

UNIVERSITY FOR DEVELOPMENT STUDIES, TAMALE

**FACTORS THAT ACCOUNT FOR DIFFERENCES IN ACADEMIC
PERFORMANCE OF PUBLIC AND PRIVATE JUNIOR HIGH SCHOOLS IN
BECE IN THE TAIN DISTRICT OF THE BONO REGION-GHANA**

MANU, YAW SIMON

2020



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BECE IN TAIN DISTRICT OF BONO REGION - GHANA**

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**THIS THESIS IS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
FOUNDATIONS, FACULTY OF EDUCATION IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE AWARD OF A MASTER OF PHILOSOPHY
DEGREE IN TRAINING AND DEVELOPMENT.**

FEBUARY, 2020



DECLARATION

I hereby declare that this thesis is the result of my own independent investigation. Where it is indebted to the work of others, acknowledgement has been made. However, I hereby declare that all shortcomings that may be contained in this work are wholly mine.

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ABSTRACT

The study investigated factors that account for differences in academic performance between public and private junior high schools in Basic Education Certificate Examination (BECE) in the Tain district. Views were sampled through administration of questionnaire to the head teachers, teachers, students and focus group discussion for parents. One- on - one interview was conducted with circuit supervisors and other educational workers. The study identified school environment factors, teacher factors, student factors and role parents' play as some of the factors causing differences in academic performance between the two schools. The study reviewed literature on historical aspect of formal education in Ghana, theoretical framework etc. Explanatory research design was used. The sample size for the study was 309. The study made use of simple random and purposive technique Data were analyzed using pie chart, percentages, bar graph, tables with the help of SPSS version 20

The study recommends that school management should provide the necessary (TLMs) to aid teaching and learning process in both schools. The District Assembly should collaborate with the District Education Directorate, PTA and Non-Governmental Organizations to at least provide one well stocked library and workshop for BDT, ICT and Science practical in all the seven circuits to pave way for students to have access to library books as well as to be exposed to practical aspects of what they learn in the classrooms.



DEDICATION

I dedicate this work to my entire family



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This study could not have been possible without the support of certain individuals and institutions. A number of individuals contributed to this work with whose combined efforts and encouragement brought forth this work.

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CHAPTER ONE

GENERAL INTRODUCTION

1.0 Introduction

Chapter one contains the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, scope and study area, delimitation, limitation, organisation of the study and definition of terms.

1.1 Background to the study

Education is the fundamental element of transformation leading to structural changes in society. Every nation consider education as a social transforming agent for development.

The introduction of formal education in Ghana marked the beginning of public schools and the starting point of its socio economic and political progress. With the passage of time, government of Ghana could not meet its educational needs of the increasing population, hence the introduction of Private Schools in the country to contribute to education provision by enrolling greater number of people from nursery to tertiary levels by private individuals, churches and other organisations who managed and financed those schools. (The World Bank, 2004).

The measurement of educational success was mostly pinned to the results students obtained after their period of study. In Ghana, the performance of basic schools are essentially measured in terms of their performance in their summative examinations. The formal and the fundamental examination organized nationwide in Ghana for junior high school leavers is the Basic



Education Certificate Examination (BECE) .This examination is organised annually for all junior high school leavers to determine whether or not a student can gain entry to do other programmes in senior high, vocational and technical schools. Low academic outcome at BECE is a fundamental problem for all and sundry to worry about. Many educational players have time and again expressed concern about the poor performance of students at the basic level. It is believed that current educational system is falling when compared with the olden day's educational system. Paaku (2008) showed concern about the poor academic performance in the BECE in some selected schools in the Adjumako-Enyan-Essian district in the Central Region in Ghana and tried to find out some of the possible factors responsible for such an event especially among the poor and vulnerable households (USAID, 2007).

A number of factors have generally been listed as some of the major causes of poor academic outcome. Agyeman (1993) reported that a teacher who does not have both the academic and the professional teacher qualification would undoubtedly have a negative influence on the teaching and learning of his/her subject. However, he further stated that a teacher who is academically and professionally qualified, but works under unfavorable conditions of service would be less dedicated to his work and thus, be less productive than a teacher who is unqualified but works under favorable conditions of service. To this end, he was of the opinion that pupil's performance at the basic level cannot be improved without immense contribution from the teacher; hence teacher preparation and recruitment are important variables to consider in teaching and learning processes. In line



with teacher preparation, the government of Ghana has introduced a number of upgrading programmes such as Untrained Teachers Training Diploma in Basic Education (UTTDBE), Distance Education and Sandwich Programmes aimed at upgrading the skills of the teachers and to enhance their abilities to deliver in the teaching and learning processes.

The educational Directories of the Ghana Education Service do organize workshops and In-Service Training programmes for Teachers, Circuit supervisors and other educational officers to enhance their capacities in the teaching and learning processes as well as supervision of these basic schools. (Etsey, Amedahe, & Edjah, 2004) in a study of 60 schools from peri-urban (29 schools) and rural (31 schools) areas in Ghana found that academic performance was better in private schools than public schools because of more effective supervision of work.

The basic level of education in Ghana is made up of six years of primary and three years of junior high school and offer the following subjects English Language, Social Studies, Integrated Science, mathematics, any Ghanaian Language, Information Communication and Technology, Religious and Moral Education, French and Basic Design and Technology pupils can choose between Pre-technical Skills, Home Economics and Visual Arts (Sekyere, 2015)

In recent times, there is a public concern about the academic performance of the junior high schools nationwide who enter into senior high schools. In other words, there seems to be performance gap between the private and the public junior high schools at the basic education certificate examination (BECE). This problem has raised the eye-brows



of all stake holders and it is therefore, important or very expedient to question the nature and quality of education in Ghana especially at the public schools at the basic level.

The general belief is that, putting in place all these educational interventions, the academic performance at the basic education level should have improved significantly, especially, at the public schools which are direct beneficiaries of these essential interventions. The case is, however, to the contrary as exemplified by the results of students in the Basic Education Certificate Examination taking a particular case of the Tain District of the Bono region. The table below illustrates the performance in the BECE from 2006-2015 in the Tain District.

Table 1.1 Performance in BECE from 2006-2015 (pass rate (%))

YEAR	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
PASS RATE (%)	42.50	42.20	51.00	64.05	64.00	51.60	42.00	20.00	22.40	21.54

Source: Ghana Education Service- Tain 2015

Table 1.2: Percentage pass rate according to type of school (private and public junior high schools) in the Tain District from 2010-2015



Year	Private schools pass rate (%)	Public schools pass rate (%)	Overall pass rate(%)for private and public schools
2010	6.77	56.81	64.00
2011	4.04	47.55	51.60
2012	7.42	34.26	42.00
2013	4.11	15.83	20.00
2014	4.86	17.53	22.40
2015	6.95	14.59	21.54

Field survey, 2015

The table shows that, greater number of students did not go for further programmes at the senior high school level because of poor performance

Ankomah, Bosu and Oduro (2005) asserted that the quality of education of a country can be identified by the examination results of its students. This is to say that the nature and quality of education provision in any country is so important to its citizens. Many researchers such as Etsey (200) have investigated and highlighted various factors such as inability to complete teaching syllabus, lateness to school by students, large class size etc as some of the factors responsible for differences in academic outcomes of students at the basic level of education to guide policy makers in addressing the situation yet pupils' performance at BECE continues to fall especially in some specific districts in the country. It is therefore, necessary to find out school environment, teacher, student and parental factors that account for the differences in academic outcomes between the private and the



public junior high schools in the Tain district. Table 1.2 shows that public schools perform better than that of private schools. The study examined school environment factors, teacher factors, students and parental variables.

1.2 Statement of the problem

The education system in Ghana mainly measures the output of learning by conducting examination. The success of education system tends to be evaluated in terms of the number of students who pass the terminal examination. Educators and the general public have time and again expressed concerns over factors that influence students' performance in examinations especially at the basic school level in the country. It has been observed that the outcome of the examination results always shows discrepancies' between the outputs of the private schools as against the public schools. Taking the Tain District for instance, the BECE results in 2010 showed that 6.77% and 56.81% were passes for private and public schools, respectively as indicated in table 1.2. The percentage pass rate in 2015 for private and public schools at the BECE were 6.95% and 14.59% respectively. (GES Tain, 2015).The outcome of the results of the students in the District tends to confirm that public basic schools out perform their private counterparts. There are new forms of international cooperation initiative working around to ensure that education achieves its objectives Education For All initiative (EFA) This initiative is a move to solve the world's educational challenges. Others have also called for regional and national approach to solving educational challenges particularly in Africa. (Strutt & Kepe, 2010). Pupils' enrollment in Ghana have seen steady increase owing to the introduction of new educational policies such as Capitation Grant, FCUBE, School Feeding Programme, Free school uniform and abolition of school fees by the various governments. However, the



quality of the educational system has seriously deteriorated in terms of output (Kadingdi, 2006). Etsey (2005) identified some internal and external factors such as inability to complete teaching syllabus, lateness to school by students, large class size, inadequate teaching and learning materials as some of the factors responsible for the low performance at the Basic Education Certificate Examination of late in the country especially in the public basic schools. For the case of Tain District, the overall best percentage (%) pass rate recorded in 2010 was 64%. Private schools recorded 6.77% pass rate while the public schools recorded 56.81%. Private and public schools recorded 20% at BECE in 2013 and 21.54% in 2015. This means that with the passage of time, the BECE results in Tain district would get worse. It is against this background that this study is intended to find out what factors account for the differences in terms of the academic outcome of both educational entities by making a comparison between the private junior high schools and that of the public junior high schools in the Tain District. The study would examine school environment factors, teacher factors, student factors and parental support variables.

1.3 Main objective.

The main objective of the study is to find out the factors that account for differences in academic performance between private and public junior high schools in Tain district.

1.4 Specific Objectives of the Study

The objectives of the study are to:

- (I) examine school environment factors responsible for causing differences in the academic performance of both private and public schools in the Tain District



- (II) identify teacher factors that influence academic performance
- (III) identify student factors that contribute to low/high academic performance
- (IV) Examine parental support variables which enhance high academic performance

The study seeks to address the following questions:

1.5 Research questions

1. What school environment factors cause a significance difference in the academic performance of public and private junior high schools at BECE in the Tain District?
2. What teacher factors account for differences in academic performance in BECE in the Tain District?
3. What student factors cause low/high academic outcome?
4. What parental support variables influence academic performance in the Tain District?

1.6 Significance of the study

The intent of this research was to investigate factors that account for differences in academic outcome between the public and private junior high schools. It is expected that, the findings from this study will reveal certain factors that account for differences in academic outcome in BECE between private and public schools in the study district. This exposition would in no doubt help the District Education Directorate to adopt strategies such intensive supervision of schools that will help to improve the academic outcome at the basic schools in the district. The study would also contribute to the body of knowledge and drive for advocacy for workable measures to the existing conditions of low academic performance of pupils in BECE in the Tain district. It would also highlight some areas



that are not adequately taken care of by policy makers to foster progress in the education sector at the basic school levels.

The study would also serve as a reference document to policy makers and other educational players, be it government or non-governmental organizations, as well as individuals researchers who might want to study in similar research areas.

1.7 Definition of Terms

Public schools: Public schools are referred to as government-run schools. They are state owned schools.

Private schools: These are schools owned, managed and financed by either private individuals or group of people or religious organizations.

BECE: Basic Education Certificate Examination. This is an annual examination taken by junior high school students in their final year to enable them qualify to enter senior high school, vocational and technical institutions.

Basic Schools: These are the starting point of education for a Ghanaian child. It is made up of 2 years of kindergarten, 6 years of primary and 3 years of junior high school

Academic performance: It is the ability to study and remember facts and being able to communicate your knowledge verbally or down on paper. For the purpose of this study, the academic performance is referred to the student's ability to perform not below average in BECE and can get entry into any of the second cycle institutions for further programme. It could be referred to as a student's ability to pass a standard test be it internally or externally organised for the purpose of promoting the student from one stage to another.



1.8 Delimitations

The study was only confined to sixteen schools in the Tain district. Due to the large nature of the district and the fact that most of the schools are scattered, only 16 junior high schools were selected for the study instead of covering all the schools in the district. It might therefore not be wise to do a sweeping generalization of the entire results as the true reflections of the district.

1.9 Limitations

The study population was confined to a few junior high school head teachers, teachers, pupils, parents and circuit supervisors while leaving other stakeholders in the district. This limits the generalization ability of the study findings. The study did not also take into account those other stakeholders who could have an influence in education.

Again, it was difficult for some of the pupils to read and understand the questionnaire, this tendency unduly increased the time set aside to administer the questionnaire. The investigator spent a lot of time reading for the students to understand the questions, It should however be admitted that these challenges did not affect the outcome of the study.

1.10 Organization of the study

The research work is presented in five chapters. The first chapter comprises the background to the study, problem statement, research questions, objectives, significance, scope, delimitations and limitations, organization of the study and finally definitions of terms.

The second chapter constitutes literature review on comparative study of academic outcomes in public and private junior high schools in which information was examined



from secondary sources such as books, articles, journals, internet etc. The third chapter describes the methodology employed for gathering data from the field. It comprises the use of questionnaire, interview, observation, sampling technique and sample size. Chapter four covers data analysis. It covers how the data collected was analysed and discussed. The fifth chapter contains summary, key findings, conclusion and recommendations



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews literature from different sources related to the topic. It is aimed at identifying relevant information on the subject matter of the study. The central issues examined are: Historical background of formal education in Ghana, Educational Structures in Ghana, both old and new educational reforms in Ghana, some educational initiatives by the different government of the country, Ghana educational policy framework, various factors affecting academic performance in basic schools and finally the Conceptual framework.

2.1 Theoretical frame work

There are variety of factors that affect performance or determine inputs and its related output resulting from better combination and control of the inputs to yield the desire results. The theory adapted for this study was derived from the System's Theory Input-process- Output Model developed by Ludwig Von Bertalanffy in 1956. The theory, according to Koontz and Weihrich, (1988) postulates that an organized enterprise does not exist in a vacuum; it is dependent on its environment in which it is established. They add that the inputs from the environment are received by the organization, which then transforms them into outputs. As adapted in this study, the students referred to as (Inputs) are admitted into the various schools, with different characteristics, from different social, economic and cultural backgrounds and are transformed through the process of teaching and learning and the students output is seen through their academic performance. Robbins (1980) argues that organizations are increasingly described as absorbers,



processors and generators and that the organizational system can be envisioned as made up of several interdependent factors. System advocates, according to Robbins (1980) have recognized that a change in any factor within the organization has an impact on all other organizational or sub-system components. Thus, the inputs, the processors and the generators should function well in order to achieve the desired goals.

Saleemi (1997), in agreement with Robbins (1980), argues that all systems must work in harmony in order to achieve the overall goals. According to the Input-Output Model, it is assumed that the students coming from good primary schools, with high socio-economic status and good school background will perform well if the school facilities are good to guarantee effective teaching and learning processes. The selection of the model is based on the belief that, the quality of input invariably affects quality of output, in this case, academic performance (Acato, 2006).



Figure 2.1 Conceptual Framework of the Factors Affecting Academic Performance

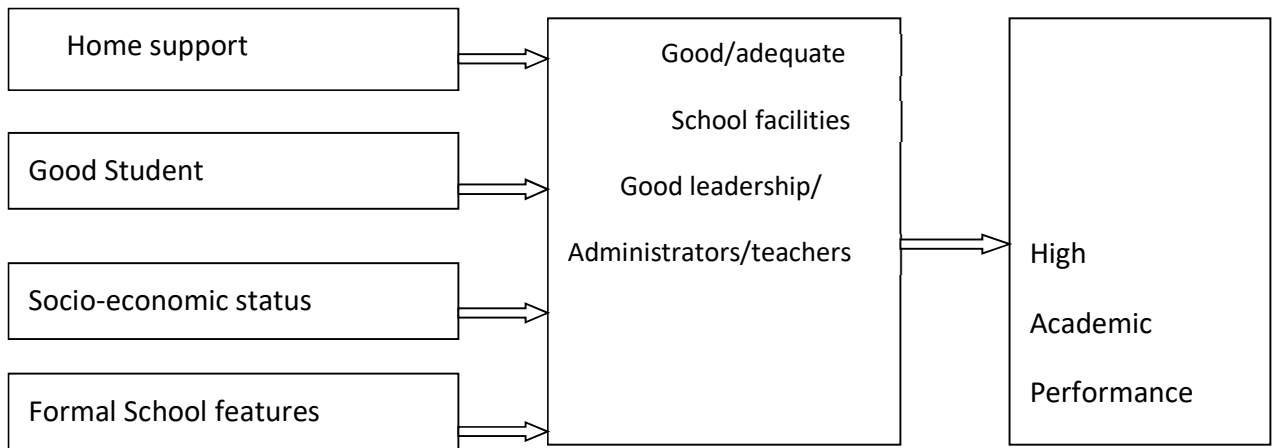


Table 2.2 shows the linkage between different factors and academic performance. It shows that academic performance as dependent variable is related to the independent variables which are, supportive home environment (this is where the student is given the needed support at home in the form of provision of basic needs, that is providing the needed school items textbooks, school bag etc.), home tuition/assisting the student to do homework.

The students' academic performance is assessed by the use of tests, assignments and examinations. Much as it is normal for students in an educational institution to perform well and others poorly, even after receiving the same services, the researcher is curious to know what make some students perform well and others perform poorly.

Student characteristics: This is where the student is expected to exhibit good characteristics capable of fostering academic excellence. If the student is a serious type, always reading books at home and from the library, doing his or her homework well, have



good attendance records, there is the possibility of maintaining good academic records. Close to this are the previous academic records from the previous school. If the student is coming from previous excellent primary school, and has a good academic records such a student is likely to have a high academic reputation. On the contrary, if the student is coming from low esteemed school, there is the possibility of such a student to perform low academically. This argument is supported by Geiser and Santelies (2007), Staffolani and Bratti (2002) and Mc Donald et al (2001) whose studies showed that previous performance affects future performance.

Socio Economic Status of Parents. Parents' socio-economic status, which was conceptualized as parents' education, parents' income and parents' occupation, is linked to academic performance. Academic performance depends on parents' socio-economic status. That is, students from high socio- economic backgrounds will perform better than their counterparts from low socio- economic backgrounds with the reason that parents with high socio-economic status have the chance of meeting their wards educational needs as compared to parents with low socio-economic status. This is supported by Dills (2006) and Owens (1999). According to Graetz (1995), one's educational success depends very strongly on socio-economic status of the parents. Considine and Zappala (2002) argue that families where the parents are advantaged socially, educationally and economically foster a high level of achievement in their children. The researcher agrees with Considine and Zappala (2002) because students from high socio-economic

background are well exposed to scholastic materials, which aid their intelligence. This is also in line with Hansen and Mastekaasa (2006) who argue that according to the cultural



capital theory, one could expect students from families who are closest to the academic culture to have greatest success.

Former school background, which was conceptualized as location of the former school (urban or rural); ownership of former school (public or private) academic status of the former school and financial status of the former school is linked to academic performance of students. That is, the type of school a student attends is likely to contribute to the academic performance of the student in future. Students from high-class schools are likely to perform well due to the fact that they attended those schools.

