

UNIVERSITY OF CAPE COAST

FACTORS AFFECTING THE ACADEMIC PERFORMANCE OF
STUDENTS OF DZOLO SENIOR HIGH SCHOOL IN THE VOLTA
REGION OF GHANA

PATIENCE AFI SEDDOH

2013

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REGION OF GHANA

BY

PATIENCE AFI SEDDOH

Dissertation submitted to the Department of Educational Foundations of the Faculty of Education, University of Cape Coast, in partial fulfilment of the requirements for award of Master of Education Degree in Guidance and Counselling

DECEMBER 2013

DECLARATION

Candidate's Declaration

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

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

Name: Patience Afi Seddoh

Supervisor's Declaration

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

Supervisor's Signature..... Date.....

Name: Rev. Kwasi Otopa Antiri

ABSTRACT

This study was undertaken to investigate the factors affecting the academic performance of students of Dzolo Senior High School in the Volta Region of Ghana. The lottery method of simple random technique was used to select students while snowball and purposive sampling techniques were used to select old students and parents/guardians respectively. In all 178 respondents were selected for the research. They were made up of 44 students, 35 parents/guardians and 78 old students drawn from 2006, 2007, 2008 and 2009 year groups. Also, 20 teachers of the school and the headmistress formed part of the sample.

Questionnaires were administered to students, teachers, the headmistress and old students. The analysis of data collected revealed that students' inability to read and understand the English Language, their low entry aggregates, and indiscipline contributed greatly to their poor performance. Also, the inadequate school infrastructure coupled with students' negative attitudes to learning added up to the leading causes of students' poor performance.

In order to attain the purpose of education in this school, the school's administration should organise in-service training for teachers to equip them with skills to help weak students. It was believed that this training would sharpen the helping skills of the teachers to deliver their best. It is further recommended that the school administration should liaise with stakeholders like the Parent Teachers Association (PTA) and Non-Governmental Organisations (NGO) rather than government to refurbish the school library to meet the needs of students.

ACKNOWLEDGEMENTS

I am highly grateful to my supervisor, Rev. Kwasi Otopa Antiri of the Counselling Centre of the University of Cape Coast, for spending his precious time going through the work and making the necessary corrections. I am also grateful to him for his guidance, assistance and immense contributions towards the successful completion of this dissertation.

I am also thankful to Mr. Theodore Atsu who painstakingly typed and printed this work. I am so grateful to Messrs J. E. Seddoh and Frank Azorlibu for their support. Finally, I am grateful to all others who helped me in diverse ways to ensure the success of this work.

DEDICATION

To my daughter, Gifty Mawunyo Quarshie and in memory of my mother,

Euphemia Akua Gbordzoe.

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CHAPTER ONE

INTRODUCTION

Background to the Study

It is normally accepted that education is the cornerstone of the development of any society. Education is a powerful means that can be used to bring about social, economic, political, and cultural development in the society. This implies that development and progress can only take place in a society if its citizens are well educated. Raubinger, Rowe, Piper and West (1969) say education must be conceived as a progress of growth. However, a society may have many educated people but may experience little progress in development due to the type and quality of education given to its citizens.

Education, in the broadest sense, is any act or experience that has a formative effect on the mind, character or physical ability of an individual. In its technical sense, education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another. Although education is not the only road to success in the working world, much effort is made to identify, evaluate and encourage the progress of students in schools. In educational institutions, success is measured by academic performance, or how well a student meets standards set out by local government and the institution itself. As career competition grows ever fiercer in the working world, the importance of students doing well in schools has

caught the attention of parents, legislators and government education departments alike.

Most parents care about their children's academic performance because they believe good academic results will provide more career choices and job security. With the advancement in science and technology in this global village, education has become more important than ever. Heads of states therefore spend heavily on education and the government of Ghana is not an exception. Society is not static; it grows. As it grows, its needs keep on changing hence the need for it to review its educational structure from time to time. This is to ensure that it is giving the right type and quality of education to its citizens. According to Mankoe (2002), every educational policy requires a periodic review in accordance with changing trends in society. As the old system of education in Ghana became irrelevant to the emerging socio-economic structure, there was a need to change its educational structure.

According to Mankoe (2002), the old system of education in Ghana was bookish in the sense that it only produced people who were interested in white collar jobs which became more scarce as the population of schools increased with every passing year. Many people who passed through that system lacked essential technical and vocational skills. Some time ago, pre-university education was perceived by the people of Ghana as being too long. The Dzobo Committee was therefore formed to look into the issues. The committee came out with some suggestions and recommendations. Based on their report, a new structure of education was designed and experimental schools were introduced in 1974. That was the beginning of the junior and senior secondary schools. This new structure was implemented nationwide in

1987. The junior secondary school and senior secondary schools are now known as junior high and senior high school respectively.

The New Education Reform had made it possible for students to gain admission to senior high school after they have passed in the Basic Education Certificate Examination (BECE). Students who perform well usually go to the well-endowed schools while those with very low grades seek admission in schools in rural areas where facilities are inadequate and the environment not conducive for learning. Formerly, few pupils were selected into secondary schools either through the Common Entrance Examination conducted by West African Examination Council (WAEC) or through the Late Entrance Examination conducted by the secondary school that the child wanted to go.

Despite the attempts being made by the government to improve education, some parents and guardians do not see the importance of sending their wards to school though all children have the right to education. The government had therefore introduced the Free Compulsory Universal Basic Education (fCUBE) programme to ensure that all children of Ghana have access to at least basic education, thus making it compulsory for parents to send their wards to school. In addition to that, other initiatives such as capitation grant, free school uniforms and school feeding programme had been taken to reduce the burden on parents and also to arouse and sustain the interest of children in schooling as well as to encourage them to learn harder.

In order to ensure that expenditure on education is not a waste but an investment, it is important to evaluate the educational standard periodically. There is the need to find out whether the academic standard of a society is rising or falling. The government is actually trying hard to improve education

but some students in the various senior high schools do not seem to identify the importance of education. Such students forget that education cannot take place without learning. They cannot read and understand passages written in English language. Due to their poor academic performance, a lot of them cannot gain admission into higher institutions and become drop-outs.

Examination records obtained from Dzolo Senior High School in the Ho Municipality of the Volta Region had shown that the performance of students in the external examinations had fallen miserably in the past four years as compared to that of the previous years. Table 1 shows the performance of students of the above mentioned school in Senior Secondary School Certificate Examination (SSSCE) in 2006 and 2007. I therefore found it necessary to find out the factors affecting the academic performance of the students of Dzolo Senior High School.

Table 1: Summary of SSSCE Results in 2006 and 2007

Year	No. of Students	No. of Subjects registered	No. of students passed in these number of subjects								No. of failures	Result withheld	Result cancelled	No. of absentees
			8	7	6	5	4	3	2	1				
2006	57	8	5	3	5	14	10	15	3	1	1	0	0	0
2007	115	8	10	7	12	8	5	32	25	6	5	0	4	1

Source: School Records, 2012.

Table 2 shows the performance of students of the same school in West African Senior School Certificate Examination (WASSCE), which has replaced the SSSCE, in 2008 and 2009 academic years.

Table 2: Summary of WASSCE Results in 2008 and 2009

Year	No. Of Student	No. of Subjects registered	No. of students passed in these number of subjects									No. of failure	Result withheld	Result cancelled	no. of absentees
			8	7	6	5	4	3	2	1					
2008	121	8	4	6	2	3	11	12	15	3	3	0	62	0	
2009	100	8	11	10	10	15	13	18	18	2	1	0	2	0	

Source: School Records, 2012.

Statement of the Problem

From the background discussion, the following problems are stated. Students have difficulty in using the English Language which is the medium of instruction and at the same time a core subject in all senior high schools in Ghana. In other words, they have problem with speaking, writing, reading and understanding the English language. Most students enter senior high school with very low grades. Notwithstanding the Computerized School Selection and Placement System (CSSPS), heads of some Senior High Schools are compelled to admit students with low grades to boost the population of their schools.

Some students knowing very well that the rural schools are craving for students decide to behave anyhow. They do not seem to be interested in learning. Their attitude towards learning is not encouraging. Some always come to school late or leave campus for town at anytime while others refuse to do their homework or play truancy. In a nutshell, some of the students are not disciplined. Some students come from families that do not stress the value of schooling. Some parents did not attain high level of education so they do not attach much importance to education and therefore engage their children in

other activities at the time they should be at school. Well educated parents usually encourage their children to go to school regularly.

Facilities such as good libraries and well equipped laboratories are lacking in some of the schools. Classrooms are inadequate. Many rural schools do not have professional and dedicated teachers. The above factors clearly indicate that there are some factors affecting the academic performance of students of Dzolo Senior High School in spite of government efforts to mitigate these challenges. What may have been the cause of this low performance? It is in line with this that I want to investigate the factors affecting the academic performance of students of Dzolo Senior High School in the Volta Region of Ghana.

Purpose of the Study

The purpose of the study therefore is to identify the causes for poor performance of students of Dzolo Senior High School. The behaviour of students towards learning, discipline in the school and facilities available in the school will be taken into consideration in trying to find out the cause for the poor academic performance of students in the school. These school and student related factors were examined because of its relationship and influence on students' academic performance. After identifying the causes, I would suggest possible solutions to the problem to the head of the school and also give recommendations to Ghana Education Service (GES) as to what should be done to help the students improve on their academic performance.

Research Questions

Generally, the research questions are on the academic performance of students in Dzolo Senior High School. However, the specific research questions are as follows:

1. What effect can students' inability to speak, write, read and understand the English language have on their academic performance?
2. In what ways do low entry grades contribute to students' academic performance?
3. How does indiscipline among students affect their academic performance?
4. What is the behaviour of parents and guardians towards education?
5. How does supervisory role of the school account for the low academic performance?
6. How can students' negative attitude towards learning be changed?
7. What facilities are in the school to enhance teaching and learning?

Significance of the Study

The study would bring to the fore the need for parents to motivate and encourage their wards to learn hard. It would also bring to the notice of parents and guardians all other factors that account for the poor academic performance among their wards so that they can lend their support to raising consciousness about the need to educate the younger generation to be sure of getting efficient future leaders. The results of the study would enable the stakeholders of the school like the Ministry of Education and Ghana Education Service to identify the various causes of poor academic performance of students of Dzolo Senior High School so that the blame would not be put on

teachers alone. In addition, it would help them to identify the type of assistance to offer the school.

The study would be significant to the school counsellor as well in the sense that he/she would clearly recognize the most important needs of the students and therefore render his/her services accordingly. The result of the study would serve as a reference material for the teachers to help identify the need to put in more effort to assist students to improve upon their academic performance. The findings would serve as a guide for selecting junior high school graduates to the school and also review the rules and regulations of the school. It would serve as a guide to the computerized school selection and placement system. Finally, the findings, suggestions and recommendations from the study would serve as a platform for further research.

Delimitation of the Study

Though there may be some other factors that could contribute to the low academic performance of students in Dzolo Senior High School, the study had focused on the following; English Language usage or knowledge in the English Language, students' attitude to learning, parents attitude to formal education, supervision in the school, entry grades of students, indiscipline among students and facilities available in the school.

Limitations of the Study

Many Senior High Schools in the Ho Municipality had this problem of students' low academic performance. Due to financial constraints and the limited time given to me to submit the work, the study was limited to Dzolo Senior High School. Some of the respondents were reluctant in responding to

the questionnaire. I had to persuade them before they accepted to fill out the instruments. This however, did not affect the overall outcome of the study.

Definition of Terms

Education: Education is the transmission of skills and knowledge from older generation to the younger generation. Thus, education informs and equips the individuals with knowledge in order to prepare them for their future profession.

Basic Education: This refers to schooling from kindergarten to junior high school form three.

Academic Standard: It is the quality of education as measured by examinations.

Poor Academic Performance: This is a situation in which students fall short of their target or level of academic achievement expected of them at the end of their courses.

Learning: Learning is the process by which people gain knowledge, skills and experience that brings about change in behaviour.

Well-Endowed Schools: Schools that have all the facilities and resources that promote effective teaching and learning.

Career: Career is the job or profession that you have been trained for and you do it throughout your working period.

Organisation of the Rest of the Study

Chapter Two reviews literature related to poor academic performance of students. Chapter Three describes the general methodology used by the researcher. This includes the research design, population and sampling, instruments used in collecting data, data collection procedure and data analysis

procedure. Chapter Four contains analysis of data collected. Chapter Five embodies the summary, findings, suggestions, recommendations and conclusion.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter is devoted to the review of literature on factors affecting students' academic performance in Dzolo Senior High School. The review of the study is organized under the following headings: Students' knowledge of English Language; entry grades of students; indiscipline among students; attitude of parents and guardians towards education; supervisory role of the school; students' attitude towards learning and facilities available in the school.

