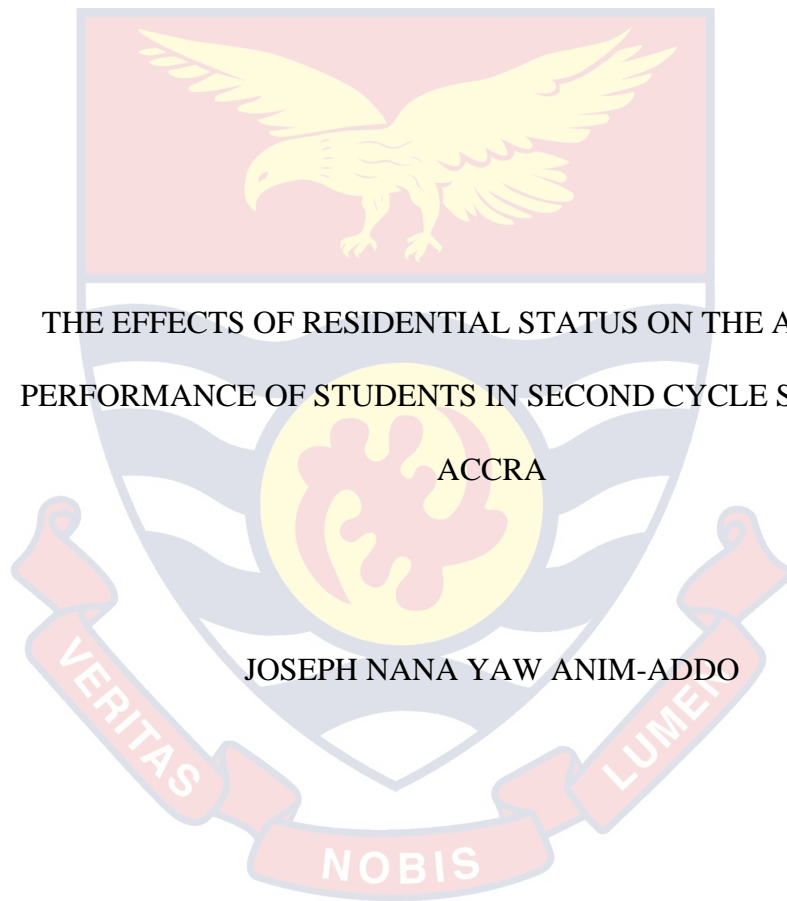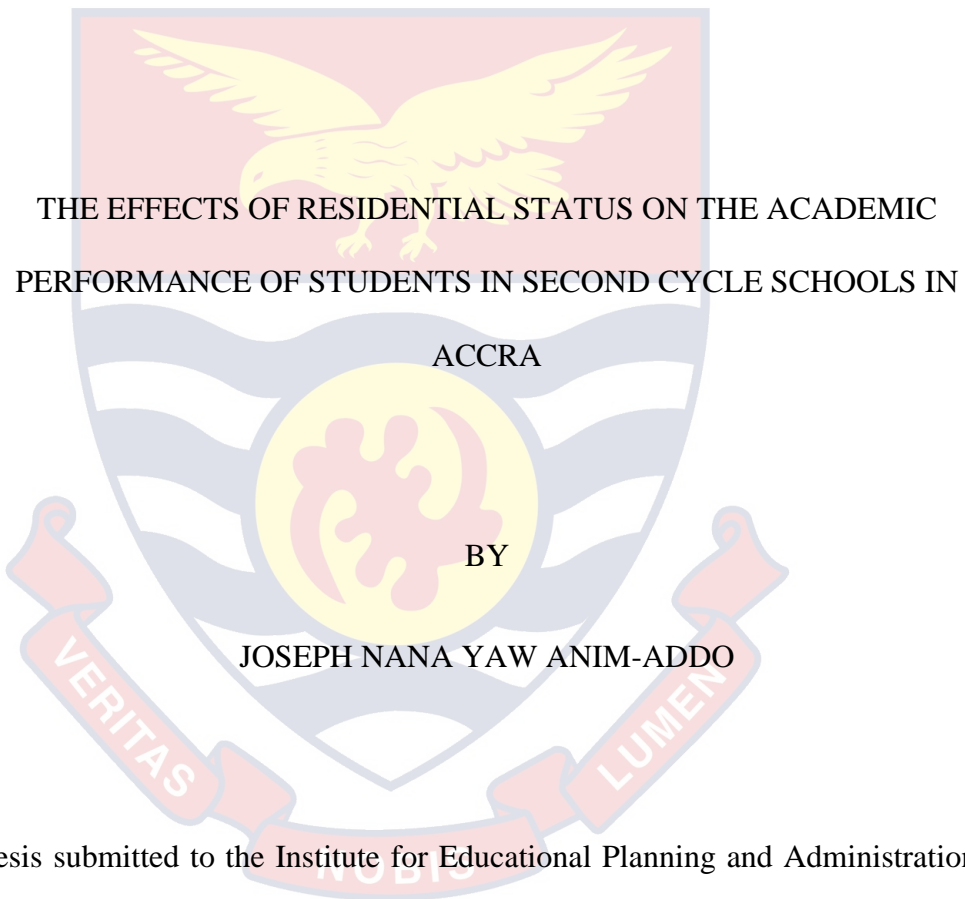UNIVERSITY OF CAPE COAST

THE EFFECTS OF RESIDENTIAL STATUS ON THE ACADEMIC

PERFORMANCE OF STUDENTS IN SECOND CYCLE SCHOOLS IN

ACCRA

JOSEPH NANA YAW ANIM-ADDO

2014

UNIVERSITY OF CAPE COAST

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PERFORMANCE OF STUDENTS IN SECOND CYCLE SCHOOLS IN

ACCRA

BY

JOSEPH NANA YAW ANIM-ADDO

Thesis 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 Philosophy Degree in Educational Planning

JUNE, 2014

DECLARATION

Candidate's Declaration

I hereby declare that this thesis 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: Joseph Nana Yaw Anim-Addo

Supervisors' Declaration

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

Principal Supervisor's Signature………………   Date:………………..

Name: Mr. Joseph M. Dzinyela

Co- Supervisor's Signature……………………   Date:…………… …..

Name: Dr. (Mrs.) Janet A. Koomson

ABSTRACT

The overall aim of this thesis is to determine how students' residential status enhances their academic performance. The study specifically tried to compare the performance of boarding and day school students in Accra as regards academic performance, investigate relationship existing between residential status and academic performance, look into the contributions of day and boarding SHS teachers as well as parents to the academic performance of their students/wards. Causal-comparative (ex-post facto) design was adopted for the study. A total of 460 respondents were selected using the stratified random sampling, purposive random sampling and the simple random sampling procedures. Instruments used were questionnaires. With a Cronbach Alpha coefficient of 0.831, data analyses were done using tables, frequencies, means, percentages and bar charts.

It was established that absenteeism and lateness to school problems are better managed at boarding SHSs than in day SHSs in Accra. The ease of accessing the boarding students, especially outside normal school hours, make implementation of remedial interventions more effective than when dealing with day students in Accra. It came out clearly that being in a boarding school has numerous advantages which enable boarding students to perform better than day students in their academic work. It was recommended that parents/guardians should step up supervision and monitoring of day students' studies at home. Headmasters were also tasked to intensify their supervision and monitoring of teachers. Boarding houses should be built for day schools in Accra. Both selected day and boarding schools should be provided with resourced health posts.

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Indeed, the road to academic success in the world of Master of Philosophy degree calls for impeccable guidance from experienced individuals who are conversant with the thesis terrain. I would first of all like to acknowledge the encouragement of Prof. J. A. Opare who gave me the impetus to pursue the M.Phil Educational Planning Programme. I appreciate very much the triple roles that Mr. Joseph M. Dzinyela played in my life when I enrolled as a student at the IEPA. He was a father, an academic counsellor and my principal supervisor. He unknowingly prevented me from abandoning the programme when I was hit by a series of misfortunes. His encouragements, advice, suggestions and critiques contributed immensely to the work. I appreciate too the efforts added by Dr. Janet A. Koomson in enriching this work. My gratitude goes to all lecturers and staff of the IEPA for their tuition and advice on sources of references. I also appreciate Miss. Ophelia Afreh, Mr. Ekow Jonas and Mrs Alice Ellen Abeere-Inga for the indispensable roles they played to enable me complete this work. Indeed, I would be remiss if I did not mention three extraordinary individuals who have touched my life. Firstly, my father, Mr. John Sackey Addo who has been my nurturer over the years, my aunt Mrs. Gladys Amui, for financing this course and my wife, Mrs. Mary Marilyn Anim-Addo, the most supportive in all endeavours in my life.

DEDICATION

To my late mother, Madam Comfort Korkorbi Aguh, my wife, Mrs. Mary

Marilyn Anim-Addo, and my children Nhyira and Ayeyi.
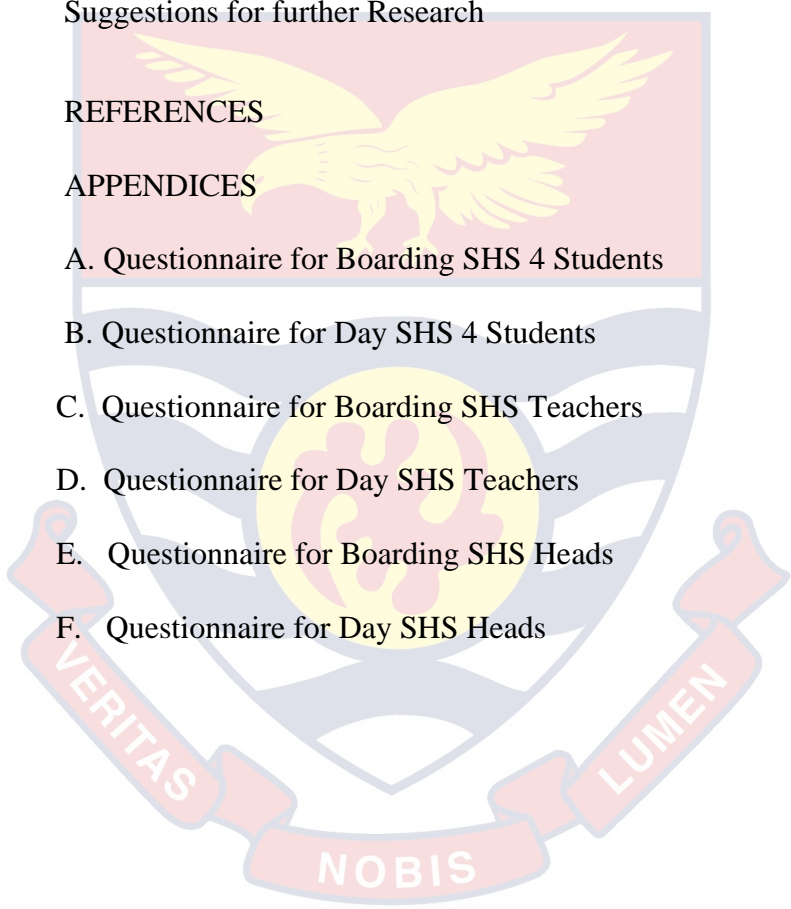
TABLE OF CONTENTS

x

LIST OF TABLES

xi

LIST OF FIGURES

xvi

CHAPTER ONE

INTRODUCTION

Background to the Study

Education is very essential for the success of an individual in life. It provides pupils with skills that prepare them physically, mentally and socially for the world of work in later life. Throughout the world, people look up to education as a conduit to achieve sustainable change and development. In many societies education is often seen as the foundation upon which economic wealth, social prosperity and political stability is attained. Higher education also helps in maintaining a healthy society which prepares health care professionals, educated health care consumers and maintaining healthy population.

Education contributes to the development of analytical mind and reasoning power in the individual which helps him or her to build up a sense of confidence, self-esteem and self-respect. UNICEF (2009) explains that an illiterate child in this modern era faces disadvantages in terms of income, health and opportunity. This affects the country's economy and social welfare negatively in the long run. Formal education is in many facets and in Ghana; it begins at the kindergarten level, through, the primary school, junior high school, senior high school through to the tertiary level.

1

The World Bank (2011) describes secondary school as a gateway to the opportunities and benefits of economic and social development. Moreover, it claims that secondary education is being recognized as the cornerstone of educational systems in the 21st century. Wikipedia (2011) describes secondary education as characterized by transition from the typically compulsory comprehensive primary education for minors to the optional, selective tertiary, "post-secondary", or "higher" education (e.g., university, vocational school) for adults. In Ghana, it is referred to as the "Senior High School".

Many high school students in Ghana are however unable to successfully complete this level of education or to attain a grade that would enable them to continue to pursue higher education. Some of them drop out of school well before they get to the final year, while others finish school but obtain poor grades which do not enable them to pursue higher education. Many also lack the experience which would enable them to start up their own businesses or ventures in order to be self-reliant. Their lackluster performance is attributable to a myriad of reasons. They include poor economic background of the students, certain barriers to their education and so on.

Quality secondary education is indispensable in creating a bright future for individuals and nations alike. The World Bank (2011) has for this reason undertaken worldwide projects in order to help countries streamline secondary schools to toe the line of holistic approach in its operations. Ghana is one of the 67 countries benefitting from The World Bank supported secondary education projects. Although there seem to be some marginal gains by Ghana in achieving

2

the targets and objectives set about by The World Bank, there are issues which imply that the efficiency level of the Ghanaian second cycle educational system is low.

Ghana has observed an increase in the gross enrolment rate of students in secondary schools from 25.3% in 1988 to 38.7% in 2003 (The World Bank, 2003, cited in Akyeampong, 2004). Other gains in the secondary education sector include the expansion of secondary schools in deprived communities and rehabilitation of other facilities such as the model school concept introduced by the Kuffour administration, improvements in girl child enrolments, and so on. The Ghana government also recognizes the importance of education and has over the past years put in place several mechanisms to help boost the educational sector. A recent report by the Ghana News Agency quoted the Chief of Staff as saying 'some of the policies and programmes the government has instituted include the provision of school infrastructure at the Senior High Schools (SHSs), introduction of motivation package for teachers in rural areas and supply of furniture for basic schools'. These policies the Chief of Staff stated were meant to equip the youth with the requisite knowledge, skills and attitudes that will adequately prepare them for the task of future national development.

Ministry of Education (2002) reports that in the Ghana's Educational Reforms of 2007, it had been recommended earlier that the duration of the Senior Secondary School should be increased to four (4) years and renamed 'Senior High School'. This change was to ensure that students had adequate time to prepare for the West Africa Senior School Certificate Examination (WASSCE)

because a large percentage of students continued to fail at the final examination; a fact which Anum-Odoom (2011) attributes to participation issues. Oxford Advanced Learner's Dictionary defines participation as the act of taking part in an activity or event. In the context of the high school some of these activities include class tutorials, class assignments and discussions, homework, sporting activities, field trips and so on. Irrespective of the characteristics of the catchment area of a school, students in Ghana are hindered by many distractions which prevent them from fully participating in their second cycle education. These range from domestic chores, demography, geographical issues, economic problems, psychological barriers, distance from home, undedicated teachers, and parental negligence. For instance, most day school students are often subjected to these experiences, since they go to school from the home and hence are confronted with these issues on a daily basis.

The boarding school system has been hailed by various sectors and organizations across the globe as having the ability of helping produce better qualified SHS graduates (Boarding School Review, 2007). This is because students are removed from the distractions mentioned above, and are supervised more strictly and thus giving them a fuller experience of the high school system. This was confirmed by Adetunde and Asare (2009) who explain that proper student supervision plays a key role in the overall performance of students in examinations. Under these strict rules and time schedules in the boarding school, the student has more opportunities to participate more fully in the high school education while also having a lot more time to study to enhance their academic

performance. In spite of the policies put in place by the central government or the school authorities, if the student is distracted by events in the house, he/she will not be able to participate fully in school activities. This study thus investigates the performance of boarding school students and their day school counterparts in their academic performance in order to highlight the contribution of the boarding school system to the Ghanaian educational sector.

Statement of the Problem

Regardless of the strategies put in place by the government of Ghana to help senior high school students go through their education successfully, it still falls on the students to make the final inputs in order to successfully pass the WASSCE. A myriad of issues (including students' residential status) affect the students, which in turn prevent them from fully participating in school activities which finally causes the students to perform poorly in their final examinations. Unfortunately, not much has been done to research into how students' residential status affects their academic achievements. Two main types of senior high school systems exist in Ghana, the day schools and the boarding schools. Because the day school students go to school from the home, they experience most of the challenges compared to what their counterparts in the boarding schools face.

When the student attends school from the home, he/she may be confronted with issues such as having to trek a long distance in order to get to school, household chores and sometimes economic burdens. Several strategies have been employed by all stakeholders to help remedy the situation. Some parents are now being economical with household chores of children; schools are being

conveniently sited, improved transport services are being provided; and community secondary schools are springing up; but improvement recorded with regards to students' participation is infinitesimal. These efforts are not helping very much since they are saddled with their own challenges.

This research looks at how the residential status of a student affects his academic performance and further seeks to confirm or otherwise the general assertion that boarding school students perform better in academics than their counterparts in the day schools in Accra.

Purpose of the Study

The overall aim of this research is to investigate the effects of residential status on the academic performance of SHS students in Accra and to determine how the boarding school system enhances the performance of these students. The overarching research question was:

What are the effects of residential status on the academic performance of SHS students in Accra?

Specifically, the study sought to:

1. Establish how residential status enhances seriousness of SHS students towards their academic work

2. Assess the inducement of residential status on the increased commitment to students' academic work

3. Find the contribution of teachers in the academic performance of SHS students in day and boarding schools

4. Ascertain the contribution of parents/guardians in the academic performance of SHS students in day and boarding schools.

Research Questions

To realize the objective of the research, the following research questions were posed:

1. How does residential status enhance seriousness of SHS students towards their academic work?

2. Does residential status induce SHS students to show increased commitment to their academic work?

3. What is the contribution of teachers in the academic performance of SHS students in day and boarding schools?

4. What is the contribution of parents/guardians in the academic performance of SHS students in day and boarding schools?

Significance of the Study

Previous research and reports clearly show that strategies and interventions which have been put in place to accelerate the attainment of the Millennium Development Goal (MDG) on Education has not been very effective in helping a lot of children in Ghana who gain access to secondary education to participate in it fully and then graduate with good results.

In general, this thesis investigates how residential status affects the academic work of senior high school students. It also outlines the importance and the contribution of boarding facilities to the seriousness of students in senior high school academic work. The research also outlines the major contributions that

7

heads of schools, teachers and parents are making to help the students who gain admission into SHSs in Accra to complete and also perform well academically.

This study presents clearly the aspects of the day and boarding senior high schools that contribute most to the success of the SHS students in their academic work and therefore seeks to direct policy, efforts and investments into the most significant areas in order to boost the pass rate in the schools studied. The outcome of this study would be of immense use to many.

Policy makers stand to benefit from the results since it would guide their policy formation. The information gathered would ensure that efforts put in place to enhance the MDG on education would be improved by the UNESCO, the Ministry of Education, the Accra Metropolitan Authority and the Ghana Education Service. The selected day SHSs are likely to receive attention in terms of construction of new boarding houses. Boarding schools with inadequate building facilities are also likely to get expansion in this area.

Administrators of the schools studied would also benefit from the results. Information gathered from the study would help the headmasters in SHSs to put in mechanisms which would effectively supervise and monitor teachers' output of work. This would have a positive correlation on students' participation in school work. The cumulative effect would be a higher pass rate in the WASSCE. Heads of day schools would put in better mechanisms to monitor their teachers to report regularly and punctually to school. The teachers would not only teach but also supervise students to learn during their 'free periods'. Heads of boarding SHSs would also make sure that house masters collaborate effectively with senior

housemasters to monitor strictly activities of students in the boarding schools. Teachers of the schools studied would also develop a better approach to their work. The teachers of the SHSs (both boarding and day) would also be conscious of the roles they have to play in the lives of the students as facilitators of learning. The teachers would realize that apart from preparing adequately before teaching, they need to give and mark enough assignments. They also have to explain feedbacks to their students. The teachers would also be conscious of the fact that it is not enough to attend to students only during their subject time on the school time table. They will make time outside their teaching time and supervise students to effectively utilize their limited time for effective academic work.

The parents and guardians of students of the schools studied would identify the roles they have to play in helping their wards perform very well in their academic work. Information from the study would also sensitize parents/guardians of day students to continue the learning facilitation process at home after school and also during the weekends when their wards are with them. Parents who are already playing these roles would be encouraged to continue and those who do not practise it would start to do so. Where parents and guardians of day students are not up to the task, the urgency the awareness would create is likely to encourage them to outsource for extra tuition service for their wards at home or seek accommodation in a student hostel close to the student's school.

The students of the SHSs studied would also benefit from the results. They would be aware of the strengths and limitations they have with regards to their

9

residential status. Being aware of them, they would take advantage of their strengths and put in efforts to minimize or eliminate their weaknesses.

Delimitations of the Study

This study focused only on senior high schools in Accra. Also, in each school only final year students were sampled for the questionnaire administration. This was because they were deemed to have more experience in terms of academic work than the other year groups and hence better able to provide the required responses to the questions asked. This study used students from the 2008/2009 to the 2011/2012 academic year who were the final year students as at the time the study was conducted. They had gone through four years of academic work and so could give reliable responses to questions posed in the questionnaire to be administered. The study also sampled the views of the Headmasters/Headmistresses and some of the teaching staff who usually have direct contact with the students. All other individuals in authority were not regarded for sampling. They do not have adequate contact with the students so they would not be able to provide valid and authentic responses to questions asked in the questionnaires.

The study broadly investigated how the residential status of students from SHSs in Accra could affect their academic performance. Students' seriousness at school attendance, active participation in assignments, personal study efforts and means of going to school were investigated at the boarding SHSs and day SHSs. These were meant to ascertain how effective they are in each category and therefore enhance seriousness of students towards their class work, homework

10

and co-curricular activities. Students' personal study time, change in residential status and syllabus completion were compared for the day SHSs and the boarding SHSs to determine the relationship which exists between students' residential status and their academic performance. The role played by teachers in the academic performance of SHS students was determined by looking at the teachers' class attendance, students' preference for boarding house status and the effects of residential status. Parents/guardians' attitudes towards their wards' studies were used to determine the contribution that they make towards the academic performance of their wards in the SHS.

Limitations of the Study

The difficulty in obtaining adequate literature on the boarding school concept in Ghana was a challenge during this research. It was not possible to compare my results with any written literature on how residential status affects students' academic performance in senior high schools in Ghana.

Poor record keeping by school administrations and the students themselves was another hindrance in conducting the study. Retrieving terminal examination results of student respondents was very difficult. Most of the results could not be traced and so the scanty data obtained could not be used. Obtaining their terminal results would have given a brighter picture of their academic performance.

Also this study considered only students of boarding SHSs and day SHSs. The study disregarded day students who attend schools which are classified by the GES as boarding schools and were not allowed to participate in the study.

11

Students who reside in hostels in schools classified as day schools were also regarded as day students. Exempting some of the respondents from the sample could lead to loss of some vital information which could have been obtained from those left out in the questionnaire administration.

Since some boarding schools have day students attending, some respondents in the boarding school category could in reality be day students. Extra efforts had to be put in to sieve out such respondents in the boarding house category. This is because the day students attending these boarding schools are also subjected to the negative influences exerted on students who attend school from the home. It could be that some day students in boarding schools still filled the questionnaires in spite of the sieving. The responses these categories of students would give to questions posed in the boarding school questionnaire may be deceptive. However, this study did not take the pain to sieve out day students who reside in hostels; their level of supervision could be lower than day students that come from their own homes.

Some teacher respondents in both school categories gave a hell of time in responding to some of the items of the questionnaire. They felt uneasy revealing their downsides in spite of the assurance of anonymity granted. Keeping such information would affect the findings and solutions that would be recommended. Some heads were very busy, so they delegated their assistant heads in charge of academics to respond to the questionnaires. It is possible that deficiencies associated with the assistant heads in charge of academics could not be revealed; they would naturally not like to reveal their shortfalls. Hiding such facts would

not give the perfect picture of the challenges involved in ensuring that teachers do their work very well. This would affect the key findings and remedies suggested would not work to perfection.

There were some limitations when it came to comparing the WASSCE results of the boarding SHSs to day SHSs. Ideally WASSCE results for the ten schools should have span over ten years (2001 to 2011); but only those of two years (2003 and 2004) were released after a lot of efforts had been deployed. Situations might have been improved in day schools since 2005 till date or that of boarding schools might have deteriorated. The remedies prescribed then would have outlived their usefulness.

All the boarding schools chosen, with the exception of Nungua Senior High School, seem to be more popular than the day schools selected. The limitation is that the boarding schools might attract Basic Education Certificate Examination (BECE) candidates with better results than the day schools which would give the former advantage in terms of producing better WASSCE candidates than the latter. This could however be counteracted by the fact that the computer selection placement system ensures that all BECE candidates who pass are appropriately placed in appropriate SHSs. Moreover the system makes provision for pupils from the public schools whose performances are average to gain admission to some of these popular 'schools'. All the day schools selected are also popular and highly respected in the country. The caliber of staff these day schools have compares favourably with the boarding school. With the exception of the dormitories of boarding schools these day schools own equally fantastic

13

facilities (classrooms, science laboratories, information and communication technology laboratories and libraries) which boost teaching and learning in both day and boarding schools.

Organization of the Rest of the Study

The organization of the rest of the study was arranged in this manner: In Chapter Two, theoretical framework or literature related to this thesis is presented and reviewed. This literature review looks at senior high school education in Ghana and strategies put in place to improve enrolment and student participation.

