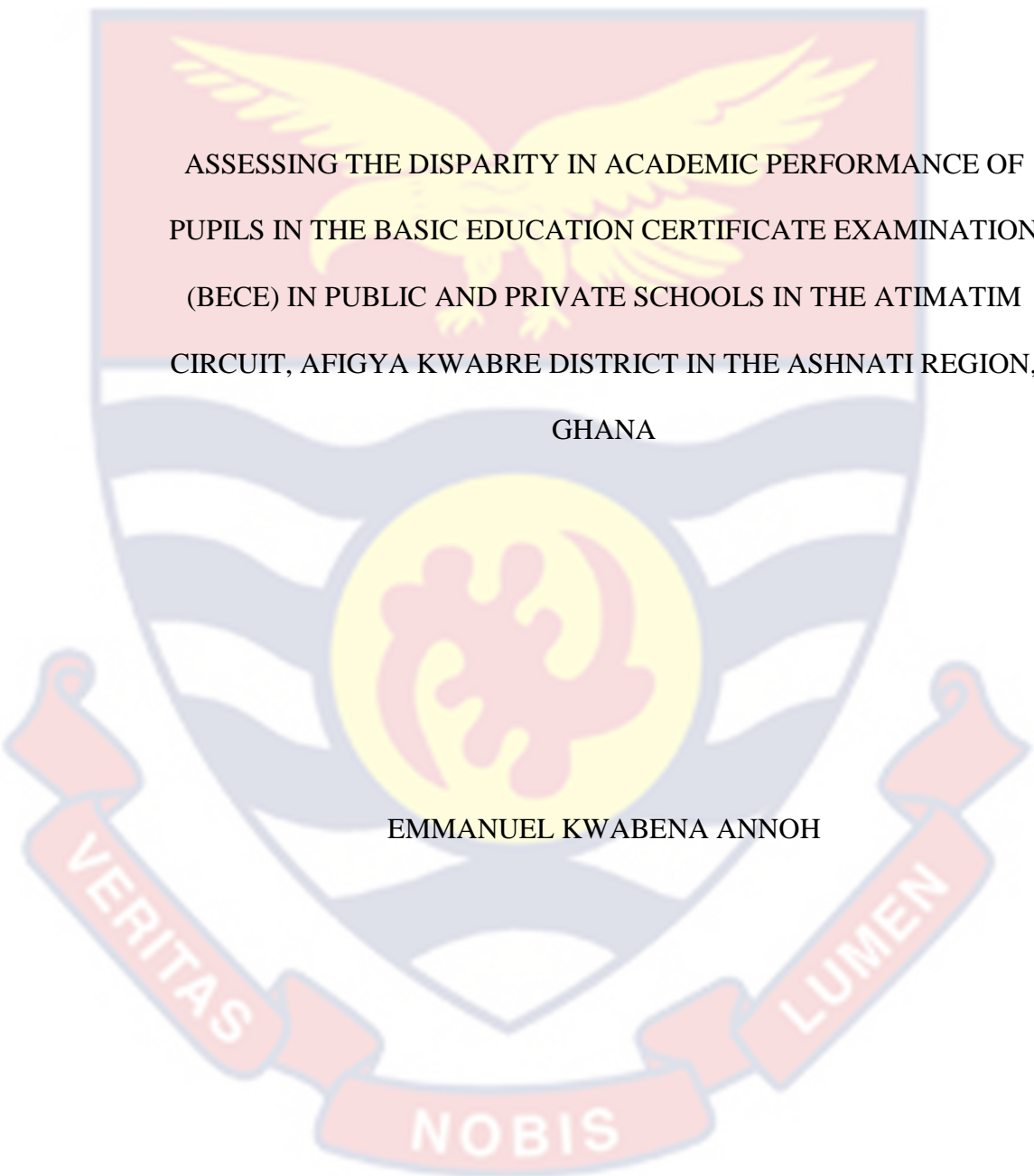


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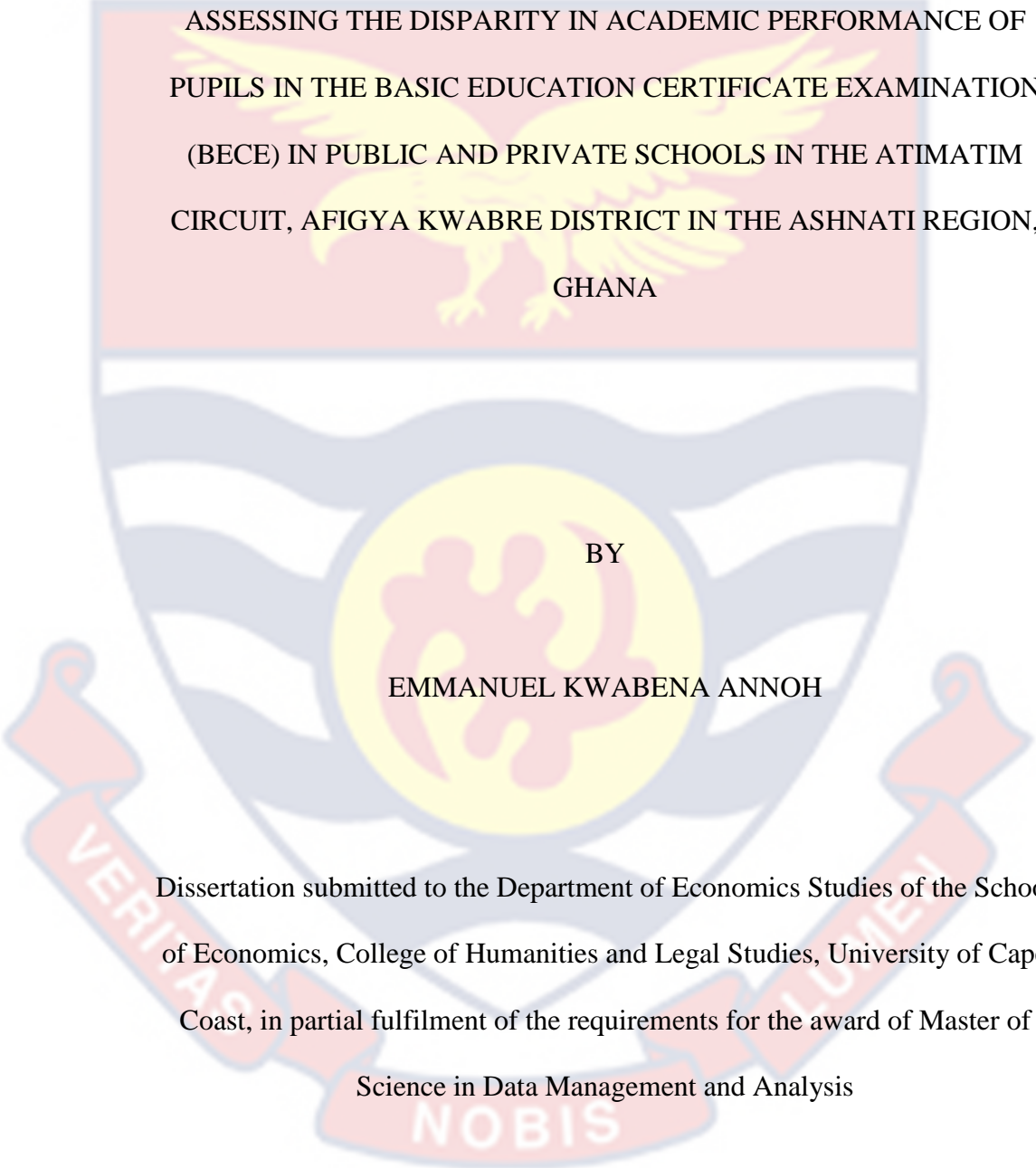


ASSESSING THE DISPARITY IN ACADEMIC PERFORMANCE OF
PUPILS IN THE BASIC EDUCATION CERTIFICATE EXAMINATION
(BECE) IN PUBLIC AND PRIVATE SCHOOLS IN THE ATIMATIM
CIRCUIT, AFIGYA KWABRE DISTRICT IN THE ASHNATI REGION,
GHANA

EMMANUEL KWABENA ANNOH

2024

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BY

EMMANUEL KWABENA ANNOH

Dissertation submitted to the Department of Economics Studies of the School
of Economics, College of Humanities and Legal Studies, University of Cape
Coast, in partial fulfilment of the requirements for the award of Master of
Science in Data Management and Analysis

AUGUST 2024

DECLARATION

Candidate's Declaration

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

Candidate's Signature: Date:

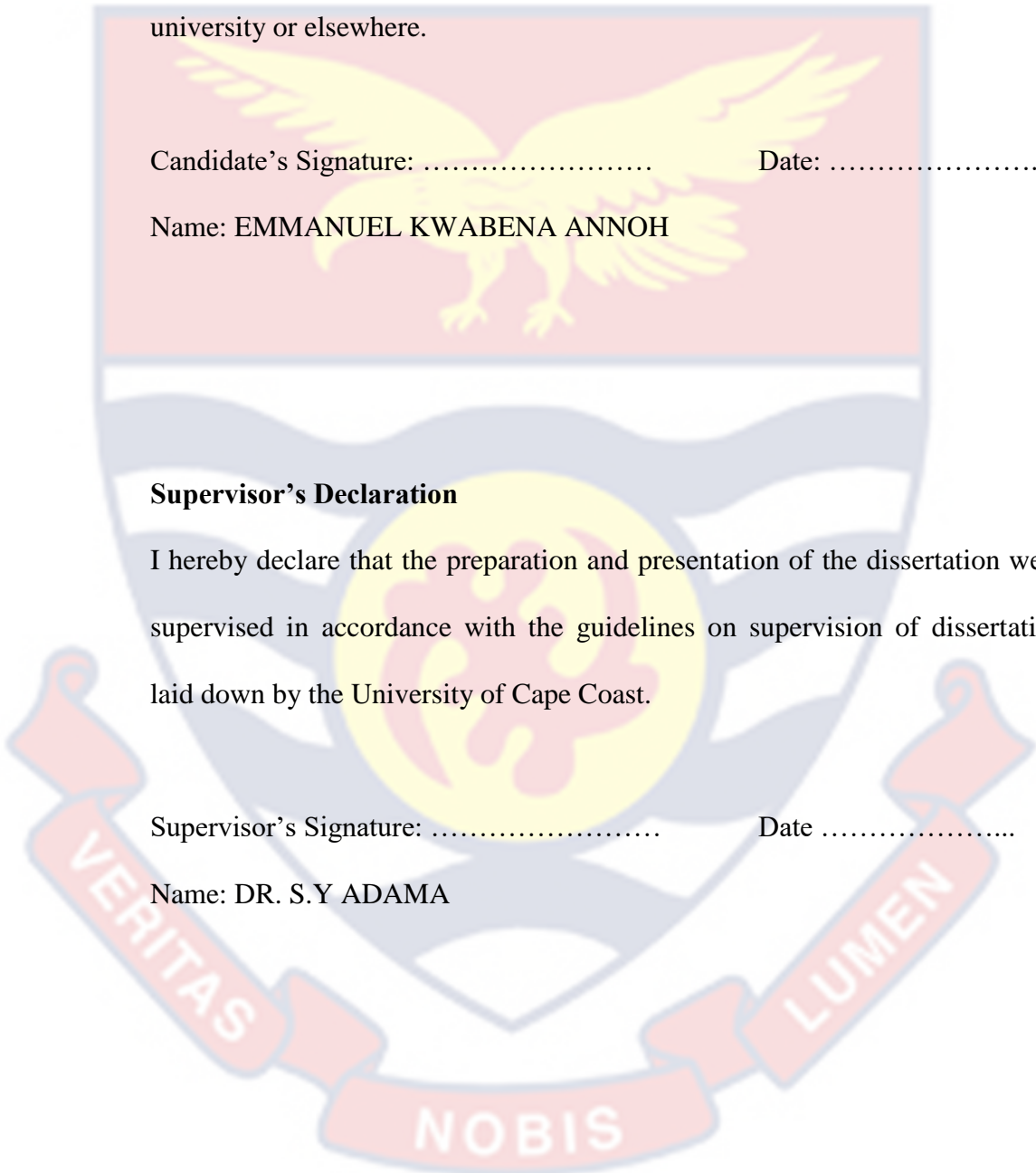
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Supervisor's Declaration

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

Supervisor's Signature: Date

Name: DR. S.Y ADAMA



ABSTRACT

In recent years, the educational achievement of students in the Basic Education Certificate Examination (BECE) has received special attention in Ghana's educational system. This study investigated the performance of students in the Basic Education Certificate Examination (BECE) in public and private schools in Atimatim circuit, Afigya-Kwabre during the 2017 - 2019 academic years. The study employed descriptive and case study designs which seeks to observe, describe, and draw conclusions. A total of 60 respondents participated in the study including 10 head teachers and 50 teachers from ten schools (five public and five private). The findings revealed that private schools in the Atimatim circuit out performed public schools in terms of academic achievement. There was a strong correlation between school facilities and student academic success. Although the BECE results showed a substantial gap in academic performance between public and private basic schools, there were some internal and external factors that contributed to differences in educational attainment between public and private basic schools in the Atimatim Circuit. The study recommended that government should provide educational institutions with the necessary educating and learning resources in order to promote the learning process. Also, G.E.S. strategy of mass promotion of students from one grade to the next should be abolished, and success should only be used to encourage pupils. The study suggested further studies to be conducted in metropolitan regions in the country as well as using a large sample size for better understanding of the phenomenon.

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DEDICATION

To my family and friends



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CHAPTER ONE

INTRODUCTION

Introduction

The Basic Education Certificate Examination (BECE) is a critical milestone in the educational journey of Ghanaian students, serving as the gateway to secondary education. However, disparities in academic performance between pupils in public and private schools have raised concerns about equity and quality in the education system. This study aims to assess these disparities by examining the BECE performance of students from selected public and private basic schools in the Atimatim Circuit, Afigya Kwabre District, Ashanti Region, during the 2017-2019 school years. The study delved into the factors contributing to these performance gaps, the influence of school administrative support, and the impact of teacher quality on student achievement. By identifying these underlying elements, the study seeks to inform policies and practices that can bridge the performance divide, ensuring that all students, regardless of their school type, have equal opportunities for academic success.

Background of the Study

Educational attainment is universally recognized as a fundamental pillar for individual development and societal advancement. Globally, disparities in educational performance among students have been a persistent concern, particularly between public and private educational institutions. Studies in various countries have demonstrated that students in private schools often outperform their peers in public schools on standardized tests, such as those in the United States and the United Kingdom (Kumar & Choudhury,

2021; Snyder et al., 2022). These disparities are influenced by a myriad of factors, including but not limited to, school resources, teacher quality, parental involvement, and socio-economic backgrounds (Zungu, 2022). The variance in academic performance is not solely a matter of infrastructure but involves complex socio-economic dynamics that create an uneven playing field for students across different types of schools (Hanushek, 2013).

