

CHRISTIAN SERVICE UNIVERSITY COLLEGE

**THE IMPACT OF SCHOLARSHIPS ON GIRLS' ACADEMIC
PERFORMANCE: THE CASE OF TWIFO PRASO SENIOR HIGH SCHOOL,
GHANA**

JOEL BOAKYE MENSAH

2019

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**DISSERTATION SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES
AND RESEARCH, IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE AWARD OF MASTER OF SCIENCE DEGREE IN MONITORING
AND EVALUATION**

2019

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature:..... Date.....

Name: Joel Boakye-Mensah

Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the Christian Service University College.

Supervisor's Signature: Date.....

Name: Mr. David Kwao-Sarbah

ABSTRACT

Earlier researches have looked at factors affecting students' academic performance. Others established positive relationship between scholarships and beneficiaries' performance. This research looks at why the academic performance of scholarship beneficiaries of Twifo Praso Senior High School, has not been the best, even when they are provided with basic school going needs to enable them concentrate on studies and perform well, academically. It examines whether the scholarship programmes in Twifo Praso Senior High School directly influence the academic performance of its beneficiaries, ascertains the existence of other extraneous variables that affect the academic performance of the scholarship beneficiaries, and identifies what causes the differences in academic performance of beneficiaries. The research used mixed method approach for data collection and respondents were selected using the convenience, cluster and proportionate stratified sampling, where 50 scholarship beneficiaries were selected. Answers from questions, through semi-structured questionnaires, interviews, focus group discussions, and observation data, were used for the data analysis to come up with adequate conclusions with regards to the relationship of scholarship and academic performance of Twifo Praso SHS beneficiaries. This research finds a weak relationship between scholarships and beneficiaries' academic performance which suggests the possibility of other factors influencing the academic performance of beneficiaries other than scholarship. The study revealed that high "self-efficacy", "internal locus of control", intrinsic motivation and "self-regulated learning" increase academic performance of beneficiaries. From the study, it was evident that behavioural and environmental factors such as students trying to memorize notes rather than understanding concepts, some not seeking extra explanations on concepts not understood in class, and others

burdened with numerous chores making it difficult for them to have ample study time, also affect the academic performance of beneficiaries negatively. To maximize the effects of the CAMFED-Mastercard and Cocoa Board scholarship programmes on beneficiaries' academic performance, some recommendations have been suggested to improve performance. This enables a better allocation of resources by scholarship providers and guides the ministry of education, parents, and school administrators to draw tailored programmes to support beneficiaries once enrolled on the programme.

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DEDICATION

To my dear wife, Precious Boakye-Mensah, little daughter, Jilas Ewurabena Boakye-Mensah and son, Jeloms K. Boakye-Mensah. Thank you for the love.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

According to the IPKO Foundation (2015), education has been cherished as an indispensable element of governments' (public) programmes, as well as private sectors', stemming from the generation of education-related opportunities across the universe, as well as the hike in population in terms increase in neonatal rates and decrease in epidemics common in the 20th Century.

The United Nations Educational, Scientific and Cultural Organization (UNESCO), governments, and other international agencies, through their works on educational systems, identify a key lesson that proposes that “If through education, not just one child but 125 million children are lifted out of poverty and hopelessness, momentous victory for the values ... and the cause of our common humanity will be achieved” (In. M., 1996). Education produces children who are happy with themselves and others, finding learning exciting and developing inquiring minds; who begin to build up a storehouse of knowledge about the world and, more importantly, an approach to seeking knowledge that they can use and develop throughout their lives, as outlined in UNESCO's report titled “*Education: the Treasure Within*” which was published in 1996.

According to the report, to eradicate poverty, education is indispensable. Although about 110 million below 11 years still do not attend even primary school, millions more attend only briefly — often for a year or less — then leave without the most essential elements of a basic education or the skills to make their way in an increasingly complex and knowledge-based world. It is anticipated that these children

will join the nearly 900 million adults in the world, the majority of whom are women, who cannot read. Those denied an education suffer enormous social and economic disadvantage. They are amongst those with the poorest health, lowest housing standards, and poorest employment prospects in the world. They have less of nearly everything in life, except children. Citing Peru as an example, women with ten or more years of education bear an average of 2.5 children whereas women with no education have an average of 7.4 children. In other countries, the difference is less extreme, but still sizeable. Nearly everywhere, higher levels of education — especially for girls and women — reduces the average size of families while contributing to the health, well-being and education of children.

The global call for governments and individuals to fund education has become necessary because it is profound that, it is only through education, that a country can shape the future for its generations. It is also obvious that, an investment in education results in both direct and indirect benefits to the individual and society (Agweyu, 2003). In other words, benefits enjoyed by the beneficiary of education, transcend the immediate family, to the community of the person and the entire country from short to long term. According to the 2018 Education Sector Analysis Report by the Ministry of Education (Ghana) the government of Ghana, between the years 2011 and 2016, has therefore had the percentage of government expenditure on education hovering around 22% - 27%. The government of Ghana in September 2018 confirmed that the government will be taking over the Complementary Basic Education (CBE) programme, which was delivered by Crown Agents and Associates for Change as implementing partners since 2013. The programme which focused on giving more than 200,000 out-of-school children access to quality education, was linked to

Sustainable Development Goal 4. Although the programme ended with 240,000 reach, the government of Ghana committed rolling it out to the remaining 650,000 out of basic school children in Ghana.

Although Ghana is one of the countries in Africa that spends higher percentage of its total budget and GDP on education, education indicators in Ghana show gap in gender and imbalance between rural and urban areas (World Bank, 2018). With significant progress against many development goals, and an increase in GDP, Ghana was classed a lower middle income country in 2011. As outlined by the World Bank (2016), Ghana's developmental success has been focused on the southern and urban areas, and inequalities and divisions between rich and poor, north and south, urban and rural have intensified. Between 2006 and 2013, the poverty rate in Accra dropped from 12% to 3%, but only declined from 64% to 55% in the rural savannah, where around 4.2 million people live (Cooke et al, 2016).

In the Northern, Upper East, Upper West, and Central regions, women are among the least likely to have completed high school nationally. In the Upper East Region, only 5.9% of women have completed high school. In the Upper West, Northern and Central regions, the figures are 3.6%, 4.4%, and 10.6% respectively. This compares to high school completion rate of 17.5% for women in Greater Accra (GSS, 2012).

These imbalances push public and private action to address illiteracy and inequities in educational access. The last 40 years have seen educational policies in Ghana focusing on eliminating illiteracy but the challenge has been around ensuring equitable access. Within this context of poverty and disadvantage for girls and young women, charity/scholarship organizations such as CAMFED and Ghana Cocoa Board, among others, work towards assisting the youth, especially young women to access

education, accelerating the benefits to individuals, their families and communities in Africa.

It is worth noting, that these scholarship providers create a new model of change founded in power-sharing at the grass roots. In Ghana, the Campaign for Female Education (CAMFED) scholarship, for instance covers girls in 29 Senior High Schools across 19 districts in the 3 northern parts of Ghana and Central region, whilst the Cocoa Board scholarship supports children of Cocoa Farmers in senior high schools. The government of Ghana also has in place scholarship package for senior high students who are eligible.

Beneficiaries identified and selected from economically disadvantaged communities, like Twifo Praso, demonstrating academic talent (per BECE results), are provided scholarship at the senior high level with opportunities to realize their full potential. They receive educational, academic, and emotional support as they stay in school in order to concentrate fully on their studies and with good academic performance, complete their high school education. It is therefore important to track whether high graduation rates and high academic performance, on the part of these scholarship beneficiaries, are realized or achieved during and after their 3-year senior high education.

1.2 Statement of the Problem/Justification of Study

Education is essential since it is an avenue to address many challenges faced in life. Education helps open doors to a lot of opportunities for better prospects in career growth¹ and possibly even change the tide of poverty. Undoubtedly, the grade a student attains in their education (i.e. subjects taken per programme) contributes greatly and is a key determinant to their overall academic performance. Academic

¹ <http://www.cybertesis.cl/education/essentials-of-education/>

achievement or (academic) performance, as defined by Lavin (1965) is the extent to which a student, teacher or institution has achieved their short or long-term educational goals. Cumulative GPA, grades or aggregates and completion of educational benchmarks such as high school diplomas and bachelor's degrees represent academic achievement (Lavin, 1965).

Since students selected for scholarship had good grades in their BECE (aggregates 6-18), even when their backgrounds do not position them to be amongst the best in the country, it was anticipated that once these girls are empowered and given all the support they needed (i.e. enrolled in Grades A and B senior high schools, have their tuition fees and stipend paid by the programme, provided with sanitary pads and food items, provided text books, given the chance to have extra tuition outside school hours to cover what they might have missed in class, formed girls' clubs so they meet and discuss issues bothering performance and how they could integrate well in their respective schools, as well as the creation and existence of the teacher mentor programme in their respective schools to solicit guidance), they would stay in school, study and perform well, academically. However, desk review of termly academic and WASSCE results of continuing and graduating scholarship beneficiaries suggests most of these girls have not performed very well academically, as far as the programme is concerned. The WASSCE performance of Twifo Praso Senior High School beneficiaries who graduated in 2016, 2017 and 2018 show a downward trend.

For instance, CAMFED Ghana's assessment review of the WASSCE performance of beneficiaries suggests that in 2016 WASSCE, 26% of the girls who sat obtained aggregate 6 to 18 (the required grade to enroll onto the scholars' programme) whilst 2017 saw a reduction (23%). The year 2018 also witnessed further

reduction of the number to 16%. As part of efforts to ensure that these disadvantaged girls study and perform well in school, all the aforementioned benefits were enjoyed by the beneficiaries, yet, this did not reflect in their WASSCE results. It is important therefore to research into why students who enjoy all the basic provisions necessary to stay and perform in school would not get better grades during and after a 3-year academic period, considering the various literature surrounding the study area which posit that financial assistance affects completion and students' academic performances positively and in a substantial way.

1.3 Objectives of the Study

This research work generally aimed at ascertaining the influence of scholarship on academic performance of girls (scholarship beneficiaries) in Twifo Praso Senior High School, Ghana. Specifically, this research sought to:

1. Find out whether the scholarship programmes in Twifo Praso Senior High School directly influence the academic performance of its beneficiaries.
2. Ascertain whether there are extraneous factors that affect the academic performance of the scholarship beneficiaries.
3. Identify what causes the differences in academic performance of beneficiaries.

1.4 Research Questions

The research work therefore sought to answer the questions outlined below:

1. Do scholarships directly influence the academic performance of its beneficiaries?
2. Are there other factors that affect the academic performance of beneficiaries?

3. What causes the differences in the academic performance of beneficiaries who perform well, and beneficiaries who do not perform well?

1.5 Significance/Justification of the Study

Several reports have suggested educational scholarships increase the academic performance of students. This research provides results to be used by or to engage scholarship providers, school heads/administrators, teachers, and students to create/strengthen systems to improve academic performance.

1.5.1 Contribution to implementers and stakeholders

This study was to enable the government the Ghana, scholarship institutions like Cocoa Board and CAMFED, other NGOs, school authorities, students (direct recipients of scholarships), and other relevant bodies, to address issues that bother on effective delivery of scholarship packages as well as maximizing all the positive nuances therein, taking into consideration all other factors that could enable scholarships impact on academic performance of its beneficiaries. The research findings serve as a guide which implementing partners could use for effective delivery of mandates.

