UNIVERSITY OF CAPE COAST

# IMPACT OF SCHOOL MONITORING ON THE ACADEMIC PERFORMANCE OF PUPILS IN PUBLIC JUNIOR HIGH SCHOOLS IN THE AKUAPEM NORTH MUNICIPALITY OF GHANA.

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BY

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Thesis submitted to the, Faculty of Educational Foundations, College of Distance Education, Department of Education and Psychology, University of Cape Coast in partial fulfillment of the requirements for the award of the degree of Master of Philosophy in Educational Measurement and Evaluation.

JUNE 2021

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: ……

**Supervisor's Declaration**

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

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

Name: ……

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

Name: ……

## ABSTRACT

Education has well-defined monitoring and assessment mechanisms that help school administrators in the day-to-day operation of the country's schools. Excellent monitoring in schools has always been critical to academic success, and research has demonstrated that effective schools include robust monitoring procedures. The purpose of this study was to determine the effect of school monitoring on the academic performance of pupils in the Akuapem North Municipality of Ghana. The study examined the measures used by school administrators in Akuapem North Municipality to increase effective monitoring and academic performance in the Public Junior High Schools. Based on the review of literature, the study employed the descriptive cross-sectional survey design for which a questionnaire was used to collect data from 311 teachers and headteachers across the nine (9) circuits of the Akuapem North Municipality. The study discovered that the majority of schools that placed a high premium on the six school monitoring measures did better. The study has then shown that Lezotte's (2010) tactics for effective monitoring are strong predictors of academic performance. In view of this, it is recommended that school authorities need to put much emphasis on effective monitoring strategies in schools.

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DEDICATION

To my Dad, Mr Abraham Ayivi

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# ACRONYMS AND ABBREVIATIONS

| | |
|---|---|
| Association for the Development of Education in Africa | - (ADEA) |
| Basic Education Certificate Examination | - (BECE) |
| Circuit Supervisors | - CS |
| Ghana Education Service | - (GES) |
| Ministry of Education | - (MOE) |
| Parents Teacher Association | - PTA |
| Programme for International Student Assessment | - (PISA) |
| School Management Council | - (SMC) |
| Teaching Learning Materials | - (TLMs) |

# CHAPTER ONE

# INTRODUCTION

## Background of the study

Monitoring is a procedure that includes the systematic study and monitoring of a process or activity on a continuous and methodical basis. By contrast, evaluation is the act of assessing the worth, value, and quality of a program by judgment, appraisal, or determination. It includes comparing the current events to the historical record to regulate the magnitude to which specified objectives have been accomplished. Monitoring and evaluation are carried out in the education sector to keep track of programs such as educational quality (Nyagosia, 2011). Two actions are occurring: teaching and learning. According to Ghana Education Service (GES) standards, instructors in primary schools must have completed education college training. Teachers receive training in teaching techniques and are thus familiar with effective teaching practices (Farrant, 1980).

To ensure successful instruction at the basic level, the head teacher is responsible for monitoring (Head Teacher's Handbook, 2010). When monitoring is done well, teaching is efficient, translating into effective student learning, which results in good examinations (Lezotte, 2010). Many years ago, monitoring began in Western Australia. Before the 1950s, most instructors were unaware of professional development. By the 1970s, professional development opportunities for teachers had expanded significantly; it was a period of rationalization. Effective continuing education is recognised to take place in the

classroom. Since then, school reform has been pursued by establishing teacher standards and registration, creating competence frameworks, and implementing programs aimed at converting schools from industrial to learning organizations. (Fullan, 2001). Within the United States of America, the United States Educational Developments (USED) oversee education. Numerous schools around the United States of America) have made significant data collection and analysis expenditures, including yearly and biennial achievement testing the collection of demographic data. However, the American Federation of Teachers (AFT, 2000) reports that data on homework policies, school discipline, and family participation is acquired on a sporadic basis. The monitoring system's objective is to collect data on how instructors in a specific encouragement are trained associated to instructors in other jurisdictions.

Additionally, it examines if these jurisdictions' educational achievements are changing over time and whether achievement gaps exist amongst students of diverse socioeconomic backgrounds. (Williams, 2000). In the United States of America, monitoring and evaluation data aid school, district, and state officials in making daily decisions on resource allocation, program efficiency, and the strengths and limitations of specific programs. The teacher evaluation system in Chile contributes to the improvement of teaching and educational outcomes. (Piper, 2007). It is intended to motivate teachers to continue their professional development by educating them about their strengths and flaws. Piper (2007) states that it is a necessary procedure at the school level and employs a combination of internal and external strategies. The evaluation considers elements such as teacher preparation, promoting a healthy classroom atmosphere, offering practical instruction to all students, and professional

responsibilities. Teachers and principals both evaluate their performance. (Piper, 2007). In Kenya, quality assurance and standards specialists are responsible for monitoring and advising educational standards at all levels. Music, child welfare, games, theatre, scouts' girls guide, health and nutrition, environmental education academic performance, science congresses, Athletics, and effective use of accessible assets are all examples of standard performance indicators across a wide variety of disciplines. (2011, Nyagosia).

According to Nyagosia (2011), educators have proven that behaviors are developed and reinforced during a learner's formative years; thus, classrooms should be learner-centred and attentive to the needs of learners. He emphasizes the importance of learning as enjoyable enjoy learning will continue to be lifelong learners. Often, instruction is excessively teacher-centered and unimaginative, with little student interaction (Koech, 1999). According to Koech, the inspector's handbook highlighted uncertainties about assessment preparation eclipsing real education; learning has become far too testing-oriented to determine if actual learning happened. In Ghana, school monitoring is carried out by Circuit supervisors, who visit the school twice or three times a term to report to the Municipal Office on the findings. Several agents monitor everyday operations, including school management committees (SMCs), headteachers, and the Parents and Teachers Association (PTA). Of the educational institutions.

Monitoring is collecting data, whereas evaluation is the determination of an action's efficacy based on its effect on the quality of children's learning. In large institutions, department heads and subject heads have added responsibility for assessing and reviewing the instructional interaction process.

Throughout the instructional process, numerous activities are monitored and evaluated. These embrace instructor teaching materials, physical attendance of instructors and learners in class, and student and teacher instructional time. Additionally, the student's response is used to regulate whether or not the pupils adored the class and whether learning occurred. A diverse team of experts in school effectiveness (Edmonds, 1981; Daggett, 2005; Lezotte, Skaife & Holstead, 2002; Scheerens & Bosker 1997). These researchers discovered that effective colleges possessed distinct qualities and methods that enabled all pupils to achieve academic success. (Kirk & Jones, 2004). Numerous researches have now been conducted to ascertain what factors contribute to improved academic outcomes. Edmonds (1981), a pioneer in school reform research, headed a team that pioneered the Effective Schools Model. They observed that effective schools have several features: strong organisational management, an emphasis on key abilities, high prospects for learner attainment, recurrent monitoring of student enactment, and harmless and arranged schoolrooms. He examined several school reform efforts and identified eight critical criteria for an effective school. The traits listed below were discovered: Monitoring student improvement, concentrating on success, parental participation, guarantee a safe and tidy environment, developing a focused curriculum, fostering strong leadership, fostering a mutually supportive work environment, and time spent on the lesson are all indicators of whether learning occurred. According to the research-related work discussed below, effective monitoring to ensure high-quality organizational outcomes requires a thorough review of relevant assessment and monitoring tools. In schools, teacher and student work are kept at the enterprise centre, while principals/head teachers are responsible for

providing the resources, time, skills, and systems necessary for timely data collection, analysis, and distribution. There has been a dearth of empirical data on monitoring in schools on academic success, particularly in the area under research, resulting in this subject. As of January 2017, the municipality under consideration has 97 primary schools, according to data from the Akuapem North Municipal Education Office (MEO). (Students with grades up to JHS 3) The district is relatively resource-rich. Most residents work in agriculture and minor trading, although a handful is artisans in various vocations. The district has a good deal of natural resources. Although most residents work in agriculture and minor trading, a small number are artisans in a variety of trades.

**Statement of the Problem**

Most instructors in public elementary schools are qualified; they are either graduates or possess GES diplomas. Even during periods of teacher shortage, the government ensures that school management recruits teachers who meet the bare minimum requirements for being a certified teachers at that level. The rapid growth and development of any educational institution are based upon its monitoring and assessment procedures. (Nyagosia, 2011). Accordingly, the Ministry of Education has well-defined monitoring and assessment mechanisms that guide headteachers in the day-to-day process of the country. If all kids who complete the Junior High Schools (JHS) attend classes as scheduled and receive adequate instruction and instruction, all pupils should pass with an aggregate score of at least 36. A study of the 2017 BECE test results in Akuapem North municipality found that not a single circuit had all learners obtain an aggregate score of 36 or above despite an increase in the proportion of candidates passing from 73.5 percent in 2016 to 81.9 percent in 2017, 445 students, or 17.1 percent

of applicants, failed because they did not earn a minimum aggregate score of 36. Again, the number of candidates who obtained. The number of applicants who received an aggregate 6 in 2016 was eighteen (18) and ten (10) in 2017, suggesting a sharp drop in this category. Aggregate 6 was eighteen (18) in 2016 and ten (10) in 2017, indicating a precipitous fall in this category.

As a result, the influence of school monitoring and supervision by school officials on academic attainment in schools must be observed. Over five years, Table 1 shows the outcomes of children in the Akuapem North Municipality's Basic Education Certificate Examination.

**Table 1: BECE Statistics in the Akuapem North Municipality**

| Year | AGG.06 | Pass (06-36) | | Failed (37- | |
|---|---|---|---|---|---|
| | Number of Persons | Number | % | Number | % |
| 2014 | 10 | 1970 | 74.09 | 1912 | 25.91 |
| 2015 | 3 | 1912 | 71 | 775 | 29 |
| 2016 | 18 | 1982 | 73.5 | 713 | 26.5 |
| 2017 | 8 | 2131 | 81.9 | 472 | 17.1 |
| 2018 | 3 | 1675 | 61.9 | 1064 | 38.1 |

Source: Akuapem North Municipal Education Office (2017).

**Purpose of the study**

The purpose of this study was to see how school monitoring systems distract academic attainment in Basic public schools in Ghana's Akuapem North Municipality. The study looked at how instructional management, a focus on mission and academic performance, school safety and tidiness, monitoring of students' development, monitoring instructors' and pupils' attendance, school

and community relations, and teachers' lesson preparation process affect pupils' performance in BECE.

**Research Questions**

a. What strategies are being employed by school authorities in Akuapem North Municipality to improve school monitoring and academic performance?

b. What influence does monitoring have on students' academic achievement in Akuapem North Municipality's public junior high schools?

**a. Null Hypotheses**

i. There is no relationship between school monitoring strategies and academic performance.

ii. There is no positive impact of school monitoring strategies on academic performance.

**b. Alternate Hypotheses**

i. There is a relationship between school monitoring and academic performance

ii. There is a positive impact of school monitoring on academic performance.

**Significance of the study**

The study will impact society by informing school officials about how their monitoring affects academic performance in schools. In addition, school administrators, instructors, and counsellors will recognise the magnitude to which the learning environment influences instruction in schools. This will

assist teachers in enhancing their preparatory process in order to produce more effective results.

On the other side, parents will enjoy the effort they put into their children's education because excellent monitoring and evaluation result in successful teaching and learning, which results in high academic achievement. The study is also significant for the community since it is believed that their investment in education will improve academic achievement, and the findings will demonstrate how this can be accomplished. The study may enable policymakers, specifically the Ministry of Education (MOE) and the Ghana Education Service (GES), to better understand the factors that influence the patterns of BECE results across regions, areas, and dissimilar groups of schools. The study identifies performance-related elements that can be used as a initial plug for examining strategies to improve the Akuapem North Municipality's overall performance in all areas. Additionally, the study will contribute to the quantity of knowledge regarding the factors of academic performance. Additionally, the study would enable measurement and evaluation professionals to appreciate the role of monitoring and evaluation in improving kids' academic performance in general.

**Delimitation of the Study**

This study was restricted to only public junior high schools in the Akuapem North Municipality in the Eastern region of Ghana. The entire number of Junior High Schools in the municipality is ninety-seven (97). Among these schools, nine (9) are private, two (2) are special schools, and eighty-six (86) are regular public schools. The study was conducted out of the eighty-six (86) public Junior High Schools in the municipality. The study subjects were the

circuit supervisors in the Akuapem North Municipality, heads of the Junior High Schools, and teachers in the said schools. The study was conducted within the 2017/2018 academic year.

**Limitations**

The fact that school monitoring procedures were assessed via teachers' judgments of their headteachers and vice versa may have been interpreted as an appraisal exercise, leading respondents to provide a less than vivid narrative or assessment of themselves. Finally, because the study collected data from a subset of schools in the Akuapem North Municipality due to the difficulty of accessing most of the municipality's schools, the findings cannot be generalized to the entire municipality or other communities. Therefore, more research, including schools in various educational systems and geographical contexts, is required to confirm the findings.

**Definition of Terms**

**Academic performance —** this metric measures pupils' achievement of short- or long-term educational goals**.**

**Effective learning** _This refers to prepared, attentive, and devoted learners to learning freely, vocally, or in writing.

**Effective teaching —** this term refers to assisting students in learning by giving suitable background and data and involving them in the progression of responding to questions, succinct results and conversations, and conducting research and reporting on unsolved questions**.**

**Instructional Leadership**- This term refers to a school principal's or headteacher's administration of the curriculum and instruction.

**Home-School Relations**- This type of collaboration allows instructors to build close ties with their kids while also inspiring parents to work with their children and teachers to improve academic achievement.

**Monitoring -** This is a term that refers to an activity that entails the systematic and continual examination and observation of a program or project.

**School Safety and Orderliness-** A safe school is shielded from internal risks such as the threat of violence from other students via bullying.

**Strategies**- This refers to systems meant to measure progress in regular intervals in the schools.

**Organisation of the Study**

This study aims to assess the influence of monitoring and assessment on academic achievement in Akuapem North Municipality's public junior high schools. The introductory chapter discusses the study's context, purpose, research questions and hypothesis, significance, and study limitations. The second chapter of the research is devoted to the literature review. Under literature review, empirical studies, which is scholarly work on the said topic, and theoretical studies, which also form the basis of the study, shall be reviewed.

The methodology section concludes this study. The methodology will cover the research design, sample size and sampling methodologies, data collection procedure/instrumentation, and data analysis. Additionally, a sample of data-gathering instruments will be included.

# CHAPTER TWO

# LITERATURE REVIEW

## Introduction

The purpose of this study is to determine the outcome of monitoring on the academic performance of children enrolled in public junior high schools in the Akuapem North Municipality in Ghana's Eastern Region. The chapter reviews the literature applicable to the study of the impact of school monitoring by school officials on teaching and learning, mostly connected to pupils' academic performance in public junior high schools in Ghana's Akuapem North Municipality. The chapter begins with a theoretical framework for monitoring, a method for determining a school's efficiency, and then moves on to literature on teaching and learning ideas.

## Theoretical Framework

The research was based on Lezotte's Model of Effective Schools (2010). Rendering to this idea, an influential school can establish both superiority and equality in terms of measured student achievement; according to him, operative educational units have robust leadership, a vibrant and attentive objective, harmless and arranged classrooms, an atmosphere with great potentials for enactment, regular checking of students' improvement, significant home-school relations, and opportunities to learn/time on task. According to him, effective schools are defined by seven factors: solid instructional management, an attentive and clear task, harmless and arranged schools, environment of high expectations for achievement, frequent monitoring of students' progress,

positive home-school relations, and opportunity learn/time on task. He asserted that effective schools are defined by seven characteristics: a clear and focused mission, solid instructional leadership, a climate of high expectations for success, a safe and orderly environment, a frequent monitoring of students' progress, positive home-school relationships, chance to learn/time on and task. A safe and orderly school is defined as an organizational climate in which appropriate behavioral norms prevail, legislation and standards are consistently applied, and personnel and children communicate in a caring, responsive manner (Lezotte, 2010). Classrooms are pleasant and comfortable, and instructional activities are meaningful, relevant, and engaging. Individualised learning milieus promote positive communications between students and instructors and instil a sense of fitting in kids. In a high-stakes situation, the saying "all kids can learn must be supported by instructional methods and teacher behaviour that prove teachers believe in their pupils, have self-assurance in their capacity to teach them to high standards, and want to continue teaching them to ensure that all students achieve at a high level, advanced skills and understanding training must be taught alongside fundamental abilities.

Monitoring instructions on daily basis involves being responsiveness to both learner attainment and school and classroom approaches (Lezotte, 2010). According to Fuchs & Fuchs (1998), learning is assessed through various assessment results, including test scores, student-created items, and performances. Teachers supervise their instruction through self-reflection, while supervisors conduct program and teacher assessments. According to Nyagosia (2011), the term "family and civic contribution" refers to a wide range of activities, initiatives, and programs that bring together parents, industries, and

other interested party to promote student learning in schools. Nagoya believes that families and other adults may have a role in young people's education by participating in numerous activities that demonstrate the importance of education and provide guidance and support for children's learning. These are valid methods of participation that do not necessitate parents spending time at the school. Monitoring teaching and learning regularly includes paying attention to both student performance and school and classroom methods (Lezotte, 2010). According to Fuchs & Fuchs (1998), learning is assessed through a range of assessment results such as test scores, student-created items, and performances. Teachers assess their teaching through self-reflection, while supervisors evaluate programs and teachers. According to Nyagosia (2011), family and community involvement is a broad word that encompasses various activities, projects, and programs that bring together parents, companies, and other stakeholders to support student learning in schools and societies. Monitoring teaching and learning frequently is essential. Once it is apparent what kids should be studying, they should be acceptable to have equal opportunity to learn regardless of their socioeconomic background. The theory (Effective School Model) is pertinent to this study since the seven strategies for good school monitoring involve effective management on the part of school superintendents. Teachers devote a large portion of classroom time to teaching vital skills in an effective school. Gray (2004) asserts that a primary obligation of school leaders is to provide instructional leadership that results in a shared vision for the school's future orientations and manages change to ensure the school's success in achieving the vision. Other theories of learning are related to the impact of monitoring.

