hunger, or who lack certain micronutrients do not have the same potential for learning as healthy and well-nourished children (Pridmore, 2007, p. 21). He concluded that, the influence of poor health and nutritional status on achievement begins early in a child's life and have cumulative impact on pupils' achievement. Vegas and Petrow (2008) asserted that, although the mechanisms by which malnutrition affects academic performance are not known, deficiencies in proteins, calories and micronutrients are believed to impair cognitive development, and but three aspects of nutritional status affect academic achievement adversely: temporary hunger, micronutrient deprivation and protein-energy malnutrition. A study in Malaysia on early primary school children showed a weak but significant association between poor nutritional intake and academic achievement, hence, there is significant relationship between protein-energy nutritional status and school performance of which Ghana is not exempted, (Ong, Chandran, Chen & Poh, 2010). They further indicated that, children who are temporary hungry as a result of not eating breakfast are more easily distracted from their school work than those who have eaten.

2.3 Teacher-related Factors

Numerous teacher factors influence academic performance. These include teachers' attendance in school, teachers' interest and motivation, and teaching effectiveness and methods of teaching as well as TLM's (teacher support materials/ students support materials). The Teachers regularity in school is imperative in terms of both children's access to education and the nature of that access. A prevalent problematic of teachers' absenteeism is likely to contribute to poor pupils' performance. The prevailing evidence is that teacher absenteeism at primary school level in Ghana appears to have worsened in the last fifteen years (World Bank, 2014).

The World Bank impact evaluation of basic education in Ghana found that, "in 2014, nearly 23 percent of teachers had been absent in the past months, compared to just over 4 per cent in 1988" (World Bank, 2014, p. 101). It also observed that "in 1988, 85 per cent of schools did not suffer at all; whereas this figure has now fallen to 61 per cent, with 13 per cent of schools with over one-third of the teachers being absent for reasons other than sickness in the past months" (World Bank, 2019, p. 103). The study also found absenteeism to be significantly worse in rural schools than in urban schools, and worse in public schools compared to private schools. Similarly, the CARE International (2007, p. 18), report which looks at deprived rural areas in northern Ghana talks of "a chronic teacher absenteeism" which adversely affects the learning environment, and whiles, Dunne and Leach (2005) talk about the low levels of professionalism in schools (especially low performing ones), with teachers having high rates of lateness, absenteeism and sometimes refusing to teach classes. Barnes (2003) indicates how teachers are being encouraged in Ghana to facilitate local level development, which although it can have positive impact on schooling, can also lead to teacher absenteeism and lateness.

In another study, Fobih, Akyeampong and Koomson (1999) arrived unannounced in some 60 schools and found that about 85 per cent of teachers go to school late. Lateness ranged from five minutes up to one and a half hours. This meant teaching time was lost, teachers taught fewer school subjects (i.e. taught mainly English and Mathematics out of 10 subjects), and the shortening of the school day for students. Lateness and absenteeism affect completion of syllabi. When the syllabus is not completed, pupils find it difficult to understand content that is to be taught in the next class which foundation in most cases is based on the previous class (Etsey, 2005). This assertion supports Pryor and Ampiah's (2003) view that most children do not follow

school work because they do not possess the understanding from previous work that is prerequisite for the syllabus of the higher grades of primary school and junior secondary school. Both absenteeism and lateness Bennell and Akyeampong (2007) point out are symptomatic of education systems that are unable to manage teachers effectively, have weak teacher management structures, and are unable to provide incentives to motivate teachers to improve their attitudes to work. Another factor is teacher motivation. A highly motivated person puts the maximum effort in his or her job. Ofoegbu (2004) linked poor academic performance of students to poor teachers' performance in terms of accomplishing the teaching task, negative attitudes to work and poor teaching habits which have been attributed to poor motivation. Corroborating this position, Lockheed and Verspoor (1991) asserted that lack of motivation and professional commitment on the part of teachers produces poor attendance and unprofessional attitudes towards pupils which in turn affect the performance of students academically.

The influence of effective teaching on pupils' academic performance has been the subject of several studies. Quality of teachers and commitment are key inputs in educational production to perform better achievement. A teacher's knowledge of the subject matter coupled with textbooks, instructional time and other learning materials have great influence on learning at the basic school level. A teacher who does not have both the academic and the professional teacher qualification would undoubtedly have a negative influence on the teaching and learning of his/her subject. According to Hedges (2002) many trained teachers are unwilling to accept postings to deprived communities in Ghana. As a result, there is a tendency for less qualified teachers to be employed in these communities, which affects their academic performances negatively. Darling-Hammond (2000) found that teacher quality characteristics such as certification status and degrees in subject to be taught are very significant and positively correlated with

subject outcomes in science and mathematics. Ingersoll (1999) found out that 63 per cent of chemistry, physics, earth and space science instructors do not have certification in the subjects and this result in the poor performance of students in American Secondary schools. Also, Greenwald, Hedges and Laine (1996) found academic achievement to be positively correlated with teacher qualification.

Additionally, Abuseji (2007) found teacher's qualification to be the second most potent causal effect on student's achievement in chemistry. Its direct and indirect effect accounted for 4.37 percent, and 5.00 per cent of the total effect on students" achievement in chemistry in Lagos state, Nigeria.

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

2.4 Conclusion

In conclusion, literature has been reviewed on issues related to the study. These included school environment, home related, student characteristics and teacher factors responsible for poor academic performance. However, the literature reviewed does not address the questions raised by this research in the study. Knowledge on factors causing

low academic performance in the study is limited. Information on variables causing the low academic performance in the basic level education in the Mankranso Circuit is pertinent to help stakeholders to develop strategies for improving academic performance of students. This demonstrates a need for further study on this topic and provides the rationale for this thesis.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research strategies used in this study. It discusses the research design, population, sample and sampling procedure. The section ends with a discussion of the methods used for the data collection, validity and reliability and data analysis technique.

3.2 Research Design

The purpose of this study is to identify factors that are responsible for the low academic achievement of pupils in Mankranso Circuit. This study adopted both qualitative and quantitative research approach which explains a phenomenon by gathering numerical data that are analysed using statistically based methods (Creswell, 1994). This research adopted the mixed-method research design. It employed the use of quantitative and qualitative methods in the study for the design of an exploring the factors that affect students'' performance: A case study of Mankranso circuit. Data collection comprised a mixture of qualitative and quantitative data. Ritchie and Lewis (2003) however opined that quantitative and qualitative methods should not necessarily be seen as opposing approaches to research but instead as complimentary strategies appropriate to different types of research questions. Quantitative research investigates facts and tries to establish relationships between these facts. While qualitative research is a subjective assessment of a situation or problem, and takes the form of an opinion, view, perception or attitude towards objects. A combination of quantitative and qualitative approach is advocated because it takes advantage of the strengths in the two approaches while limiting the weaknesses. This allowed the collection of quantitative data and also enabled the use of quantitative methods in the analysis of data. The study adopted

causal-comparative (ex-post facto) approach, where by the cause, or reason for existing differences in the behaviour or status of groups of individuals is determined, and when it is found that the groups differ on some variable, an attempt is made to identify the major factor(s) that has led to difference(s) (Gay, 1996). It is, therefore, an after-the-fact study. Such an approach does not involve the manipulation of variables in the study. It neither adds to nor subtracts from the existing facts.

The use of descriptive survey allows the researcher to know more variables at one time than is normally possible in field experiments, whilst data can be collected about real world environments (Borg & Gall, 1996; Maree, 2007). However, the main setback is that, it is very difficult to realise insights relating to the processes involved in the phenomenon measured and also respondents may be unable to provide the desired information. The descriptive survey study is considered suitable for this research for the reasons that:

Survey research involves data collection, and generalizing the result of study to predict the attitude of the population of interest,

The survey questionnaire is designed to elicit information from the respondents of interest in a systematic and unbiased manner,

It permits statistical analysis of data and generalization to a larger population, which makes them suitable for construction management research,

It is faster in data collection than other methods,

It is relatively inexpensive in data collection,

it gives access to a wide range of participants,

It is the sole way of retrieving information about a respondent's past history,

Its participants may remain anonymous,

Same questions can be asked in several ways to verify for accuracy and consistency.

However, to identify these factors, comparison will be made with a high achieving school within the circuit. The causal-comparative (ex-post facto) approach will be therefore appropriate for the study because, it enables the researcher to identify the differences between a low achieving school and a high achieving school in terms of school environmental, teacher, pupil and parental variables. Mankranso Islamic J.H.S. will be represented for low achieving school while the Mankranso J.H.S. 'B' represents the high achieving school in the circuit. These two categories of schools are deduced from the B.E.C.E. results analysis in the district of study from 2017- 2019 examinations. More so, three other junior high schools in the circuit will be used for the pre-testing of the questionnaire.

3.3 Population of the Study

3.3.1 Target Population

Target Population refers to the empirical units, such as, persons, objects, occurrences, etc. used for the study. The target population is the group of interest to the researcher. It is the group from whom the researcher would like to generalize the results of the study. The target population consisted of school children, teachers, and parents of Mankranso Islamic J.H.S. and Mankranso L/A J.H.S. 'B'. The study population is made up of Pupils of Mankranso Islamic J.H.S. and Mankranso J.H.S. 'B, as well as their Teachers and Parents found as active members of the P.T.A. for both schools. The total targeted number of respondents for the study is 690.

3.3.2 Sampling Frame

Danso (2010, p.47) stated that sampling frame is a list of the people or items from which a statistical sample is taken. However, the targeted respondents were drawn from a list of all class registers, Teachers duty roaster, and P.T.A. register for the study. Class registers were obtained from Mankranso Islamic J.H.S. and Mankranso J.H.S. 'B', to ascertain the total number of students found in both schools, and the parents' list were compiled from PTA books, whiles the list of teachers were obtained the Ahafo Ano District Education Office. Table 3.1 approximates the elements in the study population.

Table 3.1: Sampling Frame

Name of Population	Sample Frame	Sample Identification
Students	155	Registers of Mankranso Islamic J.H.S.1 to 3.
	185	Registers of Mankranso J.H.S. 'B'1 to 3.
Parents	150	Parents of Mankranso Islamic J.H.S. 1to3
	160	Parents of Mankranso J.H.S. 'B' 1 to 3
Teachers	20	Teachers of Mankranso Islamic J.H.S
	20	Teachers of Mankranso J.H.S. 'B'

Source: Field Work, 2020

3.4 Sampling Techniques and Procedures

Sampling techniques and procedures refer to the methods used to select a sample from the target population. Examples are simple random sampling, systematic sampling, purposive sampling, snowball sampling, etc. Multistage Sampling is a sampling strategy (example, gathering participants for a study) used when conducting studies involving a very large population. The entire population is divided into naturally-occurring clusters and sub-clusters, from which the researcher randomly

selects the sample. Then also, since the researcher could not use all the population, there was the need to use a method to get a sample size which he could conveniently handle.

3.4.1 Sampling Technique

Systematic random sampling technique was used for the study. In this case, each member of the population under study will have equal chance of being selected in the survey. The required number of the population for the sampled schools was deduced from the list of students, teachers and parents by using Kish's (1965) formula. Also, Kheni et' al. (2014) are of the view that, it is beyond the ability of a single researcher within the time and budget constraints imposed by an academic study to handle huge populations.