1.5.2 Contribution to the body of knowledge

Results of the research add to the available literature, as well as create foundation for further study in this area. This provides current data and theories to keep up with the pace at which literature in this area is evolving. This study conducted in Twifo Praso Senior High School is of great importance as this is a research in a new community. The unique data collection method used, sample size, and data

analysis strategy bring some uniqueness to the study, hence adding to the general body of knowledge in this research area.

1.6 Limitations/Delimitations

The study was delimited to Twifo Praso Senior High School and not all schools that Cocoa Board, government, and CAMFED scholarships are present. The research was designed to give a contextual understanding of the influence of scholarships on beneficiary girls in Twifo Praso Senior High School's academic performance. The study targeted only SHS 3 girls (i.e. beneficiaries performing well and those not performing well) as well as beneficiaries who have graduated (i.e. those who performed well and those who did not perform well in WASSCE). The findings cannot be generalized to all Senior High Schools, nor other scholarships. Notwithstanding, this can be used as foundation for further research to inform scholarship providers, and policy-makers, about any possible improvement in the implementation practices of scholarships.

1.7 Organization of the Study

To address the interrelated central research questions and for coherence, this research was organized into chapters as follows. Chapter one elaborates on the case under study, why the problem is important and how the research relates to previous work.

To describe the various researches done in the scope of the influence of scholarships on academic performance, chapter two presents a review of such related literature, examining researches, and other relevant sources- providing detailed

evaluation of these works in connection with the research problem being investigated. Chapter three elaborates on the chosen research design and why that choice, the study area, the background characteristics of the population used, sampling techniques, data collection instruments and procedures and measures taken to minimize errors in data entry. The chapter further explains in detail how data analysis was done for each research question.

Chapter four presents the results by the research questions and interprets the findings in reference to the literature, examining the implications with respect to the current theoretical position on the issue.

Chapter five, which is the final chapter, builds on chapters one, two, three and four, by giving an overview of the entire research work, summary of the results, new insights this study has revealed, and outlines recommendations from major findings from the research.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

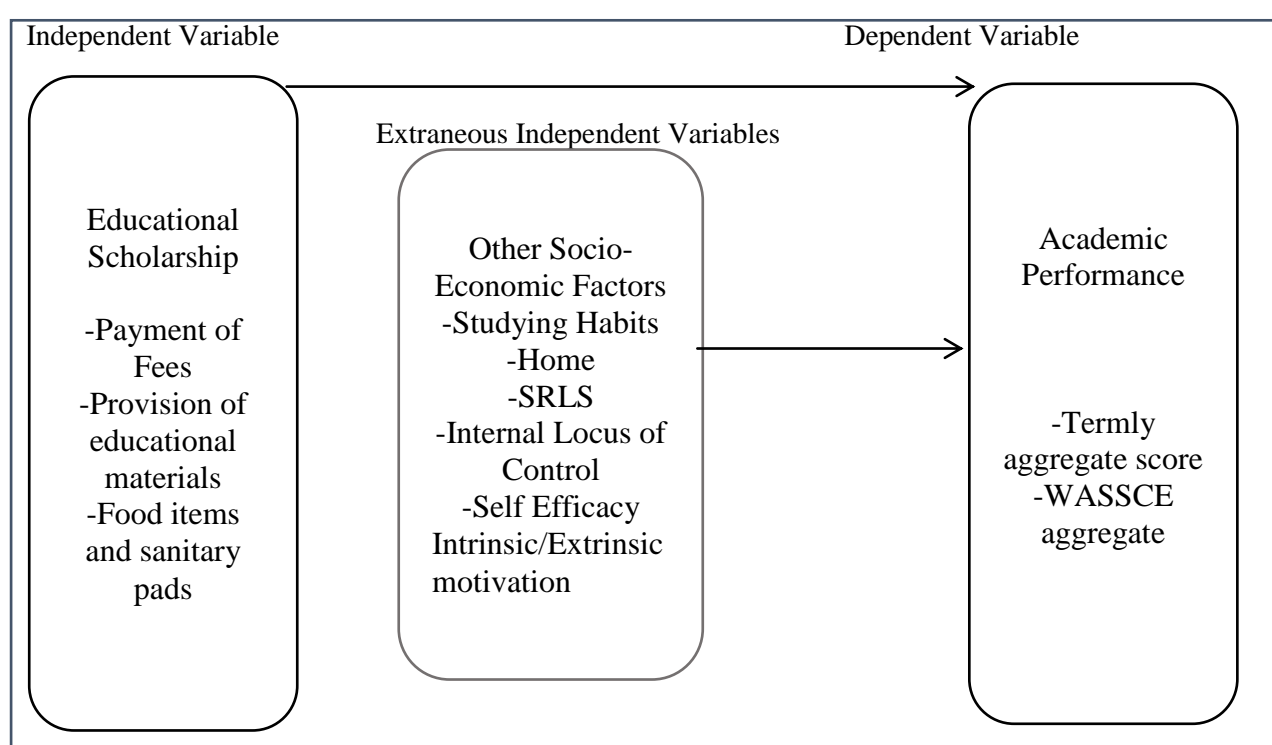
In the last few years, scholarship provisions have emerged stemming from the global call to promote education across the globe. Articles on the impact of scholarships on academic performance of beneficiaries have appeared. This renews interest in how and whether scholarships necessarily affect or influence the academic performance of students once they are beneficiaries of it. There seems to be avenues for additional study since results are not showing one finding: some researches provide proof of a positive impact, others provide no clear impacts, while the rest rather posit weak influences. This suggests the need to understand how various policy frameworks may have distinct effects on academic performance and how they change across various category of research participants.

2.1 Theoretical/Conceptual Framework

A conceptual framework within which the concept, academic performance, is treated in this section. It is obtained based on the System's theory Input-Output model advanced by Ludwig Von Bertalanffy in 1956. The adoption of the model is based on the premise that, the quality of input invariably affects quality of output; academic performance in this case (Acato 2006).

Fig. 1 shows the relation between educational scholarship (together with different factors) and academic performance. It shows that academic performance as a dependent variable is related to the independent variable, scholarship (and other factors which include attendance, study hours, mother's age, social support programmes, socio-economic status, and student's former school).

Figure 2.1: Theoretical/Conceptual Framework of influence of scholarship on academic performance



2.2 Review of Related Literature

This section explores the key concepts or theories around the study and reviews related researches that have been conducted in the area under study.

2.2.1 Provision of scholarship and the direct influence it has on the academic performance of its beneficiaries

Ndungi (2012) in her study to explore the effect of scholarship on academic performance of secondary school students in Kenya established that because of the sponsorship programme, the sponsored students were in school throughout the term as their school fee was paid for, which enhanced the attendance and school participation for the sponsored students thereby realising that the performance of these students relatively got better compared to the non-sponsored students. Ndungi (2012) elaborates that scholarship beneficiaries generally, in a way, perform better than non-beneficiary students owing to the fact that they are not sent home due to fees problems and they spend most of their time in school. On the other hand, most of the non-sponsored students faced challenges while paying for their school fees and spent a lot of time at home when sent to collect fees. In addition, it was found that sponsored students were noted to be keen in their studies and performed fairly better than the non-sponsored counterparts as they perceived the sponsorship was a rare opportunity that required to be utilized well.

Omeje and Abugu (2015), studied the effects of scholarships on tertiary students' academic performance in Nigeria. The study explored survey data obtained from 540 questionnaires distributed among students in twelve (12) higher institutions in Enugu State, Nigeria. They used the propensity score matching model for the research and the results showed that academic performances of students increase with an increase in provision of scholarships. The results also suggested that with scholarships, academic performance of students in higher institutions in Enugu state would decrease by 13% but will rise by about 87% if the scholarships are given to poor students. There is need for increased award of scholarships to students from poor

background and not to students from high socioeconomic status by the government, Non-governmental organizations, and other philanthropists to alleviate the challenge. In their study, they recommended that government revitalizes the giving of scholarships to students from their respective states that are in higher institutions. In essence, Omeje and Abugu (2015) posit that scholarships should be awarded to people who are poor and find it difficult to pay tuition fees, eat at least two times per day, and also who find it difficult to clothe themselves.

Angrist and Lavy (2009) in their quest to appraise the efficiency of financial support on the academic success of students in Israel finds that the scholarship led to significant effects for female without males students. The results show that while female students improved their school performance, their male counterparts did not. Belot et al. (2007) in trying to understand the influence of student assistance on performance explored Dutch reforms in their educational system and subsequently found that whilst time allocation of students and dropout did not change, their grades were a bit affected.

In the analysis of the influence of randomly given merit reward for University of Calabria's students, De Paola et al. (2010) finds a positive influence of the monetary incentives on mean grades. Instead, Schizzerotto et al. (2012) look at the incentives assigned to students from poor backgrounds in the North-East of Italy, the administrative province of Trento, but report no influence on the mean mark and credits achieved. Essentially, from the various assessment of the current scientific reports, it becomes apparent that the overall proof of the effect of monetary incentives is quite debatable, starting from studies that find no effects whatsoever to studies that find significant and positive influences on performance.

2.2.2 Existing differences between academic performance of beneficiaries and non-beneficiaries of scholarship

In 2015, the IPKO Foundation's Next Generation Scholarship Program which invested in 138 Kosovar undergraduate students for years to foster an improvement in their academic development, conducted a study focusing on students who were then continuing their studies towards attaining the Bachelor's degree. This research focused on the effect of the investment on scholarship beneficiaries' careers, compared it to non-beneficiaries, and arrived at some findings. As pointed out by IPKO Foundation (2015), even though the majority of the scholarship beneficiaries were employed, their academic achievement during their studies remained high. As results showed, beneficiaries reported an average CGPA of 3.73, while non-beneficiaries midpoint CGPA was around 3.57.

Besides, the continuous aid which beneficiaries receive from IPKO Foundation like human resources for research purposes, according to IPKO Foundation (2015), might have buoyed their attempts to keep high CGPAs. As posited by the foundation, this is mostly reflected on the CGPA comparison in which 23 beneficiaries have a CGPA that ranges in between 3.95 and 4.0, while only 4 non-beneficiaries fall within the same range. Hence, the majority of beneficiaries have shown consistent academic results even after attaining the scholarship, which is largely reflected on the survey's results. The study reveals a positive correlation between scholarships, specifically IPKO Foundation Next Generation Scholarship, and student careers. The results indicate that, compared to non-beneficiaries, beneficiaries have higher leadership positions, greater average monthly rates, superior cumulative grade point averages (CGPAs) and more access to beneficial opportunities.

Ndungi (2012) in her study to explore the influence of sponsorship on academic performance of secondary school students in Kenya also suggests that scholarship beneficiaries generally perform better than non-beneficiary students owing to the fact that they are not sent home due to fees problems and they spend most of their time in school. On the other hand, most of the non-sponsored students faced challenges while paying for their school fees and spent a lot of time at home when sent to collect fees. In addition, the sponsored students were noted to be keen in their studies and performed fairly better than their non-sponsored counterparts as they perceived the sponsorship was a rare opportunity that required to be utilized well.

Borough of Manhattan Community College's Office of Institutional Effectiveness and Analytics, in their 2016 research to measure the impact of scholarships, found that in terms of academic performance differences between beneficiaries and non-beneficiaries, almost 80% of the scholarship beneficiaries began college without any remedial or developmental needs. This compares to 67% of the non-recipients. At the end of the semester in which they were first invited to apply, the scholarship recipients had an average cumulative GPA of 3.67, and non-recipients had an average cumulative GPA of 3.32. By graduation, the average GPA among the scholarship group was 3.57, while for the matched group of invited students the average graduation GPA was 3.42. This depicts a small but statistically significant difference of 0.15.

