

**KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY**

**INSTITUTE OF DISTANCE LEARNING (IDL)**

**DEPARTMENT OF HISTORY AND POLITICAL SCIENCE**

**A STUDY OF THE FACTORS INFLUENCING THE PERFORMANCE OF  
PUBLIC BASIC SCHOOLS IN GA WEST DISTRICT**

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**A THESIS SUBMITTED TO THE INSTITUTE OF DISTANCE LEARNING,  
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## CANDIDATE'S DECLARATION

I do 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 or Masters in any University.

However, all sources of borrowed materials have been dully acknowledged

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## SUPERVISORS' DECLARATION

I declare that the preparation and the presentation of this Dissertation were in accordance with the guidelines on supervision of dissertation laid down by the Kwame Nkrumah University of Science and Technology.

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## DEDICATION

I dedicate this research project to Liam Darkwa Agyekum for being with me throughout the course. At the age of 8 days he had to accompany me to classes for examination. His calmness and comportment enabled me to pursue the program to a successful end.

# KNUST



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# TABLE OF CONTENTS

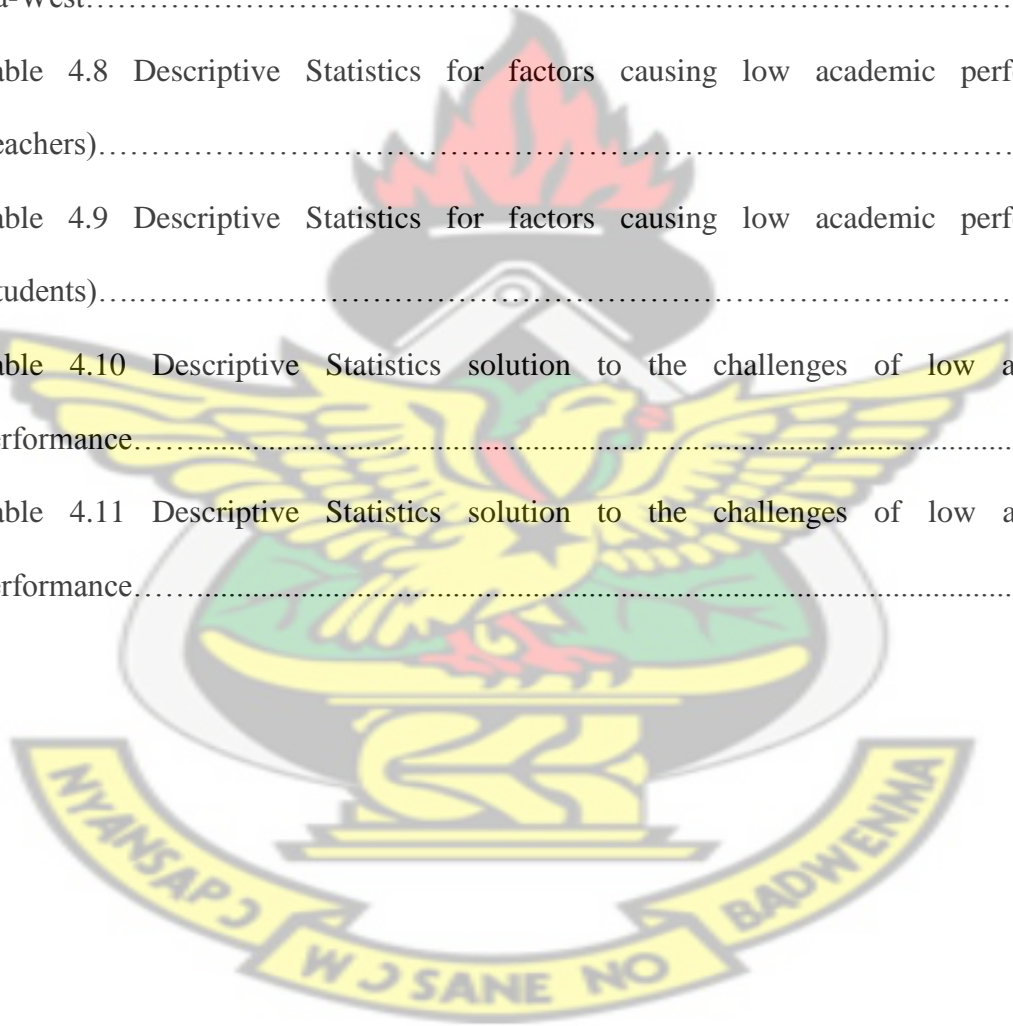
CANDIDATE’S DECLARATION .....	ii
SUPERVISORS’ DECLARATION .....	iii
DEDICATION .....	iv
ACKNOWLEDGEMENT .....	v
LIST OF TABLES .....	ix
LIST OF FIGURES .....	x
LIST OF ACRONYMS AND ABBREVIATIONS .....	xi
ABSTRACT .....	xii
CHAPTER ONE .....	1
INTRODUCTION .....	1
1.0 Background of the study .....	1
1.1 Problem Statement .....	6
1.2 Objective of the study .....	8
1.2.1 General objective .....	8
1.3 Research Questions .....	8
The following are research questions for the study: .....	8
1.4 Justification of the study .....	9
2. 6 Empirical Literature Review .....	40
CHAPTER THREE .....	46
METHODOLOGY .....	46

3.0 Introduction .....	46
3.1 Research Design.....	46
3.2 Target Population and Sampling Technique .....	48
3.2.1 Target Populations .....	48
3.2.2 Sampling Techniques.....	48
3.4 Source Data .....	50
3.5 Research Instrument.....	51
3.5 Data Analysis .....	54
CHAPTER FOUR.....	56
DATA ANALYSIS, RESULTS AND DISCUSSIONS.....	56
4.0 Introduction .....	56
4.2 Response Rate .....	56
4.2 Reliability Analysis.....	57
<i>Table 4.2 Reliability Coefficient</i> .....	57
4.4 Demographic characteristic of the respondents .....	58
4.4.1 <i>Demographic characteristics of the teachers</i> .....	59
4.4.2 <i>Demographic characteristics of the students</i> .....	63
4.5 Facilities available in public basic schools in terms of infrastructure, teaching and learning material and their effect on pupil's performance .....	67

4.6 The factors causing low academic performance of public basic students in the Ga-West District.....	69
4.6.1 Teachers side factors (Students perspective).....	69
4.6.1 Parent support variables, environmental factors and pupils' factors (Teachers perspective) .....	71
4.7 Opinion of students and teachers regarding solution to low academic performance of public basic students in the Ga-West District.....	75
CHAPTER FIVE .....	80
SUMMARY, CONCLUSION AND RECOMMENDATION .....	80
5.1 Introduction .....	80
5.2 Summary of the Study.....	80
5.3 Conclusion.....	83
5.4 Recommendations .....	84
5.6 Recommendations for further study.....	86
REFERENCES .....	87
APPENDIX A.....	97
APPENDIX B.....	107

## LIST OF TABLES

Table 4.1 Responses for teachers and student.....	63
Table 4.2 Reliability Coefficient .....	63
Table 4.3 Number of years respondents have been working with the school.....	65
Table 4.4 Age of the respondents (students).....	69
Table 4.5 Descriptive Statistics for facilities available in public basic schools in Ga-West.....	72
Table 4.8 Descriptive Statistics for factors causing low academic performance (teachers).....	75
Table 4.9 Descriptive Statistics for factors causing low academic performance (students).....	77
Table 4.10 Descriptive Statistics solution to the challenges of low academic performance.....	80
Table 4.11 Descriptive Statistics solution to the challenges of low academic performance.....	82



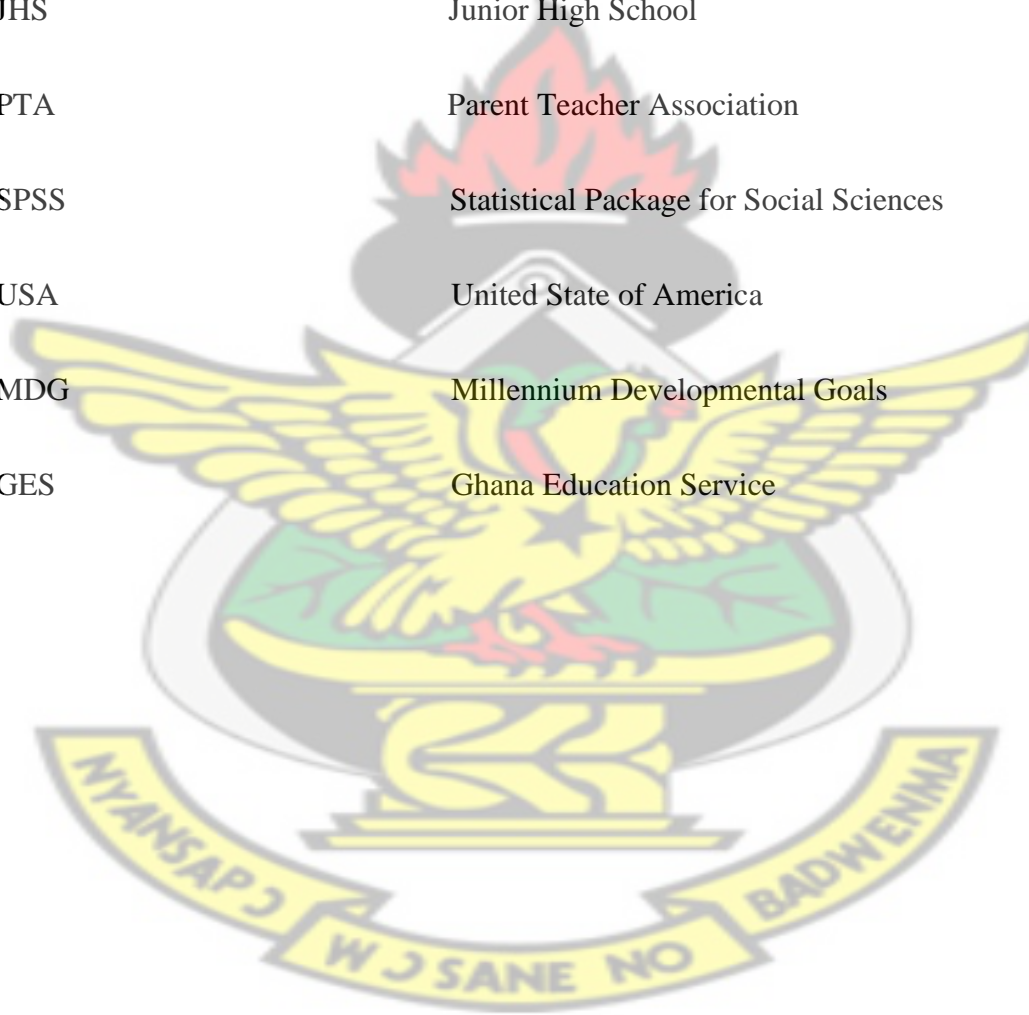
## LIST OF FIGURES

Figure 2.1 The cognitive load theory.....	30
Figure 2.2 The theory of overlapping share of influence.....	33
Figure 4.3 experience of the respondents.....	67
Figure 4.5 Sex of respondents.....	68
Figure 4.6 Age of the respondents (student).....	70
Figure 4.7 Siblings size of the respondents.....	71



## LIST OF ACRONYMS AND ABBREVIATIONS

BECE	Basic Education Certificate Examination
FCUBE	Free Compulsory Universal Education
GNCC	Ghana National Commission of Children
ISSER	Institute of Statistical, Social and Economic Research
JHS	Junior High School
PTA	Parent Teacher Association
SPSS	Statistical Package for Social Sciences
USA	United State of America
MDG	Millennium Developmental Goals
GES	Ghana Education Service



## ABSTRACT

The main purpose of the study is to identify the factors responsible for the poor academic performance of public basic school pupils in the Ga-West District. The researchers adopted descriptive research design in order to analyze the topic thoroughly. In this study, the target population was made up of teachers and students of some selected public basic schools in the Ga-West District. Studying the whole population would have greatly enhanced the outcome of the study. The various students and teachers from the selected public basic schools in the district were selected using quatrain which convenience sampling was used to select the individuals who responded to the questionnaire. Both primary and secondary sources of data were obtained for the study. The used descriptive statistics such as mean, standard deviation, frequency distribution in analyzing the data. The study revealed that there is no adequate teaching and learning materials, there no ultra-modern library facility, there is no availability of good classroom building and also there is no availability of laboratory. Findings again revealed that parent related factors causing low academic performance are inability to provide textbooks and supplementary readers, family structure, and low parental involvement in Parent Teacher Association (PTA). Pupil related factors affecting low academic performance were indices of lateness to school and absenteeism, lack of assistance with studies at home and use of local language in the classroom. It is recommended that the schools administration should maintain a cordial relationship between teachers, parents, students so as to help students towards better or excellent performance.

# CHAPTER ONE

## INTRODUCTION

### 1.0 Background of the study

In times of globalization and the technological revolution, education is seen as the first step in any human activity. It plays a crucial role in human capital development and is linked to well-being and opportunities for a better life (Battle and Lewis, 2002). It ensures the acquisition of knowledge and skills that enable people to increase their productivity and improve their quality of life. This increase in productivity also leads to new sources of profit that promote a country's economic growth (Saxton, 2000). The quality of student achievement remains a top priority for teachers. It aims to make a difference at the local, regional, national and global levels. Teachers, trainers and researchers have long been interested in examining the variables that effectively contribute to the quality of the learner performance.

The development of any nation or community depends greatly on the quality of education provided to its citizens. It is widely believed that the foundation for true development should begin with the development of human resources. Therefore, formal education remains the body of socioeconomic development and social mobilization in every society. Basic education is the foundation upon which education is built (Akanle, 2007, Lockheed and Verspoor, 1991). Education is an important component for the development of human resources. Quality education promotes the productive community and creates opportunities for socially and economically disadvantaged sections of society. Emphasizes the learning process in which life's knowledge, skills, values and experiences are transmitted from generation to generation through teaching, training, research and

development leading to the country's social and economic development (Ministry of Finance, 2013).

In Ghana, demand for primary education is increasing due to the increase in primary school enrollment. It is making the expansion of local schools to meet demand. Public resources are limited and governments have traditionally relied on the private education sector, particularly at transition levels, to meet excessive demand. As a result, there have been limitations in providing quality primary education in the country (Wedgwood, 2006). In Uganda, for example, Verspoor (2006) says that about 85% of primary school graduates reached the standard by 2003. Atieno (2012) notes that the pursuit of quality education for both is still of paramount importance to consumers and consumers of educational services in Kenya and other developing countries as a whole. This is supported by the UNESCO report (2004), which shows that concerns about quality education have dominated the education debate since the early 1980s and have remained a central theme in the 21st century.

There are a number of factors that determine the poor performance of a school, such as: Weak leadership, lack of interest and involvement of teachers, and lack of student interest in education (Agunloye, 2011). According to Mazzeo (2013), school leaders have a notable impact on school performance. In particular, academic leadership influences the quality of the work of teachers in schools. The principals provide guidance on the classroom, curriculum, and organization management, as well as resources for effective student achievement. They rate and monitor teachers and make decisions about their teaching practice. When teachers have limited educational practices, weak or

underdeveloped schools, and when a large number of teachers teach outside of these schools, the headmaster is responsible for the quality of the teacher's performance.

The Ghanaian education system mainly measures learning by conducting examinations. The quality of education is usually assessed by the number of students taking an exam. The question is raised by teachers and the public about the factors that influence students' performance in an exam. The most important factor is the organizational management of the school (Weindling, 1993). It is reported that managers need to improve school management to improve student performance. This can be done by setting a clear vision for the school, communicating visions with the students, and visibility in each part of the institution. Lack of vision in school management leads to poor performance and inadequate training results due to poor resource allocation. It is very difficult to understand why a school always performs poorly. According to Leithwood and Riel (2003), when the manager is ready and interested in academic achievement, the school has good results. In Ghana, public schools are state and private schools belong to individual citizens. Despite significant government funding and donor support at primary school in Ghana, trends in academic performance show little results in public schools.

The quality of the school culture and the talent of the teachers have an impact on students' learning through classroom instruction and education, as well as school-level activities. The factors that contribute to the quality of the school influence students' learning both directly and indirectly. The characteristics of the school environment, such as school leadership, can affect the performance of classroom teachers, which in turn can affect students' learning. In addition, the different characteristics of the teacher levels can

also influence the quality of teaching and learning. Attributes at each of these levels can also contribute directly to learner learning (Mayer, Mullens and Moore, 2000).

Many low-performance schools are located in poor communities where families have low socio-economic status and poor social background. These conditions make it difficult for children to come to school and be ready to learn. In addition, the financial and human resources in such schools are limited. There is a lack of books, classes, educated teachers and technology in such schools. Most teachers teach courses in the field of training. There is a high number of absences from the students and abandonment in such schools. The relationship with parents and the community is hostile (US Department of Education, 1998).

In Ghana, there has been a significant improvement in reaching the second Millennium Developmental Goals (MDG) target of universal access to primary education by 2015. In 2006/07 gross enrollment in elementary school was 90.8% (Institute of Statistics, Social and Economic Research, 2008). In addition, the government has put in place useful strategies to encourage enrollment, day-to-day attendance and retention of primary school pupils across the country in an effort to meet the objectives of FCUBE and the provision of the Education for All (EFA) agenda. These strategies include providing students with teaching and learning materials, school uniforms, a school nutrition program, and introducing a capital sponsorship per registered child. The government has also established the best teachers' awards and other teacher development programs as an incentive for teachers to ensure quality education for their children (Ministry of Education, Science and Sport, 2007).

Despite these achievements, the education sector is still facing many challenges. According to ISSER (2008), the performance of many children does not meet the minimum learning requirements and acquires basic skills and competencies. In 2006, the results of the BECE examinations published by the West African Examining Council (WAEC) showed that out of the 308,379 candidates who participated in the examination, only 190,921 candidates managed to obtain concentrations between 06 and 30 pass aggregates), which accounted for 62% (WAEC, 2006). Again, BECE's 2008 results reported that some 282,202 candidates received the pass mark, which accounted for 62.18%. This underlines the fact that poor performance in BECE is a problem that needs to be addressed.