In the African context, the disparities in educational outcomes between public and private schools are particularly pronounced. Research has shown that private schools often provide a higher quality of education compared to public schools, which is reflected in the better academic performance of their students (Tooley & Dixon, 2006). This trend can be attributed to factors such as smaller class sizes, better-trained teachers, and more rigorous academic standards in private schools. In countries like Nigeria and Kenya, private schools have been found to outperform public schools in various academic assessments (Adu Boahen 2022). However, these advantages often come at a higher cost, making access to private education limited to wealthier families, thereby exacerbating educational inequality (Kabir & Wiium, 2021).

Ghana, like many other Sub-Saharan African countries, faces significant challenges in its educational sector, with stark contrasts in the performance of students from public and private schools. The Basic Education Certificate Examination (BECE) serves as a critical assessment tool for determining the academic proficiency of students at the basic education level. Studies have indicated that students from private schools in Ghana consistently achieve higher BECE scores compared to their counterparts in public schools (Bigson, Essuman, & Lotse, 2020). Factors contributing to this

disparity include differences in school infrastructure, availability of learning materials, and the socio-economic status of the students' families (Haas, & Hadjar, 2020). Additionally, the quality of teaching staff, characterized by qualifications, experience, and teaching methodologies, plays a crucial role in influencing student outcomes (Collins, 2021).

In the Atimatim Circuit of the Afigya-Kwabre South District in the Ashanti Region, these disparities are particularly evident. The period from 2017 to 2019 saw marked differences in BECE performance between public and private school students in this region. Understanding the underlying factors contributing to these disparities is essential for formulating strategies to bridge the gap. Preliminary observations suggest that school administration practices, teacher qualifications, and resource availability are significant determinants of student performance in this area (Agbofa, 2023). Therefore, this study aims to provide a comprehensive assessment of the performance disparities in BECE, explore the contributing factors, and analyze the relationships between school administration practices, teacher quality, and student academic achievements in the Atimatim Circuit, Afigya-Kwabre South. This research is imperative for informing educational policy and interventions aimed at improving equity and quality in basic education in Ghana.

Statement of Problem

Ghana's educational system has recently given significant focus to the educational achievements of pupils who take the Basic Education Certificate Examination (BECE). When the BECE results are published at the start of each academic year, educational investors are concerned about students'

mediocre achievements in basic public schools, since all basic schools in Ghana follow the same curriculum set by the Ministry of Education (MoE).

There are three times as many students in public Junior High Schools in Ghana as in private Junior High Schools. A growing number of BECE parents are opting to move their kids from public to private junior high schools, and this trend is expected to continue. Since private JHS have better planning, have more intensive supervision, have a higher degree of parental responsibility, encouragement, and excellent reasoning, children are more dedicated to their guidance than open JHS (Mumina, 2022). This study therefore seeks to find out the causes of the difference in educational performance between government and private preparatory schools in the Atimatim circuit.

Purpose of the Study

The primary aim of this research is to investigate the performance of students on the Basic Education Certificate Examination (BECE) at public and private schools located in the Atimatim circuit of the Afigya-Kwabre district during the 2017–2019 school year.

Research Objectives

The study sought to:

1. assess the performance of students in selected public and private basic schools in the Atimatim circuit during the BECE in the 2017 - 2019 school years.
2. examine the factors that contribute to disparities in pupil output in the Atimatim Circuit, Afigya-Kwabre South

3. determine the relationship between school offices and students' academic performance in Atimatim Circuit, Afigya-Kwabre South
4. determine the relationship between teacher quality and student academic achievement in AtimatimCircuit, Afigya-Kwabre South.

Research Questions

This study will respond to the research questions below:

1. What are the academic performance gaps between public and private basic schools in Ghana's Atimatim Circuit, Afigya- Kwabre District?
2. What are the elements that record for contrasts in the Atimatim Circuit's execution of understudies?
3. Is there a connection between school facilities and pupils' academic performance in Atimatim Circuit?
4. What is the relationship between teacher efficiency and pupils' achievement in the Atimatim Circuit?

Scope of the Study

The research focused on a few public and private basic schools in the Atimatim circuit, one of the district's eight circuits. In terms of material, the study evaluated the performance of students in private preparatory schools and public basic schools over the course of three academic years (2017 - 2019). It established a connection between school conveniences, teacher excellence, and student academic achievement.

Significance of the Study

In the Afigya Kwabre South District's Atimatim Circuit, the study looked at the disparities in academic performance between basic public and private schools. The findings of this study would be extremely useful to

Ghanaian basic school directors in determining how to improve educational quality in their institutions. the success of students in school. The study will also assist parents and guardians in making informed decisions about providing quality education to their children over any other choice. The findings of the study will aid educational developers in determining the degree to which educational services can be used. how educational tools are used in the teaching-learning process and motive, and the findings of the study would help the government of Ghana gain a better understanding of the flaws in the existing public education system and promote the consideration of other factors in providing high-quality education.

The findings of this investigation can be summarized to speak to the conditions in Ghana's open and private fundamental schools, with the discoveries being specific to the various open and important tuition-based schools chosen for the investigation in the Atimatim circuit.

Limitations of the Study

Constraints are unavoidable in any research project. As a result, the scope of this research was limited to public and private basic schools in the Atimatim Circuit, Afigya Kwabre South District. While public and private basic schools in Ghana face some challenges, this study focuses on student academic success. The research is also confined to a few schools in the district. There were financial constraints which complicates logistical plans. Due to the study period, which took place over six (6)-month span, time was also a constraint.

Organization of the Study

The thesis is divided into five chapters, each of which is subdivided into several subsections. The background is introduced in the first chapter. It describes the establishment of public and private basic schools in Ghana, as well as their academic success over time. It also contains the research goals, research issues, issue statement, nature of the analysis or report, importance of the investigation, and limitations on the scope and scope of the investigation. The second chapter of audits writing identifies the problem that is being investigated. It primarily examines the students' written work on scholarly execution. The methodology, sample size, target population, and research strategy are all covered in Chapter 3. The fourth chapter focuses on the organization of data and the interpretation of the information gathered. It all starts with the research hypothesis in question, which is based on the specified basic goal as well as the overall performance of basic schools. The Chapter five which is the last chapter of the study is the presentation of the significant findings, conclusions, and recommendations.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This section examines writing on factors that influence school students' academic performance. It delves into history, significant instruction subdivision performance, speculations, and ideas that support the issues of value education in primary schools.

Theoretical Review

Theory of Educational Efficiency

The Theory of Educational Efficiency is the theoretical foundation that underpins this research. Welbeck proposed this hypothesis in 1981, and it established three major variables that had direct ties to an educational system's efficacy and outcomes. These three interconnected problems play a role in evaluating students' academic success in schools. As a result, several forms of study that sought to describe the successes or shortcomings of students in school used these three intervening variables in education to do so. Guardians (family causal variables), instructors (scholarly causal elements), and understudies (individual causal components) are examples of these (Díaz-Faes et al., 2020).

Motivation, whether intrinsic or extrinsic, guides a person's behaviour toward a specific purpose or objective. As a result, a student who is highly motivated to study in order to achieve academic success in school is more likely than a student who is less motivated to commit additional time and energy to learning. Self-concept, on the other hand, is the internalization of a person's social picture or capacity (Woolfolk, 1998). As a consequence, an

academic self-concept refers to a student's continuous assessment and judgment of his or her academic performance abilities in school. Academic self-concept is a foundation for educational success or failure in the future. According to psychological theories, academic self-concept has a positive association with academic achievement (Perinelli et al., 2022). The variables that are often correlated with family influences are primarily focused on the degree of parental involvement in their children's education, which has been shown to positively impact academic success in schools (Wilder, 2023).

According to Suna et al., (2020), a student's family history has the largest and most significant impact on their academic success in school. Furthermore, the amount and type of treatment a child receives from the family, such as working relationships and attitudes toward values standards, is affected by parental educational attainment. Given the current state of affairs, there is a strong correlation between students' perceptions of their academic performance in school and their evident expectations for their families (Díaz-Faes et al., 2020).

Positive parental care as a result of a parent's formal education favours the development of a well-mannered, healthy, and integrated personality, while unfavourable parenting favours the development of an unstable and insecure personality (NYAMBEGA, 2022). School variables make up the final category of factors that affect students' academic success. The class instructor and the students' peers are the most visible elements of these factors. A teacher's quality is evaluated as a key factor in a student's personal and academic progress.

The ideals that an instructor imparts to a student are typically reciprocal, emphasizing additional personal connections. According to studies, a student's exam score is influenced by the teacher's standards. The ideals that an instructor imparts to a student are typically reciprocal, emphasizing additional personal connections. According to studies, a student's exam score is influenced by the teacher's standards. In the classroom, two variables affect the teacher's assessment: 1) Student intelligence, which ensures that the higher the child's intelligence, the better the academic results, bolstering reciprocal respect between the teacher and the student. Second, a teacher's relationship with students who perform poorly in class assessments attributes the bad performance to the student, and in this situation, the teacher-student relationship can be strained (Diaz, 2005).

Furthermore, research has shown that student contact with peers in the school setting encourages the development of skills such as temper control and communication of pragmatic behaviour, which can lead to a positive learning attitude. The Equity hypothesis, Maslow's Need Hierarchy, Alderfer's ERG hypothesis, and Herzberg's two-factor hypothesis are among the inspiration theories that are said to explain human needs when they relate to working life. These models were chosen because they are based on mental speculations that address aspects of motivational identity measurements. Individuals have motivated possibilities, attributes, and thinking processes that influence individual motivation and improvement, according to these models (Keller, and Poli, 2007).

Inequality Theory of Motivation

Adam (1963), a participant in this theory, stated that when employees notice disparities in their pay at work, they would be motivated to eliminate the problem and restore a state of feeling a motivation to the situation by changing work inputs, changing prizes received, leaving the situation, changing relationship centres, and rationally reshaping the examinations.

Teachers, like other employees, can consider their workload and pay, as well as that of their colleagues, for a variety of reasons. Teachers will see compensation as a de-assistant if they feel they are being short changed in any way, whether it be in a partnership with other employees in the same company or in terms of commonplace/national midpoints (Nguyen et al., 2022)

Individuals may react to imbalances unexpectedly, yet by and large, the degree of demotivation is similar to the apparent uniqueness amongst inputs and expected yields. A few people in such manner could diminish exertion and application and turn out to be deep down disappointed, or apparently troublesome, refractory or even problematic

The hypothesis for this hypothesis on educator job satisfaction is that if instructors believe they are being underpaid, either by their partners or by other business experts, their feedback can decrease (resulting in poor academic performance in schools) or be challenged by strikes, as seen recently in Ghana.

Conceptual Review

Background to Basic Education in Ghana

Education is a process that can be defined in a variety of ways, making a precise definition difficult. In its broadest sense, however, it could be

defined as accurate or sorted information intended for students in formal or informal environments (Amegashie, & Ankamah, 2020).

Before the arrival of European travellers, who displayed an official path structure, steered to the elites, training in Ghana was usually informal and in the perspective of entry-level positions (Showers, 2023). Pre-Colonial Gold Coast followed these lines and practiced a no formal schooling (apprenticeship) until it was colonized and its economy was a mix of subsistence and formal economy. The magnitude of the undertaking, as well as financial and political risks, have prompted attempts to amend the guidelines (Showers, 2023).

Their assembly of citizens was largely made of local aristocrats (mulattos, offspring of nearby supervisors, and well-off merchants), as well as their nature was bound to the commonplace fortifications that for a long time they had been restricted to the coasts. The Gold Coast Colony was founded in 1874 as a result of British expansion into Ghanaian territory in the 19th century. A number of mission schools and dealer institutions were established in its wake, the two most notable of which were the Wesleyan and Basel missions. The Wesleyan mission decided to concentrate its efforts on the coasts because English was the language of major communication. As the Basel mission grew, it used local dialects as a medium of communication (Arhin, 2020). Tasks prevailed in an excitedly decentralized structure with the aid of the British government, leaving plenty of space for academic flexibility. Until independence, responsibilities were the primary source of formal regulation (Adiyaa, Osei-Poku, & Essel, 2022).

Structure and organization of the education system.

While pre-school education isn't mandated, it's often reserved for children between the ages of three and five. Nursery cares for infants and toddlers of 3 and 4, whereas elementary schools are for children between the ages of 4 and 6 years. Day-care centres and crèches are also available for children under the age of two (age group 2-3 years). Children of all ages can be found at any of the centres; thus, the age limit is not severely enforced.

Primary education, often known as the initial stage of basic education, consists of a period that is comprised of 6 years and is required. There are two three-year cycles in primary education: lower and upper primary. A child's formal education begins when he or she is six years old (6).

Secondary education is intended for students between the ages of 12 and 19, and it typically includes a year of mandatory national service. There are nine years of primary education that must be completed before taking the Basic Education Certificate exam, and then there are three years of senior high school. Senior Secondary School Certificate examinations are conducted by the West African Examinations Council at the completion of high school. The duration of time spent receiving a technical or vocational education is typically three years. This type of education can be obtained at technical secondary schools, technical institutions, vocational schools or training facilities, and other post-basic educational institutions. Tertiary education is comprised of either three to four years of training at polytechnics, teacher training colleges, or other training institutes in addition to the standard four years of education provided by universities. There are 40 weeks in the primary and secondary school year, and 45 in the junior high school year, respectively. Two semesters make up the school year.

Factors Influencing the Academic Performance of Pupils in Schools

According to Milyan (2022), the term 'performance' can refer to completing an errand in accordance with what is expected of a person in a given situation. It could also mean the proclivity for someone to complete a vocation in a way that is judged by an awaiting reward. As a result, components such as schools, for example, require exceptionally qualified teachers to assist their students in completing their projects satisfactorily. Successfully completing a duty at a high rate can bring fulfilment, confidence, and pride, whereas poor performance can bring dissatisfaction or even personal dissatisfaction (Sonntag & Frese, 2002).

For others, educators, guardians, and national governments, academic performance (learning accomplishment) of pupils/students in schools remains a top priority. Students' academic achievement has an impact on their ability to continue to grow at local, provincial, and international levels (Campbell, 2021). Any country's economic progress is inextricably linked to understudy academic performance in schools. Students' academic performance is critical in producing high-quality graduates who will one day serve as pioneers and human capital for the nation's economic and social transformation (McNair et al., 2022).

A well-established framework for students in primary schools could help them improve their performance and progress to the next level of education. People who are fortunate enough to have advanced education have more opportunities for wealth, influence, and esteem. In fact, in today's society, word-related achievement and social status distribution are becoming increasingly dependent on advanced education. Both of these different points

of concern would be impossible to achieve in Ghana if a student fails to perform well in national exams such as the Basic Education Certificate Examination (BECE) and the West Africa Senior Secondary Certificate Examination (WASSCE) in order to gain admission to tertiary or higher education.