Elam et al. (2005), in a study to examine student recipients of scholarships, their performance in school, and the relationship to future alumni association membership and financial giving, explored backdated data on grade-point mean at graduation, at the University of Kentucky College of Medicine from 1981-1991. Comparisons of academic records and participation in school activities were made

across scholarship recipients and non-beneficiaries. These data were linked to other data monitoring membership of alumni association and institutional giving. The research found that scholarship beneficiaries were more likely to be ranked above their class medians and be involved in extracurricular activities than non-beneficiaries.

2.2.3 Other extraneous factors that affect the academic performance of the scholarship beneficiaries and causes of difference in performance

Beaumont-Walters & Soyibo (1998) explored other extraneous factors that affect the academic performance of the scholarship beneficiaries in a broader sense in their studies on factors that affect academic performance of students in private colleges. Their studies found that student performance stems from many socio-economic and other factors (including attendance, family income, study hours, age of mother and her education) as they build their arguments in review of literature, meaning 5 of the variables, together, could explain 24% of the performance of students; whilst the remaining 76% is explained by other factors unmentioned in their regression analysis.

Hijazi & Naqvi (2006) also buttress Beaumont-Walters & Soyibo's point by disagreeing with the belief that the link between academic performance and student family's income is positive because, as they put it, money can buy one all the comforts they need to focus on their studies. Their results could not however prove this. Results showed that affluence cannot make a learner serious about their studies or if they want to study, then affluence is not a precondition. The study establishes that social support provided by donors, teachers and school heads, as well as family

members to the sponsored students created open door policy for children to express themselves. Some of the support services included provision of basic needs like food and clothing, following up on children while at school to ensure smooth learning, tours and excursion to motivate them and enhance their interaction, and organizing social retreats. Others were community service, counseling and team building, mentorship, games/sports and athletics, training on emerging issues such as HIV/AIDS, drug abuse and sexuality, debates and clubs, implementation of the social-emotional compassion curriculum, life skills training, and dancing.

Ndungi (2012) further cited other factors which play key role as far as performance of sponsored students were concerned in his study to ascertain factors affecting performance of sponsorship beneficiaries. These factors included guidance and counseling services, motivation and mentorship programs, coordination between sponsors and school administration, improvement of the standard of living for the sponsored children at home, and provision of educational resources and school fees payment. Others were provision of social support, motivation through rewards schemes, networking with other educational institutions, coordination among all stakeholders in educational improvement, and teachers training in modern methods of teaching. Ndungi (2012) further cited enhancing learning environment, proper planning and utilization of resources, monitoring and evaluation of the sponsorship program, attitude change among the key players in education pursuit, and promotion of reading culture through organized education forums, as other key factors that influence academic performance of beneficiaries.

However, Bal & Luitel (2006) in their study to find out the effectiveness of scholarship and motivation schemes in Nepal, argue that a meritocratic belief in education may not assist in improving the access of girls/children from poor

backgrounds. They averred that while socioeconomic background is different, one cannot demand similar performance from all students. They further state the accuracy of the fact that if girls/children from poor backgrounds are not supported, they cannot compete with students who are from well-off families. However, the issue of whether scholarships should be targeted to improve performance, along with access, or not, requires additional discussion. The field reality agrees with the position that those who succeed on the formal education system are intelligent, and that those who are up in the social and economic ladder are the ones who are most likely to succeed in education. Therefore, the incentive scheme has to be explained in the midst of the notion of intelligence and the success enjoyed by certain group of people as suggested by Bal & Luitel (2006).

Karimi (2016), in her study on factors that contribute to the performance of students in a Kenyan institution, focused on pointing out the patterns that explain factors contributing to the academic performance of students in their institution. The study focused on establishing the relationship between numerous factors and the academic performance of students in the university, with the aim of pushing for appropriate measures to be adopted to help students achieve highest results from their academic programmes in the school. Students' English Language proficiency, final year grades, self-regulated learning strategies and extrinsic motivation were seen to have direct influence on the academic performance of the students, with the extrinsic goal orientation of the students being the only factor negatively affecting the academic performance of the students. Self-efficacy, intrinsic goal orientations, locus of control, personality traits and age are however observed to have generally indirect effects on the academic performance of students in the university. Distinct differences were also observed in the models that best explain the factors that contributed to the

academic performance of the students in the university in the distinct categories of gender, international students' status, campus of study, year of study and type of course majoring in.

Yusif et al. (2011) investigated the determinants of students' performance in the final high school examination. Questionnaires were administered to a sample of 1,129 final year students (614 boys and 515 girls) in ten senior high schools (SHSs) in Ghana during the 2008/2009 academic year. Respondents were requested to provide information on their own characteristics, father characteristics and mother characteristics. The background information was then merged with the results of the examination conducted by the West African Examinations Council in May/ June 2009. It was found that the academic ability, type of school attended, and parental occupation have significant effect on performance of students at the SHS final examination (i.e. WASSCE). The aforementioned literature reveals the various factors that affect academic performance and suggests that various factors come to play to ensure academic performance of students.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter focuses and describes the research design, the study area or location, provides information on the background dynamics of the population, and then clarifies the sampling techniques used and the basis for the selection of size. It further describes and justifies the research instruments used and their appropriateness relating to the objectives of the research, provides details of data collection procedures, processing and analysis. The chapter further finally presents a summary of the research methods and possible limitations.

3.1 Research Design

The approach for the research was mixed method approach since the study involved collecting, analysing and integrating quantitative (experiments, survey) and qualitative (focus groups, interviews) approaches. The two methods integrated provided a better understanding of the research problem than the use of one. The quantitative data included close-ended information such as rating scales, and performance instruments or questionnaires, whilst the qualitative data consisted of open-ended information gathered through interviews, focus groups and observations. The qualitative approach enabled deeper understanding of the influence of scholarship (in context) on the academic performance of beneficiaries of the scholarship package. The flexibility afforded by qualitative methods also made it possible to address or explore the unanticipated/exogenous/other relevant factors that influence the beneficiaries' academic performance. The quantitative data which complemented the qualitative, involved the collation of academic results of the scholarship beneficiaries

performing well and those not performing well. By mixing both, much breadth and depth of understanding and affirmation were gained, while cancelling the weaknesses that accompany the use of each by itself. There was the opportunity to conduct triangulation, as different means (methods, data sources and research assistants) were used to examine same themes.

The research used experimental design. Data from scholarship beneficiaries performing well was compared with data from beneficiaries not performing well. These two groups were students at the same level (SHS 3) and the purpose was to identify existing causes of differences in academic performance of scholarship beneficiaries. The control was the fact that students being compared were all scholarship beneficiaries. The purpose of having a control is to rule out other factors which may influence the results of the design. The values of the independent variables and the result on the dependent variable were recorded. Scholarship beneficiaries performing well were compared with beneficiaries not performing well to understand the dynamics that influence their academic performance.

3.2 Study Area

This section describes the specific location where the research was conducted.

3.2.1 Twifo Atti-Morkwa district

Twifo Atti-Morkwa district (which is one of the 20 administrative districts of the Central region of Ghana) has a population of 61743 as reported by the 2010 Population and Housing Census, representing 2.9 percent of the population of Central Region with females constituting 51.0 percent while males formed 49.0. The District has a sex ratio of 96 which is higher than that of the region (91). It also has a youthful

population of 76.6% which shows a broad base population pyramid with a relatively small number of elderly persons (60+ years) which constitutes 6.8%. The district is noted for its dominance in the cultivation of oil palm. Farming is therefore the main occupation of the people of Twifo Praso. It is within this district, that the school under study, Twifo Praso Senior High School, is located.

3.2.2 Twifo Praso Senior High School

Twifo Praso Senior High School is a mixed institution, which started as a day institution with a student population of 74 in 1986, through the effort of the citizens, who are predominantly farmers in the Twifo Atti-Morkwa District. The school built a hostel facility in 2002, which housed sixty students, which called for community to community enrolment drive. This increased enrolment from 74 to 380 students. In 2004, the government of Ghana introduced the model school programme where the school was selected in the District. A new site (about 250-acre land) was released by the Twifo Atti-Morkwa Traditional Council in January 2008, where the school is currently located. Since the introduction of the model system, the school has gone through academic and structural changes. From its humble beginning, the school now occupies a 250-acre land with structures such as Science laboratory, Visual Art Department, Home Economics Department, Boys and Girls Dormitories, Sick Bay, Six Classroom blocks and Six Bungalows. The school now has a total population of 1597 (comprising about 846 females and 751 males) with 83 teaching staff and 49 non-teaching staff (Ghana Schools Info, 2018). The school's vision, as reported by Ghana Schools Info (2018), is to become an academic institution that produces best results in Ghana, while offering holistic education, total quality development of

students and equipping them with basic life skills that will propel them to highly esteemed positions in the society.

3.3 Population

Twifo Praso Senior High School (within Twifo Atti-Morkwa district) in central region of Ghana was purposively selected as study location. This was to have thorough and in-depth interaction with the study participants. The school was chosen because it is one of the senior high schools in the district with scholarship beneficiaries. Scholarship beneficiaries generally do not perform very well, academically, when in school and even in their final WASSCE, per a desktop review. The target population of this study was girls receiving educational scholarship in Twifo-Praso SHS. In exploring and understanding the overarching influence of the scholarship programmes, as well as for the purposes of triangulation, teachers and school authorities were included.

3.4 Sampling Procedure

The entire population of beneficiaries in SHS 3 were studied since the population was small and well defined. This was to eliminate any potential bias occurring through any sampling technique. Cluster sampling method was used to cluster/divide the SHS 3 beneficiary population into those performing well and those who are not performing well (drawing data from termly academic records, from the school), due to the mutually homogeneous yet internally heterogeneous nature of their population. With the use of proportionate stratified sampling, the sample size of the strata (scholarship beneficiaries performing well and beneficiaries not performing well) had the same sampling fraction to ensure proportionate representation of the

sample. A total of 50 scholarship beneficiaries were therefore included in the research. As the research focuses on gaining understanding, instead of making generalizations for the entire system, this research adopted using smaller group of participants as Table 1 shows.

Table 3.1: Research Participants

Group	Mode of Interview		Number of participants
SHS 3 Beneficiaries performing well, academically	Individual Interview	Direct	25
SHS 3 Beneficiaries performing well, academically	Individual Interview	Direct	25
SHS 3 Beneficiaries performing well, academically	Focus Discussions (FGDs)	Group	8
SHS 3 Beneficiaries not performing well, academically	Focus Discussions (FGDs)	Group	8
Graduated beneficiaries who performed well in WASSCE 2018	Individual Interview	Direct	2
Graduated beneficiaries who did not perform well in WASSCE 2018	Individual Interview	Direct	2
School Head	Individual Interview	Direct	1
Teachers	Individual Interview	Direct	2

This table presents all participants who were included in the interviews and focused group discussions

3.5 Data Collection Instruments

Face and content-validated questionnaires were administered to the research participants. Two experts had a look at the items in the instruments and checked that the test is a valid measure of the concept which is being measured just on the face of it. Pre-testing was done to check whether respondents were willing and responded to the items on the interview guide and questionnaire. This also checked the reliability of the instruments. Items presented on Likert scale used Cronbach's Alpha reliability coefficient which helped in determining the internal consistency of the domains.