Chapter Three discusses in detail the methods used for the study, the basis upon which those methods were employed, the sample and sampling procedures, etc.

Chapter Four presents the results of the study. The chapter also presents and analyses the empirical findings and other sources of evidence by the help of the theoretical framework.

Chapter Five presents the summary of the major findings, conclusions and recommendations drawn from the study and recommendation for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

Chapter Two looks at what other writers have said on the subject matter. Various headings have been covered in the chapter which includes: education, the schooling system, participation, senior high school education, access to education, importance of education to development, boarding systems, educational reform, and factors which enhance students' learning among other headings.

Factors which affect the academic performance of students to be considered in the research are: students' mode of transport, professionalism of teachers, teachers' absenteeism, students' absenteeism, teacher completion of syllabus and personal study period. This chapter explains the various concepts and terms related to the research.

Theoretical Framework

The study is repositioned to fit into the theoretical framework through the review of existing literature. It defines and explains the key terms and concepts related to the research. Various topics relating to the educational sector are also looked at. It also looks at the benefits and demerits of the boarding school system.

Education

Wikipedia (2010) has stated that education in its broadest, general sense is the means through which the aims and habits of a group of people lives on from one generation to the next. Generally, it occurs through any experience that has a formative effect on the way one thinks, feels, or acts. In its narrow, technical sense, education is the formal process by which society deliberately transmits its accumulated knowledge, skills, customs and values from one generation to another, e.g., instruction in school.

This makes it very crucial that each individual in the community receives quality and adequate education in order to fully participate in the developmental agenda of those areas. Also, without proper education people are unable to recognize their place in the society since they do not receive adequate knowledge about their history. The Ghanaweb (2010) reported that the Ghana Education Ministry has stated that their overall goal for existing is to provide relevant and quality education for all Ghanaians, especially the disadvantaged. This would enable them acquire skills which will make them functionally literate and productive to facilitate poverty alleviation and promote the rapid socio-economic

16

growth of the country; thus, further reiterating the need for quality education. Its commitment to this stand explains why in the past decade, Ghana spent between 28 percent and 40 percent of its annual budget on education (Ministry of Education, 2011).

The World Bank (2011) contended that, by investing in people, education is a powerful means of development and one of the strongest instruments for reducing poverty and improving health, gender equality, peace, and stability. Thus the World Bank also understood that in order to develop every economy the world over, the citizenry of all countries need to obtain quality and adequate education.

The Purpose of Schools

Schools are established the world over for several reasons depending on the needs of the area. Wikipedia (2011) has stated the following as some reasons for establishing schools:

1. Develop reasoning about perennial questions
2. Master the methods of scientific inquiry
3. Cultivate the intellect
4. Create positive change agents
5. Develop spirituality
6. Model a democratic society

Importance of High School Education

Upon completion of senior high school education in Ghana, society expects that the individual becomes more matured in the way he/she behaves and approaches

17

situations. <u>Ladbel Education & Health Organization</u> (2011) mentioned the following as the main objectives of senior high school education:

1. To reinforce and build on knowledge, skills and attitudes acquired at the Junior High School level. Thus education is supposed to be a continuing process and that the Senior High School system is required to build on the education received at the Junior High level (JHS). The JHS gives an introduction to concepts that are later built upon at the SHS level. This thus makes it imperative for students to continue to the SHS to receive a more comprehensive education.

2. To produce well developed and productive individuals equipped with the qualities of responsible leadership capable of fitting into a scientific and technological world and to contribute to the socio-economic development of their own areas and country as a whole.

3. To increase the relevance of the content of the curriculum to the culture and socio-economic problems of the country.

The SHS education also introduces students to a range of experiences that were otherwise foreign to them. This makes them more universally trained and better able to adapt in the real world. Active participation in the Senior High School education therefore has the potential of fully equipping and resourcing individuals who will then be of immense help in contributing to the overall development of the country.

School and Community Activities

Ladbel Education & Health Organization (2011) observed that students can engage in co-curricular activities such as sports and games, cultural activities, clubs and societal activities outside normal class hours, usually on the school compound before they go home. When the students are in the boarding school, they get ample time at the weekend for these activities. Sometimes, the students can organize trips to places of interest or join students in other schools for various activities such as fun fairs, quiz competitions, etc. Ladbel Education & Health Organization (2011) also observed that students can get involved in community activities, especially when the local community is carrying out projects such as clean-up campaign and school construction work. Moreover, a lot of students also participate in public campaigns on health, population control, food production, tree planting, environmental protection, drug abuse, teenage pregnancy, etc.

Senior High Schools therefore, afford students the opportunity to immerse themselves in community and other extra-curricular activities that enable them to develop themselves in order to achieve the three main objectives outlined under 'Importance of High School Education' in page 15.

Participation

Ladbel Education & Health Organization (2011) defined participation as the act of sharing in the activities of a group. It explained that it is the act of enrolling a child in a school or an institution of learning to undergo a programme of studies which is assessed at fixed periods to determine the learning outcomes of the learner. The level of attainment of participation of students in the SHS would correlate positively with the attendance, punctuality, seriousness to class

19

work, homework and co-curricular activities, all things being equal. These activities and the experiences they give expose the students to a lot of real life situations which are indispensable in surviving in this constantly evolving world of today.

Ladbel Education & Health Organization (2011) has noted that to achieve high participation in Ghana, students are not expected to do part-time work; though the law cannot be enforced due to economic hardships. This is aimed at allowing the students to get enough time for their studies and also grow up as a normal child is expected to. Contrary to this expectation many students obtain jobs after school hours, in their leisure hours and during school vacations in order to cater for themselves or to help pay for their education. These activities make the student easily tired both physically and mentally and thus does not auger well for their studies. In the long run, the students get less than adequate time for quality personal studies which usually translates into poor academic performance.

It is the responsibility of parents to cater for all the needs of their children until they complete school and are in a position to cater for themselves. However, some students are encouraged by their parents to engage in economic ventures such as trading and farming in order to help them (the parents) cater for the entire household. Students, who undertake odd jobs such as weeding, selling goods for commission, do so to get some pocket-money (Ladbel Education & Health Organization, 2011). Quite a number of parents normally provide money that would cover their children's genuine expenditure on transportation, lunch or snack. Ladbel Education & Health Organization (2011) observed that there is no

20

official regulation on the provision of pocket money to students at home or in school. This negatively affects the level of participation of a considerable number of SHS students in Ghana. If all parents were to provide pocket monies to their wards, most SHS students would not have to take up odd jobs to support themselves.

Senior High School Education

Universally senior high school education is the kind of education provided to children between the ages of 11 and 16 years. In the Ghanaian context, Ladbel Education & Health Organization (2011) explained that education at this level is designed to cater for students of ages 16 to 18 years and lasts for 3 years after the 9 years of basic education though sometimes, some executive instrument could increase it to four years. Each student in the senior high school is required to take at least seven courses which he/she will be examined in. Students take a Core curriculum consisting of English Language, Integrated Science, Mathematics, and Social Studies. The content of these core subjects are well designed to give the WASSCE graduate the solid foundation to study and pass their electives meaningfully. Each student also takes three or four elective subjects, chosen from one of these seven groups: Sciences, "Arts" (social sciences and humanities), Vocational (Visual Arts or Home Economics), Technical, Business, or Agriculture The electives are well structured enough to ensure that the graduate is prepared to the next level of his/her academic and vocational pursuit.

Access to Education

Creating the environment which enables the people in a country to gain entry or admission into various levels of institutional learning can be described as access to education (Ministry of Education and Culture, 1988). For the purpose of this study, access would be restricted to the second cycle of education in Ghana. The Ghanaweb (2011) reported that Ghana boasts of about 503 second cycle schools, which thus make access to high school education encouraging. It needs to be emphasized, however that, only a small percentage of these schools are appealing to the enlightened Ghanaian populace.

Gaining access to education is only the first step of educating a child. It should be the great desire of every government to ensure that those who start studying in a particular cycle pursue their studies as far as possible, preferably to the completion of that level (Ministry of Education and Culture, 1988). For the purpose of this study, this implies that students who enter SHS 1 should be able to actively and purposely go through the SHS system and successfully complete the SHS 3 or 4 level. It is this phenomenon which is described as "participation in education".

Importance of Education to Development

UNESCO (2002) has observed that education is intrinsic to development and is a key to a nation's development. They further stated that education enables individuals to acquire knowledge and skills which constitute the most important key to development and poverty reduction in the current international dispensation where knowledge is the leading generator of wealth. The presence of human and natural resources in a nation is a necessary but not a sufficient

22

condition for development. Education provides the medium through which quality human resource is produced to exploit the natural resource endowment for economic growth and development in a nation (UNESCO, 2002). Addai-Mensah (2006) has asserted that a nation's most treasured and dynamic assets are its human resources and that the country's growth and sustenance of development depends on the development of its human population through the provision of quality education. Putting adequate resources into and paying attention to the provision of quality education normally results in considerable strides in economic development and social transformation, and raises the quality of life of people (Addai-Mensah, 2006). When people are well educated, they strive to obtain better lives for themselves. In most cases well educated people establish individual businesses which employ other people in the community, thereby reducing the unemployment situation in an area and thus enhancing the quality of lives of people in the community.

UNESCO (2002) further stated that education also helps people to make informed choices or decisions regarding life-long issues such as life styles, diet and family size which have direct implications for health, fertility, life expectancy, productivity and per capita income growth levels of individuals and nations at large. In support of education to students of both genders, it is believed that providing universal primary education for both girls and boys on equal footing is the starting point for the realization of the invaluable contributions of education which should be supported with further training at secondary and

tertiary levels. The above benefits of education make it imperative that people obtain quality education.

Educational Reform

Even before the attainment of independence, there had been several efforts to institute measures that would help provide better education for the youth of the country. UNESCO (1979) defined education reform as the process of initiating a change to an educational system because of perceived or observed disparities or lapses and/or inefficiencies so that it can operate in an effective way to improve upon its operations to achieve efficiency of resources and meet set targets of a nation or state.

Location of Schools

The residential status of a student determines the extent to which a student's active involvement in school work is enhanced. The location of the school which a student attends from his home would determine whether it becomes mandatory to move from the house to school or be in a boarding school.

Monhanty (2010) noted that, the risk factors associated with regards to promiscuity and engaging in anti-social activities are high when day students travel over considerable distance to school. Tiredness associated with long distance trekking also has the potential of affecting students' absorption rate in class as well as students' active completion of class exercises, homework and projects on time (Monhanty, 2010). All these have the tendencies to negatively affect the participation rate in a student's academic work. These are problems which could be well tackled when efficient and well-resourced boarding schools

24

are put in place. Economic pressures in Ghana do not give parents/guardians the luxury to adequately play their supervisory roles at home. As an active working parent I have personally observed that quite a number of parents/guardians spend less than ten hours in a day at home; of which a chunk of it would be used for sleeping and social gatherings rather than parenting. Although a few proactive ones contract teachers and caregivers, majority of them leave their children at the mercy of technology and peer pressure. These have a lot of negative implications for active students' participation in academic work.

Owoeye and Yara (2010) described location of school as the allocation of demanded educational facilities at designated areas after a thorough research had been undertaken to warrant them. Monhanty (2010) explained further that the size of the local population and the catchment areas of the school must be critically analyzed to justify where schools should be located. The factor of population size looks at the fact that a certain minimum number of school-going children must exist to warrant the establishment of a school, so as to make efficient use of educational resources provided. This is normally done to ensure that resources are not provided at areas where they are underutilized whereas some areas which truly need them are denied.

Monhanty (2010) has asserted that it is important that a school is located in such a way that pupils can easily reach the school from their homes. Obviously this condition is very crucial for students since it could easily discourage students if they need to travel over long distances to school on daily basis. Travelling over long distances could encourage absenteeism and truancy. It also has the high

tendency of preventing students from concentrating in class due to fatigue and inability to do a lot of individualized learning since a lot of the students' time would be consumed by trekking, traffic congestions and distractions (Monhanty, 2010).

School Population Size

This refers to the number of children within the community who are qualified by law to be admitted into various levels of education (Monhanty, 2010). However in Ghana, Senior High School is not compulsory. In order for a student to enroll in the SHS, he/she must have written and passed the Basic Education Certificate Examination (BECE). Where large numbers pass their BECE, the demand for SHS educational facilities is boosted. Increase demand for SHS education without a corresponding increase or expansion in supply could lead to overutilization of existing facilities and crowdedness. This is also a very bad (good) recipe for affecting students' participation in academic work. Teaching and supervision could be highly jeopardized where teachers are compelled to strain themselves.

Catchment Area

Monhanty (2010) referred to catchment area as the geographical boundaries from which the school population is recruited into specific school establishment. Mohanty (2010) also has contended that such catchment areas would have to be in acceptable limits even if it does not have the minimum school population size. Distance covered should be within the age ability of children concerned. Where such ideals are absent, then extra effort must be made to

26

provide school lunch room or school bus service. Considerations would also have to be made with regards to obstacles such as rivers, mountains and weather vagaries (Mohanty, 2010). Where the means is available a boarding school has the capability of taking care of all these challenges that face school attendance.

Factors Influencing Effectiveness of Schools

Smith and Barrett (2010) have identified stationery, logistics, infrastructure and tone as factors that can affect positively the effectiveness of a school system. The first factor is that schools in which the pupils have stationery and enough furniture are most likely to do well. Secondly, where there are permanent classroom buildings it also makes the school effective. A school which has audio-visual aids, computer or television also experience great effectiveness in its operations. A school which is located in a safe and disciplined environment would go a long way to achieve most of its goals.

On the contrary, Smith and Barrett (2010) explained that poor family background, diet, overgrown students affect negatively the operations of a school. A school in which a large proportion of the pupils come from a disadvantaged area or families do not do well. It is also a fact that where pupils do not eat at least twice in a day, there is bound to be inefficiency in administrating such schools. Schools, in which most of the pupils are over-aged, are independent or miss school in order to work would be very difficult to control. Moreover where pupils do not get the opportunity to use the language of instruction outside school, it seriously affects their output. Headmasters' effectiveness also has a great influence on the general functions of the school system.

The above research findings which are directly linked with disadvantaged areas could be effectively dealt with when sacrifices are made to create boarding houses for students. The boarding house would create a safe environment for effective school work to go on because it would efficiently localize the students for effective monitoring. The influence of school authorities would be more meaningful under such circumstances.

Factors Related to Study Achievement and Retention

Mutsotso and Abenga (2010) noted that research indicates that many determinants affect the academic achievement of high school students. These factors can be categorized into three areas: family background, student traits, and school factors. Family factors will be discussed first. Family socioeconomic status, family expectations (Conley, 1999), and parents' academic involvement (Tucker, 1999) impact the academic achievement of African American high school students. Students of high socioeconomic status generally perform better academically than students of low socioeconomic status (Tucker, 1999). The greater the socioeconomic resources of students, the better the level of academic performance when all else is constant (Luster & McAdoo, 1994).

Students of high socioeconomic status are eight times more likely to graduate from college than students of low socioeconomic status (Newman, Myers, Newman, Lohman, & Smith, 2000). However, Mutsotso and Abenga (2010) have noted that many students come from impoverished communities and

of these that do come from low income households, many are underachievers. The expectations from families can enhance or discourage students from achieving in school. Many students perform better academically when their parents expect them to do well in school (Irvine, 1990). As it was noted in a student essay for Louisiana State University High School in Baton Rouge, Louisiana (Ekelier, 1997), education was important to this student because of his family expectations: 'Throughout the history of my family, it has been taught that education is a necessary tool for success in life. Therefore, education has never been viewed as optional but mandatory. The unspoken rule is that after high school, you enroll in college (p. 62).'

Another factor that impacts the academic achievement of students is family support. Regardless of the socioeconomic status of the family, students improve academically when their parents continue the learning process at home (Ianni, 1987). The parents become supervisors of their children's curriculum (Irvine, 1990). Parents that inspire, support, care for, and sustain their children in education, help them succeed academically (Comer, 1980). When they transmit consistency and hope, these are complimentary; they become the primary educators of their children. Their children perform well in school (Clark, 1983).

Student traits would be the next to be discussed. High school students who are motivated by achievement, have coping skills, and have high educational and occupational expectations perform better in school (Pollard, 1989). Adams and Singh (1998) contended that females are more motivated to achieve academically than males. Females take more courses in Mathematics, English, Science, and

foreign language and spend more time on homework than males (Adams & Singh, 1998). Haynes (1993) recommended that the use of good study skills can enhance the academic achievement of high school students. French (1986) has suggested that students should use the SQ3R formula (Survey, Question, Read and underline, Recite and write, and Review) for reading assignments, implement problem solving for writing research papers, and develop strategies for taking tests. Tucker (1999) found that poor study skills can contribute to academic failure; therefore, schools and parents should implement study skills throughout the children's education. Haynes (1993) contended that controlling anxiety during testing is important to the academic success of African American students. Overall, students consistently enroll in general courses rather than academic courses (Irvine, 1990). Students who take academic and advanced courses performed academically better than students who did not take these courses (Adams & Singh, 1998).

Lastly, school factors would be dilated on. High expectations (Edmonds, 1979), curriculum (Adams and Singh, 1998; Irvine, 1990), tracking (Franklin, 1989), disciplinary practices (Irvine, 1990), and teachers' cultural characteristics impact the academic achievement and retention rate of high school students. Schools that have high expectations and high standards of achievement for high school students affect the academic achievement of students (Edmonds, 1979). Hale (2001) discovered that students had high academic achievement when they attended schools that held high standards for academics and were not easy schools. The instruction was vigorous, captivating, and variable. The use of

multimedia and multimodal teaching strategies can enhance the academic achievement of high school students (Hale, 2001). When teachers perceive students as low achievers, the students are likely to underachieve (Franklin, 1989).

One of the most detrimental practices that have miseducated students is tracking (Franklin, 1989). The homogeneous ability grouping has resulted in maintenance stratification (Irvine, 1990). Students with similar abilities are easy to maintain and teach (Franklin, 1989). Students with high abilities perform better academically than students with low abilities. Less experienced teachers generally teach students in low-ability groups (Braddock, 1995). The lower-ability tracks negatively affect the academic achievement of high school students (Franklin, 1989). Combined with race and class, low socioeconomic students are placed in the lowest ability groups.

The cultural characteristics of teachers and students can have a profound effect on the study habits of students (Hale, 2001h). Cultural misunderstandings between teachers and students can result in distrust, conflict, hostility, suspensions, and possible school failure for students (Irvine, 1990). The small ratio of teachers has also contributed to the lack of synchronization between teachers and students (Ford & Harris, 1999). White teachers have more negative perceptions and expectations of African American students than do black teachers and relate to students less (Irvine, 1990). The higher the performance of teachers in a school, the higher would be the academic achievement of students (Polite & Davis, 1999).

Academic Motivation

Academic success or failure can generate the feelings of competence or incompetence in students. These feelings can affect students' performances by their willingness to continue to learn or give up. It is believed that students who have high achievement expectations attribute success to internal and external causes (Haynes, 1993). Haynes (1993) has identified several strategies that can be used to motivate students to learn: (1) identify students' interests; (2) identify attitudes of students in reading; (3) choose materials that meet the interests, abilities, and attitudes of the students; (4) give clear objectives of the lessons and assignments; (5) allow students to choose the task and materials to complete the task and (6) allow students to set their own goals for achievement.

Socio-Cultural Practices

In many societies and communities, home-environment practices have been identified as significant influences which affect the education of children. Coombs (1985) postulated that, cultural values, norms and practices, and attitudes significantly influence the enrolment and participation of children in school. He observed that these things contribute to sexual disparities in education of a given society (Coombs, 1985). Home-environment factors have a direct relationship with a child's education. Poor parental perceptions about the benefits of education and negative attitudes towards children's education contribute to low familial investment in children's education in developing countries. According to Fraser, parental attitudes exercise greater influence than intelligence in a child's education (Fraser, 1959). According to Clerk (1983), studies by a group of

32

ethnographers into the forces behind the success of children in the midst of poverty in Africa indicated that poor children of all family types succeed in their education because their parents inculcate discipline and good study habits into them (Clerk, 1983, cited in Asstone and Mclanaham, 1991).

Burns (1964) observed that in Buganda parents viewed western formal education with skepticism because educated girls became discontented, immoral and felt reluctant to undertake heavy field labour (that is farming). Hence, because of the above perceptions, some parents refuse to send their female children to the SHS or discourage those who are already enrolled in the schools. This causes low participation resulting in poor academic performance of these students. Despite the above perceptions, some parents invested in their children's education because it offers them opportunities for the expression of one's higher social status in the community and helped their sons to obtain lucrative jobs and daughters a higher bride-wealth in marriage (Burns, 1964).

Socio-Economic Practices and Conditions

Certain socio-economic conditions and practices have been implicated for causing the early termination of children's education in some societies in the developing countries. Socio-economic status of families is the foremost factor. This relates to a family's level of educational attainment, occupation and income. Zewide (1994) in his studies on school performance of children in some developing countries identified four determinants of a child's capacity to learn which eventually determine the child's participation in education. These are family environment (including income and educational level), peer group

33

interaction and the type of children whom an individual associates with, the child's interest, intelligence and ability, and early nutrition and health. He argued that these factors affect the performance of both sexes (Tadoro, cited in Zewide, 1994, p.7).

Research has shown that there is a positive relationship between a family's socio-economic status and the education of their children. Zewide (1994) noted that "a child's educational attainment would be high if the child's family socio-economic status is high and vice versa 'ceterus paribus'' (p. 33). According to Kelly (1984) there is a stronger correlation between parental income and social status and school enrolment of girls than for boys. Mac-Gayin's (1996) study into factors which influence educational attainment of children in Cape Coast found that about 94 % of the children with lower than secondary school educational attainment had mothers whose educational attainment was lower than secondary education.

Bishop (1989) indicated similar patterns of discrimination in education provision among university students in Pakistan. He indicated that the degree of literacy within a home and the attitude of parents towards education constituted the most significant influences for admissions of students into the university for literate or illiterate parents in Pakistan. He found that at the University of Karachi, children of parents with university education were in greater percentage of about twenty times more compared to children of illiterate parents (Bishop, 2010). These discriminations and socio-cultural practices discussed above tend to have a negative effect on the active involvement by students in their education. However,

enrolment in the boarding school systems usually tends to give the students (especially the female students) opportunities to participate fully in school curricular and extracurricular activities with very little fear of being delineated from society. Hence, students are better able to obtain a fuller experience of the education and study well towards their final examinations

School Boardinisation

Kennedy (2010) defined a boarding school as a residential private school in which pupils live in dormitories or resident halls on the school's campus. The pupils are supervised by the members of staff of the school and pupils take their meals in a dining hall (Kennedy, 2010). He noted that all activities in a boarding school are highly structured and there are rules which one must familiarize himself/ herself with so as to enjoy his/her stay and benefit immensely from. In this vein, supervised time table for house cleaning, classes, meals, athletics, study times, extra curricula activities are all predetermined by specialized authorities. The system is characterized by residence life and it builds the child's level of confidence and independence since he stays away from the pampering and protection from his/her real home (Kennedy, 2010).

Bista and Cosstick (2005) pointed out a distinction here between privately established, financed and managed boarding schools that cater for the children of more affluent families and those that are established, financed and managed through public means to serve underserved groups and children living under difficult circumstances. In many parts of the world, the term "boarding school" refers to private schools that collect fees from parents and are independently

35

governed and managed, offer a curriculum that is different from the national curriculum, provide residential facilities to children and are not subject to government rules and standards.

Boarding schools in this research, however, are defined to include institutions supported by the state that are created specifically for the purpose of providing both academic programmes and housing for children. Particular attention under such a scheme is often given to those groups who otherwise may not have access to school at all: girls, those coming from rural and remote areas, and those living in difficult circumstances. Children of remote and rural – usually minority – populations in Nepal, China and Viet Nam, as well as nomadic children in Mongolia and Central Asia, have benefited from education in boarding schools. Some boarding schools, such as those for the Khmer in Viet Nam, have been initiated by leaders of ethnic minorities in order to enhance their children's educational foundation through schools that both strengthen ties with the majority culture and maintain their own. Some countries in Central Asia, during their socialist years, were able to achieve near universal basic education due, in part, to boarding schools. Remote rural populations in those countries not only accept, but expect, boarding facilities to support basic education. Many African countries have a long boarding school tradition, particularly at the secondary level. This practice dates back to the colonial period (Bista & Cosstick, 2005). Today, there are still boarding schools in parts of English speaking Africa that are modeled on the British experience. Indeed, in many ways, little has changed since those days: The distance from village communities to secondary schools continues to make

secondary education inaccessible to many children. As a result, many children drop out of school after the primary level. In this context, boarding schools play a key role in providing secondary education. Furthermore, in a number of African countries, student meals are government subsidized so that it may cost less for parents to have their children fed a comparable diet in boarding schools than at home. In Ghana, some parents believe that boarding schools do a better job of bringing up children than they can. However, in recent years, there has been a tendency in Africa to discontinue boarding schools due to governmental fiscal "belt tightening." Nonetheless, many educators advocate them as a necessary investment for higher educational attainment.

The Western Boarding School Association Annual Report (2009) has highlighted on the following as the enticing reasons why a parent/child should consider a boarding school:

It offers rare opportunity for pupils to develop their level of independence, critical thinking and initiative taking.

Campus life promotes learning and friendship.

It is on record that boarding school graduates go on to do great things.

Prothero (2010) has revealed that a group of Indiana University professors wanted to establish a boarding school in Ghana for inner city children who have difficulties being educated because of an environment filled with drugs, violence and poverty. Brown (2010) has made a strong suggestion on Public International Boarding Schools in Ghana as the next educational reform movement for Low-Income Urban Minority Public School Students. These schools would provide a

quality academic American-style boarding school education to its students, subject to the inclusion of courses about the history, language, culture and customs of the countries where they are located (Brown, 2010). It has thus become glaring that even developed countries are seeking academic and parenting asylum in Ghana so as to remedy a deteriorating educational conditions by means of boarding houses far from home influence.

