

CHRISTIAN SERVICE UNIVERSITY COLLEGE

**FACTORS AFFECTING STUDENTS PERFORMANCE IN SECOND CYCLE
SCHOOLS IN AFIGYA SEKYERE SOUTH DISTRICT OF GHANA**

SARFO RAPHAEL PATRICK

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(14018850)

**THIS DISSERTATION IS SUBMITTED IN PARTIAL FULFILMENT OF THE
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COLLEGE**

2019

DECLARATION

Candidate's Declaration

I hereby declare that this dissertation is the result of my own original research and that no part of it has been presented for another degree in this University or any other University.

Candidate's Signature Date

Name: Sarfo Raphael Patrick

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: Mrs. Abena Korang Acheampong Abaitey

ABSTRACT

The purpose of this study was to find the factors affecting student's performance among second cycle schools in Afigya Sekyere South district. The study adopted a case study research design. The target population comprises all Senior high school students in Afigya Sekyere South district. The accessible population comprise of students in the three selected schools in Afigya Sekyere South (Adu Gyamfi Senior high School, Agona Secondary Technical and Agona S.D.A). Purposive sampling was used to determine the sample size which constitutes 380 respondents; 300 students, 45 teachers and 35 parents. According to the study the factors that contributed to low academic performance of students include: Inadequate teaching and learning materials, class size, Lack of parents' involvement in students work, occupation of parents, educational background of parents, Inability of teachers to complete their syllabus and not supervising exercises given to the students, Poor supervisory role of teachers were the factors that contributed students poor performance. It was recommended that; School authorities should do well to build new classroom blocks to reduce the class population and provide teaching learning materials to facilitators, Parents should visit school of their children to find out the progress in their child's education, Teachers should do well to complete their syllabus and make time to inspect the exercise given to the students to ensure correlation between class exercise and end of term exams, Students should pay attention in class and notify teachers if they don't understand topic been taught before doing the class exercise to avoid copying.

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DEDICATION

This dissertation is dedicated to my wife and my children for their love and encouragement during the most difficult period of my life.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

This study investigated the factors affecting student's performance among second cycle schools in selected schools in Afigya Sekyere South District, of the Ashanti Region of Ghana. According to Adell (2002), low academic performance of students is a major problem facing the educational sector. The poor performance of students has been identified and studied in previous research e.g. Linda (2013), Mohammad, (2015); Ogunley, (2019) and Manoshi, (2019). Irrespective of the numerous studies on the performance of students, there is a lack of knowledge about the reasons why majority of students perform well in class exercise and test but do not repeat such performance in their exams. It is in view of the above reasons that this study was conducted to unravel the reasons for this canker and suggest appropriate recommendations to remedy the situation.

The development of any country largely depends on the quality of education available to its citizens (Linda, 2013). It is generally believed that the basis for any true development must start with the development of human resources (Linda, 2013). Hence, formal education remains the vehicle for social-economic development and social mobilization in any nation (Linda, 2013).

According to Ilhan (2001), education in every sense is one of the fundamental factors of growth and development. No country can achieve sustainable economic development and progress without substantial investment in human capital. Education enriches and improves people's understanding of themselves and the world, Ilhan (2001). It improves the quality of their lives and leads to broad social benefits to individuals and society. Education raises people's productivity and creativity and promotes entrepreneurship and technological advances. In addition, it plays a very crucial role in securing economic and social progress

and improving income distribution, (Ilhan, 2001). In the quest to produce a literate and numerate population that can jointly deal with problems both at home and at work. This led to the introduction of second cycle education (Linda, 2013). (Akanle; 2007) also assert that Secondary education serves as a foundation on which further education is built. Formal education does not exist in a vacuum; it reflects the broad social, economic and political structure of the country it services (Manoshi, 2009). Formal education and politics exist in a symbiotic relationship since education is always addressed within an environment of politics, Manoshi (2009).

Mohammad (2015) explains that the problem of low academic performance is one of the biggest problems facing formal educational institutions in Ghana. He further explains that Poor performance of student sometimes lead to the presence of a group of students who are unable to pursue their courses with their colleagues because of their weak potentials. It is argued that these differences in academic performance are cause by social realities such as poverty, political, and socio-economic problems (Engelbrecht, Kruger and Booysen, 1996). According to Ogunleye (2016), Student's academic performance occupies a very important place in education as well as in the learning process. Nuthana and Yenagi (2009) cited by Mendezabal,(2013) explains that education is considered as a criterion to measure one's total potentialities and capacities and it is measured by using students performance in school. Examination result is used to pass judgment on the quality of education offered by academic institutions (Ogunleye, 2016). Aremu (2003) identifies poor academic performance as a performance that is adjudged by the examiner and some other significant as falling below an expected standard. Adell (2002) also argues that poor performance in high schools is an international problem that has been linked to the low socio-economic background of the learners.

According to Linda, (2012) good performance by students is considered a vital indicator of good education, so the poor performance of students' at the basic and senior high school level has not only led to public outcry, but also educationists have been increasingly occupied in their attempt to identify factors that influence student's performance especially in Ghana (Linda 2013). Anamuah-Mensah (2010) attributed the poor performance of students to lack of effective supervision and monitoring at schools, lack of motivation for teachers and inadequate number of qualified teachers to fill empty classrooms. Also, Etsey (2005) attributed the poor performance of students to a combination of factors relating to the school environment, teachers, pupils and parents. Diaz (2003) on the other hand attributed factors such as intellectual ability, poor study habit, lack of vocational goals, low self-concept, low socio-economic status of the family, poor family structure and anxiety as contributing to educational performance.

Poor academic performance in schools may be attributed to the factors mentioned above. It is therefore important not only to carry out an empirical study on the causes of low academic performance of pupils, but also to look for opportunities and propose measures to assist on-going efforts at improving student's academic performance in Senior High Schools in Ghana.

1.2 Statement of the Problem

Over the past few years, concerns have been raised about the generally poor academic performance of students in the second cycle institutions (Ghana Education Service, 2018). There are several studies (Linda, 2013; Mohammad, 2015 Ogunley, 2019; Manoshi, 2019) Irrespective of the numerous studies on the performance of students, there is a lack of knowledge about the reasons why majority of students perform well in class exercise and test but do not repeat such performance in their exams. Upon investigation, it was realized that;

the majority (70%) of the students performs well while in school but do not repeat that same performance in the WAEC examination (Afigya Sekyere South Education Directorate, 2018).

A report by the West African Examinations Council (WAEC) in 2018 revealed that the West African Senior School Certificate Examination for school candidates show a decline in performances in Mathematics and English Language compared to 2017 standards. According to WAEC, the performance at score range A1 - C6 in Social Studies showed a marked improvement over that of 2017 (52.25% to 73.27%), while Integrated Science also recorded a slight improvement (43.66% to 50.52%). However Core Mathematics recorded 38.33 percentage performances as against the 2017 performance of 42.73 percent. The English Language similarly suffered a drop, recording only 46.79 percent over the 2017 performance of 54.06 percent (WAEC, 2018). This raises the question as to why these declines and the numerous malpractices?

In 2017, 2,500 candidates were presented by the three schools (Adu Gyami Senior high School, Agona secondary technical and Agona S.D.A) in Afigya Sekyere South District in the Ashanti region of Ghana. A critical study of their class assessment and examination results (cumulative records) indicated that out of the 2500 candidates 20% representing 500 students were above average, 40% representing 1000 were average students and 30% representing 750 students were below average (Afigya Sekyere South district education directorate , 2018). The WASSCE results in 2017 indicated that out of the 2500 candidates only 250 candidates qualified for tertiary education representing 10% of the entire population. This means that only 10% were able to get A1 to C6 as the basic requirement for tertiary education. The remaining students had D, E or F in any of the core subjects representing 90% of the entire population (WAEC, 2017).

In 2018, the total numbers of candidates presented by the schools were 2550. Assessing their cumulative records indicated that, 25% were above average, 50 were average

students and 25 below average. Out of this number, 383 candidates qualified for tertiary education representing 15% of the entire population. This means that only 15% had A1 to C6 as the requirement for tertiary education in Ghana (WAEC, 2018).