3.6 Data Collection Procedures

In-depth Interviews (IDIs), Focused Group Discussions (FGDs), observation of some beneficiaries, using an interview guide, were adopted as the primary data collection tools to show the immediate influence of scholarship and beneficiaries' realities, and attitudes towards education and learning. One-on-one interviews were conducted for SH 3 beneficiaries, teachers and the school head. FGDs were conducted with SH 3 beneficiaries performing well and those not performing well, independently. Individual direct/on-on-one interviews were also for beneficiaries who had graduated from Twifo Praso SHS and performed very well in the WASSCE, as well as those who did not perform well to understand the various nuances regarding the influence of their scholarship on their academic performance.

3.7 Data Processing and Analysis

Generally, the Statistical Package for Social Sciences (SPSS) application and MS Excel were used to analyse the quantitative data obtained during this research. Processes in analyzing observation reports, one-on-one interviews, and focus group

discussions were also adopted as thematisation, linking, interpreting and reporting as Cohen, Manion & Morrison (2000) posit. Table 2 presents how each of the specific objectives were analyzed:

Table 3.2 Specific objectives and mode of analysis

Specific Research Objectives	Data Analysis
Find out whether scholarship programmes in Twifo Praso Senior High School directly influence the academic performance of beneficiaries	Simple linear regression analysis was done to find out whether scholarship programmes in Twifo Praso Senior High School directly influence the academic performance of beneficiaries
Ascertain whether there are other extraneous factors that affect the academic performance of the scholarship beneficiaries	Multiple regression was used
Identify what causes the differences in academic performance of beneficiaries	Dependent t-test was used to test the difference between paired scores in beneficiaries performing well and beneficiaries not performing well. Analysis of variance was used to determine whether differences were great enough to be statistically significant or that they occurred by chance.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

This chapter contains the presentation of results and discussion of major findings of the study. It includes responses collected from 50 girls in the Twifo Praso Senior High School using a stratified sampling technique. The chapter is in three parts, the first part which is the introduction, the second part involves the presentation of results in three sections according to the specific objectives of the study, preceded by a brief socio-demographic characteristics of the participants and the latter focus on the discussion of results. Results are presented quantitatively in tables and charts with brief descriptions. The discussions are done in the light of some published articles and literature by other researchers on the influence of scholarship on students' academic performance. Direct quotations which put participants' comments into proper context are cited. Findings were interpreted in reference to the literature. At the discussion bit, where data do not provide clear answers, sound speculations were made.

This research was, generally, to track whether scholarship programmes in Twifo Praso Senior High School directly influence the academic performance of their beneficiaries; to know whether there is a gap in the implementation of the scholarship that mitigates effectiveness of the programmes, and whether there were extraneous factors that affect the academic performance of scholarship beneficiaries. Specifically, the research aimed at finding out whether the scholarship programmes directly influence the academic performance of its beneficiaries. It also sought to ascertain whether there are other factors that affect beneficiaries' performance, and identify causes of difference in academic performance among beneficiaries.

Mixed method (quantitative and qualitative) approach was used. The two methods integrated provided a better understanding of the research problem than the use of one. The quantitative data included closed-ended questions with Likert scale, whilst the qualitative consisted open-ended questions, gathered through focus group discussions and interviews. Academic records of the two beneficiary groups were collated (quantitatively) to complement the qualitative. The use of both methods afforded much breadth and depth of understanding and reduced potential weaknesses associated with the use of one. Aside interviews with beneficiaries, school head and teachers were also interviewed one-on-one. The values of the independent variables and the result on the dependent variable were recorded. Scholarship beneficiaries performing well were compared with beneficiaries not performing well to understand the dynamics that influence their academic performance. Qualitative responses were put into themes to pinpoint, examine, and record patterns of meaning (or "themes") within the data.

4.1 Background Information

The table below shows a description of the background characteristics of the respondents collected in relation to the topic. The background information covered in this study was major program of study, academic status, mother's level of education and father's/guardian's level of education. Though not central to the objective of the study, the purpose of the background data was to help contextualize the findings and the formulation of appropriate recommendations to enable scholarship beneficiaries, institutions and parents act towards improving academic performance. It also gave a reason to some of the responses and behaviours of some scholarship beneficiaries as far as their academic performance is concerned.

Table 4.1: Background information of respondents

<u>Variable</u>	<u>Frequency</u>	<u>Percentage</u>
Course (Major)		
Home Economics	18	36
General Arts	27	54
General Science	4	8
Business	1	2
Total	50	100
Academic Status		
Performing well	21	42
Not performing well	29	58
Total	50	100
Mother's Education Level		
JHS (BECE)	37	74
SSS/SHS(SSSCE/WASSCE)	4	8
Never Attended School	9	18
Total	50	100
Father/Guardian's Educational Level		
JHS (BECE)	27	54
SSS/SHS (SSSCE/WASSCE)	7	14
Tertiary	7	14
Never Attended School	9	18
Total	50	100

The table above shows that more female beneficiaries, enrolled onto the scholarship programmes, read General Arts and Home Economics programmes than Business and General Science. This statistics is an example of what a greater number

of female students in Ghana prefer to offer in Senior High Schools. Not only in terms of preference ratio, but this is also likely to result from the fact that General Arts and Home economics programmes are more female dominated in all schools in Ghana than General Science and Business, which is dominated by males. Another notable point in this data which is related to academic performance is that, students on scholarship admitted to various programs perform differently sometimes as a result of their program. Sneyers et al, (2016) revealed in their research that scholarship receipt has different effects on the performance of students based on the course pursued and the outcomes under consideration.

They further indicated that “The influence of receiving a grant on formative credits is positive for humanities and social departments”. This shows that it might not be a new phenomenon if this research identifies different performance level for various programs indicated. In a recent journal article, it was stated that several studies have shown conflicting results regarding the performance of students who receive scholarships (Moreira et al, 2019). This unlike the previous literature, is related to academic performance of individual scholarship beneficiaries irrespective of their program of study. Clearly as the article stated, it can also be seen from the table that 58% of the students are not performing well, compared to the other 42% despite the fact that they are on scholarship. This links to the first research question that has been analyzed under that section.

Though several explanations can be given to that, other researchers also argue that whether on scholarship or not, the level of education of parents and their contribution towards their children’s education influence their performance. The

demographic information shows 74% and 54% for both mother and father/guardian respectively, for parents/guardian with Junior High School education or below. Ahmad (2013) suggested that children from families where parents have less education tend to perform systematically worse in school than pupils whose parents have more education. To him, educated parents provide intellectual, economical, psychological and emotional support to their children which, in turn, make them more comfortable and adjusted to their learning development resulting in high academic performance. This confirms the data collected from this research's respondents and supports the assumption that the scholarship beneficiaries who are not performing well have parents with low level of education. However, with more students not performing well and with more students in General Arts and Home Economics, the data therefore does not agree with Sneyers et al, (2016) assertion stated earlier in relation to this research.

In addition, from observation, the team realized that beneficiaries performing well could express themselves so well in the English Language as compared to those beneficiaries not performing well.

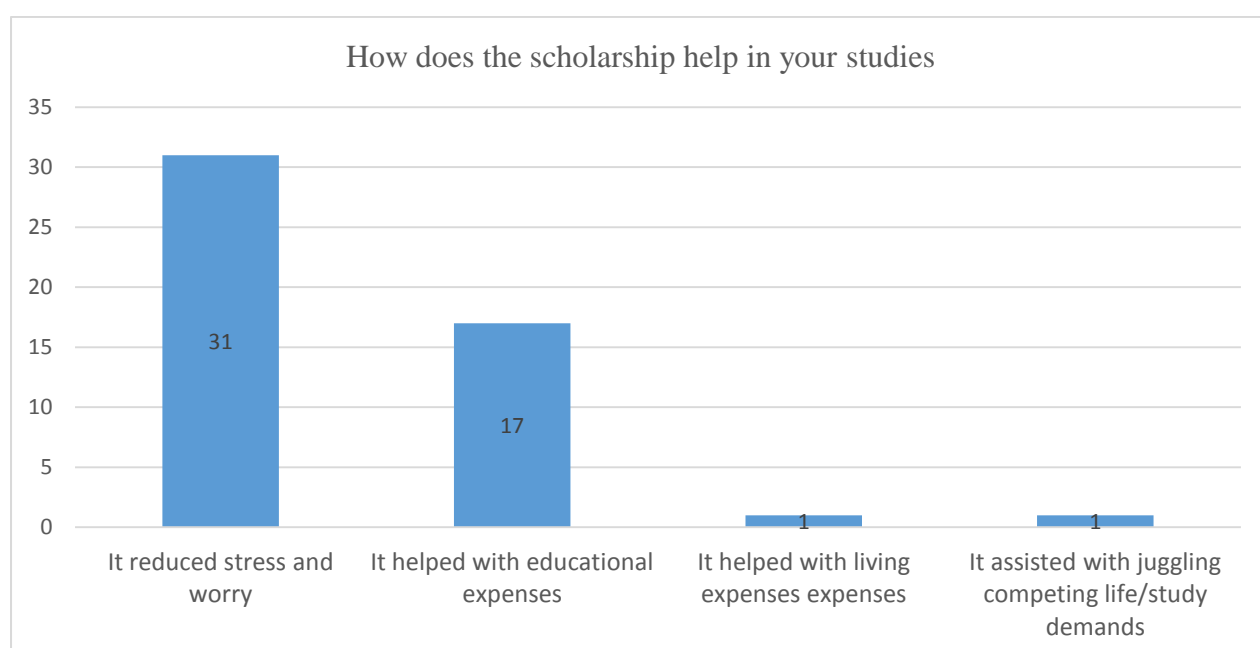
4.2 Findings and Discussions on Specific Objectives

The subsequent sessions discuss results from data analysis and findings per each question that the research sought to address. Themes and comments abstracted from the interviews and group discussions are quoted to support the discussion.

4.2.1 Do scholarships directly influence the academic performance of its beneficiaries?

In this section, two major questions emphasized in the questionnaires, as displayed on top of the diagrams are, “how does the scholarship help in your studies (time and attention)?”, and “in what way do you think the scholarship has helped you to stay in school?”

Figure 4.1 *How scholarship helps studies*



The purpose of this question was to analyze how the scholarships help beneficiaries in some of the key factors which influence academic performance. Stress, educational expenses, living expenses and life/study demands were the major options available for the students. Results from figure 2 show that 62% percent of the respondents consider the scholarship as reducing stress and the worry they face in school. Also the scholarships help with the educational expenses of 34% of the beneficiaries. 2% of the respondents however feel helped by the scholarship in the other aspects as indicated in the chat. This implies that most of the students feel the

scholarship scheme they are enjoying has taken away their stress and worry more than those who consider the other factors. Some of them who are performing well indicated during the focus group discussions that this helps them to focus and study.

One of them stated,

“I don’t pay school fees when they come round for fees. I don’t shiver, I’m not afraid of them sacking me, so it doesn’t stress me. That has also helped me to learn very well.”

Another indicated,

“I make good use of the items Camfed brings to me so even if my parents are not bringing anything “koraa mpo”² I don’t complain. I’m not worried about it and this helps me to learn.”