Boarding Schooling

Historically boarding schools in Ghana started in disguise in the informal sector during preparation towards puberty. During such periods like the 'Dipo' and 'Bragoro' teenage girls were kept outside their homes with an elderly woman who taught them basic essentials in life (Osei-Adu, 2010). This phenomenon could be described as a traditional boarding house system. Also, young seminarians' attention is sustained by taking them from their home stations and put in the seminary where they are properly and efficiently taken through training without distraction (Dublin Diocese, 2007).

All members of the security forces also go through training in the same way. They are kept at one place, fed, trained and are not allowed to pick calls or even make contact with the home (Mongabay.com, 1994). This is aimed at helping them focus and develop the skills that their training aims to give. Finally, players in a team preparing for a tournament are usually camped in order for them to prepare adequately for their various matches (Sportscouncil.com, 1994).

All these scenarios described are situations which take a person away from the home and place him/her in a different controlled environment which is highly supervised by professionals. The main strength of a boarding school is that it offers everything in one package; the academics, the athletics, the social life and constant supervision (Kennedy, 2010).

SHS Boarding School Concept in Ghana

The Basel Missionaries first instituted the boarding school system in Ghana. The Basel Missionaries went further in providing elementary education by establishing the Mission's first boys' boarding school at Akropong in 1843 with twelve boys, and a girls' school in 1847 (The Ministry of Local Government & Rural Development, 2006). In 1848, thirty-seven girls, twenty-five boys and seven West Indian children attended the United Akropong School, however the girls' school was transferred to Aburi in 1854 to become the Girls' Senior School. In 1928 a special request to the Basel Mission was made at Synod for a girls' boarding school to serve Akyem and Kwahu (The Ministry of Local Government and Rural Development, 2006). The work was started in 1931 by Miss H. Schlatter who was joined a year later by Miss G. Goetz, and by 1936 some students were being trained as teachers. In 1933, due to appeals made by Rev. N. T. Clerk at the year's Synod at Nsaba, a boys' boarding secondary school was begun in the former Basel Mission premises at Odumase - Krobo in 1938 (The Ministry of Local Government and Rural Development, 2006). This school relocated to their present location and became known as Presbyterian Boys' Secondary School, Legon. Other religious groups (Anglican, Wesleyan, The

Roman Catholic, etc) also replicated the effort of the Presbyterians (The Ministry of Local Government and Rural Development, 2006). It is important to note that all the missions mentioned were certain of the positive correlation between students' participation, performance and an effective boarding house system; thus they put in all efforts to put up as many schools as they possibly could.

The schools they set up have survived and are among the top schools in the country now (Serve Africa, 2011). Presbyterian Boys' Secondary School, Legon, Adisadel College, Cape Coast, Holy Child Senior High School, Cape Coast, Wesley Girls High School, Cape Coast, and St. Peters Senior High School, Nkwatia are just some few examples. It is therefore true to assume that putting students in boarding schools under strict supervision of tutors has been one of the factors which has paid off in the enviable products churned out from the afore-mentioned schools. Serve Africa (2011) estimates that over 80% of the best senior high schools in Ghana are boarding schools.

Advantages of Boarding Schools

Brown (2010) has observed that not only does a boarding school remove learners from negative influences, but it also allows educators to create the optimal educational environment, one in which they exert control even after the school day ends. Such a situation would obviously call for optimal utilization of the available scarce resources. Supervised studies and individualized learning as well as early morning, evening and week end classes have been discovered as very useful in effectively utilizing time, human resources and logistics (Brown, 2010). This is exactly the ideal situation needed in Ghana to tame and guide the

schooling youth who are capable of exhibiting attitudes which could affect their participation in education when given too much autonomy. The age group of SHS students should alert one that it is an adventurous period in the life of the students and that they are attracted by a wide range of distractions at home, school and on their route to school. Hence, taking them from the home to the boarding schools provide them with an atmosphere which helps them to balance their studies and social activities. Some advantages of boarding school systems are highlighted as follows:

It promotes access to schooling. Bista and Cosstick (2005) revealed that the primary goal of state boarding schools is to increase access to learning opportunities of children from underserved and disadvantaged communities. Boarding facilities, for example, make schooling for many rural children possible and areas where senior high schools could not easily be put up would not suffer disadvantages since students could be put in boarding houses in areas where access abounds.

It helps attain gender equality in enrollment, retention and achievement. A study in Nepal has shown that feeder hostels for girls have promoted girls' enrolment, retention and achievement in education (Bista & Cosstick, 2005). Feeder hostels have brought girls from remote and rural areas of the country, where opportunity for obtaining secondary education did not exist. These hostels have provided food and accommodation and, most importantly, an opportunity to attend a secondary school (Bista & Cosstick, 2005).

It provides improved learning environments to children. According to Bista and Cosstick (2005) boarding schools have given a choice for many families that cannot offer adequate facilities for study. Where homes are overcrowded and do not have electricity, boarding schools have offered a better study environment and moreover learning has become a healthy competition which invariably has increased efficiency in the secondary educational sector . Students have been attending school regularly, are punctual, do assignments and actively engage in a lot of school activities so long as they are healthy (Bista & Cosstick, 2005).

It enhances academic performance of children, especially girls. Boarding schools are believed to have helped enhance academic performance of children (Bista & Cosstick, 2005). Research done in Malawi claimed that boarding schools have enhanced girls' academic performance since they do not have to spend time going long distances to schools and are not burdened by domestic chores at home. Boarding schools in eastern and southern Africa are generally same-sex schools, and it has been shown that academic performance among girls is higher than in co-educational schools (Bista & Cosstick, 2005). In Ghana almost all the same-sex boarding senior high schools are noted for high participation rate and they are doing extremely well.

It meets the nutritional needs of children. Experience from Mongolia and Viet Nam has shown that well-managed boarding schools provide good nutrition, hygiene, and sanitation; a balanced daily routine of personal care; education; assistance for the boarding school community; sports and recreation; and study habits that children introduce to their own homes and families and to their lives as

42

adults (Bista & Cosstick, 2005). One study conducted in Mexico reported that children attending boarding schools were better off in terms of their nutritional status compared to those who were not in boarding schools (Bista & Cosstick, 2005).

It promotes socialization and mainstreaming of poor and minority children. Boarding schools have been means of socializing and mainstreaming children coming from rural and remote areas and those belonging to ethnic and linguistic minorities (Bista & Cosstick, 2005). Children are introduced to new ways of living; new routines and responsibilities; new technologies; and new teachers and fellow students from outside their community. This has created a multi-cultural environment where positive cultural practices from the other students are imitated and developed. Malawi research claims that boarding schools have strengthened national unity by housing successfully children of different ethnicities together (Bista & Cosstick, 2005).

It reduces the cost of educating children. Where settlements are highly scattered and populations are sparse, it can be extremely costly to establish and operate full-fledged schools. Studies done in Nepal have shown that it is very costly to run schools in the high mountains, where the average number of students per school is less than 25 (Bista & Cosstick, 2005). Boarding or residential schools can, therefore, be established where it is not feasible to establish and operate a small community school (Bista & Cosstick, 2005). While the start-up cost of a boarding school is relatively high, maintenance costs could be kept in

check by using environmentally friendly technologies and supervised boarding houses in the community (Bista & Cosstick, 2005).

Disadvantages of Boarding Schools

Boarding schools, like most human endeavours, have their own set of challenges. These downsides are equally intriguing and thus need to be carefully looked at so as to minimize their debilitating effects on the good intentions that the boarding school seeks to achieve. Some of the disadvantages of boarding schools are described as follows:

Boarding schools contribute to cultural extinction. Some communities have viewed boarding schools as a threat to a child's culture. In the last part of the 19th and the first half of the 20th centuries in North America and Australia, boarding schools were a key aspect of policies focused at assimilating indigenous children into a dominant European-oriented society through language, lifestyle, education and religion (Bista & Cosstick, 2005). Compulsory education enforced a culture and curriculum alien to the indigenous population and boarding schools played a major role in the extinction of indigenous native cultures, languages and religions (Bista & Cosstick, 2005).

Boarding schools cause cultural illiteracy. Some believe that children attending boarding schools could become culturally illiterate, thus, being away from home at an early age means being unable to learn many cultural values, beliefs, practices, and customs that are needed to function effectively in the community (Bista & Cosstick, 2005). When these children return to their communities, a profound loss of identity may result.

44

Boarding schools cause a sense of alienation. Children staying in boarding schools could develop feelings of not being loved, wanted or cared for as boarding schools are physically and emotionally isolating from families and communities (Bista & Cosstick, 2005). Hence, it could have negative effects on children's learning achievement and growth.

Boarding schools may increase the risk of physical and sexual abuse. Some studies have reported that children are at higher risk of abuse in boarding schools (Bista & Cosstick, 2005). Such incidents of physical and sexual abuse may never get reported, and children live with the pain of abuse throughout their lifetimes (Bista & Cosstick, 2005).

Girls are at risk of pregnancy and dropping out. Research conducted in Zimbabwe and Nigeria indicated that girls in boarding schools are at risk of becoming pregnant and then dropping out of schools (Bista & Cosstick, 2005). This risk of pregnancy has discouraged many parents from sending their adolescent girls to boarding schools in that country (Bista & Cosstick, 2005).

Children's growth and learning may be harmed. Where sufficient state and/or local budgets are not available to meet the costs of running boarding schools, the health of children is at risk since under-funded boarding schools that are not maintained and repaired can compromise health. Children may suffer from cold, dampness or coal smoke fumes; insufficient or inadequate food; poor attendance of teachers; and low quality teaching/a poor social environment that lead to poor education (Bista & Cosstick, 2005). These may lead to parents losing their confidence in the school system. Though these disadvantages seem to be

45

frightening it needs to be emphasized that the day schools put the students at a much greater risk.

Useful Hints for Using Boarding Schools as an Educational Strategy

Educational planners and policy makers must be fully aware of the many advantages and disadvantages of using boarding schools as an educational strategy (Bista & Cosstick, 2005). Some useful hints for using boarding schools as an educational strategy are:

Ensure that the school is able to meet the total development needs of children. If boarding schools are to be used as a strategy for educating children, they should be able to function as extended families where students and teachers live and learn together, and where opportunities are created for children to develop every aspect of academic, cultural, athletic, and social life. The school should offer environment for students that are safe, academically challenging, diverse, active and fun. Boarding schools should not just be a collection of children coming from poor households or underserved groups. Where possible, they should bring together children from different communities.

Ensure that the school is well-managed. The atmosphere within the boarding school, both the classroom and the dormitory, is critical for the physical and mental health/development of the child. Only well-managed boarding schools can provide a positive experience for children. School management must ensure that there exists a peer or buddy support system, and that there is good rapport between teachers and students, as well as between parents and teachers. Boarding schools for minorities are generally placed a long distance from town centers and,

46

therefore, the staff have considerably more autonomy than do their town-based peers. If the staff is not disciplined, themselves, the student body can suffer without the remedial action that might be taken if the school were in a more central location. Misdoings may not be reported to families, communities or authorities in a timely fashion due to distance and communication difficulties. Children of minority families may be reluctant to report difficulties occurring in the school, and so problems may not receive prompt action or any action at all. The need for good management cannot be sufficiently underscored.

Use boarding schools as community centers. Boarding schools can be used for the development of the local community. The school should be opened as a community centre for meetings, adult education in the evenings and children's school holidays. Such a school is a useful focal point for knowledge- and skill building for the community at large, and for the integration of school life into community life.

Gain parental confidence. The success of boarding schools depends upon the trust and confidence they inspire among parents who decide whether the children will attend school, which children will go and for how long. This will require that the school be perceived as an institution that addresses parental concerns, recognizes the language and culture of the students, and guarantees adequate information, frequent visits and good medical attention.

Ensure frequent contacts between children and family members. There is no substitute for the family in matters of giving care, love, affection, early education and socialization to young children. Children grow mentally, intellectually and

47

socially through adult contacts in the family and community. Children should not be removed from families for excessively long periods of time. Schools must ensure that there is frequent contact between children, families and their relatives. Children should be able to go back to families at regular intervals, and family members should be allowed to visit their children in school.

Ensure that the curriculum includes local and cultural studies. Centrally prepared and implemented curricula are notorious for ignoring local cultures, languages, and realities. Rigidity, irrelevance and impracticality of centrally prepared curricula and teaching-learning processes can hinder local and cultural learning. Curriculum planners must ensure that children's right to learn their language and culture is preserved.

Empirical Evidence of Performance Day/Boarding Students

Adetunde and Asare (2009) carried out a study into the comparative performance of day and boarding students in Secondary School Certificate Mathematics Examinations in Kasena-Nankana and Asuogyaman Districts of Ghana. An ex-post facto research design was adopted, using a multistage probability proportion to size (MPPS) method to select the samples from the population used in this study.

Out of 11 secondary schools in the two districts, 4 schools whose results were consistently released for years were selected for the study on the basis of single sex school, public mixed school, private school, and government coeducational school. Hypothesis was tested while the analyses of data were presented using t-test for differences between sample means. The study tried to

48

dive into the comparative assessment of performance of day students and boarding students in secondary school certificate Mathematics examinations, in the Kassena-Nankana and Asuogyaman districts in the Republic of Ghana.

The study revealed that there was a significant difference in academic performance between a boarding student and a day student. The pass rate in the boarding schools was higher than those in the day schools.

Summary of the Review

In this chapter, it has emerged from the review that quality education is very vital for sustainable development of every country. When conscious efforts are put in place to assure excellent performance at the second cycle level, it makes the achievement of this goal easy. Wikipedia (2010) saw education generally occurring when any experience has a formative effect on the way one thinks, feels, or acts. This makes it very crucial that each individual in the community receives quality and adequate education in order to fully participate in the developmental agenda of those areas.

Also the Ghana Education Ministry has indicated that their overall goal for existing is to provide relevant and quality education for all Ghanaians (The Ghanaweb, 2011). The World Bank (2011) has understood that in order to develop every economy the world over, the citizenry of all countries need to obtain quality and adequate education. Schools are expected to develop reasoning about perennial questions, master the methods of scientific inquiry, cultivate the intellect, create positive change agents, develop spirituality and model a democratic society (Wikipedia, 2011). Upon completion of senior high school

education in Ghana, society expects that the individual becomes more matured in the way he/she behaves and approaches situations.

Historically, boarding schools in Ghana started in disguise in the informal sector during preparation towards puberty where teenage girls were kept outside their homes with an elderly woman who taught them basic essentials in life (Osei-Adu, 2010). The main strength of a boarding school is that it offers everything in one package; the academics, the athletics, the social life and constant supervision (Kennedy, 2010). This concept in Ghana was officially started and sustained by the early mission schools which are among the top schools in the country now (Serve Africa, 2011). Reforms are introduced intermittently to remove unfairness and imbalances. In providing quality formal education in an efficient way, well-qualified teachers, effectiveness of schools , motivation to study ,achieve and retain knowledge and skills, school boardinisation, socio-cultural practices and socio-economic practices and conditions all play significant roles.

Brown (2010) observed that not only does a boarding school remove students from negative influences, but it also allows educators to create the optimal educational environment, one in which they exert control even after the school day ends. Such a situation would help SHS students to pass and acquire the required characteristics needed for them to bring sustained development into the country. The aforementioned issues raised are going to form the benchmarks for undertaking the study.

CHAPTER THREE

METHODOLOGY

Introduction

This section describes the procedures adopted in conducting the research. The sub topics to be discussed are the research design, population, sample and sampling procedure, instruments, pilot-testing, data collection procedure and data analysis.

Research Design

Causal-comparative (ex-post facto) was the basic design that was used for the study. According to Kumar (1999), research can be classified as quantitative or qualitative depending on the purpose of the study, how the variables are measured and lastly how the information is analyzed. Most often the research problem determines which approach to use. The main differences between quantitative and qualitative research are the research process, the emphasis and the objectives of the study (Saunders, Lewis & Thornhill, 2003). If the purpose of a study is to describe a situation or phenomenon and the information is gathered by using variables measured on a qualitative measurement scale and are further analyzed in the situation by establishing the variation in it without quantifying it,

51

then the study is classified as qualitative (Kumar, 1999). If on the other hand the information is gathered about variation in a situation or in a phenomenon by using quantitative variables, then the study is classified as quantitative (Kumar, 1999). In many cases the best research might be the result of triangulation, or a combination of both quantitative and qualitative methods (Merriam, 1998).

In the causal-comparative or ex-post facto research, an attempt is made to determine the causes, or reasons for existing differences in the behaviour or status of groups of individuals. When it is observed that groups differ on some variables, attempts are made to identify the major factors that lead to this difference. Results from ex-post facto can provide reliable information for decision making and often stimulate further research.

It is against this background that the causal-comparative (ex-post facto) was employed for the study. The method was deemed appropriate because interest in the identification of the differences between students' lifestyles in the boarding schools and day schools in terms of school environment, teacher and student variables were needed. These variables include teachers' desire to do extra work, absenteeism of teachers, lateness of teachers, absenteeism of students and lateness of students. On its limitation, the use of ex-post facto could produce unreliable results especially when respondents feel the questions are threats to their privacy and thus may not be completely truthful in responding. This limitation was minimized by ensuring that the questionnaires to be answered are clear and not misleading, validated through pre-testing; these enabled respondents to answer the questions thoughtfully and honestly.

Despite the limitations, ex-post facto is an appropriate design. This method was used to unearth the differences between academic activities of students in boarding schools and that of day schools. Primary data obtained from headmasters/headmistresses, teachers and students who form the sample of the study were used for the study. The design was a quantitative one.

Population

Population of the study was made up of 4,567 SHS 4 students in 10 second cycle institutions in Accra who wrote the 2012 WASSCE, their 460 teachers and 10 headmasters/headmistresses. This is summarized in Table 1.

Table1: Population for the Study

School	SHS 4 Students	Teachers	Head
Accra Academy	552	53	1
Presby Boys SHS	807	62	1
St. Mary's SHS	273	36	1
Accra Girls SHS	293	37	1
Nungua SHS	434	48	1
Ebenezer SHS	638	52	1
Holy Trinity SHS	191	30	1
O'reilly SHS	317	40	1
Labone SHS	629	55	1
Accra High SHS	433	47	1
Total	**4567**	**460**	**10**

Source: Compiled from field Survey data (2012).

53

According to Merriam (1998), population is referred to as the complete set of individuals (subjects) or events having common observable characteristics which are intended to be studied. The study was conducted in the Accra Metropolitan Area in the Greater Accra Region of Ghana (Appendix G). Accra, being the capital and the seat of the government of the country, has schools which receive students from all the corners of the country. The area is estimated to have a population of over four and a half million people with about one million people visiting the area to trade daily (AMA, 2006). The Accra Metropolitan area has a total land size of 200 sq. km and is originally made up of six sub metros namely Okaikoi, Ashiedu Keteke, Ayawaso, Kpeshie, Osu Klotey and Ablekuma (AMA, 2006). The Southern boundary of the Metropolis of Accra is the Gulf of Guinea from Gbegbeyese to Mukwe Lagoon near the Regional Maritime Academy(AMA, 2006).

Sample and Sampling Procedure

The total sample size for the administration of questionnaires for this study was 460 respondents. These consisted of 10 heads of the ten selected day and boarding SHSs in Accra, 100 teachers from these schools and 350 SHS 4 students from the 10 schools. In each school, one, 10 and 35 questionnaires were administered to the head, teachers and students respectively. By this, 100% of the heads, 21.7% of teachers and 7.6% of the students constituted the sample size used for the study.

In the headmaster/headmistress' category, five heads of day SHSs and the same number from boarding SHSs responded to questionnaires. In the teachers'

category, 50 SHSs 4 teachers from day SHSs and the same number from boarding schools responded to questionnaires. In the students' category, 175 day SHS 4 students and the same number from boarding schools responded to questionnaires. This is shown in Table 2.

Table 2: Sample of Respondents

School	SHS 4 Students	Sample size	Teachers	Sample size	Heads	Sample size
Accra Academy	552	35	53	10	1	1
Presby Boys SHS	807	35	62	10	1	1
St. Mary's SHS	273	35	36	10	1	1
Accra Girls SHS	293	35	37	10	1	1
Nungua SHS	434	35	48	10	1	1
Ebenezer SHS	638	35	52	10	1	1
Holy Trinity SHS	191	35	30	10	1	1
O'reilly SHS	317	35	40	10	1	1
Labone SHS	629	35	55	10	1	1
Accra High SHS	433	35	47	10	1	1
Total	**4567**	**350**	**460**	**100**	**10**	**10**

Source: Compiled from field Survey data (2012).

The justification of the sample size is that it was impossible to use all the schools in Accra because of the limited time period available for the study and financial constraint. The two strata and the schools per stratum that were used for the study are displayed in Tables 3 and 4.

Table 3: Boarding Schools Used for the Study

School	Location		Number of Teachers	Number of Students
Accra Academy	Kaneshie	(Ablekuma)	10	35
Presby Boys SHS	Legon,	(Kpeshie)	10	35
St. Mary's SHS	Mamprobi	(Ablekuma)	10	35
Accra Girls SHS	Nima	(Ayawaso)	10	35
Nungua SHS	Nungua	(Kpeshie)	10	35
Total			**50**	**175**

Source: Compiled from field Survey data (2012).

Table 4: Day Schools Used for the Study

School	Location		No. of Teachers	No. of Students
Ebenezer SHS	Dansoman	(Ablekuma)	10	35
Holy Trinity SHS	Accra Central	(Ashiedu Keteke)	10	35
O'reilly SHS	Adabraka	(Osu Klottey)	10	35
Labone SHS	Labone	(Osu Klottey)	10	35
Accra High SHS	Ridge	(Ayawaso)	10	35
Total			**50**	**175**

Source: Compiled from field Survey data (2012)

The names in bracket refer to the various sub-metros in the AMA where the various schools can be found. All the schools in Accra that fall within the two strata were included in the sampling process. It needs to be remarked that as much

as possible five of the original six sub-metros in the AMA were catered for in the sampling. In fact, initially Achimota School which represented the Okaikoi sub-metro had to be substituted because the authorities were not willing to participate in the study.

In order to ensure that all the seven main programmes studied in the Ghanaian SHSs are included in the study, classes with different programmes in the 10 schools were selected. The seriousness attached to academic work by students varies from one programme to another. It is generally believed that students pursuing Science and Mathematics biased programmes show a higher commitment to academic work than their counterparts in the Arts and Vocational Skills. It is therefore necessary that sampled views from teachers and students from most of the programmes run by the various SHSs in Accra are used in our analysis. The schools selected and the programme of each school is displayed in Table 5.

Table 5: Schools and their Programmes

School	Number of Students	Programme
Accra Academy, Labone and Ebenezer	105	Business
Presby Boys, Accra High and Nungua	105	Science/Agric.
St. Mary's SHS and Holy Trinity SHS	70	General Arts
Accra Girls SHS and O'reilly SHS	70	H.E/V.A.

57

Total	**350**

Source: Compiled from field Survey data (2012).

H.E. - Home Economics   V.A. - Visual Arts.

In each school, the purposive random sampling method was used to select the heads to respond to the questionnaires. Each school has one head and questions cited in their questionnaires demanded answers which would best be given by heads of the various schools. The head of each school was therefore automatically chosen to respond to a questionnaire. The simple random sampling method was used to select teachers to respond to questionnaires. The names of teachers of SHS 4 students in each school were written on pieces of papers with equal size and folded uniformly. These folded papers were put in a container and shaken vigorously. Without watching, a folded paper is picked at a time without replacement interspersed with repeated vigorous shaking until the ten respondents were picked. Different procedures were used to select respondents for day schools and that of boarding schools. The simple random sampling method was used to select day student respondents from their schools. In each class selected, the names of the students were written on pieces of papers with equal size and folded uniformly. These folded papers were put in a container and shaken vigorously. Without watching a folded paper is picked without replacement interspersed with repeated vigorous shaking until the thirty five were picked. The stratified sampling method was used to select student respondents from the boarding school. Conscious efforts were used to sift out day students that were in the

58

classroom. The rest of the members of the class were sampled by writing their names on pieces of papers of equal sizes and folded uniformly. These folded papers were put in a container and shaken vigorously. Without watching a folded paper is picked without replacement interspersed with repeated vigorous shaking until the thirty five were picked.

Research Instrument

The data collection instrument for the study was questionnaire. Saunders, Lewis, &Thornhill (2004) use the term questionnaire in a generic form to include all techniques of data collection in which each person is asked to respond to the same set of questions in a pre-determined order. According to Key (1997), a questionnaire is essentially, a list of organized and ordered questions or statements presented to respondents in a uniform manner to which they provide responses.

Questionnaire was used for data collection because it provided a much quicker means of gathering information from a fairly large population. These questionnaires facilitated data-gathering from a high percentage of the teachers and students in the schools. Through the use of a questionnaire, a survey was conducted with a pre-planned set of questions designed to yield specific information (Key, 1997). The main aim was to develop an instrument that could assess the relationship between a student's residential status and his/her likely ultimate performance in academic work.

Further advantages to using a questionnaire according to (Key, 1997) are:

1. Economy - Expense and time involved in training interviewers and sending them to interview are reduced by using questionnaires.

2. Uniformity of questions - Each respondent receives the same set of questions phrased in exactly the same way. Questionnaires may, therefore, yield data more comparable than information obtained through an interview.

3. Standardization - If the questions are highly structured and the conditions under which they are answered are controlled, then the questionnaire could become standardized.