It is believed that, apart from dependent variables there are other factors that can affect academic success known as extraneous variables. These factors if not controlled can affect academic performance to a large extent. Some of these variables are school facilities, schools with facilities such as adequate classrooms, well stocked library, computer laboratory, adequate textbooks, TLMs etc. If all these facilities are provided in a school can help to promote excellent academic outcome. On the other hand, where these facilities are not adequate, teaching and learning will be affected to greater extent which will lead to low /poor academic performance.

Administrators and leaders: instances where school administrators are ineffective in organizing school resources for the purpose of achieving academic excellence, pupils are likely to perform below expectation. On the other hand, where administrators and leaders are efficient, providing the necessary school resources timely and properly supervision of school activities including teaching and learning processes, academic output is likely to be high.



The nature of teachers engaged. Engagement of qualified and experienced teaching Staff has an effect on teaching and learning processes. Engagement of skilled oriented and qualified teaching staff to handle teaching and learning processes can contribute to high academic output. Teachers who have subject matter competency and mastery of subjects content exhibiting good teacher characteristics such as high teacher work-commitment, giving appropriate feedback to students, regular and ability to present and use appropriate methods in teaching and learning processes cause students to perform well. On the other hand, where examination malpractice surfaces and students resort to leakages without having enough time to study on their own can affect academic performance negatively to greater extent.

2.2 Historical background of formal education in Ghana

Formal education is referred to as learning that is carried out in specially built institutions such as schools and colleges with well-structured programmes, syllabuses and time tables and the teachings are strictly supervised by external administrative bodies (Oti Agyen, 2007)

The achievements of those who learn in formal education are often recognized by the award of certificates.

The introduction of western education in modern Ghana was closely tied to the coming of the European merchants to the Gold Coast from the middle of the fifteen century. The first of these merchants were the Portuguese who arrived in the Gold Coast in January



1471. Even though they were principally interested in trading activities, they felt the need to provide formal education to the indigenous people to serve as a catalyst for smooth commercial activities (Oti Agyen, 2007).

By 1529, the Portuguese had established the first school in Ghana at the Castle upon the instruction of King John III of Portugal principally to educate the sons of the European traders by African wives normally named “Mulattos” and sons of native wealthy merchants. These children were taught how to read and write as well as the Christian religion. The Portuguese were later driven away by the Dutch who also established a school for the Mulatto children.

The Danes started their educational activities in 1722 under the then Danish governor Major de Richelieu. Like their Dutch counterparts, they awarded scholarship to some of their pupils to study abroad. Some of these pupils included Frederick P. Svane and

Christian Protten. By 1694, the British had established a school in Cape Coast under John Chistman. This school concentrated on reading, writing and Christian knowledge with English as the medium of instruction. The founding of the Society for the Propagation of the Gospel in England in 1701 greatly helped the castle schools under Rev. Thomas Thompson to function effectively and had a prolonged life span than all other castle schools. Rev. Thomas Thompson was on record to have re-organized the Cape Coast School at his own expense and started teaching the Africans who came to him to learn. He awarded scholarship to three Cape Coast boys to study abroad at the expense of the society (Thomas Caboro, Philip Quaake and Willam Cujoe). Philip Quaake, one of the pupils who were sent abroad re-opened the Cape Coast School after the return of Rev.



Thompson to England and did all that he could to sustain the school. After his death, his school was re-organized and renamed “Cape Coast Colonial School” in 1821 under the governorship of Sir Charles Mc Carthy. As time went on, it came to be called “Cape Coast Government School” and by 1956 the government had handed over the school to the Cape Coast Municipal Council under the management of the Anglican Church (Oti Agyen, 2007)

Though the castles along the coast of Ghana were mainly put up for defence and commercial activities, as time went on the provision of formal education there became a common feature. Though the castles school system was not entirely successful yet its footprints on contemporary Ghanaian educational system are quite enormous. The schools introduced literacy and numeracy which constitute the foundation of modern Ghanaian educational system (Oti Agyen, 2007). Again, the contemporary educational system in Ghana inherited some of the educational practices from the colonial and castle school system. For example, school time table, wearing school uniform, school assemblies and marching to classrooms, awarding of scholarships and other incentives packages to deserving students. It has been noted that, the establishment of castle schools along the coast of modern Ghana actually marked the beginning of the formal western education in Ghana. Credit largely goes to the Christian missionaries who started arriving in the country from the 1828 onwards and started their educational activities in the country specifically, the Basel society (Presbyterian), the Wesleyan society (Methodist), Bremen (North Germany) society, the Roman Catholic society, the African



Methodist Episcopal Zion Mission (A.M.E.Z) and the Seventh-day Adventist church (S.D.A). These missionaries laid a solid foundation and contributed immensely to the spread of formal education in Ghana.

2.2 Free Compulsory Universal Basic Education (FCUBE)

The Government of Ghana instituted the Free Compulsory Universal Basic Education (FCUBE) programme in 1996. This is because the government was determined to get more children into school. The programme brought a cost-sharing scheme to cover non-tuition fees, under which parents were expected to bear limited expenses in relation to the education of their children. More importantly, the government stressed that no child was to be turned away for non-payment of fees. It is sad to note that this initiative did not work smoothly. Although Ghana's school enrolment rates are high as compared to some other African countries, a persistent 40 per cent of children within the ages of six (6) and eleven (11) years of age remained out of school as of 2003 (Adamu-Issah et al, 2007). One of the main reasons why these children did not attend school was that their parents could not afford to pay the fees charged by the schools. This compelled the government to introduce another educational policy called Fee Free Tuition in basic schools (Sekyere, 2015).

2.3 Abolition of School Fees

Abolition of school fees, especially at the basic education level has been adopted by many countries as one of the key policy interventions for influencing education outcomes. Fees charged at schools especially, public schools, have been identified as one of the main barriers of access to education especially among the poor, orphaned and vulnerable children within societies (USAID, 2007).



2. 4 Proponents of School Fees Abolition

There are two schools of thought on the abolition of school fees. The argument advanced by proponents of school fees' abolition is that, school fees and other direct education related costs to households represent a significant obstacle to the enrolment of children in basic schools especially among the poor households (USAID, 2007). Abolishing of school fees will therefore make it easier and less costly for parents of children from poor homes to enrol their wards in schools and eventually help the country in achieving some of her education related goals.

Malawi is noted as one of the first countries to adopt the policy of school fees abolition (Al-Samarrai & Zaman, 2006). Other countries in Africa that abolished school fees in the 2000s include Lesotho, Kenya, Tanzania, Zambia and Ghana (Al-Samarrai & Zaman, 2006). As a result of abolishing school fees in Malawi, the enrollment rate is reported to have increased dramatically at both the primary and the secondary levels and the impact of this increment was very biased in favour of the poor (Al-Samarrai & Zaman, 2006 and USAID, 2007). Abolition of the school fees in Uganda nearly led to a doubling in enrolment figures in the year after the abolition. Similar increases in enrolment rates following school fees abolition were also realized in Tanzania in 2001, Lesotho in 2000 and Cameroon in 1999. Of utmost importance within these enrolment figures are enrolment rates among the disadvantaged children (girls, orphans, and children in rural areas) which experienced rapid increases and thereby widened access to education.

The other school of thought against school fees abolition states that abolishing school fees does not contribute to reduction in the direct cost of education and does not necessarily



reduce the costs to zero (USAID, 2007). There are other costs, aside from school fees that are still borne by households. These costs include those on transportation to and from school, contribution of households to construction of school buildings and other management costs, cost of textbooks and other support given to teachers by households. In line with this argument, the policy should critically take into consideration, the totality of all these costs borne by households and not only school fees (USAID, 2007).

Abolishing school fees, although identified to have a positive effect on enrolment, may have a negative effect on the quality of education (USAID, 2007). It could be argued that the increase in enrolment figures following school fees abolition are more likely to exceed the available space in schools, teachers, and education teaching materials in the schools. In Malawi for instance, after the abolition of school fees, the ratio of pupils to the number of classrooms increased to 119:1, the ratio of pupils to teachers also increased to 62:1 and the ratio of pupils to text books increased to 24:1. Similarly, expenditure per pupil fell approximately by \$12 per year for primary school pupils (USAID, 2007).

In most instances, the rise in enrolment figures resulting from school fees abolition is likely to increase the number of pupils per teacher or a phenomenal rise in the number of newly recruited and untrained or barely trained teachers. This is likely to affect the quality of teaching in the classroom.

Despite the policy of fee-free tuition in basic schools, many districts charged levies as a means of raising funds, for cultural and sports activities, and for the maintenance of the schools facilities. This had the effect of deterring many families, particularly the poorest, from sending their children, especially girls, to school (Asante, 2011).



2.5 Capitation Grant

In order to meet the Millennium Development Goals (MDGs) for education and national targets established in the 2003-2015, the Government took a bold step forward by abolishing all fees charged by schools and also providing schools with some grant for each pupil enrolled. The capitation grant programme was first piloted with World Bank support in Ghana's forty most deprived districts in 2004. Overall enrolment therefore rose by an impressive fourteen and a half percent (14.5%) enrolment gains for pre-school were particularly significant over 36 per cent (Adamu-Issah et al, 2007). This success led to the nationwide institution of what is known as the 'Capitation Grant' system introduced in 2005/2006 academic year. Under this system, every public kindergarten, primary school and junior high school received a grant of about \$3.30 (GH ¢4.50) per pupil per year and schools were not permitted to charge any fees to parents (Adamu-Issah et al, 2007).The table below shows the enrolment figures for 40 pilot districts

Table 2.2 Increase in Enrolment by Level in 40 Pilot Districts

Level	2003/4	2004/5	Increase	% increase
Pre-school	138,175	184,706	46,531	33.68
Primary school	700,006	779,786	79,780	11.40
JHS	175,106	196,430	21,324	12.18
TOTAL	1013287	1160,920	147,635	14.57

Source: Ghana Education Service, 2008

After a year of implementing the capitation grant scheme, total enrolment in the forty (40) Selected districts increased by fifteen percent (15%).



2.6 Capitation Grant and Educational Outcomes

The decision to replace school fees with Capitation Grants has yielded some dividends by impacting positively on much enrolment related figures during the 2005/2006 school year. Some of the benefits that are highlighted by a UNICEF working paper in 2007 are as follows:

- Primary school gross enrolment rose by nearly 10 per cent, bringing total primary enrolment to 92.4 per cent nationwide. Primary net enrolment increased from 62 percent to 69 per cent.
- Every region in the country experienced a rise in enrolment; Northern Region (where rates were lowest) experienced the largest increase.
- Overall enrolment in basic school increased by 16.7 per cent in the 2005/2006 school year compared to 2004/2005.

Enrolment of girls increased slightly more than that of boys by about eighteen percent (18.1%) to about fifteen percent (15.3)

2.7 Private Schools in Ghana

According to the Report of the President's Committee on Review of Education Reforms in Ghana (2002), the educational process in Ghana is based on a number of Acts, Legislations and Regulations. The 1992 Constitution of the Republic of Ghana, which constitutes the supreme law of the land, directs the overall thrust of education for educational development. The Report states further that Acts and Regulations promulgated by parliament from time to time, supplement the constitution. The 1992 Constitution of the Republic of Ghana states categorically that every individual has the right to establish a private school. Specifically, Article 25, Clause 2 states that: Every



person shall have the right, at his own expense, to establish and maintain a private school or schools at all levels of such categories and in accordance with such condition as might be provided by law. It is this clause that gives constitutional backing to all the private schools that existed before 1992. According to Huze (2011), the same law has led to the establishment of more private schools in the country. To supplement Article 25 (Clause 2) of the 1992 Constitution and Section 31 (1) (a) of the Education Act, 1961 (Act 87), the activities of all private schools in Ghana are therefore, expected to be regulated by the provisions of the 1992 constitution. The constitution of the Ghana National Association of Private Schools (GNAPS) (1972), gives the aims and objectives of the association as follows:-

- i. To bring together all private schools in Ghana and to assist newly opened private schools to register with the Ghana Education Service (GES).
- ii. To see to the welfare of member schools, protect the interest of proprietors and to give them sound support.
- iii. To give financial assistance to needy schools by the National Executive committee (NEC).
- iv. To co-operate with whatever department of GES that deals with matters relating to private schools in the country.

The GNAPS organizes courses, seminars and meetings to educate members on school administration. The GNAPS has district and regional branches all over Ghana (Annor, 1997) stated categorically that the idea of Private/Preparatory/International Schools was



not new. Some, as he indicated existed even during the colonial days when there was urgent need to get schools for the children of some of the foreigners who were engaged in administration, commerce, industry and construction in some cities and towns in Ghana. Permanent among the subjects were:

International languages such as English, French and German, even though the cost of education in the Private Schools is higher than that of the Public Schools, they are highly patronized by Ghanaians. This is because there is a general belief that:

- (i) They provide good quality education.
- (ii) They are better equipped with textbooks and physical facilities such as chairs and tables than the public schools.
- (iii) Children receive better care and attention in the International or Preparatory/ private Schools and the proprietors supervise their teachers closely to make them effective so that they do not lose their customers so as to attract more customers.
- (iv) Educating a child in a Preparatory/Private School raises the image of both parents and child. Parents usually talk with some pride and satisfaction about their children being in the popular, well taught Private/ Preparatory Schools in Ghana. (Annor, 1997). All these factors make private schools more attractive to parents especially those of them who are financially sound.



2.8 Academic Performance in Basic Schools in the Tain District

Academic performance in both private and public schools is built on several factors or elements and they are interrelated as indicated by Dare (2005). He reveals that all the elements associated with educational quality are interrelated and a serious defect in one of the elements is likely to have implications for quality in others.

Of late, concerns have been raised with respect to some of the current educational policies such as the Capitation Grant, FCUBE, School Fees abolition etc. and their effects on quality education provision in Ghana. Again, questions regarding quality education provision in Ghana called for analysis into the nature of educational infrastructure, leadership and management of schools in the country and timely release of educational materials for the purpose of education provision. For many stakeholders, the performance of students in standardized examinations is a measuring rod for determining the nature of educational provision. The expectation of every stakeholder in education is pinned to one common goal which is excellent performance. Table 2.2 shows public and private schools performance at BECE in the Tain district



Table 2.3 schools performance at BECE in Tain district

Year	Private (%)	Public (%)
2010	6.77	56.81
2011	4.04	47.55
2012	7.42	34.26
2013	4.11	15.33
2014	4.82	17.53
2015	6.95	14.59

From Table 2.3 it shows that there is a performance gap between the private and the public junior high schools at BECE in the Tain district. Many people have expressed concerns about the differential levels of performance between private and public schools and therefore, question the possible factors responsible for these differential levels. The researcher wants to review literature that has a bearing on the topic

2.9 Teacher Factors Contributing to Low/High Academic Performance

Academic performance of pupils at the basic level of education has been of great concern to many stakeholders in the country. Many people are of the view that, there has been drastic falling standard of education at the basic level these days. The teacher factor is one of the indicators responsible for poor or high academic outcome. Some of the teacher related factors are as follows: Teachers'

Commitment and Working Habit, Teacher Qualification and Teaching experience, Teacher Absenteeism and Lateness to school, teaching methods, completion of teaching syllabus



2.10 Teachers Commitment and Working Habit

On the causes of low/ high academic performance of primary school pupils in the ShamaAhanta East Metropolitan area in Ghana, Etsey (2005), highlighted teacher habit and commitment as some of the main causes of poor academic performance of students. Teacher commitment and work habit were low. The teachers lack enthusiasm and were not able to teach effectively. This according to the study, made the pupil not able to learn well and acquire classroom content and knowledge resulting in poor performance at the BECE.

According to Ikonta (2008), teachers should be made to realize that they are the bedrock of any educational system. This supports Lockheed's (1991) assertion that, lack of motivation and professional commitment produce poor attendance and unprofessional attitudes towards students which in turn affect their performance academically.

Giving assignments to students will not only augment their effort at completing the content but serves as a feedback mechanism for the teacher to know how well students understood the lesson taught. Etsey (2005) citing Butler (1987) found home work to be a correlate of academic performance. He stated that homework bore a positive relationship with learning out comes when it is relevant to learning objectives, assigned regularly in responsible amounts, well explained motivational and collected and reviewed during class time and used as an occasion for feedback to students.

The teacher who may be seen as the pivot of the transmission of knowledge can be effective if he or she learns and applies all of the teaching principles and methods that make a teacher as professional and competent enough to impart knowledge in any given



field of discipline (Numale & Telkpiari, 2008). Teachers who are seen by students as supportive and who set clear expectations about behaviour held create an atmosphere in which students feel in control and confident about their ability to succeed in future educational endeavours (Akey, 2006).

There are several methods for teaching as well as using appropriate teaching and learning materials. The teacher's choice of a method and ideal materials depends on his/her experience interacts, availability of textbooks, extra reading materials, class size and students learning preferences (Etsey, 2005). There are inadequate teaching and learning materials, large class size especially in the public schools in the Tain district.

2.11 Teacher qualification and teaching experience

Qualified teachers refer to those who have academic training as a result of enrolment into educational institution and obtained qualifications such as Higher National Diploma

(HND), Bachelor of Science (B.Sc.) Bachelor of Arts (B.A.) and Master of Arts (M.A) and so on. Professionally, qualified teachers are those who got professional training that gave them professional knowledge, skills, techniques, aptitudes as different from the general education (Edu & Kalu, 2012). They hold degrees like Bachelor of Education (B.Ed.) Bachelor of Science Education (B.Sc. Ed) Bachelor of Arts Education (B.A. Ed), and Master in Education (M.Ed.) and so on. The quality of education of a nation could be determined by the quality of teachers as well as educational policies. The most important factor in improving students' achievement in Mathematics is by employing seasoned qualified teachers in all schools (Abe & Adu 2013). Okuruwa (1999) found that, policy



investment on quality of teachers is related to improvement in students' performance specifically, the measurement of teacher's preparation and certification correlate to students' achievement in science and Mathematics. It is further reported that, teacher's characteristics such as certification status and degree in area of specialization are very significant and positively correlated with students' learning outcomes in science and mathematics.

Abe and Adu (2013) opined that, a teaching qualification or teacher qualification is one of a number of academic and professional degrees that enables a person to become a registered teacher in primary or secondary school. Such qualifications include, but are not limited to, the Postgraduate Certificate in Education (PGDE), the Professional Diploma in Education (PDE), Bachelor of Education (B.Ed.) and Nigeria Certificate in Education (NCE). In Ekiti State, teachers who are academically qualified and those that are professionally qualified are engaged to carry out instructional process (Ahiazu & Will, 2011)

Connery (1990) opined that students do not understand Mathematics when it is taught by an ineffective teacher. Izumi and Evers (2002) buttressed this by saying that teacher quality is the most important among other critical factors like quality curricula, funding, small class size and learning situation. George (2004) attributed poor achievement of students in Mathematics to teacher qualification, inadequacy of materials as well as administrative factors.

According to Adieze (1986), non-qualified and non-professional teachers in teaching profession are killing the profession because they are not really teachers. He regarded



them as “birds” of passage that create unnecessary vacuum whenever they see greener pasture and better prospect in the profession they are originally trained for.

Professional qualification is important in educational provision. The professional skills exhibited by a teacher establish a conducive classroom atmosphere from the start by means of good organization and carefully planned teaching structures. According to Farrant (1980), professional competence often transforms into high quality of teaching with the expectation that this would influence the learning outcomes of students. The training and supply of teachers must be on top of the educational agenda of every country. In the view of Farrant (1999), the key of the quality of the formal system of education does not lie in curriculum development or in school reform; it rests squarely on the quality of the teachers who operate the system. That is why teacher education is vital. He also says the need for training grows more essential as teacher professionalism should be exhibited in skills like giving prompt feedback, questioning, dealing with students’ problems effectively and creating specific kinds of climate for different lessons, making sure that pupils understood and coped with the amount of knowledge given to them.