Researchers such as Campbell (1990) and Rose (1999), cited by Sonnentag & Frese (2002), agreed that when thinking about results in any relationship or substance, it's important to distinguish between an action (i.e., behavioural) perspective and a consequence part of the performance. The operation of teaching and learning, as well as the academic achievement of students in schools, are conceptualized as outcomes in this environment. According to Jovanović et al., (2021), there are two forms of larger variables that have a direct effect on students' academic success in schools. There are both internal and external influences.

Internal Factors that Influence Children Academic Performance

The involvement of teachers; students' skill in the language of direction; class plans; class sizes; accessibility of course books; and the conduct of regular exams are among the internal school factors that have a significant impact on students' academic success. Other internal considerations include successful inward monitoring, educational and learning materials availability, and others (Jovanović et al., 2021).

Role of a Teacher

According to the available literature, the nature of the school's teachers is the primary driver of variance in students' academic achievement at school. Any educational system's positive outcome is decided by the consistency of

the instructions that its teachers express. The educational framework's ultimate aim is to establish all conditions that will enable students to increase their academic performance in comparison to yesterday (Ledertoug & Paarup, 2021). The optimal solution to improving students' academic significance is to update the course concept, according to the well-performing insightful framework. Positive learning occurs when students and teachers communicate, and improving the quality of this contact – classroom educating practices – is one way to improve learning and teaching (Darling-Hammond, 2021).

Medium of Instruction

When it comes to enhancing the quality of guidance offered to students in the interest of increasing the academic performance of those pupils, one of the most challenging obstacles to overcome is the standard path. Most formal educational programmes are focused on teaching students to read and write in a particular dialect (Snell, & Andrews, 2017). Students in Ghanaian schools are taught in English, and poor academic achievement is commonly linked to their failure to understand what they are learning in class and their incapacity to read and write outstanding English (OECD, 2012).

Leong & Ahmadi (2017) discovered that the most important classroom factor affecting students' academic success is their ability to communicate in English. According to Ibrahim & Alhosani (2020), educators who teach in a local dialect rather than English cause students to be unable to comprehend the reading material they are supposed to use, resulting in their poor academic performance in external exams.

Class Schedules and Class Sizes

Teachers and students must adhere to all of the lessons scheduled for the educational timetable, according to the school's specialists. Latecomers are expected to be turned away in order to serve as a deterrent and the number of students per class should be maintained at the national level in order to improve students' academic results. According to a few reports, schools that stick to the standard plan activities have a positive effect on their students' academic success (Gueldner et al., 2023).

In addition, the number of students per classroom will affect students' academic performance in schools. Regardless, available evidence suggests that, even in the early stages of the study, a reduction in class size has no impact on students' academic results. Smaller class sizes have been linked to higher student achievement in only nine out of 112 research that looked into the topic. The other 103 studies found either no association at all or a strong negative connection (Strelan et al., 2020)

Teaching Resources and Textbooks Supply

According to Leong & Ahmadi (2017), there is a clear connection between the configuration of persuasive learning offices in schools and student academic results. It has been generally observed that students' efforts in making proper use of school offices increases the student's learning styles and, as a result, his or her academic results. According to the OECD (2012), an educational system that includes a structure and course books is more likely to perform poorly. As a result, students from these schools are unlikely to perform well in both internal and external exams.

School-Based Assessment (SBA)

Handling learning gaps and avoiding poor student performance in the educational system is a standout among the best strategies for addressing learning gaps and avoiding poor student performance, including: reacting appropriately to persistent and complete assessment and providing early, general, and opportune support, reinforcing students' information and meta cognitive aptitudes, and reinforcing students' information and meta cognitive aptitudes (OECD, 2012). In this vein, providing early guidance to students through a rigorous school-based assessment process will help them improve their academic performance and avoid grade redundancy.

External Factors that Influence Children Academic Performance

The external elements that impact academic performance are:

Location/Site of School

This is a direct consequence of the way that in a situation where the school is located in an uproarious zone, such as a plane terminal or the heart of a city, such as Port Harcourt, where actions disrupt the students' learning periods. Students in these zones will not actually be required to do better academically.

According to Farwa (2023), a welcoming environment redesigns a child's development and growth. Kids feel energized in a peaceful and well-organized environment, while schools located on busy city streets are related to low mental focus, which contributes to poor student achievement.

Make a lot of noise (Distraction)

Something that interferes with the teaching/learning process is referred to as a distraction. Clamour has an impact on the information-gathering

techniques, individual control slants, and energy levels of adolescents. Students' academic success is equally affected by budgetary, motivational, and emotional factors (Gilar-Corbi et al., 2020).

These greatly hinder the child's academic development, and interventions for them consistently result in low self-esteem.

Cultural Setting

Children's academic success is affected by their culture. Since socially oriented clarifications of behaviour appear to revolve around the ethical codes that operate within particular communities, networks, or gatherings, the cultural context has an impact on desire. Further studies have demonstrated that the earth, either urban or rural, mechanically contributes to what a child recognises and how it is trained, since society has to do with opinions, values, morals and socializations.

Effect of the School Environment on Academic Achievement

The infrastructure of an educational institution, as well as the relationships between students and teachers, are specific factors that affect the school environment. The school environment has been studied for a long time and is constantly analysed and re-imagined in light of its important impact on academic results.

Students, parents, school employees, and others in the network are all impacted by school climates in different ways. As Ali, Masroor, and Khan (2020) points out, educational surroundings can have a favourable impact on the soundness of learning situations. Learning might be hindered by a negative school environment, while it can be facilitated by a pleasant one. The state of a school may have an effect on many different areas and people inside it. For

instance, a positive school environment has been linked to less understudy behaviour and enthusiasm issues. School climates are unmistakably multidimensional, affecting a wide range of individuals, including pupils, parents, school staff, and the network.

Effect of Students' Home Environment on Academic Performance

Instructors, gatekeepers, and researchers are all under a lot of pressure to get students to their desired school destinations. A child's first informative interactions arise in the home; his behaviour, demeanour, and general case of direct are the product of his childhood upbringing. The differences in students' academic achievements may be directly linked to home contrasts and their effect. The house is divided into monogamous and polygamous forms with the ultimate goal of this investigation, and both have an influence on the academic development of the student in refinement courses.

Durojaiye (1975) in his examination among 4,000 (4000) students from Ibadan, Nigeria's preparatory and secondary schools. Grandparents affected 88 percent of children from less available family, close relatives, and uncles in training at home, 92 percent griped about nonattendance of the simple standard to adopt, and 91 percent cried about not being able to learn at home because relatives sent them on errands. In addition, 78 percent of those polled said they needed to lie in order to make tracks in the opposite direction of flaws and controls on all sides, while 75 percent said they gave up taking. They believed that the more distant family structure gave the impression of being the least bad than a vague family for the child's excited and instructive growth.

According to Musgrave, who was cited in Farwa (2023), the higher the number of children in the household, the lower the proportion of subsequent children who advanced academically. Gilar-Corbi et al., (2020) established a vital correlation between monetary class and academic achievement, citing class as one of the primary reasons for the creation of wonderful unequal characters in the classroom. A wide range of open and educational cost-based schools represent a distinct social class in most Western countries. She also clarifies that there is a distinction between insightful open entryways and the need to play high charges when there is intense competition to join an institution. Students from higher socioeconomic groups are predicted to do better in school. According to Duan, Guan, and Bu (2018), the most basic marker of achievement in school-related to the family is financial status. He concluded by stating that his monetary success relationship is always secure, regardless of whether our proportion of state is guidance, parental control, or both. Overall, a child's upbringing has an effect on his or her academic success. Similarly, family stability has been shown to have a significant effect on a child's education. Separation, division, and single parenthood all have an effect on a child's academic performance.

Students' Academic Success and the Effects of Technology

Students' academic performance is greatly influenced by the use of technology. Instead of using it to improve their grades, kids turned to it as a way to cheat. Experts believe that academic dishonesty has increased considerably in our middle and high schools in past years (Roe, 2022). There is little doubt that the openness of personal computers (PCs), the internet, and other digital assets such as CD-ROM reference books has influenced cheating

and rendered it less challenging for our present generation of Tech-SavvyTeens. This is true regardless of the fact that educators and academics dispute about the fundamental causes of this harassing activity. Due to student cheating, García-Pérez et al., (2021) argues that schools must adapt their traditional teaching techniques so that present students can gain the range of skills they will need to succeed in the workforce of the future. Iwuagwu (2016) also stated that in the computerized period, this advanced knowledge would be achieved "through the student's cooperation with the substance" rather than "the transmission of realities." As a result, assessment devices should be designed in such a way that learning and data can be applied in the adult world.

Definition of Key Terms

Academic Performance

Academic success is defined as the degree to which a student, teacher, or institution has met its short- and long-term educational objectives. GPA and academic degrees, such as High School and four-year certifications, are used to gauge academic accomplishment. Exams and other forms of testing are commonly used to determine if a student is succeeding academically, but there is no general agreement on the best method of assessment or the most relevant ideas (Christie, 2020).

The articulation of academic success, as used in this section's challenge, refers to the level of imprints gained by students on each of the subjects used for the purpose. This information was provided by the school administration (Grote et al., 2021). Scholarly execution may take place at different levels and for various reasons, with teachers often conducting

developmental and summative assessments to evaluate understudy authority material and provide input to understudies and guardians. State assessments are specifically designed to assess progress at the school or school district level. Graduation assessments are used to determine if an understudy has mastered the fundamental content and abilities needed for a high school diploma. (Grote et al., 2021).

Basic School

In Ghana, there is an eleven-year theoretical education system that involves two years of kindergarten, six years of preparatory school, and three years of junior high school (Ahmed, Walker, & Kaga, 2020). The all-encompassing objective of the Basic School is to reinforce rudimentary training by uniting critical parts of a quality education under four essential needs. It is called "simple or essential" because it identifies rehearses that really function and looks to make them available to each child. It is called "basic or fundamental" because it provides a need for dialect and a core of essential knowledge, such as the Culture, intellect, a learning environment, and character obligation (Thakur et al., 2024).

Essentially, Ahmed, Walker, and Kaga (2020) described Basic School as a place where the whole child is served. Aside from providing a strong educational curriculum, the school tries to provide basic health and counselling services, as well as unique programs to support students' interests and after-school activities. Every child is encouraged to become a well-trained, creative, and self-motivated student. The educational plan can be modified to encourage communication between teachers and students. To meet educational needs and desires, students are directed in a variety of

configurations and flexible groupings. Education continues beyond the classroom, with students being exposed to a wide range of educational field trips and experiences in order to further their academic progress.

A full forty-week school year is stipulated in the administrative guidelines for the implementation of the Basic Education Reform. The Primary School Development Project extended the amount of time elementary schools spent teaching from four to five hours each day. Even yet, a study indicated that, on average, students in Ghana's public elementary schools spent 450 hours a year in class. We have found that the real time spent teaching and learning is frequently impacted by the weather and the unsightliness of the school grounds. Many schools in the poorer sections of the country lack adequate school facilities, and those that do have sufficient structures are plagued by problems like leaking roofs and other obstructions to learning.

There are a number of additional factors that influence the amount of time students spend in class and the quality of instruction they receive, such as a lack of teacher discipline, attendance at local market days by both teachers and students, attendance by educators at funerals and meetings organised by district and circuit education officers as well as GNAT officials, and the time teachers take off each month to receive their wages. The lack of school-level monitoring by the head teacher in most public elementary schools exacerbated these issues. The Ministry of Education is using a World Bank loan to implement the Primary School Development Project, which addresses these concerns. Concerns about the project's implementation include policy and management changes, as well as the construction of new facilities to solve these issues.

A considerable increase in basic education enrolments has occurred since the implementation of the reforms. The primary school enrolment rate climbed from 80.5% in 1988/89 to 82.5% in 1990/91, an increase of 0.5 percentage points. A total of 83.5% of students were enrolled in 1999/2000, and the teacher-to-student ratio was 1:33. As of 2005, the GER was 88% (net enrolment ratio: 75%), according to the UNESCO Institute for Statistics. The teacher-student ratio was 1:33, with 89,278 instructors (58% of them were trained).

Teachers are incorporating environmental education into their scientific lessons in order to better prepare students for today's world of work. Ghanaian languages and realistic agriculture have also been added as required courses in elementary and senior schools. In addition, each school at the elementary level offers a pre-vocational course meant to familiarise students with and practise the use of simple hand tools. In addition, school curriculum has changed. In order to receive the Basic Education Certificate Examination (BECE), students must successfully complete a three-year junior high school programme.

Private School

Private schools are those that are privately overseen and funded by a person(s) or substances rather than the government, and they may be enrolled or unregistered (Baum et al., 2018). A non-public school is defined as a person, relation, co-affiliation, or undertaking, or an office, division, or region of such affiliations, that allocates itself as a learning focus that spans kindergarten to a higher audit and is below the school level. The Department of Education does not authorize, fund, ensure, or monitor private review

schools. Non-government sponsored schools are mandated by law to conduct an annual online assessment in order to compile data for inclusion in a comprehensive Directory of Private Schools. The Directory of Private Schools is maintained to assist the general public, authoritative workplaces, and various social activities in obtaining information about school's instructive chamber (Aronowitz, 2023).