Students' Knowledge of English Language

One cannot deny the fact that a good knowledge of the English Language is a key to academic success in Ghana. Many students in senior high schools cannot construct simple sentences correctly in English. They cannot speak or read materials written in the language. All these make it difficult for them to express themselves well when writing examination. Writing of a language well refers to things like the correct spelling of words, word division, correct use of punctuations and the use of the appropriate formal structure of the language. This means words must be put together in an orderly manner to form meaningful sentences. *Longman Dictionary of Contemporary English* (1987) refers to writing as words that have been written or printed and any text that is written must be meaningful and suitable for the purpose for which it is written.

Hefferman and Lincoln (1990) say that good writing requires a working knowledge of grammar, a basic command of rules that govern the forming of a sentence. They are of the view that, in writing a language, one must follow the rules and arrange words in such a way that readers can easily understand what is written. For instance, nouns must be qualified by the appropriate adjectives. Annan (2000) also says adjectives must agree with nouns. Students do not seem to identify the need for subject-verb agreement (concord) in writing composition. According to Owusu-Akyaw (1996), there must be agreement of tenses in all written texts. Some students mix up tenses when speaking or writing composition in English language. This makes it difficult for those who listen to them or read what they write to get the actual message they want to deliver.

Most students do not use conjunctions appropriately when writing the language and therefore whatever they put across becomes meaningless. Owusu-Akyaw (1996) stresses this by saying that, conjunctions are used to join together words, phrases or sentences of similar functional values to ensure the smooth flow of sentences. I agree with the writer because conjunctions that should be used to join nouns should not be used to join sentences. Palmer (1996) explains that meanings do not seem to be stable but depend upon the speakers, hearers and context. A person's choice of words in a particular situation affects the meaning of what he writes or says.

Entry Grades of Students

The entry grades of students from one level of education to the next level can have an impact on their performance. Usually, students who enter the Senior High School with good grades perform better than those who enter

with low grades. However, a few of them who enter with low grades improve upon their performance in the course of time. On the other hand, some who entered with high grades may not do well in class exercises or examination. This may be due to the fact that they acquired the high grades through foul means.

According to Onivehu and Asare (2002), grades awarded to learners show the level of attainment or achievement of individual learners and also that of the group of learners, and their strength and weaknesses. Students' grades summarize and reflect their performance during each term, semester or year. Grades are criteria for screening and selecting of candidates for programmes, selecting students for awards and screening and placement of students into positions and on specialized jobs. Onivehu and Asare (2002) say that students' scores or marks serve as motivation function and guidance function to them. This implies that the grades of students can help them make good career choices with the help of the school counsellor.

Tamakloe, Attah and Amedahe (1996) indicated that the best predictor of future performance is present performance. Generally, junior high school graduates who enter the senior high school with low grades do not perform well in both internal and external examinations written at the end of their courses. The probability of students who enter with low grades performing very well is low. If the raw materials are not good, automatically the product may not be good. According to Okumbe (1998), students who are selected into the next level of educational ladder are the raw materials for the institution. Most often than not, students of public rural schools score low marks.

Indiscipline among Students

To be successful academically and socially, students need a set of social skills, cooperation, assertion, responsibility and self-control. A high incidence of classroom disciplinary problems has a significant impact on the effectiveness of teaching and learning. School and classroom management aims at encouraging and establishing student self-control through a process of promoting positive student academic achievement and behaviour. According to Iverson and Froyen (1999), conduct management is essential to the creation of foundation for an orderly task-oriented approach to teaching and learning. Classroom management discipline problems can be dealt with either on an individual basis (between teacher and student) or by group problem solving (class meetings).

Quality schools are defined by teacher effectiveness and student achievement under the auspices of building strong interpersonal skills (Iverson & Froyen, 1999). As mutual trust builds up between teacher and students, the latter are gradually released from teacher supervision by becoming individually responsible. As a result of that, both educators and students become co-participants in the teaching and learning process, striving to make the most of them.

An individual's behaviour can be influenced by his environment, age, and experience. According to Havighurst and Neugarten (1975), the child grows up in two social worlds, the world of his peers and the world of adults. The behaviour of adolescents is quite different from that of adults and children. Adolescents think they should be left alone to do whatever they like. They feel they are old enough to do things on their own. In other words, they

always fight for freedom. At this stage they move with their peers, take suggestions from each other and disobey adults including parents and teachers.

As almost all students at the senior high schools are teenagers, discipline at that level becomes a big problem to school administrators. Some of them engage in various kinds of social vices. They dress anyhow, smoke cigarette, and drink alcohol. They misbehave towards school authorities. Such students do not pay attention in class because they do not have any respect for their teachers and that seriously affects their academic performance. Indiscipline can lead to poor academic performance of students. School authorities therefore use strategies, rules and regulations to maintain discipline in their schools. According to Andrew (1994), discipline helps to train students to become useful in society. It is a fact that disciplined students pay more attention in class, concentrate on their studies and perform very well in their examinations.

Adesina (1990) describes discipline as the readiness or ability to respect authority and observe conventional or established laws of the society. From his point of view, truancy, cheating in examination, fighting in class, stealing, smoking and drug abuse are signs of indiscipline. He sees them as individual problems. He also perceives students' misbehaviour against teachers in groups and their destruction of school properties as collective mal-adaptive behaviour.

According to Shertzer and Stone (1979), discipline is a means of correcting the faultiness in the personalities of individuals and encouraging enlightened self-directed behaviour. They see discipline as a way of assisting the individual to change from an undesirable behaviour to a desirable one.

Aptran (2010) argued that poor facilities, poor feeding, lack of classrooms, laboratories, workshops, teachers and equipments contribute to indiscipline among students. The climate of the school can affect discipline in students.

Students' misbehaviour takes the form of violation of interest of pupil/student concerned and violating of the interest of other people (Robertson, 1996). Violation of the interest of the student includes the student doing something dangerous to his own health, and safety while violation of the interest of other people refers to things like bullying and disturbing other students, and disobedience to teachers or school authorities. For instance students' deliberate refusal to wear school uniforms or footwear properly.

In the school setting, students moving out from the classroom or campus without permission, talking or sleeping in the classroom or performing any other activity apart from listening to the teacher are signs of indiscipline. Indiscipline among students may be caused by the removal of corporal punishment in schools. Most students fear the cane and therefore try to behave well. This shows that pupils/students fear corporal punishment more than any other form of punishment. Caulley (1963) states that the causes of indiscipline in schools can be attributed to abolition of corporal punishment. Smith (1969) also says indiscipline in students may be due to frustration, ill health and personal mal-adjustments.

Barnes (1999) mentions difference in students' interest, insufficient parental interest in students and limited intelligence of students as causes of indiscipline. Okumbe (1998) says indiscipline can be preventive or corrective. According to him, preventive discipline is better in the sense that it instils self-discipline and builds morale and long- range goals. Davis and Newstron

(1985) state that corrective discipline is used to reform the offender to prevent their mates from taking similar actions.

Attitude of Parents and Guardians towards Education

Some parents and guardians are so much concerned about the academic performance of their wards because they consider education as an investment in human resource. They believe that when their wards are well educated and gainfully employed, they would be able to cater for them in their old age. They therefore complain bitterly when the academic performance of their wards falls below expectation. Others do not care much about the education of their wards and therefore do not know much about the falling standard of education in schools (Galloway, 1982). Galloway comments that educated parents help their children to improve on their academic performance. They pay their school fees on time and they provide them with all their basic needs. They make sure their wards are punctual and regular at school and visit the school from time to time to find out how they behave and perform at school.

Parents who are illiterates or whose level of formal education is low do not attach much value to formal education and therefore fail or refuse to pay fees for their wards on time. They also feel reluctant to provide them with the necessary things. The performance of such students is usually poor. Coleman, Campbell and Hobson (1966) state that socio-economic status of the child's parents and their educational attainment can have a very strong influence on their learning in school. Students from rich families perform better in the school than those from poor families. Beaumont-Walters and Soyibo (1998)

say that students' performance very much depends on their socio-economic background.

Some parents and guardians prefer spending their monies on clothes and other things to spending them on their children's education. Galloway (1982) states that some students and parents regard school as not very important. Some parents at times prevent their wards from going to school by engaging them in household chores or business. Robinson (1978) says in England, many have serious doubts about the relevance and usefulness of the schools in preparing children for adult life. The right type of education is needed to make the younger generation capable of handling the affairs of the nation in future. For that purpose, parents and guardians are expected to use their scarce resources on their children's rather than spending it on clothes, litigation over land, and chieftaincy.

Supervisory Role of the School

According to *Macmillan English Dictionary* (2000) the word 'supervision' means to be in charge of a person or group of people and check that they are behaving or working correctly. A supervisor is a person who has the responsibility for getting the "hands-on-the work", employees to carry out the plans and policies of the management (Mankoe, 2002). Management involves decision making about what goal to pursue and how to attain them. Mankoe (2002) states that the ultimate purpose of supervision is the promotion of pupils' growth and hence eventually improving society.

To Glickman, Gordon and Ross-Gordon (1995), supervision is a wide range of activities but its ultimate goal is to improve instruction. Rue and Byars (1990) state that supervision is control and it is the first level of

management in the organization and is concerned with encouraging the members of a work unit to contribute positively towards accomplishing the organizational goals and objectives. Sergiovanni and Staratt (1993) see supervision as a process for promoting teacher growth that enhances students' learning. The main purpose of supervision according to them is to help teachers improve upon their skills and knowledge as they always read extensively on topics to deliver lessons in such a way that supervisors will not find fault with them.

The immediate purpose of supervision is to develop favourable settings for teaching and learning. The most prominent role of supervisors, according to Mankoe (2002) is to observe and judge teachers. Supervision is a very important factor that influences the academic standard of schools. However, supervision in most public schools in the Ghana society is very poor as compared with that of the private schools. Students of private schools perform better because the proprietors actually supervise their teachers to make sure they perform their duties effectively. Lazy teachers are usually dismissed and more effective and efficient ones are taken. Some parents therefore decide to take their wards to private schools despite the fact that their fees are high and most of their teachers are non-professional.

A former minister of education, Mr. Alex Tettey-Enyo, in his speech delivered at the Annual Conference of Managers of Catholic Education Unit (COMCEU) in Accra said the lack of proper supervision of teachers has been identified as a contributing factor to the poor academic performance in public schools in the country (Aptran, 2010). He also explained the need for Circuit Supervisors to monitor the effectiveness of teachers by regularly visiting the

schools and inspecting their lesson notes. He added that in-service programmes should be organized for them to equip them with the necessary skills.

Mankoe (2002) says that one measure of productivity in education is students' academic performance. For that matter, education personnel such as teachers, administrators and supervisors should be very efficient to enable students improve on their performance. The proper supervision by circuit supervisors, headmasters, teachers, and prefects of schools can lead to attainment of high academic standards. Supervisory duties are performed by the heads (Tanner & Tanner, 1980).

Heads must supervise the internal examinations properly to make sure that teachers set standard examination questions and make sure that all rules and regulations for writing examinations are followed, to prepare students well for the external examination (WASSCE). Abosi and Brookman-Amisshah (1992) state that a good head makes sure that examination questions set by his/her teachers have content, construct as well as face validities. The explanations given so far suggest that supervision plays an important role in students' academic performance.

Students' Attitude towards Learning

The negative attitude of some students towards learning contributes to their low academic performance. Many students do not show much interest in learning, some claim lessons at school are not interesting and therefore play truancy, and spend school hours with peers in town. This is especially true of those who are dull. Such students fail to take part in class exercises, tests and internal examinations. As a result, their performance in the end of course

examination falls below standard. Neale, Gill and Tisner (1970) assert that children with favourable attitudes to a subject study and learn more about the subject than those whose attitudes are less favourable.

Neale, Gill and Tisner add that such students gain satisfaction from learning the subject. This explains the massive failure of students in Mathematics and General or Integrated Science. According to Biehler (1978) attitude can influence both cognitive and psychomotor abilities of people. Asiedu-Akrofi (1978) says some students refuse to attend school regularly because they do not find teachers' lessons interesting or they have friends who are able to engage them in activities on their way to school. However, other students are regular and punctual but will never do their homework. Students do not see the need to learn after school. Such students always find examination questions very difficult.

Nowadays, students of senior high schools are interested in "boyfriend girlfriend" affairs than in learning; they go to preps not to learn but to converse with their sexual partners. At the end of the day, they cannot write and pass their examination because no effective learning has taken place and therefore engage in examination malpractices like taking foreign materials to examination halls.

Facilities Available in the School

Students of well-endowed schools normally perform very well in examination. This shows that for effective teaching and learning in schools and institutions, certain facilities and resources must be available. According to Calhoun, Light and Keller (1994) students perform better when they have books or study aids to foster their learning. Teaching and learning becomes

very effective if textbooks are available in schools. Many schools do not have appropriate and modern textbooks. This makes teaching very difficult for teachers. They cannot feed the students with the right information.