This problem raises questions about the factors affecting the low performance of students in the West Africa Examination. The pertinent questions to address, therefore, are what school environmental factors are the causes of poor academic performance in the Afigya Sekyere South District? What home conditions cause students in the Afigya Sekyere South District High School students to perform poorly academically? What teacher factors contribute to the low academic performance of the students in Afigya Sekyere South High School? What student behaviours are responsible for their poor academic performance in the Afigya Sekyere South District? What education administration factors contribute to the poor academic performance of the students in Afigya Sekyere South District High School?

1.3 Purpose of the Study

The purpose of this study is to explore the causes of the low performance of students in the second cycle schools in Afigya Sekyere South District and to propose ways of improving their performance.

1.4 Research Objectives

The general objective of this study is to examine the factors that are responsible for the low academic performance of second cycle schools in the Afigya Sekyere South District of Ghana

The specific objectives of this study are:

1. To identify school environmental factors that account for students' poor academic performance.

2. To assess the home conditions responsible for the poor academic achievement of students in Afigya Sekyere South District;
3. To examine teacher factors that contributes to the poor academic performance of the student's.
4. To identify student's character responsible for their poor academic performance.
5. To assess education administration issues that contributed to the poor performance of student's.

1.5 Significance of the Study

The study will provide insight into the problems whose solution might help inform specific actions to be taken to efficiently and effectively address the poor performance of students. It will also provide useful information to parents in respect of their responsibilities in the procurement of psychological and school needs to enhance and improve students' performance. This study will also bring to light the various factors influencing students negatively or positively.

This study would not only assist the Department of Education and School Management Teams to improve performance, but it would also provide strategies to guide the teachers on how to improve the performance of learners to a level that would allow them entrance to the university.

1.8 Delimitation

This research was limited to the study of three second cycle schools (Adu Gyamfi Senior high School, Agona Secondary Technical and Agona S.D.A) in Afigya Sekyere South District.

1.9 Limitation of the Study

Some of the Senior High School (SHS) administrators declined to co-operate and did not allow the researcher enter their office due to security reasons therefore, making some information limited in this dissertation. Some were unwilling to co-operate because of their busy schedule. As a result the researcher focused on the respondents who were willing to provide all the necessary details needed for the study.

1.8 Definition of Terms

Human capital: is a measure of the skills, education, capacity and attributes of labor which influence their productive capacity and income.

Cumulative record: it is a compilation of the student's record been it exercise, assignment and exams.

Formal education: a classroom base education with a trained teacher.

Socio-economic status: is a combination of education, income and occupation of an individual.

1.9 Organization of the Study

The study has been organized as follows: Chapter one of this study includes the introduction, background information about the study, statement of the problem, objectives of the research, research questions, scope of the study, significance of the study and limitations of the study. Chapter two considers the review of relevant literature based on the research objectives. Chapter three deals with the research design, population, sample and sampling techniques, data collection procedures, instrumentation and data analysis.

Chapter four discusses the summary of the analysis based on the data collected from the field. Frequency tables are generated to illustrate statements and observations in the

analysis. The fifth and final chapter presents the summary of the findings and conclusions drawn from the study as well as the appropriate recommendations for the study.

CHAPTER TWO

LITERATURE REVIEW

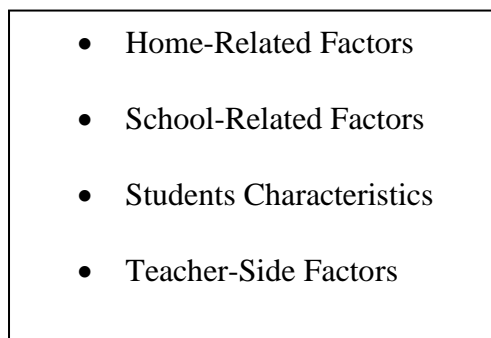
2.1 Introduction

This chapter consists of the conceptual framework, theoretical framework and empirical framework. Conceptual framework deals with the concepts that underpin this research, the theoretical framework which involves the theories by people in th field of study and the empirical framework consist of literature written by experts in the field of study. This literature seeks to review works of people within the field of study. Literature will be reviewed based on the three research questions and their link with the topic understudy.

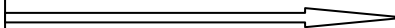
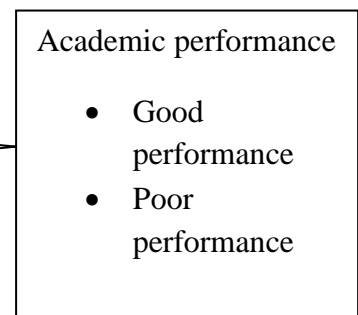
2.2 Conceptual Framework of the Study

The framework shows the factors influencing academic performance of students as the independent variables and performance of students as the dependent variable. Almuammria (2015) states that the factors that can influence academic performance include: Home-Related Factors, School-Related Factors, Students Characteristics, and Teacher-Side Factors. These factors if manipulated can result in good or poor academic achievement of students.

Independent variables



Dependent variables



Source: (Almuammria, 2015)

2.3 Theoretical Framework

This study reviewed the Martin Ford's Motivational Systems Theory (MST). This framework focuses on the individual student as the unit of analysis, but embeds the individual students in the biological, social, and environmental contexts that are crucial to development. Ford proposed a simple mathematical formula that attempts to represent all these factors in one model. The formula for effective person-in-context functioning is:

Achievement = (Motivation x Skill) x Responsive Environment The formula proposes that actual "achievement and competence are the results of a motivated, skillful, and biologically capable person interacting with a responsive environment" (Ford, 1992). Similar formula was used by Pinder (1984) and others cited in Nonis & Hudson, (2006) to demonstrate performance as a multiplicative function of both ability and motivation.

Performance = Ability x Motivation The above formula indicates that a student with very high ability but low motivation is unlikely to perform well, whereas a student with low ability but high motivation is likely to perform well. That is, the variability in motivation across students may dampen associations between ability and performance. In the same way, one can argue that it is simply the study habits and attitudes that ultimately bring about the desired performance and not motivations. Therefore, similar to how motivation interacts with ability to influence academic performance, one can say that study habits and attitudes interact with ability to influence student performance in board examination. Board Exam Performance = Ability x (Study Habits and Attitudes)

This theory is relevant to this study in the sense that no matter how hard parents and teachers strive to help the students; if they are not motivated intrinsically all effort will be in vain. What this means is that after all the necessary measures are put in place the students are the ones to decide to learn or stay idle.

2.4. Empirical Framework

2.4.1 Academic Performance

According to Almuammria (2015) home related factors, school related actors, student related factors and teacher side factors are the independent variables if manipulated can lead to good or poor performance of students. Academic performances of students have been the subject of intensive research over the past years (Ogunleye, 2016). Academic performance has become an issue of standards and quality in education as judged from the performance of students in West African Senior Certificate examination (Ogunleye, 2016).

According to Mohammad (2015) concept of low academic performance varies in its definition. Cary, Roseth, David and Roger (2008) define academic performance as: Performance on task with measures including comprehension, quality and accuracy of answers of tests, quality and accuracy of problem solving, frequency and quantity of desired outcome, time or rate to solution, time on task, level reasoning and critical thinking, creativity, recall and retention, and transfer of tasks. Academic performance refers to a successful accomplishment or performance in a particular subject area and is indicated by grades, marks and scores of descriptive commentaries (Ogunleye, 2016).

Academic performance also refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers in a fixed time or academic year (Dimbisso, 2009).

Good (1973) as cited in (Dimbisso, 2009) stated that achievement encompasses actual accomplishment of the students' of potential ability. Kobaland and Musek (2001, p. 9) stated that: There are two broad groups of definitions of academic performance. The first one could be considered more objective, because it refers to numerical scores of a pupil's knowledge, which measure the degree of a pupil's adaptation to school work and to the educational system. The second group is a more subjective one, as its determination of academic success

is reliant upon the student's attitudes towards his academic achievement and himself, as well as by the attitudes of significant others towards his/her success and him/herself.