Antwi (1992) observes that teachers with varying qualifications operate within the educational system in Ghana. The two broad categories of teachers are the trained and untrained or pupil teachers. It could be suggested that the solution to problems of quality in school education lies in educating and retaining qualified dedicated teachers especially when Ghana is slapped with FCUBE, Capitation grant and School Feeding Programme initiatives which are likely to increase pupils’ enrolment considerably.



From the Report of the President's Committee on Review of Education Reforms in Ghana (2002), the committee observes that, there is still a large number of untrained teachers in both the public and the private schools. However, the report went further to state that their services would still be needed for some time. This emphasizes the inadequacy of qualified trained teacher in the formal education system of Ghana and the need for trained teachers for both private and public schools .

Agyemang (1993) reported that a teacher who does not have both academic and professional teacher qualification would undoubtedly have a negative influence on the teaching and learning of his or her subjects. He was of the opinion that, a teacher who is academically and professionally qualified but works under unfavourable working environment would be less dedicated to his works and thus, be less productive than a teacher who is unqualified but works under favourable environment.

It is believed that, academic qualification and professionalism may be conditions influencing academic excellence. However, constant supervision within enabling environment will crown it all. This situation is evident in most of the private institutions where majority of the teachers are not teacher certificated and hence not professional teachers but students from these private schools seems to outperform their counterparts in the public schools.

Kennedy (2011) noted that, teaching in the private school has many advantages over teaching in the public schools because of the minimal bureaucracy found in the administrative structures of the former. He stated that, in the private schools, the rules of the school are clearly laid out when you sign the contract to attend a private school and



by signing the contract you agree to abide by the terms of the contract which include consequences for infraction of the discipline code. In the public schools you have rights (Constitutional rights) must be respected characterized by a lot of bureaucratic tendencies. One other important factor worth to consider is teaching methods.

2.12 Methods of teaching

The primary purpose of teaching at any level of education is to bring a fundamental change in the learner (Tebabal & Kahssay, 2011). To facilitate the process of knowledge transmission, teachers should apply appropriate teaching methods that best suit specific objectives and level exit outcomes. Annor (1997) maintained that one of the symptoms of good teaching is the use of suitable and effective methods of teaching. He also said that the principles that the teacher must observe with regards to methodology are:

- (i) He must vary methods by which ideas and skills are presented. The skilful teacher uses several methods during the same lesson to avoid monotony.
- (ii) Methods should be related to the stages of growth and development of learners.
- (iii) Selection of a particular lesson method depends on the duration of the lesson, materials and equipment available in the school and the number of teachers teaching the lesson.

In the traditional epoch, many teaching practitioners widely applied teacher-centered methods to impart knowledge to learners comparative to student-centered methods. Until today, questions about the effectiveness of teaching methods on student learning have consistently raised considerable interest in the thematic field of educational research



(Hightower et al 2011). Moreover, research on teaching and learning constantly endeavour to examine the extent to which different teaching methods enhance growth in student learning. Quite remarkably, regular poor academic performance by the majority of students is fundamentally linked to application of ineffective teaching methods by teachers to impart knowledge to learners (Adunola, 2011). Substantial research on the effectiveness of teaching methods indicates that the quality of teaching is often reflected by the achievements of learners. According to Ayeni (2011), teaching is a process that involves bringing about desirable changes in learners so as to achieve specific outcomes. In order for the method used for teaching to be effective, Adunola (2011) maintains that teachers need to be conversant with numerous teaching strategies that take recognition of the magnitude of complexity of the concepts to be covered

According to Ayeni (2011), teaching is a continuous process that involves bringing about desirable changes in learners through the use of appropriate methods. Adunola (2011) indicated that in order to bring desirable changes in students, teaching methods used by educators should be best for the subject matter. Furthermore, Bharadwaj and Pal (2011) sustain that teaching methods work effectively mainly if they suit learners' needs since every learner interprets and responds to questions in a unique way (Chang, 2010). As such, alignment of teaching methods with students' needs and preferred learning influence students' academic attainments (Zeeb, 2004). Omrod (2008) reports that some students seem to learn better when information is presented through words (verbal learners), whereas others seem to learn better when it is presented in the form of pictures (visual learners). Clearly in a class where only one instructional method is employed,



there is a strong possibility that a number of students will find the learning environment less optimal and this could affect their academic performance.

It is important for a teacher be it trained or untrained to equip him or herself with the various methods of teaching so as to meet the needs of the learners. Teachers should also increase their knowledge of various instructional strategies in order to keep students engaged and motivated throughout the learning process by going for upgrading and in-service training programmes. It will equally be important if teaching and learning materials are made available to enable teachers to pick appropriate material for a given method. Equally important element to consider is the provision of adequate classrooms and engaging more teaching staff so as to maintain an ideal class size for better teaching and learning to take place. Teachers' inability to complete teaching syllabus is one of the factors affecting academic outcome

2.13 Completion of teaching syllabus and its effects on students' academic achievement

Many writers are of the view that inability to complete teaching syllabus has an effect on students' achievement to greater extent.

The results of a study conducted by Etsey (2005) showed that fewer teachers in the Shama sub-metro completed the syllabuses than the teachers in the high-achieving schools. The completion of the syllabus for each subject in each class provides the foundation for the next class to be built upon. When the syllabus is not completed, content that should be taught in the next class which is based on the previous class could not be taught. As this continued, there would be a backlog of content not taught and this



would affect the performance of the pupils. Since the subject matter syllabuses tend to be spiral, the non-completion of a syllabus tends to have a cumulative effect on the pupils such that as they move from grade to grade, they encounter materials they do not have the foundation to study. In the final analysis, poor performance is the result.

Kananu (2011) found that there was inadequate syllabus coverage in Kenyan Public schools and whatever was covered was not done effectively, leading to poor performance in the subject.

In another development, Mji and Makgato (2006), were of the view that, poor syllabus coverage is also due to unqualified teachers in overcrowded, non-equipped classrooms.

This implies that availability of resources, particularly text books improves performance. Miheso (2012) notes that a student/text book ratio of 1:1 or 1:2, improves syllabus coverage, while a ratio of 1:3 and above slows down syllabus coverage, leading to poor performance and other resources that play a part in syllabus coverage include: access to calculators, Mathematical tables, graph papers etc. From the study 80% and 66.7% of teachers in the public and the private school, respectively indicated that they were not able to complete the teaching syllabus for the previous years. From the statistics teachers in the private schools were more likely to complete the teaching syllabus earlier than teachers in the public schools.

2.14 Teacher absenteeism and lateness

Availability of teachers and teacher shortage are important issues to determine quality of education provision in any educational enterprise. One of the fundamental problems



identified at The 2000 World Education Forum held in Dakar to meet the Millennium Development Goal two (2) of providing education for all by 2015 was attracting and retaining qualified teacher in the teaching profession.

Teacher absenteeism has become a persistent problem in many countries especially in developing countries. A research conducted in 2003 by World Bank revealed that, in Uganda and Zambia, the percentage of teachers who were absent in the previous week before and during the visit of the researchers were 26% and 17% respectively (World Bank, 2004). Teacher absenteeism in Ghana has been highlighted especially in the rural areas and has been a recurring concern for stakeholders. One of the factors cited for teacher absenteeism is the issue of funeral attendance especially on Fridays. As culture demands, funeral celebrations are given the needed attention across different cultures and as such, many teachers are victims of these cultural requirements. Oduro, (2003) observed that most teachers absented themselves from schools on Fridays to attend funerals.

Lateness or absenteeism reduces the amount of instructional time and these result in the syllabi not being completed (Etsey, 2005). Etsey stated that, the completion of the syllabus for each subject in each class provides the foundation for the next class or stage to be built upon. When the syllabus is not completed, content that should be taught in the next class which is based on the previous class could not be taught. As this phenomenon continues, there would be a back lock of content not taught and this would affect the performance of the students. Again, since the subject matter syllabuses tend to be spiral, the non-completion of a syllabus tends to have cumulative effect on the pupils in that, as



they move from grade to grade, they tend to encounter materials they do not have the foundation to study. This may result in poor performance.

Michgelowa (2002), on the other hand, had different stand and attributes absenteeism to a situation where conditions compel teachers to take on a second job to supplement insufficient salaries. Until lasting solution is assigned to teacher absenteeism, it remains one of the unique factors influencing low academic out comes .close related to teacher absenteeism and lateness to school is student absenteeism and lateness to school. For the purpose of this study 49 constituting 61.2% of the students in the public schools reported that their teachers were regular in school and 31 representing 38.8% were of the opinion that their teachers were not regular in school. For the case of the private schools, 64 made up of 80% of the students reported that their teachers were regular in school and 16 representing 20% indicated that their teachers were not regular in school. The results show that the teachers in the private schools were more likely to be present in school than the teachers in the public schools.

2.15 Student school attendance

Besides teacher absenteeism and lateness to school, the issue of student attendance as important variable affecting academic output cannot be set aside to greater extent. Attendance is the amount of time that students participate in class activities which is measured in hours, per day, per week, per month etc. Academic performance of student is measured using student's examination performance, student's GPA and class discussions.



Attendance in school is important because students are more likely to succeed in academics when they attend school consistently (Pascopella, 2007). It is difficult for teachers and students to build skills and progress if large numbers of students are frequently absent. In addition to falling behind in academics, students who are not in school on a regular basis are more likely to get into trouble with the law and cause problems in their communities (Hocking, 2008). In the past decade, a number of studies have examined the relationship between students' attendance or absenteeism and academic performance, generally findings from many authors concluded that attendance does matter for academic achievement. According to Rodgers (2001), Kirby and McElroy (2003), Britti Dolton et al. (2003), this kind of evidence has led some authors to call for measures to increase student attendance and even to consider the possibility of making attendance mandatory in all schools including undergraduate courses Romer (1993). The total amount of time that students report studying has often been examined as a potential predictor of success in schools. It might seem that the more time that students spend studying, the better grades they should receive (Plant, Ericsson, Hill & Asberg,

2005). In the context of Somalia, the students' attendance and academic performance seem to be more important points in educational institutions for students' evaluation. Rodgers (2001) found that attendance has a small but statistically significant effect on performance in a sample of 167 introductory statistics course. The role of parents in educational provision is significant to greater extent and can therefore influence academic outcome



2.16 Parental Involvement in their Children Education

Parents may not always have the tools and background to support their children's cognitive and psychosocial development throughout their school years. Parents' level of education, for example, has a multifaceted impact on children's ability to learn in school. Children whose parents had primary school education or less were more than three times as likely to have low test scores or grade repetition than children whose parents had at least some secondary schooling (Willms, 2000).

Guidance is one of the factors through which a student can improve his/her study attitudes and study habits and is directly proportional to academic achievement. Students who are properly guided by their parents may perform well in the examinations. The guidance from the teacher also affects the students' performance. The guidance from the parents and the teachers indirectly affect the performance of the students (Hussain, 2006). The home environment affects the academic performance of students. Educated parents can provide such an environment that suits best for academic success of their children. The school authorities can provide counseling and guidance to parents for creating positive home environment for improvement in students' quality of work (Marzano, 2003). The academic performance of students heavily depends upon the parental involvement in their academic activities to attain the higher level of quality in academic success (Barnard, 2004; Henderson, 1988; Shumox & Lomax, 2001). According to Graetz (1995), one's educational success depends very strongly on social economic status of the parents. Considine and Zappala (2002) argue that families where the parents are advantaged socially, educationally and economically foster a high level of achievement in their children. Socio-Economic Status (SES) according to Considine and Zappala (2002) is a



person's overall social position to which attainments in both the social and economic domain contribute. They add that social economic status is determined by an individual's achievements in, education, employment, occupational status and income. In this study socio- economic status (SES) was characterized by family income, parental education and parental occupation. Graetz (1995), argues that children from high socio-economic status families perform much better at school as compared to children from low SES families. Family income, according to Escarce (2003), has a profound influence on the educational opportunities available to adolescents and on their chances of educational success. Escarce (2003) adds that due to residential stratification and segregation, low-income students usually attend schools with lower funding levels, have reduced achievement motivation and much higher risk of educational failure. When compared with their more affluent counterparts, low-income adolescents receive lower grades, earn lower scores on standardized test and are much more likely to drop out of school.

Escarce (2003) agreed with Combs (1985) and Sentamu (2003) who argued that social class determines what school a child will attend and whether the child will pass the examinations. Considine and Zappala (2002) found that children from families with low income are more likely to exhibit the following patterns in terms of educational outcomes; have lower levels of literacy, numeracy and comprehension, lower retention rates, exhibit higher levels of problematic school behaviours, are more likely to have difficulties with their studies and display negative attitudes to school.

Hansen and Mastekaasa (2006), argue that according to the cultural capital theory one could expect students from families who are closest to the academic culture to have



greatest success. It is believed that low socio-economic status negatively affects academic achievement because it prevents access to vital resources and creates additional stress at home.

Studies carried out by Eamon (2005); Jeynes (2002) and Graetz (1995), on socio-economic status in education research and policy found that socio-economic background remains one of the major sources of educational inequality and adds that one's educational success depends very strongly on the socio-economic status of one's parents. Considine and Zappala (2002) agree with Graetz (1995), in their study on the influence of social and economic disadvantage in the academic performance of students in Australia found that families where the parents are advantaged socially, educationally and economically foster a higher level of achievement in their children. They also found that these parents provide higher levels of psychological support for their children through environments that encourage the development of skills necessary for success at school.

2.17 Quality Education

Quality is defined in different ways by different writers. Ankomah et al, (2005) noted that, approaches to quality can vary widely and decision is based on consensus as to what the term means. Ankomah et al, (2005) identifies quality using three dimensions of inputs, processes and outcomes (output). Mingat and Pingtang (1988), defined quality in two ways that is input and output. Quality of education is said to be high when inputs such as teacher qualification, class size, teaching methods, pedagogical materials and curriculum is said to be very good. Again, quality is defined to be high when students achieve many



of the curriculum objectives irrespective of its internal operations. Whilst Bollen (1989), defines school quality as a systematic, curtailed efforts aimed at change in learning conditions and other related internal conditions in one or more schools, with the ultimate aim of accomplishing educational goals more effectively.

Teacher quality is one of the important variables to consider in educational provision. Etsey (2005) and Ankomah et al (2005) noted that, teacher quality does not only depend on observable and stable indicators, but also on the quality of the training they receive. It equally depends on the behaviour and the nature of the relationship teachers maintain with their pupils or students.

The indicators deal with such aspects as: academic qualification, pedagogical training, years of service and experience, ability or aptitude and content knowledge. Teachers must be adequately prepared by equipping them with the requisite skills, subject-specific proficiency, effective teaching practice, an understanding of technology and the ability to work in collaboration with other teachers, members of the community and parents. It has been proven that, most basic schools in Africa lack well trained teachers with academic qualifications, training and content. (Ankomah et al, 2005: UNICEF, (2006).

In Ghana, the measurement of the quality of education has focused principally on resource input and outcomes. Therefore, quality of education is measured against stated curriculum goals and objectives, and range of elements including the level of students' absenteeism, ratio, the availability of textbooks, school facilities and equipment, and cognitive achievements. Whether education provided is of good or poor quality depends



on the degree to which it measures up to the goals and objectives prescribed (Moses, 2007).

2.18 School Environment Factors

The school environments factors considered in this study are: Pupil Teacher Ratio (PTR), Class Size, Educational Facilities / Infrastructure, teaching and learning materials, Monitoring and Supervision in schools

2.19 Pupil Teacher Ratio (PTR)

The Ghana Education Service (GES) policy is to have a PTR of 35:1 at the primary level and 25: 1 at the JSS level. Class sizes in P3, P4, P6 and J SS1. In the private, rural and urban schools observed PTR were higher than 35:1 (Ampiah, 2010). None of the schools observed, therefore, operated at the PTR stipulated by the Ministry of Education, Science and Sports (MOESS). Generally, the class sizes in the private schools were comparable to that in the rural schools. The class sizes in the urban schools were, however, slightly higher. The general trend in Ghana is that of higher class sizes in urban schools and lower class sizes in rural schools. All the classes at the JSS level irrespective of the school type were far higher (in some cases double) than the stipulated PTR of 25:1 .Ampiah (2010). For the case of the private and public schools in Tain, private schools teachers had few students to handle as compared to the public schools. Private schools teachers handled 30% within the range of 1-10 and 57.5% within the range of 11-20 students. For the public schools, the teachers handled between the ranges of 21-70 students in a class. This means that, the pupil teacher ratio is higher for the public schools than the private schools



contrary to the recommended average pupil teacher ratio of 25:1 for JHS. (Ampiah, 2010).

2.20 Class Size

Class sizes have been identified as determinants of academic performance. Studies have indicated that schools with smaller class sizes perform better academically than those with larger class sizes. Asiedu-Akrofi (1978) cited by Etsey(2005), indicated that, since children have differences in motivation, interests and abilities and that they also differ in health, personal and social adjustments and creativity, generally good teaching is best done in classes with smaller numbers that allow for individual attention.

The PTRs in very deprived and rural areas in Ghana is in the range of 40-60:1 (MOSES, 2008). Thus, PTRs demonstrate poor deployment of teachers and under supply of teachers in response to reported vacancies in schools. The public schools are mostly affected by this high PTRs and large class sizes as compared to the private enterprise (Etsey, 2005).

2.21 Educational Facilities/Infrastructure

Apart from shortage of teachers, infrastructure provision continues to be a serious factor to consider especially when there is a pressure from international treaties calling for provision of education for all (EFA) by 2015. School space and facilities such as classrooms, chairs and tables, libraries, places of convenience, water, electricity, etc. have effects on standard of education provision and academic outcomes.

The availability and use of teaching and learning materials (TLMs) affect the effectiveness of a teacher's lessons. According to Broom (1973) cited in Etsey (2005)



reported that, the creative use of variety of media increases the probability that the student would learn more and retain better what they learn and improve their performance on the skills that they are expected to develop.

Ausubel (1973) cited in Etsey (2005) also stated that young children are capable of understanding abstract ideas if they are provided with sufficient materials and concrete experiences with the phenomenon that they are to understand.

Karemera (2003) found that student performance is significantly correlated with satisfaction with academic environment and the facilities of library, computer laboratory etc. in the institution.

Young (1989) holds the view that student performances are linked with the use of library facilities and efficient TLMs when properly combined and will finally affect students' performance positively. It is sad to note that the Tain District has less than 10% library facilities for both private and public basic schools. According to Wolfeson (2000), the key to sustainable development, peace and stability within and among countries is the provision of education to the populace. To the populace of such countries the availability of teaching and learning resources enhances the effectiveness of schools as these can bring about good performances in the students. Yadar (2007) and UNESCO, (2008) postulated that, an object well-handled practically impresses itself more firmly in the mind than object merely seen from a distance or in an illustration. This stand demonstrates how important TLMs are in the educational provision.



According to Yadar (2007), students in most public schools are disadvantaged in that, the classes are overcrowded and they do not also have adequate learning facilities. Consequently, they do not get individual attention from their teachers. In some instances, they lack adequate textbooks, and laboratory equipment as a result, the students may lose hope in performing well in academic work.