   Considering these advantages of questionnaires they provide me the confidence to use it, since it will aid the study greatly in deriving the information needed.

   Key (1997) points out that, questionnaires have disadvantages. Respondents may answer some questions and leave others blank. Respondents are not given lengthy time so they may not think through their answers thoroughly. When lengthy time is given there is the possibility of respondents consulting others before giving answers which can affect the outcome of the study. Questionnaires make very little room for personal interaction between the researchers and the subjects. Flexibility is therefore highly sacrificed when questionnaires are used to gather data for a research.

   There is a lack of flexibility due to the lack of personal interaction between the researchers and the subjects. Collecting quantified, comparable data from all subjects in a uniform manner introduces rigidity into the investigative

procedures that may prevent the researcher from probing in sufficient depth (Key, 1997).

The questionnaire used the Likert-type scale format for most of the items. The Likert-type scale places people's answers on an attitude continuum (Gay, 1992). Questionnaire was used for data collection because it provides a much quicker means of gathering information from a fairly large population. The questionnaire used for the study consisted of mostly closed-ended questions and a few open-ended items. A closed-ended type was chosen because they were easy to use, score and code for analysis on the computer. It enables respondents to respond to answers appropriately because of the provision of all possible answers expected from the respondents. However, closed ended questions are difficult to construct.

Few open-ended questions were used; with this the respondents were allowed to answer the questions in their own words which also offered the respondents the opportunity to elaborate on their answers. However, it is not easy to score and interpret, and is also more difficult attempting to categorize and interpret.

My supervisors went through the questionnaires and offered suggestions on appropriate wording and orderly arrangement of the question items under the respective research questions used for the study.

Appendices A and B were administered to SHS 4 students in boarding schools and day schools respectively. Their Section I identifies the demographic characteristics of the respondents while the Section II solicits the extent to which

the students participate in various academic and co-curricular activities. They also investigate into how resourced the school is, including output of teachers. The teachers' and parents/guardians' roles in facilitating students' participation were also probed into by the questionnaires.

Appendices C and D were administered to teachers in SHS boarding day schools respectively. Their Section A identifies the qualification of the respondents while the Section B probes the level of experience of the respondents. Section C solicits for the extent to which the teachers guide their students to participate in various academic and co-curricular activities. They also investigate into how resourced the school is, their output of work and hence their ability to prepare the students adequately to attain the characteristics demanded of them on completion of school. The teachers' role in facilitating students' participation was also probed into by the questionnaires.

Appendices E and F are questionnaires for heads of SHS day and SHS boarding schools respectively. Ample notice was given and convenient times were scheduled to ensure that responses obtained were well thought of. This enabled me to have access to respondents, who were otherwise busy, to respond adequately to responses I needed from them for the study. They investigated into measures put in place to ensure that teachers work diligently and students too participate fully in their academic work. They further probe into the effectiveness of these measures.

Pilot-Testing of Instrument

The questionnaires that were developed were personally designed. For the sake of validating the questionnaires, it was highly necessary to test them. The validity and reliability of the questionnaire were pilot-tested using a sample of two SHSs in the Ablekuma sub-metro area. The responses obtained from the pilot-testing attested to the validity and reliability of the instruments.

The set of questionnaires were pilot-tested at two schools within the study area. Schools in the study area were chosen because it is believed that the heads, teachers, students and their parents would have common characteristics as their counterparts in other schools in the study area. Problems identified with the items when corrected would solve the likely challenge to be encountered on the field. The schools used were St. Mary's Senior High School, Korle Gonno (Boarding school) and St. Margaret Mary Senior High School, Dansoman (Day school). Thirty five (35) SHS 4 students were randomly sampled and the set of questionnaire administered to them. A set of questionnaire was administered to the headmasters/headmistresses of both schools. Five copies of two sets of questionnaires (each set for each school type) were administered to the teachers in each school. The pilot-testing enabled some important changes to be made to items on the original questionnaire which was sent out to the pilot schools. Some of the questions were rephrased to remove ambiguities. Other questions were removed since they were found to be unnecessary. Some of the comments made by the teachers and the headmasters/headmistresses about some of the questions (i.e., items) were also incorporated in the changes which was made to the

63

questionnaire. For example items 13 and 14 of day school respondents and those of 17 to19 of the boarding school respondents were left out entirely in the analyses.

Another major challenge faced during the pilot-testing was the difficulty in getting the headmasters/headmistresses in completing the questionnaires. This was mainly because of their busy schedules and the nature of the questionnaire. I therefore resorted to interview procedures to help obtain quick responses from them. At first, out of the ten questionnaires sent, only five were returned by the teachers in each school. This was because the other half misplaced their copies. These questionnaires were replaced and respondents were tasked on the spot to obtain quick responses from them in order to avert further misplacement of the questionnaires. The reliability coefficient of the questionnaires was a Cronbach alpha reliability coefficient of 0.831 which means the questions asked have the capacity to give responses which could be effectively analyzed and provide answers which can be relied on.

Data Collection Procedure

The six sets of questionnaires were administered to all respondents, after permission had been sought from the various headmasters/headmistresses with an introduction letter from the Institute for Educational Planning and Administration (IEPA), University of Cape Coast. I spent four weeks distributing and retrieving the questionnaires because the various school authorities gave me varying dates to carry out the exercise in the various schools. In four schools I was able to distribute questionnaires to the three groups in each day. I spent one day on each

group in two schools. In the rest of the four schools I spent one day on teachers and students and separate days with heads.

A lot of efforts were put in place to ensure that disadvantages related to the usage of questionnaires were reduced to the barest minimum. On the field, permission was sought from the headmasters before questionnaires were administered. The instrument was personally administered to the respondents on different days and time in specified schools. It was ensured that participants did not leave any question blank though there was a time commitment required to complete them.   Caution was taken to ensure that the wordings of the questionnaires reduced ambiguity and complexity to the barest minimum. Respondents' anonymity was guaranteed. A lot of effort was made to avoid asking questions which would task the respondents' memory. An atmosphere of flexibility was created by interacting personally with the respondents.

The major challenge to data collection was the inability of and the unwillingness of most of the teachers and headmasters/headmistresses to complete questionnaires given them. Most of the questionnaires retrieved from teachers were initially sparsely filled and provided very little information for the study. Some of the questionnaires were misplaced by teachers and had to be replaced several times.

Also, the headmasters/headmistresses seemed busy most of the time and were not prepared generally to discuss either the performance of the students or provide detailed information about the teachers, and so on. I therefore resorted to undertaking interviewing techniques to compel headmasters/headmistresses to

65

respond to questionnaires. All the five headmasters/headmistresses in each school category were taken through this procedure.

Other forms of data requested from the schools also proved to be a challenge. Most of the schools mentioned that it would be a lot of work for them to churn out that information or that they simply could not provide those data. Hence, information about students' performance records, detailed enrollment-completion information for various years with details of the school's WASSCE performances were almost impossible to access. Although there were initial difficulties, a retrieval rate of 100% was achieved for all questionnaires distributed.

Data Analysis

I used Statistical Product for Service Solution (SPSS) to design frequency tables and to calculate the percentages for each set of statement in the questionnaire. The descriptive statistics namely, frequency, percentages and means were used to provide appropriate answers to the research questions. The observations were used to support or otherwise, the findings made based on the responses of respondents and interviewees.

All 460 questionnaires collected were used in the data analysis because they were all retrieved and properly filled. However, some teachers left some spaces blank initially and had to be impressed upon to fill them.

Research Question One was analyzed by means of five bar charts and two tables. These were derived from the responses received from the questionnaires.

Percentages were computed, based on the frequencies and were used to draw the charts and the tables.

Research Question Two was analyzed by means of six bar charts and three tables. These were derived from the responses received from the questionnaires. Percentages were computed, based on the frequencies and means and were used to draw the charts and the tables.

Research Question Three was analyzed by means of two bar charts and six tables which were derived from the responses received from the questionnaires. Percentages were computed, based on the frequencies and were used to draw the charts and the tables.

Research Question Four was analyzed by means of five bar charts and one table. These were derived from the responses received from the questionnaires. Percentages were computed, based on the frequencies and were used to draw the charts and the table.

Summary

In conclusion, an ex-post facto design was adopted for the study. The samples were obtained using the purposive sampling, simple random sampling, and the stratified random sampling techniques. In all 350 SHS 4 students, 100 teachers and 10 SHS heads in ten selected SHSs in Accra were used for the study. A pre-test of the research instrument was conducted at the Ablekuma sub- metro area. The questionnaire was found to have a Cronbach alpha reliability coefficient of 0.831. This means questions answered by respondents were reliable and can help answer the research questions posed.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This section of the study presents the results and discussion of data collected. The purpose of the study was to determine how the residential status of SHS students enhances their academic performance. The study compared the academic performance of boarding school students and day school students in Accra; determined the relationship that exists between students' residential status and their academic performance in Accra; and also looked out for the contributions of teachers and parents/guidance to the performance of Accra SHS students in their academic work.

The respondents of these questions were 10 heads, 100 teachers and 350 SHS 4 students from ten selected day and boarding schools in Accra. The students were required to answer a specific set of questionnaire based on their residential status in school (Appendices A and B) to provide the data for the study. The teachers were also required to answer a specific set of questionnaire based on the type of school in which they teach (Appendices C and D). The heads for the day schools and that of the boarding schools also responded to questions based on the residential status of the school they head (Appendices E and F). For the reliability of the questionnaires, they were pilot tested at St. Margaret Mary Senior High

School (Dansoman) and St. Mary's Senior High Schools (Korle Gonno) in the Ablekuma sub-metro area in the Accra Metropolitan area.

All the 460 questionnaires directed at heads, teachers and students were retrieved. These were meant to address the following research questions:

1. How does residential status enhance seriousness of SHS students towards their academic work?

2. Does residential status induce SHS students to show increased commitment to their academic work?

3. What is the contribution of teachers in the academic performance of SHS students in day and boarding schools?

4. What is the contribution of parents/guardians in the academic performance of SHS students in day and boarding schools?

The questionnaire was found to have a Cronbach alpha reliability coefficient of 0.831. This means questions answered by respondents were reliable and could help answer the research questions posed.

The analysis focused on the background data of the respondents and the respondents' responses to items that were relevant to the research questions that guided the study. A frequency table was constructed section by section and the percentages for each response calculated to support the analysis. Bar charts were also used where necessary.

Background Information of Respondents

The results and discussion are based on the analysis of the data collected from the heads, teachers and students. The background information sought from

students were their age and gender. Age, gender, qualification and teaching experience were the background information collected from teachers. Heads of schools that were highly qualified and experienced were chosen in order to make the analysis strong.

Demographics of Students

Table 6 presents the different age groupings and number of student respondents from the five day SHSs and the five boarding SHSs in Accra that were selected for the study.

Table 6: Age Distribution of Student Respondents

Age	Day School		Boarding School	
	No.	%	No.	%
16	14	8	6	3
17	54	31	39	22
18	54	31	74	42
19	29	16	41	23
20	14	8	5	4
21	5	3	2	1
22	5	3	5	3
23	0	0	0	0
24 or above	0	0	3	2
Total		**100**	**175**	**100**
				175

Source: Computed from field Survey data (2012).

70

From Table 6, majority of the respondents fall between the ages of 17 and 19 years which is a fair age range of SHS students in Ghana. In the day school category, 78% respondents were between the ages of 16 and 20. In the boarding school category, 87% of respondents were between the ages 16 and 20. In both cases, most of the respondents fell within the normal age range for senior high school attendance in Ghana.

Less than 6% (20) of the total student respondents were between the ages of 21 to 24 or above.

The study also investigated the gender composition of student respondents. The results are shown in Table 7.

Table 7: Gender of Student Respondents

Boarding Status	Female		Male	
	No.	%	No	%
Boarding School	82	47	93	53
Day School	63	36	112	64
Total	**145**	**41.43**	**205**	**58.57**

Source: Computed from field Survey data (2012).

Females formed about 41.43% of the total student respondents, with females in the boarding school representing 47% of the boarding students surveyed or 23.43% of total student respondents (Table 7). Females in the day school represented only 36% of the total day school students who took part in the survey or represented 18% of the total student respondents (Table 7).

Male respondents represented 58.57% of the total student respondents with 53% of boarding school respondents being males (Table 7). Males in the day school represented 64% of the total day school respondents and 32% of the total student respondents (Table 7). There were more male respondents than females in the survey.

Teachers

Both male and female teachers participated in the survey and were of the ages between 26 and 55 years. They included teachers who taught different subjects within each school with a myriad of teaching experience, between 3 years and 26 years. They included heads of departments, class tutors, house masters and mistresses and teachers who performed additional roles within their respective schools.

Headmasters/Headmistresses

The headmasters/headmistresses of the ten schools used, five in each school category, participated in the survey and their views were made to reflect the typical views of headmasters/headmistresses in both the day and boarding schools in Accra. Both male and female heads participated in the survey and were of the ages between 51 and 58 years. They were all professional teachers whose teaching experience ranged between 25 and 35 years. These were heads that have held such positions for at least ten years and all had attained their second degree status.

Pseudonyms

It was necessary to hide the identity of the various SHSs which were used for the study due to ethical reasons. The schools used were tagged as follows:

A.	-	Accra Academy	Kaneshie
B.	–	Presby Boys SHS	Legon
C.	–	St. Mary's SHS	Korle Gonno
D.	–	Accra Girls SHS	Nima
E.	–	Nungua SHS	Nungua
F.	–	Ebenezer SHS	Dansoman
G.	–	Holy Trinity SHS	Accra Central
H.	–	O'reilly SHS	Adabraka
I.	–	Labone SHS	La
J.	-	Accra High SHS	Ridge

Research Question 1: How does residential status enhance seriousness of SHS students towards their academic work?

The variables used to assess students' seriousness in school activities were school attendance, transportation to school and participation of students in assignments.

Research Question One sought to find the ways in which the residential status of students could impact on their seriousness towards school work. The responses from respondents have been analyzed in Figures 1-8 and Tables 8- 10. These activities are being considered individually because of the individual role each plays in the students' seriousness to school work.

73

School Attendance

The study investigated into the regularity of students in school. The outcome of the responses is shown in Figure 1.
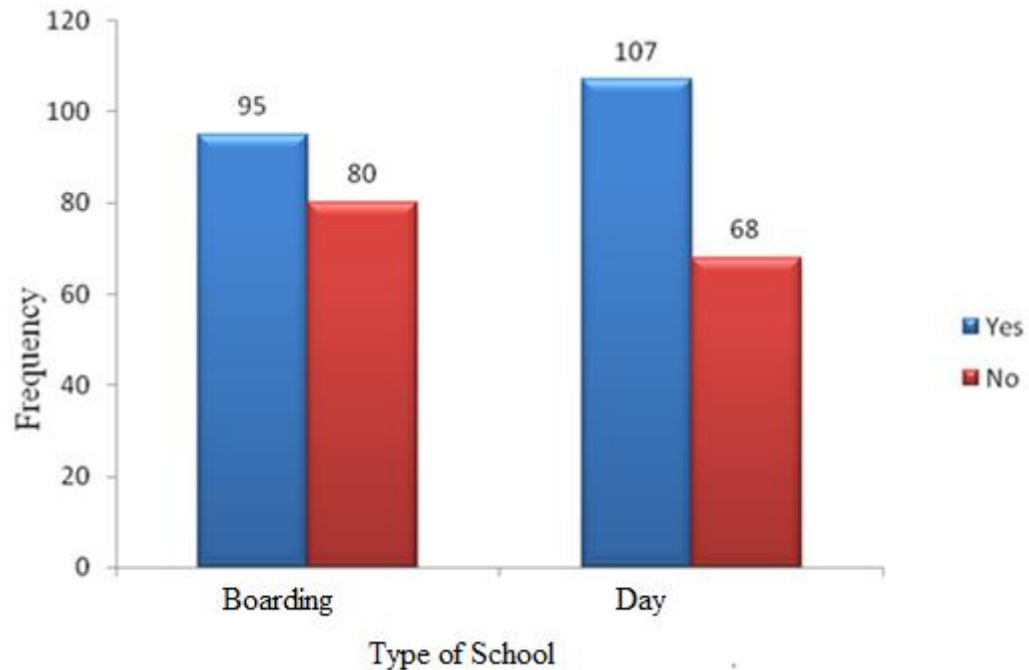
Figure 1. Student's absence from school

Source: Computed from Field Survey Data (2012).

From Figure 1, 54% of boarding school respondents mentioned that they sometimes absented themselves from school while 61% of day school respondents also sometimes absented themselves from school activities. About 46% of boarding respondents and 39% of day school respondents respectively indicated that they do not sometimes absented themselves from school (Figure 1).

The study probed into the reasons behind students' inability to report to school everyday. The various reasons which were cited are presented in Figure 2.

74

Figure 2. Students' reasons for being absent from school

Source: Computed from Field Survey Data (2012).

According to Figure 2, about 46% of day respondents who mentioned that they were sometimes absent from school indicated that they sometimes did so due to heavy traffic congestion which makes them to eventually return to their homes. Twenty two percent of day students indicated that they were sometimes absent due to financial reasons, whilst about 17% due to student truancy and about 5% due to other reasons such as hawking (Figure 2).

In contrast and also from Figure 2, majority of boarders who absented themselves from school did so due to health reasons (46%), while 25% was due to other reasons such as laxity, 20% due to financial reasons and about 8% due to truancy. Again, the finance aspect may appear strange but some boarding students explained that they exempted themselves from practical lessons and field trips which required additional payments. Some teachers too do not allow students who

75

are not able to purchase workbooks or handouts to stay idle in their class when the materials are being used. When they do not pay school fees on time too they are asked to go home.

Headmasters/Headmistresses and teachers from both the day and boarding schools mentioned that regularity of students to school was a problem in their respective schools, with some students playing truancy. However, the heads of the boarding schools mentioned that the rules in their schools had been able to curtail the problems of absenteeism and truancy, while the heads at the day school mentioned that their rules had been ineffective in dealing with absenteeism and truancy.

The students were asked to indicate how often they reported to school late. Figure 3 gives the results of their punctuality to school.
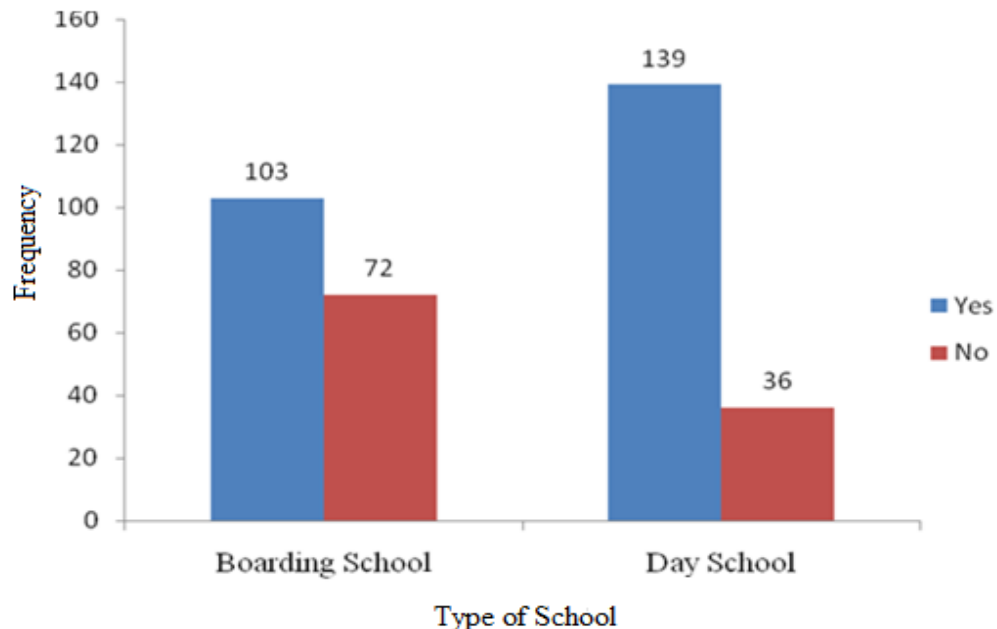
Figure 3. Students' reporting time to school

Source: Computed from Field Survey Data (2012).

76

Results from the survey indicated that both day school and boarding school students sometimes reported to school late. One hundred and three students in the boarding schools representing about 59% of boarding school respondents indicated that they were sometimes late in reporting to school, while the remaining 72 students or 41% of boarding students mentioned that they were always on time in reporting to school (Figure 3). Also from Figure 1, 139 day school respondents representing 79% of the total day school respondents mentioned that they were late in reporting to school sometimes. The remaining 36 respondents or 21% of day respondents indicated that they were normally on time in reporting to school.

The study probed into the reasons behind students' inability to report to school on time. The varied reasons are presented in Figure 4.
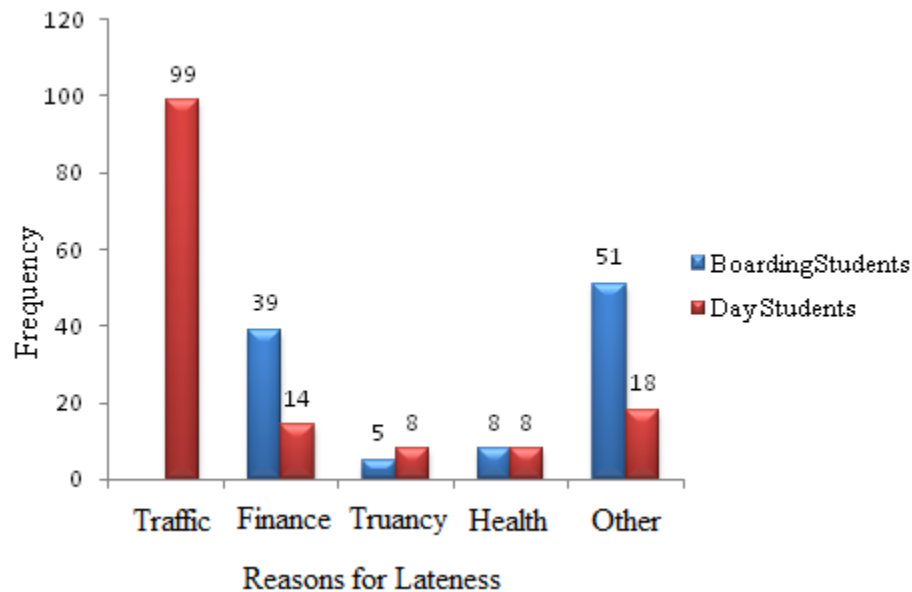
Figure 4. Students' reasons for attending school late
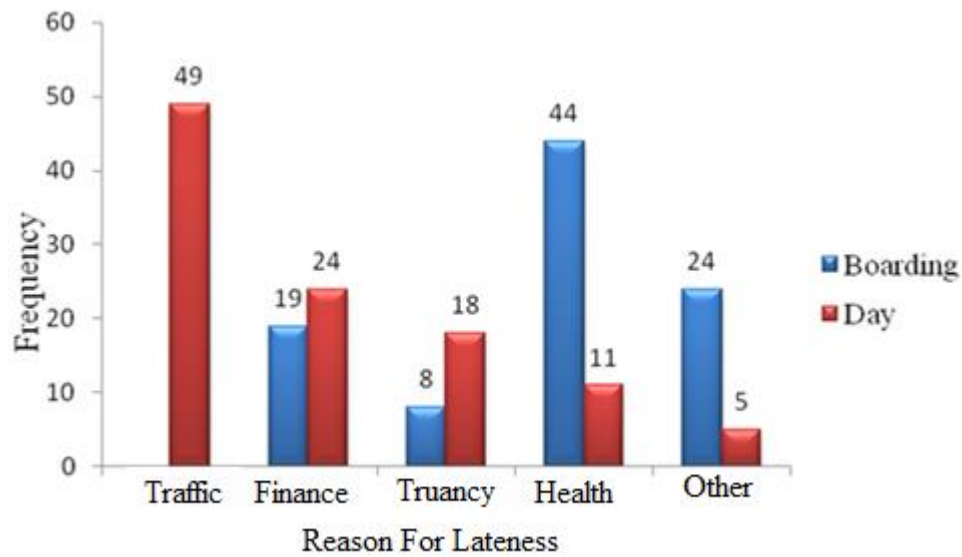
Source: Computed from Field Survey Data (2012).

From Figure 2, 71% of day school respondents who mentioned that they were sometimes late in reporting to school indicated that they were usually late because of traffic congestions while 18 day respondents (13%) indicated that they were sometimes late because of other reasons such as not completing their household chores on time or going to the market to purchase products for their personal use and sometimes because of fatigue. About 8% of them cited finance as the cause of their lateness.

In contrast, about 50% (51 students) of the boarding school respondents mentioned that they were sometimes late due to other reasons such as their inability to complete chores on time, or due to oversleeping caused by fatigue. Also 39 boarding students or about 38% of respondents indicated that they were sometimes late to school due to financial reasons (Figure 4). The finance aspect may appear strange but some students explained that they keep wake to copy notes in handouts which were sold in class or even do menial jobs and assignments for their rich friends in order to get stipends or provisions in order to survive. These at times make them get tired, sleep late and so report late for lessons.

Results from the survey indicated that about 59% of boarding school students reported that they sometimes reported to class late compared to 79% of day school students who also reported that they sometimes got to their respective schools late (Figure 3). Of particular importance are the reasons assigned to their lateness. From Figure 4, about 50% of boarding school students who mentioned that they were sometimes late in reporting to school mentioned that whenever

they were late it was due to reasons such as oversleeping at the dormitories which emanated from their inability to complete their chores on time. In contrast to this, about 71% of day school students who were sometimes late to school reported that it was due to traffic issues or issues due to their means of transportation to school.