Aremu (2003) identifies poor academic performance as a performance that is adjudged by the examiner and some other significant as falling below an expected standard (scoring below the stated pass mark). He also stresses that academic failure is not only frustrating to the students and the parents, its effects are equally crucial on the society in terms of lack of manpower in all fields of the economy and politics. The interpretation of this expected or desired standard is better appreciated from the perpetual cognitive ability of the evaluator of the performance.

Diaz (2003) considers low academic performance or academic failure as the situation in which the subject does not attain the expected achievement according to his or her abilities, resulting in an altered personality which affects all other aspects of life. Tapia (2002) as cited in Diaz (2003) also, notes that while the current educational system perceives that the student fails if he or she does not pass, more appropriate for determining academic failure is whether the student performs below his or her potential.

Bakare (1994) as cited in Asikhia 2010) described poor academic performance as any performance that falls below a desired standard. Eldridge (2012) on the other hand states that there are six key elements in the definition of academic failure these are. These are as follows: Schools' Exams, failure, psychological feelings and academic failure and learning difficulties. It is known that the school years in all levels of education, either end with final exams, or divide a year into several semesters, each of which ends with a periodic exam (quarterly), and sometimes applying the two methods for evaluating students together. However, the educational system usually ends with General Education Examinations (standardized tests) covering all formal and informal educational institutions in all regions.

The second element according to Eldridge (2012) is failure. Failure means not achieving the required mark in that exam. According to Eldridge (2012) failure may be partially or completely without affecting the student's average, which usually indicated whether the student has succeeded or not. Third element according to Eldridge (2012) is psychological feelings. The repetition of academic failure may be accompanied with psychological feelings as well as negative social attitudes. The feelings of sadness and anxiety that accompany the student failure make failure as psychosocial special case. Then, failure is often followed by social situations like sarcastic or moral punishment that may be followed by physical punishment and ignoring for the careless student. Accordingly, the consequences of academic failure have bad effects on both psychological and social aspects. According to the planned programs, teachers should respect the quality of education and its objectives, fitting to the age of the students and their abilities in general. Fourth element according to Eldridge (2012) is academic failure and learning difficulties. The distinction should be made between academic failure and learning difficulties. Basically, the learning difficulties are a temporary situation that almost happened to most of the normal students. Therefore, learning difficulties can be categorized into three levels: simple, medium and strong according to the educational support, or what it calls therapeutic program that is dealing with members of this class, according to their level of difficulty.

2.4. 2 Factors influencing student's performance

Rothstein (2000) argues that learning is not only a product of formal schooling but also of communities, families and peers. According to (Linda, 2013) Socio-economic and socio-cultural forces can affect learning and thus school achievement. Almuammria (2015) state that four main factors influence student's performance in school and these factors are as follows: home-related, school-related, student characteristics, and teacher-side.

2.4.3 Home-Related factors

Home related factors that have influence on students performance include socio-economic status (education, occupation and income), size of the household, type of discipline at home, family structure, and the level of parental involvement and interest in child schooling are all factors which affect performance in school (Linda, 2013).

Engin-Demir (2009) argued that several researches have consistently shown that students' academic performance is largely influence by home related factors such as background of family characteristics such as socio-economic status of parents. This is confirmed by Schiller, Khmelkov and Wang (2002) who argued that parents who are well educated appears better to provide their children with the academic and social support important for educational success when compared to parents with less educated.

On the other hand, Fuchs and Woessmann (2004) also states that parental education and occupation have more substantial effects on reading than on mathematics test scores. They stated that parental occupation and having at least one parent with a regular job have important effects on pupil academic performance.

Besides, Asikhia (2010) also states that students from poor homes are often forced out of school and are often engage in hawking, selling packaged drinking water and the likes so as to save money for their school expenses. In most cases such students cannot afford instructional materials, and are always at the mercy of examiners during examination period (Linda, 2013).

Several studies have shown that the nature of parental discipline affect academic performance of children (Aremu, 2000). Oluwole (2001) identifies that the degree of self-efficacy and anxiety manifested by learners determine their academic performance. On the other hand, children from permissive homes are too complacent, unmotivated, and lack personal will to succeed (Linda, 2013). The democratic style of parenting has been found to

be very helpful to teaching-learning situation. Here, children receive punishment that is commensurate with the offence committed. Such children are strong willed and ready for success (Linda, 2013). Aremu (2000) observes from a study that undergraduates that receive democratic type of parenting perform better than their counterparts from autocratic homes.

Houtenwille (2008) also found that parental involvement has a strong positive effect on student achievement. Further research shows parental involvement in children's learning not only leads to higher academic achievement, but greater cognitive competence, greater problem solving skills, greater school enjoyment, better school attendance and fewer behavioral problems at school (Melhinsh, 2001 reported in Ademola & Olajumoke, 2009). Additionally, Tremblay, Ross and Berthelot (2001) found a significant association between students with parents involved at school and their academic performance.

2.4.4 School Environmental-Related factors

Several school environmental factors that have influence on students performance include availability of instructional materials, school location and quality of the physical facilities, class size and pupil-teacher ratios, teacher qualification and experience, and supervision (Linda 2013).

Neagley and Evans (1970) as cited in Kafui (2005) state that effective supervision of instruction can improve the quality of teaching and learning in the classroom. Etsey, Amedahe and Edjah (2004) in a study of 60 schools from peri-urban (29 schools) and rural (31 schools) areas in Ghana found that students academic performance was better in private schools than public schools because of more effective supervision of instruction. It is believed that Students usually perform better when they have books or study aids to foster their learning. These study aids material resources could be textbooks, teachers' guides, wall

pictures, maps, atlases and other learning aids. The availability and use of teaching and learning materials affect the effectiveness of a teacher's lessons (Linda 2013).

On the other hand Danesty (2004, cited in Yinusa & Basil, 2008) also, assert that good sitting arrangement and good buildings produce high academic achievements and performance, while dilapidated buildings that lack mental stimulating facilities coupled with low or no sitting arrangements is destructive. Asikhia (2010) also point out that where a school is located determines to a very large extent the patronage such a school will enjoy. Similarly, the entire unattractive physical structure of the school building could de-motivate learners to achieve academically (Linda 2013). Engin-Demir (2009) argue that attending a school with a better physical environment is associated with increased math's scores. Adepoju (2001) found that students in urban schools manifest more brilliant performance than their rural counterparts.

Class sizes have also been identified as determinant of student's academic performance. Studies have indicated that schools with smaller class sizes perform better academically than schools with larger class sizes (Linda 2013). Fabunmi, Brai-Abu and Adeniji (2007), for instance, stated that three class factors class size, student classroom space and class utilization rate when taken together, determined significantly students academic performance. Also, Salfi and Saeed (2007) found a significant correlation between school size and students' achievement in Pakistan. They found out that small schools performed better than medium and large schools. Adeyela (2000) concludes that large class size is not conducive for serious academic work.

2.4.5 Students behavior

Students behaviors that have influence on students performance include time with books and homework, attendance in school, pupils' attitude towards schooling, pupils' self-concept and motivation, health and nutritional status of students (Linda 2013).

A highly motivated person puts in the maximum effort in his or her job (Ogunleye 2016). Young (1988) in Kafui (2005) examined the job satisfaction of Californian public school teachers in the USA and found that one of the overall job predictors was the salary one earned from it. Studies by Lockheed et al. (1991) in Kafui (2005) indicated that lack of motivation and professional commitment produce poor attendance and unprofessional attitudes towards students which in turn affect the performance of students academically. That is why Hall (1989) believes that there is a need to motivate students so as to arouse and sustain their interest in learning. "Motivation raises question on why people behave in the way they do it". An individual could therefore, from psychologists' point of view, be seen as politically, socially and academically motivated depending on the motive behind his or her activities.

According to Engin-Demir (2009) regardless of intelligence, students who spend more time on assignments and homework are very important activities to improve their grades. The amount of time students invests in homework and other related activities have also been found to be strongly related to motivation (Linda, 2013).