This is a sharp contrast to private schools where the number of students is few as there are adequate facilities to large extent and teachers are willing to go extra mile to ensure that the students perform well in both internal and external examinations.

At the classroom, practical work is more important because of the fact that, we learn by doing.

Yadar (2007) opines that, no course in Science and Mathematics can be considered as complete without including practical work. Thus, practical work forms an important feature in any Science and Mathematics (UNESCO, 2008).

In line with the UNESCO's stand of practical oriented aspect of sciences, Basic Design and Technology (BDT), Information, Communication and Technology (ICT) and General Science being part of the science oriented programmes are without the needed practical oriented equipment for practical purposes in most of our Basic Schools especially in the underserved districts. This became evidence during the data collection exercise. Most Basic Schools do not have adequate ICT and BDT equipment to facilitate teaching and learning of these subjects in schools which could be a cause for poor academic outcome.



Availability of Teaching/Learning resources enhances the effectiveness of schools as these are basic things that can bring about good academic performance in the students.

Maicibi (2003) opines that all institutions or organization are made up of human beings (workers) and other non-human resources. He further asserts that when the right quantity and quality of human resources is brought together, it can manipulate other resources towards realizing institutional goals and objectives. Consequently, every institution should strive to attract and retain the best of human resource. Teaching and Learning Materials (TLMS) are important component in providing quality education.

Yadar (2007) and UNESCO,(2008) reported that Teaching/ Learning Materials such as textbooks, class rooms, teaching aids (chalk, board, ruler and protractor), stationeries and laboratories affect academic performance of the learners.). Teaching can also be viewed as the way in which a teacher transmits or imparts accumulated knowledge, skills, attitudes and values to learners Mutai (2006) also asserts that learning is strengthened when there is enough reference materials such as textbooks, exercise books, teaching aids and class rooms. He further asserts that academic achievement illustrates per excellence the correct use of these materials. Farrant (1996) asserts that teaching is a process that facilitates learning. This involves creating an environment to facilitate learning and motivating learners to have interest in what is being transmitted to them (Tamakloe et al, 2005), implying that what pupils see, hear and do in the classroom is what the teacher provides for them as well as what the pupils are ready and able to learn (Farrant, 1996). This implies that the teacher should make sure the content of the lesson is within the reach of the pupils.



Karemera (2003) found that students' performance is significantly correlated with satisfaction with academic environment and the facilities of library, computer laboratory and etc. in the institution. With regards to background variables, he found a positive effect of high school performance and school achievement. However, he found no statistical evidence of significant association between family income level and academic performance of the student. Young (1999) holds the view that student performances are linked with the use of library and level of their parental education. The use of the library positively affects students.

2.22 Monitoring and Supervision in schools

Monitoring in schools has been of tremendous help in improving academic performance. According to the World Bank Report (1996), inadequacies in the supervision of schools both by District level Officers and head teachers, and the limitations of disciplinary processes against students, teachers and all those who matter are seriously undermining effective teaching and have adverse effects on the academic performance of students. Eagles and Evans (1970) were also of the view that, effective supervision of instructions can improve the quality of teaching and learning in the classroom. Supervision is the process of bringing about improvement in an institution by working with people who work with students. It is a process of stimulating growth, and a means of helping teachers and students to help themselves. Etsey (2005) reports that effective supervision is necessary for efficient work. It provides a climate in which people have a sense of working for themselves. In government schools in Ghana, internal supervision is normally done by the head of institutions or their assistants while external supervision is done by supervisors or inspectors from the Ghana Education Service. Etsey, Amedahe



and Edjah (2004) in a study of sixty schools in Ghana (29 from urban and 31 from rural areas) found that academic performance was better in private schools than public schools because of more effective supervision of work. Of particular concern are the quality and impact of school inspection and the degree of professional independence of the inspectors and circuit supervisors. The absence of an appropriate performance management framework which sets out clear and relevant accountability for monitoring purposes simply compounds the problems.

Etsey (2005) is of the view that, supervision and regular visits to the schools would motivate teachers to be more regular and punctual at schools. Also, when students realize that supervisors are regular in visiting the school and teachers are always present, they would be challenged to change their attitudes towards school. This would in turn reflect positively on the academic performance.

In the Tain Education Directorate, certain monitoring mechanisms have been put in place to help improve academic performance at the Basic Education Certificate Examination (BECE). Some of these mechanisms are Performance Monitoring Tests (PMT), School Reports Cards (SRC) and District Mock Examination (conducted partly by the District Assembly and the Tain Education Office).

Due to lack of funds, some schools in the District conduct about two internal examinations before students are made to write the BECE. All these are aimed at improving pupils' performance in the BECE yet there is more to be done.



Agbadey (2002) in a survey research conducted in the then Awutu-Efutu-Senya District (now Efutu Municipality) on job satisfaction in terms of supervision reveals that teachers are frustrated by their superior officers. This could be due to the supervisors' nature of supervision and this can affect the performance of teachers in the district. This indicates that teachers attach importance to the supervisors' supervision and this could therefore be an important determinant of better academic performance.

2.23 Examination Malpractices and leakages

Examination malpractice as defined by Nwahunanya (2004) is the act of omission or commission intended to make a student pass examination without relying absolutely on his/her independent ability or resources. Nwana (2000), while discussing aberrations on the Nigerian Educational System stated that examination malpractice is the massive and unprecedented abuse of rules and regulations pertaining to internal and public examinations, beginning from the setting of such examinations through the taking of the examinations, their marking and grading, to the release of the results and the issuance of certificates. Odongbo, (2002) says that examination malpractice refers to an act of wrong doing carried out by a candidate or groups of candidates or any other person with the intention to cheat and gain unfair advantage in an examination.

Awanbor (2004), opines that examination malpractice is the application of unusual means to obtain a score or set of scores that is normally beyond the mental capability or the state of preparedness of candidates for that examination.

There is a general worry about the quality of education provision in Ghana nowadays. The image of Ghanaian education system has been greatly tarnished as a result of



examination malpractice which characterizes the nation's institutions of learning. "The West African Examination Council on Wednesday cancelled five papers and postponed the writing of two papers following widespread leakage in the ongoing Basic Education Certificate Examination (BECE). Ghana National Education Campaign Coalition's chairman Mr. Bright Appiah believes "the whole system is responsible for this" and that every step of the process of examination administration can be faulted".

"It is unfortunate that we have to go through this again", he told Joy News Wednesday.

Source: (Ghana|Myjoyonline|Edwin Appiah|edwin.appiah@myjoyonline.com

Date: 17-06-2015 Time: 09:06:04pm.

From the quotation above, it is clear that examination malpractice is affecting the learning institutions in Ghana.

Education is expected to train the mind of its recipient for effective performance. It equips the individual with the information necessary for high level of human functioning. To be regarded as an educated person, an individual is expected to pass through the whole process of examination conducted by a competent and recognized body.

Examination as part of evaluation is aimed at determining a learner's level of skill acquisition or intellectual competence and understanding after a given training. Evaluation usually enables the teacher to be effectively ready for further teaching as this form of evaluation is often regarded as a feedback. But when examination is not properly conducted, the expected feedback may not result. Consequently the result of such evaluation leads to wrong decision and judgment which affect the teacher, the learner, the entire education system as well as the society. Low academic performance of pupils in internal/external examinations and the decision to cheat is traceable to pupil's self-



efficacy, the inability of students to perform in a difficult situation or carry out a difficult task. The phenomenon of examination malpractice and fraud is influenced by many factors. Udogi and Ivowi (1995) identified inadequate preparation for the examination, peer influence, poor facilities in schools, societal influence and expectations, lack of self-confidence due to laziness, poor academic performance as causes or factors that prompt examination malpractice and fraud. Lack of resources for educational purposes could be another possible cause for examination malpractice and fraud, especially in developing countries. Maheshwari (2011), observed that Higher education staff can be involved in examination malpractice and fraud for financial and other intangible gains from interested students.

2.24 Consequences of Examination Malpractice

Whenever there is examination malpractice and fraud, ethical standards are compromised. Examination malpractice may also deny and frustrate innocent students to venture into the job market simply because the corrupt students will have scored “higher” grades. This may also rob a country of any chances of engaging the best brains in any form of development (Liman, 1996). Kayode (2012) observes that many graduates can no longer defend their certificates. Such candidates might have psychological problems arising from the way they got their certificates as well as being unable to meet the expectations of employers. That scenario renders the goals of education invalid and points to the likelihood of collapse in the education system.

The effect of examination malpractices and fraud on the educational system and the society as a whole also affects general quality and standards of service provision in a country. The country will end up producing half-baked higher education graduates who



lack the knowledge, skills and competences to exploit the resources of the nation. This could lead to a decrease in job efficiency which in turn has serious implications on the Gross Domestic Product (GDP) of the country. This will result to the creation of a poor national image and an unproductive society.

2.25 Partial conclusion

The study reviewed literature on theoretical frame work, history of formal education in Ghana, some educational initiatives, private schools in Ghana, academic performance in basic schools, school environment factors, teacher factors, student factors and the role parents play in child education. The next chapter examines the methodology of the study



CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter focuses on the methodology that has been used to carry out the research. The chapter comprises of the description of the research design, population, sample size, sample technique, data type, data sources, and data collection instruments as well as data analyses and the methods used to present results.

Research design. Explanatory research was used for this study. According to Gay (1990) explanatory research involves collecting data in order to test hypothesis or to answer questions concerning the current status of the subject of the study. It is economical and convenient for the study of this nature. Yin (1993) stated that explanatory research explains causal relationship between cause and effect of a phenomenon. It is the type of design that aims at explaining causal relationship between variables. Yin (1993) defines the explanatory research design as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used. Explanatory research emphasizes detailed contextual analysis of a limited number of events or conditions and their relationships. Researchers have used the explanatory research method for many years across a variety of disciplines. Social scientists, in particular, have made wide use of this explanatory research method to examine contemporary real-life situations and provide the basis for the application of ideas and extension of methods. In order to understand the factors responsible for low\high



academic performance of public and private junior high schools, explanatory research was used to explain the phenomenon.

In the words of Neuman (2007), the aim of the explanatory design is to answer the question of why and to identify the actual reason why a phenomenon occurs. This could be achieved by identifying source of social behaviour, beliefs, conditions and events; documents, test theories and provide reasons. The Explanatory Design is also employed to determine the possible relationship between key variables that is cause-effect relationship. Amoani (2005), opines that research design is an arrangement of conditions for collecting and analyzing data which will be relevant to the research in the most economical manners. This method was considered appropriate for this study because social scientists use it to collect original data for studying a population too large to observe directly and, thus, make generalization (Babbie, 1992).

3.2 Location of the study area

Tain is one of the districts established in August 2004 in the Brong Ahafo Region by Legislative Instrument (L.I) 2090. (Ghana Statistical Service PHC, 2010).

. The District was carved out of the Wenchi Municipal Assembly as a result of the growing population of the Municipal Assembly and to ensure that developmental projects reach every part of the district (Ghana Statistical Service PHC, 2010).

The district is situated at the North West of Sunyani (Regional Capital). It lies within latitudes 7 ½ and 8o 45` North and longitudes 2o 52` West and 0o 28` East. In terms of



land area, The Tain District covers 4,125 sq. kilometers with Nsawkaw as its capital town which is eighteen miles away from the Wenchi Municipal from which it was carved out.

(Ghana Statistical Service PHC, 2010). The district shared common boundaries with the Wenchi Municipal to the East, Jaman North to the West, Sunyani Municipal to the South and Berekum Municipal to the South West. It is also bounded by the Banda District to the North East and La Côte d'Ivoire to the North West.

The population of the Tain District, according to the 2010 Population and Housing Census, is 88,104 representing 3.8 percent of the region's total population. Males constitute 49.4 percent and females represent 50.6 percent. More than half (51.5%) of the population of the district is rural. The district has a sex ratio of 97.6. The population of the district which is youthful is (40.3%) depicting a broad base population pyramid which tapers off with a small number of elderly persons (5.8%). The total age dependency ratio for the district is 85.5, the age dependency ratio for males is slightly lower (85.2) than that of females (85.9). (Ghana Statistical Service PHC, 2010)

3.3 Population of the Study

According to Amoani (2005), population refers to the totality of objects, observations, measurements that the researcher is investigating. Fraenkel and Wallen (1996), assert that a population is the group to which the research findings are intended to apply.

The population for the study constitutes all private and public Junior High Schools in the district as well as other stakeholders specifically head teachers, teachers, pupils, circuit supervisors, parents and other educational officials in the district.



The district had seven circuits namely; Nsawkaw North and South, Badu North and South, Seikwa North and South, and Debibi Circuit. Four (4) out of the seven circuits were purposively selected for the study because of the concentration of private schools in those areas (easy accessibility). The selected circuits were Debibi, Nsawkaw North and South, and Badu North. These circuits were selected based on accessibility and how densely populated such communities were in the district. 16 schools were selected out of 54 for the study.

The selected circuits had 54 schools; a target sample of 30% was set for the study. That

$$\text{is: } \frac{30\%}{100\%} \times 54 \text{ (schools)} = 16.2 = 16 \text{ schools}$$

According to Twumasi (2001) 30% of a target sample gives a fair representation upon which research findings can be generalized.

The study made use of 20 head teachers out of 54, 60 teachers out of 262,160 students out of 540, 60 parents out of 161 and 11 circuit supervisors and other educational workers. The target population was 1,028 and a sample size of 309 was picked for the study. The 160 students were randomly selected and the quota technique was used to distribute the questionnaire to them in both private and public schools.

The purposive sampling technique was used to collect data from head teachers, circuit supervisors, private school coordinators and other educational workers in the district. The 60 parents who were engaged in the focus group discussions were purposively selected. 30 parents with their wards in the private schools and 30 parents with their wards in the public schools were selected.



These 60 parents were re-grouped into 6 made up of 10 members in each group of which 5 parents had their wards in the private and 5 in the public schools. Again, with the 10 membership group, gender was considered by ensuring that males and females were fairly represented.

In order to determine the extent to which parents' involvement in their children's education influence their academic performance, parents were asked on 5 point Likert scales how strongly they agree or disagree with a series of statements regarding varying ways of helping their children at home.

The Likert scale was chosen because it was found out to be mostly appropriate for measuring people's views, opinions and perceptions. An advantage of the Likert scale is that a higher response rate for questionnaire is obtained because they can be completed in a short time.

A flaw of the Likert scale is that, respondents are forced to choose one of the alternatives responses provided (Saunders et al, 1997)

3.4 Sampling techniques

The study made use of the two major sampling techniques; probability and nonprobability (Kumekpor, 2002), under the probability sampling techniques, the simple random and quota sampling techniques were used. The simple random sampling was used to select students and teachers. The quota sampling technique was also used to determine the number of questionnaire to administer in each of the schools visited to make it easy for the data collection exercise. The purposive sampling technique which falls under the non-probability sampling was used to select the circuits and the schools for the study because



not all the schools were easily accessible and having final year students to interview (JHS 3 students)

3.5 Data Collection instruments

Data collection instruments that were used to gather data for the study were questionnaire, an interview and observation. In other words, the primary data were obtained directly from the study participants through the administration of questionnaire, structured interviews, observations. The primary data obtained gave an insight in to the possible causes of differences in academic performance between the two schools or to get first-hand information. The secondary sources of information were obtained from libraries, internet, journal articles, newspapers and research reports. The idea of the secondary data was to obtain sufficient information to guide the conduct of the research.

3.6 Questionnaire

The main instrument used for the study was the questionnaire. Questionnaire was prepared and administered to head teachers, teachers, students, parents and educational workers from the selected schools in which the study was conducted.

According to Seidu (2006) questionnaire is a data collection instrument mostly used in normative survey. He further added that, it is a systematically prepared form of document deliberately designed through the compilation of questions to elicit responses from respondents or research informants for the purpose of collecting data or information. Researchers identified two (2) main modules of questionnaires thus, open-ended and close-ended questionnaire (Neuman, 2007; Kumekpor 2002).



Tashakkori and Teddlie (2003) were of the view that, questionnaire were of three types namely, open-ended, close-ended and mixed questionnaire. The mixed questionnaire is made up of both closed and open ended questionnaire. For the purpose of this research work, the mixed method was employed to obtain data from head teachers, teachers, students, parents and educational workers from the selected schools.

In order to get both quantitative and qualitative data, the mixed method was ideal in that, the close - ended questionnaire are often used to collect quantitative data whilst the open ended are used to collect qualitative data. (Neuman, 2007; Kumekpor, 2003)

The use of the mixed method was appropriate because it created room for the researcher to make follow ups where necessary (Driscoll et al, 2007).

Three (3) sets of questionnaire were designed for the data collection from the respective study participants and these were administered to head teachers, teachers, students, parents and circuit supervisors.

3.7 Observation

In order to get adequate data from some of the schools selected, the researcher used observation as one of the instruments to gather data. Kumekpor (2002) is of the view that, to get first-hand information of the phenomenon on the ground, there is the need to observe in a systematically planned way on the study ground.

Observation involves retrieving information, data or impressions on the field of research with the use of the researcher's senses. According to Leedy and Ormrod (2005) these senses may include looking, listening, smelling, feeling and any other in the quest to



investigate a phenomenon. Observation is a powerful research instrument because in most cases it validates data gathered in an interview.

For the purpose of this research work, the study made use of non-participant observation where the observer is only a spectator and not an actor, that is, the actor is detached from the observed group though the group is aware of the presence of the observer (Kothari, 1986). For all the 16 schools visited, the observation was done on teachers' punctuality, teachers' attendance, students' attendance, school infrastructure (School Building, classrooms, desks, computers, staff common rooms, BDT equipment, adequacy of text books etc.). During the data collection exercise number of classrooms, library, computers and number of students in each class, enough desks for students to use and the nature of the school environment in general were observed and recorded.

3.8 Interview

Another important instrument used for the data collection was interview. Some of the study participants were interviewed circuit supervisors, head teachers and private school coordinators to find out how supervision was carried out in the schools under their jurisdiction. Both Structured and semi-structured interviews were also used for the purpose of the study in that; the semi-structured type of interview gave the opportunity to probe for views and opinions from the interviewee where necessary. Furthermore, the use of the semi-structured interview created room for certain questions to be changed depending on the direction of the interview or rephrase the questions for the study participants to better understand the questions. (Driscoll et al., 2007, Neuman, 2007) The



unstructured interview was used to collect data from some personnel from the GES office through interaction and asking relevant questions.

An interview guide was developed to guide the interview with GES officials and circuit supervisors for qualitative data on teachers' punctuality, regularity in school, teaching and learning materials, adequacy of text books, library facilities etc.

3.9 Focus Group Discussions

Apart from the three main instruments, focus group discussions were held with parents of the students selected for the study for both schools. The discussions with parents were centred on the supervision of the children home studies, provision of text books for their wards, provision of school needs, visiting their wards in schools to check their performances and to know their behaviour in schools, parents' involvement in PTA matters among others.

The focus group discussions method was used to let the parents understand their expected role as stakeholders in the education of their wards in either of the schools they have chosen.

The method was chosen because it saved time since it was difficult to visit parents individually. Most parents during the focus group discussions made very important contributions that each member of the group benefited to a large extent. Important issues such as buying text books for one's child, supervising home studies, visiting their children in school once a while, asking for their children's terminal report card, attending PTA meetings etc. were some of the relevant issues discussed during the focus group meeting.



In all, 6 focus groups were held with 10 members in each group since issues were discussed openly, the contributions from the discussions helped to highlight different factors affecting academic performance in the district.

