

UNIVERSITY OF CAPE COAST

FACTORS INFLUENCING PRIMARY
SCHOOL ATTENDANCE AND PERFORMANCE IN SELECTED
SCHOOLS AT OFORIKROM SUB METRO IN KUMASI IN THE
ASHANTI REGION

ALIMATU MUSTAPHA DADZIE

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BY

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Dissertation submitted to the Institute for Educational Planning and Administration of the Faculty of Education, University of Cape Coast, in partial fulfilment of the requirements for award of Master of Education Degree in Educational Administration

MAY 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: Alimatu Mustapha Dadzie

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: Dr. Rosemary Bosu

ABSTRACT

This study sought to find out the factors influencing students' attendance and performance in Ayeduase, Kotei, Deduako, Emena and its environs in the Kumasi Metropolis. A descriptive research design was used. Purposive sampling technique was employed in the selecting of the class six pupils and Head Teachers from each sampled school for the study. However, the random sampling technique was used in selecting teachers from each of the sampled schools.

The data was obtained through questionnaires. The findings showed that the factors that affect the pupils' attendance and performance were pupil absenteeism, pupils receiving all kinds of punishment from their class teachers to deter them from absenting themselves from school. The study also found other factors that that influences the performance of the pupils. Among them were pupils who do not understand lessons taught by their class teachers, pupil who do not have anybody to assist them in their homework after school hours, pupils do not have access to supplementary books at home. The results revealed further that there were no existing strategies in the schools to enhance attendance but the schools had existing strategies such as weekly test to improve performance.

It was therefore, recommended that some strategies such as such as counseling of pupils on the importance of school attendance to enhance pupils' school attendance. The study further recommended that teachers should be encouraged to use activity oriented and fascinating techniques to as a means of capturing pupils' attention in class.

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DEDICATION

To my lovely daughter, Nana Ama Afriyie Kyamasi Adjei and my husband

Frank Kyamasi Adjei

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CHAPTER ONE

INTRODUCTION

Background to the Study

The attendance and performance of primary school children is a major concern to nations and their educational institutions. It is a clear indicator for measuring the efficiency of the future leaders of a country. Primary school education provides the essential building blocks to continue to higher levels of education. McWilliam and Kwamena-Poh (1975) stated that the main purpose of education whether formal or informal has been to produce a person who will be a useful member of society. For those who do not continue to higher education it provides the foundation upon which work-related skills are developed. Individuals through relevant education are equipped with the necessary knowledge, skills, competencies and the abilities that increase their capacity to meaningful contribution to the maximum production of goods and services.

Harbison and Mayers (1964) also claimed that the higher the level of educational development of a country, the greater the range of economic development. There is considerable evidence that education has direct impact on various aspects of social, political and economic well being of a country. Herowitz (1960) commenting on the relationship between education and national development also state, that the higher the level of education of the work force, the greater their productivity. This improves the quality of life of

the people of that country. Any country or community that neglects education can never survive in this age of technological advancement. Thus, the review of the skill acquisition process in Ghana will understandably begin by an assessment of the quality of the performance of the primary school education.

Education has been seen as the passing on of knowledge from one generation to the other in order to promote social stability and coherence as a means of passing on values cherished in society and a way of initiating the individual into society. Education is thus viewed as an instrument for promoting and controlling change, for transmitting national values, economic skills and as medium for incorporating into rapidly changing national society typified by pluralism in relation to beliefs and roles and the individuals' attachment to one or many of these. Education again, is the bedrock for the development of a nation (Rogers & Lopez-Calix, 2004). Ghana, like any of the developing and developed countries the world over, is aware of the importance of Education to national development and social advancement.

It is recognized the world over that education is the bedrock of national development. In this regard nations spend large proportions of their resources in the provision of education to their citizens. According to Dr. Christiana Amoako-Nuamah, a minister of Education during the first National Democratic Congress era, the Ghana government devotes 45% of its annual budget to Education, this is in consideration of the importance of education in the country's development. In the 2011 budget, the government pushed over 78.7 million Ghana Cedis into education (Budget Report, 2011). The significance of basic education lies manifestly on the foundation on which further schooling and training for more refined and useful skills could be built

(Ankomah, 2002). The ability to read and write a simple sentence has become very essential in everyday life of today's world. Anyone who is unable to do this is grossly handicapped. There is considerable evidence that education has direct impact on various aspects of social, economic and political well being of a country, in that, it improves the quality of the people to ensure a sound and healthy environment. No nation, society or community can claim to survive in today's world without the contribution of education (Agezo & Christian, 2002). The importance of regular school attendance has been revealed by writers as key issue to standard performance in school.

Statement of the Problem

School attendance is a primary key indicator to better performance in class and examinations. For this reason, the consistent attendance and increase in performance of a child in school dominates the agenda of any academic meeting of the school. Ayeduase, Deduako, Emena and Kotei are four communities within the environs of the Kwame Nkrumah University of Science and Technology, Kumasi. It appears the presence of the university does not serve as a motivational factor but a careful observation reveals poor attendance in schools and hence poor performance.

Various studies have revealed the impact of economic environment on the attendance of primary school children. Agezo and Christian (2002) in a study of the impact of economic environment on primary school attendance estimated that 88% of the pupil absent themselves from school only to engage in economic activities like fishing, fish processing, mending of net bailing of water from canoe and hawking of goods at the fishing harbor. The inference could be drawn that obviously if these children absent themselves from the

classroom lessons, it inadvertently affects their performance in class and examinations. High dropout rates and weak educational performances are seen together with high absenteeism by primary pupils. These conditions suggest that structural, curriculum-related and management-related interventions are needed to radically reform primary school attendance and performance in order to build a solid educational foundation for Ghana. These circumstances therefore create a fertile ground to study the factors influencing primary school attendance and performance in the periphery of Kumasi Metropolis with the spotlight on Ayeduase, Deduako, Kotei and Emena communities.

These communities are situated at the campuses of Kwame Nkrumah University of Science and Technology (KNUST). The location of the schools attracts most parents to seek admission in the schools for their wards. With the university environment one would have expected a high sense of discipline in the school as far as students school attendance and other related issues are concerned. Yet, irregular or poor attendance and poor performance of students is a serious problem faced by these schools (communities). Most of the students come to school and leave school after marking of register, others just roam about in the school aimlessly without doing anything.

There are yet a number of them who absent themselves without written permission from their parents. Others are also occasionally school attenders; they come to school during sports, festivals either to watch or be part of the athletes. Disciplinary measures such as taking canes, suspension, calling of parents to schools, working on grounds and others have been taken by the school in order to do away with the irregular attendance (personal communication, Headmistress, Emena Primary School, February, 2011).

Despite all these measures to correct the attendance problem in the school, students keep on staying away from school without any apparent reason.

The School Administration, Parent Teacher Association (PTA) and the teachers do their supervision in order to stop these attitudes of the students, yet there is the problem of irregular attendance and poor performance.

Purpose of the Study

The purpose of the study is to find out the factors affecting or influencing students' attendance and performance in Ayeduase, Kotei, Deduako, Emena and its environs in the Oforikrom Sub Metro in the Kumasi Metropolis.

Research Questions

1. What are the main factors that influence pupil's attendance in selected schools in Oforikrom sub-metro in the Ashanti Region of Ghana ?
2. What are the main factors that influence pupil performance in selected schools in Oforikrom sub-metro in the Ashanti Region of Ghana?
3. What strategies exist in schools to address low attendance by pupils in selected schools in Oforikrom sub-metro in the Ashanti Region of Ghana ?
4. What strategies exist in the schools to improve pupil's performance in selected schools in Oforikrom sub-metro in the Ashanti Region of Ghana?

Significance of the Study

This study is first directed to the teachers in these communities (Kotei, Deduako, Emena, Ayeduase) to become aware of their activities in the school

that can cause students irregular attendance and also to make the students aware of the harm they do to their future as well as the nation as a whole.

The study will provide beneficial information to Policy Makers, Parents and Heads of All Educational Institution to know the importance of improving students' attendance. The Government of Ghana contributes so much to education irrespective of the level without gaining profit immediately. Much attention must therefore, be given to children at the basic level so that so much resources are not wasted as a result of students poor attendance and performance, which results to dropping out of school.

Delimitation of the Study

Geographically, the study is limited to Ayeduase RC Primary School, Deduako MA Primary School, Emena LA Primary School and Kotei RC Primary School all within the Kumasi Metropolis. In content, it looks at the influential factors militating against school attendance and performance of pupils.

Limitations of the Study

It may be quite difficult for some teachers to co-operate fully with the researcher especially with issues that are related to them while some students may also not be willing to provide the correct information for various reasons. These fears would be allayed by assuring both parties of the confidentiality and that it is only a piece of enquiry on pupils' attendance and performance in the interest of the school. One other limitation was the use of the four schools as the case study is that, with emphasis on an in-depth examination of one or a few instances of the phenomenon, it is inherently difficult to generalize up from the case studies to a wider population. Also the possibility that the

respondents will confer from each other in administering the questionnaire there by affecting the quality of information provided. However, it is hoped that the sample that the researcher intends to use would be true representation of the target population.

Definition of Terms

Technical terms have been defined in the text because its understanding is much subservient to the comprehension of the study.

Primary School	An institution in which children receive the first stage of compulsory education.
School Attendance	The frequency of a pupils' punctuality in school pegged over 80%

Organization of the Rest of the Study

The study is organized into four chapters. The Chapter Two deals with the review of related literature. In this vein, it reviews other scholarly writings on the subject matter. This helps the researcher to compare and contrast the findings with other authors. It also ensures that the researcher is not “reinventing the wheel” and convinces my readers that the proposed research will make a significant and substantial contribution to the literature (i.e., resolving an important theoretical issue or filling a major gap in the literature).

The chapter also indicates the researcher's ability to integrate and synthesize the existing literature, provides new theoretical insights or develops a new model as the conceptual framework for the research and gives credits to those who have laid the groundwork for the research.

Chapter Three is devoted to the methodology used in divulging data from respondents. It lays bare the population of the study, the sampling technique, data collection instrument and the data analysis plan.