Student performance is considered to be a vital indicator of good school education, so bad student performance at the basic level of education has not only led to public outcry, but teachers have increasingly been trying to identify factors that affect student performance especially in the Basic Examination of Education Certificate in Ghana. For example, Anamuah-Mensah (2010), a teacher, attributed the phenomenon to the lack of effective supervision and monitoring at school, the lack of incentives for teachers and the insufficient number of qualified teachers to fill empty classrooms. Also, Etsey (2005) attributed the cause of poor academic performance to the Shama Ahanta East Metropolitan Assembly (SAEMA) Shama Sub-Metro in Ghana in a combination of school-related factors, teachers, students and parents. In the same vein, Diaz (2003) found factors such as mental capacity, bad habits of the study, motivation to achieve, lack of professional goals, low self-confidence, low socio-economic status of the family, poor family structure and anxiety affect educational performance.

## 1.1 Problem Statement

The problem of low academic achievement of basic public-school students relative to their counterparts in the private basic schools in the BECE is one of the most challenging problems Ghana faces today. An analysis made by Ghana Education Service indicates that, at the end of every BECE across the 10 regions of Ghana, 70 percent of the students who passed the four (4) core subjects which comprises of English, Mathematics, Science and Social Studies are all from private schools (GES Report 2004). Available information from the Ghanaian media and stakeholders in education indicates that for about a decade now almost 50% of all the pupils who are in public basic schools who write BECE nationwide do not get admission into second cycle institutions due to poor academic performance (Hugo, 2012). The general perception being held by most Ghanaians are that the academic standards and performance in public basic schools where majority of children receive their education have fallen as compared to their private counterparts.

Currently more private Junior High Schools are emerging and are performing better in the Basic Education Certificate Examination and most of the parents are taking their wards from public JHS to private JHS on the basis that private JHS provide quality education, have good supervision, high parental commitment, motivation and good methodology leading to the commitment of kids in their education than public JHS (Bonsu, 2016).

Performance in BECE from most public elementary schools in Ga-West in Greater Accra does not match its economic level and potential. After bed (2014), schools of Accra, which was once the pride of the nation on scientific excellence, fell drastically in educational standards. The annual publication of the BECE results justifies the problem

of the overall performance of primary school children. In terms of analysis BECE WAEC results (2012-2017), the score has remained relatively low in the Ga West region more public schools. Most scores scored were 3 and 4, which were not good, and scores continue to decline each year. While many factors are responsible for poor academic performance, the perception of students, parents and teachers seems to play a key role. With reference to the statistical data from the Ghana Education Service, Ga West District Office on the percentage ranking in terms of aggregate performance of Public Basic Schools, it was clear that public basic schools that participated in the 2017 BECE, majority of the schools obtained less than 50 percentage passes with only five few schools obtaining appreciable percentage pass of 54.55% and above.

Few studies have investigated the reasons for the poor academic performance of elementary schools such as Osaki (2009). Wilson (2011) and Omari (2002). According to ISSER (2008), the performance of many BECE children does not meet the minimum requirements and does not acquire basic skills and competences. These studies were conducted in locations with different social settings and geographic locations. This has created a huge knowledge gap that needed to be filled as far as poor academic performance of elementary schools in Ghana is concerned. To address this problem, the current study set out to assess financial management in some selected senior high schools in the country with the hope that it would contribute useful information that would help bridge that knowledge gap as far as poor academic performance of elementary schools is concerned. No study has been conducted in the Ga-West District in investigating reasons for poor academic performance of public basic schools in the District. One may want to know what is causing public schools to perform poorly during BECE as compared to the

public schools who have access to well-trained teachers, quality teaching and learning materials in the district.

The present study therefore sought to identify factors causing pupils of Ga-West District to perform poorly academically in order to assist educational authorities to develop appropriate strategies to improve their output.

## **1.2 Objective of the study**

### ***1.2.1 General objective***

The main purpose of the study is to identify the factors responsible for the poor academic performance of public basic school pupils in the Ga-West District.

The specific objectives of the study are;

- To examine facilities available in public basic schools in terms of infrastructure, teaching and learning material and their effect on pupil's performance.
- To identify the factors causing low academic performance of public basic students in the Ga-West District
- To explore the opinion of students and teachers regarding solution to low academic performance of public basic students in the Ga-West District.

## **1.3 Research Questions**

The following are research questions for the study:

- What are the facilities available in public basic schools in terms of infrastructure, teaching and learning material and their effect on pupil's performance?

- What are the factors causing low academic performance of public basic students in the Ga-West District?
- What is the opinion of students and teachers regarding solution to low academic performance of public basic students in the Ga-West District?

#### **1.4 Justification and Significance of the study**

- The Ga West region was selected because it is one of the major districts in the greater Accra regions and the country in general, whose elementary schools perform poorly. The academic performance of students plays an important role in making the best graduates, who in turn compete with others in the labor market, without favoring those who cannot get the jobs available in the market. In addition, good quality graduates at national level must support the national struggle for economic and social development activities.
- This study is important for several reasons. Firstly, the study would prove very beneficial to the various schools involved in the study. In recent years, the introduction of new programs to improve the quality of education in schools coupled with the desire of school management to enhance students' academic performance must make prudent and judicious use of the efforts of various stakeholders and factors.
- Studies such as this are important in identifying the factors responsible for the poor academic performance of public basic school pupils in the Ga-West District. Aside the above, studies such as this would help the schools identify any flaws as well as factors responsible for the poor academic performance of public basic

school pupils and thus take steps to remedy the such flaws. To put it more concisely, the study would lead to more effective and enhance performance of students in the various schools.

- Apart from the schools involved in the study, this study would also prove beneficial to other basic schools in the country as far academic performance of public basic school pupils are concerned. The factors responsible for the poor academic performance of public basic schools that may be identified with regards to performance of pupils in the schools during the course of this study may not be peculiar to just the schools involved in the study. Other schools may also be faced with such factors responsible for the poor academic performance of public basic school. The findings of this study would thus prove beneficial to such schools if they decide to implement the recommendations that would be made after the completion of the study.
- The study would also prove very beneficial to policy makers, specifically those in charge of ensuring the performance of pupil such as educational planners, administrators, school heads and teachers. This study would bring to the fore issues that they needed to address in order to enhance academic performance of public basic school.
- Apart from the above, the major problem this study sought to achieve was to contribute to filling the knowledge gap regarding academic performance of public basic schools in Ghana, the study would be an essential addition to the limited literature on the topic in the country. It would therefore serve as a useful reference

material for future researchers or may lay the foundation for further research into the issue in the country or beyond.

### **1.5 Scope of the study**

This study focused on factors responsible for the poor academic performance of public basic school pupils in Ghana. Specifically, it focused on basic schools in the Ga-West District in the Greater Accra Region of Ghana. Since the policy makers, specifically those in charge of ensuring the performance of pupil such as educational planners, administrators, school heads and teachers of most basic public schools in Ghana are appointed by the government, their qualifications and expertise are likely to be similar with only their personal character making a difference. In other words, factors affecting the performance of these pupil in the schools involved in the study is likely to be a reflection of the state of issues in Ghana's basic schools. Therefore, the findings of this study can be easily considered as a reflection of the trend across the country. However, the study was limited to some selected public basic schools in Ga-West District in the Greater Accra Region. The researcher considered public basic schools in Ga-West District in the Greater Accra Region because of easy access to information and also to know the factors of low academic performance public basic schools in Ga-West District in the Greater Accra Region.

### **1.6: Limitation**

This study encountered a lot of challenges some of them are:

- The study was done in only some selected public basic schools, which is a small number of in the Ga-West District. Only a limited number of respondents participated in the study.
- One of the major limitations for this study is the transportation cost incurred by the researcher and time constraint. This entailed huge sum of money to execute and had delayed the completion of this research beyond the time frame set by the researcher. The researcher has travel to the selected public basic schools in the Ga-West District in the Greater Accra Region to administer questionnaire to the respondents. Long duration could have helped to reach more respondents than the 84 respondents. Also, the lack of available funds curtailed the study to only focus on the use of questionnaires where interview could have been used.
- Some respondents were regarding this study as more of audit than an academic study and thought that the information will be made known to the general public. This limitation was overcome by assuring respondents of the confidentiality of information they provided and that the research is purely for academic purposes only
- The sampling frame of the study only covered public basic schools in Ga-West District in the Greater Accra Region to generalize the findings. The researcher was faced with socio economic and environmental challenges like bad weather, distance and lack of receptiveness from the respondents because they could be wary of divulging their personal information. This was avoided by visiting the respondents and creating a rapport and also explaining to them the purpose of the exercise.

In spite of these constraints, the result of this research was thought provoking and was regarded as a basis for more detailed and analytical work on the topic in future.

### **1.7 Brief Methodology**

The research design which was used for this study was . The main purpose for coming out with a research design is to ensure that the appropriate data that can be used to answer the research questions is collected. It is also to ensure that such data is collected from the appropriate group of people using data gathering instruments that are appropriate for the purpose of the collection of such data. The study adopted the quantitative and qualitative research approaches; this design enabled the researcher to unravel the factors responsible for the poor performance of basic school pupils, the researcher after extensive review of literature, design a questionnaire for data collection. The purposive, convenience and quota sampling procedures were adopted. The study adopted questionnaire as a data collection instrument. The primary data was then analyzed using SPSS and Excel Spread Sheet. The analysis employed both descriptive statistics and inferential analysis. The results are presented in chapter four using tables and chats.

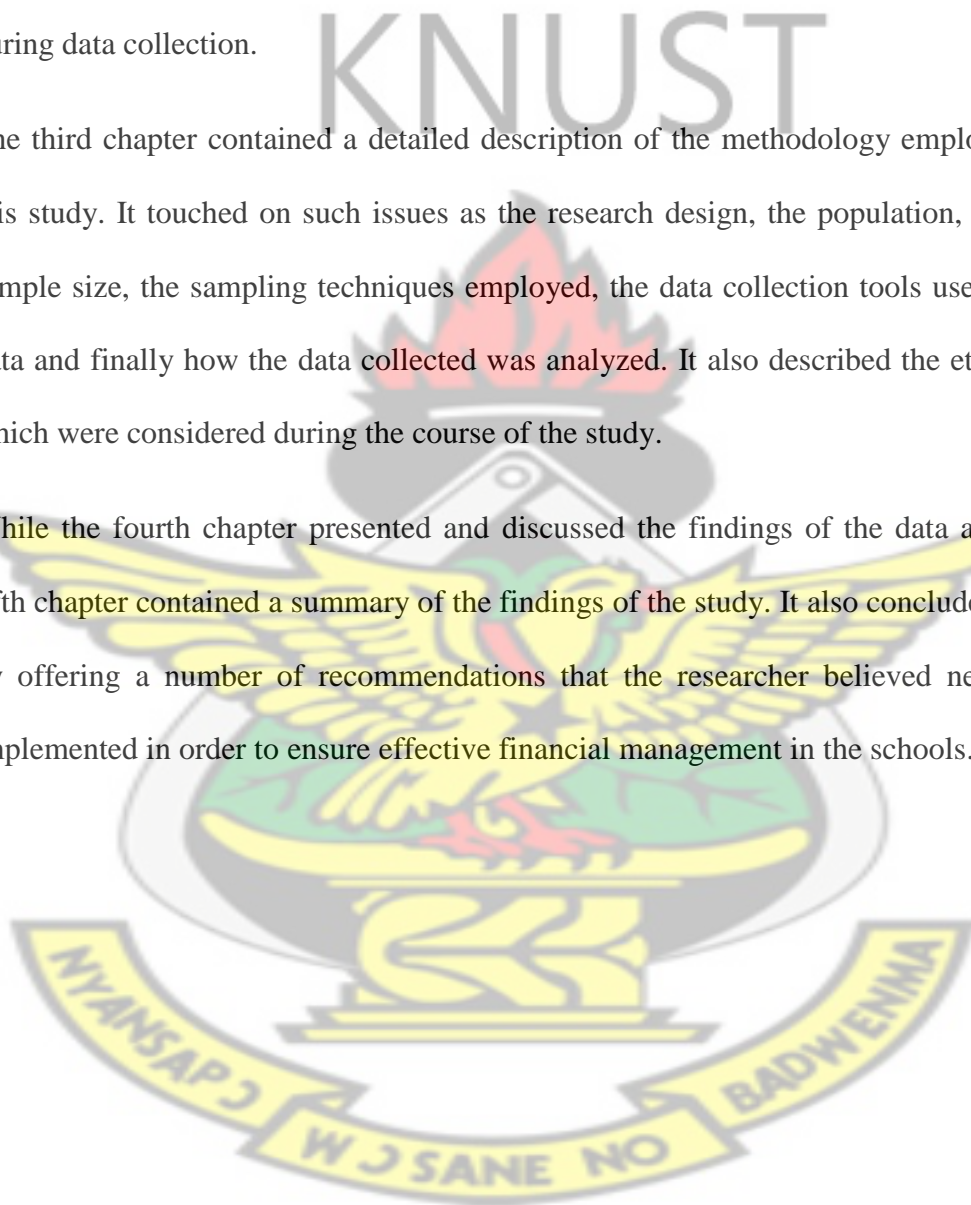
### **1.8 Organization of the study**

This report is written in five chapters. The first chapter contained the background of the study, the problem the study intended to address, the main and specific objectives of the study as well as the research questions on which the objectives were based. It also contained the significance and the scope of the study. The second chapter contained the literature review. In that chapter, most of the relevant researches conducted and books

written bothering on the main concepts explored in the study were discussed in detail. Literature on the role of different factors in pupils' academic performance including school environmental, home and community, teacher, education administration and pupil related variables have been reviewed. It was to help the researcher ask the right questions during data collection.

The third chapter contained a detailed description of the methodology employed during this study. It touched on such issues as the research design, the population, sample, the sample size, the sampling techniques employed, the data collection tools used to collect data and finally how the data collected was analyzed. It also described the ethical issues which were considered during the course of the study.

While the fourth chapter presented and discussed the findings of the data analysis, the fifth chapter contained a summary of the findings of the study. It also concluded the study by offering a number of recommendations that the researcher believed needed to be implemented in order to ensure effective financial management in the schools.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **1.0 Introduction**

This chapter is made up of theoretical and empirical literature review. The theoretical literature review reviews theories relating to poor academic performance of students. In the first part of this chapter, the concept of academic performance is defined and its scope delineated. This was followed by theories relating to the study and factors influencing academic achievement in terms of home-related factors, school-related factors, student characteristics and teacher-side factors.

#### **2.1 Academic Performance**

According to Roy (2004), Tan and Yates (2007), students' academic performance can be assessed by looking at the student previous examination records as well as the competencies exhibited in the exercises and assessments given to them by their teachers.

When students perform well in , examinations it opens up avenues for progression along the academic ladder. In Ghana, if a student performs well in the final year Junior Secondary School examinations, which is conducted by the West African Examination Council (WAEC) and officially referred to Basic education certificate examination (BECE), then the student can proceed to secondary school or a senior high school.

In the same way schools which does not perform well may truncate the educational career of the JHS graduate.

It is for this reason that parents, students and educational stakeholders are much concerned about how well JHS students perform. The criteria for assessing performance

of any junior high school in Ghana is how well the students pass the BECE examinations, or how well a student meets standards set out by their institutions or the ministry of education. The Cambridge English Dictionary (1995) defines academic performance as how well a school, an individual or a group is able to perform when such an individual or the group is given a task to perform within an appointed time.

It is assessed by how a student deals with his or her studies, assignments and practical work as well as his or her ability to perform varying task given to him or her by teachers or lecturers. One can state that Academic performance depends largely on the intellect and competence of the student as well as the approaches the teachers and school administrators bring to bear on teaching and learning.

According to Brown (1995), a good performance in the academia opens avenues for professional career development, good salaries, and the skills necessary confront technically challenging jobs it further builds the competencies of the educated worker to confront future. Furthermore, jobs demanding a university or tertiary qualification are expected to rise over the next five to ten years (Fleetwood and Shelley, 2000; Rentner and Kober, 2001). It can be stressed that students who do well to progress further academically will have more employment opportunities than those with less academic qualification.

## **2.2 Poor academic performance**

According to Aremu and Sokan (2003), poor academic performance is exhibited by the student in terms of poor academic output shows a drop below expected standard required of the student. Similarly, Asikhia (2010) regarded student poor academic performance as any output that falls below pre-determined standard. Okoye (1982) shares similar view.

He defines poor academic performance of a students as one in which the students fail to attain the required grade in a given assessment by the teacher. The assessment can be interim assessment, continuous assessment end of semester examination or review of project work. Students who score below a stipulated grade point, in most cases below 50 percent are viewed as exhibiting poor academic performance in school.

The challenge of poor academic performance can be attributable to several factors. When it occurs some blame the teachers, others put the blame on government for the poor infrastructure and low salaries paid to teachers, while others blame the students for not studying hard enough.

According to Aremu (2000) poor academic performance is frustrating to the parents, teachers, the school and the student. It is also having a negative effect on the entire society in terms of dearth of manpower in all aspect socio-economic and political sectors of life. Basic education comprising primary (from kindergarten to primary 6) and junior high school level (JHS 1-3) is supposed to be the basis and the foundation towards higher education in secondary and tertiary institutions. Investment in basic education is an instrument that can be used to achieve a more rapid cultural development, scientific and technological advancement, socio-political and economic progress in the country.

### **2.2.1. Theoretical perspective**

This section provides the review of theories related to this subject matter in order to clarify and direct the channel of inquiry adequately towards ensuring that relevant terms and concepts are evidently clarified.

### 2.3.1 The Cognitive Load Theory

According to Anthony and Artino (2008), learner cognition has a great impact on student motivation which eventually influences the academic performance of the student. The cognitive theory is regarded as a key element towards the student's academic performance since it determines the academic success of students. Various studies have revealed that students learning possess different cognitive styles. This necessitates that all teachers have to develop the way in which the students use cognitive strategies or cope with particular examination or text or situations (Danili and Reid, 2006). Teaching is interaction between the student and the academic curriculum, facilitated by teachers (Fosnot, 1993). The Cognitive Load Theory revealed various strategies to teachers and also addressed the different cognitive abilities of the students.