3.10 Instrument validity

In order to be sure that, the data collection instruments used for the study measured what they were meant to measure, the (instruments) were authenticated. Instruments employed in this study went through both face and content validity. To ensure face validity of the instrument, copies were issued to colleague teachers who were not sampled for the study for proof reading and necessary corrections to be made. Through face validity, the necessary grammatical and typographical errors were dully effected. This was in line with a research by Hardesty and Bearden (2004) which showed that, face validity is best ensured when copies of instruments used in a study are given to co-workers who are highly educated to read through and make inputs. Content validity of the instruments were guaranteed by giving out a copy of each instrument to an expert in the field of research supervisor for scrutiny using his vast knowledge, experience and expertise to make sure that the instruments were appropriate enough to measure what they were intended to measure.

3.11 Instrument reliability

Reliability of a research instrument is ensured when the instrument yields the same results on repeated trials (Carmines & Zeller, 1979 as cited in Key, 1997). To be sure the instrument (questionnaires) was internally consistent enough to obtain the data for which



it was meant, a stability reliability test was ran using the test-retest method with the help of the IBM SPSS (version 20). Having ran the items on the questionnaire for the first time, a Cronbach's Alpha Reliability value of 0.784 was obtained. Again, the same reliability value (0.784) was attained when the instrument was re-tested. With an overall internal dependability value of 0.78, the instrument (questionnaire) was considered reliable enough for the collection of the main data. Nunnally (1994) as cited in Mieloo, Hein and Wilma (2012) believed that at Cronbach's alpha value of at least 0.70 and preferably higher, an instrument was internally consistent enough to secure reliable data. Hence, the research instrument (questionnaire) was considered reliable.

Also, to avoid subjectivity and biasness with regards to the items on the interview, the responses recorded were transcribed and classified appropriately under the questions they matched. The transcribed versions were, thereafter, read to the respondents to ensure credibility of the data collected.

3.12 Data collection procedure and ethical issues

In order to undertake an effective and uninterrupted data collection process, an introductory letter was obtained from the University for Development Studies, Tamale. The introductory letter was sent to the District Education Office (Tain) for authorization to carry out the data collection process. The formal endorsement of the District Director of Education and issuance of another letter formed a solid ground for data to be collected from both private and public junior high schools in Tain district.



3.13 Ethical Issues

Ethical issues with respect to data collection in research are highly considered since data collected usually pertinent information about the respondents. This explained why Bryman (2005) as cited in UDS, Faculty of Education Research policy (2014) pointed out that, researchers in the process of data collection must demonstrate to respondents that, they have certain rights which are non-negotiable. This study has therefore taken into consideration the following ethical issues; permission for data collection, informed consent, anonymity and confidentiality.

3.14 Permission to Collect Data

With the help of the introductory letters obtained, the investigator was authorized to collect data from the sampled public and private junior high schools as well as the District Education office. Obtaining formal permission from the District Director of Education jurisdictions was considered very essential because the U.S. Department of Education, Office of Safe and Drug-Free Schools (2007) contended that, a researcher can only obtain data from an institution for his/her research purposes after a formal permission had been granted by the superior of that institution.

3.15 Informant consent

The participants/respondents of the study were fully informed about the purpose for which the study was being carried out. Roles they were also expected to play were clearly articulated to them. The investigator deemed this exercise very important because in research, the rights of your respondents are not negotiable (Bryman, 2005).



3.16 Anonymity

To ensure that the respondents remained anonymous in the course of the study, the research participants were told not to write their names anywhere in the instruments questionnaire. **3.17 Data confidentiality**

Having disclosed the research goal to them, the respondents were also assured that, data elicited from them were purely for academic purposes and that, such responses would be treated as such. Respondents were also assured that, under no circumstances would information acquired from them be disclosed to people who had nothing in common with the study.

3.18 Secondary Documentary Sources

Content analysis for the purpose of this study was used to study the trends of pupils BECE results in the Tain District from 2005-2015. The documentary analysis shows the number of pupils who have been sitting for the BECE and the number of students who passed to enter second cycle schools. The secondary sources were also used to review the contributions of others in similar study area.

3.19 Data Analysis

In analysing the data from the field, the study made use of different approaches to do the analysis. In analysing the quantitative data collected, codes were assigned to the various responses from the questionnaires administered. For both open and close ended questions as well as qualitative data numbers (numerals) were assigned to them and coded under



the various themes. Coding is important to ensure easy understanding and retrieval of information (Johnson et al., 2007 and Bazeley, 2004)

For one-on –one interview, appropriate notes were taken under the various themes and were coded to ensure easy understanding

To aid in analysing the focus group discussion, five point likert scales were used to obtain data and were grouped under the point and codes were assigned to each of them.

The study examined documentary sources (content analysis) of other writers' contribution in similar research areas and to see how applicable these were with the research questions

Data collected was analysed using Statistical Package for the Social sciences (SPSS) version 20 software and the results were presented in the forms of tables, percentages, charts, figures for easy understanding.

3.20 Partial Conclusion

This chapter has discussed the research design, instruments for data collection, data collection procedure and ethical issues, data sources, population, sample and sampling techniques, and analysis procedures. All these items were vividly described to give credence to the study. The next chapter presents the results of the study and this is followed by the discussions.





CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.0 Introduction

This chapter presents the various data gathered from the field through questionnaire, observation, interview and interview guide. Pie charts, Bar charts and frequency distribution tables, percentages were mainly used to analyse the data obtained from the field.

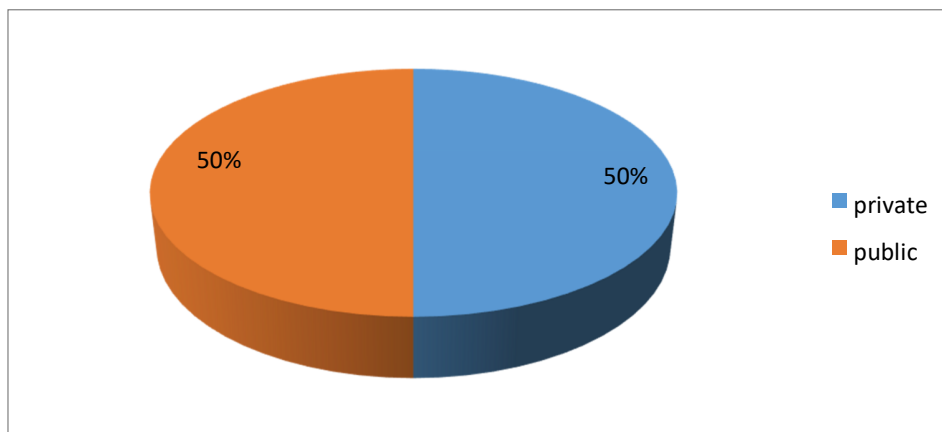
4.1 Preliminary Analysis

The preliminary analysis include the background information on the type of schools used, students, teachers and parents used as well as the sex and age of students, educational level and parents' occupation.

4.2 Type of educational institution

The researcher used two main types of educational institutions as presented in figure 4.1

Figure 4.1 Type of educational institution



Source: field survey, 2015

Sixteen schools were used for the study. This is made up of eight private junior high schools constituting 50% and 8 public junior high schools representing 50%

4.3 Sex Distribution of Students and Teachers

The distribution of the students and teachers is presented in table 4.1

Table 4.1: Sex Distribution of Students and teachers

Sex	Students				Teachers			
	Public		Private		Public		Private	
	N	%	N	%	N	%	N	%
Male	44	55	41	51.25.	16	53.33	12	40
Female	36	45	39	48.75	14	46.66	18	60
Total	80	100	80	100	30	100	30	100

Source: field survey, 2015

From table 4.1, there was almost equal representation of both gender. In all, 85 male students participated representing 51.25% against 75 females representing 48%. The participants who participated in the study were males. The case of the teachers, (28) male teachers were engaged in the study representing 46.66% and 32 female teachers involved in the study constituting 53.33%. This means that, the female teachers were more than their male counterparts by 6.67%.

4.4 Age Distribution of Students

The distribution of students is presented in table 4.2.



Table 4. 2 Distribution of Students in terms of age

Age	Public		Private	
	N	%	N	%
10 – 15 years	18	22.5	42	52.5
16 – 20 years	41	51.25	38	47.5
21 – 25 years	14	17.5	0	0.0
26 years and above	7	8.75	0	0.0
Total	80	100	80	100

Source: field survey, 2015

. The results in the table reveal that ages between 16 and 20 obtained the highest frequency of 41 representing 51.5% for the case of public schools and for the private schools the ages between 10 and 15 obtained the highest frequency of 42 representing 52.5%. Again, the ages between 21 and 25 for the public schools obtained 14 representing 17.5% and 7 for the ages between 26 and above without the corresponding age group for the private schools. This suggests that, students in the public schools were more matured (age wise) than their counterparts in the private schools.



4.5 Age Distribution of teachers

The age distribution of teachers is presented in table 4.3.

Table 4. 3 Age Distribution of Teachers

Age	Public		Private	
	N	%	N	%
18 – 25 years	2	6.66	12	40
26 – 30 years	19	63.33	14	46.6
31 – 40 years	8	26.6	4	13.4
41 – 45 years	1	3.4	0	0.0
Total	30	100	30	100

Source. Field survey, 2015

Out of the 30 teachers engaged in the study for the public schools, 19 of them were within the age cohort 26-30 years representing 63.33% and 14 made up of 46.6% for the same age group for the private schools .This suggests that, the greater number of the teachers engaged in the service fell within the age group 26-30 years. Two representing 6.66% fell within the age brackets of 18-25 years for the public schools and 12 that is 40% for private schools meaning that, the private schools engaged greater number of teachers within the group 18-25 years.

Again, 26.6% and 13.4% of the teachers were engaged within the age group 31-40 years for public and private schools, respectively. Only 3.4% of the teachers were within the age cohort of 41-45 years for the public schools without corresponding figure for the private schools. This may means that, teachers in public school were more aged than those of the private schools.



4.6 Educational level of parents

With regards to the parents who were engaged in the focus group discussion, the frequency distribution of their level of education is shown in the table 4.4.

Table 4.4 Parents level of education

Level of education	Public (Freq. / %)	Private (Freq. / %)	Total %
1. Primary/JHS	5(16.6)	7(23.3)	12(20)
2. SHS/O/A Level	4(13.3)	4(13.3)	8(13.3)
3. Cert A	4(13.3)	5(16.6)	9(15)
4. Diploma/HND	1(3.3)	4(13.3)	5(8.3)
5. 1 st Degree	3(10)	2(6.6)	5(8.3)
6. Masters	3(10)	1(3.3)	4(6.6)
7. None	10(33.3)	7(23.3)	17(28.3)
Total	30\100	30\100	60\100

Source: field survey, 2015

The number of parents considered for the basic education was 12 constituting 20% with 8 of the parents having senior high, O level or A level education constituted 13.3%. Those with certificate A were 9 and made up of 15%. Diploma/HND holders were 5 constituting 8.3%. Degree holders were five (5) representing 8.3%. Four had masters constituting 6.6% whereas 17 of the parents had never gone to school constituting 28.3%. This means that greater number of the parents selected for the study had never been to school



4.7 Occupations of parents engaged in the study

Table 4.5 Occupations of parents engaged in the study

Occupation	Private %	Public %	Total
Teaching	2(6.6)	3(10)	5(8.3)
Farming	15(50)	16(53.3)	31(51.6)
Trading	5(16.6)	6(20)	11(18.3)
Artisans	2(6.6)	1(3.3)	3(5)
Unemployed	4(13.3)	3(10)	7(11.6)
Others	2(6.6)	1(3.3)	3(5)
Total	30\100	30\100	60\100

Source: field survey, 2015

Out of the 160 students engaged in the study, their parents' occupations were as follows: Five of the parents representing (8.3%) were teachers. 31 representing 51.6% of the parents were farmers, 11 made up of 18.3% were engaged in farming activities. Artisans were three constituting 5%. Unemployed parents figure stood at 7 representing 11.6% and other occupations figure was 3 representing 5%. Most of the parents engaged in the study were Farmers constituting 51.6% against 48.4% for other occupations

Research Question 1

4.8 School environment factors

What school environment factors cause a significance difference in the academic performance of public and private Junior High Schools in BECE in the Tain district?



The school environment factors considered were availability of teachers, subject per teacher, teaching and learning materials, class size, textbooks, in-service training for teachers, organization of PTA meetings, supervision by Head teachers and circuit supervisors and availability of infrastructure (Library facility, equipment for ICT, BDT and Science and buildings)

4.9 Availability of Teachers

A total of 20 head teachers contacted about adequacy of teachers in their schools. The following responses were given in table 4.6

Table 4.6 Availability of Teachers

Availability of teachers	Public Schools		Private Schools	
	Number	Percentage (%)	Number	Percentage (%)
Yes	6	60%	8	80%
No	4	40%	2	20%
Total	10	100	10	100

Source: field survey, 2015

From table 4.6, it shows that there was a teacher deficiency of 40% in the public schools as compared to 20% in the private schools. This means that, one teacher would be handling more than a subject and where the students were many there would be too much workload on that teacher to make it possible for the teacher to do proper supervision of the students. Large class size does not promote teaching and learning. Again, it makes



class room control become a big problem as teachers would find it difficult to pay attention to each student. Students' participation is always restricted to a small number of active students. The teacher may find it difficult setting adequate and regular class exercises and to mark item well (Sekyere, 2015).This situation could affect academic performance to large extent.

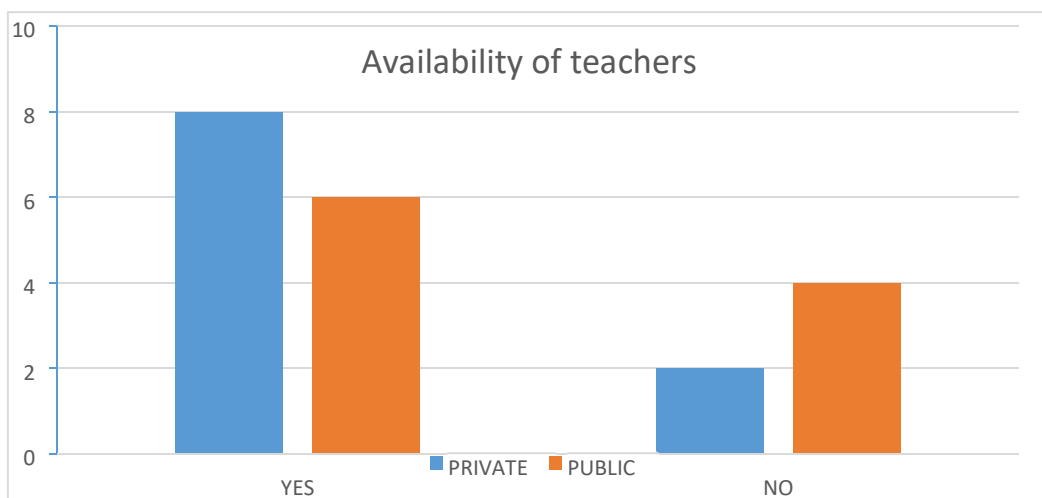


Figure 4.2 Availability of teachers (Source: field survey, 2015)



4.10 Number of subjects taught per teacher.

To know a teacher's work load for both schools a question was asked about the number of subjects taught per teacher. The response is presented in table 4.7

Table 4.7 Number of subjects taught per teacher

Number of subjects per teacher	Public schools		Private schools	
	Frequency	Percentage %	Frequency	Percentage %
One	2	6.6	1	3.3
Two	23	76.6	27	90
Three	5	16.6	2	6.6
Total	30	100	30	100

Source: Field survey, 2015

From the statistics, 6.6% of the teachers in the public schools handled only one subject and 3.3% of the teachers in the private schools handled only one subject. In the public schools, 76.6% of the teachers handled two subjects against 90% of the teachers in the private school. Again, 16.6% and 6.6% of the teachers handled three subjects in the public and the private schools respectively. From the analysis given, there could be too much workload on those teachers handling three subjects especially in the public schools with high student numbers. Head teachers and circuit supervisors reported that, teachers were allowed to handle more than a subject as a result of teacher deficiency and government policy of maintaining maximum of 6 teachers for a single stream and 10 teachers for double stream at the Junior High school level. In effects teachers who handle multiple



subjects are highly burdened. This situation could affect academic performance in both schools especially where teachers did not specialized in areas they were asked to assist as a result of the teacher deficiency.

4.11 Availability of teaching and learning materials (TLM)

A total of 29 head teachers, circuit supervisors and private schools coordinators contacted on the availability of teaching and learning materials gave the following responses as presented in table 4.8

Table 4.8 Availability of teaching and learning materials (TLM)

Response	Public schools		Private schools	
	Frequency	Percent	Frequency	Percent
Have but not enough	26	86.7	22	73.3
Don't have at all	4	13.3	8	26.7
Total	30	100.0	30	100

Source: field survey, 2015

The head teachers, circuit supervisors and private school coordinators interviewed admitted that they did not have adequate teaching and learning materials in both private and public schools and that actually affected teaching and learning process to a large extent and the shortage of these materials subsequently affected academic outcome of both schools. The result is shown in the table 4.8 where 86.7% and 73.3% have some but not enough for public and private schools respectively. Those without teaching and



learning materials figures stood at 13.3% and 26.7% for public and private schools respectively.

The availability and use of teaching and learning materials (TLMs) affect the effectiveness of a teacher's lessons. Etsey (2005) reported that, the creative use of variety of media increases the probability that the student would learn more, retain better what they learn and improve their performance on the skills that they are expected to develop.

4.12 Number of students in a class for both schools.

To determine pupil teacher ratio for both schools a question was asked about the number of students in a class for both the private and public schools. Table 4.9 contains the results.

Table 4.9 Number of students in a class for both schools

A total number of 160 students contacted on the number of students per teacher gave responses in table 4.9

Range	Public Schools		Private Schools	
	Number	Percentage (%)	Number	Percentage (%)
1-10	-	-	24	30
11-20	-	-	46	57.5
21-30	8	10	10	12.5
31-40	15	18.8	-	-
41-50	27	33.8	-	-
50-60	21	26.2	-	-
61 -70	9	11.2	-	-
Total	80	100	80	100

Source: field survey, 2015



Pupil-Teacher Ratio (PTR). The number of students per teacher in a class is shown in the table 4.9. From the table, private schools teachers had few students to handle as compared to the public schools. Private schools teachers handled 30% within the range of 1-10 and 57.5% within the range of 11-20 students. For the public schools, the teachers handled between the ranges of 21-70 students in a class. This means that, the pupil teacher ratio is higher for the public schools than the private schools contrary to the recommended average pupil teacher ratio of 25:1 for JHS. (Ampiah, 2010). Some of the head teachers confirmed the issue of large class size and were recommending double stream to ensure effective teaching and learning in their schools

4.13 Textbooks for both at school and home use.

76 out of 160 students for the public schools had enough textbooks for both school and home use and 132 out of 160 stated having enough textbooks for both at school and home use. Table 4.10 contained detailed analysis of textbooks for both school and home use



Table 4.10 Textbooks for both school and home use

The researcher wanted to know the availability of textbooks in schools and home use.