The number of senior high schools and for that matter number of students at this level is rapidly increasing without a corresponding supply of materials like textbooks. Students have some lessons under trees as classrooms are inadequate. Many laboratories especially, in the rural schools, are not well equipped. They lack chemicals and apparatus that are needed by the science students. Students facing such problems cannot perform like students in urban schools where the laboratories have everything that will be needed by a science student.

The importance of libraries in schools cannot be overemphasized. Amoako (1996) stated that students go to the library to read to improve their language, read for pleasure, and also gather more information about what they have been taught. Arthur (2000) also stated that library is the pivot of education because it helps to improve the quality of education in schools. In line with this, provision of libraries should be perceived as the integral part of education system.

The unavailability of computers in some schools has made learning and teaching of Information Communication and Technology (ICT) almost impossible. Resources like qualified and dedicated teachers are lacking in some schools. People think teaching is not difficult. Cypher and Willower (1984) stated that teachers' work is both in school and after school. According to Arends (1991), many people think that teaching is an easy job with short workdays and long vacations. However, teachers themselves know how

difficult teaching is. Students also need much time to study or go over what they have been taught. Schools that fail to provide students with enough time to study on their own may not achieve their aims.

CHAPTER THREE

METHODOLOGY

This chapter describes the methods used to collect data for the dissertation. It also describes procedures employed in carrying out the study under the sub-headings: Research Design, Population, Sample and Sampling Procedure, Instruments, Data Collection Procedure and Data Analysis.

Research Design

The descriptive research design, which involved collection of data in order to answer research questions concerning the current status of the subject of the study, had been used. This research design had been chosen because it could enable me to observe and describe the situation as it naturally occurred. According to Amedahe (2002) descriptive research design could disclose the conditions that actually existed and their nature, practices, attitudes of the people concerned and the processes that were going on.

Also, the design could use logical methods of inductive (the process of reasoning from specific observations to more general rules) and deductive reasoning (the process of developing specific predictions from general principles) to arrive at generalization (Amedahe, 2004). The descriptive research design, in spite of its numerous strengths, has some weaknesses as well. For instance, errors due to the use of questionnaires or interviews could distort the research findings. However, good organization and systematic presentation of data could lead to arrival at valid and accurate conclusions.

Population

The target population for the study comprised of students of Dzolo Senior High School, their parents/guardians, teachers, the headmistress and some old students. The accessible population from which the sample was taken comprised the second, third and fourth year students, their parents/guardians, teachers teaching in the school, the headmistress of the school and old students that completed in 2006, 2007, 2008 and 2009. First year students were not included because they did not spend a reasonable length of time in the school at the time of the study. Moreover, admission was still going on. The accessible population therefore consisted of 70 Form 2 students (30 males and 40 females), 80 Form 3 students (40 males and 40 females) and 70 Form 4 students (25 males and 45 females). These are shown in Table 3.

Table 3: Accessible Population of Students of Dzolo Senior High

Form	Males	Females	Total
2	30	40	70
3	40	40	80
4	25	45	70
Total	95	125	220

Source: Field survey, 2012.

The accessible population also included 170 parents/guardians (72 males and 98 females). Parents/guardians of Forms 2, 3, and 4 students were 59 (29 males and 30 females), 60 (20 males and 40 females) and 51 (23 males and 28 females) respectively as shown in Table 4.

Table 4: Accessible Population of Parents/Guardians of Students

Parents/Guardians of Students	Males	Females	Total
Parents of Form 2 Students	29	30	59
Parents of Form 3 Students	20	40	60
Parents of Form 4 Students	23	28	51
Total	72	98	170

Source: Field survey, 2012.

Also, 20 teachers (16 males and 4 females) were part of the accessible population. This is depicted in Table 5.

Table 5: Teacher Population

Males	Females	Total
16	4	20

Source: Field survey, 2012.

The accessible population also contained 393 past students (173 males and 220 females). It comprised 57 past students of 2006 year group (27 males and 30 females), 115 past students of 2007 (55 males and 60 females), 121 past students of 2008 (46 males and 75 females) and 100 past students of 2009 (45 males and 55 females). These are shown in Table 6.

Table 6: Accessible Population of Past Students, 2006-2009

Year	Males	Females	Total
2006	27	30	57
2007	55	60	115
2008	46	75	121
2009	45	55	100
Total	173	220	393

Source: Field survey, 2012.

In all, 804 people, (356 males and 448 females) including the headmistress formed the accessible population. A summary of the accessible population is shown in Table 7.

Table 7: Summary of the Accessible Population

Strata	Males	Females	Total
Students	95	125	220
Parents	72	98	170
Teachers	16	4	20
Old Students	173	220	393
Headmistress	0	1	1
Total	356	448	804

Source: Field survey, 2012.

Sample and Sampling Procedure

In this study, samples were used as it was not possible to deal with the whole population. The purpose for sampling was to get quick and valid results within a short period of time. In addition, it was less demanding in terms of labour requirement as it required a small portion of the target population. Sarantakos (as cited in Amedahe, 2004). Sampling was more economical because fewer materials were printed. The samples gave accurate and detailed information.

The total sample size was 178. It comprised of 84 males chosen out of 356 and 94 females selected from 448. Thus, the accessible population of 804 was represented by 178 people. Sampled students were 44 in number, 19 males and 25 females, parents/guardians selected were 35, 15 males and 20 females. Seventy- eight (78) old students were chosen, 34 males and 44 females. 20 teachers, 16 males and 4 females in addition to the headmistress of the school

formed part of the sample. According to Nwanna (1981) 20% sample is sufficient for hundreds. That was used as a guide to determine the sample size for the student population, parents/guardians and old students. 20% of males and 20% of females was chosen from each population.

Table 8: Sample of Students

Forms	Males	Females	Total
2	6 out of 30	8 out of 40	14 out of 70
3	8 out of 40	8 out of 40	16 out of 80
4	5 out of 25	9 out of 45	14 out of 70
Total	19 out of 95	25 out of 125	44 out of 220

Source: Field survey, 2012.

The sample for the study included Dzolo Senior High School students drawn from Forms 2, 3 and 4. From Form 2, 6 males were chosen out of 30 and 8 females were chosen out of 40. In Form 3, 8 males were selected from 40 and 8 females were selected from 40, thus 16 students were taken out of 80. From Form 4, 5 males were taken out of 25 and 9 females out of 45 were chosen, thus 14 students were chosen out of 70. In all, 44 students were selected out of 220 (19 males out of 95 and 25 females out of 125).

Simple random sampling technique was used to select student respondents. This method, according to Amedahe (2004) gives all units or members of the population an equal chance of being selected. There are two main methods of the technique, the lottery method and the random number method. The lottery method was used in this study to select the student respondents.

To select the sample for students, sampling frames were constructed for each form, one for males and one for females. Form registers were used to

prepare the list of students for each form. The names were arranged in alphabetical order and numbered accordingly. Names listed in Form Two males' frame were written on slips of paper and put in a container. The slips were thoroughly mixed up. Without looking into the container, the slips were drawn one by one. As soon as a slip was removed from the container, the name written on it was recorded and the slip thrown back into the container before the next one was picked to ensure that every element had the same chance of being chosen. Already drawn slips that were selected for a second or third time were ignored or thrown back into the container.

The process continued until the required sample for the Form Two male students was drawn. The same method was used to select the Form Two female students and males and females of Forms Three and Four. The use of simple random technique in choosing the samples from student population was based on the explanation given by Amedahe (2002) that it could be used when the size of the population is small and every member of the population could be assigned a number. He also added that the technique is appropriate when the population of study is similar in characteristics of interest.

Table 9: Sample of Parents/Guardians of Students

Parents/Guardians	Males	Females	Total
Parents of Form 2 students	6 out of 29	6 out of 30	12 out of 59
Parents of Form 3 students	4 out of 20	8 out of 40	12 out of 60
Parents of Form 4 students	5 out of 23	6 out of 28	11 out of 51
Total	15 out of 72	20 out of 98	35 out of 170

Source: Field survey, 2012.

The purposive sampling procedure was used to choose parents/guardians of students. I did not want to use any other parents apart from parents of the

students because I believed they would be able to provide me with useful information, thus information that would be relevant to the issue at hand. Amedahe (2002) described purposive sampling, also known as judgemental sampling as a method by which the researcher intentionally selects subjects who are thought to be relevant to the research topic.

In the case of parents/guardians of Form 2 students, 6 males were chosen out of 29 whilst 6 females were chosen out of 30. Thus out of 59 parents, 12 were sampled. About parents/guardians of Form 3 students, 4 males were selected out of 20 and 8 females were selected out of 40. Thus 12 parents/guardians represented the 60. In the case of parents/guardians of Form 4 students, 5 males were chosen out of 23 and 6 females were chosen out of 28. Putting parents/guardians of the three forms together, 15 males were selected out of 72 and 20 females were selected out of 98. In all, 35 of them were chosen out of 170.

Table 10: Sample of Past Students

Year	Males	Females	Total
2006	5 out of 27	6 out of 30	11 out of 57
2007	11 out of 55	12 out of 60	23 out of 115
2008	9 out of 55	15 out of 75	24 out of 121
2009	9 out of 46	11 out of 55	20 out of 100
Total	34 out of 173	44 out of 220	78 out of 393

Source: Field survey, 2012.

Snowball sampling was the method used to select past students. Amedahe (2004) described snowball sampling as a method for finding research subjects where the researcher begins with a small number of informants who give names of other informants who, in turn, provide the

names of other informants. This continues until the researcher gets the number of people that is needed. In order to choose respondents from the old students, two informants (old students) each were invited from 2006, 2007, 2008 and 2009 year groups. Those informants provided the names of other informants who also provided names of other informants in their groups. The process continued until the required number of informants for each group was selected.

From the old students' population, 11 out of 57 represented 2006 batch. 5 males were taken out of 27 while 6 females were chosen out of 30. Out of 115 old students of 2007, 23 were chosen, 11 males out of 55 and 12 females out of 60. Twenty-four (24) old students were chosen out of 121 to represent 2008 year group, 9 males out of 46 and 11 females were also chosen out of 55. In all 34 males out of 173 and 44 females out of 220 were chosen. The total number of old students selected was 78. The Headmistress and all the 20 teachers formed part of the sample. The inclusion of all teachers was based on the suggestion of Gay and Airasian (as cited in Leedy & Ormrod, 2005) that for small populations, with fewer than 100 people, the entire population should be surveyed.

Teachers were chosen because they were responsible for teaching the various subjects and could therefore provide relevant information on difficulties they faced in teaching as well as those encountered by their students. Students were involved because they were the people learning. Moreover, their poor academic performance, which could determine the academic standard of the school, was the issue for discussion. The headmistress was also chosen as it was her duty to ensure effective teaching /

learning in the school. Old students were included so that their entry grades in English Language and aggregates could be compared with end of senior high school course grades and aggregates. Parents/guardians were included because they pay for education of their children/wards. Table 11 shows the summary of the components of the sample size.

Table 11: Summary of Samples

Strata	Males	Females	Total
Students	19	25	44
Parents/Guardians	15	20	35
Old Students	34	44	78
Teachers	16	4	20
Headmistress	0	1	1
Total	84	94	178

Source: Field survey, 2012.

Instruments

In this study, the instruments used to collect data were questionnaire and structured interview guide. Despite the fact that questionnaire could not make it possible to motivate respondents, collect additional information from them or involve parents who were illiterates, it was chosen because of its effectiveness in collecting data (Amedahe, 2004). Information was gathered from many people within a short time. Questionnaires were not answered under pressure and respondents said exactly what they knew about the issue as they were not asked to disclose their identities.

Almost all the questions were closed-ended in order not to overburden the respondents. Just a few open-ended questions were used because sometimes answers to such questions become very difficult to interpret and

summarize, although they could provide greater depth of response. The questionnaires were put into four groups namely Appendices A, B, C and D. They were questionnaires for students, teachers, headmistress and past students respectively. Questionnaire for students consisted of 34 items while the one for teachers contained 33 items. There were 27 items in the questionnaire constructed for the headmistress. There were 25 items in the one designed for old students.

Section A dealt with respondents' personal data such as sex and age. Section B dealt with students' knowledge in English language, section C dealt with entry grades and aggregates of students while section D dealt with discipline among students. Section E demanded information about parents' attitude towards their children's education. Section F demanded information about supervisory role in the school. Section G dealt with students' attitude towards learning while section H demanded information on facilities available in the school and those provided by parents at home. In addition, spaces were provided for respondents to suggest ways of improving students' academic performance.