Public School

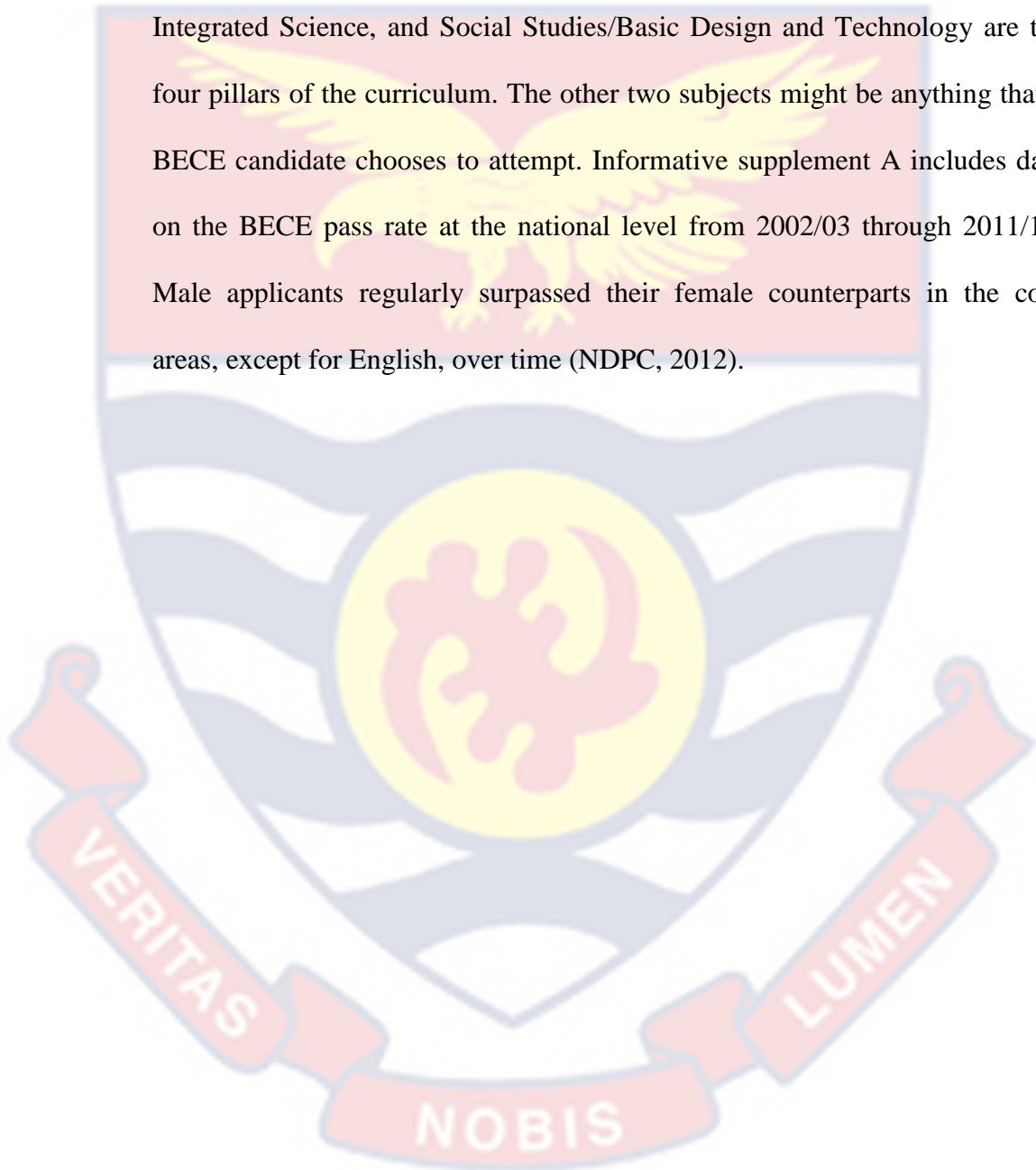
As their name suggests, government or public schools are supported entirely by taxpayer dollars. Churches and Islamic schools in Ghana, nationalised in the 1970s and currently operating as government schools with a few vestiges of private management under state control, are the main opponents of these schools (Adu Boahen, 2022). The National Board Curriculum is followed by any state-funded school. In remote areas, many young people, especially young women, drop out of school after finishing the fifth year. Dhaka, for example, in more significant urban communities, is truly extraordinary, whatever that means. A screening examination is used by many public schools to accept students/students (Margherio, Evans, & Owens, 2019).

Basic Education Certificate

Assessment of students in a country's initial training testament examinations is overseen by the West African Examination Council (WAEC). At the end of Junior High (JHS 3), this test determines whether or not the student is eligible for further education at the secondary level (Senior High School, Science and Master's Institution). All test takers must take four required core topics and an additional four to five choice subjects. Candidates

for positions in various second-cycle companies are selected using the CSSPS, which utilises at least six disciplines (Agbofa, 2023).

This contains the four main subjects and the two best-performing subjects of the competitor in the BECE exam. Math, English Language, Integrated Science, and Social Studies/Basic Design and Technology are the four pillars of the curriculum. The other two subjects might be anything that a BECE candidate chooses to attempt. Informative supplement A includes data on the BECE pass rate at the national level from 2002/03 through 2011/12. Male applicants regularly surpassed their female counterparts in the core areas, except for English, over time (NDPC, 2012).



Academic Performance in Public and Private Secondary Schools: Factors that Influence Students' Academic Performance

Table 1: Frequency, rate and mean on factors that influence understudies' scholarly execution out in the public and private auxiliary schools in Rivers State

S/N	ITEMS (FACTORS)	PUBLIC SCHOOLS					PRIVATE SCHOOLS				
		N	A	%	D	%	N	A	%	D	%
1	In my school, the available school facilities and the degree to which they are used have a positive effect on students' academic success.	335	80	24	255	76	136	36	24	100	74
2	In my school, the friendly relationship between teachers and students has a positive impact on students' academic success.	335	122	36	213	64	136	95	70	41	30
3	Promptly report my school's teachers' needs for benefits, including salary payment; positively affect students' academic performance	335	60	18	275	82	136	56	41	80	59
4	The status of a student's parents has a positive impact on their academic success.	335	100	30	235	70	136	120	88	16	12
5	In my school, successful working relationships between principals and teachers have a positive effect on students' academic success.	335	192	57	143	43	136	115	85	21	15
6	Teachers have timely and consistent instruction, which has a positive impact on students' academic success.	335	100	30	235	70	136	98	72	38	23
7	My school has the required professional and qualified teachers, which has a positive impact on students' academic performance.	335	235	70	100	30	136	25	18	111	82
8	My school's teachers' efficient use of lesson cycles has a positive impact on students' academic success.	335	120	35	215	65	136	100	74	36	26
9	Teachers in my school do not participate in deviant conducts, and it positively affects students' academic success.	335	110	33	225	67	136	112	82	24	18
10	In my grade, each classroom has anywhere from one to fifty students. This has a positive impact on students' academic success.	335	162	48	173	52	136	116	85	20	15
	Total	3350	1281	381	2069	619	1360	873	641	487	335
	% Mean	335	128	38	207	62	136	87	64	49	36

Source: Iwuagwu (2016)

According to Cortés Pascual et al., (2019), despite having a higher indicator of showing capacity than non-government funded schools, general society primary schools have not progressed significantly, especially in terms of academic performance. Private secondary schools have traditionally been expected to be located in areas with good infrastructural workplaces and high teacher efficiency.

Infrastructural Facilities

With no attempt at subtlety, the data in table 2.1 above, item 1 showed an adverse effect of school infrastructural workplaces on the two students, and private schools had not been put to practical use. This statement proposes a well-equipped school library, science research office, information correspondence advancement, vernacular, specific delineation, and melodic labs, as well as learning-friendly classrooms. When it comes to society and tuition-based schools, sports/recreational workplaces, and so on were woefully lacking to support the use of senior abnormal state preparation and distinctly affect students academically. It should be noted that these workplaces make up a large number of predetermined markers that will be used to assess various aspects of a school's academic responsibility and reasonability. In this way, scientists have demonstrated the fact that concept of educating to a considerable extent, it is reliant on the size of the rigging/workplaces and how they are used.

Teacher-Student Relationship

When comparing students in private Senior High Schools to those in government schools, this has a huge effect on academic results. This subject has a diverting propensity, unfailing support (with select principles) and

complete emphasis, as well as creating space for student-centred activities. Students can say when their teachers are paying attention to them and engaging them (Barkley & Major, 2020). When teacher-student associations are named after the qualities of proximity, comfort, and vitality (Robinson, 2021). It should be conveyed in such a way that the educator expects a fundamental part toward students in the formal school understanding through genuine teacher associations with students (Gardner, 2021). Similarly, students who have strong interactions with their teachers view them as a shield from which they can be examined and develop their results.

Teachers' Welfare

According to this study, teacher motivation at non-government sponsored schools in Rivers State is too low, making it difficult to ensure a positive impact on students' academic advancement. Teachers are not compensated in schools; instructors' salaries are not compensated during students' absences; and employer security is not guaranteed. Instructors are not regularly paid their salaries and advancement compensation, despite the fact that employer continuity is assured in public schools. The study conclusion shows that the government and private school owners pay no attention to educators' motivational structures. These motivation systems, it's worth noting, function as forces that encourage and organize human action toward the achievement of authoritative goals (Dörnyei & Muir, 2019). This suggests a topic that would encourage both open and tuition-based school students to achieve high academic results.

History of the House

Students in private schools received academic support from their families, while students in government secondary schools did not. This result is in line with Poon (2020) investigation of the impact of socioeconomic status on parental factors in promoting academic achievement. Parental educational and work-related level of concern for the best open schools; willingness to guide their youths in school work; and data of will's identification, all of which have a huge effect on their children's academic success in private Senior High schools relative to government schools. Despite the widespread criticism of tuition-based colleges, this is the case.

Teacher-Principal Relationship

The study discovered that good-natured critical teacher relations occur in both government and tuition-based schools, and that Senior High students in both schools are equally impaired in their academic success. As a result, democratic initiative and dynamic staff support in the basic leadership process are evident in government and tuition-based schools. This promotes the essence of harmony and improves the educational and learning environment at school.

Supervision of the Teacher

Teacher supervision in non-public schools is more common and effective than in Government Senior High since educators were directly and immediately evaluated by their principals and owners to increase students' academic performance. In optional private schools, an instructor's absence from the classroom and the school has significant repercussions. Government school educators, on the other hand, are more likely to be away from school

due to weak principal management and the accustomed control that occurs between them in the school environment.

Teacher Effectiveness

The results of this review indicate that teachers in government secondary schools in Rivers State are more professionally trained than those in private senior high schools. In any case, the perceived least instructive models found in the "Guidelines on Voluntary Agencies (Participation in the Establishment of Educational Institutions) in Rivers State, 1992" are repudiated by the low teacher quality in private senior secondary schools and the "Streams State Private Schools' Accreditation Format" 2016, independently. Teachers in public secondary schools, on the other hand, were found to have more helpful data, abilities, and experiences that might be used to encourage good improvements in students' personality and resilience. The owners of private senior secondary schools are still unable to connect with the organisations of qualified instructors because of their high advantage making points.

Use of Instructional Times by Teachers and Teacher Discipline

The outcome of this same investigation, which found that instructors in private senior secondary schools use educating/practice periods more than their counterparts in Government senior secondary schools, has legitimized the conclusion of this same investigation, which found that instructors in private senior secondary schools use educating/practice periods more than their counterparts in Government senior secondary schools. It also validates the high teaching standard of teachers in private senior secondary schools, as stated in table 1, item 9 of this test. In private senior secondary schools,

teachers' rates of non-participation in the classrooms, truancy, and indiscretion of engagement are on average restricted by the end of the day, and this has a direct impact on their students' academic success.

Teacher-Student Ratio

The Rivers State lead on stiff-necked workplaces illustrated that each classroom should have a class-to-student ratio of 1:35 and an educator-to-student ratio of 1:35; a useful class should have a ratio of 1:16. This norm is also defined in the National Policy on Education of 2004. This investigation demonstrates that educational cost-based schools have retained the base level in this manner, while public senior secondary schools as a whole have not.

Since government schools are created, asserted, funded, and guided by a provisional government that established the honest to goodness standards, this is a question. During his investigation, the expert found that most government schools in Rivers State have a class-to-student ratio of 1:200 to 1:250. A small class measure leads to effective classroom organization, which, in turn, has a positive impact on students' academic success. As determined by this review, this is not functional in state-funded schools.

Student Academic Performance and Teacher Motivation

The aim of investigating educators' and students' motivation was to encourage the specialist to make informed decisions about how instructors' and students' levels of fulfilment affect their academic performance in relation to the annual BECE results. In any case, a diagram of the speculations of inspiration and jobs fulfilment, as well as a survey of writing on a few perspectives and models of inspiration types, have been displayed here to allow the analyst to satisfactorily value the relation between theory and

practice. A hypothesis is a set of factors that are linked by the exact method of guidelines, with some of these factors being linked to an organizational dialect (Graham & Weiner, 1996).

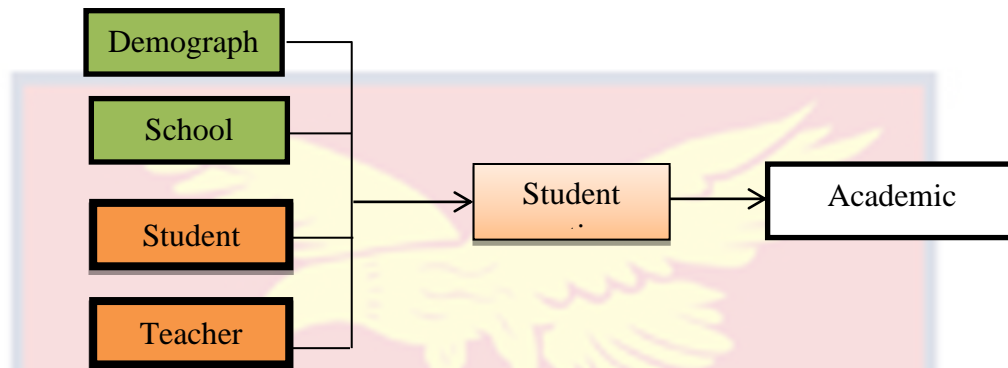


Figure 1: A conceptual framework on Students' Academic Performance
Source: Author's construct.

Empirical Review

Students' Academic Achievement

According to Nkrumah and Sinha (2020), the best BECE result is a total of six; that is, a grade one in each of the four core subjects despite a review one in the other two subjects. As a result, the BECE's grading procedure assigns lower numbers to the best grades and higher numbers to the worst grades. In this way, grade one is the most important survey and grade nine is the least important in the grading system. As a result, lower totals imply better results, whereas higher aggregates imply worse performance. A candidate at the BECE must have average evaluations in all six subjects to be selected and placed in a second cycle school. A survey score of six or more in each of the core subjects would not assist the applicant in determining a game plan through the Computerised School Selection and Placement System (CSSPS).

As a result, all BECE applicants who choose a specific school as their first preference are arranged in order of their results, and the school's cut-off point is determined by the number of available vacancies for each program as announced by the heads of Senior High Schools/Technical Schools (Robinson, 2021). The best achievement of a hopeful applicant at the BECE is to obtain a single number total between six and nine, while the worst result is a total of thirty or more, which usually denies competitors the opportunity to enrol in a first-class senior secondary school for further education.

According to a related study conducted by Azimi, Friesen, and Woodcock (2023), there is ample evidence from developed countries that suggests that private schools perform academically better than their public-school counterparts in external examinations most of the time. The findings of Agbofa (2023) are consistent with those of Daviet (2023) and Brandt (2023), who compared exam results in public and private schools.

Impact of School Facilities on Academic Achievement

School offices have a vital role in the educational process, both in terms of the quality of instruction and the quantity of students who graduate. A person's interaction with the environment can lead to learning, according to Doyle (2023). Here, we're talking about open-to-the-public offices that serve as motivational tools for pupils. These include libraries, an ICT focus, and a research centre that is well-equipped and used to facilitate effective learning. Workplaces, as shown by Robinson, (2021), are an important factor in different levels of work. This is because they meticulously planned the smooth operation of every social affiliation or system, including colleges. He also mentioned that their accessibility, sufficiency, and relevance have an impact

on their viability and high proficiency (Agbofa, 2023). A rich general population will build outstanding schools with quality teachers, learning foundations, and students will be able to learn effectively subsequently, recognizing the mind-blowing academic accomplishment, according to the author. Harp-Rushing (2020) demonstrated that no ground-breaking science preparing project can exist without the transparency of imperative rigging, based on the part of offices in educating and learning. This is due to the fact that workplaces enable teachers and students to develop critical thinking abilities and consistent attitudes. When provided workplaces to discuss related issues of an instructional system, Pollock and Tolone (2020) found that students will not explicitly approach the reference materials defined by the instructor, but that individual students will learn at their own paces. When it is said and done, the net result of this is increased overall academic success of all students.