School attendance has a high correlation with individual academic achievement. The success of a pupil in school is predicated on regular school attendance (Linda, 2013). According to Allen-Meares, Washington and Welsh (2000) poor attendance such as truancy or unexcused absence from school, cutting classes, tardiness, and leaving school without permission is seen as important in determining students' academic performance. Heady

(2003) argued that there is a negative relationship between student academic achievement and work during school hours.

Several researchers have investigated the significant role of pupil attitudes toward learning with regard to their academic achievement. Pupils' attitudes such as absenteeism, truancy, indiscipline, etc can affect their performance (Linda, 2013). House (1997) and Hassan (2002) assert that the student's initial attitude towards school is significantly related to academic performance and that attitudes will predict the student's basic approach to learning.

2.4.6 Teacher-Side factors

Teacher side factors that have influence on student's performance include teacher attendance in school, teachers' interest and motivation, and teaching effectiveness and methods of teaching (Linda 2013).

A widespread problem of teacher absenteeism is likely to contribute to poor student performance. The prevailing evidence is that teacher absenteeism in school level in Ghana appears to have worsened in the last fifteen years (World Bank, 2004). The study also found absenteeism to be significantly worse in rural schools than in urban schools, and worse in public schools compared to private schools. Similarly the CARE International (2003) report which looks at deprived rural areas in northern Ghana talks of „chronic teacher absenteeism“ which „adversely affects the learning environment“ and Dunne and Leach (2005) talk about the low levels of professionalism in schools (especially low performing ones), with teachers having high rates of lateness, absenteeism and sometimes refusing to teach.

The World Bank (2004) report put forward a number of reasons for the increasing teacher absenteeism. These included teachers living long distances from schools and experiencing transportation difficulties; teachers having to travel to town once a month to

collect their pay, which may or may not have arrived; and, rural teachers engaging in farming activities. Although factors will be context-specific, multivariate analysis on teacher survey data also showed that teacher absenteeism was more likely to occur if the following factors were prevalent: poor working conditions, low motivation, and high pupil-teacher ratio, living with spouse, being in their home district, and having good social relations (World Bank, 2004). Barnes (2003) indicates how teachers are being encouraged in Ghana to facilitate local level development, which although can have positive impact on schooling, but can also lead to teacher absenteeism and lateness.

Lateness and absenteeism affect completion of syllabi. When the syllabus is not completed, pupils find it difficult to understand content that is to be taught in the next class which foundation in most cases is based on the previous class (Etsey, 2005).

Another factor is teacher motivation. A highly motivated person puts the maximum effort in his or her job (Linda 2013). Ofoegbu (2004) linked poor academic performance of students to poor teachers' performance in terms of accomplishing the teaching task, negative attitudes to work and poor teaching habits which have been attributed to poor motivation. The influence of effective teaching on pupils' academic performance has been the subject of several studies (Linda 2013). According to Hedges (2002) many trained teachers are unwilling to accept postings to deprived communities in Ghana. As a result there is a tendency for less qualified teachers to be employed in these rural communities, which affects their academic performances negatively. Darling-Hammond (2000) found that teacher quality characteristics such as certification status and degrees in subject to be taught are very significant and positively correlated with subject outcomes in science and mathematics. Abuseji (2007) also assert that teacher's qualification is the second most potent causal effect on student's achievement in chemistry.

Jacob and Lefgren (2006) found a positive correlation between effective teaching and academic achievement. Similarly, Adediwura and Tayo (2007) suggest that effective teaching is a significant predictor of students' performance and concludes that effective teaching produce students of higher academic quality. Akiri and Ugborugbo (2009) identified that effective teaching produced better performing students.

2.5 Summary

Literature has been reviewed on the factors affecting student's performance in school. These factors according to the literature review included school environment, home related factors, student factors and teacher side factors. According to the literature socio-economic status (education, occupation and income), size of the household, type of discipline at home, family structure, and the level of parental involvement and interest in child schooling are the home related factors that can affect students' performance.

Also, it was clear in the literature that school environmental factors that have influence on students performance include availability of instructional materials, school location and quality of the physical facilities, class size and pupil-teacher ratios, teacher qualification and experience, and supervision.

Furthermore, time with books and homework, attendance in school, students attitude towards schooling, pupils self-concept and motivation, health and nutritional status of students are the student factors that have effect on students' performance.

Finally, it was clear in the literature that teacher attendance in school, teachers' interest and motivation, and teaching effectiveness and methods of teaching are the teacher side factors that can affect student performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methods used in the study. It captures the research design, sampling techniques and procedures, data collection source and instrumentation. It also describes the source of data including the methods of data collection.

3.2 Research Design

Case study approach was adopted as the design for this study. According to Kumekpor (2002), case study involves an investigation which seeks to grasp and understand a social situation or an issue which takes into consideration the special and peculiar circumstances surrounding it. The usage of the case study design will afford the researcher the advantage to deeply examine the factors affecting students' performance

3.3 Study Area

Afigya Sekyere South district is located near Kwabre East municipality in the Ashanti Region of Ghana. Their district capital is Asante Mampong some few meters away from Agona Jamasi located on Tafo Meduma road. The main occupation of the people of Afigya Sekyere South District are farming and trading. They have a population of approximately 94,009 representing 2% of Ashanti region population. Afigya Sekyere South District can boast of five public senior high schools, one vocational schools and school for the Deaf in Jamasi.

3.4 Target Population

The target population comprises all Senior high school students in Afigya Sekyere South district. The accessible population comprise of students in the three selected schools in Afigya Sekyere South.

3.5 Sampling

3.5.1 Sampling Techniques and Procedures

100 students were purposively selected from each school. Out of the 100 students 60 were continuing students and 40 past students. The selection was based on their performance, with the help of the class teachers, the researcher group the students under average, below average and above average. Any score below 50 was considered below average, 50 to 60 average and 60 to 100 above average. 40 past students of 2018 and 2017 academic year were also selected from each school.

35 parents who are actively involved in the schools activities and their wards education were purposively selected with the help of the P.T.A chairman of the schools. All teachers were considered for the study but 5 of the teachers were not able to participate. Two of them were on maternity leave and three were absent on the time of visit in all a total of 45 teachers participated.

3.5.2 Sample Size

At the end of the sampling procedure, there were a sample total of 300 students; 45 teachers and 35 parents.

Table 3.1 provides a summary of the sample distribution.

Participants	Number of participants
Students	300
Parents	35
Teachers	45
Total	380

3.6 Data Collection

3.6.1 Source of Data Collection

Both primary and secondary data were used for this study. Primary data were obtained through face-to-face interview, and self-administered questionnaire. However, research done in the field of study was also used to augment the studies.

3.6.2 Instrumentation of Data Collection

Questionnaires were used to collect data from respondents. This instrument was used because it offers less opportunity for bias caused by the presence or attitude of the interviewer (Sarantakos, 1998) cited in Boye-Laryea (2012). On the other hand Kerlinger (1973) cited in Boye-Laryea (2012) observed that the questionnaire is widely used for collecting data in educational research because it is effective for securing factual information about practices and conditions and for enquiring into the opinions and attitudes of a subject.

3.7 Data Collection Procedures

The data collection process began on 9th January, 2019 and ended on 3rd February, 2019. The cumulative records and exercises of the students were cross checked on the first day with the help of the class teachers to confirm the research problem. The WASSCE results of the selected past students were also cross checked together with their cumulative records to confirm their correlation. Questionnaires were personally delivered to the respondents' after obtaining permission from the school authorities. The questionnaire were handed to the respondents to give answers to the questions on it and the selected past students were contacted by the researcher with the help of the teachers. Soft copies of the questionnaire were sent to those students who were not able to show up. the purpose of the study was explained to the respondents with the help of a colleague teacher. The researcher explained every point on the questionnaire to the respondents to ensure accurate response. The questionnaires were giving out and collected the same day to ensure 100% return rate.