Interview was used because some parents/ guardians could not read nor write and meeting with them personally could help them express their views in the local language. Moreover, it made it possible for them to ask for explanation of some questions they did not understand. Although interview was more costly and time consuming than questionnaire, without it, it would not be possible to gather relevant information from parents/guardians who were illiterates.

Amedahe (2004) explained that interview is a situation whereby the researcher comes face to face with a respondent and obtains reliable and valid verbal responses to questions asked. Structured interview, despite its rigid structure, was used in order to let respondents go straight to the points that are needed so that too much time would not be spent. Amedahe (2004) explained that structured interview is more or less the same as questionnaire. The main difference between them is that questionnaire is read by the respondent himself/herself while structured interview is read by the interviewer to the interviewee. Interview schedule was designed for parents/ guardians. Most of the questions were close - ended so as to make interpretation easy. The interview schedule was referred to as Appendix E, and it contained 25 items.

Pilot Testing of Research Instruments

A pilot test was conducted to ensure content and construct validity and reliability of the instruments as they were personally designed. Thus the purpose of pilot testing was to find out if the questionnaires and interview schedule covered the topic area and responses to them could help answer the research questions. Also, it was conducted to see if the questions and instructions were well structured. Purposive sampling technique was used to select ten students, five teachers, five parents, four past students and one Assistant Headmistress for the pilot testing. Mistakes realized in the questionnaires and interview schedule after pilot testing were corrected. Cronbach's alpha correlation co-efficient was applied to obtain a reliability of 0.82.

Data Collection Procedure

The research topic was discussed with the head of Dzolo Senior High School and the questionnaire designed for her was given to her personally. The filled questionnaire was taken from her after two days. Permission was sought from her to meet the teaching staff and then the students. The questionnaires were discussed with each group in order to let them know exactly what to do and their maximum co-operation was sought. Teachers' questionnaires were personally administered to them to complete and the completed questionnaires were collected from them on the following day.

The selected students were assembled in a classroom and their questionnaire was discussed with them. Copies were distributed to them personally to fill under supervision so that they could be given the necessary assistance. The filled questionnaires were collected from them after some few minutes. Past students were invited to campus and assembled in one of the classrooms. Their questionnaire was discussed with them and copies were distributed to them personally to fill under supervision. The filled questionnaires were collected from them after some few minutes.

The sampled parents/guardians were invited to the school for the interview which was conducted personally. The duration of the interview was two days. Ten people were interviewed a day in turn and each interview lasted for about 20 minutes. Before the commencement of the interview, it was explained to respondents that the aim for conducting the interview was just to gather information from them on issues relating to academic performance of students of Dzolo Senior High School. They were also informed that responses to the questions or statements were meant for academic purposes only and

therefore would be treated with confidence. The questions and their responses were read to them one after the other. They were translated into the local language for those who could not understand the English Language. I recorded the responses selected by the respondents by ticking them off.

Data Analysis

Descriptive statistical methods were used to analyse the data collected. Scores for items in the questionnaires were sorted out according to variables, tallied, organized into frequency distributions and expressed in percentages. The questionnaires were based on the research questions in order to get relevant information about the problem. Frequencies and percentages were used to illustrate personal data of respondents. Research Question 1 was “What effect can students’ inability to speak, write, read and understand the English Language have on their academic performance”?

For the purpose of data analysis, the following were considered; the type of English spoken by students in the school and at home, students’ ability to read, and understand, write and speak English Language correctly, and their ability to understand lessons taught in English Language. Data collected on the question were expressed in frequencies and percentages. Research Question 2 was “In what ways do low entry grades contribute to students’ academic performance”? Data collected included entry grades in core English Language, entry aggregates and aggregates obtained at the end of the course.

Seventy-eight past students (34 males and 44 females) were selected for this purpose. Eleven students (5 males and 6 females) from 2006, 23 old students (11 males and 12 females) from 2007, 24 old students (9 males and 11 females) from 2008 and 20 past students (9 males and 11 females) from

2009 batch were selected. Information gathered to answer question two was expressed in percentages.

Research Question 3 was “How does indiscipline among students affect their academic performance”? Factors considered here were attendance and punctuality of students, leaving the classroom without permission and leaving school compound for the hostel before closing time. In the questionnaires for teachers and the head, questions were asked to find out if indiscipline among students could affect their academic achievement. Information collected showed that discipline had fallen in the school. This was expressed in percentages.

Research Question 4 stated “What is the behaviour of parents and guardians towards education?” The aim of this question was to find out if parents valued the education of their children or not. Data collected from students, parents, teachers and the head revealed parents’ behaviour towards education of their wards. Frequency and percentages were used to show parents behaviour towards education. Research Question 5 was on supervision and it stated “How do supervisory role of the school account for the low academic performance?” Supervision on academic work by school prefects, teachers, Assistant Headmistress, Headmistress, Circuit Supervisor, Officials from Municipal Education Office, and parents were taken into consideration. Information gathered through questionnaires were collated and expressed in percentages.

Research Question 6 was “How can students’ negative attitude towards learning be changed?” Factors taken into consideration were motivating students to learn harder and disciplinary measures that should be taken to

make student change their negative attitude. Percentages were used to express the attitude of students towards learning. Research Question 7 stated, “What facilities are in the school to enhance teaching and learning”? Facilities demanded by this question were relevant textbooks, well-equipped library, adequate classrooms, use of instructional hours, time for private studies and efficient teachers. Responses were organized into frequency distribution and expressed in percentages to show the level of adequacy of the items.

CHAPTER FOUR

RESULTS AND DISCUSSION

The chapter presents the results of the findings and the discussion on them. It is presented in two parts. The first part analyses the background information on the respondents, thus students, teachers, the headmistress, old students and parents/guardians. The second part presents the results with their discussions according to the research questions. Scores for items in the questionnaire and interview schedule are sorted out according to variables organized into frequency distributions and also expressed in percentages.

Background Information on Student Respondents

Table 12: Sex of Student Respondents

Sex	Frequency	Percentage (%)
Male	19	43
Female	25	57
Total	44	100

Source: Field survey, 2012.

As shown in Table 12, females formed a greater part of student respondents. They represented 57% of the 44 sampled students as against 43% for boys.

Table 13: Age of Student Respondents

Age Group	Frequency	Percentage (%)
12 – 14	4	9
15 and above	40	91
Total	44	100

Source: Field survey, 2012.

Table 13 shows that only 4 students representing 9% of the student respondents were between the ages of 12 and 14, while the majority was above 15 years representing 91% of the student respondents.

Table 14: Occupation of Fathers of Student Respondents

Occupation	Frequency	Percentage (%)
Farming	15	34
Trading	11	25
Teaching	2	5
Others	16	36
Total	44	100

Source: Field survey, 2012.

Table 14 indicates that 34% of fathers were farmers, 25% were traders, and 5% were teachers while 36% stated that their fathers were engaged in other income generating activities. This implies that 59% or more of fathers were engaged in the informal sector of Ghana's economy.

Table 15: Occupation of Student Respondents' Mothers

Occupation	Frequency	Percentage (%)
Farming	25	57
Trading	5	11
Teaching	3	7
Others	11	25
Total	44	100

Source: Field survey, 2012.

In Table 15, 25 respondents representing 57% said their mothers were farmers, 5 representing 11% stated that their mothers were traders, 3 of them, thus 7% said their mothers were teachers and 11 respondents that formed 36% also indicated some other income generating activities that their mothers engaged themselves in. Just like the fathers in Table 14, more mothers were equally engaged in the informal sector of the nation's economy. As to whether parents of the sampled students were still together as husbands and wives or not, 25 respondents which formed 57% indicated 'No'. Four (4) respondents which formed 9% indicated 'Yes' while 15 respondents which formed 34% indicated 'Somewhat'. Gathering from this data most of the students lived with single parents. This implies that shared responsibility of parenthood then became the preserve of one person.

Table 16: Payment of School Fees

Sponsor	Frequency	Percentage (%)
Mother	10	23
Father	20	46
Guardian	6	13
Brother	3	7
Sister	1	2
Myself	4	9
Total	44	100

Source: Field survey, 2012.

Table 16 shows that 10 students (23%) collected their school fees from their mothers, 20 (46%) collected it from their fathers and 6 (13%) took it from their guardians. An observation from the table revealed that 4 students- 2 males and 2 females representing 9% of student respondents- were responsible for their own education, payment of their school fees as well as providing their needs. The table clearly shows that just a few students provided educational needs for themselves.

Table 17: Activities of Self-Supporting Students

Means	Frequency	Percentage (%)
Petty Trading	2	50
Farming	0	0
Weeding for people	2	50
Others	0	0
Total	4	100

Source: Field survey, 2012.

From Table 17, out of the 4 students, 2 females representing 50% depended on petty trading to look after themselves while the other 2 who were males representing 50% depended on weeding for people to get money to cater

for their needs. This pointed to the fact that some students paid their own school fees and provided their needs as well.

Background Information of Teachers

The next thing this chapter discusses is the background information of teacher respondents in the school. In all 16 male teachers forming 80% of the sampled teachers and 4 female teachers representing 20% of the teachers were used in this study. Thus most of the teacher respondents were males.

Table 18: Age of Teacher Respondents

Age (years)	Frequency	Percentage (%)
20 – 25	0	0
26 – 30	0	0
31 – 35	1	5
36 – 40	8	40
41 – 45	5	25
46 – 50	2	10
51 – 55	2	10
56 – 60	2	10
Total	20	100

Source: Field survey, 2012.

It is evident from Table 18 that no teacher respondent was below 31 years and only 1(5%) fell within the range of 31-35. Eight (8) teachers (40%) fell within the range of 36-40 years and this particular group formed the majority of the teachers. Five (25%) of them were within the range of 41-45 while 2 (10%) of the teacher respondents were within 45 and 50 years. Two (2) (10%) were between the ages of 51-55 and another 2 (10%) were between 56 and 60 years.

Table 19: Academic Qualification of Teachers

Qualification	Frequency	Percentage (%)
Master's Degree	1	5
Bachelor's Degree	18	90
Diploma	1	5
Total	20	100

Source: Field survey, 2012.

Table 19 shows the academic qualification of teachers sampled in the school. It revealed there was only 1 (5%) Master's Degree holder, 18 (90%) Bachelor Degree holders, 1 (5%) is a Diploma holder. It was clear that almost all the teachers were graduates. Apart from the academic qualification of the teachers, the research also looked at the professional ranking of the sampled teachers. It was established that out of the 20 teachers, 2 (10%) were Assistant Director II, 17 (85%) were Principal Superintendents and 1 (5%) had the rank of Senior Superintendent.

Table 20: Years of Teaching Experience

Years	Frequency	Percentage (%)
5 – 10	5	25
11 – 20	10	50
21 and above	5	25
Total	20	100

Source: Field survey, 2012.

Table 20 was evident that 5 teachers (25%) had taught between 5 to 10 years, 10 (50%) had taught between 11 and 20 years whilst 5 (25%) had taught for 21 years or more. The fact that there were experienced teachers in the school could be deduced from the table.

Background Information on the Headmistress

According to data collected on the headmistress of the school, she was 57 years old and had spent 2 years as the head of the school. She was a Master's degree holder and her present rank was Deputy Director.

Background Information about Past Students

Table 21: Sex of Past Students

Sex	Frequency	Percentage (%)
Male	34	44
Female	44	56
Total	78	100

Source: Field survey, 2012.

Table 21 indicated that 34 (44%) of the sampled old students were males and 44 (56%) were females. Out of the 78 sampled past students, 75 (96%) were between the ages of 21 and 27. Only 3 (4%) were above 27 years.

Table 22: Payment of School Fees

Sponsor	Frequency	Percentage (%)
Father	30	38
Mother	25	32
Guardian	2	3
Brother	4	5
Sister	1	1
Myself	16	21
Total	78	100

Source: Field survey, 2012.

Table 22 shows the people responsible for the education of the past students. It shows that 30 (38%) fathers and 25 mothers representing 32% were responsible for their wards' education or payment of school fees. Out of

the 78 past students as many as 16 (20%) cared for themselves. According to the data collected on the 16 past students who supported themselves throughout their schooling days, 4 (25%) of them depended on farming whilst the remaining 12 (75%) also depended on weeding for people to get money. It was evident from the data that some parents neglected their children forcing them to provide for their needs in school.

Background Information on Parents/Guardians of Students

The research took into consideration the important role of parents as stakeholders in education. Out of 35 parents/guardians selected, 15 (43%) were males and 20 (57%) were females.

Table 23: Age of Parents/Guardians of Students

Range	Frequency	Percentage (%)
30 – 35	3	9
36 – 40	5	14
41 – 45	12	34
46 – 50	10	29
51 – 55	5	14
Total	35	100

Source: Field survey, 2012.