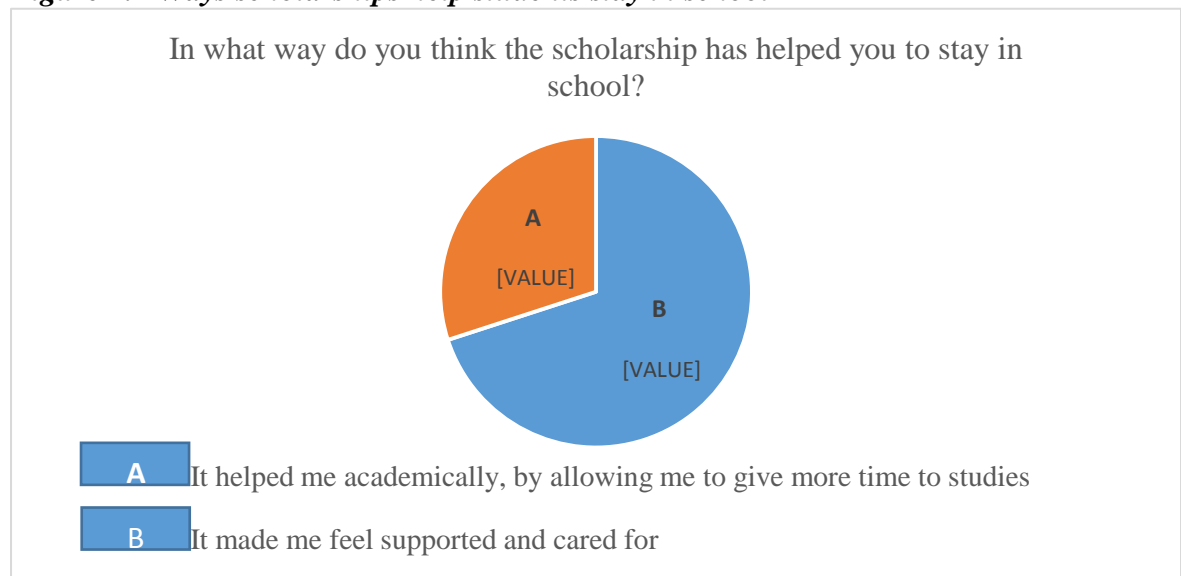
Stress has a key role in students’ academic performance (Saqib & Rehman, 2018). Odada and Odhiambo in 1989 indicated in their research that many children do not go to school because school is not free and students have to meet both direct and indirect costs which finally have to be considered in the calculation of the Unit Cost of Education (UCE). And if children do not go to school regularly, then academic performance is likely to be adversely affected. Given the fact that stress and educational expenses are two of the major influences of poor academic performance, this data is expected to prove in relation to the research question that the scholarship scheme has a direct influence on academic performance of various students.

² Translated in English as “at all”

From the graph, only one of the respondents stated that the scholarship has helped her with living expenses. This data indicates that majority of the beneficiaries are not bothered with living expenses since their demands are usually feeding and academic related. However, in extreme cases where students take care of themselves, living expenses become a burden as this student indicated. Another issue indicated by one of them was juggling competing life/study demands. Background information received from the interviews showed that the CAMFED Scholarship scheme offers mentorship and other programs to their beneficiaries which help them cope with other life and academic demands. These respondents have not just been beneficiaries of the scholarship scheme but also mentorship programs that support them in their education. Data collected from this part therefore shows that scholarship contribute to academic performance by removing some of the barriers to good academic performance.

The regression analysis, however, shows whether this has basically led to increase in academic performance of beneficiaries.

Figure 4.2 Ways scholarships help students stay in school



Staying in school is one of the key factors which contribute to good academic performance. Unlike students who avoid school and miss classes, these ones perform very well. In addition, punctuality issues and time management tend to have negative impact on students' academic achievement (Alam et al, 2013). As has already been stated above "if children do not go to school regularly, then academic performance is likely to be adversely affected" (Odada and Odhiambo, 1989). This section focused on examining how scholarships scheme available at the school under discussion help students to stay in school and avoid truancy and in effect, affect academic performance. Majority of the respondents (70%) indicated that the scholarship cater for most things and therefore allows them to have more time to study and also stay in school. The scholarship scheme therefore saves beneficiaries, and even the school, the time they would have spent in following up and worrying about how to address students' academic needs. In an interview with the assistant head of the school, this statement was made:

Payment of the school fees, though sometimes it delay...when it comes, it comes in bulk, so even when we are sacking students home, we don't touch them. The monies come in bulk so we are able to use some to handle our projects as well until all defaulters settle.

Another existing literature which this results supports is what Ndungi (2012) stated in her study, "because of the sponsorship programme, the sponsored students were in school throughout the term as their school fees was paid for, which enhanced the attendance and school participation for the sponsored students thereby realizing that the performance of these students relatively got better compared to the non-sponsored students". One of the

teachers from the focus group interview also made a statement in support of this.

“You know, performance go up when number one, students are always present in class and if there is any problem that takes them away....take them away from the classroom, they find it difficult as children to actually comprehend whatever is taught in their absence. And most of our subjects are such that we build on whatever we teach previously.”

He further indicated,

“Scholarship actually help to prevent truancy, once that is cut off the child is able to stay in class and learn. That’s the reason why I think those who are on scholarship in this school, generally, perform better than those who are not on scholarship.”

Some of the well-performing students also made a similar statement during the focus group discussion.

“I think I’m discipline when it comes to academics- coming for prep, going to class, and sometimes observing siestas to take a rest that’s what is helping me. Because when you observe the siesta, errmm come for preps and...it will help you to learn. Get time for yourself and learn.”

The responses provided by the 70% and the discussion show that the scholarship indeed help them to concentrate on their academics through consistency. The other 30% revealed that intrinsically, the scholarships make them feel supported

and cared for, so they stay in school always. Though minority of the respondents indicated this, research shows that support and care for students from family largely contribute to good academic performance. Gonzalez- Pienda, et al., (2002) indicate that “without parental support to their wards, it is hard for teachers to invent academic experiences to help students in learning valuable content”. In this context, the scholarship scheme act in collaboration with the parents of these students to provide them with the supports they need as students.

One of the teachers from the focus group discussion made a statement which posit giving well performing students better treatment to encourage others to study and perform well.

She said,

“And here too we have achievers club (where students who perform extremely well join) so we have a special table at the dining hall for them where we give them special food. If the general student populace is eating beans and “gari”, we give them fried plantain to be added to their meal and if they are eating porridge, aside the bread, will give them “buff loaf”. We also add salad to their meal when the food on the menu is rice and beans (waakye) - all to motivate them to learn harder.”

Data from this part and already stated literature argue that the scholarship schemes enable beneficiaries to have more time towards studies, receive support and care and should perform well academically. However, the question still remains, whether these efforts and influences contribute to high academic performance among

scholars of Twifo Praso Senior High School. The regression analysis below revealed the answer.

To test the first research question and find out whether scholarship has direct influence on students' academic performance, the data of scholarship scheme and academic performance collected from the 50 respondents, were analyzed using the simple linear regression analysis and the question was tested at 0.05 level of significance. The table below shows the details.

Table 4.2: Summary output (regression analysis)

<i>Regression Statistics</i>	<i>Column1</i>
Multiple R	0.42826191
R Square	0.18340826
Adjusted R Square	0.16639593
Standard Error	3.71493481
Observations	50

Significance F = 0.00191

The R square of less than 0.3 indicates a very weak effect size. The analysis also explained 18% percent of variation from the expected and actual results of the dependent variable (academic performance), which shows that 82% of the variation is caused by other factors other than scholarship scheme. Thus, this is less influence on academic performance by the scholarship schemes than other variables. There is also a lower standard error of 3.7150 and a significant F of 0.00191 which makes the analysis acceptable for discussion and inferences.

The regression analysis shows that scholarship schemes at Twifo Praso Senior High School do not directly increase the academic performance of majority of the

beneficiaries. Though there is improvement in the academic performance of some of the students, the effect is not significant. This means that the performance of those students who are performing well could be attributed to other variables other than the scholarship. In an interview with the assistant head master, he made a similar remark but concerning only a few students who are not doing well. The statistics however shows that the number scholarship beneficiaries who are not doing well is rather more significant than the assistant head master's speculation.

“Eeerrmm those who are not performing, yes it's true, we have some few. We have some few of the scholarship students who do not perform well.” (Assistant Head Master)

The discussion ends on the fact that among beneficiaries of scholarship in Twifo Praso Senior High school, the influence of the scheme on improving the academic performance of the students is below 50%. As Belot et al. (2007) stated, in terms of students with scholarship, there is a small positive effect on the grades. Schizzerotto et al. (2012) also found no effect whatsoever on the average mark and the number of credits achieved with regards to scholarships. The output of this data aligns with some of the research outcomes stated above. The next part on the data analysis seeks to look in other extraneous variables responsible for the academic performance of scholars in Twifo Praso Senior High School.

4.2.2 Are there other factors that affect the academic performance of beneficiaries?

This part of the data analysis focus on identifying other factors which influence the academic performance of scholarship beneficiaries other than the

scholarship scheme itself. Although ability and intelligence are considered as predicting academic performance, personality variables also play a role (O'Connor & Paunonen, 2007). O'Connor and Paunonen (2007) also considered three reasons for the evaluation of personality traits as influencers of post-secondary students' academic performance. The second rationale was that whereas cognitive ability shows what an individual can do, personality traits reflect what a person will do. To obtain this, the research asked questions on four personality traits and two other behavioural habits (i.e. Self-efficacy, Internal Locus of control, Intrinsic Motivation, Extrinsic Motivation, Self-Regulated Learning Strategies and other studying habits).

Responses from various focus group discussions were also used to clarify and support some of the answers provided by respondents in the questionnaires. The table below shows data collected on various personality traits which may affect the performance of students, academically.

Table 4.3: Self-Efficacy

Variable	Frequency	Percentage
I will never improve, even if I try hard in my academics.		
Strongly Disagree	47	94
Disagree	3	6
Total	50	100
If I try hard, I can always solve difficult academic problems		
Strongly Agree	30	60
Agree	19	38
Disagree	1	2
Total	50	100

From the self-efficacy table, the data collected shows a 94% of the respondents express strong disagreement towards the fact that improving their academic performance is impossible. The other 6% also disagreed. 60% and 38% strongly agreed and agreed respectively that they can solve their academic difficulties if they try hard. These numbers emphatically indicate a strong feeling of self-efficacy among scholarship beneficiaries of Twifo Praso Senior High School. They possess the belief in their ability to succeed given situations or complete a task. Compared to already published literature such as Karimi (2018), Self-efficacy is, to a higher degree, a contributing factor towards good academic performance of the respondents. Beneficiaries strongly disagreeing with the question was an indication of high self-efficacy. They went on to talk about how they organize their activities to improve their academic life and address their difficulties. Some of them mentioned in the interview, their acts of high self-efficacy which contribute to their academic performance. One of them stated,

“I contribute in class and I make sure whatever I don’t understand I tell my teacher or I tell my friends to help me understand it or explain further. Sometimes I have to practice more on it before I get it so that’s what I do.”

Another indicated:

“I go by my time table, that’s the school one and the personal one so that when I combine the two of them I can know what to do. I also deal with the subject that I find it most difficult so that I can learn that one and leave the rest so that all the rest can be the same.”

Ahmad and Safaria (2013) described a person who avoids complicated tasks, is unable to plan to achieve goals, and does not believe in their capacity to achieve their

goals as having low self-efficacy. This is however opposite for majority of the respondents who were interviewed. The teachers also added that beside few students who are not serious with their studies, the rest of the scholarship beneficiaries put in more effort to work on their academics. One teacher said,

“Far better than the others ...when you put them on the same litre scale, you realize that those that have joined scholarship and are not that academically good are relatively performing better than those in this school not enjoying the same scholarships.”