This was one of the most practical procedures available. In this procedure, the researcher begins by making a random selection from the sample frame, and then systematically samples every second (*n*th) element (Haupt, 2013, pp.137-138). Accordingly, the schools were randomly selected from the oreginal list. Since this sample would be a one-of-two, every second (*n*th) participant was systematically selected until the sample size was achieved and further reduced by Kish's (1965) formula, which gives room for the procedure for calculating minimum sample size has to be applied.

Yankah (2012), Moore et al. (2003), Assaf et' al. (2001) among others have used this equation in their studies. As already indicated, the main concern of this study is to identify the differences between a low achieving and a high achieving schools, in Mankranso Circuit, of which, Mankranso Islamic J.H.S. and Mankranso L/A J.H.S. 'B were selected for the study respectively based on purposive sampling, since they merge the lowest and highest schools in the circuit by academic performance by the results of

BECE examinations from 2015 to 2019, in the study area. All the teachers in both schools were considered for this study, since their number is small to handle.

3.4.2 Determination of Sample Size

The research adopted a particular sampling method that will enable the researcher get his data easily and effectively.

To determine the minimum sample size of these respondents in the four selected schools at Mankranso circuit, Kish (1965) says a procedure for calculating minimum sample size has to be applied. The formula is given thus:

$$n = \frac{K}{1 + \frac{k}{N}}$$

Where: n = Sample Size

$K = S^2/V^2$,

N = Population Size

S = Maximum standard deviation in the population element (at a confidence level of 95%)

V = Standard error of sampling distribution = 0.05

P = the population elements

$S^2 = P\ (1\text{-}P) = 0.5(1\text{-}0.5) = 0.25$

3.4.2.1 Determination of Sample Size of Low Achieving School Participants

Therefore, in determining the minimum sample size of Mankranso Islamic JHS Students,

given that N = 155

K= S^2/V^2, =0.25/0.05 = 100

$$n = \frac{K}{1+\frac{k}{N}}$$

n (Mankranso Islamic JHS Students) = $\frac{100}{\left\{1+\left(\frac{100}{155}\right)\right\}}$ = 60.6 or 61 Students

Hence the researcher used 30% for non-response rate as suggested by Kheni, et'al (2014), and therefore, the total questionnaire for the Mankranso Islamic JHS Students stands at: $61 + \frac{30}{100} \times 61 =$ 61 + (18.3 or 19) = 80 questionnaires.

3.4.2.2 Determination of Sample Size of High Achieving School Participant

Therefore, in determining the minimum sample size of Mankranso L/A JHS 'B' Students,

given that N = 185

K= S^2/V^2, =0.25/0.05 = 100

$$n = \frac{K}{1+\frac{k}{N}}$$

n (Mankranso JHS 'B' Students) = $\frac{100}{\left\{1+\left(\frac{100}{185}\right)\right\}}$ = 66.6 or 67 Students

Hence the researcher used 30% for non-response rate and therefore, the total questionnaire for the Mankranso Islamic JHS Students stands at: $67 + \frac{30}{100} \times 67 =$ 67 + (20.1 or 21) = 88 questionnaires.

3.4.2.3 Determination of Sample Size of Low Achieving School Parents Participants

Therefore, in determining the minimum sample size of Mankranso Islamic JHS Parents, given that N = 150

K= S^2/V^2, =0.25/0.05 = 100

$$n = \frac{K}{1+\frac{k}{N}}$$

n (Mankranso Islamic JHS Parents) = $\frac{100}{\left\{1+\left(\frac{100}{150}\right)\right\}}$ = 58.8 or 59 Parents

Hence the researcher used 30% for non-response rate and therefore, the total questionnaire for the Mankranso Islamic JHS Parents stands at: $59 + \frac{30}{100} \times 59 = 59$ + (17.7or 18) = 77 questionnaires.

3.4.2.4 Determination of Sample Size of High Achieving School Parents Participant

Therefore, in determining the minimum sample size of Mankranso L/A JHS 'B' Parents,

given that N = 185

K= S^2/V^2, =0.25/0.05 = 100

$$n = \frac{K}{1+\frac{k}{N}}$$

n (Mankranso L/A JHS 'B' Students) = $\frac{100}{\left\{1+\left(\frac{100}{160}\right)\right\}}$ = 62.5 or 63 Parents

Hence the researcher used 30% for non-response rate and therefore, the total questionnaire for the Mankranso L/A JHS 'B' Parents stands at: $63 + \frac{30}{100} \times 63 = 63$ + (18.9 or 19) = 82 questionnaires.

However, as indicated by Israel (1992) 30% non-responded questionnaire should be added to the sample size to cater for non–responded and poorly answered questionnaires for the study as shown above. Hence, the total number of questionnaires for the study is 340. The below are the distribution table for the participants' schools

based on the Class sizes. Nevertheless, since each JHS school has teachers' size of Twenty (20) and therefore a smaller size, all of them is considered for the study for each school.

Table 3.2: Distribution of Study Participants' School Based on the Class size for Low Achieving School in the Circuit

Students (Classes)	**JHS 1**	**JHS 2**	**JHS 3**	**Total**
Students	28	35	17	80
Parents	23	27	27	77
Total	**51**	**62**	**44**	**157**

Source: Flied Work, (May, 2, 2020).

Table 3.3: Distribution of Study Participants' School Based on the Class size for High Achieving School in the Circuit.

Students (Classes)	**JHS 1**	**JHS 2**	**JHS 3**	**Total**
Students	28	39	21	88
Parents	28	32	20	82
Total	**56**	**71**	**41**	**170**

Source: Flied Work, May, 2, 2020.

3.5 Research Instruments

Instrumentation refers to the development of tools or instruments for gathering data from the field. Some of these include questionnaires, interview schedule, etc. Although a number of instruments for data collection could have been used, a questionnaire was deemed most appropriate for the study. Questionnaires are easy to administer, friendly to complete and fast to score and therefore take relatively less time

from researchers and respondents (Cooper & Schindler, 2011). Three questionnaires were utilised in this study. The questionnaires were designed respectively for school teachers, pupils and parents on factors which might be affecting academic performance in the school. The questionnaires, as shown in the Appendices, elicited demographic data, and data on aspects relating to school environment factors, home and community conditions, teacher factors and pupils related variables. The items in the questionnaire were structured in such a way that they enabled the respondents to pick alternative answers against their choice of responses. The questionnaires included both close and open-ended questions as seen in the appendices.

3.5.1 Pilot Testing

A pre-test was conducted to ascertain any need for revisions. Prior to the major survey, a pilot survey was carried out. The pilot test is a trial run that helps the researcher to modify the survey instrument to ensure that the respondents in the main survey did not have many problems in completing the questionnaire (Moore & Abadi, 2005). The importance of the pilot test was to test the wording of the questionnaire, identify ambiguous questions, test the intended technique for data collection and measure the usefulness of the potential responses. In order to achieve the aim and objectives of the study, well-structured close-ended and open- ended questionnaires were designed to gather information from the participants. Close-ended questionnaires were used because of the fact that they are easy for respondents to answer and they are also easy for researchers to analyse data (Yanka, 2012, p.58).

At every stage, necessary amendments were made before given the same amended questionnaire in turns of batches till the last group ended. All the pilot respondents were comprised 50 participants; namely; Teachers (10), Students (20) and

Parents (20) proportionally represented in turns of five batches at Mankranso Methodist Junior High School. The pilot questionnaires were administered and collected by hand in order to help increase the response rate. Covering letters explaining the purpose of the pilot study were attached to the questionnaires. Then, the respondents were asked to critically assess the questions and provide their opinions based on its significance and understanding, length and time for completing questionnaire and recommendations etc. for revising any ambiguous items for an amendment.

3.5.2 Reliability

According to Polit and Hunger (1985) "The reliability of an instrument is the degree of consistency which measures the attribute; it is supposed to be measuring". Cooper and Schindler (2011) is of the view that, the ultimate test of a sample design is how well it represents the characteristics of the population, it purports to represent in measurement terms, and the sample must be valid. Validity of a sample depends on two considerations: accuracy and precision. "Accuracy is the degree to which bias is absent from the sample" (Cooper & Schindler, 2001, p.164) whereas "Precision is therefore measured by the standard error of estimate, a type of deviation measurement: where the smaller the standard error of estimate, the higher the precision of the sample" (p. 165). The survey instrusment designed for this research study was organised to discover the supposed key factors, tools and techniques for successful improvement of students' academic performance in Mankranso Circuit of Ahafo Ano South West District of Ashanti Region. Hence, reliability was done to determine the measurement scale that had been developed to find out whether it will produce consistent results if measurement is done on repeated basis. This study deployed internal consistency method in determining the instrument reliability with the Cronbach coefficient, Alpha,

as the relevant coefficient to evaluate. Construct validity was determined by conducting exploratory factor analysis through principal component analysis using SPSS 21.0. The internal consistency of each factor was determined by examining each item inter-correlation and computing the Cronbach's Alpha. The minimum advisable level is 0.7 (Nunnally, 1978; Cronchbach, 1951) although it may be reduced to 0.6 in survey research (Hair, Anderson, Tatham & Black, 2006; Conca, Liopis & Tari, 2004) and anything less than 0.6 is usually rejected (Malhotra & Grover,1998). The proposed success factors whose calculated Cronbach's α greater than the critical point of 0.70, is said to be highly reliable and internally consistent. The reliability of the instruments was determined using Cronbach's alpha analysis. Cronbach's coefficient alpha values of 0.74, 0.98 and 0.79 were obtained for pupils, teachers and parents" questionnaires respectively. Cronbach's alpha as an estimate of reliability was adequate at 0.74, 0.98 and 0.79. Such reliability values, according to Livingstone (1985), were a fair indication of a good internal consistency, and the researcher thus concluded that the instruments were adequately reliable.

3.6 Data Collection Procedure

3.6.1 Data Sources

The study made use of secondary data and primary data. Secondary data were obtained from school class registers, records, number of pupils, scores, etc. Primary data were obtained through face-to-face interview, and self- administered questionnaire.

(i) Face-to-face interviews

Face-to-face interviews were used to collect data from the pupils. In this method, the interviewer reads the questions to the respondent and records the responses.

This method enabled the researcher to translate questions into the local language for some pupils and also provided clarification on some questionnaire items to the pupils. Similarly, face-to-face interview was used to collect data from the parents. Since most of them do not understand English, the method afforded the researcher the opportunity to translate the questions into the local language. It also gave the researcher the chance to observe home and community conditions relevant to this study. A self-administered questionnaire was used to collect data from teachers. In this method, the respondent completes the questionnaire themselves. This method was used because it allowed the teachers to complete the questionnaires at their convenience and to check records if necessary, in relation to the pupils' sperformance.

3.7 Data Analysis Technique

Quantitative data were gathered for the study using questionnaires. After cleaning up the questionnaire survey and rectifying the few errors that were identified in the filling of the questionnaires, the data were coded and fed into SPSS 21.0 for Windows. The field data were collated, sifted through and edited in order to address questions that have been answered partially or not answered. After editing, the questions were coded (i.e., the assignment of numbers or codes to responses to make them computer readable) into the computer using the Statistical package for the Social Sciences (SPSS) software. Before performing the desired data transformation, the data were cleaned by running consistency checks on every variable. Corrections were made after verification from the questionnaires and the database was generated. Data from the low achieving school and the high achieving school were then merged into one file to facilitate the comparison of characteristics between the groups. The data were analysed using basically descriptive statistics involving mainly frequency distributions

and cross tabulations. To guard against drawing unjustified conclusions in some stages, Chi-square ($\chi 2$) statistical tests were carried out to consider whether the relationship between the high achieving school and the low achieving school in terms of a given variable were statistically significant.