3.7 Data Analysis

The data were collated, sifted through and edited in order to address questions that have been answered partially. After editing and coding, the data were entered into the computer using the Statistical package for the Social Sciences (SPSS) software. Before performing the desired data transformation, the data were cleaned by running consistency checks on every variable. Corrections were made after verification from the questionnaires and the database was generated. The data were analyzed using basically descriptive statistics involving mainly frequency distributions.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the findings and discussion obtained from the study. The respondents of the study were students, parents and teachers. Data was obtained from 300 students; 45 teachers and 35 parents in the three selected schools in Afigya Sekyere South District. The first part of this chapter describes the demographic characteristics of respondents. In the second part, the research findings are presented in five sections according to the research questions base on school factors, parental/home support variables, teacher factors, students' characteristics and education administration issues.

4.2 Demographic Characteristics of students

4.2.1 Students Demographic Characteristics

Table 4.1 shows that 40% of the respondents were males and 60% were females. This indicates that majority of the students were females. It implies that there more females in the school than males.

Table 4.1 Sex of students'

Sex	Number of students	Percentage (%)
Male	120	40
Female	180	60
Total	300	100

Source: Field survey, 2019

Table 4.2 Age Group of Students

Table 4.2 shows that 13.3% of the students were in the age bracket of 14-16, 53.3% were in the age bracket of 16-18 and 33.3% were 18+. This indicates that majority of the students were old enough to make their own decisions about learning and provide answers to the questions. Age was considered in this study because age can sometimes be a determinant to students' performance.

Age group	Number of students	Percentage (%)
14-16	40	13.3
16-18	160	53.3
18+	100	33.3
Total	300	100

Source: Field survey, 2019

4.2.2 Demographic Characteristics of Teachers

Table 4.3: Age Group of Teachers

Table 4.3 shows that 22.2% of the teachers are in the age bracket of 20-30, 51.1% are in the age bracket of 30-40 and 26.7% are 40+. The age distribution particularly in the schools studied indicates that a substantial proportion of the teaching forces are young. This can have a positive effect on students' performance since young teachers are filled with energy, new and different teaching methods. It can be concluded that age of teachers is not a contributing factor to the poor performance of students in Afigya Sekyere South District.

Age group	Number of teachers	Percentage (%)
20-30	10	22.2
30-40	23	51.1
40+	12	26.7
Total	45	100

Source: Field survey, 2019

Table 4.4 Years of Service

Table 4.4 shows that 11.1% are in the age bracket of 1-5, 55.6% are in the age bracket of 5-10 and 33.3% are 15+. This indicates that majority of the teachers have worked for 5 years and more. This findings confirms the work of Ross and Berthelot (2001), which states that students’ perform better at school when taught by teachers who have more years” of experience. It can be assumed that majority of the teachers have adequate work experience and knowledge about their schools and thus are able to provide reliable information about the schools.

Years	Number of teachers	Percentage (%)
1-5	5	11.1
5-10	25	55.6
15+	15	33.3
Total	45	100

Source: Field survey, 201

4.2.3 Demographic Characteristics of Parents

Table 4.5 Educational Background of Parents

Results from 4.5 shows that 28.6% of the parents completed JHS, 57.1% completed SHS and 14.3% completed tertiary. This indicates that majority of the parents do not have tertiary education. This could be a contributing factor to the poor performance of their children because Parents' level of education is significantly related to their children educational achievement. According to Anamuah-Mensah, (2007) educated parents tend to value their children's education more, buying books and other supporting materials, helping them with homework and advising them on career options.

Educational background	Number of parents	Percentage (%)
JHS	10	28.6
SHS	20	57.1
Tertiary	5	14.3
Total	35	100

Source: Field survey, 2019

Table 4.6 Parents' Occupation

Results from Table 4.6 shows that 48.6% of the parents have low in salary jobs, none of them have high salary jobs, 17.1% are civil servants and 34.3% are farmers. This indicates that majority of the parents are in low salary jobs. This could be a contributing factor to the poor performance of the students. According to Linda, (2012) Parents who receives huge salaries usually have higher socio-economic status and tend to have higher incomes than those in low salary jobs. Therefore, students' from high income families usually enjoy some privileges like attending extra class and buy supplementary books which normally enhance their performance at school.

Occupation	Number of parents	Percentage (%)
Low salary job	17	48.6
High salary job	0	0
Civil servant	6	17.1
Farming	12	34.3
Total	35	100

Source: Field survey, 2019

4.3 School Environmental Factors that Account for Students’ Poor Academic Performance.

The first objective of this study was to identify school environmental factors that account for students’ poor academic performance. The research findings are presented according to the research question posed to achieve this objective. What are the school environmental factors that account for students’ poor academic performance? The school environmental factors considered include School building, availability of teaching and learning materials, availability of infrastructure facilities, and class size.

4.3.1 Availability of Teaching and Learning Materials

A total of 45 teachers were asked if teaching and learning material are adequate in their schools. The results are shown in table 4.7

Table 4.7 Adequacy of Teaching and Learning Materials in the School

Teaching and Learning Materials	Number of respondents	Percentage (%)
Adequate	5	11.1
inadequate	30	55.6
unavailable	10	15.6
Total	45	100

Source: Field survey, 2019

As shown in Table 4.7, 11.1% of the teachers reported that teaching and learning materials are adequate, 55.6% of the teachers reported that teaching and learning materials are inadequate and 15.6% reported that teaching and learning materials are unavailable. It is clear from the analyses that teaching and learning materials are inadequate in the schools. Since teaching-learning materials are inadequate in the schools, the situation made it difficult

for the students to understand the lessons and retain what they learn, this contributed to the poor performance of students'. According to Linda, (2012) Teaching and Learning Materials (TLMs) such as textbooks, teachers' guides, wall pictures, maps, atlases and other learning aids are important ingredients in the teaching and learning process. This finding confirms the work of Etsey (2005) that the shortage of teaching-learning materials deprived students of exercises, attention and feedback from teachers to enhance their gained knowledge and improve their academic performance.

4.3.2 School Building

A total of 45 teachers were asked if school infrastructure has any effect on students' performance. The results are shown in table 4.8

Table 4.8 School Infrastructure has Effect on Students' Performance.

Response	Number of teachers	Percentage (%)
Yes	10	22.2
No	35	77.8
Total	45	100

Source: Field survey, 2019

As shown in Table 4.8. The teachers were asked if school infrastructure has any effect on students' performance. 22.2% responded that school infrastructure has effect on students' performance. 77.8% on the other hand responded that school infrastructure do not have any effect on students' performance. However, the study found no statistically significant in terms of the school infrastructure and facilities considered for this study. In other words, the state of infrastructure and materials in the schools was therefore not a reason for the low academic performance of students'. This finding disagrees with the finding of Danesty (2004) who assert that good sitting arrangement and good buildings produce high academic achievements

and performance, while dilapidated buildings that lack mental stimulating facilities coupled with low or no sitting arrangements is destructive.

4.3.3 Class Size

A total of 300 students were asked to describe their class size. The results are shown in table 4.9

Table 4.9 how will you describe your class size?

Class size	Number of students'	Percentage %
Large 60+	250	83.3
Normal (30-40)	30	10
Small (20-30)	20	6.7
Total	300	100

Source: Field survey, 2019

As shown in Table 4.9. 83.3% of the students responded that their class size is large with over 60 students in one class. 10% responded that their class size is normal with 30-40 students in a class and 6.7% responded that their class size is small. It is clear from the analysis that the schools have large class size. Class sizes have also been identified by Linda, (2012) as a determinant of academic performance. Linda, (2012) further indicated that schools with smaller class sizes perform better academically than schools with larger class sizes (Linda 2013). It can be concluded that large class size is a contributing factor to the students' poor performance.

4.4 Home Conditions Responsible for the Poor Academic Achievement of students'

The second objective was to find out home conditions responsible for the poor academic achievement of students in Afigya Sekyere South District. The research findings

are presented according to the research question posed to achieve this objective. What home conditions are responsible for the poor academic achievement of students in Afigya Sekyere South District? Home conditions investigated include provision of textbooks and supplementary readers, interaction with parents, parent’s participation in student’s education, provision of breakfast for students’ and provision of basic school needs.

4.4.1 Provision of Textbooks and Supplementary Readers

It is the responsibility of parents to provide relevant subject textbooks and supplementary readers to their children. A total of 35 parents were asked if they provided subject textbooks and other supplementary readers for their children. The results are shown in Table 4.10

Table 4.10 Do you Provide Subject Textbooks and Other Supplementary Readers to your Children.