Kirschner, Kirschner and Paas (2009) explain cognitive load as the element that is required to be processed by the student working memory at an instance in a particular time. The working memory can only store them for a short period of time. It can process a few new elements at a time.

Anthony and Artino, (2008) further revealed that successful learning is determined by the ability of the working memory to process new information and to store it in schemas so that more space can be made available for new information.

The theory suggests that cognitive load should not exceed the volume of working memory. It also proposes ways that can be applied to cognitive management and the construction of the learning pattern (Kirschner et al., 2009). The Portable Knowledge theory assumes that the poorer resources are equivalent to the poorer teaching materials (Cook, 2006). This, according to Cook (2006) and Kirschner et al., (2009), means that

every teacher will need to be able to record their memory, which is limited as the student can later turn into a permanent, permanent and unlimited memory can be integrated. Kirschner et al. (2009) also showed that students' ability to store and organize long-term information is based on schema formation. If the shapes are correct, a student can control the topic. According to Sweller (1994) "The intellectual knowledge of an object is highly dependent on schema acquisitions and the transfer of learning processes from controlled to automated processing.

"Sweller (1994) defined the schema as a cognitive process of organizing knowledge in existing knowledge. Forms usually appear in two ways, first unconsciously as automated processing and finally as conscious, also referred to as controlled processing.

Cooper (1998) defines unconscious and automated processing in the sense of what he knows to enable him to easily determine its meaning or to easily identify with the new information presented to the individual. The implication is that a student with a high degree of expertise in a particular topic requires few elements to store the necessary information because the more elements the student has already visited. This is different from a low-level student because the student sees information for the first time and needs memory to keep track of various items (Cooper, 1998). Copper suggests that teachers should help slow learners deal with working memory loading.

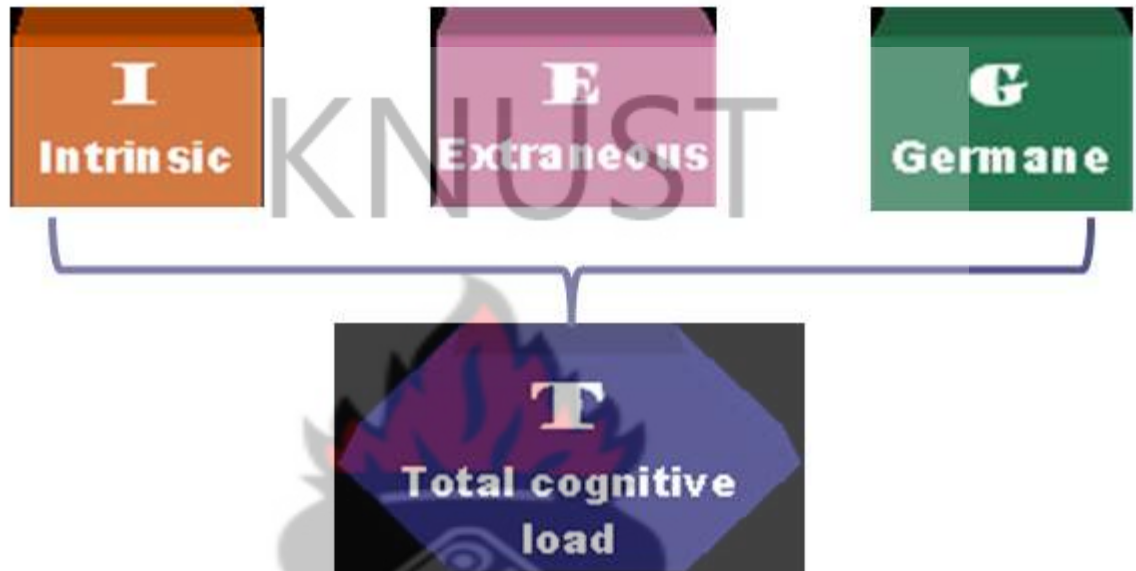
Sweller (1994) also believed that patterns reduce the burden of working memory by organizing information into elements that facilitate memory. Reducing a student's cognitive burden can lead to good performance in subjects such as science and math, as these students can easily understand what they are taught. On the other hand, reducing the cognitive burden on the student means that the teacher should make additional efforts to

make the teaching of these positive sciences easy to understand. He or she should be able to organize teaching and learning material to facilitate the learning process.

According to Cook (2006), teachers must ensure that teaching of students is done in a way that reduces the burden placed on the students' working memory because the student working memory is amplified by altering the modes of presentation. The three of loads according to the cognitive load theory are;

- ***The intrinsic cognitive load:*** The intrinsic cognitive load is determined by what the student knows. Merrienboer and Sweller (2005) and Anthony and Artino (2008), revealed that the intrinsic cognitive load cannot be changed by how these elements interact and also how instruction takes place but rather, it depends on the number of elements to be processed at the same time.
- ***The extraneous cognitive load:*** The extraneous cognitive load according to Merrienboer and Sweller (2005) and Anthony and Artino (2008), is determined by how the task is presented to the student. The extraneous cognitive load according to Merrienboer and Sweller (2005) and Anthony and Artino (2008) can be altered by instructional intervention
- ***The Germane cognitive load:*** Kirschner et al. (2009) and Anthony and Artino (2008), revealed that the Germane cognitive load is determined by the construction of the schema and rule automation.

**Figure 2.1 The Cognitive Load Theory**



*Source: Anthony and Artino, (2008).*

Kirschner et al. (2009), study has identified numerous instructional ways to reduce the extraneous cognitive load so that the intrinsic and germane cognitive loads increase. Merrienboer and Sweller (2005) and Anthony and Artino (2008) were also of the view that the instructional ways to reduce the extraneous cognitive load are worked examples modality and redundancy effect, the goal-free, and worked examples.

- **The goal-free effect:** Educationists are of the view that if learners are given specific goals to solving problems they focus on the goal and do not take into consideration other relevant information. Merrienboer and Sweller (2005) and Anthony and Artino (2008) also posit that for high extraneous cognitive load the stage of knowledge that

learners have reached should be pitched against the stage that they should reach. Goal-free enables the learner to explore possible and unplanned outcomes.

- **Worked examples:** According to Anthony and Artino (2008) the introduction of students to worked example improves their understanding and indicates to the students the processes they should follow to solve further and similar problems.
- **Split attention:** Merrienboer and Sweller (2005) and Anthony and Artino (2008) further proposes split attentions which is the type of instruction that gives the learners different teaching and learning materials example the use of diagrams with text that explain them, because no diagram is self-explanatory and students are given the opportunity to explore possible explanations.
- **The modality effect:** Anthony and Artino (2008) proposes that the use of auditory and visual instruction increases the working memory, and therefore reduces the cognitive load. Instruction is done in two teaching and learning modes simultaneously.
- **The redundancy effect:** According to Merrienboer and Sweller (2005) and Anthony and Artino (2008), redundancy effect -This refers to instruction where the information is presented more than once. This reduces the cognitive load because it allows the learners to concentrate on individual parts of information presented to them.
- **The problem completion effect:** It gives the learners partly-solved problems for them to complete. This reduces the cognitive load with the reduction of the problem size.

### 2.3.2 Epstein's Theory of the Overlapping Sphere of Influence

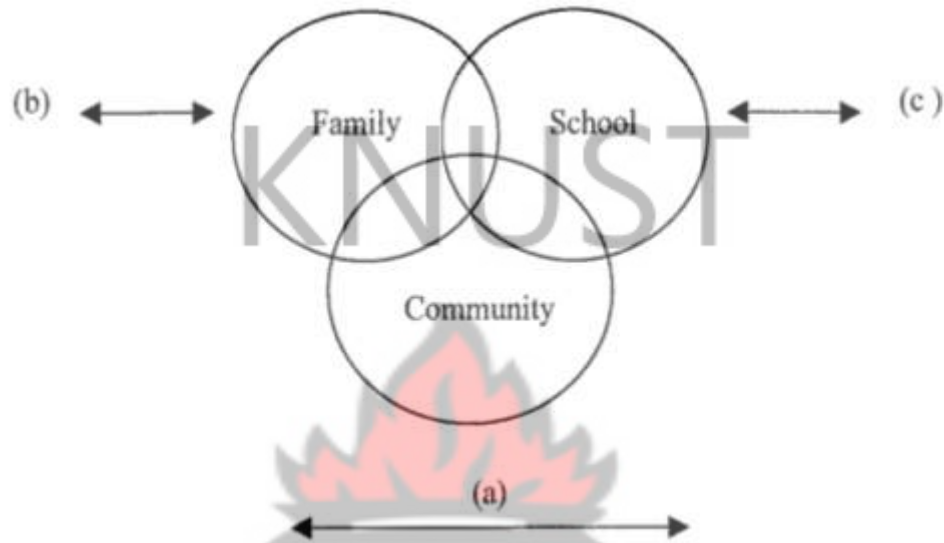
Several researches like Dhurumraj, (2013), Makgato and Mji (2006), Lemmer (2007), Sanders and Epstein (1998) consider parental involvement in student's academic affairs

as a factor in helping students to learn so as to increase academic performance. Students' academic performance can be enhanced when there is effective communication between the student, the home and the school. A Fosnot (1993), postulate that teaching and learning involves an interaction between a student and a syllabus facilitated by a teacher within a certain community. Communication can be considered a crucial element between the student, teacher and the home.

The theory is used to describe the way in which communication can be effective, in the public schools of Ga-West District in the region of Accra, Ghana promote parental involvement in student achievement. Public schools in Ga-West do not work individually. Exchanged with the social partners, the same goals in education must be shared with the community, so that everyone in the community, who are parents and students of school policy to adopt, although the goals are shared that the school and the community has independent learning practices and models, and also ensures that all school programs are successful (Epstein, 1987).

In collaboration with the interest groups, the independent schools and practical schools and declared overlapped also in Epstein theory empire. According to Lemmer and Van-Wyk (2010), the theory of Epstein spheres of influence divides the family, the school and the community can overlap into three areas that can be consolidated and the students' education as a common interest (Lemmer and Van Wyk, 2010) shown in the diagram.

**Figure 2.2. The Theory of the Overlapping Spheres of Influence**



*Source: Epstein and Sheldon, (2006)*

According to Deslandes (2001), there are three forces that can either pull or push the spheres together or separate them apart. They are;

- Time;
- Characteristics, philosophies and practices of the family; and
- Characteristics, philosophies and practices of the school (Deslandes, 2001).

Kavanagh (2013) posits that the Theory of the Overlapping Spheres of Influence, is based on the allocation of educational goals amongst the school, the community and the family, which can be applied to achieve effective communication amongst all the various parties that are involved in teaching and learning. The Theory of the Overlapping Spheres of

Influence revealed six major activities which are involved in generating a linkage between the community and the school. These activities include;

- Parenting,
- Communication
- Volunteering
- Learning at home
- Decision-making and
- Collaborating with the community (Epstein, 1996).

Deselta believed there were three forces governing the fertility of this theory, namely A, B and C. According to the survey, the three forces that prevented an effective relationship between the community and the school are the following:

- ***Force A (time):*** Some parents work long hours and cannot support their children in connection with their school work or attending meetings because they go to work early and return slowly and wearily (Modisaotsile, 2013).
- ***Force B (characteristics, philosophies and practices of the family):*** Kgaffe (2001) and Makgato and Mji (2006) were of the opinion that most parents, if described as miserable, are unfamiliar with the current curriculum and are unable to teach. Therefore, they cannot effectively contribute to the education of their children. They are therefore excluded from their participation because they do not consider themselves to be effective.
- ***Force C (characteristics, philosophies and practices of the school):*** It can be observed that schools only reduce the involvement of parents in supporting roles and volunteer services, which leads some parents to lose their interest in attending school

activities (Kavanagh, 2013 Kgaffe, 2001). In cases where they have time to attend school activities, their roles are not clearly defined. They face challenges such as lack of school policies on parental involvement (Kgaffe, 2001) and lack of training on how teachers should involve parents in schools (Lemmer, 2007, Kavanagh, 2013).

The success of this theory application lies in the fact that teachers on the connection, the communication and concerted actions are implementing a new approach with families and community peers to help students achieve their full potential (Epstein and Sheldon, 2006). Effective parenting means that parents are directly involved in their children's learning and that the community will also ensure that the school runs smoothly with few obstacles. In this way, the school will only bear the burden of teaching, and everything else, such as the trainee's social problems, will be taken over by the community.

#### **2.4 Factors influencing student's performance.**

Educational presentation usually appears in research into academia. According to (Rois et al, 2011), theoretical attainment is conceptualized as focus on concluding results. The difficulty of reduced performance in examinations is overpriced for any country since education is a major drive to development (Lydia et al, 2009). According to (Legotlo et al, 2012), poor performance in the BECE in Ghana has been of concern to all major investors: students, teachers, parents, companies and the national ministry of education. The academic performance of public basic schools' in Ga-West District in the Greater Accra Region is an apprehension. Quick attention is needed on the part of the state educational planners and policymakers to recover the educational state of Ga-West District in the Greater Accra Region from its present situation, since most public basic

schools in the Ga-West District in the Greater Accra Region function lower than specified principles.

The fact that student performance depends on different socio-economic, psychological and environmental factors is supported by research. Student performance is affected by different factors such as Family Background, Learning Environment and Students Role Performance per the findings of research studies.

***Domestic Environment:*** Family influence, is perceived by Majoribanks (1996) as the key to a student's life outside of school; it is the most essential influence on students' education and embraces aspects such as socio-economic status and family structure. A child's interest in school and aspirations for the future is directly affected by the environment at home which is a primary socialization agent.

- Socioeconomic Status (SES): The Socioeconomic Status (SES) by the Majoribanks (1996) as a general social status of an individual that helps to provide both social and economic benefits. When used in studies for the scholastic performance of children, SES refers to the educational level of the parents or the family, the professional level and the level of income (Jeynes 2002). According to (Eamon 2005 Majoribanks, 1996, Jeynes 2002), there are numerous comprehensive analyzes of the association with SES and learning outcomes.

- a. They have a lower level of knowledge, skills, understanding and lower acceptance rates.
- b. They make lower scores and can quit school. For example, showing bad behavior and truancy and absenteeism.

- c. They are more likely to have problems with their lessons and show negative approaches in school. Equally, public experience remains one of the major sources of informative disparity as demonstrated by studies of children's educational attainments over time.

In other words, learning accomplishment depends very strongly on the socio-economic position of one's parents (Graetz, 1995).

- According to Barry (2005), the impact of parental SES on children's educational outcomes can be weakened, assisted or facilitated by a host of other parameters, family and individual characteristics. For example, parents may have low income and low status and yet provide high education to their children. The ownership of family members, such as material resources, can often be reconciled with family members (eg, parental support, family cohesion). The results of education can be influenced comparatively or separately from the social and economic components of the socio-economic situation. While the ingredients are equally important, parents' educational attainment as a social factor has been more important among others than economic factors, such as the ability of the family to buy goods and services to explain the different educational outcomes. It is argued that families in which parents are socially, educationally and economically privileged promote a higher level of achievement for their children. According to (Barry, 2005), they also provide their children with higher psychological predictions through measures that enhance the skills needed to succeed in school.

- a. *Household Structure:* The family structure can be linked to the socio-economic situation. Studies have shown that single-parent household

children are not good at school as children of two-parent households (Majoribanks, 1996). This view is supported by Rich (2000) and states that single-parent families are likely to have lower academic performance, as single-parent parents have lower salary levels on average, lower educated parents and are less likely to work in the workforce. According to Rich (2000), other reasons that could adversely affect the educational outcomes of such children compared to those of families of both parents include: protective parent who have less time to spend with children in terms of control of school-work and sustaining suitable levels of discipline,

- b. improved duties on children such as childcare roles, home duties which hinder the time offered for school work; and
- c. The relationship between parent and the child in sole parent families may end up in emotional and behavioral problems for the child.

According to (Jeynes, 2002), divorce has been found to affect academic performance negatively as students whose parents are separated are among those who scored lowest on a standardized test. Likely clarifications for this association, according to Majoribanks (1996) and Jeynes (2002), is that divorce can cause a family's socio-economic position to decline and disturb the parental connection harmed. This discloses that the value of parents and home background of a student goes a long way to predict the quality and consistency of the satisfaction and provision of a child's useful survival and academic needs. Poor parental attention with gross deficiency of social and economic requirements of a child, usually yield poor academic performance of the child.

- **Parental participation:** Study shows that the parent's contribution in teaching and learning plays an essential role in their children's academic performance (Dhurumraj, 2013:54; Makgato and Mji, 2006; Sanders and Epstein, 1998), in their self-esteem, school attendance and social conduct (Lemmer, 2007). According to (Lemmer, 2007), research again indicates that the role of the parents in schools has been practiced, however, there are challenges because the parents are only involved in livelihood and volunteering roles.

The surroundings of the school student attends can also have an influence on the student's educational performance and academic results. A student's learning experience is affected by the school they attend and the parameters set by the school's environment. The gates that lead to academic success could either be closed or opened to the student depending on the environment.

A Learning environment that is facing obstacles, or distractions such as noise, gas/smoke pollutions and so on can create health hazards, which in turn affect or reduce the student's attention or obstruct his or her focus to learning (Sprinthall cited in Basil, 2007). Students have always been liable to threats due to the location of markets and garages near schools according to Basil (2007). The lives and concentration of students have always been endangered by noise and pollution from those sources. Hence, schools in both rural and sub-urban and urban areas should be located off zones characterized with smoke/gas pollutions, market centers or garages, as conducive learning atmospheres motivate learning, understanding and high perception for an active learning and high academic performance.

Students Role Performance (SRP): According to Barry (2005), Students Role Performance (SRP), is how a person fulfils the role of a student in a learning establishment. Factors such as Gender and extracurricular activities encompasses SRP. Over the past several decades, the effect of gender has on a student's academic achievement has been argued and heavily researched. (Chambers and Schreiber 2004). Yet more modern research indicates that the gender effect has been lessening (Eamon, 2005; Majoribanks, 1996 and Jeynes, 2002).

Yet again, various factors for poor performance of students has been specified by Rothstein (2000). The argument of learning not being the only product of formal education and schooling but communities, families and peers has been made by Rothstein (2000). Learning and thus school achievement can be affected by Socio-economic and socio-cultural forces. The subsequent part emphasises on the comparative effects of home-related, school-related, student individualities, and teacher-side issues.