3.8 Ethical Considerations

The researcher obtained consent protocol from the District Education Office and the school head teachers before interviewing the pupils. For those who were 18 and 19 years, the researcher sought direct consent from them.

In doing so, a consent statement was read out to each participant for acceptance before administration of questionnaires. For parents and teachers, the researcher obtained informed verbal consent from them before commencement of the interviews. The participants were made aware that their participation was voluntary, and that they were free to decline or end the interviews at any time during the study. Efforts were made to maintain confidentiality of the responses. Participants were told that their responses would be kept confidential and that no one known to them would have access to the information provided and none of the respondent‟ s name was recorded. Additionally, the questionnaires were packed in an envelope and locked in a cabinet to prevent the loss of any of the questionnaires. All references were duly acknowledged to avoid plagiarism.

3.9 Conclusion

This chapter described the research methodology that the researcher used to generate data for this study. The chapter started with a detailed description of the study design. The target population and the study population were identified, sampling

technique and procedures used to select participants were explained. Instrumentation and methods of data collection were also discussed. Finally, data handling and methods of analysis and ethical consideration were clearly delineated.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter aims at presenting and discussing findings obtained from the interviews concerning the factors affecting low academic achievement in Mankranso D/A Junior High School. The respondents of the study were pupils, parents and teachers. The chapter is based on data obtained from two (2) basic school with pupils' size of 340, 40 teachers, and 310 parents in Mankranso Islamic (high achieving school) and Mankranso D/A Junior High School (low achieving school). The data were analysed using frequency distributions and cross tabulations. To guard against drawing unjustified conclusions, statistical tests using Chi-square statistic ($\chi 2$) were carried out to consider whether relationships between variables were statistically significant. The first part of this chapter describes the demographic characteristics of respondents. In the second part, the research findings are presented in five sections according to the research questions posed on school factors, parental/home support variables, teacher factors, pupils‟ characteristics and education administration issues.

4.2 Demographic Characteristics of the Study Participants

4.2.1 Pupils' Demographic Characteristics (Age and Sex)

The 168 pupils who participated in this study were sampled from Mankranso Islamic JHS (high achieving school) and Mankranso D/A Junior High School (low achieving school). Out of the 168 pupils, 59.2 per cent were female and 40.8 per cent male. The average age of the pupils was 15.25 years. The youngest was 13 years old and the oldest 19 years old. The age distribution shows that all the respondents were of school going age.

- **Number of siblings of pupils**

The study shed some light on the number of siblings of the school pupils. This is because the number of siblings of a pupil is assumed to have an influence on his/her academic achievement. According to Blake (1989), the number of siblings one has affects school performance because of a dilution of familial resources such as parents‟ time, emotional and physical energy, attention and ability to interact with children as individuals to pupils in large families and a concentration of such resources in small ones. Asikhia (2010) also indicates that the larger the family, the less the attention and devotion from parents to each child and the more the difficulties encountered by the parents in meeting the needs of the children. Findings of the study indicate that 98.5 per cent of the pupils had other siblings in the family: they had an average of two brothers and two sisters in the family. Their rank among the siblings was 2, on the average, with about a fifth (20.8%) as the oldest children in the family. The position that a child occupies in a family equally plays a significant role in his academic achievement. Generally, parents are always excited and determined to give the first child all that he/she needs especially among the middle class and the "rich". Those that are undetermined achieve low academic excellence. However, among the "poor", the first child labours seriously to achieve academic excellence. This is because the child has to assist his parents in the upkeep of the family (Asikhia, 2010).

- **Survival status of biological parents**

The composition of the family such as whether or not a child lives with his/her biological parents has an influence on the educational outcomes of pupils. Kim (2014) asserted that having both biological parents around improve children's educational achievements. Thus, it becomes imperative to shed some light on the survival status of biological parents of the pupils under study. The results indicate that an overwhelming

proportion of both parents (85.0%) of pupils are alive, about (10.0%) had only their mothers been alive with only (5.0%) having none of them biological parents living. While the high achieving school (Mankranso Islamic) has 52.9 per cent of both parents alive, the low achieving school (Mankranso L/A Junior High School) has 47.1 per cent of both parents alive. Most pupils not having both parents alive are likely to miss the love, attention and the encouragement to achieve academic excellence. Also, the burden of providing for the child's needs will be the responsibility of the surviving parent and this will affect the quality of care a child enjoys. These results could account for differences in performance in the schools as asserted by Kim (2014).

- **Living Arrangements of Pupils**

Whether a child performs well in school can be influenced by a range of household factors including living arrangements. Pilon (2003) discusses vulnerability of children in foster care and indicated that the children most vulnerable to non-enrolment and poor performance in school were foster children, especially girls. The closeness of biological ties governs altruistic behaviour, and that whether children have access to school to some extent depends on them relatedness to their household heads (Case, Paxson & Ableidinger, 2004).

From the results, it is observed that two-thirds (65.0%) lived with both parents, whereas a fifth (20.0%) lived with a single parent. The remaining (15.0%) who did not stay with either both parents or a single parent mentioned other relatives such as uncle, grandmother, aunt, grandfather, brother, sister and guardians as people they were staying with. Between the groups, while a larger number of pupils (90.0%) from the high achieving school lived with both parents, about 40.0 per cent of pupils from the low achieving school lived with both parents. About 10 per cent of pupils from the

high achieving school lived with a single parent while 30 per cent of pupils from the low achieving school lived with a single parent. None of the pupils from the high achieving school lived with other relatives, but 30 per cent of pupils from the low achieving school lived with other relatives. Some of these pupils under foster care work till they go to bed and hardly find time to learn and this can really affect their academic performance unlike those live with their parents. These results could be the reason for existing differences in performance in the two schools.

4.2.2 Parents' Demographic Characteristics (Parental education)

Research shows that parents' level of education is significantly related to their pupils' educational achievement. According to Anamuah-Mensah et'al, (2007) educated parents tend to value their children's education more, buying books and other supporting materials, helping them with homework and advising them on career options. In studying factors affecting low academic performance, the educational levels of parents become crucial in an understanding of the phenomenon.

Findings from the study indicate that about 40.0 per cent of parents were educated up to the tertiary level. More than a third (35.0%) of the parents were educated up to the JSS/middle school level, and about a quarter (25.0%) has had secondary/technical level education. Between the two schools, majority (60.0%) of parents of pupils from the high achieving school have had tertiary level education, while a larger proportion (70.0%) of parents of pupils from the low achieving school are educated up to the JSS/middle school level. It is clear that most of the parents of the low achieving are not highly educated so they do not place much premium on their Children's education. These results could be an explanation for differences in performances between the two schools.

- **Parents' occupation**

Parents' occupations are often used as proxies for their socio-economic status (SES). Parents in high level occupation usually have higher SES and tend to have higher incomes than those in low level occupation. Therefore, pupils from high income families usually enjoy some privileges like attending extra class and buy supplementary books which normally enhance their performance at school. In addition, parents with high SES are more likely than parents with low SES to be involved with their children's education, as evidenced by parental interaction with teachers and participation in school activities (Avotri et'al. 1999; Vegas & Petrow, 2008). The survey thus enquired about the occupation of the parents of pupils under consideration. The parents showed a wide range of occupation. Quite a number (40.0%) of parents were found to be low level sales workers (i.e., food vendors and petty traders). More than a fifth (25.0%) of parents was in the middle level profession (i.e., teaching, nursing, policing, accounting, etc). About a fifth (20.0%) of parents was in low level professions (i.e., tailoring, hairdressing driving, etc.). A tenth (10.0%) were into agriculture and related activities with barely (5.0%) being unemployed.

4.2.3 Teachers' Demographic Characteristics

- **Sex**

Out of the 30 teachers interviewed, majority (86.7%) were female and 13.3 per cent male, indicating that there are more female teachers than male teachers in Aburi. This finding concurs with Anamuah-Mensah et al. (2007) who revealed that more female teachers are in urban areas in Ghana. This could partly be due to female teachers joining their husbands who work in urban areas and therefore manage to avoid working in rural schools (Avotri et' al., 1999). It could also be that some unmarried female

teachers avoid working in the rural areas because of the fear of remaining single for the rest of their lives or getting married to rural husbands with little potential (Avotri et al., 1999).

- **Teachers' ages**

Teachers' ages are an important indicator for assessing the experience they have as well as future supply on the basis of attrition which could result from retirement, death and other factors (Avotri et' al., 1999). Teachers‟ ages ranged between 25 and 57 years old with a mean age of 38.3 years. Overall, most of the teachers fall within 33-36 age range. This age group represents about 26.7 per cent of the total number of teachers interviewed. Those within 49-52 age range make up about a fifth (20.0%) of total respondents. The age distribution particularly in the schools studied indicates that a substantial proportion of the teaching force is young (33-36). This can lead to the assumption that a shortage of teachers is not likely to occur from imminent retirement of teachers in the Mankranso area in the near future.

- **Teaching experience**

Teacher quality is normally proxied by such variables as experience in the profession. According to Tremblay, Ross and Berthelot (2001), pupils perform better at school when taught by teachers who have more than 10 years‟ experience in the lower elementary school grades. From the results, the number of years of teaching experience ranged from 3 to 25 years with a mean of 11.4 years. Majority (50.1%) of the teachers have more than 10 years of teaching experience. A sizeable number (49.9%) of the teachers have less than 10 years of teaching experience. It can be assumed that most of the teachers have adequate work experience and knowledge about their schools and thus are able to provide reliable information about the schools. 4.3 The Role School Environmental Factors Play in Pupils' Poor Academic

- **Performance**

The first objective of this study was to find out the role school environmental factors play in Pupils' poor academic performance in Mankranso L/A Junior High School. The research findings are presented according to the research question posed to achieve this objective. What school environmental factors are the causes of poor academic performance in the Mankranso L/A Junior High School? The school environmental factors considered include academic qualification of teachers, availability of teaching and learning materials, use of contact hours and availability of infrastructure and facilities.

4.2.4 Academic Qualification of Teachers

The teachers were asked to indicate whether they possessed Bachelor degrees. A total of 13 teachers from the low achieving school and 20 teachers from the high achieving school provided responses for the questionnaire item. The results are shown in Table 4.1.

Table 4.1: Cross-tabulation and Chi-square Analysis of Academic Qualification of Teachers and School

Academic Qualification of Teachers	**School Type**		**Total**
	Low achieving	**High achieving**	
Non-Bachelor degrees	5 (38.5%)	1 (5.9%)	6 (20.0%)
Bachelor degrees	8 (61.5%)	16 (94.1%)	24 (80.0%)
Total	**13 (100.0%)**	**17 (100.0%)**	**30 (100.0%)**

Notes: $\chi 2$ (df)=4.887 (1), p-value =0.027, Significance level=0.05 significant at $p < 0.05$, not significant at $p > 0.05$ Source: Field Data, 2020.