Response	Number of students	Percentage (%)
Yes	25	71.4
No	10	28.5
Total	35	100

Source: Field survey, 2019

As shown in Table 4.10. 71.4% of the parents responded that they provide subject textbooks and other supplementary readers to their children. 28.5% responded that they do not provide subject textbooks and other supplementary readers to their children. Majority of the text books and other supplementary materials are being provided by the government as a result parents do not find it difficult providing the rest. Textbooks and other supplementary readers is not a contributing factor to students’ poor performance.

4.4.2. Parents Interaction with teachers

A total of 45 teachers were asked if the parents ever ask them about their child's progress in school. The results are shown in Table 4.11

Table 4.11 Parents Interactions with teachers

Response	Number of teachers	Percentage (%)
Yes	15	33.3
No	30	66.7
Total	45	100

Source: Field survey, 2019

Results from Table 4.11 shows that 33.3% responded that parents ask them about their child's progress in school, 66.7% responded that parents do not ask them about their child's progress in school. This indicates that majority of the parents do not interact with their children teachers on their performance. This is a contributing factor to the poor performance of the students because there is less motivation and encouragement from their parents. According to Etsey (2005) interactions with teachers put the students on the alert to study in school because they would know that their parents would come and inquire about their performances in school. Linda, (2012) on the other hand through interactions with teachers, parents would know the problems confronting their individual students and offer any assistance that would make positive impact on the students.

4.4.3 Provision of Breakfast for Students'

A total of 300 students were asked if they eat breakfast before going to school in the morning. The results are shown in Table 4.12.

Table 4.12 do you eat breakfast before going to school in the morning

Response	Number of students	Percentage (%)
Never	40	13.3
Sometimes	80	26.7
All the time	180	60
Total	300	100

Source: Field survey, 2019

Results from Table 4.12 shows that 13.3% of the students never eat breakfast before they go to school in the morning, 26.7% sometimes eat breakfast before going to school, and 60% eat breakfast all the time before going to school. This indicates that majority of the students eat breakfast before going to school. This indicates that breakfast is not a contributing factor to students' poor performance.

4.5 Teacher Factors that Contribute to the Poor Academic Performance of Students

The third objective was to identify teacher factors that contribute to the poor academic performance of the students in Afigya Sekyere South District. The research findings are presented according to the research question posed to achieve this objective. What teacher factors contribute to the poor academic performance of the students in Afigya Sekyere South District? The teacher factors considered include; absenteeism, completion of syllabi, regularity of homework and exercise, exercise supervision.

4.5.1 Absenteeism

A total of 300 students were asked if their teachers are always present in class when they have lessons. The results are shown in Table 4.13

Table 4.13 Are your teachers are always present in class when they have lessons.

Response	Number of students	Percentage (%)
Never	0	0
Sometimes	50	16.7
All the time	250	83.3
Total	300	100

Source: Field survey, 2019

Results from Table 4.13 shows that 16.7% of the students responded that the teachers are sometimes present in class when they have lessons, 83.3% responded that the teachers are always present. This indicates that the teachers are always present when they have lesson. This implies that absenteeism on the part of the teachers was not a factor that contributed to the poor performance of students.

4.5.2 Completion of Syllabi

A total of 45 teachers were asked if they were able to complete the syllabuses for the classes they taught the previous year. Results are shown on table 4.14

Response	Number of teachers	Percentage (%)
.Completed all	15	33.3
Completed some	30	66.7
Total	45	100

Source: Field survey, 2019

The teachers were asked if they were able to complete the syllabus. 33.3% responded that they were able to complete the syllabus for the class they taught the previous years, 66.7% responded that they completed some. The results shows that majority of the teachers were not able to complete their syllabus for the previous years. This is a contributing factor to

the poor performance of students in the Afigya Sekyere South District. According to Linda, (2012) the completion of the syllabus for each subject in each class provides the foundation for the next class to be built upon. She explains further that when the syllabus is not completed, content that should be taught in the next class which is based on the previous class could not be understood. This finding supports Pryor and Ampiah's (2003) assertion that most children perform poorly because they do not follow school work due to lack of understanding from previous work, which is a prerequisite for the syllabus of higher grades.

4.5.3 Regularity of homework and exercise

A total of 45 teachers were asked if exercise is given to the students after every lesson. Results are shown on table 4.15

Response	Number of teachers	Percentage (%)
Never	0	0
Sometimes	5	11.1
All the time	40	88.9
Total	45	100

Source: field survey, 2019

11.1% of the teachers responded that they sometimes give exercise to students after every lesson, 88.9% responded that they give exercise to students after every lesson. It implies that exercises are given to the students after every lesson. Class Exercise is not a factor that contributes to the poor performance of students at Afigya Sekyere South District. Butler (1987 cited in Etsey, 2005) found exercise and homework to have a positive relationship with learning outcomes when it is relevant to learning objectives, assigned regularly in reasonable amounts, well explained, motivational and collected and reviewed

during class time and used as an occasion for feedback to students” (Butler, 1987 cited in Etsey, 2005, p. 2).

4.5.4 Exercise Supervision

A total of 45 teachers were asked if they get time to supervise the exercise given to the students. Results are shown on table 4.17

Table 4.16 do you get time to supervise the exercise and homework’s given to the students.

Response	Number of teachers	Percentage (%)
Never	0	0
Sometimes	30	66.6
All the time	15	33.3
Total	45	100

Source: Field survey, 2019

Results from Table 4.16 shows that 66.6% do not all the time supervise the exercise and homework given to the students, 33.3% responded that exercise and homework given to the students all the time. It indicates that the teachers do not get time to supervise their exercise and homework’s regularly which as results leads to copy work. This explains why student’s class exercise does not correlate with their end of time examination. According to Engin-Demir (2009) regardless of intelligence, students who spend more time on class exercise, assignments and homework’s under strict supervision by teachers are very important activities to improve their grades. Linda, (2012) on other hand asserts that the amount of time students invests in homework and other related activities in class have also been found to be strongly related to motivation.

4.6 Students' Characteristics Responsible for their Poor Academic performance

The fourth objective was to identify students' characteristics responsible for their poor academic achievement in Afigya Sekyere South District. The research findings are presented according to the research question posed to achieve this objective. What student's characteristics are responsible for their poor academic achievement in the Afigya Sekyere South District? Students characteristics studied include incidences of absenteeism, what cause students to perform well in class exercise, home works and assignments but do not repeat that performance in their examinations, students' involvement in lessons, and use of time after school.

4.6.1 Incidences of absenteeism among students

A total of 45 teachers were asked if the incidence of absenteeism is a problem in the school.

Table 4.17 is incidence of absenteeism a problem among students

Response	Number of teachers	Percentage (%)
Absenteeism is a problem	5	11.1
Absenteeism is not a problem	40	88.9
Total	45	100

Source: Field survey, 2019

Results from the analysis shows that 88.9% of the teachers responded that absenteeism is not a problem in the school, 11.1% responded that absenteeism is a problem. It is clear that absenteeism is not a problem in the school. Incidence of absenteeism is not a contributing factor to the poor performance of students in Afigya Sekyere South District. This is consistent with Etsey (2005) who assert that there is a significant relationship between incidence of absenteeism among pupils and academic performance. Also, according to

Dimbisso (2009) there is a strong positive correlation between school attendance and individual academic achievement.

4.6.2 What cause students to perform well in class exercise, home works and assignments but do not repeat that performance in their exams.