### ***Home-Related Factors***

A variety of household influences can impact on whether a child performs well in school. These comprises socio-economic position (school, work and salary), size of home, sort of restraint at home, domestic structure, and the level of parental involvement and awareness in child schooling which are all factors that affect performance in school.

Students' achievement was found to be affected by family and environmental factors in a study by Christenson and Gorney (1992). Such elements are parents' anticipation and attribution, arrangement and learning, household setting, discipline, and parental involvement. Engin-Demir (2009) debated that sizable enquiry has reliably presented that

students' academic achievement has been influenced by background of family features such as the socio-economic position of parents. An argument also made by Schiller, Khmelkov and Wang (2002) that parents who have more education seem better capable of providing their children with the academic and social provisions key to educational success when likened to parents with less education.

### *School-Related Factors*

Generally, numerous school environmental factors have been recognized as impelling academic performance. It encompasses the convenience of learning materials, location of schools and quality of the physical abilities, lesson size and student-instructor relations, educator requirement and understanding, and regulation. According to (Lockheed and Verspoor, 1991), instructional resources offer data, establish the choice and order of the data offered, and afford chances for learners to practice what they have learned. There is an improvement in students' performance usually when they have books or educational assistance to for their studies. These educational aids or material resources could include textbooks, teachers' guides, wall pictures, maps, atlases and other learning aids. The effectiveness of a teacher's lessons is affected by the availability and use of teaching and learning materials.

Besides, schools with operational control of education and learning accomplishments have high presentation rates. Research by Etsey, Amedahe and Edjah (2004) has shown in a study of 60 schools from peri-urban (29 schools) and rural (31 schools) areas in Ghana that educational performance was improved in private schools than public schools due to more effective management of efforts. How often circuit supervisors are in

schools, would put teachers on the alert to be more regular and early in school, Etsey (2005). This would predict teacher absenteeism and recover education in the schools. The attitudes of students would be changed towards school if teachers are present always following regular visits of circuit supervisors.

### *Student Appearances*

Some student's characteristics have largely been recognized as influences to their educational performance. The time they spent with their books and homework, regularity at school, pupils' attitude towards schooling, their self-concept and motivation, their health and nutritional status are all factors that influence students' performance.

- Time spent on assignments and homework are also crucial activities that help to advance the grades of students regardless of intelligence (Engin-Demir 2009). The amount of time pupils devotes to assignment and other connected activities have also been found to be strongly linked to motivation. A quote by Butler (1987) in Etsey, (2005) established homework to be a factor of academic performance. He specified that;

*“homework bore a positive relationship with learning outcomes when it is relevant to learning purposes, assigned often in rational amounts, well described, motivational and collected and reviewed during class time and used as an occasion for feedback to students”.*

Regular attendance by students shows success in their performance as truancy or frequent absence from school, avoiding classes and leaving school without consent is seen as factor that can affect pupils' academic performance. The argument that there is an adverse affiliation concerning student academic success and work during school hours has been made by Heady (2003).

- Students' attitudes such as absence, misery, injustice and others can affect their performance. For example, McLean (1997) found that high and low performance settings differed in that five behavioral elements were significantly related to school performance. The attitudes of the students directly influence the performance of the school and can indirectly influence the influence of other factors. The effect of student-level attitudes on another study was found by Abu-Hilal (2000).
- Other personal variables are the self-concept, which refers to a group of views and views that a student has on his or her academic abilities. The internalization of the public appearance of the learner results from the self-concept. It develops from different relationships to social situations and causes. According to (Diaz, 2003), the image and the acceptance or rejection of students are given great importance. The Marsh (1990) examined the relationship between self-esteem and academic integration and noted that the current performance of a person affected by previous academic idea and that the results of future academic idea had no effect.
- Motivation is considered as the element that triggers the student's participation in learning. According to (Diaz, 2003), when a student has a strong incentive, all the

effort and attention a particular goal focuses on achieving, so doing all of his/her resources. In this regard, the motivation of students' academic achievement is influenced by the perception of parental support and participation by students. When the student's perception of the support and involvement of the parents becomes positive, they achieve good (Grolnick and Slowiaczek, 1994, Wang and Wildman, 1995).

- The learners' perception that their parents are involved and interested in their education and encourage them to perform well is positively linked to academic achievement. By participating, parents convey the message that school is important and gives their children positive emotional experiences with the school.
- Harbison and Hanushek (1992) found a statistically significant relationship between health and nutrition indicators and academic performance. They concluded that the effects of poor health and nutrition are due to their being reached early in a child's life and cumulatively affecting student performance. According to surveys by the Ghana National Committee for Children (GNCC, 2000), just over 16% of surveyed schoolchildren suffer from recurring health problems such as headaches, malaria / fever, stomach disorders and other illnesses. The study by Fentiman, Hall, and Bundy (2001) found that 70% of primary school children were anemic. The Vegas and Petrov (2008) argue that although the mechanisms by which malnutrition impacts school performance is not known, lack of protein, calories, and traces believed to affect cognitive development.

### ***Teacher-Side Influences***

Many teachers influence school performance. These include the involvement of teachers in the school, the attention and motivation of teachers, and the effectiveness of teaching and teaching methods. These are some of the factors that influence teachers' academic achievement.

- Relaxation and delays of teachers: Children's access to education and the nature of this access are important to the coherence of the teacher in the school. A widespread problem of absent teachers is likely to contribute to poor student performance. According to the World Bank (2004), the prevailing evidence suggests that the misery of teachers in primary school in Ghana seems to have worsened in the past fifteen years. The World Bank is steering the evaluation of basic education in Ghana, stating that "in 2003, almost 13% of teachers in the last month (World Bank, 2004) were absent in 2003, compared to just over 4% in 1988". In another study Fobih, Akyeampong and Koomson (1999) came to about 60 unexpected schools and found that about 85% of teachers in the school too late. The delay was extended from five minutes to one and a half hours. This means that the lesson time was lost, the teachers received less instruction (ie English and math were mainly taught for 10 hours) and the school day for the students shortened. The completion of study programs is dependent on delay and absence.
- Educational Motivation: A person with a high level of motivation is most concerned about his or her job. Ofoegbu (2004) combines students' poor academic performance with poor teacher performance in terms of academic achievement,

negative work habits, and poor education habits due to lack of mobilization. By ratifying this position, Lockheed and Verspoor (1991) explained that the lack of motivation and occupational safety that teachers produce from poor monitoring and unprofessional approaches to students, in turn, impacts students' academic achievement.

- Awareness raising: The impact of effective education on student achievement has been the subject of many studies. The quality and commitment of teachers play a key role in educational production for better performance. According to the knowledge of the teaching staff in connection with books, teaching time and other learning materials have a great influence on the learning of the elementary school. The Agyemang (1993) reported that "a teacher who does not have the academic and professional education criteria would undoubtedly adversely affect the teaching and learning of his/her subject." The operating instruction includes various aspects of teaching such as study subjects, effective communication, preparation and presentation of the course, the pace of the class at the student level and the consideration of individual differences, allowing students to apply and implement students who have learned what they are from them and monitor and evaluate achievements so students learn from their mistakes (Lockheed and Verspoor, 1991). Jacob and Lefgren (2006) found a positive relationship between effective education and academic achievement. Similarly, Adediwura and Tayo (2007) suggest that effective education is an important predictor of student performance and that effective

education produces students of higher academic quality. Akiri and Ugborugbo (2009) have shown that effective teaching performs better.

## **2.5 Factors that contribute to student's success in External Examination**

Hipp (2005) believes that the tests are designed to evaluate, not just the knowledge of a course, and the students' ability to analyze, solve, and use the ideas in a practical way. That's why rarely the best strategy is just to learn (memorizing) exam material. The Dixon (1988) adds that preparing for the exam is a project that most students fear, as it is time and hard work is the cause of many anxiety and stress. Hipp (2005) describes some of the most effective ways of achieving success in external audit including: planning and time management, insurance programs and regulations, and revision managers.

**Planning and Time Management:** A well-known saying is "if you do not plan, plan to fail". Time planning and management are a key to success. According to Hipp (2005), you must use an empty weekly program clock to organize the study duration that each one is available. The person should not try to reconsider overnight contractions rarely beneficial for more than two hours before the exam.

**The Delineation of the Curriculum and Regulations:** According to Dixon (1988), it is important to get the syllabus of the selected topics and study the problems with the necessary textbooks and keep the study stable for a long time. The Dixon (1998) advises students in the beginning by citing "short notes" to avoid learning a topic. According to him, the fact on the subjects that students are sunk. He also advises students to study the

regulations for exams, especially for the desired behavior during the exam, so that students do not meddle game fraudulently with serious consequences.

The Hipps (2005) suggest that it is important to learn to answer questions on each topic. This after him will enable the students to determine how far they have taken up the subject. Students can use previous questions or to form their own relevant questions about studying. It is important to answer such questions in writing, not verbally. Dixon (1988) argues that it is good to share knowledge and ideas with your partners because you do not have access to all the manuals or knowledge in a subject. He also advises that students should not participate in the accumulation pattern of answers that someone else is preparing.

**Managing Review:** Review is an essential part of preparing for the exam. Revision helps to learn, to mature. According to Dixon (1988), you complete the course and learn well, but not the end. It should be checked again and again. The fact is, when students study a chapter well and do not check learning that has disappeared over time. The revision does not take a lot of time because you already know, but you check to update your learning. Another benefit is that you can learn more and have new ideas with each review. It is important to keep in mind at all times that the exam is a recall test, not recognition. All the revision and the preparation of the examinations are also directed to the practice and examination of the recall. Many students make the mistake of simply reading their notes again and again until they feel that they know everything. What they really learn,

however, is to recognize the material. Learning to withdraw information requires a much more active approach.

## **2. 6 Empirical Literature Review**

The review focuses on academic performance, factors that influence academic performance, teaching, learning and teaching. Over the years, there has been an extensive research done by several scholars on this study. Thus, there have been several researches done on this study at numerous places. Below are some of the scholarly literatures reviewed by the researchers of this study.

According to a study done by Madiwalar (2012) on the factors affecting students' performance in some selected secondary school of Asela Town (Ethiopia), it was discovered that parents have an important part to play in prompting the academic performance of their wards. They further recommended that parents must work closely or hand-in-hand with the school teachers so as to know how best to enhance the academic performance of their wards. In the attainment of high academic performance, there is the need to ensure effective and efficient supervision of teachers. This was attested by Etsey et al. (2004) where they found out that due to the fact that teachers in the private schools are super, Okhakhu, Oladiran and Omoike (2016) also did a study on 'Instructional Materials as a determinant of students' academic performance' in the year 2016. The objective of their study was to find out the promising link concerning instructional materials and educational success of secondary school students in Lagos state, Nigeria. They found out that, truly, instructional materials play a vital role in the attainment of better academic performance. They also recognized that, schools with both qualified

teachers and sufficient learning materials performed better academically than those without qualified teachers and ample educational resources.

Again, Kenneth, Henry James (2014) explores views on the effects of poor school performance and their causes, management of schools at selected secondary schools in Kericho. The focus is on the relationship between historical and reduced academic performance of students at Kericho. Proven bibliography highlights that the main focus on the causes of bad academic performance is the family background. However, it is necessary to find out which other influences lead to reduced academic performance among pupils and the extent of these causes. It has been found that the perceptions of parents, teachers and students are not different, as reflected in the impact fractions and average deviations. The study found that the majority of respondents said that views are important for reducing pupil performance, along with other influences, especially the family background. The paper recommends further research into the relationship between academic factors and reduced academic performance and the impact of socio-economic factors on student achievement.

Ngene et al. (2014) conducted a quantitative study to find the influence of student monetary strength on their academic performance in the service area. They found out that their monetary strength depends on where they get funding from. A student Loan scheme was recommended to guarantee fulfilment which led to educational performance. A quantitative study done by Adane (2013) to identify factors accountable for low academic performance of pupils in Kemp Methodist high school in the service sector. It was discovered that factors ascribed to educators, institutes, environmental, parents and the pupils were responsible for low academic achievement of students. The study further

recommended the need to improve parent attitude, intensify supervision of teachers and institute certain incentive packages so as to inspire them. Also, there is the need to recognize individual differences in education coupled with encouraging guidance and counseling sessions.

Pepra and Viiru (2005) conducted a mixture of quantitative and qualitative research to assess elements affecting standard of education in the Kassena Nankana district in the upper east region. The study revealed that, positive relationship exists between factors such as family size, parents' educational levels, ability to pay school fees in their children education and pupils' academic performance. It was suggested that management and other stakeholders should put certain mechanisms in place to remove problems relating to such factors in the district so as to raise educational performance of pupils.

A similar by Windrick (2015) on the various factors influencing academic standards of eight girls in public primary schools in national examination in Matungu division, revealed that girls were exposed to harsh school environmental conditions. The study however recommended that more public schools should be built with ministry of education monitoring and evaluating the academic performance of girls in the rural area. In addition, Schulze and Heerden (2015) conducted a quantitative study on identifying influence on motivation to learn science. They discovered that teachers motivate students by creating good learning environment. It also recommends that future research should be made for understanding of this environment.

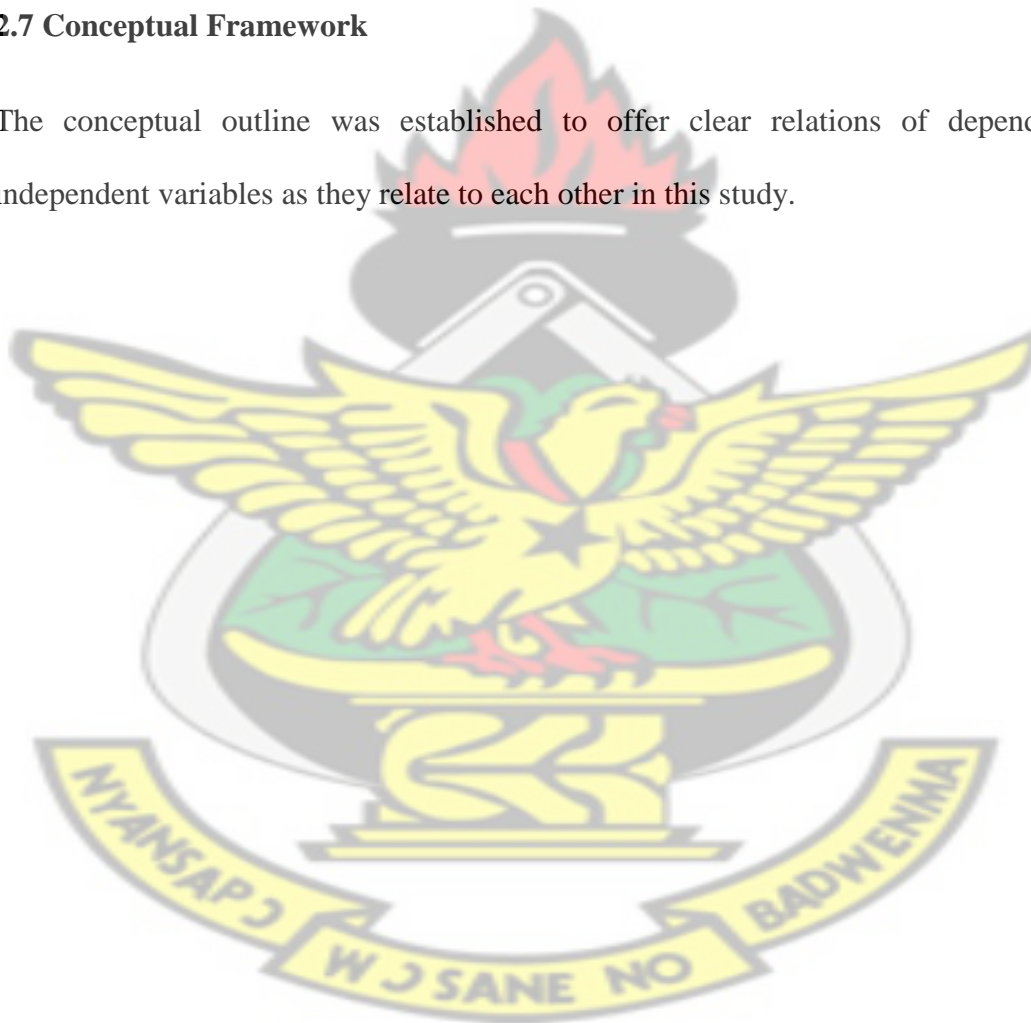
Also, Mckay (2016) conducted a study 'Do Tutors Matter? Measuring the influence of teachers of first year academic performance in South-Africa.' It discovered that students who skipped the entire tutorial saw a dramatic decline in their mark and recommended

that tutorial attendance should be obligatory. According to a quantitative study conducted by Owoeye and Yara (2011) on class size and academic achievement of secondary school in Ekiti state in Nigeria, there was no significance difference in the academic success of student in minor and huge class. He however recommended that more classrooms should be constructed by policy makers or government.