As shown in Table 4.1, among the teachers from the high achieving school, 94.1 per cent reported that they possessed Bachelor degrees. Among those in the low achieving school, 61.5 per cent reported that they were Bachelor degree holders. A chi-

square test of association was performed to consider whether the relationship between academic qualification of teachers and school was statistically significant. A chi-square statistic ($\chi 2$) value of 4.887, with degrees of freedom (df) of 1 which has associated probability of 0.027 were obtained. However, the associated probability of 0.027 is smaller than the preselected significance of 0.05, showing that statistically significant relationship existed between academic qualification of teachers and school. The results therefore showed that there were more teachers having Bachelor degrees in the high achieving schools than in the low achieving school. This will affect their level of delivery during teaching. The results show that Mankranso L/A Junior High School had fewer teachers with Bachelor degrees than Mankranso Islamic JHS. In Ghana, teachers‟ Certificate "A" is the basic requirement for teaching in a basic school. However, it is believed that teachers with higher academic qualification have more knowledge of the subject matter and in terms of high quality of teaching skills (feedback, questioning, explaining things clearly to pupils). According to Sanders and Rivers (1996) a teacher with higher qualification in a given subject is most likely to ask higher level cognitively based questions; thus, helping the students to learn and perform better.

In Mankranso D/A Junior High School, the limited number of teachers having Bachelor degrees showed that they were not able to use effective teaching skills. The outcome was that the pupils in the school performed poorly. This finding supports the research findings of Darling-Hammond (2000), Abusej (2017) and Greenwald, Hedges and Laine (1996) who found that teacher quality characteristics such as certification status and degree in subject to be taught are very significant and positively correlated with subject outcomes in science and mathematics.

4.2.3 Adequacy of Teaching and Learning Materials

A total of 13 teachers from the low achieving school and 17 teachers from the high achieving school were asked to provide responses about the adequacy of TLMs in their schools. The results are shown in Table 4.2.

Table 4.2: Cross-tabulation and Chi-square Analysis of Adequacy of Teaching and Learning Materials and School

Teaching and Learning	Materials		Total
	Low achieving	High achieving	
Adequate	0 (0.0%)	16 (94.1%)	16 (53.3%)
Not adequate	11 (84.6%)	1 (5.9%)	12 (40.0%)
None available	2 (15.4%)	0 (0.0%)	2 (6.7%)
Total	**13 (100.0%)**	**17 (100.0%)**	**30 (100.0%)**

Notes: $\chi 2$ (df)=26.267 (2), p-value =0.001, Significance level=0.05 significant at $p < 0.05$, not significant at $p > 0.05$ Source: Field Data, 2020.

As shown in Table 4.2, an overwhelming majority (94.1%) of the teachers from the high achieving school reported that teaching and learning materials were adequate. None of the teachers in the low achieving school reported that teaching and learning materials were adequate. A chi-square test of association was carried out to ascertain whether the relationship between adequacy of teaching-learning materials and school was statistically significant. The results showed a chi-square ($\chi 2$) value of 26.267, with significance or probability of 0.001 at 2 degrees of freedom (df). This associated probability of 0.001 is smaller than the preselected significance of 0.05, showing that the relationship is statistically significant at the $p<0.05$ level. The results showed that the high achieving school has more teaching-learning materials than the low achieving school. The results show that Mankranso L/A Junior High School (low achieving school) had fewer TLMs to use than the Mankranso Islamic JHS (high achieving school). Teaching and Learning Materials (TLMs) such as textbooks, teachers‟ guides, wall pictures, maps, atlases and other learning aids are critical ingredients in the

teaching and learning process. The TLMs aid teaching and learning because pupils are able to see and often feel what the teacher teaches. They also provide opportunities for pupils to use what they have learned (Etsey, 2005; Lockheed & Verspoor, 1991). Since there were less teaching-learning materials in the low achieving school, the situation made it difficult for the pupils to understand the lessons, learn more and retain what they learn, this led to lower performance. This position confirms the research findings of Avotri et al. (1999) and Etsey (2005) that the shortage of teaching-learning materials deprived pupils of exercises, attention and feedback from teachers to enhance their gained knowledge and improve their academic performance.

4.2.4 Use of Contact Hours

A total of 120 pupils were asked to indicate how often they work (i.e., weed at school or fetch water for teachers) during school hours. The results are shown in Table 4.3.

Table 4.3: Cross-tabulation and Chi-square Analysis of Frequency of Use of Contact Hours and School

Frequency of use of contact hours for work	School Type		Total
	Low achieving	High achieving	
Never	0 (0.0%)	47 (78.3%)	47 (78.3%)
Sometimes	19 (31.7%)	13 (21.7%)	32 (26.7%)
All the time	41 (68.3%)	0 (0.0%)	41 (34.2%)
Total	**60 (100.0%)**	**60 (100.0%)**	**120 (100.0%)**

Notes: $\chi 2$ (df)=89.125 (2), p-value =0.001, Significance level=0.05 significant at $p < 0.05$, not significant at $p > 0.05$ Source: Field Data, 2020.

From the data displayed in Table 4.3, two-thirds (68.3%) of the pupils from the low achieving school reported that they work during school hours all the time. None of the pupils from the high achieving school work during school hours all the time. A

chi-square test of association was done to investigate whether the relationship between frequency of use of contact hours for work and type of school was statistically significant. The results showed the chi-square statistic of 89.125, with df of 2, and a Significance value of 0.001, which is significant at the 0.05 level.

In other words, there is a significant relationship between frequency of use of contact hours for work and school ($\chi 2 = 89.125$; df =2; $p < 0.05$). This study thus found that the pupils in the high achieving school were more likely to use school hours for teaching and learning than the pupils in the low achieving school.

The results showed that, pupils in Mankranso L/A Junior High School spent more teaching and learning time either weeding at school or fetching water for their teachers than pupils in the Mankranso Islamic JHS. This meant that, teaching and learning time in Mankranso L/A Junior High School was lost, teachers taught fewer school subjects and the school day was shortened. These ultimately led to the low academic performance of the pupils. This finding is consistent with Boakye, Agyeman-Duah, Osei and Brew-Ward (1997), who revealed that misuse of school teaching time for other activities such as sports and using pupils to work on farms and fetching water contributed to poor performance of pupils in Ghana. The study results further agreed with Heady (2003) that there is a negative relationship between academic achievement and work.

Additionally, the finding supports Ray and Lancaster (2003, cited in Dimbisso, 2009) that, time spent at work had negative impact on education variables such as school performance. They concluded that unbalanced demand of work and education placed physical and mental strain on students and often lead to poor academic performance. The ecological theory strengthens the fact that the child' slow performance is not solely his doing but teachers play active role in it.

4.2.5 Availability of Infrastructure and Facilities

The teachers were asked to describe the state of the following school infrastructure and facilities: water, head teacher's office, school building, school store, school library, toilet and electricity. These were assessed in terms of good condition, poor condition and not available. However, the study found no statistically significant difference in terms of the school infrastructure and facilities considered for this study. In other words, the state of infrastructure and materials in the schools were therefore not a reason for the difference in academic performance between the Mankranso L/A Junior High School pupils and those in the Mankranso Islamic JHS.

4.3 Home Conditions Responsible for the Poor Academic Achievement of Pupils

The second objective was to ascertain home conditions responsible for the poor academic achievement of pupils in Mankranso L/A Junior High School. The research findings are presented according to the research question posed to achieve this objective. What home conditions cause pupils in the Mankranso L/A Junior High School to perform poorly academically?

Home conditions investigated include provision of textbooks and supplementary readers, interaction with children's teachers, involvement in the Parent Teacher Association (PTA), provision of breakfast for pupils and provision of basic school needs. 4.4.1 Parents' Provision of Textbooks and Supplementary Readers It is the responsibility of parents to make available to their pupils' relevant subject textbooks and supplementary readers. A total of 120 parents were asked if they provided subject textbooks and other supplementary readers for their children. The results are shown in Table 4.4.

Table 4.4: Cross-tabulation and Chi-square Analysis of Parents‟ Provision of Textbooks and Supplementary Readers and School

Response	School Type		
	Low achieving	High achieving	Total
Yes	18 (30.0%)	48 (80.0%)	66 (55.0%)
No	42 (70.0%)	12 (20.0%)	54 (45.0%)
Total	**60 (100.0%)**	**60 (100.0%)**	**120 (100.0%)**

Notes: $\chi 2$ (df)=30.303 (1), p-value =0.001, Significance level=0.05 significant at $p < 0.05$, not significant at $p > 0.05$ Source: Field Data, 2020.

Table 4.4 shows that, an overwhelming number (80.0%) of the parents of pupils from the high achieving school and about a third (30.0%) of the parents of pupils from the low achieving school reported that their children were provided with textbooks and supplementary readers. A chi-square test of association found the relationship between parents‟ provision of textbooks and supplementary readers and school to be statistically significant. The results showed a chi-square statistic of 30.303, with df of 1 and an associated probability of 0.01, which is significant at the 0.05 level of significance ($\chi 2 = 30.303$; df =1; $p < 0.05$). The results therefore showed that more parents of the pupils in the high achieving school provided the textbooks and supplementary readers than the parents of the pupils in the low achieving school. It was found that many parents of the pupils in the Mankranso L/A Junior High School did not purchase textbooks and supplementary readers for their wards as the Government supply was woefully inadequate. Textbooks and other supplementary readers are tools for children's learning at both school section and at home but pupils in Mankranso L/A Junior High School meant that, they were handicapped, and thus resulted in the low academic performance. This supports Tremblay, Ross and Berthelot (2001) who found a gap in achievement between Grade three students whose parents or guardians reported having a computer and more than 100 books at home and those of parents or guardians who

reported neither of these resources. The findings of this study also confirmed Etsey (2005) who found statistically significant differences in the academic performance between pupils whose parents provided textbooks for their children and pupils of parents who did not provide textbooks and supplementary readers for their wards.

4.3.1 Interaction with Children's Teachers

Parents were asked if they had ever inquired from their children's teacher about their children. The results are shown in Table 4.5.

Table 4.5: Cross-tabulation and Chi-square Analysis of Parents‟ Interaction with their Children's Teachers and School

Response	School Type		Total
	Low achieving	High achieving	
Yes	27 (45.0%)	46 (76.7%)	73 (60.8%)
No	33 (55.0%)	14 (23.3%)	47 (39.2%)
Total	**60 (100.0%)**	**60 (100.0%)**	**120 (100.0%)**

Notes: $\chi 2$ (df)=12.626 (1), p-value = 0.001, Significance level=0.05 significant at $p < 0.05$, not significant at $p > 0.05$ Source: Field Data, 2020.

As shown in Table 4.5, a higher proportion (76.7%) of the parents of pupils from the high achieving school and nearly half (45.0%) of the parents of pupils from the low achieving school reported that they interacted with their children's teachers. A test of association showed a significant relationship between parents‟ interaction with teachers and school. A chi-square statistic of 12.626, with a df of 1 and a Significance value of 0.001 was obtained. However, the Significance value of 0.001 is statistically significant at the 0.05 level ($\chi 2 = 12.626$; $df = 1$; $p < 0.05$). The results showed that parents of the pupils in high achieving school interacted with the teachers more than parents of the pupils in the low achieving school.