A total of 45 teachers were asked the factors that cause students to perform well in class exercise, home works and assignments but do not repeat that performance in their exams. Results are shown in table 4.18

Table 4.18 What cause students to perform well in class exercise, home works and assignments but do not repeat that performance in their exams

Response	Number of teachers	Percentage (%)
Copying during class exercise	30	66.7
Absenteeism	2	4.4
Examination questions are difficult	13	28.9
Total	45	100

Source: Field survey, 2019

In Table 4.18. 66.7% of the teachers responded that students perform well in class exercise, home works and assignments but do not repeat that performance in their exams as a result of copying during class exercise either from friends or books, 13% responded that students perform well in class exercise, home works and assignments but do not repeat that performance in their exams as a result of difficult Examination questions, 4.4% responded that students perform well in class exercise, home works and assignments but do not repeat that performance in their exams as a result absenteeism. It is clear from the analysis that students perform well in class exercise, home works and assignments but do not repeat that performance in their exams as a result of copying during class exercise which occur as a

result of poor supervision. According to Neagley and Evans (1970) in Kafui (2005) effective supervision of instruction can improve the quality of teaching and learning in the classroom. Etsey, Amedahe and Edjah (2004) on the other hand found that academic performance was better in private schools than public schools because of more effective supervision of instruction.

4.6.3 Students' involvement in lessons

A total of 45 Teachers were asked to indicate the level of student's involvement in teaching and learning. Results are shown in table 4.19

Table 4.19 Are students always involved in lessons

Response	Number of teachers	Percentage (%)
Almost always	35	77.8
Sometimes	8	17.8
Not at all	2	4.4
Total	45	100

Source: Field survey, 2019

In Table 4.19. 77.8% of the teachers responded that students are always involved in lessons, 17.8% responded that students are sometimes involved in lessons, 4.4% responded that students are not involved in lessons. This indicates that students are always involved in lessons. The level of student's involvement in teaching and learning studied did not account for the poor academic performance of students in Afigya Sekyere South District. Involving students in lessons help them to have concrete understanding of the lesson been taught.

4.6.4 Use of time after school.

A total of 300 students were asked to indicate what they do after school. Results are shown in table 4.20

Table 4.20 Do you read after school

Response	Number of students	Percentage (%)
Yes	220	73.3
No	80	26.7
Total	300	100

Source: Field survey, 2019

In Table 4.20. 73.3% of the students responded that they study after school, 26.7% responded that they do not study after school. This meant that what the students do after school did not account for the poor academic performance of students in Afigya Sekyere South District. When students read their notes and other supplementary books after school it helps them to retain and recall what they were taught in school.

4.7 Education Administration issues that Contribute to the Pupils Poor Achievement

The last objective was to find out education administration issues that contribute to the poor performance of students in Afigya Sekyere South District. The teachers were to indicate how often the following education administration issues are done in their respective schools: in-service training, preparation and vetting of lesson notes, monitoring and evaluation of teaching and learning. However, there were no statistically significant found in respect of the above mentioned education administration issues. This meant that education administration issues studied did not account for the poor academic performance.

4.7.1 In-service training

A total of 45 teachers were asked if in-service training are been organize for them regularly. Results are shown in table 4.21

Table 4.21 In-service training

Response	Number of teachers	Percentage (%)
Once a year	10	22.2
Twice a year	35	77.8
No training	0	0
Total	45	100

Source: Field survey, 2019

In Table 4.21. 22.2% of the teachers responded that administration organize in-service training once every year for them, 77.8% responded that administration organize in-service training twice every year, none of the teachers responded that in-service training is not organize in their school. This indicates that in-service training are been organize for the teachers. This indicates that in-service training studied did not account for the poor performance of students. In-service training helps to widen the knowledge of the teachers. It also supplement the teachers with new ideas and knowledge.

4.7.2 Preparation and vetting of lesson notes

A total of 45 teachers were asked if their lesson notes are prepared and vetted every week. Results are shown in table 4.22

Table 4.22: preparation and vetting of lesson notes

Response	Number of teachers	Percentage (%)
Sometimes	10	22.2
Always	35	77.8
Never	0	0
Total	45	100

Source: Field survey, 2019

Respondents in Table 4.22 were asked if their lesson notes are vetted regularly. 22.2% responded that their lesson notes are sometimes vetted, 77.8% responded that their lesson notes are vetted regularly. Results from the analysis shows that their lesson notes are vetted regularly. This indicates that lesson notes studied did not account for the poor performance of students. The lesson notes preparation helps the teachers to plan the lesson before delivery. It also helps the teachers to learn and gather resources for the lesson

4.7.3 Monitoring and evaluation of teaching and learning

A total of 45 teachers were asked if teaching and learning are monitored and evaluate. Results are shown in table 4.23.

Table 4.23: Monitoring and evaluation of teaching and learning

Response	Number of teachers	Percentage (%)
Sometimes	12	26.7
Always	30	66.7
Never	3	6.7
Total	45	100

Source: Field survey, 2019

In Table 4.23 respondents were asked if teaching and learning is monitored and evaluate. 26.7% responded that teaching and learning is sometimes evaluate, 66.7% responded that teaching and learning is always monitored and evaluate, 6.7% responded that teaching and learning is not monitored and evaluate. This implies that teaching and learning is monitored and evaluate. This indicates that monitoring and evaluation of teaching and learning did not account for the poor performance of students. Monitoring and evaluation helps to assess teachers' performance in the classroom.

4.8 Summary of key findings

This chapter presented the findings from the interviews of teachers, students' and parents. At the beginning of the chapter, respondents' backgrounds were introduced to provide some understanding of their demographic characteristics. Then it came to the data analysis and discussion of findings on school factors, parental/home support variables, teacher-side factors, students' characteristics and education administration issues. Below are the key findings

Inadequate teaching and learning materials and class size were the school environmental factors that contributed to the poor performance of students in Afigya Sekyere South District. Teaching and learning materials are not adequate in the studied schools especially for the practical related subjects. This as a result makes understanding of these subjects very difficult hence affecting the performance of students in their exams. Class size is also another problem identified, their class size are very large making it difficult for the teachers to assess them well to know how well they understood a particular topic.

Parents not interacting with teachers to check the progress of their child's education, occupation of parents and educational background of parents were the home condition that contributed to the poor performance of students in Afigya Sekyere South District.

Parents do not get time to interact with teachers to know the progress and performance of their children in school. At times some of the students need motivation and encouragement from their parents in order to back up. Also, It is clear from the analysis that majority of the parents are low income earners this can affect students performance in the sense that certain materials, activities and resources needed to improve students' performance requires money. Again, majority of the parents do not have tertiary education this as a result can affect their children performance in the sense that they do not see the need to interfere in their child's education.

Inability of teachers to complete their syllabus and not supervising exercises given to the students were the teachers' side factors that contributed to the poor performance of students in Afigya Sekyere South District. Majority of the teachers complain they are not able to complete the syllables as a result of the extracurricular activities and meetings, this is a contributing factor to students poor performance because the uncovered topics could be the once in the exams especially in the final exams (WASSCE). Again, poor supervision by teachers is also a contributing factor to students' poor performance. According to them they do not get time to supervise class exercise given to the students as a result of small time allocated for each subject.

Copying during class exercise as a result of poor supervision was the students' factor that contributed to their poor performance. As a result of the poor supervision by teachers students copy from their friends and books which in one or the other does not reflect their true performance.

CHAPTER FIVE

SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 Introduction

This chapter presents the summary of findings, the factors that are responsible for the poor academic performance of students in Afigya Sekyere South District. The chapters further highlight the overall study conclusion and suggest recommendations on the study findings.

5.2 Summary of Findings

Over the past few years, concerns have been raised about the poor academic performance of students in Afigya Sekyere South District by parents and stakeholders of education. This problem raises questions about the depth of understanding of factors affecting the low performance of students in the Afigya Sekyere South District. The study has identified school environment factors, student factors, teacher's factors and home conditions that account for poor performance of students.

Inadequate teaching and learning materials and class size were the school environmental factors that contributed to the poor performance of students in Afigya Sekyere South District. The schools are not having adequate TLM's to support teaching and learning especially the practical related subjects which becomes difficult for large class size students to get deeper understanding of what they learn. Class sizes of the schools are very large each class contains over 50 students which make teaching and learning very difficult this is as a result of large intake of students with few infrastructures to accommodate them.

Lack of parents' involvement in students work, occupation of parents and educational background of parents were the home condition that contributed to the poor performance of

students in Afigya Sekyere South District. All the parents do for their children is money for their upkeep in school and nothing more. Some don't even know the performance of their children whereas checking their challenges in school; this is as a result of the poor educational background of the parents. They don't see the need to do such thing.