The fourth chapter presents the findings of the study and critically analyse, interprets and discusses the findings. The chapter five summarises the salient point raised in the entire study. Upon the findings revealed by the study, the study draws conclusions and offers beneficial recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The review of related literature is devoted to the key theories, concepts and ideas in education with much attention on primary school attendance and performance in school. The chapter presents the origins and definitions of education and the major issues and debates of the structure and organization of education. The sub-topics presented include: the primary education system, Effectiveness of Educational Institution, Factors Influencing Primary School Attendance and performance, school attendance and performance, school/teachers/pupils attendance in class and performance, strategies to improve students' performance and finally summary of all writings.

Primary Education System in Ghana

Though the Government of Ghana has recognized the importance of education since her independence in 1957 and has directed efforts at providing it equitably for all her citizens, the level of participation and retention especially in the semi-urban and rural areas is of great concern to the public.

Poor performance and low attendance of school by primary pupils are major concern for school authorities. Various studies by Agezo and Christian (2000), Adedeji and Owoeye (2002) have revealed that the absence of pupils/students from school is a major cause of underachievement in class. A careful observation reveals that children who are actively involved in

economic activities such as hawking, selling of water, sale of communication cards in mentioning a few do not have credible attendance record and obviously this affect their performance in class (Asiedu Akrofi, 1978).

A (1968) report of the Ministry of Education intimated that gross inadequacy of teachers in some places of the country contributes to factors influencing poor attendance in schools. In addition, insufficiency of some school infrastructure such as classrooms, sanitary facilities, in some places in the country, unfavourable socio-economic and cultural factors, geographically hard to reach areas, hard to reach children and low enrolment of children with disabilities are among factors that influence poor attendance and obviously performances in the classroom. These challenges call for special approaches if Universal Primary Completion (UPC) is to be achieved.

There is, therefore, the need to adopt a programme that is flexible and adaptive and can reach large numbers of children in hard to reach areas as well as children living in underserved areas. Complementary education programmes can better serve the most disadvantaged and/or remote areas. Evidence from a number of developing countries such as Tanzania, Uganda, Malawi, Bangladesh, Ethiopia as well as some pilot projects in Ghana show that complementary basic education can be used to address a number of problems in education as well as reach children who would otherwise not be reached by the formal system. A complementary education programme appears able to supplement efforts made through the formal school system. In order to attain a fruitful programme, however, it will require strong government commitment, strategic vision and policy framework, effective

partnerships, and reallocation of existing resources or mobilization of additional resources.

The average number of years of formal schooling of Ghanaians has improved in the period since independence. Information obtained from the government of Ghana (1968) revealed that the increase in average years of education from older to younger generations occurs for both men and women even though women still lag behind men. The education policies, trends in the economy and changes in circumstances of households can explain the developments that have occurred over the last five or so decades. Tuition-free primary and middle school education was introduced in 1952. Yet, after this introduction, the primary school attendance still did not record a desired improvement in the peripherals of the big cities and towns (Ministry of education Ghana 1968).

The Education Act of 1961 declared primary education to be compulsory and a parent not sending the child to school was liable to a fine. The Act also made provision for the establishment of private educational institutions. The Act outlined the responsibilities of central and local governments regarding the financing of education. Central government was to be responsible for teachers' salaries. The building, equipment and maintenance of all public primary and middle schools were made the responsibility of the local authorities. In 1963 the school textbooks scheme was introduced, pupils were required to pay a token fee. The effect of the Education Act on enrolment was dramatic. Enrolment in public primary and secondary schools more than doubled between 1960/61 and 1964/65. This period saw the fastest increase in school enrolment in the country's post-

independence history. It could be understood that it the radical effort of the education service before an increment in enrolment into the primary school was achieved despite the tuition-free policy introduced in 1952. It could be a clear indication of some factors influencing the poor attendance at primary schools or is it the value of being educated that has not been understood?(Nisbet 1977).

However, the introduction of tuition-free yielded some results. Children long past the normal school entry age of 6 entered primary school in response to the policy of tuition free primary education and children who had dropped out of school were able to re-enter at the point where they had left. The numbers enrolled in primary one more than doubled between 1960/61 and 1961/62. There was a rapid increase in the proportion of girls in primary school between 1960/61 and 1964/65. The proportion of girls in middle and secondary school also increased but the rise was not as rapid as in primary school (Drucker 1993).

The rapid expansion in enrolment rates was not maintained and a decline in actual numbers enrolled in primary school began in the 1965/66 academic year until 1972/73 when they began to rise again. Enrolments in primary one declined in 1964. The decline in enrolment rates has been attributed to the reversal to normal trends after the surge in enrolments when the policy of tuition free primary education was introduced. The introduction of textbook fees and growing unemployment amongst middle school leavers may also explain the drop in enrolment rates during this period. The gross enrolment rate (GER) in 1970 was estimated at 62% at the primary school level. The GER continued to increase during the 1970s so that by 1980 it stood

at 80%. There was a rapid increase in the establishment of school facilities to absorb the increase in enrolments (Bell 2004).

Ministry of Education (1968) reports the number of public primary schools increased from 3514 in 1960/61 to 6884 in 1962/63 and to 8144 in 1965/66. Many of these, however, were makeshift. By 1966/67 the numbers of teachers were estimated to have declined to 28% of the teaching staff in primary schools. In the seven-year plan special emphasis was placed on the expansion of secondary and technical schools to provide the necessary manpower to supply the needs of a modern economy. Although there was an increase in the numbers enrolled in school and in the gross enrolment rate there was a concern about the quality of the output of the education sector. To the present researcher, one major factor influencing primary school attendance and a turning effect on performance has been the makeshift system. Many of the pupils play a fast one on their uneducated parents about their shift system. They take advantage of the shift system and answer they have finished their shift when asked in the afternoon. If asked in the morning, the answer is I am waiting for the afternoon shift. Those in the afternoon shift also may have participated in some economic activities, hence, the weak participation in class activities.

The rapid expansion of enrolment in a very short period of time was thus, to some extent, at the expense of the quality of education. Quality was compromised because there was inadequate supply of critical inputs to support the increase in enrolments. The supply of trained teachers could not keep up with the expansion in enrolments and schools. To meet the demand for teachers, untrained teachers were added to the staff. In 1962 trained teachers

made up 52% of the teaching staff in primary schools and middle schools. There was an increase in the supply of trained teachers in primary schools thereafter so that in 1969/70 their share had risen to 49%. A similar problem existed in the secondary school system although it was not as severe as at the primary level. There was a small drop in the share of graduate teachers in the secondary schools from 57 percent of the teaching staff in 1961/62 to 54.3 percent in 1969/70 (Montes 2009).

The education sector entered a crisis phase in the 1980s with the GER declining to about 70 percent in 1986. The sector suffered from a decline in the supply of teachers as teachers left the sector and country to find more remunerative employment elsewhere. There were shortfalls in the supply of learning and teaching materials and a failure to maintain the physical infrastructure in schools. Real per capita incomes had been falling in the late 1970s and early 1980s and as households faced hardship, a response was to withdraw children from school (Cambridge conference of education report 1952).

The 1970 UNESCO report on education in Ghana stated emphatically that “Generally Ghana’s education services are not producing the kinds of quality manpower needed by the economy. The educational system is not providing an adequate base in English and Mathematics and offers little exposure to practical work”. The report revealed that the leading challenge is the poor quality of basic education in primary and middle schools, especially in the main educational language. The inference could be drawn from the various statements the absence of quality basic education, the pedestal on

which the one can build his/her academic dreams, then the future of the nation is in jeopardy.

The Ministry Of Education Science and Sports Preliminary Education Sector Performance Report (2008) indicates that the number of primary schools has increased from 16,903 in 2006/07 to 17,315 in 2007/08. Enrolment in primary School has also been increasing. The Gross Enrolment rate has been increasing steadily since 2003/04. The primary Gross Enrolment rate is now 95.2%.

However there is no doubt to say that the pace of increase must speed up if Ghana is to reach the goal of Universal Basic Competition. Also in 2007/08 the completion rate reached 88 percent. If universal primary completion rate will now have to grow at a rate of three percent point per year, making the target for 2008/09 91 percent. The completion rate for girls is consistently lower than that of boys. However the group is also decreasing (Denzin & Lincoln 2000).

Effectiveness of Educational Institution

An organisation such as educational institution must be effective to gear towards high performance and goals. Ankomah (2002) describes three perspectives of effectiveness. These are Individual effectiveness, Group effectiveness and organisational effectiveness. Individual effectiveness has to do with specific members of the organisation with ability, skills, knowledge, attitude, motivation and stress of the individual members being the factors. Group effectiveness looks at the sum of the contributions with concern given to cohesiveness, structure, leadership, status, roles and norms whiles

organisational effectiveness considers both the individual and the group effectiveness.

However, organisational effectiveness can be looked at from three main approaches. These are the goal approach, the systems theory approach, and the stakeholders approach. The goal approach emphasizes that an organisation exists for the purpose of accomplishing some goals. The goal accomplishment is therefore used as a yardstick to measure effectiveness. With the system theory approach, the organisation exists as a system that is the basis for describing the internal and external behaviours of the organisation. Members of the organisation perform their individual and group tasks because externally, the transaction that exists between the organisation and other organisations and institutions are assessed. With the stakeholder approach, emphasis is on the satisfaction of all the individuals and groups who have a stake in the organisation, including the students, parents and the community (Ankomah, 2002).

In describing the cultural elements of an effective school, four major expectations are observed - striving for excellence; teachers adopting the attitude that all students are capable of achieving irrespective of past performance; staff striving to improve themselves by helping each other; and, teachers and students being well- disciplined to contribute to a safe and an orderly environment where teachers are held responsible for all students (Ankomah, 2002). Quality education, according to Ankomah (2002), therefore implies good teaching, adequate materials and facilities for effective teaching, and a congenial atmosphere for education. Furthermore, the effective school

has a strong leadership with heads being firm and purposeful, willing to delegate tasks and involving teachers in decision-making.

Effective schools are said to have attractive and orderly environments which encourage self-control and a clear focus on teaching and learning as a primary goal. Students' performance and behaviour receive a positive reinforcement with feedback and clear rules of behaviour that stimulate and improve students' outcomes. Thus in such schools, there is continuous monitoring of students' progress and academic results are used to inform planning and teaching (Ankomah, 2002).