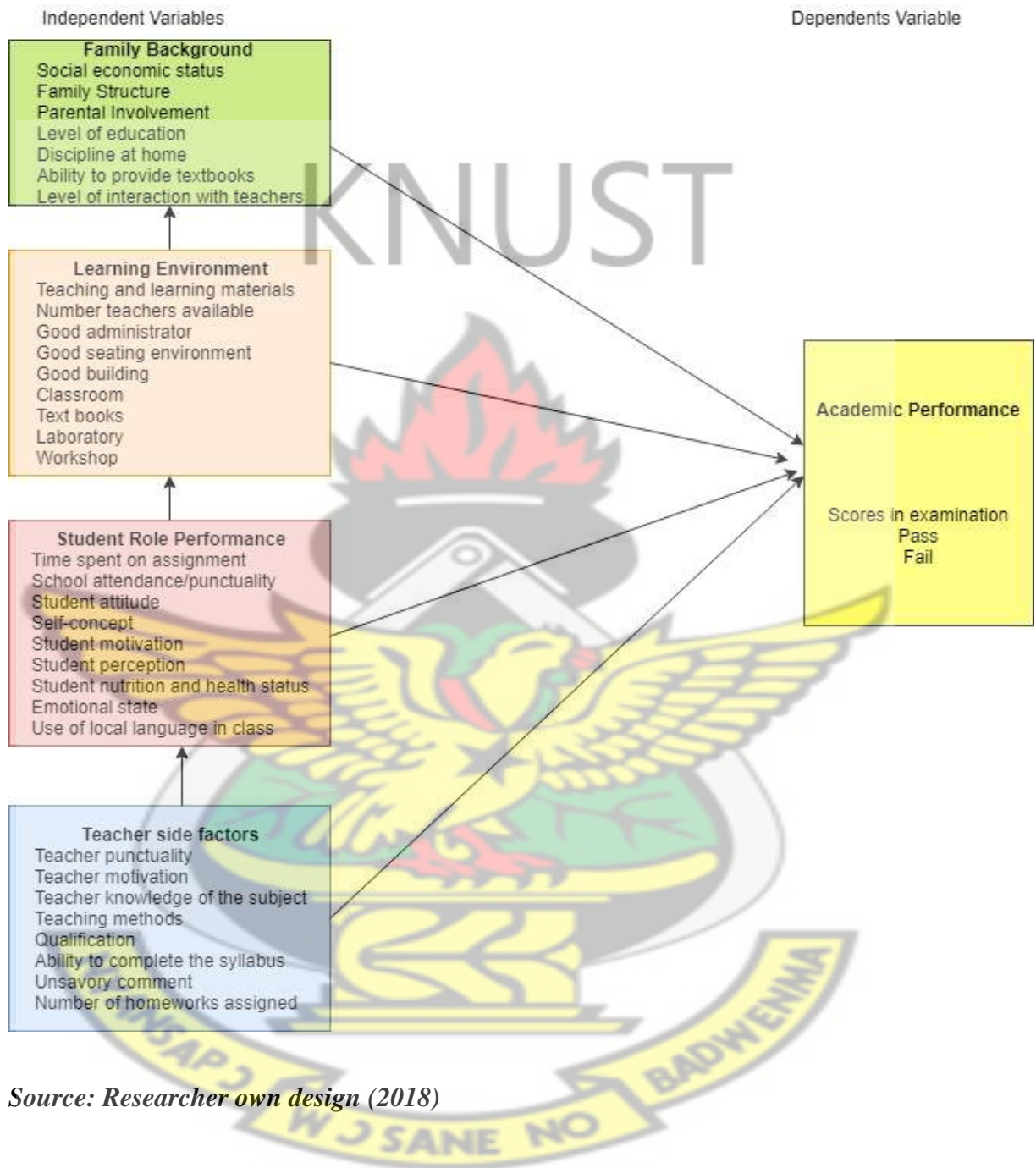
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## 2.7 Conceptual Framework

The conceptual outline was established to offer clear relations of dependent and independent variables as they relate to each other in this study.



**Figure 2.4 Conceptual Framework**



*Source: Researcher own design (2018)*

The independent variables are family background, learning environment, student's role performance, and teacher side factors are all but factors that influence academic performance of public basic school pupils in the Ga-West Region. The dependent variable is public basic school pupils in the Ga-West District performance.

Parent public financial eminence is important for it moves convenience of physical and human resource. Economic assets allow the putting up of physical amenities and achievement of human supply. Competence of monetary incomes mainly rest on of fee payment and actual management in equal. Hence, teachers' outlooks students' grades affect student's grades greatly. Availability of textbooks, trained teacher and physical resources such as classrooms influence students' performance.



## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This third chapter contains a detailed description of the methodology employed during this study. To effectively achieve the main objective of the study, the researcher took several steps that formed the research methodology. This chapter presented a detailed description of the various steps taken by the researcher during the course of the study. Where necessary, the reason or reasons why such steps were taken were provided by the researcher.

#### **3.1 Research Design**

A research design can be defined as a framework that has been created by a researcher to guide the process of conducting a research (Creswell, 2017). Put differently, a research design can be seen as a framework created by the researcher for use in finding answers to the research questions (Pedersen and Piscitello, 2017). In most cases, the research design indicates whether the findings of a research are valid or not (Pedersen and Piscitello, 2017). The main purpose for coming out with a research design is to ensure that the appropriate data that can be used to answer the research questions is collected (Nardi, 2018).

It is also to ensure that such data is collected from the appropriate group of people using data gathering instruments that are appropriate for the purpose of the collection of such data (Pedersen and Piscitello, 2017; Nardi, 2018). Finally, the research design is also

expected to ensure that the data collected is analyzed in the most appropriate manner (Creswell, 2017).

The research design is also determined by the type of research being conducted (Creswell and Creswell, 2017; Cuervo-Cazurra, Mudambi, Pedersen and Piscitello, 2017).

The research adopted a quantitative and a qualitative research methodology (Creswell and Creswell, 2017; Cuervo-Cazurra, Mudambi, Pedersen and Piscitello, 2017). Since this study was a quantitative study, a quantitative research methodology was adopted. A quantitative research basically examines data in an attempt to establish relationships between them (Bernard, 2017; Brannen, 2017; Creswell and Creswell, 2017; Nardi, 2018). Its main purpose is to use mathematical models, theories and approaches to measure relationships between data and observations (Bernard, 2017; Brannen, 2017).

Thus, quantitative research designs focus on using statistical, mathematical or numerical analysis of data to establish relationships between two or more variables. They focus on the collection of numerical data using especially questionnaires (Bernard, 2017; Brannen, 2017; Creswell and Creswell, 2017; Nardi, 2018).

The researcher therefore used a questionnaire, to collect data from the appropriate group of people, analyzed such data using mathematical and statistical procedures and presented the findings using statistical charts and graphs.

To get further details from the key respondents, qualitative research methods were applied, where headteachers and education officers who had the required information on school performance were consulted for their opinions.

The specific steps taken by the researcher during this process are described in detail below.

### **3.2 Target Population and Sampling Technique**

#### ***3.2.1 Target Population***

The population of a research refers to the total number of elements (people, animals, objects or events) that could provide the kind of information needed by a researcher in order to answer research questions (Nardi, 2018; Chow, Shao Wang and Lokhnygina, 2018). This group of elements usually possess specific characteristics or knowledge or other attributes that enable them to provide the kind of information the researcher needed (Ary, Jacobs, Irvine and Walker, 2018). The importance of identifying the appropriate population hinges on the fact that, it determines the validity and reliability of the findings of the study (Chow, Shao Wang and Lokhnygina, 2018).

Taking the above into consideration, it could be deduced that the population of this study comprises all the teachers and students of public basic schools in the Ga-West District. The teachers, the students and the parents constitute the subjects of study.

Studying the whole population would have greatly enhanced the outcome of the study. However, this is not practicable owing to the limited academic period for the study, the difficulty to reach out to all the parents as well as limited resources. Ga west has 90 basic junior high schools, with a teacher population of nearly 900. The student population is over 100,000. The researcher therefore within the limited time could not deal with the entire population and had to resort to sampling procedures to arrive at a workable target population.

### *3.2.2 Sampling Techniques*

A sample is meant to be a representation of the entire population, the researcher adopted a specific method in selecting the members of the sample (Marczyk, D., and Festinger, 2017). The method adopted by a researcher in selecting the sample of a study is known as the sampling technique ( Ghoshdastidar and Dukkipati, 2018). The sampling techniques used in selecting the members of the population, in many ways, influences the credibility of the final findings of a study (Marczyk, DeMatteo and Festinger, 2017; Ghoshdastidar and Dukkipati, 2018).

There are several sampling techniques that can be adopted for this study, based on the research design and the objectives of the study. However, as a rule of thumb, it is usually expected that researchers adopt a quantitative sampling technique when a quantitative research design is adopted and adopt a qualitative sampling method when a qualitative research design is adopted (Marczyk, DeMatteo and Festinger, 2017).

Although there are many sampling methods, probability sampling and purposive sampling were chosen. Purposive sampling is a sampling method that includes choosing subjects with the required features, from whom the researcher can obtain the most relevant information (McMillan and Schumacher, 2010; Dawson, 2002).

Through probability sampling 30 schools were selected out of the over 90 schools. The researcher obtained a list of the schools and wrote the names of the schools on pieces of paper. These were mixed and a student was called to pick five of the pieces of paper. The selected schools and their head teachers as well as students of that school were chosen for the study.

Two students and two teachers from the selected public basic junior high schools in the district were selected for study

Purposive sampling involving selecting respondents based on availability and willingness to participate in the research and the quota sample ensure that homogenous groups were selected based on the representation in the population. In addition, the purposive sampling was adopted because it enabled one to obtain the necessary information from the right persons who have the knowledge about the problem of study.

Two head teachers were selected purposively. One was a male and the other was a female headteacher. This is the reason the researcher relied on purposive sampling for the study.

The study targeted 60 teachers and 60 students as a sample size for the study. This was done by selecting randomly from the Ga-West District basic schools. However, eighteen teachers did not respond to the questionnaire on time for inclusion in the study so the investigator based the analysis on 42 respondents. Similarly, 18 students did not fill the questionnaire well and was not included in the analysis. The student researcher worked with 42 teachers and 42 students for the quantitative analysis. Two headteachers were purposively selected for in depth interview on the topic; poor performance of basic schools.

### **3.4 Source Data**

Both primary and secondary sources of data were obtained for the study. According to Yin (2005) primary data permits direct valuation of conditions and occurrences. The study applied primary information collected from sampled respondents. The primary data was gotten directly from respondents through the administration of questionnaires. The

primary data provided dependable and precise direct data to the study. Primary data was collected for the purpose of the study and was used to get a precise, broad and a dependable data. A primary source of data was selected because it was necessary to obtain information directly from the selected respondents within the selected public basic schools in Ga-West District.

Secondary data, on the other hand, refers to information collected by one researcher for the purposes of a research but which has been found useful by another researcher and was thus analyzed for the attainment of the objectives of a different research (Creswell and Creswell, 2017; McCarthy, Whittaker, Boyle and Eyal, 2017; Prada-Ramallal, Takkouche and Figueiras, 2017).

A researcher does not need any data collection instrument in order to collect secondary data since the information is already available (Prada-Ramallal, Takkouche and Figueiras, 2017; Veal, 2017).

While some researchers collect both types of data during their surveys, this study collected both primary and secondary.

### **3.5 Research Instrument**

In an attempt to collect information from the respondents (sample members), researchers usually adopt certain ways or means (Marczyk, DeMatteo and Festinger, 2017; McCarthy, Whittaker, Boyle and Eyal, 2017; Veal; 2017). The means through which a researcher collects data from the members of the population is known as the data

collection instrument (Marczyk, DeMatteo and Festinger, 2017; McCarthy, Whittaker, Boyle and Eyal, 2017; Veal; 2017).

There are a number of data collection instruments available to researchers, but being a quantitative study, this study adopted the questionnaire. A questionnaire can be seen as a list of open or close ended questions printed on a sheet or sheets of paper which is given out to the members of a sample to provide answers for (Krosnick, 2017; Oppenheim, 2017; Brace, 2018). Using a questionnaire as a data collection instrument comes with a number of advantages: it is a very fast means of collecting data from a large group of people within a considerably short period of time (Krosnick, 2017; Oppenheim, 2017; Brace, 2018). However, a questionnaire can only be used when the members of the sample can read and write (Krosnick, 2017; Oppenheim, 2017; Brace, 2018). The questionnaire was chosen as the data collection instrument for this study for a number of reasons: firstly, it is a quantitative data collection instrument and thus falls perfectly in line with the research design adopted. Secondly, since it affords researchers the ability to interpret research findings numerically, it comes in as the perfect tool to use in collecting data for this study.

The questionnaire used for data collection was designed by the researcher but was heavily influenced by those used by earlier studies such as Mpolokeng (2011), Yunas (2014) and Ackom-Wilson (2015) and could be found in the appendix column of this document.

The questionnaires were adapted and modified to meet the research objectives. Closed-ended questions were used to control responses and open-ended questions to supply in-depth information relevant to the study. The questionnaire sought to answer questions on

socio-demographic data, availability of resources, teaching and learning methods, preparation before, during and after examination. Questionnaires were used because afford the respondents some level of independency. The form of measurement for the questionnaire were a Likert scale form of which some responses ranged from “strongly disagree to strongly agree”. The questionnaires were self-administered to the target respondents. This was done by explaining the purpose of this study and assure the respondents of confidentiality.

### **3.5 Data Collection Process**

Since the members of the sample are located in different schools, the researcher had to visit each school in order to administer the survey instrument to the respondents.

In order not to disrupt the normal schedule of the respondents or be unable to administer the survey instrument due to the absence of the sample members, the researcher initially made contacts with the various schools to book appointment with the sample members. This ensured that the researcher had access to as many of the sample members as possible in each school. Despite this arrangement, the researcher had to leave the questionnaire with some of the respondents and went for it on a different day.

Since the questionnaire was a fairly short one, it did not take the respondents so much time to complete it. Completing the questionnaires took between five to twenty minutes in most cases. The whole process of data collection took three weeks (fifteen working days).

### **3.6 Data Analysis**

Since this study adopted a quantitative approach, the data collected was in the quantitative form. This implied that quantitative data analysis procedures have to be employed. Thus, the data collected was analyzed using different statistical procedures. The specific data analysis method employed at each stage of the data analysis process was described in detail as and when they were used in the data analysis process. They can therefore be found in the next chapter.

The data analysis was done mainly with the software known as statistical package for social sciences (SPSS) version 23, a data analysis software meant for the analysis of quantitative data. It was chosen for the data analysis due to its functionality and ease of use. Microsoft Excel was also used extensively, but mainly for drawing charts and graphs.

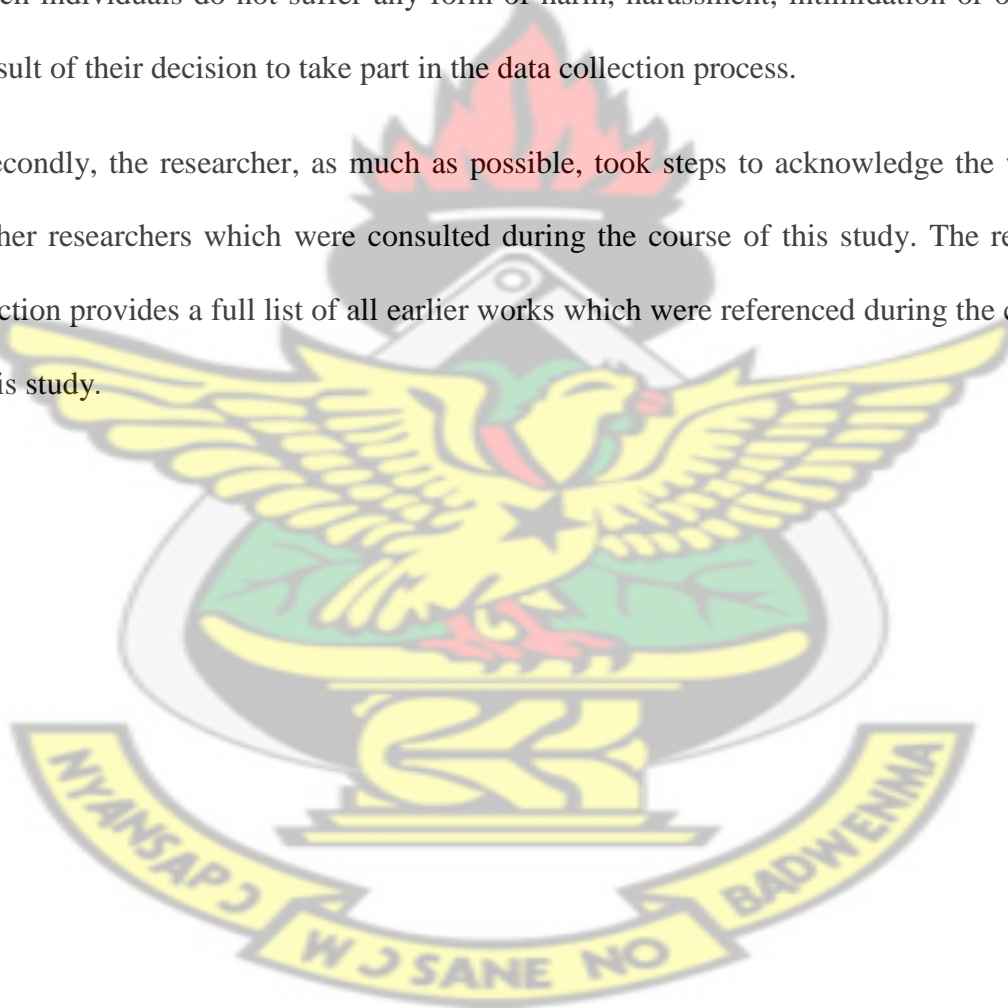
### **3.6 Issues of reliability and validity**

There was the need to ensure that when the instrument or the sample procedure is replicated the same result would be achieved. In such regard, the researcher after designing the questionnaires under the supervision of the project supervisor gave the questionnaire expert review in the area under investigation. After the modifications from the reviewers, the researcher piloted the questionnaires with different respondents who were not part of the studied population to avoid ambiguities. Validity of data collected can be assured because as the researcher sampled respondents who had sufficient understanding of the subject under enquiry.

### 3.8 Ethical considerations

Two major ethical considerations were made during the process of this study. Firstly, the researcher took steps to ensure the anonymity of those who provided information during the data collection process. This was done in order to conform with one of the major ethics of academic research, which emphasizes the need to protect the identity of those who provided information during the data collection stage. This is usually to ensure that such individuals do not suffer any form of harm, harassment, intimidation or other as a result of their decision to take part in the data collection process.

Secondly, the researcher, as much as possible, took steps to acknowledge the works of other researchers which were consulted during the course of this study. The references section provides a full list of all earlier works which were referenced during the course of this study.



## CHAPTER FOUR

### DATA ANALYSIS, RESULTS AND DISCUSSIONS

#### 4.0 Introduction

The purpose of this chapter is to analyze the study data and interpret the results so as to answer the research questions. In all, ninety-five questionnaires were distributed to respondents in the sample population. The study is aimed at identifying the factors responsible for the poor academic performance of public basic school pupils in the Ga-West District. This was done by selecting the last five Ga-West District schools that have underperformed in the science subjects in the matric results of 2017 however only 4 participated. With the aid of Statistical Package for Social Sciences (SPSS), and Microsoft Excel, the researcher was able to generate percentages, frequency tables, and charts to analyze the data in order to achieve the research objectives. Finally, the findings in this study were discussed in line with other previous findings in this chapter.