Though not exhaustive, the two shown in the table, and other two variables which were used to obtain information from the respondents and the focus group discussions revealed that majority of the respondents engage in several activities which show a high sense of self-efficacy.

Table 4.4: Internal locus of control

<u>Variable</u>	<u>Frequency</u>	<u>Percentage</u>
The success in my courses mostly depends on my lecturer than my efforts.		
Strongly Agree	2	4
Agree	2	4
Neutral	2	4
Strongly Disagree	15	30
Disagree	29	58
Total	50	100

It is hard for me to have full control over the success in my courses		
Strongly Agree	3	6
Agree	1	2
Neutral	2	4
Disagree	20	40
Strongly Disagree	24	48
Total	50	100

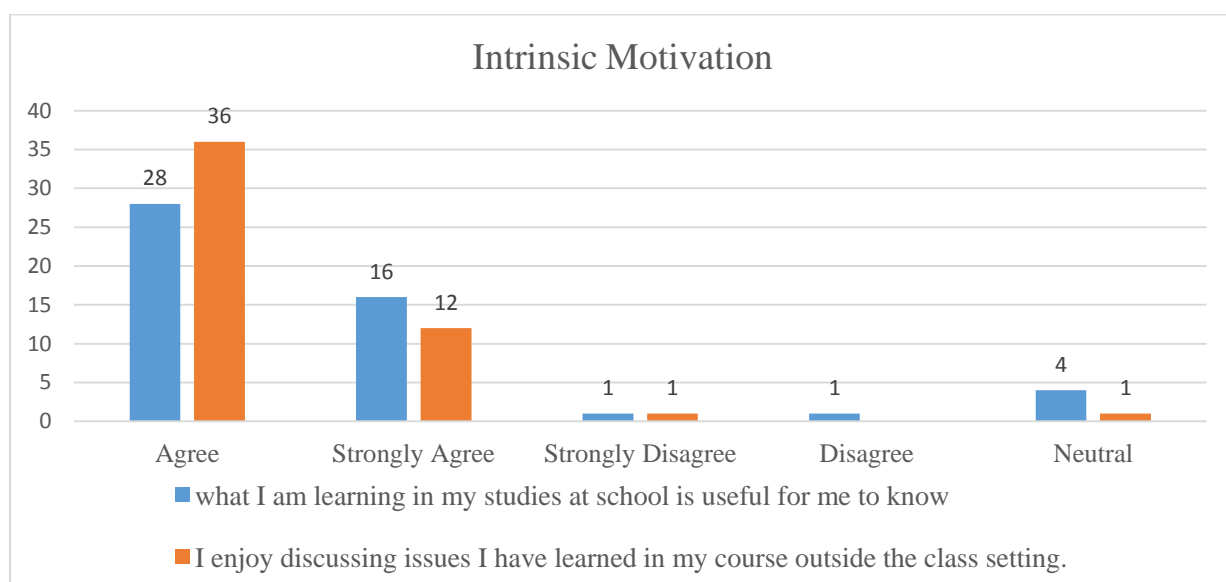
As a similar related concept to self-efficacy, locus of control has also been proven to have influence on academic performance of students. Khir et al. (2015) in their research stated that another factor that is associated with academic achievement and has to be highlighted is the psychological component which is locus of control. The two research variables used in the table above, showed 80% of the respondents expressing a feeling of disapproval of the question. As this research question sought to identify, the data collected shows a higher number of beneficiaries having high locus of control than the other 20%. Whereas those with high self-efficacy believe in their ability to succeed in specific situations or accomplish a task, those with high locus of control believe they have control over the outcome of events in their lives, as opposed to external forces beyond their control.

The former may look unto other environmental sources for support to gain solution but the latter believe that what it takes to succeed is within them and they therefore do not depend on the environment. Content analysis of responses shows that respondents with high locus of control showed higher efforts and persistence to achieve goals. These respondents provided answers which indicate that they always go the extra mile to overcome their academic challenges and perform on their own.

Among the few with low locus of control, they rely solely on the external factors available to them. Therefore when these factors malfunction in previous semesters, it negatively affect their academic performance. One of the responses is captured below.

“Me I’ll talk. For my class errr, since form 1 the social studies teachers errr don’t come to classroom to teach us so we went to the administration to report and errr they’ve put some measures in place so nowadays, they’ve been meeting us in the morning to cover up with some of the topics that they did not teach us. This always put us behind the syllabus and affect our performance.”

Figure 4.3 Intrinsic and Extrinsic Motivation

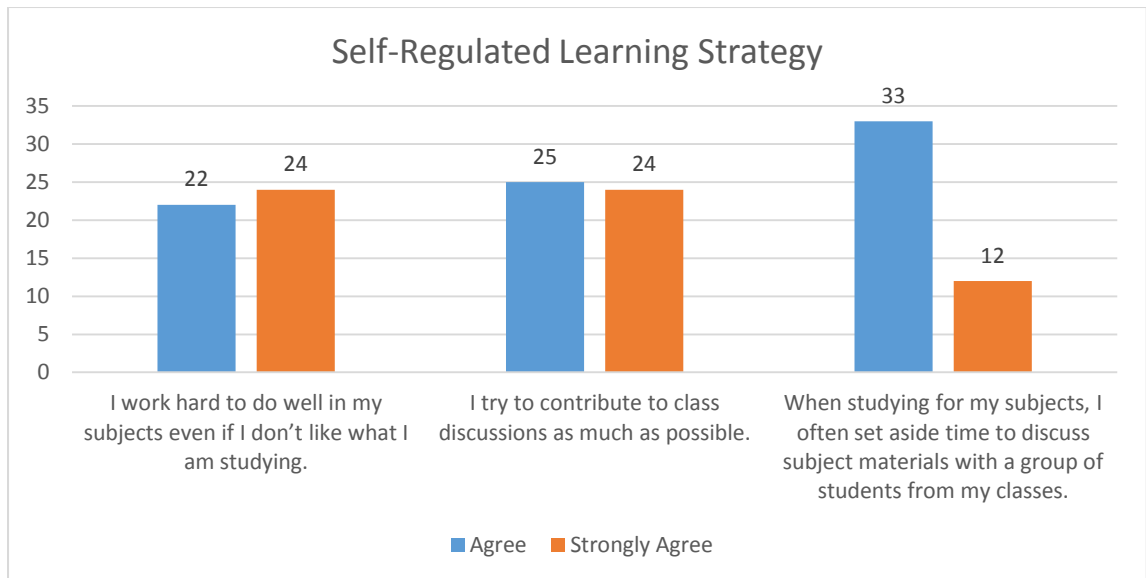


Motivation is a significantly important factor for academic learning and achievement across childhood through adolescence (Elliot & Dweck, 2005). Data collected on intrinsic motivation shows that 56% and 32% of the respondents agree and strongly agree respectively that learning is a good thing to do for themselves. Which shows that majority of the respondents 88% have high sense of intrinsic

motivation which cause them to learn. This psychological trait cause them to study regardless of whether their scholarship scheme, parents or teachers will award them. They see what they learn as useful to them and useful to their academic life which makes them approach it with all seriousness. This falls with the three types of intrinsic motivation in existing literature: to know, to experience stimulation, and to accomplish things. Intrinsic motivation relays to several constructs such as exploration, curiosity, learning goals, intrinsic intellectuality, and, finally, intrinsic motivation to learn (Gottfried, 1985; Harter, 1981).

In the second part, the 72% and 24% of the respondents agreeing and strongly agreeing respectively, indicate that they enjoy discussing what they have learnt with their friends. This agrees with the literature that intrinsic motivation stimulation takes place when someone engages in an activity in order to experience stimulating sensations (e.g., aesthetic experiences, sensory pleasure, with fun and excitement) derived from one's engagement in the activity (Ayub, 2010). This also shows that majority of the respondents do not study for exams sake but due to the internal motivation they derive from sharing what they have learnt. Because they enjoy doing it, they continue to study everyday which influence their academic performance.

Figure 4.4: Self-Regulated Learning Strategies



To throw more light on some of the activities students with high self-efficacy, locus of control and intrinsic motivation go through, suggested learning strategies were given to the respondents to select strongly agree, agree, disagree and strongly disagree. For the purposes of the analysis, only the ones that chose strongly agree and agree were displayed. Figure 5, above, shows some of the learning strategies that respondents use as a result of their self-efficacy, locus of control and intrinsic motivation. Majority of them engage in these three main self-regulated learning strategies: *I work hard to do well in my subjects even if I don't like what I am studying; I try to contribute to class discussions as much as possible; When studying for my subjects, I often set aside time to discuss subject materials with a group of students from my classes.* This goes a long way to serve as a factor which influence academic performance. To identify the answer which stands for this part of specific research objective, a multiple regression analysis has been displayed below. In order to respond to research question two: Are there other factors that affect the academic performance of beneficiaries, a multiple regression model was used to predict the dependent variable by examining the set of independent variables.

Table 4.5: Summary output (Multiple Regression Analysis)

<i>Regression Statistics</i>	<i>Column1</i>
Multiple R	0.600631115
R Square	0.360757737
Adjusted R Square	0.319068024
Standard Error	3.357555104
Observations	50

Significant F = 0.000115

The Multiple R of more than 0.5 indicates that the correlation among the independent and dependent variables is positive. The analysis also explained 36% R Square. This means that close to 36% of the variation in the dependent variable (Academic Performance) is explained by the independent variables. The adjusted R square falls within the same range at 31% with a standard error of 3.36. This means that there is about 30% chance of the three main extraneous variables indicated in the discussion, increasing academic performance. Overall, the data reported very weak correlations between the academic performance and extraneous variables.

As the section sort to find, it is positive that there are extraneous variables (other factors) which affect academic performance besides the scholarship scheme. A beneficiary must therefore engage in some activities which are key to improving their academic performance. In this research setting, the data results also indicate that despite the major extraneous variables influencing majority (about 80%) of the respondents' academic life, these variables cause less than 50 percent influence on the average student.

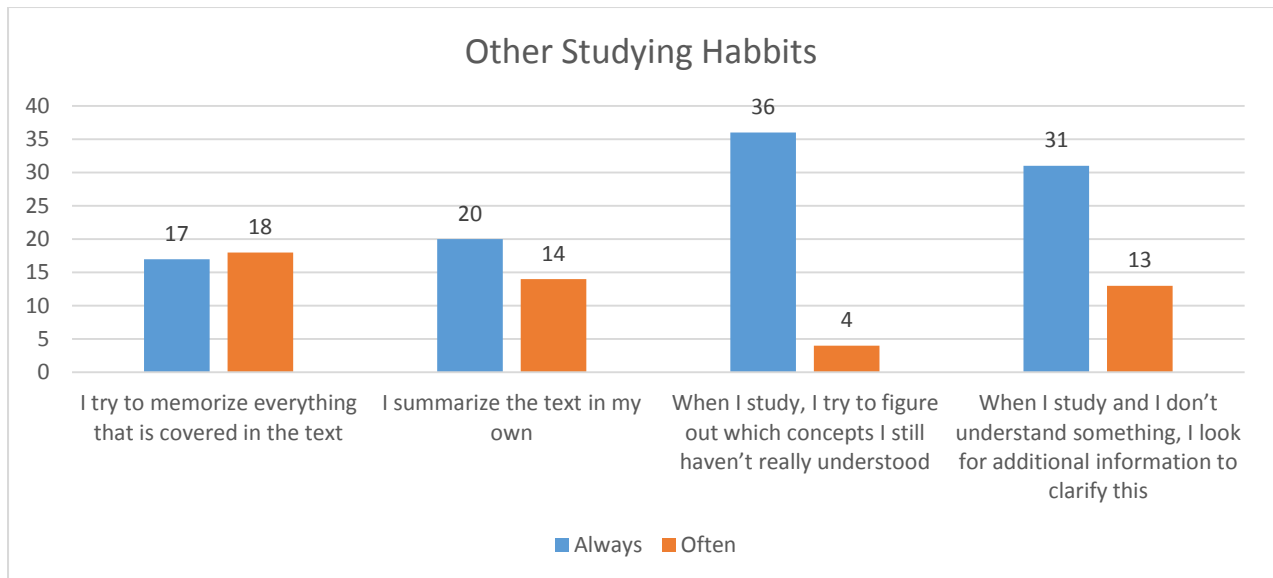
4.2.3 What causes the differences in the academic performance of beneficiaries who perform well and beneficiaries who do not perform well?