Pollock and Tolone (2020) discovered that the classroom learning conditions in a few schools were insufficient in their investigation of resource obsession, utilisation, and organization as related to students' learning results in Oyo state. He mentioned schools without a board, the lack of a roof, some material sheets not being put up, and windows and doors being emptied, among other things, all of which the master considered dangerous to the students' well-being. The problem of candidates' widespread disillusionment with examinations will persist until the country's educational conditions improve. In response to a question about why learned achievement is not common in Nigeria (Barkley & Major, 2020). Bad and missing workplaces, obsolete indicating structures, and overcrowded classrooms were all identified

as factors. Further on the school workplaces course of action, Doyle (2023) stated that when provided, school workplaces would aid the teaching-learning project and, as a result, increase student academic performance. In either case, Opoku (2021) saw that some schools are favoured in the designation of workplaces to the detriment of others. Ayelazuno et al., (2021) stated that in many developing countries, real physical workplaces do not exist, and that in those cases where they do, the quality is often substandard. What is particularly aggravating is the spectators' assertion that there is a connection between the existence of workplaces and academic success. Ayelazuno et al., (2021) lamented the glaring inadequacies of school workplaces in our informational sector, claiming that "everywhere you look, main, secondary, academic, vocational, and tertiary," there is an excellent affirmation of devastating idleness, criminal nonchalance, and an unavoidable deterioration of characteristics and norm."

Nugba (2021), for example, have different perspectives on the importance of workplaces in teaching-learning circles. We may say that nonattendance or poor (or probably deteriorating) efficiency, as well as the absence of use of enlightening workplaces, may have an effect on instructive execution. However, Shmis et al., (2019), who held the opposite viewpoint, found that once student experience variables were taken into account, workplaces, teacher pay rates, library books, and proximity to science laboratories had no effect on student achievement. This statement implies that before such students could do well at a higher educational stage, he was most likely arranged or cushioned by the transparency of benefits in his early days, which he then uses as a springboard.

According to Doyle (2023), the educational system's workplaces play an important role in students' academic success. Combining a variety of educational and recreational facilities into a single location is the goal of many school districts across the country. Their accessibility, importance, and adequacy all contribute to academic success, he stated. Regardless, he swiftly added that low academic achievements are caused, in part, by rebellious school systems and overcrowding classrooms. Information - based workplaces, according to him, should be positioned in strategic locations that reflect the needs of clients when deciding where to put them.

Impact of Teacher Quality on Academic Performance

Quality has been defined in a variety of ways, most of which are intuitive (Anderson, 2019). According to Hill-Jackson and Lewis (2023), the fundamental indicator of the feasibility of instruction and the most fragile trait that endures when something goes wrong with the system is teaching. The World Bank-oversaw preparing plan issues in the study “Needs and Strategies for Education (1995)”, and listed the following objective truth about quality: Quality in the guideline is difficult to represent and quantify. Student findings must be included in a sufficient description. Most teachers will also include the concept of the educational experience that aids in achieving the outcome - the learning condition - in their description (Ayelazuno et al., 2021).

Quality cannot be regarded as a well-established concept. Quality and metrics are unquestionably relative problems - relative to a particular time period and a specific group of students and their circumstances. The importance of the subjects taught and the training destinations is one of the most important aspects of the class. Quality education is instruction that

equips students with the tools they need to manage and solve the problems that humanity faces (Ayelazuno et al., 2021). As a result, quality is a concept that has a variety of ramifications depending on the situation; in any case, it is necessary for effective instructing and learning in order to achieve instructive goals.

Instructor competence has been researched for its relation to student learning by Darling-Hammond, who cites measurements of academic ability, lengthy periods of demonstrating background and behaviour of the issue and showing knowledge, certificate status and classroom teaching techniques as examples of factors that demonstrate competence. Research has yielded conflicting results, with some contemporary patterns appearing.

Subject Matter Knowledge

One of the factors that can be used to determine whether or not an instructor is viable is the topic matter (Long et al., 2019). In this study, researchers observed a substantial correlation between the teacher's subject matter and the student's learning outcome. Findings from a study of middle-school science teachers show a substantial difference between students taught by fully trained math educators and non-certified math educators (Asher, 2023).

According to Wrigley-Asante et al., (2023) students' science performance was closely linked to instructors' course-taking backgrounds in both instruction and science. Similarly, to Asher (2023) in mathematics, the link between teachers' scientific background and student performance was stronger in higher-level science subjects.

The National Teacher Examinations (NTE) subject trial, on the other hand, was shown to have no consistent correlation with teacher effectiveness as judged by academic achievement or supervisory assessments. Statistically insignificant links are found in the majority of investigations, including in the studies that disclose positive and negative results (Sathianathen et al., 2020).

Teaching Experience

Another popular measure for evaluating instructor effectiveness is the amount of time spent in the classroom. Long et al., (2019) argues that the most important prerequisite for competence is the accumulation of knowledge over time. Studies have revealed a correlation between teachers' viability and their length of service, but not one that is notably substantial (Sathianathen et al., 2020). According to Anderson (2019), teachers with fewer than 3 years' experience are no less effective than those with more training. However, the value of expertise appears to plateau after around five years.

Effective development activities can be organised in and out of school, at work, or on vacation using a variety of different kinds of interactions. In order to meet the needs of the present instructional module, to approve new study reports on training and learning, and to respond to changes in the student population, sharpening instructors update their content data and indicate their capabilities at these moments. The length of these workouts has been criticised, and concerns have been made that little attention has been paid to what these exercises actually comprise.

The writings' conclusions on the relationships between educators' help in proficient improvement activities and student outcomes are mixed. Science and reading comprehension have been found to be unrelated in some

examinations of professional development programmes (Long et al., 2019). Teachers who collaborate in professional development activities that are directly related to the subject matter they teach, such as science (Barkley & Major, 2020) and dialect and science (Barkley & Major, 2020), have been associated to higher levels of student accomplishment (Sathianathen et al., 2020). Anderson (2019) identified a link between students' higher-order capabilities and laboratory skills in science and expert development exercises geared at the demands of specialised curriculum students. It has recently been identified as the "delayed effect" of professional development, that is, the more profound effect of educators' expert advancement on student outcomes not becoming visible until 3 years after the educators had completed their programs. Three years after instructors completed their courses, Anderson (2019) observed a "lagged effect of professional growth," or the more significant influence of educators' expert improvement on student achievement. Teachers who engage in teacher proficiency enhancement activities are more likely to be encouraged and, in most cases, have some understanding of the topics they instruct. This makes it difficult to assess the good effect of participation in these exercises.

CHAPTER THREE

RESEARCH METHODS

Introduction

The methods and techniques used to gather information for this analysis are described in this chapter. It includes the study's subject, research design, research population, sample size, sampling techniques, data source, data collection methods, and field issues. To ensure the accuracy of the research findings, the problems of reliability, validity, and pre-testing of research instruments were also examined.

Study Area

The district is situated in the middle of the Ashanti Region of Ghana between Latitudes 6.893867 and 6.894077 and Longitudes -1.68917 and -1.52372. (WGS 84 coordinate system). In total, the district covers an area of approximately 122 square miles (12,188.3 hectares). Legislative Instrument (L.I.) 2333 of November 14th, 2017, established the Afigya-Kwabre South District Assembly. It is one of the Ashanti region's 43 towns. It was formed from the Afigya-Kwabre District Assembly, and its capital is Kodie. As of 2020, the expected population of this outlying area will be 122,492, expanding at 2.7 percent each year. Afigya-Kwabre North district to the north, Atwima-Nwabiagya North district to the west, Sekyere South district to the north-east, Kwabre East Municipal Assembly to the east, and Tafo Municipal Assembly to the south-east encircle this district.

Education

The District is concerned with education. The District has a total of one hundred and fifty-one (151) pre-schools, with forty-one (41) being public and one hundred and ten (110) being private. One hundred and fifty-four (154) primary schools are located throughout the city (44 public and 110 private.) The District has one hundred and nine (109) junior high schools (54 public, and 55 private). There are only two (2) Senior High Schools in the District, one of which are public and one of which is private. In the District, girl-child education is strongly encouraged; there are 91 female students for every hundred male students. In the District, eight separate educational circuits have been created, each with a specific number of educational facilities as defined in Table 2 below.

Table 2: The Educational Circuits and their respective schools

No	Circuit	KG	Primary School	Junior School
1	Kodie	7	7	7
2	Atimatim	1	4	8
3	Ankaase	6	6	5
4	Aboabogya	6	6	6
5	Buoho	4	4	7
7	Afrancho	6	6	7
8	Hemang	5	5	5
9	Maase	6	6	9
TOTAL		41	44	54

Source: Ghana Education Service (2019)

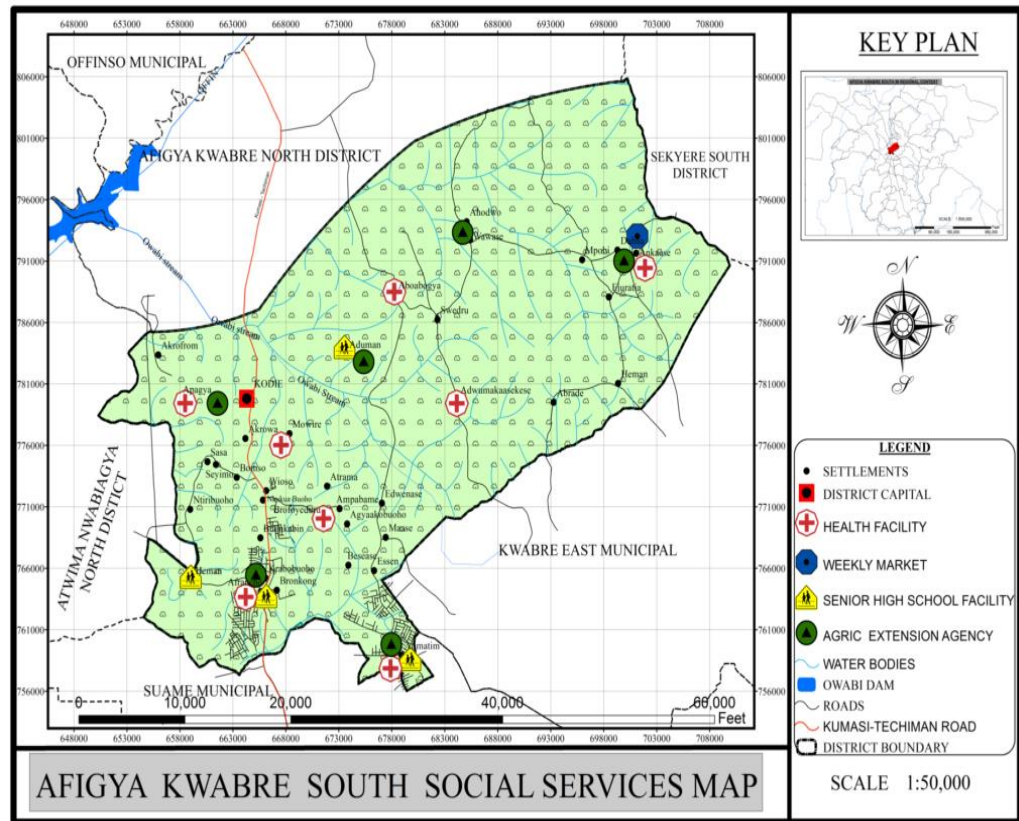


Figure 2: Map of Afigya-Kwabre South District in the Ashanti Region of Ghana.

Source: Ghana Statistical Service (2014)

Research Design

The exploration configuration is a set of techniques and methods used by experts to collect and analyse data (Shukla, 2008). For the analysis, the researcher used descriptive (primary data) and case study designs. The main goal of descriptive studies is to observe, describe, and log different aspects of a situation as they occur naturally, and they are often used to generate hypotheses or establish theories (Graneheim & Lundman 2004).

Since the private and public junior high schools in the circuit would be evaluated based on their results on the Basic Education Certificate Examination, the researcher used a case study design. Nonetheless, by using descriptive and case study designs, the researcher employs both quantitative

and qualitative data collection methods to enhance knowledge of the numerical relationship in the data and to aid in the exploration and description of a pupil's academic success in a private and public basic school.

Target Population

The population, according to Wright, Alston, and Piatt (2022), is the large group from which all other groups are created. The target audience is the group for which the findings can be generalized or for which information is sought (Maxwell, 2021). Head teachers, teachers, and students in general and fundamental non-public schools in Atimatim circuit, Afigya Kwabre South District, were the target population of this study. They were made up of a 2458 male and 2494 female students who took the BECE from 2017 – 2019. Also, there were 10 head teachers and 50 teachers.

Sample Size

The sample size is the number of people chosen from the target population to be measured (Lakens, 2022). The number of persons that were randomly selected from the population to construct a sample for the research is referred to as sample size in this report. In qualitative study, the sample size should be neither too large nor too small (Hennink & Kaiser, 2022). The sample size for this analysis was five public and five private preparatory or basic schools in the Atimatim circuit, Afigya Kwabre South District.

Sampling Techniques

In order to select a sample from the population, the researchers used a multi-stage sampling strategy that included convenience sampling, stratified sampling, and purposive sampling.

Sampling from the Circuits

Since it is the environment where the researcher works and due to the main fact that a number of private schools in this circuit have high academic performance as compared to the public schools, the Atimatim circuit was chosen out of the eight (8) circuits in the Afigya-Kwabre South district.

Sampling of the Studied Schools

The Atimatim circuit's schools were divided into two strata, public and private basic schools, using a stratified sampling technique. The schools were conveniently chosen after the two strata were chosen because the researcher lives in the same compound as three basic public schools and two private schools as next-door neighbours. The remaining schools were conveniently chosen from the same neighbourhood. Five (5) schools were chosen from each stratum, totalling ten schools.

Atimatim Lighthouse preparatory school, Sammy educational complex, St Peters academy, Galaxy community school and Smile Ahead international school were among the private schools. Good foundation D/A J.H.S, Atimatim D/A J.H.S 'A,' Atimatim D/A J.H.S 'B,' Experimental D/A J.H.S, and Atimatim Divine D/A J.H.S are the public schools. Within the Atimatim circuit, Afigya-Kwabre South District, these selected private and basic public schools were old and had adequate teachers.