**Experiential Learning**

Experiential learning is about the learner meeting and learning from their own experiences. Kolb (1984) proposed a four-stage model of experiential learning that he dubbed the experiential learning cycle. It is a technique that enables individuals to comprehend their experiences and hence adjust their behaviour. It is built on the notion that the more often a student focuses on an activity, the more opportunity they have to enhance their efforts and performance. Kolb emphasises that learning can occur at any instant and is continuous, implying that the number of iterations formed in a learning environment is boundless. According to this notion, people would continue to repeat their errors in the absence of reflection. Kolb's

**Experiential Learning Model**

a) Concrete experience is the first stage in which a person simply performs the task allocated to them. This is the stage where you put your ideas into action.

b) Observation and reflection include taking a step back from the activity and assessing what has been done and experienced. At this point, one's values, attitudes, and beliefs can affect one's thinking. This is the stage where you reflect on what you have accomplished

c) Abstract conceptualization entails understanding and making meaning of the events that have occurred. This is the stage where you plan how you'll do things differently

d) Active experimentation allows you to apply new knowledge to forecast what will happen next or what measures should be made to

improve how the work is completed. This is the *redoing* stage based upon experience and reflection **(**Kolb, 1984).

If learners are monitored to complete tasks on time, much can be gained from experiential learning. Additionally, teachers will enhance their methodology and approach to teaching to obtain better results after reflecting on their inputs and their impact on BECE results (scores) in prior years. Again, experiential learning, like behaviorists, emphasizes the role of contextual factors in affecting behavior almost entirely at the expense of intrinsic or hereditary characteristics.

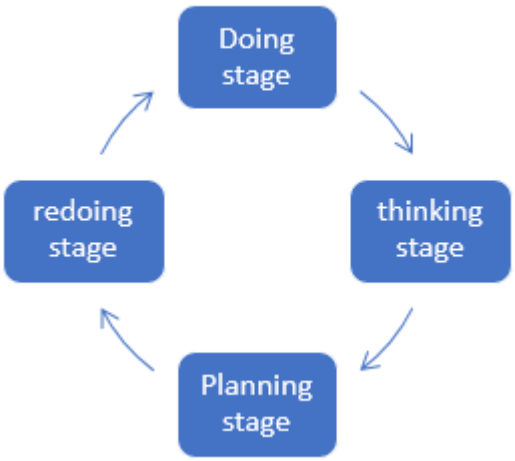


*Figure 1*: Experiential Learning Cycle.

(Adopted from Kolb's Experiential Learning Model)

**Empirical Studies**

In investigating the impact of monitoring on the academic performance of pupils in Public Junior High Schools, variables related to school authorities, learners, and teachers were reviewed**.** In this regard, Ndungu (2015) recommended that when examining the impact of monitoring on academic performance of teaching and learning by authorities of public junior high schools, a more comprehensive investigation should include the following: the

impact of lesson planning on the efficacy of the teaching and learning activities, as well as the impact of school-based monitoring on academic performance. Below are some crucial variables that enhance effective monitoring and supervision, augmenting academic achievement.

**Instructional Leadership and Academic Performance**

Today education policy places a high value on effective instructional development and educational management. The argument behind this position is that an organized, efficient, and well-managed educational environment creates the conditions for increased student learning. Effective instructional leadership is widely perceived as perhaps the most crucial administrative attribute (Lezotte, 2010; Hoy & Hoy, 2009). According to Lezotte (2010), one of the ways for active monitoring is leadership. Influential instructional leaders are positive in their approach and look for assistance in developing group governance and fostering an environment favorable to instruction and professional development. In a practical school head of departments (HODs), the headteacher/principal, associate principal, and serve as the top instructional chief, communicating and modeling the school's vision to staff, parents, and students effectively and persistently.

Strong instructional leadership has been shown to increase school effectiveness and performance. (Lezotte, Skaife & Holstead, 2002; Scheerens & Bosker, 1997; Lezotte, 2010). According to studies, increased staff happiness and contentment are characteristics of influential instructional leaders. (MacNeil, 1992), more fabulous teacher personality (Lubbers, 1996), enhanced school and organizational structure (Reid, 1987), increased instructor quality and time spent on one task (Watkins, 1992), and more incredible educational

accomplishment (Wilson, 2005). Schools require excellent instructional leaders who can effectively explain the mission and vision of the institution (Anyango, 2001). By consistently repeating the school's mission, the principal fosters a shared sense of purpose among the teaching staff and establishes a set of shared core values. Having shared values and principles and a perspective of purpose assists all instructional team members to guide one another and prevents individuals from veering from the stated objectives (Kirk & Jones, 2004). According to Lezotte (2001), an excellent school's principal serves as an instructional leader and conveys the school's mission to students, parents, and staff effectively and continuously. Additionally, the principal comprehends and uses instructional effectiveness features when managing the instructional program. The headteacher/function principal's spokesperson for its mission is critical to the school's overall effectiveness (Bennet, Crawford & Cartwright, 2003).

The principal is not the supreme beneficiary; he or she is a figurehead of leaders, inspiring instructors and incorporating them in classroom pedagogical policy discussions (Lezotte, 1991). Cibulka and Nakayama (2000) suggest that “teachers must contribute to the development of a school's vision to effect meaningful changes in classroom practice. Teachers collaborate with the principal to ensure that students' achievement standards are understood across classrooms and grade levels”. Johnson (1997) indicated that some important factors must be in place for a school's leadership to be effective - to establish an environment conducive to learning and teaching for appropriately supported students and instructors. He identified the following elements: "good administrative leadership; positive expectations; a solid, integrated curriculum;

collaborative decision-making; and school-wide accountability for teaching and success" (pp. 3–4).

**Focus on Mission and Academic Performance**

According to Lezotte (1991), good schools have a "clearly expressed school mission" that "enables staff members to share a knowledge of and commitment to instructional goals, priorities, assessment methods, and accountability" (p. 6). This characteristic is concerned with instructors and their capacity to educate all learners, both relatively low cognitive and relatively high intellectual functioning. Haberman (2003) places the responsibility for establishing a clear school mission squarely on the principal's shoulders. The principal should be a leader. To be effective in this role, the headteacher must establish a shared goal, develop effective strategies for implementing that vision, and inspire commitment to task - the sustained effort required to foster learning (Haberman, 2003Haberman (2003) lays the responsibility for developing a clear school mission squarely on the shoulders of the principal. The headteacher should be a role model for the rest of the faculty. To be effective in this role, the headteacher should establish a shared vision, develop practical terms for implementing that vision, and inspire commitment to task – the sustained effort required to foster learning (Haberman, 2003). Teachers should not fold their arms and expect the headmaster to generate all of the school's beautiful ideas and plans. Ngware, Wamukuru, and Odebero (2006) conducted the other study to ascertain the extent to which Total Quality Management (TQM) is practiced in Kenyan secondary schools. As with KEMACA, this study indicated that the majority of schools lacked strategic plans. Among the few institutions that demonstrated evidence of strategic

planning, the strategic plan serves as both a road map and a means of communicating quality expectations to all workers. Unfortunately, the researchers said, such schools lack systematic follow-up to ensure that the strategies are implemented.

Additionally, it seemed as though there were no deliberate efforts to perform a formal internal review to ascertain the degree to which qualitative and quantitative objectives were met. Without doing this assessment, the firm would not dwell on its quality planning and establish a culture of quality assurance in schools. According to these findings, most students demonstrate a lack of alignment between company vision and purpose. Academic performance, as well as the safety and orderliness of the school

Unfortunately, the researchers said, such schools lack systematic follow-up to ensure that the strategies are implemented. Additionally, there appeared to be no purposeful efforts to conduct a formal internal evaluation to determine the extent to which qualitative and quantitative targets were accomplished. Without conducting this evaluation, the institution cannot dwell on its quality planning and build a quality assurance culture in schools. These statistics suggest that the majority of schools do not demonstrate mission and vision connection.

Numerous aspects within the school atmosphere are favorably associated with students' academic progress and social well-being. Gottfredson, Greene, and Ross (2005) showed that “current best practices include evaluating students' impressions of the domains mentioned above and addressing areas regarded as unsatisfactory”.

Numerous aspects within the school atmosphere domain have been favorably associated with children's academic progress and social well-being. Gottfredson, Gottfredson, Payne, and Gottfredson (2005) identified four critical domains: high expectations for academic learning and behavior; strong administration support for school staff and students in terms of academic achievement and social-skill development; a sense of connectedness to both the school and the larger community; and a sense of physical safety. Greene and Ross (2005) highlighted that "current best practices involve monitoring student perceptions of the domains mentioned above and addressing areas identified as unsatisfactory." Margolin et al. (2000) say once again that data from state submissions to the "National Child Abuse and Neglect Data Systems in 1999 suggest that about 826,000 children (almost 12 out of every 1,000 children) were confirmed as victims of maltreatment by child protective agencies. In terms of exposure to interparental violence, Straus estimated in a 1992 report that over 10 million children in the United States see physical hostility between their parents each year, with prevalence rates throughout childhood at least double the exposure rates during a single year". "Children's adaptability to school and academic progress are two critical developmental tasks that are frequently jeopardized by exposure to violence. Children exposed to familial or community violence (or both) frequently demonstrate lower academic achievement and a reduced ability to adapt to the academic environment". Violent exposure has a direct and indirect effect on these developmental skills. Exposure to violence can result in cognitive impairments, emotional challenges such as sadness and anxiety, and behavioral and peer problems. Straus (1992) states that before considering how each of these impacts can impair children's

adjustment to school and academic ability, it is necessary to explore three problems about children's exposure to violence.

The first exposure to violence is infrequent to occur only once or in a single form. The majority of youngsters exposed to violence rarely witness a single occurrence or form of violence. The researchers observed a strong correlation between aggressive neighborhood behavior and interfamily violence and a high correlation between interparental and parent-to-child violence inside the family. Additionally, it has become apparent that these various forms of violence are typically recurrent. For children exposed to violence outside of school, the school atmosphere may be even more critical.

The second critical point is that exposure to violence frequently occurs in conjunction with a slew of other adverse life experiences (Straus, 1992). “Children exposed to violence frequently face other stressors such as poverty, neglect, inadequate nutrition, overcrowding, substance misuse, and a lack of proper medical care, their parents' unemployment, and their parents' psychopathology. These factors can amplify and prolong the detrimental impacts of childhood exposure to violence. For instance, children whose parents suffer from psychopathology or struggle with substance addiction may lack the opportunity or direction necessary to acquire pro-social coping skills for dealing with violence exposure in their society. While children exposed to violence may have a greater need for nurturing and protection than children who are not exposed to similar stressors, they may receive less social support from their caregivers”. As a result, efforts to comprehend the impacts of violence exposure on children must also include the milieu in which the child exists (Margolin & Elana, 2000). A final point to consider is that the effects of exposure to violence

are developmentally dependent. At various stages of growth, children encounter unique problems. Thus, the effect of exposure to violence will vary according to the developmental stage of the child. While children exposed to violence may have a greater need for nurturing and protection than children who are not exposed to similar stressors, they may receive less social support from their caregivers. As a result, efforts to comprehend the impacts of violence exposure on children must also include the milieu in which the child exists (Margolin & Elana, 2000). A final point to consider is that the effects of exposure to violence are developmentally dependent. At various stages of growth, children encounter unique problems. Thus, the effect of exposure to violence will vary according to the developmental stage of the child.

"Throughout development, children's capacity to evaluate and comprehend violence, respond to and cope with risk, and gather environmental resources that provide protection and support transformation grow refined. Scholars claim that as children mature, the skills necessary to overcome current life issues are built on past developmental competencies. As a result, early exposure to violence may be more detrimental than later exposure, significantly if the violence exposure undermines the foundations necessary for future competency development. In a similar line, if early exposure to violence is avoided, the plasticity of children's developmental processes may facilitate recovery of any lost or delayed functioning. However, the implications of the duration and timing of violence exposure are complicated and warrant further empirical investigation. As a result, early exposure to violence may be more detrimental than later exposure, particularly if the violence exposure undermines the foundations necessary for future competency development. In a

similar line, if early exposure to violence is avoided, the plasticity of children's developmental processes may facilitate recovery of any lost or delayed functioning". However, the ramifications of the duration and timing of exposure to violence are complex and require additional empirical exploration.

As a result, the school climate must be organized and systematic to facilitate effective teaching and learning. A chaotic school climate limits teaching time, hence lowering academic attainment (Crosse et al., 2002). This type of setting frequently breeds distrust in both staff and kids, resulting in misdirected social development and a lack of imitated or learned social skills. Additionally, it can put youngsters into a survival mode, increasing their acting-out behaviors. According to some findings, prolonged exposure to violence causes anger, anxiety, irritability, and even attention deficit hyperactivity disorder. (ADHD) (Flannery, 1997). Even in relatively safe schools, individual kids or groups of students may feel uncomfortable due to violence and bullying. Furthermore, in the United States, victims of persistent bullying are the perpetrators of a high percentage of school shootings. (Vossekuil, Fein, Reddy, Borum, & Modzeleski, 2002). Bullying is wrong for the bully, their victims, and onlookers if nothing is done about it. Academic accomplishment is connected with school safety, with pupils studying in certain conditions performing better academically than those learning in unsafe environments (Marshall, 2004).

**Monitoring Student Progress and Academic Performance**

According to the 2005 Programme for International Student Assessment (PISA), school characteristics may be categorized into three major areas: school resources, school atmosphere, and school policies. PISA (2005) says that the school policies category covers a wide range of accountability problems, such

as whether the school performs self-evaluations and monitors student achievement and if the school communicates student performance information to parents or local authorities. Lezotte (2010) an effective school assesses and monitors child growth on important objectives regularly. According to the report, the results of those assessments are utilized to improve both individual student behavior and performance as well as the curriculum as a whole. Effective School Correlates. The First and Second Generations, respectively after completing the first generation of frequent monitoring of student growth, schools must go on to the second generation of frequent monitoring of student achievement, according to Lezotte (1991). Teachers will be able to monitor their students' development better using technology in the second generation. Students will be able to track their development and make any adjustments to their conduct. Computerized practice exams, the opportunity to receive immediate feedback on homework projects, and the ability to see appropriate solutions produced on the screen are just a few of the tools available to assure student success. (Lezotte, 199). Teachers can keep track of their pupils' progress and academic performance by monitoring their homework. Like many other educational approaches, they were assigned homework, which may be helpful, neutral, or harmful. When homework (assignments) is well-managed, it has a significant and positive impact on success while also increasing students' learning time. When assignments are directly connected to the material being studied in class, are often offered to supplement student practice time with new knowledge and are appropriate for students' ability and maturity levels,

I. Parents know what needs to be done and support homework completion when kids and parents understand it well.

II. verified and returned to students who had been graded and remarked on quickly. While students may grumble about homework, studies show that students who receive regular assignments have more favorable attitudes toward school, the subjects for which homework is assigned, and the assignment itself than students who receive little or no assignments. (Brophy, 1979, Butler, 1986). While students may grumble about the assignment, Brophy found that that given regular assignment had more favorable attitudes toward school, the subjects for which assignment was assigned, and the assignment itself than those given little or no assignments.

When teachers keep track of their students' development, they gain knowledge, instructor outcome becomes more effective, and students have a greater awareness of their accomplishment. (Safer & Fleischman, 2015). In addition, a significant amount of research has demonstrated that this technique is a reliable and valid predictor of later performance on various outcome measures over the previous three decades, making it applicable to a wide range of instructional decisions. (Fuchs, Deno, & Mirkin, 1984; Good & Deno, 2003; Jefferson, 1998).

Hayes (2008) stated, writing on behalf of the United States of America, that high-achieving schools prioritize continually monitoring students' progress in addition to the yearly testing mandated by law, possibly as a result of a strong focus on achievement. Several studies of effective schools highlight the importance of assessment in tracking progress toward school-wide objectives and instructors' use of assessment data to monitor individual students' development and get feedback on their teaching. For example, teachers at successful schools were more likely than teachers at stable or failing schools to

indicate they use data a few times a week or month (rather than a few times a year) in a poll of instructors in the United States. (Symonds, 2003).