Atakpa and Ankomah (1998) also report that an effective school has a strong PTA system, and parents are encouraged to be involved in promoting student learning and achievement. Communities, teachers, administrators and students continue to be learners towards improvement in an effective school (Ankomah, 2002). Also the process of education which consists of teaching and learning must be considered as a contributing factor to achieving school effectiveness.

Factors Influencing Primary School Attendance and Performance

The World Bank Report (2000) states that in the rural areas in Africa, most of the schools have dilapidated buildings and the school chairs, tables and desks are either missing or broken. They do not have good sanitation facilities. The report disclosed that the lack of maintenance culture has resulted in poor state of the facilities and this discourages pupil attendance. Most selected schools at the Oforikrom sub-metro have uncompleted and poor structures that even when the pupils attend school, little can be learnt and

during rainy days classes have to be discontinued because of the bad nature of the roofs which causes the leaking of the roofs of their classrooms.

The way and manner in which school activities are structured causes boredom which therefore can affect the attendance of school going children (Farrant, 1988). I argue that other activities such as authoritarian methods in school, school phobia, bullying by other pupils and others also affect school attendance of children. He added also that some parents/guardians withdraw their children from school and make them go to work. My assertion is true to a large extent taking into consideration some “military” the child is taken through at school all in the name of discipline.

In the same line of discussion, Asiedu-Akrofi (1978) holds the view that, in the big towns and cities in Ghana, school children find it very easy in skipping school thus playing truancy. These children leave home with the pretence of going to school but would reach the school and would be found somewhere doing their own things while others may get to the school but will vanish after few hours stay. Asiedu-Akrofi furthermore asserts that some of these children play the pranks because they do not find the teachers lessons interesting or they have some friends who are able to entice them to more exciting activities on their way to school. Asiedu-Akrofi continued that some children stay away from school when they have cause to believe that neither the teacher nor the class accepts them; therefore pupils who do not respond to the teacher’s approach of teaching easily gets bored and find other things more interesting and rewarding. In sum, persistent truancy causes low school attendance and therefore causing poor performance. Other researchers shares expression with Asiedu-Akrofi (1978) that indeed persistent truancy obviously

causes low performance in class but beg to differ from the notion that the teachers lessons being boring is the main factor influencing the poor attendance in class. However, the researcher agrees to the notion that they are carried away by some mouthwatering activities outside academic activities.

Lockhead and Verspoor (1991) reports that in developing countries, the basic elements of an orderly school environment are frequently missing; hence students and teachers are frequently missing. Quaigrain (1988) argues along the same line that children who go to school are considered less of an asset than those who go out for fishing. Most parents who are either fishermen or fishmongers encourage their children to help them in their fishing activities instead of going to school (Quaigrain, 1988). The boys become members of the fishing crew and the girls help in the selling and preservation of fishes.

These parents tell their children that by helping them in this way they help in keeping the family in good shape in that they help the family to get enough income in preserving the family and saving them from shame instead of attending school.

In the Ghanaian traditional form of education, the tendency of children taking up the occupation of their parents is very great, as they are introduced to it at an early state of their life. This tendency still holds in the both rural and urban communities where parents are involved in informal sectors of the economy especially where poverty is high and children's contribution to family income is of paramount importance. Twumasi and Assimeng (1987) also share the sentiment low school attendance that child labour is very necessary for the survival of poor families and this has negative effect on the school attendance of children. I cannot agree more with the various writers, in

that, the issue of child labour is very rare in the areas where the people are predominantly farmers. In some instances, the child may attend some alright, when upon hearing the shout of his/her parents has to vacate class activities and join the parents on the farm.

Zaney (2010) reported in the Ghanaian Daily Graphic that sexual exploitation in schools needs attention since school children and talented young girls are silently drifting from sports and school due to sexual harassment. Sexual exploitation and abuse involves treating a child as asexual and commercial object by an adult. In school environment, sexual exploitation entails extracting sexual favours in exchange for good grades and other benefits such as non-payment of school fees, reduced school fees and materials. The writer calls for effective legal framework to render all sexual relationships between teachers and students illegal and a strict enforcement of existing laws. Although the writer did not link sexual exploitation as a contributing factor that affects school attendance, it is evidently clear that that habit and shameful affairs would obviously lead to poor attendance and appealing performance.

Ravallion and Wodon's (2000) study conducted in Bangladesh concluded that child labour and school enrolment were not mutually exclusive. In a study by Boozer and Suri (2001) on Ghana, it was found that an hour of child labour decreases school attendance by 0.38 hours. Psacharopoulos (1997) found that a child working reduces his/her educational attainment by about 2 years of schooling. Similarly, Levy (1985) and Rosenzweig and Evenson (1977) reported that child labour markets lower school enrolment and attendance and also the social status and educational level of parents influence

school attendance. Geographical location of school, students' attitude towards school and subjects, inadequate supervision of students' activities by teachers and parents and poor teaching methods, lack of facilities affects students' school attendance (Oghuvbu, 1998 & Alio, 2003). Some identified factors include poor instructional quality, students' negative attitude to school, overcrowded classrooms and poor facilities in schools (Oghuvbu 1998, 2000 & 2003). The amount of family income or household resources allocated to children and the timing of their distribution ultimately affects the schooling attainments of children (Haveman & Wolfe, 1995).

School Attendance and Performance

The success completion of a primary school is measured by the performance. However, a good performance in class also rests manifestly on the attendance of the pupil. In the study carried out in Bangladesh on school attendance, (Cain 1977) observes that children are engaged at the age of six years at tasks that do not require physical maturity such as gathering fuel, fetching water and caring for the younger children. He further states that boys whose ages range between 8 and 10 years assume the responsibility for herding cattle and fishing; at the age of eleven years they begin agricultural work and by the age of 14 years they are capable of doing adult work. Cain concludes that the parents do that to sustain economic life but it makes the children experience low school attendance.

Horn (1977), King (1981) and Twumasi and Assimeng (1987) share similar sentiments on low/poor school attendance of children. They hold the view that the child labour is very necessary for the survival of poor families and this has negative effect on the school attendant of children. Quagrains

(1988) conducted a study at Otum in the central region of Ghana and states that children who go to school are considered less of an asset than those who go out to fish. He concludes that most parents who are either fishermen or fishmongers encourage their children to help them in their fishing activities instead of attending school. The boys join the fishing crew while the young girls help in carrying, selling and preservation of fish in order to supplement the family income instead of attending school.

In the traditional form of education, the tendency of children taking up the occupation of their parents is very great, as they are introduced to it at an early state of their life. This tendency still holds in both urban and rural communities where parents are involved in informal sectors of the economy especially where poverty is high and children's contribution to family income is of paramount importance. Galloway (1982) adds that the economic activity of a place has an influence on school attendance and this is very worrying to school administrators, politicians, and the society.

An observation made in 1999 by the researchers in some major commercial and industrial towns like Accra, Tema, Kumasi, Tamale, Takoradi, Akatsi and Techiman all in Ghana shows that some children get involved in hawking of goods, pushing of carts and loading and unloading of goods at lorry stations just to earn some money to support themselves as some parents are too poor to provide adequate food for them. This situation is not different from what pertains in gold producing areas like Obuasi, Konongo, Tarkwa where children of school-going age abandon school and engage in illegal gold mining popularly referred to as "galamsey".

Although considerable evidence has been collected on increasing rates of student enrolment in schools across the world, most education systems in developing countries do not collect or analyse attendance data on a consistent basis. In the absence of reliable data, there is little definitive information. However, periodic studies and anecdotal observations in many countries show that ‘enrolled’ students are frequently not in school.

Although student absenteeism has been consistently identified by educators as a major concern since the 1940s, limited research is available on its extent, causes, and impact on learning. Many factors can lead to student absenteeism. Family health or financial concerns, poor school environment, drug and alcohol use, transportation problems, and differing community attitudes towards education are all conditions that can affect whether a child is attending school (Mervilde, 1981).

A study of eight schools in Bangladesh found that daily student attendance ranged from four per cent to 67 per cent, with about half of children regularly attending classes, 20 per cent with excessive absences, and another 30 per cent with absences frequent enough to cause concern about their achievement (BEPS, 2004). A study by Wright (1976) explored the relationship between attendance and school factors, and found that as school size increased so did the absence rate. In addition, it concluded that schools with lower teacher–student ratios had lower absence rates. A study of one school in the US concluded that, although student absenteeism was a problem, the organization of school was not designed to help eliminate it (Duke & Mackel, 1980). The responsibility for enforcing the attendance policy was passed back and forth between stakeholders with no one prepared to take

direct responsibility. Moreover, the system of rewards and sanctions for teachers for enforcing the attendance policy was not effective, and students did not have an effective system of rewards or sanctions that encouraged regular school attendance (Duke & Mackel, 1980). A study by Washington (1973) of student absenteeism in an American urban high school concluded that most student absences were the result of academic weakness, followed by personal psychological problems and employment outside school.

A study by the Academy for Educational Development concluded that approaches to addressing student attendance must start with using attendance as a management tool, and in understanding the underlying causes of absenteeism. Strategies can include scholarships, food programmes, school–parent activism to assure attendance, and systems of accountability (AED, 2006).

School Teachers/Pupils Attendance in Class and Performance

Limited research is available on the extent, causes, and impact of teacher absenteeism on student learning, especially in developing countries where information systems are not sufficiently strong to collect, analyse and report on daily attendance. However, the lack of definitive research is somewhat counterbalanced by widespread recognition that teacher absenteeism is a serious problem, particularly in rural areas.

A study of six developing countries-Bangladesh, Ecuador, India, Indonesia, Peru, and Uganda-found that on average 19 per cent of teachers were absent on any given day. Across the countries surveyed, absence rates were higher in poorer regions, and in schools with poor infrastructure and no recent school inspections. Analysis also indicated that absences are not

concentrated in a few repeat offenders, but are fairly widespread (Chaudhury, Hammer, Kremer, Muralidharan, & Rogers, 2005).

Normal reasons for absenteeism include family problems, health, pregnancy, or emergency leave. Other causes included teacher training courses that take teachers out of classrooms without providing substitutes, assignments requiring travel, travel to collect salary, and educational leave (Rogers & Lopez-Calix, 2004).