#### 4.2 Response Rate

The study targeted 45 teachers and 50 students as a sample size for the study due to time constraints. Those who filled and returned questionnaires were 42 teachers and 42 students making a response rate of 93 % and 84% respectively. According to Mugenda and Mugenda (1999), a 50% response rate is suitable for analysis and reporting. a 60% quota is good and a return rate of 70% and more is excellent. This means that the response rate of this study was excellent and therefore sufficient to analyze and interpret data. The table below represent data collected from the from the teachers and students in the Ga-West District;

**Table 4.1 Responses from the teachers and the students**

	<b>Sample Size</b>	<b>Response</b>	<b>Response rate (%)</b>
Teachers	60	42	70%
Students	60	42	70%
<b>Total</b>	120	84	70%

*Source: Field Survey (2018)*

#### **4.2 Reliability Analysis**

The credibility of the questionnaire was assessed by Cronbach's alpha, which measures internal cohesion. Cronbach's alpha was calculated by applying SPSS Version 21 for reliability analysis. The value of the alpha coefficient ranges from 0-1 and can be used to describe the credibility of coefficients extracted at a 5% materiality level from questionnaires or scales with bits and / or multiple points. A higher value indicates a more reliable scale. Cooper and Schindler (2008) gave 0.7 as acceptable reliability factors.

**Table 4.2 Reliability Coefficient**

Scale	Cronbach's Alpha
Facilities available in public basic schools	0.804
Factors causing low academic performance of public basic students	0.710
Opinion of students and teachers regarding solution to low academic performance of public basic students in the Ga-West District.	0.790

*Source: Field Survey (2018)*

Table 4.2 shows facilities available in public basic schools in terms of infrastructure, teaching and learning material and their effect on pupil's performance had the highest reliability ( $\alpha=0.804$ ), factors causing low academic performance of public basic students in the Ga-West District has a high reliability ( $\alpha=0.710$ ) and Opinion of students and teachers regarding solution to low academic performance of public basic students in the Ga-West District also had a high reliability ( $\alpha=0.790$ ). This illustrates that all the 10 scales, 15 scales and 16 scales respectively were reliable as their reliability values exceeded the prescribed threshold of 0.70 (Mugenda and Mugenda, 2008).

#### **4.4 Demographic characteristic of the respondents**

This section deals with the variation in attributes of the sample population such as, gender, age, of the respondents used in the study. For the purpose of the study, the population was made up of teachers and students of some selected public basic schools in the Ga-West District.

#### 4.4.1 Demographic characteristics of the teachers

Respondent's demographic features were classified into the following characteristic: Gender, age level of education, marital status and how many years you have been working as a teacher in the school. This is because the study recognized the relevance of demographic factors as most of these influences the variables under the analysis. Summary of the demographic characteristics are presented below in tables and pie chat.

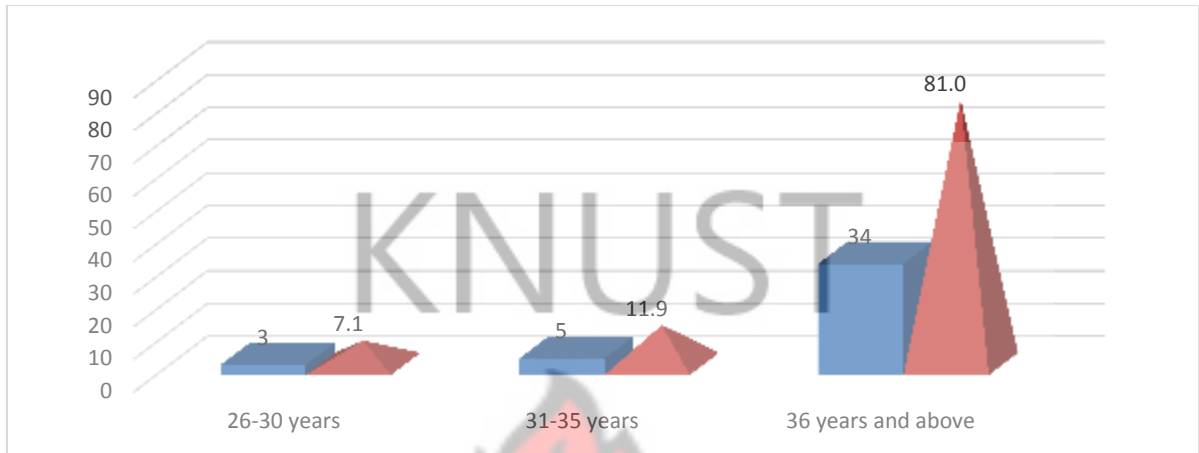
**Table 4.3 Gender of the respondents**

	Frequency	Percent
Male	31	73.8
Female	11	26.2
Total	42	100.0

*Source: Field Survey (2018)*

Findings indicated that 73.8% of the respondents were male and the remaining 26.2% were female. The study indicated that there was gender equivalence during administration of the questionnaire by the researcher. It can therefore be deduced that males were the most dominant gender among the respondents who participated in the research.

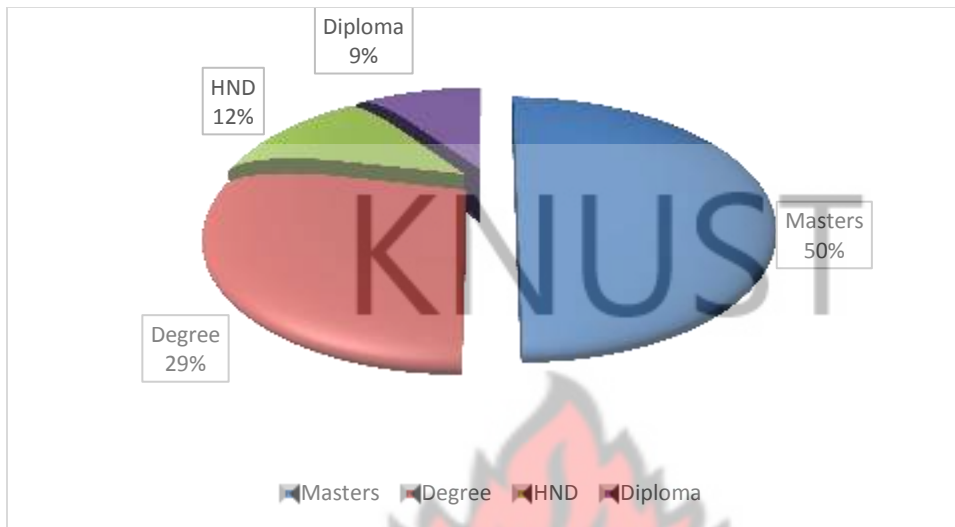
**Figure 4.1 Age of the respondents**



*Source: Field Survey (2018)*

The study again sought to determine the age distribution of the respondents. The study showed that 7.1% were between the ages of 26 years and 30 years. Findings again established that 11.9% of the respondents were between the ages of 31 years and 35 years and 81% were 36 years and above. Findings point out that majority of the staff were 36 years and above. It can be concluded that the various schools used in the study have strongly and energetic young men and women who can continue to run the affairs of the bank in the near future. It can be deduced that the teachers are young people who will be at the helm of affairs in the future. The various higher educations have a future in the sense that when the old ones retire, the young ones will be running the day to day administration of the institutions. Summarily, the institutions enjoy perpetual succession.

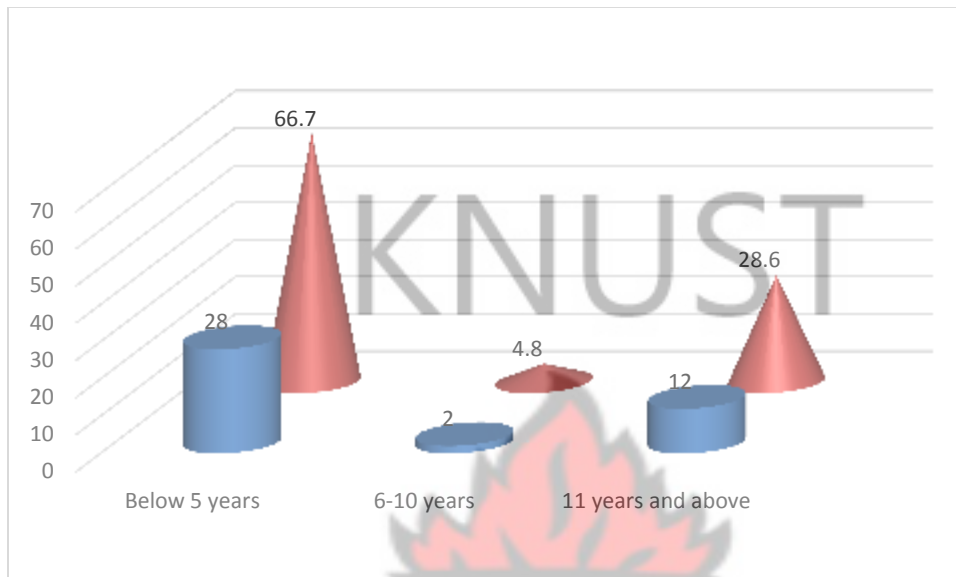
## 4.2 Respondents level of education



*Source: Field Survey (2018)*

The study sought to know the highest level of education of the respondents and the result is shown in Figure 4.2. From the findings, majority representing 50% had masters followed by 29% who indicated that they had University degree, then 12% had HND and 9% had completed diploma education, Therefore, the findings conclude that all the respondents had adequate educational background to execute their duties respectively. The teachers from the selected schools within the Ga-West District have diverse qualifications ranging from degree to post graduate as well as those who diploma.

**Figure 4.3 The number of years respondents have been working with the school**



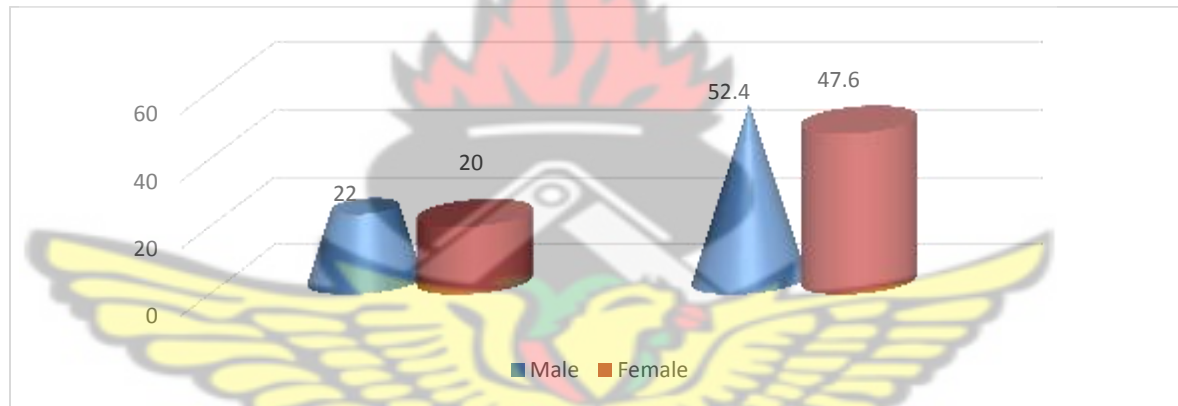
*Source: Field Survey (2018)*

The study sought to know the number of years respondents have been working with the school and the result is shown in Figure 4.3 above. The result indicated that 66.7% of the respondents have been working at the school below 5 years while 4.8% have been working at the school between 6 years and 10 years. The study also found that the remaining 28.6% of the respondents have been working as a teacher in the school more than 11 years. This also implies that staff of the various institutions are well distributed in the various experience brackets and if well utilized a good blend of youthful energy and adult experience will help achieve the evaluation of internal financial controls of the various institutions.

#### 4.4.2 Demographic characteristics of the students

Respondent's demographic features were classified into the following characteristic: Gender, age of respondents, siblings' size of the student and class of the student. This is because the study recognized the relevance of demographic factors as most of these influences the variables under the analysis. Summary of the demographic characteristics are presented below in tables and pie chat.

**Figure 4.5 Sex of respondents**



*Source: Filed Survey (2018)*

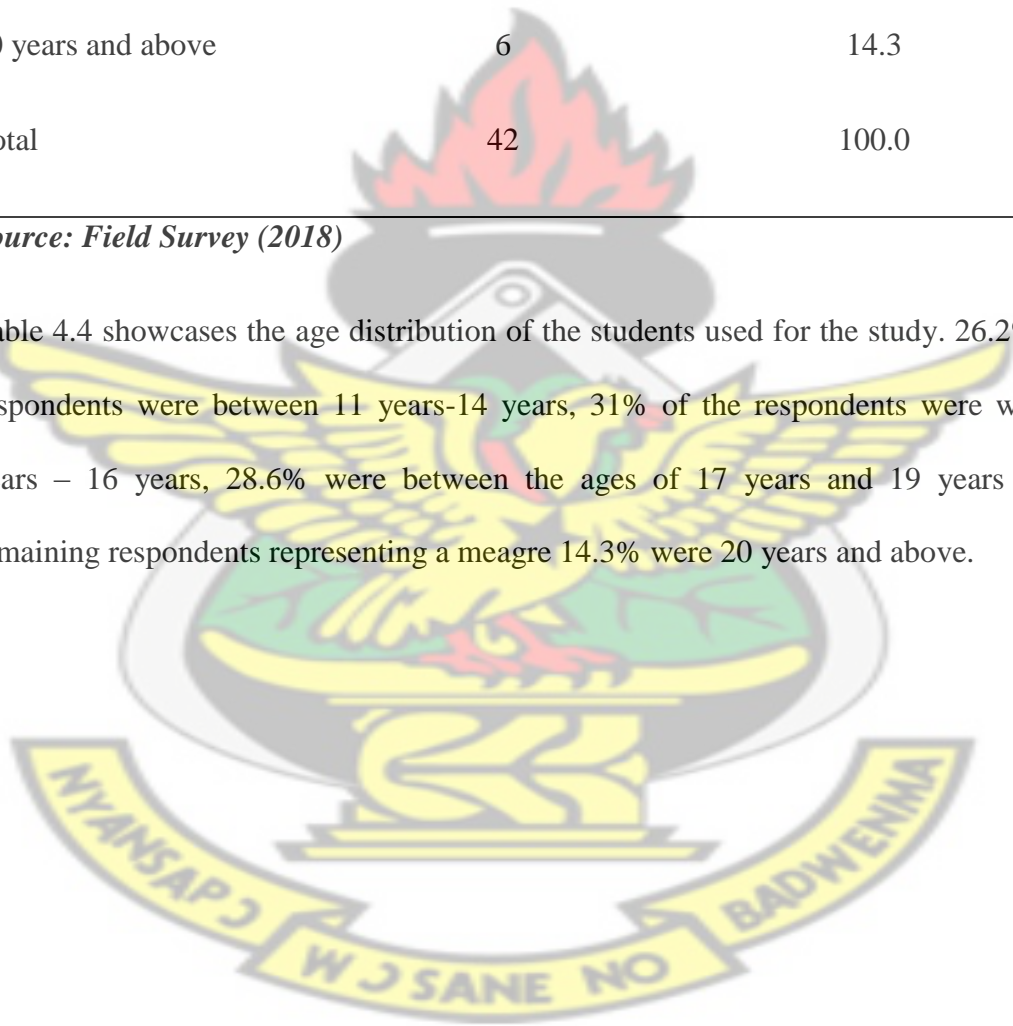
The study was interested in the distribution of the respondents by gender. The study findings indicated that 52.4% of the respondents representing 22 students were males while 47.6% of the respondents representing 20 students were females. This basically indicates that the study was dominated by males by a small percentage. The findings also indicated that the researcher observed gender balance during the administration of questionnaires.

**Table 4.4 Age of Respondents**

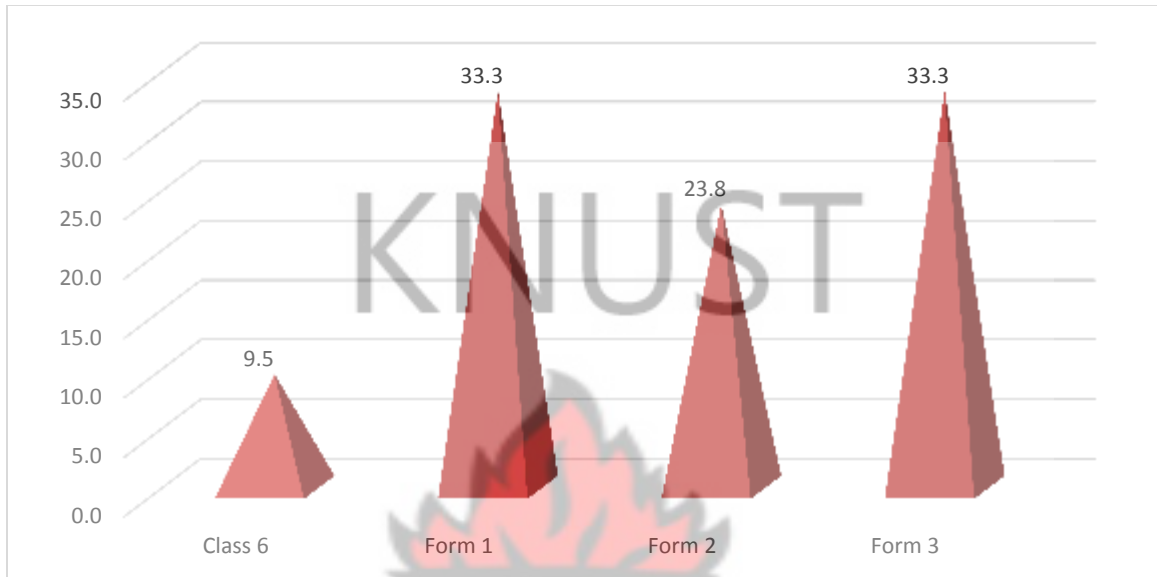
	Frequency	Percent
11-14 years	11	26.2
15-16 years	13	31.0
17-19 years	12	28.6
20 years and above	6	14.3
Total	42	100.0

*Source: Field Survey (2018)*

Table 4.4 showcases the age distribution of the students used for the study. 26.2% of the respondents were between 11 years-14 years, 31% of the respondents were within 15 years – 16 years, 28.6% were between the ages of 17 years and 19 years and the remaining respondents representing a meagre 14.3% were 20 years and above.