Periodic evaluations of learners' progress and detailed data compilation of outcomes by an instructor, student subgroup, and curricular aim were also published by high-performing schools in North Carolina. Testing was conducted districtwide every few weeks, and schools also conducted extra evaluations regularly (Hayes, 2008). Instructor self-efficacy was shown to be sophisticated in Texas higher schools a few times a week or month (compared to a few times a year) than in static or dispersing schools (Symonds, 2003). instructors and headteachers reported monitoring students' progress utilise national examination reports, reading portfolios, and information from early intervention programs. Staff would attend to the needs of complex children and determine appropriate levels of help to prevent pupils from falling behind grade level. As one principle put it, "we use data for one purpose: to determine where children are vulnerable and to address those vulnerabilities." (Ragland et al., 2002It is also critical that instructors' monitoring abilities in the classroom be improved. Given the significant link between instructors' monitoring of students' learning progress and their academic achievement, it would be ideal if teachers had extensive monitoring training and are highly experienced in classroom monitoring methods. Kathleen (1998)'s classroom monitoring and assessment study shows that teachers' ongoing classroom monitoring accounts for almost all factors that affect students' placement, instructional pace, and other factors in both assessment and evaluation. Many instructors do not consistently, record completed assignments, give homework frequently or, check on students' progress, or perform the sort of questioning that helps to

monitor learning, according to Kathleen's research in the United States teachers do not receiving enough pre-service training in performing formal or informal assessments, according to her. Administrative support for evaluation and monitoring abilities, as well as in-service training in those skills, are woefully lackingMany instructors recognize that their monitoring skills are insufficient and seek training to improve them; nevertheless, those who are unaware of the importance of close student supervision and the requirement to improve these skills do not see the point of teaching close student monitoring. According to Shavelson (1983), even when teaching and learning are not proceeding well, many teachers are hesitant to modify the instructional method or pacing of lessons once they have been scheduled. Shavelson claims that this improves with experience and that experienced teachers are observed to alter teaching techniques considerably more than novices in response to student performance indications

**Home-School Relations and Academic Performance**

According to Henderson and Berla (2004), a student's family's capacity to offer a learning environment is the most dependable predictor of academic achievement. Parents establish lofty (but not irrational) objectives for their children's academic achievement and future employment; Parents should become involved in their children's education beginning in elementary school. Henderson and Berla emphasize the importance of parents participating in their children's education at home since this leads to improved academic performance.

Steinberg (2006) demonstrates that the most effective parental engagement for student development is direct involvement in school activities.

Participation in school events, extracurricular activities, conferences, and back-to-school nights encourages caregivers to get involved in their children's education and enhances their achievement; Steinberg studied 12,000 students from nine high schools across the country for three years. He discovered that children's grades improve when parents visit the school regularly (2010, Nyagosia).

Snow, Barnes, and Chandler (2001) formal engagement in parent-school activities, such as PTA membership, attending school activities, and volunteering, was shown to be the one variable most positively related to all reading skills; as a consequence, it is clear that, aside from financial concerns, community engagement has a significant influence on a school's academic achievement.

Singh, Mbokodi, and Msila (2004) investigated the effect of parental engagement on their children's academic success in South Africa. Their study discovered that parental support for a positive learning environment, physical facilities, and spiritual wellness is critical to the learner's performance.

Lezotte (2010) the family environment is a crucial predictor of effective schools in a several research. Home-school relations, as defined by Lezotte's The term "effective schools model" refers to a wide range of activities, initiatives, and programs that bring together parents, businesses, and other stakeholders to improve student learning and to schools. Encouraging parents to establish academic objectives and standards, as well as quantifying achievement, gives the message that what children learn and how well they learn is a community responsibility, not just a concern for teachers and administrators, according to Wright and Saks (2008: Hammer (2003) asserts that the home

environment is just as critical as the educational environment. Parental involvement in their children's education, the number of times parents read to young children, the number of television children are permitted to watch, and the frequency with which children change schools are significant factors. The achievement gap is about more than what happens after children enter the classroom. (Nyagosia, 2011). It also includes their activities before and after school. Parents and educators have a crucial role in ensuring that every child succeeds. Parental engagement has been shown as a critical predictor of student achievement. Parental education and encouragement are highly linked to better student success, according to (Odhiambo 2005).

Academic performance of pupils will be good when parents watch and encourage their children to be diligent about their studies (Amponsah, Milledzi, Ampofo, & Gyambrah, 2018In their study on the link between parental engagement and academic success, Amponsah et al. found that parents' views, as well as their behavior and activities related to their children's education, had an impact on academic accomplishment. It is because children are more likely to succeed in school when their parents are invested in their education and ready to keep them accountable for completing schoolwork outcomes; this study supports the social cognitive theory, which claims that children acquire information about proper behavior and socially accepted objectives through seeing and conversing with critical adults in their life. (Bandura, 1977). Additionally, in a healthy home-school interaction in the learner's life, parents can model positive attitudes and behaviors in their children toward the school. Finally, it supports Mji and Makgato's (2019) argument that parents have a considerable edge over others because they are more likely to give a more steady

and consistently good influence on their children, increasing and complementing what the school nourishes. This is also consistent with findings from prior studies. The findings of Amponsah et al. (2018) suggest that the quality of parents' style, the setting that is calm and predictable, the level of intellectual challenge, the importance of parents speaking with the school, and involvement in learning all contributed to a child's learning.

**Lesson Preparation for effective teaching and Academic Performance**

Good lesson preparation is critical to the teaching and learning process. According to Ukor (2018), a prepared instructor is well on his or her way to a successful educational experience. It takes a significant amount of time and effort to create engaging classes. Ukor also claims that the importance of lesson planning cannot be overstated since it teaches teachers that even the best-planned material is useless if engaging delivery processes and excellent classroom management skills are absent. There is a substantial amount of research on lesson design and delivery and the importance of classroom management. When it comes to implementing a classroom management strategy, consistency is crucial. Teachers must recognize that they are not an island unto themselves in this sense. Educators have long been concerned with finding the most efficient and effective means to impart teaching to their pupils. Instructional resources, which undoubtedly play a crucial part in the teaching and learning processes, are variables that may be accountable for learners' underachievement. The quantity of labs, workshops, classrooms, smart boards, whiteboards, and libraries is insufficient. (Ikeobi, 2010). Instructional resources are an essential part of the foundation for effective curriculum implementation (National Educational Research and Development Council (NERDC, 2007).

For this reason, therefore, Ikeobi, (2010), in his study about the effectiveness of lesson planning concludes that a good lesson plan must include the identification and deployment of instructional materials by the teacher.

Again, a well-planned lesson will choose instructional resources, which, according to Farrant (1980), are the conduit via which the teacher's learning information reaches the student. This suggests that learning is accomplished via the use of the senses. As a result, learning is more efficient if the sensory information is more attractive or intriguing (Duru, 2011). The more the number of senses a learner involves in learning, the greater the impression on the mind and the longer the retention of what has been learned. This is the basic justification behind the use of instructional materials (Ukor, 2018). The rationale for using instructional materials is discussed under the following headings according to Ukor (2018): Retention of conceptual knowledge: When a student correctly listens, images remain longer in the memory. When an audio-visual aid is used appropriately, it aids in the retention of new information. The Chinese proverb "I hear, I forget," "I see, I remember," and "I do, I comprehend" effectively supports this. Individuals are prone to forgetting, yet they place a higher value on recollections of things they have seen rather than things they have heard. It has far-reaching implications for classroom teachers, making the use of audio-visual resources unavoidable. Every lesson requires and requires the usage of teaching materials. According to inexperienced teachers, some topics are dull, and there are no teaching tools to teach those topics. However, it is important to note that instructional materials may be used for any topic, no matter how "dry." To discover and pick a suitable resource to teach a topic, the teacher must use creativity, research, and planning techniques.

**Differentiation of Instruction:** Along with promoting general learning, instructional resources can aid instructors in fulfilling a critical professional responsibility: Instructional differentiation. Differentiation of teaching is adapting lessons and instruction to your classroom's various learning styles and capacities. Classrooms in Nigeria and elsewhere are not homogenous in terms of learners' intelligence. Students in a class are at different levels of cognitive abilities. Worksheets, games, homework assignments, and group activity instructions are examples of learning resources that allow teachers to adjust classroom activities to best engage each student's learning style.

**Sparks Interest:** If students are skipping courses and then see a teacher enter the room with a projector, DVD, or huge piece of paper, the class is likely to be full, not because of anything else, but because the aids piqued their attention and motivated them to study.

**Prompt reasoning**: Like the other teaching aids, this encourages students to think critically and is an excellent illustration of conceptual thinking. Learning materials also significantly increase students' achievement by supporting student learning.

**Use of Assessment for Monitoring Learning Progress**

**Summative and formative assessment**

Summative evaluations are used to determine how much pupils have learned after completing a unit of study (Ainsworth & Viegut, 2006 Summative evaluations concentrate on program outcomes. End-of-course grades, end-of-unit examinations or projects, standardised assessments, and portfolios are examples of summative evaluations. Summative assessments must be planned ahead of time in order to collect and identify both the material and the learning

process that reflect the desired objectives (Sadler, 1998Effective summative assessments ensure that assessments, curriculum, and instruction are all aligned. When all three components are in sync, the evaluations are deemed both valid and trustworthy Summative evaluations, unlike formative assessments, influence instruction in a different but equally essential way (Botha, 2010). Summative evaluations can be used to compare one school's performance to that of other schools because they are used to gauge performance. They may also be used to help instructors improve teaching techniques and curriculum to better suit the requirements of students, leading teachers to monitor students as well as their own teaching methods for a better educational system.

According to Omogbehin (2013), the use of school- and classroom-based evaluations has evolved as a common feature of successful schools, as well as a method for tracking students' development. Teachers used regular assessments to let pupils know that there are many ways to improve. Formative assessments are a type of evaluation that focuses on improving student performance. They are not meant to provide grades, but rather to improve learning. Formative assessment happens during instruction, allowing teachers to make adjustments to their lessons depending on student performance. Marzano (2003) concluded from his metaanalysis of over 250 formative assessments that formative assessments had the most powerful influence on student learning. It gives direct and immediate feedback to both instructor and student, as well as organized information that pinpoints methods to enhance education, when incorporated into the current learning process (Halverson, Grigg, Prichett, & Thomas, 2005). In reality, research on the link between various forms of assessment and students' learning shows that formative

assessments that are well aligned with student learning objectives and administered on time increase students' performance (Ainsworth & Viegut, 2006).

**Teachers and Pupils Attendance and Academic Performance**

**a) Teachers' Punctuality**

Punctuality is defined by Chinyere and Egwuono (2019) as the ability to accomplish a needed activity or fulfill an obligation before or at a previously determined time. In their study, "Focusing on Punctuality, Regular Attendance to Lectures and Adherence to the Course Outline," Chinyere and Egwuono assert emphatically that punctuality and effective time management result in a class that is well-focused and organized, allowing the semester or academic year's goal to be met regular class attendance is vital to assist learning and advancement, as well as to help confirm an educational relationship between instructor and student, in particular for classroom-based taught programs of education and training. Daily attendance monitoring and methods to detect and prevent poor attendance lead to improved academic achievement among students (College of Computing Technology, CCT, 2015).

According to Sultana and Rashid (2013), regular class attendance is critical and is frequently linked to a learner's assessment performance. If the school's organization is not systematic in enforcing the rules on discipline, it may influence student behavior in terms of punctuality and time management. Sultana and Rashid emphasized once again that a teacher's ability to manage time is linked to their timeliness and frequent presence in class and other school events. The extent to which teachers comply with punctuality and regular attendance to class is related to how they can m The degree to which instructors

adhere to timeliness and regular attendance in class is proportional to their ability to manage time.

**b) Students' school attendance**

Atkinson, 2005; Epstein & Shelton, 2002) view attendance as a critical component of a good school experience for all children. According to Epstein and Shelton, many schools and school divisions continue to strive to reduce rates of student truancy and excessive absence. Corville-Smith (1995) claimed that despite a long history of concern about how attendance impacts students' performance, educational scholars had paid very little attention to the problem of student attendance. Klem and Connell (2004) investigated the relationship between teacher support and student involvement and accomplishment. The variables they used to define student involvement were contingent upon students' attendance at school; absent kids could not be involved. Klem and Connell assessed student involvement using variables previously identified by Marks (2000). Marks defines engagement as "a psychological process characterized by students' attention, interest, involvement, and effort in the 17 tasks of learning" (p. 154). She believes that this concept of engagement encompasses both affective and behavioral involvement in the educational process. Atkinson (2005) noted the absence of a nationwide truancy date, even though large urban regions record thousands of unexcused absences daily. She implied that truancy is a far more pervasive problem than would initially appear. Atkinson concurred with Garry (1996) that a solid and unambiguous relationship exists between truancy and various risk variables and risk behaviors among adolescents. Garry referred to truancy as "the first step toward a lifetime of difficulties," adding that truancy has become a severe issue, having a

detrimental effect on the futures of children and adolescents and resulting in enormous social expenditures. Nyame (2010) referenced a 2011 research conducted by the Minneapolis public school system that indicated that attendance significantly impacted performance levels. According to the research, kids who attended 95 percent of the time were twice as likely to pass state language arts examinations as students who only attended 85 percent of the time. Moore (2005) discovered that high attendance rates are significantly associated with high grades, while low rates of attendance are substantially associated with bad grades. Several studies have found a link between graduation rates and attendance rates (Garry, 1996; Burley & Harding, 1998; Beem, 2002; Epstein & Shelton, 2002). Several studies have found that a student's absence pattern changes over his or her school career and that truancy in elementary schools is a significant predictor of truancy in high school (Burley et al., 1998).

"Students learn best in the early half of a session, according to Lazear (2001); therefore, it is essential not to waste valuable time at the outset of a lesson on activities that are not central to the lesson goals. Other helpful action-oriented active learning strategies include beginning a lesson by asking students to list five things from previous lessons and then comparing their answers with those of the other students and ending a lesson with an activity that summarizes a key learning idea, such as telling a partner the most important thing learned from the lesson. Another learning technique, according to Nowell (1998), is to ask students for feedback on their assessment assignments and criteria. Learning via discussions, role plays, research projects, and visual creation of concepts such as mind maps are some of the other techniques. These techniques

essentially remind teachers that they should refresh the class with past teachings at the outset of each session and relate them to today's activities. Students' active engagement defines active action-oriented learning throughout the lessons; those students who love their teachers' teaching methods and tactics will undoubtedly gain the most by remembering as much information as possible, which will help pique students' interest in the next day's session".

"Attendance and test results were highly related to a high degree of involvement, according to Klem and Connel (2004). Attendance and test results were highly related to a high degree of involvement, according to Klem and Connel (2004). They found that higher levels of involvement were associated with increased performance even when criteria other than attendance and test scores were employed to define student engagement. They also discovered that, regardless of socioeconomic background, student involvement was a strong predictor of academic performance children who were more interested in school had higher grades and test scores and lower dropout rates. In contrast, students who were less engaged in school were more likely to suffer adverse effects such as chronic absenteeism and dropping out".

Consequently, Klem and Connell concluded that developing more customized learning environments led to improved student engagement, test scores, and attendance. To discover some of the elements impacting students' class attendance, the National Research Council (2003) found comparable findings from numerous research that indicates the significance of increasing engagement since it is a significant motivation for students to attend school consistently. According to Devadoss and Foltz (1996), motivation has a substantial beneficial influence on student attendance. Devadoss and Foltz's

findings demonstrate that better and more motivated students attend class more often. Furthermore, students who support themselves financially while pursuing their degree through jobs and loans appear to attend class more frequently. These children appear to understand the worth of money, understand the significance of attending 23 schools, and take their education more carefully, as seen by increased attendance in class. Teachers who have received teaching honors have a higher percentage of students enrolling in their classes. Those taught by such instructors had a 9% greater attendance rate than classes given by professors who did not have a teaching certificate (Devadoss & Foltz, 1996). This is a major result since it demonstrates that a competent teacher can make a substantial difference by improving class attendance and motivating students to grasp the subject matter well and remain in school".

## Conceptual Framework

The purpose of this study was to see how school monitoring affected the academic performance of junior high school students in Ghana's Akuapem North Municipality.

**Conceptual Framework**

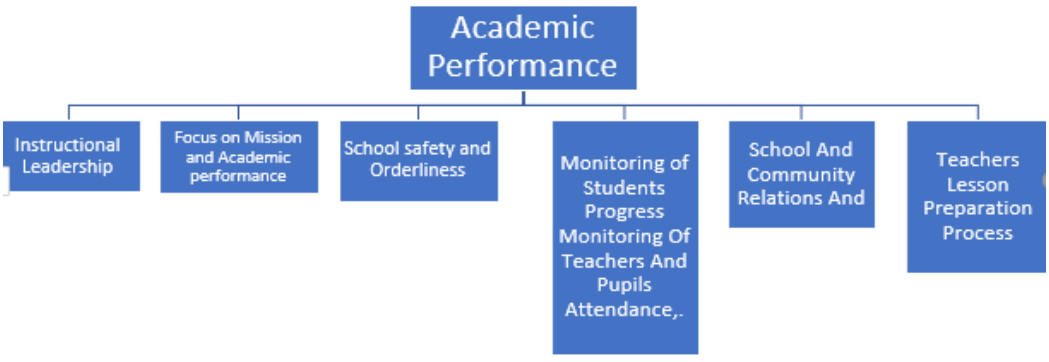


*Figure 2*: Conceptual Framework

Using Lezotte's (2010) Effective Schools Model, the study investigated the strategies employed by schools to improve academic achievement. The study's independent factors included their emphasis on instructional leadership, a vision for academic achievement, school safety and orderliness, teacher and pupil attendance monitoring, student progress tracking, home-school interactions, and teacher preparation practices. It was expected that schools that followed the seven successful school approaches would have more effective teaching and learning processes, which would translate into increased academic achievement, the study's dependent variable.