Sampling of Teachers and Head teachers

Teachers and Head teachers/Proprietors were also the subject of this report. The 60 respondents were made up of 10 head teachers/proprietors from the ten schools chosen, plus five teachers from each school, for a total of 60 teachers. The head teachers and teachers were purposefully chosen because:

1. The head teachers are the ones who have the most relevant knowledge for the report.
2. Teachers teach the core subjects of mathematics, English, Integrated Science, and Social Studies, as well as one primary elective subject, which are always used to calculate BECE results, which are then used to compare performance.

Table 3: Distribution of Respondent

Schools	Head teachers	Teachers	Total
Private	5	25	30
Public	5	25	30
Total	10	50	60

Source: Field Survey (2018)

Sources of Data

The primary data and the secondary data are the two sources or forms of data used in this analysis. Primary data, according to Mazhar et al., (2021), are data collected on the ground under the strict supervision of a researcher. Original data collected specifically for a study is referred to as primary data. This type of details generally fresh and obtained for the first time; it is beneficial for current research and future research. Secondary data include the data which were collected and documented by another researcher for a purpose other than the present study (Gabelica et al, 2022). A variety of secondary data sources were used, including online tutorials, documents, books, periodicals, journals, manuals, instructional multimedia, and the internet. These types of data are usually reused in a different context and have undergone statistical analysis. A documentary analysis was used by the researcher.

Data Collection Instrument

The data collection instrument is used to prepare for and gain valuable information on the study's critical quality characteristics (Johnson et al., 2020). The data gathered, on the other hand, aids the researcher in designing and obtaining useful information about the research, allowing the study's analysis to run smoothly. Questionnaires and a documentary analysis of B.E.C.E results were used to collect data for this report.

Questionnaire

The questionnaire (written, typed, or printed) is a meticulously crafted instrument for collecting data from respondents to research questions (Vasuki, 2021). It is one of the data collection methods in which questions are printed or typed in a specific order. Closed-ended and open-ended questions were used by the researcher, as well as elements from a Likert-type scale chart. This strategy was chosen to allow respondents to be free in expressing their opinions, as well as to provide ample time for respondents to find specific solutions so they have the opportunity to consult a few records for clarity. This approach will be used to collect data from teachers and head teachers.

Documentary Review of B.E.C.E Result

The master list for reviewing the pupils' basic education qualification test results was a documentary review. The outcomes of the pupils' BECE exams were analysed. The Afigya-Kwabre South district Education Office and the West African Examination Council (WAEC) office provided this information.

Data Analysis Techniques

The important findings from the test of hypotheses are presented in this section of the report. Relevant data collected in the field through a questionnaire dealing with the study's objectives was analysed and interpreted accordingly. The study theories were also put to the test to see whether they were true or not. Each prediction, on the other hand, was looked at separately to see how relevant it was in light of the evidence gathered and analysed in this analysis. The percentage, frequency chart, mean, and other statistics will be calculated and examined using the STATA program (version 14.0).

Ethical Issues in the Study

Several ethical considerations were taken into account while conducting this research. There are some of them:

- **Anonymity and confidentiality:** all survey respondents were assured of the confidentiality of the information they were willing to share with the researcher. They were assured that their true identity would be revealed. The protection of the respondent's character and the data provided to the scientist were among the broad issues.
- **No harm to the participant:** During the study, the researcher did nothing to harm any respondent physically, mentally, or emotionally. The study's questions were written with the respondents' status in mind.
- **Participation was entirely voluntary:** no one in this study was coerced to participate in any way. Many of the participants in this study did so willingly.

- **Deception:** In this study, the researcher did not use any manipulative techniques to entice respondents to answer the questions she wanted them to answer; instead, the respondents only answered the questions based on their understanding.

Chapter Summary

This chapter detailed the methodology employed in this study including its scope, design, population, sample size, sampling techniques, data sources, and collection methods. The study also employed descriptive research design. The target population included head teachers and teachers, with a sample of five public and five private schools selected through stratified and convenience sampling. Data was collected using questionnaires and documentary reviews of BECE results, and analysed using statistical techniques in STATA. Ethical considerations, such as confidentiality, voluntary participation, and ensuring no harm to participants, were rigorously upheld throughout the study to ensure the integrity and reliability of the findings.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter discusses the outcomes of the investigation of critical and auxiliary data gathered for the study. These outcomes are divided into four sections: demographics, BECE results, school facilities (both internal and external), and factors influencing student success and teacher quality. The sample size was sixty (60), with fifty (50) teachers and ten (10) head teachers participating. From both public and private schools, ten (10) schools were chosen for the study. BECE outcomes for both public and private schools were compared using secondary data. The response rate was encouraging; sixty (60) questionnaires were mailed to respondents, and all sixty (60) were retrieved and analysed.

Demographic Characteristics of Teachers and Head teachers/Proprietors

The demographic characteristics of respondents contacted during the survey are presented in the Table 4.

Table 4: Demographic Characteristics of Head Teachers/Proprietors and Teachers.

Variable	Public School		Private School		TOTAL	%
	Freq	%	Freq	%		
Sex						
Male	15	50	22	73	37	62
Female	15	50	8	27	23	38
Total	30	100	30	100	60	100
Marital Status						
Single	11	37	23	77	34	57
Married	18	60	4	13	22	37
Divorced	-	-	1	3	1	1
Separated	1	3	2	7	3	5
Total	30	100	30	100	60	100
Religion						
Christian	28	93	29	97	57	95
Muslim	2	7	1	3	3	5
Traditionalist	-	-	-	-	-	-
Others	-	-	-	-	-	-
Total	30	100	30	100	60	100
Age						
20 – 30	3	10	18	60	21	35
31 – 40	12	40	4	13	16	27
41 – 50	14	47	-	-	14	23.3
51—60	1	3	-	-	1	1.7
Above 60	-	-	8	27	8	13
Total	30	100	30	100	60	100

Source: Field Survey (2022)

The ability to recognize an educator's characteristics, such as sex, marital status, faith, and age, was critical because these are the critical qualities that can influence a student's academic performance. According to table 4.1, the majority (62%) of the participants or respondents were males, with 73% (73%) of male teachers in private schools and 50% (50%) in public schools. Thirty-eight percent of all female teachers were female (38percent). Approximately 56.6 percent of the teachers were single, compared to 36.6 percent of married teachers. In both groups of education, the majority of

teachers (95%) were Christians. Teachers in both schools were in the age groups of 20-30 and 31-40, accounting for 35 percent and 27 percent of the total. Teachers over sixty years old made up 13% of the private school teachers, meaning that as they retire from the public sector, they find themselves in menial positions in private schools.

Comparison of BECE Performance of Public and Private Schools in

Atimatim

From 2017 to 2019, the academic performance of public and private JHS candidates was compared. The total number of JHS past students who graduated between 2017 and 2019 and participated in this study was 2325. For the public-school category, there were 932 males representing 47.9 percent and 1013 females representing 52.1 percent. There were 197 males in the private school class, accounting for 51.8%, and 183 females, accounting for 48.2%. The distribution of candidates is depicted in Table 5.

Table 5: Distribution of JHS Candidates by School Category.

Selected school candidate	Category of School				TOTAL
	Public (f)	Percentage (%)	Private (f)	Percentage (%)	
Male	932	47.9	197	51.8	1129
Female	1013	52.1	183	48.2	1196
Total	1945	100%	380	100%	2325

Source: Field Survey (2022)

According to Djangmah (2011), a student's best BECE score is a total of six; that is, a grade one in each of the four center subjects plus a grade one in the other two subjects. In this way, the BECE's ranking system considers lower numbers to be the best grades and higher numbers to be the worst. In the grading system, grade one is the most important and grade nine is the least

important. As a result, lower aggregates imply better results, whereas higher totals imply worse performance. A competitor at the BECE must have good grades in all six subjects in order to be selected and placed in a second cycle school. A rating of six in each of the core subjects would not assist the applicant in being placed through the Computerized School Selection and Placement system (CSSPS).

As a result, all BECE applicants who choose a specific school as their first preference are arranged in order of their results, and the school's cut-off point is determined by the number of available vacancies for each program as announced by the heads of Senior High Schools/Technical Schools (Owusu & Nettey, 2022). A candidate's best BECE achievement is a single number aggregate from six to nine, whereas low performance is an aggregate of thirty or more, which is likely to exclude candidates from enrolling in category A senior high schools.

In the Atimatim circuit, Afigya-Kwabre South, a review of BECE results from the 2017-2019 academic years among the selected schools revealed that private school pupils outperformed their public-school counterparts. This statement is further illustrated in Table 6.

Out of the 2325 graduates from the chosen colleges, 1945 attended public schools and 380 attended private schools. While some public candidates received an aggregate of 6-9, public schools received 3.7 percent, while private schools received 20.5 percent. In addition, 114 students (30%) from private schools received an aggregate from 10-15, compared to 370, or 19. percent, from public schools. When comparing government-funded schools to their private counterparts, frequencies (the number of competitors

who acquired a specific total) show higher figures for government-funded schools, confirming what Blantari (2020) stated that public schools performed poorly academically compared to their private counterparts.

Table 6: Category of Schools and Aggregate Obtained Between 2017-2019 BECE.

BECE RESULTS	CATEGORY OF SCHOOLS					TOTAL
	PUBLIC		PRIVATE			
	(f)	Percentage (%)	(f)	Percentage (%)		
Aggregate obtained by schools at	6 – 9	71	3.7	78	20.5	149
	10 – 15	370	19.0	114	30	484
	16 – 20	580	29.8	74	19.5	654
BECE	21 – 30	791	40.7	71	19.7	862
	Above 30	133	6.8	43	11.3	176
Total		1945	100%	380	% 100	2325

Source: Field Survey (2022)

Furthermore, 122 candidates (24.8%) from the private category had an aggregate of over 30, while 133 candidates (27.7%) from the public category had an aggregate of over 30, implying that their placement in a senior high school would be difficult or impossible through the Computerized Schools Selection and Placement System (CSSPS).

Furthermore, the average composite score of public-school graduates was higher than that of their private school peers. The total mean aggregate score of private school graduates was 18.11, while the total mean aggregate score of public-school graduates was 20.57. This means that at the BECE in the Atimatim circuit in the Afigya-Kwabre South, the number of graduates from private schools had a lower aggregate, indicating that they performed better than their public-school counterparts. The mean aggregate scores of the graduates from public and private schools are shown in Table 7.

Table 7: Mean Total Aggregates of Public and Private Schools

Category of Schools	Frequency	Mean	Std. Deviation	Min	Max
Public	1945	20.57	7.295	6	10
Private	380	18.11	9.946	6	10
Total	1235				

Source: Field Survey (2022)

Similar research by Azimi et al., (2023) found that there is ample evidence from developed countries that suggests that private schools perform academically better than their public-school counterparts in external examinations much of the time.

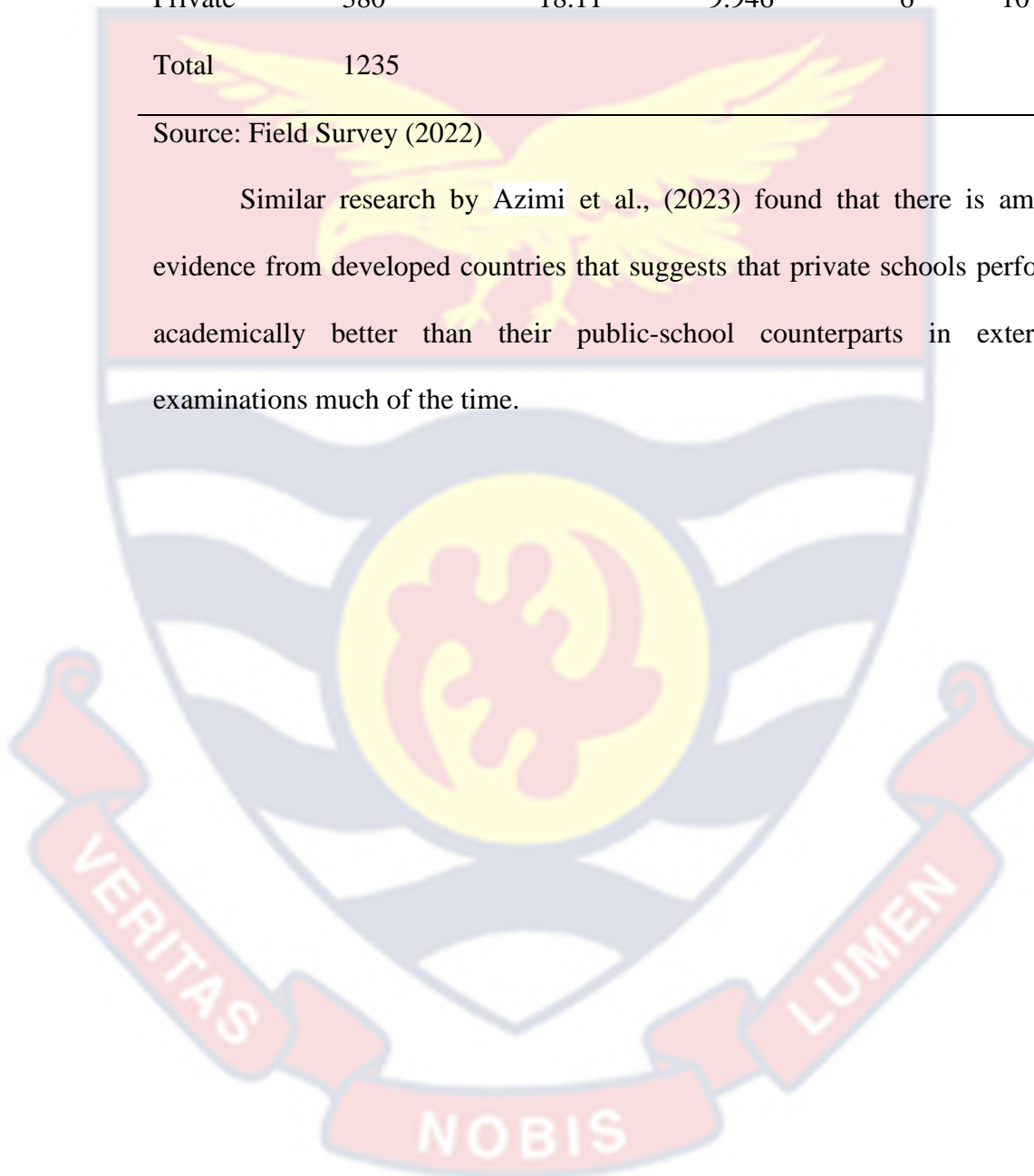
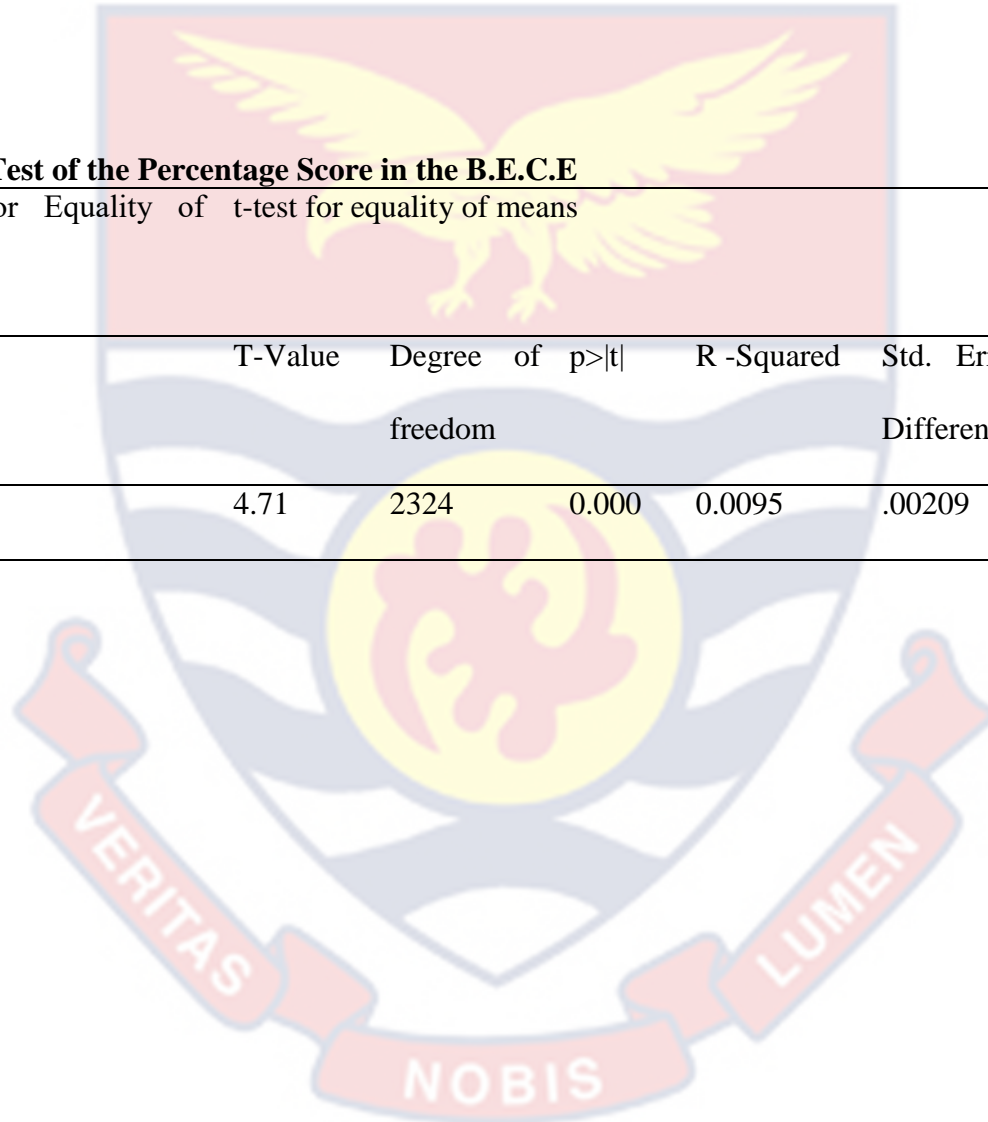