The responses are given in table 4.10

Response	Public schools				Private schools			
	Home use	School use	Total	Percentage (%)	Home use	School use	Total	Percentage (%)
Have enough	6	70	76	47.5	64	68	132	82.5
Have but not enough	74	10	84	52.5	16	12	28	17.5
Total	80	80	160	100	80	80	160	100

Source Field survey, 2015

For all the students contacted on the adequacy of textbooks for both at school and home use responded as follows. 47% of students in the public schools affirmed to have enough textbooks for both at school and home use and 52.5% also concluded that they had some but not enough. For the private schools, 82.5% reported that they have enough with 17.5% of them indicating that they had but not sufficient. The results show that students in the private schools had more textbooks to use than their counterparts in the public schools. It is believed that this phenomenon could put private school students ahead of their public school counterparts as they might have a lot of reference materials for their personal studies as well as for assignment purposes. Free text book scheme was one of the provisions made under the 1987 Educational Reforms to ensure free and compulsory education for all children of school age at the basic school. However, some of the teachers



reported that, text books provision was not regular and because of that students were made to share text books in a class.

4.14 In-service training programme for teachers

All the 20 head teachers contacted reported that, they organized in-service training programmes for their teachers. When asked how often they organised the in-service training programmes, 60% of the head teachers in public schools reported that, they organised in- service training for their teachers once per term while 40% reported that, they organised in-service programmes from time to time. For the private schools, 3 out of the 10 of the head teachers representing 30% reported that they organized in- service training for their teachers once a term and seven constituting 70% reported that they organised in service training programmes for their teachers from time to time meaning when the need arose. The information is presented in the table 4.11

Table 4.11 Organization of in-service/ training for teachers

Response	Public schools	Private schools
Once a term	6 (60%)	3(30%)
From time to time	4 (40%)	7(70%)
Total	10(100)	10(100)

Source Field survey, 2015

The organization of in-service training programmes to equip teachers for improved teaching and learning process could therefore be a factor causing differences in academic performance between the public and the private Junior High schools at the Tain District.

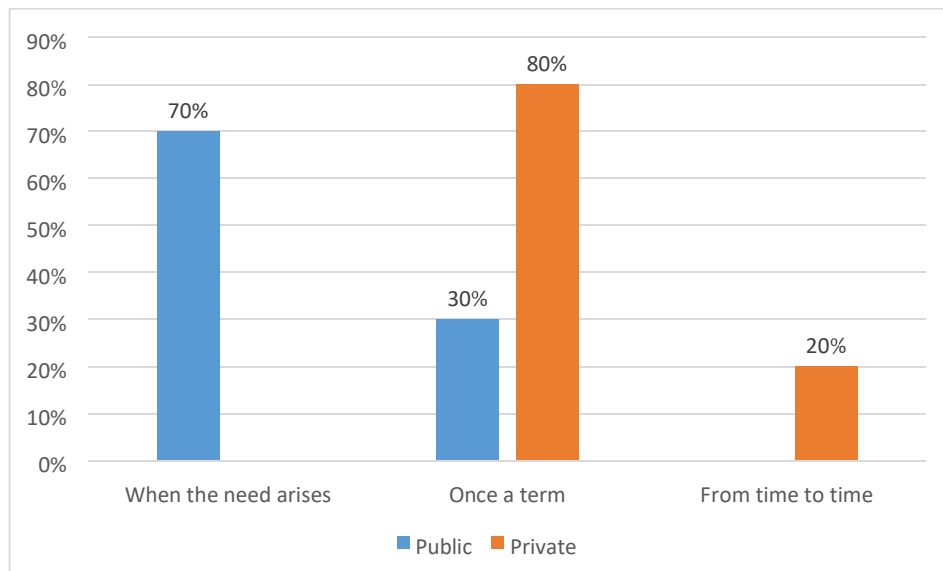


4.15 Organization of Parents Teacher Association (PTA) meetings

Out of the (10) head teachers interviewed on how frequent they organised PTA meetings, seven representing 70% reported that they organised PTA meetings when the need arose and three of them representing 30% indicated that they organised PTA meeting once a term for the case of public schools.

For the private schools, 8 out of the 10 constituting 80% affirmed that they organised PTA meetings at least once a term and 2 out of the 10 representing 20% said they organised PTA meetings from time to time. The implication is that 80% of the parents involved themselves in PTA matters on behalf of their wards in private schools as against 30% of parents whose wards were in the public schools. When parents were asked whether attending PTA meetings helped to improve their wards academic performance, about 76.6 % (46) agreed while 10% were uncertain and 13% disagreed.

Figure 4.3 Organization of PTA Meeting



Source: Field survey, 2015



4.16 Supervision in schools

Supervision of students and teachers by the head teachers and the circuit supervisors was intensive owing to the poor performance of students at the BECE especially 2015 BECE results where overall percentage pass was 21.54% (GES-Analysis of 2015 BECE Ranking, Tain District).

When teachers were interviewed about the frequency of circuit supervisors' visits to their schools, 66.7% of the teachers reported that, circuit supervisors paid them visits more than three times a term for public schools and about three percent for private schools, about 56.7% of teachers from the private schools reported that, neither circuit supervisors nor private school coordinators visited their schools.

Table 4.12 Circuit Supervisors and Private school coordinators Visit

Response	Public	Private
Once a term	2(6.7%)	9(30%)
Twice a term	5(16.7%)	2(6.7)
Thrice a term	3(10%)	1(3.3%)
More than thrice	20(66.7%)	1(3.3%)
Not at all	-	17(56.7%)

Source: field survey, 2015



Table 4.13 Head teachers' / Proprietors' supervision of teachers and students

Teachers response	Public	Private
Intensive	19(63.3%)	28(93.3%)
Less intensive	11(36.7%)	2(6.7%)
	30(100)	30(100)

Source Field survey, 2015

When the head teachers and the proprietors were asked how intensive were supervisions in their schools, some concluded that, supervision were more intensive in the public schools than in the private schools. Again, on the item of the head teachers and the proprietors supervision of teachers and students, 19 representing 63.3% of the teachers from the public schools were of the view that, head teachers supervision of both teachers and students were intensive for public schools, 28 representing 93.3% of the teachers indicated that, supervision was intensive for both teachers and students for the private schools

4.17 School infrastructure

For the purpose of this study, school infrastructure elements considered included:

- a. School building (classrooms, school store, head teacher office, staff common room)
- b. Facilities (library, toilet, water and electricity, computer laboratory)
- c. School Buildings (Classrooms). All the schools visited both private and public schools had classrooms, but the nature of the classrooms differs from school to school and from private to public. For the public schools 90% had classrooms that



were well ventilated and facilitated teaching and learning. However, 10% were in poor condition.

For the private schools, 40% of the classrooms were in good condition and 60% were in poor conditions with most of them having wooden structures

- d. School stores, head teachers office: 80% of the public schools had stores and head teachers' offices in good conditions but they lacked certain basic facilities like electricity, chairs etc. For the private schools, 50% of the schools had stores and head teachers' offices in good conditions lacked certain basic facilities like electricity, chairs etc.
- e. Staff common rooms: in the public schools, rooms were allocated to staff in most schools. However, some of the rooms meant for teachers as staff common rooms were taken over by students as a result of increased enrolment in most schools.

In the case of the private schools, about 50% of the schools had staff common rooms but in poor conditions.

- f. Library facilities.

4.18 Availability of school library

From the analysis of the data collected, school libraries as structures were not available in both schools but some schools had books to be given to students to read during library periods on their timetable.



Table 4.14 Availability of school library

Information was sought on the adequacy of library facilities in both schools. The responses are captured in table 4.14.

Library facility	Private school		Public schools	
	Frequency	Percent	Frequency	Percent
YES	14	17.5	2	2.5
NO	66	82.5	78	97.5
Total	80	100	80	100

Source Field survey, 2015

For the private schools, 14 made up of 17.5% of the students reported that they had library books to read and 2 constituting 2.5% of the students from the public schools also reported they had books to read in school see table 4.15. On the other hand, 82.5% and 97.5% of the students in the private schools and public schools respectively did not have access to library books.

4.19 Equipment for ICT, BDT & science practical

BDT, Computer and science laboratories. ICT tools, BDT tools and science practical tools were inadequate for both schools. Table 4.15 contained the detailed results on the availability of these tools for practical oriented purposes in both schools.



Tab.4.15 Equipment for ICT, BDT & science practical

The researcher wanted to know the adequacy of equipment for ICT, BDT and science practical for students use in both schools. The responses are presented in table 4.15 below.

Response	Public schools		Private schools	
	Frequency	Percent	Frequency	Percent
Have but not enough	11	13.3	9	11.2
Don't have	69	83.1	71	88.8
Total	80	100	80	100

Source: field survey, 2015

In both schools, computer and science laboratories were not available even though 13.3% of the public schools had few laptops provided by Ghana education service (Better Ghana laptops) to enable the pupils have access to teaching and learning materials indicated in table 4.16.



In the case of the private schools, individual ICT teachers use their own laptops for demonstration purposes. For BDT tools, both schools do not have adequate tools for practical purposes

- e. School toilets. About 85% of all the schools had toilets but some were in poor conditions especially the private schools.
- f. Availability of water facilities in the schools visited. Most of the schools visited did not have water facilities in their schools and had to either buy or fetch from nearby boreholes or students bought their own water for drinking and fetched some for teachers to wash their hands after teaching.
- g. Electricity supply 60% of public and 50% of private schools had access to electricity.

4.20 Availability of Desks

On the adequacy of desks for students use in both schools. The responses are shown in table 4.16.

Table 4.16: Availability of Desks

Response	Private schools		Public schools	
	Frequency	Percent	Frequency	Percent



Yes	56	70	75	93.7
No	24	30	5	6.3
Total	80	100	80	100

Source: Field survey, 2015

A total of 80 students contacted from each school on the availability of desks in the school, 56 representing 70% in the private schools said they had adequate desks, while 75 93.7% of students from public schools also reported that they had adequate desks in their schools. For both schools, desks were available for students use and therefore was not a factor causing differences in academic performance

4.21 Examination leakages and malpractices

All the 20 head teachers and five educational officers contacted said that, they never experienced any examination leakages in their schools as well as their examination centers that could affect academic performance of their students. When asked further whether their schools were not affected by the cancellation of five papers and postponement of two papers as a result of widespread leakages in 2015 Basic Education Certificate Examination (BECE) the response was that, the 2015 cancellation of examination papers affected all schools in Ghana and that was an exception. It was agreed upon that examination malpractices had negative effect on students' academic performance. The responses are presented in table 4.17.

Table 4.17 Examination leakages and malpractices



Response	Frequency	Percentage (%)
Yes	22	88
No	3	12
Total	25	100

Source: Field survey, 2015

On the issue of examination malpractices and leakages and their effect on students' academic performance, 22 made up of 88% of the head teachers and educational workers reported that examination malpractices and leakages are affecting students' academic performance, while 3 constituting 12% disagreed that examination malpractices and leakages affect students' academic performance

4.22 Reasons for examination leakages and malpractices

Table 4.18 Reasons for examination leakages and malpractices

Response	Frequency	%
Students do not learn but want to pass	9	36
Syllabus too loaded to complete	5	20
Teachers do not teach well	2	8
JHS period too short	1	4
Leakages is now a business	8	32
Total	25	100

Source: Field survey, 2015

36% of the head teachers and educational workers contacted were of the view that examination leakages and malpractices were common in the system these days because students did not learn hard but wanted to pass their examination at all cost. Again, 32% of the head teachers and educational workers contacted saw examination leakages as a new



form of business for others who leaked the papers for money and other considerations. Twenty percent were of the view that, the JHS syllabus was too loaded to complete, hence students engaged themselves in the act to pass their examinations. Eight (8%) indicated that, teachers did not teach well and, therefore, students and teachers engaged themselves in this act to pass the examination at the end of the day and finally 4% believed that, the period for the JHS programme was too short to prepare the students very well for such external examination. From the data given, examination malpractices affect students' academic performance negatively.

4.23 Mass promotion of students

Twenty head teachers and five educational workers who participated in the study reported on the issue of mass promotion of students. Their responses are presented in table 4.19.



Table 4.19 Mass promotion of students

Head teachers and educational workers response	Frequency	Percentage %	Private	Public
Mass promotion is affecting students' performance	23	92	25(83.3%)	28(93.3%)
Mass promotion is not affecting students' performance	2	8	5(16.7%)	2(6.7%)
Total	25	100	30(100)	30(100)

Source: field survey, 2015

On the issue of mass promotion and academic performance of students in table 4.19, 23 representing 92% of the head teachers and educational workers reported that mass promotion affected students' academic performance, while 2 representing 8% were of the view that mass promotion did not affect students' academic performance of the 60 teachers contacted on the issue of mass promotion, 25 representing 83.3% from the private schools reported that mass promotion affect students' academic performance, while 28 representing 93.3%) of the teachers from the public schools reported that mass promotion affected academic performance of students. Conclusion can be drawn from the data that mass promotion affected students' academic performance of both schools.



4.24 Teacher factors

The main teacher factors considered were incidence of teacher punctuality, incidence of teacher regularity, teacher qualification, teaching experience, availability of teaching and learning materials, use of language in teaching, completion of syllabi, and teacher work habit

4.25 Teacher punctuality

The investigator wanted to know how punctual the teachers in school were. The responses are presented in table 4.20

Table 4.20 Teacher punctuality

Response	Private schools		Public schools	
	Frequency	Percent	Frequency	Percent
Yes	75	93.7	62	77.5
No	5	6.2	18	22.5
Total	80	100	80	100

Source: field survey, 2015



A total of 160 questionnaires were issued to form three students and were asked how punctual their teachers were in school.

As indicated in table 4.20 93% of the students from the private and 77.5% of the students from the public schools reported that their teachers were punctual in school every day.

The results show that the teachers in private schools were more present and not late for school than the teachers in the public schools. However, 22.5% and 6% of the teachers were not punctual for public and private schools, respectively. This could affect teaching and learning to some extent in that if teachers were late for class, it would cause students to be waiting for their teachers to come which would reduce teaching and learning periods to the disadvantage of the students.

4.26 Regularity of teachers

The investigator wanted to know how regular the teachers in school were. The students were asked how often their teachers in school and the responses are presented in table 4.21.

Table 4.21 Regularity of teachers

Responds	Public schools		Private school	
	Frequency	Percent	Frequency	Percent
YES	49	61.2	64	80
No	31	38.8	16	20
Total	80	100	80	100

Source: field survey, 2015



From table 4.21, 49 constituting 61.2% of the students in the public schools reported that their teachers were regular in school and 31 representing 38.8% were of the opinion that their teachers were not regular in school. For the case of the private schools, 64 made up of 80% of the students reported that their teachers were regular in school and 16 representing 20% indicated that their teachers were not regular in school. The results show that the teachers in the private schools were more likely to be present in school than the teachers in the public schools. This implies that at the start of teaching and learning process some of the classes would be without teachers in both schools which could affect academic performance. This is because it would subsequently lead to non-completion of the teaching syllabus.

Lateness or absenteeism reduces the amount of instructional time and this result in the syllabi not being completed (Etsey, 2005). Etsey stated that, the completion of the syllabus for each subject in each class provides the foundation for the next class or stage to be built upon. When the syllabus is not completed, content that should be taught in the next class which is based on the previous class cannot be taught. As this phenomenon continues, there would be a lot of content not taught and this would affect the performance of the students. Again, since the subject matter syllabuses tend to be spiral, the non-completion of a syllabus tends to have cumulative effect on the pupils in that, as they move from one grade to another, they tend to encounter materials they do not have the foundation to study. This may result in poor performance.



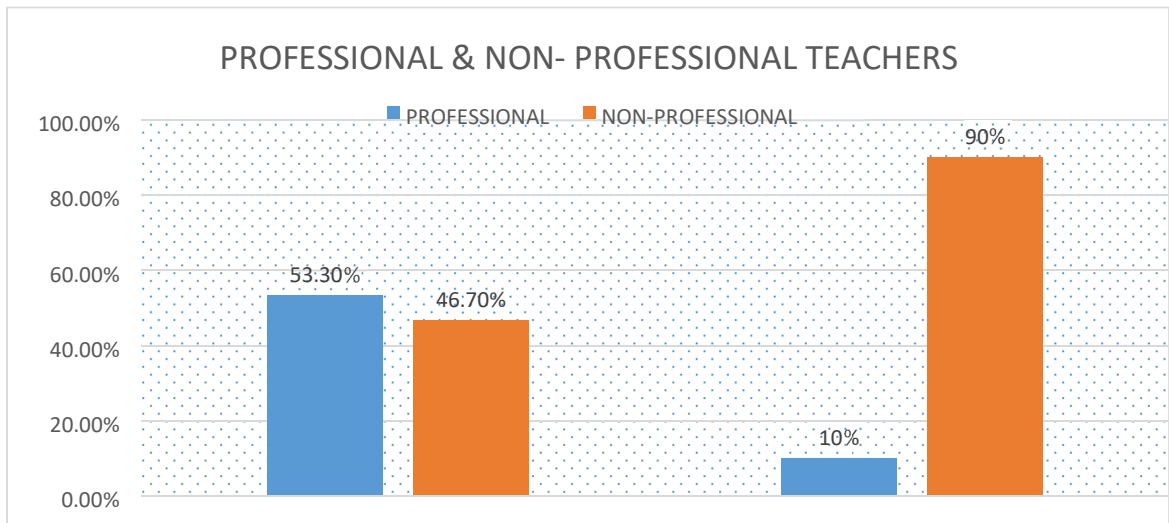


Figure 4.4 Professional and non-professional teachers

The investigator wanted to know teacher qualifications in both school. The responses are presented in figure 4.8

Source: field survey, 2015

For all the teachers interviewed, 53.3% were professional teachers in the public sector and 46.7% as non- professional teachers. For the private sector, 10% were professional teachers while 90% were non-professional teachers. The public schools had more professional teachers than the private schools. Antwi (1992), observes that teachers with varying qualifications operate within the educational system in Ghana. The two broad categories of teachers are the trained and untrained or pupil teachers. It could be suggested that the solution to problems of quality in school education lies in educating and retaining qualified dedicated teachers especially when Ghana has adopted FCUBE and Capitation Grant initiatives which are likely to increase pupils' enrolment considerably.

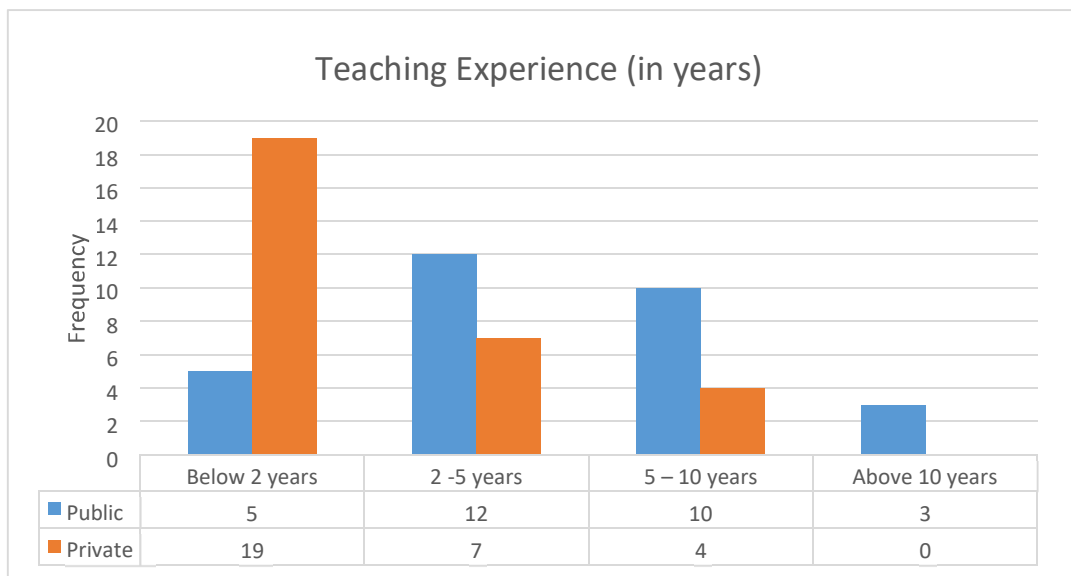
The Report of the President's Committee on Review of Education Reforms in Ghana (2002), the Committee observed that, there are still a large number of untrained teachers



in both the public and the private schools. However, the report went further to state that their services would still be needed for some time. This emphasizes the inadequacy of qualified trained teachers in the formal education system of Ghana and the need for trained teachers for both private and public schools in Ghana.