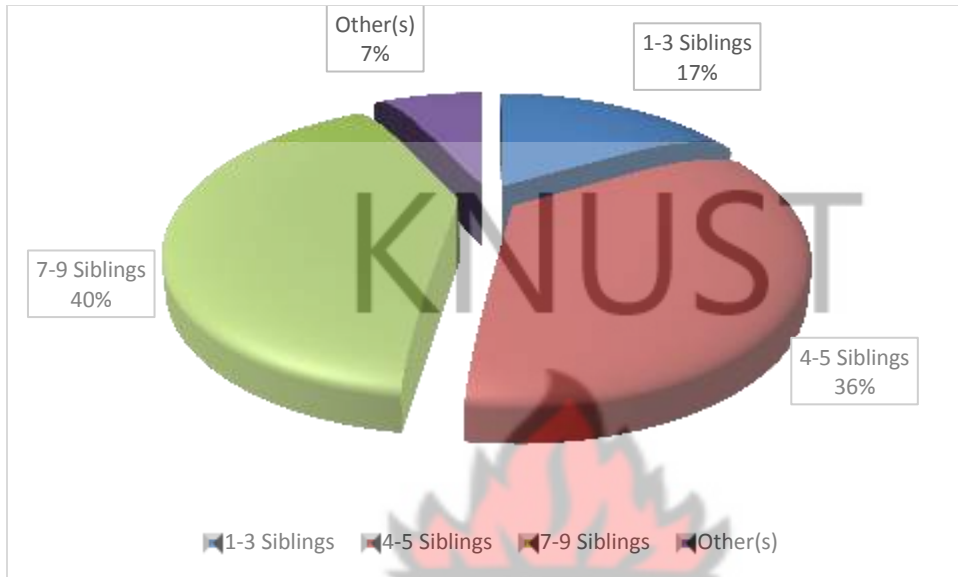
**Figure 4.6 Class of the student**



*Source: Field Survey (2018)*

Figure 4.6 revealed that 9.5% of the respondents were in class five and 33.3% were in JHS 1, 28.3% were also in JHS 2. The remaining 33.3% of the students were in JHS 3. In the distribution of questionnaire, no attempt was made at selecting candidates based on their class. Furthermore, the researcher was not bias but rather considered all the levels for their study. The findings also indicated that the researcher observed class balance during the administration of questionnaires.

**Figure 4.7 Siblings size of the student**



**Source: Research data (2018)**

Figure 4.7 showcases the sibling size of the students. Result indicated that majority of the students representing 40% have sibling size between 7-9, 36% of the students also have sibling size between 4-5 siblings, while 17% of the students also have sibling size between 1-3 siblings and a meagre of 7% closed others. Findings revealed that majority of the students have sibling size between 7-9 siblings. According to Pepra and Viiru (2005), positive relationship exists between factors such as family size, parents' educational levels, ability to pay school fees in their children education and pupils' academic performance.

**4.5 Facilities available in public basic schools in terms of infrastructure, teaching and learning material and their effect on pupil’s performance**

The first objective of the study seeks to identify facilities available in public basic schools in terms of infrastructure, teaching and learning material and their effect on pupil’s performance. According to Danesy (2004), dilapidated buildings, lacking mentally stimulating facilities that are characterized with low or no seating arrangements will be destructive. The researcher used a five (5) point Likert scale with 1.0-1.49 representing “Strongly disagree”, 1.50-2.49 being Disagree” 2.50-3.49 being “Neutral”, 3.50-4.49 being “Agree” and 4.50-5.0 representing “Strongly Agree”. This has been chronologically expressed below;

**Table 4.5 Descriptive Statistics for availability of facilities in public basic schools**

	N	Mean	Std. Deviation
There is adequate teaching and learning materials	42	1.8095	1.27333
There is adequate number of qualified teachers in the school	42	4.4524	3.36511
There is ultra-modern library facility	42	1.9048	1.30308
There availability of laboratory	42	2.2143	1.37105
There is availability of good classroom building	42	2.1905	1.36575
Valid N (listwise)	42		

*Source: Field Survey (2018)*

In respect to the statement “there is adequate teaching and learning materials’ the mean value accorded to the statement was 1.80 which implies that respondents strongly disagreed that there is adequate teaching and learning materials available in their various schools. Again, with the statement “there is adequate number of qualified teachers in the school” the mean value accorded to this statement was 4.45 which also implies the various schools used for the purpose of this study have adequate number of qualified teachers in the school in their various schools.

Findings again made known that the mean value accorded to the statement “there is ultra-modern library facility” was 1.90. Findings clearly indicated that respondents strongly disagreed that there are ultra-modern library facilities in their various schools. Again, with the statement “there is availability of a laboratory” had an average mean value of 2.21 which also implies that respondents strongly disagreed that there are laboratory facilities in their various schools.

Finally, the researcher again seeks to know respondents view on the statement “there is availability of good classroom building” the average mean value for this statement was **2.21. Findings indicated that respondents strongly disagreed that there is availability of good classroom building.**

It can be concluded that, respondents strongly disagreed that there is adequate teaching and learning materials in their various schools and there are ultra-modern library facilities. The study again revealed that respondents strongly agreed that there is availability of a library in the selected schools used in the study. The study again made known that respondents strongly disagreed that there is availability of good classroom building in the selected schools used for the study. Finally, the study again made known

that respondents agreed that there is adequate number of qualified teachers in their various schools.

#### **4.6 The factors causing low academic performance of public basic students in the Ga-West District**

The second objective of this study seeks to identify the factors causing low academic performance of public basic students in the Ga-West District with a five (5) point Likert scale with 1.0-1.49 representing “Strongly disagree”, 1.50-2.49 being Disagree” 2.50-3.49 being “Neutral”, 3.50-4.49 being “Agree” and 4.50-5.0 representing “Strongly Agree”. According to Agunloye (2011), there are some factors that determine the low performance of a school such as weak leadership, lack of interest and involvement of teaching staff and lack of students’ interest in education. The factors contributing towards school quality affect students' learning both directly and indirectly. This has been chronologically expressed below;

##### ***4.6.1 Teachers side factors (Students perspective)***

This section revealed students view on the factors causing low academic performance of pupils in the Ga-West District in the Greater Accra Region. With the statement “inadequate trained teachers”, a mean of 1.92 was recorded. This implies that respondents disagreed that one of the factors causing low academic performance among students in public basic schools is inadequate trained teachers. Notwithstanding this mean, information on “teacher absenteeism and lateness” had a mean of 3.90. This infers that the respondents agreed that teacher absenteeism and lateness is a factor causing low students’ academic performance in of students in the Ga-West District.

**Table 4.8 Descriptive Statistics for factors causing low academic performance of students**

	N	Mean	Std. Deviation
Inadequate trained teachers	42	1.9286	1.25704
Teacher absenteeism and lateness	42	3.9048	1.35807
Inadequate homework assigned to pupils	42	4.2143	1.22047
Unsavoury comments by teachers about students	42	4.3333	.97946
Inability of some teachers to understand and teach some subjects	41	2.9268	1.57147
Valid N (listwise)	41		

*Source: Field Survey (2018)*

The study again established that the statement “inadequate homework assigned to pupils” had a mean of 4.22 which indicates that, respondents agreed that inadequate homework assigned to pupils is another major factor causing low academic performance of students. Again, the statement “unsavoury comments by teachers about students” had a mean of 4.33 which suggested that respondents were agreed that unsavoury comments by teachers about students is a factor causing low academic performance of students.

Again, the statement “inability of some teachers to understand and teach some subjects” had a mean of 2.92 which implies that respondents were undecided that inability of some teachers to understand and teach some subjects is one major factor causing low academic performance of students.

It emerged from the findings that there are various factors causing low academic performance of students in public basic schools in the Ga-West District. Findings revealed respondents agreed that teacher's absenteeism and lateness to school, inadequate homework assigned to pupil, unsavory comments by teachers about students and inability are some factors causing low academic performance of pupils in public basic schools in the Ga-West District. The study again revealed that respondents were undecided to the statement that that inability of some teachers to understand and teach some subjects is one major factor causing low academic performance of students.

A widespread problem of teacher absenteeism is likely to contribute to poor pupil performance. Findings of this current study is in harmony with World Bank (2004) report which revealed that the prevailing evidence is that teacher absenteeism at primary school level in Ghana appears to have worsened in the last fifteen years. Findings again is in agreement with Linda (2013) who study was to identify factors that are responsible for the low academic achievement of pupils in Kemp Methodist Junior High School at Aburi in the Eastern region of Ghana. The teacher factors that were found to contribute to the low academic performance were incidences of lateness to school and absenteeism, inability to complete the syllabi and inadequate homework assigned to pupils.

#### ***4.6.1 Parent support variables, environmental factors and pupils' factors (Teachers perspective)***

This section revealed teachers view on the factors causing low academic performance of pupils in the Ga-West District in the Greater Accra Region.

**Table 4.9 Descriptive Statistics of the factors causing low academic performance**

	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
<b>Parent support variable</b>			
Inability to provide textbooks and supplementary readers	42	4.0000	1.18938
Family structure	42	4.4524	.73923
Parental involvement (Low involvement in PTA)	42	4.3333	.87420
<b>Environmental factors</b>			
Limited number of teachers with high academic qualification	42	2.3571	1.52734
Inadequate teaching and learning materials	42	4.0000	.97468
Unavailability of library facilities and laboratory	42	4.1707	.83374
<b>Pupils characteristics</b>			
Indices of lateness to school and absenteeism	42	3.8750	1.09046
Lack of assistance with studies at home	42	4.2750	.81610
Use of local language in the classroom	42	4.2821	.68628
Valid N (listwise)	42		

*Source: Field Survey (2018)*

**Parent Support variables:** The researcher seeks to know respondents view on parental support variables causing low academic performance of pupils. With the statement “inability to provide textbooks and supplementary readers”, a mean of 4.00 was recorded. This implies that respondents agreed that one of the factors causing low academic performance among students in public basic schools is inability to provide textbooks and supplementary readers. Notwithstanding this mean, information on

“family structure” had a mean of 4.45. This infers that the respondents agreed that family structure is a factor causing low students’ academic performance in of students in the Ga-West District. Again, an average mean of 4.33 was accorded to the statement “parental involvement (Low involvement in PTA)”. This also implies that respondents agreed that low parental involvement in PTA is also a factor casing low academic performance of pupils.

**Environmental Factors:** The study again seeks respondents view on environmental factors that are likely to affect students’ academic performance. The study established that the statement “limited number of teachers with high academic qualification” had a mean of 2.35 which indicates that, respondents were undecided about that statement that Limited number of teachers with high academic qualification is a factor causing low academic performance of students. Again, the statement “inadequate teaching and learning materials” had a mean of 4.33 which suggested that respondents were agreed that inadequate teaching and learning materials is a factor causing low academic performance of students. A mean of 4.17 was recorded for the statement “unavailability of library facilities and laboratory”. This implies that respondents agreed that unavailability of library facilities and laboratory is a factor causing low academic performance of students in the Ga-West District.

**Pupils characteristics:** Again, the statement “inability of some teachers to understand and teach some subjects” had a mean of 2.92 which implies that respondents were undecided that inability of some teachers to understand and teach some subjects is one major factor causing low academic performance of students. With the statement “indices of lateness to school and absenteeism”, a mean of 3.87 was recorded. This implies that

respondents agreed that one of the factors causing low academic performance among students in public basic schools is indices of lateness to school and absenteeism. Notwithstanding this mean, information on “lack of assistance with studies at home” had a mean of 4.27. This infers that the respondents agreed that lack of assistance with studies at home is a factor causing low students’ academic performance in of students in the Ga-West District. The study again established that the statement “use of local language in the classroom” had a mean of 4.28 which indicates that, respondents agreed that use of local language in the classroom is another major factor causing low academic performance of students.

It emerged from the study that respondents agreed to the statement that inability to provide textbooks and supplementary readers, family structure and parental low involvement in PTA are some parent support variables factors causing low academic performance of public basic schools in the Ga-West District. The study again revealed that inadequate teaching and learning materials, unavailability of library and laboratory are also environmental factors casing factors causing low academic performance of public basic schools in the Ga-West District. It also emerged from the study that respondents agreed that indices of lateness to school and absenteeism, lack of assistance with studies at home and use of local language in the classroom are also some pupils’ characteristic factors causing low academic performance of public basic schools in the Ga-West District.

**4.7 Opinion of students and teachers regarding solution to low academic performance of public basic students in the Ga-West District**

The second objective of this study seeks to examine the opinion of teachers regarding solution to low academic performance of public basic students in the Ga-West District with a five (5) point Likert scale with 1.0-1.49 representing “Strongly disagree”, 1.50-2.49 being Disagree” 2.50-3.49 being “Neutral”, 3.50-4.49 being “Agree” and 4.50-5.0 representing “Strongly Agree”. Hipp (2005) outlines some of the effective ways to success towards external examination as: Planning and Time Management, Coverage of Syllabus and Regulations, and Managing Revision. This has been chronologically expressed below;

**Table 4.10 Descriptive Statistics of opinion of teachers regarding solution to low academic performance of public basic students in the Ga-West District**

	N	Mean	Std. Deviation
Parents must work closely hand in hand with teachers so as to know how best to enhance the academic performance of their wards	42	4.5238	.74041
Provision of adequate instructional materials	42	4.8571	.35417
Planning and time management by students	42	4.8095	.39744
Students must speak good English with their friends	42	4.8095	.45468
Teachers must have a sound knowledge of what the student must know	42	4.1905	1.072776
Valid N (listwise)	42		

*Source: Field Survey (2018)*

A good teacher is one who knows the capabilities of his learners and understands what his or her students need to learn. This implies that the skill of teaching lies in knowing who, what and how to teach and above all to be able to judge when (Farrant, 2006). Good teaching demands great skill irrespective of the level of teaching.

With the statement “parents must work closely hand in hand with teachers so as to know how best to enhance the academic performance of their wards”. The responses to this statement have an average mean of 4.52 and this indicates that the respondents strongly agreed to the statement. The second statement posed to them was “provision of adequate instructional materials”. The responses accorded to this statement had an average mean of 4.85. This simply means that the respondents strongly agreed to that statement that planning and time management by students is a solution to low academic performance of students in the Ga-West District.

The study sought to ascertain whether the respondents agreed or disagreed to the statement that “students must speak good English with their friends”. The mean of the responses accorded to this was 4.80 and this implies that the respondents strongly agreed to the statement that students must speak good English with their friends. “Teachers must have a sound knowledge of what the student must know” The mean for the responses to these statements is 4.19 this shows that the respondents agreed to the statement that teachers must have a sound knowledge of what the student must know.

**Table 4.11 Descriptive Statistics Opinion of students regarding solution to low academic performance of public basic students in the Ga-West District**

	N	Mean	Std. Deviation
Teachers must motivate students in ascertaining their inner strength and abilities to discover what truly inspire them	42	4.2381	.84995
Teachers must teach what they can teach better to facilitate effective learning for students	42	4.2619	.91223
Coverage of syllabus by teachers	42	3.8810	.99271
Teachers must have the ability to relate the content, method, sequence and pace of work to the need of the student	42	4.1667	.93487
Teachers must use range of teaching strategies skillfully and enthusiasm for the subject	42	4.2143	.92488
Ensuring effective and efficient supervision of teachers	42	4.2857	.83478
Managing revisions	42	4.2857	1.08843
Valid N (listwise)	42		

*Source: Field Survey (2018)*

The statement “teachers must motivate students in ascertaining their inner strength and abilities to discover what truly inspire them”. The responses to this statement have an average mean of 4.23 and this indicates that the respondents agreed to the statement. The second statement posed to them was “Teachers must teach what they can teach better to facilitate effective learning for students”. The responses accorded to this statement had

an average mean of 4.26. This simply means that the respondents agreed to that statement that teachers teaching what they can teach better to facilitate effective learning for students is a solution to low academic performance of students in the Ga-West District.

The study sought to ascertain whether the respondents agreed or disagreed to the statement that “Coverage of syllabus by teachers”. The mean of the responses accorded to this was 3.88 and this implies that the respondents agreed to the statement. Again, the statement “Teachers must have the ability to relate the content, method, sequence and pace of work to the need of the student” The mean for the responses to these statements is 4.16 this shows that the respondents agreed to the statement that teachers must have the ability to relate the content, method, sequence and pace of work to the need of the student.

The statement “Teachers must use range of teaching strategies skillfully and enthusiasm for the subject”. The responses to this statement have an average mean of 4.21 and this indicates that the respondents agreed to the statement. The next statement posed to them was “Ensuring effective and efficient supervision of teachers”. The responses accorded to this statement had an average mean of 4.28. This simply means that the respondents agreed to that statement that Ensuring effective and efficient supervision of teachers. The final statement was “managing revisions” and the mean value for this statement was 4.28 which implies that respondents agreed to the statement.

### **Responses from Head teachers.**

As stated under the method of investigation, two headteachers were purposively selected for interview on the factors responsible for low academic performance in public schools.

Their responses are enumerated below;

The headteacher of one of the selected schools indicated that teachers of his school do not obey instructions with the believe that the headteacher does not have authority over them and do not have the right to transfer them. The involvement of parents in supporting their wards by buying books for them is negative. When parents are invited by school authorities to attend Parent Teacher Association (PTA) meetings to respond to how best they can help support their wards, their participation is very appalling. Other complaints were about the fact that a lot of pupils were not with their biological parents. Most of them live with their guardians and therefore treat them anyhow. Most pupils also have the problem of more siblings at home, thus their parents are not able to fulfil their financial commitment towards the child education.

The other headteacher, who was a female, refused to put the blame on the wards but rather the teachers saying that most public-school teachers were not cooperative, “they come to school very late and do not like to be corrected, hence if the headteacher is not strict the school goes wayward”.