**Summary**

The evidence discussed in this part demonstrates that various factors have a significant impact on academic achievement. The literature demonstrates that schools with strong instructional leadership do well (Hoy & Hoy, 2009; Lezotte, 2010). “Numerous studies have established a link between good instructional leadership and school development and effectiveness (Scheerens & Bosker, 1997; Lezotte, Skaife & Holstead, 2002; Lezotte, 2010). Focus on the school mission has also emerged as a significant predictor of school effectiveness, with Lezotte (1991) stating that effective schools have a clearly articulated school mission that fosters staff alignment and commitment to instructional goals, priorities, assessment procedures, and accountability”.

“Another aspect highlighted is school safety and orderliness, with an assessment of the research indicating that several characteristics within the domain of school climate are positively associated with kids' academic success and social well-being (Gottfredson, Payne, & Gottfredson) (2005). Additionally, the evidence demonstrates that academic achievement is

substantially influenced by expectations for success (Johnson, Livingston, Schwartz, & Slate, 2000; Marzano, 2003)".

"High expectations for achievement, regular monitoring of student progress, solid home-school ties, and opportunity to learn/time on task have all been identified as crucial determinants of academic performance (Ragland et al., 2002; Symonds, 2003; Hayes, 2008). The examined research demonstrates how these factors affect academic achievement in schools".

# CHAPTER THREE

# RESEARCH METHODS

## Introduction

"This chapter discusses the methodology for the study. This chapter discusses the study's design, target population, sample size and sampling procedures, research instruments, data collection techniques, instrument validity and reliability, and data analysis".

## Study Design

The descriptive cross-sectional survey methodology was utilized in this study to collect research data on the influence of monitoring on child academic performance in public junior high schools in Ghana's Akuapem North Municipality. According to Lokesh (1984), descriptive cross-sectional survey investigations are meant to gather consistent and exact information about the present state of phenomena and to derive various broad inferences from the facts obtained wherever possible. Because they deal with connections between non-manipulated variables, survey methods non-experimental researcher picks the relevant variables to study their connections since the events or circumstances have already occurred or exist (Best & Khan, 1993). The researcher chose this research method for the study because he or she did not alter variables. Because the researcher was solely interested in monitoring a specific demographic, this design was used.

As evaluated by BECE outcomes and school mean scores from 2014 to 2017, academic achievement is the dependent variable in this study; the technique employed for school monitoring of academic achievement is the study's independent variable. Instructional leadership focused on vision and

purpose, school safety and orderliness, student progress tracking, student and teacher attendance monitoring, lesson preparation process, and home-school interactions.

**Target and Accessible Population**

Headteachers of public junior high schools, teachers, and education officials (circuit supervisors) in charge of all nine (9) circuits in the Akuapem North Municipality, Ghana's Eastern region, are among the study's target population. The distribution of the study population of schools with grades up to essential nine is shown in Table 2.

**Table 2: The distribution of the study population**

| Circuit | Public | Private | Total | No of Teachers | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Trained | | | Untrained | | | |
| | Schools | Schools | No. of | M | F | Total | M | F | Total | Grand |
| Akropong | 14 | 3 | 17 | 66 | 69 | 135 | 1 | 1 | 2 | 137 |
| Adawso | 10 | 1 | 11 | 51 | 25 | 76 | 1 | 1 | 2 | 78 |
| Adukrom | 11 | 2 | 13 | 55 | 48 | 103 | 2 | 0 | 2 | 105 |
| Mampong | 11 | 1 | 12 | 56 | 49 | 105 | 1 | 1 | 2 | 107 |
| Mangoase | 6 | 2 | 8 | 26 | 10 | 36 | 5 | 0 | 5 | 41 |
| Okorase | 8 | 2 | 10 | 37 | 27 | 64 | 1 | 0 | 1 | 65 |
| Larteh | 9 | 5 | 14 | 53 | 33 | 86 | 2 | 0 | 2 | 88 |
| Amanfro | 9 | 1 | 10 | 47 | 15 | 62 | 4 | 1 | 5 | 67 |
| Tinkong | 10 | - | 10 | 46 | 16 | 62 | 9 | 2 | 11 | 73 |
| Total | 88 | 17 | 105 | 437 | 292 | 729 | 29 | 6 | 35 | 761 |

Source: Akaupem North Municipal Education Office (2017)

Table 2 shows that Akuapem North Municipality has 88 public schools, with 14 in Akropong Circuit, 11 in Mampong Circuit, 11 in Adukrom Circuit, 6 in Mangoase Circuit, 9 in Larteh Circuit, 6 in Amanfro Circuit, 8 in Okorase

Circuit, 10 in Adawso Circuit, and 10 in Tinkong Circuit. The municipality has a total of 761 teachers, with 466 male and 298 female teachers. The public junior high schools and 761 instructors in the nine (9) circuits of the Akuapem North Municipality were the study's accessible population.

**Sample Frame and Sampling Procedure**

**Sampling frame**

Data was collected in the municipality's Public Junior High Schools for the purpose of this study. The multiphase sampling approach was employed in this investigation, which included both probability and non-probability sample designs, as explained below.

**Stratified sampling**

"The sampling frame is split into non-overlapping groups or strata, such as geographical areas, age groups, and genders, in a stratified sample is selected from each stratum". Stratified random sampling is used when the sample is a simple random sample stratification improves accuracy if the strata are chosen to be as comparable as feasible in terms of the attributes of interest among members of the same stratum. "In this case, the researcher utilized stratified sampling to choose 48 schools for the study, 24 from each of the three strata. The schools in the two strata were divided into two groups based on their geographical locations. The schools in the two strata were divided into two groups based on their geographical locations. The researcher scribbled the names of each stratum's schools on scraps of paper and randomly selected the appropriate sample size from each cluster. The research enlisted the participation of all 48 school principals".

**Purposive Sampling**

Purposive sampling is a non-probability sampling approach for selecting individuals from a particular group with unique features and relevant information for the study. Purposive sampling's strength rests in its ability to pick data-rich examples for an in-depth examination of the fundamental topics under consideration. As a result, purposive sampling was employed to pick all Municipality's 9 Circuit and Nine Circuit Supervisors. The population sampling matrix is shown in Table 3.

**Simple Random Sampling**

"Each item or element in the population has an equal probability of being picked at each draw in simple random sampling; the technique used to get the sample fulfills the randomness criteria. The sample is random (each element having an equal chance at each draw)". "As a result, the study's professors were chosen using primary random selection. This was done to prevent bias and guarantee that the sample was representative using simple random sampling. A representative sample of 761 instructors from public junior high schools in the Municipality was chosen. The sample was necessary since the entire population research would take too long and be too expensive. The sample size of instructors was determined using the approach given by Krejcie and Morgan (1970). Krejcie and Morgan (1970) devised a method for calculating the required sample size from a limited population of N cases such that the sample percentage P is within plus or minus 0.05 of the population proportion P with a 95% degree of confidence". A minimum sample of 254 cases should be picked from a population of 761 cases using this approach.

**Table 3: Sampling Matrix**

| Circuits | Schools/Headteachers | | Teachers | |
|---|---|---|---|---|
| | Population | Sample size | Population | Sample |
| Adawso | 10 | 6 | 78 | 26 |
| Adukrom | 11 | 6 | 105 | 35 |
| Akropong | 14 | 8 | 137 | 46 |
| Amanfro | 9 | 5 | 67 | 22 |
| Larteh | 9 | 5 | 88 | 29 |
| Mangoase | 6 | 4 | 41 | 14 |
| Okorase | 8 | 5 | 65 | 22 |
| Tinkong | 10 | 6 | 73 | 24 |
| Mampong | 10 | 6 | 107 | 36 |
| Total | 88 | 48 | 761 | 254 |

**Research Instruments**

The researcher created questionnaires and an interview guide to collect data for this investigation. One set of questionnaires was used for head teachers, and the other set was utilized for instructors. The choice of instrument was due to the fact that the target respondents are literate who can read and make sound judgments of the items. Questionnaires give respondents ample time to answer the questions which can easily be quantified and in addition, sensitive information can be elicited since privacy of the respondents is ensured. Circuit Supervisors (CS) interviews, on the other hand, were conducted using a semi-structured interview guide. This gives the interviewee the chance to respond in a flexible manner. Again this type of instrument was chosen to allow for greater

interaction between the Circuit officers and to also investigate the issues in an in depth way.

**Ethical Consideration.**

The following are the most significant principles linked to ethical concerns in dissertations and theses, according to Bryman and Bell (2007):

1. Prioritize respect for the dignity of study participants
2. Before the study, the participants' entire agreement should be acquired.
3. .The privacy of study participants must be protected.
4. Adequate confidentiality of research data should be guaranteed.
5. Individuals and organizations participating in the study must maintain their anonymity. To ensure the above, the letter of permission for research work from the researchers' University department was sent to the Akuapem North Municipal Education Office seeking the necessary permit to visit the schools in question. Copies of the permit from the university and the Municipality were sent to the various schools to assure them that the purpose was only for academics.

Again, the voluntary participation of respondents in the research was sought through the headteachers of the school. The respondents' privacy and anonymity were adequately protected. Through expert opinions from supervisors, objectivity was also ensured in the instruments.

**Questionnaire for Headteachers**

The purpose of the questionnaire for headteachers was to collect information from them on the factors that impact academic achievement in their schools. There were both open-ended and closed-ended questions on the survey. The following sections comprised the questionnaire. The first section gathered

information on the headteachers and their schools, such as gender, job experience, academic/professional credentials, and school type. Section two of the questionnaire collected information on the schools' academic achievement during the previous four years, from 2014 to 2017. Likert scales were used in section three to assess the extent to which monitoring is carried out to promote successful teaching and to learn in schools. In section four, headteachers were asked to respond to open-ended questions on improving academic achievement in their schools.

**Questionnaire for Teachers**

This survey was designed to collect information from instructors on the elements that affect successful monitoring and academic achievement in their classrooms. The respondents' gender, job experience, and academic/professional credentials were all obtained in the first part. The second section uses a five-point Likert scale to assess the extent to which monitoring is used to influence academic achievement. The final portion includes open-ended questions that ask respondents to suggest ways to improve academic achievement in their schools.

**Interview Schedule for Circuit Supervisors**

Interview guide was designed and was used to collect data from circuit supervisors. The semi-structured type was used to allow for some flexibility in order to elicit more information from the interviewees. After several attempt to get the district circuit supervisors, the researcher finally had the opportunity to meet them. Appointment was then booked with each of the nine circuit supervisors taking into consideration their work schedules. A convenient time was then arrived with all the supervisors.

The Officers were assured of utmost confidentiality that the information was meant for academic purpose only. The interview guide had three parts. The first part enquired about their years of experience and other experiences on the field. The second part enquired about how the Ghana Education Service (GES) has structured the mode of monitoring and supervision in the schools, and the issues that hinder the smooth discharge of their duties in the Akuapem North Municipality to be precise. The last section of the guide enquired about their opinion about what ought to be done to help raise the standard of education as well as addressing the performance of BECE in the municipality.

**Pilot Study**

A pilot research was done at three schools prior to the real data collection, however it was not included in the main study. Pilot study is always necessitated by the fact that it enables the instruments to be understood by the respondents for the problems with the wording or measurement to be detected and corrected. According to Goldsmith (2010), Pilot testing also helps to discover the following:

1. Availability of study population timing.
2. Acceptability of the questions asked in the local context.
3. Willingness of the respondents to co-operate.

Again, Goldsmith (2010) states that in pilot study of research instruments, fewer respondents than the actual population is required. In the pilot testing of the instruments, the researcher divided the setting into three strata and selected a school each from each stratum namely; Akropong D/A JHS, Kwamoso Presby JHS, and Dawu Presby JHS which were not part of the main survey were chosen for the pilot study. The selection of these three schools

for the pre-testing was due to the fact that they represented the various subgroups of the sample taking into consideration ethnicity, geographical, rural and urban. From the three strata, five (5) teachers each were chosen. Three (3) head teachers and fifteen (15) teachers from the three (3) experimental schools participated in the pilot study. Some of the checkboxes for selecting alternatives were too close together.

There were a few of the items (questions) which were not comprehended by the respondents.

a. Different questions seemed to elicit the same response.

The above errors were corrected having the endorsement of the supervisors.

The purpose of this pilot study was to determine the instruments' reliability and validity, as detailed below:

**Reliability of the Instruments**

Reliability is defined by Mugenda & Mugenda (1999) as the degree to which a research instrument produces consistent outcomes or data after repeated trials. An examination of the consistency of the replies on the pilot questionnaires was conducted to judge their reliability to improve the instrument's dependability. The Split-Half reliability testing approach was used, in which the items on all of the pilot surveys and the interview guide were divided into two groups. The reliability coefficient was calculated by correlating the scores using the Spearman-Brown Coefficient () method in SPSS (21). Teachers and headteachers both had a correlation coefficient of 0.767 and 0.79, respectively, an acceptable figure.

**Validity of the Instruments**

Validity is defined as the correctness and usefulness of conclusions drawn from study findings (Mugenda and Mugenda, 1999). Face validity relates to the chance that a question would be misunderstood or misread; hence, the pilot research helped eliminate ambiguity and is an excellent method to improve face validity. According to Borg and Gall, expert judgment enhances an instrument's content validity, according to (1989). The term "content validity" relates to whether or not an instrument adequately covers a topic. Expert opinions assist in determining the content's validity (Wilkinson, 1991). As a result, the supervisors and two additional University specialists were enlisted to improve the instruments' content validity. Again since the study was limited to the Municipality only, the interview schedule could not be pre-tested on other municipal circuit supervisors in a different district. The researcher then depended on expert judgment and supervisors for the soundness of the instrument.

**Data Collection Procedure**

The Municipal office received a research permission from the School of Graduate Studies, and the Circuit Supervisors (CSs) for the different circuits were alerted before the study began. In all the forty-eight (48) schools randomly sampled for the study, visits were made to the schools. The permission letter by the Municipality and the school of graduate studies was shown to the various schools. The head teachers' offices were the first point of call during the researcher's visits. The respondents were given questionnaires, and the completed questionnaires were collected later. Some of the schools visited could answer the questionnaires and return them the same day, while other schools had to be visited on three occasions before all the questionnaires could be

retrieved. The respondents were informed that their replies would be treated with absolute secrecy. The researcher started administering the questionnaires on the 4th of September, 2018 and completed them on the 24th of November, 2018. After eight successive weeks of questionnaire administration, all the common areas were covered with the answered questionnaires retrieved**.**

According to Barriball (1994), Semi-structured interviews offer the benefit of allowing informants to express themselves in their own words while yet providing accurate and comparable qualitative data. In light of the preceding, the semi-structured interview was the primary method for obtaining information from the circuit supervisors. All nine circuit supervisors were interviewed in the study.

**Data Analysis**

The research yielded both quantitative and qualitative results. The replies from the Interviews and the data from the open-ended questions in the questionnaire were coded and converted to qualitative data. Analysis, as defined by Bernard (2006), is “the search for patterns in data and for ideas that help explain why such patterns exist in the first place” (p. 452). As a result, quantitative approaches were employed to evaluate the data that was acquired. Coding is a strategy that allows you to arrange and combine similarly coded data into groups or "families" because they share some features. Descriptive and inferential statistics will be used to evaluate quantitative data. According to Mugenda and Mugenda (1999), descriptive statistics aim to allow the researcher to adequately characterize a distribution of scores or measurements using a few indices or statistics. Means, standard deviations, frequencies, and percentages are all used in descriptive statistics. Because data analysis necessitated using a

computer spreadsheet, the Statistical Package for Social Sciences (SPSS) was employed. The Pearson Product Moment correlation coefficient was employed at a significance threshold of 0.05 to determine the connection between the study's independent and dependent variables. A linear regression model was developed to determine the relative contribution of each independent variable to successful teaching and learning, as shown by the formula below:

$$Y = a1X1 + a2X2 + a3X3 + a4X4 + a5X5 + a6X6 + a7X7 + c$$

Where:

Y = academic performance (BECE percentage pass)

X1 = Emphasis on instructional leadership,

X2 = Focus on vision and mission

X3 = School safety and orderliness

X4 = Monitoring of teachers and pupils attendance

X5 = Monitoring of student progress

X6 = Home-school relations

X7 = lesson preparation

c = Constant; and a1...a7 are regression coefficients

The above multiple linear regression equation was used to investigate the link between two sets of variables, one of which is known as the predictor variable (effective Monitoring methods) and the other as the criterion variable (academic performance).

The conclusions drawn from the respondents' perspectives were examined in qualitative analysis. Content analysis was used to evaluate qualitative data, which involved analyzing the meanings and consequences of respondent information and comparing replies to recorded data on factors

impacting academic achievement. The qualitative data was organized thematically by the study's goals, and a linear regression model was utilized with a significance level of 0.05.