Inability of teachers to complete their syllabus and not supervising exercises given to the students were the teachers' side factors that contributed to the poor performance of students in Afigya Sekyere South District. Teachers are not able to complete their syllabus because of the extra curricula activities like sporting activities, social gathering and regular teachers meetings. Teachers do not supervise class exercise given to the students' because they come to class late when they have lesson and the time will be consumed leaving no space for supervision of exercises.

Poor supervisory role of teachers. Teachers' not supervising class exercises leads to students copying from their friends and books. This account for students scoring high marks in class but scoring low marks in the end of term exams.

5.3 Conclusion

The purpose of this study was to identify the factors that account for the poor performance of students at Afigya Sekyere South district in the Ashanti region of Ghana. To identify these factors, teachers, students and parents of the sampled students of the three selected senior high schools were selected to give answers to the structured questionnaires. Through this, the study has been able to establish the factors that account for the poor performance of students in the selected schools. Teacher factors such as inability of teachers to complete their syllabus and not supervising exercises given to the students, home conditions such as lack of parental involvement in students work, occupation of parents and

educational background of parents and school environmental factors such as inadequate teaching and learning materials and class size were responsible for the poor performance of students in Afigya Sekyere South district. It must be emphasized that these factors do not operate in isolation. Therefore any attempt to improve the performance of students should involve a total package.

5.4 Recommendation

Base on the findings of the study, the following recommendations have been made

5.4.1 Appropriate teaching methods must be adopted.

The teaching method adopted by the teachers must be student centered. The method must get the students involved in the lesson and also arouse their interest.

Additional classrooms and infrastructure must be provided to cater for the students' population. Additional classrooms must be provided to reduce the population of students in a class. Smaller class size allows teachers to focus more on the needs of students individually and reduce the amount of class time needed to deal with disruption.

5.4.2 Parents Teacher Association must be strengthened

This will help both parents and teachers to get in touch with each other to solve all the problems students must be going through in school and at home. These can be achieved by parents regularly visiting schools of their children to find out the progress of their child's education.

5.4.3 Regular supervision of students.

Teachers must make time to supervise and inspect exercise given to the students to avoid copying. Majority of the students copy from their friends and text books during class exercise and score high marks which does not reflect their true performance.

5.4.4 Monitoring Teachers

Teaching and learning should be monitored by the schools supervisor to ensure proper utilization of the instructional hours. Lesson notes should be prepared and vetted every week.

5.5 Conclusion

Students' performance is very importance to their educational life. For any student to proceed from their recent level of study to the next level; teachers, parents, school administration and students should work hand in hand with each other. Each of them should play their roles well.

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APPENDIX I
CHRISTIAN SERVICE UNIVERSITY COLLEGE
MSC MONITORING AND EVALUATION
QUESTIONNAIRE FOR STUDENTS

Dear Respondent,

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

A. Demographic Characteristics

1. Gender: Male () Female ()
2. Age: a. 14-16 () b. 16-18 () c. 18-20 () d. Other ()
3. Occupation of parents.....
4. Program
5. Name of school.....

B. School Environmental Factors

6. Do you feel happy going to school?

1. Yes []
2. No []
7. Why.....

8. How will you describe your class size?

1. Large (50-60) []
2. Normal (30-40) []
3. Small (20-30) []

7. Do you feel comfortable learning in your class?

1. Never []
2. Sometimes []
3. All the time []

C. Teacher Factors

8. How often do your teachers come to school?

1. Never []
2. Sometimes []
3. All the time []

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

1. Never []
2. Once a week []
3. Two or three times a week []
4. Almost every day of the week []
4. Almost every day of the week []

10. Do your teachers give you exercise at the end of every lesson?

1. Never []
2. Sometimes []
3. All the time []

11. Do your teachers supervise their class exercise?

- 1. Never []
- 2. Sometimes []
- 3. All the time []
- 4. Always

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

- 1. Very hardworking []
- 2. Hardworking []
- 3. Works normally []
- 4. Lazy []
- 5. Does not care about teaching []

D. students' Characteristics

13. How regular do you go to school?

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

14. How would you describe your motivation to learn?

- 1. Highly motivated []
- 2. Lowly motivated []

15. What are the things that motivate you to learn?

1. Praises from teachers
2. High marks in class exercise and exams
3. Style of teaching

16. Are you in a love relationship with the opposite sex?

1. Yes []
2. No []

17. Does the love relationship affect your concentration in class?

1. Yes []
2. No []

18. Do you engage in any form of trade after the instructional hours?

1. Yes []
2. No []

APPENDIX II
CHRISTIAN SERVICE UNIVERSITY COLLEGE
MSC MONITORING AND EVALUATION
QUESTIONNAIRE FOR TEACHERS

Dear Respondent,

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

DEMOGRAPHIC BACKGROUND

1. Gender: Male () Female ()
2. Age: a. 24-30 () b. 30-35 () c. 35-40 () d. Other ()
3. What is your academic qualification?.....
4. Program teaching.....
5. Name of school.....
6. Years of service.....

B. School Environmental Factors

7. How many professional teachers are in your school?
8. How would you describe the adequacy of teaching-learning materials such as textbooks, teachers' guides, wall pictures, maps, atlases and other learning aids?
 1. Adequate []
 2. Not adequate []
 3. None available []

9. Does School Building has any Effect on Students Performance?

- 1. Yes
- 2. No

C. Home Conditions

10. What percentage of pupils in your class does not have all the basic school needs?

(School uniform, school bag, exercise books, pencils, ruler and pens)

- 1. 50% and above of the class []
- 2. Less than 50% of the class []

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

- 1. Yes []
- 2. No []

12. How will you describe parents' participation in the child's education?

- 1. Good
- 2. Bad
- 3. Do not participate at all

D. Teacher Factors

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

- 1. Completed all []
- 2. Completed some []
- 3. Not completed any []
- 4. Other (specify).....

14. Do you get time to supervise students' class exercises?

- 1. Yes
- 2. No

E. students' Characteristics

15. Is absenteeism a common problem exhibited by pupils in your school?

- 1. Absenteeism is a problem []
- 2. Absenteeism is not a problem []

16. What cause students to perform well in class exercise, home works and assignments but do not repeat that performance exams?

- 1. Poor supervision by teachers
- 2. Absenteeism
- 3. Examination questions are difficult

F. Education Administration Factors

17. Do they organize in-service training for teachers in this school?

- 1. Yes []
- 2. No []

18. Do you usually write lesson notes weekly?

- 1. Yes []
- 2. No []

.19. How often is your lesson notes vetted?

- 1. Never []
- 2. Rarely []
- 3. Sometimes []
- 4. Often []
- 5. Always []

20. How often are teaching and learning materials provided?

- 1. Never []
- 2. Rarely []

3. Sometimes []

4. Often []

21. How often is monitoring and evaluation of teaching and learning done in the school?

1. Never []

2. Rarely []

3. Sometimes []

4. Often []

5. Always []

APPENDIX III
CHRISTIAN SERVICE UNIVERSITY COLLEGE
MSC MONITORING AND EVALUATION
QUESTIONNAIRE FOR PARENTS

Dear Respondent,

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

Demographic Background

1. Gender: Male () Female ()
2. Age: a. 24-30 () b. 30-35 () c. 35-40 () d. Other ()
3. Occupation.....
4. Educational background.....
5. Years of service.....

A. School Environmental Factors

1. What school environmental factors do you think are the cause of children's poor academic performance in their present school?.

.....
.....

A. Home Conditions

What home conditions do you think are the cause of low performance of students in their school?

.....
.....

D. Teacher Factors

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

.....

E. Pupils’ Characteristics

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

1. Yes []

2. No []

What does your child do mostly after school hours?

- 1. Homework/private studies []
- 2. Selling []
- 3. Watch TV/Video []
- 4. Play with school mates []
- 5. Play games on the computer/surf internet []
- 6. Don’t know what they do after school hours []
- 7. Other (specify

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

1. Yes []

2. No []