In South Asia, only four per cent of absences were attributed to official non-education-related duties. Unauthorized absences, including leaving early or arriving late, accounted for 30 to 50% of all absences (Chaudhury et al., 2005). Strategies for addressing teacher absenteeism are varied, but must start by identifying the issue as a critical management concern. In Nicaragua, parental involvement and administrative autonomy positively influenced teacher attendance, especially in poor, rural areas (King & Ozler, 2001). Similarly, a national survey of teacher absence in Uganda showed that increased monitoring by district officials and proximity to a district education office positively influenced teacher attendance (Habyarimana, 2004). Chaudhury et al. (2006) found that teachers who were required to seek permission directly from the principal for their absence were less likely to be absent than teachers who reported indirectly. The study by Habyarimana (2004) found that teachers with additional training after their pre-service programmes were less likely to be absent, and that lower student-teacher ratios were associated with lower teacher absence rates. Research has also shown that the rate of teacher absenteeism drops when incentive schemes such as buy-backs of unused sick and other personal leave and salary cuts for

unauthorized absences are introduced (Boyer, 1994). Boyer also claimed that bonuses or rewards for exceptional attendance can reduce teacher absences.

Studies show that higher attendance is related to higher achievement for students of all backgrounds (Epstein & Sheldon, 2002). A study by the U.S. Department of Education conducted in 2005 on Asian/Pacific Islander students in Grades 4 and 8 concluded students who attend school regularly score higher on achievement tests than their peers who are frequently absent (U.S. Department of Education, 2006). Furthermore, a study in Guatemala of promotion from Grade 1 to Grade 2 found that children who had to repeat Grade 1 were present only about two-thirds of the time, whereas children promoted to Grade 2 had been present for over 80% of the time (Chesterfield, 2005).

Strategies to Improve Students' Performance

Students' academic performance is critical to any educational intervention. It is therefore the hope that students' academic performance would improve at all times. The section looks at some the ways to improve students' performance.

One of the ways to improve students' performance is the use of recommended books. For instance Adedeji and Owoeye (2002) found that there is a significant relationship between the use of recommended textbooks, and academic performance of pupils. According to Adedeji and Owoeye "the availability of physical and material resources are very important for the success of any worthwhile educational endeavour" (p. 38). The findings of Adedeji and Owoeye made it clear that resources such as classrooms, furniture as well as teaching and learning materials (TLMs) were critical to educational

achievements if they are available and in their right quantities and qualities. They concluded that the major contributing factor to improved academic performance is the facilities the school have.

Eshiet (1987) also came out with his findings which confirmed earlier finding that, adequate provision of instructional resources could be the live wire to positive performance in science related subjects. In a related research Opare (1999) also concluded that the provision of the needed human and material resources went a long way to enhance academic performance. He did his study by comparing the performance of public and private basic schools. One of his findings was that the schools which were well equipped in terms of resources did better than those which did not have the necessary resources for teaching and learning. Similarly, Atakpa and Ankomah (1998) effective teaching and learning greatly lied on the competence of its human resources as well as material resources which were needed for the impartation of knowledge.

Supervision has emerged as one of the ways to improve performance. In the view of Atakpa and Ankomah (1998) also said supervision is a means of ensuring that teaching and learning is improved. Hence the teaching and learning process required effective school management to provide the required conditions for quality student achievement and performance. The supervision process was regarded by Glickman (1990) as the link between a person and the attainment of organizational goals. Supervision was seen as an activity which consists of many activities leading to the improvement of instructions, good morals and improvement of human relation as well as curriculum development (Wiles 1967). Eye and Netzer (1971) saw supervision as a task

of administration which dealt with assessment and achievement of the appropriate selected instructions aimed at educational objectives. This makes Buton and, Bruekner's (1955) contention that administration and supervision are inseparable reliable.

Another strategy to improve students' performance is effective use of instructional time. Punctuality to class and the presence of both teachers and pupils in the class each day would contribute positively to the use of instructional time. When teachers and students are always present in class, lessons would go on smoothly and progressively, because there would not be the need to dwell so much on already taught lessons because of absenteeism on the part of students. Teachers must be punctual to class and students should also make it an obligation to return from assemblies, breaks, and any other co-curricular activities promptly in order to fully, utilize instructional time (Owusu-Ansah, 2004).

Summary

This chapter has synthesis the submissions of other writers in order to form a clearer picture of the research problem of the study. The chapter has laid bare the fact that there are several factors militating against primary school attendance and performance. The review exercise has revealed that the economic environment in which the schools are located and also the environment in which the pupils reside also contribute to their school attendance and performance. The discussion in this chapter also revealed that gross inadequacy of teachers in some places of the country contributes to factors influencing poor attendance in schools. In addition, insufficiency of some school infrastructure (classrooms, sanitary facilities, etc) in some places

in the country, unfavourable socio-economic and cultural factors, geographically hard to reach areas, hard to reach children and low enrolment of children with disabilities are among factors that influence poor attendance and obviously performances in the classroom. These challenges therefore call for special approaches if Universal Primary Completion (UPC) is to be achieved.

Although student absenteeism has been consistently identified by educators as a major concern since the 1940s, the review exercise revealed that limited research is available on its extent, causes, and impact on learning. Among the numerous factors laid bare were family health or financial concerns, poor school environment, drug and alcohol use, transportation problems, and differing community attitudes towards education are all conditions that is affecting pupils school attendance.

The success completion of a primary school is measured by the performance. However, a good performance in class also rests manifestly on the attendance of the pupil. Various writers intimated that when children are engaged at the age of six years at tasks that do require physical maturity such as gathering fuel, fetching water and caring for the younger children and ages range between 8 and 10 years assume the responsibility for herding cattle and fishing; at the age of eleven years they begin agricultural work and by the age of 14 years they are capable of doing adult work. The writers conclude that the parents do that to sustain economic life but it makes the children experience low school attendance.

Horn (1977), King (1981) and Twumasi (1987) shared similar sentiments on low/poor school attendance of children. They hold the view that

the child labour is very necessary for the survival of poor families and this has negative effect on the school attendant of children. Quaigrain (1988) conducted a study at Otum in the central region of Ghana and states that children who go to school are considered less of an asset than those who go out to fish.

The writer concludes that most parents who are either fishermen or fishmongers encourage their children to help them in their fishing activities instead of attending school. The boys join the fishing crew while the young girls help in carrying, selling and preservation of fish in order to supplement the family income instead of attending school. In short, the children are used as economic assets whilst putting their education into jeopardy.

CHAPTER THREE

METHODOLOGY

This chapter presents the methodology used in the study. It deals with the various techniques employed to gather the necessary data in order to contribute effectively to the evaluation of knowledge on the factors influencing attendance and performance of primary school children. The chapter discusses the research design, the population, the sample and sampling procedure, data collection instrument and the data analysis procedure.

Research Design

The research design allows the researcher to meet the purpose of the research. Thus, the research design refers to the overall plan employed by the researcher to obtain answers to the research questions and for testing the hypotheses formulated (Agyedu, Donkor & Obeng, 2007). The descriptive survey design was used for the study. The descriptive design was used because the study aims at finding out factors that influence primary school pupils' attendance and performance in some selected communities of the Oforikrom sub-metro. Anderson (1990) recommended that the descriptive survey is appropriate where the research attempts to reach the sample of the desired group and collect detailed data from respondents. The descriptive survey attempts to generalize from a sample to the population so that inferences can be made about some characteristics, attitudes, or behaviour of a population

(Babbie, 1990). Since the study will primarily focus on the description of the factors influencing primary school attendance and performance in periphery of the Oforikrom Metropolis, the research problem will best answered by a descriptive survey. This involves the systematic collection and presentation of data to give a clear picture of the problem being under study.

Descriptive survey gathers data at a particular point in time with the intention of describing the nature of existing conditions or identifying standards against which existing condition can be compared or determining the relationship that exist between specific events. In view of this, the researcher decided to use the descriptive survey design because taking the purpose of the study into consideration, it was the most appropriate design that could lead to the drawing of meaningful conclusions of factors influencing primary school pupils attendance and performance of the study area.

Study Area

The study was conducted in one of the numerous sub-metros in Kumasi Metropolitan Assembly called oforikrom sub-metro. It is within this sub-metro that Kwame Nkrumah University of Science and Technology is situated. This sub-metro has thirty-five primary schools located within its environs. The total enrolment of the thirty-five primary schools stands at 14,000 as at 2011/2012 academic year. Also, there are a total of 245 teaching staff and 35 head teachers within the primary schools in Oforikrom sub-metro.

Population

According to Fox (1969), the population, the universe, the accepted sample and the data-producing sample are the stages or the elements in the sampling process. In his view, universe stands for all possible respondents or

measures of a certain kind. The population will be all the primary schools within the environs of Kwame Nkrumah University of Science and Technology (KNUST). There are four communities within the environs of KNUST. Each community has a primary school.

The four primary schools are Ayeduase RC, Kotei, Deduako MA and Emena primary. The schools were double streams as a result each school has twelve teachers and four head teachers.

Table1: Distribution of the Population for the Study

Name of School	Head teacher	Teachers
Ayeduase LA Primary	1	12
Deduako MA Primary	1	12
Emena LA Primary	1	12
Kotei MA Primary	1	12
Total	4	48

Source: Field Data, 2012

These schools were selected because they are located within the environs of the Kwame Nkrumah University of Science and Technology and that one may expect their performance to be good but instead it is very low. Table 1 shows the population distribution of the study.

Sample and Sampling Procedure

The sample for the study includes all the head teachers from each of the four schools, fifty percent of the teachers from each of the school and all the class six pupils from each of the primary school. The head teachers were included because of their role in the school. The teachers were selected randomly using the school's register and the class six pupils were purposively

selected for the study. The class six pupils were included because they might have attended school long enough to understand and also answer the questionnaire. Therefore, the total sample for study is 278. Table 2 shows the distribution of the sample for the study.

Table 2: Distribution of Sample for the Study

Name of School	Head teacher	Teachers	Pupils
Ayeduase LA Primary	1	6	63
Deduako MA Primary	1	6	63
Emena LA Primary	1	6	61
Kotei MA Primary	1	6	63
Total	4	24	250

Source: Field Data, 2012

Data Collection Instruments

The data collection instruments used was questionnaire. This instrument was used so as to obtain representative views from all categories of respondents. Copies of questionnaire were designed capable of divulging the necessary data from the respondents. The questionnaire was validated by the supervisor and other authorities knowledgeable in the research method. The validation was to make the questionnaire free of mistakes and superfluous questions.