Table 8: Independent Sample Test of the Percentage Score in the B.E.C.E

Levene's Test for Equality of Variances							t-test for equality of means		
							95% Confidence Interval of Difference		
F	MS	T-Value	Degree of freedom	p> t	R -Squared	Std. Error Difference	Lower	Upper	
Aggregate	22.23	.6304	4.71	2324	0.000	0.0095	.00209	.005	0.014

Source: Field Survey (2022)



The result shows a significant difference between the mean total score of understudies from a government-funded school ($m = 20.57$, $sd = 7.295$) and those from a non-public school ($m = 18.11$, $sd = 9.946$), $t(2324) = 4.71$, $p = 0.000$. The p -estimation of 0.001 is used to demonstrate the observable difference between the methods and, as a result, the scholastic execution of understudies out in the open and non-public schools in the Atimatim Circuit, Afigya Kwabre South District, because the p value 0.000 is as of now acknowledged.

Factors Accounting for the Differences in Performance of Pupils

Internal factors responsible for disparities in pupil performance in both public and private schools are shown in Table 9.

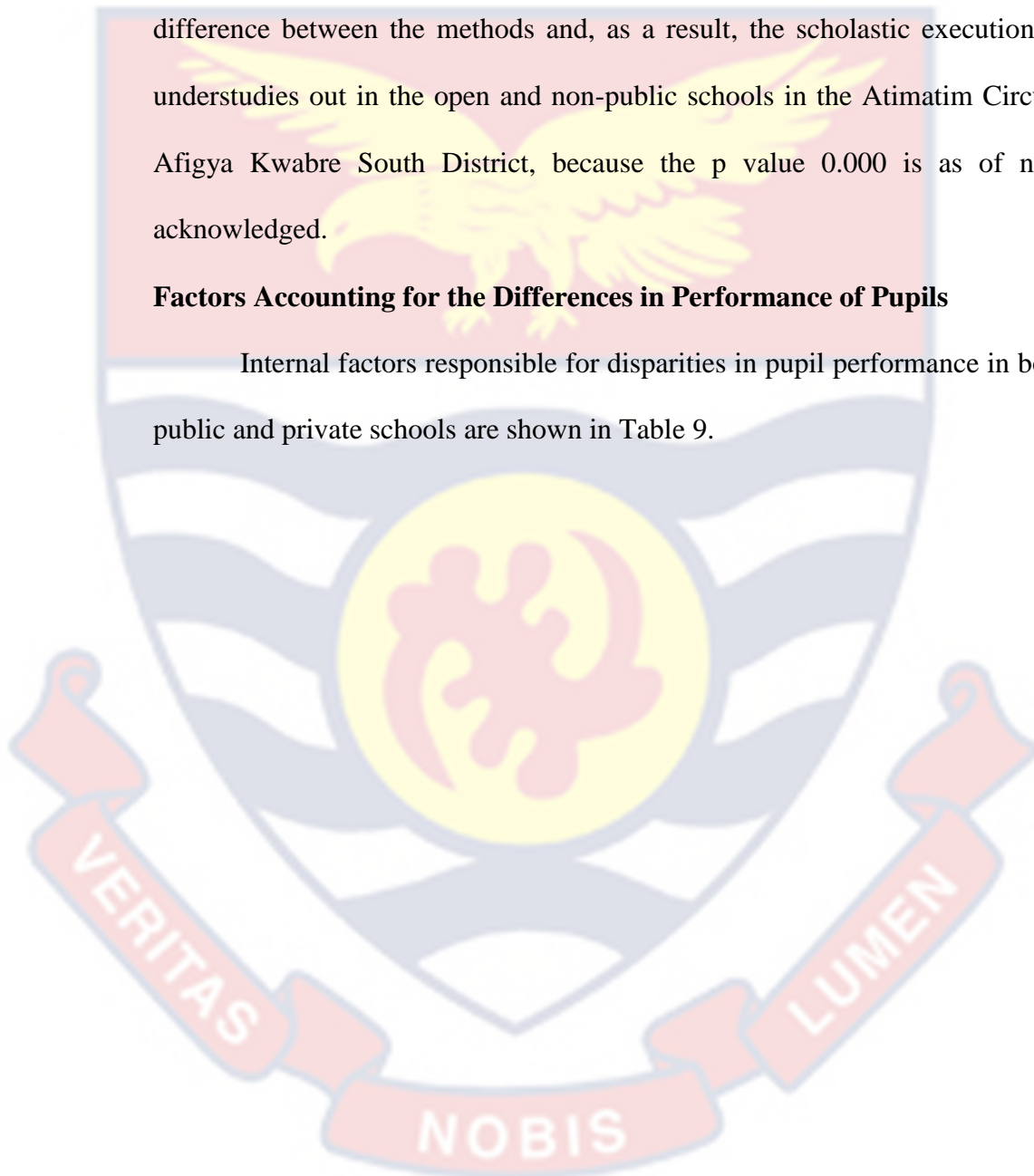


Table 9: Internal Factors Accounting for the Differences in Performance of Pupils.

ITEM	N		Mean		Std. Dev		OLS		
	Public	Private	Public	Private	Public	Private	Df	Coff.	Sig
Adequate toilet facilities for pupils	30	30	2.97	3.87	1.299	0.973	59	.176	0.000*
Adequate toilet facilities for teachers	30	30	3.8	3.83	.925	1.053	59	.213	0.000*
Good staff general office of the school	30	30	3.23	3.53	.858	0.973	59	.268	0.000*
Good canteen of the school	30	30	3.46	3.43	1.224	1.278	59	.198	0.000*
Standard school park	30	30	1.43.	1.67	.568	1.154	59	.250	0.098
Good playground of the school	30	30	2.70	3.70	1.368	1.159	59	-3.869	0.000*

Source: Field Survey Data, (2022)

According to Table 9 statistical review, there is a substantial gap in Adequate toilet facilities for pupils, Adequate toilet facilities for teachers, Adequate toilet facilities for students, good staff general office of the school, effects of a good school canteen and good playground of the school with their p-values (0.000) 0.05 alpha level for both public and private schools. Furthermore, only Standard School Park showed 0.098 at 10% alpha level for both public and private.

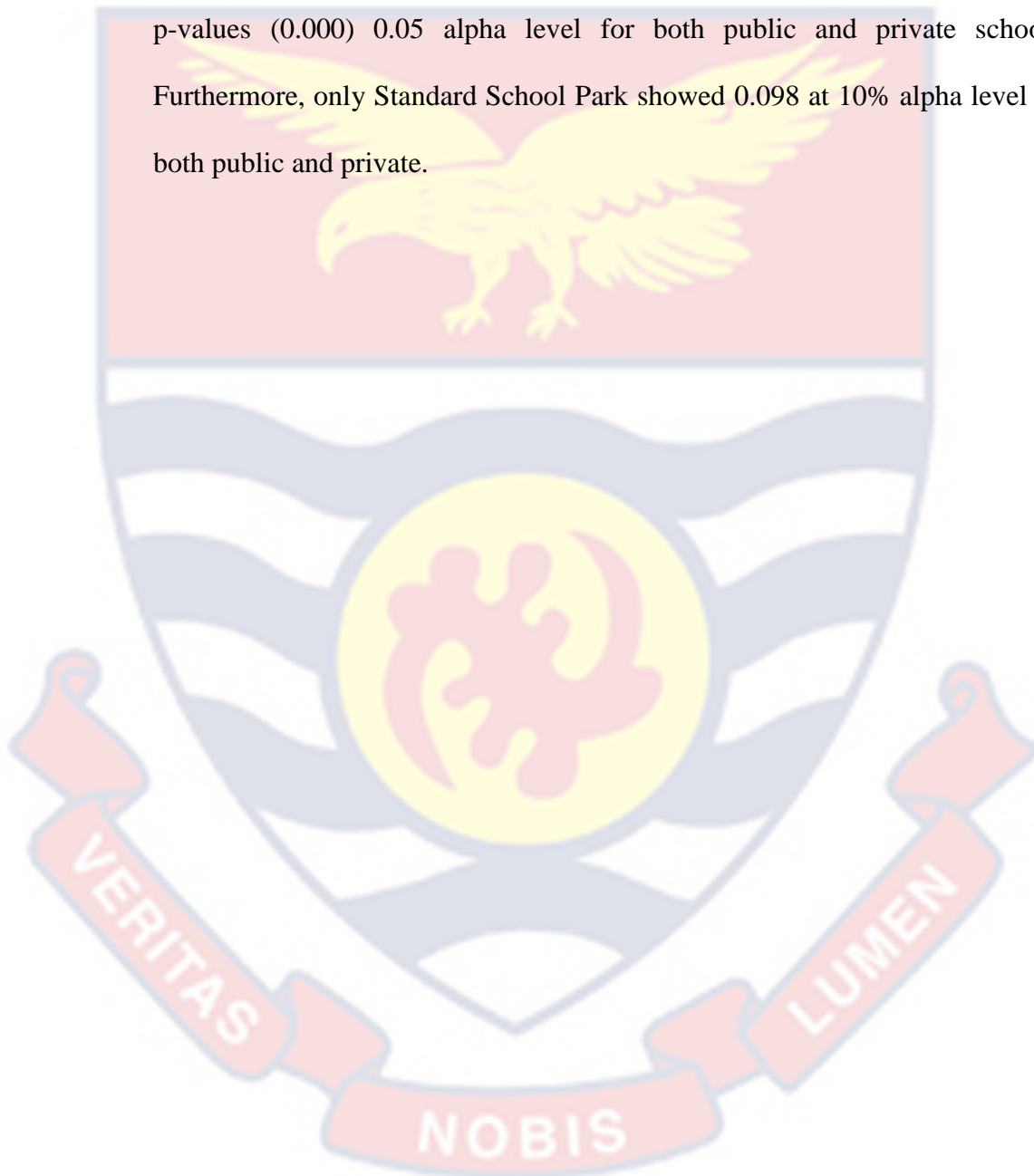


Table 10: External Factors Accounting for the Differences in Performance of Pupils

ITEM	N		Mean		Std. Dev		T-test		
	Public	Private	Public	Private	Public	Private	Df	V	Sig
full co-operation between parents and teachers	30	30	3.6	3.26	1.124	1.507	58	.158	0.087
students' parents' approach to ascertain how their wards are faring	30	30	2.2	3.63	.876	.850	58	.242	0.042

Source: Field Survey (2022)

Table 10 indicates the external factors that contribute to differences in pupil performance in public and private schools. According to the statistical study, there is a major difference in students' parents' approach to determining how their wards are doing on academic results, with a significant value of 0.042 < 0.05 alpha value for both public and private schools, while complete co-operation between parents and teachers showed no significant difference with a significant value of 0.087 > 0.05 alpha value for both public and private schools. The study's second goal was to identify the factors that contributed to differences in pupil performance in the Atimatim circuit, Afigya-Kwabre South.

In the comparison of pupil academic results for both public and private schools, the study in objective one revealed a substantial gap. It's important to figure out what's causing the discrepancies. Khan and Mushtaq (2012). To account for the variations, the theories were divided into internal and external factors. The internal factors accounted for the differences in the pupil's academic performance for both public and private schools, according to Table 11. Adequate toilet facilities for pupils, Adequate toilet facilities for teachers, good staff general office of the school, good canteen of the school, and good playground of the school were the internal factors accounted for the differences in the pupil's academic performance for both public and private schools.