Table 23 shows the age of parents/guardians. Out of 35 sampled parents/guardians, 8 (23%) fell within the range of 30-40 years. Twelve parents/guardians (34%) were within the range of 41-45 years, 10 (29%) of them were within the range of 46-50 years, while 5 (14%) of them fell within 51 and 55 years. Based on the information obtained, all the sampled parents/guardians were in their active working years since none of them was above 60 years.

Table 24: Occupation of Parents/Guardians

Occupation	Frequency	Percentage (%)
Farming	21	60
Teaching	3	9
Trading	2	5
Tailoring	3	9
Others	6	17
Total	35	100

Source: Field survey, 2012.

Table 24 shows the occupation of sampled parents/guardians. The table indicates that 60% of the sampled parents/guardians were farmers, 3 parents representing 9% were teachers while 5% were traders. Also 9% of them were engaged in tailoring and 6 (17%) indicated that they were engaged in other occupations of which 4 stated carpentry and 2 stated plumbing. From Table 24, it was clear that 74% of parents/guardians were engaged in the informal sector of the country's economy. Concerning the marital status of the parents/guardians only 4 (11%) were married, 17 (49%) were single, 1 (3%) divorced and 13 (37%) were separated. This table was evidence that majority of students lived with single parents representing 89% of the sampled parents/guardians.

Results and Discussion

This second part of the chapter presented the results with their discussion by the research questions. Information gathered from respondents through questionnaire and interview schedule that were based on the research questions were used. Data collected from respondents on the research questions were presented in the form of tables and discussed accordingly.

Scores for items in the instruments used were sorted out according to their variables, organized in frequency distribution and expressed in percentages.

Research Question 1: What effect can students' inability to speak, write, read and understand the English Language have on their academic performance? Data collected from Section B of each appendix was used for discussions on this research question. The rationale behind this question was to find out if the students' knowledge in the English Language could have any effect on their academic performance or not. Table 25 shows students' assessment of their proficiency in the English Language as a subject and medium of instruction in school. Only 12 students out of the 44 sampled students representing 27% indicated their ability to use the language fluently and also another 12 students (27%) were sure of their knowledge of the proper construction of sentences. Some 64% of the students either did not understand lessons presented in English, or had little understanding.

Looking at the responses provided by the teachers in Table 26, 17 (85%) were of the view that students' ability in the English Language had an impact on their academic achievement but on the contrary none of the teachers believed that the students had a good knowledge in the language. Eighteen (90%) stated that the students were not good at all in the language. According to the Headmistress students did not always speak Standard English at school. She also stated that their knowledge in English Language was unsatisfactory and this could invariably contribute negatively to their performance.

Table 25: Students' Knowledge in English Language

Item	Yes		No		Somewhat		Total	
	f	%	f	%	f	%	f	%
Are you able to speak English Language fluently?	12	27	10	23	22	50	44	100
Are you familiar with the rules that govern construction of sentences in English Language?	12	27	9	21	23	52	44	100
Can you read and understand passages in English Language?	16	36	10	23	18	41	44	100
Do you understand lessons presented to you in English Language?	16	36	13	30	15	34	44	100

Source: Field survey, 2012.

In response to whether the old students of Dzolo Senior High School understood all lessons presented to them in English Language very well when they were students, 67% indicated they did understand lessons presented in English language. However 26 (33%) of them said they did not understand all lesson presented in English. In another instance, 28 (36%) of the old students indicated they often conversed with their friends in English while only 11 (14%) very often used English in conversations with their friends. Thirty (39%) rarely engaged in conversations with English and 9 (11%) very rarely employed it in conversing with their mates. This implied that 39 students

representing 50% of the old students did not often converse in the English Language with their friends.

Table 26: Teachers’ Response about Students’ Knowledge in English Language

Item	T		VT		ST		NT		Total	
	f	%	f	%	f	%	f	%	f	%
Students converse with their friends in English Language on campus	2	10	0	0	4	20	14	70	20	100
Students’ knowledge in English Language is very good	0	0	0	0	2	10	18	90	20	100
Students’ ability in English Language can have an impact on their academic achievement	3	15	17	85	0	0	0	0	20	100

Source: Field survey, 2012.

Note: ‘True’ (T), ‘Very True’ (VT), ‘Somewhat True’, (ST), ‘Not True’, (NT)

The parents/guardians of the current students were also asked to state their views about their wards’ knowledge in English Language. Out of the 35 parents/guardians sampled, 25 (71%) stated that their wards did not often speak English with their mates at home to the best of their knowledge. Ten (29%) of the parents stated that their wards spoke Standard English with their mates. In response to the question “How often does he/she speak English?” Twenty-seven (77%) chose “Not often”. Five (14%) chose “Quite often” and the remaining 3 (9%) indicated that their wards very often spoke English Language.

Interestingly 25 parents/guardians representing 71% said their wards could not read and understand passages written in English Language. This was in response to the question “Does he/she read and understands passages written in English Language very well?” In conclusion, the data showed that the sampled subjects were of the view that students did not make good use of the English Language. A person’s inability to apply a language in communication or to be communicated to was a sign of the person’s inability to apply the tenets of the language. According to Owusu-Akyaw (1996) the inability to use language tools appropriately made it difficult for people to understand the message.

Research Question 2: How can the low entry grades affect students’ academic performance? This question was aimed at comparing the final output of students in the final examination with the grades they brought to the school. Onivehu and Asare (2002) stated that the grade a student got showed his or her level of achievement. The results are presented in Table 27.

Table 27: Response on Low Entry Grades by Students

Response	Frequency	Percentage
Agree	10	23
Strongly Agree	2	4
Disagree	26	59
Strongly Disagree	6	14
Total	44	100

Source: Field survey, 2012.

Table 27 showed the analysis of data from students on the statement that students of Dzolo Senior High School entered with very low grades. Ten out of the 44 students sampled agreed to the statement but 26 students representing 59% of the sample disagreed.

Table 28: Range of Entry Aggregates of Students

Aggregate	Frequency	Percentage
6 – 9	0	0
10 – 14	4	9
15 – 19	2	5
20 – 24	3	7
25 – 29	8	18
30 and above	27	61
Total	44	100

Source: Field survey, 2012.

Table 28 contained the aggregates sampled students obtained at the BECE level which gave them admission to the Senior High School. From the table none of the students had an aggregate in the range of 6 to 9. While 17 (39%) of the students had aggregates between 10 and 29, 27 students (61%) had aggregates of 30 or more. The later represented the majority of admitted students.

Table 29: Entry Grade of Students in English Language

Entry Grade	Frequency	Percentage
1	0	0
2	0	0
3	1	2
4	1	2
5	3	7
6	10	23
7	20	46
8	9	20
9	0	0
Total	44	100

Source: Field survey, 2012.

Table 29 shows the grades obtained at the Basic Education Certificate Examination (BECE) level in English Language. The grade with the highest frequency was 7 with 20 students forming 46% of the sampled students. The table also showed that no student had a grade between 1 and 2 in the English Language at the BECE level. This weak foundation in English Language at basic level could be a contributing factor to students' inability to use the language effectively as indicated in Table 26.

Table 30: Teachers' Response on Entry Grades

Item	A		SA		D		SD	
	f	%	f	%	f	%	f	%
Low entry grades of	0	0	20	100	0	0	0	0
students is a contributing factor to their low academic performance								
Most students entered the school with very low grades	9	45	11	55	0	0	0	0
All students admitted with low grades later improve on their academic performance	0	0	0	0	17	85	3	15

Source: Field survey, 2012.

Note: 'strongly agree' (SA), 'agree' [A], 'disagree' [D], 'strongly disagree' [SD], T= 30 (100)

Table 30 shows the teachers' views on the effect of low entry grades on the academic performance of students at the Senior High School level. All the 20 teachers (100%) totally agreed that students' poor performance was as a result of their poor performance at the basic level. 85% of the teachers disagreed with the assertion that all students' with poor grades improved with

time. The Headmistress indicated that the entry grades of students were low. As to whether the end of course aggregates could be determined by entry grades, she chose “Strongly Agree”. She also indicated that it was true some students who were admitted with low grades later improved upon their performance.

Table 31: Entry Aggregates and End of Course Aggregates of Old Students

Entry Aggregate	f	%	End of Course Aggregate	f	%
6 – 9	0	0	6 – 9	0	0
10 – 14	1	1	10 – 14	2	3
15 – 19	8	10	15 – 19	10	13
20 – 24	4	5	20 – 24	6	8
25 – 29	7	9	25 – 29	9	11
30 and above	58	75	30 and above	51	65
Total	78	100	Total	78	100

Source: Field survey, 2012.

Table 31 was a comparative analysis of entry aggregates and end of course aggregates of old students selected for this research. The table shows no marginal improvement in the academic performance of the subjects. While 1(1%) entered the school with an aggregate in the range of 10-14, only 2(3%) completed with aggregates in the range of 10-14. Also, 58 students (75%) came out with aggregates above 29 while 51 students (65%) completed with aggregates above 29.

Table 32: Entry and Final Grade in English Obtained by Past Students

Entry Grade	f	%	Final Exam Grade	f	%
1	0	0	A1	2	3
2	4	5	B2	7	9
3	6	8	B3	5	6
4	7	9	C4	12	15
5	11	14	C5	6	8
6	7	9	C6	9	11
7	25	32	D7	13	17
8	18	23	E8	21	27
9	0	0	F9	3	4
Total	78	100	Total	78	100

Source: Field survey, 2012.

Table 32 shows an analysis of entry and final examination grades obtained in English Language by the old students. Even though the grading system at the BECE level was quite different at the SHS level, their numerical values were the same. Thus the value for B3 was 3 and the value of C5 was 5. The table indicates that there had been some improvement in the performance of students in their final examination grades. While no student scored grade 1 at BECE level, 2 students (3%) scored grade A1 after completing Senior High School.

Parents/guardians' view on the BECE performance of their children were sought. Twenty-nine (83%) out of 35 parents/guardians selected for this research indicated that their wards performed satisfactorily at the BECE level as compared to 2 (6%) who stated their wards had a very good performance. Another 4 (11%) said their wards' performance were good at the BECE level.

In sum the academic performance of a student at the basic level could have a correlating influence on his or her performance at the Senior High School level. Thus students with poor grades at the basic level would hardly do well at the SHS level. Tamakloe, Attah and Amedahe (1996) believed that students' past performance was a precursor to his future performance. With their level of experience, the teachers in Table 28 confirmed this assertion.

Research Question 3 was; How does indiscipline among students affect their academic performance? This question was intended to find out from respondents if indiscipline could have any effect on students' academic achievement. Responses from students on questions based on discipline were analyzed below. Out of the 44 sampled students, 10 (23%) said they often came to school, 32 (73%) said they came to school very often and 2 (4%) said they rarely came. Nobody chose "very rarely". About the question on punctuality, 25 (57%) stated that they came to school on time, 7 (16%) said they did not come on time whilst 12 (27%) said they sometimes came on time.

Another item on discipline was "Sometimes you leave the school before closing time". 11 (25%) students ticked "agree", 26 (59%) ticked "strongly agree", 6 (14%) disagreed while only 1 (2%) strongly disagreed. On leaving the classroom without seeking permission from the teacher when lessons were going on, 22 (50%) ticked "true", 13 (30%) ticked "very true" and 9 (20%) ticked "not true".

Table 33: Response by Teachers on Discipline

Item	A		SA		D		SD	
	f	%	f	%	f	%	f	%
Disciplined students perform better in examination.	13	65	2	10	5	25	0	0
Students who have no regard for school authorities usually fail in their examination.	5	25	8	40	3	15	4	20
Discipline is very important for effective teaching and learning.	8	40	12	60	0	0	0	0

Source: Field survey, 2012.

Note: 'strongly agree' (SA), 'agree' [A], 'disagree' [D], 'strongly disagree' [SD], T= 20(100)

Table 33 contained teachers' views on the effect of discipline on the overall academic performance of students they handled. Thirteen (65%) of them agreed that disciplined students did better in examinations. Eight (40%) of them strongly agreed to the view that disrespectful students failed in examinations. Twelve (60%) of the teachers strongly agreed that discipline could promote effective teaching and learning. The Headmistress said discipline among the students was satisfactory. She was of the view that indiscipline could affect the academic performance of students negatively. From the data collected from old students, 45 (58%) of them were not regular at school whilst 33 (42%) were regular in school attendance.

In an attempt to know from parents/guardians if their wards attended school regularly, 26 (74%) out of 35 said “Yes” while 9 (26%) said “No”. Ten (29%) said their wards went to school early, 7(20%) said their wards did not go to school early, while 18 (51%) said their wards sometimes went to school early. Touching on students’ coming back from school before closing time, only 2 (6%) said their wards never came back from school before closing time, 5 (14%) said their wards rarely did that, 15 (43%) said very often and 13 (37%) stated quite often. 10 (29%) said discipline among the students was good, 5 (14%) saw it to be satisfactory, 20 (57%) felt it was unsatisfactory.