The study thus found that, parents from Mankranso L/A Junior High School did less interaction with them Children's teachers. According to Etsey (2005) interactions with teachers put the pupils on the alert to study in school because they would know that their parents would come and inquire about their performances in school. In addition, through interactions with teachers, parents would know the problems confronting their individual pupils and offer any assistance that would make positive impact on the pupils.

The mesosystem of the ecological systems theory also affirms that a in linkage between parentand teachers can affect the pupil's performance. Since parental interactions with teachers in Mankranso L/A Junior High School were limited, they were not able to know about what was happening in the school regarding their children. As such they could not provide much guidance and help to make their children's performance improves. This supports Etsey (2005), who found parents' interaction with teachers to be significant and positively correlated with pupil academic performance. The results are also consistent with Ghanney (2007) who found that positive parental attitude towards education and interest enhances Children's progress in education.

4.3.2 Involvement in the Parent Teacher Association

Parents were asked if they attended the last two Parent Teacher Association (PTA) meetings. The results are shown in Table 4.6.

Table 4.6: Cross-tabulation and Chi-square Analysis of Involvement of Parents in the PTA and School

Response	School Type		Total
	Low achieving	High achieving	
Yes	37 (61.7%)	53 (88.3%)	90 (75.0%)
No	23 (38.3%)	7 (11.7%)	30 (25.0%)
Total	**60 (100.0%)**	**60 (100.0%)**	**120 (100.0%)**

Notes: $\chi 2$ (df)=11.378 (1), p-value = 0.001, Significance level=0.05 significant at $p < 0.05$, not significant at $p > 0.05$ Source: Field Data, 2020.

The results in Table 4.6 showed that more than 88.3 per cent of the parents of pupils from the high achieving school and about 61.7 per cent of the parents of pupils from the low achieving school reported that they attended the last two Parent Teacher Association (PTA) meetings. A chi-square test of association produced the value of 11.378 at 1 df, with associated probability of 0.001, which is significant at the 0.05 level. This means that there is a statistically significant relationship between attendance at PTA meetings and school ($\chi 2 = 11.378$; df = 1; $p < 0.05$). The results showed that parents of the pupils in high achieving school were more involved in attending PTA meetings than parents of the pupils in the low achieving school.

The study found that parents from the Mankranso L/A Junior High School had little involvement in the PTA in the school compared with the parents from pupils in the Mankranso Islamic JHS. According to Etsey (2005) when parents are not involved in PTA, some problems facing the school are not attended to and this does not create a conducive environment for teaching and learning in the school, which affects both the teachers and the pupils‟ output. In Mankranso L/A Junior High School, since

involvement in the PTA was limited, teachers and pupils in a way were not motivated enough to engage in teaching and learning because the school's problems which parents would be able to help solve, were not attended to. The consequence was the low academic performance of the pupils in the school. The mesosystem again confirms that a good relationship between parents and teachers can contribute significantly to pupils' performance. This supports the research findings of Tremblay, Ross and Berthelot (2001) and Grolnick and Slowiaczek (1987) that pupils with parents who are involved in their education tend to have better academic performance than pupils whose parents are not involved in their school. This position also confirms Reynolds and Gill (1994) who demonstrated that a significant relationship existed between parental involvement and academic achievement.

4.3.3 Parents Provision of Breakfast for Pupils and Provision of Basic School Needs

The parents were asked to indicate how often they provide breakfast for their pupils before leaving for school because children cannot learn on empty stomach. Parents from both the high and low achieving schools responded that they provided their children with breakfast every morning. This was either food provided at home or money given for food. The study results did not yield any significant relationship between eating breakfast at home and school. This meant that parents of pupils in both schools provided breakfast always before the children left for school. In other words, eating breakfast before going to school was not one of the factors that led to the low academic performance of pupils of Mankranso L/A Junior High School. In addition, the teachers were asked to indicate what percentage of the pupils in their class was provided with all the basic school needs (school uniform, school bag, exercise books,

pencils, ruler and pens). The study did not find any significant relationship between provision of basic school needs and school. Thus, the low academic performance of the pupils in Mankranso L/A Junior High School could not be attributed to deprivation of basic needs of the pupils.

4.4 Teacher Factors that Contribute to the Poor Academic Performance of the Pupils

The third objective was to identify teacher factors that contribute to the poor academic performance of the pupils in Mankranso L/A Junior High School. The research findings are presented according to the research question posed to achieve this objective. What teacher factors contribute to low academic achievement of the pupils in Mankranso L/A Junior High School?

The teacher factors considered include; incidences of lateness to school and absenteeism, completion of syllabi, regularity of homework, language used in teaching, interest in children understanding of lesson, and teacher work habits.

4.4.1 Incidence of Lateness to School

The pupils were asked to indicate how often their teachers came to school before morning assembly. The results are shown in Table 4.7.

Table 4.7: Cross-tabulation and Chi-square Analysis of Incidence of early Presence in School among Teachers and school

Response	School Type		Total
	Low achieving	High achieving	
Never	0 (0.0%)	7 (11.7%)	7 (5.8%)
Sometimes	48 (80.0%)	28 (46.7%)	76 (63.3%)
All the time	12 (20.0%)	25 (41.7%)	37 (30.8%)
Total	**60 (100.0%)**	**60 (100.0%)**	**120 (100.0%)**

Notes: $\chi 2$ (df)=16.831 (2), p-value = 0.001, Significance level=0.05 significant at $p < 0.05$, not significant at $p > 0.05$ Source: Field Data, 2020.

The results in Table 4.7 shows that 12 (20.0%) of the pupils from the low achieving school and 25 (41.7%) from the high achieving school reported that their teachers came to school before morning assembly all the time. A chi-square test of association produced a test statistic of 16.831, with a df of 2 and a Significant value of 0.001, which is significant at the 0.05 ($\chi 2 = 16.831$ df = 2; $p < 0.05$), showing a statistically significant relationship between teacher presence in school before morning assembly and school. The results show that the teachers in the high achieving school were more likely to be present and not be late to school than the teachers in the low achieving school. This implies that at the start of lesson majority of the teachers from Mankranso L/A Junior High School would be late while majority of the teachers from Mankranso Islamic JHS would be present.

The study results show that teachers in Mankranso L/A Junior High School often got to school late. When teachers get to school late, they do not take part in the morning assembly and start classes on time. This meant teaching time was lost; fewer school subjects were taught and shortened school days for pupils in the school. As this continued, there would be a backlog of syllabi not taught and this resulted in the lower output of work by the pupils from Mankranso L/A Junior High School. This is

consistent with Etsey (2005) who found a statistically significant relationship between teacher lateness to school and academic performance of pupils in Ghana. The finding also agreed with Fobih, Akyeampong and Koomson (1999), who indicated that about 85 per cent of teachers in Ghana go to school late, which contributed to poor performance of basic school pupils.

4.4.2 Incidence of Absenteeism

The pupils were asked to indicate how often their teachers attend school. Table 4.8 illustrates the results.

Table 4.8: Cross-tabulation and Chi-square Analysis of Incidence of Regular School Attendance among Teachers and School

Response	School Type		Total
	Low achieving	High achieving	
On average, comes three times week	24 (40.0%)	7 (11.7%)	31 (25.8%)
On average, misses once every two weeks	24 (40.0%)	0 (0.0%)	24 (20.0%)
Comes everyday	12 (20.0%)	53 (88.3%)	65 (54.2%)
Total	**60 (100.0%)**	**60 (100.0%)**	**120 (100.0%)**

Notes: $\chi 2$ (df)=59.184 (2), p-value = 0.001, Significance level=0.05 significant at $p < 0.05$, not significant at $p > 0.05$ Source: Field Data, 2020.

The data displayed in Table 4.8 show that an overwhelming number (88.3%) of the pupils from the high achieving school and about a fifth (20.0%) of the pupils from the low achieving school reported that their teachers came to school every day. A chi-square test was performed to ascertain whether the relationship between teacher presence in school and school was significant.

The test reveals a chi-square statistic of 59.184, with a df of 2 and a Significant value of 0.001, which is significant at the 0.05 level. In other words, there is a statistically significant association between teacher presence in school and school ($\chi 2$

= 59.184; df = 2; $p < 0.05$). The results show that, the teachers in high achieving school were more likely to be present and not be absent from school than the teachers in the low achieving school. The study found that teachers in Mankranso L/A Junior High School were often absent from school. A number of reasons might have accounted for teachers absenting themselves from school. These included teachers having to attend lectures because most of them are pursuing higher education and asking for permission to write examinations. Some teachers were also absent because of maternity leave. A widespread problem of teacher absenteeism reduces the amount of instructional time and this often results in the syllabi not being completed.

Teachers from Mankranso L/A Junior High School therefore were not able to cover a lot more of the syllabus before the end of the year resulting in the poor performance by the pupils. This finding is consistent with Etsey (2005) who found teacher absenteeism to be significantly and positively correlated with primary school pupils' performance in Ghana. The finding also supports CARE International (2003) assertion that chronic teacher absenteeism adversely affects learning in school. Urie Bronfenbrenner's microsystem of the ecological theory also highlights the importance of other people's behaviours on a developing person. The teachers‟ lateness and absenteeism affect the pupils they teach.

Additionally, the finding confirms Etsey, Amedahe and Edjah (2004) who found academic performance to be better in private schools than public schools because of regular school attendance among teachers.

4.4.3 Completion of Syllabi

Teachers were asked to indicate whether they completed the syllabi for the classes they taught the previous academic year. Table 4.9 displays the results.

Table 4.9: Cross-tabulation and Chi-square Analysis of Teacher Completion of Syllabuses and School

Status of syllabuses completion	School Type		Total
	Low achieving	High achieving	
Completed all	2 (15.4%)	15 (88.2%)	17 (56.7%)
Completed some	5 (38.5%)	2 (11.8%)	7 (23.3%)
Not completed any	6 (46.2%)	0 (0.0%)	6 (20.0%)
Total	**13 (100.0%)**	**17 (100.0%)**	**30 (100.0%)**

Notes: $\chi 2$ (df)=16.996 (2), p-value = 0.001, Significance level=0.05 significant at $p < 0.05$, not significant at $p > 0.05$ Source: Field Data, 2020.

The results in Table 4.9 shows that a larger proportion (88.2%) of the teachers from the high achieving school and less than a fifth (15.4%) of the teachers from the low achieving school reported that the syllabi for the classes they taught the previous academic year were completed. A chi-square test of association was performed to consider whether the relationship between the completion of syllabuses and school was statistically significant. A chi-square statistic ($\chi 2$) value of 16.996, with df of 2 which has associated probability of 0.001 were obtained. However, the associated probability of 0.001 is smaller than the preselected significance of 0.05, showing that statistically significant relationship existed between the completion of syllabuses and school ($\chi 2 = 16.996$; $df = 2$; $p < 0.05$). The results show that more teachers in the high achieving school completed syllabi than the teachers in the low achieving school.

The results show that fewer teachers in Mankranso Islamic JHS completed the syllabi than the teachers in the Mankranso L/A Junior High School. The completion of the syllabus for each subject in each class provides the foundation for the next class to be built upon. When the syllabus is not completed, content that should be taught in the

next class which is based on the previous class could not be understood. As this continues, there would be a backlog of content not taught and this would affect the performance of the pupils. In the final analysis, the non-completion of syllabus in Mankranso L/A Junior High School resulted in poor performance of the pupils. This position supports Pryor and Ampiah (2013), assertion that most children perform poorly because they do not follow school work due to lack of understanding from previous work, which is a prerequisite for the syllabus of higher grades.