The questionnaire had items that were open and closed ended. This means that the respondents were given the opportunity to also express the views as well as given specific required answers. Since the nature of the study required data from Head-teachers, teachers and pupils the questionnaire was designed in three parts: one for the head teachers and the teachers. In the case

of the pupils, the questionnaire was read out to the pupils to enable them understand the task required. The questionnaire was designed in four different sections addressing each of the study's research questions. The questionnaire for the pupils addressed the first research question on the main factors affecting pupil's attendance. The questionnaire for the teachers had 3 sections. Section A demanded the profile of the respondents whilst Section B also seeks answers on the main factors affecting/influencing school attendance. Section C sought answers on Strategies to improve on pupils' performance. The questionnaire was pretested at Weweso M/A school. Participating pretests was used and the respondents were made to note that, the pretest is a practice run; rather than asking the respondents to simply fill out the questionnaire, participating pretests will allow the researcher to ask the respondents to explain reactions to question form, wording and order. This kind of pretest helped the researcher determine whether the questionnaire is understandable.

Leedy and Ormrod (2005), postulate that questionnaires offer participants the advantage of answering questions with the assurance of anonymity for their responses. Questionnaires are fast and convenient and given the level of education of both the teachers and pupils in the sampled schools, it was not likely for them to misinterpret the questions and give misleading answers. The use of questionnaires ensured that quantifiable responses were obtained for the purpose of establishing relationships between the identified variables and the responses.

Pre-Testing of Data Collection Instrument

The instrument was pre-tested at Weweso LA primary school which is also situated in the Oforikrom Sub-Metropolitan area. In all, 10 teachers were sampled

to participate in the pre testing of the instruments. The pre testing was done to ensure that the instruments elicited the appropriate responses to answer the research questions that guided the study. The Table 3 below shows the results of the pre test of the teacher’s questionnaire.

Table 3: Computation of Reliability Coefficients for the Pre Testing of the Instrument for the Teachers.

Questionnaire Category	No. of Items	Sample Size	Cronbach Alpha
Factors affecting pupils’ attendance	16	10	0.77
Factors affecting pupils’ performance	13	10	0.70
Strategies to improve pupils attendance	9	10	0.70
Strategies to improve pupils performance	12	10	0.70
Overall	50	10	0.86

Source: Field Data, 2012

The internal consistency was $\alpha = 0.77$ for the factors affecting pupils’ attendance, $\alpha = 0.70$ for factors affecting pupils’ performance, $\alpha = 0.70$ for strategies to improve pupils’ attendance, while $\alpha = 0.70$ strategies to improve pupils’ performance. A cronbach alpha coefficient of 0.60 is considered to be the minimum standard (Nunnally, 1978). Pallant (2005), also asserted that cronbach alpha co-efficient of $\alpha = 0.70$ or more is considered to be reliable. From Table 3, the instrument was found to be reliable for the study.

Data Collection Procedure

Data gathering is crucial in research, as the data is meant to contribute to a better understanding of a theoretical framework (Bernard, 2002). Since the study was primarily focused on the factors affecting the Primary school

attendance at the some selected schools in the Oforikrom sub metro, it was imperative that data be collected from the pupils and the educational directorate. In this vein of studies concerning human beings, there is the need to have an ethical consideration. This was principal since as much as the researcher has the right divulge knowledge from the sampled population, it should not contravene on the rights and values of the study subjects. To ascertain the ethical integrity of this study, a letter introducing the researcher was the first thing shown to the respondents in order to win their trust.

The introduction of the researcher backed by a letter of introduction made her an unofficial member of the selected schools. This also created access to the schools and enabled the researcher to undertake the study as a colleague teacher and a graduate student working in the interest of ascertaining the factors that impede primary school pupils' attendance. I administered two hundred (200) questionnaires to my respondents of the study and the return rate was 98%.

Participation of schools in the study was sought verbally as well as in writing to the Heads of the schools who also communicated the information to the Class Teachers and pupils in the various classes. Questionnaires were administered personally although it was occasionally supported by research assistants. The purpose of the study was duly explained to the participants before commencement and participants were assured of anonymity in the individual school reports.

Data collected was treated confidentially and information regarding the attendance of the primary school in the selected schools was retrieved. Each

school was assured they would receive a copy of the findings of the study on the phenomenon being studied to enable improve upon the situation.

Data Analysis

The data was analyzed quantitatively. The data was analyzed using the SPSS statistical software (version 17). The data gathered was coded and entered in the SPSS statistical software. Having keyed in the data, the research questions were answered using descriptive statistics such frequencies, mean and standard deviation.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter discusses the results of the study in relation to the research questions of the study. It presents and discusses the results from the two main respondents namely; the pupils and the teacher in the study areas. The results are presented under the following subthemes namely; factors affecting pupils' attendance to school, factors affecting pupils' performance in school, teachers' opinion on the factors influencing both pupils' attendance and performance in school and last but not least the strategies that are in place to improve both the attendance of the pupils and the performance of the pupils.

Factors that Influence Pupils' Attendance

Research Question 1 sought to explore the factors that affect pupils' attendance to school in the study areas. This was examined from both pupils and teachers' perceptions. To achieve this objective, ten closed-ended and one open ended items were used to solicit responses from the pupils themselves. Table 4 presents the factors that influence pupils attendance from the pupils perspective. The results revealed that of the 171 pupils in the study, 97.1 percent have been absenting themselves from school. The result also revealed that of 166 pupils who have been absenting themselves, 60.2 percent have

been receiving punishment of all kinds from their class teachers to deter them from absenting themselves from school. This shows that although many of the pupils are being punished for absenteeism, it appears not to deter them from being absent.

Table 4: Factors that Influence Pupils' Attendance (n = 171)

Factors	Responses	Frequency	Percentage
Pupil's absenteeism	Yes	166	97.1
	No	5	2.9
Reasons for absenteeism	Run errands	15	8.8
	No pocket money	53	31.0
	Sell around	103	60.2
Punishment to absented pupils	Yes	101	60.8
	No	65	39.2
Pocket money from the Father	Yes	12	7.0
	No	103	60.2
	Sometimes	56	32.7
Number of times in the week	Once	7	58.3
	Twice	2	16.7
	Thrice	3	25.0
Comfortability in the classroom	Yes	41	24.0
	No	130	76.0
Daily attendance of teachers	Yes	17	9.9
	No	154	90.1
Pupils who work at home before coming to school	Yes	166	97.1
	No	5	2.9

Source: Field Data, 2012

Other factors that affect pupils attendance as presented in Table 4 are the fact that pupils (76%) are not comfortable in the classroom, pupils (97.1%) work at home before going to school, and pupils (90.1%) also noted that daily

attendance of teachers was poor. The finding is in agreement with the findings of Rogers & Lopez-Calix, (2004). They found out those training courses that take teachers out of the classrooms without providing substitutes, educational leave, family problems of some teachers and teachers requiring to travel to collect salary affects pupils attendance to school.

The finding is in congruent with the findings of Rosenzweig and Evenson (1977); Psacharopoulos (1997); Ravallion and Wodon (2000). They found that a child working reduces his/her educational attainment and also lower school enrolment and attendance. Boozer and Suri (2001) also confirms that an hour of child labour decreases school attendance by 0.38 hours. The study also sought to find out whether the pupils face some sanitation challenges on their school compound because if the school environment is not clean enough, it can affect the health of the pupils and by extension the attendance. Then also if the environment is not conducive for teaching and learning, there is the likelihood, pupils may not be interested in attending school.

Table 5 shows that the main challenge pupils had was related to the deplorable toilet facilities. This result is in line with report by World Bank (2000) that most schools in the rural areas in Africa do not have good sanitation and physical facilities. The study also sought to find out from the pupils what they want in order to report to school for lessons every day. Table 6 shows a multiple responses with 32 (17.6%) pupils not responding to this item. Among the responses educed, the most cited response by the pupils was the need for pocket money daily so as to be able to come to school every day (28.6%).

Table 5: Sanitation Challenges by Pupils

Responses	Frequency	Percentage %
No response	15	7.7
Noise by market women	1	.5
Deplorable toilet facility	104	53.6
Refuse dumps close to the classrooms	31	16.0
No drinking water	42	21.6
Too much distance to dispose off rubbish	1	.5
Total	194**	100.0

Source: Field Data, 2012

**Multiples responses exist

The study also sought to find out from the pupils what they want in order to report to school for lessons every day. Table 6 shows a multiple responses with 32 (17.6%) pupils not responding to this item. Among the responses educed, the most cited response by the pupils was the need for pocket money daily so as to be able to come to school every day (28.6%).

Table 6: What the Pupils want in order to Report to School Daily (n=171)

Responses	Frequency	Percentage %
No Response	32	17.6
Stop running errands before school	5	2.7
Want toilet facility	19	10.4
Want portable drinking water	24	13.2
Want pocket money	52	28.6
Parents to pay all my fees at school	1	0.5
New school bags, maths sets, etc	8	4.4
Textbooks at home	2	1.1
School bus to pick us up every morning	39	21.4
Total	182**	100.0

Source: Field Data, 2012

** Multiples responses exist

This was followed by the need for a school bus that will pick pupil from vantage points to their schools, followed by provision of portable drinking water at the school compound.

Teachers' Opinion about the Factors Influencing the Attendance of Pupils

Teachers have a role to play in making sure that pupils attend school regularly. To ascertain the opinion of teachers regarding the factors influencing the attendance of pupils, sixteen likert scale items were used.

The study revealed that the teachers strongly agree that parents' inability to pay school levies of their wards is a factor affecting the attendance of the pupils as seen in Table 7 (mean= 4.00 SD=.00). In terms of percentage of response the results indicated that all the teachers were in support that parents' inability to pay school levies of their wards (100%) (See Appendix C).