On whether indiscipline could have any effect on students’ academic performance, 2 (6%) of parents/guardians answered in the negative while 23 (68%) gave an affirmative answer. This indicated majority believed that indiscipline could have an adverse effect on students’ performance. Both parents and teachers stated that discipline could go a long way to improve the fortune of students as far as better academic performance was concerned.

Andrew (1994) indicated that disciplined students paid more attention in class. This implies that students who paid more attention in class had the tendency to master properly what teachers gave out. In another instance, students admitted to exhibiting levels of indiscipline. For example, 59% of the sampled students strongly agreed that they left school before closing time and this had been confirmed by 43% parents/guardians who said their wards “very often” returned home before the usual closing time.

Research Question 4: What is the behaviour of parents and guardians towards education? The responses to this research question in the

questionnaire were used to find out whether the behaviour of parents/guardians could affect the academic achievement of students or not.

Table 34: Views of Students on Parents/Guardians' Behaviour towards Education

Item	T		VT		NT	
	f	%	f	%	f	%
My parents do not pay my fees until I am sacked from class before they give me part to pay	8	18	12	27	24	55
My parents do not visit our school to find out anything about me	13	30	5	11	26	59
My parents sometimes ask me to help them at the market or farm during school hours	2	5	7	16	35	79

Source: Field survey, 2012.

Note: 'True' (T), 'Very true' [VT], 'Not True' [NT], T= 44(100)

According to 24 (55%) of the students, in Table 34, their parents/guardians paid their fees on time as against 8 (18%) whose parents waited until their wards were sacked from school before they took action on school fee payment. Even though majority of parents/guardians was engaged in the informal sector, only a few engaged the services of their wards during school time. Thirty-five (79%) of the students indicated that their parents/guardians never used their services during school hours.

Table 35: Views of Teachers on Behaviour of Parents/Guardians towards Education

Item	T		VT		ST		NT	
	f	%	f	%	f	%	f	%
Some parents/guardians engage their wards in other activities at the time they should be at school.	2	10	5	2	5	25	8	40
Some parents feel even though they did not attain high level of education, they have enough money.	2	10	4	20	2	10	12	60
Other parents/guardians find it difficult to provide their wards with their needs.	3	15	5	25	2	10	10	50
Some parents do not visit the school to find out anything about their children.	6	30	3	15	7	35	4	20

Source: Field survey, 2012.

Note: 'True' (T), 'Very true' [VT], 'Somewhat True' [ST], 'Never True' [NT], T= 20(100)

Teachers in Table 35 gave their views on parents/guardians' behaviour towards the education of their children. Two teachers (10%) chose "True" to show that parents/guardians used the services of their wards during school hours thereby taking them out of school. Eight of the teachers representing 40% of the sampled teachers said parents never used their children's services during school hours. According to the Headmistress of Dzolo Senior High

School, parents and guardians did not always pay school fees for their wards on time however some provided their wards with their needs at school. She stated that they often visited their wards. She also indicated that their behaviour towards their wards' education was good.

Table 36: Views of Past Students on Parents/Guardians' Behaviour towards Education

Item	T		VT		NT	
	f	%	f	%	f	%
My parents never visited me at school to find out anything about me	16	21	12	15	50	64
Sometimes my parents would ask me to take them to the market or farm during school hours	13	17	25	32	40	51
Your parents / guardians sometimes failed to provide you with your needs	21	27	15	19	42	54

Source: Field survey, 2012.

Note: 'True' (T), 'Very true' [VT], 'Never True' [NT], T= 78(100)

Table 36 shows the views of sampled old students on attitude of parents towards their wards' education. Forty (51%) chose "Never True" to show that their parents did not interrupt their school hours by engaging them in their various professions. Forty-two (54%) chose "Never True" in relation to a question seeking to know whether their parents/guardians failed to provide their needs during their schooling days. Despite the over 50% that showed a positive attitude toward their children's education, 16 (21%) of the

old students indicated that their parents/guardians never paid visits to them when they were students.

In response to the question “How often do you visit your child at school?” Twenty-eight (28) of the 35 sampled parents/guardians chose “Very Often” to show that they did well to pay their wards regular visits in school. Seven (20%) of the parents/guardians chose “Seldom” to indicate how often they paid visit to their wards. As to whether parents paid their wards’ school fees promptly, 18 (51%) chose “Yes”, 7 (20%) selected “No” and 10 (29%) chose “Sometimes”.

Table 37: Provision of Essential Materials

Response	Frequency	Percentage
Yes	25	71
No	2	6
Not Always	8	23
Total	35	100

Source: Field survey, 2012.

Table 37 represented the response of parents/guardians on the provision of essential educational materials such as exercise books, pens, pencil and others in good time. Twenty-five (71%) of parents chose “Yes”, 2 (6%) chose “No” and 8 (23%) selected “Not always”. The data collected was an indication that the parents/guardians put in their best to provide their children with their needs.

The data collected from the teachers revealed that parents showed a level of concern for their wards’ education. Sixty percent (60%) of the teachers indicated that despite the parents’ low academic status, they did not misuse their children’s school time by engaging them at their workplace. One could therefore say that the inability of some to cater adequately for their

wards' educational needs could be due to the fact that they found themselves in the informal sector. Consequently, close to 45% were fond of paying school fees after their wards had been sacked and this contributed to poor performance. This was further confirmed by Beaumont-Walter and Soyibo (1978) who believed that the socio-economic background of families could have an influence on a child's academic performance.

Research Question 5: How do supervisory role of the school account for the low academic performance? This question sought to find out the role supervision played on the academic performance of students in Dzolo Senior High School. As to whether seniors on duty punished students who violated school rules, 29 (66%) out of the sampled 44 students chose "Very True" while 15 (34%) selected "True". This showed that seniors took punitive action on offending students. Concerning the supervision of prep periods all the 44 students indicated that both teachers and prefects took charge.

Additionally, 36 (81%) of the 44 sampled students stated that the Headmistress of the school frequently came round to see what happened in the classroom. Six (6) students representing 14% said she hardly came round while two (5%) said they had never seen her coming round. Forty (91%) of the students indicated they had never seen the circuit supervisor visiting the school. While only one student said the circuit supervisor came to the school frequently, three (7%) said he hardly visited the school.

Table 38: Views of Teachers on Supervision

Item	O		VO		R		VR	
	f	%	f	%	f	%	f	%
How often do the students learn on their own when the teacher is absent?	4	20	1	5	8	40	7	35
How often does the head go round to see what happens in the classrooms?	7	35	10	50	3	15	0	0
How often does the Circuit Supervisor visit your school?	0	0	0	0	4	20	16	80
How often do the officials from the Municipal Education Office visit your school?	2	10	3	15	6	30	9	45

Source: Field survey, 2012.

Note: 'Often' (O), 'Very often' [VO], 'Rarely' [R], 'Very Rarely' [VR], T=20(100)

Table 38 shows views of teachers on supervision. While eight (40%) of them indicated that students rarely learnt in the absence of teachers, only 4 (20%) said the students did it. Nine teachers (45%) stated that officials from Municipal Education Office very rarely paid visits to the school. While 10 (50%) admitted that the Headmistress very often went round to inspect activities, 16 (80%) said the Circuit Supervisor rarely came round. The Headmistress on the issue of supervision indicated that she supervised her teachers very often. As to whether the Assistant Head also took part in supervisory role in the school, she chose "Yes". She also stated that the circuit

supervisor hardly visited the school. The Headmistress admitted that it was very true poor supervision affected academic performance of students.

Majority of old students forming 49 (62%) indicated that prep supervision was done by both teachers and prefects. Only 9 (12%) said it was only the prefects who supervised prep periods and another 20 (26%) of the old students said only teachers supervised prep when they were students. About whether seniors had the right to punish disobedient students, 40 old students (51%) picked “Very True” while 38 (49%) selected “True”. Concerning the role of the circuit supervisor in supervision, 50 (64%) said he hardly visited and 26 (33%) said he had never visited. The parents/guardians gave their views on supervision and its influence on academic work in Dzolo Senior High School. Twenty-four of the 35 parents representing 69% said it was very true that supervision was very important for effective teaching and learning. Eleven (31%) of them said it was somewhat important.

In response to the question “Whose effective supervision do you think is more likely to improve the academic performance of students?” Fifteen (43%) parents chose the headmistress, 16 representing 46% chose teachers and 4 (11%) said the circuit supervisor. Concerning their own role in checking to ensure that their children were learning, 20 (57%) of parents/guardians indicated “Not often” and 12 (34%) chose “Very often”. Three (9%) however stated they never checked whether their wards were learning or not.

To Okumbe (1998) supervision was the dimension of educational administration which was concerned with improving instructional effectiveness. This could ensure that students’ academic productivity improve marginally. Tanner and Tanner (1980) stressed that proper supervision should

be carried out by school authorities including headmasters, teachers, circuit supervisors and prefects. It was deduced from the data that all the responsible authorities tried their best to supervise students in exception of the Circuit Supervisor and the Municipal Education Officers.

Research Question 6: How can students' negative attitude towards learning be changed? A positive attitude in the life of a student could help him or her to attain desirable results in academic work (Neale, Gill & Tisner, 1970). In reply to the question "Do you always submit your assignments at the appropriate time?" Thirteen (30%) of the 44 students answered "Yes" and the remaining 31 (70%) answered "No". To the question "Do you do all class exercises?" Twenty-six (59%) answered in the affirmative while 18 (41%) responded in the negative. In another instance, the sampled students were asked whether they learnt after school, 20 (46%) indicated "sometimes", nine (20%) ticked "never" and 15 (34%) said "always". This implied that only 15 (34%) of the 44 students had the habit of learning after school consistently.

Table 39 shows the view of teachers on the attitude of students towards learning. Seventy percent (70%) of the 20 teachers strongly agreed that their students did not submit assignments on time. This confirmed what 70% of the students stated about their inability to submit assignments promptly. Though none of them agreed that recalcitrant students were let unpunished, 45% and 55% of the teachers agreed and strongly agreed respectively that students should be motivated to take responsibility for their own learning.

Table 39: Views of Teachers on Students' Attitude to Learning

Item	A		SA		D		SD	
	f	%	f	%	f	%	f	%
Do you agree that your students do not submit their assignments on time?	6	30	14	70	0	0	0	0
Some students usually refuse to do class exercises.	10	50	9	45	1	5	0	0
Some students do not come to preps.	5	25	15	75	0	0	0	0
Students should be motivated to take charge of their own learning.	9	45	11	55	0	0	0	0
Disciplinary action is not taken on students who fail or refuse to do class exercises and assignments.	0	0	0	0	13	65	7	35

Source: Field survey, 2012.

Note: 'strongly agree' (SA), 'agree' [A], 'disagree' [D], 'strongly disagree' [SD], T= 20(100)

The Headmistress selected “fair” as her rating for both students’ punctuality and attendance. Concerning the issue of the students’ attitude towards learning, she indicated “Not encouraging”. Past students were asked the question “Did you always submit your assignments at the appropriate time when you were here?” Unlike the current students, 38 (49%) of them said they submitted their assignments on time. However 40 (51%) of them failed to submit their work on time. This created an impression that effective teaching and learning could not go on with negative attitudes. Responses obtained on

the question “Were you going for preps in the evenings?” showed that only 30 (38%) of the old students attended prep regularly in their school days. Thirteen (17%) never attended prep while 35 (45%) did sometimes attend.

Moreover, old students in their response to the question “What can you say about the attitude of students towards learning when you were one of them?” Forty-six (59%) said it was unsatisfactory. Also, 20 (26%) said students’ attitude was satisfactory with 12 (15%) saying students’ attitude was good. Views were also collected from parents/guardians on Research Question 6. Parents/guardians in answering the question, “How do you see the attitude of your child towards learning?” Eight (23%) chose “Very good”, 9 (26%) said “Satisfactory” and 18 (51%) said “Unsatisfactory”. This implied that irrespective of parents/guardians level of educational attainment, they were able to identify the level of their wards’ attitude to learning.

Eleven parents (31%) said their children learnt on their own, 10 (29%) said they never learnt on their own and 14 (40%) indicated their wards learnt on their own. This result was obtained from responses to the question “Does your child study on his own in the house?” Finally, the parents/guardians in response to the question, “Does he/she do assignment in the house before leaving for school?” Thirteen (37%) answered “Yes”, 17 (49%) answered “No” while 5 (14%) said their children sometimes did their assignments before leaving for school.

Gathering from the data, negative attitude of students towards learning had probably affected their academic performance. Asiedu-Akrofi (1978) believed that students who were regular in school but did not take part in assignments found it very difficult to answer examination questions.

Admittedly, students did not have the urge to do and present assignments given by their teachers.