4.4.4 Regularity of Homework

The pupils were asked to indicate the number of times in a week their teachers gave them homework. The results are shown in Table 4.10.

Table 4.10: Cross-tabulation and Chi-square Analysis of Regularity of Homework to Pupils and School

Response	School Type		Total
	Low achieving	High achieving	
Once a week	18 (30.0%)	9 (15.0%)	27 (22.5%)
Two or three times a week	29 (48.3%)	11 (18.3%)	40 (33.3%)
Almost every day of the week	13 (21.7%)	40 (66.7%)	53 (44.2%)
Total	**60 (100.0%)**	**60 (100.0%)**	**120 (100.0%)**

Notes: $\chi 2$ (df)=24.855 (2), p-value = 0.001, Significance level=0.05 significant at $p < 0.05$, not significant at $p > 0.05$ Source: Field Data, 2020.

Table 4.10 shows that a little over a fifth (21.7%) of the pupils from the low achieving school and more than two-thirds (66.7%) of the pupils from the high achieving school reported that their teachers gave them homework almost every day of the week. A chi-square test was done to find out whether the relationship between the regularity of homework and school was significant. The test yielded a chi-square ($\chi 2$) value of 24.855, with df of 2 and a probability of 0.001. However, the probability value of 0.001 is smaller than 0.05 significance level. This shows that the relationship

between the regularity of homework and school was significant ($\chi 2 = 24.855$; df = 2; $p < 0.05$). The results show that the teachers in the high achieving school gave homework more regularly to their pupils than the teachers in the low achieving school.

The results show that pupils from Mankranso Islamic JHS were assigned homework more regularly than the pupils in the Mankranso L/A Junior High School. Homework is a supplement of schoolwork and enhances pupils' learning abilities and school achievement. According to Harbison and Hanushek (1992) homework is in reality an interaction between school and the student. Since pupils in Mankranso L/A Junior High School were not assigned homework more regularly, their academic performance tended to be low. This supports Butler (1987 cited in Etsey, 2005) who found homework to be a correlate of academic performance. He stated that "homework bore a positive relationship with learning outcomes when it is relevant to learning objectives, assigned regularly in reasonable amounts, well explained, motivational and collected and reviewed during class time and used as an occasion for feedback to students" (Butler, 1987 cited in Etsey, 2005, p. 2). The finding of this study does not support Cooper, Lindsay, Nye and Geathouse (1998), as they found a negative correlation between student achievement and volume of homework. In other words, they found student performance to be high with limited volume of homework.

4.4.5 Teacher Work Habits, Language used in Teaching, and Teacher Interest in Children's understanding of lesson

Pupils were asked to describe their teachers work habit in school in terms of very hardworking, hardworking, works normally, lazy and does not care about teaching. A chi-square test of association did not produce a significant result between teacher work habit and school. This meant that teacher work habit was not a reason for the difference in performance between the pupils of Mankranso Islamic JHS and those in

the Mankranso L/A Junior High School. Also, the teachers were asked about the language of instruction. However, the study results did not produce any significant relationship between language of instruction and school. The medium of instruction used by the teachers was not a factor that resulted in the low academic performance of the pupils in Mankranso L/A Junior High School.

The pupils were asked what their teachers did to encourage them to study. They were provided with the following response sets: Makes sure I understand each lesson; Help me with extra tuition; Explains what I can do with my education; Praises me when I do well; and Refers me to other pupils that can help me with studies. The study results however showed no significant relationship between teacher encouragement and school. Teacher encouragement was therefore not a reason for the difference in performance between the Mankranso Islamic JHS pupils and those in the Mankranso L/A Junior High School.

4.5 Pupils' Characteristics Responsible for their Poor Academic Achievement

The fourth objective was to identify pupils' characteristics responsible for their poor academic achievement among Mankranso Circuit Junior High School. The research findings are presented according to the research question posed to achieve this objective. What pupil characteristics are responsible for their poor academic achievement in the Mankranso Circuit Junior High School? Pupil characteristics studied include incidences of lateness and absenteeism, help with studies and homework, language pupils' use in class, attendance in school, pupils‟ involvement in lessons, time with books and homework, use of time after school, and extra class attendance.

4.5.1 Incidence of Lateness

Teachers were asked to indicate whether lateness to school was a common problem exhibited by pupils in the schools. Table 4.11 indicates the results.

Table 4.11: Cross-tabulation and Chi-square Analysis of Incidence of Lateness among Pupils and School

Issue Indicator	School Type		Total
	Low achieving	High achieving	
Lateness is a problem	13 (100.0%)	0 (0.0%)	13 (43.3%)
Lateness is not a problem	0 (0.0%)	17 (100.0%)	17 (56.7%)
Total	**13 (100.0%)**	**17 (100.0%)**	**30 (100.0%)**

Notes: $\chi 2$ (df)=30.000 (1), p-value = 0.001, Significance level=0.05 significant at $p < 0.05$, not significant at $p > 0.05$ Source: Field Data, 2020.

As shown in Table 4.11, all (100%) of the teachers from the low achieving school reported that lateness was a problem. None of the teachers from the high achieving school indicated that lateness was a problem. A further test using the chi-square was performed to consider whether the relationship between lateness to school and school was statistically significant. The results showed the chi-square statistic of 30.000, with df of 1, and a Significance value of 0.001, which is significant at the 0.05 level. In other words, there is a significant relationship between lateness to school and school ($\chi 2 = 30.000$; $df = 1$; $p < 0.05$). The results show that lateness was a problem among pupils from the low achieving school and significantly contributed to the difference in performance between the two schools.

The study shows that pupils in Mankranso Islamic J.H.S were often late to school when compared with the L/A JHS 'B' pupils in the same town. This resulted in the low academic performance of pupils. This was because their continuous lateness to school resulted in loss of content and knowledge in terms of what was taught. They could not understand guidelines for doing assignments and exercises and hence the

class assignments and exercises were not properly and correctly done. This is consistent with Etsey (2005) who found a significant relationship between incidence of lateness among pupils and academic performance.

4.5.2 Incidence of Absenteeism

Teachers were asked to indicate whether absenteeism was a common problem exhibited by pupils in the schools. Table 4.12 shows the results.

Table 4.12: Cross-tabulation and Chi-square Analysis of Incidence of Absenteeism among pupils and School

Issue Indicator	School Type		Total
	Low achieving	High achieving	
Absenteeism is a problem	13 (100.0%)	0 (0.0%)	13 (43.3%)
Absenteeism is not a problem	0 (0.0%)	17 (100.0%)	17 (56.7%)
Total	**13 (100.0%)**	**17 (100.0%)**	**30 (100.0%)**

Notes: $\chi 2$ (df)=30.000 (1), p-value = 0.001, Significance level=0.05 significant at $p < 0.05$, not significant at $p > 0.05$ Source: Field Data, 2020.

From Table 4.12, all (100%) the teachers from the low achieving school reported that absenteeism was a problem. None of the teachers from the high achieving school indicated that absenteeism was a problem. A chi-square test of association found the relationship between absenteeism and school to be statistically significant. The results show a chi-square statistic of 30.000, with df of 1 and an associated probability of 0.001, which is significant at the 0.05 level of significance ($\chi 2 = 30.000$; df = 1; $p < 0.05$). The results show that pupils from the low achieving school absented themselves from school more than the pupils in the high achieving school. The study shows that, Mankranso pupils were often absent from school. Most pupils absented themselves from school owning to the illegal mining activities in the area. Those who sell in the night also absented themselves from school because of tiredness. The effect of

absenteeism is that the pupils found it difficult to understand the materials that were taught. The consequence was the low academic performance. This is consistent with Etsey (2005) who found a significant relationship between incidence of absenteeism among pupils and academic performance. Dimbisso (2009) also found a strong positive correlation between school attendance and individual academic achievement.

4.5.3 Help with Studies and Homework

Pupils were asked if anybody helps them at home with their studies or homework. The data is shown in Table 4.13.

Table 4.13: Cross-tabulation and Chi-square Analysis of Help with Studies at Home and School

Response	School Type		Total
	Low achieving	High achieving	
Yes	12 (20.0%)	49 (81.7%)	61 (50.8%)
No	48 (80.0%)	11 (18.3%)	59 (49.2%)
Total	**60 (100.0%)**	**60 (100.0%)**	**120 (100.0%)**

Notes: $\chi 2$ (df)= 45.646 (1), p-value = 0.001, Significance level=0.05 significant at $p < 0.05$, not significant at $p > 0.05$ Source: Field Data, 2020

From the data shown in Table 4.13, a fifth (20.0%) of the pupils from the low achieving school and a larger number (81.7%) of the pupils from the high achieving school reported that they received help at home with their studies and homework. It was found through a chi-square test that the relationship between help with studies/homework at home and school was statistically significant. The results show a chi-square statistic of 45.646, with df of 1 and an associated probability of 0.01, which is significant at the 0.05 level of significance ($\chi 2 = 45.646$; $df = 1$; $p < 0.05$). The results show that the pupils in the high achieving school received more help with their studies and homework at home than the pupils in the low achieving school.

This implies that pupils from the Mankranso Islamic J.H.S received more help with their studies and homework than the pupils in. and Mankranso L/A J.H.S. 'B'. Help with studies and homework is a supplement of schoolwork and those who receive additional help usually would do better in school. Since pupils in Mankranso L/A J.H.S. 'B', could not receive much help at home, their academic performance tended to be low. This position supports Ademola and Olajumoke (2009) who indicated that pupils with parents who monitor homework and actively teach them children at home tend to have better academic performance than pupils whose parents are not involved. This supports the assertion that a pupil's performance is affected by many things outside his domain.

4.5.4 Language Pupils' Use in Class

Teachers were asked to indicate what language pupils' use mostly in class among themselves. The results are shown in Table 4.14.

Table 4.14: Cross-tabulation and Chi-square Analysis of Language Use among Pupils and School

Language used	School Type		Total
	Low achieving	High achieving	
Local language	11 (84.6%)	7 (41.2%)	18 (60.0%)
English language	2 (15.4%)	10 (58.8%)	12 (40.0%)
Total	**13 (100.0%)**	**17 (100.0%)**	**30 (100.0%)**

Notes: $\chi 2$ (df)= 5.792 (1), p-value = 0.016, Significance level=0.05 significant at $p < 0.05$, not significant at $p > 0.05$ Source: Field Data, 2020.

As shown in Table 4.14, an overwhelming majority (84.6%) of the teachers from the low achieving school and a sizeable number (41.2%) of the teachers from the high achieving school reported that the pupils used local language among themselves in the classroom. In addition, less than a fifth (15.4%) of the teachers from the low achieving school and majority (58.8%) of the teachers from the high achieving school

reported that the pupils used the English Language. A test of association showed a significant relationship between language use and school. A chi square statistic of 5.792, with a df of 1 and a Significance value of 0.016 was obtained. However, the Significance value of 0.016 is statistically significant at the 0.05 level ($\chi 2 = 5.792$; df = 1; $p < 0.05$). The results showed that pupils from the low achieving school used the local language among themselves in the classroom while pupils in the high achieving school used English language.