# CHAPTER FOUR

# RESULTS AND DISCUSSION

## Introduction

This chapter outlines the study's conclusions, which were derived from field data. This study aims to determine the effect of monitoring students' academic performance in Ghana's Akuapem North Municipality's public junior high schools. The following are the study's objectives:

i. To investigate the strategies employed to improve school monitoring in Public Junior High Schools in the Akuapem North Municipality of Ghana.

ii. Look at the influence of the monitoring techniques used in primary public schools in Ghana's Akuapem North municipality on academic performance.

iii. iii. To collect data for the study, questionnaires were given to 48 head teachers and 254 instructors. Nine (9) circuit supervisors (CSs) were interviewed, giving a total of three hundred and eleven (311) targeted respondents. Of the sampled, three hundred and (311) respondents, one hundred and ninety-seven (197) teachers and 39 headteachers responded to the questionnaire. There were 245 responses, resulting in a 78.7% questionnaire return rate, which was sufficient.

**Demographic Data of the Respondents**

There was a total of 245 replies, resulting in a 78.7% return rate on the questionnaire. The research was carried out in 48 of the 98 Junior High Schools in the Akuapem North Municipality in Ghana's Eastern regions. The majority of the villages in this municipality are agricultural communities. The academic credentials of the teachers, head teachers, and circuit supervisors who participated in the study are listed in Table 4. I was at a good level.

**Table 4: Level of Education attained by the respondents**

| Level of education | Teachers | | Circuit Supervisor | | Head teachers | | Total | |
|---|---|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % | No. | % |
| Master's Degree | 20 | 10.2 | 4 | 4.4 | 8 | 20.5 | 32 | 14.9 |
| B.Ed | 120 | 60.9 | 5 | 55.6 | 21 | 53.8 | 146 | 58.6 |
| Bachelor's Degree (B. A /B.Sc.) | } | 3.6 | - | - | 9 | 23.1 | 16 | 5.6 |
| Diploma | 47 | 23.9 | - | - | 1 | 2.6 | 48 | 21.9 |
| Cert A/PDGE | 3 | 1.4 | - | - | 0 | 0 | 3 | 4.6 |
| Total | 197 | 100 | 9 | 100 | 39 | 100 | 245 | 100 |

The majority of respondents (53.8 percent of head teachers, 60.9 percent of instructors, and 55.6 percent of circuit supervisors) held Bachelor of Education degrees, as shown in Table 4. Diplomas were held by 21.9 percent of respondents, 5.6 percent by Bachelor's degree holders, and 14.9 percent by Master's degree holders. Previous research has linked a teacher's level of education to their efficacy, particularly for those with Bachelor of

Arts or Science degrees who have had no formal teaching training (EMIS, Akuapem North Municipality, 2017) Given that the majority of the respondents in this research had a Bachelor's degree in education, it's reasonable to assume that they were aware of elements that influence academic success.

**Table 5: Years of Experience in Headship**

| Years of experience | No of head teachers | Percent |
|---|---|---|
| 1 - 5 years | 3 | 21.9 |
| 6 - 10 years | 16 | 50 |
| 10 - 15 years | 6 | 18.8 |
| Over 15 years | 10 | 17.9 |
| Total | 39 | 100.0 |

The majority of the principals had more than 5 years of experience in school administration, as shown in Table 5. This suggests that they had spent enough time in the classroom to have a thorough grasp of the elements that impact their pupils' academic success. They were also able to have an impact on academic achievement in their schools.

**Table 6: Teaching experience of teachers**

| Years of experience | Teachers | |
|---|---|---|
| | No. | % |
| Below 5 years | 21 | 10.7 |
| 5 – 9 | 81 | 41.1 |
| 10 – 14 | 61 | 31.0 |
| 15 – 20 | 28 | 14.2 |
| More than 20 years | 6 | 3.0 |
| Total | 197 | 100.0 |

Table 6 shows that the instructors' teaching experience was about evenly distributed throughout all years. The chart shows that the majority of the instructors had more than 5 years of experience, indicating that they were aware of the elements that impacted academic achievement in their schools in connection to effective monitoring.

**Strategies to improve academic performance**

"The study's primary goal was to find out what techniques public junior high schools were doing to improve students' academic performance and encourage effective monitoring. To achieve this goal, study participants were given a set of statements based on some identified factors that promote effective monitoring in schools, including instructional leadership, a focus on school vision and mission, school safety and orderliness, student progress monitoring, home-school relations, teacher and pupil attendance monitoring, and lesson planning. Teachers and headteachers were asked to rate how well their schools implemented the critical components of a successful school model (the seven variables that influence academic performance). On a five-point Likert scale, ranging from 1 (never) to 5 (often), they were asked to rate their experiences (consistently)".

**Strategies related to instructional leadership**

According to Nyagosia (2011), good schools are characterised by proactive instructional leaders who seek help in establishing team leadership and fostering an environment conducive to learning and professional growth (Nyagosia, 2011). Teachers were evaluated using a four-item, five-point Likert scale, while headteachers were evaluated using a seven-item, five-point Likert scale to determine the extent to which schools participated in specific

instructional leadership techniques. On the scale, high mean scores (near 4) showed that schools placed a premium on instructional leadership, whereas low mean scores (near 1) suggested that schools rarely placed a premium on effective monitoring procedures. Table 7 displays the respondents' mean scores and standard deviations, demonstrating that specific components of instructional leadership were prioritized.

**Table 7: Strategies related to instructional leadership (teachers)**

| Instructional Leadership | Teachers (N = 197) | | Total score |
|---|---|---|---|
| | M | SD | |
| Teachers are made aware of update in curriculum materials. | 4.082 | 1.032 | 807 |
| Advising teachers on how to get the needed instructional content to improve teaching. | 3.005 | 1.181 | 594 |
| Teachers should be encouraged to complete the curriculum on time. | 4.183 | .981 | 824 |
| Building team work among teachers | 2.831 | 1.083 | 560 |

**Table 8: Strategies related to instructional Leadership for (Head teachers)**

| Instructional Leadership | Teachers (N = 197) | | Total score |
|---|---|---|---|
| | M | SD | |
| Ensuring that teachers are using the most up-to-date professional documents (schemes of work and syllabus) | 3.487 | 1.144 | 136 |
| Supervising instructors in class during school visits. | 3.333 | 1.382 | 130 |
| Collaborating with teachers to determine the most effective teaching method. | 4.179 | .756 | 163 |
| Assisting teachers with some learning resources needed for improved Performance. | 3.025 | 1.307 | 118 |
| Supervising teachers to complete syllabus on time. | 3.028 | .756 | 128 |
| Fostering collaboration between teachers to ensure mutual support. | 3.282 | 1.255 | 128 |
| Conducting staff appraisal meetings to review pupil's strength for academic improvement. | 3.717 | .971 | 145 |

The mean scores obtained for instructional leadership techniques varied from 4.256 to 3.692, as shown in Table 7. Mean scores over 3.5 indicated that school administrators were always involved in the instructional leadership elements in the issue. In contrast, mean scores below 3.5 indicated that school administrators were involved in the instructional leadership factors in question only occasionally or not at all. Table 8 in appendix A shows that the interview responses conducted on the circuit supervisors are outlined. The replies suggest that they were providing instructional leadership but were limited by various circumstances, including the late delivery of curricular materials to the schools, as shown in figures 3 below.

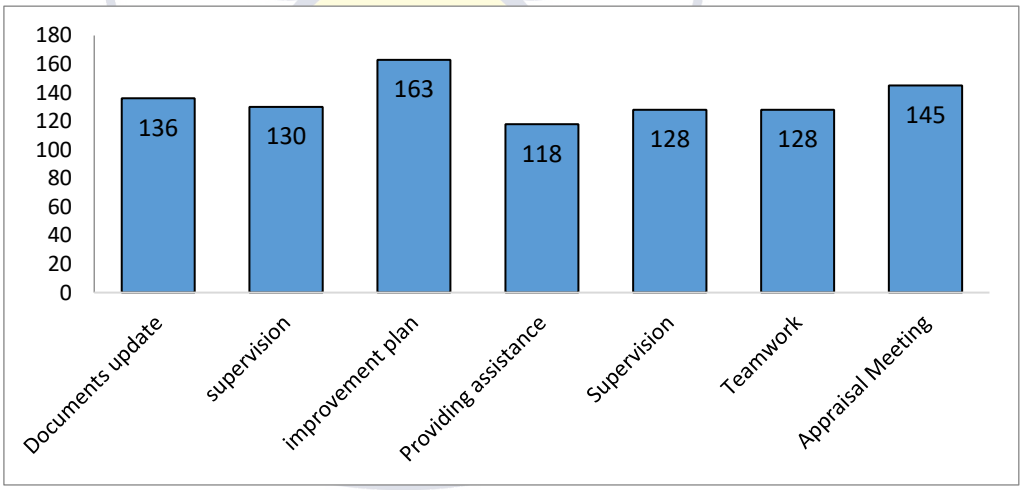


*Figure 3*: Overall scores on Instructional Leadership by headteachers

**Strategies related to school safety and orderliness**

Another method for successful school monitoring is school safety and orderliness. As a result, the respondents (headteachers and instructors) were given a 5-item and 3-item 5-point Likert scale to assess how much importance

their schools place on school safety and orderliness, respectively. High scores on the scale (near 5) indicated that schools prioritized this characteristic, whereas low scores (near 1) indicated that schools rarely prioritized this technique. The mean scores and standard deviations obtained by the respondents on several elements of school safety and orderliness are presented in Table 4.5.

**Table 9: Strategies on School Safety and Orderliness**

| School safety and orderliness | Teachers (N = 197) | | Total score |
|---|---|---|---|
| | M | SD | |
| Conferring with parents about their children's discipline. | 3.718 | .971 | 145 |
| Involve teachers in identifying methods to improve school discipline. | 3.692 | 1.195 | 144 |
| Assuring an atmosphere conducive to teaching and learning in the classroom. | 3.693 | 1.127 | 144 |
| Counselling and advising pupils. | 3.103 | 1.391 | 121 |
| Making sure timely and adequate supply of needed resources for the school is provided . | 3.461 | 1.166 | 135 |

The mean scores achieved by the headteachers on techniques linked to school safety and orderliness ranged from 3.718 to 3.103, as shown in Table 9. Discussing student discipline with parents and ensuring that the school atmosphere is favorable to teaching and learning were the two most important variables. On the other hand, the lowest-rated categories ensured the school had all of the required physical and material resources and offered guidance and

counselling services in the school, both of which received 3.461 and 3.103 points, respectively.

**Table 10: Strategies related to school safety and orderliness (teachers)**

| School safety and orderliness n= 197 score | (Teachers) | | Total |
|---|---|---|---|
| | M | SD | |
| Providing incentives to motivate hard working Teachers | 2.927 | 1.512 | 578 |
| Providing routine check on teachers and the entire school. | 2.879 | 1.053 | 569 |
| Encouraging guidance and counselling services in the school. | 3.375 | 1.325 | 665 |

**Table 11: Strategies related to school safety and orderliness (Circuit Supervisors)**

| School safety and orderliness n= 9 | (Circuit Supervisors) | |
|---|---|---|
| | Frequency | Percent (%) |
| Providing routine visits to the school and its PTA Meetings once a while. | 2 | 22.2 |
| Providing routine visits to all schools in the Circuit once every term | 3 | 33.3 |
| Providing routine visits to all the school and its PTA meetings twice a term. | 1 | 11.1 |
| Encouraging parents to support the school through | 3 | 33.3 |

| | | |
|---|---|---|
| Effective participation in PTA issues | | |
| Total number | 9 | 100 |

Table 10 shows how the teachers' mean scores on techniques linked to school safety and orderliness varied from 3.375 to 2.879, indicating how the PTA/ SMC on school safety and orderliness ranged from 3.375 to 2.879Encouragement of guidance and counseling services in the school is the essential aspect. The lowest rated elements, on the other hand, are "providing frequent checks on instructors and the whole school" and "providing incentives to reward hardworking teachers," with 2.879 and 2.927 points, respectively.

Table 11 indicates that the Circuit supervisors do visit the schools, but their visits were not frequent.

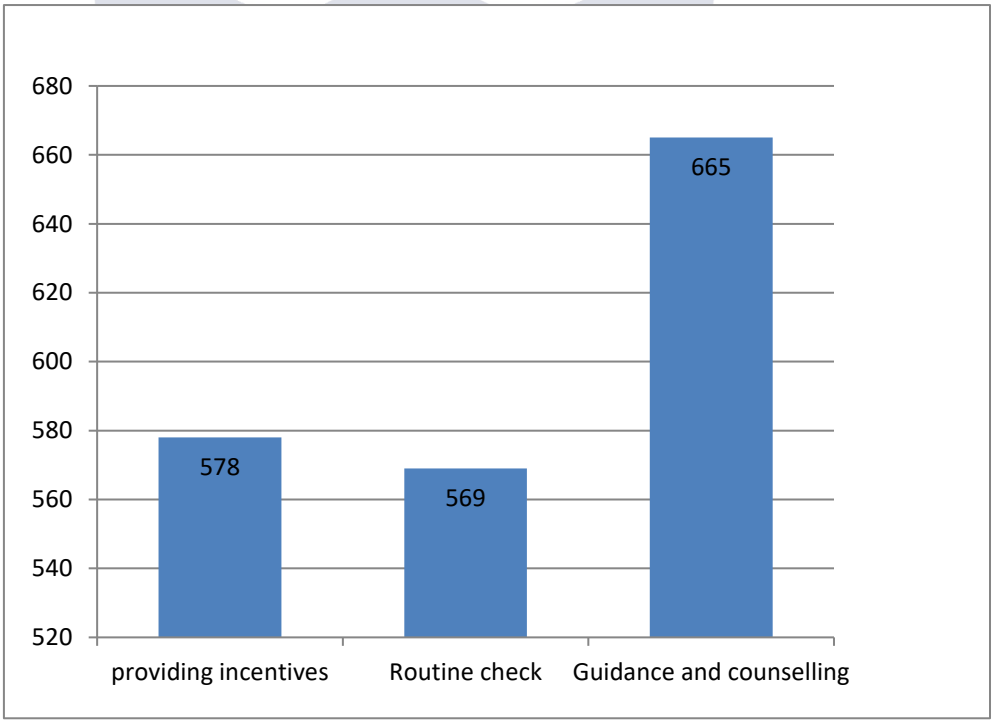


*Figure 4*: Overall Scores on school Safety and Orderliness (teachers)

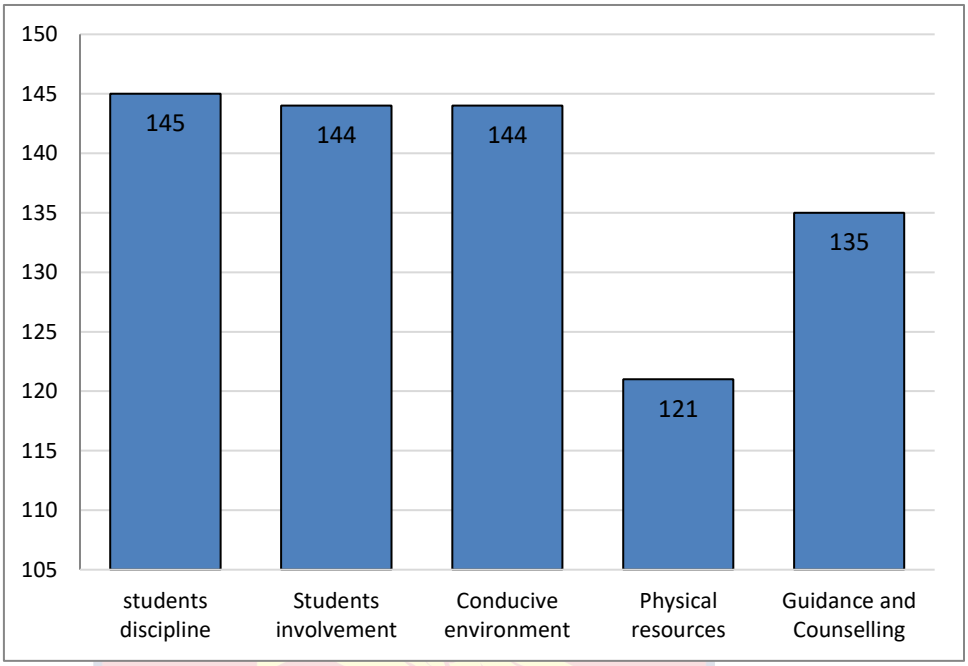


*Figure 5*: Overall Scores on School Safety and Orderliness for Headteachers

Figure 4 shows that the provision of essential resources for the schools was woefully inadequate, according to the responses of the headteachers in the majority of the schools.

**Strategies Related to Clarification of School Vision and Mission**

According to the Good Schools Model (Lezotte, 2010), "having a clear and defined goal is another effective school predictor. A 6-item 5-point Likert scale was used to assess how well schools communicated their vision and mission to students, instructors, and stakeholders. High scores on the scale (near 4) indicated that schools primarily focused on this criterion, whereas low scores (near 1) indicated that schools rarely focused on articulating the school's vision and purpose. Table 12 displays the respondents' mean scores and standard deviations for different areas of highlighting the school's vision and purpose".