It was also observed that the parents' occupational background plays a role in motivating the pupils to attend school every day. Children see their parents as the closest role model that they learn from as they grow up. The results as seen in Table 7 showed that all the teachers again were strongly in agreement that parents' occupational background is a factor that determine the attendance of pupils at school (mean=4.00, SD=.00). In terms of percentage of response, the results showed that all the teachers (100%) support the fact that parents' occupational background affects pupils' attendance since every child wants to be like either the mother or the father in the future (See Appendix C). This supports Cain's (1977) conclusion that children who are used to sustain economic life are also likely to experience low school attendance. Quaigrain (1988) also shares similar sentiments that child labour is very necessary for the

survival of poor families and this has negative effect on the school attendance of children.

Table 7: Factors that Influence Pupils' Attendance from Teachers' Perspective (n=28)

Factors	Mean	Std. Dev.
Parents' inability to pay school levies	4.00	.00
Parents' occupational background	4.00	.00
Teachers' methods of teaching	3.07	.26
Large family size	3.93	.26
Parental neglect due to single parenting holds back pupil from attending school	3.89	.32
The economic activities around the school	3.29	.46
Pupil absent themselves from school because they do not have money for lunch	3.64	.49
Pupils' lack of interest in school	3.79	.50
Distance to and from school	3.21	.50
Peer influence causes poor attendance of pupil	3.46	.51
Low value for education by parents	3.75	.52
Inability to do assignments given by teachers	3.57	.57
Sanctions by school authorities for pupils' absenteeism	3.43	.63
Fear of being punished retracts attendance of pupil	3.32	.67
Teachers' absenteeism lead to students low attendance	2.89	.69
Bullying of weaker pupils by peers in the school	3.14	.76
Overall	3.52	.11

Source: Field Data, 2012

Scale (Mean): < 1.4-Strongly Disagree, 1.5 - 2.4-Disagree, 2.5 – 3.4 – Agree and 3.5 – 4.0 – Strongly Agree

Another factor that influences the attendance of the pupils is the issue of large family size. In a typical community where the household is large, the pupils are unable to get all that are needed which includes school levies, sandals, and uniforms among others. This may indirectly affect the attendance

of the pupils in the sense that parents have a lot of responsibilities from the clothing, feeding, sheltering of the children among others. In such situation, the family experiences resource dilution and this go a long way to affect the attendance of the pupils especially in situations because where the children of school going within the family are many, it increases the burden on the parents. The study revealed that teachers were of the view that large family size influences the attendance of the pupils (mean=3.93, SD=.26) as shown in Table 7. In terms of percentage of response the results indicated that 92.9 percent of the teachers were in strong agreement that large family sizes influence the attendance of pupils (See Appendix C).

The teachers also agreed that teaching methods used in lesson delivery influence the attendance of the pupils. The teaching methods used by the teachers are to assist them enhance the understanding of lessons by the pupils so in a situation where the teachers do not used the appropriate or combine the appropriate teaching methods for the pupils to understand learning become demotivating instead of motivating and this can affect the attendance of the pupils. The descriptive statistic used indicated that teachers agreed that teaching methods influence pupils' attendance (mean=3.07, SD=.26). In terms of percentage of response, it was observed that 92.9 percent of teachers were in support of fact that teaching methods used in lessons delivery influence pupils' attendance (See Appendix C).

The results of the study confirmed the fact that the social status and educational level of parent influence school attendance. Also, geographical location of school, students' attitude towards school and subjects, inadequate supervision of students' activities by teachers and parents and poor teaching

methods, lack of facilities affects students' school attendance (Oghuvbu 1999 & Alio, 2003).

The economic activities around the school premises affect the school attendance of the pupils. In a location where the market serving the whole community is close to the school compound, pupils will be tempted by visiting such places instead of the classroom. Such environment can even disturb the teaching and learning process. The teachers in their view agreed that the economic activity around where the school is located affect the pupils' attendance. This was revealed in the results with an average of 3.29 and standard deviation of .46. In terms of the percentage of response, majority (71.4%) of teachers agreed that the economic activity affect the attendance of the pupils (See Appendix C). The finding affirms Asiedu Akrofi (1978) who indicated that children leave home with the pretence of going to school but would not reach school because they end up doing something else.

Furthermore, the issue of pupils absenting themselves from school because they do not have money for lunch was found to be one the factors influencing pupils' attendance as revealed in the average of 3.64 with a standard deviation of .49. The results also indicated that more of the teachers were of the view that pupils not having money for lunch at school also influence pupils' attendance (64.3%) (See appendix C).

Teachers also indicated that the mere lack of interest in school on the part of the pupils affect attendance. The attendance of school is highly influenced by the interest that the pupils have in school, so in situation where pupils just do not have the interest to go to school despite the fact that all that is needed to be given to the pupils to encourage them go to school have been

put in place yet they do not want to go to school. The result showed an average of 3.79 with a standard deviation of .50 with a percentage response of 82.1.

Factors that Influence Pupils' Performance

Pupils' regular attendance and full participation of all lessons at school are very important factors for the attainment of good academic performance of pupil at school. Research Question 2 therefore, focused on finding out both pupils and teachers views on factors that influence pupils' performance in the study area. Table 8 presents the factors that influence pupils performance from the pupils perspective.

Table 8: Factors that Influence Pupils' Performance (n=171)

Responses	Responses	Frequency	Percentage
Comprehension of lessons at School	Yes	34	19.9
	No	85	49.7
	Sometimes	52	30.4
Assistance at home to do homework	Parents	6	3.5
	Nobody	143	83.6
	Friends	22	12.9
Supplementary books at home	Yes	5	2.9
	No	166	97.1
Punishment to pupils who fail to do homework	Yes	79	46.2
	No	92	53.8
Number of times pupils are giving Homework	Twice a week	24	14.0
	Once a week	147	86.0

Table 8 Continues

Access to textbooks at School	Yes	65	38.0
	No	106	62.0
Selling before coming to School	Yes	140	81.9
	No	31	18.1
Enjoyment of lessons by pupils	Yes	34	19.9
	No	137	80.1
Revision of lessons at home after School	Yes	11	6.4
	No	160	93.6

Source: Field Data, 2012

Table 8 shows that the main factors that influence performance are the fact that majority of pupils (83.6%) do not have anyone to assist them at home, neither do they, Pupils (93.6%) revise at home after school. This is in congruent with what Bunton and Bruekner (1955) said that learning and supervision are inseparable reliable, and that a child who does not receive assistance to revise turn to perform poorly. Also neither do they (97.1%) have supplementary books at home. Some pupils are also engaged in some menial jobs to either assist their parents or to make the ends meat. Furthermore, the results in Table 8 showed that (80.1%) of the pupils do not enjoy lessons taught by teachers in class. This findings confirms the view of Asiedu Akrofi (1978), that children play the pranks because they do not find the teachers lessons interesting and therefore pupils who do not respond to the

teachers approach of teaching easily get bored and find other things more interesting and rewarding.

Horn (1977), King (1981) and Twumasi and Assimeng (1987) share similar sentiments on poor attendance and performance of children. They hold the view that child labour is very necessary for survival of poor families and this has negative effects on pupils attendance and performance at school. The pupils were also asked to indicate what they require in order to be able to learn better thereby improving on their performance at their various schools. This item was open ended and yielded multiple responses. Table 9 presents, that the majority (70.1%) of pupils cited the need for them to have supplementary textbooks in their various homes so that they can revise their lessons. Some of the pupils also cited that teachers are to be made to teach well (12.2%). This may be evidence that there is poor supervision of instruction in various schools. This is in congruent with what Atakpa and Ankomah (1998) said that, supervision is a means of ensuring teaching and learning is improved.

Table 9: What Pupils need to enable them Learn Better (n=171)

Responses	Frequency	Percentage%
No Response	11	5.6
Extra classes	10	5.1
Textbooks should be available at home	138	70.1
Enough time to learn	2	1.0
Parents should know the importance of education	1	.5
Parents to pay all levies	4	2.0
No errands before school	1	.5
Assistance to do homework	6	3.0
Teachers should teach well	24	12.2
Total	197**	100.0

Source: Field Data, 2012,

** Multiples responses exist

Teachers' Opinion about the Factors Influencing the Performance of Pupils

The study also sought to assess the factors that influence the performance of the pupils from the teachers' perspective. Table 10 presents the factors that influence pupils' performance from Teachers' perspective.

Table 10: Factors that Influence Pupils' Performance from Teachers' Perspective (n=28)

Factors	Mean	Std. Dev.
Pupils engage in commercial activities for money for their upkeep in school	3.96	.19
Teachers do not mark and give feedback of assignments on time	3.89	.32
Parents' inability to provide supplementary books for their children	3.82	.39
Teachers' approaches to lesson delivery	3.25	.44
Pupils absenteeism	3.71	.46
Teachers do not give enough home assignments	3.82	.48
Poor academic abilities of pupils	3.61	.50
Low self-esteem in class participation	3.50	.51
Late supply of teaching and learning resources	3.25	.52
Inadequate supply of text books	3.39	.63
Lack of interest in some subjects like Mathematics and Science affect students performance	3.25	.65
Apathy among teachers	3.11	.79
Inadequate supply of teachers	3.00	.82
Overall	3.51	.15

Source: Field Data, 2012

Scale (Mean): < 1.4-Strongly Disagree, 1.5 - 2.4-Disagree, 2.5 – 3.4 – Agree and 3.5 – 4.0 – Strongly Agree.

The results as presented in Table 10 indicate that the teachers in the study area were all in agreement of the fact that all the factors shown influence the pupils' performance in the school. This was evident in the overall descriptive statistics used (mean = 3.51, SD = .15). These results were affirmed in terms of the percentage of their response as revealed in Appendix D. The findings further confirms the views of Oghuvbu, 1998; and Alio, (2003) who argued that the geographical location of school, students' attitude

towards school and subjects, inadequate supervision of students' activities by teachers and parents and poor teaching methods, lack of facilities affects students' school attendance and performance. Again a study by Washington (1973) revealed that pupils absences to school and poor performances were result of academic weakness, followed by personal psychological problems and unemployment outside school.

Strategies that Exist in the School to Improve Attendance

Research Question 3 explored strategies that are in existence in the school to improve attendance of the pupils. To answer this question, four likert scale items were used. These items were ranked on a four point scale where 4 – strongly agree, 3 – Agree, 2 – Disagree and 1 – Strongly disagree. It was observed from the results that teachers disagreed that all the items used in the study as being strategies that exist in their schools aimed at improving pupils' attendance. This result was confirmed by the overall descriptive statistics (mean = 1.42, SD = .13) in Table 11 and also revealed in the distribution of responses in terms of percentage wise (See Appendix E). The results revealed that that not much is being done by the teachers and the school as a whole to improve the attendance of the pupils. The results are presented in Table 11 below.