Research Question 7; What facilities are in the school to enhance teaching and learning? The reason behind this question was to find out if the necessary facilities were available and adequate in the school. It was not enough to have teachers and students doing the best to promote teaching and learning when the necessary facilities were conspicuously not available. When students were posed the question “Do you have textbooks for all subjects?” Thirty-nine out of the 44 students representing 89% said they did not have textbooks for all subjects. Only five (11%) held the view that there were textbooks for all the subjects.

The students also stated emphatically that they did not have access to the school library with all 44 students responding “No”. This was in response to the question “Do you always have access to the school library?” As a follow up question to the response provided on the accessibility of the library, students were asked to rate the state of school library. Twenty-six (59%) of the students rated the library as “Poor” and 18 (41%) rated it as “Very poor”. This state of affairs explained why 100% of the students indicated they did not have access to the library.

Also, 15 (34%) of the students selected “True” to indicate that the school did not have enough classrooms, 29 (66%) chose “Very true” in the same regard but none of them chose “Never true”. In response to the statement “Students do not have time to study on their own because they are usually given pieces of work to do after classes” 38 (86%) stated “Very true”, six (14%) stated “Somewhat true” while none of them chose “True” and “Never

true”. Students were also asked the question “Do you agree all subjects are handled by efficient professional teachers?” Twelve (27%) of them agreed to the assertion while 26 (59%) strongly agreed. On the same issue, four (9%) disagreed and 2 (5%) strongly disagreed.

Table 40: Response from Teachers on Facilities in the School

Item	A		SA		D		SD	
	f	%	f	%	f	%	f	%
The school library is not well furnished	7	35	13	65	0	0	0	0
Classrooms are adequate	0	0	0	0	2	10	18	90
Instructional hours are sometimes used for other activities.	5	25	10	50	5	25	0	0
Students are usually engaged in weeding after classes.	8	40	4	20	2	10	6	30

Source: Field survey, 2012.

Note: ‘strongly agree’ (SA), ‘agree’ [A], ‘disagree’ [D], ‘strongly disagree’ [SD], T= 20(100)

The teachers selected for this research in Table 40 bemoaned the status of the school’s library. Thirteen (65%) strongly agreed that the library was not well resourced. Five (25%) agreed that instructional hours were sometimes used for other activities. Ten of the teachers representing 50% strongly agreed that instructional hours were used for other activities. Additionally, eight (40%) of the teachers agreed while four (20%) strongly agreed that students were engaged in weeding after classes.

The Headmistress of the school indicated that the school had no well equipped library. As to whether the school had enough classrooms for core and elective subjects, she stated “No”. She did not agree that the school had all the necessary textbooks for effective teaching and learning. Finally, she answered “No” for a question seeking to know whether all subjects were taught by professional teachers. In answer to the question “Do you have enough textbooks for all subjects?” Forty-seven (60%) of the old students chose “No” and 31 (40%) out of the 78 ticked “Yes”.

The views of the old students on the state of the school library based on the question “How was the school library?” were also collected. Thirty-one (40%) rated the state of the library as “Poor”, 36 (46%) chose “Very poor” and 11 (14%) chose “Good”. With 86% of the old students holding the view that the library was in a bad state, there was little hope that the library would provide the benefits to students who hardly have access to it. Past students stated their views on the qualification of teachers who handled all subjects in the school. Forty-three (55%) said it was not true that the subjects were taught by qualified teachers as against 25 (32%) who said it was true that all the subjects were handled by qualified teachers. However 10 (13%) of them said it was never true that all subjects were taught by qualified teachers.

Parents/guardians were major stakeholders in the education of their children. It was therefore in place to seek their views on the state of the school their wards attended. Out of the views collected from them about facilities in the school, the following data was presented. Their answers to the question “Has the school provided your ward with textbooks for all subjects?” showed that 3 (9%) parents said the school had provided their wards with textbooks

for all subjects. On the contrary 32 (91%) of parents said the school had not provided all the needed textbooks to their wards.

Moreover, the view of parents/guardians gathered from responses to the question “Is it true that students are sometimes asked to weed the compound during contact hours?” Fifteen (43%) said it was true, 14 (40%) said it was very true while only 6 (17%) of them said it was never true that their wards were engaged in weeding the school compound during school hours. When the question “Do you agree that the school has adequate classrooms?” was posed to parents/guardians, the following response sets were obtained. Eighteen (51%) ticked “Disagree”, 17 (49%) strongly disagreed while none of them ticked “Agree” and “Strongly agree”.

Educational facilities such as textbooks and classrooms were very important to the promotion of quality education. The results obtained from the subjects of this research suggested that Dzolo Senior High School was very disadvantaged in terms of facilities. Calhoun, Light and Keller (1994) said good facilities could help students to perform better as they could foster learning by students. In a situation where 89% of sampled students indicated the unavailability of textbooks for all subjects coupled with inadequate classroom blocks, the students would have a lot of problems in attaining their educational goals. The use of the library as classroom according to the Headmistress affected greatly the knowledge acquisition of students as far as reading and research work were concerned. This supported Amoako’s (1996) report.

To conclude this section, participants were asked to give suggestions on how to improve academic performance in Dzolo Senior High School. The

students on their part suggested that the library should be well furnished and resourced with the appropriate books. Also, the school should make use of labourers in clearing the compound. The teachers suggested that students with very low grades should not be admitted and mass promotion of students to the next class should be avoided in order to encourage students to work hard. Furthermore, the headmistress suggested that the school should be provided with more classrooms so that the library could serve its purpose. She also proposed that parents should do everything possible to pay school fees promptly to enable their wards spend more time in the classroom. She added that parents should ensure that their wards do assignments at home before leaving for school.

Past students proposed that the school should organise remedial classes for students with weak foundations in English Language since most subjects were presented in English Language. They also suggested more stringent punishments to students who flouted school rules and regulations. On the part of the parents, they proposed that school fees should be moderate for them to be able to pay on time. They added that additional classroom blocks should be built to make up for the deficit.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter formed the last part of the research on the factors affecting the academic performance of students of Dzolo Senior High School in the Volta Region. This part looked at the summary of key findings and conclusions of the research work. Also, there would be some recommendations derived from the outcome of the research work.

Summary

Overview of the Study

The descriptive research design was used in conducting this research. The participants for the research included students, teachers, the headmistress, parents and former students of the school. The lottery method of simple random technique was employed to select students. Also, the snowball technique was used to select old students and, purposive sampling technique was used to select parents. Structured interview was administered to the parents and questionnaires had been administered to the other subjects. A careful analysis of data obtained from the participants had helped in coming up with essential findings.

Key Findings

According to the findings of the research students had weak foundations in English Language. Indiscipline on the part of students affected their academic performance. Students for instance had a laissez-faire attitude

towards learning and classroom work. Some of them had the habit of leaving school even before closing time. Even though majority of parents worked in the informal sector of the economy, they gave out their best to see their wards through. It had come to light that the school also lacked a lot of facilities.

Conclusions

It had come out from the study that students' inability to use the English appropriately contributed to their poor academic performance. It was established that most students admitted with very low aggregates usually performed poorly in the end of course examination. This confirmed the saying that if the raw material was not good the end product would also not be good. The finding implies that when students with very low aggregates are admitted to pursue senior high education it adversely affect their academic performance.

In addition, indiscipline on the part of students seriously affected their performance negatively. Acts of indiscipline according to the findings made them lose contact hours since most of them had the habit of leaving school before closing. One other factor that affected the performance of students was their negative attitude towards studies and other classroom related activities. The research established that students usually failed to submit their assignments on time while others failed to make the attempt to do it. It could therefore be concluded that indiscipline on the part of students affected their academic performance negatively.

The research also revealed that the absence of adequate facilities in Dzolo Senior High School was a contributing factor to the students' poor performance. Among the essential facilities missing were a well equipped

library, enough classroom blocks and relevant textbooks. It can therefore be concluded that the absence of adequate facilities contributed to students poor academic performance. Though many parents/guardians were not highly educated, they saw the importance of investing in their wards' education. The research showed that majority of the parents was employed in the informal sector of the economy but ensured that they provided for their wards with the good intent of giving a better future to them. One could therefore deduce that the behaviour of parents/guardians toward the students' education did not contribute to poor academic performance of students.

It was also established in the study that internal supervision was going on as expected in the school. Here the headmistress, teachers and prefects played their respective roles well. However, external supervision by officials from the Municipal Education Office and circuit supervisor was nothing to write home about. Also, some parents failed to ensure that their wards did assignments given them at school in the house. The finding implies that inadequate external supervision contributed to low academic qualification among students.

Recommendations

Based on the findings of the study and the conclusions arrived at, the following recommendations had been made to assist students of Dzolo Senior High School to improve upon their academic performance. The school should organise special English Language classes for students who were admitted with very low grades. The classes should encourage the students to read short story books while they work on their language proficiency. Also, the students

should be motivated to participate actively in the teaching and learning process.

It is also recommended that the school's administration should organise in-service training for teachers to equip them with skills to help weak students. It was believed that this training would sharpen the helping skills of the teachers to deliver their best. The teachers should also inculcate in students the habit of submitting their assignments on time by employing appropriate correctional measures. Furthermore, the administration of the school should liaise with stakeholders like the Parent Teachers Association (PTA) and Non-Governmental Organisations (NGO) rather than government to refurbish the school library to meet the needs of students. Similarly, these entities should be contacted to assist the school to make up for the shortfalls in classroom blocks and textbooks.

Parents and guardians should take genuine interest in the education of their wards by looking at the work they do at school. They should insist on their wards doing their assignments before going to school. Parents and guardians who were less educated should seek assistance from the teachers leaving in the community. Finally, it was recommended that educational authorities in the Ghana Education Service (GES) should pay regular visits to Senior High Schools. This would go a long way to help the GES identify peculiar problems facing the schools.

Suggestions for Further Research

The study was explanatory but there could be other reasons apart from what had been identified and discussed. It had therefore been recommended that further research be conducted to find out whether the study habits of

students could have any impact on students' academic performance in the school. Also, it would be imperative for similar research to be carried out to cover more schools especially in the rural areas in order to holistically resolve the problem of poor performance.

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APPENDICES

APPENDIX A
UNIVERSITY OF CAPE COAST
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL FOUNDATIONS

Questionnaire for Students

Dear Respondents,

This questionnaire is designed to solicit your views on issues relating to academic performance of students in Dzolo Senior High School

PLEASE NOTE: Responses to the questions are meant for academic purposes only and therefore would be treated with confidence. Thank you.

INSTRUCTIONS: Please make a tick (✓) in the boxes ([]) or write answers in the spaces provided.

SECTION A

Personal Data

1. Sex: Male [] Female []
2. Age: From 12 – 14 [] 15 and above []
3. Father's occupation:
Farming [] Trading [] Teaching []
Others (Please specify).....
Mother's occupation:
Farming [] Trading [] Teaching []
Others (Please specify).....
4. Are your parents still together as husband and wife?
Yes [] No [] Somewhat []

5. Who pays your school fees?
 Mother [] Father [] Guardian [] Brother [] Sister []
] Myself []
6. If you care for yourself, how do you get money? Through:
 Petty trading [] Farming [] Weeding for people [] Others
 (Specify).....

SECTION B

Students' Knowledge in English Language

7. Are you able to speak English Language fluently?
 Yes [] No [] Somewhat []
8. Are you familiar with the rules that govern construction of sentences in English Language? Yes [] No [] Somewhat []
9. Can you read and understand passages written in English Language?
 Yes [] No [] Somewhat []
10. Do you understand lessons presented to you in English Language?
 Yes [] No [] Somewhat []

SECTION C

Entry Grades of Students

11. Most students of Dzolo Senior High School entered with very high grades.
 Agree [] Strongly agree [] Disagree [] Strongly disagree []
12. In which range did your entry aggregate fall?
 6 - 9 [] 10 - 14 [] 15 - 19 []

20- 24 [] 25 - 29 [] 30 and above []

13. What was your entry grade in English Language?

1 [] 2 [] 3 [] 4 [] 5 []

]

6 [] 7 [] 8 [] 9 []

SECTION D

Discipline

13. How often do you come to school?

Often [] Very often [] Rarely []

Very rarely []

14. Do you come to school on time?

Yes [] No [] Sometimes []

15. Sometimes you leave the school before closing time.

Agree [] Strongly agree [] Disagree [] Strongly disagree []

16. You sometimes leave the classroom without seeking permission from the teacher when lessons are going on.

True [] Very true [] Not true []

SECTION E

Parents' Behaviour Towards Education

17. My parents do not pay my fees until I am sacked from class before they give me part to pay.

Never true [] True []

Very true []

18. My parents do not visit our school to find out anything about me.

Never true [] True [] Very true []

19. My parents sometimes ask me to help them at the market or farm during school hours.

True [] Very true [] Never true []

SECTION F

Supervision

20. Seniors on duty punish students who violate school rules.

Not true [] True [] Very true []

21. Prep times are supervised by.....

Prefects only [] Teachers only [] Teachers and Prefects []

22. The Headmistress.....goes round to see what is going on in the classrooms.

Never [] Hardly []

Frequently []

23. The Circuit supervisor.....visits our school.

Never [] Hardly [] Frequently []

SECTION G

Student's Attitude Towards Learning

24. Do you always submit your assignments at the appropriate time?

Yes [] No []

25. Do you do all class exercises?

Yes [] No []

26. Do you learn after school?

Sometimes [] Never [] Always []

SECTION H

Facilities in the School

27. Do you have textbooks for all subjects?

Yes [] No []

28. Do you always have access to the school library?

Yes [] No []

29. How can you rate the library?

Good [] Very good [] Poor [] Very poor []

30. The school does not have enough classrooms.

True [] Very true [] Never true []

31. Students do not have enough time to study on their own because they are usually given some pieces of work to do after classes.