Figure 4.5 Teaching Experience

The investigator wanted to know how long the teachers in the teaching service for both schools were. The responses are presented in figure 4.9



Source: field survey, 2015

Out of 30 public school teachers who participated in the study, 40% had not less than five years in the teaching service and 23.33% for the private schools. Those who had less than two years teaching experience 16.6% and about 63.33% for public and private schools, respectively. Those having teaching experience between 5-10 years were 33.33% and 13.33% for public and private, respectively and those with 10 years and above teaching



experience constitutes 10% for the public schools. There were many teachers in the public schools with longer teaching experience than the private schools.

4.27 Languages used in class

A total of 60 teachers from both schools provided responses on the language used in class as shown in Table 4.22.

Table 4.22 Languages use in class

Teachers response	public		Private	
	Frequency	Percent	Frequency	Percent
Mother tongue /Local languages	2	6.6	7	23.3
English language	10	33.3	18	60
Both local language & English language	18	60	5	16.7
Total	30	100.0	30	100

Source: Field survey, 2015

As shown in the table 4.22, ten (10) out of thirty representing 33.3% of the teachers in the public schools used English Language in teaching their final year students while 18 constituting 60% of the teachers in the private schools used English Language in teaching their students. The results show that teachers in the private schools used English Language more regularly in teaching their students than the teachers in the public schools. By implication, students from the private schools will be able to speak English language



better and get more vocabulary to write well when compared with their public counterparts. However, this situation may not hold in all cases for all private schools. Some public schools students may not be able to speak well orally but can write well with some form of understanding.

4.28 Completion of syllabuses

Teachers were asked to indicate whether they completed the teaching syllabus for the classes they taught the previous academic year. A total of 60 teachers from both schools provided responses for the item as follows:

Table 4.23 Completion of syllabus

Response	Public schools		Private schools	
	Frequency	Percent	Frequency	Percent
Yes	6	20.0	10	33.3
No	24	80.0	20	66.7
Total	30	100.0	30	100

Source Field survey, 2015

As shown in the table 4.23, 80% and 66.7% of teachers in the public and the private school, respectively, indicated that they were not able to complete the teaching syllabus for the previous year. From the statistics, teachers in the private schools were more likely to complete the teaching syllabus earlier than teachers in the public schools. When asked why they were not able to complete the teaching syllabus, some said the syllabi were



loaded and the time allocated for the JHS programme was too short to complete all the topics before students wrote their final examination and others were of the opinion that co-curricular activities affect completion of the teaching syllabus. Others were of the view that pupil teacher ratio was high for the case of the public schools when compared with that of the private schools. Ref Table 4.9 page 84

4.29 Teachers working habit

Students were asked to describe their teachers working habit in school. The responses are presented in Table 4.24.

Table 4.24 teachers working habit

Response	Public schools		Private schools	
	Frequency	Percent	Frequency	Percent
Very hard working	31	38.75	15	18.75
Hard working	33	41.25	44	55
Work normally	12	15	18	22.5
Does not care about teaching	4	5	3	3.75
Total	80	100	80	100

Source: field survey, 2015



A total of 160 students responded and the results showed that 41.25% of the students from public schools and 44% of the students from the private schools reported that their teachers were hard working. Again, 38.75% and 18.75% of teachers in public and private schools respectively indicated that their teachers were very hard working. The results showed that the teachers in the private schools worked harder and showed more commitment than the teachers in the public schools.

4.30 Assignments/ class exercise per week

Students were asked to describe how often their teachers gave them assignment and class exercises per week. A total of 160 students responded and the results are presented in Table 4.25.

Table 4.25 Teacher work output

Student response	Private		Public	
	Frequency	Percentage	Frequency	Percentage
Once a week	3	3.8	10	12.5
Twice a week	7	8.8	13	16.2
Thrice a week	47	53.8	20	25
Every day	27	33.8	28	35
Not at all	0	0	9	11.2

Source: field survey, 2015



The table 4.25 shows output of teachers for the two groups of schools. A total of 160 students contacted, 53.8% in the private schools reported that their teachers gave them class exercises and assignments at least three times per week and 33.8% of the students in the public schools reported that their teachers gave them assignments and class exercises every day. This suggests that the teacher work output was higher in the private schools and showed more commitment than in the public schools.

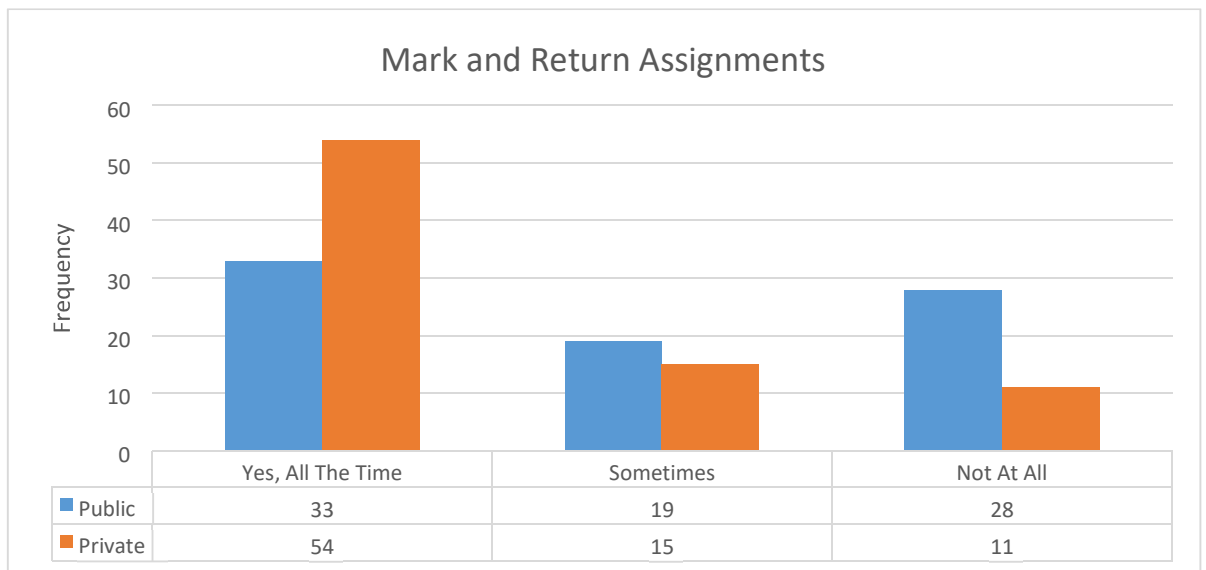
4.31 Marked and returned assignment books to students

Students were asked to describe how often their teachers marked and returned assignment books to students

Students were asked how frequent their teachers marked and returned their exercise books for corrections to be made. The students reported as follows, 67.5% in the private schools said their teachers marked and returned their books all the time and 33% of teachers in the public schools marked and returned their books. The students in the public schools also indicated that 35% of teachers did not return their books for corrections to be made as compared to 28% of teachers in the private schools. In both cases, some students were not given the right feedback with respect to the work that they had done and their books were not marked and returned to them. This could affect students' academic performance to a large extent.



Figure 4.6 Mark and return assignment books to students



Source: field survey, 2015

RESEARCH QUESTION 3

What student factors are responsible for differences in academic outcome?

The students factors considered in the study were incidence of students' lateness to school, incidence of students' attendance, language use in school, study at home, do assignment, submit assignment as expected, have enough time to study, get extra help from home, problems student face and the type of home.

4.32 Lateness to school among students.

Teachers were asked to indicate whether their students were late for school or were habitual late comers. Their responses are indicated in the Table 4.26.



Table 4.26 lateness to school by students

Response	Public	Private
Lateness is high	19(63.3%)	17(56.7%)
Lateness is low	11(36.7%)	13(43.3%)

Source: field survey, 2015

As indicated in table 4.26, 63.3% of the teachers from the public schools reported that, lateness to school by students was high and therefore a problem whereas 56.7% of the teachers from the private schools were of the opinion that lateness was a problem. The results show that, lateness was a common variable affecting the two schools. However the public schools suffered more than the private schools in terms of students' lateness to school. A similar research was conducted at Shama sub-metro schools and the high achieving schools on the Causes of low academic performance of primary school pupils in the Shama Sub-Metro of Shama Ahanta East Metropolitan Assembly in Ghana and the results showed that 64.1% of the teachers from the Shama sub-metro and 56.4% of the teachers from the high-achieving schools reported that lateness by their students was a problem affecting both schools negatively (Etsey, 2005).

4.33 Student's attendance

Students were asked to indicate whether absenteeism was a common problem exhibited by students in the two schools. A total of 160 students from both private and public schools responses are presented in table 4.27



Table 4.27 Students attendance

Response	Private		Public	
	Frequency	Percent	frequency	Percent
Once a week	2	2.5	1	1.2
Twice a week	11	13.8	6	7.5
Thrice a week	3	3.8	17	21.2
Sometimes I come	5	6.2	20	25
Come all the time	59	73.8	36	45
Total	80	100	80	100

Source: field survey, 2015

Table 4.27 showed that, 59 representing 73.8% of the students from the private schools went to school every day against 36 constituting 45% of students in the public schools. Statistically, there is a significant difference between students' attendance in the private schools and that of the public schools.

4.34 Language use in school among students.

Teachers were asked to indicate the type of language students' used in the school. The responses are shown in Table 4.28.



Table 4.28 Language use in school among students

Response	Public	Private
Mother tongue	8(10%)	2(2.5%)
English language	30(37.5%)	33(40.7)
Both mother tongue and English language	24(30%)	42(52.5%)

Source: field survey, 2015

As shown in table 4.28, 42 representing 52.5% of the teachers in the private schools and 24 constituting 30% of the teachers from the public schools reported that, their students used both English Language and mother tongue (L1). On the other hand, 33 made up of 40.7% and 30 representing 37.5% of the teachers reported that, their students used English Language while in school for Private and Public schools, respectively.

The results showed that, students in the private schools used both the English Language and mother tongue in communicating more than the public schools. In terms of oral speaking; the private schools had advantage over the public schools.

4.35 Enabling home environment

To know how supportive the home environment was in promoting learning in the various homes, the factors examined were whether students got extra tuition at home, got enough time to study at home, students did their homework and if there are other specific problems that affect home studies.



4.36 Get extra tuition at home

A total number of 160 students were asked if their parents' organized extra tuition for them in their homes (37.5%) of the students in the private schools responded in affirmative whereas 11.2% responded in affirmative for the case of the public schools. This means that, 62.5% of students from the private schools and 88.8% of students from the public schools did not get extra tuition from their various homes. This could affect the performance for both schools. This means that, parents' involvement in their ward's home studies was less especially for the public schools.

4.37 Get enough time to study at home

Students were asked to indicate whether they had enough time to study at home. The responses from 160 students are indicated in the Table 4.35.

Table 4.29 Enough time to study at home

Response	Public	%	Private	%
	Frequency		Frequency	
Yes	25	31.25	68	85
No	55	68.75	12	15
Total	80	100	80	100

Source: field survey, 2015

From the Table 4.29, 31.25% of students from the public schools and 85% from the private schools had enough time to study at home. The results show that students from the private schools had enough time to study at home than their counterparts in the public schools. This could be a factor causing differences in the performance between the two schools.



4.38 Homework/class exercises/assignments

Teachers were asked how often their students did class exercises, assignments/ homework.

The teachers' responses are indicated in the Table 4.30

Table 4. 30 Homework/class exercises/assignments

Response	Frequency	Private %	Frequency	Public %
Yes all the time	45	56.25%	40	50%
Sometimes they do	20	25%	18	22.5%
Not at all	15	18.75%	22	27.5%
Total	80	100%	80	100%

Source: Field survey, 2015

From the responses, students from the private schools did their class exercises, homework and assignments more than their counterparts in the public schools. Doing class exercises, homework and assignments would help teachers to determine whether content was well taught or need to repeat a topic or vary teaching methods. So the teachers in the private schools as per this analysis got feedback from their students far more than their counterparts in the public schools.

4.39 Problems Affecting Students' Studies at Home

Students were asked to specify whether they have some problems affecting their studies at home. The following responses were given by the students, there were 50 (62.5%) and 13 (16.25%) who said they had problems affecting their studies for public and private schools, respectively as shown in the table 4.31



Table 4.31: Problems Affecting Students' Studies at Home

Response	Public		Private	
	N	%	N	%
Yes	50	62.5	13	16.25
No	30	37.5	67	83.75
Total	80	100	80	100

Source Field survey, 2015

4.40 Some specific problems

When students were asked to indicate the specific problems that affect their studies, the following problems were indicated:

Table 4.32 Specific problems that affect student's studies

ITEM	FREQUENCY	PERCENTAGE
1. Don't have place or chairs to study	69	43.125
2. Don't have time to study (stay with others)	40	25
3. Don't have anybody to study with	32	20
4. Don't have light to study	12	7.5
5. Others	7	4.375

Source: field survey, 2015

From table 4.32, 69 made up of 43.125% of the students from both schools did not have places and chairs for studies. 40 representing 25% of the students stayed with others and therefore did not have enough time to study. Again, 32 of the students constituting 20% of the students did not have study mates while 12 students made of 7.5% were without



light to study and 7 constituting 4.75% of the students had problems besides those that others had indicated.

Table 4.33 Persons with whom students live

Response	Private	Percentage %	Public	Percentage %
Biological parents	58	72.5	29	36.25
Guardians	13	16.25	15	18.75
Siblings	5	6.25	11	13.75
Stay alone	0	0	13	16.25
Grandparents	4	5	12	15.0
Total	80	100	80	100

Source: field survey, 2015

The data gathered shows that a number of students were living with their biological parents, guardians, siblings, grandparents but some were staying alone. Students staying with their biological parents constituted 72.5% and 36.25% for private and public schools, respectively. The study revealed that greater numbers of private school students were found to be living with their biological parents suggesting that they were more likely to be given the needed attention in terms of meeting their school needs than their counterparts in the public schools. Parental control was identified to be stronger when both parents took collective responsibility for their children than when students were in the care of the other types of parents. Again, 13 made up of 16.25% of the students from the public schools stayed alone, a phenomenon that could prevent these students from studies because they lacked parental control to a greater extent



PARENT FACTORS

Research question 4

What role do parents play to influence academic performance?

4.41 Parents role influencing academic performance. The study made use of focus group discussion with parents having wards in both schools.

Parents' responses on the factors that account for differences in academic performance between private and public junior high schools were examined. The study made use of five likert scale to gather data on parents' role influencing academic outcomes.

Table 4.34 Parents role influencing academic performance

Statements	Agree		uncertain		Disagree		Total	
	Frequency	%	frequency	%	Frequency	%	No_	%
I monitor my ward's school attendance	28	46.6	16	26.6	16	26.6	60	100
I normally check my ward's exercise books after school	39	63	8	13.3	13	21.6	60	100
I check y ward's note books after school	30	50	11	18.3	19	31.6	60	100
I supervise my ward's home work	26	43.3	8	13.3	26	43.3	60	100
Organise extra tuition for ward	26	43.3	13	21.6	21	35	60	100
Visit ward in school	39	65	12	20	9	15	60	100
Interact with ward teachers	29	48.3	13	21.6	18	30	60	100
Supply basic needs	30	50	13	21.6	17	28.3	60	100
Regular supply of basic needs help to keep ward in school	38	63.3	8	13.3	14	23.3	60	100
Attending PTA meetings help to make input in school management	46	76.6	6	10	8	13.3	60	100

Source: field survey 2015



Table 4.34 shows parents responses on the factors accounting for differences in academic performance between private and public junior high schools. The table indicates that 46.6 % of the parents agreed with the issue that parents monitor their wards' school attendance whereas 26.6% were uncertain and 26.6%) disagreed with the position. This means that 50.4% of parents did not monitor their wards' attendance at school. Again, as to whether parents check their wards' exercise books after school, 63% agreed whilst 13.3 % were uncertain and 21.65% disagreed with the assertion.

The statement relating to the periodic check of students notebooks after school, 50% agreed whilst 18.3 % were uncertain and 31.6 % disagreed with statement.

On the issue of whether parents supervise their children homework, 43.3 % agreed with the statement, 13.3 % were not certain with the statement and 43.3% disagreed with the statement. Parents support in the form of organizing extra tuition for their wards in their homes, 43.3% agreed whilst 21.6 % were not sure with the statement and 35 % disagreed. As regard the issue of parents visiting their wards in school, 65 % agreed whereas 20% were uncertain meaning they were not sure with the statement of visiting their wards in school and 15% disagreed with the statement. The issue of parents' interaction with children's teachers to know the academic progress of their wards, 48.3 % agreed whilst 21.6 % were not sure and 30% disagreed.

A statement relating to regular supply of child basic needs, 50% agreed whereas 21.6 % where not sure and 28.3 % disagreed with statement. Regular supply of a child's school needs, 63.3% agreed whilst 13.3% were not certain and 23.3% disagreed. The statement



of parents attending PTA meetings, 76.6% agreed to the statement, 10% were not sure and 13.3% disagreed with the statement.

Tab 4.35 Partial conclusion of chapter four findings

Statement/ factor	Public (%)	Private (%)	Refer to tables/figs
Teacher deficiency	40	20	Tab 4.6
Teacher work load (handle more than a subject)	76.6	90	Tab 4.7
TLM have but enough	86.7	73.3	Tab 4.8
Class size range	41-50 in a class	11-20 in a class	Tab 4.9
Textbooks availability	47.5	82	Tab 4.10
Organise in-service training programmes	60	70	Tab 4.11
Organise PTA meetings	70	80	Fig 4.3
Teacher regularity	61.2	80	Tab 4.21
Completion of teaching syllabus	20	33.5	Tab 4.23
Teacher punctuality	77.5	93.7	Tab 4.20
Availability of library facility	2.5	17.5	Tab. 4.12
Supervision in schools by CS	66.7	30	Tab 4.12
Student lateness	63.3	56.7	Tab 4.26
Student attendance	45	73.5	Tab 4.27
Home work	50	56.25	Tab 4.30
Provision of basic needs	50	50	Tab 4.34



CHAPTER FIVE

SUMMARY, KEY FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary, key findings, conclusion and recommendations on the factors that account for differences in academic performance between the private and the public Junior High Schools in the Tain District. The aim of the study was to identify some of the major factors that account for differences in academic performance between the Public and the Private Junior High Schools. The study considered four broad areas which are school environment factors, student factors, teacher factors and parental variables influencing academic performance.