**Table 12: Strategies Related to Clarification of Vision and Mission**

| Clarification of Vision and Mission | Teachers N=197 | | Total score |
|---|---|---|---|
| | M | SD | |
| Educating instructors, students, and parents about The school's vision and goals. | 2.913 | 1.132 | 574 |
| Assuring that teachers establish realistic and attainable academic achievement targets for their disciplines. | 4.274 | .818 | 842 |
| Assuring that teachers develop academic attainment of goals that both realistic and feasible for the subjects | 4.167 | .879 | 821 |
| At the start of each term, encouraging students to Establish academic success goals. | 3.096 | 1.033 | 610 |
| Evaluating teachers' goals at the start of the term and their end of term performance. | 3.096 | .959 | 770 |
| Telling students of the school's primary mission and urging them to maintain focus. | 4.142 | .920 | 816 |
| Establishing broad set objectives with teachers and inspiring them to achieve them. | 3.827 | 1.04 | 754 |
| Assembling all participants (teachers, students , parents) to contribute to the development of school goals and objectives. | 3.75 | 1.053 | 738 |

**Table 13: Strategy on Clarification of Vision and Mission by Headteachers**

| Clarification of Vision and Mission | Head Teachers N=39 | | Total score |
|---|---|---|---|
| | M | SD | |
| Clarifying the school vision and mission to teachers, students, and parents | 4.1 | .91176 | 160 |
| Ensuring that teachers set achievable and realistic academic performance goals for their subjects. | 3.61 | 1.127 | 149 |
| Ensuring that teachers are working towards Realization of their goals | 3.538 | 1.314 | 138 |
| Comparing the goals set by teachers at the beginning of the term and their end of term performance to identify causes of failure to attain targets. | 4.051 | .856 | 158 |
| Reminding students of their core business in the school and encouraging them to remain focused. | 3.846 | .064 | 150 |
| Ensuring that all stakeholders (teachers, students, parents) participate in setting school goals and objectives. | 4.435 | .787 | 173 |

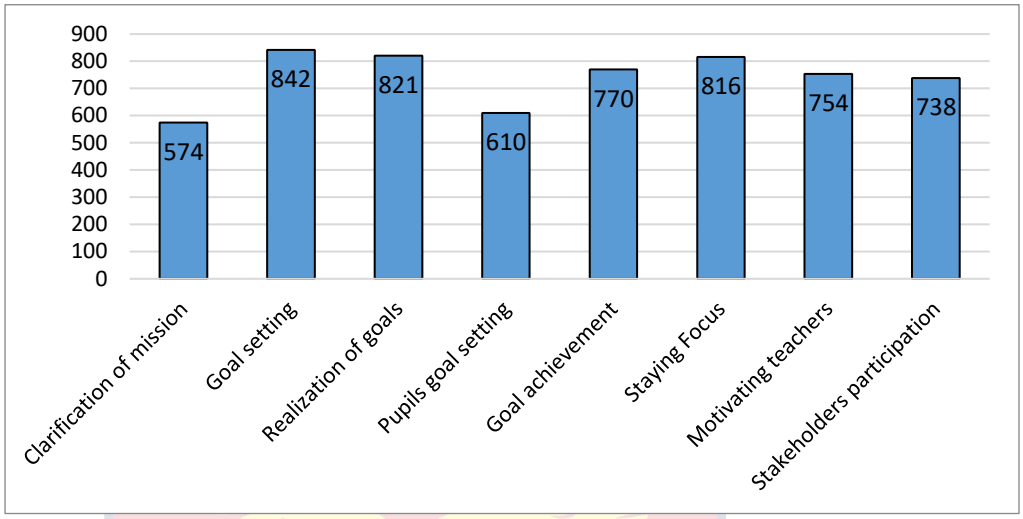


*Figure 6*: Strategies related to clarification of vision and mission by teachers

From table 12 and table 13, most teachers emphasized target or goal setting and ensuring that those goals are achieved. On the other hand, admonishing pupils to remain focused and allowing pupils to set their own goals was not correctly adhered to. Figure 6 indicates the above.

**Strategies related to home–school relations**

According to Lezotte (2010), having excellent home-school ties is one of the other variables contributing to successful school monitoring. A 4-item on a 5-point Likert scale was used to assess the extent to which schools ensured solid home-school relationships. High scores on the scale (near 5) indicated that schools primarily focused on these techniques, whereas low scores (near 1) indicated that schools seldom secured good home-school relationships. The mean scores of headteachers and teachers on specific items relating to home-school interactions varied from 3.65 to 3.15, as shown in Table 4.8. The most significant variables were reminding parents of their responsibility to

ensure that their children are disciplined and asking parents to discuss their children's academic achievement. On the other side, the lowest-rated variables were parents providing emotional support to teachers and the school administration having academic clinics with parents of kids who do poorly at the beginning of each term to discuss alternative measures. An overall score on home-school relations was calculated based on the ratings given on the scale, with the most incredible possible score being 739 (strong focus on the correlation) and the lowest possible score being 766. (low emphasis on the correlate). The total scores of the respondents on the techniques used to strengthen home-school ties are shown in Figure 4.5.

**Table 14: Strategies related to home-school relations (Teachers)**

| Home-School Relations | Teachers n=197 | | Total score |
|---|---|---|---|
| | M | SD | |
| Inviting parents to visit the school on a regular basis to discuss their children's learning achievement. | 3.892 | 1.078 | 763 |
| Assembling all parents for school meetings. | 3.888 | 1.082 | 766 |
| Assuring that the relevant assistance resources are provided by parents (e.g. textbooks) | 3.751 | 1.157 | 739 |
| Urging parents to support the school in purchasing or constructing the required resources for for improved teaching and learning. | 3.781 | 1.173 | 745 |

**Table 15: Strategies related to home-school relation (Headteachers)**

| Home-School Relations | Headteachers n=39 | | Total score |
|---|---|---|---|
| | M | SD | |
| "At the beginning of each term, contacting the school to find out the possible ways of improving the performance of low achievers. | 2.410 | 1.332 | 94 |
| Parents providing all the necessary support materials (e.g., Textbooks) to the students. | 3.256 | 1.250 | 127 |
| Parents supporting the school to purchase or construct required resources for improved teaching and learning. | 3.077 | 1.201 | 120 |
| Parents offering moral support to teachers and the school administration". | 3.718 | .916 | 145 |

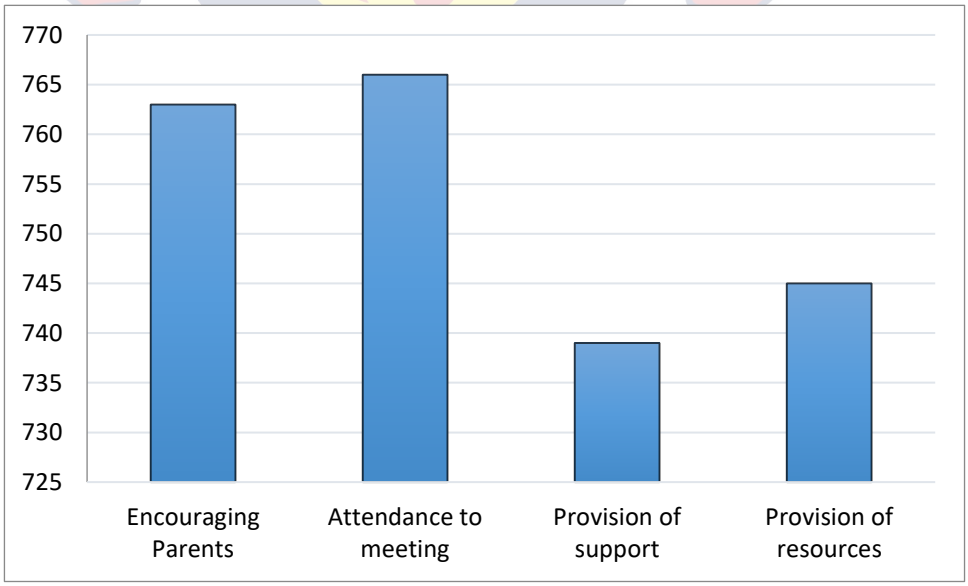


*Figure 7*: Strategies related to home-school relation for teachers

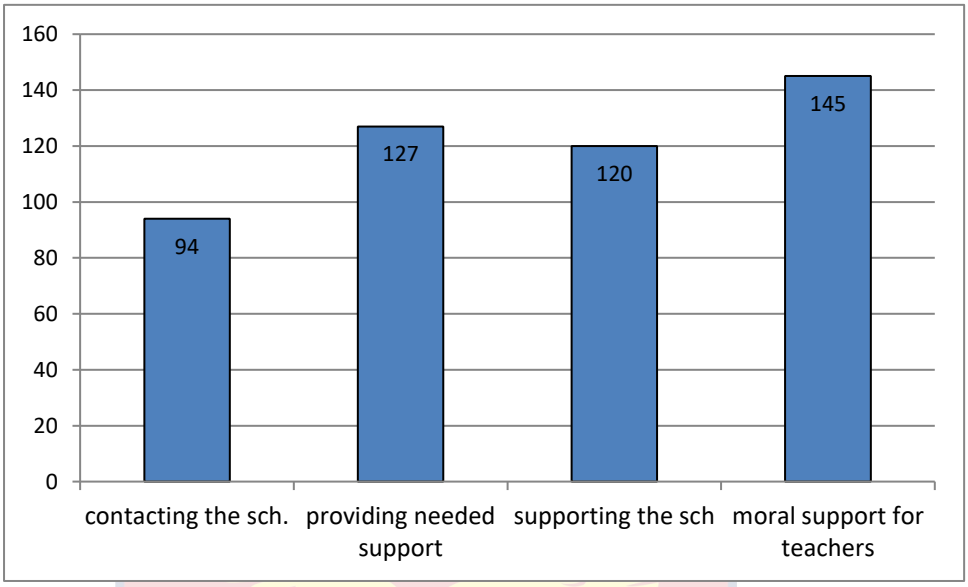


*Figure 8:* Strategies related to home-school relations by headteachers

Figure 8 shows that overall scores for headteachers ranged from 94 to 145, with a mean of 2.410 to 3.718, and overall scores for teachers ranged from 739 to 766, with a mean of 3.751 to 3.892, with the majority of respondents receiving low scores on the scale; thus, the emergence of teachers and headteachers rating their schools low presupposes that there are poor home environments. Previous research has found that when parents become active in their children's education at school and in the community, student success increases (Steinberg, 2006; Nyagosia, 2015.), hence the findings of this study justify the reason for the low academic achievement in most of the school in the Akuapem North Municipality.

**Strategies Related to Monitoring Students' Progress**

Another excellent educational strategy is to keep track of pupils' progress. As a result, respondents were given a 3-item and 4-item 5-point Likert scale for headteachers and instructors, respectively, to determine how much emphasis schools placed on this technique. High scores on the scale (near 5) indicated that schools stressed this technique frequently,

whereas low scores (near 1) indicated that schools seldom emphasized the strategy. The mean scores and standard deviations obtained by respondents on the importance put by school officials on monitoring pupils' development are shown in Table 16.

**Table 16: Strategies Related To Monitoring Students Progress**

| Monitoring Students Progress | Headteachers N= 39 | | Total score |
|---|---|---|---|
| | M | SD | |
| "Ensuring that there are regular continuous assessment tests to monitor students' progress | 3.333 | 1.284 | 130 |
| Supervising teacher-made exams to ensure they are of high quality. | 4.154 | .779 | 162 |
| Ensuring that there is revision of all exams with students after marking. | 4.385 | .747 | 171 |
| Discussing academic progress with individual Students and making them aware that much is Expected of them in the BECE" | 3.974 | 1.158 | 155 |

On strategies related to monitoring of students progress, the head teachers reported that most of the teachers in their schools placed less emphasis on setting regular continuous assessment tests to monitor progress of the pupils. This could mean that, pupils were tested less on the various subject in the schools. Though this was the case, the result also shows that on the test conducted, revisions were made in those entire tests.

**Table 17: Strategies Related to Monitoring Students Progress (teachers)**

| Monitoring Students Progress | Teachers N= 197 | | Total score |
|---|---|---|---|
| | M | SD | |
| "Ensuring that there are regular continuous assessment tests to monitor students' progress and reminding them that a lot is expected of them | 4.343 | .855 | 847 |
| Supervising teacher-made exams to ensure they are of high quality | 4.213 | .955 | 830 |
| Ensuring that there is revision of all exams with students after marking". | 4.142 | .953 | 816 |

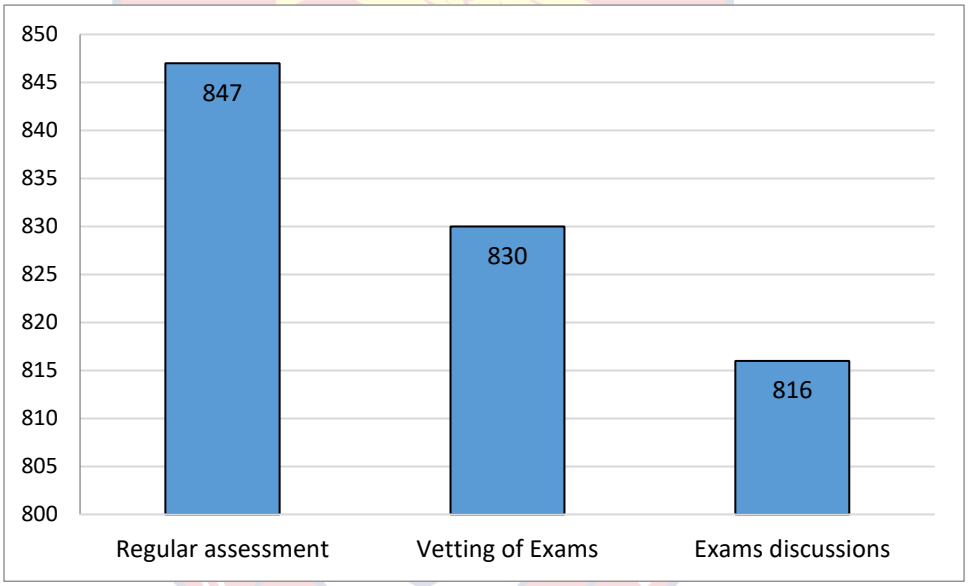


*Figure 9:* Overall score on strategies related to Monitoring of pupil's progress by teachers.

Figure 9 above indicates that the teachers reported that though they have regular assessment tests for the pupils, enough discussions are not made. This seems to be a sharp contrast to what the headteachers reported about the teachers in their schools, as indicated in Table 16.

**Monitoring pupils and teachers attendance**

The attendance of students and instructors is another vital aspect of successful monitoring. A 3-item, 5-point Likert scale was used to assess the extent to which schools ensured that all children have the chance to study. High scores on the scale (near 5) indicated that schools placed a significant priority on this correlation, whereas low scores (near 1) indicated that schools seldom placed a strong emphasis on learning opportunities and monitoring instructors' and students' attendance. The mean scores and standard deviations achieved by teachers are shown in Table 18, followed by those of headteachers and circuit supervisors.

**Table 18: Strategies Related To Monitoring Teachers and Pupils Attendance**

| Monitoring Students attendants | Head teachers N= 39 | |
|---|---|---|
| | M | SD |
| Ensuring that instructional time allocated for each subject is adequately utilized. | 3.897 | .968 |
| Making regular attendance to school and Punctual to the largest extent possible | 4.103 | .940 |
| Monitoring school attendance and punctuality by students to ensure that they do not miss class | 3.692 | 1.055 |

**Strategies Related to Monitoring Teachers and Pupils Attendance by Headteachers**

Thirteen (13) headteachers, or 33.33 percent, stated their instructors make sure that the teaching time allotted for each topic is used effectively. Fourteen (14) headteachers, or 35.89 percent, said their instructors attend school regularly and are timely to the most significant degree feasible, while the remaining twelve (12), or 30.76 percent, stated their teachers monitor students' attendance and punctuality to ensure they do not skip class.

**Strategies Related to Lesson Notes Preparation**

Another excellent educational strategy is to prepare lesson notes. As a result, respondents were given a 3-item, 5-point Likert scale for headteachers and instructors to determine how much emphasis was placed on this technique in their schools. High scores on the scale (near 5) indicated that schools frequently stressed this technique, whereas low scores (near 1) indicated that schools seldom emphasized the strategy. Table 18 illustrates the mean scores and standard deviations obtained by respondents on the importance of lesson note preparation put by school officials.

**Table 19: Strategies Related to Lesson Notes Preparation and Presentation (Headteachers)**

| Lesson notes preparation and Presentation | Headteachers N= 39 | | Total score |
|---|---|---|---|
| | M | SD | |
| Preparation of lesson plans and scheme of work is ensured. | 3.461 | .982 | 120 |
| Ensuring that lesson plan is submitted for vetting the first day of the week. | 3.538 | .854 | 138 |
| Teachers implementing the syllabus or curriculum to the latter. | 3.576 | .103 | 135 |

**Other Factors Related to the Study**

Other elements that impact successful teaching and learning in schools were allowed to be stated by respondents. The replies are shown in the table and graphs below.

Teachers and headteachers were presented with open-ended questions to suggest other possible factors that they think might affect their schools' academic performance. The various responses were then categorized and coded into quantitative levels to be analyzed according to the various themes.

**Table 20: Other factors that improve academic performance in the schools**

| Other Factors | Frequency |
|---|---|
| "Visiting parents at home and showing concern about pupils warfare. | 28 |
| Provision of TLMs and equipment | 56 |
| Conducting exams to screen pupils | 16 |
| Teachers and pupil motivation | 26 |
| Government policies | 20 |
| Visiting pupils to show concern and provision of TLMS | 22 |
| Visiting pupils and provision of TLMs | 8 |
| Visiting pupils and government policies | 1 |
| Provision of TLMs and conduction exams to screen pupils | 1 |
| Provision of TLMs and government policies | 4 |
| Conducting exams to screen pupils | 6 |
| Teacher/ pupils motivation and government policies | 5 |
| Outliers" | 3 |

**Relationship between Monitoring**

The first study hypothesis looked at the link between the criterion (dependent) variable, academic performance in BECE in Akuapem North Municipality Public Basic Schools, and the predictor (independent) variables, effective school monitoring techniques.