True [] Very true [] Somewhat true [] Never true []

32. Do you agree that all subjects are handled by efficient professional teachers?

Agree [] Strongly agree []
Disagree [] Strongly disagree []

33. Suggest two ways by which your academic performance can be improved.

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APPENDIX B

UNIVERSITY OF CAPE COAST

FACULTY OF EDUCATION

DEPARTMENT OF EDUCATIONAL FOUNDATIONS

Questionnaire for Teachers

Dear Respondents,

This questionnaire is designed to solicit your views on issues relating to academic performance of students of Dzolo Senior High School

PLEASE NOTE: Responses to the questions or statements are meant for academic purposes only and therefore would be treated with confidence.

Thank you.

INSTRUCTIONS: Please make a tick (✓) in the boxes ([]) or write answers in the spaces provided.

SECTION A

Demographic Data

1. Sex: Male [] Female []
2. Age: range: 20 – 25 years []
- 26 – 30 []
- 31 – 35 []
- 36 – 40 []
- 41 – 45 []
- 46 – 50 []
- 51 – 55 []
- 56 – 60 []

3. Academic qualification:

Second Degree []

First Degree []

Post Diploma []

Diploma []

4. Present

Rank.....

5. Years of teaching experience.....

SECTION B

Students Knowledge in English Language

	True	Very True	Somewhat True	Not True
6. Students converse with their friends in English Language on campus.				
7. Students' knowledge in English Language is very good.				
8. Student's ability in English Language can have an impact on their academic achievement				

SECTION C

Entry Grades of Students

	Agree	Strongly Agree	Disagree	Strongly Disagree
9. Low entry grades of students is a contributing factor to their low academic performance				
10. Most students entered the school with very low grades.				
11. All students admitted with low grades later improve on their performance.				

SECTION D

Discipline

	Agree	Strongly Agree	Disagree	Strongly Disagree
12. Disciplined students perform better in examinations.				
13. Students who have no regard for school authorities usually fail in their examinations.				
14. Discipline is very important for effective teaching and learning.				

SECTION E

Behaviour of Parents/Guardians

	True	Very True	Somewhat True	Never True
15. Some parents / guardians engage their wards in other activities at the time they should be at school.				
16. Some parents feel even though they did not attain high level of education, they have enough money.				
17. Other parents/guardians find it difficult to provide their wards with their needs.				
18. Some parents do not visit the school to find out anything about their children.				

SECTION F

Supervision

	Often	Very often	Rarely	Very Rarely
19. How often do the students learn on their own when the teacher is absent?				
20. How often does the head go round to see what happens in the classrooms?				
21. How often does the Circuit Supervisor visit your school?				
22. How often do officials from Municipal Education Office visit your School?				

SECTION G
Students' Attitude to Learning

	Agree	Strongly Agree	Disagree	Strongly Disagree
23. Do you agree that your students do not submit their assignments on time?				
24. Some students usually refuse to do class exercises.				
25. Some students do not come for preps.				
26. Students should be motivated to take charge of their own learning.				
27. Disciplinary action is not taken on students who fail or refuse to do class exercises and assignments.				

SECTION H

Facilities

	Agree	Strongly Agree	Disagree	Strongly Disagree
28. The school library is not well furnished.				
29. Classrooms are adequate.				
30. The supply of textbooks for students and reference books for teachers is inadequate.				
31. Instructional hours are sometimes used for other activities.				
32. Students are usually engaged in weeding after classes.				

33. Please suggest three ways by which students' academic performance can be improved.

.....

APPENDIX C
UNIVERSITY OF CAPE COAST
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL FOUNDATIONS
Questionnaire for the Headmistress

Dear Respondents,

This questionnaire is designed to solicit your views on issues relating to academic performance of students of Dzolo Senior High School

PLEASE NOTE: Responses to the questions or statements are meant for academic purposes only and therefore would be treated with confidence.

Thank you.

INSTRUCTIONS: Please make a tick (✓) in the boxes ([]) or write answers in the spaces provided.

SECTION A

Personal Data

1. Age

2. Academic Qualification:

Second Degree [] First Degree [] Post Diploma []

Diploma []

3. Present

Rank.....

.....

4. Number of years spent as the head of the school.....

SECTION B

Students' Knowledge in English Language

5. Do your students always speak Standard English at School?
Yes [] No []
6. What can you say about students' knowledge in English Language?
Good [] Very good [] Excellent []
Unsatisfactory []

SECTION C

Entry Grades of Students

7. What would you say about the entry grades of students?
High [] Low [] Very Low []
8. Do you agree that the end of course aggregates can be determined by the entry grades of students?
Agree [] Strongly agree []
Disagree [] Strongly Disagree []
9. Is it true that some students admitted with low grades later improve upon their performance?
True [] Very true [] Not true []

SECTION D

Discipline

10. How would you rate discipline among your students?
Good [] Very good [] Satisfactory [] Unsatisfactory []
11. Can indiscipline have any effect on academic performance of students?
Yes [] No []

SECTION E

Behaviour of Parents/Guardians

12. Do parents and guardians pay school fees for their wards promptly?

Yes [] No [] Not always []

13. Do they provide their wards with their needs at school?

Yes [] No [] Some provide []

14. How often do parents/guardians visit the school to find out things about their wards?

Often [] Very often [] Rarely []

15. How is the behaviour of parents/guardians towards their wards' education?

Fair [] Good [] Very good [] Not encouraging []

SECTION F

Supervision

16. How often do you supervise the work of your teachers?

Very often [] Often [] Not often []

17. Does the Assistant Head also take part in the supervisory role in the School?

Yes [] No []

18. Does the Circuit Supervisor visit your school?

Hardly [] Never [] If there is a problem []

19. Poor supervision in schools can affect academic performance of students

[] True [] Very true []
[] Somewhat true [] Never true []

SECTION G

Students' Attitude Towards Learning

20. How would you rate your students' punctuality?

Good [] Very good [] Fair []

Unsatisfactory []

21. What would you say about students' attendance?

Good [] Very good [] Fair []

Unsatisfactory []

22. How is the attitude of your students towards learning?

Excellent [] Good [] Fair [] Not

encouraging []

SECTION H

Facilities in the School

23. Does the school have a well equipped library?

Yes [] No []

24. Do you have enough classrooms for core and elective subjects?

Yes [] No []

25. Do you agree that the school has all the necessary textbooks for effective teaching and learning?

Agree [] Do not agree []

26. Are all subjects taught by professional teachers?

Yes [] No []

27. Please suggest three ways of improving students' academic performance

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APPENDIX D
UNIVERSITY OF CAPE COAST
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL FOUNDATIONS
Questionnaires for Past Students

Dear Respondents,

This questionnaire is designed to solicit your views on issues relating to academic performance of students of Dzolo Senior High.

PLEASE NOTE: Responses to the questions or statements are meant for academic purposes only and therefore would be treated with confidence.

Thank you.

INSTRUCTIONS: Please make a tick (✓) in the boxes ([]) or write answers in the spaces provided.

SECTION A

Personal Data

1. Sex: Male [] Female []

2. Age:

3. Who paid your school fees when you were a student of Dzolo Senior High School?
Father [] Mother [] Guardian []
Brother [] Sister [] Myself []

4. If you cared for yourself, how did you get money?
Petty trading [] Farming [] Weeding for people
[]
Others (specify)

SECTION B

Students' Knowledge in English Language

5. Did you understand all lessons presented to you in English Language very well when you were a student of Dzolo Senior High School?
Yes [] No [] Somewhat []
6. How often did you converse with your friends in English Language on campus?
Often [] Very often [] Rarely [] Very rarely []

SECTION C

Entry Grades of Students

7. In which range did your entry aggregate fall?
6 – 9 [] 10 – 14 [] 15 – 19 []
20 – 24 [] 25 – 29 [] 30 and above []
8. What was your entry grade in English Language
1 [] 2 [] 3 [] 4 [] 5 [] 6 [] 7 [] 8 []
9 []
9. In which range did your performance or aggregate at the end of course fall?
6- 9 [] 10 – 14 [] 15- 19 []
20 – 24 [] 25- 29 [] 30 and above []
10. What was your grade in English Language in the final examination?
A1 [] B2 [] B3 [] C4 [] C5 []
C6 [] D7 [] E8 [] F9 []

SECTION D

Discipline

11. Were you regular at school

Yes [] No []

12. You sometimes left school before closing time.

True [] Very true [] Not true [] Somewhat true []

SECTION E

Parents/Guardians' Behaviour Towards Education

13. My parents never visited me at school to find out anything about me.

True [] Never true [] Very true []

14. Sometimes my parents would ask me to take them to the market or

farm during school hours. True [] Never true [] Very true []

15. Your parents/ guardian sometimes failed to provide you with your needs

True [] Very true [] Never true []

SECTION F

Supervision

16. When you were here as a student, prep time were supervised

by..... Prefects only [] Teachers only []
Teachers and prefects []

17. Seniors had the right to punish disobedient students.

True [] Never true [] Very true []

18. The circuit supervisor.....visited the school

Never [] Hardly [] Frequently []

SECTION G

Students' Attitude towards Learning

19. Did you always submit your assignments at the appropriate time when you were here? Yes [] No []
20. Were you going for preps in the evenings?
Always [] Never [] Sometimes []
21. What can you say about the attitude of students towards learning when you were one of them?
Good [] Very good [] Satisfactory [] Unsatisfactory []

SECTION H

Facilities in the School

22. Did you have enough textbooks for all subjects?
Yes [] No []
23. How was the school library?
Poor [] Very poor [] Good [] Very Good []
24. All subjects were taught by qualified teachers.
Not true [] True [] Never true []
25. Suggest two ways by which the academic performance of students of Dzolo Senior High School can be improved.

APPENDIX E
UNIVERSITY OF CAPE COAST
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL FOUNDATIONS
Interview Schedule for Parents/ Guardians

Dear Respondents,

This interview schedule is designed to solicit your views on issues relating to academic performance of students of Dzolo Senior High School

PLEASE NOTE: Responses to the questions or statements are meant for academic purposes only and therefore would be treated with confidence.

Thank you.

SECTION A

Personal Data

1. Sex: Male [] Female []
2. Age:
3. Occupation: Farming [] Teaching [] Trading []
Tailoring []
Others (please specify).....
4. Marital Status:
Married [] Single [] Divorced [] Separated []
Widowed []

SECTION B

Students' Knowledge in English Language

5. Does your ward speak Standard English with his/her school mates in the house?
Yes [] No []
6. How often does he/she speak English?
Not often [] Quite often [] Very often
[]
7. Does he/she read and understand passages written in English Language very well? Yes [] No []

SECTION C

Entry Grades

8. How was the performance of your child in B.E.C.E.
Good [] Very good [] Satisfactory []

SECTION D

Discipline among Students

9. Does your ward attend school regularly?
Yes [] No []
10. Does he/she go to school early?
Yes [] No [] Sometimes []
11. How often does your ward come back from school before closing time? Quite often
[] Very often [] Rarely [] Never []

19. How often do you check that your child is actually learning when he/she is at the desk in the house?

Not often [] Very often [] Never []

SECTION G

Students' Attitude Towards Learning

20. How do you see the attitude of your child towards learning?

Very good [] Satisfactory [] Unsatisfactory []

21. Does your child study on his own in the house?

Yes [] Never [] Sometimes []

22. Does he/she do assignment in the house before leaving for school?

Yes [] No [] Sometime []

SECTION H

Facilities in the School

23. Has the school provided your ward with textbooks for all subjects?

Yes [] No []

24. Is it true that students are sometimes asked to weed the compound

during contact hours? True [] Never true []

Very true []

25. Do you agree that the school has adequate classrooms?

Agree [] Strongly agree [] Disagree []

Strongly disagree []

26. Please if you feel students academic performance is not the best

suggest two ways by which it can be improved.

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