5.1 Summary

School environment factors: The school environment factors that were found to have effects on academic outcome include the following:

Inadequacy of teachers: a teacher handling more than two subjects, inadequate teaching and Learning materials (TLMS), inadequate textbooks for students, high Pupil – Teacher Ratio, inadequate library facilities, inadequate tools for BDT, ICT and Science practical, examination leakages and malpractices and mass promotion of students from one stage to the other.

The teacher factors identified from the study include the following; inability to complete teaching syllabus, teacher lateness to school, teacher absenteeism, teacher qualification and the use of local languages in teaching at the junior high school level.

Students' factors found to be significant were students' punctuality, student regularity, language use in school among students and inability of students to study at home. Parents'



role: Parents role found to be causing differences in academic performance were inability to provide basic school needs, provide textbooks and frequent interaction with their wards' teachers, parents' involvement in PTA matters, inability to organize extra tuition and helping students to study at home

5.2 Major findings

A number of differences were found between private and public Junior High Schools. The findings of the study are presented below:

Inadequate supply and distribution of teachers: The study revealed that there was a teacher shortage of 40% for public schools and (20%) for private schools and overall teacher shortage in the district was 25% source. This finding was discovered at the GES office of the Tain District.

The teacher shortage created low academic performance between the two schools in question.

Closely related to teacher shortage is less number of professionally trained teachers in the district. The study revealed that, 53.3% of the teachers in the public schools were professional teachers and 10% of the teachers in the private schools were professionals: This means that, 90% of the teachers engaged in the private schools were non-trained teachers and 46% of the Public School teachers were non-trained.

Teacher work load: From the study, teacher work load seemed to be too unbearable as shown in Table 4.7. The number of subject taught per teacher shows that 76% of the teachers from public school and 90% of the teachers from the private schools handled two or three subjects with as much as 70 students in a class. This situation according to some of the head teachers and circuit supervisors, teachers were allowed to handle more



than a subject because of inadequate teacher supply and the government policy of maintaining a maximum of six teachers for a single and ten teachers for a double stream for JHS level.

Another factor affecting teaching and learning negatively was the inadequate supply of teaching and learning materials. Teaching and learning materials (TLMS) were found to be inadequate in the schools selected for the study. As much as 86.7% and 73.3% of public and private schools used for the study did not have enough TLMs.

High Pupil Teacher Ratio (PTR): The study revealed that the PTRs was higher than the recommended GES figure of 1:25 for JHS level (Sekyere, 2015). From the study, a private school teacher handled between 1 – 30 students in a class and between 1 – 70 students in a class for public schools. This means that, PTR was higher in the public schools than in the private schools.

Inadequate supply and distribution of textbooks: The study considered the availability of textbooks for all the nine subjects that the JHS students study. It was revealed that, 82.5% of the private schools had more textbooks to use both at home and at school. The public schools on the other hand had fewer textbooks to use 47.5% with 52.5% without access to textbooks. This means that the private schools had advantage over their public counterparts over the use of textbooks both at schools and at home.

Library facilities, tools for BDT, ICT and Science practical: The study showed that 82.5% of students in the private schools did not have library facilities and 97.5% of students from public schools did not have access to library books. Equally, 83.1% and 88.8% of the students from public and private schools respectively did not have tools for ICT, BDT and Science practical.

Teacher factors: Inability to complete teaching syllabus. The study showed that 80% and 66.7% of the teachers from public and private schools respectively were not able to complete the teaching syllabus. This means that the private school teachers were more likely to complete the teaching syllabus than their Public school counterparts and in both



cases students may not be able to study all the recommended course content before they write their final examination.

Teacher lateness to school: The study shows that 22.5% of the teachers in the public schools got to school late while 6.2% of teachers from the private school got to school late. By implication, by the start of classes, students would be waiting for their teachers to come which would finally reduce instructional hours (time) and the teacher inability to complete teaching syllabus.

Teacher regularity (Absenteeism): The study shows that, 38.8% of the teachers from the public schools and 20% of the private schools were not regular in school. This phenomenon would affect instructional hours negatively and will lead to the inability of teachers to complete teaching syllabus.

Teacher qualification: From the study, 90% of the teachers from the private school were non-trained while 46.7% were trained teachers.

This means that, there were more non-trained teachers in the private schools than the public schools.

Language used in classroom during teaching

For the private schools, 60% of the teachers used English Language in communicating with their students while 33.3% used English language in the public schools. Private schools students therefore had the upper hand over the public schools.

Student factors: Lateness and absenteeism were identified among the major problems affecting students' performance for both schools. 63.3% of the teachers from the public schools indicated that their students were late for school and therefore, it was a problem. Equally, 56.7% of the teachers from the private schools concluded that, lateness was high and therefore a problem affecting academic performance. Lateness was therefore more among public school students than the private schools. Student regularity, 26.2% of the teachers reported that their students were not regular in school and 55% of the teachers from the public schools also reported that their students were not regular in school. Private schools students were more regular in school than their public school counterparts. Students from the private schools are more likely to complete teaching syllabus.



Language use in school among students: The study showed that 40.7% of students from private schools used English language as against 37.5% of students from public schools using English language only. The usage of local languages in both schools means that, students from both schools would lack a lot of English vocabulary which would subsequently affect their ability to communicate in the English language fluently. *Getting extra tuition at home:* Students from the public schools did not get extra tuition or help from their homes. The private schools received more help with their studies at home than the public schools. The study shows that 88.8% and 62.5% of students from public and private schools did not get help from their homes.

Problems affecting students home studies.

Students from the public schools had problems that affect their personal studies in their various homes than the private schools. The study shows that, 62.5% and 16.25% of the students from the public and private schools respectively had problems affecting their personal studies at home. Some of these specific problems include: conducive place and chairs to study, no light to study; no extra textbooks to read among others. The effect is that, these students might perform poorly academically.

Persons with whom students live: The study shows that most of the students from the public schools 63.75% did not stay with their biological parents and 27.5% from the private schools did not stay with their biological parents. Students from the public schools were more likely to be given less attention with respect to the provision of basic school needs than their counterparts from the private schools. .



Supervision of students' homework: The data gathered shows that, 43.3% of parents did not supervise their wards' homework meaning that, students were not supported to do their homework at home

Closely related to supervision of students' home work is parents' inability to organize extra tuition for their wards at home. This in essence could lead to low academic performance in both schools.

Interaction with children's teachers: During the focus group discussion, 50% of the parents from both schools did not interact with their children's teachers to know the academic progress of their wards and to find solutions to them. By implications parents may not know the academic progress and other educational needs of their children to address them.

5.3 Conclusion

The purpose of the study was to identify some of the factors responsible for causing differences in academic performance between the private and public junior high schools in the Tain district. The study revealed that the differences in academic performance could be attributed to several factors that is school environment factors, teacher factors, student factors and the role parents play in their children education

To sum up, there were multi-dimensional factors responsible for causing differences in academic performance between the private and the public JHS schools. One single factor could not be attacked to be the cause of differences in students' academic performance. School environment factors, teacher factors, student factors, parents' role they play should be questioned for either low or high academic performance between the private or the



public junior high schools. It is however worth mentioning that the situations in the private schools were more favourable than that of the public schools. Therefore, the performance of the students in the private schools could be comparatively better than their counterparts in the public schools. Notwithstanding, the academic performance of public schools in Tain district is better than that of the private schools.

5.4 Recommendations

The study recommends that, school management (GES and proprietors) should provide the necessary teaching and learning materials (TLMS) to aid teaching and learning process in both schools.

These teaching and learning materials should be provided at the right time. The timely release of these materials will help both teachers and students in the teaching and learning process to a large extent.

Again, District Assembly should collaborate with the District Education Directorate, PTA and Non-Governmental organizations to at least provide one well stocked library and workshop centre for BDT, ICT and Science practical in all the seven circuits to pave way for students to have access to library books as well as to be exposed to the practical aspects of what they learn in the classrooms.

There should be frequent organization of Teacher Parent Association (PTA) meetings for all the two schools to discuss relevant issues affecting their children's academic performance and how to assist the schools as well. Most of the parents did not attend PTA meetings especially for the public schools. Parents should be encouraged to be involved in PTA activities. This would also make them see the value of education to an individual.



Their involvement would help them to be aware of the problems and issues affecting the students, teachers and the schools as a whole.

On the issue of teacher lateness and absenteeism, the District Directorate of Ghana Education Service (GES) should resource Circuit Supervisors and head teachers to do frequent monitoring and supervisions in the district. The victims of these lateness and absenteeism (teachers and students) should be given the appropriate punishment. When the absented teachers and students are punished, it would help to deter others from doing the same thing. By so doing, instructional hours would increase for the syllabus to be completed. Supervision should be strengthened and circuit supervisors should be more regular in the schools. Regular visits to the schools would motivate the teachers to be more regular and early in school. When supervisors and teachers are regular in the schools, students would be challenged to develop positive attitude towards school.

Parental control and provision of basic school needs workshop should be organized specifically for parents in the district to educate them on their role to enhance child academic excellence. Parents should be visiting their children in schools regularly to find out the possible problems that their children face in school so as to find solutions to them. Parents should also help by guiding their children to study at home and if the need be, organize extra tuition for their wards rather than allowing them to be watching series of television programmes. (Simon, 2017)

Again, parents should control their wards movements because during the focus group discussion most of the parents concluded that their wards come home to sleep when they like and sometimes where they sleep the parents did not know. This means that child



control has become a big challenge affecting child academic progress for both schools. Guidance and counselling units in the district should be resourced to do their work very well so that students will be encouraged to discuss their problems with these counsellors for at least remedies.

In – service / capacity building workshops should be organized for teachers frequently especially the newly posted teachers as well as the non-trained teachers to equip them well with teaching methods.

Head teachers should ensure that teachers use instructional hours properly in the classrooms and some activities that will affect proper use of instructional hours be avoided so that teachers can finish the teaching syllabus before students go to write their final examinations.

Timely release of the Capitation Grant to run the schools is equally important because the delay in the release of the Capitation Grant affect almost all the school activities negatively.



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APPENDIX I

QUESTIONNAIRE FOR HEADS OF INSTITUTION

TOPIC:

Factors that account for differences in academic performance between public and private junior high schools in BECE at the Tain District

The researcher is an MPhil. Training and Development student of University for Development studies-Tamale-who is undertaking a research into the above topic for purely academic purposes.

All information furnished will be treated with strict confidentiality. Kindly answer or tick one of the options.

A. SCHOOL ENVIRONMENT FACTORS

(HEADS OF INSTITUTIONS)

1. Type of educational institution

Public Private

2. Do you have enough teachers for the various subjects?

Yes No

If no, how many teachers do you need?

3. How many professional teachers do you have in your school?
4. Do you have adequate teaching and learning materials?
- Adequate
- Not adequate
- None available
5. How many computers do you have for ICT practical?
6. Do you have enough textbooks for the various subjects for all the students?
- Have some but not enough
- Have enough
- Don't have at all
7. Does mass promotion affect students' academic performance? Yes/no
8. How many times do you organize in-service training workshops for your teachers?
-
9. How many times do you organize PTA meetings within a term?
10. Do you have enough infrastructure and materials in the following categories?
- | | | | | |
|---------------------------|-----|--------------------------|----|--------------------------|
| i. School building | YES | <input type="checkbox"/> | NO | <input type="checkbox"/> |
| ii. Head teacher's office | YES | <input type="checkbox"/> | NO | <input type="checkbox"/> |
| iii. School store | YES | <input type="checkbox"/> | NO | <input type="checkbox"/> |
| iv. School library | YES | <input type="checkbox"/> | NO | <input type="checkbox"/> |
| v. Toilet | YES | <input type="checkbox"/> | NO | <input type="checkbox"/> |
| vi. Water and electricity | YES | <input type="checkbox"/> | NO | <input type="checkbox"/> |
| vii. Staff common room | YES | <input type="checkbox"/> | NO | <input type="checkbox"/> |



11. Is teaching method a factor affecting teaching and learning? YES/NO
12. What in your opinion what can be done to improve academic performance in your school?

13. What language do your students use both in classroom and on the school compound?

Local language

English language

English language & local language



APPENDIX II
TEACHER FACTORS

1. Sex Male Female

2. Age

3. What is your level of education?

SHS/ O level

Diploma/HND

Cert Á”/Diploma prof

1st Degree non- prof

1st Degree prof

Masters

Others

4. How many years of teaching experience do you have?

Below 2 years

2-5 years

5-10years

Above

10years

5. How many years have you been teaching in your current school?

Below 2 years

2-5years

5-10years



Above 10years

6. What subject (s) do you teach?

1

2

3

7. How many periods do you teach in a week?

8. How many students/pupils do you teach in a class on the average?

10-15

15-30

30-40

40-50+

9. What language do your students use in class?

Local language (Twi)

English language

Both local and English language

10. Do you normally complete the teaching syllabus for your subject? YES

NO

11. If no, what do you do?.....

12. Do you have teacher's guide (books) for your subject? YES NO

13. Do you have adequate teaching and learning materials for your subject?



- Have adequate
- Have some but not adequate
- Don't have

14. How often is your school visited by the circuit supervisor in a term?

- Once a term
- Twice
- Thrice
- More than thrice

15. How will you assess the general performance of your students?

- Excellent
- Good
- Average
- Poor

16. What in your opinion has been the factor(s) causing the above trend in the performance of your students?

.....

17. Do you organize extra classes for your students for a fee? YES

NO

18. Do your students come to school regularly? Yes No



APPENDIX III

B. STUDENT FACTORS

1. Age: 10-15 years
 16-20years
 21-25years
 26+

2. Sex: Male Female

3. What is the level of your parents 'education?

- Primary
 SHS/ O level
 Cert A
Diploma/HND
 1st degree
 Masters
 None

4. What is your parent's occupation?.....

5. How many are you in your class?



6. Do you have textbooks for your usage in school for all the subjects?

Have enough

Have some but not enough

Don't have at all

7. Do you have personal copies of the textbooks to be used at home?

YES NO

8. In what subjects do you have these copies

1 4

2 5

3 6

9. Do you have enough desks in your classrooms? YES NO

10. Do you have computers for your ICT practical? YES NO

If yes, how many are they?.....

11. Are your teachers regular in class all the time? YES NO

12 Are you allowed to contribute in class discussions? YES NO

13 Do your teachers come to school late?

Come to class early

Come to class a little bit late

Come to class late

Do not come to class at all

14 What language do your teachers use to give instructions in class?



Local languages

English language

Both English and Twi

15 How will you describe your teachers work habit?

Very hard working

Works normally

Does not care about teaching

16 Do you come to school all the time?

Once a week

Twice a week

Thrice a week

Sometimes I come

17 Do you have extra tuition at home? YES NO

18 Do you have enough time to study at home? YES NO

If no why? State briefly.....

19 How many times do your teachers give you assignment in a week?

Once a week

Twice a week

Thrice a week

Not at all



20 Do they mark and return your books to you?

Yes, all the time

Sometimes

Not at all

If yes do you make corrections for re-marking?.....

21 Do you have school library? YES NO

22 Who do you stay with?

Parents

Guardian

Siblings

Stay alone

Grandparent

23 Do you have special problems that disturb your studies? YES NO

If yes kindly state it briefly



APPENDIX IV

INTERVIEW GUIDE (CIRCUIT SUPERVISORS) PAGE

1. Name of the area (zone) under your supervision.....
2. How many schools are under your supervision
3. How long have you been a circuit supervisor?
4. How often do you visit the schools under your supervision?
5. How long do you stay in a school when you go on supervision?
6. What are some of the main things you look out for when you go on supervision?
7. How will you respond to the following:

Punctuality

Regularity

Participants	Punctuality				Regularity			
	Yes		No		Yes		No	
Head teachers								
Teachers								
Students								

8. Are the schools under your supervision having enough of the following infrastructure?

a. Classrooms YES NO

Toilet facilities YES NO



Staff common rooms YES

Libraries YES NO

Workshops YES NO

b. Teaching aids

Textbooks YES NO

Computers (ICT items) YES NO

BDT equipment YES NO

Science equipment YES NO

9. Are there enough teachers for the various subjects in each of the schools under your supervision? YES NO

10. How many of the teachers are:

a. Professionals

b. Non-professionals

11. How often do you organize in-service training for your teachers?

12. Do teachers vet and mark lesson notes? YES NO

13. How would you grade the general performance of the schools under your supervision at BECE?

Excellent

Very good

Good

Average

Poor



14. What do you think are some of the factors affecting the academic performance of the students in your area?

15. What specific problem (s) do you have in discharging your duties?

16. How do you want this or these problem(s) to be solved?

17. What can you say about the teachers' comportment, students discipline, student-teacher relationship and teacher-head teacher relationship?

18. How often do they organize PTA and SMC meetings per term?

19. Where do the schools under your supervision write their final examination (BECE)?

20. Is the examination centre conducive? YES NO

21. Has WAEC ever withheld or cancelled the results of exams in your school before?

YES NO

If yes, what happened?

22. Are there records of your schools getting help or examination leakages before?

YES NO

23. What in your opinion can be done by either of these stakeholders to raise the academic performance of students in your area?

GES

SMC

PTA



Teachers

Students



APPENDIX V

FOCUS GROUP DISCUSSION GUIDE

1. Parents level of education
2. Parents occupation
3. Level of income (average)
4. Why do you send your child to his or her current school?
5. Do you ensure that your child go to school all the time?
6. Do you do follow up if your child is in school?
7. Do you know some of the teachers who teach your child in school?
8. Do you ensure that your child does his or her homework or assignment?
9. Do you organize extra classes for your child at home?
10. Do you provide breakfast and lunch for your child?
11. Do you provide textbooks and other necessary materials for your child?
12. Are you comfortable with your child's current terminal reports?
13. What can you do to improve your child's academic performance?

Table 4.39 Parents' role influencing academic performance

Statements	Agree		uncertain		Disagree		Total	
	Frequency	%	frequency	%	Frequency	%	No	%
I monitor my ward's school attendance								
I normally check my ward's exercise books after school								



I check y ward's note books after school								
I supervise my ward's home work								
Organise extra tuition for ward								
Visit ward in school								
Interact with ward teachers								
Supply basic needs								
Regular supply of basic needs help to keep ward in school								
Attending PTA meetings help to make input in school management								

- Source: field survey 2015



APPENDIX VI

OBSERVATION GUIDE

School Infrastructure

School building

School office

Staff common room

Computer laboratory (ICT)

Toilet facilities

Table and chairs/desks

Library

BDT equipment

Science equipment

- Number of teachers
- Teachers punctuality as per the attendance book
- Teachers regularity as per the attendance book
- Class size
- Students behaviour/comportment
- Sanitation
- Secured environment



APPENDIX XII PERMISSION LETTER

Nsawkaw state senior high school

Post office Box 45

Nsawkaw Tain B/A

10th January, 2015

The District Educational Director

Tain B/A

PERMISSION TO COLLECT DATA IN SOME SELECTED JUNIOR HIGH SCHOOLS IN THE DISTRICT.

Topic. Factors that account for differences in academic performance of private and public junior high schools in BECE in the Tain district

The researcher is an MPhil. Training and Development student of University for Development studies-Tamale-who is undertaking a research into the above topic for purely academic purposes and would like to officially ask for permission to collect data in some selected junior high schools in the district

All information furnished will be treated with strict confidentiality.

Thank you.

Yours faithfully,

Manu Yaw Simon