To determine the link between the variables, a Pearson moment correlation was used.

**Table 21: Results of the Pearson Product Correlation across the seven strategies for effective monitoring**.

| Strategies | Correlation with BECE SCORES (2014-2017) | | |
|---|---|---|---|
| | Correlation co-efficient | Sig. | N |
| "Instructional leadership | 0.641 | 0.00 | 245 |
| School safety and orderliness | 0.373 | 0.00 | 245 |
| Clarification of vision and Mission | 0.699 | 0.00 | 245 |
| Monitoring of attendance | 0.69 | 0.00 | 245 |
| Home-school relations | 0.774 | 0.00 | 245 |
| Monitoring of progress | 0.853 | 0.00 | 245 |
| Lesson note preparation" | 0.803 | 0.00 | 245 |

*Significant at $p<0.05$

The above shows a significant positive relationship between pupil's BECE average scores and all the correlates of effective monitoring. Monitoring of progress and lesson notes preparation had a strong correlation with pupil's academic performance in BECE. This shows that the failure of the schools to emphasize this correlate, the worse the performance of the pupils in BECE; however, school safety and orderliness seemed to have a positive weaker relation with pupil BECE performance.

**Impact of Monitoring Strategies on Academic Performance**

The study's second goal was to see how monitoring techniques affected students' academic performance in the Akuapem North Municipality in BECE. In order to achieve this goal, a regression analysis was used to evaluate the significance of each of the seven correlates (monitoring

strategies) on the BECE mean score from 2014 to 2017. The regression model summary is shown in Table 22.

**Table 22: Regression Model Summary**

| Model | R | R square | Adjusted square | Std Error of the Estimate |
|---|---|---|---|---|
| 1 | .925 | .855 | .851 | .46801 |

The independent variables (instructional leadership, focus on mission, school safety and orderliness, monitoring student progress, monitoring of pupils and teacher's attendance, home-school relations, and lesson note preparation and submission) explained 85.1 percent of the variation in academic performance, according to Table 22. The regression coefficients for the model are shown in Table 4.13.

**Table 23: Multiple Linear Regression Analysis**

| Independent variables | unstandardized coefficient | | Standardized Coefficient | | Sig |
|---|---|---|---|---|---|
| | B | Std error | Beta | T | |
| Constant | -1.149 | .169 | | -6.82 | |
| Instructional Leadership | .0189 | .004 | 0.149 | 4.729 | 0.000 |
| School Safety And order | .0413 | .017 | .065 | 2.432 | 0.000 |
| Clarification of vision | .2104 | .088 | .086 | 2.391 | 0.000 |
| Home-school Relation | .0228 | .006 | .152 | 3.814 | 0.000 |
| Monitoring Of progress | .0836 | .014 | .281 | 5.978 | 0.000 |
| Monitoring of Attendance | .0705 | .016 | .147 | 4.412 | 0.000 |
| Lesson preparation | .089 | .013 | .269 | 6.86 | 0.000 |

Dependent variables: BECE average score (2014-2017)
*Significant at $p<0.05$

Table 23 demonstrates that the academic achievement (Y) prediction equation becomes:

Y = . 0641 [instructional leadership] +.373 [school safety] +.699 [mission focus] +.774 [expectation for success] +.853 [home-school interactions] +.690 [progress monitoring] +.0803 [opportunity to learn] – 1.149

This indicates that when instructional leadership rises by one, school safety rises by one, emphasis on school vision and purpose rises by one, and academic performance is expected to rise by.0641,.373,.699 so on. The initial findings support earlier research in Sub-Saharan Africa, showing that the successful schools model is applicable in some Ghanaian schools (see Verspoor, 2006; ADEA, 2006; Yu, 2007). At p 0.05, the regression analysis indicated that school monitoring techniques significantly influence academic success in the Akuapem North Municipality of Ghana. Schools that placed more focus on the seven correlates outperformed schools that placed less emphasis.

**Discussions**

In investigating the impact of monitoring strategies on academic performance of pupils in the Akuapem North Municipality of Ghana, the following are the discussions from the findings relating to the Monitoring strategies, which are; instructional leadership, clarification of vision and mission, home-school relations, school safety and orderliness, monitoring of students' progress, monitoring of pupils and teachers attendance, lesson notes preparation and submission.

**Strategies relating to instructional leadership**

Based on the results in Table 5 and 6, respectively, the headteachers reported that the circuit supervisors were strongly providing instructional leadership, with an overall mean of 4.045 out of 5, except for the final two sections (advising and supporting teachers in obtaining necessary learning resources (TLMs) and conducting staff appraisal sessions to evaluate strengths, shortcomings, and areas for academic development), which were slightly lower. A standard deviation of .889 also indicated that the various responses are not too far from the mean. This implies that the various aspects of instructional leadership were adhered to. Teachers also gave their headteachers high scores on instructional leadership strategies except that of "Advising and assisting teachers to get Teaching Learning Materials (TLMs). The findings seem to suggest that instructional leadership strategies were strongly being enforced in most of the schools.

According to Nyagosia (2011), by persistently reinforcing instructional leadership, that is to say, drawing the team members along on this strategy, the instructional leader creates a shared sense of purpose and establishes a set of common core values among the teachers. On the other hand, Kirk and Jones (2004) argued that having common core values and a shared sense of purpose helps guide all members of the instructional team and avoids individuals straying from the intended goals.

**School safety and orderliness**

Tables 7 and 8 reveal that teachers' ratings on the school safety and orderliness scale varied from 578 to 665, while head teachers' scores ranged from 121 to 145, with the majority of respondents scoring strongly. This means

that the majority of teachers and principals gave their schools good marks, stressing safety and orderliness. According to Nyagosia (2011), a safe and orderly school has a climate and culture defined by realistic expectations for behavior and the consistent and fair implementation of rules and regulations. In his research, Lezotte (1991) identified desirable behaviors as cooperative team learning, tolerance for human variety, and understanding of democratic principles. The findings of this survey corroborated those of the previous study, with the majority of respondents indicating that school administrators place a high priority on ensuring that the school environment is favorable to teaching and learning (Steinberg, 2006; Nyagosia, 2011.)

**Strategies related to clarification of school vision and mission**

Table 7 indicates that the mean scores on the individual scale items varied from 3.538 to 4.435, indicating that all stakeholders (teachers, students, and parents) are involved in defining school goals and objectives, as well as explaining the school vision and purpose to teachers, students, and parents. On the other side, 'ensuring that instructors are working toward the achievement of the goals' and 'ensuring that teachers establish feasible and realistic academic performance targets for their courses' are the lowest ranked criteria.

In the responses from the interview conducted on the circuit supervisors, it was indicated by the circuit supervisors that they do encourage and motivate teachers to put up their best in the schools. Five out of nine of the circuit supervisors representing 55.56 % stated that motivation is one of the ways that will enable teachers and pupils press towards achieving a certain vision and mission while two (2) representing 22.22% also stated that reminding teachers of their core business in school will help achieve a stated

goal. According to the data above, the majority of teachers and head teachers evaluated their schools highly on these two components of the above-mentioned vision and mission explanation. This contrasts earlier research (Ngware, Wamukuru, & Odebero, 2006; KEMACA, 2008), which found that schools in other countries, such as Kenya, do not focus enough attention on clarifying the school's vision and goal. For example, Ngware et al. (2006) found that the majority of schools in the country do not engage in strategic planning. However, the findings, which indicated lower ratings on instructors working toward goal achievement, confirm that, while some schools have strategic plans, they lack rigorous follow-up to ensure that the plans are implemented.

Figure 7 depicts respondents' total scores on techniques used to increase academic achievement in schools in relation to teachers' attention on the school vision and purpose.

As can be seen in Figure 6, the majority of the respondents received high ratings on the scale. This implies that the majority of teachers and principals evaluated their schools as placing a high value on articulating the school's vision and mission in terms of outputs and outcomes. This study's findings might be a precursor to a favorable shift in earlier findings.

**Strategies related to home-school relations**

Figure 5 shows that overall scores for head teachers ranged from 94 to 145, with a mean of 2.410 to 3.718, and overall scores for teachers ranged from 739 to 766, with a mean of 3.751 to 3.892, with the majority of respondents receiving low scores on the scale. As a result, the emergence of teachers and head teachers rating their schools low presupposes that there are poor home-school relationships Previous research has shown that when parents become

involved in their children's education at school and in the community, student achievement improves (Steinberg, 2006), so the findings of this study confirm the cause of low academic achievement in most of the schools in the Akuapem North Municipality.

**Strategies related to monitoring pupils progress**

Table 9 reveals that total scores on the scale for monitoring students' development varied from 816 to 847, with a mean of 4.142 to 4.343 for teachers and 130 to 171 for head teachers, with a mean of 3.333 to 4.385. For the teachers, the top ranked factor on the scale was “ensuring there are regular continuous assessment test to monitor students’ progress” and for that of the head teachers was “ensuring that there is revision of all exams with pupils after exams. On the other hand, the lowest ranked factors on the path of the teachers was “ensuring that there is revision of all exams with students after marking” and the lowest ranked factor for the head teachers was “ensuring there are regular continuous assessment test to monitor pupils’ progress. This interesting revelation suggest that though teachers do not organize enough test for pupils, the head teachers do testify that when pupils are assessed with test, revision of the test items effectively takes place. On the other hand, it can also be said that head teachers do remind teachers to organize assessment task but they usually overlook the revision aspect.

In the interview response of the circuit supervisors, four (4) of the circuit supervisors representing 44.44% also indicated that conducting a regular Municipal exam frequently and regularly can help to monitor progress of pupils. The remaining five (5) of the circuit supervisors representing 55.66% also indicated that paying unannounced visits to the schools and monitoring the

register during those visits will help improve the situation. Previous research by Reeves (2003) revealed that use of assessments is a common trait of effective schools. In highly effective schools, teachers administer frequent assessments as a way of communicating to students that there are multiple opportunities to improve and that a consequence of poor performance is not a bad grade. As a result of this lack of frequent assessments, it was reported that teachers are unable to provide students more consistent and timely feedback on their performance. The above results bring a certain revelation of lack of dedication to proper assessment of pupils in the schools.

**Monitoring of pupils and teachers attendance**

The overall scores on the techniques linked to monitoring students development on the scale ranged from 827 to 865, with a mean of 4.2 to 4.39 for teachers, and overall scores of 144 to 160, with a mean of 3.69 to 4.1026 for head teachers, as shown in Tables 10 and 11.

From, the results submitted in table 10 and 11, most head teachers rated their schools high on the strategy related to monitoring of teachers and pupils attendance. It was also discovered that schools that performed well in the BECE had high scores on this strategy. As Ragland et al, (2002), Symonds, (2003), and Hayes (2003) have stated, having a large number of effective contact hours is critical to a learner's success (2008). Again, according to Nyagosia (2011), regular monitoring of students' progress is a significant driver of academic achievement.

When the circuit supervisors were interviewed on this theme, response from Table 12 indicates that they were really not condoning with absenteeism on the part of teachers and pupils. It presupposes that the data which

supervisors gather in their supervisory work is been put to use for the effectiveness of the schools. Regland et al. (2002) back up this claim that data is only utilized for one thing: to figure out where children are weak and how to address those deficiencies.

**Strategies related to lesson notes preparation and submission**

From the above, it was seen that some head teachers in certain schools rated their schools high while some rated their schools low on lesson notes preparation. This means that not all the schools had their teachers putting more emphasis on this strategy. However the overall mean is a little above average (3.525).

A well-prepared lesson plan, according to Odhiambo (2005), offers the teacher a feeling of direction when he enters the classroom, allows him to pick the best resources for the presentation of the lesson, and allows him to know when to start and finish the session.These essentials of lesson plan seem to be missing from most of the schools in the Akuapem North municipality. This is because most of the teachers in the municipality do not place much emphasis on this correlate. This seems to give affirmation to Lezotte's findings in 2011, about the difference in none performing schools and performing schools in Kenya. Whiles effective and performing schools are keen on emphasizing this strategy, non performing schools seemed to care less about lesson plan preparation and submission.

**Other factors about monitoring and their contribution to academic performance**

The questionnaire included open-ended questions for both teachers and head teachers to suggest other variables that influence students'

academic achievement in the Akuapem North municipality. Head teachers, teachers and circuit supervisors stated the following factors as contributing to monitoring thereby enhancing the performance of pupils academically. Fifty –six (56) representing 28.1% stated that pupils should be visited in their homes to show them love and concern. This factor might help school authorities to appreciate the predicament of pupils and it is a holistic way of uncovering certain hidden factors that might be militating against the progress of the pupils academically. This factor seems to buttress the point that effective home-school relation should be emphasized.

**Relationship between monitoring strategies and academic performance**

**Correlation coefficient**

Clarification of vision and mission (.641), instructional leadership (.641), school safety and orderliness (.373) (.699), Relationship between home and school (.774), Monitoring of pupils' progress (.853), Monitoring of pupils and teachers attendance (.699) and lesson notes submission and preparation (.803).

The above shows that there was a significant positive relationship between pupils BECE average scores and all the correlates of effective monitoring. Monitoring of pupils progress, lesson notes preparation and home-school relations had a very strong correlation with pupil's academic performance in BECE. This shows that the failure of the schools to emphasize on this variable, the worse the performance of the pupils in academically. However, school safety and orderliness seemed to have a weaker relationship with pupils BECE performance but a positive one. This means that according to the findings, activities in school safety and

orderliness do not affect academic performance much as compared to the other correlates. However the sig. value for all the monitoring strategies indicates that they are statistically significant. (sig.= 0.000), $p < .05$.)

**Impact of monitoring strategies and academic performance**

The findings show that the effective schools model is applicable in most Ghanaian schools, particularly in the Akuapem North Municipality, which is consistent with previous sub-Saharan African research (Verspoor, 2006; ADEA, 2006; Yu, 2007). At p 0.05, the regression analysis revealed that school monitoring strategies have a significant positive impact on academic achievement in Ghana's Akuapem North municipality. Schools that focused more on the seven correlates improved their academic performance more than schools that focused less on them.

The R square value of.855 in the regression model suggests that the monitoring techniques account for 85.5 percent of academic achievement in BECE. This also highlights how important monitoring techniques are in the academic lives of students in Ghana's Akuapem North Municipality.

# CHAPTER FIVE

# SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

## Introduction

This chapter summarizes the study findings, draws conclusions, offers recommendations, and gives suggestions for future research in the Akuapem North Municipality on the impact of school monitoring strategies on students' academic achievement.

## Summary

The purpose of this study is to determine the effect of monitoring on the academic performance of children attending public junior high schools in Ghana's Akuapem North Municipality. The objective of this study is to determine the effect of school monitoring techniques on students' academic performance in public elementary schools in Ghana's Akuapem North Municipality. The following research questions were posed in the study:

- What measures are being used by school officials in Akuapem North Municipality to promote academic achievement and effective monitoring?

• What effect does monitoring have on the academic performance of Akuapem North Municipality's public Junior High Schools?

The descriptive cross-sectional survey was employedA questionnaire was utilized to collect data from 311 participants from 48 Public Junior High Schools around the Municipality. Participants included teachers, head teachers,

and circuit supervisors. This chapter summarizes the study's findings, conclusions, recommendations, and recommendations for further research.

**Strategies Employed by Schools to Improve Students' Academic Performance through Monitoring**

The study discovered that the majority of schools implemented all seven factors identified by Lezotte (2010) as necessary for effective monitoring in schools, namely instructional leadership, a focus on mission and vision, school safety and orderliness, lesson preparation, monitoring of student progress, home-school relations, and monitoring of teachers and pupil performance.This implied that most of the schools in Akuapem North Municipality were committed to improvement of academic performance.

**Relationship between School Monitoring Strategies and BECE Performance**

The findings indicated that substantial connections existed between the BECE outcomes from 2014–2017 and the following monitoring strategies: instructional leadership, school safety and orderliness, vision and mission clarity, lesson preparation, home-school interactions, and monitoring of students' progress, teachers' attendance, and monitoring of students' progress. Positive correlation coefficients were found for all seven techniques, indicating that high scores on these parameters were associated with high BECE average passes. This means that schools that placed a higher premium on these correlates had a greater increase in BECE mean scores than schools that placed a lower premium on the aforementioned monitoring techniques. Multiple Linear regression analysis revealed that the seven strategies explained 88.5% of the variation in academic performance.

## Conclusions

This study concluded that Lezotte's (2010) seven strategies for effective monitoring in schools are effective predictors of academic achievement in junior high schools. These strategies include instructional leadership, a focus on the school mission and vision, school safety and orderliness, lesson preparation, home-school relations, opportunity to learn, and monitoring teacher and pupil attendance. The study indicated that schools that placed a high premium on these six strategies—instructional leadership, a clear focus on the school purpose and vision, school safety and orderliness, lesson preparation, home-school interactions, and monitoring teacher and child attendance—performed better. Teachers in high-performing schools maintained current professional documents, maintained a climate conducive to teaching and learning, kept students focused on their core business at school, set a high bar for student performance, involved parents in student discipline, and demonstrated teacher commitment through regular attendance and punctuality.