The teachers were also asked to indicate the existence of other strategies in the school that is aimed at improving the attendance of the pupils in the study area. This item yielded multiple responses. The most cited response was sporting activities (20.7%). They were of the view that whenever sporting activities were organized it improves the attendance of the pupils.

Table 11: Teachers' Perspective on Strategies that Exist in the School to Improve Pupils' Attendance (n=28)

Factors	Mean	Std. Dev.
Parents encouraged and informed at PTA meeting to ensure pupil come to school	1.07	.26
Physical infrastructure of the school are maintained with help of SMC/PTA	1.21	.42
Follow up is done for pupils who continually absent themselves	1.25	.44
Pupils are counseled on the importance of school attendance	1.68	.48
Teachers vary their teaching methods to make learning interesting	1.43	.50
Sanitation of the school's environment are maintained	1.39	.50
Pupils that attend school every day are rewarded so as to motivate others	1.43	.50
Parents encouraged to occasionally visit children at school	1.68	.55
Parents are encouraged to provide lunch for their children to school	1.61	.69
Overall	1.42	.13

Source: Field Data, 2012, Scale (Mean): < 1.4-Strongly Disagree, 1.5 - 2.4-Disagree, 2.5 – 3.4 – Agree and 3.5 – 4.0 – Strongly Agree

This was followed by the fact that an amount is charged on parents each time their wards are absent from the school (13.8%), and also pupil are punished whenever they absent themselves from school (10.3%), lunch are also provided (10.3%) and pupils are threatened to be withdrawn from the school anytime they absent themselves from the school (10.3%). The least cited response were periodic roll call (3.4%), pupils are given snacks (3.4%) pupils who come to school every day are rewarded (3.4%). The results of the above discussion are shown in Table 12.

Table 12: Frequency Distribution of Other Strategies in the School to Improve Attendance of Pupils (n=28)

Responses	Frequency	Percentage%
No Response	7	24.1
Sporting activities are organized	6	20.7
Parents are charged each time the pupil is absent	4	13.8
Pupils are punished when they absent themselves	3	10.3
Periodic roll calls	1	3.4
Pupils are given snacks	1	3.4
Lunch is provided	3	10.3
Pupils who come to school every day are rewarded	1	3.4
Pupil are threatened to be withdrawn from the school	3	10.3
Total	29	100.0

Source: Field Data, 2012

Strategies that Exist in the School to Improve Performance

Finally, Research Question 4 investigated strategies that are in existence to help the pupils improve their performance. The results are shown in Table 13. The results revealed that the teachers were in disagreement that any of the stated strategies existed in their schools, to assist pupils to improve on their performances. This was evident in the descriptive statistic used (mean = 1.40, SD = .12) as shown in Table 13. The result was also confirmed in the distribution of the frequency of response in terms of percentage (See Appendix F)

Table 13: Teachers' Perspective on Strategies that Exist in the School to Improve Pupils' Performance (n=28)

Factors	Mean	Std. Dev.
Teachers are encouraged to mark assignments on time and give pupils feedback	1.07	.26
Individual attention is given to 'weak' students to improve performance	1.18	.39
In service training are organized for teachers periodically	1.25	.44
Parents are informed to support pupils with their homework	1.29	.46
Teachers are motivated	1.29	.46
Parents are encouraged to buy supplementary books for their children at PTA meetings	1.32	.48
The schools should be linked with other high performing basic schools to learn strategies to improve performance	1.79	.50
There is regular supervision on both teaching and learning activities	1.39	.50
Teachers are appraised periodically	1.61	.50
Parents are informed about books needed for the team	1.39	.50
Parents are asked to sign pupils homework as evidence of monitoring pupils work	1.71	.54
Pupils are praised and rewarded in class and assemble for good performance	1.50	.56
Overall	1.40	.12

Source: Field Data, 2012

Scale (Mean): < 1.4-Strongly Disagree, 1.5 - 2.4-Disagree, 2.5 – 3.4 – Agree and 3.5 – 4.0 – Strongly Agree.

The findings imply that if such strategies mentioned were used in the various sampled schools for the study, it would have improved the performance of pupils. This is in line with the assertion of Atakpa and Ankomah (1998) and Ankomah (2000), that effective school should have a

strong PTA system, and parents encouraged to be involved in promoting student learning and achievement.

The teachers were also asked to indicate the existence of other strategies in the school that are aimed at improving pupils' performance. Table 14 presents the strategies teachers mentioned.

Table 14: Frequency Distribution of Other Strategies in the School to Improve Performance of Pupils.

Responses	Frequency	Percentage%
No Response	5	17.9
Textbooks are given to students to take home	6	21.4
Weekly exams are organized for pupils	12	42.9
Good pupils are rewarded and poor pupil are hooted	4	14.3
Group discussions are encouraged among the pupils	1	3.6
Total	28	100.0

Source: Field Data, 2012

The results revealed shows that 42.9 percent of the teachers indicated that weekly examinations are organized for pupils and this always put pupils on alert so they always prepare to take the weekly examination and by so doing in proving on their performances. This was followed by textbooks that are given to the pupils to study at home and return them the next day when coming to school and rewarding good pupils and whooting at poor pupils (14.3%).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This final chapter presents the summary of the research process, key findings and conclusions that emerged from the study. It also provided recommendations and suggestions for further research.

Summary of the Study

The study sought to assess the factors influencing primary school pupils' attendance and performance at some selected schools in the Oforikrom Sub-Metro, Kumasi in the Ashanti Region. The main focus of the study was to assess the factors influencing pupils' attendance and performance, assess strategies that are in existence in the school to address low attendance by pupils and also to improve pupils' performance.

The sampling technique adopted for the study was purposive sampling. A self-administered questionnaire was the main research instrument of the study (See Appendix A & B). The questionnaire was in two forms, one for the teachers and the other for pupils. The instrument for the teachers was made up of 52 items and that of the pupils was made up of 21 items. It took the researcher 30 working days to collect the data. The data was analyzed quantitatively with descriptive statistics such as frequencies, measure of central tendency and dispersion. The ensuing sections of this chapter contain the summary of findings, conclusion and recommendations.

Summary of Key Findings

The following findings emerged from the study:

1. It was found out that from the pupils perspective the main factors that influence pupils attendance were, fear of being punished by the school authorities. The studies also revealed that majority (60.2%) of the pupils go around selling to support their parents.
2. It further emerged that majority of teachers have not been attending school daily. It was also found out from the teachers perspective that parents inability to pay levies of their children is a factor affecting attendance of pupils. They also stated that parents occupational background is a factor affecting pupils attendance to school because, children see their parents as their closest role models that they learn from when growing.
3. Regarding the issue of pupils perspective on factors affecting performance, it was revealed that majority of the pupils do not have supplementary books. Pupils also did not find lessons taught by teachers interesting and also pupils are not given enough homework activities to perform. It was however, found out from the teachers perspective the main factors affecting performance as inadequate supply of teachers at the various schools and also the approach of some teachers to lesson delivery.
4. On strategies to improve attendance, the study revealed that teachers disagreed to all the items used in the study as being strategies that exist in their schools aimed at improving pupils' attendance. The strategy teachers mentioned was sporting activities (20.7%). It further emerged

that 42.9% of the teachers indicated that weekly examinations are organized for pupils and this always put pupils on alert so they always prepare to take the weekly examination and by so doing improving on their performances.

Conclusions

Based on the findings that emerged from the study, it can be concluded that comfort ability in classrooms, daily attendance of teachers and pupils working at home before going to school had negative influence on pupils attendance to school. Also, factors such as pupils not having access to supplementary books at home, pupils not understanding lessons taught by teachers, pupils sleeping before going to school, and pupils not enjoying lessons taught by teachers were revealed to have negative influence on pupils performance at school. There could be some mechanisms in terms of effective counseling as well as strategies put in place where weaker pupils will be motivated and brilliant ones, celebrated to help curb poor attendance and performance of pupils respectively.

Recommendations

Based on the findings and conclusions of the study, the following were recommended:

1. For effective and holistic approach to curbing poor attendance at the primary school level, effective counseling must be organized by school authorities to understand background of pupils and also put value and instill confidence into the pupils of what is possible in their lives before them. These models when fully put in place at the various

primary schools will not only improve attendance but will also rejuvenate and help pupils regain their self-consciousness and see themselves as achievers.

2. There should be a self-motivating strategy where brilliant pupils are celebrated and weaker ones motivated through edifying remarks such as 'you can do it' are said to weaker pupils. This, the researcher believes will make learning more captivating and enjoyable, therefore making pupils put up their best, hence contributing enormously to the performance of pupils.
3. Teachers should be encouraged or motivated by educational authorities to vary their teaching methods. The study recommends that teachers use Activity Oriented Methods and fascinating techniques in order to capture the attention of pupils who are slow in comprehension and inactive in class. This recommendation, the researcher, believes would create fun in class, break monotony and make learning more interesting, hence contributing to pupils' performance.
4. Strategies for addressing teacher absenteeism are varied, but must start by identifying the issue as a critical management concern. Parental involvement and administrative autonomy would positively influenced teacher attendance, especially in schools at the peripherals of cities and towns. This calls for the strengthening of the Parent Teachers Association by teachers and the community as a whole to address pertinent issues of the pupils who have been tagged as habitual absentees.

5. Most pupils at the primary level faced difficulties in following complex textbooks introduced in upper primary especially English and Mathematics. As a result, they were punished by school teachers that discouraged them to attend schools regularly. It is therefore recommended that the pupils should be encouraged by their teachers to study more rather than giving punishment if they fail to complete their given assignments;

Suggestions for Further Research

It is suggested that further studies should be conducted on influence of parents' occupation on pupils' academic performance. It is recommended other researchers should explore pupils' attendance and performance peripheries of other Sub-Metros in Kumasi. Other researchers can also explore influence of home support services on pupils' school attendance and performance in the Oforikrom Sub-Metro in Kumasi.