The section sort to compare the contributions of the scholarship schemes and other factors which affect academic performance of the respondents. The section aimed to identify the causes of high performance and low performance among students of the same scholarship scheme. Al-Zoubi & Boni-Younes (2015) indicated that students' low academic achievement on exam is a low or weakness of the student's mark under the normal average in a study subject level as a result of a variety of reasons, including those related to the student himself, or those related to family, social and academic environment. Because the respondents in this study are taken on scholarship, this discussion focused on two; those related to the student herself (other studying habits affecting performance) and those related to the academic environment.

4.2.3.1 Other studying habits (those related to the individual)

Individual differences play an important role in academic achievement of students. Consequently, if the cause is not identified, this may lead to frequent repetition of failure, despite the abilities that qualify them to get the best marks (Al-Zoubi & Boni-Younes, 2015). Self-efficacy, locus of control and intrinsic motivation are some of the researched psychological factors which have already been used to explain academic achievement in the previous section. This section focused on using behavioural patterns among the beneficiaries to identify the causes of failure among some of the beneficiaries.

Figure 4.5 Other studying habits



Four of the questions shown in the chart (Figure 6) were asked to identify the study habits of respondents and to predict why others do not perform well academically. The numbers displayed on the charts cover those who chose “always” and “often” to the selected questions they were asked. The other missing numbers represents those who chose “sometimes”. Students who indicated displaying habits always and often were more likely to perform better than those who show those, sometimes. As Sternberg (1997) proposed, learning styles are at least in part, socialized, suggesting that they can, to some extent, be modified. Thus, being aware of learning styles and their roles in academic achievement is of a great importance for educational psychologists, teachers, students and researchers.

It could be seen from the chart that 35 of the 50 respondents, representing 70%, do engage in memorizing during studies, always and often. Psychologically, this turns to favour only those who are naturally good at it. Memorization, however, is not understanding, no matter how well it is done. This means that more than 50 percent of the respondents stand a chance of forgetting what they have memorized, during exams

or quizzes. In addition, those who depend on this behaviour but do not seek to understand the concept they study also stand a chance of getting a low mark. This is because when questions which require them to apply what they have memorized are asked, they cannot organize their thoughts effectively and score. Learning based on memorization is cancelled because it emphasized on loading learner's accumulator minds and interrogating in tests. As Jean Piaget said, the main goal of education must be training of innovators who could think, not to repeat (Nozari & Siamian, 2015).

More than 70% of the respondents indicated that they practice the other three habits always and often. This also leaves another 30% who do not engage in this act which is likely to increase academic performance. The 70% showed a behaviour directed towards improving their performance, and this accounts for the good performance showed by those having better grades. However, among the 70% are others who practice the same habits but find it difficult to improve their academics. Some of the factors which are likely to result in this were identified in the focus group discussions with non-performing students and have been discussed.

Focus group discussions with Non-performing beneficiaries

Data collected from the focus group discussions with the non-performing students also revealed some of the factors which may cause low academic performance among some beneficiaries. These factors are related to the academic environment in which they find themselves. Some of the respondents indicated that they take care of their sick parents and at the same time engage in other things at home during vacations which inhibit them from coming to school early the next academic semester or after mid semester break. These students miss classroom

sessions and when they return to school, they find it difficult to catch up with the other students. One of the students stated,

I always do a lot of activities at home during vacation. Due to this, I sometimes don't report to school early when school reopens. Before I will come, lessons have been taught behind my back.

Students who are affected by these circumstances in the beginning and during the semester therefore struggle to improve or even maintain their academic performance. Another issue which many of the respondents suggested was monetary worries. Beneficiaries indicated that there are some monetary obligations which their scholarship does not cover. Some of these include teacher motivation fees, extra classes levy and Parent Teacher Association dues. Whenever it is time to pay these, it becomes a burden to those who cannot afford. They either avoid masters in charge of collection or remain in class without concentration. Psychologists have indicated something parallel to this; “frequent predominant ideas in mind of the students can prevent them from thinking of anything else. They are unable to overcome them and this causes severe distress and affect their academic performance”. This was what one beneficiary said,

The teachers have been trying their best to help us perform better. But sometimes they ask us to pay some additional monies which the scholarship does not cover. This becomes a burden for me, and even affect my attention in class.

The last issue which was emphasized here was friendship and time mismanagement. Some of the respondents also indicated that, excessive friendship, which takes most of their time is what cause their low academic performance. As it has already been stated in previous literature, having less time to learn means one is

not going to get adequate preparation towards examination or quizzes. This in the long affect their academic performance. Those who manage their time well and stay away from friends observe good academic results. Below are some of the comments made by beneficiaries not performing well,

At first I used to make a lot of friends. Then I realized that it wasn't helping me. My performance was going down, so I've stopped making friends. Now I'm improving small. My father died this semester and that one it was a burden on me to come to school early so I spent about two weeks in the house before coming, and as I'm here, I'm thinking about the issue I find myself in in the house.

Another indicated,

I don't get enough time to learn. There are a lot of activities that take most of my time so I don't get much time to study. Sometimes you may be in the class and the bell will ring for dining hall meetings, students' assembly, and many things... When you plan learning, then it is time to do other school things.

Table 4.6 Dependent t-test Results

Column1	Variable 1	Variable 2
Mean	18.88	15.8
Variance	25.77666667	3.083333333
Observations	25	25
Pearson Correlation	0.114039412	
Hypothesized Mean Difference	0	

Df	24
t Stat	2.973290644
P(T<=t) one-tail	0.003305869
t Critical one-tail	1.71088208
P(T<=t) two-tail	0.006611738
t Critical two-tail	2.063898562

Dependent t-test was used to test the difference between paired scores in beneficiaries performing well and beneficiaries not performing well. Analysis of variance was used to determine whether differences were great enough to be statistically significant or that they occurred by chance. Among the variables that appear in the results sheet, the alpha was set at 0.05. Since the p-value (0.006611) is less than 0.05. There is therefore a statistically significant difference between the means of the two trials. Differences among those who perform well and those who do not perform well is not by chance. This also concludes that the behavioural factors examined in this discussion has statistically significant influence on the results of respondents.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter focuses on the summary of findings and discussion, conclusion of the study and recommendations on what stakeholders in scholarship provision and implementation should do to enhance the various schemes. This chapter also includes suggestions for further research.

5.1 Summary

The study sought to ascertain the influence of scholarship on the academic performance of beneficiaries. This is to help scholarship schemes tweak their programmes to help bring the best out of the beneficiaries. The study thus asked the questions, do scholarships directly influence the academic performance of its beneficiaries? Are there other factors that affect the academic performance of beneficiaries? What causes the differences in the academic performance of beneficiaries who perform well, and beneficiaries who do not perform well? A summary, looking at the objectives of study, preceded by the background information of the respondents are given below.

5.1.1 Background information

Majority of the beneficiaries used for the study read the General Arts program, followed by Home economics. This is likely due to the fact that General Arts and Home economics programs are more female dominated in all schools in Ghana and thus would yield more respondents than General science and Business that has more males. More than half of students interviewed were performing below average which defeats the notion that students placed on scholarship generally

perform better academically. Majority of parents of the beneficiary students acquired just basic education with few acquiring secondary education. A considerable number of them have no formal education. This indicates that few number of parents could contribute to improving their children's performance with their background.

5.1.2 Provision of scholarship and the direct influence it has on the academic performance of its beneficiaries

From the study, it was evident that scholarship beneficiaries in Twifo Praso Senior High School are positively influenced by the scholarship schemes by reducing stress and worry which enables beneficiaries focus on their academic work. It was also evident that beneficiaries have more time in school as beneficiaries are not sacked from school due to non- payment of fees. Beneficiaries thus have higher chances to perform better academically than non-beneficiaries. Findings from the study show that although scholarships have influence on the academic performance of beneficiaries, this correlation is weak and thus the influence is insignificant. This means that there is a possibility of other factors influencing the academic performance of beneficiaries other than the scholarship scheme.

5.1.3 Other factors that affect academic performance of beneficiaries.

Evident in this research is the influence of other factors such as self-efficacy, internal locus of control, intrinsic motivation and self-regulated learning on the academic performance of scholarship beneficiaries. Majority of respondents indicated that their engagement in the aforementioned factors influence their

academic performance. A multiple regression analysis showed that all these factors have a positive correlation with academic performance. This indicates that an increase in these factors would result in increased academic performance and so would deficiency in these factors amount to a dip in academic performance.

5.1.4 What causes the differences in academic performance of beneficiaries

From the study, it can be seen that there is a difference in the performance of beneficiaries as some are performing well and others performing poorly. It was evident that this difference in performance is not by chance but due to certain factors which are behavioural and environmental. Among the behavioural factors are majority of students trying to memorize notes rather than understanding concepts. Some beneficiaries also do not seek extra explanations on concepts not understood in class. Some of the environmental factors have to do with their home environment where many of the beneficiaries are burdened with numerous chores making it difficult for them to have ample study time.

5.2 Conclusion

Education is very key to the development of nations and must thus be made accessible to people from all walks of life. In this bid to provide universal and accessible education to students, scholarship schemes have emerged to cater for the educational needs of some students, especially needy ones. It is expected of these beneficiaries to perform better academically as compared to their counterparts who are not beneficiaries. The study thus sought to find the influence of scholarships on the academic performance of beneficiaries, the other extraneous variables that could

influence academic performance of beneficiaries and lastly to ascertain the causes of the differences in the performance of beneficiaries.

The study showed that scholarships help students by reducing their stress level and takes away worry about catering for their basic needs as the scholarships provide them with their basic needs. Beneficiaries also are able to spend ample time in school and have more contact hours as they are not sacked from school due to non-payment of fees. A simple linear regression analysis however showed weak influence of scholarships on the academic performance of beneficiaries which shows the possibility of other factors influencing academic performance.

The study also concludes other factors that are more likely to have influence on the academic performance of beneficiaries include self-efficacy, internal locus of control, intrinsic motivation and some self-regulated learning methods adopted by students. The correlation between these factors and the academic performance of beneficiaries is positive which means a rise in these factors would contribute to improved academic performance.