Headmasters/Headmistresses and teachers from both the day and boarding schools mentioned that punctuality of students to school was a problem in their respective schools. However, the heads of the boarding schools mentioned that the rules in their schools had been able to curtail the problems of lateness while the heads at the day school mentioned that their rules had been less effective in dealing with it.

Transportation to School

Day Students' means of getting to school was investigated. The results are illustrated in Table 8.

Table 8: Day School Respondents' Means of Transportation to School

Mode of transportation	Frequency
Walking	21
Motor cycle	6
Bicycle	9

Car/bus	139
Total	175

Source: Computed from field Survey data (2012

From Table 8, 139 students mentioned that they use car/bus. Fifteen use either motor cycle or bicycle and 21 walk as means of going to school. From Table 8, 79.4% of day students get to school by means of bus/car which is highly susceptible to traffic congestions in Accra. These day students cannot help it but lose some of their early morning lessons. The headmasters of the day schools noted that the major reason that accounts for students not being punctual to school is traffic congestion within the city. The number of transits made by students when going to school was also investigated. The results are shown in Table 9.

Table 9: Number of Transits Made by Day Students on their Way to School

Transits	Frequency
None	76
One	49
Two	16
Three	4
Total	**175**

Source: Computed from Field Survey Data (2012).

Out of the 175, 76 board vehicle only once to school, 49 take 2 vehicles to school, 16 take 3 vehicles while 4 take 4 vehicles each day when en-route to school (Table 9).

80

From Figure 1, it is clear that both day students and boarding school students on some occasions absent themselves from school. However, from Figure 2, about half of boarding students mentioned that they absent themselves on the basis of ill health, while about 46% of day students who sometimes absents themselves provided traffic conditions as being the cause of their absence from school. If students are to fully participate in school activities and to obtain the full benefit of the Senior High School system as stated by Ladbel Education & Health Organization (2011), then their regularity and participation in class is of great importance.

It is quite notable that issues raised by boarding students as accounting for their lateness to school could easily be addressed by school authorities, such as having the house tutors giving students an exact time that they leave the dormitories or by meting out some form of punishment for lateness. However, for day school students who do not have control over traffic issues, it becomes difficult if not impossible for them not to report to school late on many occasions. For instance, in a personal interview with a day student at Accra High, he mentioned that he usually got to school late because his school is about 30 Km away from his home and usually faces the challenge of getting to school on time, even though he claimed to set off around 5: 30 a.m. each day. He mentioned that he normally got to school around 9:00 a.m. and often finds the first couple of periods to have been completed. This unavoidably would have a toll on the academic performance of the student in the long run.

Day school authorities may put in place mechanisms to check students' lateness to school, however, in a city such as Accra, where transportation and traffic issues are normal, students' lateness to school may sometimes be unavoidable, hence, meting out some sort of punishments to students may sometimes result in the student taking up some deviant behaviours such as playing truancy. Other reasons assigned by students for their lateness to school both in the boarding and day schools such as finance and health could be addressed by school authorities or in the case of students' financial challenges, discussed and a consensus reached, in order to avoid students resorting to truancy and other deviant behaviours.

Clearly, in both instances of lateness and absenteeism, day students were more culpable and hence participated less in class and other school activities. Majority of the day school teachers mentioned that students' punctuality to school was a problem in their respective schools. This phenomenon at the day schools is expected since from the result, some students board as many as four cars in order to get to school. Under normal circumstances, teachers expect students to get to school early, attend to certain chores within the school premises, get to class and revise previous notes or have a short study period before the day's lessons are started. Some teachers contend that because of the issues which normally cause day students to be late to school, they get to school in a worn-out and frustrated state which makes teaching and learning tedious and odious to both teacher and student.

The ten heads of school mentioned that punctuality and absenteeism were sometimes problems in their respective schools. While the heads of the boarding schools mentioned that the laid down rules in their schools had curbed these phenomena by students, the heads of the day schools mentioned that their rules had been very ineffective in dealing with the situation. Since, day students do not have control over traffic situations and other issues that may hinder their journeys to school; day school authorities had been forced to relax their rules, a situation which is not true with boarding schools. The heads of the boarding schools contended that because their students were supposedly housed within the school premises, they have full control over the students' movement due to the strict schedule which they make the student adhere to. Kennedy (2010) took note of structured activities in boarding schools and guiding rules to be complied with so as to enjoy one's stay. Hence, it is easier to enforce the laid down rules in the school, since students who break the school rules can easily be identified and an appropriate punishment meted out to serve as a deterrent to other students. Meting out punishments to day school students who have reported to school late due to issues beyond the students' control makes the school authorities inhumane and hence a laxity in the rules concerning those issues.

Students' school attendance and punctuality are important factors if a school is to be successfully run and the students are to perform well. This is the case because; their attendance and punctuality affect their participation in class which may also affect their overall performances in academic exercises. Participation is the act of enrolling a child in a school or an institution of learning

to undergo a programme of studies which is assessed at fixed periods to determine the learning outcomes of the learner. This is affected by the regularity of students and their punctuality in school and active involvement in class activities. Since students are assessed periodically regarding what they are supposed to have learnt in class, it is important for them to be in class to take part in the studies in order to be able to prove themselves during these assessments and examinations. In Ghanaian SHSs, these assessments are usually in the form of class tests, terminal examinations and ultimately the West African Senior High School Certification Examination (WASSCE). Factors such as lateness and absence of students to school, and teachers' presence in class all ultimately affect the participation level of students in class and school activities.

Participation of Students in Assignments

SHS students' seriousness in terms of home works and class works was investigated. The responses are illustrated in Figure 5.
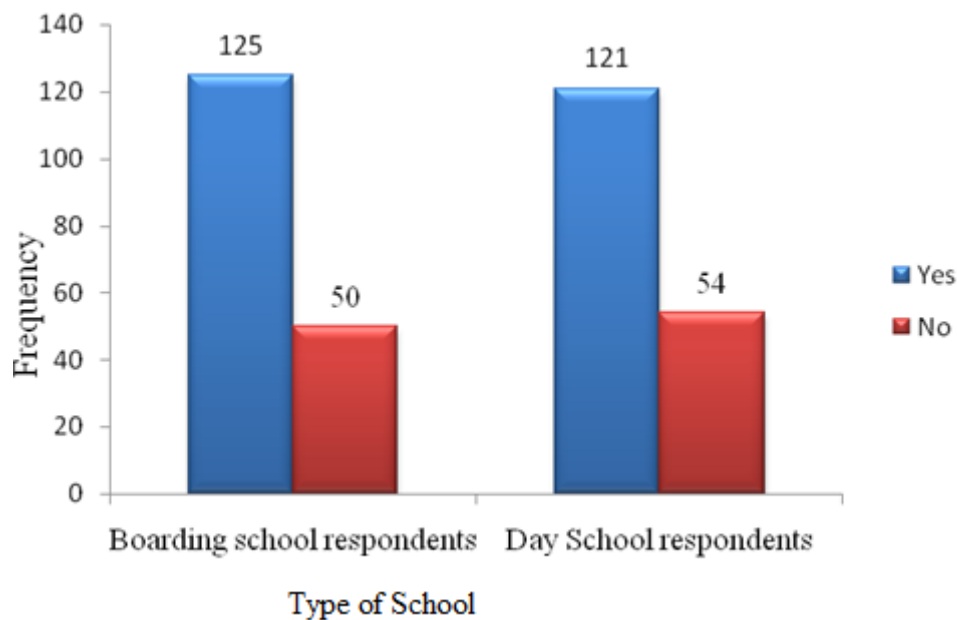
Figure 5. Students' participation in class assignments and home works

Source: Computed from field Survey data (2012).

When asked about their participation in class assignments and home works, 71% of boarding school respondents and 69% of day school respondents indicated that indeed they always participate (Figure 5). However, about 29% and 31% representing boarding and day respondents respectively answered in the negative. They said that they did not always take part in class assignments and home works. The heads of the boarding schools rated the participation of students in class and other school activities as "very good", while the heads at the day schools rated their students' participation in class and school activities as "good".

Class and home assignments are means of assessing if students have been following the progress of the teacher in the day's lesson or topics. They are therefore important in establishing the weak points in students' understanding and also for determining whether the teacher should proceed to other topics or revise the topic. Participation by students in these exercises allows the teacher to easily assess the progress of the cohort. It puts the teacher in a dilemma if most students do not participate in these exercises.

From the results of the survey in Figure 5, 71% and 69% of boarding students and day students respectively stated that they take part in class and home assignments all the time, with the remainder in both school categories mentioning that they do not always participate in such school assignments.

When teachers in the boarding schools were probed, 30% indicated that some of their students do not always take part in class and home assignments

while about 50% of day teachers mentioned that some of their students (day students) do not always undertake assignments.

The implication of this is that not all students take part in assignments in both day and boarding schools. However, more day students fail to do their assignments than boarding students. The success of students in their academic work depends on the students' understanding and grasping each topic that is treated in class. If the student does not participate in all the assignments, it becomes difficult for the teacher to fully assess the strengths and weaknesses of each student with relation to particular subjects. This implies the academic problems of more day students are left untackled than that of boarding students since more of them do not do assignments.

Contrary to the view of the teachers, the general opinion of the boarding school heads was that the participation of students in assignments was "very good" while the heads of the day school mentioned that participation in assignments was "good". Perhaps the expectations of the heads may not be as high as the teachers or their monitoring and evaluation strategies are inadequate.

The fact that not all students take part in assignments and because the ratings of the heads of the two schools were not "Excellent", which was the highest of the ratings provided in the question they answered; means that a bit more work needs to be done in order to obtain full participation of all students in assignments. That will ensure full assessments of the potential and weaknesses of students in each class in each school.

Research Question 2: Does residential status induce SHS students to show increased commitment to their academic work?

The variables used to assess the relationship which exists between students' residential status and their academic performance were students' personal study time, change in residential status syllabus completion and past WASSCE performance of SHSs used in the study. Research Question 2 sought to find the ways in which the residential status of students could reflect in their academic performance. The responses from respondents have been analyzed in Figures 6- 12 and Tables 9 -15. These activities are being considered individually; because of the individual role each plays in the students' academic performance.

Students' Personal Study

Students responded to the question on whether they privately deploy some time in learning on their own without directions from the schools they attend. The results are shown in Figure 6.
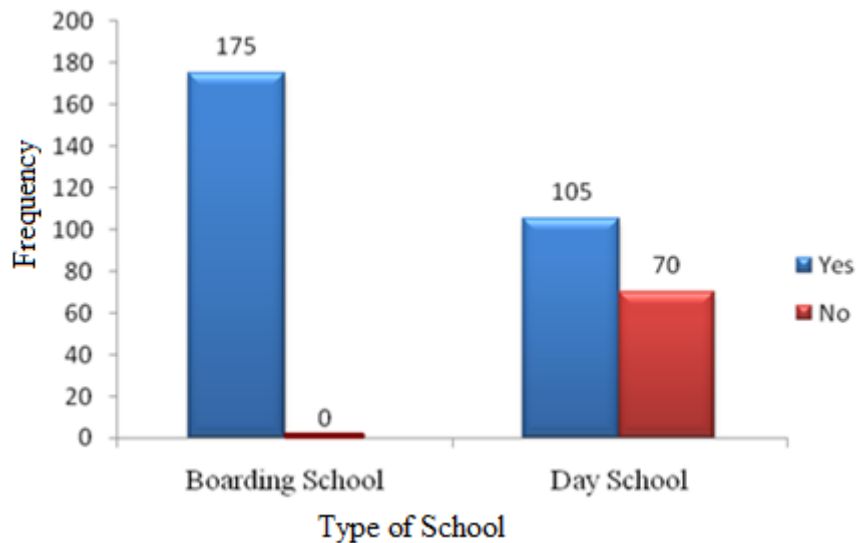
Figure 6. Students' daily personal studies

Source: Computed from field Survey data (2012).

All 175 (100%) boarding school respondents indicated that they undertake daily personal studies (Figure 6). From Figure 6 also, 105 (60%) day school respondents mentioned that they also undertake daily personal studies, while the remaining 40% indicated that they do not undertake daily personal studies.

The students were probed further to know exactly the quantum of time they devote to their private studies. The responses are portrayed in Tables 10 and 11.

Table 10: Average Personal Study Period of Day School Respondents

School	Hours	Average
J	5.33	
H	5.43	
I	6.12	6.51
F	6.44	
G	9.23	

Source: Computed from field Survey data (2012).

Table 11: Average Personal Study Period of Boarding School Respondents

School	Hours	Average
E	13.03	
D	15.43	
C	16.11	15.94
A	17.24	
B	17.87	

Source: Computed from field Survey data (2012).

Tables 10 and 11 indicate averages of personal studies periods provided by respondents from the various schools. That of the day schools is the personal study periods for the entire week. From Table 10, students from School J indicated they study an average o5.33 hours per week, with School I students indicating they study an average of 6.12 hours a week and School G students also indicating they have an average of 9.23 hours of personal study period a week. Overall, the respondents in the day school indicated that they have an average of 6.51 hours of personal studies a week.

In contrast to the above, the boarding schools have a compulsory daily 2 hour prep period which all boarding school respondents mentioned they used to study seriously and undertake school assignments. Table 11 shows the average extra personal study hours that respondents in the boarding schools provided during the questionnaire administration. Thus, the average weekly extra personal study period for the boarding students is 15.94 hours, in addition to the daily prep studies.

In relation to students' residences, students were asked about their personal studies. As a result of supervised studies as asserted by Brown (2010), who stated that "supervised studies and individualized learning as well early morning, evening and week end classes are very useful in effectively utilizing time, human resources and logistics in the boarding school (p.37)", all 175 boarding school respondents stated that they undertake individual daily personal studies (Figure 6). Only about 60% of day school students indicated that they undertook daily personal studies (Figure 6).

In terms of magnitude, the average weekly personal study period for boarding school was 15.94 hours, whilst that of the day students was 6.51 hours. Hence, the average boarding student respondent studies 9.43 hours more than the average day school respondent. This magnitude of personal studies by boarding students probably accounts for why both teachers and students alike perceive boarding students as performing better than day students in their academic work.

Students in boarding schools, as a rule, spend a minimum of 12 hours in a week on their books at preps. This is monitored and supervised. Not all day students have homes where this practice is emphasized. In addition to that all boarding students devote longer extra time to privately read their notes, discuss topics, teach one another, answer past questions and research.

Preps are not insisted on in many homes of day SHS students. Forty percent of day students do not devote their time to private studies. Of the 60% who devote extra time to private studies, the quantum of time they allot to this activity is less compared to their counterparts in the boarding schools. The boarding student would therefore do more and detailed research, peer tutoring, past question answering, topic discussions and notes reading than his counterpart in the day SHSs. The cumulative effect would be that the academic work of boarding students would be more enhanced than their colleagues in the day schools.

To really dig deep into students' attachment to their residential status with regards to opportunities to engage in more academic work the study enquired

90

into satisfaction of students' residential status or the desire to change it. The outcome is presented in Figure 7.
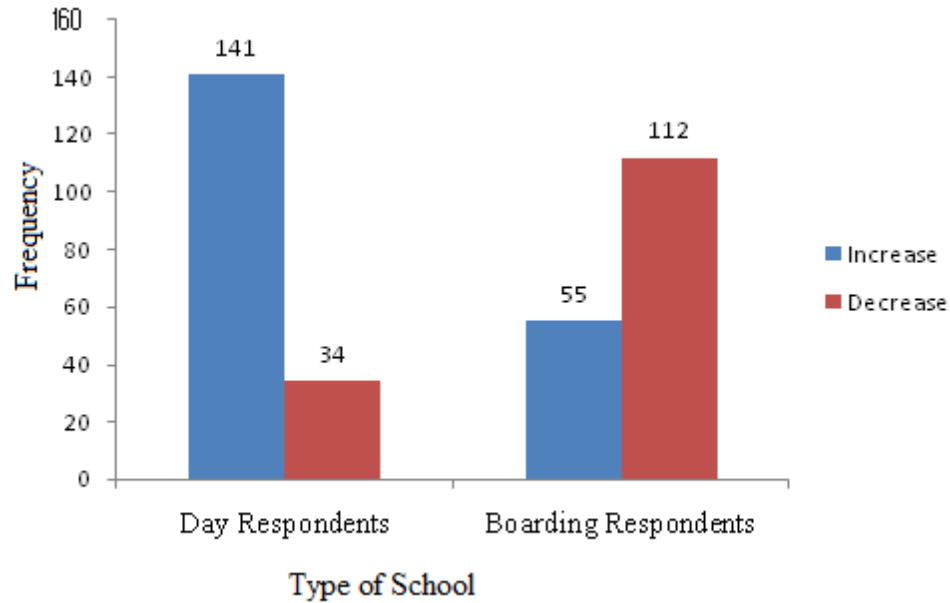
Figure 7. Overall perception of student respondents on their academic performance with change in housing status

Source: Computed from field Survey data (2012).

When respondents were asked about their perception of the possible change in their studies with a change in residential status, thus boarding students becoming day students or a day student becoming a boarding student, 141 out of the total 175 day school respondents (representing 80.6%) indicated that they thought their studying period will increase if they were to become boarding students (Figure 7). Also, 112 boarding school respondents, representing 64% of boarding respondents, were of the view that their studies will decline if they were to become day students. Only 19.4% of the day respondents and 36% of the

boarding respondents thought their studies will improve with a change in their residential status (Figure 7).

This confirms Bista & Cosstick's (2005) assertion that a boarding school provides improved learning environments to children. According to Bista & Cosstick (2005) boarding schools have been the choice for many families that cannot offer adequate facilities for study. Where homes are overcrowded and do not have electricity, boarding schools have offered a better study environment and moreover learning has become a healthy competition which invariably has increased efficiency in the secondary educational sector . Students have been attending school regularly, are punctual, do assignments and actively engage in a lot of school activities so long as they are healthy.

Some students live in compound houses where noise making is the order of the day. Facilities for learning are virtually non-existing at these houses and therefore all academic works are restricted to the school. Students who also find themselves in good apartments are often distracted by electronic gadgets. Household chores and frequent visitations are other factors which impact negatively on the studies of day students. Obviously all serious minded students would like to have serene environment to undertake academic work.

Syllabus Completion

An inquiry was taken into whether the residential status of a school does have effects on the ability of students being exposed to the SHS syllabus. Figures 8-11 and   Table 12 show the outcome of respondents' opinions on the issue.

When student respondents were asked about their teachers' ability to complete terminal syllabuses since they entered the school, most respondents in both boarding and day schools agreed that their teachers were normally unable to complete the terminal syllabus. At the day schools, about 57% of student respondents at School H, about 74% of respondents at School F, about 77% at School G, 80% at School I and School J responded "No" to the query, with the remainder in each of the school choosing the response "Yes" (Figure 8).
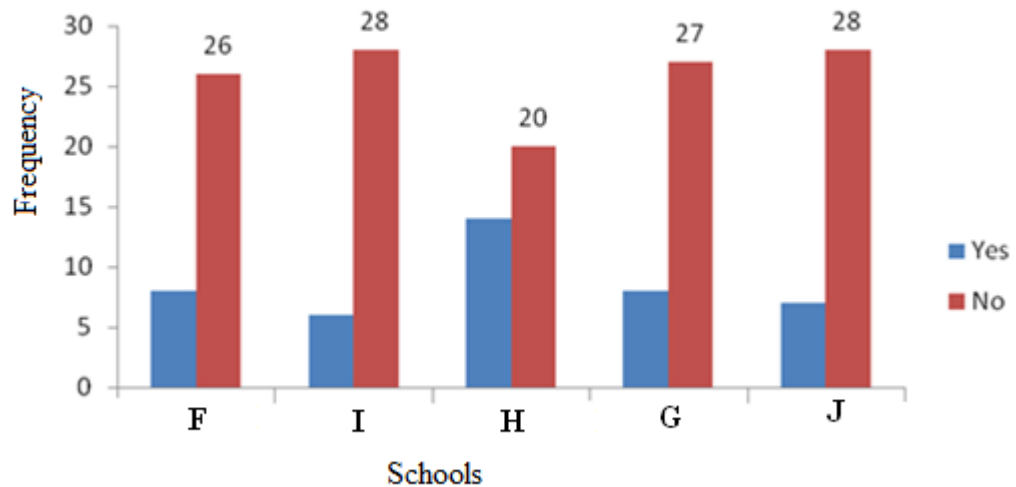
Figure 8. Day school students' responses about their teachers' ability to complete terminal syllabuses

Source: Computed from Field Survey Data, (2012).
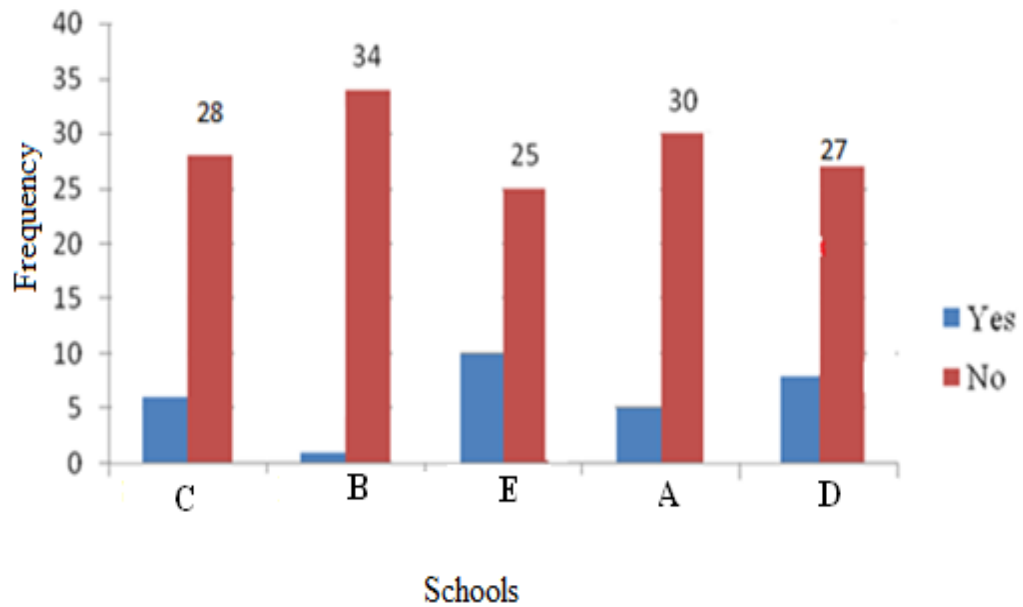
Figure 9. Boarding school students' responses about their teachers' ability to complete terminal syllabuses

Source: Computed from Field Survey Data (2012).

At the boarding schools, "No" responses were 71%, 77%, 80%, 86% and 97% for respondents from School E, School D, School C, School A and School B respectively (Figure 9).

Similar to the above, students were again asked about their confidence about their teachers' ability to complete the various syllabuses before they start with the final WASSCE examination. From Figures 10 and 11 and Table 12, a total of 31 respondents (18%) indicated "yes" they believed it was possible for their teachers to complete all the topics before they begin the WASSCE, while 45% (78 respondents) were of the view that it was not possible for the teachers to complete their various syllabus while the remaining 38% (66 respondents) could

94

neither choose "yes" or "no" for the query and hence chose the "Can't Say" response.

Results for the above query for respondents from the day school indicated that 15% chose "Yes", 40% responded "No", whilst the remaining 45% chose the "Can't Say" response .These responses are shown in Figures 10 and 11 as well as Table 12.
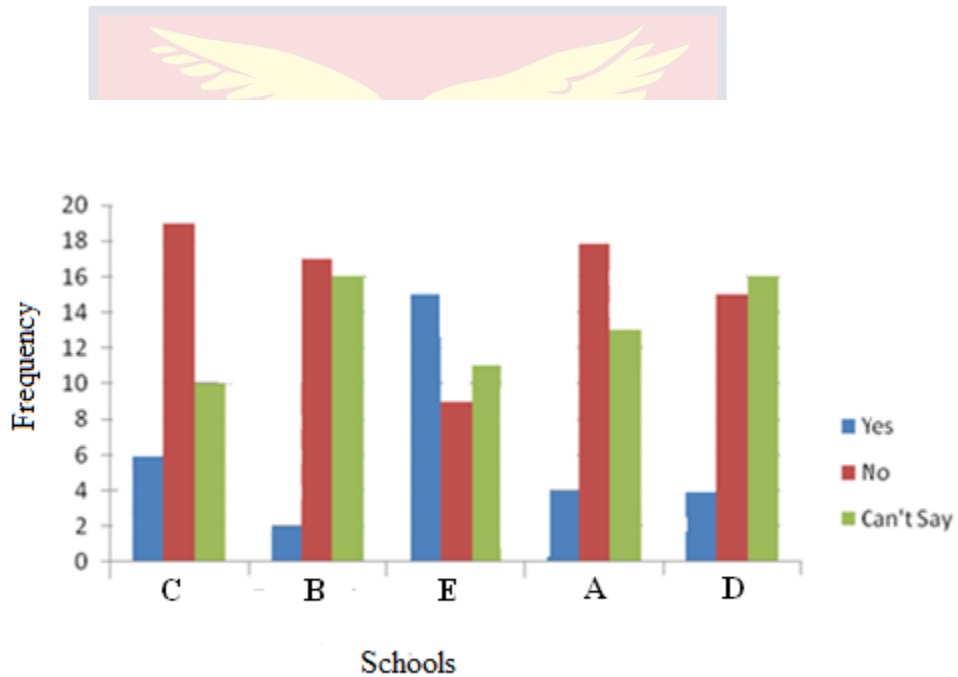
Figure 10. Boarding school students' perception about their teachers' ability to complete entire syllabus

Source: Computed from field Survey data (2012).
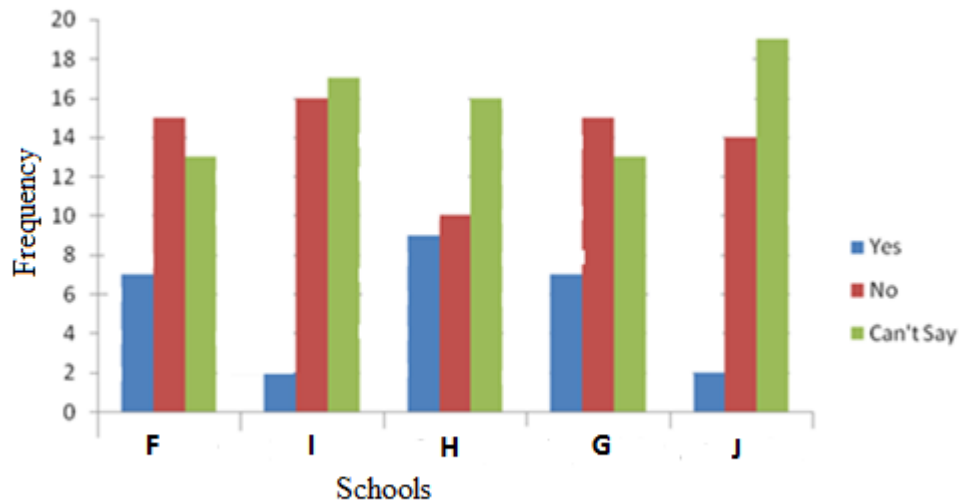
Figure 11. Day school students' perception about the ability of their teachers to complete entire syllabus

Source: Computed from field Survey data (2012).