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APPENDICES

APPENDIX A
QUESTIONNAIRE FOR PUPILS'

Dear Respondents,

This questionnaire is intended to solicit information on factors influencing primary school attendance and performance at the periphery of Oforikrom Sub-Metro in Kumasi in the Ashanti Region. It would be very much appreciated if you could provide your candid impression about the items in this questionnaire. You are assured that any information you provide will be handled confidentially such that your identity would not be attached to any aspect of this study.

Thank you in anticipation for your co-operation.

Alimatu Mustapha Dadzie

Section A: Factors affecting pupil's attendance

1. Do you sometimes absent yourself from school?
(a) Yes (b) No
2. Why do you absent yourself from school some times?
(a) Run errands (b) Don't have pocket money (c) Sell around
3. Does your father give you pocket money for school?
(a) Yes (b) No (c) sometimes
4. If your answer in question 3 is yes, state how many times in the week?
(a) Once (b) Twice (c) Thrice
5. How long does it take you to walk before to reach school each day?
(a) 10mins (b) 20mins (c) 30mins

6. What do you want to be done for you to report to school every day?
(State

as many as you can)

.....
.....

7. Do you feel comfortable sitting in your classroom?

(a) Yes (b) No

8. Does your teacher punish you when you absent yourself from school?

(a) Yes (b) No

9. In what ways does sanitation affects your attendance to school? State
as

many points as you can.

.....
.....

10. Does your teacher come to school every day?

(a) Yes (b) No

11. Do you work at home before coming to school?

(a) Yes (b) No

Section B Factors affecting Pupils' Performance

12. Do you understand when your class teacher teaches?

(a) Yes (b) No

13. Who assist you with your homework?

(a) Parents (b) Nobody (c) Friends

14. Do you have supplementary books at home?

(a) Yes (b) No

15. What do you want in order to learn better than you do now?
(State as many as you can)
.....
.....
16. Does your teacher punish you when you do not do your homework?
(a) Yes (b) No
17. How many times a week are you giving home works to do?
(a) Twice a week (b) once a week
18. Do you have access to textbooks at school?
(a) Yes (b) No
19. Do you prefer selling before going to school?
(a) Yes (b) No
20. Do you enjoy your teacher's lessons?
(a) Yes (b) No
21. Do you have time to revise the day's lessons at home?
(a) Yes (b) No

APPENDIX B
QUESTIONNAIRE FOR TEACHERS

Dear Respondents,

This questionnaire is intended to solicit information from head teachers, teachers and pupils on “Factors Influencing Primary school pupils Attendance and Performance in Periphery of Oforikrom sub-metro Ghana” It would be very much appreciated if you could provide your candid opinion by responding to the items on this questionnaire.

You are assured that this study is for academic purpose and that your identity shall not be assigned to any information that you provide in the context of the study. Thank you in anticipation for your co-operation.

Instructions

Part one is aimed at soliciting information about the main factors that influence pupils’ school attendance in your school, part two also aims at soliciting information of factors affecting pupils performance in your school. Part 3 and 4 aims at finding existing strategies you have in your school to improve pupils attendance and performance respectively in the periphery of Oforikrom sub-metro. Kindly indicate your opinion with a tick (✓) the appropriately as follows; Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD) to statements provided.

PART ONE

Factors affecting Pupils attendance in your school.	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Teachers' methods of teaching.				
2. Pupils' lack of interest in school				
3. Teachers absenteeism lead to students low attendance				
4. Parents' inability to pay school levies.				
5. Distance to and from school.				
6. Fear of being punished such as canning restrains attendance of pupil				
7. . Inability to do assignments given by teachers				
8. Sanctions by school authorities for pupils' absenteeism				
9. Bullying of weaker pupils by peers in the school.				
10. Parental neglect due to single parenting holds back pupil from attending school				
11. Peer influence causes poor attendance of pupil				
12. Low value for education by parents.				
13. Large family size				
14. Parents' occupational background				
15. The economic activities around the school				
16. Pupil absents themselves from school because they do not have money for lunch.				

PART TWO

Factors Affecting Pupils performance in your school.	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Teachers' approaches to lesson delivery.				
2. Poor academic abilities of Pupils.				
3. Lack of interest in some subjects like Mathematics and Science affect students' performance.				
4. Inadequate supply of text books.				
5. Pupils engage in commercial activities for money for their upkeep in school.				
6. Parents' inability to provide supplementary books for their children.				
7. Late supply of teaching and learning resources.				
8. Apathy among teachers.				
9. Low self-esteem in class participation.				
10. Inadequate supply of teachers.				
11. Teachers do not give enough home assignments.				
12. Teachers do not mark and give feedback of assignments on time.				
13. Pupils absenteeism.				

PART THREE

Strategies to Improve Pupils Attendance in your school.	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Pupils are counselled on the importance of school attendance.				
2. Parents encouraged and informed at PTA meeting to ensure pupil come to school.				
3. Parents encouraged to occasionally visit children at school.				
4. Teachers vary their teaching methods to make learning interesting				
5. Physical infrastructure of the school are maintained with help of SMC/PTA				
6. Sanitation of the school's environment are maintained				
7. Parents are encouraged to provide lunch for their children to school.				
8. Pupils that attend school everyday are rewarded so as to motivate others.				
9. Follow up is done for pupils who continually absent themselves.				

10. Please list any other any other strategies you have in your school to improve attendance.

.....

PART FOUR

Strategies to improve Pupils Performance in your school.	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Parents are encouraged to buy supplementary books for their children at PTA meetings.				
2. The schools should be linked with other high performing basic schools to learn strategies to improve performance.				
3. Parents are informed to support pupils with their homework				
4. There is regular supervision on both teaching and learning activities.				
5. Pupils are praised and rewarded in class and assemble for good performance.				
6. Teachers are appraised periodically.				
7. In service training are organized for teachers periodically				
8. Teachers are motivated				
9. Parents are asked to sign pupils homework as evidence of monitoring pupils work.				
10. Individual attention is given to 'weak' students to improve performance.				
11. Teachers are encouraged to mark assignments on time and give pupils feedback.				
12. Parents are informed about books needed for the term.				

13. Please list any other strategies you have put in place in your school that is not listed here.

.....
.....

APPENDIX C

Frequency Distribution of Factors that Influence Pupils' Attendance in the School from Teachers' Perspective

Factors	SA	A	D
Teachers' methods of teaching	7.1	92.9	-
Pupils' lack of interest in school	82.1	14.3	3.6
Teachers' absenteeism lead to students low attendance	17.9	53.6	28.6
Parents' inability to pay school levies	100.0	-	-
Distance to and from school	25.0	71.4	3.6
Fear of being punished retracts attendance of pupil	42.9	46.4	10.7
Inability to do assignments given by teachers	60.7	35.7	3.6
Sanctions by school authorities for pupils' absenteeism	50.0	42.9	7.1
Bullying of weaker pupils by peers in the school	35.7	42.9	21.4
Parental neglect due to single parenting holds back pupil from attending school	89.3	10.7	-
Peer influence causes poor attendance of pupil	46.4	53.6	-
Low value for education by parents	78.6	17.9	3.6
Large family size	92.9	7.1	-
Parents' occupational background	100.0	-	-
The economic activities around the school	28.6	71.4	-
Pupil absent themselves from school because they do not have money for lunch	64.3	35.7	-

Source: Field Data, 2012

APPENDIX D

Frequency Distribution of Factors Affecting Pupils' Performance in the School from Teachers' Perspective

Factors	SA	A	D	SD
Teachers' approaches to lesson delivery	25.0	75.0	-	-
Poor academic abilities of pupils	60.7	39.3	-	-
Lack of interest in some subjects like Mathematics and Science affect students performance	35.7	53.6	10.7	-
Inadequate supply of text books	46.4	46.4	7.1	-
Pupils engage in commercial activities for money for their upkeep in school	96.4	3.6	-	-
Parents' inability to provide supplementary books for their children	82.1	17.9	-	-
Late supply of teaching and learning resources	28.6	67.9	3.6	-
Apathy among teachers	35.7	39.3	25.0	-
Low self-esteem in class participation	50.0	50.0	-	-
Inadequate supply of teachers	28.6	46.4	21.4	3.6
Teachers do not give enough home assignments	85.7	10.7	3.6	-
Teachers do not mark and give feedback of assignments on time	89.3	10.7	-	-
Pupils absenteeism	71.4	28.6	-	-

Source: Field Data, 2012

APPENDIX E

Frequency Distribution of Strategies to Improve Pupils' Attendance in the School from Teachers' Perspective

Strategies	SA	A	D	SD
Pupils are counselled on the importance of school attendance	-	-	67.9	32.1
Parents encouraged and informed at PTA meeting to ensure pupil come to school	-	-	7.1	92.9
Parents encouraged to occasionally visit children at school	-	3.6	60.7	35.7
Teachers vary their teaching methods to make learning interesting	-	-	42.9	57.1
Physical infrastructure of the school are maintained with help of SMC/PTA	-	-	21.4	78.6
Sanitation of the school's environment are maintained	-	-	39.3	60.7
Parents are encouraged to provide lunch for their children to school	-	10.7	39.3	50.0
Pupils that attend school everyday are rewarded so as to motivate others	-	-	42.9	57.1
Follow up is done for pupils who continually absent themselves	-	-	75.0	25.0

Source: Field Data, 2012

APPENDIX F

Frequency Distribution of Strategies to Improve Pupils' Performance in the School from Teachers' Perspective

Strategies	A	D	SD
Parents are encouraged to buy supplementary books for their children at PTA meetings	-	32.1	67.9
The schools should be linked with other high performing basic schools to learn strategies to improve performance	3.6	71.4	25.0
Parents are informed to support pupils with their homework	-	28.6	71.4
There is regular supervision on both teaching and learning activities	-	39.3	60.7
Pupils are praised and rewarded in class and assemble for good performance	3.6	42.9	53.6
Teachers are appraised periodically	-	60.7	39.3
In service training are organized for teachers periodically	-	25.0	75.0
Teachers are motivated	-	28.6	71.4
Parents are asked to sign pupils homework as evidence of monitoring pupils work	3.6	64.3	32.1
Individual attention is given to 'weak' students to improve performance	-	17.9	82.1
Teachers are encouraged to mark assignments on time and give pupils feedback	-	7.1	92.9
Parents are informed about books needed for the team	-	39.3	60.7

Source: Field Data, 2012