However, the problem of inadequate text books and exercise books is as a result of the level of poverty on the part of the parents.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

#### 5.1 Introduction

This is the concluding chapter of the study and it gives a summary of all what the study is about as well as the findings of the study. On the basis of the outcome of the study, the researcher drew conclusion and made recommendations that will be of benefits to all public basic schools in the Ga-West District. Furthermore, the researchers identified the limitations of the study to guide future studies on the subject matter.

#### 5.2 Summary of the Study

The purpose of the study is to identify the factors responsible for the poor academic performance of public basic school pupils in the Ga-West District. The specific objectives of the study were to examine facilities available in public basic schools in terms of infrastructure, teaching and learning material and their effect on pupil's performance, to identify the factors causing low academic performance of public basic students in the Ga-West District and to explore the opinion of students and teachers regarding solution to low academic performance of public basic students in the Ga-West District. The study employed quantitative research design and the instrument used for the collection of the data was questionnaire. In this study, the target population was made up of teachers and students of some selected public basic schools in the Ga-West District. The findings of the study have been encapsulated below.

The purpose of the study was to examine the factors that were responsible for the low academic achievement of public basic schools in the Ga-West District in the Greater Accra Region. The study has been able to establish factors that pertain solely to public

basic schools in the Ga-West District. These factors attributed to teachers, school environment, parents and the students were primarily responsible for the low academic performance of the students.

***Facilities available in public basic schools in terms of infrastructure, teaching and learning material and their effect on pupil's performance:*** Findings revealed that respondents strongly disagreed that there is adequate teaching and learning materials in their various schools and there are ultra-modern library facilities. The study again revealed that respondents strongly agreed that there is availability of a library in the selected schools used in the study. The study again made known that respondents strongly disagreed that there is availability of good classroom building in the selected schools used for the study. Finally, the study again made known that respondents agreed that there is adequate number of qualified teachers in their various schools.

***Factors causing low academic performance of public basic students in the Ga-West District:*** From the study, it was found that the parental factors affecting academic performance were inability of parents to provide textbooks and supplementary readers, family structure, lack of parental involvement in the after-school learning activities of their wards, lack of adequate time to be spent monitoring the academic progress of their wards due to the demanding nature of their work and poor response of parents to school meetings especially Parent Teacher Association (PTA). Environmental related factors were found to be that of inadequate teaching and learning materials and unavailability of library and laboratory facilities.

Teacher related factors was found to be that of inadequate teaching and learning materials, very low attendance at PTA meetings, infrastructural challenges in terms of Science laboratory, ICT laboratory and Library. Other identified problems include punctuality on the side of teachers, unfriendly teaching methods which some pupils complained as hampering their effectiveness in comprehending lessons in class.

With the pupil related factors, it was identified that some of the pupils work to take care of themselves. The inability of most pupils to comprehend the English language due to their strong attachment to their local language was another factor that was identified. Noise pollution, excessive house chores, poor attitude towards learning and long distances most pupils travel before getting to school are all contributing factors that were identified. Some had to paddle canoes cross the river and walk a distance to get to school.

Government related factors affecting academic performance were characterized by lack of effective supervision, lack of motivation for well performing teachers and pupils, inadequate provision of teaching and learning material to the various public basic schools, logistical constraints leading to immobility challenges hampering effective supervision and limited budget.

Although these factors hamper effective teaching and learning within the district, there is no specific factor that can be considered as more imperative than the others, thus, problems leading to low academic performance in the district can only be addressed holistically. Academic performance should be considered as the outcome of an effective education system.

*Opinion of students and teachers regarding solution to low academic performance of public basic students in the Ga-West District:* It can be stated that students responded strongly to the statement that parents must work closely hand in hand with teachers so as to know how best to enhance the academic performance of their wards, Provision of adequate instructional materials and Planning and time management by students are solution to low academic performance of students in the Ga-West District. The study again revealed that students must speak good English with their friends and teachers must have a sound knowledge of what the student must know are also solutions to low academic performance of students in the Ga-West District.

### **5.3 Conclusion**

From the study, it was found that the parental factors affecting academic performance were problems of high illiteracy rate, low income levels, lack of parental involvement in the after school learning activities of their wards, parents neglecting some of their wards due to the recalcitrant attitudes of some of these children, lack of adequate time to be spent monitoring the academic progress of their wards due to the demanding nature of their work and poor response of parents to school meetings especially Parent Teacher Association (PTA).

Students factors found to affect their academic achievements include indices of lateness, and absenteeism and use of local language in the classroom by students. The findings are generally consistent with the ecological perspective that poor academic performance is influenced by wider social systems. This shows that students face many challenges that justify the need for stakeholders to come up with intervention measures to improve their

output. The study has practical significance as it sheds light on the factors affecting the low academic performance of students and for decision making to improve their academic performance. It must be emphasized that these factors generally do not operate in isolation. Therefore, any attempt to improve the academic performance of the students in the Ga-West District should involve a total package.

In conclusion, these factors attributed to teachers, pupils, government and parents are primarily responsible for the academic performance within the Ga-West District. It must be emphasized that these factors generally do not operate in isolation. Thus, these factors can either improve or adversely affect academic performance of pupils within the district depending on how well they are managed or neglected

#### **5.4 Recommendations**

Based on the findings and the conclusion reached in this study, the following recommendations are suggested;

- It is recommended that supervision should be strengthened and supervisors should be more regular in the Ga-West. Regular visits to the schools would motivate the teachers to be more regular and punctual to classes. When students realize that supervisors are regular in visiting the schools and teachers are also present always, they would be challenged to change their attitude towards school.
- The school administration should maintain a cordial relationship between teachers, parents and students so as to help students towards better or excellent performance. This could be achieved by organizing meetings to discuss the roles

of parents, students' discipline, ways and means of acquiring funds to purchase adequate teaching and learning aids and other essential resources.

- The school should motivate teachers by meeting their social, professional and academic needs through in-service training and providing them study leave with pay. This will make teachers feel recognized and appreciated which eventually will help enhance quality teaching.
- Since the government has abolished corporal punishment like caning in schools, they should provide schools with teachers who have been trained in guidance and counseling so as to shape the character of students to reduce indiscipline among students.
- Parents and government should be more committed to the education of the youth by providing enough teaching and learning materials among others, to public basic schools in the Ga-West District. Infrastructure development should also be taken up by the District Assembly.

It is the researcher believe that the above recommendations, if well enforced, will make the public basic school system within Ga-West District very effective in providing the general desired positive performance outcomes and eventually the much-needed skills/knowledge for the thousands of youth upon completion.

## 5.6 Recommendations for further study

Further studies should consider using data from all the public basic schools in the Ga-West District in the Greater Accra Region in order to capture the general reflection of the factors contributing to academic performance in the district.

# KNUST



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## APPENDIX A

**KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY**

**(INSTITUTE OF DISTANCE LEARNING)**

**QUESTIONNAIRE FOR TEACHERS AND SCHOOL ADMINISTRATORS**

**A STUDY OF THE FACTORS INFLUENCING THE PERFORMANCE OF PUBLIC  
BASIC SCHOOLS IN GA WEST DISTRICT**

Dear Respondent,

This study is being conducted on the above topic for academic purposes and the researcher would be grateful if you could provide answers to the questions below. This survey would contribute towards research being carried out for a dissertation to be submitted to the Institute of Distance Learning, Kwame Nkrumah University of Science and Technology in partial fulfillment for the requirements of the award of Masters in Public Administration. Please note that the strictest confidentiality is assured in respect to answers given as facts are needed for academic purposes. The outcome of this study will enhance knowledge on job satisfaction and its effect on employees' performance. Participation in this study is voluntary and all who participate will remain anonymous.

**Please note:**

1) In here there are no correct answers to the questions. We are only interested in knowing your opinions.

2) Instructions and scales are provided at the top of each question. Please read carefully before answering the questions.

3) Lastly, we value your opinions and respect your privacy. We hereby promise that no information about your name or identification will be directly used in the research for any other purpose.

**SECTION A.**

**DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS**

*Please kindly tick the appropriate category or fill in the space provided*

1. Sex distribution of the respondents a) Male ( ) b) Female ( ) c) Other ( ) .....
2. Age distribution of the respondents a) 18 – 25 years b) 26- 30 years c) 31- 35 years d) 36 years and above ( )
- 3) What is your level of education? a) Masters ( ) b) Degree ( ) c) HND ( ) d) Diploma ( ) e) SHS ( ) e) Other ( ).....
- 4). How long have you been in the School? a) Below 5 years ( ) b) 6-10 years c) 11 years and above ( )

## SECTION B

### Facilities available in public basic schools in terms of infrastructure, teaching and learning material and their effect on pupil’s performance

Kindly use the 4- point scale provided at the right hand-side of this section to provide responses on the respective statements. Please note that values ranging from the lowest point (1) to the highest point (5) of each scale indicate increasing level of intensity with respect to the descriptions of the upper anchors (5) of the scales. **Thus, (1=Strongly Disagree, 2= Disagree, 3= Neutral, 4=Agree, 5= Strongly Agree)**

	1	2	3	4	5
1). There is adequate teaching and learning materials					
2). There is adequate number of qualified teachers in the school					
3). There is ultra-modern library facility					
4). There availability of laboratory					
5). There is availability of good classroom building					

6). Other (Specify).....

7).....

8).....

## SECTION C.

### Factors causing low academic performance of public basic students in the Ga-West

#### District

Kindly use the 4- point scale provided at the right hand-side of this section to provide responses on the respective statements. Please note that values ranging from the lowest point (1) to the highest point (5) of each scale indicate increasing level of intensity with respect to the descriptions of the upper anchors (5) of the scales. **Thus, (1=Strongly Disagree, 2= Disagree, 3= Neutral, 4=Agree, 5= Strongly Agree)**

	1	2	3	4	5
<b>Parent Support variables</b>					
1) Inability to provide textbooks and supplementary readers					
2). Family structure					
3). Parental involvement (Low involvement in PTA)					
<b>Environmental Factors</b>					
4). Limited number of teachers with high academic qualification					
5) Inadequate teaching and learning materials					
6) Unavailability of library facilities and laboratory					
<b>Pupils characteristics</b>					

7) Indices of lateness to school and absenteeism					
8) Lack of assistance with studies at home					
9) Use of local language in the classroom					

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10). Other (Specify).....

11).....

11).....

**SECTION D.**

**Solution to low academic performance of students at Ga-West District.**

*Kindly use the 2- point scale provided at the right hand-side of this section to provide responses on the respective statements. Please note that values ranging from the lowest point (1) to the highest point (5) of each scale indicate increasing level of intensity with respect to the descriptions of the upper anchors (5) of the scales. Thus; (1=Strongly Disagree, 2= Disagree, 3= Neutral, 4=Agree, 5= Strongly Agree)*

	1	2	3	4	5
1). Parents must work closely hand in hand with teachers so as to know how best to enhance the academic performance of their wards					

2). Provision of adequate instructional materials					
3). Planning and time management by students					
4). Students must speak good English with their friends					
5). Teachers must have a sound knowledge of what the student must know					

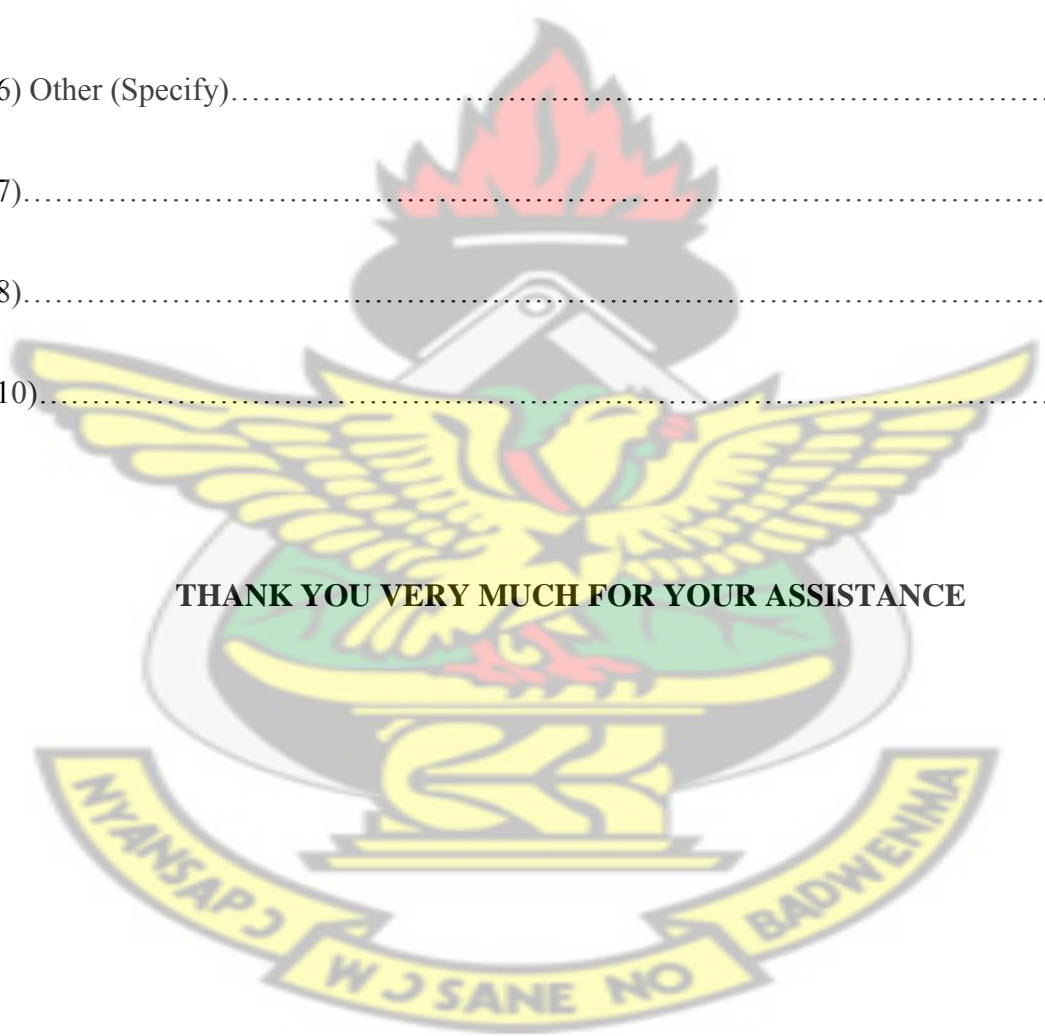
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6) Other (Specify).....

7).....

8).....

10).....



**THANK YOU VERY MUCH FOR YOUR ASSISTANCE**

## **APPENDIX B**

**KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY**

**(INSTITUTE OF DISTANCE LEARNING)**

### **QUESTIONNAIRE FOR STUDENTS**

#### **A STUDY OF THE FACTORS INFLUENCING THE PERFORMANCE OF PUBLIC BASIC SCHOOLS IN GA WEST DISTRICT**

Dear Respondent,

This study is being conducted on the above topic for academic purposes and the researcher would be grateful if you could provide answers to the questions below. This survey would contribute towards research being carried out for a dissertation to be submitted to the Institute of Distance Learning, Kwame Nkrumah University of Science and Technology in partial fulfillment for the requirements of the award of Masters in Public Administration. Please note that the strictest confidentiality is assured in respect to answers given as facts are needed for academic purposes. The outcome of this study will enhance knowledge on job satisfaction and its effect on employees' performance. Participation in this study is voluntary and all who participate will remain anonymous.

**Please note:**

1) In here there are no correct answers to the questions. We are only interested in knowing your opinions.

2) Instructions and scales are provided at the top of each question. Please read carefully before answering the questions.

3) Lastly, we value your opinions and respect your privacy. We hereby promise that no information about your name or identification will be directly used in the research for any other purpose.

**SECTION A.**

**DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS**

*Please kindly tick the appropriate category or fill in the space provided*

1. Sex distribution of the students a) Male ( ) b) Female ( ) c) Other ( ).....
2. Age of the respondents  
a) 11 – 14 years b) 15- 16 years c) 17- 19 years ( ) d) 20 years and above ( )
3. Siblings size of students a) 1-3 siblings ( ) b) 4-6 ( ) c) 7-9 ( ) d) ) Other ( ).....
- 4) Class of the student a) Class 5 ( ) b) Class 6 ( ) c) Form 1 ( ) d) Form 2 ( ) e) Form 3 ( )

**SECTION B.**

**Factors causing low academic performance of public basic students in the Ga-West**

**District**

*Kindly use the 4- point scale provided at the right hand-side of this section to provide responses on the respective statements. Please note that values ranging from the lowest point (1) to the highest point (5) of each scale indicate increasing level of intensity with respect to the descriptions of the upper anchors (5) of the scales. Thus, (1=Strongly Disagree, 2= Disagree, 3= Neutral, 4=Agree, 5= Strongly Agree)*

	1	2	3	4	5
<b>Teacher side factors</b>					
2). Inadequate trained teachers					
3). Teacher absenteeism and lateness					
4). Inadequate homework assigned to pupils					
5). Unsavory comments by teachers about students					
6). Inability of some teachers to understand and teach some subjects					

7). Other (Specify).....

8).....

9).....

## SECTION C.

### Solution to low academic performance of students at Ga-West District.

Kindly use the 2- point scale provided at the right hand-side of this section to provide responses on the respective statements. Please note that values ranging from the lowest point (1) to the highest point (5) of each scale indicate increasing level of intensity with respect to the descriptions of the upper anchors (5) of the scales. Thus; (1=**Strongly Disagree**, 2= **Disagree**, 3= **Neutral**, 4=**Agree**, 5= **Strongly Agree**)

	1	2	3	4	5
1). Teachers must motivate students in ascertaining their inner strength and abilities to discover what truly inspire them					
2). Teachers must teach what they can teach better to facilitate effective learning for students					
3. Coverage of syllabus by teachers					
4). Teachers must have the ability to relate the content, method, sequence and pace of work to the need of the student					
5). Teachers must use range of teaching strategies skillfully and enthusiasm for the subject					
6). Ensuring effective and efficient supervision of teachers					
7). Managing revisions					

8) Other (Specify).....

9).....

**THANK YOU VERY MUCH FOR YOUR ASSISTANCE**

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