Table 12: Responses of Students on Ability of Teachers to Complete WASSCE Syllabus

School	Yes	No	Can't Say
Boarding school responses	31	78	66
Day School responses	27	70	78

Source: Computed from field Survey data (2012).

When heads of day schools were asked if their teachers usually completed their yearly syllabuses in time, four of them responded "no" but three of their counterparts in the boarding SHS said "yes" and 2 said "no". Four of the heads of the boarding schools stated that their teachers usually complete their yearly

96

syllabuses while three of the heads of the day schools mentioned their teachers are normally unable to complete their yearly syllabuses. When asked to rate the completion of syllabus in their respective schools, the heads at the boarding schools rated their teachers as "very good", while the heads at the day schools rated their teachers' completion of syllabus as "good". Again there is a contradiction between heads' responses and that of students. This could be that the heads are not doing effective monitoring of their teachers' work.

It is important to take note that more day students expressed confidence in the ability of their teachers to complete their yearly syllabus before writing the WASSCE than boarding students. Completing the syllabus before writing the final year exams gives students high level of confidence and thus could boost the academic performance of day students more than boarding students. On the other hand we should not be oblivious of the fact that determined SHS students who are not sure of their teachers' ability to complete the yearly syllabus would be forced to learn the remaining topics on their own through their peers and other teachers who would be contracted by their parents/guardians. This could be done during their prep and private study times.

Performance and Ranking of Senior High Schools in the WASSCE

The recent historical performances of the various schools used in the study were extracted from the students' record of the West African Examination Council. The reports are indicated in Tables 13-14.

Table 13: Performance and National Ranking of the Selected Boarding Schools in the SSCE in 2003(WAEC)

School Name	Position	Total Number of Candidates	Number of Passes In 6-8 subjects	Percentage
C	9	230	215	93.48
B	17	673	615	91.38
D	38	360	275	76.39
A	42	598	442	73.91
E	66	508	319	62.80

Source: Extracted from WAEC Statistics (2013).

Table 14: Performance and National Ranking of the Selected Day Schools in the SSCE in 2003 (WAEC)

School Name	Position	Total Number of Candidates	Number of Passes In 6-8 Subjects	Percentage
J	57	396	264	66.67
I	92	675	364	53.93
F	160	598	245	40.97
H	161	294	120	40.82
G	208	152	49	32.24

Source: Extracted from WAEC Statistics (2013).

98

Table 15: Performance and National Ranking of the Selected Day Schools in the SSCE in 2004 (WAEC)

School Name	Position	Total Number of Candidates	Number of Passes In 6-8 Subjects	Percentage Pass
C	41	253	233	92.09
B	26	787	761	96.61
D	47	273	246	90.11
A	32	532	503	94.55
E	125	414	271	58.25

Source: Extracted from WAEC Statistics (2013).

Table 16: Performance and National Ranking of the Selected Day Schools in the SSCE in 2004 (WAEC)

School Name	Position	Total Number of Candidates	Number of Passes In 6-8 Subjects	Percentage Pass
J	79	413	329	79.66
I	115	609	415	68.14
H	157	297	173	58.25
G	144	171	103	60.23

Source: Extracted from WAEC Statistics (2013).

Tables 13 - 16 are data obtained from the West African Examination Council as statistics generated for schools that students participated in the Senior Secondary Certificate Examinations (SSCE) for the years 2003 and 2004. In both academic years, boarding schools fared relatively better than day schools, with all 5 selected boarding schools being amongst the top 100 best schools in Ghana for both years under consideration, except in 2004 when School E placed 125th in the

99

overall national ranking. In both 2003 and 2004, only School J was placed amongst the top 100 schools in the national rankings of the best performing Senior High Schools in the WASSCE.

From the results of Tables 13-16, it is apparent that the performances of the boarding schools are relatively better than that of the day schools. For both years under consideration, all the boarding schools did better in the WASSCE than the day schools with the exception of School J which was also ranked amongst the 100 best performing schools in the WASSCE in both years. The better performance of the boarding students in the WASSCE could be attributed to the magnitude of personal studies that boarding school students undertake daily, as well as the amount of supervision that boarding students are subjected to, though School E appeared to deviate from this norm. Efforts were put in to obtain the records for 2009 and 2010 but WAEC's 'policy on publication of results for public consumption' made it impossible.

Research Question 3: What is the contribution of teachers in the academic performance of SHS students in day and boarding schools?

The variables used to assess the contribution of teachers in the academic performance of SHS students were teachers' class attendance, and the effects of residential status on students' academic performance.

Research Question 3 investigated the ways in which the active involvement of teachers enhance students' participation in school work which eventually would determine the academic performance of such SHS students. The responses from respondents have been analyzed in Figures 12 & 13 and Tables 17-19. These

activities are being considered individually; because of the individual role each plays in the students' seriousness to school work.

Teachers' Class Attendance

Respondents were probed on the seriousness of their teachers in attending classes regularly and punctually. The results are displayed in Figures 12 and 13 and Table 17.
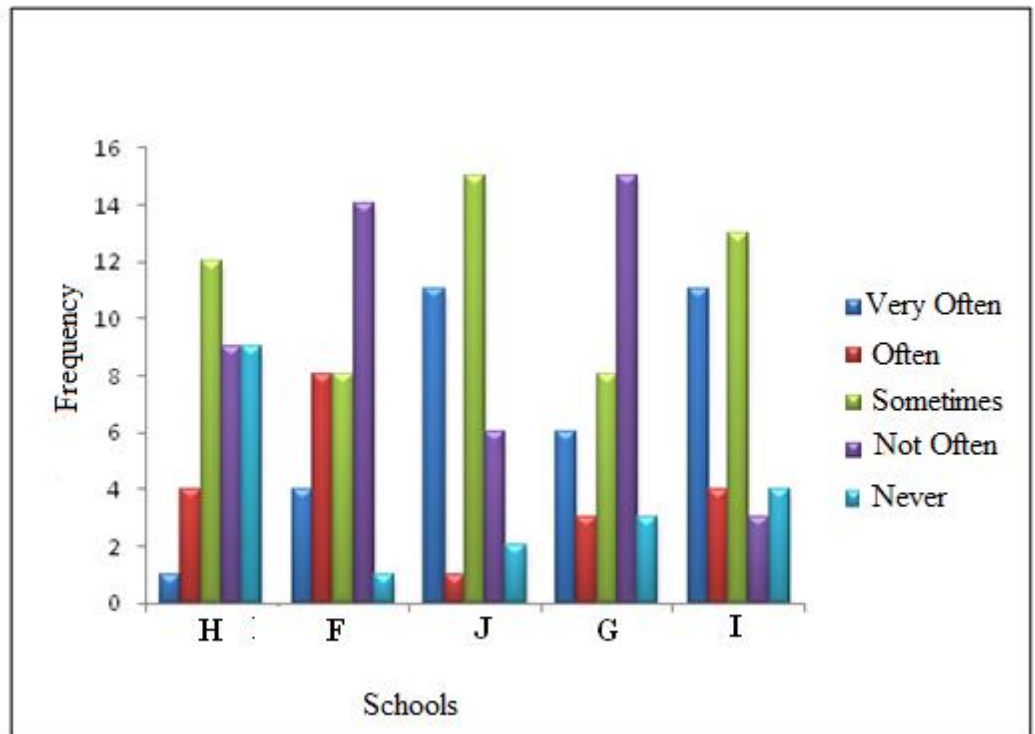
Figure 12. Day students' perception of teachers' attitude to class attendance

Source: Computed from Field Survey Data (2012).
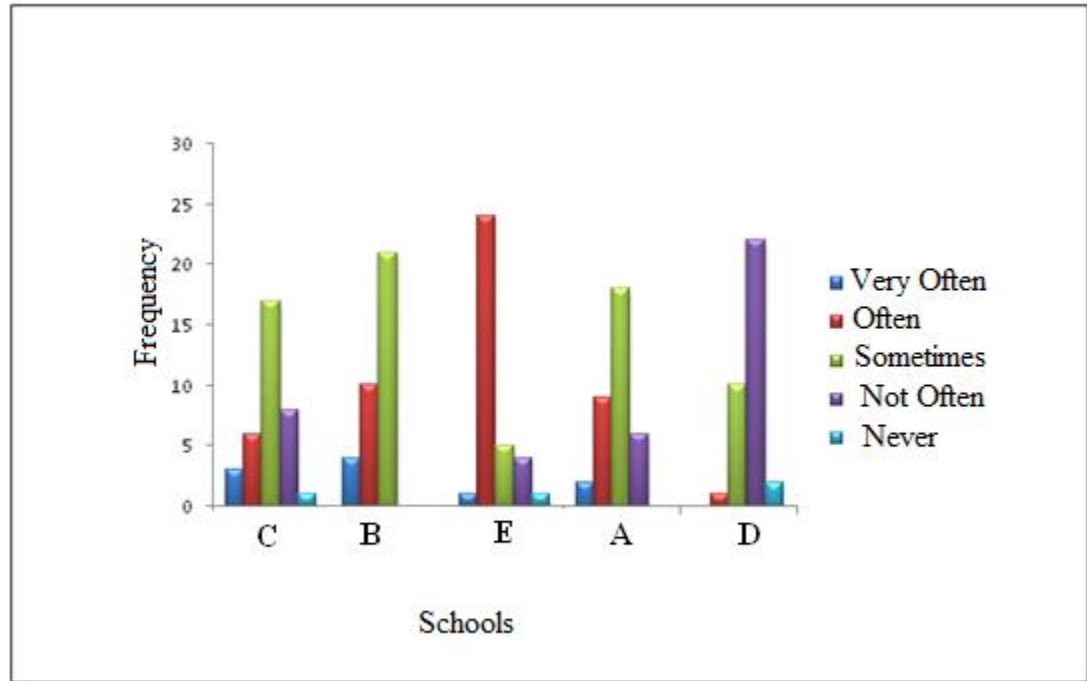
Figure 13. Boarding students' perception of teachers' attitude to class attendance

Source: Computed from Field Survey Data (2012).

Table 17: Overall Students' Perception about Teachers' Attendance to Class

School	Very Often	Often	Sometimes	Not often	Never
Day respondents	33	20	56	47	19
Boarding respondents	10	50	71	36	4

Source: Computed from Field Survey Data (2012).

From Table 17 which is actually a summary of Figures 12 and 13, the response "Sometimes" received the most mentions, thus 56 by day school respondents and 71 by boarding school respondents, whilst "Never" received the

102

lowest mentions, thus, 19 by day school respondents and 4 by boarding school respondents.

The teachers were also asked this same question on class attendance and the responses given are indicated in Table 18.

Table 18: Teachers' Responses on Absence from School

Response	Day	Teachers	Boarding	Teachers
	No.	%	No.	%
Yes	29	57	21	43
No	21	43	29	57

Source: Computed from Field   Survey data (2012).

From Table 18, about 57% and 43% of day and boarding school teachers respectively mentioned that they sometimes absented themselves from school. The teachers were then asked their reasons for absenting themselves from school. Table 19 shows their reasons.

Table 19: Teachers' Reason for Absence from School

Reasons	Day School Teachers		Boarding School Teachers	
	No.	%	No.	%
No duties to perform	29	100	12	57
Other	0	0	9	43

Source: Computed from Field Survey Data (2012).

From Table 19, which was deduced from Table 18, the 57% of day school teachers mentioned that they only absented themselves from school when they had no duties to perform on those particular days. Twelve teachers from the

103

boarding schools (representing 57% of teachers who sometimes absent themselves) mentioned that they also did so only when they had no duties to perform on those days, while the remaining 9 teachers (representing 43%) mentioned that they did so for other reasons such as medical and family emergencies (Table 19).

Headmasters/Headmistresses from both school categories said that they were aware of the fact that some of their teachers were sometimes late in reporting to school; however, both schools had put in place mechanisms to check this phenomenon and were of the view that these mechanisms have been effective. The heads of the boarding schools assigned the reason that teachers living far away from the school are the cause of their lateness to school, while the heads of the day schools stated traffic conditions as the overall cause of their teachers being late to school.

With regards to teacher accommodation in the school, the heads of the boarding schools stated that the schools have provided accommodation for about 33% of the school staff, while the heads of the day schools mentioned that they had provided accommodation for none of the staff members.

From the results of the survey, Figures 12 and 13, there was not a general trend in the responses of students when they were asked about their perception about the presence of teachers in class. This lack of trend was evident in the responses provided by both day and boarding students.

However, when teachers were asked about their supposed absence in class sometimes, 57% of day school teachers mentioned that they were sometimes

absent from class, while 43% of boarding school teachers also mentioned that they sometimes absented themselves from class. The reasons both day and boarding school teachers provided were that they normally had no duties to perform on such days, with a few of the boarding school teachers mentioning health and other emergencies as the reason for their absence sometimes from school.

The importance of the teacher in class can never be over-emphasized. The observation by Darling-Hammond (2004) which indicated that studies have found that student achievement gains are much more influenced by a student's assigned teacher than other factors like class size and composition is relevant here.

Teachers play the part of directing and introducing students to various topics in class and they ensure that students are on the right path and frame of mind to excel in their final examination. Though there is no distinct trend or differences between the responses provided by students in both school categories, the perception of teacher absenteeism from class does not auger well for both day and boarding students alike. It is important for teachers to always be in class to keep students occupied and motivated to study.

Also the work of the teacher is not just to teach in class, but entails other duties such as helping maintain order in the school during class and other periods. Hence, it is important for teachers to be present in school regardless of the fact that they do not have lessons to teach during those days.

Teachers' Opinions on How Residency Affects WASSCE Performance

Teachers of SHSs were also asked to give their opinions on whether residential status of students can influence the performance of students in their academic work. The results are displayed in Tables 19 and 20.

Table 20: Boarding Teachers' Opinions about Residency Effects on the Academic Performance of Students

Response	Frequency	%
Yes	38	76
No	12	24
Total	**50**	**100**

Source: Computed from Field Survey Data (2012).

Table 21: Day Teachers' Opinions about Residency Effects on the Performance of Students in the WASSCE

Response	Frequency	%
Yes	35	70
No	15	30
Total	**50**	**100**

Source: Computed from Field Survey Data (2012)

From Table 20, 76% of the boarding school teachers were of the view that the academic performance of their students could be attributed to their presence in the boarding school whilst in Table 21, 70% of the day school teacher respondents thought that the academic performance of their students could improve with the putting up of boarding infrastructure in their school.

106

Teachers in both categories believed that boarding schools afford the students the opportunity to study more due to the mode of supervision and rules there. The following were the reasons that were provided by teachers in the boarding schools to account for the better performance of boarders than day students:

1. At the boarding house it is possible for teachers to closely monitor the progress of their students.

2. They have enough time during preps to read their notes and discuss problems in groups.

3. Boarders have the opportunity to study outside the normal school hours.

4. Boarders are not distracted so much by outside programmes.

5. Academic discipline is instilled in students at the boarding house more than at most homes.

6. Boarding schools afford the students to confer with teachers after regular school hours, an opportunity that may not be available at the day school.

7. Boarding schools enable students to do more group learning and teaching which help weaker students.

The following were the reasons provided by day school teachers about why they think their students will perform better if they were in the boarding schools:

1. Boarding schools will help the students to concentrate on their studies.

2. Students will not be affected by traffic congestion and hence will have the energy to study.

3. Boarding schools will ensure that students attend classes all the time and are at preps to study.

Other teachers also thought that the housing status of students should not affect their performance. Some thought that students should be able to make use of whatever time was available to them, whilst others thought that boarding schools do not necessarily make students better.

Also, four of the heads at the boarding schools were satisfied with the academic performance of their students over the last five years and believed that the boarding school facilities had contributed to their success. In contrast, four of the heads at the day schools were not satisfied with the academic performance of their students in the last five years and believed that they could do better if their housing statuses changed.

The boarding school heads stated that the performance of their students was a result of effective supervision and the students also using their time effectively. For the poor performance, the heads of the day schools stated that it was because some of the students do not have access to electricity at their homes, no study places and sometimes have to work for most part of the day and night in order to obtain funds for school.

Research Question 4: What is the contribution of parents/guardians in the academic performance of SHS students in day and boarding schools?

The variables used to assess the contribution of parents/guardians in the academic performance SHS students were parents/guardians' dispositions towards wards' studies and their effects on their academic performance.

Research Question 4 investigated the ways the active involvement of parents/guardians of wards' studies enhance students' participation which eventually would determine the academic performance of the students. The responses from respondents have been analyzed in Figures 14-18 and Table 21. These activities are being considered because of the individual role parents/guardians play in the students' seriousness to school work.

Guardians' Attitude towards Wards' Studies

In order to ascertain the specific roles that parents/guardians play in enhancing students' motivation to learn, an inquiry was made to identify these roles. The outcomes are shown in Figures 14-15 and Table 22.
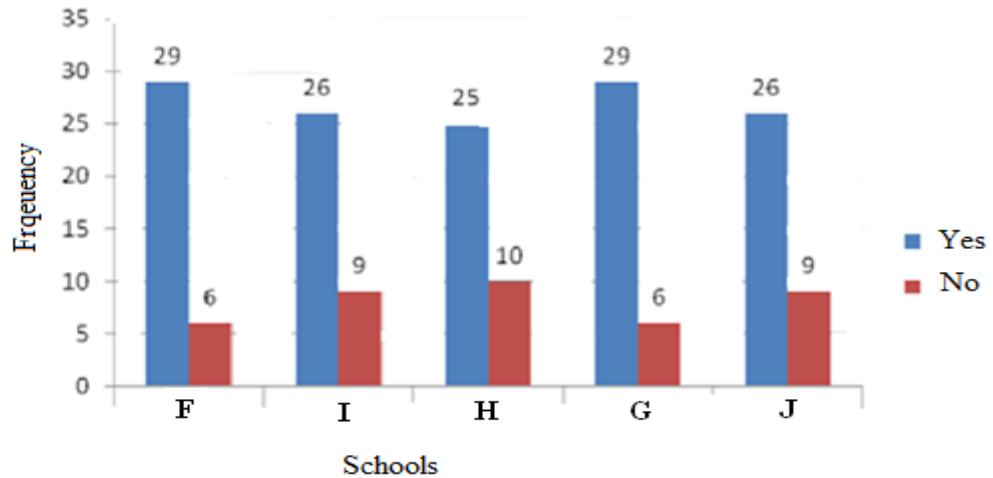
Figure 14. Guardians' concern about day students' studies at home

Source: Computed from Field Survey Data (2012).

From Figure 14, when day students were asked whether their guardians enquire about their personal studies, the responses were mostly 'yes'. The 'yes' responses ranged from 71%, at School H, to 83% at School F and School G (Figure 14).

**Table 22: Students' Perception about the Attitude of
            Parents/Guardians Towards their Studies**

Responses	Very concerned	Concerned	Not concerned
Day Schools	87	60	28
Boarding Schools	108	52	15

Source: Computed from Field Survey Data (2012).

When the respondents were asked to rank how they perceived the attitude of guardians towards their studies, from Figure 14 and Table 22, the survey showed that about 50% of day school respondents perceived their guardians as

110

being "very concerned" about their studies, while about 34% perceived their guardians as being "concerned" about their studies with the remaining 16% having the perception that their guardians are not concerned about their studies.

From Figure 15 and Table 22, about 62% of boarding school respondents believed that their parents/guardians were "very concerned" about their studies. About 30% also perceived that their parents/guardians were concerned about their studies while the remaining 9% perceived their parents/guardians as being "not concerned" at all about their studies.
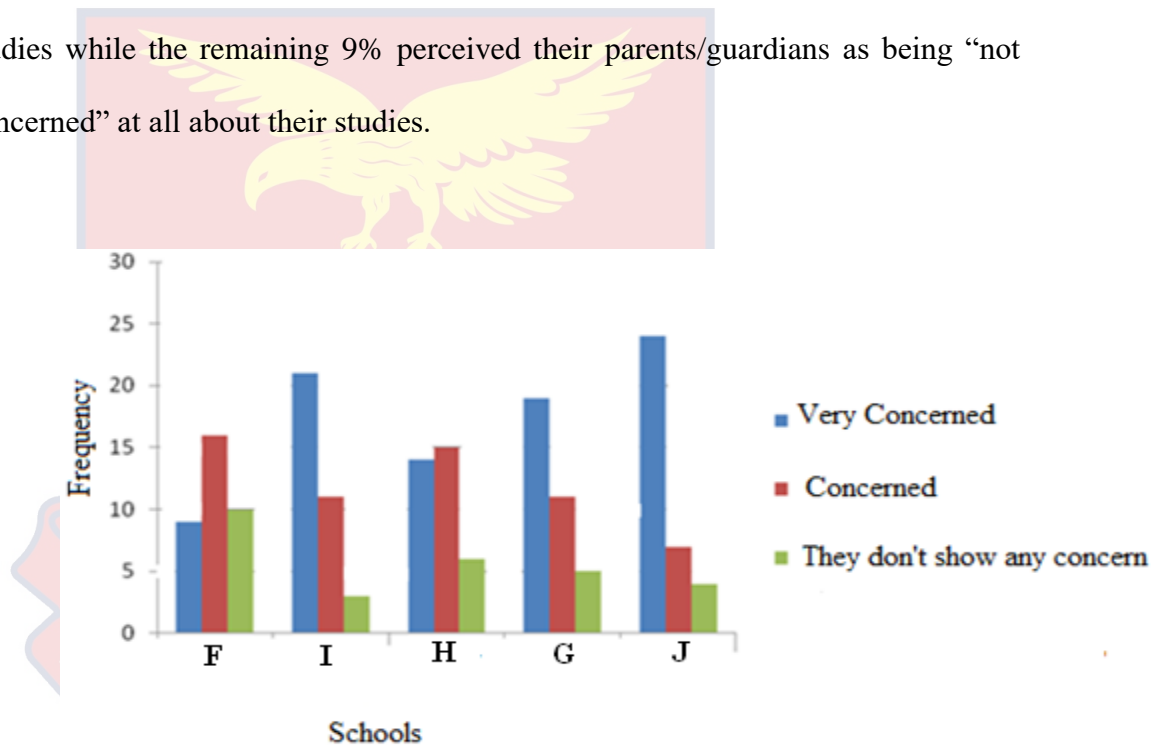
Figure 15. The perception of day school respondents about their guardians' attitude towards their studies

Source: Computed from Field Survey Data (2012).
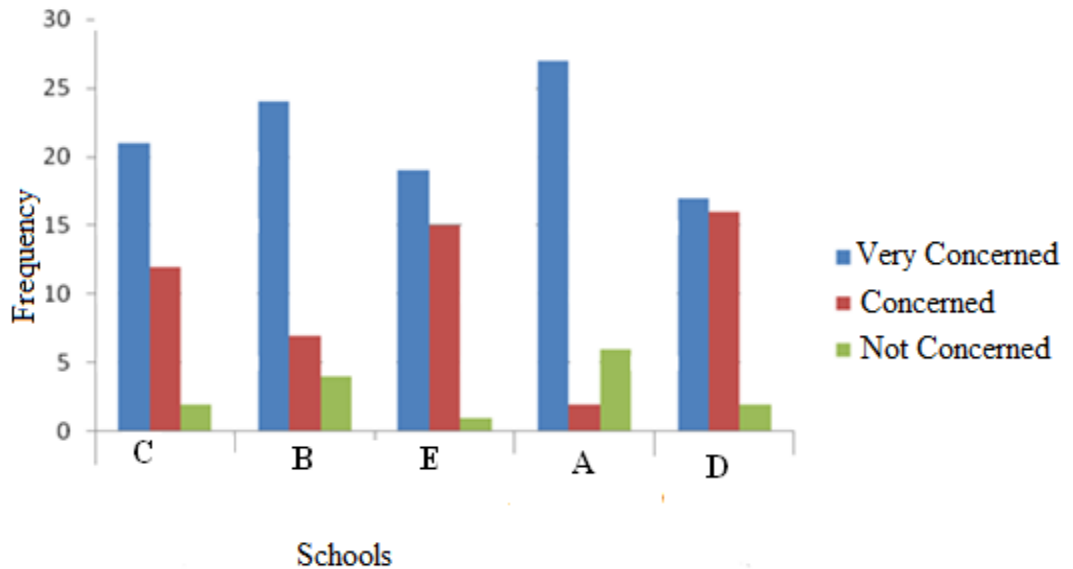
Figure 16. The perception of boarding school respondents about their guardians' attitude towards their studies

Source: Computed from Field Survey Data (2012).