Additionally, the study concludes that, because the school monitoring strategies mentioned previously were identified as steps taken by school authorities to improve academic performance, low-performing schools can adopt the strategies used by high-performing schools, as the findings appear to indicate that the strategies worked in high-performing schools. Head teachers at schools with low performance should enhance their instructional supervision. Schools with low performance might also improve by being careful with their time allocation and curriculum covering. Sufficient time should be spent on examination revision. Provision of proper teaching and learning resources, as

well as parental engagement in student discipline, are other methods that low-performing schools should implement in order to boost academic performance.

**Recommendations**

1. The researcher advises the following based on the study's findings:

   All junior high school administrators should place a greater focus on the seven effective monitoring techniques identified as having an effect on academic achievement, particularly those in schools that have seen a drop in academic performance. These include instructional leadership, a focus on the school's mission, school safety and orderliness, lesson note preparation and submission, home-school interactions, and teacher and child attendance tracking. School administrators should enhance instructional leadership, particularly by visiting teachers in class to oversee instruction and by making teaching aids available in the classroom. Staff assessment sessions will be held to discuss the school's strengths, shortcomings, and areas for academic development.

2. The Ministry of Education's educational policymakers should guarantee that schools have access to the essential physical and material resources. The Ministry of Education should guarantee that school administrators and teachers receive on-the-job training on how to create monitoring mechanisms for assessing school effectiveness.

3. Parents and the broader community should be educated about the significance of supporting the teaching/learning process and offering moral support to teachers and school administration through public forums. Academic forums should be held at the start of each term for

parents of poor achievers to discuss possible strategies for their children's improvement.

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# APPENDICES

**APPENDIX A:**

**LETTER OF INTRODUCTION**

University of Cape Coast,

College of Distance Education,

Accra Centre,

Accra.

20th February, 2018.

Dear Sir/Madam,

REF : IMPACT OF MONITORING ACADEMIC PERFORMANCE IN BECE IN PUBLIC JUNIOR HIGH SCHOOLS IN AKUAPEM NORTH MUNICIPALITY, GHANA .

"I am a post graduate student pursuing a Master's Degree in Education at Cape coast University. My area of study is as stated above.

I hereby kindly request you to fill in this questionnaire which will enable the researcher to obtain important information for the research.

The information offered will be treated with the utmost confidentiality and will not be unduly disclosed. The information will only be used as pertaining to this study and not otherwise.

Your assistance and cooperation will be greatly appreciated".

Thank you.

Yours faithfully,

……

Ayivi Evans Kwasi.

**APPENDIX B:**

**UNIVERSITY OF CAPE-COAST**

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS**

**EDUCATIONAL MEASUREMENT AND EVALUATION**

**QUESTIONNAIRE FOR TEACHERS**

The purpose of this questionnaire is to collect data on the study "**impact of monitoring and evaluation on academic performance** and the strategies employed to improve academic performance in Junior high schools. The researcher assures you that the information gathered will be treated with utmost confidentiality and for academic purposes only. Please tick **(√)** where: appropriate or fill in the required information.

**Section A**

Background Information

1. Your gender Male ( ) Female ( )
2. Level of education

Masters ( ) Bachelors Degree ( )

Diploma ( ) Cert.A ( )

Others (**Specify**)……

3. Years of experience in teaching ……..years.
4. How many students are there in your school

Boys…… Girls……

**Total**……

**Section 2: Academic Performance of the School**

5.Do you set academic targets for the subject you teach?

Yes ( ) No ( ). **(If yes continue if no move to the next section)**

**6**. How would you rank the school's achievement of academic performance goals?

[ ] Very Satisfactory [ ] Satisfactory

[ ] Unsatisfactory [ ] Very Unsatisfactory

**SECTION 3: Strategies for Improving Academic Performance**

In the fields beneath, indicate your circuit supervisor's participation in the following items. Use the scale **A ,S ,I ,R ,N to respond where A, S,I, R, N** have the scores **5,4,3,2,1** respectively.

**A - Always S - Sometimes I- Indecisive R - Rarely N - Never**

| **Instructional Leadership** | A | S | I | R | N |
|---|---|---|---|---|---|
| 7. Teachers are made aware of update in curriculum materials. | | | | | |
| 8.Advising teachers on how to get the needed instructional content to improve teaching | | | | | |
| **9**. Teachers should be encouraged to complete the curriculum on time. | | | | | |
| **10**. Helping to build teamwork within the staff to ensure support for one another. | | | | | |

**SECTION 3.2**

**School safety and orderliness**

Indicate the amount to which your school management (SMC/PTA) participates in the following activities in the tables below. Utilize the scale. **A, S, I, R, N to respond where A has a score of 5(highest), S is 4, I is 3, R is 2 and N is 1 respectively.**

| **A-Always , S-Sometimes ,I- Indecisive , R-Rarely, N-Never** | **A** | **S** | **I** | **R** | **N** |
|---|---|---|---|---|---|
| **11**. Providing incentives to motivate hard working teachers and pupils. | | | | | |
| **12.** Providing routine check on teachers and the entire school. | | | | | |
| **13**. Encouraging guidance and counselling services to pupils. | | | | | |

**SECTION 3.3**

**Clarification of Vision and Mission**

Indicate the amount to which your school administration/head teacher participates in the following activities at your school in the tables below.

Respond using the scales A, S, I, R, and N, where A is a 5 (the highest), S is a 4, I is a 3, and so on.

| **A-Always , S-Sometimes , I- Indecisive , R-Rarely, N –Never** | **A** | **S** | **I** | **R** | **N** |
|---|---|---|---|---|---|
| **14**. Educating instructors, students, and parents about the school's vision and goal. | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| **15**. Assuring that teachers establish realistic and attainable academic achievement targets for their disciplines. | | | | | |
| **16** Assuring that teachers develop academic attainment targets that are both realistic and feasible for their subjects. | | | | | |
| **17**. At the start of each term, encourage students to establish academic success goals. | | | | | |
| **18**. Evaluating teachers' goals at the start of the term to their performance at the end of the term in order to determine the root causes of inability to meet targets. | | | | | |
| **19**. Telling students of the school's primary mission and urging them to maintain focus. | | | | | |
| **20**. Establishing broad set objectives with teachers and inspiring them to achieve them. | | | | | |
| **21.** Assembling all participants (teachers, students, and parents) to contribute to the development of school goals and objectives. | | | | | |

**Home – School Relations**

Indicate the amount to which your school management (SMC/PTA) participates in the necessary steps at your school in the tables below.

Utilize the scale. **A, S, I, R, N to respond where A has a score of 5(highest), S is 4, I is 3, A, R is 2 and N is 1 (lowest)**

| | | | | | | |
|---|---|---|---|---|---|---|
| **22** | Inviting parents to visit the school on a regular basis to discuss their children's learning achievement | | | | | |
| **23** | Assembling all parents for school meetings. | | | | | |
| **24** | Assuring that the relevant assistance resources are provided by parents (e.g. textbooks) | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| **25** | Urging parents to support the school in purchasing or constructing the required resources for improved teaching and learning. | | | | | |

**Monitoring of student progress**

Specify in the tables, the amount to which your school's HEAD TEACHER participates in the following items. Utilize the scale. **A, S, I, R, N to respond where A has a score of 5(highest), S is 4, I is 3,R is 2 and N is 1.**

| **A-Always , S-Sometimes , I- Indecisive , R-Rarely, N –Never** | **A** | **S** | **I** | **R** | **N** |
|---|---|---|---|---|---|
| **26**. Ensure that ongoing assessment exams are used to monitor students' progress and to remind them that a great deal is expected of them in the BECE. | | | | | |
| **27.** Ensure that continuing assessment exams are used to track students' development and to educate them of the high standards set for the BECE. | | | | | |
| **28**. Assuring that teachers re-examine all tests with pupils following their marking | | | | | |

**SECTION 3.6**

**Monitoring teachers and Pupils attendance**

Indicate the amount to which the head teacher/circuit supervisor participates in the necessary steps at your school in the tables below. Utilize the A, S,I,R,N scale with values of 5,4,3,2,1, with 5 being the highest.

| **A-Always , S-Sometimes , I- Indecisive , R-Rarely, N –Never** | **A** | **S** | **I** | **R** | **N** |
|---|---|---|---|---|---|
| **29**. Assuring that the teacher utilizes the teaching time allotted for each subject effectively. | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| **30**. Assuring instructors attend school and are as prompt as possible. | | | | | |
| **31**. Students' attendance and timeliness at school are monitored so that they do not skip courses. | | | | | |

**Lesson preparation**

Determine the presence to which teachers engage in the following activities at your school in the tables below. Respond using the scale A, S, I, R, N, where A has a score of 5 (the highest), S has a score of 4, I has a score of 3, R has a score of 2, and N has a score of 1. (lowest).

| **A - Always S - Sometimes I-indecisive R -Rarely N –Never** | **A** | **S** | **I** | **R** | **N** |
|---|---|---|---|---|---|
| **32.**Planning and executing lesson plans and schemes of work | | | | | |
| **33**. Assembling and submitting lesson plans for approval on the first day of the week. | | | | | |
| **34**. Teachers who are responsible for applying the syllabus or curriculum. | | | | | |

**Section 4: Other Factors**

**35.** What other things influence the academic performance of your school's students?

…….

…….

…….

36. What actions would you propose for your school's academic performance improvement?

…….

…….

**APPENDIX C**

**UNIVERSITY OF CAPE-COAST**

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS**

**EDUCATIONAL MEASUREMENT AND EVALUATION**

**QUESTIONNAIRE FOR HEADTEACHEFRS**

The goal of this questionnaire is to collect data on the study "the impact of school monitoring on academic performance of junior high school pupils and the tactics used to improve the performance. The researcher guarantees that any information gathered will be treated with the strictest confidence and will be used solely for academic reasons. Please check the applicable boxes () or enter the required information. **Section A**

Background Information

1. Your gender Male ( ) Female ( )
2. Level of education

Masters ( ) Bachelor's Degree ( )

B. Ed ( ) Diploma ( )

Others (**Specify**)……

3. Years of experience as a head teacher ……..years.
4. In the table below, indicate the **Targeted percentage pass (Mean score)** for your school for the period 2014 – 2017.

| **Academic year** | **2014** | **2015** | **2016** | **2017** |
|---|---|---|---|---|
| **Targeted Average** | | | | |
| **Obtained Average** | | | | |

5. How would you assess the school's academic achievement?

[ ] Very Satisfactory [ ] Satisfactory

[ ] Unsatisfactory [ ] Very Unsatisfactory

**Section B**: Academic Performance Enhancement Strategies

Indicate the amount to which your circuit supervisor participates in the following cases at your school in the tables below. Respond using the scale A, S, I, R, N, where A has a score of 5 (the highest), S has a score of 4, I has a score of 3, R has a score of 2, and N has a score of 1**. ( lowest)A - Always S - Sometimes I-indecisive R - Rarely N - Never**

| **Instructional leadership** | **A** | **S** | **I** | **R** | **N** |
|---|---|---|---|---|---|
| 1. Ensuring that teachers are using the most up-to-date | | | | | |
| 2.Supervising instructors in class during school visits. | | | | | |
| 3.Collaborating with teachers to determine the most | | | | | |
| **4.** Assisting teachers with some learning resources | | | | | |
| **5**. Supervising teachers to complete syllabus on time. | | | | | |
| **6**. Fostering collaboration between teachers to ensure | | | | | |
| **7**. Conducting staff appraisal meetings to review pupils strength for academic improvement. | | | | | |

**School safety and orderliness**

In the tables below indicate the extent to which you engage in the following in your school. Use the scale A,S,I,R, N to respond where A has a score of 5(highest), S is 4, I is 3, R is 2 and N is 1 ( lowest)

| **A-Always S-Sometimes I- Indecisive ,R-Rarely, N-Never** | **A** | **S** | **I** | **R** | **N** |
|---|---|---|---|---|---|
| **8**. Conferring with parents about their children's discipline | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| **9**. Involve teachers in identifying methods to improve school discipline. | | | | | |
| **10**. Assuring an atmosphere conducive to teaching and learning in the classroom. | | | | | |
| **11**. Making sure timely and adequate supply of needed resources for the school is provided. | | | | | |
| **12**. Counselling and advising pupils. | | | | | |

**Clarification of Vision and Mission**

Indicate your school's level of involvement in the following activities in the tables below. Respond using the scale A,S,I,R,N, where A equals 5 (highest), S equals 4, I equals 3, R equals 2, and N equals 1 (least).

| **A-Always S-Sometimes I- Indecisive ,R-Rarely, N-Never** | **A** | **S** | **I** | **R** | **N** |
|---|---|---|---|---|---|
| **13**. Educate instructors, students, and parents about the school's strategic plan | | | | | |
| **14**. Assuring that teachers create academic achievement targets for their topics that are both attainable and practical. | | | | | |
| **15**. Assuring that teachers are in order for the objectives to be accomplished. | | | | | |
| **16**. Assuring that teachers are pursuing their aims performance in order to ascertain the root causes | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| of target failure | | | | | |
| **17**. Telling students of the primary mission of the school and motivating them to maintain focus. | | | | | |
| **18**. Assembling all stakeholders (teachers, students, and parents) to contribute to the development of school goals and objectives | | | | | |

**Home – School Relations**

Determine the presence to which parents participate in the following activities at your school in the tables below. Respond using the scale A, S, I, R, and N, where A is a 5 (the highest), S is a 4, I is a 3, R is a 2, and N is a 1. (lowest)

| **A - Always S - Sometimes I-indecisive R - Rarely N –Never** | **A** | **S** | **I** | **R** | **N** |
|---|---|---|---|---|---|
| **19**. At the start of each term, visiting the school to determine feasible strategies to improve their wards' performance (poor achievers). | | | | | |
| **20**. Parents provide students with the required support materials (e.g. textbooks). | | | | | |
| **21.** Parents assisting the school in acquiring or constructing necessary funds to enhance teaching and learning. | | | | | |
| **22**. Parents offering moral support to teachers and the school Administration. | | | | | |

**Monitoring of student progress**

Indicate the amount to which learners participate in the following activities at your school in the tables below. Respond using the scale A, S, I, R, N, where A is a 5 (the highest), S is a 4, I is a 3, R is a 2, and N is a 1. ( lowest).

| **A - Always S - Sometimes I-indecisive R - Rarely N – Never** | **A** | **S** | **I** | **R** | **N** |
|---|---|---|---|---|---|
| **"**23. Ensuring that there are regular continuous assessment tests to monitor students' progress. | | | | | |
| **24**. Supervising teacher-made exams to ensure they are of high quality. | | | | | |
| **25**. Ensuring that there is revision of all exams with students after marking. | | | | | |
| **26**. Discussing academic progress with individual students and making them aware that much is expected of them in the BECE" | | | | | |

**Monitoring teachers and pupils attendance**

Indicate the amount to which your school's teachers participate in the following activities in the tables below. Respond using the scales A, S, I, R, and N, with A being the highest, S being the second highest, I being the third highest, R being the second highest, and N being the lowest (lowest).

| **A - Always S - Sometimes I-indecisive R - Rarely N –Never** | **A** | **S** | **I** | **R** | **N** |
|---|---|---|---|---|---|
| **26**. Ensuring that instructional time allocated for each subject is adequately utilized. | | | | | |
| **27**. Attending school regularly and being punctual to the greatest extent possible. | | | | | |
| **28** Students' participation and punctuality at school are monitored to ensure they do not skip courses. | | | | | |

**Lesson preparation**

Indicate the amount to which teachers engage in the following activities at your school in the tables below. Respond using the scale A, S, I, R, N, where A has a score of at least (the highest), S has a scoring of 4, I has a scoring of 3, R has a scoring of 2, and N has a score of 1. (lowest).

| **A - Always S - Sometimes I-indecisive R - Rarely N –Never** | **A** | **S** | **I** | **R** | **N** |
|---|---|---|---|---|---|
| **29**. It is assured that teaching methods and a scheme of work are prepared. | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| **30**. Assembling and submitting lesson plans for approval on the first day of the week. | | | | | |
| **31. T**eachers implementing the syllabus or curriculum to the latter. | | | | | |

**Section C: Other factors**

32. What other factors affect effective teaching and learning in the school?

……

……

……

……

33. What academic performance-improving initiatives would you suggest for the school……

……

……

**APPENDIX D:**

**UNIVERSITY OF CAPE-COAST**

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS**

**EDUCATIONAL MEASUREMENT AND EVALUATION**

**INTERVIEW SCHEDULE FOR THE DEOs**

The goal of this questionnaire is to collect data on the study "the impact of monitoring and evaluation on academic performance in junior high schools" and the tactics used to improve academic performance. The researcher guarantees that any information gathered will be treated with the strictest confidence and will be used solely for academic reasons. Please check the applicable boxes () or enter the required information.

**Section A**

1. How satisfied are you with the way your district's schools are run in relation to the following issues?

(a) Physical infrastructure (b) Human capital (c) Financial capital

2. What, in your opinion, are the elements that influence academic achievement in your district's schools?

3. What are the most distinguishing traits of high-performing schools in your district that low-performing schools may emulate?

4. What percentage of your district's schools have developed school strategic plans?

5. How does your office strive to support schools in enhancing students' academic performance?

6. How would you advise schools, the Ministry of Education, the government, and the community undertake to boost academic achievement in your district's schools?