The findings from the study indicated that pupils in the high achieving school used English Language mostly among themselves while the pupils in less endowing schools used the local language (Asante Twi) among themselves in the classroom. The prevalence of the use of the local language in Mankranso Islamic J.H.S. and Mankranso L/A J.H.S. 'B' in Ahafo Ano South West District of Ashanti, affect students' assignments and exercises which were often in the English Language. Additionally, the widespread use of local language meant that they lacked a lot of vocabulary in English needed to understand teachers' lessons and textbooks they read. These ultimately affected their academic performance. This position is consistent with Etsey (2005) who found a significant relationship between the language use at school and the student performance in Shama sub metro schools in Ghana.

4.5.5 Attendance in School, Involvement in Lessons, Time with Books and Homework, Use -of Time after School, and Extra Class Attendance

Pupils were asked about their attendance in school, enjoyment of teachers‟ lessons, time with books and homework, use of time after school, and extra class attendance. However, significant differences were not found in respect of the factors mentioned above. This meant they did not account for the difference in performance between the pupils in the low achieving school and those in the high achieving school.

4.6 Education Administration issues that Contribute to the Pupils Poor Achievement

The last objective was to find out education administration issues that contribute to the poor achievement performance of pupils in Mankranso Islamic J.H.S. and Mankranso L/A J.H.S. 'B' in Ahafo Ano South West District of Ashanti. The teachers were to indicate how often the following education administration issues are done in their respective schools: in-service training, regularity of staff meetings, preparation and vetting of lesson notes, provision of teaching and learning materials, monitoring and evaluation of teaching and learning.

However, statistically significant differences were not found in respect of the above-mentioned education administration issues. This meant that education administration issues studied did not account for the difference in academic performance between the Mankranso Islamic J.H.S. and Mankranso L/A J.H.S. 'B' in Ahafo Ano South West District of Ashanti.

4.7 Conclusion

This chapter presented the findings from the interviews of teachers, pupils and parents. At the beginning of the chapter, respondents" backgrounds were introduced to provide some thorough understanding of their demographic characteristics. Then it came to the data analysis and discussion of findings on school factors, parental/home support variables, teacher-side factors, pupils' characteristics and education administration issues. Factors that showed statistically significant relationship with the school received discussion in detail these included school factors, pupil factors and teacher factors while those that did not show statistically significant relationship with the school received less discussion. It meant those factors did not account for the difference in academic performance between the two schools surveyed.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The preceding chapter has presented the results of the factors affecting low academic achievement of pupils at Mankranso Islamic J.H.S. and Mankranso L/A J.H.S. 'B' in Ahafo Ano South West District of Ashanti. This chapter highlights the main findings of the study and the overall study conclusions and implications of the study findings. It also provides concrete recommendations on what needs to be done based on the identified factors responsible for the poor academic performance in schools under study.

5.2 Summary of Findings

Over the past few years, concerns have been raised about the poor academic performance of pupils of Mankranso Circuit Junior High School (JHS). The situation raises questions about the depth of understanding of factors affecting the low performance of pupils of Mankranso Circuit Junior High School. The study therefore sought to examine factors responsible for the low academic achievement of pupils in the Mankranso Circuit Junior High School and to suggest strategies that may help to improve pupils' academic performance. More specifically, the research has identified school environmental factors, home conditions, teacher factors, and pupils' characteristics that are significantly affecting pupils' academic performance.

School environmental factors such as limited number of teachers with high academic qualification, inadequate teaching and learning materials, and misuse of contact hours have accounted for the low academic performance of Mankranso Circuit Junior High School. Teachers' level of education plays a very important role in their

level of delivery in the classroom. A teacher's knowledge of the subject matter coupled with all the educational material have great influence on teaching and learning in Mankranso Circuit Junior High School. Though majority of the teachers (61.5%) have bachelor degrees the rest of the teacher's knowledge in their subject areas can still affect the performance of the school. Inadequate teaching and learning materials also accounted for the low academic achievement of pupils of Mankranso Circuit Junior High Schools. None of the teachers of the school indicated that the school had enough teaching and learning materials to support their work. Pupils perform better when they have teaching materials like textbooks, maps, science equipment's and pictures to aid them. Contact hours are meant for academic work but pupils of Mankranso Circuit Junior High Schools sometimes miss this. Sometimes they either weed or fetch water for teachers when they should be in class learning. Hardy (2013) throws more light on the negative relationship between work and academic.

In addition, teacher factors such as incidence of lateness to school and absenteeism, inability to complete the syllabi and inadequate homework assigned to pupils contributed to the low academic performance of pupils from both JHS. The role of the teacher in achieving academic excellence is very important so lateness to school on the part of the teacher affect the pupils greatly. Teachers lateness to school affect their output of work and this can be seen in they not being able to complete their syllabi before pupils write their final examination. Giving homework to pupils is a way of ensuring that pupils continue to learn after school so if teachers refuse to give them regularly this does not encourage the lazy pupils will not learn after school and this will affect them academically.

Furthermore, pupil characteristics found to have affected the pupil's performance were incidence of lateness to school and absenteeism, lack of assistance with studies at home and use of local language in the classroom. Lateness and absenteeism by pupils of both selected Junior High School have had a negative effect on their academic achievement greatly. Lessons area taught during the contact hours to those in school so those are either late or absent lose a lot and all these come to play when they write their final examination.

Parents' educational levels of education have significant influence on their children's academic performance. Parents with high level of education have more interest in their children's education by buying more books to supplement their school work and also help with homework. Most of the parents at Mankranso (70%) have been educated up to basic school or Middle School and so are not able to help their children with their studies. The official language for teaching is the English Language and most of the pupils have difficulties with it so they are unable to read and write and this affect them in their final examination.

Finally, home conditions or parental support variables causing pupils to perform poorly academically were the number of siblings, survival status of parents, their inability to provide textbooks and supplementary readers, low level of interaction with children's teachers, and low level of involvement in the Parent Teacher Association (PTA).

Parents' interests in their children's education enhance their performance greatly. Parents do this by providing all their school needs, interacting with teachers to know how their children are faring in school and also the school attending Parent Teacher Association Meetings to help in putting measures to encourage teaching and learning like scholarship schemes. Results from this study showed that the PTA of both

Junior School selected for the study were no really involve in motivating teaching and learning in the school.

5.3 Conclusions

Based on the findings; the following conclusions can be drawn;

- The factors attributed to teachers, school environment, parents and the pupils were primarily responsible for the low academic performance of the Mankranso circuit Junior High School pupils.
- The school environmental factors found included lateness, absenteeism, inadequate teaching learning materials and misuse of contact hours leading to not completing of the syllabi. This means that, the GES and other educational stakeholders must implements strategy policies to enhance schools environment in the area.
- Also, home conditions found to have influence on academic performance included parents not supporting their children with their homework, not interacting with teachers to know how their children are doing in school. However, parents must be educated and encourage to deeply involving in their wards academic affairs at home through keen supervision, co-ordination with motivational co-ordinations.
- Pupil factors found to affect their academic achievements include lateness, absenteeism and problem with use English Language in class. The findings are generally consistent with the ecological perspective of Urie Bronfenbrenner that poor academic performance is influenced by wider social systems. This shows that pupils face many challenges that justify the need for stakeholders to come up with intervention measures to improve their output.

- The study has practical significance as it sheds light on the factors affecting the low academic performance of pupils in the Mankranso Circuit Junior High Schools. In view of this, the stakeholders should organise seminars for decision making participation to improve academic performance in the locality.
- It must be emphasized that these factors generally do not operate in isolation. Therefore, any attempt to improve the academic performance of the pupils in the Mankranso circuit Junior High should involve a total package.

5.4 Recommendations

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

5.4.1 Improve Parents' Attitudes towards Schooling of their Wards

Parents' factors that accounted for the low academic performance in the school were lack of provision of textbooks and supplementary readers, less interaction with children's teachers, and less involvement in the PTA. It is recommended that parents need to be sensitised to make the education of their children and wards a priority. This can be achieved through organising regular sensitization meetings, community non-formal education classes by Youth Groups within the Mankranso communities. This would encourage parents to be active in the affairs of the school. As Etsey (2005) indicates: Parents' involvement in school activities would make them aware of problems and issues affecting the pupils, teachers and the school in general. In this way, they would be able to provide solutions that would lead to the provision of a better teaching and learning environment to improve upon the academic performance in the schools. They would also see the need to provide basic needs of their pupils and provide help for them at home with their studies. (p. 30)

Sensitisation meetings with parents should also focus on encouraging them to develop a sense of ownership for schools. When parents are encouraged to consider the school as their own and not for the district assembly or the government, they would be more proactive in matters that concern the schools. As a result, parents would be aware that the onerous responsibility of improving pupils‟ performance in school should not be left to the school alone and therefore, the need to forge home-school partnership.

5.4.2 Intensify Supervision and Incentive Packages

The teacher factors that contributed to the low academic performance were incidence of lateness to school and absenteeism, inability to complete the syllabi and low assignment of homework to pupils. It is recommended that supervision should be strengthened and circuit supervisors should be more regular in the sub-metro schools. Regular visits to the schools would motivate the teachers to be more regular and early in school. When pupils realize that supervisors are regular in visiting the schools and teachers are also present always, they would be challenged to change their attitude towards school.

In addition, the Ahafo Ano South District Assembly should work out incentive packages to increase teachers' motivation to teach. Motivation is the force that determines how much effort a teacher puts into teaching. According to Farrant (1980) when a teacher is motivated, remarkable feat of teaching can be achieved. Awards could be instituted for performances. Areas such as school and pupil discipline, teacher performance, pupil attendance and achievement and community and parent participation in school activities should be rewarded to serve as a motivation. This would go a long way to solve the problem of teacher absenteeism and lateness as the

motivational incentives may arouse the interests and desires of the teachers. This will result in a better teaching and learning environment in the school.

5.4.4 Sensitize and Motivate Pupils

The pupil characteristics that caused the low academic performance were incidence of lateness to school and absenteeism, little help with studies at home and use of local language in the classroom. It is recommended that pupils need sensitization and past students from the community who have made progress in their fields need to be invited regularly to talk to the pupils. Pupils who made it to the senior secondary schools could be used for the same purpose.

They would serve as role models and motivators. In addition, teachers need to motivate the children. It is important for the teachers to arouse the interest and the joy in each lesson they teach. They could do this through the use of humour in the classroom, paying individual attention to the pupils, using different approaches to teaching and positive reinforcements. This can also be done by developing achievement motivation in students through achievement motivation training.

5.4.5 Recognize Individual Differences in Education and Encourage Guidance and Counselling

There is the need for the recognition of individual differences in pupils and the need to deal with them accordingly. By gaining a better understanding of individual differences in learning, teachers would develop more effective methodologies in teaching their subject matter. Furthermore, guidance and counselling should be encouraged in the schools to meet pupils' needs. School social workers should provide the necessary assistance and psychological support for the pupils to overcome obstacles

in the home and school environment. However, social workers, because of their emphasis on system/ecological perspective, often played an important role in this shift in focus from individual to family counselling. Social workers in particular focus on the strengths of family members and of the family as a total system, building on those strengths to make the system more supportive of its individual members.