The study also indicated the fact that there are differences in performance of beneficiaries. A dependent t-test of the difference between paired scores in beneficiaries performing well and beneficiaries not performing well showed the differences in performance not to be by chance but caused by certain behavioural habits and environmental factors surrounding respondents. Changes have to be done at the implementation level and also on how the heads of schools handle beneficiaries in order to bring the best out of them.

5.3 Recommendations

The performance of scholarship beneficiaries is dependent on many several factors and thus for the desired end of scholarship programmes to be met, there must be some changes to how scholarship administrators such as Mastercard-CAMFED and Ghana Cocoa Board implement their programmes, how school heads and administrators handle the beneficiaries, and the role parents and guardians of beneficiaries play in enhancing the academic performance of their wards.

5.3.1 Scholarship organizations

The study recommends that scholarship schemes should organize programmes that would enhance their beneficiaries' self-efficacy and locus of control as these factors positively correlate with the academic performance of beneficiaries. These programmes should also be crafted to enhance the intrinsic motivation of the beneficiaries as it would influence their academic performance. There should also be ways to monitor the beneficiaries as it is evident from the study that beneficiaries on schemes that had a structured form of monitoring (like the Mastercard-CAMFED scholarship) were performing better than beneficiaries of schemes that had no form of monitoring. Also, the scope of the scholarship schemes should be broadened to cover expenses such as PTA dues, extra-classes fees, practice fees (especially for home economics beneficiaries) and teacher motivation fees that are currently not covered. This will enable beneficiaries stay in school/class throughout the term. The schemes should also ensure peer mentoring and idea sharing so that performing beneficiaries can help and share ideas with beneficiaries who are not performing well.

5.3.2 School administrators

The study also recommends that headmasters and administrators of schools put mechanisms in place to ensure self-regulated learning of students and also ensure that a proper learning environment is provided to the beneficiaries. This could be done through monitoring of beneficiaries and to observe preps and develop personal learning guides which they would follow, religiously. Instructional differentiation, where individual needs and capacities assessed to decide what assignments need to be given to which beneficiary, should be adopted to bring all non-performing students up to be able to compete with those performing well. Administrators should explore individual needs of each student, to be able to group students in such a way that one performing well can help the other not performing well- here, the student is at the centre of the learning process.

5.3.3 Parents and guardians (other stakeholders)

The study further recommends that parents and guardians should also help in monitoring and motivation of beneficiaries especially during vacations. Parents must ensure that beneficiaries do not idle about but take studies seriously. Parents or Guardians must also ensure that students are not overburdened with work during the holidays and are made to return to school early after the vacations so as not to miss classes.

5.3.4 Ministry of Education

Lastly, the Ministry of education should liaise with the various scholarship schemes to draw a blueprint that would lead to standardization of the various

scholarship schemes in order to ensure that beneficiaries of different schemes would all perform well academically. The ministry of education should explore and enforce instructional differentiation in schools to enable students who are not performing well catch up with those performing well.

5.4 Suggestions for Further Research

The following suggestions are presented to future researchers who would build on this work.

- Since this study was done predominantly on females on Cocoa Board and Mastercard-CAMFED scholarships, future researches in the area could focus on other scholarship schemes that would include males.
- Future studies should also be considered for beneficiaries and schemes in the tertiary institutions so as to have a holistic picture of how the schemes could work in various levels of education.
- Further studies should also research on how beneficiaries would rather want the scholarships to be implemented so as to tailor the scholarship schemes to the needs of the beneficiaries.
- Another area that further studies could be explored is whether students' ability to speak and articulate themselves in English language, has a correlation with academic performance as beneficiaries performing well were observed speaking and articulating very good English language.
- Further studies could also look at whether English Language as a medium of communication or teaching of all subjects has a negative effect on students who cannot speak the language well in senior high schools, thereby affecting their comprehension of subjects taught.

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APPENDIX

INTERVIEW GUIDE- STUDENT RESPONDENTS

Dear Student,

This guide intends to establish what your motivations and learning approaches are, whilst you are/were in the Senior High School. It is also aimed at establishing some of the challenges faced in school as well as how the school environment (has) affected your stay in school and transitioning.

Please provide us with your honest responses to the following questions, noting that your responses will be treated confidentially and will not in any way be used against you.

Thank you.

SECTION I: BACKGROUND

Demographics

☐ Student performing well, academically ☐ Student not performing well, academically

In your own opinion, what do you think has been the major contributing factor for your **poor/good** performance in academics?

(Hint: As applicable to performing and non-performing students; heads and teachers will also be asked their view)

.....
I. Student's Final BECE Grade:.....

(Hint: Students prior junior high school performance)

II. English Language Grade (Proficiency).....

*(Hint: Mean of BECE English grade, termly grades from last 5 terms in SHS,
English score in WASSCE, as applicable)*

III. Student's Current Level:

- a. SHS 3 b. WASSCE Graduate

IV. Mother's Highest Educational Level Certificate

- a. Never Attended School b. JHS (BECE) c. SSS/SHS (SSSCE/WASSCE)
d. Tertiary (College of Education/University)

V. Father/Guardian's Highest Educational Level Certificate

- a. Never Attended School b. JHS (BECE) c. SSS/SHS (SSSCE/WASSCE)
d. Tertiary (College of Education/University)

VI. Course Major (SHS)

- a. General Science
b. General Arts
c. General Agriculture
d. Business
e. Home Economics
f. ICT Programme
g. Technical Programme

h. Visual Arts

i. Other (Please

specify).....

SECTION II: Find out the level of impact of scholarship on the academic performance of its beneficiaries

1. Since receiving the scholarship, to what extent has it helped you give more time and attention to your studies?

i. Not at all

ii. Helped to some extent (why do you say, to **some extent, in what ways has the scholarship helped and/not helped?**).....

iii. Helped to a large extent

a. 2. In what way did the scholarship assist you give more time and attention to your studies? (*NB: Those who answered “to a very large extent”; and “not applicable” for those who answer “not at all*)

b. It reduced stress and worry

c. It helped with educational expenses (e.g. textbooks, pens, exam fees, school bags, notebooks, calculator, etc.)

d. It assisted with juggling competing life/study demands

e. It reduced necessity for paid work

f. It helped with living expenses (e.g. food, clothing, sanitary pads, transportation, etc.)

g. Other (please specify)

3. How important has the scholarship been in helping you stay at school rather than drop out?

- a. Not Helpful
- b. Helpful
- c. Very helpful

4. In what way do you think the scholarship has helped you to stay in school?

- a. It helped me academically, by allowing me to give more time to studies
- b. It made me feel supported and cared for
- c. It didn't/hasn't help (ed) me to stay at school – I intended to stay anyway
- d. Other (please specify).....
- e. Not applicable” for those who answer “not helpful”

5. Any comments or suggestions about the scholarship program, of which you are/were a beneficiary?

Interview Guide for School Heads/Teachers

6. What do you believe are the major strengths and weaknesses of the scholarship programme (s) in your school?

7. How does the scholarship programme in your school contribute to the academic performance of beneficiaries?

B. Explore other existing factors that affect the academic performance of beneficiaries

The following statements explain your characteristics as a student in the Senior High School.

Show, to what extent you agree with the statements by ticking (✓) your appropriate response to each of the statements of a scale of “strongly agree” to “strongly disagree”.

Attitudes	Statement	Strongly	Disagree	Neutral	Agree	Strongly
(I) Self-Efficacy	1. I believe I will receive good					
	2. Even if I try hard, I will					
	3. I can always manage to					
	4. I am not confident that I can					
(II) Internal Locus of Control	5. The success of my courses					
	6. It is difficult for me to be in full					
	7. As far as success in my courses					
	8. I believe I have control over the					
(III) Intrinsic Motivation	9. I believe that what I am learning					
	10. I enjoy discussing issues I have					
	11. I consider my future goals in					
(IV)	12. One of the reasons I study is to					
	13. Getting a good grade in my					

Extrinsic	14. Failing in my courses at times makes me feel like a failure in					
	15. I want to do well in my courses because it is important to show					

(V) Self- Regulated Learning Strategies (SRLS)	16. I often do not find adequate time to spend on my classwork					
	17. I do not find adequate time to					
	18. I have a regular place set aside study all my notes before my					
	19. I usually study in a place where I can concentrate on my					
	20. When course work is difficult, I either give up or only study					
	21. I often feel so lazy or bored when studying that I quit					
	22. I work hard to do well in my subjects even if I don't like					
	23. Even when subject materials are uninteresting, I manage to					
	24. I try to contribute to class discussions as much as					
	25. When studying for my subjects, I often set aside time					
	26. Given a choice, I would prefer working on my own to					
	27. I normally ask lecturers to clarify concepts I don't					
	28. I prefer tackling my classwork on my own without assistance					
	29. I normally discuss my academic progress with					

	30. I try to identify students in my course whom I can ask for					
(VI)	When you are studying, how often do you do the following?					
Other	Please mark only one box in each row					
	31. I try to memorize everything					
	32. After reading the text, I discuss					
	33. I summarize the text in my own					
	34. When I study, I read the text so					
	35. When I study, I read the text					
	36. When I study, I figure out how the information might be useful					
	37. When I study, I try to figure out which concepts I still haven't					
	38. When I study, I try to understand the material better					
	39. When I study, I figure out how the text information fits in with					
	40. When I study and I don't understand something, I look for					
	41. When I study, I make sure that I remember the most important points in the text					

Environment

Home

41. With whom do you live during your school year?

- a. No one, I live alone
- b. One or more other students
- c. My spouse or partner
- d. My child or children
- e. My parents
- f. Other relatives
- g. Friends who are not students at Twifo Praso SHS
- h. Other people: specify

42. During the time school is in session, about how many hours a week do you usually spend working on a job for pay?

On-Campus		Out-of-school
<input type="radio"/>	None: I don't have a job	<input type="radio"/>
<input type="radio"/>	1-10 hours a week	<input type="radio"/>
<input type="radio"/>	11-20 hours a week	<input type="radio"/>
<input type="radio"/>	21-30 hours a week	<input type="radio"/>
<input type="radio"/>	31-40 hours a week	<input type="radio"/>
<input type="radio"/>	More than 40 hours	<input type="radio"/>

43. If you have a job, how does it affect your schooling and studies?

- a. I don't have a job
- b. My job does not interfere with my school work
- c. My job takes some time from my school work
- d. Other

(Specify).....

School

44. How well do you like your school?

- a. I am enthusiastic about it
- b. I like it
- c. I am more or less neutral about it
- d. I don't like it

Please explain your answer.....

45. In terms of your academic performance, would you say your school contributed in the good or bad grades you have attained so far? Why do you say so?

.....

46. If you could start over again, would you go to the school you are now attending (Twifo Praso SHS)/attended?

- a. Yes, definitely
- b. Maybe yes
- c. Maybe no
- d. No, definitely

47. Please explain your answer in 46.

.....

Thinking about what you have learned in school: To what extent do you agree or disagree with the following statements?

(Please mark only one box in each row)

(1) Strongly disagree (2) Disagree (3) Agree (4) Strongly agree

48. a) School has done little to prepare me for adult life when I leave school

b) School has been a waste of time

c) School has helped give me confidence to make decisions

d) School has taught me things which could be useful in a job

How much do you disagree or agree with each of the following statements about teachers at your school?

49. a) I get along well with most of my teachers

b) Most of my teachers are interested in my well-being

c) Most of my teachers really listen to what I have to say

d) If I need extra help, I will receive it from my teachers

e) Most of my teachers treat me fairly

50. What do you think the school should do better, to help you learn in school?