Furthermore, private schools with p-values of 0.05 in Afigya-Kwabre South and Table 9 suggested that students' parents' approach to ascertaining how their wards are faring was the external factor that accounted for the discrepancies in the pupil's academic performance for both public and private

schools with p-values of 0.05 in Afigya-Kwabre south and Table 11. This finding supports Otani (2020) claim that good daily parental care improves children's academic performance and attitude toward learning. The only variables that did not account for the disparities in the pupils' academic performance with a p-value > 0.05 were Standard School Park as an internal factor and complete co-operation between parents and teachers as an external factor.



Relationship between School Facilities and Pupils Performance

Table 11: Correlation analysis of school facilities on pupils' academic performance

ITEM	N		Mean		Std. Dev		Sig	Correl. R
	Public	Private	Public	Private	Public	Private		
Teaching and learning materials are availability	30	30	1.8	4.57	0.761	.504	0.030*	0.406
Standard school building	30	30	2	2.57	1.286	1.278	0.041*	0.268
School has adequate classrooms	30	30	3.67	3.27	1.124	1.507	0.017*	0.292
Good school library	30	30	3.8	3.83	.924	1.053	0.676	-0.042
School has standard computer lab	30	30	3.46	3.43	1.224	1.278	0.388	0.103
School has standard science lab	30	30	3.23	3.53	0.858	0.973	0.538	-0.037
School has adequate teachers	30	30	1.43	1.67	1.568	1.154	0.411	0.218
School has audio-visual aids to facilitate learning	30	30	2	2.57	1.286	1.278	0.266	0.111

Source: Field Survey (2022)

The correlational analysis of school facilities on pupil performance for both public and private schools is shown in Table 12. The results of the statistical analysis show that teaching and learning materials available for teachers, standard school building, and school with appropriate classrooms have a substantial relationship on pupils' academic performance with their values:(0.030, 0.041, and 0.017) for both public and private schools, resulting in a 0.05 alpha value. Also, the remaining variables (a good school library, a standard computer lab, a standard science lab, sufficient teachers, and audio-visual aids to promote learning) have p-values > 0.05 alpha level, so they are not relevant. Such facilities have no impact on students' academic achievement; learning must continue regardless of whether the school has them or not. According to the findings in table 12, there is a positive relationship between school facility and pupil academic success. This suggests that school facilities have a positive impact on students' academic success. This study agrees with Mahoney et al., (2021), who found a connection between adequate school learning facilities and student academic success.

Teaching and learning resources available to teachers had a relationship or impact on a pupil's academic performance, as shown in table 12, and also had a positive relationship with a pupil's academic performance. This means that, when delivered by teachers in both public and private schools, teaching and learning materials will help students increase their academic performance. These results support Mahoney et al., (2021), study, which concluded that "there is a positive relationship between the provision of appropriate learning facilities in school and student academic performance. "The regular school building had a significant relationship or influence on

pupil's academic performance and showed a positive relationship on pupil's academic achievement, and School has appropriate classrooms had a significant relationship or impact on pupil's academic performance and also showed a positive relationship on pupil's academic performance.”

Relationship Between Teacher Quality and Pupils Academic Performance
Table 12: Teacher Quality Indicators

ITEMS	PUBLIC		PRIVATE		TOTAL
	FREQ	%	FREQ	%	
TYPE OF CERTIFICATE					
WASCE/SSCE/GCE O'LEVEL	1	4.0	17	68.0	18
Teacher CERT 'A'	-	-	-	-	-
Diploma/HND	6	24.0	5	20.0	11
First degree	16	64.0	3	12.0	19
Postgraduate	2	8.0	0	0.0	2
Total	25	100.0	25	100.0	50
TEACHER PROFESSIONAL STATUS					
Trained	25	100.0	9	26.0	34
Untrained	0	0.0	16	64.0	16
Total	25	100.0	25	100.0	50
SUPERVISION OF EXERCISES					
Yes	11	44.0	22	88.0	33
No	14	56.0	3	12.0	17
Total	25	100.0	25	100.0	50
TEACHING EXPERIENCE					
1-10	19	63.3	10	33.3	29
11 -20	6	20.0	9	30.0	15
21-30	1	3.3	7	23.3	8
Above 30	4	13.3	4	13.3	8
Total	30	100.0	30	100.0	60
TEACHER MOTIVATION					
Salary	0	0.0	3	12.0	3
Pupils' welfare	18	72.0	11	44.0	29
Respect	0	0.0	1	4.0	1
Enjoys teaching	7	28.0	9	36.0	16
Others	0	0.0	1	4.0	1
Total	25	100.0	25	100.0	50
TEACHING AREA/SUBJECT					
English language	4	16.0	3	12.0	7
Mathematics	4	16.0	1	4.0	5
Integrated science	5	20.0	2	8.0	7
Social studies	2	8.0	4	16.0	6
ICT	0	0.0	1	4.0	1
GH. Language	1	4.0	1	4.0	2
RME	2	8.0	1	4.0	3
BDT	4	16.0	2	8.0	6
French	1	4.0	0	0.0	1
Multiple subjects	2	8.0	10	40.0	12
Total	25	100.0	25	100.0	50

Source: Field Survey (2022)

Table 13: Correlation Analysis of Teacher Quality Indicators on Pupils Academic Performance

ITEM	N		Mean		Std. Dev		Df	Sig	Correlation R
	Public	Private	Public	Private	Public	Private			
Type of Certificate	25	25	3.76	1.6	0.778	1.118	21	0.004*	-0.377
Teacher Professional Status	25	25	1.2	1.84	.408	0.374	21	0.000*	0.603
Teaching experience	25	25	5.28	5.2	1.486	1.471	110	0.119	0.226
Teaching area/subject	25	25	4.4	6.44	3.068	3.477	28	0.048*	0.129
Motivation	25	25	2.92	2.44	0.996	1.04	28	0.998	0.205
Number of exercises per week	25	25	5.6	7.52	0.5	0.962	77	0.001*	0.107
Supervision of exercises	25	25	1.36	1.28	0.489	0.458	26	0.336	-0.232

Source: Field Survey (2022)

The correlation research test between teacher quality and pupil performance is shown in Table 13 for both public and private schools.

Since their significant values (0.004, 0.000, 0.048, and 0.001) 0.05 alpha levels respectively, the results of the study suggest that there is a significant association between the form of credential, skilled teacher status, teaching area/subject matter, and some exercises per week. In essence, the form of certificate, teaching area/subject matter, and a few lessons each week are all attributes to consider when hiring an instructor. This result supports the findings of the US National Centre for Education Statistics, which found that public school teachers tend to be more competent academically than their private school peers on specific measures (Boyce et al., 2020). With significant values > 0.05 alpha stage, teaching experience, teacher motivation, and teacher supervision of exercises had no significant relationship on pupil academic success. Furthermore, the results of the correlational study show that the type of credential and exercise supervision has a negative relationship with students' academic success and their values (r): -0.377 and -0.232 are the corresponding values. Teachers' educational levels, experience, professional status, teaching area/subject, motivation, and number of activities each week all had a positive impact on students' academic success, with values of 0.603, 0.226, 0.129, 0.205, and 0.107, respectively.

The degree of relationship or effect of teacher qualities on pupil academic performance, as well as the strength of the relationship or effect of teacher qualities on pupil academic performance, were determined using correlational analysis. According to Darling-Hammond (2000), proportions of scholarly ability, long periods of preparation, showing context, proportions of

the subject and showing knowledge, access dictation status, and showing practices in the classroom are among the factors perceived to be characteristic of instructors' fitness (quality) that have been studied for their relationship to understudy learning.

According to the findings in table 13, there is a positive relationship between teacher quality and student academic success. This suggests that the competence of an instructor has a positive impact on a student's academic success. The teacher quality metrics reported in table 13 that the type of credential had a major relationship or impact on a pupil's academic results, but that this relationship was negative.

This effectively means that, while it is a clear measure of teacher competence, and regardless of whether a teacher holds a credential, its impact on enhancing a pupil's academic performance would be minimal. Teacher Professional Status had a major relationship or impact on students' academic success, as well as a favourable correlation. Boateng et al., (2021) work is reflected in this outcome. This effectively implies that it is a strong measure of instructor quality and its impact on enhancing a student's academic performance. The teaching area/subject matter had an important relationship or impact on the academic performance of students, as well as a positive connection.

One variable that could be linked to teacher viability is topic knowledge. This supported comparative research by Bordoh et al., (2021), which found a strong link between the instructor's subject knowledge and the students' learning outcomes. As a consequence, it is a good indicator of instructor competence, as well as its effect on improving a student's scholarly

performance. Various activities each week had a significant effect on understudy scholastic performance and also showed a positive interaction with student scholastic performance.

In effect, it is a strong measure of teacher quality, and it can have a significant impact on improving a student's academic performance. Teaching experience, teacher encouragement, and teacher control of activities all have no impact on a student's academic success. While teaching experience and teacher motivation are not measures of teacher quality, they did have a positive impact on a student's academic performance. This result corroborated similar research by (Mahoney et al., 2021)), who stated that "numerous examinations have shown a relationship between educators' adequacy and their long periods of experience, but not necessarily a significant one." As a result, they have a significant effect on improving students' academic performance. Instructors' motivation, on the other hand, revealed the negative relationship and its ineffectiveness in scholarly execution on understudies.

Chapter Summary

The study examined demographic characteristics of teachers and head teachers/proprietors, revealing that most participants were male and predominantly Christian, with a majority of private school teachers being younger and single. Analysis of BECE performance from 2017 to 2019 showed private school students outperforming public school students, with a higher proportion achieving lower aggregates, indicating better results. Internal factors such as adequate facilities and good staff offices, and external factors like parental involvement significantly influenced performance disparities. Correlation analysis highlighted that teaching and learning

materials, school buildings, and classrooms positively impacted academic performance, while teacher quality indicators such as professional status and teaching areas showed a significant positive relationship with student success. However, teacher experience and motivation had less impact on academic outcomes.



CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATION

Introduction

This chapter contains an overview and conclusion of the questions posed in Chapter four data analysis. Finally, it makes recommendations for enhancing the delivery of high-quality education in Ghana's primary schools, as well as suggestions for future research on the topic, taking into account the study's limitations.

Summary of Findings

The major objective of the study was to evaluate the differences in academic performance between students attending public and private elementary schools in the Atimatim circuit of the Afigya-Kwabre South District during the Basic Education Certificate Examination (BECE). The study compared student 's academic performance, factors affecting students' academic achievement, and the link between school facilities and academic success in the Atimatim circuit, Afigya Kwabre South. It also re-established the association between teacher quality and student academic achievement in Atimatim.

Academic Performance Difference Between Public and Private Basic Schools in The Atimatim Circuit

The full study of secondary data from both schools' BECE results revealed that private schools in the Atimatim circuit out performed public schools in terms of academic achievement. The basic private schools had a mean aggregate score of 21.28, while their basic public-school counterparts had a mean aggregate score of 23.43. As a result, over the course of the three-

year analysis, basic private schools out performed basic public schools. The pass rate in basic private schools enabled their students to enroll in category A schools of their choice and participate in programs or subjects that provided them with better future opportunities than their public counterparts.

Factors Accounting for the Differences in Performance of Pupils in the Atimatim Circuit, Afigya-Kwabre. South

Although the B.E.C.E. results show a substantial gap in academic performance between public and private basic schools, there were some internal and external factors that contributed to differences in educational attainment between public and private basic schools in the Atimatim Circuit. Appropriate toilet facilities for both students and teachers, an excellent staff general office, a good canteen, a normal school park, and a good playground were among the internal considerations. External factors such as complete cooperation between parents and teachers and a student parent approach to determining how wards are doing have contributed to the academic achievement's performance.

The Relationship between School Facilities and Academic Achievement of Students

According to the data analyzed, there is a strong correlation between school facilities and student academic success. This assumes that if public schools are given the same logistical support as private schools, they will reach the same level of success as private schools.

The Academic Performance-Teacher Quality Relationship

The study found a connection between teacher quality and academic success. The least credential a person would use to teach is a diploma in basic

education (DBE), but we saw that public teachers have the most people with the required certificate, but their achievement grade is nothing compared to private teachers with little or no experience in the teaching sector.

Conclusion

In the Atimatim Circuit, Afigya- Kwabre district, this study found that students in basic private schools outperform students in public schools. This study found that public schools perform poorly as compared to private schools in terms of annual B.E.C.E in the Atimatim Circuit. Many factors contributed to the disparities in academic performance between public and private schools.

Recommendations

These suggestions are intended to aid in the improvement of quality education in public and private basic schools in the Atimatim Circuit, Afigya-Kwabre South District, and Ghana as a whole.

Government

The government should provide educational organizations with the necessary educating and learning resources in order to promote the educating and learning process. Lack of instructional and learning materials are necessary barriers to public and private school children's academic success. Facilities such as adequate classrooms, proper work areas, course readings, PCs, places to stay, and motivating guides go a long way to improve children's learning at school and, as a result, their academic results.

Policymakers and Curriculum developers

Policymakers should put in place steps to expand the school feeding program to all students, so that as the instructional period rises, children would have the strength and energy to sit attentively during that time. To meet the

official requirement of good quality results, active supervision of teachers must be ensured. To ensure effective and productive learning outcomes, the basic school curriculum must be updated by emphasizing applied for focused courses and reducing the number of subjects.

It is necessary to consider a review of the instructor's administrative terms. Motivating packages or benefits, such as a lodging scheme, the provision of free clinical treatment, and transportation (auto advance), should be emphasized in persuading educators rather than a steady increase in compensations, which isn't appreciated by a significant number of them due to the country's currency's constant devaluation (Cedis).

Ghana Education Service (G.E.S)

The G.E.S. strategy of mass promotion of students from one grade to the next should be abolished, and success should only be used to encourage pupils.

To complement the supervisory position of the head teachers, rigorous oversight from the metropolitan, municipal, and district directorates is required, which will contribute to greater accountability among teachers.

District Assemblies

Metropolitan, Municipal and District Assemblies (MMDAs) in their respective regions should create a formal uniform examination board to conduct exams to upgrade students' transition from primary to junior high school. They can monitor their progress in terms of their preparatory school performance, which will be mirrored at the national level, using this board.

Head Teacher/Proprietors

For both teachers and students, there should be a standard monitoring guide. There should be no distinction between the monitor tool for public schools, where teachers are monitored for items that are less important to the academic success of the students, and another system for private schools, which often ensures the educational wellbeing of the students. Headteachers/proprietors must be held accountable for ensuring that teachers give students enough homework after and class. As the saying goes, "practice makes better." Children will learn to correctly solve questions as a result of this process, which will help them improve their academic results.

Suggestions for Further Research

Despite the fact that studies have been conducted in this field in Ghana, some indicators have remained unexplored. As a result, the researcher believes that further research in this field is necessary. Furthermore, this time, the studies should be expanded to include a metropolitan area that is larger than a district or even a city, and the sample size of the feedback should be broad enough to represent the problem accurately.

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