Parents and guardians play a significant role in the academic success of students. When a keen interest is shown in students' academics, they undoubtedly feel the need and the responsibility to put out their best in order to satisfy their parents and guardians. As noted by Conley (1999), and Tucker (1999), family expectations and parents' academic involvement impact the academic achievement of high school students. Hence, the concern and interest which parents and guardians show and the results that they expect students to produce go a long way to affect the success of students in their academic work.

From the results of Table 22 and Figures 15 and 16, about 50% of day students mentioned that their parents and guardians were normally very concerned about their studies, while about 34% and 16% stated that their parents and

112

guardians were concerned and not concerned respectively about their studies. About 62% of boarding school students mentioned that their parents/guardians were very concerned about their studies, with about 30% stating their guardians were just concerned about their studies while the remaining 8% stated that their guardians were not concerned at all with their studies (Figure16).

In the boarding houses there is a particular structure and time schedule that ought to be observed and adhered to. Students have very little opportunity to sway from the laid down rules and regulations governing the institution. Hence, students are compelled to observe these rules with alacrity. They further have the opportunity to consult their teachers who serve as their guardians concerning their academics and further explanations for topics which were treated in class. House tutors also help to instill in the students a high sense of academic seriousness, since they also compel the students to leave the dormitories to the classrooms for prep studies and for the normal school classes. In addition, their parents/guardians go the extra mile to employ teachers from the school to teach and monitor the studies of their wards.

Kennedy (2010) noted that the main strength of a boarding school is that it offers everything in one package; the academics, the athletics, the social life and constant supervision. Boarding students rarely have the opportunity to go outside the school environments or to be distracted by external events. Because of the 24 hour supervision and students roll call that may be conducted at any opportune time, boarding students are obliged to stay within the confines of the school environments, where studies are conducive.

Contrary to the close supervision by house tutors and teachers in the boarding schools, many day students usually in the Ghanaian setting are relatively unsupervised. Though parents and guardians may show concern about the studies of day students, which is natural considering they are footing their bills and putting them through the school, they lack the structure of supervision, time schedules and discipline that is associated with the boarding school. Parents and guardians may ask about how the students may be faring in school and how they may be coping with their students, but rarely would they compel students to go and study at specified times and for specified periods. Hence, if the students are not academically serious and astute they fall prey to laziness and external distractions.

Students are often distracted by external programmes which students of that age are attracted to such as parties and jamborees. Furthermore, that obligation of house tutors to compel students to supervise the studies of students may be absent with parents and guardians of day students who may have other obligations such as job responsibilities which would not allow them to supervise their wards in that manner that would ensure their seriousness with their studies. The boarding house with the close supervision from house tutors, structured and disciplined environments therefore affords the students with a conducive atmosphere for them to study and give out their best with regards to their academic performance

Students' Preference for Housing Status

In order to find out about the advantages of a day System and the disadvantages of a boarding system the study sought to test the pulse of respondents on the idea of changing their residential statuses and its impact on their academic performance. The responses are shown in Figure 17.
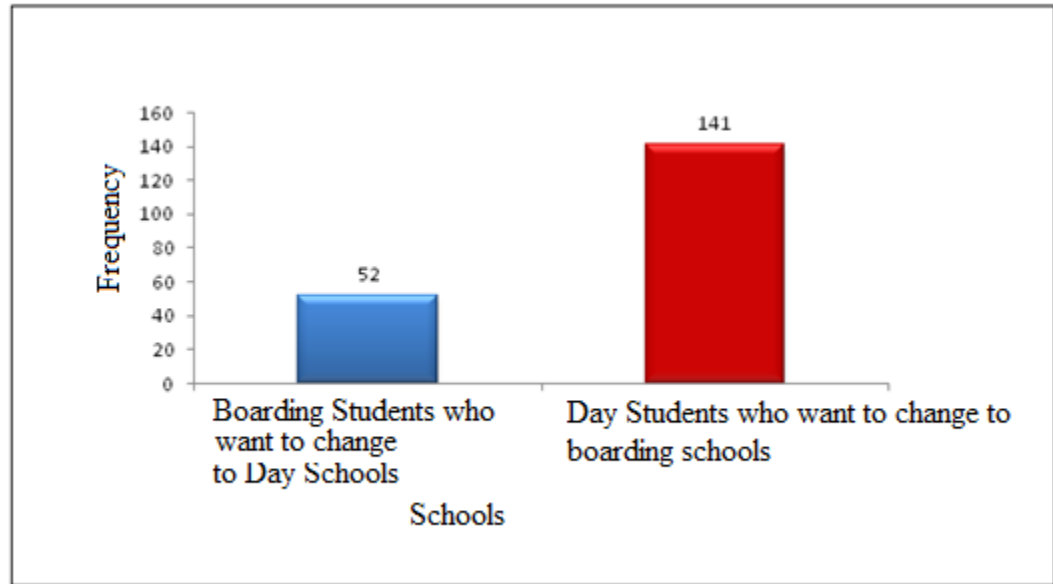
Figure 17. Students who want a change in residential status.

Source: Computed from Field Survey Data, (2012).

From Figure 17, 30% of boarding students wish to be day students and 81% of day students wish to become boarders. Students' opinions on how change in their residential status could enhance their academic performance were also sampled. This is shown in Figure 18.

115
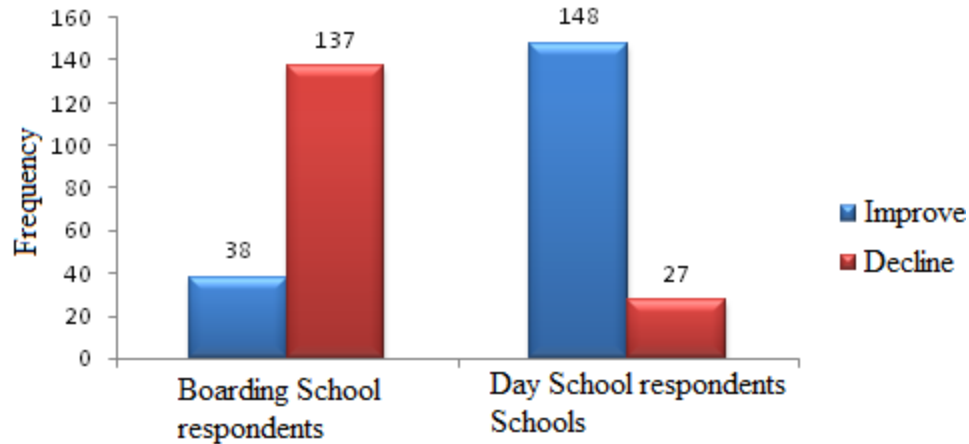
Figure 18. Perception of academic performance with a change in residential status

Source: Computed from Field Survey Data (2012).

From Figure 18, 137 (about 78%) boarding school respondents believed that their academic performance would decline if they were to become day school students, whilst almost 85% (148) day school respondents were of the view that their academic performance would improve if they were to become boarding school students. About 22% of boarding school respondents thought that their academic performance would improve if they became day students and also about 15% of day school students thought that their academic performance would suffer if they were to change to become boarding school students.

It was quite interesting the revelations that came up when students were quizzed on their reaction if their residential statuses were to be changed. The responses elicited gave out the inherent disadvantages of being in a boarding house and the advantages of being a day student.

Some day respondents argued that the endurance to keep on shaping a stubborn adolescent is more with their own parents /guardians than teachers. They

116

explain that since their parents would be the ultimate beneficiaries or losers if their up-bringing goes well or bad respectively, their teachers give up on them more easily than their parents/guardians. They explained that being blood relations or even family friends, the responsibility is higher. They also added a psychological dimension which claims more parents/guardians discipline out of love rather than employing corporal punishment which hardens the students rather than transforming them.

Secondly, some day students argued that tracking their studies at home is more effective than in school. They logically argued that at home there are more supervisors (guardians/parents) than learners whereas at school few supervisors (teachers) track the learners. They claim that the effectiveness in the two scenarios would be different. It cannot be assured that teachers can effectively control all the students put under their care. The teacher-student ratio is low (about1:35).

Some day students argued that deviant behaviours associated with teenagers due to negative peer pressure is noticed and corrected more easily at home than at school. Smoking, drunkenness and insubordination are attitudes which are more often practised when students stay away from home. The day students again argued that moral decadence is more encouraged at boarding schools than day schools. Boarding students by their beddings, rooms and independence are much more prone to be homosexuals, lesbians and develop unhealthy boy-girl relationships in same-sex and co-educational boarding schools. It is thus certain that day students are more shielded from these activities than

117

boarding school students due to persistent monitoring of students' lives by their own parents/guardians.

Finally, in terms of health and nutrition most boarding students are at a disadvantage. Dormitories are often overcrowded with weedy and stinking surroundings especially when there is water shortage. Infections and contracting of diseases are more likely to take place at boarding schools than day schools. Delays in releasing subsidies to boarding SHSs and delays in payment of fees put strain on their budgets. This forces them to compromise the quality and quantity of food which are served to boarding students. Inadequate and unbalanced diets can affect concentration in class. This can affect participation. No wonder health reasons force a number of boarding SHS students from being regular at school (Page 76).

Endurance in training adolescents, tracking pupils' studies, controlling moral decadence, good nutrition and good health are all factors which correlates positively with academic work. The better such situations are managed in schools, the brighter and the better are the chances of the academic performance of SHS students. It therefore implies that there are inherent advantages in the day school system which needs to be taken advantage of. In the same vein, the boarding system is also flouted with a lot of defects which need to be arrested to help improve the academic performance of SHS students.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This chapter presents the summary of the study, conclusions derived from the findings and recommendations based on the outcomes of the study. Suggestions for further research work in the effects of residential status on the academic performance of second cycle students have been provided.

The purpose of this research was to determine how residential status enhances the performance of SHS students in their academic performance. This was aimed at helping shape the high school educational policy in the SHSs in Accra to devise more supervisory strategies, encourage teachers to be more committed to their work, make students more serious and urge parents/guardians to be more concerned with their wards' academic work. This would help improve the academic performance of their students.

The study was guided by a causal-comparative (ex-post facto) design which was used in investigating the research problem. Purposive random sampling, simple random sampling and the stratified sampling methods were used to select heads, teachers and day students and boarding students respectively for the study.

119

The population of the study was final year SHS students, their headmasters/headmistresses and teachers from five day and boarding schools in Accra.

Questionnaires were used as instruments for data collection because all respondents were literates. Questionnaires are economical and fast for data collection. Percentages, tables, bar charts and averages were used in analyzing and discussing data gathered on the subject matter under study.

Key Findings

From the discussions in Chapter Four, the following summary of findings was made:

1. The study showed that regularity to school is a major problem in SHSs in Accra. Day SHS students (64%) absent themselves from school more often than their boarding SHS counterparts (54%).

2. Heavy traffic and financial constraint are the main reasons why day SHS students (68%) absent themselves from school and also come to school late.

3. Poor health, laxity and financial constraints are the main reasons why boarding SHS students (91%) absent themselves from school and come to school late.

4. Both day students (79%) and those in the boarding school (59%) go to school late. This is worse at day schools. Related to this is the fact that measures put in place to control lateness are more effective in the boarding schools than in the day schools.

5. Thirty one percent of day SHSs students dodge assignments and 29% of boarding SHS students does same. That is 2% more day students dodge class assignments than boarding students.

6. It was again established that 69.7% of day SHS teachers and 63.4% of boarding school teachers only go to school when they have lessons.

7. Tutors of boarding students (92%) show much more concern towards their students' studies than parents of day students (82%).

8. The boarding school system is the preferred choice of most students and teachers in Ghana. Eighty-one percent (81%) of day students and 70% of boarding students would prefer boarding SHSs to day SHSs. Seventy-six percent of boarding SHS teachers and 70% of their day school colleagues showed their confidence in boarding schools.

9. Students in boarding schools privately study on the average 6.51 hours in a week and their counterparts in the boarding SHSs do 15.94 hours.

10. Parents of both day and boarding SHS students show concern for their wards studies. The concern is however higher among parents/guardians of boarding SHSs (92%) than day SHSs (84%).

11. In Accra boarding SHSs on the average present better WASSCE results than day SHSs. On the average 83% of boarding SHSs candidates obtain passes in 6-8 subjects in their WASSCE whereas 56.8% of their day SHSs counterparts achieve that feat in Accra.

CONCLUSIONS

From the afore-mentioned findings the following conclusions were drawn from this research.

1. The study showed that the students' level of regularity is a major factor to be worked on if an SHS should be successfully run and students are to perform well. Although some day and boarding school students absent themselves and also go to school late, the former are worse and it thus affects their academic performance negatively.

2. Heavy traffic and financial constraint encourage absenteeism and lateness among day SHS students.

3. Students in the boarding SHSs do absent themselves from school because of sickness, laxity and financial constraint.

4. Lateness to SHSs in Accra is a challenge to academic work in both boarding day schools but the situation is worse at the day schools than the boarding school. The authorities in boarding schools are more effective in controlling absenteeism and lateness to school by students than their counterparts in the day schools though they also put in a lot of efforts. Checking absenteeism effectively implies that pupils would be in class regularly and would constantly participate in class work. Weaknesses in terms of understanding, retention and answering of questions could be identified and attended to.

5. More day students absent themselves from school more than boarding students. It is very difficult for teachers to identify the weaknesses of

122

absentees and latecomers in terms of learning habits, retention, understanding and approach in answering questions. It is therefore difficult designing remedial interventions to save the situation. More day students suffer this disadvantage than boarding students.

6. Many SHS teachers in day and boarding schools do not supervise students to study outside their regular teaching hours. Supervision of students is key to success in the Senior High School. Regardless of the residential status of the student, if he is well supervised and motivated to study, it is bound to improve academic performance. House masters and senior house masters are key to instilling discipline into students in the boarding house system. A relaxed supervision causes the students to misbehave and not benefit from the supposed advantages of the boarding school system. Likewise, a strict enforcement of boarding rules and regulations by house tutors causes the student to become disciplined which may ultimately culminate in academic success.

7. The academic work of students in boarding SHSs is monitored more effectively than those in day SHSs. Teachers, who often monitor the boarding students are professionals in this aspect and so have the confidence to monitor students' attitude to academic work very well. The home sometimes lacks the clout to do this because of busy schedules, inexperience or lack of confidence. However in extreme bad cases the home looks more enduring in achieving results.

123

8. Given a choice, 81% of day students would like to go to boarding schools but only 30% of boarding students would like to go to day school. Boarding students have a lot of confidence in their residential status. Traffic, household chores and fatigue are good reasons why day students would seek refuge in a boarding school. However there are certain signals in boarding schools which endanger the academic and moral lives of boarding students more than day students – health, nutrition, morals, monitoring etc. They affect students' class attendance, completion of assignments and private learning. These can affect the student's academic performance.

9. The students in boarding schools are forced to be actively involved in all programmes designed by the school. This ensures that most of the students are involved in active and consistent learning. They thus have more time to read their notes, discuss questions and answer them through group discussions and peer tutoring. This gives students in boarding schools advantage over their day counterparts in their academic performance.

10. Most parents of boarding SHS students would put in extra effort than parents of day SHS parents in order to ensure that the academic performance of their wards at SHSs is improved on.

11. The chances of entering into tertiary institutions are higher for a boarding student than a day student who attended SHSs in Accra. Eighty-one percent of boarding SHSs passed in 6-8 subjects whereas only 56.8% achieved that feat at the day SHSs. The minimum entry requirements for

entry into tertiary institutions in Ghana are passes in four core subjects and electives.

RECOMMENDATIONS

Based on the research findings and conclusions drawn, the following recommendations have been made.

1. Heads, teachers and prefects of both day and boarding schools should ensure that appropriate sanctions are meted out to recalcitrant students without favour. These actions should be logged when they are persistent.

2. The Parent-Teacher Associations of the various basic schools in the country should counsel parents/guardians and BECE candidates to choose only day SHSs which are within walking distance from their residence. The Parent-Teacher Association of day SHSs should encourage parents/guardians to give their wards in day schools realistic amounts of money to school.

3. SHS authorities in Accra should partner with the Parent-Teacher Associations and the Old Students Associations to assist in properly resourcing the various boarding schools in areas of decongestion and providing enough sewage facilities for the students. Prefects and house masters should ensure that boarding SHSs are kept neat. Dormitories should be locked and keys to rooms should be deposited with the senior house masters during classes' hours.

125

4. The boarding school system should be encouraged in Accra. Various stakeholders of individual schools should plan and pool resources to either build boarding houses or expand already existing ones.

5. The Assistant Headmasters/Headmistresses of both day SHS and boarding SHS should closely monitor Form Tutors to mark and close their class registers regularly. Students found playing truancy should be sanctioned and their parents should be informed officially.

6. It would be ideal for the Ghana Education Service to enforce 'a compulsory attendance policy' in the SHSs as it pertains in the basic schools. The heads should insist that teachers stay in the school from 7:30a.m. to 4:00p.m.on each working day. Surprised head counts should be conducted and guilty teachers should be appropriately sanctioned.

7. During Parent-Teacher Association meetings, special talks should be given which would sensitize the parents/guardians on roles they could play to help their wards study at home.

8. The assistant headmasters/headmistresses in charge of academics in collaboration with the Parent-Teacher Association should incorporate well supervised early-morning and after-school preps in the official time table of day SHSs. This will enable students do effective private studies as their boarding colleagues do.

9. There is the need for the Guidance and Counseling Departments, the Chaplaincy and the Parent-Teacher Association in both day and boarding SHSs to collaborate to organize programmes which would guide and

counsel SHS students continually so as to academically do well regardless of their residential status since it will groom students to be disciplined.

10. Parents/guardians of day SHS students should outsource for a professional to monitor their wards' learning habits at home. The parents/guardians should also reduce the house chores of their wards. More community libraries which could serve Senior High School students should be built in the various local communities. Such libraries should extend their operations to 21:00 hours on week days and weekends. Parents and guardians should ensure that their wards make use of the libraries. Teachers should give assignments which would demand for usage of materials at the community libraries.

11. Repetition of students who perform poorly in promotion exams should be enforced by the Ghana Education Service in all SHSs in Accra. In addition students who are repeated should be made to pay tuition fees for the class they repeated. The repeated students possibly should be made to forfeit all extra curricula activities he/she desires most. This would make parents/guardians and students in both day and boarding SHSs sit up and utilize their scarce time at school effectively.

Suggestions for Further Research

The following areas should be studied since they could not be covered in the study due to time constraints:

1. A study to ascertain the degree with which the various external factors (traffic, finance, fatigue, etc) affect the performance of day students in their academic performance should be conducted.

2. Accra, being the capital of Ghana, makes it the centre of affairs in the country, a possible reason for the perpetual congestion in that city. A study similar to this one could be conducted in other parts of the country in order to find out how the residential status of students affects their academic performance.
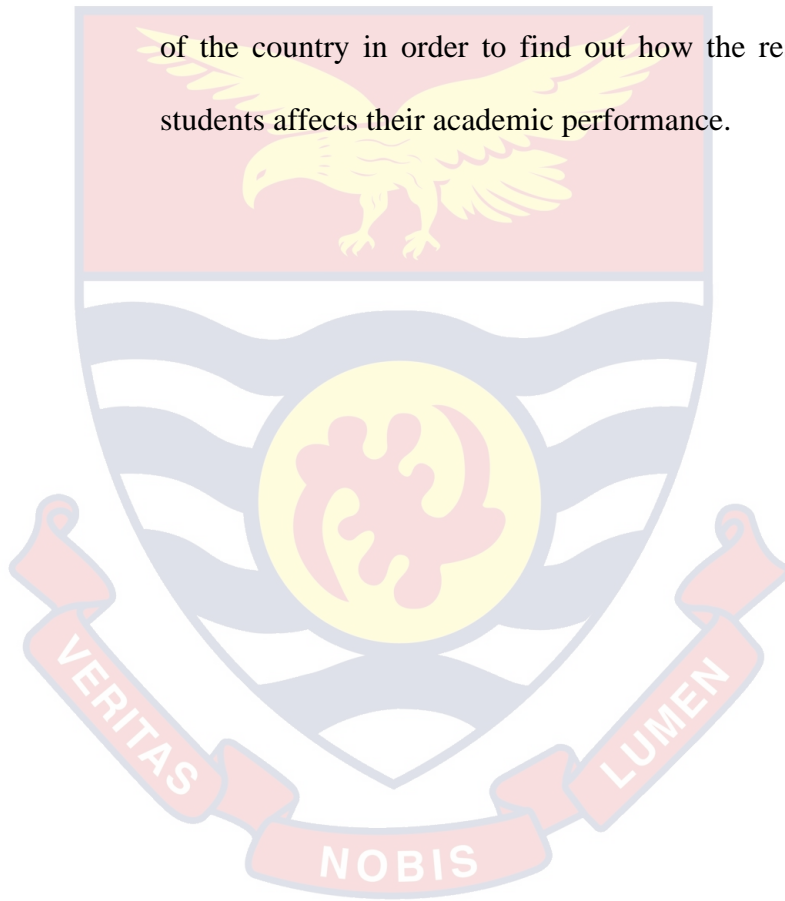
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APPENDICES

139

APPENDIX A

QUESTIONNAIRE FOR BOARDING SCHOOL

EFFECTS OF RESIDENTIAL STATUS ON THE ACADEMIC PERFORMANCE OF SECOND CYCLE STUDENTS; A STUDY OF THE ACCRA METROPOLITAN AREA

QUESTIONNAIRE FOR SHS 4 STUDENTS

This questionnaire is intended to collate your opinions on the effects of residential status on students' academic performance. All information provided will be treated as strictly confidential and for academic purpose only. Please answer the questions in this section as sincerely as possible. Please tick where appropriate.

SECTION I

DEMOGRAPHIC DATA

NAME OF SCHOOL: …………………………………..

Sex: Female [   ]   Male [   ]

Age: [ ] 16   [ ] 17   [ ] 18   [ ] 19   [ ] 20 [ ] 21   [ ] 22   [ ] 23   [ ]

24 or above

SECTION II

1. Do you sometimes get to school late? [ ] Yes   [ ] No

2. If yes, which of the following best accounts for this? [ ] Finance   [ ] Truancy   [ ] Health   [ ] Other………………….

3. Do you sometimes absent yourself from school?   **[ ]** Yes   [ ] No

140

4. If yes, which of the following best accounts for this? [ ] Finance   [ ]

   Truancy   [ ] Health   [ ] Other………………….

5. Do you always do all class assignments and home works given you?

   [ ] Yes   [ ] No

6. If no for the above, why?

   ………………………………………………………………………

7. Do you always take advantage of preps to study seriously? **[   ]** Yes   [

   ] No

8. Apart from preps, how many hours of extra personal study do you have in

   a week? ……………………………………………………

9. Do you think your personal studies will increase or decrease if you were in

   a day school? **[   ]** Increase   [ ] Decrease

10. How would you describe your teachers' absenteeism from your class?

    [ ] Very often   [ ] Often   [ ] Sometimes   [ ] Not often   [ ] Never

11. Are your teachers able to complete their terminal syllabus?   **[   ]** Yes   [

    ] No

12. Do you think all your teachers can complete their syllabuses before you

    write the WASSCE?   **[   ]** Yes   [ ] No   [ ] Can't say

13. If 'No' or 'can't say' why?

    ....