5.5 Conclusion to the Study

The study revealed factors affecting the academic performance of pupils of Mankranso Circuit JHS's. The findings are categorized under school-related factors, teacher and pupil factors and home related factors. The study expatiated on how each of these factors contributed to the pupils' poor performance and made recommendations to help improve pupils' performance. The recommendations included improving parents" attitudes towards the schooling of their children, intensifying supervision of schools, instituting incentives packages for teachers, motivating pupils to learn hard and recognizing individual differences in education and also encouraging guidance and counselling.

5.6 Suggesting for Further Studies

The research finally makes recommendations for further research based on the limitations in the conduct and scope of the research. These recommendations for further research include the under listed:

Further studies can be done on the perceived administrative and community factors responsible for poor academic performance. This will provide knowledge on the administrative and the community factors that cause pupils poor academic performance.

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APPENDIX I

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF EDUCATIONAL LEADERSHIP

QUESTIONNAIRE FOR PUPILS

Dear Respondent,

The goal of this study is to obtain evidence of the factors that are responsible for the poor academic performance of pupils in schools. This is a partial fulfilment of my MA. in Educational Leadership programme. I, therefore, solicit your cooperation and consent to participate in this study. The confidentiality of your responses is guaranteed.

Please Tick (√) OR FILL IN Where necessary.

A. Socio-Demographic Characteristics

1. What is your age? ..... (Completed years)
2. Are you male or female?
   - Male [ ]
   - Female [ ]
3. Do you have other siblings?
   - Brothers…….
   - Sisters……
4. What is your rank in siblings? ……
   - Are any of your parents still alive?
   - Yes, both alive [ ]
   - Yes, father alive [ ]
   - Yes, mother alive [ ]
   - None alive [ ]
5. Don't know [ ]
6. Whom do you live with?
   - Both parents [ ]

- One parent [ ]
- Other relatives [ ]
- Other (specify)……..

7. What is the occupation of your parent/guardian? ……

B. School Environmental Factors

8. Do you feel happy at school?
   - Yes [ ]
   - No [ ]
9. Which do you prefer?
   - Home [ ]
   - School [ ]
   - Both [ ]
   - Neither [ ]
10. Give reasons.....
11. How often do you work (i.e., weed at school or fetch water for teachers) during school hours?
    - Never [ ]
    - Sometimes [ ]
    - All the time [ ]

C. Teacher Factors

12. How often do your teachers come to school before morning assembly?
    - Never [ ]

- Sometimes [ ]
- All the time [ ]

13. How often do your teachers come to school?

- On average, comes once a week [ ]
- On average, comes two times a week [ ]
- On average, comes three times a week [ ]
- On average, misses once every two weeks [ ]
- Comes everyday [ ]

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

- Makes sure I understand each lesson [ ]
- Help me with extra tuition [ ]
- Explains what I can do with my education [ ]
- Praises me when I do good [ ]
- Refer me to other pupils that can help me with studies [ ]
- Nothing. Does not care about me [ ]

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

- Never [ ]
- Once a week [ ]
- Two or three times a week [ ]
- Almost every day of the week [ ]

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

- Very hardworking [ ]
- Hardworking [ ]

- Works normally [ ]
- Lazy [ ]
- Does not care about teaching [ ]

D. Pupils' Characteristics

17. How regular do you go to school?

- Sometimes I come, sometimes I don't [ ]
- Every week I miss 3 days [ ]
- Every week I miss 2 days [ ]
- Every week I miss 1 day [ ]
- I come to school every day [ ]
- Other (specify)……

18. How frequently do you come to school before morning assembly?

- Once a term [ ]
- Two or three times a term [ ]
- About once a week [ ]
- A few times a week [ ]
- Almost every day [ ]

19. How often do you enjoy your teachers‟ lessons?

- Rarely [ ]
- Sometimes [ ]
- Almost always [ ]
- Other (specify)……..

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

- Yes [ ]
- No [ ]

21. How would describe your motivation to learn.

- Highly motivated [ ]
- Lowly motivated [ ]

22. Do you attend extra classes?

- Yes [ ]
- No [ ]

23. Do you have a role model?

- Yes [ ]
- No [ ]

24. Are you in a love relationship with the opposite?

- Yes [ ]
- No [ ]

25. How often do you participate in celebration of festivals during school hours?

- Never [ ]
- Rarely [ ]
- Sometimes [ ]
- Often [ ]
- Always [ ]

26. How often do you participate in organizing funerals during school hours?

- Never [ ]
- Rarely [ ]
- Sometimes [ ]
- Often [ ]
- Always [ ]

27. How often do you attend videos shows in the town?

- Never [ ]
- Rarely [ ]
- Sometimes [ ]
- Often [ ]
- Always [ ]

28. How often do you sell after school hours?

- Never [ ]
- Rarely [ ]
- Sometimes [ ]
- Often [ ]
- Always [ ]

APPENDIX II

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF EDUCATIONAL LEADERSHIP

QUESTIONNAIRE FOR TEACHERS

Dear Respondent,

The goal of this study is to obtain evidence of the factors that are responsible for the poor academic performance of pupils in schools. This is a partial fulfilment of MA. in Educational Leadership programme. I, therefore, solicit your cooperation and consent to participate in this study. The confidentiality of your responses is guaranteed.

Please **Tick (√) OR FILL IN Where necessary.**

A. Background Information

1. Age (in completed years) ……

2. Are you male or female?

   - Male [ ]
   - Female [ ]

3. What is your academic qualification?

   - Degree holder [ ]
   - Non Degree holder [ ]

4. How long have you been teaching at the basic education level? .....

B. School Environmental Factors

5. How many professional teachers are in your school? …….

6. How would you describe the adequacy of teaching-learning materials such as textbooks, teachers' guides, wall pictures, maps, atlases and other learning aids?

- Adequate [ ]
- Not adequate [ ]
- None available [ ]

7. How would you describe the state of the following school infrastructure and materials?

- Infrastructure and materials Good condition Poor condition Not available
- School building
- Head Teachers" office
- School store
- School library
- Toilet
- Water
- Electricity

C. Home Conditions

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

- 50% and above of the class [ ]
- Less than 50% of the class [ ]

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

- Yes [ ]

- No [ ]

10. If yes, how often do parents of your pupils interact with you about their children's performance in school?

- Rarely [ ]
- Sometimes [ ]
- Often [ ]
- Always [ ]

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

- Never [ ]
- Once every term [ ]
- Twice a term [ ]
- Once a year [ ]

12. How would you describe parents" attendance to the last two Parent Teacher Association (PTA) meetings?

- Low [ ]
- Medium [ ]
- High [ ]

D. Teacher Factors

13. What language do you use in teaching?

- Local [ ]
- English [ ]
- Both [ ]

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

- Completed all [ ]
- Completed some [ ]

- Not completed any [ ]
- Other (specify)…….

E. Pupils' Characteristics

15. Is lateness to school a common problem exhibited by pupils in your school?
    - Lateness is a problem [ ]
    - Lateness is not a problem [ ]
16. Is absenteeism a common problem exhibited by pupils in your school?
    - Absenteeism is a problem [ ]
    - Absenteeism is not a problem [ ]
17. What language do pupils use mostly among themselves in school?
    - Local language [ ]
    - English language [ ]
    - Both [ ]

F. Education Administration Factors

18. Do they organize in-service training for teachers in this school?
    - Yes [ ]
    - No [ ]
19. If yes, how often do you attend in-service training in the last two months?
    - About once a month [ ]
    - About twice or thrice times a month [ ]
    - Four or five times a month [ ]
    - Several times a month [ ]
    - Other (specify)……..

20. How often do you organize staff meetings in this school?
    - Never [ ]
    - Rarely [ ]
    - Sometimes [ ]
    - Often [ ]
    - Always [ ]

21. Do you usually write complete lesson notes weekly?
    - Yes [ ]
    - No [ ]

22. How often is your lesson notes vetted?
    - Never [ ]
    - Rarely [ ]
    - Sometimes [ ]
    - Often [ ]
    - Always [ ]

23. How often are teaching and learning materials such as textbooks, wall pictures, chalk and chalkboards, maps, atlases, charts and magazines, teachers' guides provided?
    - Never [ ]
    - Rarely [ ]
    - Sometimes [ ]
    - Often [ ]
    - Always [ ]

24. How often is monitoring and evaluation of teaching and learning done in the school?
    - Never [ ]

- Rarely [ ]
- Sometimes [ ]
- Often [ ]
- Always [ ]

APPENDIX III

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF EDUCATIONAL LEADERSHIP

QUESTIONNAIRE FOR PARENTS

Dear Respondent,

The goal of this study is to obtain evidence of the factors that are responsible for the poor academic performance of pupils in schools. This is a partial fulfilment of my MA. in Educational Leadership programme. I, therefore, solicit your cooperation and consent to participate in this study. The confidentiality of your responses is guaranteed.

Please **Tick (√) OR FILL IN Where necessary.**

A. Background Information

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

2. Are you male or female?

- Male [ ]
- Female [ ]

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

- Middle/JSS [ ]
- Secondary/SSS [ ]
- Tertiary [ ]
- Other (specify)…….....

4. Occupation……

B. School Environmental Factors

5. What school environmental factors do you think affects your children's academic performance in their present school? ……

……

……

C. Home Conditions

7. Do you provide breakfast for your child or children before they leave for school?
   - Yes [ ]
   - No [ ]
8. If yes, how often do you provide breakfast for your child or children before they leave for school?
   - Never [ ]
   - Sometimes [ ]
   - Always [ ]
9. Do you provide subject textbooks for your child or children?
   - Yes [ ]
   - No [ ]
10. Have you ever inquired from your children's teacher about your children?
   - Yes [ ]
   - No [ ]
11. If yes, how often do you interact with your children‟"\'s teachers?
   - Rarely [ ]
   - Sometimes [ ]
   - Always [ ]
12. Have you attended the last two Parent Teacher Association (PTA) meetings?
   - Yes [ ]
   - No [ ]

3. Don't know what it is [ ]

D. Teacher Factors

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

……

……

E. Pupils' Characteristics

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

- Yes [ ]
- No [ ]

16. If No, give reason(s).....

.....

.....

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

- Homework/private studies [ ]
- Selling [ ]
- Watch TV/Video [ ]
- Play with school mates [ ]
- Play games on the computer/surf internet [ ]
- Don't know what they do after school hours [ ]
- Other (specify).....

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

- Yes [ ]
- No [ ]

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

- Establish a specific period of time for study at home [ ]
- Do not allow them to watch TV except for a few hours on the weekend [ ]
- Limit the time my child/children play with friends/peers [ ]
- Gives them extra tuition at home [ ]
- Do not allow them to work on the farm [ ]
- Limit their work on domestic chores [ ]
- Nothing. Does not care about them [ ]
- Other (specify).....

APPENDIX IV

Reliability Coefficients for Pupils Questionnaire

Reliability Statistics

Cronbach's Alpha	N of Items
0.742	28

APPENDIX V

Reliability Coefficients for Teachers Questionnaire

Reliability Statistics

Cronbach's Alpha	N of Items
0.983	24

APPENDIX VI

Reliability Coefficients for Parents Questionnaire

Reliability Statistics

Cronbach's Alpha	N of Items
0.791	19