14. How would you describe the attitude of your house master/mistress

    towards your studies? [ ] Very concerned   [ ] Concerned   [ ] They

    don't show any concern

141

15. If you are asked to choose between being a day student or a boarding student, which will you choose? [ ] Day student   [ ] Boarding student

16. Do you think your academic performance will improve if you were a day student? **[ ]** Yes   [ ] No

17. Why?

………………………………………………………………………………

………………………………………………………………………………

THANK YOU!
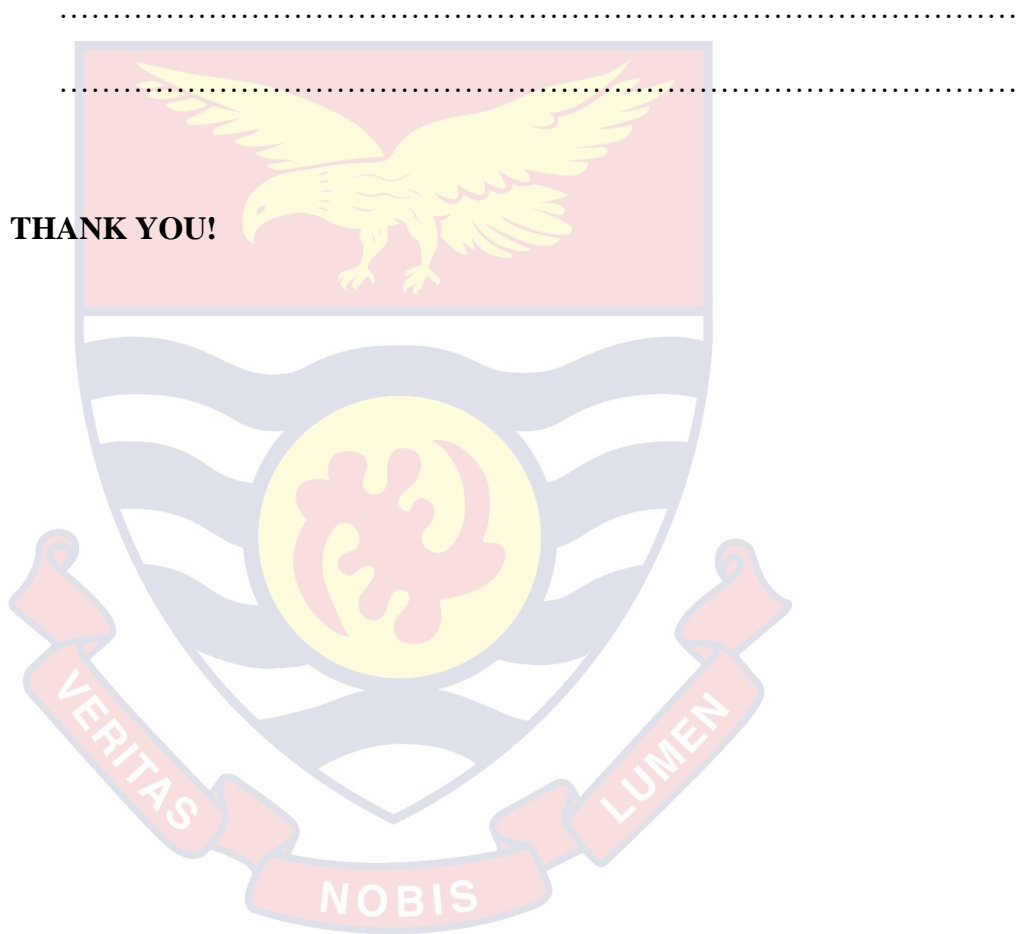
APPENDIX B

QUESTIONNAIRE FOR DAY SCHOOLS

EFFECTS OF RESIDENTIAL STATUS ON THE ACADEMIC PERFORMANCE OF SECOND CYCLE STUDENTS; A STUDY OF THE ACCRA METROPOLITAN AREA

QUESTIONNAIRE FOR SHS 4 STUDENTS

This questionnaire is intended to collate your opinions on the effects of residential status on students' academic performance. All information provided will be treated as strictly confidential and for academic purpose only. Please answer the questions in this section as sincerely as possible. Please tick where appropriate.

SECTION I

DEMOGRAPHIC DATA

NAME OF SCHOOL: …………………………………..

Sex: Female [   ]   Male [   ]

Age: [ ] 16   [ ] 17   [ ] 18   [ ] 19   [ ] 20   [ ] 21   [ ] 22   [ ] 23   [ ] 24 or above

SECTION II

1. Do you sometimes get to school late?   [ ] Yes   [ ] No

2. If yes, which of the following best accounts for this? [ ] Traffic

    [   ] Finance   [   ] Truancy   [   ]   Health   [   ]

    Other…………………

143

3. Do you sometimes absent yourself from school?   **[ ]** Yes

    [ ] No

4. If yes, which of the following best accounts for this? [ ] Traffic

    [   ] Finance   [   ] Truancy   [   ] Health   [   ]

    Other………………….

5. Do you always do all class assignments and home works given you?

    [ ] Yes   [ ] No

6. If no for the above, why?

    …………………………………………………………………………………

7. What means of transportation do you use to get to school?   [ ] Walking

    [ ] Motor cycle   [ ] Bicycle   [ ] Car/ bus   [ ] Other……..……

8. If you use a car/bus, how many cars/buses do you board before getting to

    school?

    [ ] One   [ ] Two   [ ] Three   [ ] Four

9. Do you study on your own each day? [ ] Yes   [ ] No

10. How many hours of personal study do you have in a week?

    ………………………

11. Do you think your personal studies will increase or decrease if you were in

    a boarding school? **[ ]** Increase   [ ] Decrease

12. How would you describe your teachers' absenteeism from your class?

    [ ] Very often   [ ] Often   [ ] Sometimes   [ ] Not often   [ ] Never

13. Are your teachers able to complete their terminal syllabus?   **[ ]** Yes

    [ ] No

144

14. Do you think all your teachers can complete their syllabuses before you write the WASSCE?   **[ ]** Yes   [ ] No   [ ] Can't say

15. If 'No' or 'can't say', why?

   ....

16. Do your parents/guardians inquire about your personal studies and home assignments when you are at home?   **[ ]** Yes   [ ] No

17. How would you describe the attitude of your parents/guardians towards your studies? [ ] Very concerned   [ ] Concerned   [ ] They don't show any concern

18. If you are asked to choose between being a day student or a boarding student, which will you choose? [ ] Day student   [ ] Boarding student

19. Do you think your academic performance will improve if you were a boarding student?   **[ ]** Yes   [ ] No

20. Why?

   ………………………………………………………………………………

THANK YOU
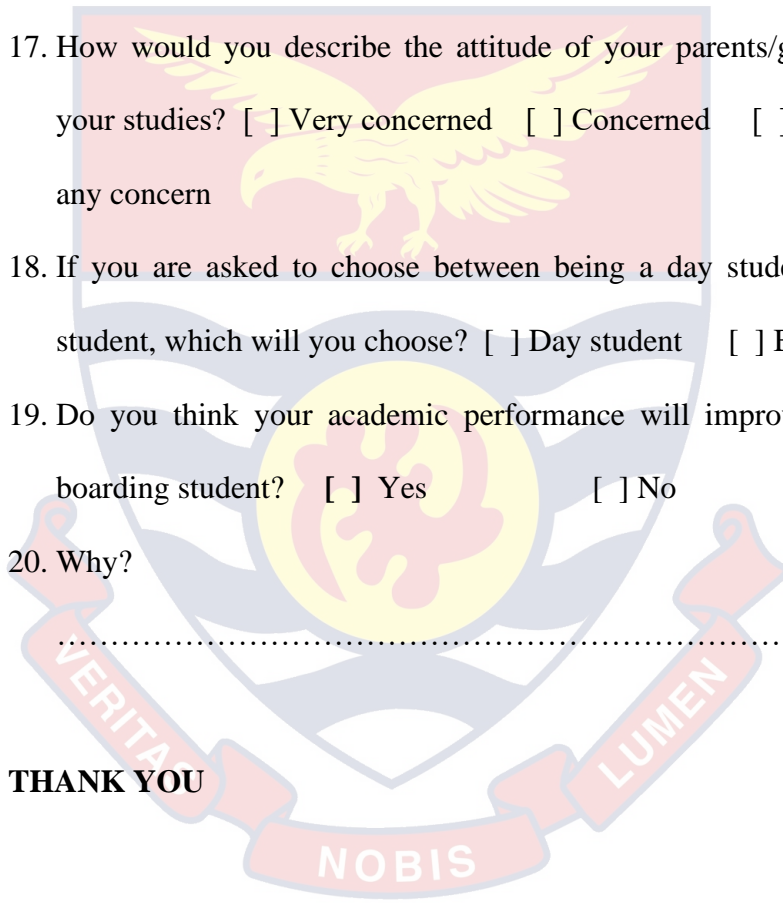
APPENDIX C

QUESTIONNAIRE FOR BOARDING SCHOOL

EFFECTS OF RESIDENTIAL STATUS ON THE ACADEMIC PERFORMANCE OF SECOND CYCLE STUDENTS; A STUDY OF THE ACCRA METROPOLITAN AREA

QUESTIONNAIRE FOR TEACHERS

This questionnaire is intended to collate your opinions on the effects of residential status on students' academic performance. All information provided will be treated as strictly confidential and for academic purpose only. Please answer the questions in this section as sincerely as possible. Please tick where appropriate.

SECTION A

SCHOOL

PERSONAL

Academic Qualification …………………………………..………………………..

Professional qualification ……………………………………………………………

Number of years of Teaching Experience …………………………………………

Sex: Female [   ]   Male [   ]

SECTION B

SCHOOL

Name of School …………………………………………..………………………..

Number of years of teaching experience …………..

Number of years of teaching experience in boarding schools ………………………..

146

What is your role? [ ] Senior housemaster/mistress   [ ] Housemaster/mistress

[ ] Form master   [ ] Tutor

How long have you served in the above role …………………..

SECTION C

1. Do you reside within the school campus?   [ ] Yes   [ ] No

2. Do you sometimes get to school late? [ ] Yes   [ ] No

3. If yes, what accounts for this?   [ ] Traffic congestion   [   ] Distance from school [ ] other …………………………….

4. Do you sometimes absent yourself from school? [ ] Yes   [ ] No

5. If 'Yes', what accounts for this?   [ ] Traffic congestion   [   ] Distance from school   [ ] No duties to perform on such days   [   ]   Other ……………………………….

6. Do you perform other roles in the school after regular school hours? [ ] Yes[ ] No

7. If Yes, please list some of these roles: …………………………………………………… ……………………………………

8. Do all your students undertake all assignments and exercises given them? [ ] Yes   [ ] No

9. How would you rate your students' response to class exercises and homework?   [ ] Excellent   [ ] Very Good   [ ] Good   [ ] Fairly Good   [ ] Poor

10. Do you have students who hardly complete classroom assignments or do not do it at all?   [ ] Yes   [ ] No

147

11. Are you normally satisfied with the attendance and punctuality of your students?

    [ ] Yes   [ ] No   [ ] Somewhat

12. Have you been satisfied with the academic performance of your students in over the last five years?   [ ] Yes   [ ] No   [ ] Somewhat

13. Can you attribute the level of performance of your students to them being in the boarding house?   [ ] Yes   [ ] No   [ ] Somewhat

14. Please provide a reason for the above answer;

    …………………………………………………………………………
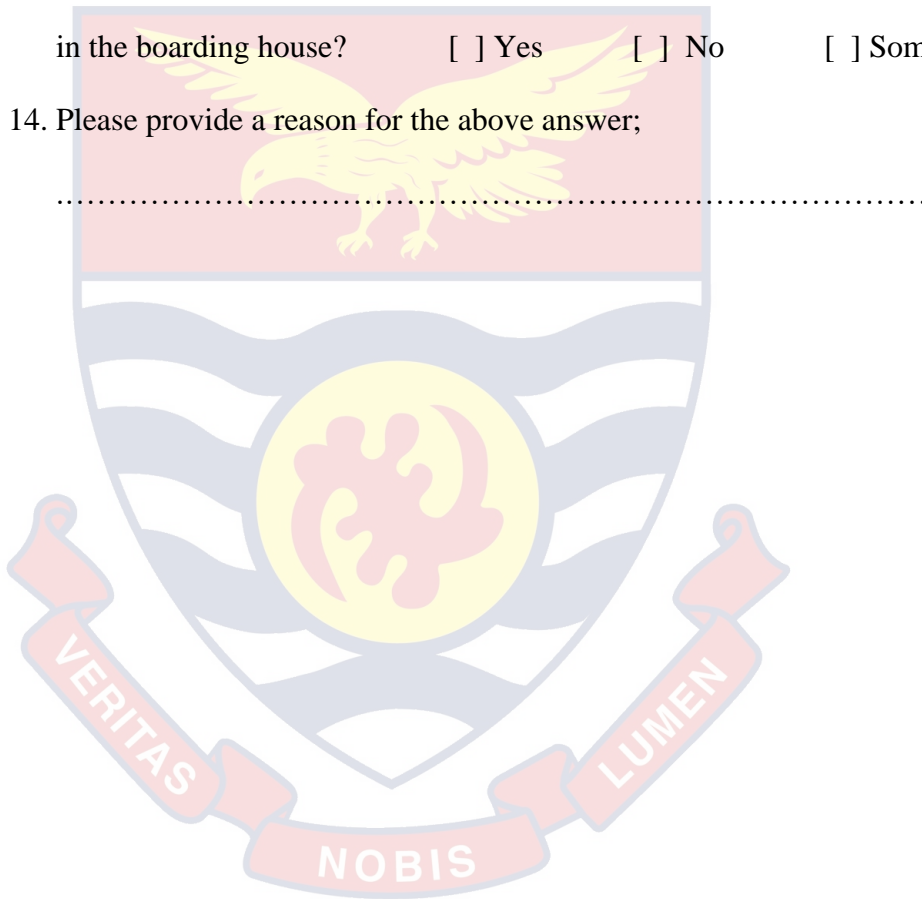
APPENDIX D

QUESTIONNAIRE FOR DAY SCHOOLS

EFFECTS OF RESIDENTIAL STATUS ON THE ACADEMIC PERFORMANCE OF SECOND CYCLE STUDENTS; A STUDY OF THE ACCRA METROPOLITAN AREA

QUESTIONNAIRE FOR TEACHERS

This questionnaire is intended to collate your opinions on the effects of residential status on students' academic performance. All information provided will be treated as strictly confidential and for academic purpose only. Please answer the questions in this section as sincerely as possible. Please tick where appropriate.

SECTION A

SCHOOL

PERSONAL

Academic Qualification …………………………….……………………..

Professional qualification …………………………….…………………

Number of years of Teaching Experience ………………….. …………………….

Sex: Female [   ]   Male [   ]

SECTION B

SCHOOL

Name of School …………………………………..………………………..

Number of years of teaching experience …………..

149

What is your role? [ ] Senior housemaster/mistress   [ ] Housemaster/mistress

[ ] Form master   [ ] Tutor

SECTION C

1. Do you reside within the school campus?   [ ] Yes   [ ] No

2. Do you sometimes get to school late? [ ] Yes   [ ] No

3. If Yes, what accounts for this?   [ ] Traffic congestion   [   ] Distance
   from school [ ] Other …………………………….

4. Do you sometimes absent yourself from school? [ ] Yes   [ ] No

5. If Yes, what accounts for this?   [ ] Traffic congestion   [   ] Distance
   from school   [ ] No duties to perform on such days   [   ]   Other
   ………………

6. Do you perform other roles in the school after regular school hours?
   [ ] Yes   [ ] No

7. If Yes, please list some of these roles.
   ....
   ....

8. Do all your students undertake all assignments and exercises given them?
   [ ] Yes   [ ] No

9. How would you rate your students' response to class exercises and
   homework? [ ] Excellent   [ ] Very Good   [ ] Good   [ ] Fairly
   Good [ ] Poor

10. Do you have students who hardly complete classroom assignments or do not do it at all?   [ ] Yes   [ ] No

11. Are you normally satisfied with the attendance and punctuality of your students? [ ] Yes   [ ] No

12. Have you been satisfied with the academic performance of your students over the last five years?   [ ] Yes   [ ] No

13. Do you think the performance of your students can be improved by establishing boarding facilities?   [ ] Yes   [ ] No

14. Please   provide   a   reason   for   the   above   answer;
…………………………………………………………………………………
…………………………………………………………………....…………………

THANK YOU!

151
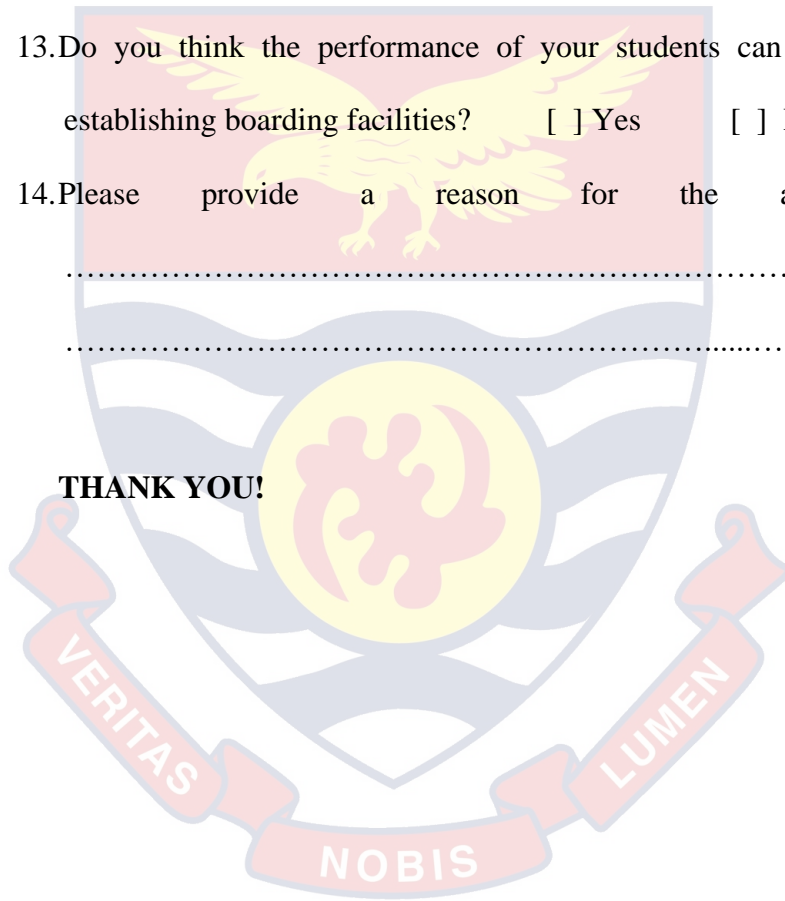
APPENDIX E

QUESTIONNAIRE FOR DAY SCHOOLS

EFFECTS OF RESIDENTIAL STATUS ON THE ACADEMIC PERFORMANCE OF SECOND CYCLE STUDENTS; A STUDY OF THE ACCRA METROPOLITAN AREA

QUESTIONNAIRE FOR HEADMASTERS/HEADMISTRESSES

This questionnaire is intended to collate your opinions on the effects of residential status on students' academic performance. All information provided will be treated as strictly confidential and for academic purpose only. Please answer the questions in this section as sincerely as possible. Please tick where appropriate.

SECTION I

PERSONAL

Academic Qualification …………………………….…..……………………..

Professional qualification ……………………………….….…………………

Number of years of Teaching Experience ……………………………………..

Number of years of Heading Second Cycle Schools ………………………………

Number of years of Heading Second Cycle Schools with boarding facilities …………

Sex: Female [   ]   Male [   ]

SECTION II

SCHOOL

Name of School ………………………………………..………………………..

Name of Circuit ………………………………………..………………………..

152

Year of Establishment …………………………………..………………………

Management Unit ………………………………………..………………………..

Number of teachers in the School ……………………………………………………

Number of teachers with Professional qualification ………………………………

SECTION III

STUDENTS

1. Do some students play truancy even though your school is a boarding school?   **[ ]** Yes   [ ] No   [ ] Sometimes

2. Is punctuality of students a problem in your school? **[ ]** Yes   [ ] No

3. Have the rules in your boarding school been effective in curtailing the problem of absenteeism and truancy of students?   **[ ]** Yes   [ ] No

4. How would you rate the level of participation of students in class and other school activities? [ ] Excellent   [ ] Very Good   [ ] Good [ ] Fair   [ ] Poor

5. Are you satisfied with the level of participation of your students in classroom work? **[ ]** Yes   [ ] No

6. If No, do you have any suggestion on how to improve student participation in classroom and school activities in general?

   ………………………………………………………………………

153

SECTION IV

TEACHERS

7. Do you have adequate accommodation for all your teachers? [ ] Yes

   [ ] No

8. If No for the above, what is the percentage of teachers who have been

   accommodated by the school? …………………………………………..

9. How would you rate the teachers in your school?   [ ] Excellent [ ] Very

   Good   [ ] Good   [ ] Fairly Good   [ ] Poor

10. Are your teachers sometimes late to school?   **[ ]** Yes   [ ] No

11. If yes, what accounts for this?

   ....

12. Have you put in place some mechanisms to curtail the above? **[ ]** Yes

   [ ] No

13. Are the above mechanisms effective? **[ ]** Yes   [ ] No

14. Do some of your teachers have the task of monitoring the students or

   taking them through certain tasks after regular school hours? **[ ]** Yes

   [ ] No

15. Are your teachers usually able to complete their syllabus? **[ ]** Yes   [ ]

   No

16. How would you rate the completion of syllabus by your teachers in your

   school? [ ] Excellent   [ ] Very Good   [ ] Good   [ ] Fairly Good

        [ ] Poor

154

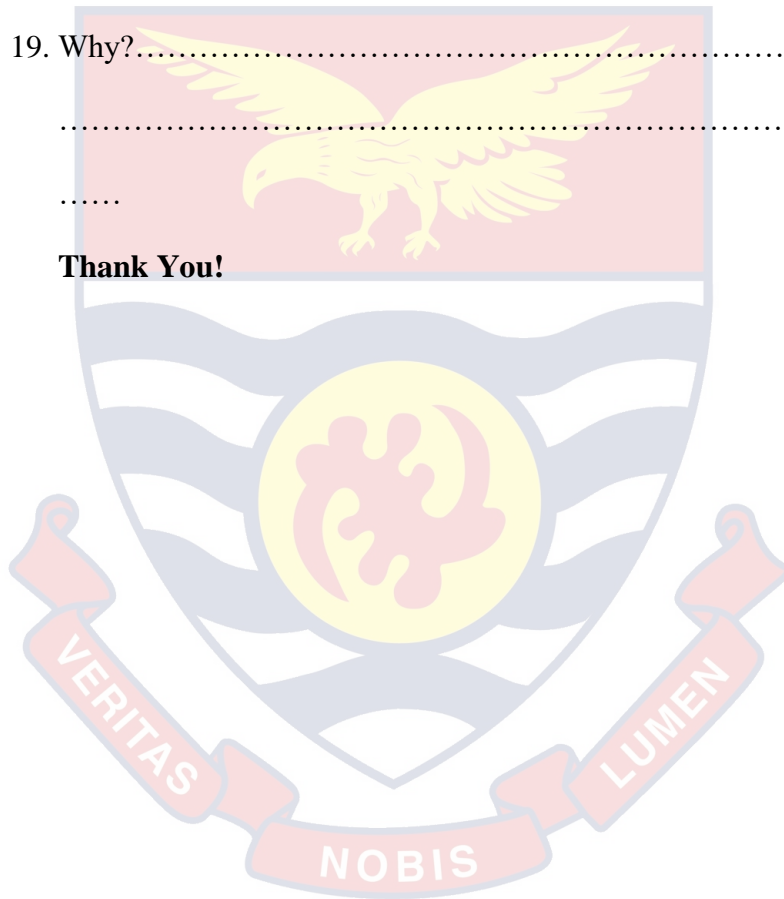## SECTION V

17. Have you been satisfied with the academic performance of your students

in the last five years?   **[ ]** Yes   [ ] No

18. Do you think your boarding facilities contributed to the success of your

students in their academic work?   **[ ]** Yes   [ ] No   [   ]

Somewhat

19. Why?……………………………………………………………………

………………………………………………………………………………

……

Thank You!

APPENDIX F

QUESTIONNAIRE FOR DAY SCHOOLS

EFFECTS OF RESIDENTIAL STATUS ON THE ACADEMIC PERFORMANCE OF SECOND CYCLE STUDENTS; A STUDY OF THE ACCRA METROPOLITAN AREA

QUESTIONNAIRE FOR HEADMASTERS/HEADMISTRESSES

This questionnaire is intended to collate your opinions on the effects of residential status on students' academic performance. All information provided will be treated as strictly confidential and for academic purpose only. Please answer the questions in this section as sincerely as possible. Please tick where appropriate.

SECTION I

PERSONAL

Academic Qualification …………………………….……………………..

Professional qualification …………………………………….…………………

Number of years of Teaching Experience ……………………

Number of years of Heading Second Cycle Schools ………………………………

Sex: Female [   ]   Male [   ]

SECTION II

SCHOOL

Name of School …………………………………….……………………..

Name of Circuit …………………………………………..……………………..

Year of Establishment ………………………………...………………………

Management Unit …………………………………………..……………………..

Number of teachers in the School ……………………………………………

Number of teachers with Professional qualification ………………………………

SECTION III

STUDENTS

1. Do some students play truant in your school?   **[ ]** Yes

   [ ] No   [ ] Sometimes

2. Is punctuality of students a problem in your school?   **[ ]** Yes

   [ ] No

3. If yes, which of these accounts for this? [ ] Distance to school

   [ ] Truancy   [ ] Financial   [ ] Traffic congestion   [ ] Other

   ……………………………… [ ] Cannot say

4. Has the rules in your school been effective in curtailing the problem of absenteeism and truancy of students?   **[ ]** Yes   [ ] No

5. How would you rate the level of participation of students in class and other school activities? [ ] Excellent [ ] Very Good   [ ] Good

   [ ] Fair   [ ] Poor

6. Are you satisfied with the level of participation of your students?

   [ ] Yes   [ ] No

157

7. If No, do you have any suggestion on how to improve student participation in classroom and school activities in general?

………………………………………………………………………………

SECTION IV

TEACHERS

8. Do you have adequate accommodation for all your teachers? [   ] Yes [ ] No

9. If No for the above, what is the percentage of teachers who have been accommodated by the school? …………………………………………..

10. How would you rate the teachers in your school?   [ ] Excellent   [ ] Very Good   [ ] Good   [ ] Fairly Good   [ ] Poor

11. Are your teachers sometimes late to school?   **[ ]** Yes   [ ] No

12. If Yes, what do you think accounts for this?

....

13. Have you put in place any mechanism to curtail this? **[ ]** Yes

[ ] No

14. Is the above mechanism effective? **[ ]** Yes   [ ] No

15. Do some of your teachers have the task of monitoring the students or teaching them after regular school hours? **[ ]** Yes   [ ] No

16. Are your teachers normally able to complete their syllabus? **[ ]** Yes

[ ] No

17. How would you rate the completion of syllabus by your teachers in your

school?   [ ] Excellent   [ ] Very Good   [ ] Good

 [ ] Fairly Good   [ ] Poor

SECTION V

18. Have you been satisfied with the academic performance of your students

in the last five years?   **[ ]** Yes   [ ] No

19. Can you attribute the academic performance of your students to their

residential status?   **[ ]** Yes   [ ] No   [ ] Somewhat

20. Why?……………………………………………………………………

Thank You!

APPENDIX G

Map of City of Accra

160